

Student Wellbeing and Discipline Implementation Procedures

OUR PURPOSE

At Stanmore Public School, we provide an inclusive, child-centred learning environment where all students are catered for and supported to achieve their full potential. Staff members and the school community hold aspirational expectations of progress and achievement, and every student is known, valued and cared for.

The school's core values of Respect, Resilience and Responsibility are central to our approach to teaching, learning and leadership, and the school strives to ensure a positive, safe learning environment, prioritising positive engagement and mental and emotional wellbeing of students, staff members and the school community.

These school implementation procedures are based on the following NSW Department of Education Policy documents:

[Student Discipline in Government Schools Policy](#)

[Wellbeing Framework for Schools](#)

[Bullying of Students - Prevention and Response Policy](#)

[Behaviour Code for Students](#)

[Suspension and Expulsion of School Students –Procedures 2011](#)

OUR PRINCIPLES

The wellbeing of all students and staff members is a priority in all aspects of school organisation and planning. It is reflected in:

- curriculum content;
- teaching strategies & learning activities;
- classroom practices;
- school organisation;
- behaviour management strategies.

The teaching and learning environment is challenging, yet supportive, and caters for the learning needs of all students.

Respect for the rights, needs and feelings of others characterise the relationships between all members of the school community.

OUR PRACTICE

Class and school programs include activities which enable students to:

- participate as successful and engaged learners;
- enhance self esteem;
- develop skills in social interaction and relationships;
- develop personal values within a framework of broadly accepted community values;
- value difference, including ethnic, cultural, religious and gender difference;
- develop social skills and socially acceptable strategies for managing difficult situations;
- develop a capacity to evaluate and manage their learning and behaviour.

Teachers:

- provide a curriculum that interests and engages and allows for success for all students;
- plan learning activities that cater for the learning needs and preferred learning styles of all students;
- provide recognition of success and constructive feedback about learning and behaviour.

Teachers:

- build positive relationships with each child;
- treat all students fairly and with respect;
- ensure procedural fairness and that all students are heard when managing incidents;
- are sensitive to differences and similarities in behaviour expectations and discipline practices among different cultural and social groupings.

Stanmore Public School

<p>All staff, students and parents are clear about behaviour expectations for the school. These are summarised in the RRR School Rules.</p> <p>RRR Rules</p> <ul style="list-style-type: none"> Respect Resilience Responsibility <p>(Insert RRR Star cards and Awards system)</p>	<p>Class and school programs teach students about appropriate behaviours through:</p> <ul style="list-style-type: none"> • the negotiation of class rules each year; • a social skills program; • an anti-bullying, and “hands off” program; • providing positive role models; • positive recognition and affirmation; • counselling in response to problem situations; • constructive behaviour management strategies; • regular review of policy and practice.
<p>School organisation and practices, including behaviour management strategies, are fair, consistent and non-discriminatory.</p>	<p>Class and school programs include behaviour management strategies to:</p> <ul style="list-style-type: none"> • make expectations about behaviour explicit; • recognise and affirm appropriate behaviours; • prevent, divert and remediate problem behaviours; • ensure consistency and fairness at all levels.

BEHAVIOUR	STRATEGIES TO ADDRESS THE BEHAVIOUR
Lower level disrespectful and disruptive behaviours	
<p>Behaviours Include:</p> <ul style="list-style-type: none"> • Refusal to follow instructions • Rudeness/lack of respect • Inappropriate language/swearing • Deliberate annoying behaviour • Going out of bounds • Taking/using others’ belongings 	<p>Preliminary strategies to ensure behaviour expectations are being met:</p> <ul style="list-style-type: none"> • Recognition and praise for students who are fulfilling behaviour expectations • Use of RRR Cards, class merit awards and other reward systems • Clear and consistent communication of school-wide and class-specific behaviour expectations • Tactical ignoring, reminders and redirection for minor inappropriate behaviour <p>If student/s are not meeting behaviour expectations:</p> <p>First warning</p> <ul style="list-style-type: none"> • Give clear instructions of the behaviour expected of the student • Inform them that this is a warning - next step is time out <p>If inappropriate behaviour continues:</p> <p>Second warning - time out in classroom or with playground duty teacher</p> <ul style="list-style-type: none"> • Explain how the student has continued to not meet behaviour expectations • Sit/work in a time out space/walk with duty teacher for up to 10 minutes or until ready to rejoin the group • The student may be expected to stay in with the class teacher or complete work at break time as a consequence <p>If inappropriate behaviour continues further:</p> <p>Third warning, Yellow or Orange Card issued.</p> <p>Classroom: time out in buddy class, Yellow Card completed and given to stage supervisor</p> <ul style="list-style-type: none"> • Explain how the student has continued to not meet behaviour expectations • Sit/work in buddy class for up to 10 minutes or until ready to rejoin the group • The student may be expected to stay in or complete work at break time as a consequence <p>Playground: time out in office, Orange Card completed and given to Principal/Deputy Principal</p> <ul style="list-style-type: none"> • Appropriate consequence/follow up actions are put in place, as agreed between teacher/supervisor/senior executive. • May include time off playground, written reflection on behaviour and/or apology, withdrawal from activities, restorative circle

- Parent contact from class teacher or executive staff may be appropriate.

Ongoing and higher level disrespectful and disruptive behaviours

Behaviours Include:

- Repeated refusal to follow instructions
- Consistent rudeness/lack of respect
- Repeated use of inappropriate language/swearing
- Teasing/harassment of other students
- Physical retaliation to harassment
- Repeatedly going out of bounds
- Repeatedly taking/using others' belongings
- Deliberate damage to property
- Unsafe behaviour

If student/s consistently display inappropriate behaviour which doesn't meet expectations, or in the case of higher level behaviours or incidents, **an Orange Card is sent to Senior Executive (DP or P) and student sent to the office.**

- Appropriate consequence/follow up actions are put in place, as agreed between teacher/supervisor/senior executive.
 - May include time off playground, written reflection on behaviour and/or apology, withdrawal from activities, restorative circle
 - Parent contact from class teacher or executive staff may be appropriate.
- If three Orange Cards are issued within a term, senior executive issue a Red Card and contact parents.

Serious breaches of the Wellbeing and Discipline Policy

Behaviours Include:

- Bullying of targeted student
- Repeated teasing/harassment of other students
- Physical aggression
- Dangerous behaviour - risk of significant harm
- Verbal aggression, threats, highly offensive language
- Three Orange Cards issued within a term

In the event of a serious breach of the Wellbeing and Discipline Policy (see behaviours detailed at left), **a Red Card is sent to Senior Executive (DP or P) and student sent to the office.**

Red cards should be completed by the teacher/s who have witnessed and/or responded to the incident as soon as possible, and delivered directly to the office staff who will immediately pass the red card on to the deputy principal or principal.

On receipt of the Red Card, the incident is thoroughly investigated by Senior Executive staff, including talking to all students and teachers involved, which may include witnesses, and recording statements, to determine the facts of the incident.

Once all information has been gathered and considered, the principal, in consultation with the deputy principal, determines an appropriate consequence for the student(s) who have displayed inappropriate behaviour.

Restorative practice conversations are implemented with all students involved. Teachers may also be involved in this process. Students are given sufficient time to de-escalate and are provided with support where needed.

The senior executive member managing the incident notifies the class teachers of students involved as soon as possible, and in person or by phone if possible. They enter details of the incident, including the consequence, into Sentral as quickly as possible. The class teacher is notified of the incident details by automated email from Sentral and on the Sentral task list. Parents of all students involved are contacted and informed of the incident details by phone or through a face to face meeting.

If a child has been injured, an Incident Report Form is completed. If a staff member has been injured, they report to the Incident Reporting Hotline.

Staff members affected by serious behaviour incidents will be:

- Offered support to report the incident to the Incident Reporting Hotline, and provided with contact details for the Employee Assistance Program.
- released from their duties at least half an hour to regroup and process the incident.

- Senior executive staff will follow up to debrief and review the incident and offer support where needed.

Release for teachers is facilitated using the staffing resources available at the time. Senior executive members will take over duties wherever possible. All efforts are made to avoid splitting a class.

A behaviour support plan and/or risk management plan is developed to ensure student and staff safety following a serious behaviour incident. Plans are communicated to all teaching staff via email and are accessible on Sentral.

Following one or more Red Cards, a range of strategies to support student wellbeing and address ongoing inappropriate behaviour may be implemented:

- Referral to the Learning Support Team
- Referral to the Learning and Wellbeing Officer and/or Assistant Principal Learning and Support
- Development of a Behaviour Support Plan and/or Risk Management Plan
- Suspension (in line with the Suspension and Expulsion Procedures)

Suspension of students

Disciplinary actions involving suspension will be imposed by the principal, in line with the Suspension and Expulsion of School Students Procedures. 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.

The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.

When dealing with a student with a disability consideration must be given to the requirements of the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the NSW Anti-Discrimination Act 1977. These require, among other things, that reasonable adjustments are provided to support students with a disability to access and participate in education on the same basis as other students.

The purpose of suspension is to allow time for school personnel to plan appropriate support for the student. Suspension is not intended as a punishment. It is one strategy for managing inappropriate behaviour within the school's student wellbeing and discipline policy and practices.

The principles of procedural fairness are fundamental to the implementation of suspension procedures. Procedural fairness involves the right to be heard, and the right of a person to a fair and impartial decision.