

MORPETH PUBLIC SCHOOL

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**Student Discipline in Government Schools**

**2018**

**Rationale**

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members. Our school is committed to providing a learning environment that caters to the emotional, social, physical and academic needs of students. We believe that students benefit from a feeling of being engaged in school activities, in order to connect, succeed and thrive.

The document is underpinned by Wellbeing in Schools Framework; <https://www.det.nsw.edu.au/wellbeing/about>

**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
* Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our
* schools
* Not bully, harass, intimidate or discriminate against anyone in our schools

**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
* The principal and school staff, using their professional judgment, are best
* placed to maintain discipline and provide safe, supportive and responsive
* learning environments. The department provides a policy framework and
* resources such as Legal Issues Bulletins, access to specialist advice, and
* professional learning to guide principals and their staff in exercising their
* professional judgment. In this context the NSW Government and the
* Department of Education and Communities will back the authority and
* judgment of principals and school staff at the local level.

The staff of Morpeth Public School is committed to ensuring that positive behaviour is modelled and enforced to support student learning and wellbeing. The school is committed to working collaboratively with families and external bodies to review, monitor and respond to student behaviour in an effective and timely manner.

**School Implementation**

At the beginning of each school year, staff discuss and review the management of student behaviour. Discussions focus on discipline code, school and class rules, strategies and practices to promote positive student behaviour, strategies and practices to recognise student achievement and strategies and practices to manage inappropriate behaviour.

**Reward Systems**

* Assembly merit certificates for academic achievement;
* Certificates reflecting achievement against You Can Do it foundations;
* ‘Win Bin’ rewards for students who

**Reporting Procedures**

* Social Skills report – provided at end of Term 1 and 3 of each year. The reports reflect You Can Do It;
* Academic reports, reflecting A-E achievement descriptors;
* Tell Them From Me student surveys;
* Student surveys;
* Best Start assessments.

**Behaviour Management**

Morpeth Public School is committed to managing behaviour consistently and fairly.

A whole school behaviour management document is discussed and provided to staff at the beginning of each school year. Behaviour incidents are recorded on a software data base.

**PLAYGROUND MANAGEMENT PROCEDURES**

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| **Misdemeanour** | **Action** |
| **LEVEL 1*** Running on concrete
* Inappropriate or threatening talk to peers
* Littering
* Late to lines / class
* Talking on assembly
* Eating in wrong area
* Out of bounds – inside school grounds
* Playing in toilets
* No hat in play ground
* Interfering / spoiling games
* Unfriendly play or interactions with others
 | **1**. Ask student what rule was broken and remind student of acceptable / appropriate choice – Redirect / walk and talk with student / short time out in an alternate area of the playground.**2**. Repeat behaviour, or other behaviour breaches during that play session, will result in student being placed on silver seats for remainder of play.**3.** Incident recorded on Student Tracker**N.B**  **Refusal to follow instructions of teacher, moving away from or refusing to attend Silver Seats refer directly to AP’s or Principal** |
| **LEVEL 2*** Exited from class
* Inappropriate or disrespectful talk to staff/parents/visitors
* Swearing at peers
* Aggressive / dangerous play with intent
* Intentionally throwing / kicking a ball or sand at a student
* Mistreating school or personal equipment or the equipment of others
* Inappropriate grabbing or touching
* Significant hands on, teasing / name calling / slurs applied to family members
* Disobeying a teacher’s instruction
* Refusing to return to class or leaving room without permission
* Misbehaviour on bus
* Misbehaviour in toilets
* Stealing property from students or wilfully throwing equipment over school boundaries or on a roof
 | 1. No warning given - remind / discuss rule that was broken.
2. Student is taken to Planning Room (or office) for remainder of play + 1 session.
3. Incident recorded on Student Tracker
4. Parent informed by Principal ( or executive ) on day of incident

**N.B** * **Warning of suspension letter to be forwarded to parents after 2 level 2 misdemeanours or 3 Exits in a school term**
* **Suspension may be considered after 3 level 2 incidents in a school term**
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| **Bullying:****Verbal Bullying –** ongoing, repeated and targeted acts of name calling, teasing, abuse, putdowns, sarcasm, insults, threats**Social Bullying –** ongoing, repeated and targeted acts ofignoring, excluding, ostracising, alienating, making inappropriate gestures | See above |
| **LEVEL 3*** Insolence / oppositional behaviour to staff / parent
* Intentional damaging equipment / property
* Dangerous or threatening acts – using sticks/ throwing stones etc
* Leaving school grounds without permission
* Explicit sexual comments
* Explicit drawings
* Inappropriate use of computers
* Spitting at students with intent
* Public toileting – urinating in public places
 | 1. No warning given- remind / discuss rule that was broken.
2. Student is taken to Planning Room ( or office ) for remainder of play + 2 sessions.
3. Incident is recorded on Student Tracker
4. Executive Intervention - Referral to LST / Counsellor / LAST
5. Parents informed by Principal ( or executive ) on day of incident
6. Warning of suspension letter
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| **LEVEL 3 Bullying** **Physical Bullying -** ongoing, repeated and targeted acts of hitting, punching, kicking, scratching, tripping, inappropriate touching / grabbing, spitting**Psychological -** ongoing, repeated and targeted acts of spreading rumours, ‘dirty’ looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones. | **N.B** **Suspension may be considered after 2 level 3 incidents in a school term** |
| **LEVEL 4*** Fighting - Prolonged acts of fighting / kicking / punching / biting
* Leaving school grounds without permission
* Swearing or making threats directly to any staff / parents / visitors
* Significant vandalism / graffiti
* Racial abuse / vilification / sexting
* Any physical violence towards staff/parents
 | 1. Student is taken to office immediately
2. Suspension
3. 3 days in Planning Room on return to school
4. Parents contacted
5. Incident recorded on Student Tracker
6. Executive Intervention - Referral to LST / Counsellor / LAST
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**Classroom Management**

At the beginning of each school year, students and their teacher develop negotiated expectations regarding behaviour, commitment to tasks, social interaction and other practices.

Students who display positive examples of behaviour are rewarded through whole school processes ( see ‘Reward Systems’ above) or through teacher directed class systems.

Students who require behaviour management are reminded our class expectations and redirected. Ongoing incidents of misbehaviour are dealt with under the school’s class behaviour document.

**Anti - Bullying**

Any incidents of bullying behaviour is managed in accordance with the School’s Anti-Bullying Policy – see document.

**Support programs to encourage and reinforce positive student behaviour**

* Structured play – students are able to join in small game groups under the supervision;
* Friendship Group – students attend lunch time activities to discuss and learn specific skills to establish and maintain friendships;
* Lunch time activities, including dance, Zumba and running club;
* Sports programs;
* Economy Programs;
* Extra-curricular activities including relaxation groups, guitar, drums, brass tuition;
* IEP and Management plans to support students who require additional assistance in the classroom and playground;
* School Counsellor;
* Learning and Support Teacher;
* Learning Support Team intervention for identified students;
* Personalised Learning Plans for all indigenous students;
* Student participation and Leadership;
* Anti-Racism processes;
* School attendance monitoring;
* Provision of a healthy canteen;
* Sun Safety education and expectations;
* Focus on student health;
* Road safety programs.

**School Leadership**

* Our school offers leadership roles for all students in Year 6 in areas of school leadership and selected portfolio areas;
* Year 5 students attend leadership workshops prior to standing for election;
* Students from all years are encouraged to lead and implement activities, with support from staff.

This document is to be read in context with the Department of Education policy document, ‘Student Discipline in Government Schools.’

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

This policy is to be implemented consistent with [Work Health and Safety (WHS) Policy](https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

All schools must develop and implement an Anti-bullying Plan consistent with the [Bullying: Preventing 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)

The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

 **Policy Review and Amendment**

Principals are responsible for ensuring that the school’s policy is evaluated and reviewed by the school community at least every three years

Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.