

Tamworth Public School

Student Discipline in Government Schools Policy

Revised 2017

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TAMWORTH PUBLIC SCHOOL

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THE STUDENT DISCIPLINE POLICY

Revised 2017

STATEMENT OF PURPOSE

At Tamworth Public School we recognise that good discipline is fundamental to the achievement of Government priorities for the public school system.

In accordance with the Department's Student Discipline Policy mandatory requirements, the Tamworth Public School Student Discipline Policy contains four components:

- the school rules.
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
- strategies and practices to recognise and reinforce student achievement.
- strategies and practices to manage inappropriate student behaviour.



We base the policy on the following Departmental Core Rules and Tamworth Public School's Core Beliefs and Principles:

Behaviour Code for Students

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- 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 policy or dress code
- Attend school every day (unless legally excused)
- Respect all property

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.

Behaviour Code for Students: Actions

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

Rights and Responsibilities

All members of the school community have the right to enjoy a safe, healthy and pleasant environment. There is also a responsibility for the school community to support, respect and have pride in their school.

Rights:

Students have the right to be:	Staff have the right to be:	Parents/Caregivers have the right to be:
<ul style="list-style-type: none"> ➤ Provided with planned, challenging lessons, with appropriate accommodations and adjustments as required, in a safe and learning environment. ➤ Treated with politeness, respect and understanding. ➤ Able to learn without being distracted by the actions or behaviour of other students. 	<ul style="list-style-type: none"> ➤ Treated with politeness and respect. ➤ Able to teach or work without undue interference caused by student misbehavior. ➤ Provided with a safe and supportive learning environment. 	<ul style="list-style-type: none"> ➤ Informed concerning their child's progress. ➤ Treated with politeness and respect. ➤ Represented in the consultative processes of the school.

Responsibilities:

Students should:	Staff should:	Parents/Caregivers should:
<ul style="list-style-type: none"> ➤ Make every effort to attend and engage in school to maximize learning. ➤ Show dignity and respect to other staff, students and community. ➤ Obey school rules. ➤ Behave safely, considerately and responsibly. ➤ Present a neat appearance and to wear school uniform. 	<ul style="list-style-type: none"> ➤ Conduct themselves in a caring and professional manner. ➤ Acknowledge effort. ➤ Be prepared and deliver quality learning programs. ➤ Help promote self-esteem. ➤ Ensure regular contact with parents. ➤ Follow DEC and school policies and procedures. 	<ul style="list-style-type: none"> • Ensure their children attend school each day. • Communicate with the school any concerns, special needs or reasons for absences of their child. • Be involved in school decision-making processes either individually or through representative bodies if able.

Behaviour Management Plan

Positive Behaviour

School Rules

Negative Behaviour

Class Rewards/House Points

Five Rules

I will follow instructions from staff

Behaviour management strategies
(see attachment)

Magpies

6 Magpies = 1 Merit

I will speak politely and with respect

Green Slip

Parent contact if required
3 Green Slips = Orange Slip

Merit Awards

3 per week
(including magpie merits)

I will keep my hands, feet and objects to myself

I will put my hand up to speak

I will stay in my seat unless asked to move

Orange Slip

Detention
Record on ESR
Note home
Parent may be phoned

Special Awards

x 3 merit Awards

Consistent across the school
- all to refer to Colour Code

3 Detentions

Parent contact/DP Letter to parents
Privileges reviewed
Possible playground program

Principals Award

x3 Special Awards

Principal Awards of Excellence

Medallion

x3 Principals Award (27 Merits)
Special Assembly/Morning Tea

6 Detentions

DP Parent Interview request/letter
Privileges withdrawn
Withdrawal from playground

Platinum Awards

x3 Principal Award of Excellence
Presentation Day Award

Red Slip

Referred to Principal

Suggested reasons/guidelines for students receiving Magpies

Magpie Award



Student:
Teacher:
Date:

- Showing care, courtesy and consideration to peers.
- Consistently doing great things in the playground or classroom.
- Consistent efforts in class.
- To reward targeted behaviours in class e.g. walking in quietly, getting out books ready to start day etc.
- Consistent good manners.
- Using initiative.
- Showing resilience.
- Helping others.
- Accumulated dojo points - generally 15.
- Correct spelling 3 weeks in a row.

Casuals not to give out magpies unless they are on a 2 week block as they may not be aware of students that are being rewarded by other methods. Casuals to use classroom level awards e.g. stickers, house points and dojo points.

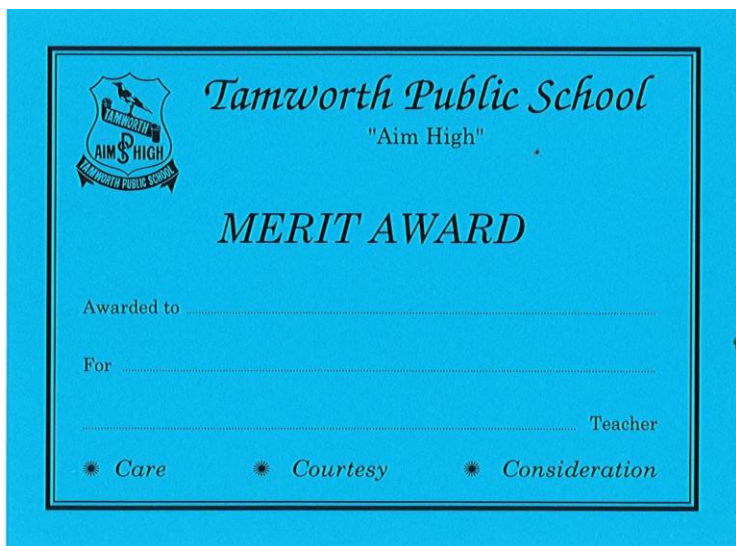
Challenging behaviour children NOT to be given a magpie for short term behaviour - they are to show consistent improvement over a period to receive a magpie, as there are many children who are consistently displaying appropriate expected behaviours who may not be recognised.

Not for CAPERS or Dance Festival children-they already receive a participation award.

Use Sport Awards for Sport achievements.

Write on the magpie the reason for receiving the award.

Suggested reasons/guidelines for students receiving Merit Awards



- Consistent completion of homework across a term.
- Meeting due date commitments.
- Improving in an area.
- Extra effort in an area.
- BTN quiz- excellent answers from excellent listening.
- Winner of the Maths Champ competition.
- Consistent/outstanding achievement/efforts.
- Extra effort/research completed for homework based on the topic currently being studied.
- Consistent following of school rules and positive attitude and application for a given period.

3 Merit Awards per class per week, except ES1- who have 2 per week. (generally from the classroom teacher)

6 Magpie Awards are included in the 3 merit awards for the week.

Sporting awards-are the same value as a Merit Award. (Sport Award certificate is used) To be given for excellent performance or sportsmanship in a sporting endeavour at any level. This is to be included in the 3 awards to receive a Special Award.

Cultural/Academic Awards- can be recognised with a Merit Award for Regional and above for outstanding effort, attitude and performance. Not to be given for participation only.

Classroom teacher does not have to give out 3 Merit Awards for each week if not required, but are not designed to be accumulated past the two week period.

Casuals are not encouraged to give out Merit Awards on Stage assemblies if they have not had the class for the week.

Awards are not to be given out to students that need them simply to get to the next level.

Merit Awards cannot be "cashed in" after week 8 of term 4. Cut off date is required to calculate for Presentation Day and Medallion Ceremony.

Students are encouraged to hand in Merit Awards as they accumulate their three rather than hold onto them and hand them in in the next year(s).

Merit Awards are only handed out on Stage assemblies- not in class (except if Stage has other commitments that prevent the weekly assembly from occurring).

Name:
Class: Date:

Repeated Minor Incidents

GREEN SLIP

SOCIAL

1. Disobeying instructions ₁
2. Coming late to lines/class ₁
3. Excluding others from games or being friends ₂
4. Spreading rumours or name calling ₂
5. Tormenting and teasing ₂
6. Putting others down ₂
7. Interfering in other children's disputes ₃
8. Encouraging peers to behave inappropriately ₂
9. Taking of hats/bags/possessions ₃
10. Using objects to annoy or distract others ₃
11. Throwing food/objects ₃
12. Calling out in class ₄
13. Wandering around the room ₅
14. Constant talking in class ₁
15. Continually not completing tasks ₁
16. Repeatedly turning around and distracting others. ₁

PHYSICAL

1. Pushing others ₃
2. Tripping others over ₃

SAFETY

1. Being out of bounds ₁
2. Rocking on chairs in class ₁
3. Playing in toilets ₁
4. Running in the corridors ₁
5. Being in a classroom without a teacher ₁

Teacher:

Time:

ACTION REQUIRED BY SUPERVISOR

- Speak to child
- Keep for 15 minutes
- Complete work (set tasks)

Comment?

Supervisor's Signature _____
Green slip to be returned to class teacher after Supervisor action.

Name:
Class: Date:

Major Incidents - Detention
ORANGE SLIP

SOCIAL

1. Leaving the room without permission ₁
2. Yelling out in class causing disruption ₁
3. Inappropriate touching _{3 and 5}
4. Threatening students _{3 and 5}
5. Making rude or threatening gestures _{3 and 5}
6. Being rude to staff, parents or visitors ₄
7. Refusing to follow teacher instructions ₄
8. Continued disobedience ₄
9. Dacking—pulling clothes down ₅
10. Continued harassing or disrupting others ₅
11. Making fun of someone's appearance or culture ₅
12. Calling someone racist names ₅
13. Swearing ₅
14. Verbally abusing others ₅
15. Using a computer inappropriately
16. 3 Green Slips for classroom/playground ₆

PHYSICAL

1. Hitting ₃
2. Aggressive behaviour ₃
3. Biting ₃
4. Throwing rocks, dirt or sticks at others ₃
5. Dangerous play e.g. tackling ₃
6. Hiding other people's property
7. Damaging property belonging to school or others ₆
8. Putting graffiti on school property

SAFETY

1. Hiding and not attending class ₁
2. Leaving school grounds without permission _{1 and 3}
3. Inappropriate urinating ₃

Teacher

Time:

Incident details on the back.

Informed student

Communicated with parents

Date _____ **Time** _____

Used other strategies
Spoken to supervisor

Supervisors Signature _____

These require automatic detention.

Name:
Class: Date:

Severe Incidents—to Principal
RED SLIP

SOCIAL

1. Behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach _{1 and 4}
2. Continual disobedience ₄
3. Sexual harassment _{3 and 4 and 5}
4. Persistent misbehaviour ₄
5. Emotional abuse ₅
6. Stealing ₆
7. Vandalism to school and/or personal property ₆
8. Abusive swearing _{4 and 5}

PHYSICAL

1. Physical violence resulting in and injury, or serious interference with the safety and well-being of other students, staff or other persons including ... ₃

- Punching
- Kicking
- Hitting
- Throwing objects at others
- Biting - broken skin
- Using weapons
- Using an implement as a weapon

SAFETY

1. In possession of a firearm ₃
2. Smoking ₃
3. Using, or in possession of a suspected illegal substance ₃
4. Dangerous climbing ₃
5. Serious threat to students, staff or visitors _{3 and 4 and 5}

Teacher:

Time:

Comment?

Straight to Principal. Please inform your supervisor.

Behaviour Management Strategies as used by staff

- Community Service
- Buddy teacher
- A.B.C.D. Behaviour Management Program
- Supervisor
- Getting to know student - establish relationship-rapport
- Phone calls - to parents to discuss behaviour issues before they escalate or to give positive feedback.
- Purpose of Behaviour (ABC chart) / Trigger for behaviour
- Motivation Questionnaire
- Positive feedback - Principal, Deputy Principal, buddy teacher, classroom teacher, supervisor
- Name on board / crosses / ticks next to name
- Spare desk - move disruptive student
- Sit outside staffroom at lunch/recess
- Student accompany teacher on playground duty
- Verbal reward
- Specific positives - (name, action) e.g. "I like the way you are ..."
- House points / table points
- Chance cards / Raffle tickets - prizes at end of week
- Awards - Classroom, Magpie, Merit and Special awards.
- Behaviour Monitoring Card / Grid
- Students stay in class during some of their play to complete work or speak with teacher.
- Cards of students names to answer discussion questions
- Extra-curricular activity dependent on behaviour - collaborate with coaches/coordinator
- Reward student who reports positive behaviour of other students - encourage cooperation
- Stamp grids on desk
- Fresh start each day/week/term
- Marble Mania-Marbles placed in jar for each targeted positive behaviour-to reward the whole class
- Class DoJo

Implementation documents

- [Behaviour Code for Students \(PDF 65.29 KB\)](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms \(PDF 194.94 KB\)](#)
- [Student Discipline in Government Schools - Support materials \(PDF 467.28 KB\)](#)
- [Suspension and Expulsion of School Students Procedures \(PDF 1341.32 KB\)](#)
- [Suspension and Expulsion of School Students Procedures - Information for Parents \(PDF 438.82 KB\)](#)

Related documents

- [Anti-Racism Policy](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- [Drugs in Schools Policy](#)
- [Sample Evidence of Policy Implementation](#)
- [School Attendance Policy](#)
- [Student Welfare Policy](#)
- [The School Uniform Policy](#)
- [Working With Children Check Policy](#)

Tamworth Public School to review this policy in 2020.