SCHOOL DISCIPLINE POLICY

OUR VISION STATEMENT

At Gillieston Public School, we are safe, respectful learners striving for personal best in a happy and friendly environment.

<table>
<thead>
<tr>
<th></th>
<th>Universal Expectations</th>
<th>Playground Expectations</th>
<th>Classroom Expectations</th>
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<tbody>
<tr>
<td>Safe</td>
<td>✓ Walk on hard surfaces</td>
<td>✓ Stay in bounds</td>
<td>✓ Walk Safely</td>
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<tr>
<td></td>
<td>✓ Keep hands and feet to self</td>
<td>✓ Play right games in right place</td>
<td>✓ Keep hands and Feet to Self</td>
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<tr>
<td></td>
<td>✓ Stay in the right place</td>
<td>✓ Always wear school hat</td>
<td>✓ Stay in the Right Place</td>
</tr>
<tr>
<td>Respectful</td>
<td>✓ Speak and act nicely to others</td>
<td>✓ Follow the rules of the game</td>
<td>✓ Care for people and their property</td>
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<tr>
<td></td>
<td>✓ Stop, look and listen</td>
<td>✓ Play so that everyone has fun</td>
<td>✓ Speak and Act Nicely</td>
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<tr>
<td></td>
<td>✓ Care for people and property</td>
<td>✓ Put rubbish in the bin</td>
<td>✓ Stop, look and listen</td>
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<tr>
<td>Learners</td>
<td>✓ Follow instructions</td>
<td>✓ Have a plan</td>
<td>✓ Follow instructions</td>
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<tr>
<td></td>
<td>✓ Do your best always</td>
<td>✓ Learn how to play co-operatively</td>
<td>✓ Do your best</td>
</tr>
<tr>
<td></td>
<td>✓ Be ready to learn</td>
<td>✓ Be a problem solver</td>
<td>✓ Be ready to learn</td>
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</table>
BEHAVIOUR CODE FOR STUDENTS

Gillieston Public School’s behaviour expectations are consistent with the Department of education’s Behaviour Code for Students. NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

✓ Respect other students, their teachers and school staff and community members
✓ Follow school and class rules and follow the directions of their teachers
✓ Strive for the highest standards in learning
✓ Respect all members of the school community and show courtesy to all students, teachers and community members.
✓ Resolve conflict respectfully, calmly and fairly
✓ Comply with the school’s uniform policy or dress code
✓ Attend school every day (unless legally excused)
✓ Respect all property
✓ Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
✓ Not bully, harass, intimidate or discriminate against anyone in our school.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

STRATEGIES AND PRACTICES TO PROMOTE, RECOGNISE AND REINFORCE APPROPRIATE STUDENT BEHAVIOUR

POSITIVE BEHAVIOUR FOR LEARNING PROCESSES
Staff, students and parents/carers are involved on the processes determining the School Discipline Policy through consultation and collaboration. Behaviour Expectations are explicitly taught to students and data is used to drive target behaviours or target areas in the school. Captain Gillo was chosen at the end of 2014 to be our school mascot and help students remember to be Safe, Respectful Learners.

STUDENT LEADERSHIP
i. School Captains, Vice Captains and Prefects
Student executive are elected from Year 6, by the students from K-5, to fill positions determined by voting with no more than 2 Captains, 2 Vice Captains and 4 Prefects.
Nominations or executive positions will be forfeited if the student has more than 3 Behaviour Notifications in a semester or have been suspended during Year 5.

iii. Student Representative Council

ii. Sport House Captains and Vice Captains
Two Captains per Sporting House (Maxwell, Dawson, Gillies and Walsh) are elected from Year 4/5/6 students. They are responsible for helping organise school sports.

NB: Students are to hold only one of the above positions.

STUDENT RECOGNITION AND CELEBRATIONS
i. School Assembly
K-6 Assemblies occur each Friday morning where awards are presented for:
- Classroom Merit
- Reading
- Sporting
- Principal
- Individual Achievement
- Individual Performance
Assemblies are hosted by three Year 6 students on a rotation basis. Classes may also display classroom work or performing arts items.

ii. Individual / Group / School / Recognition
- Ongoing, regular contact with parents through school weekly newsletter
- Fostering positive relationships with local media to promote public acknowledgement of the school and individual achievements
- Participate in festivals, concerts and performances as school representatives
- Access Gifted and Talented Enrichment Programs
- Education Week, Book Week and school Open Days
- Displays
- Peers Support Programs, Kinder Buddy Programs
- Interschool, PSSA and representative Sport Programs
- Internet Home Page
- End of Year Presentation
- Gillo Gold Reward Day
iv. Classroom Reinforcement and Recognition

- Positive verbal and other reinforcement
- Privilege (computer time, quiet reading time, drawing time or ‘free play’)
- Certificates, Awards, Home Reading Awards
- Displaying students work in classrooms and school
- Presenting work to other teachers, classes and Principal
- Progress Charts
- Reward Charts
- Notes to Parents
- Establishing and fostering positive relationships
- Achievements published in newsletter
- Gillo Gold Reward Days

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

It is expected that active supervision by staff will promote positive behaviour choices. Some active supervision features include:

- Knowing the expectations for the area
- Actively participating in teaching the expectations for the area
- Moving continuously, purposefully and unpredictably throughout the area being supervised
- Maintaining close proximity with students
- Initiating frequent and varied contact with students
- Having more positive interactions with students than corrective, instructional or negative interactions
- Having a system of positive reinforcement to acknowledge appropriate behaviour
- Handling minor rule violations quickly, privately and neutrally, and then follow up with a positive interaction
- Providing corrections quickly and consistently with an instructional focus
- Staying calm, controlled and professional when providing corrections
- Acknowledging student co-operation following a correction
- Knowing the procedures for serious or crisis situations.
## RESPONDING TO INAPPROPRIATE BEHAVIOURS

<table>
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<tr>
<th>Technique</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Proximity Control</strong></td>
<td>This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength and helps the student to control his/her impulses by teacher proximity.</td>
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<tr>
<td><strong>Touch Control</strong></td>
<td>A gentle touch on the shoulder or back of the chair while moving around the room may serve to avert the student who is moving, turned away or making noise.</td>
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<tr>
<td><strong>Signal or Non-verbal Cue</strong></td>
<td>Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a handclap, finger snap, clearing one’s throat, etc. Such a simple cue of the student’s behavior suggests that the teacher is aware of the behavior and is prepared to intervene if it continues. This works best when the teacher has a relationship with the student(s).</td>
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<tr>
<td><strong>Ignore/Attend/Praise</strong></td>
<td>This technique is based on the power of praise or positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behavior, attention and praise is then provided.</td>
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<tr>
<td><strong>Re-direct</strong></td>
<td>This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct included a specific re-statement of school wide expectation. A re-direct emphasizes “what” of the behaviour instead of the “why”.</td>
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<tr>
<td><strong>Re-teach</strong></td>
<td>Re-teaching builds on the re-direct above and re-teaches the specific behaviour or routine. Done privately, it capitalizes on the teachable moment to review the expectation more thoroughly yet briefly. Just as in instruction, you label the skill, teach and show and give the student immediate opportunity to practice by demonstrating the behavior, praise should follow.</td>
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<tr>
<td><strong>Provide Choice</strong></td>
<td>Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred behaviour or a less preferred choice. When the options are paired in this way, students will often make the preferred choice. Pause after providing the choice and when the student chooses wisely, provide praise.</td>
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<tr>
<td><strong>Student Conference</strong></td>
<td>This is a lengthier re-teaching or problem solving opportunity when the behaviour is more frequent or intense. The behavior of concern is discussed, the desired behavior is taught, reasons for the desired behaviour are explored and a plan made to ensure the behavior is used in the future. A student conference might include practice.</td>
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PRINCIPLES OF PROCEDURAL FAIRNESS

Procedural fairness is generally recognised as having two essential elements.

- The right to be heard which includes:
  - The right to know why the action is happening
  - The right to know the way in which the issues will be determined
  - The right to know the allegations in the matter and any other information which will be taken into account
  - The right of the person against whom the allegations have been made to respond to the allegations.

- The right of a person to an impartial decision which includes:
  - The right to impartiality in the investigation and decision making phases
  - The right to an absence of bias by the decision maker.
**Gillieston PS Behaviour Management System**

**Classroom Consequences**

### Type A Behaviours
- Calling out/off task
- Out of seat
- Interfering with other work
- Mock/play fighting,
- Running on hard surface
- Slow to comply
- Isolated put down
- Swearing at others

**Prompt, re-direct, re-teach, provide choice (re-engage or consequence—in class timeout) or conference. Record in Teachers' Records**

### Type B Behaviours
- Continued Type A behaviours
- Unsafe behaviour, throwing objects, tackling, pushing, tripping, shoving
- Disruptive behaviours, persistent arguing with student/staff, not following instructions

**Send to Reflection Room for session with work and Reflection Sheet. CT to prompt, re-direct, re-teach, provide choice (re-engage or consequence—in class timeout) or conference. Record in SENTRAL**

### Type C Behaviours
- Continued Type B behaviours
- Stealing
- Bullying, aggressive behaviour, standing over others, biting, hitting, kicking, pinching
- Swearing abusively at adult

**Send to Reflection Room for day with work and Reflection Sheet. Possible suspension warning. Parent notification. CT to conference. Record in SENTRAL**

### Type D Behaviours
- Continued Type C behaviours
- Physical violence resulting in injury, or whose violent behaviour seriously interferes with the safety and well-being of others.
- Possession of a firearm, prohibited weapon.
- Uses, supplies, or is in possession of a suspected illegal substance.

**Suspension warning. Suspension Record in SENTRAL**
**Gillieston PS Behaviour Management System**

**Playground Consequences**

### Type A Behaviours
- No hat
- Out of bounds
- Interfering with other play
- Mock/play fighting, careless contact in game
- Running on hard surface
- Slow to comply
- Isolated put down
- Careless use of equipment
- Swearing

- **Duty teacher to investigate**
  - Prompt, re-direct, re-teach, provide choice (re-engage or consequence—shadow teacher) or conference.
  - Record in Teachers’ Records

### Type B Behaviours
- Continued Type A behaviours
- Unsafe behaviour, throwing objects, tackling, pushing, tripping, shoving
- Disruptive, disrespectful behaviours, persistent arguing with student/staff, not following instructions
- Invading privacy

- **Duty teacher to investigate**
  - Send to Reflection Seat.
  - DT to prompt, re-direct, re-teach, provide choice (re-engage or consequence—in class timeout) or conference.
  - Record in SENTRAL

### Type C Behaviours
- Continued Type B behaviours
- Stealing, intentional property destruction
- Bullying, physical or verbal aggressive behaviour, standing over others, biting, hitting, kicking, pinching
- Swearing abusively at adult or child

- **Duty teacher to investigate**
  - Notify executive and class teacher
  - Possible Learning Support referral.
  - Send to Planning Room with Reflection Sheet.
  - Possible suspension warning.
  - Parent notification.
  - Record in SENTRAL

### Type D Behaviours
- Continued Type C behaviours
- Physical violence resulting in injury, or whose violent behaviour seriously interferes with the safety and well-being of others.
- Possession of a firearm, prohibited weapon.
- Uses, supplies, or is in possession of a suspected illegal substance.

- **Executive to investigate**
  - **Principal only to suspend**
  - Suspension warning.
  - Suspension
  - Record in SENTRAL
RIGHTS AND RESPONSIBILITIES

**Students:**
At Gillieston Public School each student has the right to:
- be a successful learner who is not distracted by others
- quality education
- be happy and treated with dignity
- work in a safe, healthy environment both in and out of the classroom, free from bullying and intimidation
- have a say in the school’s decision making
- be accepted as an individual
- be heard and listened to
- be in an environment which is safe, healthy and clean

At Gillieston Public School it is the student’s responsibility to:
- be prepared to learn, listen and follow instructions
- be a cooperative class member
- show respect for the school, the environment, others and their belongings
- be positive, showing respect and good manners when in the community
- behave in a safe manner
- be prepared to learn, listen and follow instructions
- be responsible for his or her own behaviour and exercise self control
- respect the right of the teacher to teach
- respect the rights of others
- respect and appreciate differing opinions and cultural, physical and developmental differences

**Teachers:**
At Gillieston Public School each teacher has the right to:
- be treated with respect and courtesy
- teach in a climate free from disruption and where teaching and learning is respected
- be accepted as a professional and an individual and perform their duties to best cater for the needs and talents of their students and themselves
- expect behaviour that contributes to a positive class atmosphere
- have time to work with students as individuals
- receive support from the school community
- expect quality work
- be happy and safe at school
- have a say in school decisions and policy making

At Gillieston Public School it is the teacher’s responsibility to:
- maintain a safe and happy environment
• establish an effective classroom that is conducive to learning and the positive
development of self esteem
• provide the best possible programs to meet the needs, capabilities and aspirations of
each student at their level of development
• monitor and be responsible for their own actions
• be consistent, caring and well prepared
• be involved and contribute ideas in committees, policy formation and designing school
programs
• recognise the rights of individuals
• provide integrated programs which develop self discipline and self awareness
• model and teach the peaceful resolution of conflict
• constantly self evaluate
• communicate appropriately with parents about individual student progress
• provide opportunities for students to take responsibility for their own learning

Parents / Care Givers
At Gillieston Public School parents and care givers have the right to:
• expect a suitable program of learning for their child
• expect maximum learning opportunities
• expect a safe learning environment
• enter into two way communication with the school
• be advised about student attitudes, behaviour and learning
• discuss aspects of their child’s development
• be informed and have input into school decisions and policy making
• to be advised of class structures
• feel welcome in the school and to be treated with respect and courtesy
• expect a safe, healthy, caring and secure environment for their child at school

At Gillieston Public School it is the parent/care givers responsibility to:
• ensure their children take responsibility for their actions
• ensure children have a positive attitude and understand appropriate school behaviour
• promote respect for the school, staff and fellow students
• ensure children understand their responsibility in maintaining a safe school
environment
• ensure child’s punctuality and attendance (follow school processes if late or absent)
• notify the school of change in circumstance
• assume responsibility for their children as they travel to and from school
• be aware of school policies, programs and procedures
• provide their child with the appropriate equipment