

Guise Public School
"Educating and caring for the whole child"

School Discipline Policy

January 2014



Responsibilities - Students

Safe

I have a responsibility to:

1. Care for and help other children at my school.
2. Not hurt others by fighting or playing rough games.
3. Remain in bounds and within sight of a teacher at all times.
4. Not endanger anyone by throwing objects.
5. Walk on asphalt and concrete and run on the grass if safe.
6. Not bring to school illegal drugs, alcohol or tobacco and to keep medication in the office.
7. Not bring to school any object that could be used as a weapon.

Respectful

I have a responsibility to:

1. Not tease, laugh at, bully or hurt the feelings of others.
2. Treat all members of my school with respect and tolerance of difference.
3. Tell the truth and respect the property of others and of the school.
4. Wear my uniform properly and be neat and clean.
5. Always act courteously when representing my school.
6. Show courtesy to all school members.
7. Treat teachers with respect and follow requests made by staff.

Learner

I have a responsibility to:

1. Keep my school clean and tidy and look after our gardens and trees.
2. Not disrupt the classroom environment.
3. Work as hard as I can and to learn to the best of my ability.
4. Listen when others are speaking.
5. Attend school regularly and attend all school activities.

Responsibilities - Teachers

Safe

I have a responsibility to:

1. To observe child protection policies and procedures.
2. Provide children with adequate child protection education and the skills to make informed and assertive decisions.
3. Explore with children alternate behavioural choices.
4. Negotiate with students a satisfactory outcome for the resolution of a problem.
5. Provide quality teaching programs in safety use and equipment.
6. Reinforce safe games and play areas.
7. Role model appropriate behaviour.
8. Be prompt when attending to students on playground duty.
9. Share responsibility for the supervision of all students.
10. Provide students with an appropriate list of expectations and rules.
11. Discuss, reinforce and where possible model travel safety rules.
12. Be particularly aware of pedestrians while entering and leaving the school and its surrounding areas.
13. Observe parking signs within the immediate area.
14. Provide learning experiences that reinforce travel safety and behaviour.

Respectful

I have a responsibility to:

1. Respond professionally when dealing with all students, staff and community members.
2. Be sensitive to individual needs of all students.
3. Recognise individual differences.
4. Seek to develop trust.
5. Respond confidentially.
6. Seek to maintain children's self-esteem.
7. Speak respectfully to children, parents and staff.
8. Be sensitive to community needs and issues.

Learner

I have a responsibility to:

1. Ensure classroom practices focus on the development of positive and effective relationships.
2. Hold high/realistic expectations reflecting knowledge of the individual in and out of the classroom.
3. Provide opportunities for learners (staff, students and parents/carers) to reflect on their own learning, assess their progress and identify future learning goals.
4. Be an active listener.
5. Provide opportunities for the development of self-discipline, self-evaluation, communication and conflict resolution skills.

Responsibilities - Parents

Safe

I have a responsibility to:

- Accept responsibility for children's knowledge and enactment of safety rules and behaviour.
- Model travel safety and sun sense rules.
- Ensure that children should not arrive before 8:30am or remain on site after school finishes i.e. 2:30pm or their bus departs.
- Refrain from smoking or consumption of alcohol on school grounds.
- Ensure that weapons or illegal substances are not to be brought onto school grounds.
- No animals to be brought onto school grounds unless prior arrangements and permission has been sought.
- Behave in a manner that is non-threatening to children, staff and community members whilst on school grounds.
- Be particularly aware of pedestrians while entering and leaving the school and its surrounding areas.
- Observe parking and crossing signs within the immediate area of the school.
- Accept responsibility for your child's knowledge of travel safety rules and behaviour.

Respectful

I have a responsibility to:

1. Support the school ethos.
2. Value the individuality of the child.
3. Respect confidentiality.
4. Recognise the right of all children at school to be safe and not threatened by other parents.
5. Maintain open lines of communication between home and school by discussing the issues and concerns with your child's class teacher at a mutually convenient time.
6. Seek to negotiate positive and effective solutions to problems.
7. Share responsibility for the management of your child's behaviour.

Learner

I have a responsibility to:

1. Support the learning programs of the school.
2. Encourage your child to strive for their personal best.
3. Accept shared responsibility in the learning process.
4. Be active listeners.

Rights - Students / Teachers / Parents

Safe

I have the right to:

1. Expect others to help me.
2. Expect not to be hurt.
3. Not be teased or bullied or have my feelings hurt.
4. Feel respected and valued by all members of my school and be treated fairly.
5. Be able to play / work safely.
6. Expect no harmful objects will be thrown at or near me in a harmful way.
7. Expect that I will be safe at school.
8. Expect that I will not be threatened or hurt by any weapon.
9. Expect that my school will be a drug free environment (illicit or illegal drugs).

Respectful

I have the right to:

1. Expect that I will be told the truth and that my property will be respected.
2. Be spoken to courteously.
3. Be listened to and be able to explain my actions / behaviour.

Learner

I have the right to:

1. Not be distracted by others while working.
2. Expect that my learning experiences will be appropriate to my development and provide programs and activities which enhance and extend my learning.
3. Expect that school will be an educationally rewarding and happy experience.
4. A pleasant, clean, well maintained school.

Students Only

I have the right to:

1. Wear a functional and easily maintained uniform.
2. Be encouraged to represent my school in different activities.

POSITIVE BEHAVIOUR SYSTEM

Level System

The Positive Behaviour system at Guise Public School is designed to run in conjunction with the school expectations of:

- Being Safe
- Being Respectful
- Being a Learner

The levels are to be implemented in the following order:

- Green Level
- Sapphire Level

Green Level

Green Level is the basis upon which other levels are achieved. All students will begin at this level at the beginning of Term 1 or upon enrolment at Guise Public School. All students on negative levels (i.e. Yellow, Orange, Red) will return to Green Level at the end of their time on a negative level or the beginning of a new term.

Children are required to be on (at least) Green Level to access sporting programs and excursions.

Sapphire Level

Sapphire Level is awarded at the end of each term at a special Assembly of Excellence and remains current for the whole year (excluding negative behaviour).

It rewards excellence (elite behaviour).

Students on Sapphire Level have a special reward/excursion at the end of the year and have their name and photo displayed in the administration area.

To receive these awards students MUST have:

- Showed exemplary behaviour consistently
- Received no negative levels or detentions
- Attended school regularly
- Displayed a good work ethic
- Participated actively in all areas of school
- Demonstrated respectful behaviour towards all staff

POSITIVE BEHAVIOUR SYSTEM

Merit Award System

Purpose

This school-wide system is used to reward academic achievement as well as application, effort, participation and to encourage students.

Award Descriptions

Award	Awarded for...	Presented at...
Bronze Award 3 per class/week 2 per support teacher/week	Achievement in any areas in class	Assembly
Silver Award	Achieving 3 Bronze Awards	Assembly
Gold Award	Achieving 3 Silver Awards	Assembly of Excellence
Student of the Week	Being a good class citizen	Assembly
Work Presentation	Good/improved bookwork	Assembly
Sport Award	Good/improved sports skills/sportsmanship	Assembly

Procedures

All awards are accumulative across years. Children new to the school will receive an estimation based on the grade they first start the school.

Assembly awards to be handed out weekly. All names to be recorded in award recording book for placement in the newsletter.

Gold award recipients and their parents will be invited to a Principal's morning tea each term.

NEGATIVE BEHAVIOUR SYSTEM

Actions and Consequences

The Negative Behaviour Level's System at Guise Public School is a flexible behaviour management program designed to run in conjunction with the school expectation statements of:

- Being Safe
- Being Respectful
- Being Responsible

The Negative Level System is to be implemented after a number of other class, playground, teacher, executive and parent strategies have been instigated.

In regular minor instances of negative behaviour parents/carers may be contacted informing them that their child is displaying negative behaviour that contravenes Guise Public School's expectations and rules.

If negative behaviours continue to be evident, the Negative Level System can be implemented.

The negative levels will be implemented in the following order:

- Yellow Level
- Orange Level
- Red Level
- Suspension

The Negative Level System will be used in conjunction with whole class and individual positive behaviour incentives to enforce and encourage correct behaviour.

Each incident will be looked at individually before consequences are put into place.

The level system usually follows in this order, although provisions are available to skip levels and impose immediate suspension depending on the severity of the offence(s) that are or have been committed.

Yellow Level

Reasons For Being Placed On This Level	Consequences For Being On This Level
<p><u>Repeated infractions</u> of school rules and expectations covering the three areas of:</p> <ul style="list-style-type: none"> • Being Safe • Being Respectful • Being Responsible <p>Being Safe</p> <ul style="list-style-type: none"> • Acting or playing in a manner that is dangerous to oneself and/or others. • Being in areas that may place oneself and/or others in danger. • Bringing aerosols or unsafe/inappropriate toys to school. <p>Being Respectful</p> <ul style="list-style-type: none"> • Impolite manners and not considering the rights and needs of others. • Inappropriate language and calling out. • The consistent non-wearing of school uniform without a note from parents /carers. <p>Being Responsible</p> <ul style="list-style-type: none"> • Not listening, co-operating or sharing. • Annoying others in class and affecting the learning opportunities of others. • Truanting. 	<ol style="list-style-type: none"> 1. School executive will speak to the child about the problems that he/she is causing or experiencing. 2. Student will be given a chance to do something about their behaviour. 3. Supervisor will explain to child what will happen if they are placed on Orange Level. 4. Note is sent home to parent / carer informing them of their child's placement on Yellow Level, the reasons why they have been placed on this level and what can happen if problems persist. 5. Student will be placed on up to five (5) half days of lunch detention. 6. Student may be excluded from school activities whilst on Yellow Level, at the discretion of school executive. This can be determined by whether the child is making an effort to improve behaviour or shows little or no sign of contrition. 7. Student remains on Yellow Level for five (5) school days and will then return to Green Level if their behaviour is deemed to have improved sufficiently. 8. Lack of noticeable improvement in behaviour or continued misbehaviour can lead to progression to Orange Level.

NOTE: These are only an example of behaviours that can result in children being placed on Yellow level and are by no means exhaustive. Depending on severity of the act(s) committed, this level could be skipped and a more severe level imposed.

Orange Level

Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Repeated infractions of school rules and expectations where there is no change in behaviour in:</p> <ul style="list-style-type: none"> • Being Safe • Being Respectful • Being Responsible <p>Being Safe</p> <ul style="list-style-type: none"> • Bringing to and using unsafe materials at school • Initiating or encouraging a fight. <p>Being Respectful</p> <ul style="list-style-type: none"> • Intentional verbal bullying and/or taunting of others, including racist and sexist comments. This includes bullying via text message on a mobile phone via computer through msn, Facebook or other social networking sites. • Defying a teacher or challenging their authority. • Damaging the image of our school. <p>Being Responsible</p> <ul style="list-style-type: none"> • Leaving classroom or school without permission. • Continual interference with learning opportunities of others. 	<ol style="list-style-type: none"> 1. School executive will inform student's parents of the placement of their child on Orange Level and the reasons for this placement. A meeting will be organised or telephone interview will be organised with the parent, teacher and School executive should there be a need. 2. Student will be given a chance to do something about his / her problem. 3. Student will be placed on five (5) days of full lunch time detention. 4. Student WILL lose all privileges including the right to represent the school, their invitation to attend school excursions and discos and other school activities whilst on Orange Level. 5. Support will be offered to the child whether it is a member of the executive or a teacher who has been approached to act as a mentor. 6. Daily report contracts (behaviour monitoring cards) will be completed by students to gauge behaviours whilst on Orange Level. These will assist in determining if the child is ready to be returned to Green Level after five days. 7. Lack of noticeable improvement in behaviour or continued misbehaviour can lead to progression to Red Level.

NOTE: These are only an example of behaviours that can result in children being placed on Orange Level and are by no means exhaustive. Depending on severity of the act(s) committed, this level could be skipped and a more severe level imposed.

Red Level (prior to suspension)

Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Repeated infractions of school rules and expectations where there is no change in behaviour in:</p> <ul style="list-style-type: none"> • Being Safe • Being Respectful • Being A Good Learner <p>Being Safe</p> <ul style="list-style-type: none"> • Aggressive, violent and dangerous behaviour towards staff, students and community members. <p>Being Respectful</p> <ul style="list-style-type: none"> • Bullying – verbal or physical ganging up on others, verbal abuse and starting and / or spreading rumours towards any member of the school community. This can also be through continual use of mobile phones and computer technology through social networking sites such as MSN, Facebook etc. • Open defiance and non-compliance. • Vandalism. <p>Being Responsible</p> <ul style="list-style-type: none"> • Continual interference with learning opportunities of others. 	<ol style="list-style-type: none"> 1. Student’s parents will be requested to attend an interview with the Principal. 2. Support will be offered to the child through the Executive or a relevant staff member who will act as a mentor until the child returns to Green Level. 3. The mentor will meet with the child throughout the child’s period of being on Red Level to monitor the child’s progress. 4. The child will be excluded from all school activities and may be excluded from certain classroom activities, dependent on the severity of their actions or behaviours that have been exhibited whilst they are on Red Level. 5. The student will spend five (5) days on full lunch detention and recess will be spent with the School executive. 6. Daily report contracts (behaviour monitoring cards) will be completed by students to gauge behaviours whilst on Red Level. These will assist in determining if the child is ready to be returned to Green Level after five days. 7. Lack of noticeable improvement in behaviour or continued misbehaviour can lead to a Suspension.

NOTE: These are only an example of behaviours that can result in children being placed on Red Level and are by no means exhaustive. Depending on severity of the act(s) committed, this level could be skipped and a more severe punishment or action imposed.

Suspension and Expulsion From School

Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>The Principal will suspend any student who:</p> <p>Being Safe</p> <ul style="list-style-type: none"> • Is in possession of a suspected illegal drug. Suspension will occur immediately if the substance is being represented by the student as an illegal drug. The Government firmly believes that schools must be places, which are absolutely free of illegal drugs. • Is violent or threatens serious physical violence. • Is in possession of a prohibited weapon (refer to definition). <p>Being Respectful</p> <ul style="list-style-type: none"> • Is persistently disobedient. • Engages in criminal activity related to the school. <p>Being Responsible</p> <ul style="list-style-type: none"> • Is persistently disobedient. • Has failed to improve behaviour after passing through the other negative levels. 	<p>The Principal will:</p> <ul style="list-style-type: none"> • Prior to any decision being made to suspend a student, a formal disciplinary interview will take place. This interview will record the key details, and will follow the principles of procedural justice, i.e the right to be heard and the right to a fair and impartial decision. • Parents will be initially contacted by phone, with written confirmation, detailing the reasons and duration of the suspension either accompanying the student that day or following the next. <p>The Principal may impose:</p> <ul style="list-style-type: none"> • Short suspensions of up to and including four school days or long suspensions of up to and including twenty school days. <p>Resolution</p> <ul style="list-style-type: none"> • A suspension resolution meeting will be held prior to the student being allowed to return to school • If no resolution is possible, a further suspension will be imposed and the matter referred to the School Education Director for negotiation. • In the case of issues involving violence and weapons, all issues must be satisfactorily resolved to the satisfaction of the school, prior to a student being returned to school. • These procedures apply to the behaviour of students at school, coming to and from school and while away from the school on an approved school activity eg sport, excursions. • The school and the Public School System will work in partnership with parents in assisting a student to rejoin

	<p>the school community.</p> <ul style="list-style-type: none"> • This will include the provision of counselling and access to special behaviour programs. • As long as the behaviour is unacceptable, the student's enrolment at Guise Public School will be in jeopardy. <p>The Principal will:</p> <ul style="list-style-type: none"> • Ensure, except as a result of a most serious incident, that all appropriate student welfare strategies and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.
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Expulsion:

In extreme circumstances the Principal may expel a student from school or may make a submission to the Director General recommending the expulsion of a student from the government school system.



Prohibited Weapons

- Students are prohibited from being in possession of a weapon and/or weapons. Police will be contacted immediately.
- Weapons can include, but are not limited to the following. This list outlines the types of weapons banned from school premises:
 - Firearms of any kind or imitations of a firearm
 - Ammunition
 - Knives
 - Hunting slings, catapults or slingshots
 - Studded gloves
 - Spear guns
 - Anti-personnel sprays capable of discharging irritants
 - Sharp instruments or needles
 - Blow guns or similar devices for projecting a dart
 - Whips
 - Kung Fu sticks

Obscene or Violent Publications

- Students are prohibited from bringing obscene or violent publications onto the school premises. Students are also prohibited from accessing, downloading or sending obscene or violent material from the internet or email.

Excursions, Cultural Performances, Sport, School Activities

- Excursions, cultural performances, sport, and school activities are all aspects of the school curriculum. All students must abide by the school rules and expectations whilst on excursions, camps, playing sport or representing the school.
- A high standard of behaviour is expected from all students at all times.
- All students are expected to be well-groomed when participating in school excursions or representing the school. Full school uniform, unless otherwise stated, must be worn on such occasions.
- Please note that failure to meet the required standards of behaviour may prevent future involvement in out of school activities.

Participation in any of these opportunities is at the discretion of the school. Prior incidents of poor behaviour and behaviour that endangers the safety of others, whilst at school, may result in a student being denied the opportunity to participate in a school organised event.