Mount Warrigal Public School
Discipline Procedure

BRIEF DESCRIPTION:

This document outlines the procedures Mount Warrigal Public School follows to ensure a safe, secure and harmonious environment is maintained for all stakeholders, understanding that behaviour management is a shared responsibility between the school, the student and parents/carers. It outlines the school expectations of behaviour, consistent with the NSW Department of Education 'Behaviour Code for Students' and lists strategies and practices to promote, recognise and reinforce appropriate behavioural choices as well as practices and approaches to manage inappropriate student behaviour. Staff are involved in ongoing behaviour management training and development to improve practice to support the implementation of our discipline procedures. The procedure is available on our website and is evaluated and reviewed by staff and the wider school community every three years, or prior to if deemed necessary.

At Mount Warrigal Public School, Positive Behaviour for Learning is based on clear expectations and proactive whole school management practices that support students to positively engage and individually achieve at school. Behaviour expectations, systems and practices have been devised through collaborative consultation with key stakeholders and are explicitly and regularly taught to ensure students are safe, respectful learners. We strive to recognise, reinforce and acknowledge student achievement across a broad range of personal, social and academic areas. The aim is for students to become self-directed, kind and considerate learners, who are responsible for their choices.

In cases of inappropriate student behaviour, practices are consistent with the 'Wellbeing for Schools Framework' and follow the principles of procedural fairness.

LINK/S TO DEPARTMENT POLICIES

https://education.nsw.gov.au/policy-library/policies/student-welfare-policy

https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools

https://education.nsw.gov.au/about-us/strategies-and-reports/media/documents/strategies-and-plans/NSW-Department-of-Education-Strategic-Plan-2018-2022.pdf

https://www.cese.nsw.gov.au/news/every-student-is-known-valued-and-cared-for-in-our-schools

https://education.nsw.gov.au/ps-nsw/every-student

https://education.nsw.gov.au/student-wellbeing/media/documents/every-student-project/Every-Student-Overview.pdf

https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf

https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Acessible.pdf

https://education.nsw.gov.au/about-us/rights-and-accountability/legal-issues-bulletins/bulletin-3-procedural-fairness-in-the-department-of-education

https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy

https://antibullying.nsw.gov.au/

https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

https://education.nsw.gov.au/policy-library/associated-documents/timeout_gui.pdf

https://education.nsw.gov.au/student-wellbeing/whole-school-approach/positive-behaviour-for-learning-pbl

https://studentwellbeinghub.edu.au/docs/default-source/nationalsafeschoolsframework-pdf.pdf?sfvrsn=0

https://education.nsw.gov.au/policy-library/policies/school-uniform-policy

https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy

https://education.nsw.gov.au/policy-library/policies/anti-racism-policy

https://education.nsw.gov.au/policy-library/policies/school-attendance-policy

https://pre.education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy

https://education.nsw.gov.au/policy-library/associated-documents/social-media-procedures.pdf

STATEMENT OF PURPOSE

The Australian Government and NSW Department of Education's, 'Student Wellbeing Framework' is based on an overarching vision that all Australian schools are safe, supportive, responsive and respectful teaching and learning communities that promote student wellbeing. The guiding principles to support this vision emphasises the importance of student safety and wellbeing for effective learning across all school settings. This procedure aims to establish clear guidelines for all key stakeholders on school and departmental expectations for recognising student achievement and managing student behaviour in-line with NSW Department of Education policies.

The discipline code (School Rules for NSW Public Schools)

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide a safe, supportive and responsive learning environment. In cases where behaviours are detrimental to self or others, the department provides policies and resources (such as access to specialist advice, professional learning and Legal Issues Bulletins) to guide principals and their staff in exercising their professional judgment. The Department of Education will support the school's authority and judgment at the local level.

Positive Behaviour for Learning (PBL) Program

Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports schools to create positive environments that enable students to actively learn. At Mount Warrigal Public School, our expectations of being a safe, respectful learner are outlined in our PBL matrix of expectations (our behaviour code). It follows the NSW Department of Education's focus areas of Respect, Safety and Engagement. The matrix was developed collaboratively with students, staff and the community. Student data is collected regularly to inform the direction of explicit weekly PBL lessons, supporting students to learn and consolidate expected behaviours. This whole school approach ensures there is a consistency in behavioural expectations for all staff and students K-6. A copy of the matrix is on the website and can be found on the following link: https://drive.google.com/open?id=1nispibWQivoybV91JfMVp1UFSSwdeHEFYSEmYa9Oh9E

Teachers adopt an individualised approach to behaviour management, understanding the needs of students, aligned with whole school systems. Regular communication of systems and strategies with key stakeholders is viewed as essential. PBL reward systems have been developed to ensure we promote and reinforce positive expectations and the behaviour code. These include free and frequent recognition (Positive Paws), long and strong rewards (whole school goal), gold badges and a merit award system recognising achievement in being a safe, respectful learner and practicing 'Kindness on Purpose'.
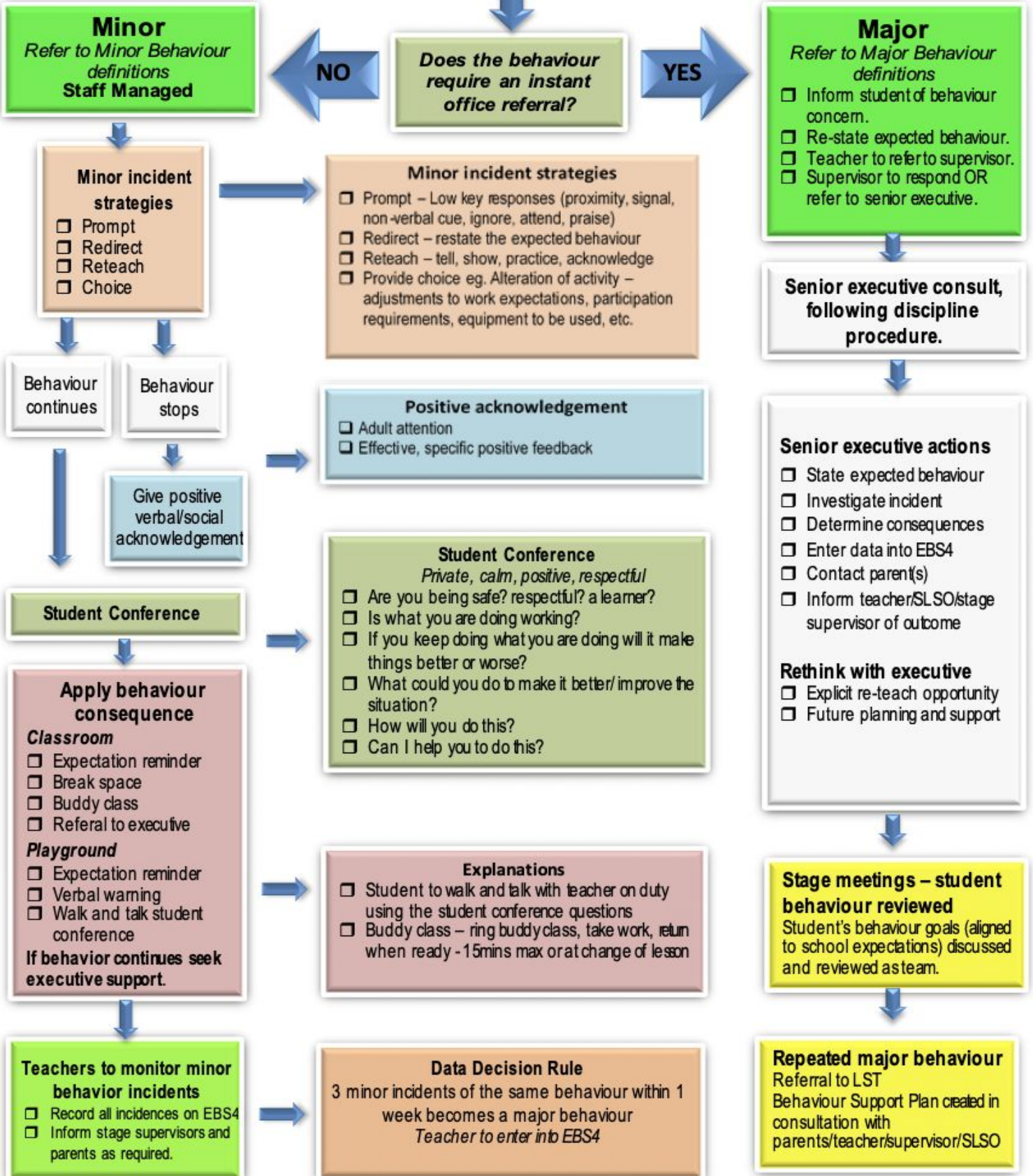
In cases of inappropriate student behaviour, staff follow a flowchart using strategies to re-engage students before behaviours escalate. Inappropriate behaviours are electronically recorded as either minor or major. Analysed data is used to inform individualised intervention and support for any students requiring further assistance, so they can return to classroom learning as soon as possible.

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Responding to negative behaviour

Observe negative behaviour

Does the behaviour require an instant office referral?

NO →

YES →

Minor
Refer to Minor Behaviour definitions
Staff Managed

Major
Refer to Major Behaviour definitions
- ☐ Inform student of behaviour concern.
- ☐ Re-state expected behaviour.
- ☐ Teacher to refer to supervisor.
- ☐ Supervisor to respond OR refer to senior executive.

Minor incident strategies
- ☐ Prompt
- ☐ Redirect
- ☐ Reteach
- ☐ Choice

Minor incident strategies
- ☐ Prompt – Low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- ☐ Redirect – restate the expected behaviour
- ☐ Reteach – tell, show, practice, acknowledge
- ☐ Provide choice eg. Alteration of activity – adjustments to work expectations, participation requirements, equipment to be used, etc.

Senior executive consult, following discipline procedure.

Behaviour continues

Behaviour stops

Positive acknowledgement
- ☐ Adult attention
- ☐ Effective, specific positive feedback

Senior executive actions
- ☐ State expected behaviour
- ☐ Investigate incident
- ☐ Determine consequences
- ☐ Enter data into EBS4
- ☐ Contact parent(s)
- ☐ Inform teacher/SLSO/stage supervisor of outcome

Give positive verbal/social acknowledgement

Student Conference

Student Conference
Private, calm, positive, respectful
- ☐ Are you being safe? respectful? a learner?
- ☐ Is what you are doing working?
- ☐ If you keep doing what you are doing will it make things better or worse?
- ☐ What could you do to make it better/improve the situation?
- ☐ How will you do this?
- ☐ Can I help you to do this?

Rethink with executive
- ☐ Explicit re-teach opportunity
- ☐ Future planning and support

Apply behaviour consequence
Classroom
- ☐ Expectation reminder
- ☐ Break space
- ☐ Buddy class
- ☐ Referal to executive

Playground
- ☐ Expectation reminder
- ☐ Verbal warning
- ☐ Walk and talk student conference

If behavior continues seek executive support.

Explanations
- ☐ Student to walk and talk with teacher on duty using the student conference questions
- ☐ Buddy class – ring buddy class, take work, return when ready - 15mins max or at change of lesson

Stage meetings – student behaviour reviewed
Student's behaviour goals (aligned to school expectations) discussed and reviewed as team.

Teachers to monitor minor behavior incidents
- ☐ Record all incidences on EBS4
- ☐ Inform stage supervisors and parents as required.

Data Decision Rule
3 minor incidents of the same behaviour within 1 week becomes a major behaviour
Teacher to enter into EBS4

Repeated major behaviour
Referral to LST
Behaviour Support Plan created in consultation with parents/teacher/supervisor/SLSO

Major behaviour severity clause.
Specific behaviours which seriously impact on the safety and wellbeing of staff, students and/or community should be immediately referred to executive. Following information seeking and a review of EBS data, a pattern of concerning behaviours may emerge. A student's behaviour that is classified as major in severity or indicates a concerning pattern, will require higher level consequences (disciplinary action) which will be considered and determined. Examples of serious behaviours are recorded on our minor and major behaviour tool.
https://drive.google.com/open?id=1ptAo3l0YeSvCakTn1DXJVHSZfppeAQtYCdsKL2sOXhM

Higher levels of consequence include (not sequential in progression);
- Reflection/Rethink/Reteach-Time out (executive conference)
- Behaviour review and monitoring
- In-school withdrawal
- Exclusion from external school events
- Formal caution (warning of suspension)
- Short suspension (up to 4 days) Categories: Continued Disobedience and/or Aggressive behaviour
- Long suspension (up to 20 days) Categories: Physical violence and/or Persistent misbehaviour
- Expulsion (exclusion from attending the school)

The Principal is consulted in higher levels of consequence and behaviour monitoring. It is the role of Principal or their delegate to enact cautions, exclusions, suspensions and expulsions. They must inform parents and work together in partnership with staff to develop procedures, learning support plans and recommendations to further support the students.

When making a decision to suspend a student, the Principal or their delegate will follow the procedures consistent with the Department of Education and Training's Student Discipline in Government Schools Policy and Suspension and Expulsion of School Students-Procedures (2011). During a suspension period (determined by the Principal or their delegate), the school will review and plan appropriate support required for the student to accommodate a successful return to school. The student will complete set work provided by the school, under the responsibility of parents/carers. A suspension resolution meeting must be held prior to the student's return to school.

The Principal or their delegate must report matters involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity to the Incident Support Unit and the Director of Educational Leadership (DEL). Principals are required to report significant incidents and criminal activity resulting in injury and medical intervention to the police.

Supporting Individual Student Needs- Adjustments are made based on individual students and their needs and/or disability, in-line with whole school expectations. These adjustments and modifications are planned in consultation with key stakeholders and the Learning Support Team.

Emergency classroom procedures may be required as a result of serious behaviours.
Staff follow the Crisis evacuation procedure when the behaviour becomes a risk to the safety and wellbeing of staff and students in a class. https://drive.google.com/open?id=1w91pQfSG9SVsXYWiZik1luURC4spHOQF

The Principal or their delegate will enact an amber alert and/or lock down procedure if the behaviour of a student or community member outside the classroom becomes a risk to the safety and wellbeing of staff and students.
https://drive.google.com/open?id=1Zl_oVnh230n2wMdVKr37QsHR0U8S-XJ5
https://drive.google.com/open?id=1FJIBhojMvnHde6NZx0rzFDun4ygLjIk2

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Mount Warrigal programs, plans and procedures support explicit teaching of appropriate behaviour.

Anti-bullying Plan: Mount Warrigal Public School is an inclusive environment, where diversity is affirmed and individual differences are respected. Bullying is not tolerated in NSW government schools and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and anti-social behaviour in a secure, ordered and supportive environment. The school implements an Anti-bullying Plan. This plan supports a protection, prevention and early intervention approach in relation to student bullying. It recognises that the best outcomes are achieved by school communities working together to help prevent bullying from occurring, and responding in a timely and appropriate way to bullying incidents if they occur.
Mount Warrigal Anti-bullying plan: https://drive.google.com/open?id=1gHD6IBPoLTRqxym8K6RRmUIVAFdLu_MQ

Procedures for Managing Racism: Mount Warrigal Public School is committed to the elimination of racial discrimination. The school has a trained Anti-Racism Contact Officer who works to support the school's commitment to anti-racism, including supporting the management of any incidents of racism if they occur. Management of incidents involves investigation, counselling, communication, application of consequences, documentation and follow up.

Kindness on Purpose program (KOP): We are a Kindness On Purpose school. This program is a primary and secondary school program that connects students to empathy. When students display increased empathy they experience higher levels of pro-social behaviour, student engagement and educational outcomes and decreased levels of anxiety, depression and bullying.

Safe4Kids- Child Protection Program: This program provides children with clear messages regarding appropriate and inappropriate behaviour, allowing them to identify unsafe situations and seek help immediately. Teachers explicitly teach child protection in an engaging, positive and supportive way. Lessons with the children are age appropriate and ensure all children are clear about issues of personal safety including being able to identify their own support network. Students work to understand and articulate safe practices, public and private areas of the body, correct terminology for body parts and a belief in their own dignity and their rights to personal safety. Workshops are provided to staff, families and the community aimed at deepening their skills in identifying warning signs associated with student protection. The responsibilities of staff and families are made clear to ensure all children are protected and safe.

School Uniform Procedures: Mount Warrigal Public School promotes and supports the wearing of school uniform during school hours, while travelling to and from school, and when engaged in school related activities outside of school. We recognise that it promotes a sense of unity, belonging and pride in the school. The school uniform has been developed in consultation with the school community.

Student Attendance: Mount Warrigal Public School recognises that regular attendance at school is essential to assist students to maximise their educational success. We work in partnership with parents/carers to promote and support the regular attendance of students. The school implements comprehensive procedures to support and promote positive student attendance patterns, working closely with the school's Home School Liaison Officer to monitor and support individual practices and whole school procedures. https://drive.google.com/open?id=1578X2Hbd4vhKNDY9h1S4pap8aU73w6b9bKKlXGT35cI

Working With Children Check Procedures: Mount Warrigal Public School implements the required Working with Children Check procedures to support the safety, welfare and wellbeing of all students. These procedures prevent people who pose a risk to the safety, welfare and well-being of children from being employed or engaged in child-related work. Mount Warrigal Public School: Working With Children Check Procedures: https://drive.google.com/open?id=1q4RAWUOp6bVYrMGSbhsOupMQTg9C7aeH

IMPLEMENTATION OF THE SCHOOL DISCIPLINE PROCEDURE:

The following are expectations at Mount Warrigal Public School:

Staff Rights:

Staff at Mount Warrigal Public School have the right to:

• Be treated with respect and dignity by all members of our school community.

• Work in a cooperative, harmonious and safe environment free from harassment, discrimination and intimidation.

Staff Responsibilities:

All staff at Mount Warrigal Public School have the responsibility to:

• Abide by the Department of Educations Code of Conduct.

• Follow mandatory reporting guidelines when concerned about the wellbeing of a student.

• Implement a range of strategies in line with the schools behaviour management procedures (PBL flow chart and School Discipline Procedure) and the School Anti-bullying Plan to support students displaying inappropriate behaviour.

• Adopt an individualised approach to behaviour management, ensuring individual class management systems align with whole school systems. Develop, reflect and refine individualised behaviour management strategies in line with the changing needs of students and communicate these with necessary staff and stakeholders.

• Consistently use the school Positive Behaviour for Learning (PBL) system and matrix to teach and model the pro-social values and expectations associated with being a safe, respectful learner. Use common PBL language to address behaviour consistently and fairly across all settings.

• Utilise reinforcement systems such as Class Dojo, Seesaw, Class Craft, where possible, to communicate regularly with parents/carers.

• Implement PBL systems including: free and frequent rewards (Positive PAWS), long and strong rewards (school spending goal), gold badges and merit awards.

• Accept responsibility for developing and sustaining a safe, engaging and motivating learning environment free from disruption, harassment and discrimination.

• Be involved in suspension resolution meetings (where possible) or actively seek feedback regarding student and/or parent conferences from executive staff members if not present.

• Engage in ongoing professional learning based on current research that promotes best practice to support student achievement and ensure whole school focus areas are applied in the classroom (e.g. the use of formative assessment to enhance student achievement through the use of Learning Intentions/ Success Criteria, personalised learning goals, WAGOLL (What a good one looks like) / Rubrics etc).

• Recognise and reward students for their achievements and endeavours across all areas of the school curricula including acknowledging student achievement by presenting fortnightly assembly awards (Positive Behaviour for Learning (PBL), Kindness On Purpose (KOP), Academic Merit Award).

• Treat all members of our school community with respect and dignity.

• Communicate effectively and sensitively with parents on matters relating to their child's welfare.

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Stage Supervisor Responsibilities

• Communicate with classroom teachers following student conferences.

• Support teachers and students in developing effective individualised behaviour management strategies.

• Review EBS4 referrals and support and debrief with teachers, students and families.

• Involve staff in decision making and/or advise classroom teachers of changes to circumstances, updated information, programs, practices or agencies involved in supporting the child/family.

• Attend and be actively involved in Learning Support Team meetings and communicate back to classroom teacher when applicable. Raise student concerns as required.

• Celebrate behaviour successes.

• Re-teach necessary expectations and re-immerse students into their classroom setting to set them up for success.

• Provide mentorship and guidance to stage teams. Ensure that stage teams are aware of necessary documentation and how to access and utilise them effectively, and support staff when engaging with parents and carers.

• Regularly liaise with team members to monitor the use of personalised learning goals to promote student achievement.

• Research and provide professional learning to the team that promotes best practice to support student achievement, and work collaboratively alongside teachers to ensure new learning is implemented in classrooms.

Administration Staff Responsibilities

• Communicate any correspondence or changes in circumstances from parents/carers/agencies.

• Promote current initiatives and student achievement through Skoolbag, newsletter, etc (forwarded from teachers).

• Order awards as required.

• Distribute parent invitations to termly gold badge assemblies.

Parents and Carers Rights:

Parents and carers at Mount Warrigal Public School have the right to:
- Have their children safe and happy at school.
- Be treated with respect and dignity by all members of the school community.
- Be informed of their child's welfare, including changes in behaviour, attitude and effort.
- Expect the school to link parents and children with appropriate support agencies, such as a school counsellor / community agencies where required.
- Expect teachers to provide learning/educational programs that cater for their child's individual learning needs.
- Be informed if their child seriously breaches the school expectations or demonstrates ongoing behavioural concerns.
- Expect that their child's learning will not be disrupted by the actions of other students.

Parents and Carers Responsibilities:

Parents and carers at Mount Warrigal Public School have the responsibility to:
• Support and abide by NSW Department of Education policies and school procedures through working in partnership with their child and the school to promote responsible behaviour.
• Support their child in taking responsibility for their actions and meet, where necessary, with staff to support student behaviour and learning.
• Communicate with teachers and executive staff in regard to changing family circumstances and any concerns regarding the behaviour and welfare of students in their care.
• Ensure that their child attends school regularly.
• Assume responsibility for their child's behaviour as they travel to and from school.
• Ensure that children arrive at school on time, prepared with the necessary equipment, suitable school uniform and appropriate food.
• Seek cooperation and collaboration in all dealings with the school and treat all members of the school community with respect and dignity.
• Attend special assemblies/ performances where possible, showing respect for our school values (listen attentively, turn mobiles to silent, seat noisy infants near the door in case they need to leave).
• Ensure that no illegal substances, alcohol, tobacco or weapons are brought to school or school events.
• Abide by the school's 'Approaching Our School' guidelines.
https://drive.google.com/open?id=19CR6z047L9xRQB1sk55jYXy-MHzBH4TY

Student Rights:

Students at Mount Warrigal Public School have the right to:
• Learn in a safe and caring school environment free of disruption, harassment and discrimination.
• Be treated with respect, dignity and kindness at all times.
• Use technology, free from bullying and harassment.
• Be a part of relevant decision making processes in the school.
• Expect that their belongings are safe and cared for.
• Expect that learning programs cater to individual learning needs.
• Be recognised for their academic, sporting, civic and social achievements.

Student Responsibilities:

All students at Mount Warrigal Public School have the responsibility to:
• Follow behavioural expectations in line with class systems and school behaviour management procedures (PBL, School Discipline Procedure, Anti-bullying procedure).
• Respect all members of the school community and show courtesy to all students, teachers and community members.
• Resolve conflict respectfully, calmly and fairly.
• Comply with the school's uniform and attendance policies.
• Respect and care for all property (individual, peer, teacher, school).
• Be safe and never bring weapons, illegal drugs, alcohol or tobacco to school.
• Be respectful and refrain from bullying, harassing, intimidating or discriminating against anyone in our school.

Student Responsibilities continued:

• Aim for the highest standards in learning by continually striving to learn and allow other students to do the same.

• Take responsibility for their own behaviour and accept consequences for inappropriate behaviour.

• Play safely and fairly with other students.

• Travel to and from school in a sensible and safe manner.

• Display positive behaviour at all times, including out of school activities/excursions.

• Co-operate with all school staff by following instructions the first time in a respectful manner.

• Report accidents, incidents or any issues that impact on their own or others' safety, wellbeing or learning.

• Celebrate their own and others successes respectfully.

• Use technology/social media appropriately in accordance with the ICT procedure and Anti-bullying Plan.

EVALUATION

These procedures will be regularly evaluated and updated throughout the school year. A review of the procedures will be held by the conclusion of each year and any alterations noted.