WIRREANDA PUBLIC SCHOOL
DISCIPLINE POLICY

Rationale

The student welfare and discipline procedures and practices that operate at Wirreanda Public School is designed to promote effective learning for all students in a happy and safe environment. These policies and practices are underpinned by the following:

Principles

We believe that all children can act appropriately, showing respect, responsibility, keeping safe, staying on task and taking pride in themselves, their school and their community.

We value all students as individuals with different needs.

We believe that through quality teaching, application of current educational theory, well developed interpersonal skills, recognition of achievement, collegial and peer support and the support of parents and children for our core values and beliefs and code of conduct that all children will grow towards self discipline and positive behaviour.

Values and Core Beliefs:

- We value effective, quality learning for all
- We value effective communication in all its form, particularly listening
- We value a safe and happy school environment
- We believe everyone can learn

School Rules – Code of Conduct

- We Show Respect
- We Keep Safe
- We Stay On task
- We Take pride In ourselves, Our School and Our Community

Reinforcing Present Good Standards

The present good standards of behaviour are reinforced by

- A system of praise and rewards
- Focussing on lifting the self-esteem of individuals, class and school spirit to encourage high expectations in children and the production of quality work
- Creating an understanding of acceptable social behaviours and the desire to follow the school code of conduct and support the values and Core beliefs of the school
- Developing attitudes of sensitivity and respect for others and the belief that all children have the right to learn and play without interference
- Communicating with parents and enlisting their support in matters of behaviour
- Administering discipline fairly and consistently within the guidelines of the Code of Conduct and the Fair Discipline Code
### WIRREANDA PUBLIC SCHOOL BEHAVIOUR SUPPORT OVERVIEW

#### Classroom

**Step A**
- Positive, respectful, safe school/class environment
  - Whole school/class practices for prevention of inappropriate behaviour
  - Whole school/class practices for promoting appropriate behaviour

**Step B**
**Classroom Teacher**
- Preventive
  - Clear rules, expectations
  - Maintain high expectations
  - Develop relationships
  - You Can Do it philosophy
  - Positive environment
  - Suitable curriculum
  - Reinforce positive behaviour
  - Question
  - Refer to rules/expectations
  - Work it out/Choices
  - In class isolation
  - Buddy Class
  - Record behaviour
  - Form A / Student Welfare

- Corrective
  - Question
  - Refer to rules/expectations
  - Work it out/Choices
  - In class isolation
  - Buddy Class

**Step C – Stage Leader**
- Individual Conference/Behaviour Program
  - Parent Discipline Student Welfare Notification Letter
- Playground / Class / Sport Withdrawal
  - Parent Discipline Student Welfare Notification Letter
- Learning Support/Executive Team Referral
- Deputy Principal/Principal Notification

**Step D – Deputy Principal/Principal**
- Student/Parent Interview
  - Parent Discipline Notification/Suspension Warning Letter
- Individual Behaviour Plan
- Withdrawal of school activities

**Step E – Principal**
- As above
- Suspension

**SPORT/EXCURSION**

**Sport/Class Teacher**
- Preventive
  - Clear rules, expectations
  - Develop relationships
  - Evaluate situation
  - Reinforce positive behaviour

- Corrective
  - Question
  - Refer to rules/expectations
  - Work it out/Choices
  - In playground Withdrawal
  - Record behaviour and advise Stage Leader
  - Form B / Student Welfare

**Step C – Stage Leader**
- Individual Conference/Behaviour Program
  - Parent Discipline Student Welfare Notification Letter
- Playground / Class / Sport Withdrawal
  - Parent Discipline Student Welfare Notification Letter
- Learning Support/Executive Team Referral
- Deputy Principal/Principal Notification

**Step D – Deputy Principal/Principal**
- Student/Parent Interview
  - Parent Discipline Notification/Suspension Warning Letter
- Individual Behaviour Plan
- Withdrawal of school activities

**Step E – Principal**
- As above
- Suspension

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- Violent or continued aggressive behaviour is dealt with immediately at Step D
- Strategies listed are examples only

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Discipline Policy
The Student Recognition and Commendation Scheme aims at providing students with positive feedback for genuine achievement in a wide range of school activities. Positive student behaviour will be recognised through a reward system based on the School Values. Students throughout the year will receive awards from teachers for demonstrating a commitment to the five core values of:

CONFIDENCE  PERSISTENCE  ORGANISATION  GETTING ALONG  RESILIENCE.

**AWARD SCHEME:**
- 10 Award cards = Blue Merit Award
- 30 Award cards = Bronze Merit Award
- 60 Award cards = Silver Merit Award
- 100 Award cards = Gold Merit Award nomination.

**GOLD AWARD CRITERIA**
For a student to be awarded a Gold certificate the following applies:
1. No time outs for the last five weeks
2. No suspensions for the previous ten weeks
3. The student’s application to class work has been satisfactory
4. The student’s behaviour in class has been satisfactory
5. The student’s behaviour in the playground has been satisfactory
6. The principal / stage leader approves the award being made
7. Awards cannot be taken away once given

**CRITERIA**
Criteria for awards will be based upon:
- The Five Foundations for success and happiness
  - Resilience
  - Confidence
  - Persistence
  - Organisation
  - Getting Along
- The nine core values
  - Care and compassion
  - Doing your best
  - Fair go
  - Freedom
  - Honesty and trustworthiness
  - Integrity
  - Respect
  - Responsibility
  - Social responsibility
- The twelve habits of mind
  - Accepting myself
  - Taking risks
  - Being independent
  - I can do it
  - Giving effort
  - Working tough
  - Setting goals
  - Planning my time
  - Being tolerant of others
  - Thinking first
  - Playing by the rules
  - Social Responsibility
IN THE CLASSROOM

Students at Wirreanda Public School are encouraged to show behaviour in classrooms that are in keeping with our school values of respect, keep safe, stay on task and take pride in themselves, their school and their community.

All students at are encouraged to show:

CONFIDENCE  PERSISTENCE  ORGANISATION  GETTING ALONG  RESILIENCE.

Classroom teachers at the start of each year will negotiate a set class standards or rules as part of the Classroom Program. Teachers ensure a happy, safe and secure learning environment where programs are devised to address the needs of students. Expectations and standards are clearly communicated to all students.

This is achieved by
- Establishing class rules through negotiation linked to common classroom expectations
- Establishing a list of appropriate and inappropriate behaviours
- Establishing class consequences
- Establishing class routines and procedures
- Establishing class rewards and recognition systems
- Establishing a climate that promotes quality work and behaviour
- Ongoing implementation of the You Can Do It program

Unacceptable behaviour in the classroom

Understanding the purpose of a student’s behaviour allows the teacher to make the best choice in managing behaviour. Possible consequences for unacceptable behaviour in the classroom may include:

• reference to class rules  • reprimand  • loss of privilege  • in-class isolation
• social skills training  • loss of play  • restitution  • behaviour plan

Severe cases, including violence, verbal abuse or continued non-compliance, lead to immediate action including suspension by the Deputy Principal or Principal.

Teachers may maintain an individual class record of inappropriate behaviour in a class behaviour book or enter information on the school’s student welfare database. It is kept in a professional manner and may be used when communicating with parents. A record of the action taken by the teacher is listed.

Where a student is referred to an executive staff member a Classroom Incident Report (FORM A (Appendix 11)) will be completed for determination of further strategies and consequences.

→ The incident and action must be recorded on the student welfare database (SWD).
→ Phone contact is made with the parents by the classroom teacher or Assistant Principal.
→ A SWD discipline notification letter is generated and posted home.
→ Form A may be retained by the classroom teacher or the Assistant Principal.
IN THE PLAYGROUND
Teachers foster a positive playground environment through positive interactions with students and prompt and thorough investigation of incidents. Teachers on duty supervise the playground taking steps to decrease inappropriate behaviours eg: stopping rough games that may lead to fights. Teachers also reinforce positive playground behaviour.

Unacceptable behaviour on the playground
Where unacceptable behaviour occurs in the playground the teacher on duty stops the behaviour and refers the student(s) to the school rules. Possible consequences for unacceptable behaviour in the playground may include:

- reference to school rules
- reprimand
- walking with the teacher
- school service
- loss of play time /isolation
- restitution
- self reflection
- supervised play
- restriction to certain areas of the playground

EXECUTIVE TEAM REFERRAL / FURTHER ACTION
Unacceptable behaviour that requires follow-up is recorded at the conclusion of the duty by the duty teacher using the Playground Incident Report (FORM B (Appendix 2) ) for determination of further strategies and consequences. Any incident involving violence, racism, continued non compliance, verbal abuse or property damage is recorded for immediate referral to the Assistant Principal, Deputy Principal or Principal.

The Playground Incident Report (Form B) is sent to the appropriate Stage leader/Deputy Principal at the conclusion of the duty. This enables immediate follow-up.

→ The incident and action must be recorded on the Student Welfare Database (SWD).
→ Phone contact is made with the parents by the Stage Leader or Deputy Principal.
→ A SWD discipline notification letter is generated and posted home.
→ Form B may be retained by the Stage Leader or returned to the classroom teacher.

Executive Team referral may result in further investigation and one or more of the following actions:

- **Appropriate consequences :**
  - counselling
  - social skills training
  - communication back to class/ referring teacher
  - self reflection
  - time out
  - withdrawal from activity or class
  - loss of privilege
  - referral to outside agencies
  - individual playground behaviour plan

- **Monitoring** - the appropriate Assistant / Deputy Principal may monitor the student’s behaviour through a ‘check in check out’ at the beginning and end of each play session. Referrals may also be monitored through executive meetings.

- Referral to Principal may include suspension, (followed by re-entry plan) exclusion or expulsion from school as per the current Memorandum to Principals.
PLAYGROUND

The Playground Incident Report (Green slip) is sent to the appropriate Stage leader / Deputy Principal at the conclusion of the duty. This enables immediate follow-up.

- **Teacher**: The incident and action must be recorded on Sentral.
- **Stage Leader or Deputy Principal**:
  - Determines consequences
  - Makes phone contact with the parents by the end of the day.
  - If Time Out is the consequence, generates discipline notification and posted home.

CLASSROOM

Where a student is referred to an executive staff member a Sentral referral must be completed for discussion with executive and for determination of further strategies and consequences.

- **Teacher**:
  - records incident and action on Sentral.
  - Notifies stage leader
  - Makes phone contact with the parents by the end of the day if Time out is the consequence or at your discretion
- **Stage Leader**:
  - Determines consequences
  - Generates discipline notification and posted home.

DEPUTY PRINCIPAL

**3 Time outs in a 3 week period**

- Suspension Warning Letter
- Parent Interview Request
- Suspension prevention meeting and behaviour plan established
**WIRREANDA PUBLIC SCHOOL**

**PARENT NOTIFICATION**

Parents may be notified by **telephone** and/or in **writing** in the following circumstances:

- repeated inappropriate behaviour in classroom
  - Form A - Student Welfare Database entry generated letter (Teacher /Stage leader)
- repeated inappropriate behaviour in playground
  - Form B - Student Welfare Database entry generated letter (Assistant Principal/Deputy Principal)
- serious incident in classroom or playground
  - Form A or B - Student Welfare Database entry generated letter (Assistant Principal/Deputy Principal/Principal)

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**WIRREANDA PUBLIC SCHOOL**

**TIME OUT**

Time Out is only one strategy employed at Wirreanda in dealing with serious /inappropriate behaviour. Time Out consists of a ‘Re-Think program’ operated by the executive as a means of supporting students with serious and/or continued inappropriate behaviour. The emphasis is on re-education.

**Details:**

The Re-Think program addresses the reasons for a student’s referral. The incident from the student’s perspective is reconstructed in this framework:

**Happenings → Thoughts → Feelings → Behaviours**

Consistent with this process for new thinking, the student works with the executive teacher to identify how new behaviour outcomes can be achieved. Students are assisted in seeing their behaviour (and feelings) as a result of their thinking.

The key Foundation and/or positive Habits of the Mind are discussed and planned in order to develop and rehearse new ways of thinking for a successful playground re-entry.

Students may also undertake:

- Restorative justice procedures
- Worksheets which includes a series of questions to encourage the student to reflect upon the inappropriate behaviour choice made and a more appropriate choice in future.

**Procedures:**

- Operates on a referral basis from 1:05-1:30pm in the Library.
- Students meet the executive teacher on the brick seats outside the AV room.
  - Serious offences may also result in a 1:30 – 1:55pm consequence, where the student is assigned to school service and/or shadow a playground duty teacher.
  - Repeat visits to the “Re-Think program” could result in partial playground return on a monitoring behaviour card.
- All strategies and sheets will be kept in the Time out folder.
- Executive are rostered on Time Out twice a term, one week at a time to ensure consistency and continuity.
- Students are not to be placed in the administration hallway.