



Palmers Island Public School

Fair Discipline and Effective Learning Policy

Reviewed 2016

Review 2018

STATEMENT OF PURPOSE

Palmers Island Public School aims to have a safe, happy and caring environment for all children. Our school is a place of learning that values and develops the unique talents and academic potential of each child. We are a school with a shared vision, a strong sense of community and collaboratively developed goals. School community relationships are based on mutual respect, clear lines of communication and a whole school commitment to developing a passion for learning, and enjoyment of the learning process for all students. Each child is encouraged to respect and care for the environment and live a well-balanced and healthy life. The school discipline Policy emphasises the clear setting of expectations and the acknowledgement of students' encouragement.

The policy promotes a system of logical and consistent consequences for one's own actions – both positive and negative.

BELIEFS

We believe positive discipline is an essential part of a schools behaviour management plan. By working together the whole school community can promote and build good self-discipline and maximise the opportunity for all students to achieve to the best of their ability. We are very proud of our children's behaviour and will endeavour to maintain our excellent standards. If a child's behaviour is unsatisfactory over a period of time, the Class Teacher and/ or School Executive, with School Counsellor may ask the parents to come to the school to discuss ways of supporting their child at school.

We actively encourage children to work and play cooperatively by establishing class and playground routines and environments which support this. We encourage children to develop responsibility for their own behaviour and to make informed choices, aware of the consequences of their actions.

STRATEGIES

Positive Climate & Good Discipline

- Provision of secure, happy, safe and stimulating learning environment for all learners
- Creation of an environment that meets the needs of all learners
- Empowerment of learners to work collaboratively
- Ensuring whole school and community awareness of Fair Discipline and Effective Learning Policy
- Ensuring awareness of the rules, rights and responsibilities for students, staff, parents and community members
- Embedding language of positive and fair discipline, mixed with the language of acknowledgement and encouragement
- Development of a listening community

Teaching and Learning

- Teachers provide a relevant and meaningful curriculum
- Teachers use a variety of teaching styles and approaches
- School programs and units of work embrace the teaching and learning cycle
- Teachers provide relevant assessment and reporting techniques, involving student self-assessment and use 3-way reporting sessions (student teacher and parent interviews)
- Curriculum and teaching programs the three dimensions of 'Quality Teaching'
 - Intellectual Quality, Quality Learning Environment, Significance of student's work and participation

Student Learning must include skill development in the following areas

- Language and communication
- Self-esteem building
- Building of resilience and well-being
- Positive social skills and working with peers
- Cooperation
- Assertiveness and decision-making
- Leadership and team-building
- Problem-solving and peer mediation
- Conflict resolution

OUTCOMES

- Students learning has improved
- Relationships at school are based on mutual respect
- Students have understood their social responsibilities
- The rights of all members of the school community have been supported
- The school community has recognised and acknowledged appropriate behaviour
- Appropriate services and support have been provided for students experiencing difficulties
- Students development plans have been managed in partnerships between school, students, families, services and agencies
- The community has agreed on values, expectations and consequences

SCHOOL RULES AND EXPECTATIONS



All students in NSW government schools are expected to:

- Attend school every day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect
- Care for the property belonging to themselves, the school and others

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated (DoE, 2006).

These rules are designed to cover all settings including classroom and playground environments, representing the school, travelling to and from school and while attending excursions, arts or sporting events.

- School rules and expectations protect people's rights at school
- We all have rights and responsibilities at school
- School uniform promotes school spirit and equality
- Our rules support learners seeking knowledge and achieving to their potential

CORE VALUES

Our 12 school rules and expectations are supported by our school's core values:

- 🌱 Integrity
- 🌱 Excellence
- 🌱 Respect & Responsibility
- 🌱 Cooperation & Participation
- 🌱 Care & Fairness

Integrity – Being consistently honest and trustworthy

Excellence – Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect & Responsibility – Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Being accountable for your individual and community's actions towards yourself, others and the environment

Cooperation & Participation – Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict. Being a proactive and productive individual and group member. Having pride in and contributing to the social and economic wealth of the community and the nation.

Care & Fairness – Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

The Department of Education and communities has developed a set of Values for all students in NSW government schools. Palmers Island Public School's core values incorporate and reflects the DEC's core Values.

Values are taught explicitly in the classroom and through the activities and relationships of the school and its community.

Values guide student welfare and discipline. They also guide the learning experiences that are provided for students and how they are provided.

RESPONSIBILITIES

Student Responsibilities

- Applying themselves to learning
- Behaving safely, considerately and responsibly, including travel to and from school
- Attending school everyday
- Speaking courteously
- Respecting teachers rights to courtsey, fairness and respect
- Respecting other individuals and their property
- Refraining from violence, discrimination, harrassment, bullying or intimidation
- Acting Safelywithin the school and during all school activities
- Peacefully resolving conflict utilising appropriate practices
- Wearing correct uniform
- Complying with all school/classroom rules and the Fair Discipline and Effective Learning Policy

Parent & Family Responsibilities

- Accepting shared responsibility for student discipline
- Supporting student learning
- Ensuring students attend school every day
- Ensuring students arrive at school on time
- Providing a school uniform for students to wear
- Communicating with school staff regarding concerns with learning and or discipline
- Supporting the school and the teaching staff in the presence of their children
- Supporting the school rules and expectations, and the Fair Discipline and Effective Learning Policy

Teacher Responsibility

- Demonstrating professionalism and committment to teaching
- Developing and maintaining effective classroom managemnt practices
- Modelling and explicitly teaching desired student behaviours
- Encouraging students to attend school every day
- Promoting the wearing of school uniform
- Respecting students rights to courtsey, fairness and respect
- Utilising appropriate practices when conflict arises
- Supporting other staff through frequent and clear communication
- Preparing and implementing individual plans for students needing additional support
- Implementing the schools Fair Discipline and Effective Learning Policy

Principal Responsibilities

- Supporting all staff in the management of student behaviour
- Modelling and explicitly teaching desired student behaviours
- Monitoring the implementation of the Fair Discipline and Effective Learning Policy
- Liasing with parents and the community in regard to student behaviour
- Keeping a record of all incidents with which they have dealt
- Ensuring procedural fairness
- Providing and supporting access to ongoing professional learning for staff

POSITIVE SCHOOL CLIMATE

Following is an overview of all the systems and structures we have in place at Palmers Island Public School that promote a positive school climate. Verbal praise and rewards systems serve to encourage the child to model the core values of the Department of Education and Palmers Island Public School's 7 School Rules and Expectations

REWARDS SYSTEMS

Achievement and Merit Awards

Assembly of Excellence Awards

End of Year Awards

Being Green

Peer Support

POSITIVE PLAYGROUND BEHAVIOUR

At each lunch and recess time, the teacher on duty carries playground awards to be distributed to children who are following school rules and demonstrating positive playground behaviours. Some examples of positive playground behaviour that will be rewarded with a playground award include:

- Being an active learner
- Cooperating with all members of our school community
- Keeping hands, feet and objects to yourself
- Speaking and acting kindly to others
- Being in the right place at the right time
- Caring for our environment

These playground awards are collected and, at the weekly assembly 3 students will be drawn from the tin at random. The 3 students will have a pick from the prize box located in the office. Each fortnight the tin will be emptied.

PEER SUPPORT & STUDENT MENTORING

At Palmers Island Public School Peer support works both as a successful teaching and learning activity and as a positive social experience for all students involved. Older students gain a sense of leadership as well as consolidating their knowledge and understanding via teaching and mentoring younger students. Younger students positively interact with the older students, developing respect and trust along with heightened engagement and thus deeper understanding.

Some examples of student mentoring include:

- Kinder buddies
- GaTs Group
- Science week
- Peer Support
- Fun Days
- Harmony Day
- Kids in the Kitchen
- Book Week
- Naidoc Week
- Sporting Gala days
- Choir
- Dance Group
- Chess competitions



CLASSROOM DISCIPLINE PROCEDURES

LEVEL 1 BEHAVIOURS

Eg: off-task behaviour, not following teacher instructions, disruptive behaviour, speaking rudely, refusing to cooperate, running inside the classroom

LEVEL 2 BEHAVIOURS

Eg: Swearing, low-level violent activity, continued refusal to cooperate, absconding from the classroom

LEVEL 3 BEHAVIOURS

Eg: High level violence, possession of weapons/illegal substances.
IN CASE OF EMERGENCY A RED CARD IS SENT TO THE OFFICE

REDIRECTION

Teacher reminds student of the school rule

1ST REMINDER

Teacher Reminds student of school rule again and provides visual reinforcement

2ND REMINDER

Teacher reminds student of school rule & possible consequences if behaviour continues. Visual reinforcement

Thinking TIME

Student is given 5-10 minutes thinking time in a designated classroom space or in a buddy classroom

If this process is repeated twice in a day treat as a level 2 behaviour

TIMEOUT

Student is removed from the classroom to the Principals office and remains there until next break. Students are to fill in a reflection sheet that is sent home letter to parents. Student is off the playground at lunchtime

OUT OF SCHOOL SUSPENSION

Student is removed from school environment to complete work at home for 1-21 days. A resolution meeting with the parents, Principal and classroom teacher occurs before student returns to school.

IN SCHOOL SUSPENSION

Student is removed from classroom environment to complete work in a designated space for up to 2 days. A resolution meeting with the parents, Principal and classroom teacher occurs before student returns to class.

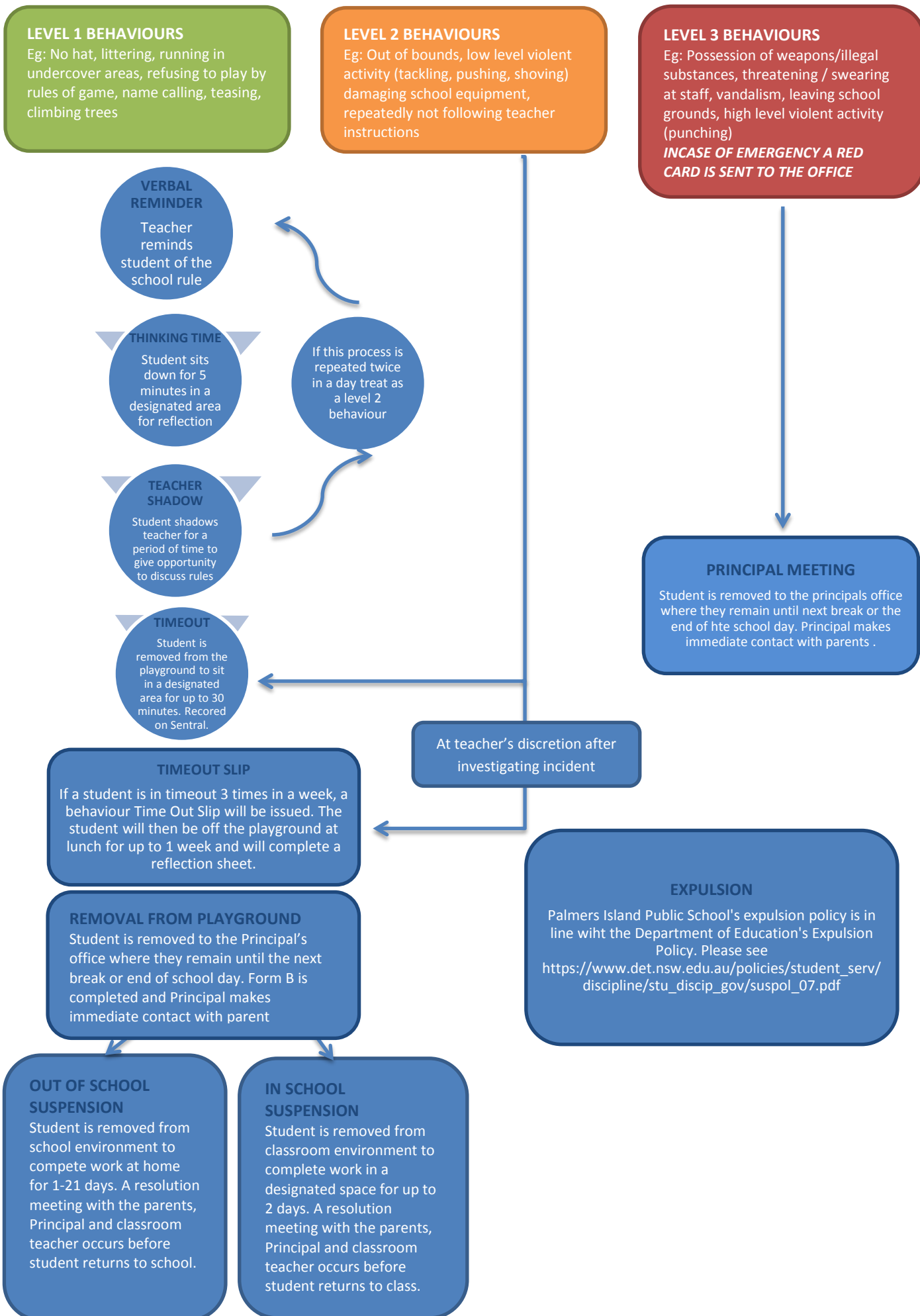
PRINCIPAL MEETING

Student is removed to the principals office where they remain until next break or the end of the school day. Principal makes immediate contact with parents .

EXPULSION

Palmers Island Public School's expulsion policy is in line with the Department of Education's Expulsion Policy. Please see https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/suspol_07.pdf

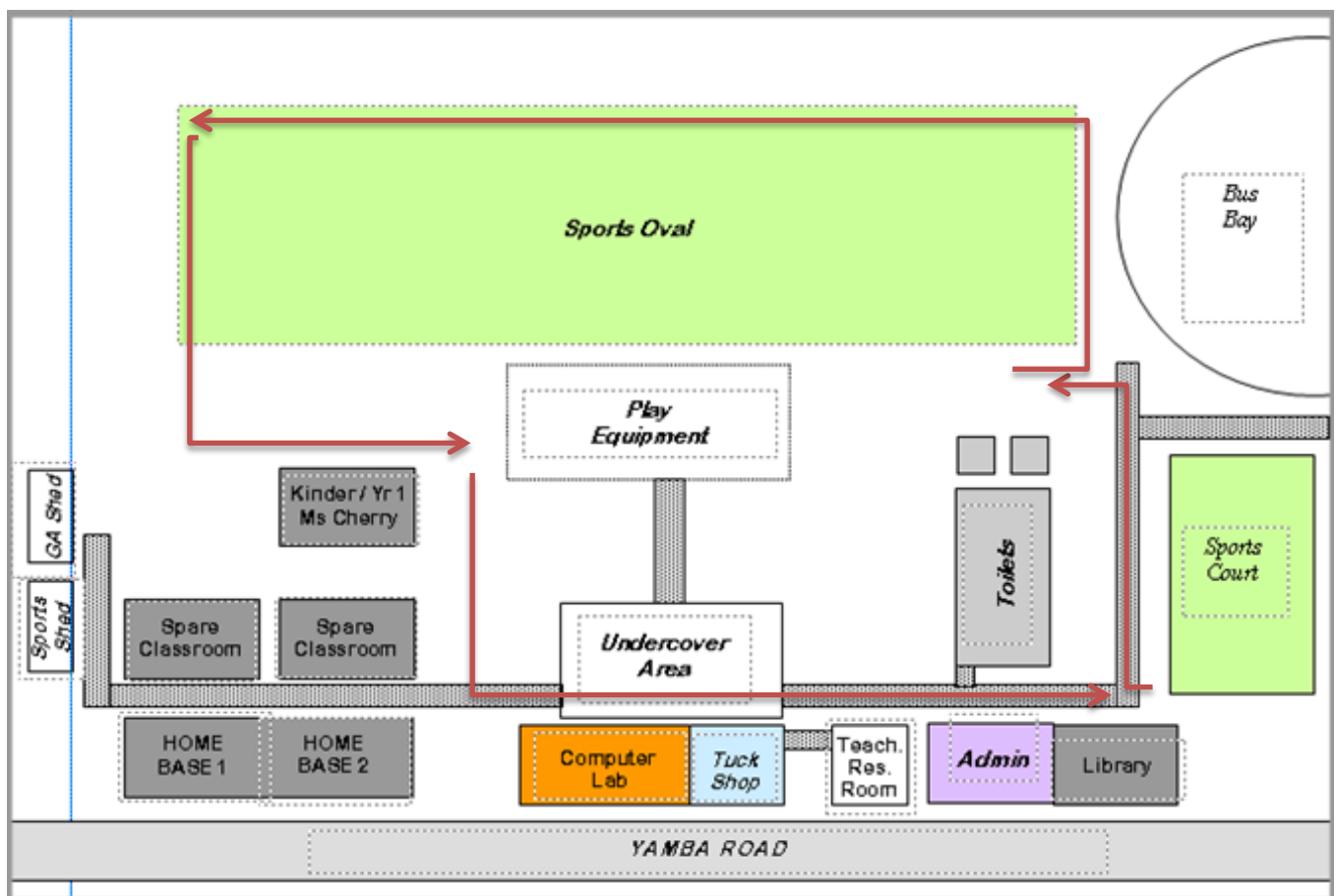
PLAYGROUND DISCIPLINE PROCEDURES



TEACHER RESPONSIBILITIES ON PLAYGROUND DUTY

Whilst on playground duty, it is the responsibility of the teacher to:

- Give verbal praise to students following school rules and expectations and reward playground awards where appropriate
- Walk around the playground (refer to suggested route in below) particularly monitoring student's behaviour ensuring safe and fair play
- Model "hat wearing" behaviour and enforce the 'hat on, play on' school rule
- Employ fair and just conflict resolution strategies
- Encourage all children to stay off and respect all gardens
- Encourage all children to keep the playground environment beautiful by keeping it free from rubbish
- Record incidents in Sentral and inform Principal of any such incidents that have occurred or are occurring regularly
- Model 'active listening behaviour' at the post recess assembly to encourage all children to do the same



RESTORATIVE QUESTIONS

Inappropriate student behaviour will be explored through questions based on the Restorative Practice when they are removed from class. They include:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (what happened?) present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?)

The questions therefore emphasise the importance of harm and its impact on relationships. They are: open ended, respectful, thinking questions rather than feeling ones which tend to evoke stronger emotional responses. The process has the potential to develop empathy and avoids asking the WHY (why did you do that) question.

Palmers Island Public School is committed to developing healthy, positive relationships between teachers, students, parents and the wider community through dialogue and respect.

BEHAVIOUR CONTRACT / REFLECTION SHEETS

Where students have had difficulty adhering to our 12 school rules and expectations, the following behaviour contracts may be used by teachers to help support students' in learning appropriate behaviours.

Where there have been instances of inappropriate behaviour by students, they may be required to complete a reflection sheet. This encourages students to take responsibility for their actions, consider how their behaviour has impacted on others and think about how they can improve their own behaviour.

SENTRAL WELFARE RECORDS

Any behaviour incidents or sequences that result in a Form A being sent home to parents will be formally logged into a Sentral welfare recording system. The following details will be recorded:

- Name of student/s involved
- Date of the incident/s
- Which school rule was broken
- Details of the incident
- Location of the incident
- Consequences for the students' involved

BEHAVIOUR IMPROVEMENT PLANS

Where there is a need for specific behavioural intervention, the school will implement a Behaviour Improvement Plan. These plans are designed in consultation with the classroom Teacher, the Principal, parents/caregivers and where appropriate the school counsellor, learning support team coordinator, the behaviour learning support teacher and any other relevant external agencies.

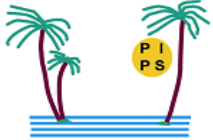
These behaviour improvement plans identify behaviours of concern and outline strategies that the school will employ to assist students in improving their behaviour.

Teachers will develop behaviour improvement plans for students where appropriate and will tailor the plan to individual needs. An example of the plan is detailed within this document.

INCIDENT REPORTS

When an incident has occurred on the playground where serious injury has occurred to a child, the staff member who was on playground duty at the time of the incident will complete an incident report. See example of the incident report within this document.

PALMERS ISLAND
PUBLIC
SCHOOL



"Citizenship, Scholarship,
Sportsmanship"

PALMERS ISLAND PUBLIC SCHOOL

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Time-Out Slip

Dear _____,

Date _____

Your child _____ has received _____
timeout(s) for:

- Aggression
- Bullying
- Fighting
- Harassment
- Insolence
- Being disrespectful
- Not following teacher directions and / or class disruption

Teacher Signature _____

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(Please sign and return the slip below and return to school)

Parent or caregiver comment (if required)

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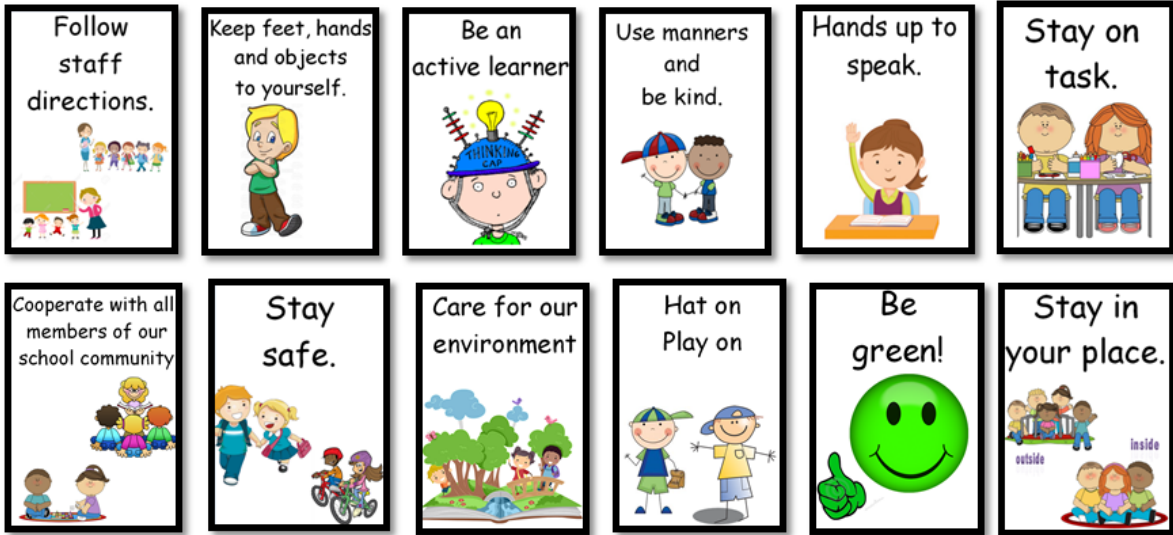
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Parent or Caregiver signature

Name: _____ Date: _____ Class: _____

Which of our school rules do you need to think about?



1. What happened? Explain how you were involved, and what you did?

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2. What were you thinking of at the time?

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3. What have you thought about since?

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4. Who has been affected by what you have done? In what way?

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5. What do you think you need to do to make things right?

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