Student Welfare:
Fair Discipline and Effective Learning Policy

Purpose:
The implementation of the Fair Discipline and Effective Learning Policy will assist students to accept responsibility for their own behaviour, encourage self discipline and develop attitudes that relate to respect for others and property.

Aims:
- For students to learn effectively in an ordered and well managed school where they are challenged and motivated.
- For students to feel safe in classrooms, the playground and when travelling to and from school.
- For students to have respect for other individuals and their property.
- For courtesy to be given to other students, teachers and community members.
- For acceptance to be undertaken by parents and care givers of the shared responsibility for student discipline.
- To implement a school wide welfare policy.
- To establish a framework for discipline and communicate this structure to the school community.
- For teachers to maintain classroom procedures and practices that are understood by staff and students.
- To ensure that recognition is given to those with acceptable, positive behaviour and general good manners.
- To ensure that children are aware that continuing unacceptable, inappropriate behaviour is their choice and will result in specific consequences.

This Policy adheres to the Core Rules for Students in NSW Government Schools as established by the NSW State Government in 2006.

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.
THE CORE RULES

All students in NSW government schools are expected to:

- Attend every school 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 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.

Implementation:

THE CODE

1. The school will provide a stable, safe and ordered environment within which students learn effectively and behave responsibly through the development of rules and procedures applying to such things as:

   - classroom and playground behaviour
   - safety in the playground and classrooms
   - travelling to and from school
   - the use of unacceptable language
   - the wearing of approved dress and uniforms
   - regular and punctual attendance
   - the possession and/or use of drugs including tobacco and alcohol
   - appropriate use of the internet

2. The school will promote national pride and develop in students a sense of common purpose through:

   - the celebration of national days and events
   - providing opportunities to appreciate Australian literature, music, art and drama
   - promoting Aboriginal perspectives within the curriculum
   - holding school assemblies
   - recognising and respecting the national flag, anthem and emblems

3. The school will maintain positive relationships within the school community through:

   - keeping the community aware of school activities
   - providing community access to the school
4. The school will encourage students to develop self discipline by accepting responsibility for their own behaviour through:

- the recognition and praise for good behaviour
- developing clear, fair and consistent ways of dealing with unacceptable behaviour
- providing students with opportunities to:
  - practise making responsible decisions
  - develop and display initiative
  - work independently
  - co-operate in group efforts.

5. The school will foster in the students a feeling of belonging to the school and its community through:

- ensuring students take part in school activities such as excursions, concerts etc.
- involving students in community activities
- expressing school rules in language that emphasises the ways in which they can benefit students
- presenting and implementing school rules in a way that leads to an understanding and acceptance of reasonable laws and regulations of the wider community.
- encouraging students to comply with the school’s general standards of dress
- promoting an understanding of the rights and responsibilities of living in a democratic society

6. The school will insist on responsible student behaviour and will develop practices which prevent irresponsible behaviour through:

- the establishment of a welfare policy that includes a range of sanctions appropriate to the age and stage of development of the student and the context and severity of the offence.

7. The school will develop practices that will encourage the students to value the personal dignity and worth of themselves and others through:

- actively encouraging the students to achieve their personal best and pursue excellence
- establishing teaching and learning programs that will provide opportunities for all students to value themselves and others
- providing opportunities for students to develop a realistic and comprehensive self concept and self esteem
- encouraging respect for the individual
- providing experiences that develop skills in problem solving
- training students to improve their speaking and listening skills

8. The school will provide opportunities for all students to develop a respect for the values that underpin our society and its laws through educating the students about:

- accepting lawful and just authority
- showing respect for the rights and property of others
- conforming to the accepted rules and requirements of the school
- actively pursuing a peaceful resolution to conflict
Rights and Responsibilities

All people within the school community have rights, which students and staff must observe.

All students and staff have the responsibility to respect the rights of all people who work in our school

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>I have the right to be treated with understanding, respect and politeness.</td>
<td>I have the responsibility to treat others politely and with understanding and respect, regardless of individual differences.</td>
</tr>
<tr>
<td>I have the right to achieve my personal best in all school activities.</td>
<td>I have the responsibility to be prepared to work to the best of my ability and to allow others to do the same.</td>
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<tr>
<td>I have the right to be treated fairly for my behaviour.</td>
<td>I have the responsibility to learn and to practice self-discipline.</td>
</tr>
<tr>
<td>I have the right to a clean and pleasant school.</td>
<td>I have the responsibility to maintain a clean and pleasant school.</td>
</tr>
<tr>
<td>I have the right to expect that myself and my belongings will be safe at school.</td>
<td>I have the responsibility to consider other’s safety and to respect their belongings.</td>
</tr>
<tr>
<td>I have the right to expect the community and parents to be aware, appreciative and supportive of the school and my achievements.</td>
<td>I have the responsibility to act and communicate in a manner which will encourage the parents and community to recognise and respect school achievements.</td>
</tr>
<tr>
<td>I have the right to a positive classroom environment.</td>
<td>I have the responsibility to maintain a positive environment within which we can all learn.</td>
</tr>
<tr>
<td>I have the right to expect that I will spend the school day free from fear of bullying, harassment and intimidation.</td>
<td>I have the responsibility to create a safe and happy environment free from all forms of bullying.</td>
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<tr>
<td>I have the right to access technology to further enhance my learning potential.</td>
<td>I have the responsibility to use technology correctly, with a teacher’s permission, and to report all inappropriate usage.</td>
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**Expected Standards Of Behaviour** for:

**Classroom**

Students are expected to treat all staff members and volunteers in a courteous manner.

Instructions should be carried out to the best of each student’s individual ability.

*Specific behaviours include:*

- Behave in a friendly, polite manner.
- Follow directions the first time.
- Raise hand – do not call out.
- Complete all work set to the highest standard.
- Keep hand, feet and other objects to oneself.
- Speak in turn and in a courteous manner.
- Respect all people and property.
- Ask teacher for permission to leave the room.
- Use all technology appropriately.
Playground
The playground should be a safe and happy environment where students can play and interact with their peers without fear of intimidation, violence or bullying.

Specific playground behaviours include:
- Play in a friendly co-operative manner (no swearing, violence, weapons, teasing, bullying)
- Stay within set boundaries.
- Follow directions given by any teacher or responsible person e.g. School Learning Support Officer.
- Place all litter into the appropriate place.
- Respect all equipment.
- Display good sportsmanship.
- Respond promptly to the bell.

Travel to and from School
Specific behaviours include:
- Follow road and bus safety rules.
- Follow directions given by teacher, bus driver or other responsible person.

Excursions and Sporting Activities
All students are expected to follow the same code of behaviour outlined for the classroom and playground while on an excursion or participating in a sporting event.

Specific behaviours for such events include:
- Good manners
- Following instructions from and show respect for all teachers from other schools and/or parent helpers.
- Travel safely to and from venues.
- Demonstrate good sportsmanship.
- Participate to the best of your ability – “Have a go”
- Show respect for the venue being visited and the community members encountered.

Punctuality and Attendance.
Students are expected to attend school every designated school day unless unable to do so because of illness or extenuating circumstances.
All absences should be explained by a note from parents or caregivers.
Students should not arrive at school before 8:40am and should be collected promptly after the 3:10 bell.
Strategies to Promote Positive Behaviour.

Rewards

Teachers are aware that encouragement of positive behaviours through praise and reward will help students to develop a sense of self discipline.

Strategies to promote positive behaviour and effective learning.

- House points for positive playground and class behaviours.
- Merit certificates awarded each week including Student of the week, Principal’s Awards. Homework awards.
- Special mention of achievements at school assemblies and in school newsletter.
- Special mention in school news and local media.
- Class rewards as decided by each teacher.
- Publishing work on notice boards around the school, in the weekly newsletter and in the local media.
- Less tangible awards such as a kind word, a smile, a complimentary gesture or look.
- Presentation Night Awards – Academic Achievement, Most Improved, Citizenship, Student of the Year, Sportsperson of the year, Sport Award for effort, CAPA award for excellence in a particular area.

Acknowledgement of leadership and initiative builds self esteem. The school aims to acknowledge these through:

- Election of School Captains and SRC each Semester Badge to be awarded.
- Election of House Captains.
- Allocation of duties to students to encourage school citizenship including sports monitors, bell rings, flag raisers and assembly leaders.

The school aims to provide a variety of academic, cultural, physical and social activities to cater for the interests and talents of its pupils. These include:

- Participation in community initiated music lessons.
- Participation in eisteddfods
- School sporting carnivals - swimming, cross country and athletics with medals for champions for minor to senior divisions.
- Participation in external competitions.
- Participation in local sporting carnivals
- Participation in speech contests.
- Participation in school concerts and discos.

Positive examples of the teacher gain the respect of students and serve as a role model for all school personnel. The teacher can display characteristics desired from the students in the areas of:

- Dress
- Friendliness
- Good manners
- Encouragement
- Praise
- Positive relationships
- Setting logical consequences
- Fairness.

To be effective a behaviour code must be understood by both students and parents. To ensure that all understand the elements of the school behaviour code the staff offer the following lines of communication.

- Each class sets rules and consequences at the beginning of each school year.
**Strategies for dealing with unacceptable behaviour.**

Teachers will monitor behaviour through classroom and playground behaviour books. These books will be made available to all teachers and will be monitored by teachers at the weekly staff meetings. This will allow teachers to identify patterns of consistent poor behaviour which will in turn, allow teachers to put strategies in place to modify this behaviour.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Mistreatment of school equipment.</td>
<td>Banned from using equipment for 1 week. Name recorded in playground book. (unless equipment is required to complete a supervised lesson)</td>
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</table>
| Breaking of classroom rules.                                              | 1<sup>st</sup> time. Warning and name written on board.  
2<sup>nd</sup> time. 1 cross against name.  
3<sup>rd</sup> time. 2 crosses against name and 10 mins time out.  
4<sup>th</sup> time, **severe disruption and/or consistently stopping teacher from teaching or others from learning at any time**. 3 crosses against name. Student removed from others to complete work alone within the classroom. Time out during playtime. Incident recorded in classroom behaviour book. |
| Breaking of school rules.                                                 | **Continual negative behaviour**. Parents notified by letter and an appointment with Principal made available to discuss student’s behaviour.  
**N.B.** Consistent bad behaviour resulting in 2 letters home in one term will exclude any student from participating in excursions or representing the school.  
**Continual disruption or persistent bad behaviour** – Suspension as per DET policy |
| Inappropriate behaviour on the school bus.                                | 1<sup>st</sup> time. Warning.  
2<sup>nd</sup> time. Time out from play. 5 mins  
3<sup>rd</sup> time. Removal from play for remainder of session and incident recorded in playground behaviour book. |
| Inappropriate behaviour on excursions and/or on sporting activities       | **Continual negative behaviour**. Parents notified by letter and an appointment with Principal made available to discuss student’s behaviour.  
**N.B.** Consistent bad behaviour resulting in 2 letters home in one term will exclude any student from participating in excursions or representing the school.  
**Severe negative behaviour** – Suspension as per DET policy |
| Inappropriate behaviour by School/House Captains or SRC Member.           | The bus company has the right to refuse bus travel to any children who do not behave appropriately. Consistent disruptive behaviour on the bus will result in Suspension as per DET policy. |
|                                                                           | 1<sup>st</sup> time. Warning  
2<sup>nd</sup> time. Time out away from group.  
3<sup>rd</sup> time. Removal from group and incident recorded in classroom behaviour book.  
**Continual negative behaviour**. Parents notified by letter and an appointment with Principal made to discuss student’s behaviour. If appropriate a letter of apology will be written to any affected party.  
If a student who is representing the school is responsible for a deliberate and serious transgression of the school rules, the student will not represent the school again for full school year.  
**Behaviour resulting in 2 letters being sent home will lead to loss of badge and position.** |
Suspension and Expulsion
Harwood Island Public School will adhere to the Department of Education and Training Policy for Suspension and Expulsion where appropriate.

Department of Education and Training Suspension and Expulsion Policy
1. In determining whether a student’s misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students in the class.
2. In most cases a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed.
3. Other than in the serious circumstances outlined in 5 suspension will occur after the principal has:
   • ensured that appropriate school student welfare strategies and discipline options have been applied and documented
   • ensured that appropriate support personnel available within the school system and externally have been involved
   • ensured that discussion has occurred with the student and parent(s) or carer(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
   • developed, in conjunction with the school learning support team or appropriate school or Departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour
   • provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
   • recorded all action taken.
4. In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.
5. Principals must suspend immediately and consistently with these procedures, any student who:
   • is physically violent: Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW police.
   • is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause): Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to NSW Police immediately.
   • uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance: The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Under arrangements made with NSW Police, the substance will generally be identified within 48 hours of the material being handed to the police by the principal. The cost of this identification will be met by the Department of Education and Training. NSW Police will hold the substance pending any legal action. Schools should contact their school education director to make arrangements. Refer to Guidelines for Managing Drug Related Incidents in Schools for additional information.

Short Suspension
6. In circumstances where measures detailed in 3 above have been unsuccessful in resolving the inappropriate behaviour, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions 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.

7. A formal disciplinary interview must be held with the student prior to making the decision to suspend. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing. For very young children it may be advisable to have a parent or carer present during the interview.

8. A suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parent(s) or carer(s), should utilise the school, regional and other available resources in seeking a means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting. The school learning support team and school counsellor should be notified of the suspension.

9. Should parent(s) or carer(s) require a support person in order to participate fully in the suspension resolution meeting, a person acceptable to both the parent(s) or carer(s) and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group (AECG), disability worker. The responsibility for organising a support person rests with the student, parent(s) or carer(s). Parent(s) or carer(s) may be referred to the student welfare consultant if they require assistance.

10. If behaviour management programs and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions, a longer suspension or alternative educational programs must be considered. Each case will be different and the action needs to be appropriate to the individual circumstances of the case. Alternative educational programs which could be considered for the student should be discussed with the student services officer, if this has not already occurred.

**Long Suspension**

11. If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case factors such as the age, individual needs, any disability and developmental level of students.

12. Subject to factors outlined in 11 above, principals will impose a long suspension for:

- **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.
- **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.

Subject to factors outlined in 11, principals may also impose a long suspension for:

- **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon (other than in dot point 2 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 to cause injury to a person.
- **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.

- **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.

13. If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to any or all government schools. Alternative educational placements which could be considered for the student should be discussed with the school education director, or nominee, if this has not already occurred.

**Review**

This policy should be reviewed at the beginning of each year and/or when incidents occur which may show that a review is necessary, or when DET guidelines change.

**Distribution**

Policy file

All teaching staff

Each family within the school.