

2016 GUIDELINES ON MANAGEMENT OF STUDENT BEHAVIOUR AT PEGWOOD PS

This document contains information on school rules, student rights and responsibilities and explains the steps for dealing with management of student behaviour at Pagewood Public School. It has been written so that students, parents and teachers will understand what type of behaviour is expected and what will happen when students misbehave.

- For the students, this system means that they have to make decisions about their behaviour and they will know what is expected of them and others.
- For parents, this policy provides information that will assist them to discuss behaviour problems with their children and to provide necessary guidance and support.
- For school staff it is hoped that inconsistent disciplinary action can be avoided.

STATEMENT OF PURPOSE

Principles underpinning our school's Guidelines for Management of Student Behaviour:

- Learning will only prosper in a safe and happy environment.
- All children deserve to be treated fairly and valued as individuals.
- Behaviour is purposeful, and children choose behaviours to satisfy a need.
- Children should understand the consequences of appropriate and inappropriate behaviour.
- Children who exhibit inappropriate behaviours need support and assistance.
- All procedures must be fair.
- Parents should be informed regularly in formal and informal ways about their child's behaviour.
- The partnership between school and community is based on shared responsibility and mutual respect.
- The policy may apply outside school hours and off school premises where is a clear and close connection between the school and the conduct of students.

Outcome: Our school environment will be one which is cohesive, disciplined, safe and orderly, and in which students will be happily engaged in educational programs.

Student outcomes

- Students will be able to learn without disruption from inappropriate behaviour by other students.
- Students will be safe in the school environment.
- Students will know what is expected of them.
- Students will accept difference.
- Students will be respected and supported in all aspects of their schooling.

SCHOOL RULES

The Pagewood PS rules reflect the 9 core values of NSW government Schools (integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, democracy). Our rules are based on the Department of Education [Behaviour Code for Students](#).

CORE RULES IN NSW GOVERNMENT SCHOOLS

All students in NSW government schools are expected to:

- Attend school every 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 & others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour will be addressed.

CORE RULES OF PEGWOOD PUBLIC SCHOOL ([see posters](#))

- **BE FAIR**
- **BE SAFE**
- **BE RESPONSIBLE**
- **BE CO-OPERATIVE**

All students will be reminded of specific [rules for the fixed play equipment](#) annually.

Regular reminders will be given to students and teachers of [routines and procedures](#) at Pagewood PS.

SCHOOL ATTENDANCE

Once a student has enrolled in the school they are required to attend every day. Dental and medical appointments should be made outside school hours. If a student is absent, they must give the class teacher a written note when they return to school. The note should state the reason for the absence. If a student is going to be absent for more than a week, please phone the school initially and send a written explanation when they return. We are required to record all absences in the class roll and file all notes for twelve months. Should a student have a series of unexplained absences or develop a pattern of irregular attendance, they will be referred to the Home-School Liaison Officer who will contact the parents and possibly make a home visit.

SCHOOL ACTIVITIES / EXCURSIONS / SPORT

At all times, students must conduct themselves in a manner that will be a credit to them and to the school. The Behaviour Code applies to students while travelling to and from school or participating in school excursions or sport, or while wearing school uniform.

USE OF MOBILE PHONES OR OTHER PERSONAL DEVICES

Students who bring mobile phones to school do so at their own risk and are responsible for their security. The school will not accept any responsibility for any loss or damage. Parents should note that secure storage of students' personal property is not available at this school.

If students use mobile phones inappropriately, depending on the circumstances, action may include the following:

- banning students from using mobile phones during the course of the school day;
- confiscating mobile phones from individual students;
- applying student disciplinary provisions as per this Behaviour Code.

Generally, a mobile phone will be used inappropriately if it:

- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school;
- threatens or is likely to threaten the safety or well-being of any person;
- is in breach of any law.

Inappropriate use of mobile phones will include students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video, social media or other data transfer system available on the phone.

Mobile phones are to be switched off during class time.

STRATEGIES & PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT

- **Curriculum:** Within the level of resources available, our school will provide a program of learning, appropriate to each child's needs and abilities and where possible, also provide support programs.
- **Learning Support Team (LST):** The learning support team consists of the principal, the school counsellor, the LaST and the teacher of the child being referred. The LST determines school needs and priorities, determines resource needs, evaluates educational programs and supports individual teachers to meet the learning needs of students.
- **[Anti-bullying Policy](#)** - see link.
- **Student leadership:** The student leadership group is chosen from Year 6. Student leaders are expected to maintain a high standard of behaviour and support school staff in implementing the Fair Discipline Policy.
- **Buddy program:** Kindergarten students are supported by a "buddy" from Stage 3 during their Orientation to the school and then during their first few weeks of attendance.
- **[Quality Teaching practice](#)**
- **Support programs:** Where it is considered necessary, the Principal, with the support of the School Counsellor, will ensure that an appropriate support program will be provided to students with learning difficulties or social interaction problems. Such programs may be school based or require the assistance of outside support and expertise. At all times parents will be informed of these options and invited to participate in the decision making process and implementation of the programs if applicable.
- **School uniform:** The parents of children at this school support the wearing of full school uniform. This has been a tradition at Pagewood and reflects the community's values, ratified by the P&C.

- **Anti-Racism**: The NSW Department of Education rejects racism in all its forms and is committed to the elimination of racial discrimination. All teachers have responsibility for resolving less serious complaints between students and then reporting the incident to the ARCO for recording. As part of the Department's commitment to anti-racism each government school has an Anti-racism Contact Officer (ARCO). Serious complaints about racism should be directed to the ARCO, Miss Best.

STRATEGIES & PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The school fosters a positive classroom and playground environment with praise for both individual and group effort and achievement. Consistent, positive reinforcement is provided in a variety of ways.

- Verbal praise and encouragement
- Class stickers, merit awards and certificates
- Class awards
- Awards and certificates at school assemblies
- Students acknowledged in the Weekly Newsletter
- Sporting representation
- Trophies and ribbons
- Speech Day awards
- Nominations to attend external courses and presentations
- Student of the Week
- Allocation of Class Responsibilities
- Personal Development Programs
- Positive feedback to students from teachers and peers
- Written acknowledgement on work efforts.
- Acknowledgement at school assemblies
- Lining up awards
- Honour Awards
- Assembly Conduct Award

HONOUR AWARD SYSTEM

This behaviour system has been designed to recognise and reward the students who are obeying the school rules of:

- Being fair
- Being safe
- Being responsible
- Being co-operative

Every Wednesday, all of the teachers in the school (including Librarian, EAL/D, French, Mandarin etc) will be given a sheet of 10 Honour Awards. During the week, teachers will award the students who are consistently behaving appropriately in class.

When a student has 10 Honour Awards, they give them to their teacher so they can be counted, stapled and their full name and class is written on the front award. This pile of Honour Awards will then be taken to the front office.

Students are responsible for taking care of their own Honour Awards. No replacements will be given for lost or misplaced awards.

- ❖ When a student receives 10 Honour Awards they will be rewarded with a Rainbow Award at assembly.
- ❖ When a student receives 20 Honour Awards they will be rewarded with a Silver Award at assembly.
- ❖ When a student receives 30 Honour Awards they will be rewarded with a Gold Award at assembly. A photo will be taken of the student and displayed in the school until the end of the following year.

The count of Honour Awards begins at the beginning of each year. Previous year's awards are not carried forward.

STRATEGIES & PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

The following guidelines will be used for children who are unable to follow school rules **in the CLASSROOM:**

Teachers will minimise unacceptable behaviour by recognition of good behaviour by school-wide systems and each teacher's in-class practices.

In-class management of inappropriate behaviours by class teacher will include counselling of the student by the teacher, and use of a range of consequences.

To begin with, if a student acts inappropriately, a verbal warning is given to him/her. Clearly tell the student what he/she needs to do eg. If the child is calling out tell him/her, "You need to put up your hand".

If a student continues to behave in an unacceptable manner in the classroom, the following steps are a guide for teachers' actions:

Step 1: Record his/her name on the board. Clearly tell the student what he/she needs to do.

Step 2: Place a cross (x) next to his/her name. Consider whether it is needed to move the child to an alternative space in the classroom for the minimum amount of time needed to settle behaviour. (See Policy: [Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms](#))

Step 3: Place a 2nd cross (xx) next to his/her name. The student may need to have a conference with the teacher at the next break. Consider whether the student will be sent with an explanation to either a buddy teacher or the Assistant Principal for the minimum amount of time needed to settle behaviour. If referrals to the buddy teacher / Assistant Principal continue multiple times in the same week, the teacher contacts the parent to inform them of the student's unacceptable behaviour. (See Policy: [Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms](#))

Repeat procedures if unacceptable behaviours recur and liaise with Assistant Principal at next break.

The Assistant Principals will decide if continued disobedience or misbehaviour is serious enough to be referred to the principal.

Continuation of referrals to the Assistant Principals or Principal for continued disobedience, aggressive behaviour or an occurrence of serious misbehaviour, may result in:

- elimination from desired non-curricular activities;
- conferencing with teacher and/or Assistant Principal (1.30 – 1.50) until behaviour improves. This may be undertaken in a classroom/office or may involve walking with the teacher while on duty;
- suspension, according to the NSW Department of Education, " Suspension and Expulsion of School Students, Procedures – 2011".
https://www.det.nsw.edu.au/policies/media/media/socialinclusiondownloads/suspol_07.pdf

At all points above, a variety of strategies for managing misbehaviour may be used.

The following guidelines will be used for children who are unable to follow school rules **in the PLAYGROUND:**

Teachers will minimise unacceptable behaviour by recognition of good behaviour by school-wide systems and each teacher's own practices.

One Assistant Principal will oversee K-2 students and the other Assistant Principals will oversee Y3-6 students.

Teachers supervise their allocated area of playground to avoid incidents of unacceptable behaviour.

If a student/s acts in an unacceptable manner, the teacher on duty completes the Playground Log. This information is transferred onto a spreadsheet each week and reviewed.

The following outline is a non-prescriptive guide for dealing with repeated unacceptable behaviour in the playground:

Each year, the Assistant Principals are allocated grade groups for which they will be responsible. Teachers must actively supervise their allocated area of playground to avoid incidents of unacceptable behaviour.

If a student acts in an unacceptable manner, recommended guidelines are:

Minor Incident

- The teacher on duty is to speak with the student about his/her behaviour.
- The teacher is to use his/her professional judgement to decide on the consequences...
 - Pick up papers
 - Stay with the teacher
 - Sit down for 5 minutes
- If the student behaves again in the same unacceptable manner, the teacher will speak to the student about his/her behaviour.
- The student will then have to sit down for the remainder of the break.
- In this case, the teacher on duty will have to record the incident in the behaviour log which is located in the staffroom, next to the door to the playground.

More Serious Incidents

- Teacher is to speak with the student about his/her behaviour.
- The student will be instructed to sit down at a table under the little COLA for the remainder of the break.
- The teacher on duty must investigate the incident and let the relevant AP know what has happened.
- The teacher on duty will also record the incident in the behaviour log which is located in the staffroom, next to the door to the playground.
- The AP may then contact the parents of the student involved in the incident or may choose to further investigate the incident.
- The AP will decide on the consequences of the student's unacceptable behaviour.

At all points above, a variety of strategies for managing misbehaviour may be used.

Teachers use a range of strategies and practices for managing unacceptable behaviour. Possible consequences for unacceptable behaviour will depend on the particular behaviour exhibited and could include the following:

- Reprimand
- Teaching of acceptable behaviours
- Social skills training
- Redirection to other tasks
- Written apology
- Meeting with parents
- Counselling by teachers
- Loss of privilege
- Completion of work at recess periods
- In-class isolation (time-out desk)
- Support desk in alternative room
- Sitting on seats in playground
- Suspension
- restitution
- Referral to school counsellor
- Referral to support services
- Restriction on playground use
- Removal from playground
- Individual behaviour plan
- withdrawal from activities;
- supervised detention in classroom
- parent/principal interview
- consideration by the Learning Support Team (LST)
- risk assessment/management
- monitoring cards
- Assistant Principal Behaviour
- alternate education programs/support classes.

SERIOUS MISBEHAVIOUR

The document "Suspension and Expulsion of School Students, Procedures – 2011" outlines consequences of serious misbehaviour. Some excerpts of this document follow. The full document can be obtained from the principal.

6.1.3 In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

6.1.5 .. principals must suspend immediately...any student who:

is physically violent

is in possession of a firearm, prohibited weapon...or knife (without reasonable cause)

uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance

6.2.1 Short suspensions may be imposed for the following reasons and will be reported in the following categories:

Continued disobedience. This includes but is not limited to, breaches of school discipline code such as refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or persistent use of tobacco.

Aggressive behaviour This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

ROLES IN IMPLEMENTATION OF THE POLICY ON MANAGEMENT OF STUDENT BEHAVIOUR:

Parents

Parents will be encouraged to:

- participate in the learning of their children and the life of the school;
- share responsibility for shaping their children's understanding about acceptable behaviour;
- work with teachers to establish fair and reasonable expectations of the school; and
- support the school in the implementation of the school discipline policy.

Teachers

Teachers are expected to:

- participate in the development of the school Behaviour Management Policy;
- support its effective implementation;
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents; and
- develop effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Principal

The Principal will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school;
- strategic issues identified in reviews are incorporated into the school plan; and
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.

Students

Students are expected to:

- follow the discipline code or school rules and to 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 or intimidation;
- contribute to the provision of a caring, safe environment for fellow students, staff and parents;
- participate actively in the learning and teaching process; and
- practise peaceful resolution of conflict

RELATED STATE OR DET POLICIES:

- [Behaviour Code For Students](#)
- [Core Rules in Government Schools](#)
- [Student Discipline in Government Schools](#)
- [The School Uniform Policy](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)
- [The School Attendance Policy](#)
- [Suspension and Expulsion of School Students Procedures - 2011](#)
- [Anti-Racism Policy](#)
- [Anti-Racism Education: Advice For Schools](#)
- [Values in NSW Public Schools](#)
- [Work Health and Safety Policy](#)
- [Disability Discrimination Act \(1992\)](#)
- [Disability Standards For Education](#)

COMMUNITY PARTICIPATION

The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with the teachers. In accordance with the Student Welfare Policy of the Department of Education and Training, this school aims to enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community;
- fostering close links with the wider community;
- encouraging links between parent and student representative groups;
- inviting parents to share their skills and experiences in the school community;
- supporting students and their parents in making decisions about learning programs; and
- recognising students' families, cultures, languages and life experiences.

Activities designed to promote opportunities for community participation include:

- Parent /teacher nights
- Newsletters
- Mentors/ reading/ uniform shop etc
- P&C
- LST meetings
- Surveys
- Education week
- Presentation days
- Excursions
- School projects/ initiatives