Student Discipline Policy

Related DET Policies and Documents
- Suspension and Expulsion of School Students Procedures- Student Discipline in Government Schools PD 2006 0316(2011)
- Bullying: Preventing and responding to Student Bullying in Schools Policy PD2012 0415 V01 (2011)

Related Kogarah Policies and Documents
- Anti Bullying Plan (Reviewed April 2012)
- School Rules (2005)
- Excursion Policy (2009)
- School Code of Conduct (2005)
- School Beliefs and Values (2007)

Rationale
Behaviour management is an ongoing and preventative process that aims to develop appropriate and responsible attitudes and behaviours in students. It works towards students achieving self discipline, taking responsibility for their own behaviour choices.

Beliefs
- Discipline is built upon a rights and responsibility focus, with agreed upon rules that maintain the dignity and self worth of the individual.
- Discipline occurs in relationships in which mutual respect is shown.
- Students can be guided towards making better behavioural choices and thus, take control of their own behaviour.
- Consequences for behaviour choices, both positive and negative, are certain, consistent and clearly understood. The certainty of a consequence is more important than its severity
- Follow-up is an essential element in guiding students towards changes in behaviour.
- Discipline is a shared responsibility held by students, school staff and parents.

Outcomes
- A safe and secure teaching and learning environment
- Students working towards taking responsibility for their own behaviour
- Positive student self esteem
- Increasing acceptance of intrinsic rewards
- Respect for self, others and the environment
- Cooperative classroom environments
- Care and concern shown for others
- Effective conflict resolution
Implementation

- A stimulating learning environment is established in each classroom, where appropriate and relevant curriculum is being delivered.
- School Rules (appendix 1) will be visibly displayed throughout the school environment and will be explicitly taught each year and revised when necessary.
- Each class teacher will have a classroom behaviour plan that is shared with parents at their Parent/Teacher meeting in Term 1 each year.
- To ensure a fair and consistent approach when dealing with behaviour management issues, the Restorative Practices framework of questions will generally be used.
- When the rights of others are violated and rules are broken, consequences will apply. These consequences will be determined by the severity and frequency of the inappropriate behaviour. While the consequences are organised in a continuum, there may be occasions when a student will require a more serious consequence depending upon the nature of the inappropriate behaviour.
- Regular monitoring by the Stage Supervisor will provide feedback to staff about the students being monitored. These students will be discussed and further action plans and strategies will be formulated and implemented.
- A Playground Behaviour Folder with playground behaviour slips will be given to each playground duty teacher to record incidents of inappropriate behaviour.
- Students who are experiencing difficulties with their playground behaviour may be excluded from the playground. The class teacher must monitor this.
- Parents will be notified by letter when a student’s behaviour is causing concern as outlined in Appendix 2 - Consequences for Unacceptable Behaviour.
- If a student exhibits extreme behaviour, which threatens the safety/learning of others, the student will be suspended in accordance with DET procedures and guidelines. Parents will be informed and participate in the process.
- Students with a history of aggressive or violent behaviour will have a Risk Management plan developed. This will be in accordance with OH&S guidelines and the plan will be communicated to staff.

Suspension and Expulsion

Options for unacceptable behaviour include suspension and expulsion.

<table>
<thead>
<tr>
<th>Short Suspension</th>
<th>A student may not attend school for up to and including four days.</th>
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<tr>
<td>Long Suspension</td>
<td>A student may not attend school for up to and including twenty school days.</td>
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<tr>
<td>Expulsion</td>
<td>A student may not attend any Government School. Expulsion can only be approved by the Minister on the recommendation of the Director General of School Education.</td>
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At Kogarah Public School a range of student welfare and discipline strategies will have been implemented in most cases before a suspension is imposed.

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parent's responsibility for remediation of that behaviour. The school, parents and students will work in partnership so that the student can return to school. The school counsellor will be involved in the process and will help to put the student on special behaviour program if needed.

Suspension may be used immediately for the following:
Short suspensions of up to four days may be imposed for the following reasons and will be reported in the following categories:
Continued Disobedience.
This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

Aggressive Behaviour.
This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages (cyberbullying).

Long suspensions may be imposed for the following reasons and will be reported in the following categories:

**Persistent Misbehaviour:**
Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

**Physical Violence:**
Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.

**Use or possession of a prohibited weapon, firearm or knife:**
When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.

**Use of an implement as a weapon or threatening to use a weapon:**
When any item is used as a weapon (other than in 3 above), in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.

**Possession or use of a suspected illegal substance:**
Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

**Serious criminal behaviour related to the school:**
Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
Appendix 2

Positive Rewards for Good Behaviour
The awards system consists of ever increasing rewards for acceptable behaviour increasing in status as the student progresses through three levels. All rewards are to be recorded by the class teacher. Acceptable behaviours identified in the School Rules will be the focus of awards as well as the schools core values across all aspects of school life. The system operates over one year and recommences at the beginning of the following year.

See attached overview for details of awards.

Unacceptable Behaviour
The school follows the Restorative Practices questioning framework in order for students, who have made poor behaviour choices, to have their story told, make restitution and finally move on to make better behaviour choices in the future and to feel that they have been dealt with fairly.

The consequences for inappropriate behaviour have been developed in a hierarchical sequence. In all cases the student’s age and the circumstances of the particular incidents are to be taken into account when determining consequences. All incidents of unacceptable behaviour are recorded in the class book (Yellow). The system operates over a semester (2 terms) and recommences at the beginning of the next semester.

1. Teacher

Class: Teacher deals with situation in class, documenting evidence regarding behaviour (Yellow book) indicating if parent has been notified. Consequences might include short in class Time Out or Time Out with other class. Continued inappropriate behaviour could result in a lunchtime Time Out. An orange slip is filled out and given to the supervising teacher of the Time Out for the following day. Discuss situation with supervisor. (See below for details of Time Out procedures)

Playground: Teacher to record playground incident on Playground Slip and give to class teacher who records incident in Yellow Book. Keep slips for future reference. More serious incidents may require Time Out off the playground during lunch again with an orange slip to the supervising teacher of Time Out. Parents are sent a letter to let them know that their child has been at Time Out. This is signed by the parent and returned to school the next school day.

2. Executive – Stage Supervisor
Monitor Yellow books. Discuss behaviours with class teacher

First visit – (three times in Yellow book) - visit recorded in Red book, child counselled and future action explained if behaviour persists. Teacher to contact parent/carer by letter, interview can be arranged if necessary.

Second visit – (six times in Yellow book) – visit recorded, child counselled and appropriate consequences applied. Individual behaviour management program may be developed. Parents/carers contacted by letter and/or telephone, interview arranged.

Third visit (nine times in Yellow Book) – visit recorded in Red book and parent interview arranged by telephone and by letter. Other alternatives i.e. School Counsellor, Student Services referral may
by required. Suspension may be considered and an individual program developed. Parents will be made aware in writing of possible suspension.

3. Principal— next behaviour incident.- telephone call and letter to parent. Interview with Principal and Stage Supervisor – possible short suspension. When student returns from suspension he/she will be at third visit level.

**Time Out procedures**
When students are placed on Time Out at lunchtime they discuss their issue with an executive following the Restorative Practices framework. Students complete a sheet where they write about what happened and how the problem can be fixed. Students identify the school rules that have been broken and what they would do in future if the same issue arose. A record is kept of students who receive a Time Out. Parents receive a letter or are contacted informing them that their child has been placed on Time Out.

**Serious misdemeanours**
Serious misdemeanours will be dealt by following the Suspension and Expulsion procedures.
KOGARAH PS AWARD SYSTEM

The awards to be collected for the attainment of award levels:

- STUDENT OF THE WEEK
- MERIT (3–6)
- SPORTS
- VALUES
- UNIFORM AWARD
- TOKENS

Three tokens will be given out each day from each class teacher. The class teacher is responsible for the recording of the tokens and awards. The support staff will be allocated two tokens to award each day. For the support staff not working in the classroom, a token slip can be presented to the child with the date and signature. The class teacher can destroy the slip once recorded.

The metallic awards will encompass all awards. The Sports Award will be allocated to one award per class teacher per week. Each class teacher will be provided a set of Merit (3–6), Sport, Bronze and Silver Awards per term. Bronze and Silver Awards will be presented at Stage assemblies, Gold Awards at K–6 assemblies by the Principal and the Diamond Awards at Presentation Day.
KOGARAH PS AWARD SYSTEM
THE FOUR LEVELS OF ACHIEVEMENT

10 awards and tokens → BRONZE AWARD
A certificate

20 awards and tokens → SILVER AWARD
A certificate

35 awards and tokens → GOLD AWARD
A certificate

50 awards and tokens → DIAMOND AWARD
Presented on Presentation Day