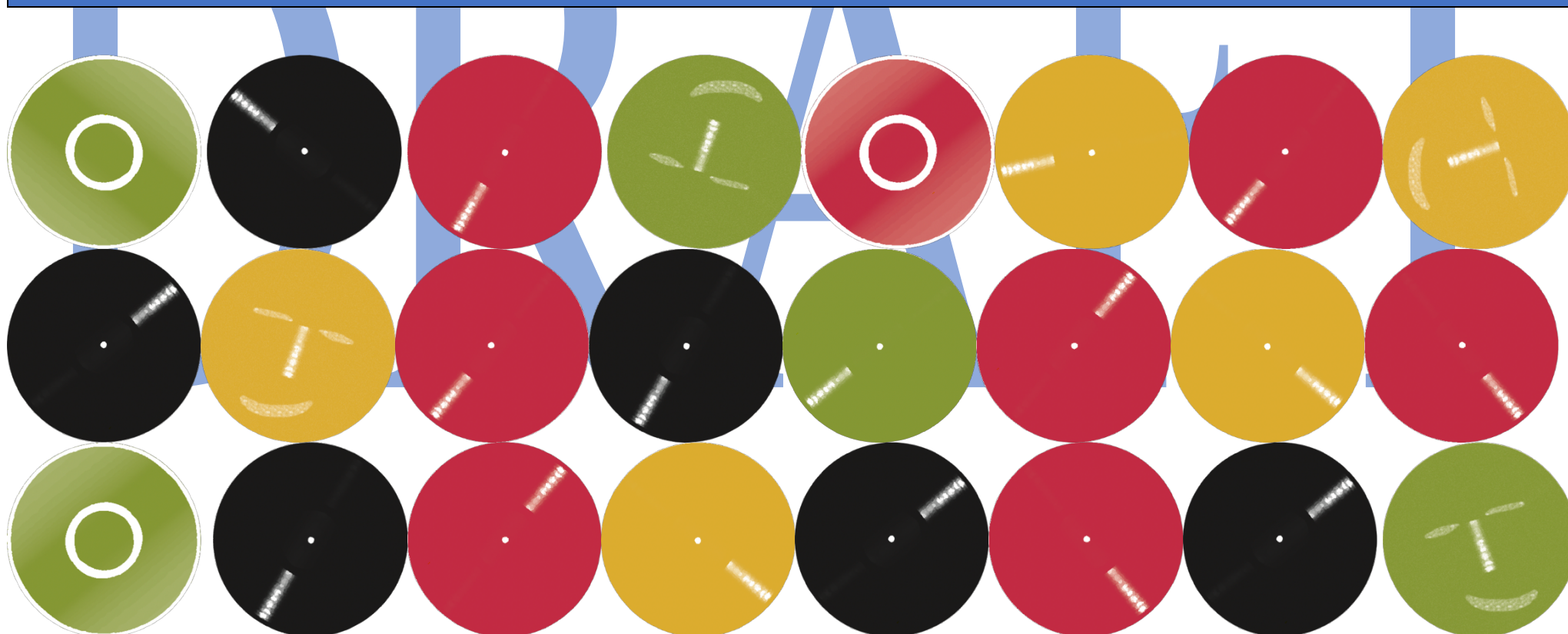




Education

Student Discipline in Government Schools Implementation Plan

Dee Why Public School



Student Discipline in Government Schools

Discipline Implementation Plan (2018)

The Department of Education (DoE) is committed to a positive approach to student discipline. Practices should foster student engagement in learning, set clear boundaries, recognise appropriate behaviour and manage inappropriate behaviour fairly.

The school discipline policy outlines the major strategies that the school implements to recognise and reinforce student achievement. The school discipline policy must include strategies to instil positive behaviour. These should be at the heart of teaching and learning programs and embedded in practice.

Rationale

Schools should ensure positive, safe learning environments that promote wellbeing and encourage co-operation by implementing strategies that foster pro-social behaviour, positive relationships and a climate of respect. This enables young people to have their needs supported and gives them opportunities to thrive.

“Good discipline is fundamental to the achievement of government priorities for the public school system”.

(Student Discipline in Government Schools Policy, 2016).

We can’t make students learn or behave but we can create environments (safe and predictable) that increase the likelihood that they will.

(DWPS, PBL Overview, 2017)

Our Discipline Policy Implementation Plan

This plan meets the requirements for the Student Discipline in Government Schools Policy (2016) of the NSW Department of Education.

Context

NSW public schools are committed to providing safe, supportive and responsive learning environments, free from bullying, harassment, intimidation and victimisation. We teach and model the behaviours we value in our students. This Policy Implementation Plan has been developed in consultation with our school community. Dee Why Public School promotes the values of **Respect, Responsibility and Personal Best**. Positive Behaviour for Learning (PBL) plays a fundamental role in supporting the DWPS Learning and Wellbeing Policy whilst promoting positive expectations for student behaviour.

School Expectations

Principal

The Principal has the responsibility to:

- ensure a safe, secure and harmonious work environment for students, staff and visitors, consistent with **Work Health and Safety (WHS) Policy** obligations
- facilitate the development, implementation and monitoring of the Discipline Implementation Plan and Anti-bullying Plan, consistent with the **Bullying Preventing and Responding to Student Bullying in Schools Policy**
- ensure that the school's policy is evaluated and reviewed by the school community at least every three years.
- ensure that students, staff, parents and carers are provided with opportunities to contribute to the development of the policy and that

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staff are provided with training and development opportunities in behaviour management

- make the school discipline policy available to the families of children enrolled at the school
- communicate amendments to parents and students whenever the implementation plan or policy is reviewed
- ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the **Suspension and Expulsion of School Students Procedures**.
- act as chair to the school PBL team
- monitor and communicate patterns in behaviour or discipline using Sentral Wellbeing records
- communicate weekly PBL focus through social media.

School Executive

The school executive has a responsibility to:

- liaise with teachers to ensure PBL procedures and school discipline strategies are followed consistently and displayed appropriately
- support teachers, when needed, in parent meetings where communication of expectations for positive student behaviour is required
- monitor stage based incidents and identify patterns in severity, location and type
- oversee the supervision of 'Reflection' for students removed from playground as a consequence of not meeting our school's agreed expectations for positive behaviour

- generate a written letter to notify parents of student attendance in reflection and ensure its delivery to the class teacher.

Teachers

Teachers have a responsibility to:

- provide a quality learning environment which is inclusive, safe, secure and free from bullying, harassment, intimidation and victimisation
- deliver an effective social, cultural and academic curriculum which caters for the individual needs of students
- refer to teaching schedules and weekly lesson plans for explicitly teaching expected behaviours e.g. PBL lessons.
- maintain records for positive behaviour, demonstrating an awareness of reward systems and a commitment to ongoing learning
- communicate and display PBL expectations to students and their families/carers in the classroom and via information sessions or grade newsletters
- actively contribute to the planning and evaluation of the DWPS Discipline Policy and support its effective implementation
- distribute an equitable quota of 'free and frequent' incentives to reinforce positive behaviour
- distribute and record formal merit awards, consistent with the quota agreed upon by the PBL team and staff.

PBL Team

The school PBL team will:

- meet twice a term to evaluate the effectiveness of interventions

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currently in place

- comprise teacher representation from each stage, along with a representative from the community and parent body
- keep accurate team meeting minutes and report back to the staff at the weekly communication meeting
- use Sentral data to drive planning for whole school interventions
- advise the community of any changes to PBL practices and procedures.

Parents

Parents and carers have a responsibility to:

- enter a partnership with the school where there is a shared commitment to provide opportunities for students to take responsibility for their actions
- collaborate with school staff to devise appropriate, fair and non-discriminatory measures to support positive behaviour for learning
- acknowledge reflection room notifications in writing
- participate in the development and monitoring of personalised learning and support plans which pertain to behaviour
- use the language of PBL at home so that there is consistency in our approach to being **respectful**, **responsible** and achieving our **personal best**.

Students

Students have a responsibility to:

- follow the PBL expectations for appropriate behaviour in the classroom, on the playground, on transport, at the canteen and when moving around the school
- comply with staff directions regarding discipline and appropriate behaviour
- show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

Procedures - Our Discipline Code

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a school wide program that is all about creating a positive, safe and predictable learning environment where students know what is expected of them. PBL provides a proactive school-wide system for defining, teaching and supporting appropriate student behaviours. The result of PBL is a positive school environment in which learning and student engagement is enhanced through consistent expectations of behaviour. PBL definitions and behaviour expectations can be found in the pages following.

Communication

School expectations and rules are communicated e.g. displayed around the school and included in newsletters.

Documentation and Referrals

The school's Learning and Wellbeing Team will:

- support families with appropriate referral and support networks within the department and with local external agencies
- use Sentral data to guide resource allocation and class placement

Discipline Plan – Dee Why Public School

- recommend strategies, agencies and resources to support teachers in providing an inclusive, safe and engaging learning environment.

Evaluation

The school's Discipline Plan was developed by:

Mark Chaffer – Principal

Kim Whitehead – Assistant Principal

Our implementation plan will be reviewed every 3 years.

Related Policies

1. Student Discipline in Government Schools Policy (2016)
<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>
2. Bullying: Preventing and Responding to Student Bullying in Schools Policy (2017)
<https://education.nsw.gov.au/policy-library/associated-documents/bullying-planning.doc>
3. Work Health and Safety Policy (2016)
<https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy>
4. Suspension and expulsion of School Students – Procedures (2015)
https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf
5. Disability Discrimination Act (1992)
<https://www.legislation.gov.au/Details/C2014C00013>
6. Working with Children Check Procedures (2017)
https://education.nsw.gov.au/policy-library/associated-documents/WWCC-Procedure_FINAL.pdf

Additional Information

1. Positive Behavioural Interventions and Supports
<http://www.pbis.org/main.htm>
2. Building a Climate of Respect
https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/build_clim.pdf
3. The School Self-Evaluation Toolkit
https://detwww.det.nsw.edu.au/directorates/schoimpro/sda/Self_evaluationtoolkit.pdf
4. Quality of School Life Surveys <https://detwww.det.nsw.edu.au/high-performance/surveys/quality-of-school-life>
5. MindMatters
www.mindmatters.edu.au/
6. KidsMatters
<http://www.kidsmatter.edu.au/>
7. Friendly Kids, Friendly Classrooms
<https://www.kidsmatter.edu.au/primary/programs/friendly-kids-friendly-classrooms>

School Contact Information

Address: Regent St, Dee Why, NSW 2099

Phone: 9948 2225

Fax: 9949 7241

Email: deewhyp.school@det.nsw.edu.au

Website: www.deewhy-p.schools.nsw.edu.au



Dee Why Public School



Positive Behaviour for Learning

• RESPECT • RESPONSIBILITY • PERSONAL BEST

Lesson Schedule & School Focus

Wk	TERM 1	Wk	TERM 2
	Location: School Values		Location: Assembly
1	Strive to do your best, actively participate	1	Listen to the speaker and applaud sensibly
2	Wear your school uniform and hat with pride	2	Use good manners when receiving an award
3	Speak politely, use manners to ask for help or contribute in class	3	Acknowledge the achievements of your peers
4	Move, walk and play safely; be responsible for your actions	4	Represent school with pride, try your best when performing
5	Keep your hands and feet to yourself	5	Keep your hands and feet to yourself
	Location: Classroom		Location: Playground
6	Listen when others are speaking	6	Put rubbish in the bin, care for the environment
7	Put your hand up to ask a question	7	Listen to and follow teacher instructions respectfully
8	Encourage others, be positive	8	Treat others as you'd like to be treated, follow game rules
9	Persevere with challenges, don't give up	9	Be in the right place at the right time, be seated while you wait
10	Learn something new everyday	10	Wear your hat with pride, use equipment sensibly
Wk	TERM 3	Wk	TERM 4
	Location: Transport		Location: School Values
1	Be polite and use your manners	1	Care for yourself, others and the environment
2	Be patient, wait your turn in line	2	Follow instructions willingly
3	Move around the school safely and quietly, keep to the left	3	Celebrate our differences
4	Obey safety signs and warnings, stay seated on the bus	4	Accept challenges and persevere
5	Wait for your teacher in the correct area	5	Take responsibility for your actions
	Location: Canteen		Location: Classroom
6	Be polite and use your manners, be thankful for your food	6	Address teachers and students by their name
7	Be patient, wait quietly in the line for your turn	7	Focus on the activity that you should be doing
8	Plan ahead, be prepared with your order and money	8	Look after your own and school equipment
9	Make healthy choices, buy only for yourself	9	Be thankful for help from others
10	Only go to the canteen if you have money to buy food or drinks	10	Put your hand up to contribute or ask questions

DYPS PBEL – FLOWCHART FOR MANAGING INAPPROPRIATE BEHAVIOUR



STEP 1: WARNING/CONFERENCE WITH STUDENT BY TEACHER

STAY CALM	BE CONSISTENT	BE BRIEF	BE IMMEDIATE	BE RESPECTFUL
WORDS/ACTIONS AN ADULT SHOULD USE				
PROMPT	Provide verbal and/or visual cue. Low key responses.			
REDIRECT	Restate the expected behaviour.			
RE-TEACH	State and demonstrate the positive behaviour expectations. Have student/s demonstrate it or say it back to you. Provide immediate feedback.			
PROVIDE CHOICE (re-engage or have a consequence applied)	A statement of two alternatives- the preferred or desired behaviour and a less preferred choice (logical consequence). Pause after providing the choice and when the student chooses wisely, provide positive feedback.			
APPLY LOGICAL CONSEQUENCE	Consequence is applied.			

Crisis Incident

(Managed by Team Leader or Principal)

- **SELFHARM • MEDICAL EMERGENCY • MAJOR FIGHTS • THREATS OR USE OF WEAPONS**
- **POSSESSION OF DRUGS • OFF CAMPUS WITHOUT PERMISSION**

- Send **Red EMERGENCY Card** (in playground bag or classroom medical bag) to office for immediate help from Principal / Executive.
- While waiting for assistance, remove surrounding students (if possible).
- Monitor student/s until help arrives

Minor Incidents OR Behaviours (Managed by Teacher)

Major Incidents OR Behaviours (Managed by Team Leader or Principal)

1 st Warning		Consequence / Action
PLAYGROUND	CLASSROOM	PLAYGROUND/CLASSROOM
Verbal Warning Reminder of school and class expectations	Verbal Warning Reminder of school and class expectations	<ul style="list-style-type: none">• Red EMERGENCY card sent to office, Principal, or staffroom with two reliable students• Phone call to Principal and/or office followed up immediately (classroom)• Alert made to buddy teacher (classroom)• Remove other students from classroom or surrounding playground area, if necessary• Incident recorded on SENTRAL by supervising teacher• Principal and Team Leader review incident and discuss consequences• Feedback given to teacher• Student Reflection sheet completed with Executive during lunch Time Out.• Incident follow up recorded on SENTRAL by Team Leader / Principal• Parents informed if suspension or expulsion given.
2nd Warning		
Time Out from play – 10 minutes on either; Picnic tables (for students on grass court) or , Silver seats outside El classroom (for the rest of playground) PBL 'White Card' issued	Name on the board Reminder of school and class expectations	
3rd Warning		
Off playground for the remainder of lunch Reminder of school and class expectations Supervising teacher to record incident in SENTRAL	Time Out from lesson - 5 minutes reflection in classroom Reminder of school and class expectations	
4th Warning		
	Time Out in buddy class - 10 minutes	
5th Warning		
	Reflection Room with team leader – 1 st half lunch	



• RESPECT • RESPONSIBILITY • PERSONAL BEST

The executive teachers will take reflection as follows:

Monday - John Wyllie

Tuesday - Kim Whitehead

Wednesday - Mark Chaffer

Thursday - Sue Dooley

Friday - rotating executive teacher

A few things to note:

- Any staff member who has witnessed an incident where further action is required, needs to enter details into Sentral (see WELLBEING - REFLECTION - PLACE IN REFLECTION).

- Parents will receive a note after each day their child attends reflection. This will be generated by the executive teacher. If consecutive days are issued, the note will only go home once. Parents are required to return a slip to confirm they have sighted the letter. This slip should be kept in the notes folder, along with any other documentation related to the incident.

- Parent/teacher meetings will be organised after the third incident, or if the issue is deemed serious enough on any other occasion. The executive teacher can be invited into this meeting if the class teacher would like the extra support, though this is not mandatory. Please speak to your team leader if you are unsure.

- Students will complete a reflection sheet during their time in reflection and this will be returned to the class teacher. Please keep this paperwork in your student notes folder for easy access, if needed.

- Upon completion of reflection time (1st half lunch), the executive teacher will walk the student/s back to the playground and present them to teacher on playground duty teacher. Offending students may continue to play on the upper (K-2) or lower (3-6) asphalt, but not on the grass court. The intention is to keep these students in a confined space whilst allowing them the opportunity to stretch their legs.

- The playground duty teacher is informed as a courtesy, just in case there is a repeat incident in the second half of lunch. Students leaving the reflection room will be instructed to stay within eyesight of the playground duty teacher for the remainder of lunch.

- Please use your red emergency card and send for help if a major incident occurs.

PBL Team, 2017

Ms and Mr XXX Fisher
Road North CROMER
NSW 2099

Tuesday, 28th March 2017

Positive Behaviour for Learning

Reflection Room Notification to Parents for Unsatisfactory Student Behaviour

Dear _____,

This is to inform you that your son, XXXX, has been withdrawn from the playground for reflection time during the first half of lunch on Tuesday, 28th March 2017.

XXXX was issued a reflection ticket as he did not meet our school's valued expectations for behaviour and learning.

Brief summary of incident:

A parent / teacher meeting will be requested if XXXX is issued with three reflection tickets within a term.

Number of incidents this term: 1

Please contact your child's class teacher should you require any further information regarding this incident. If you need an interpreter to assist you in the meeting please advise the School.

Please acknowledge receipt of this letter by returning the attached slip to your child's class teacher.

We seek your assistance in resolving this matter.

Yours sincerely,

Mr Mark Chaffer - Principal

Assistant Principal

Parent Acknowledgement of Student Reflection (return to class teacher)

Tuesday, 28th March

2017 Student:

Class:

Parent Signature: _____

Date: _____

Comment (if applicable):



At Dee Why Public School We Value



• **RESPECT**

• **RESPONSIBILITY**

• **PERSONAL BEST**

Respect

- Allow others to learn
- Listen to others and remain calm
- Wear your school uniform and hat with pride
- Care for yourself, others and the environment
- Speak politely

Responsibility

- Be in the right place at the right time
- Take responsibility for your actions
- Follow instructions willingly
- Work, move and play safely
- Keep your hands and feet to yourself

Personal Best




- Strive to do your best
- Actively participate
- Be positive and bounce back
- Accept challenges and persevere
- Celebrate our differences and achievements

Dee Why Public School

Expectations and Behaviour Matrix



• **RESPECT** • **RESPONSIBILITY** • **PERSONAL BEST**

Expectations	All Settings	Classroom	Playground	Canteen	Assembly	Toilets	Moving in and Around the School
Respect 	<ul style="list-style-type: none"> Allow others to learn Listen to others and remain calm Wear your school uniform and hat with pride Care for yourself, others and the environment Speak politely 	<ul style="list-style-type: none"> Listen when others are speaking Address teachers and students by their name Use manners to ask for help or equipment Be thankful for help from others 	<ul style="list-style-type: none"> Put rubbish in the bin Share and care for others, equipment and space Listen to and follow teacher instructions Treat others as you would like to be treated 	<ul style="list-style-type: none"> Be polite and use your manners Be patient Wait your turn in line Be thankful for the food that is prepared for you 	<ul style="list-style-type: none"> Listen and pay attention to the speaker Use good manners when receiving awards Applaud and respond sensibly Stand and sing the National Anthem proudly 	<ul style="list-style-type: none"> Allow for the privacy of others Use the toilets safely and sensibly Use paper towel, soap and water correctly Be considerate of others, wait your turn 	<ul style="list-style-type: none"> Be polite and use your manners Be patient Wait your turn in line Keep to the left when moving around or standing
Responsible 	<ul style="list-style-type: none"> Be in the right place at the right time Take responsibility for your actions Follow instructions willingly Work, move and play safely Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Put your hand up to contribute or ask questions Focus on the activity that you should be doing Keep your hands and feet to yourself Look after your own and school equipment 	<ul style="list-style-type: none"> Be in the right place at the right time Wear your hat Use equipment sensibly and safely Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Stand and wait quietly in the line to order Buy only for yourself Only go to the canteen in you have money to spend Be prepared with your order or money 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Acknowledge the achievements of your peers Arrive and leave the assembly area safely Contribute and participate in special events 	<ul style="list-style-type: none"> Wash your hands Flush the toilet Leave the toilets clean and tidy Only visit the toilets when needed 	<ul style="list-style-type: none"> Stand and wait quietly in the line Be considerate of others Move around the school quietly and safely Stay seated when riding on the bus
Personal Best 	<ul style="list-style-type: none"> Strive to do your best Actively participate Be positive and bounce back Accept challenges and persevere Celebrate our differences and achievements 	<ul style="list-style-type: none"> Encourage others Be positive Persevere with challenges Learn something new every day 	<ul style="list-style-type: none"> Eat before you play Share and play fairly Wait your turn Follow the rules of the game 	<ul style="list-style-type: none"> Make healthy choices Plan your order before you get to the canteen Have the correct money Help younger children to order correctly 	<ul style="list-style-type: none"> Accept your award with pride Represent your school with pride Try your best when performing special items Consider the needs and feelings of others 	<ul style="list-style-type: none"> Use the toilets before school, at recess and lunch Enter and exit the toilets safely and quietly Get permission and return to class promptly Leave the toilets as you would like to find them 	<ul style="list-style-type: none"> Follow road rules Obey safety signs and warnings Wait in the correct area Always enter and exit buildings or transport safely

