RATIONALIE: All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

STATEMENT OF PURPOSE: At Kellyville Public School we strive to maintain a safe and secure environment for our students. We recognise the importance of:

- a learning environment that promotes individual achievement
- having a positive approach to the behaviour of students
- consistency being a key element to achieving success.

All students are explicitly taught our school rules; At Kellyville PS I will be a Safe, Respectful Learner. Students are rewarded for following the school rules, but there are occasions when students require support for making inappropriate choices.

AIMS: This policy aims to reflect the set of core rules set by the DEC. These rules state that students are expected to:

- Attend school every 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 the property belonging to themselves, the school and others.
IMPLEMENTATION:

The implementation of the discipline policy takes into account factors such as the age, individual needs and developmental level of the child.

The implementation of Positive Behaviour for Learning (PBL) underpins our Student Welfare policies and procedures. PBL is a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing inappropriate behaviours. The school has made a five year commitment to the implementation of this program.

Features of PBL:

- School wide systems and practices to support the implementation of expectations.
- Recognition of the link between behaviour and curriculum/instruction.
- Explicit teaching of expected behaviours.
- Focus on the prevention of inappropriate behaviours.
- Positive behaviour is rewarded and acknowledged.
- Ongoing collection of data supports identification of school needs and decision making.
- School discipline systems are regularly reviewed

The explicit teaching of PBL expectations is implemented for school wide, non classroom and classroom settings. Targeted interventions are also introduced on a needs basis.

Roles and Responsibilities

Students:

Students are responsible for being respectful, safe learners by abiding by the school’s Discipline Policy and demonstrating the expected student behaviours.

Parent Responsibilities:

Parents are responsible for encouraging students to be respectful, safe learners by:

- Accepting shared responsibility for student discipline
- Supporting student learning
- Ensuring students attend school every day unless legally excused (e.g. sick, family funeral, religious ceremony)
- Providing a school uniform for students to wear every day
- Modelling respectful, safe behaviours whilst in the school grounds
- Communicating any concerns with staff in an appropriate manner at an appropriate time
- Supporting school and teaching staff in the presence of their children, and
- Supporting and adhering to the school’s Discipline Policy.
Class Teacher Responsibilities:

Teachers are responsible for promoting and encouraging students to be respectful, safe learners by:

- Demonstrating professionalism and commitment to teaching
- Developing and maintaining effective classroom practices
- Modelling respectful, safe learner behaviours
- Encouraging students to attend school every day
- Promoting the wearing of school uniform
- Demonstrating courtesy, fairness and respect when dealing with students
- Supporting other staff through frequent and clear communication
- Seeking support for students demonstrating special needs with learning and/or behaviour
- Communicating with parents regarding their children’s ongoing inappropriate behaviours and progress in their management of behaviour difficulties
- Implementing strategies to prevent and respond to minor inappropriate behaviours
- Assisting students to resolve conflict in a respectful and peaceful manner, and
- Adhering to the school’s Discipline Policy.

Assistant Principal Responsibilities:

Assistant Principal’s are responsible for promoting and encouraging students to be respectful, safe learners by:

- Supporting teachers and students in managing and resolving behaviour issues
- Modelling respectful, safe learner behaviours
- Explicitly teaching expected student behaviours
- Demonstrating courtesy, fairness and respect when dealing with students
- Providing feedback to staff, students and parents in relation to how behavioural issues have been managed
- Communicating with parents regarding their children’s ongoing problem behaviours and progress in their management of behaviour difficulties
- Implementing strategies to prevent and respond to minor problem behaviours
- Assisting students to reflect on their own behaviour and the consequences for their actions
- Keeping a record of all incidents in which they have dealt, and
- Adhering to the school’s Discipline Policy.
Principal/ Deputy Principal Responsibilities:

The Principal and Deputy Principal are responsible for promoting and encouraging students to be respectful, safe learners by:

- Supporting all students and staff in managing and resolving behaviour issues
- Modelling safe, respectful learner behaviours
- Explicitly teaching expected student behaviours
- Demonstrating courtesy, fairness and respect when dealing with students
- Providing feedback to staff, students and parents in relation to how behaviour issues have been managed
- Communicating with parents regarding their children’s ongoing inappropriate behaviours and progress in their management of behaviour difficulties
- Implementing strategies to prevent and respond to minor and major inappropriate behaviours
- Assisting students to reflect on their own behaviour and the consequences for their actions
- Keeping a record of all incidents with which they have dealt
- Monitoring data records related to minor and major inappropriate behaviours
- Adhering to and monitoring implementation of the school’s Discipline Policy; and
- Implementing the DET Student Discipline in Government Schools Policy and the DET Suspension and Expulsion of School Students Procedures.

Inappropriate Student Behaviours and Consequences:

**Minor Inappropriate Behaviours- Classroom**

Minor inappropriate behaviours in the classroom will be responded to by the class teacher. (Refer to Appendix C)

If a student demonstrates minor inappropriate behaviours repeatedly, especially during one teaching session, the teacher will follow their own classroom consequences. If inappropriate behaviours continue, the teacher will then issue a blue referral slip and the stage appropriate Assistant Principal will respond.

If a student absconds, the Deputy Principal will respond.

**Consequences for Minor Inappropriate behaviours in the Classroom**

Minor inappropriate behaviours will result in one or more of the following consequences, depending on the age, individual needs and developmental level of the child:

- verbal reprimand or reminder
- apology- written or verbal
- community service
- exclusion from special class activities
- parent contact
- relocation within the classroom
- restitution
- time out during class time
- time out during play time
- time out with Assistant Principal
- red card (issued by Executive)
**Minor Inappropriate Behaviours - Playground**

Minor inappropriate behaviours will be responded to by the playground duty teacher. (Refer to Appendix D) Persistent behaviours can result in a white referral slip.

If a student fails to be respectful at recess lines or is involved in an ownership dispute which cannot be resolved by the playground duty teacher, the class teacher will respond.

If a student demonstrates unsafe behaviour which cannot be resolved by the playground duty teacher, the stage appropriate Assistant Principal will respond.

**Consequences of Minor Inappropriate Behaviours in the Playground**

These minor inappropriate behaviours will result in one or more of the following consequences, depending on the age, individual needs and developmental level of the child:

- verbal reprimand or reminder
- community service
- apology - written or verbal
- parent contact by the class teacher
- relocation within the playground
- removal from the playground by the playground duty teacher
- restitution
- time out in playground with playground duty teacher
- continued minor problem behaviours may result in a white referral slip
- red card

**Major Inappropriate Behaviours - Classroom or Playground**

Major inappropriate behaviours will be referred to and responded by an executive teacher. (Refer to Appendix E)

**Consequences of Major Inappropriate Behaviours in the Classroom or Playground**

Major inappropriate behaviours will result in one or more of the following consequences:

- White or blue referral slip
- apology - written or verbal
- detention incorporating student reflection
- red card
- warning of exclusion from special school activities
- exclusion from special school activities
- parent contact/ parent interview
- support program implemented (See Appendix G)
- warning of suspension
- withdrawal of leadership position for a short term or permanent period
- withdrawal of school representative position opportunity
- short term suspension (up to 4 school days)
- long term suspension (up to 20 school days)
Red Card Guidelines

A Red Card can be issued by an Executive Teacher for:

- repeated demonstrations of minor problem behaviours (repeated White/ Blue referral slips)
- the first demonstration of a major problem behaviour

Consequences of Red Cards

1st Red Card: Parents informed
   One lunch time detention

2nd Red Card: Parents informed
   Two lunch time detentions

3rd Red Card: Parents informed
   Three lunch time detentions
   Withdrawal of privileges.

An interview between the Principal/ Deputy Principal and the parents may be requested. Support programs may be provided. (See Appendix H) A warning of suspension (issued by the principal or Deputy Principal) may also be given, depending on the severity of the problem behaviours.

Subsequent Red Cards:

Each case will be considered on an individual basis. However, an interview with the parents and Principal/ Deputy Principal will be requested to discuss the possible implementation of an appropriate support program and a short suspension may be issued. (Refer to Appendix H)

Suspension Guidelines:

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school’s expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

In accordance with DET Suspension and Expulsion of School Students Procedures, the school must suspend immediately any student who:

- *is physically violent*: Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and well being of others, is to be suspended immediately. The matter must also be reported to the School Safety and Response hotline on 1300 363 778 where advice will be provided on managing and reporting the incident.
- *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). The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.
uses, supplies, 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 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.

engages in serious criminal behaviour related to the school: The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.

The Deputy Principal or Principal may impose a short suspension of up to 4 school days for the following behaviours:

- continued disobedience - repeated breaches of the School Discipline Policy;
- aggressive behaviour - hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically.

The Deputy Principal or Principal will impose a long term suspension of up to 20 school days for the following behaviours:

- continued misbehaviour following short suspensions
- 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 or knife;
- use of an implement as a weapon or threatening to use as a weapon;
- possession, use or supply of a suspected illegal or restricted substances;
- assisting other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.
- serious criminal behaviour related to the school including malicious damage.

REFERENCES:
Student Discipline in Government Schools Policy (2006)
Student Discipline in Government Schools- Support Materials (2006)
Suspension and Expulsion of School Students Procedures (2011)
Positive Behaviour for Learning (PBL)
APPENDIX A- Glossary

abscond- To depart in a sudden manner (Macquarie Dictionary, revised 3rd Edition, 2001)

bullying- A repeated anti-social behaviour often deliberate or calculated, which inflicts harm on others. It can be verbal, physical or emotional and involve individual or groups. Its aim is to control others through an imbalance of power ( )

consequence- What happens after a behaviour (Universal Prevention-Classroom Systems of Support, 2008)

disrupt- To cause disorder (Macquarie Dictionary, revised 3rd Edition, 2001)

intimidation- An act of inspiring or inducing fear (Macquarie Dictionary, revised 3rd Edition, 2001)

racism- Demonstration of hatred, contempt or ridicule against a person or group based on race, colour, ethnicity or national origin (DET Anti-Racism Education Fact Sheet- Racial Discrimination, 2007)

reinforcement- The rewarding of acceptable responses (Macquarie Dictionary, revised 3rd Edition, 2001)

reprimand- An act or expression of criticism (Webster’s Online Dictionary, 2009)

restitution- Compensating or giving an equivalent for loss, damage or injury caused (Macquarie Dictionary, revised 3rd Edition)

reward- Something given or received in return for service, merit or achievement (Macquarie Dictionary, revised 3rd Edition)

sexual harassment- Any form of sexually related behaviour that you do not want and that a reasonable person would have expected you to be offended, humiliated or intimidated by (Lawlink NSW, 2009)

suspension- temporary removal of a student from a school following a decision by the school Principal or relieving Principal ( DET Suspension and Expulsion of School Students-Procedures, 2007)

vandalism- wilful or ignorant destruction or damage of property (Macquarie Dictionary, revised 3rd Edition)
APPENDIX B- Procedures for Executive Investigation of Major Inappropriate Behaviours

1. Obtain details of the incident from:
   • The inappropriate behaviour (white/ blue) referral slip
   • Conversations with or statements written by the student/s involved, student witnesses and supervising teacher/s.

2. Decide on the most well-supported version of events.

3. Decide on the most appropriate consequences and explain this decision to the relevant student/s.

4. Contact the relevant parents, explaining:
   • Details of the incident
   • Resulting consequences
   • The reasons for issuing these consequences

5. Construct the appropriate written notification and organise for it to be sent home to the parents.

6. Provide a paper copy of the notification to the Deputy Principal

7. Store an electronic copy of the following written notifications on the school network:
   • Red cards
   • Warnings of suspensions
   • Suspensions

8. Retain all referrals and statements related to the incident

Note: For incidents which are likely to result in a suspension or warning for suspension, provide all details of your investigation to the Principal/Deputy Principal, as in these cases, the decision on the most appropriate consequences must be made by them.
APPENDIX C

MINOR INAPPROPRIATE CLASSROOM BEHAVIOURS

Minor classroom inappropriate behaviours include but are not limited to:

- back chatting
- calling out
- damaging personal property
- disrupting class members
- drawing rude pictures
- inappropriate touching
- littering
- lying
- name calling
- not listening to the teacher
- not responding when spoken to by the teacher
- not taking turns
- ownership disputes
- property interference
- refusing to work
- swearing
- teasing
- throwing objects
- unsafe movement
- using equipment in an unsafe manner
- verbal argument
- wandering around the classroom
- writing rude words

If a student demonstrates the above problem behaviours repeatedly, especially during one teaching session, the teacher will issue a blue slip and the stage appropriate Assistant Principal will respond.

If a student leaves the room without teacher permission, the Deputy Principal will respond.
APPENDIX D

MINOR INAPPROPRIATE PLAYGROUND BEHAVIOURS

Minor inappropriate behaviours include but are not limited to:

- back chatting
- climbing on walls, railings, seats or trees
- game interference
- going to play areas before the teacher
- littering
- lying
- name calling
- out of bounds
- playing or eating in the toilets
- property interference
- playing rough games
- swearing
- teasing
- throwing rocks or sticks
- using equipment in an unsafe manner
- verbal argument

APPENDIX E

MAJOR INAPPROPRIATE BEHAVIOURS-CLASSROOM AND PLAYGROUND

The following inappropriate behaviours will be responded to by an Executive staff member. Major inappropriate behaviours include but are not limited to:

- extortion of money or goods
- making threats of violence-
  - racism- Anti Racism Contact Officer (ARCO)
- bullying (verbal, physical, emotional, intimidation, cyber bullying)
- stealing
- vandalism of school property
- exposure of genitals
- leaving the school without teacher permission
- misbehaviour on the bus travelling to and from school
- physical fighting
- sexual harassment (verbal or physical)
- swearing at a staff member or other adult visitor
APPENDIX G

Detention Guidelines

Detention refers to an extended period of “time out” where students are excluded from participating in most normal break time activities. This includes playing, socialising and going to the canteen. Students will be given permission to eat their lunch, have a drink and use the toilet. Students will need to report to the Executive teacher who issued the detention.

During detention, students will be encouraged to reflect on their behaviour in various ways including the use of a think sheet or a post incident discussion. They will also be encouraged to discuss choice options and to consider more appropriate ways of dealing with problems or issues they encounter. They may also complete apology or restitution activities during this time.

The time, number and frequency of detentions will vary based on the severity of the demonstrated problem behaviour.
APPENDIX H

Possible Support for Students Following Major Inappropriate Behaviours in the Classroom or playground

Depending on the severity and frequency of the demonstrated major inappropriate behaviours, students may be provided with the following support:

- Behaviour Plan
- Classroom Behaviour Card
- Goal Orientated Positive Reinforcement
- Learning Support Team Referral
- Itinerant Support Teacher Behaviour (ISTB) referral
- Playground Behaviour Card
- Risk Management Plan
- School Counsellor Intervention
- Use of Data and Observations

Whole School or Individual Support: Behaviour

The goal of managing inappropriate behaviours is to resolve the issues and return the student/s involved to the playground or classroom safely.

Teachers will:

- use a calm voice
- disperse other students
- give the student/s in question time to calm down
- be a listener
- allow the student/s to explain what has happened
- conduct investigations with staff and student witnesses if appropriate
- explain to the student/s what action they will take next.
- notify a parent if relevant

Whilst managing a situation involving inappropriate behaviour, if a student is unresponsive to teacher requests, demonstrates aggression (verbal or physical) or absconds from the area, the teacher will send for immediate executive teacher support.

Executive Teachers will:

- respond immediately
- remove the student/s in question to an alternative location or have another staff member move the student/s from the location
- give the student/s in question time to calm down
- ask the student/s to complete a think sheet, hassle log or post incident discussion
- be a listener
- allow the student/s to explain what happened
- conduct investigations with staff and student witnesses
- explain to the student/s what action they will take next
- notify a parent if relevant
1. Classroom Teacher:
* Discuss concerns with supervisor to identify patterns of behaviour
* Consider existing support and possible adjustments- including the structure of routines, the environment and explicit teaching of replacement behaviour.
* Contact parents to discuss issues.
* Provide all available data and information related to student and the behaviour to the Learning Support Team.

2. Learning Support Team:
* Consider all available data and information related to the student and the behaviour. Review any identified patterns- is the problem related to one student or across a number of students?
* Consider other relevant people who may assist including STLA, counsellor and outside agencies.
* Continue to work collaboratively with the teacher and parents.
* Consider existing school wide systems and practices. Plan implement and review any adjustments.
* As appropriate consider ISTB referral. Organise and complete the Access Request from or application for group/ whole school support.

3. Principal:
* Work in collaboration with the LST to maintain parent contact and support and apply for regional support as necessary.

4. School Counsellor:
* Work in collaboration with the LST to make classroom observations, speak to parents, assess students, liaise with outside agencies and apply for regional support (Integration) as necessary.

5. District Guidance Officer:
* Considers request and signs application if service requested is deemed appropriate.
* Signs a Disability Confirmation Sheet when funding requests are made.

6. Student Welfare Consultant:
* Receives referrals and verifies.
* Forwards to Behaviour AP for allocation.

7. Assistant Principal Behaviour:
* Allocates the case to team members and oversees the intervention process.

8. Itinerant Support Teacher Behaviour: (ISTB)
* Meets with relevant personnel and reviews all available data and information related to the student and the behaviour.
* Assists the teacher to develop a program focusing on academic and behavioural issues. Supports the implementation of the program and reviews the effectiveness of the intervention.
APPENDIX I

Tracking Inappropriate Behaviours

Data gained from the collection of problem behaviour referrals will be stored by the Executive. Data will be analysed to identify any trends with the intention of improving the provision of support for students, staff and the supervision of playground and classroom contexts.

Playground inappropriate behaviours referral slips will be sent to the Deputy Principal. Information from these slips will be stored and monitored.

Major playground inappropriate behaviour white referral slips and Assistant Principal referrals will be sent to the Deputy Principal. Information from these referrals will be stored electronically and will be monitored each term by the Deputy Principal.

Red Cards, as well as information related to suspensions and warnings of suspension, will also be recorded on the school databases, accessible only by executive staff.