



DISCIPLINE PROCEDURES

RATIONALE:

Kegworth Public School is committed to providing a safe, supportive and responsive learning environment for everyone.

The school's focus is to give students and young people the tools to develop strong character qualities and be active learners. These will enable them to succeed, thrive and contribute positively throughout their life.

Setting high standards of behaviour and discipline is fundamental to the achievement of school wide expectations and rules.

Kegworth's Discipline Procedures are based on the following school wide expectations:



- Courtesy
- Care
- Commitment

GUIDELINES:

Students:

Students are expected to contribute to their own learning, wellbeing and safety as well as those of their peers and the collective community within the school.

Students are expected to:

- Respect other students, their teachers and school staff and community members;
- Follow school and class expectations and 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 schools.

This is achieved by:

- clearly defined and negotiated school wide expectations and rules for appropriate behaviour;
- explicit lessons to teach students what is expected of them;
- opportunities to practise appropriate behaviour and receive positive feedback and modelling to reinforce same;
- guidance to develop emotional wellbeing to teach students how to cope with situations, build capacity for self-reflection and resilience;
- the creation of an effective environment that encourages pro-social behaviour and encourages students to:
 - accept responsibility for their behaviour;
 - respect the rights of others;
 - develop a positive self-esteem; and
 - build social wellbeing through positive relationships and connectedness to others.

POSITIVE BEHAVIOUR FOR LEARNING

DISCIPLINE PROCEDURES

ENCOURAGING EXPECTED BEHAVIOURS

The aim of the school's Discipline Procedures is for students to develop strong character qualities such as self – discipline and self – reflection.

To achieve this, it is vital that students are acknowledged and given affirmation for their appropriate behaviour and efforts in the classroom and the school environment.

It is important to plan time to give positive, honest feedback to students about their behaviour and learning.

Teachers will encourage appropriate behaviours by giving verbal positive feedback to students:

1. Describe the behaviour:

- Behaviours are specifically described;
- Express using words of expectations

2. Provide a rationale:

- Explain why the behaviour was important;
- Teach the benefits of the behaviour to students.

3. Positive consequence:

- Always respond with specific positive feedback;
- Student “earns” rewards, teacher does not just “give”.

CLASSROOM

Establish a positive learning environment –

- Discuss the school expectations which outlines the responsibilities of everyone within the school;
- Identify the Department's 'Behaviour Code for Students'
<http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students>
- Negotiate the class rules related to the school expectations and expected behaviours;
- Ensure that the class rules are clear, positively stated and are understandable. This ensures that students are in no doubt as to what is acceptable behaviour;
- Modify teaching of behaviour lessons for students with learning difficulties;
- Outline the procedure for encouraging appropriate behaviour and dealing with problem behaviour.

KEGWORTH POSITIVE RECOGNITION SYSTEM

The school uses the following positive recognition system for:

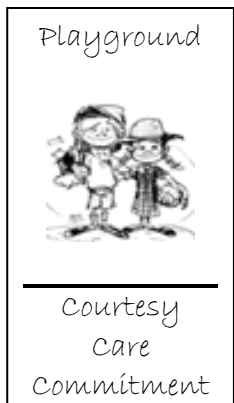
- following school rules and expectations;
- encouraging students for effort, attitude or citizenship

Students will receive:

- a token worth 5 points for following school rules and expectations. These can given by all teaching and administrative staff. Tokens are then placed into the appropriately coloured house box in the classroom.



- a playground token worth 10 points for following playground rules and expectations. Playground tokens are placed into the appropriate house box near the front office.



Student names are drawn from each house box each Friday for Years K – 2 and Years 3 – 6 students.

Students drawn receive a small incentive prize.

Names will then be placed back into the correct box and all names tallied and added to the total house points.

KEGWORTH AWARDS - students will receive:

K25 Awards are worth 25 points and are presented by the classroom teacher each week. Two (2) K25 awards are issued per class each week along with 5 tokens to place into the appropriate house box.

K25 awards are presented in front of the class group.



K50 Awards are worth 50 points. Students must receive two (2) x **K25 Awards** in order to be eligible for a K50 Award. 10 x tokens are awarded for each K50 Award – these tokens are then placed into the appropriate house box.

K50 Awards are presented in front of the either the Years K – 2 Assembly or Years 3 – 6 Assembly each Friday morning (weather permitting). Students will also have their photo displayed on the noticeboard in the front foyer for the term.



K100 Awards are worth 100 points. Students must receive two (2) x **K50 Awards** in order to be eligible for a K100 Award. 20 x tokens are awarded for each K100 Award – these tokens are placed into the appropriate house box.

K100 Awards are presented in front of the Years K – 6 Assembly held twice per term, during Weeks 4 and 8.

Students also have their photo displayed on the noticeboard in the front foyer.



TERM HOUSE POINTS – students will receive:

Student Representative Council (S.R.C.) students are responsible for tallying tokens from classroom boxes and providing them to the house captains. This will be done once a week, at the end of each week.

Each week, class points from each class are collected and overall points are tallied. The term score sheet for each house is displayed near the front office for viewing.

At the end of each term, the winning house will vote on a prize for each student in the house to enjoy. Winning house teams will wear their house colours on the day.

At the end of the year, the overall winning house will vote on a prize for each student in the house to enjoy. The winning house will also receive the “Kegworth Trophy”. All students are permitted to wear the winning house colours on the day.

PROCEDURES FOR MANAGING PROBLEM BEHAVIOUR

Procedures for managing problem behaviour in students take into consideration the school's aim to develop the student's ability to manage their own behaviour and play an active role in the correction of problem behaviours.

Teachers will enable change in problem behaviours by:

1. Calm
2. Consistent
3. Brief
4. Immediate
5. Respectful

RESPONDING TO MINOR PROBLEM BEHAVIOURS – TEACHER MANAGED:

1. Prompt:

- Provide verbal or visual cue.
- Low key response

2. Redirect:

- Re-state the matrix behaviour to the student.

3. Re-teach:

- State and demonstrate the matrix behaviour – if required;
- Have the student demonstrate the expected behaviour;
- Provide immediate feedback to the student.

4. Provide choice:

- Provide student with a statement of two choices – the preferred or desired behaviour and a less preferred choice (logical consequence);
- Pause after providing the choice (give the student a chance to make a decision);
- When the student chooses wisely ie: preferred behaviour – provide immediate positive feedback to the student.

5. Apply logical consequence:

- If student does not choose desired behaviours – consequence is applied;
- Student behaviour is recorded on '**Student (Minor) Behaviour Slip' (SBS)** by teacher (class or specialist)
- Teacher (class or specialist) will use professional judgement to determine whether contact with the student's parent / caregiver is required on this occasion.
This is done either face to face, phone or email contact to inform them of the problem behaviour.
- Teacher (class or specialist) to record any information (e.g. date / time) regarding contact OR 'nil contact' on '**Student (Minor) Behaviour Slip' (SBS)**

This procedure is for 1 day duration. Each day is a new day.

This allows the student to:

- make errors, redeem trust and correct their behaviour.

This allows the teacher to:

- identify that errors signal the need for further teaching in this area.

WHEN REPEATED MINOR BEHAVIOURS BECOME MAJOR PROBLEMS:

Should the student continue to repeat minor problem behaviours, three – five (3 - 5) consecutive times in the same week with the same teacher

OR

the student has received 10 x 'Student Behaviour Slips' (SBS's) over the one term:

Please note: Contact with parents and caregivers by teachers (class or specialist), should be undertaken before any further repeated problem behaviours arise, prior to this stage.

1. Student is sent to the Stage Leader;
2. If sent during class time, student is to be sent with work while in another classroom;
3. At the next available opportunity, Stage Leaders will:
 - re-direct,
 - re-teach,
 - provide choice to the student and
 - apply consequence

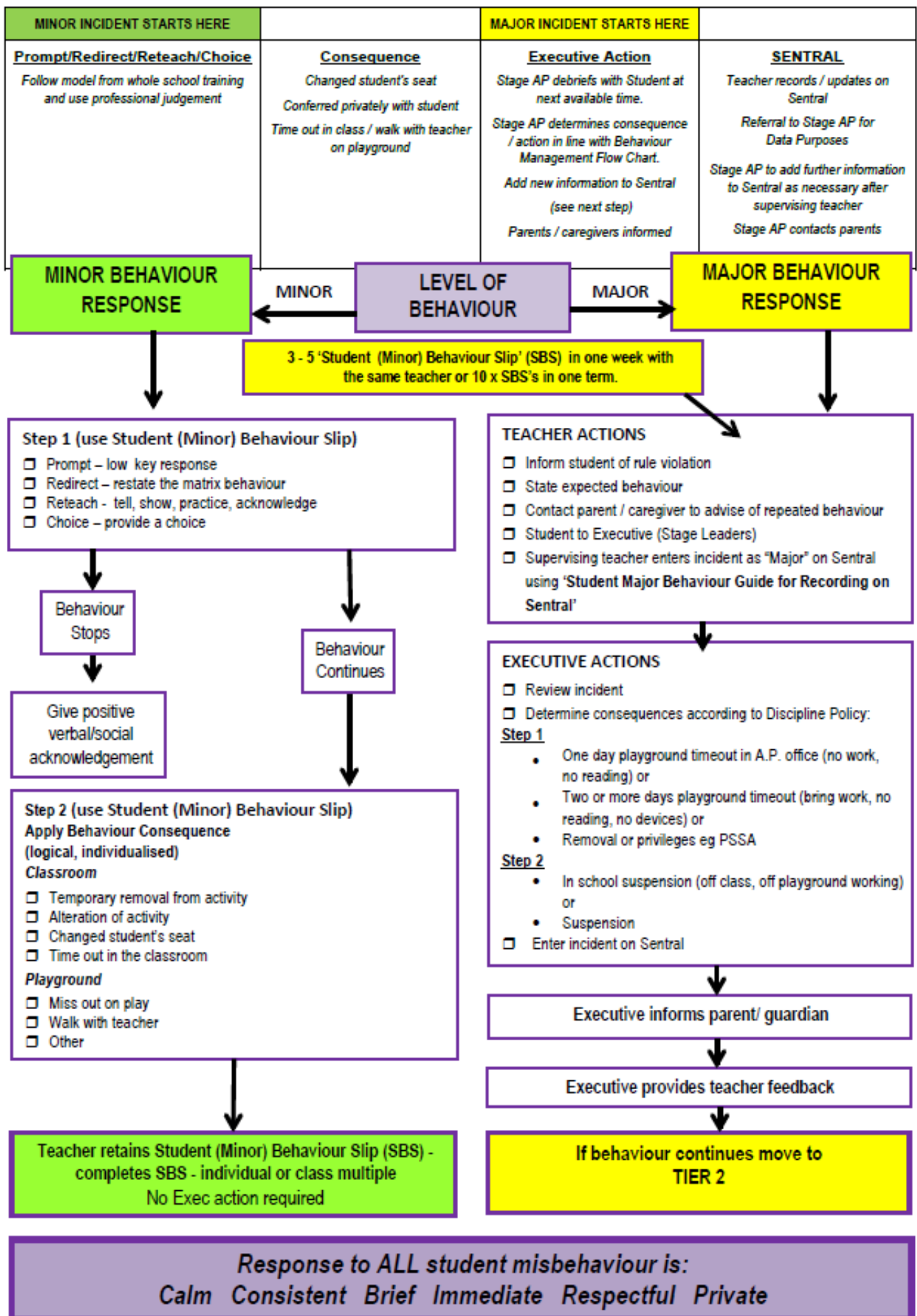
Teacher (class or specialist) records student repeated problem behaviour on **Sentral**, identifying as **"MAJOR"** using **'Student Major Behaviour Guide for Recording on Sentral'**;

4. Teacher (class or specialist) **will once again contact** student's parents and caregivers, to inform them of repeated problem behaviour and / or removal to Stage Leader classroom.
Teacher to record time, date & content of parent communication on Sentral;

RESPONDING TO REPEATED MAJOR PROBLEM BEHAVIOURS – EXECUTIVE MANAGED:

1. Teacher (class or specialist) has provided and updated all relevant information on Sentral;
2. Stage Leader will determine the next course of action (dependent upon severity of problem behaviour), in consultation with School Principal;
3. Stage Leader (and/or School Principal) will contact parent / caregiver to advise of major problem behaviour and consequences;
4. Stage Leader (and / or School Principal) to meet (if required) with parent / caregivers and student to solve problem behaviour;
5. Stage Leader (and / or School Principal) to update any relevant information / communication, actions and teacher notifications on Sentral;
6. For severe major problem behaviours – see Suspension & Expulsion Procedures

Behaviour Management Flowchart


**Response to ALL student misbehaviour is:
 Calm Consistent Brief Immediate Respectful Private**



KEGWORTH PUBLIC SCHOOL

EXPECTATIONS - RULES & RESPONSIBILITIES - 2017

Expectations	All settings						Non Classroom Settings					
	All settings	Classroom	Playground	Bridge	Assembly Hall	Music Hall	Corridors and Stairs	Canteen	Toilets			
We are Courteous	Speak politely Listen to others Cooperate	Speak politely Listen to others Cooperate	Speak politely Use words to solve problems Watch where we are going	Pass others politely	Listen at all times Applaud appropriately Stand up and sit down quietly.	Listen to each other	Give way to adults Walk quietly and are considerate of other classes	Speak politely Line up calmly and stay in our place Wait patiently	Wait patiently			
We Care	Look after all property Are helpful, considerate and friendly	Look after all classroom equipment Are helpful, friendly and honest.	Wear a school hat Include and help others Put rubbish in the bin	Watch out for others Walk on the left	Enter and leave calmly and quietly with a teacher	Look after instruments and put them away carefully	Watch out for others Walk on the left	Assist others with lunch orders Collect lunch orders our partner class partner	Leave the toilets clean and dry Use the soap and paper towel appropriately			
We are Committed	Make good choices Follow teacher instructions Work hard with best effort	Make good choices Follow all teacher instructions Work hard with best effort	Keep safe Stay in school boundaries Play by the agreed rules	Follow Teachers and walk sensibly	Sit quietly and still Leave with our class when directed	Follow all teacher instructions Play instruments and sing sensibly	Stay with our class	Calmly and quickly return to the classroom with the lunch orders	Use the toilet, wash hands and leave			

PROCEDURES FOR MANAGING UNACCEPTABLE BEHAVIOURS – SUSPENSION & EXPULSION PROCEDURES

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 are required to maintain a high standard of student behaviour.

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and / or the student involved, for the student to be removed from the school for a period of time or completely.

Suspension and expulsion are the options available to the Principal in these situations. In such cases of unacceptable behaviour, parents and carers should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved program for personalised learning and support.

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.

With consideration having been given to the factors outlined in 4.4, 4.5 and 4.6 – "*Suspension and Expulsion of School Students - Procedures (2007)*", PD/2006/0316 - Principals must suspend immediately and consistently with these procedures (including procedural fairness) any student who:

- ***is physically violent:***

Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and wellbeing of others, is to be suspended immediately. The matter must also be reported to the School Safety and Response hotline on 1300 363 778 where advice will be provided on managing and reporting the incident.

- ***is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):***

Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.

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

The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. 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 behavior related to the school:***

The matter must be reported to the NSW Police Force immediately and the School Safety and response hotline on ph: 1300 363 778

SHORT SUSPENSION

In circumstances where measures detailed in 6.1.2 above have been unsuccessful in resolving the inappropriate behaviour or the circumstances in 6.1.3 apply, (*"Suspension and Expulsion of School Students - Procedures (2007), PD/2006/0316*) - the Principal may elect 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:

- **Continued Disobedience:**

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

Where the behaviour involves cyberbullying the school's anti-bullying programs are to be implemented. Advice should be sought from the School Safety and Response Hotline on 1300 363 778 as to whether the police should be informed.

LONG SUSPENSION

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.

In determining if a student's behaviour is serious enough to warrant a long suspension the Principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Principals will impose a long suspension for:

- **physical violence:**

Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).

- **use or possession of a prohibited weapon, firearm or knife.**

When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt.

Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys; uses a knife or possesses a knife (without reasonable excuse* as defined by the Summary Offences Act 1988); uses or possesses a firearm of any type (including live ammunition and replica firearms).* Note – "reasonable excuse" includes ceremonial Kirpans carried by Sikhs for religious purposes.

- **possession, supply or use of a suspected illegal substance:**

This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.

- **serious criminal behaviour related to the school:**

This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Principals may also impose a long suspension for:

- **use of an implement as a weapon:**

When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made or adapted to cause injury to another person);

- **persistent or serious misbehavior:**

This includes, but is not limited to:

- repeated refusal to follow the school discipline code;
- threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
- making credible threats against students or staff;
- behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.



STUDENT (MINOR) BEHAVIOUR SLIP (SBS) - 2017

Name: _____ Class: _____

Teacher : _____ Date: _____

Step 1:	Behaviour/Consequence	Teacher Response
1. Prompt		Prompt-Low key responses
2. Redirect		Redirect-rewrite matrix behaviour that we are looking for.
3. Reteach / Choice		Tell, show, practice, acknowledge, provide a choice.
Step 2:	Behaviour / Consequence	Teacher Response
4. Apply behaviour consequences (logical individualised) Behaviour Management flow chart Complete Student Behaviour Report Form.		*Temporary removal from activity *Alteration of activity *Changed student's seat *Time out in the classroom



Student (Minor) Behaviour Slip (SBS) - 2017 - multiple students * Data will be tallied by teachers fortnightly to identify a behaviour focus

Class: _____

Teacher: _____

Date: _____

Name	Step 1			Step 2	Behaviour
	1. Prompt	2. Redirect	3. Reteach / Choice	Apply behaviour consequences (logical individualised) See 'Behaviour Management Flow Chart'	
	Behaviour / Consequence – Teacher Response			Classroom <input type="checkbox"/> Temporary removal from activity <input type="checkbox"/> Alteration of activity <input type="checkbox"/> Changed student's seat <input type="checkbox"/> Time out in the classroom Playground <input type="checkbox"/> Miss out on play <input type="checkbox"/> Walk with teacher <input type="checkbox"/> Other	
	Prompt - Low key responses	Redirect -restate the matrix behaviour	Reteach - tell, show, practice, acknowledge Choice - provide a choice		



KEGWORTH PUBLIC SCHOOL
STUDENT MAJOR BEHAVIOUR GUIDE FOR RECORDING ON SENTRAL

SEQUENCE OF ACTION ➔

MINOR INCIDENT STARTS HERE	Fill out class Student Behaviour Slip	MAJOR INCIDENT STARTS HERE										
<p>Prompt/Redirect/Reteach/Choice <i>Follow model from whole school training and use professional judgement</i></p>	<p>Consequence Changed student's seat Conferred privately with student Time out in class/walk with teacher on playground</p>	<p>Executive Action. Stage AP debriefs with Student at next available time. Stage AP determines consequence/action in line with School Incident Flow Chart. Add new information to Sentral (see next step) Parents informed.</p>	<p>SENTRAL Teacher records / updates on Sentral Stage AP to add further details to Sentral as necessary after supervising teacher Stage AP to contact parents</p>									
Students:		Date:	Class(es)									
Referred by:		Time of Incident:										
Location of Incident: <input type="checkbox"/> Toilet <input type="checkbox"/> Library <input type="checkbox"/> Jnr/Snr <input type="checkbox"/> Hallway <input type="checkbox"/> Special Event (excursion, assembly) <input type="checkbox"/> Sport <input type="checkbox"/> On bus <input type="checkbox"/> Playground <input type="checkbox"/> Classroom <input type="checkbox"/> Other _____ <input type="checkbox"/> Canteen												
REASON(S) FOR THE REFERRAL: <i>(comments on back if needed)</i>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">MAJOR (please tick)</td> </tr> <tr> <td style="text-align: center;">Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.</td> </tr> <tr> <td style="text-align: center;">Physical Aggression Serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching etc)</td> </tr> <tr> <td style="text-align: center;">Inappropriate / Abusive language Repeated language that involve swearing or use of words in an inappropriate way directed at another individual or group</td> </tr> <tr> <td style="text-align: center;">Disruption Behaviour causing an interruption in a class or playground.</td> </tr> <tr> <td style="text-align: center;">Vandalism Activity that results in substantial destruction, disfigurement of or misuse of property</td> </tr> <tr> <td style="text-align: center;">Safety Frequent unsafe activities where injury may occur.</td> </tr> <tr> <td style="text-align: center;">Major Dishonesty Lying, cheating or theft that deliberately violates rules and/or harms others</td> </tr> <tr> <td style="text-align: center;">Harassment/Bullying Repeated teasing, physical, emotional and verbal intimidation of others.</td> </tr> </table>				MAJOR (please tick)	Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	Physical Aggression Serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching etc)	Inappropriate / Abusive language Repeated language that involve swearing or use of words in an inappropriate way directed at another individual or group	Disruption Behaviour causing an interruption in a class or playground.	Vandalism Activity that results in substantial destruction, disfigurement of or misuse of property	Safety Frequent unsafe activities where injury may occur.	Major Dishonesty Lying, cheating or theft that deliberately violates rules and/or harms others	Harassment/Bullying Repeated teasing, physical, emotional and verbal intimidation of others.
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POSSIBLE MOTIVATION: <input type="checkbox"/> Attention from peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Attention from adult(s) <input type="checkbox"/> Avoid work <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Don't know <input type="checkbox"/> Distress/Anxiety <input type="checkbox"/> Other:		OTHERS INVOLVED: <input type="checkbox"/> None <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Student <input type="checkbox"/> _____ <input type="checkbox"/> Casual <input type="checkbox"/> Other: <input type="checkbox"/> Volunteer <input type="checkbox"/> _____ <input type="checkbox"/> Teacher										
PARENT CONTACTED (Tick one) <input type="checkbox"/> Phone <input type="checkbox"/> Message <input type="checkbox"/> Email <input type="checkbox"/> Meeting												
Teacher's Signature:		Principal's Signature:										

REFERENCES

- *Student Discipline in Government Schools Policy – PD/2006/0316/V03*
<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>
- *The Well Being Framework for Schools – April 2015*
<https://education.nsw.gov.au/student-wellbeing/whole-school-approach/media/documents/Wellbeing-Framework-for-schools-Accessible.pdf>
- *NSW Public Schools - Behaviour Code for Students – May 2015*
<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>
- *Bullying: Preventing and responding to Student Bullying in Schools Policy – July 2017, PD/2010/0415/V01*
<https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy>
- *Suspension and Expulsion of School Students - Procedures (2011), PD/2006/0316*
https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf
- *Student Welfare Policy – July 2014, PD/2002/0052/V01*
<https://education.nsw.gov.au/policy-library/policies/student-welfare-policy?refid=285776>
- *Positive Behaviour for Learning*
www.pbl.schools.nsw.edu.au