



# Discipline Policy and Procedures

## Moree Public School Internal Discipline Policy and Procedures

Updated June 2021

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Distribution: Moree Public School P & C Committee Members,  
School Website, Moree Public School Staff, MPS students, MPS  
parents/carers

## 1. Student Discipline Procedures

*NB: These procedures are written in compliance with NSW Department of Education policies*

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. At Moree Public School we believe in quality education for life in a safe, caring, child-centred environment. Our school is committed to promoting the highest standards of behaviour and learning. Students are provided with high quality, innovative teaching and learning programs so that they can learn to the best of their ability and become self-disciplined, tolerant and resilient contributing members of the school and wider community.

We believe that effective procedures treat students with respect and dignity, and promote the co-operation of teachers, students and parents. These procedures recognise that students are ultimately responsible for their own behaviour, have the ability to change their behaviour and need to recognise and accept the fact that there are consequences for their actions.

This policy has been developed through consultation with staff, parents and students to ensure it reflects the needs of our school community.

## 2. Rationale

Discipline is a learning process through which students develop self-control and assume responsibility for the values and socially appropriate skills necessary to work co-operatively within the school community through a system of relationships, expectations, acknowledgements and sanctions. Discipline is a compilation of concepts and skills that have a positive effect on learning; therefore, it is not a punishment. In every interaction student wellbeing is paramount.

Children have many needs, as distinct from wants, and these perceived needs are as follows: consistency; security - care; parameters (awareness of rules); respect as individuals; respect for rights and properties of others; responsibilities; fairness; student involvement in decision making; communication; and promotion of high levels of morale.

*Student self-discipline will be achieved by:*

- creating an environment in the school and in the classroom where students are caring, cared for, feel confident, secure and comfortable.
- developing a code of behaviour appropriate to the school community.
- developing an awareness in the student that he/she is responsible for his/her own actions and aware of the consequences which may be positive or negative.
- developing effective and consistent student management strategies across the school.
- establishing a communication network to inform parents of children's behaviour.
- encourage parents to be supportive and share responsibility for child's discipline.
- implementing a reward system that is highly desirable.

Behaviour records are kept on Sentral and Department of Education EBS4 Central (suspension only) relating to both classroom and playground behaviour. These records are monitored by Moree Public School Executive Team.

When parents enrol their children at Moree Public School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline at Moree Public School.

Moree Public School Discipline Procedures 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.

### Core Aims:

2:1 To develop the ability to formulate values, make responsible decisions and accept responsibility for actions.

2:2 To develop self discipline; self esteem; respect for others; respect for own and other people's property; and tolerance.

### Outcomes:

#### **Students will have a developing:**

- i) Sense of enjoyment and satisfaction from learning
- ii) Sense of values to guide behaviour
- iii) Sense of personal dignity and worth
- iv) Self-reliance
- v) Sense of belonging to the wider community
- vi) Caring attitude towards others
- vii) Sense of cultural identity

### 3. Basic Principles:

3:1 Schools should provide a stable, safe and ordered environment within which students learn effectively and behave responsibly

- 3:2 Student behaviour is integrated within a strategic, system-level approach to learning and wellbeing
- 3:3 All students are supported through a multi-tiered continuum of care that includes the promotion of positive behaviour, prevention, early intervention and targeted support
- 3:4 School leaders, teachers and specialist staff are engaged and supported through professional learning to build skills and confidence through the use of student-centred, strength-based policy and practice
- 3:5 Evidence-informed programs, practices and processes are used to plan, implement, monitor, evaluate school change and improvement
- 3:6 Proactive prevention-focused, relationship-based and restorative practices are balanced with appropriate behaviour management practices
- 3:7 Inclusion and equity are embedded in all aspects of student behaviour support and management to meet the diverse needs of students
- 3:8 Shared community responsibility and action are fostered through meaningful engagement between schools, families and support services
- 3:9 Social and emotional skills and behaviour expectations are taught to students with opportunities for developmental skill-building
- 3:10 Implementation of effective interventions are facilitated through meaningful planning, capacity building and establishment of resources to sustain a whole-school approach

#### 4. Anti-Bullying Plan

At Moree Public School, all stakeholders abide by the school's anti-bullying plan. This plan was reviewed in May 2020.

#### 5. Moree Public School Expectations

1. Follow instructions
2. Actively engage and try your best
3. Right place, right time
4. Keep hands, feet and objects to self
5. Speak and act in a kind manner
6. Show pride in our school by wearing correct school uniform

## 6. Core Rules for students in NSW Government Schools

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools. The Behaviour Code for Students contains information for parents/carers and students.

## 7. Rights and Responsibilities

**THE CORE RULES** - All students in NSW government schools are expected to:

- *Attend every school 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 co-operating with instructions and learning activities.*
- *Treat one another with dignity and respect.*
- *Care for property belonging to themselves, the school and others.*
- *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.*

### **Students**

At Moree Public school children have the right to:

- Be successful learners who are not distracted by others
- A quality education
- Work and play in a safe and happy environment, in classrooms and in the playground, free from bullying and harassment
- Be respected by everyone
- To be known, valued and cared for at Moree Public School

*It is the student's responsibility to:*

- Be prepared to learn and keep up-to-date with work
- Follow the school rules
- Be a co-operative class member, behave and not interfere with other students right to learn
- Show respect for the school, other people and their belongings
- Be responsible for their own behaviour and actively encourage others to make appropriate/good choices
- Wear the school uniform and represent the school with pride
- Be punctual, to attend school regularly and to take part in school activities
- To respect the authority of teachers and other staff

### **Teachers**

*At Moree Public school teachers have the right to:*

- Teach in classrooms free from disruption and where teaching/learning is respected
- Expect quality work
- Set high expectations for work and behaviour
- Receive support from the school community
- Be happy and safe at school ie treated with respect and dignity

*It is the teacher's responsibility to:*

- Maintain a safe and happy environment
- Provide quality teaching programs that meet the individual needs of all students in their class or teaching role
- Provide opportunities for students to take responsibility for their own learning and behaviour
- Provide support for students and parents
- Communicate appropriately with parents about the individual progress and behaviour of students
- Respect the rights of individuals and follow Code of Conduct
- Manage student behaviour proactively and follow-up incidences of poor behaviour
- Actively know, value and care for all students

### **Parents/Caregivers**

*At Moree Public School parents/caregivers have the right to:*

- Expect quality teaching and learning programs to be available
- Expect a safe learning environment
- Enter into two way communication with the school
- Receive feedback about student attitude, behaviour and learning

*It is the parents/caregivers responsibility to:*

- Encourage students to take responsibility for their actions

- Promote positive attitudes to school behaviour
- Actively promote respect for the school, staff and fellow students
- Notify changes in circumstances
- Ensure student's punctuality and attendance
- Make an appointment to discuss any issues with the class teacher, Assistant Principal, Deputy Principal or Principal
- Ensure the safety and wellbeing of all students at the school; they will not approach other students in the playground/classrooms
- Assume responsibility for their children as they travel to and from school
- Explain all student absences

## 8. Strategies for Promoting Positive Student Behaviour and Learning

Teachers are primarily responsible for classroom behaviour. It is their professional responsibility to seek advice or assistance within their Professional Learning (when possible) when their own strategies are not successful.

Moree Public School Assistant Principals will determine the most appropriate course of action including initiating contact with Parents/Carers following major behaviour misdemeanours. When a student's major behaviour repeats or continues, the Assistant Principal and/or Deputy Principal and/or Principal will decide on further more serious actions including formal caution of suspension, suspension and automatic exclusion from a range of extra-curricular activities. An Assistant Principal has the power to remove privileges and the Principal has the power to suspend a student if necessary.

Students whose behaviour may result in an unsafe situation whilst on an out of school activity may be refused permission to participate. A letter will be sent home forewarning this may be a possibility or that permission to attend will not be given. Students who may also cause the activity to be unduly stressful for staff or other students may also be refused permission to participate.

Additional Strategies include:

- Provision of a relevant curriculum to meet the needs of all students
- Implementing teaching and learning methods which promote individual growth
- Developing class rules which are fair, clearly understood and consistently applied
- Involvement in appropriate training and development
- Participation of parents in promoting acceptable behaviour
- Provision of appropriate support programs
- Liaison with outside support agencies
- Involvement of School Learning and Support Team and AEOs
- Implementation of the Cool@School Program
- Jumpstart Program

## 9. Cool@School

Cool@School is a very successful social skills program that operates across all grades at Moree Public School. Lessons occur in each class at the beginning of the week and aim to build confidence, self-esteem, good manners and resilience. A critical component of the program is the development of problem solving skills to assist students in avoiding and diffusing conflicts before they begin. Every year, a special Cool@School open day is held at the school during which students participate in cooperative games and positive activities.

Cool@School has fortnightly slogans, explicitly taught to all classes. Staff have the opportunity to identify students who are displaying positive behaviour based on the current slogan. These students are eligible to receive an 'Owlbert' badge awarded at the Infants and Primary Assemblies.

### Mediators

Students are elected from Years 5 and 6 to become student mediators. They are trained to lead organised games and activities during lunch time for the benefit of all students at Moree Public School. They also organise an annual Cool at School open day that promotes the values and themes of cooperation, responsibility and integrity.

## 10. Strategies used to Recognise and Reinforce Student Achievement

- Ongoing and regular communication with parents
- Stickers, stamps, special privileges and other class awards
- Commendations at School Assemblies and on other special occasions
- Praise, encouragement, visits to other classes, Principal or Executive teachers
- Displays of children's work
- Modelling consistent and caring behaviour by staff
- Digital Tools, including incentive software ie. Class Dojo

## 11. Practices and Strategies to Promote and Reinforce Positive Student Behaviour in a Climate of Respect

Moree Public School acknowledges the importance of the NSW Quality Teaching Framework in the promotion of positive student engagement.

The Learning and Support Team (LaST) encompasses Wellbeing. Case Management Meetings and Wellbeing Meetings occur fortnightly in Stage Teams lead by Executive/LaST staff.

The use of data, both external and internal related to student achievement/learning outcomes and wellbeing is monitored regularly.

School Counsellor - A School Counselling service is available to students who are experiencing academic, behavioural or social difficulties. Access to this service is through teacher or parent referral. Parental consent must be obtained in order for students to visit the school counsellor.



Behaviour Support Plan/Risk Management Plans are created and reviewed when appropriate. These are used to support positive student behaviour in the classroom and/or playground.

Additional strategies include individualised support through the use of Student Learning Support Officers (SLSO) and Aboriginal Education Officers (AEO), Individualised conferences with Assistant Principal/Deputy Principal, Formal Caution of Suspension and Suspension.

## Behaviour Support

The majority of our students behave in a courteous, responsible and appropriate manner. They are outstanding role models for other students and outstanding ambassadors for our school.

Clear and explicit positive student behaviour examples for classroom and playground are in place to ensure consistency in response to inappropriate behaviours and to make these clear to staff, students and parents.

Behaviour management is achieved through a comprehensive approach that includes building positive relationships with each child and utilising a range of educational, organisational and responsive strategies.

## Strategies for Dealing with Unacceptable Behaviour

### Classroom Prerequisites:

- Behaviours discussed in class meetings
- Behaviours translated into school expectations, rights and responsibilities and displayed
- Natural and/or imposed consequences discussed
- Class expectations and consequences negotiated and displayed
- Students are clear on school expectations

### Steps:

- Class support plan implemented
- Referral to Stage Supervisor
- School Demerit Level System - **Appendix 1**

### Playground Prerequisites:

- Behaviours, expectations and rights explained at school assemblies
- Natural and imposed consequences explained
- Students are clear on school expectations

### Steps:

- Playground support strategies implemented by duty teacher
- Referral to Stage Supervisors
- School Demerit Level System - **Appendix 1**

### Restitution:

Students who have caused property damage or have otherwise interfered with the property of others, may be required to perform safe and reasonable work to redress the damage. This will be determined by the Principal in consultation with referring executive, student and his/her parent. The resulting restitution will be documented in writing.

### Suspension, Exclusion and Expulsion

Suspension, exclusion and expulsion of students will be in accordance with NSW Department of Education: Suspension and Expulsion of School Students – Procedures 2011.

# APPENDIX 1

## DEMERIT LEVELS

### INTRODUCTION

A student is placed on Demerit Levels 1 - 3 by an Executive staff member, following referral by teachers / support personnel, in response to incidents of misbehaviour in the class or playground. In the case of more serious incidents, executive have the option of placing students immediately on Demerit List 2 or 3.

When moving off Demerit Lists students may pass over 2 lists if executive feel this is justified. If remaining on a list they do so for the same number of days as required by the list, however all other consequences are inactive.

Students coming back from suspension come back on Demerit List 2 and remain on this list for 10 school days but are not required to complete any detentions or other consequences.

If a student reoffends during a period of probation the normal procedures for students on Demerit Lists are followed.

### DEMERIT LIST 1

- Consequences:**
- Remain on Level 1 for 5 school days
  - One lunchtime detention
  - Letter home to parents
  - Excluded from privileges
  - Merit Certificates may not be presented at Assemblies

#### NB

- One re-offence by the student during the five days will result in one further detention (ie. two detentions).
- A second re-offence by the student during the five days will result in one further detention (ie three detentions) with students remaining on Level 1 for a further five days.
- A student who reoffends three times during the five days, will automatically be placed on Demerit List 2.

- People Involved:**
- Teacher/Staff Member
  - Grade Supervisor
  - Parent/Carer

### DEMERIT LIST 2

- Consequences:**
- Remain on Level 2 for 10 school days
  - Three lunchtime detentions
  - Letter home to parents
  - Excluded from privileges
  - Individual Behaviour Support Plan developed and implemented
  - Merit Certificates may not be presented at Assemblies

**NB:**

- One re-offence by the student during the ten days will result in one further detention (ie. four detentions)
- A second re-offence by the student during the ten days will result in one further detention (ie. five detentions) with students remaining on Level 2 for a further five days.
- A student who re-offends three times during the ten days, will automatically be placed on Demerit List 3.

- People Involved:**
- Class Teacher/Staff Member
  - Grade Supervisor
  - Parent/Carer

### DEMERIT LIST 3

- Consequences:**
- Remain on Level 3 for 10 school days
  - Five lunchtime detentions
  - Letter home and compulsory interview with parent/carers
  - Excluded from privileges
  - Individual Behaviour Support Plan reviewed and continued
  - Merit Certificates may not be presented at Assemblies

**NB**

- One re-offence by the student during the ten days will result in one further detention (ie. six detentions).
- A second re-offence by the student during the ten days will result in one further detentions (ie. seven detentions) with students remaining on Level 3 for a further five days.
- Should a student be deemed to be persistently disobedient during this time, the Principal may impose a Short Suspension of up to four days.

- People Involved:**
- Teacher/Staff Member
  - Grade Supervisor
  - Parent/Carer
  - Deputy Principal/Principal

### SUPPORT PERSONNEL

The specialised services for support personnel may be accessed through a formal system. This system is designed to ensure students are provided with support on the basis of 'action to date', equity and priority need. In general, referral is through the class teacher, Supervisor, Deputy Principal (welfare) or Assistant Principal Support, Principal and School Counsellor.

- Learning and Support Teacher
- School Counsellor
- RSSSP - Funding

- Support Teachers - Hearing and Vision
- Student Services – Moree District Office
- Home School Liaison Officer - District Officer
- Aboriginal Education Officers
- Police Youth Liaison officers (where appropriate)

### **NOTE: MOREE PUBLIC MERIT AWARDS**

While at Moree Public School, students have the opportunity to receive the following awards:

- ✓ Cool@School
- ✓ Merit Awards
- ✓ Home Reading Awards
- ✓ Homework Awards
- ✓ Mathematics Awards
- ✓ 'Owlbert' Award

These are awarded by teachers for appropriate behaviour, achievement and effort.

Monitoring of children's progress takes place at grade meetings when necessary.

Revised: June 2021. This Internal policy will be revised every three years in accordance with DoE guidelines

To be read in conjunction with:

- MPS Class Dojo Policy
- MPS Anti-Bullying Plan
- MPS School Attendance Policy

## APPENDIX 2

