

Wamberal Public School

School Discipline Policy

A Guide for Our Community

Rationale

Schools support the learning, wellbeing and safety of all students. Wamberal Public School is committed to providing a safe, supportive and responsive learning environment for everyone.

Good discipline is fundamental to the achievement of government priorities for the public school system. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Collaboration between staff, students, parents and carers is fundamental to maintaining positive student behaviour and effective discipline in public schools. Our school and community works together to provide quality learning environments which are inclusive, safe and secure, and free from bullying, harassment, intimidation and victimisation.

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.

Wamberal Public School

Expected Standards of Behaviour

Our school rules, or expectations, are **SAFE, RESPECTFUL LEARNERS**.

The school expectations were developed in consultation with students, parents and staff members and reflect the values of our community.

The school rules apply to all school settings and may at times 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.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for safe, respectful and engaged behaviour.

Consistent with the NSW DoE Behaviour Code for Students, our students are taught to be:

Safe by

- modelling and following departmental, school and class codes of behaviour and conduct
- negotiating and resolving conflict with empathy
- taking personal responsibility for behaviour and actions
- caring for self and others
- avoiding dangerous behaviour and encouraging others to avoid dangerous behaviour

Respectful by

- treating one another with dignity
- speaking and behaving courteously
- cooperating with others
- developing positive and respectful relationships and thinking about the effect on relationships before acting
- valuing the interests, ability and culture of others
- dressing appropriately by complying with the school uniform or dress code
- taking care with property



Learners by

- attending school every day (unless legally excused)
- arriving at school and class on time
- being prepared for every lesson
- actively participating in learning
- aspiring and striving to achieve the highest standards of learning

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Behaviour Expectations Matrix

The behaviour expectations matrix clearly identifies the behaviour students are expected to display in each setting in the school. It is used by teachers to explicitly teach students the expectations and skills they need to be successful in these settings. The matrix is displayed around the school on large area-specific and general matrix signs.

 Positive Behaviour for Learning Expected Behaviours 			
Everyone Everywhere Every time	SAFE	RESPECTFUL	LEARNER
WHOLE SCHOOL	<ul style="list-style-type: none"> Right place, right time Play and move safely Keep your hands and feet to self Be sun smart Hear 2 whistles – stop and drop 	<ul style="list-style-type: none"> Polite talk Wear correct uniform Do the High 5 	<ul style="list-style-type: none"> Listen to and follow teacher instructions Do your best Care for the environment
CLASSROOM	<ul style="list-style-type: none"> Use equipment safely Walk 	<ul style="list-style-type: none"> Say please and thank you Wait your turn 	<ul style="list-style-type: none"> Do 6Ls (K-2) Do SLANT(3-6)
WALKWAYS OR PATHWAYS	<ul style="list-style-type: none"> Keep to the left Walk in two lines 	<ul style="list-style-type: none"> Use quiet talk Allow others to pass 	<ul style="list-style-type: none"> Move on the bell
FRUITO	<ul style="list-style-type: none"> Sit Eat 	<ul style="list-style-type: none"> Take only 5-10 minutes Use quiet talk 	<ul style="list-style-type: none"> Eat fruit or vegetables only Put rubbish in the bin
EATING AREAS	<ul style="list-style-type: none"> Sit Eat 	<ul style="list-style-type: none"> Take only 5-10 minutes Use quiet talk 	<ul style="list-style-type: none"> Put rubbish in the bin
CANTEEN	<ul style="list-style-type: none"> Stand in line 	<ul style="list-style-type: none"> Wait your turn Say please and thank you Use your own money 	<ul style="list-style-type: none"> Know the items Buy and leave
CONCRETE PLAY AREAS	<ul style="list-style-type: none"> Handball only Walk Use equipment safely Stay in bounds 	<ul style="list-style-type: none"> Take turns 	<ul style="list-style-type: none"> Be a good sport Follow the rules Return equipment
GRASSED PLAY AREAS	<ul style="list-style-type: none"> Balls below shoulder height Stay in bounds Wear a hat 	<ul style="list-style-type: none"> Include others 	<ul style="list-style-type: none"> Be a good sport Follow the rules Return equipment
LIBRARY LUNCHTIMES	<ul style="list-style-type: none"> Line up quietly in two lines Use equipment safely 	<ul style="list-style-type: none"> Wait to be asked in Use quiet talk Share 	<ul style="list-style-type: none"> Return equipment
PLAY EQUIPMENT	<ul style="list-style-type: none"> Use equipment safely 	<ul style="list-style-type: none"> Take turns 	<ul style="list-style-type: none"> Follow the rules
GAMES ROOM HALL PLAY	<ul style="list-style-type: none"> Line up quietly in two lines Use equipment safely Walk 	<ul style="list-style-type: none"> Take turns 	<ul style="list-style-type: none"> Follow the rules



Positive Behaviour for Learning Expected Behaviours



Everyone Everywhere Every time	SAFE	RESPECTFUL	LEARNER
TOILETS	<ul style="list-style-type: none"> Use safely 	<ul style="list-style-type: none"> Respect privacy Keep clean 	<ul style="list-style-type: none"> Flush, wash hands and leave
WET WEATHER	<ul style="list-style-type: none"> Stay in your classroom 	<ul style="list-style-type: none"> Use quiet talk Put equipment away 	<ul style="list-style-type: none"> Ask for permission before leaving the room Choose a safe activity
ASSEMBLY	<ul style="list-style-type: none"> Sit in straight lines 	<ul style="list-style-type: none"> Clap respectfully 	<ul style="list-style-type: none"> Do 6Ls (K-2) Do SLANT (3-6)
OFFICE	<ul style="list-style-type: none"> Take one buddy 	<ul style="list-style-type: none"> Use quiet talk Wait your turn 	<ul style="list-style-type: none"> Listen to office staff Go back to class if no one is available
REPRESENTING OUR SCHOOL	<ul style="list-style-type: none"> Stay safe when travelling 	<ul style="list-style-type: none"> Return equipment 	<ul style="list-style-type: none"> Learn new skills
GOING HOME	<ul style="list-style-type: none"> Walk safely Hold an adult's hand when crossing the road 	<ul style="list-style-type: none"> Use quiet talk Wait for the teacher's instructions to leave 	<ul style="list-style-type: none"> Know how you are going home Go to the office if left behind Watch for traffic
GOING HOME WALKERS	<ul style="list-style-type: none"> Wait at the 'W' 	<ul style="list-style-type: none"> Wait for the duty teacher Walk on pathways Use quiet talk 	<ul style="list-style-type: none"> Listen to and follow the teacher's instruction
GOING HOME BUS	<ul style="list-style-type: none"> Walk to bus lines Sit down in bus lines 	<ul style="list-style-type: none"> Wait for the duty teacher Walk on pathways Use quiet talk 	<ul style="list-style-type: none"> Listen to and follow the teacher's instruction Have bus pass ready
GOING HOME YMCA	<ul style="list-style-type: none"> Be on time Line up in two lines 	<ul style="list-style-type: none"> Listen to the YMCA staff instructions 	<ul style="list-style-type: none"> Follow the YMCA staff instructions
GOING HOME BIKE	<ul style="list-style-type: none"> Use a bike helmet Use the bike racks 	<ul style="list-style-type: none"> Walk your bike on pathways 	<ul style="list-style-type: none"> Watch for traffic

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Strategies and Practices to Promote Positive Student Behaviour

The Wamberal Public School community recognises that behaviour impacts on learning and achievement. Less time spent disciplining students gives teachers more instructional time.

At Wamberal Public School we focus on the explicit teaching of positive behaviours and social skills. Our aim is to provide a quality learning environment in which all students can learn and engage in schooling in a positive way.

To achieve this we implement the Positive Behaviour for Learning (PBL) framework. PBL is an evidence-based whole school systems approach that includes proactive strategies for defining, teaching and supporting appropriate student behaviours to create positive school environments.

What is PBL?

PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support students to be successful;
- supports students in early childhood settings through to senior years of schooling;
- enables schools to establish a continuum of supports to meet the needs of every student;
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff;
- establishes positive social expectations for all in the school community; and
- provides a framework for the school and its community to collectively support the wellbeing of every student.

PBL enables:

- students to respond positively as they have been taught what is expected of them;
- staff to deliver consistent responses to student learning and behaviour;
- students to feel safe and cared for at school;
- parents, family and community to be more involved in school; and
- the significant reduction in unproductive and challenging behaviour for most students.

How is PBL implemented?

- Signage is posted throughout the school, giving ongoing reminders to students of Wamberal Public School Expectations.
- At the beginning of each year, class teachers will discuss and teach the procedures relevant to their class in order for students to achieve the schoolwide expectations within their individual class settings.
- There is a schoolwide scope and sequence of lessons for teaching expected behaviours. The weekly focus is communicated to the community through assemblies and the school newsletter.
- All students participate in weekly social skilling and problem solving lessons, in which the school rules and expectations are taught, discussed and reviewed.
- Data is regularly collected to establish the current needs of the school.
- Needs are addressed within PBL lessons.

Review

The program is reviewed regularly by the PBL team and lessons adjusted and written to meet the needs of the current school climate.

The Student Representative Council (SRC) contribute to the evaluation of the teaching and learning programs.

Data is also collected and collated regularly and used to drive ongoing programs and lessons.

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Recognition and Reinforcement of Positive Student Behaviour

Practices that recognise and reinforce student achievement are an essential part of good discipline and effective learning. Encouraging expected behaviour practices can be formal and informal and adapted by the teacher according to the situation and to what is appropriate for the individual student.

Positive encouragement of expected behaviours:

- produces immediate and quick results;
- provides a visual concrete reason for students to work toward behavioural and academic goals;
- acknowledges students respond best to positive reinforcement;
- helps reinforce positive behaviours and expectations;
- provides incentive;
- increases motivation, buy-in, and effort;
- produces a challenge with a pay-off;
- improves behaviour and academics; and
- increases on task and attending behaviours.

Students are encouraged positively through:

Verbal Praise and SRL (Safe, Respectful Learner) Tokens

Students are acknowledged for following behaviour expectations in any setting through the awarding of verbal praise and SRL tokens.

PBL Rewards Days

At the end of each term, students purchase rewards using the SRL tokens they have collected throughout the term. Students are regularly consulted throughout the year to identify rewards for inclusion on the PBL Rewards Menu. The term PBL Rewards Menu is published on the school website and in the school newsletter.

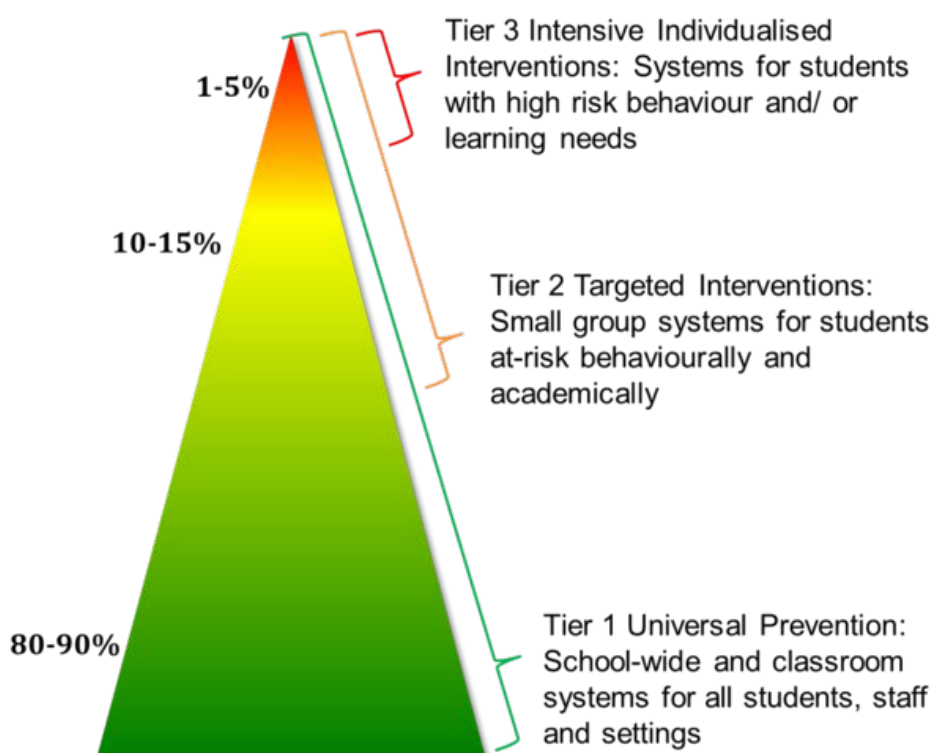
Merit Awards

Certificates of recognition are awarded to two students from each class at the fortnightly assemblies.

Wamberal Public School Strategies and Practices to Manage Inappropriate Student Behaviour

PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

The diagram below shows how the PBL continuum applies to all students.



Most students respond to the Tier 1 Universal Preventions and consequences.

Some students, approximately 10-15%, will require additional academic and behavioural supports. The Tier 2 supports strengthen and build upon what has been taught to students at the universal level.

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. The school 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.

Record Keeping

Each negative incident is entered on the school's database of Student Monitoring (Sentral and ebS4 Client, Agent and Student Wellbeing). This data is regularly used to inform future teaching and learning for individuals and groups of students as well as the whole school.

In line with DoE requirements, more formal records may be required from time to time. In these instances, an individual record will be established and behavioural strategies will be tailored to meet the specific needs of students. These strategies are mandatory and will be implemented by all staff.

Inappropriate Behaviour Consequences – A guide for our community

Type of Behaviour	Consequences include
Minor	<ul style="list-style-type: none"> • Prompt, redirect, reteach, provide choice, conference • Time out in an alternate learning space • Restitution • Loss of privilege • Follow up and reteach expectations • Details of incident recorded in school database • Parent notification • If same problems continues despite interventions, referral to Stage Problem Solving Team (led by Assistant Principal) • Positive praise for corrected behaviour
Repeated Minor OR Post Major	<ul style="list-style-type: none"> • Incident follow up and feedback to students, teachers and parents by Assistant Principal • Details of incident recorded in school database • Advice provided to students by Assistant Principals on how to manage playground issues • Completion of missed classwork as a result of negative behaviour in class • Assistant Principal oversees a structured reteaching of playground expectations program (may be in class or in playground) • Referral to restricted playground area with duty teacher supervision • Playground Passport Program implementation and monitoring • Students commencing the 'Playground Passport Program' will check in at the 'Yellow Zone' with an Assistant Principal before students commencing the Playground Passport Program • Attendance at the 'Yellow Zone' as a check in space for students needing ongoing monitoring and support once playground support programs have been completed
Major	<ul style="list-style-type: none"> • Details of incident recorded in school database • Deputy Principal notification to parents of consequences • Student reflection completed • Completion of missed classwork as a result of negative behaviour in class • 'Extended reflection' via reteaching of expectations in the 'Reflection Room' at recess • Referral to 'Yellow Zone' program at lunch or recess • Implementation of 'Playground Passport Program' • Referral to Learning Support Team • Risk assessment documentation developed • Individual Behaviour Plan developed • Suspension warning issued • Suspension

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Responsibilities of Students, Teachers and Parents

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.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The Department of Education provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

The Principal

- is accountable for ensuring a safe, secure and harmonious work environment for students and staff.
- is responsible for the development, implementation and monitoring of the school's discipline policy.
- is responsible for ensuring the school's policy is evaluated and reviewed by the school community at least every three years.
- ensures that students, staff, parents and carers are provided with opportunities to contribute to the development of the policy.
- ensures staff are provided with training and development opportunities in behaviour management.
- provides a copy of the school discipline policy to the Director, Public Schools when the policy is developed or whenever it is reviewed.
- makes available a copy of the policy to the families of children enrolled at the school.
- makes available a copy of the discipline code or school rules with the policy is developed or whenever it is reviewed.
- ensures that all disciplinary actions involving suspension or expulsion from school are managed consistent with the [Suspension and Expulsion of School Students Procedures](#).

The Deputy Principal Wellbeing

- provides leadership and direction for implementation of the policy.
- is responsible for the development, implementation and monitoring of the school's discipline policy.
- facilitates training and development for staff in Positive Behaviour for Learning.
- supports staff, students, parents, carers and relevant DoE personnel in regards to student wellbeing matters.
- liaises with Principal and oversees complex welfare and discipline issues including suspensions and suspension resolutions.
- monitors red zone behaviour students and collaboratively develops and implements programs for red zone students.
- analyses PBL data and evaluates programs.

The Deputy Principal Teaching and Learning

- oversees the development, implementation, review, improvement and monitoring of the school's wellbeing teaching and learning programs.

Assistant Principals

- facilitate the implementation of Positive Behaviour for Learning for their stage.
- work with complex welfare and discipline issues in a sensitive manner.
- liaise with staff, students, parents, caregivers and relevant DoE personnel in regards to student wellbeing matters.
- keep staff informed in relation to students experiencing difficulties.
- implement strategies to assist yellow zone students to improve their behaviour.

Teachers

- respect and support students.
- model and promote appropriate behaviour.
- participate in the development of the school discipline policy and support the effective implementation of the school discipline policy.
- have knowledge of school and departmental policies relating to student welfare including bullying.
- maintain clear communication with parents and work with parents to achieve positive outcomes for students.
- are proactive in playground supervision and classroom management and respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.
- provide curriculum and pedagogy that supports students' learning, wellbeing and safety.
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students

- are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.
- will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
- 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.
- are not to be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- are not to bully, harass, intimidate or discriminate against anyone in our schools.

Parents

- support the school in the implementation of the school discipline policy.
- ensure students attend every school day, unless they are legally excused.
- ensure students are in class on time and prepared to learn.
- work with the school to seek positive solutions to issues, including reporting issues to the class teacher, Assistant Principal, Deputy Principal and Principal.

Who to Contact in Our School

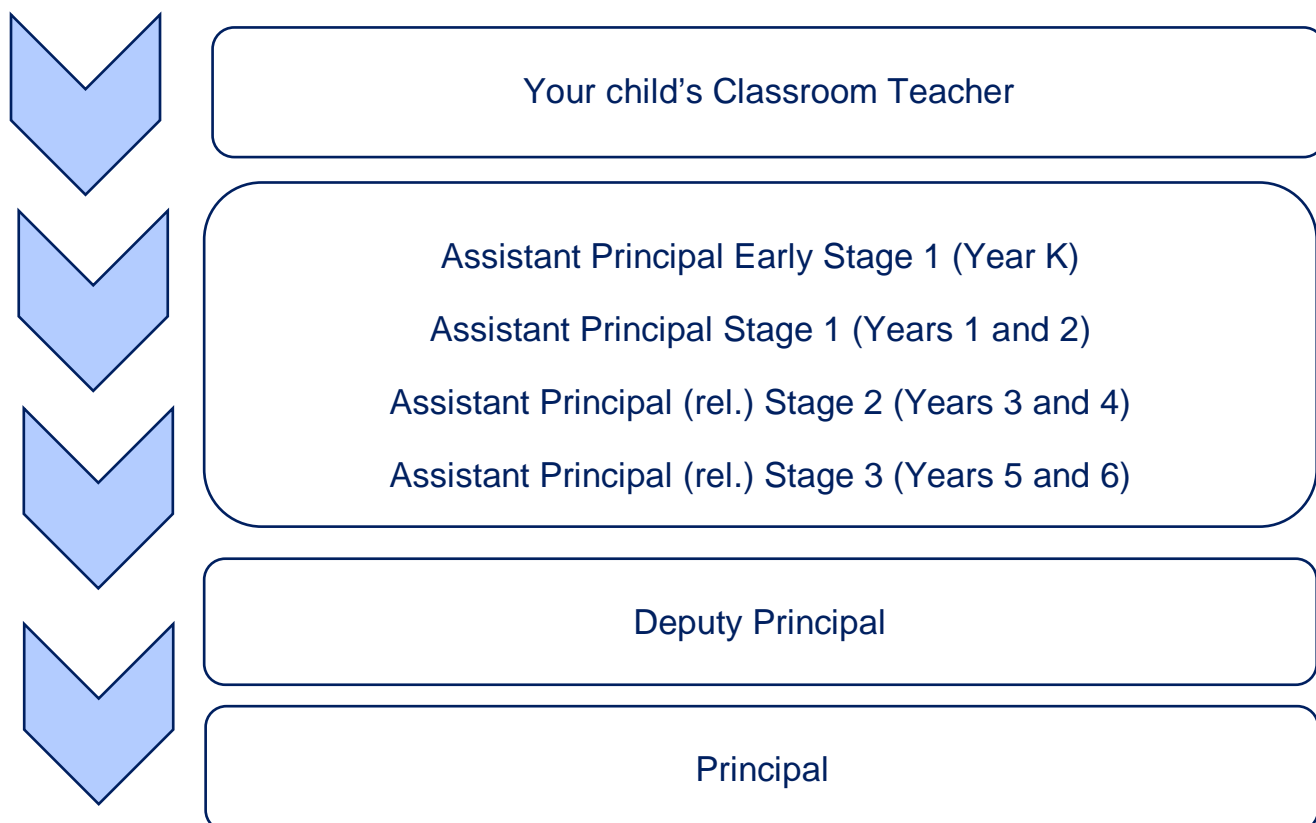
The first point of contact for any communication is your child's classroom teacher.

If there are further concerns, please contact the Assistant Principal who is the team leader for the year group your child is in.

If your concerns are not satisfied after contacting the relevant Assistant Principal, please contact the appropriate Deputy Principal.

Our school Principal will then be the point of contact for issues that are unresolved beyond the Deputy Principals.

All matters will be referred back to the most appropriate person, starting with the classroom teacher.



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Strategies and Practices Consistent with the Wellbeing for Schools Framework

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our school strives for excellence in teaching and learning, connects on many levels and builds trusting and respectful relationships for students to succeed.

The Wamberal Public School Discipline Policy enables our students to:

- be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community;
- be respected, valued, encouraged, supported and empowered to succeed; and
- grow and flourish, do well and prosper.

Through the provision of choice, achievement of meaningful goals, establishment of positive relationships, and opportunities for enjoyment, personal growth and development, health and safety, our children are enabled to develop cognitive, emotional, social, physical and spiritual wellbeing.

Measurable improvements in individual and collective student wellbeing will be demonstrated through the ongoing analysis and evaluation of student wellbeing data.

Wamberal Public School Discipline Policy		
Domains of Wellbeing	Strategies and Practices	Outcomes Achieved
Cognitive wellbeing Emotional wellbeing Social wellbeing Physical wellbeing Spiritual wellbeing	Student choice	Self-regulation and self-discipline
	Achievement of meaningful goals	Positive emotions which build further engagement and effort
	Development of positive relationships	Social and emotional skills
	Opportunities for enjoyment	Thinking that is creative, innovative and problem solving
	Personal growth and development	Confidence, self-efficacy and greater feelings of resilience, health and wellbeing
	Provision of a safe environment	Optimised learning experiences

Promoting the learning, wellbeing and safety of all students at Wamberal Public School is a priority.

When parents enrol their children at our school they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parents and carers is an important feature of discipline in government schools.

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

Our students are expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.

Our commitment to our students, parents and members of the community is that our school will be teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.