**STUDENT DISCIPLINE IN GOVERNMENTS SCHOOLS POLICY IMPLEMENTATION**

The following information is evidence of Pretty Beach Public School’s implementation of the student discipline in government schools policy.

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| ***How the student discipline in government schools policy is implemented to meet student, staff and community needs of Pretty Beach Public School.*** |
| In 2016/7 all staff and students has the responsibility of creating new classroom expectations. From there, staff detailed specific teachable areas to teach during Monday afternoon PBL lessons. Parents were notified via the newsletter of the whole school PBL focus and the positive rewards for the term. |
| ***How PBPS consistently observes and applies discipline in government schools policy requirements.*** |
| ***Principals***   * Principals are accountable through their Directors, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff. * Principals are responsible for the development, implementation and monitoring of the school’s discipline policy. * Principals are responsible for ensuring that the school’s policy is evaluated and reviewed by the school community at least every three years. * Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management. * Principals must provide a copy of their school discipline policy to their Directors, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school. * Parents and students are to be provided access to a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed. * Principals must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the [Suspension and Expulsion of School Students Procedures](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)   ***Parents***   * Parents are expected to support the school in the implementation of the school discipline policy.   ***Teachers***   * Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation. * P&C rep attended PBL meetings for collaborative decision making   ***Students***   * Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour. * Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation. |
| The school’s implantation of the discipline in government schools policy and procedure is reviewed at the end of each year as part of normal planning cycle for the following year and formally reviewed every three years, as per the school’s planning cycle. Any changes required are implemented for the following year. the implementation of the Student Discipline in Government Schools policy is aligned with the school’s anti-bullying policy (revised in 2020) |

**Pretty Beach Public School Student Discipline Policy**

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## Pretty Beach Public School Student Discipline Policy

## Good discipline is fundamental to the achievement of Government priorities for the public school system. In alignment with the *Student Discipline in Government Schools policy,* Pretty Beach Public School Discipline policy contains four components. These are:

## The school discipline code.

## Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.

## Strategies and practices to recognise and reinforce student achievement.

## Strategies and practices to manage inappropriate student behaviour.

## Pretty Beach Public School Discipline code

Pretty Beach Public School seeks to ensure that the school is respectful, safe and inclusive, fostering a supportive learning environment for all. Students are supported to take responsibility for their own learning and behaviour. They are expected to meet the school’s expectations regarding learning, behaviour and attendance. To help create and maintain a positive learning environment, students need to:

• Treat others with respect

• Speak and behave respectfully

• Cooperate with others

• Think before acting

• Care for self and others

• Take care of property

• Follow school rules

• Use words to solve problems

These behaviour expectations are clearly and explicitly taught and reinforced by all teachers and staff across the school. Students demonstrating expected behaviour are recognised and rewarded through the school’s positive reward system.

At Pretty Beach Public School, behaviour aligns with the behaviour code established by the NSW Department of education (see above) and with school PBL values: Excellence, Respect and Responsibility.

## Strategies and practices to promote positive student behaviour

Teachers use a range of intrinsic and extrinsic rewards to recognise and reward expected behaviour. These strategies include (but are not limited to):

* Positive praise – explicit behaviour feedback
* Stickers, stamps, positive written feedback
* “Two glows and a grow” feedback stamp
* Merit awards at weekly assembly, recognising academic progress and effort as well as pro-social or positive behaviour choices
* Principal awards
* Personal Best Certificates
* Own class awards/certificates
* DOJO points
* Class assembly awards
* Whole-school reward days
* Choice of reward
* Prize box
* Whole-class rewards
* Positive phone calls or postcards home/good news letter
* seesaw app
* principal/deputy award
* student work published in newsletter
* executive sticker rewards

The school is strategically aligned to the School Excellence Framework via the successful implementation of PBL –a school wide positive behaviour for learning program. PBL is supported by and aligned with the school Learning and Support Team.

Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing. Successful implementation of PBL is underpinned by the support and commitment of the whole school community.

PBL is based on a three-tiered continuum of prevention and intervention:

* Tier 1 - Universal prevention: school-wide and classroom systems for all students, staff and settings.
* Tier 2 - Targeted interventions: small group systems for students at-risk behaviourally and academically.
* Tier 3 - Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

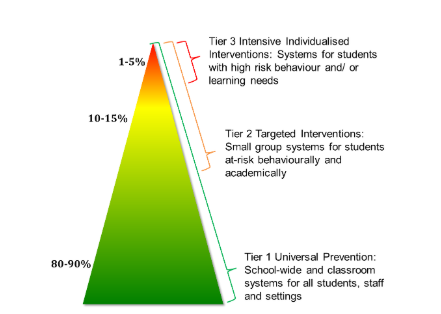
PBL is in its fourth year of implementation at PBPS with the executive team being trained in advanced tiers support. The school plans to implement a school-wide focus on expected classroom behaviour through the delivery of the 8 Effective Classroom Practices professional learning.

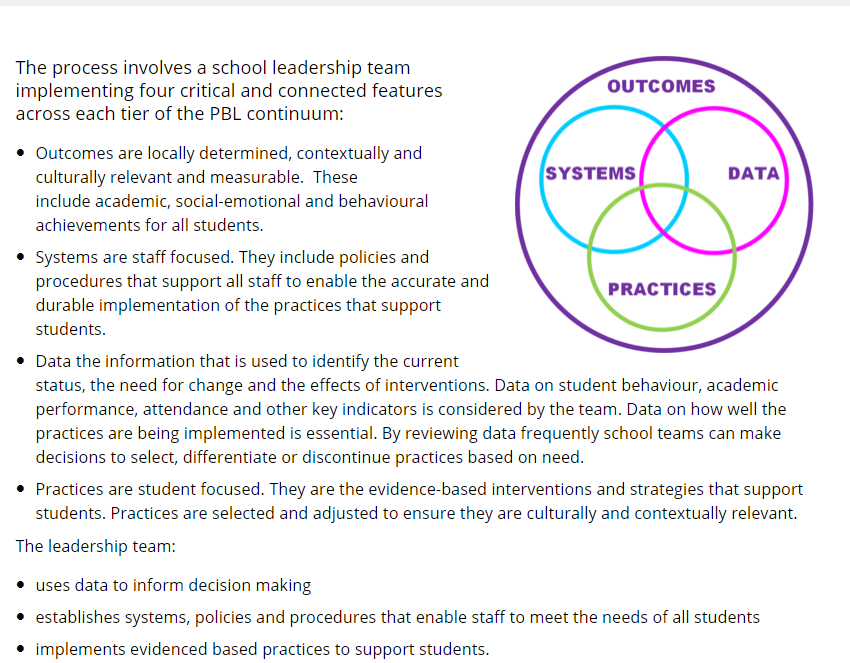
PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL will assist Pretty Beach Public School to develop consistent systems to discourage unproductive behaviour and encourage expected behaviour (tier 1 support).

At tier 1, all students are provided with school-wide and classroom systems to encourage expected behaviour at this universal level. Some students, approximately 10-15 per cent, will respond to Tier 1 supports but may continue to exhibit some difficulties. These students may be need additional academic and/or social-emotional support.

Tier 2 targeted support is provided for these students at-risk of disengagement, both academically and behaviourally. A smaller group of students, approximately 1-5 per cent, may need individualised and intensive Tier 3 supports as well as universal and targeted support.

Schools will build upon the foundations of the school-wide system to support these students. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system.





1. **Strategies and practices to recognise and reinforce student achievement.**

Universal prevention is the most important and powerful aspects of a whole school systems approach to increasing positive student behaviour and recognising and reinforcing student achievement. Universal prevention focuses on preventing problems and creating an environment that supports student learning and wellbeing. Effective, evidence-based classroom management and instruction are critical components of universal prevention, as are clear and varied strategies to recognise and reinforce student achievement. These strategies also assist in creating positive learning environments for all. Establishing strong systems of universal prevention for all students helps to reduce the number of students who need additional support. This helps the school to work more intensively with students who have additional learning and support needs. Strategies and practices to reinforce expected behaviour include:

* Within the classroom and on the playground, teachers use specific management and positive reinforcement strategies to maintain a climate of respect.
* Teachers provide explicit instructions regarding academic and behaviour expectations and provide reminders for students who need a reminder to follow expectations.
* Visual charts are used in the classroom and students collaboratively contribute to the construction of agreed expectations at the start of the year.
* Resources such as Zones of Regulation assists students to monitor their own behaviour in the classroom
* Students are supported through the development of consistent classroom routines, in line with the 8 Effective Classroom Practices.
* Explicit instruction and quality teaching ensures that student needs are recognised and catered for in the classroom with teachers differentiating at point of need. This may mean providing an individualised learning plan or other academic interventions.
* Students have access to speech therapist assessment and interventions as well as a range of academic interventions provided by the school’s Learning Support Team.
* Academic success is recognised and celebrated through merit awards, certificates and a range of positive reinforcement strategies, including, but not limited to, the list above (section 2).
* Acknowledging students’ achievement is also enacted through;
  + School newsletter,
  + Photos or work displayed in classroom and/or school display boards,
  + entry into external competitions,
  + online display opportunities (eg Education Week page on school website)
  + quality work/photos shared through SeeSaw app
  + Classroom merit awards
  + Prizes, stickers/stamps
  + Special privileges
  + DOJO points
  + Recognition through the presentation of awards at school assemblies (merit, citizenship, personal best, principals award)

Our Assemblies form a major part of our rewards system but it is important to recognise that it is only one of many ways student achievement is acknowledged. In general, assemblies:

* Are led by our school captains
* Include the Acknowledgment of Country
* Include the National Anthem
* Include celebration and recognition of student effort and achievement
* Include the presentation of awards from all teaching staff to ensure all skill levels are valued
* Include the presentation of awards from support staff and P&C, on occasion
* Include a feature presentation by a different class each assembly

At each assembly, a ‘mystery teacher’ will choose a class to receive the assembly points for the week. These points are tallied at the end of term to provide a positive award for the winning class.

Special awards may also be presented for:

* Sporting achievements
* Sporting selection
* Public Speaking
* Debating
* Spelling Bee
* Personal Best
* ICAS Certificates (External Exams for the primary grades)
* Citizenship awards
* Contribution to the creative and performing arts
* Other academic achievements

1. **Strategies and practices to manage inappropriate student behaviour.**

Pretty Beach Public School seeks to ensure that the school is respectful, safe and inclusive, fostering a supportive learning environment for all. As clearly set out in the NSW Department of Education Suspension and Expulsion of School Students procedures (2011), *all students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.* To achieve this, all schools will maintain high standards of student behaviour.

There are clear consequences for behaviour which does not meet the NSW student code of conduct expectations.

Students are provided with reminders relating to behaviour expectations, if their behaviour is inconsistent with the school discipline code. Continued behaviour will be managed by the teacher on a case-by-case, individualised basis. The management strategies may include, but are not limited to:

* Modelling expected behaviour
* Rule reminder
* Student contract
* Student interview
* Time out in the classroom area via STOP
* Time out in another class via STOP
* Withdrawal from planned, non-curricular class activities
* Reflection sheets
* Discussion and planning time with assistant principal
* Missing play to walk and talk with teacher
* Phone call/letter home
* Consideration of learning needs/academic intervention
* Goal setting/positive reward intervention
* Parent meetings
* Assisted apology
* Restitution
* Restorative justice
* Warning of suspension/suspension from school.

**Suspension processes.**

There are clear consequences for behaviour which does not meet the NSW student code of conduct expectations. In cases of unacceptable student behaviour, it is in the best interests of the school community and/or involved students, for a student to be removed from the school for a period of time. Suspension or expulsion are the options available to the principal in these situations. A student may be suspended or expelled from school for serious breaches of the school's Discipline Policy.

Suspension is not intended as a punishment. It is a strategy for managing inappropriate behaviour within a school’s student welfare and discipline policies and is most effective when it highlights the parents’ responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.

The goal at Pretty Beach Public School is to collaboratively work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.

Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. In some cases, suspension from school allows the school the necessary time to put measures in place to ensure the safety of students and staff.

For the majority of students, suspension allows time for the student 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.

Suspension may be proceeded by a Warning of Suspension (Wos) for behaviour which is considered to be continued disobedience or aggressive behaviour. This provides the student and family with a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future.

A warning of suspension applies for the following ten days after notification. During this time, the student is supported to manage their behaviour to align with the school discipline code. During this time, any aggressive or consistently disobedient behaviour may result in the student being suspended from school.

In some cases, the *NSW Department of Education Suspension and Expulsion of School Students – Procedures 2011* states that a student is to be suspended immediately, without a warning of suspension. Immediate suspension will occur if the student:

* is physically violent, resulting in injury
* is violent towards others, seriously interfering with the safety and wellbeing of others
* is in possession of a prohibited weapon, firearm or a knife (without reasonable cause),
* uses, supplies, or is in possession of, a suspected illegal substance. 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 school discipline policy 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. The policy also applies to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities (eg excursions). The discipline policy and process also applies to student behaviour which involves students using social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues, both on or off site.

## Short and Suspensions

The principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

1. **Continued Disobedience.** This includes, but is not limited to: breaches of the school discipline policy such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
2. **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email, social media or SMS text messages.

Teachers are expected to manage minor behaviour incidents that occur in the classroom or playground using the **Strategies and practices to manage inappropriate student behaviour** listed in section 4 of this document.

Process for responding to serious behaviour which may result in WOS/suspension:

* If a student is continually disobedient or engages in aggressive behaviour, this is referred immediately to an assistant principal who will investigate the incident.
* The assistant principal will conduct a formal disciplinary log to investigate the incident and details of the allegation.
* During this interview, the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s).
* The assistant principal records the key features of the interview in writing.
* For young students and those with certain disabilities, it may be advisable to have a parent present during the interview.
* Based on the formal interview, the assistant principal may recommend the following:

☐ Support strategy: (providing specific details of recommended strategy)

☐ Warning of suspension (for continued disobedience/aggressive behaviour)

☐ Suspension (short) (for continued disobedience/aggressive behaviour)

☐ Suspension (long) for the following:

☐ physical violence ☐ use of a weapon/implement as a weapon

☐ illegal substance ☐ serious criminal behaviour

☐ persistent or serious misbehaviour

In determining whether a student’s misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students. The principal (or delegated relieving principal) will exercise their authority to suspend a student whilst considering their responsibilities to the whole school community and to the principles of procedural fairness.

**School Leader responsibilities**

* Following a decision to suspend, the school is required to make contact with the child’s parent or caregiver and a suspension resolution meeting must be convened by the principal at the earliest opportunity.
* The principal ensures that no student is sent home from school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school.
* The principal must ensure that adequate supervision is provided for that student at school until those arrangements are made.
* Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification. Reasonable steps must be taken to ensure that the notification is delivered, if necessary in an alternative form.
* At the time of the suspension notification, parents must be provided with the abridged version of the *NSW Department of Education Suspension and Expulsion of School Students – Procedures 2011* document (see Appendix), as well as the school’s discipline code and information about appeal rights.
* Student work will be provided for the duration of the suspension. Parents are able to request additional work, if required, by contacting the school office.
* The principal, in conjunction with parents/caregiver, will utilise the school, local Department of Education and Communities staff and other available resources in seeking a means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting.
* The assistant principal will alert the student’s teacher as well as the school learning support team and school counsellor, providing notification of the suspension.
* The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.
* If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.
* If a student does not have a parent who can attend a suspension resolution meeting, the principal should ensure that the student is fully informed about the resolution meeting and encourage the student to nominate a support person to be present.
* A full record should be made of the outcomes of the suspension resolution meeting. This should be retained on a file at the school. A copy should be provided to the student and the parents.
* Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension. The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed.
* If learning and support strategies and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions, a longer suspension or alternative educational programs must be considered. Each case will be different and the action needs to be appropriate to the individual circumstances of the case.
* Alternative educational programs which could be considered for the student should be discussed with the learning and engagement officer. Any such programs must have been approved in accordance with departmental policy.

**Long suspensions**

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. Where long suspension is being considered, the student must be able to have an appropriate observer of their choosing present at the formal disciplinary interview. Principals can impose a long suspension for:

* **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, firearm or knife**: When the student uses or possesses a weapon, which is listed in Schedule 1 of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
* **Possession or use of a suspected illegal substance:** Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.
* **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon in a way, which seriously interferes with the safety and well-being of another person. This includes an offensive implement, which is anything made, or adapted to cause injury to a person.
* **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises.
* **Persistent misbehaviour:** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

The processes of notification and resolution for a long suspension are the same as those provided above for short suspensions. Referral to the school counsellor must be considered if this has not already occurred. As in a short suspension, a suspension resolution meeting following a long suspension must be convened at the earliest opportunity. The recommendations of the school counsellor and any recommendations from the school learning support team should be discussed at this resolution meeting. A full record should be made of the outcomes of the suspension resolution meeting. This should be retained on a file at the school. A copy should be provided to the student and the parents.

Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension. The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed.

**Expulsion**

In serious circumstances of misbehaviour, the principal may expel a student of any age from the school. Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the Director, Public Schools NSW.

When considering expelling a student for misbehaviour, the principal must:

* ensure, except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented
* convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For young children and children with certain disabilities it may be advisable to have a parent present at the meeting. The key features of the interview should be taken down in writing
* place the student on a long suspension pending the outcome of the decision making process (refer to sections 6 and 7). This action should be taken irrespective of any action by another agency, including the NSW Police Force
* notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
* obtain and consider a school counsellor report that includes recommendations for further action
* provide the parents with a copy of all documentation on which the consideration of expulsion is based
* allow seven school days for students and parents to respond
* consider any response from the student and parents before proceeding further
* discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal (if the expulsion were to proceed). This could be done by telephone or in a meeting.

## Pretty Beach Public School Discipline Policy reviewed: September 2020. To be ratified by PBPS P&C and to be reviewed as necessary.

**Appendices Follow**

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| Playground incident notification |
| Classroom Incident notification |
| Warning of suspension letter |
| Formal disciplinary Log |
| Short suspension letter |
| Long suspension letter |
| Suspension resolution letter |
| Post suspension readmission agreement |
| Code of conduct |
| What does it mean if my child is suspended |
| Parent information (required by policy) to be provided, following suspension |