



## **NIAGARA PARK PUBLIC SCHOOL DISCIPLINE POLICY AND PROCEDURES (Revised June 2015)**

### **Rationale:**

Niagara Park Public School community believes in a fair and equitable approach to discipline through:

- the provision of rules and expectations which are clear, concise and implemented
- consistent implementation by all staff
- respect for the student's right to learn and the teacher's right to teach
- positive reinforcement to acknowledge student's appropriate behaviour and effort.

### **Beliefs:**

- Students have the right and opportunity to learn and the responsibility to ensure others can learn as well.
- Teachers have the right to teach in an environment conducive to learning for all students and the responsibility to provide effective management strategies to facilitate learning.
- All students can learn.
- Students have individual needs.
- All school community members have the right to be safe and happy.
- A positive and caring learning environment fosters best efforts in all endeavours.
- Relevant, enjoyable and appropriate learning experiences prepare students for participation in the wider world.

### **Actions:**

The students of Niagara Park Public School have clear guidelines in order to learn to their full potential in a safe and caring environment.

Niagara Park Public School Discipline Policy is designed to encourage students to behave in accordance with school rules by establishing positive and negative consequences for compliant and non-compliant behaviour.

This policy is designed to recognise and reward all students displaying acceptable behaviour and to prevent and address unacceptable behaviour. This system is combined with strategies that encourage students to value intrinsic motivation and to learn self-evaluation and responsibility.

It is the whole school community's responsibility to have commitment to and implement the system consistently and offer students incentive for improvement.

## **STAFF RESPONSIBILITIES AND PROCEDURES**

A range of options for managing unacceptable behaviour are used. Understanding the circumstances and purpose of each student's behaviour allows teachers to make the best choices in managing the behaviour and implementing appropriate consequences.

Consequences for inappropriate behaviour displayed by students may include:

- reprimand
- time-out
- loss of privilege
- withdrawal
- re-classification on the level system
- counseling
- restitution
- case management
- individual behaviour plans

Each school rule is set with the expectation that it will be followed and there will be a logical and certain consequence if it is broken.

It is the responsibility of all staff to:

- explain to all students the logical consequences for inappropriate and unacceptable behaviours and enforce them consistently
- investigate all cases of inappropriate behaviour
- counsel students at the time of the offence

The individual needs of students may indicate the requirement for a flexible approach to their discipline. In these cases, a balance of justice and equity has to be considered. The executive/Principal, in conjunction with relevant staff members, should be included in the determination of the response in cases where these issues are evident.

**Teacher responsibilities on the playground are to:**

- be on duty on time and be the last to leave the area
- enforce school rules in the appropriate manner
- create an environment which is supportive and caring
- circulate and be available to tend to student needs
- support and discipline students as required
- be proactive to prevent incidents
- ensure you carry a duty bag

## **SERIOUS, MAJOR AND MINOR INCIDENTS**

### **Serious Incidents**

**Serious incidents include, but are not limited to:**

- persistent disobedience, swearing, offensive or racial language
- violence
- criminal behaviour
- possession of illegal drugs/alcohol
- possession of a weapon
- intent to cause harm
- theft

### **Referral of Serious Incidents**

Serious incidents from the playground or classroom should be referred to the executive/Principal immediately to determine further action. All serious incidents should be thoroughly documented on the Incident Report that accompanies the referral.

### **Major Incidents**

#### **Major incidents include, but are not limited to:**

- walking off when being spoken to by a teacher
- aggressive behaviours e.g. hitting, kicking
- spitting at others
- throwing objects to cause harm
- swearing
- insolence
- deliberate disobedience
- lying
- theft
- vandalism
- racism
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### **Procedures to Deflect Major Incidents**

Teachers can:

- provide a cooling off period for a few minutes before attempting to speak to the student.
- ensure the student does not have an audience (ie ask others to leave, or move to another area)
- listen to the student's side of the story, adopting a helpful attitude
- avoid restraining students unless safety becomes an issue
- focus on the behaviour

### **Referral of Major Incidents**

Major Incidents in the classroom or playground should be investigated by the referring teacher and thoroughly documented on the Incident Report. The incident which should then be referred to the executive/Principal for follow up.

### **Minor Incidents**

#### **Minor incidents include, but are not limited to:**

- intentional disrupting of games
- assembly disruption

- misuse of equipment
- out of bounds
- minor put downs
- no hat
- littering
- reluctance to complete work or remain on task
- minor disruptions to learning

Appropriate strategies for dealing with these include on the playground:

- ask student – “What did you do? What should you be doing?”
- restating playground/classroom rules to students
- discussing minor disputes to help students solve the problem
- verbal reprimand and apology
- on the spot counseling
- restitution – ‘make it right’ strategies discussed and completed
- litter patrol (if papers are dropped)
- time out
- confiscate equipment for a period of time (return by end of the day)
- walk with the teacher to cool off

### **Referral of Minor Incidents**

Minor Incidents may be dealt with by teachers in the classroom and on the playground in an informal manner and may not necessitate an Incident Report. A positive and firm approach with minor incidents will ensure that the formal discipline system is most effective when it is not over used. However, repeated minor incidents may result in an Incident Report. For this reason, teachers may record minor incidents in the student’s well-being file on Sentral as they occur to monitor student behavior.

## **INCIDENT REPORTS**

Incident Reports are issued when inappropriate behaviour persists, when a serious or major isolated incident occurs or for repeated minor incidents. Before Incident Reports are issued, a thorough investigation of the situation should be conducted by the teacher generating the report. Incident Reports may be issued for playground behaviours and for classroom behaviors after the student has received 3 warnings and time-out, as per the NPPS Classroom Behaviour Flowchart.

### **Procedure**

Staff have two options on the Incident Report when reporting students for inappropriate behaviour. These are ‘**On Report**’ or ‘**Planning Room**’. The degree of sanction is determined by the severity of inappropriate behaviour and will be determined by the staff member generating the Incident Report. Staff members generating the incident reports may wish to confer with the executive/Principal as to the most appropriate option in some instances. Either option will result in the student receiving an automatic (R) on their Star Card for the week.

(NB. The current batch of Incident Reports have four boxes that may be ticked by the referring teacher, including 'Warning', 'Signature', 'On Report' and 'Planning Room'. Only ticks in the 'On Report' and/or 'Planning Room' boxes will result in the student receiving an automatic 'R' on their Star Card)

### **On Report**

If a student receives an 'On Report' registration on an Incident Report, their behaviour has been deemed inappropriate and his/her parents are notified by means of the white copy of the Incident Report. The blue copy is sent to the Deputy Principal to file and to record the incident on SENTRAL and the yellow copy is retained by the student's class teacher. The student will receive an 'R' on their Star Card for that week.

If a student receives repeated 'On Report' Incident Reports, it may result in required attendance to the Planning Room to discuss an appropriate behaviour plan for the future, at the discretion of the executive/Principal.

### **Planning Room**

If a student receives a 'Planning Room' registration on an Incident Report, it has been deemed that his/her behaviour has been significantly inappropriate and requires further follow-up with an executive staff member in the Planning Room during recess and/or lunch time. This is a process to bring the student to the understanding that their actions have had an impact and that it is necessary to 'make it right or better'. The Incident Report is sent to the Deputy Principal/Principal by the teacher who is referring the student. When a student attends the Planning Room, they are given the white copy to take home to the parent/carer, the blue copy is filed and the incident recorded on SENTRAL by the Deputy Principal/Principal or Planning Room executive and the yellow copy is returned the student's class teacher. The student will receive an 'R' on their Star Card for that week.

The purpose of the Planning Room is to:

- allow students the opportunity to talk about the incident.
- discuss positive solutions to be negotiated between executive and student.
- provide counseling to help student understand his/her responsibility for his/her behaviour.
- help student clarify his/her needs and wants.
- examine and evaluate his/her behaviours.
- provide alternate strategies and develop a plan of action.

## **THE BEHAVIOUR LEVEL SYSTEM**

### **Level 1**

If a student receives repeated 'Planning Room' Incident Reports or the Principal deems a student's classroom or playground behaviour to be serious, the student may be placed on Level 1. Placement on Level 1 will be determined by the Deputy Principal/Principal only.

- The Deputy Principal/Principal meets with the student to inform them they are on Level 1. Discussions should focus on how they may return to Star Level and the consequences of continued poor behaviour.
- A letter is sent to the student's parents informing them that they have been placed on

Level 1 and the consequences of that action.

- The Deputy Principal/Principal may organise a phone conference with the parents to discuss appropriate steps to support the student, where appropriate
- The student will be under teacher supervision at both recess and lunchtime for one week whilst they are on Level 1. This may involve:
  - attendance in the Planning Room
  - attendance in Structured Play/supervised activities
  - limited options for choice of playground area

Other sanctions which may apply include:

- exclusion from participating in extra curricula activities, visiting shows, excursions and sporting events

Students will be excluded from receiving Superstar Certificates and Star Ranking on their Star Cards whilst on Level 1. Students will return to Star Level after one week if no further Incident Reports have been received.

## **Level 2**

If a student is on Level 1 and continues to receive further Incident Reports in the classroom or on the playground, they may be placed on Level 2 at the Deputy Principal/Principal's discretion only.

- The APSC/P meets with the student to inform them they are on Level 2. Discussions should focus on how they may return to Level 1 and ultimately Star Level, and the consequences of continued poor behaviour.
- A letter is sent to the student's parents informing them that they have been placed on Level 2 and the consequences of that action.
- The Deputy Principal/Principal organises an interview with the student and parents to discuss appropriate steps to support the student's return to Star Level.
- An Individual Behaviour Program will be developed for the student and the student will be under teacher supervision for both recess and lunchtime until they return to Star Level. This may involve:
  - attendance in the Planning Room
  - attendance in Structured Play/supervised activities

Other sanctions which may apply include:

- exclusion from participation in excursions, visiting shows, sporting events and extra curricula activities
- daily monitoring by classroom teacher and grade executive

Level 2 may also include:

- intervention by the school counselor
- negotiated attendance in class
- negotiated timetable to participate in class/grade activities

Students will be excluded from receiving Superstar Certificates and Star Ranking on their Star Cards whilst on any level other than Star Level.

If a student has a week without an Incident Report he/she will return to Level 1. The student's Individual Behaviour Program would be modified to support their behaviour. If the student has a further week at Level 1 without an Incident Report he/she will return to Star Level.

If a student's behaviour continues to deteriorate, in accordance with the Department of Education and Communities and the school's Discipline Policy, consequences will be imposed. This may include suspension. This will be determined by the Principal.

The Discipline Policy is a framework for addressing inappropriate behaviours. Consideration for the individual needs of students and circumstances that may influence their behaviour may need to be made. In these circumstances, a flexible approach may need to be adopted in consultation with the Principal. A "one size fits all" approach is inappropriate and ignores the individual needs of students.

### **SUSPENSION**

The Department of Education and Communities has clear guidelines for procedures to deal with unacceptable behaviour. Suspension highlights the need for students and parents to devise a course of action to remediate that behaviour.

Any student who commits the following offences and places the safety of students and staff at risk can be suspended:

- Continued disobedience
- Aggressive behaviour
- Physical violence
- Use or possession of a prohibited weapon, firearm or knife
- Use or possession of a suspected illegal substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the school
- Persistent misbehavior

### **EXPULSION**

In extremely serious circumstances of misbehaviour the Principal may expel a student from the school.

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- Physical violence
- Use or possession of a prohibited weapon, firearm or knife
- Use or possession of a suspected illegal substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the school
- Persistent misbehavior

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