Griffith East Public School
Excellence, Innovation and Inclusiveness

DISCIPLINE POLICY

GOOD DISCIPLINE, GREAT LEARNING
SCHOOL DISCIPLINE CODE

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“Every child has the right to learn. Every teacher has the right to teach”.

L. Canter

A discipline plan must be set up in order to achieve these rights. At Griffith East Public School we aim to develop in each child, respect for others, a sense of responsibility for own actions, a desire for good manners and also a pride in self, school, home and community.

Policy on Behaviour and Discipline

Background

1. Discipline concerns the development of appropriate and responsible attitudes and behaviour in students. It implies the development of self-discipline and the ability to distinguish between right and wrong. Further, discipline is a critical factor in providing a positive learning environment where students can attain.

2. Students learn most effectively in a secure well-disciplined environment. Staff teach more effectively where they can have a positive influence on the behaviour of their students.

3. The use of positive discipline practices will assist students to develop the ability to accept responsibility for their behaviour and show concern and respect for others.

4. Parents and teachers have a complementary role in setting and maintaining an acceptable standard of student behaviour.

5. Students have a right to be safe and happy at school. They have a right to be treated fairly and with dignity. This equally applies to the staff of the school.

6. One aspect in promoting effective discipline in a school is the provision of quality teaching and an appropriate curriculum. Staff training and development will impact on the quality of the school's discipline.
Aims

1. To promote and foster a code of behaviour and discipline based on normal societal expectations.

2. To develop self-concept and self-esteem in our students leading to responsible self-direction

3. Based on the premise that there are consequences to all behaviours, to establish a system of rewards for positive behaviour which are understood by and acceptable to the students, parents and staff along with a system of sanctions which result from unacceptable behaviour.

4. To provide quality teaching and a curriculum appropriate to the needs of the students

GENERAL RULES AND EXPECTED STUDENT BEHAVIOUR

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 cooperating 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.
GENERAL RULES AND EXPECTED STUDENT BEHAVIOUR

Children at Griffith East have the right to learn without being interrupted in class.

GENERAL RULES

Students will:
♦ Listen to and respect teachers and others.
♦ Respect others’ feelings, opinions and backgrounds.
♦ Respect all property and belongings.
♦ Be polite and remember manners.
♦ Raise hand to speak.
♦ Follow teacher directions.
♦ Have pride in their work.
♦ Always try to do their best.
♦ Complete homework and class work.
♦ Be organised and independent.
♦ Be in the right place at the right time.
♦ Not have any type of weapon, illegal drugs or alcohol on school premises or buses.
♦ Be made aware of and encouraged to wear school uniform.

DISCIPLINE IN THE CLASSROOM

Each teacher is responsible for:
♦ Setting up their own classroom rules and discipline.
♦ Providing positive reinforcement.
♦ Ensuring children understand negative consequences of their actions.

PLAYGROUND EXPECTATIONS OF STUDENTS

To make the playground a safer, happier and friendlier place students should:
♦ Sit still eating lunch – 15 minutes.
♦ Clean up their area before allowed to leave.
♦ Share space and equipment fairly.
♦ Play sensibly in safe areas.
EXPECTATIONS OF STUDENTS WHILST PLAYING SPORT

To give our school a good name. When playing sport students will abide by the player’s code. They will:
♦ Play for the fun of it.
♦ Compete by the rules and abide by the referee’s decision.
♦ Be willing to train and prepare for the game.
♦ Encourage other team members.
♦ Cooperate with the coach at all times.

EXPECTATIONS OF STUDENTS ON EXCURSIONS

♦ Represent your school with pride – wearing of school uniform on specific excursions as requested.
♦ All general rules and expected student behaviours apply.

EXPECTATIONS OF STAFF

♦ Teachers are to exercise full duty of care at all times. Refer to Teachers Handbook.

RESTITUTION AND GRAFFITI

Principals may require students who deface school property with graffiti to contribute to the cleaning and repair of that property, where it is safe and reasonable to do so. Where the removal of graffiti is not possible or appropriate the Principal will implement another consequence which would make a positive contribution to the school community.
GENERAL RULES REGARDING RESPECT

One of our school priorities has to do with respect of people and their property. The staff and School Council see this area as one that could be developed and worked on to improve the tone of our school. The Student Welfare Committee has agreed upon the four expectations listed below. Teachers will be responsible for discussing these expectations in class and for being consistent in the playground by reminding students of these expectations.

All students will be expected to:

1. Use adults’ names to show respect.
2. Say please, thank you and excuse me.
3. Stand aside for adults to show respect.
4. Accept decisions of adults with respect.
STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

♦ Provide an appropriate curriculum to meet the needs of each student – tutorial groups, Support Teacher Learning Difficulties, ability based literacy and maths groups, individualised classroom programs and extension activities.

♦ Support children in achieving success in learning – individual programs: Reading Intervention, Support-a-Reader and Reading Recovery.

♦ Express easily understood classroom and whole school rules which are fair, clear and consistently applied.

♦ Develop training and development strategies through staff grade meetings, district courses etc; parents training and development through courses such as “Talk To A Literacy Learner”.

♦ Provide appropriate support programs, e.g. counselling, remediation.

♦ Provide programs that develop self-discipline, self-evaluation, communication and conflict resolution skills, e.g. class buddy system, public speaking and debating, Student Representative Council, class meetings.
PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

♦ Weekly merit certificates
♦ End of year presentation awards
♦ Sport certificates and awards e.g. Sportsperson of the Year, participation awards, District/Regional awards.
♦ Principal's Aussie of the Month Award.
♦ Positive messages at K-2 lines.
♦ Class raffle draws, stickers, stamps etc.
♦ Class reward systems.
♦ Ongoing contact with parents – interview, letters, telephone, written reports etc.
♦ Ongoing contact with the local media e.g. School Page in Area News, student achievements.
♦ Active Citizenship Program K-6

GUIDELINES FOR IMPLEMENTING THE SCHOOL DISCIPLINE CODE YEARS K-6

1. The School Discipline Code will be reviewed each year.

2. Each classroom teacher will consult with their students and supervisor to devise a behaviour management plan for their class. This plan will be sent home to parents on a class newsletter early in the year. A copy will also be given to the teacher’s supervisor and the Principal. The School Discipline Code is used for monitoring playground, bus, excursion, sport and scripture behaviour and in extreme cases, classroom management.

3. The sending home of positive informal notes should be included in each teacher’s classroom management strategies.
4. A student should be placed on Stage 1 only if certain behaviours have been recurring over a period of time, or for blatant one-off serious misbehaviour.

5. The responsibility of placing students on Stage One and informing parents of a student being placed on Stage One is that of either Assistant Principal or Executive Teacher.

6. For the three stages of the code, there are consequences which the student must fulfill to come off the stage (these procedures are outlined later in the policy).

7. A student who is referred to an Assistant Principal or Principal will have the referral documented and the action taken to discipline the student. These actions may include: completing lessons in Assistant Principal’s classroom, writing a letter of apology for behaviour, withdrawal from classroom, exclusion from playground or placement on a stage of the discipline code.

8. If a student is sent to an Assistant Principal or the Principal twice within a two week period their parents will be contacted to discuss the behaviour problem, the school’s action and future action to be taken.

9. It is expected that parents will be informed of behaviour problems before any student is placed on any stage, however this may not occur if the behaviour is of a serious nature.

10. Assistant Principal’s must consult with the Principal before placing a child on Stage Two or Stage Three. The letter to parents advising them of their child’s placement on Stage Two or Stage Three must be countersigned by the Principal.

11. Students who are placed on Stage Two or Stage Three must be referred to the appropriate Learning Support Team for an assistance / management plan to be put in place.
The Whole Active Citizenship Challenge aims at providing students with positive feedback for genuine achievement and effort in a wide range of school activities. This system acknowledges students who are cooperative, display appropriate behaviour, attitude and effort both in the classroom and playground.

**How the Challenge Works**

- There are 10 levels to the challenge [Levels 1 - 10].
- Each term is a completely separate challenge.
- Each term, **every student** begins Day 1 on Level 5.
- Each Friday, teachers evaluate students to determine if they move up, down or stay on the same level. Students need to be informed of their level.
- Determination of levels is based on behaviour, attitude and effort both in and out of the classroom, over the whole week.
- Homework - senior students can’t go up a level unless basic homework is completed. * Please ensure that the school Homework Policy is followed.
- In order for students to be eligible to leave the school grounds on day excursions and as part of school teams or participate in extra-curricular activities at school they must be on **level 7** or above. [If such activities occur during Week 1, then the level from the last week of the previous term is the determiner]. To go on an overnight excursion they must be on **level 8** or above.
- Students aim for Level 10 (and to remain on Level 10). All students who achieve Level 10 are rewarded in the last week of term.
- As soon as a student achieves Level 10 [which could be as early as Week 5] a letter of congratulations is signed and sent home by the teacher.
- Students **achieving Level 10 for every term**, are presented with a special award at the end of the year presentation day.
- Consistent teacher judgement will be necessary. Each child will be encouraged to strive to do their own personal best – Please **do not compare students**.
- To assist, teachers will carry ‘Positive Behaviour Slips’ in the playground and issue them as they see fit. Slips will be taken by students to their classroom teacher, who will refer to them when
making Friday’s decision. [Slips may or may not make a difference.]

- Recording of student levels will be managed on the Sentral Welfare System by classroom teachers.
- **Please note Kindergarten students do not commence this system until the beginning of Term 3**

Examples of how students can achieve a rise in a level.
- Positive playground attitude – helping a younger student, picking up rubbish, showing sportsmanship during games, being physically active, being friendly and helpful to a teacher, offering to help someone, showing initiative, being punctual to lines etc, displaying positive body language, using positive verbal language
- Positive classroom attitude – being friendly and helpful to a teacher, offering to help someone, showing initiative, displaying positive body language, using positive verbal language, producing consistently efficient work, clearly aiming for accuracy, displaying determination, striving to improve, showing honesty, being trustworthy, avoidance of personal bad habits like whingeing or answering back, using manners, willingness to volunteer

Some criteria for determining movement through the levels include:

<table>
<thead>
<tr>
<th>Persistence</th>
<th>Organisation</th>
<th>Getting Along</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>* Well completed Homework</td>
<td>Initiative</td>
</tr>
<tr>
<td>Quality Work</td>
<td>Leadership</td>
<td>Effort</td>
</tr>
<tr>
<td>School Service</td>
<td>Application to tasks</td>
<td>Scripture behaviour</td>
</tr>
<tr>
<td>A well completed Task</td>
<td>Being Co-operative</td>
<td>Trying Your Best</td>
</tr>
<tr>
<td>Excellent Behaviour</td>
<td>A Great Attitude</td>
<td>Looking after the School Environment</td>
</tr>
<tr>
<td>Being a helpful student</td>
<td>Wonderful Reading</td>
<td>Excellent Assembly Behaviour</td>
</tr>
<tr>
<td>Excellent participation in lesson</td>
<td>Sensible movement around the school</td>
<td>Being a good Listener</td>
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SCHOOL DISCIPLINE CODE – YEARS K-6

Students with a history of recurring inappropriate behaviour within the school environment and one off serious offences will be placed on one of the following stages. At all stages students will be asked to self-evaluate their behaviour.

**STAGE ONE**

Examples of Behaviour
- Fighting
- Out of Bounds
- Breaking School Rules
- Teasing
- Not following teacher directions
- Swearing
- Spitting
- Not completing set work
- Vandalism
- Leaving Room
- Disturbing Others
- Insolence
- Not Complying with Classroom discipline plan
- Stealing
- Rudeness

Consequences
- * Parents informed by letter
- * 5 days monitoring sheet playground/classroom
- * 2 days Detention
- * 1 school service activity
- * In school suspension for up to 3 day( if warranted by Principal or Assistant Principal)

**STAGE TWO**

Examples of Behaviour
- Continued behaviour from Stage One
- Fighting
- Bullying
- Threatening Others
- Verbal Abuse
- Biting
- Weapons
- Vandalism
- Misbehaviour while representing the school

Consequences
- * Parents informed by letter
- * Restricted playground area for 10 days
- * Exclusion from excursions, school/class events
- * 10 day monitoring sheet of behaviour
- * 5 days detention
- * Suspension warning if within guidelines
<table>
<thead>
<tr>
<th>Examples of Behaviour</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In Possession of a suspected illegal drug</td>
<td>* Suspension in accordance with DET “Procedures for the Suspension and</td>
</tr>
<tr>
<td>• Violent – intentionally causing injury</td>
<td>Expulsion of School Students”</td>
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<tr>
<td>• Threatens serious physical violence</td>
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<tr>
<td>• In possession of a prohibited weapon</td>
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<tr>
<td>• Persistently disobedient</td>
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<tr>
<td>• Engaging in criminal related behaviour</td>
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PLAYGROUND RULES

- No child to leave school grounds, without permission, for any reason.
- No littering – use bins
- No hat – play in the shade. Terms 1 and 4
- Children to treat all teachers and other children with respect.
- Keep away from out of bounds areas.
- Walk on cement pathways
- Play sensible, safe games.
- No playing in or around toilets.
- All ball games, except handball, at oval with the exception of basketball and netball at recess and 2nd half lunch
- Use fixed equipment only when supervised by a teacher. (Not to be used before school)
- Cricket nets can be used at all play times. The following roster applies:
  
  Monday - Year 2  
  Tuesday - Year 3  
  Wednesday - Year 4  
  Thursday - Year 5  
  Friday - Year 6  
  
- Retrieval of sports equipment under direct teacher supervision
OUT OF BOUNDS AREAS

- Back of toilet block and car park.
- Back of double storey building.
- Norma Marin Hall, and walkway leading in.
- Garden Area
- Staffroom except in an emergency.
- Boundary areas
- Teachers are responsible for students in classrooms
- Hat rooms, balconies, K-2 quadrangle
- Bike Rack Areas
SCHOOL BUS CODE OF CONDUCT

SST CODE OF CONDUCT

♦ Students must abide by the conditions of travel printed on the back of each bus pass.

♦ Students who misbehave or contravene the conditions may have their right to be conveyed suspended or cancelled.

STUDENTS MUST

• At all times obey the driver.

• Where possible remain seated for the duration of the journey.

• If required to stand, do so in a safe manner away from the steps and any position that obstructs the vision and capabilities of the driver.

• Practise common sense, safety and respect for property.

STUDENTS MUST NOT

• Smoke, eat or drink on the bus.

• Permit any part of their body to protrude from the bus.

• Mark or damage bus property.

• Fight, kick, swear, hit, spit or place feet on seats.

• Cause discomfort to other passengers.

• Undertake offensive behaviour.

• Throw any article on or from the bus.

• Alter, deface, misuse or fraudulently obtain a bus pass.

• Give, loan or transfer your bus pass to another student.