

GUILDFORD PUBLIC SCHOOL



DISCIPLINE POLICY 2018

Revised: June 2018

School Vision Statement

Guildford Public School is an inclusive school where innovative quality teaching and learning is enthusiastically delivered. High expectations, creativity and cooperation are embedded within our whole school community.

Our school will:

- *promote excellence in teaching and learning*
- *develop active and informed citizens*
- *provide a supportive environment that is safe, engaging and student centred*
- *encourage independence, tolerance, resilience and confidence*
- *enhance student learning and wellbeing by partnering with the school community*

Developed by the staff and whole school community at Guildford Public School in 2015

SCHOOL RULES

Be Safe

Be Respectful

Be Responsible

Be a Learner

THE VALUES WE TEACH

Young people acquire values through their experiences at home, at school and in other social situations.

VALUES RELATING TO SELF AND OTHERS

Guildford Public School helps students to:-

- recognise their own worth as individuals.
- accept the importance of developing a personal belief and value system.

This involves:-

- accepting responsibility for one's own actions
- being punctual
- fulfilling commitments
- taking pride in personal cleanliness and grooming
- actively pursuing personal health and fitness
- being honest and cooperative
- promoting the positive welfare of others in a warm and caring fashion
- respecting different viewpoints
- pursuing excellence in all personal and group endeavours.

VALUES RELATING TO CIVIC RESPONSIBILITIES

Guildford Public School helps students to:-

- develop pride in being Australian within a world community
- share our diverse cultural heritage
- respect the different cultures within our community
- share in the responsibility of looking after and protecting the environment in which we live
- acknowledge the Aboriginal and Torres Strait Islander culture, histories and customs.

VALUES RELATING TO EDUCATION

Guildford Public School helps students to:-

- develop a love of learning and knowledge
- develop a commitment to the pursuit of truth
- value students' curiosity
- promote logical and critical thinking
- recognise the partnership between home, the school and the community, in education
- develop positive attitudes towards effort and achievement

PROFESSIONAL TEACHING STANDARDS

Teachers Create and maintain supportive, engaging and safe learning environments through the use of classroom management skills. All teachers endeavour to:

- Use effective classroom communication
- Support student participation
- Manage classroom activities
- Manage challenging behaviour
- Maintain student safety
- Encourage students to use ICT safely, responsibly and ethically

GUILDFORD PUBLIC SCHOOL POSITIVE BEHAVIOUR REWARDS

At Guildford Public School we use strategies designed to recognise and reinforce student achievement and celebrate positive behavioural choices. These may include:

- Individual class merit systems e.g. stickers, stamps, marble jar, spot chart, individual student achievement charts, group awards and online systems such as Class Dojo.
- Use of effective verbal and non-verbal communication strategies reinforcing positive learning and application of social and emotional behaviours skills by students.
- 5 week positive behaviour rewards: Consistency Play - this is awarded to all students who are consistently following the school rules within a 5 week period. Celebrations of this are twice a term.
- End of year celebration: Gold Party - Any student who has achieved 30 Guildford Stars and displays consistent positive behaviour will be invited to attend the end of year celebration in Term 4.
- End of year special awards: Class certificates and book awards, Dux, Citizenship, Principal's award, trophies and other awards as deemed necessary.
- Trophy Award for the class with the best attendance awarded at each K-2 and 3-6 assembly.

GUILDFORD STARS – MERIT SYSTEM

Using Guildford (GPS) Stars

Guildford Stars are designed to reward those students that display any of the following criteria for an extended period of time (e.g. whole day)

- Safe
- Respectful
- Responsible
- Learner

Teachers will aim to give out Guildford Stars daily. This will average, but may vary, to the following:

Kindergarten: 2 stars per day
Stage 1 - Years 1 & 2: 2 stars per day
Stage 2 - Years 3 & 4: 3 stars per day
Stage 3 - Years 5 & 6: 3 stars per day

Guildford Stars are awarded to students when they display positive behaviours that follow the four school rules. Every teacher is responsible for handing out Guildford Stars every day. Each year the colour of the stars will change. When a student receives a Guildford Star it will be recorded on the class PBL chart and the classroom teacher will sign it and the student will then take it home on the day they receive it. It is the responsibility of all students to ensure they show their Guildford Stars to their teachers, before taking it home, so it can be recorded on the class PBL chart. Every classroom has a PBL display where Guildford Stars are tracked.

Additional Awards:

Bronze Superstar Award: awarded to students who achieve 10 Guildford Stars and who usually follow all school rules.

Silver Superstar Award: awarded to students who achieve 20 Guildford Stars and who almost always follow all school rules.

Gold Superstar Award: awarded to students who achieve 30 Guildford Stars and who always follow all school rules.

Mid Year celebration: Any student who has achieved 15 Guildford Stars or more by the end of Term 2 will receive a positive reward

End of year celebration: *Gold Party* - Any student who has achieved 30 Guildford Stars and displays consistent positive behaviour will be invited to attend the end of year celebration in Term 4.

Teacher Expectations for Guildford Stars:

All teachers:

- Award Guildford Stars to students according to whole school behaviour expectations – Safe, Respectful, Responsible, Learners
- All teachers awarding a Guildford Star should write the student's name, tick the displayed positive behaviour and sign/initial the award
- Guildford Stars will be sent home once recorded on their class tracking sheet.

Classroom teachers:

- Explain merit system and criteria to students
- Monitor their student's Guildford Stars on the class tracking charts and log on Sentral when students progress to Superstar levels

PBL Teachers:

- Prior to each assembly check Sentral System (online) for all new Superstar Awards (Bronze, Silver and Gold)
- Write out the appropriate awards for all students as required and give to Principal for signing

Principal:

- Sign Super Star awards

Please note: Guildford Stars are not to be awarded for short term improved behaviour.

PLAYGROUND PROCEDURES

1. Monday morning and Wednesday afternoon assemblies are an opportunity for teachers to reinforce information appropriate to this school policy.
2. Teachers are expected to be prompt and punctual in attending their playground duty and should not leave students unsupervised.
3. Teachers will wear a high-visibility vest and carry a designated First Aid bag to all duties, on excursions and during whole school events.
4. Teachers should encourage students to keep playground areas clean.
5. Teachers on duty are to actively supervise all areas of the playground, in particular, their designated section and out of bound areas in close proximity.
6. Teachers on duty at the time of accidents, including during excursions, will need to complete an **Accident Report** if medical attention may be required, or at the request of an executive.
7. Teachers will consistently apply all of the school rules and actively enforce/ reinforce them, including through the use of Behaviour Incident Reports (Minor/Major incidents), when required.
8. Teachers may need to gain the attention of students playing. If this is the case "Sound a whistle" and address students.

WARNING BELL

- A warning bell will ring 3 minutes before end of recess and 5 minutes before the end of lunch so that children can attend to toilet/hygiene procedures before a second bell rings to mark the end of each break.
- All games are to end when the warning bell is rung.
- Students are expected to be in their class lines ready by the second bell at each break time.

GUILDFORD PUBLIC SCHOOL GUIDELINES FOR BEHAVIOUR CONSEQUENCES

It is important that there is consistency between teachers in regards to enforcement of school rules and the consequences applied. The following table gives an indication of appropriate responses to playground misdemeanours. Remember we are dealing with students and a warning or reminder should always be given for minor misdemeanours.

<u>CONSISTENCY OF CONSEQUENCES</u>	
Whenever a consequence is imposed, the teacher should record the offence and consequence imposed on the Behaviour Clipboard.	
Offence	Consequence
<ul style="list-style-type: none"> ● No Hat ● No school hat (no consequence but child reminded to wear school hat. Class teacher to follow up) 	Sit or play under COLA. Repeated offences within one play period should each be recorded on Sentral.
<ul style="list-style-type: none"> ● Play with equipment in wrong area or inappropriately 	<ol style="list-style-type: none"> 1. Give warning. 2. Confiscate the equipment. Any personal items are to be collected by the child at the end of the session or the end of the day as indicated by the teacher.
<p>3. Minor Offences</p> <ul style="list-style-type: none"> ● Running on Asphalt ● Disrupting games ● Minor teasing ● Arguing over games ● Out of bounds (once during a session) ● Taking other’s property ● Deliberate Littering ● Being late to lines 	<ol style="list-style-type: none"> 1. Give warning 2. Sit in one spot, e.g., under COLA OR Walk with teacher for a given period of time. OR Clean up the area. (This is only to be applied if the teacher directly supervises to ensure that the child is complying appropriately)
<p>4. Major Offences</p> <ul style="list-style-type: none"> ● Fighting ● Tackling ● Repeated Out of Bounds ● Anything affecting the safety of other children or staff ● Disrespectful or Disobedience to a teacher ● Deliberate swearing at others ● Racism 	<p>Teacher to attempt to resolve the issue before it escalates.</p> <p>If teacher response is ignored or incident is already at a serious level, send a card to the office for assistance from the executive.</p> <ul style="list-style-type: none"> ● Needs to be recorded on Sentral as soon as possible and referred to an executive on the day of the incident.

BEHAVIOUR MANAGEMENT

The School Rules are to be clearly displayed in each classroom. Positive reinforcement processes are encouraged as the basis of all good behaviour management procedures. Individual teachers are to use their own classroom management strategies, including but not limited to, a 1st warning, 2nd warning, an in-class time out, a buddy-class time out and an executive time out. When students are referred for a buddy-class time out, executive time out and/or display any severe or unsafe behaviour it must be recorded on Sentral as a Minor/Major incident. A Major Behaviour Incident Report must also be logged (on Sentral) for recurring behaviours, i.e. 3+ in-class timeouts in a one week period for the same behaviour. Individual teachers are to use their own classroom management strategies before referring the problem to their Stage Supervisor. When students are referred to an executive or Stage Supervisor, all details need to be recorded on a referral form. All Major/Minor incidents must be logged on Sentral. The comment must be based on observations only: eg. witness, bystander, perpetrator statements.

Teachers will personally contact parents when a student's behaviour or academic attitude is of concern. All phone contact must be logged in Sentral (Profiles/Support Plans/Staff Comments). Interviews must be logged in Sentral (Profiles/Student Profiles/Interview Records).

Consequences for breaking rules in the Playground/ Classroom may result in a Mindfulness Room session/s and/or exclusion from extra-curricular activities including: excursions, camps, representing the school, visiting performers, PSSA and special performance groups. This will be decided by the Principal in consultation with the Stage Supervisor and the class teacher. The total situation will be evaluated in respect to the student's rights, but also the rights and safety of others. Mindfulness Room sessions/exclusions can only be determined by an executive team member.

MINDFULNESS ROOM

If a student breaks the school rules and it is deemed a Major Incident (which results in a Mindfulness Room) the Classroom Teacher or Stage Supervisor should call the parents of the student that day, or next, to discuss the relevant incident and inform them of the Mindfulness Room session.

Mindfulness Room Procedures - General

- Located in the Stage 3 (Y5&6)block, opposite the office
- Occurs only at lunchtime. In the case of extreme weather it will be postponed
- Only issued by an executive teacher.

Mindfulness Room Procedures - Students:

- Must **not** purchase from the canteen.
- Complete a reflection sheet with an executive (1st half lunch).
- Actively participate in a restorative practice session (2nd half lunch) – these sessions may include activities related to social skills and interacting with peers.
- Take home the printed letter as discussed with the executive during 1st half lunch, have it signed by a parent and return it to the Stage Supervisor the following day.

Mindfulness Room Procedures - Teachers:

- Supervising executive will print Mindfulness Room letters from Sentral. These will go home in an envelope with students on the same day.
- Students placed in the Mindfulness Room will be listed on Sentral along with the date of attendance and the reason for their attendance.
- Attendance will be logged on the Sentral register by supervising executive
- Stage Supervisors will log when they have received a signed letter from parents the following day.

N.B. Any student in a PSSA team who is placed on Mindfulness Room, which is to be completed on a Friday, may be omitted from their PSSA team for that week. The Principal, in consultation with Stage Supervisor, Class Teacher and PSSA coach will determine complete omission from PSSA and representative teams if continued Mindfulness Room sessions are a factor.

Playground restrictions: Students who regularly break the school rules may receive a playground restriction card for a period of time. The length of time will be determined by the nature of the negative behaviour. This will be communicated with parents by teachers.

BULLYING BEHAVIOUR

Bullying is when a student is repeatedly hurt verbally, physically or emotionally (including online) by one or more students over a period of time. Bullying is taken seriously and will not be tolerated. Teachers will closely monitor patterns of behaviour to eliminate instances of bullying. Incidents relating to bullying are handled according to DoE policy and the school's Anti-Bullying Plan.

WARNING OF SUSPENSION

The Principal may impose a warning of suspension if a student's behaviour starts to decline. This will be at his/her discretion based on the student's history, on-going behaviour or concerns. Consultation with parents/carers and all relevant teachers will be documented and a letter will go home.

SUSPENSION

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety and welfare of the student, staff and other students in the class or school. The full range of school student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed.

The Principal will refer to the '*Suspension and Expulsion of School Students – Procedures 2011. Student Discipline in Government Schools PD 2006 0316*' when considering or imposing a suspension.

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

The Principal may also refer to the following documents to ensure this policy and related actions incorporate the principles of procedural fairness, are consistent with legislation and reflect government and departmental policy.

Bullying: Prevention and Responding to Student Bullying in Schools Policy

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

Student Discipline in Government Schools Policy

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

'NSW Public Schools – Behaviour Code for Students'

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

Anti-Racism Policy

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

Disability Discrimination Act 1992

<https://www.legislation.gov.au/Details/C2014C00013>

Disability Standards for Education 2005

<https://www.education.gov.au/disability-standards-education-2005>

School Attendance Policy

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

Values in NSW public schools

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

This Policy is to be implemented consistent with Work Health and Safety Policy (PD/2013/0454/Vo1) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at school. <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>