



METELLA ROAD PUBLIC SCHOOL

Student Discipline Policy Metella Road Public School

SCHOOL POLICY DOCUMENT

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Introduction

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, Metella Road Public School has a school discipline policy that was developed in consultation with school community members. The policy contains the four components as outlined in the *Student Discipline in Government Schools Policy* (PD/2006/0316/V03).

- The school rules.
- Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
- Strategies and practices to recognise and reinforce student achievement.
- Strategies and practices to manage inappropriate student behaviour.

Metella Road Public Schools' Student Discipline Policy has been developed within a strong student wellbeing context and is supported by Learning and Support processes.

Responsibilities

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

School staff

School staff are expected to teach and model the behaviour that we value in our students. Staff are expected to:

- Be courteous and responsive when dealing with students.
- Participate in the development of, and support the effective implementation of the school discipline policy.
- Present themselves as appropriate role models.
- Maintain accurate behaviour records through SENTRAL.
- Recognise student achievement.

- Provide Duty of Care to students.
- Maintain a professional relationship with students.
- **Not** impose physical punishment on students.
- Source: *Behaviour Code for Students* and NSW Department of Education Code of Conduct.

Students

Students are expected to:

- 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 schools' uniform policy and dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into school.
- Not bully, harass, intimidate or discriminate against anyone in our school, including school visitors.
- Source: *Behaviour Code for Students*.

Parents

Parents are expected to support the school in the implementation of the School Discipline Policy.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) operates as a systemic umbrella for student wellbeing and behaviour at Metella Road Public School. It is a comprehensive, integrated whole-school approach which creates safe and effective teaching and learning environments, to improve student learning outcomes for all students.

PBL is based on a three-tiered continuum of prevention and intervention:

- **Tier 1 - Universal prevention:** school-wide and classroom systems for all students, staff and settings (refer to PBL Matrix).
- **Tier 2 - Targeted interventions:** small group systems for students at-risk behaviourally and academically. Examples of targeted interventions may include, social skills programs run by the school counsellor, School Learning and Support Officers (SLSO), executive staff and the Chaplain; and programs to target generalised anxiety run by the school counsellor. Tier 2 interventions may also include interventionist support, English as Alternative Language/Dialect (EAL/D) support, and SLSO in-class support.
- **Tier 3 - Intensive interventions:** systems for students with high-risk behaviour and/or learning needs. These interventions include Individual Education Plans (IEPs), Personalised Learning Pathways (PLPs), Learning and Support Team referrals, one-to-one intervention/counselling with the school counsellor, Reading Recovery, Making Up Lost Time in Literacy (MultiLit), Rip-It-Up Reading. One-to-one support (when required) is also provided by interventionist teachers, and SLSOs (in-class and in the playground). Students requiring Tier 3 interventions may also require functional behaviour assessments (administered by the School Counsellor or Deputy Principal). Additionally, the following documentation may be required to support Tier 3 interventions. These document proformas are available through the Health and Safety directorate:
 - Employee consultation survey for student behaviour.

- Student behaviour and analysis prompt sheet
- Student behaviour support plan.

PBL Matrix

The PBL Matrix for Metella Road Public School outlines the behavioural expectations for all students across all school settings. The four core school expectations are:

M – Motivated

R- Respectful

P – Proud

S- Safe

The school expectations are consistent with the Behaviour Code for Students.

These four core expectations are supported by overarching behavioural requirements. The expectations for all students are shown in Table 1, PBL Matrix.

Table 1 PBL Matrix

IN ALL SCHOOL SETTINGS	
Core Expectation	Behaviour Requirement
Motivated	<ul style="list-style-type: none"> • Aim High!
Respectful	<ul style="list-style-type: none"> • Be fair, play fair • Be polite • Follow instructions • Work cooperatively • Take care of equipment
Proud	<ul style="list-style-type: none"> • Celebrate achievements • Look after our environment • Wear correct school uniform • Be your best
Safe	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Be in the right place at the right time • Use equipment correctly • Move sensibly around the school • Make good choices

The behavioural requirements have been written in plain, accessible language to ensure all students have a clear and consistent understanding of the School's expectations.

School-Wide Implementation

PBL is implemented across the whole-school and specific PBL lessons are utilised to teach appropriate behaviour. Lessons are structured to include explicit instruction, the modelling of desired behaviour and opportunities for the students to practise independently. All PBL lessons include follow up and feedback. Booster lessons to target specific behaviours, which may have become problematic (as identified through analysis of behaviour data) are also implemented when required.

Every fortnight there is a behavioural focus that is explicitly taught to students, this is referred to as *the Focus of the Fortnight*. This focus is positively rewarded by teachers who can issue students with free and frequent *Mini-Metellas* if students are demonstrating the focus. Mini-Metellas are placed into a barrel and a prize draw is held at the end of the each fortnight. At the conclusion of each term, a major draw is used to reward positive behaviour.

Communication

Information regarding PBL is communicated in a variety of ways:

- *SENTRAL Daily Notices* is used to communicate PBL messages to students and teachers.
- PBL Signage is displayed across the school to address behavioural expectations. These signs provide students with a visual reminder and are derived from the PBL Matrix.
- The electronic notice board, located in front of the Administration Office, is used to communicate the *Focus of the Fortnight* to the wider school community.

Recognising Student Achievement

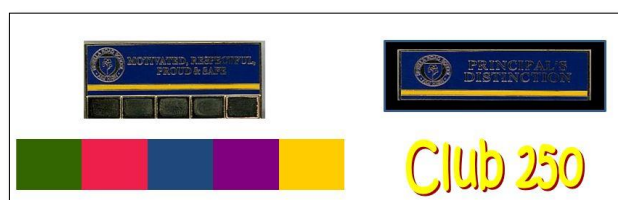
Student achievement is recognised in many ways:

- **Class reward systems:** This varies for individual classes and is often negotiated between the students and their teacher. Class reward systems could include

raffles, Dojo points, additional computer time or free time.

- **House points:** Every student at Metella Road Public School belongs to one of four houses: Brigalow, Kurrajong, Myall or Wandoo. When students engage in behaviour that meets the school expectations or demonstrates they "Aim High", house points are used to reward students and their house teams.
- Mini-Metellas.
- Captain Metellas.
- Assistant Principal's Awards.
- Deputy Principal's Awards.
- The Principal's Distinction Award (Club 250).
- Principal's Distinction reward days.
- Principal's Commendation letters.
- Verbal communication with parents/carers (such as telephone conversations).
- Twice a term, the school newsletter details the students who have received their Deputy Principal's or Principal's Distinction Award.
- Facebook, Twitter and the school website are used to celebrate individual student and team achievement.
- Class medals, achievement certificates, major school trophies, sports medals/trophies are presented at K-6 assemblies and at the end-of-year Presentation Day assemblies.

Figure 1 School Badges to recognise student achievement



Managing Inappropriate Behaviour

The school takes strong action in response to behaviour that is detrimental to self or others, or to the achievement of high quality teaching and learning.

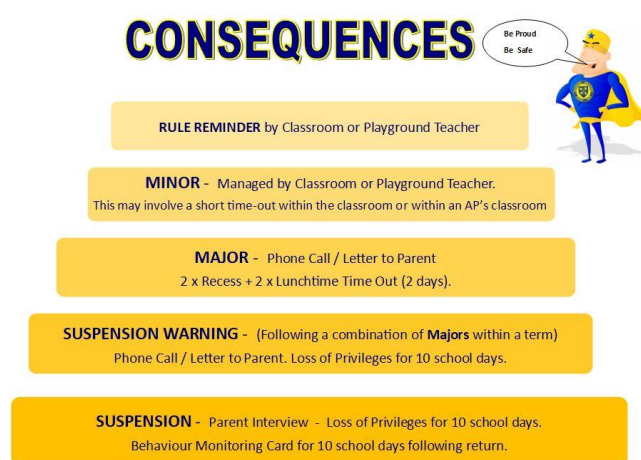
Inappropriate behaviour is managed through the three-tier continuum of prevention and intervention as documented in this policy. The consequences for inappropriate behaviour is shown in Figure 2.

Consequences are as follows:

- 1) A **rule reminder** is used by a classroom teacher or teacher on playground duty to redirect students to meet the school expectations.
- 2) **Minor behaviour** is managed at a classroom teacher or playground teacher level. This may include (but is not limited to) off-task behaviour, low-level teasing, rough play, disrespectful behaviour. It also may involve time-out within the classroom or with the Assistant Principal.
- 3) **Major behaviour** is managed by the Assistant Principal. This may include (but is not limited to) repeated disobedience, highly inappropriate language, intimidation, physical contact, threats, racial discrimination. The Assistant Principal will contact the parents/carers and a letter outlining the major behaviour is sent home. Students are required to complete Time-Out with the Deputy Principal and Assistant Principals in accordance with *Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms*.
- 4) **Suspension Warnings** are managed by the Deputy Principal. Suspension warnings follow a combination of Majors within a term, or may also be given for physical contact. The Deputy Principal will contact the parents/carers and a letter outlining the suspension warning is sent home. Students are required to complete Time-Out with the Deputy Principal and Assistant Principals in accordance with *Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms*. Students also lose all privileges for 10 days. This means that students who receive a Suspension Warning are not permitted to represent Metella Road Public School at PSSA, excursions or attend in-school special events.

- 5) **Suspensions** are managed by the Principal or delegate as required. Suspensions include a student/parent interview and are managed in accordance with Suspension and Expulsion of School Students Procedures. Parents/carers are provided with a copy of Suspension and Expulsion of School Students Procedures – Information for Parents. When a student returns from suspension, a behaviour monitoring card is utilised for 10 school days. All students who are suspended from school are referred to the Learning and Support team.

Figure 2 Consequences for Inappropriate Student Behaviour



Related Documents

The following documents support the implementation of Metella Road Public School's *Student Discipline Policy*.

- The Wellbeing Framework for Schools (April 2015).
- Student Discipline in Government Schools Policy (PD/2006/0316/V03).
- Student Discipline in Government Schools-Support Materials.
- Behaviour Code for Students.
- Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms.
- Suspension and Expulsion of School Students Procedures.

- Suspension and Expulsion of School Students Procedures – Information for Parents.
- Anti-Racism Policy (PD/2005/0235/V05).
- Bullying: Preventing and Responding to Student Bullying in Schools Policy (PD/2010/0415/V01).
- Drugs in Schools Policy (PD/2002/0040/V04).
- Sample Evidence of Policy Implementation.
- School Attendance Policy (PD/2005/0259/V07).
- Student Welfare Policy (PD/2002/0052/V01).
- The School Uniform Policy (PD/2004/0025/V01).
- Working With Children Check Policy (PD/2005/0264/V07).
- Code of Conduct
- School signage that documents behavioural expectations.
- SENTRAL daily PBL notices.
- Records that show positive behaviour and rewards (Principal’s Distinction list, Deputy Principal’s Award list).
- Letters sent to parents for student awards.
- Principal’s Commendation letters.
- Time-out and major behaviour data (stored electronically in SENTRAL and disseminated to staff in Weeks 5 and 10 each term).
- PBL Meeting minutes.
- Staff communication meeting minutes.
- Learning and Support Team meeting minutes.
- Time-out register.
- Student behaviour support plans

Review

A review of the Student Discipline Policy (and related documents when required) is held annually for staff. Review dates are updated and documented in this guideline.

Document	Last Review Date
Student Discipline Policy – Metella Road Public School	December 2017
Anti-bullying Plan	December 2017
PBL Matrix Review	August 2017

Evidence of Implementation

Evidence of implementation resides at Metella Road Public School. Evidence includes:

- Metella Road Public School’s Anti-bullying Plan.
- Student attendance records at specific incursions based on anti-bullying.
- Class programs and lesson plans for explicitly teaching expected behaviour.