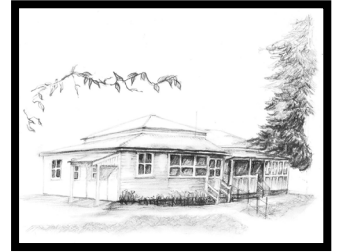




Michelago Primary School GOOD DISCIPLINE POLICY

2009 to be updated 2021



RATIONALE

Michelago Primary School's (MPS) positive approach to the strategies outlined in their Good Discipline Policy will ensure the classrooms and playgrounds of the school are happy and safe, learning places for students, staff and community.

We believe the '*Positive Behaviour for Success Program*' (PBS) is the most appropriate approach to use with students. Students respond best to positive reinforcement. Positive behaviours are established through explicitly teaching new social skills while responding effectively to problematic behaviours.

At Michelago Primary school, we share the following beliefs about behaviour and learning:

- Education is a lifelong process;
- Gender is not a determinant of capacity to learn;
- Children with disabilities **be** encouraged to access all educational opportunities;
- All students have the right to be treated fairly , with dignity in an environment free from disruption **to learning**, intimidation, harassment and discrimination;
- Children learn at different rates and bring to school a variety of attitudes, behaviours & values;
- Respect, responsibility and safety are integral to learning;
- The opportunity for 'restitution' supports positive behaviours ;
- Appropriate behaviours, values and expectations must be taught explicitly across the school.

Therefore, our student learners aim to:

Be Their Very Best

Be Respectful

Be Safe

Be Responsible

When parents enrol their children at MPS they enter into a partnership with school and staff. This partnership is based on shared responsibility and mutual respect- 'School and family working Together' to ensure:

- **Students are valued, feel safe and **are** able to achieve their full potential;**
- **Parent involvement and participation is valued;**
- **Staff are valued , fully informed and supportive **of students, parents and each other;****
- **Teamwork and effective communication across the school community is integral to success.**

The aims of this partnership, under the umbrella of *'Positive Behaviour for Success'* is to recognise and value the rights of all stakeholders in the school community:

- Everyone has the right to work in an environment which enables them to learn
- Everyone has the right to be treated respectfully and courteously
- Everyone has the right to work in a safe, clean, friendly environment
- Everyone has the right to demonstrate and promote pride in the school
- Parents and Carers' have a right to share in their children's education
- Everyone has the right to the principles of 'procedural fairness'.

This shared partnership acknowledges and supports the NSW Governments directions in implementing 'Core Rules'.

THE CORE RULES

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

OUTCOME

All students and staff have the right to be treated fairly and with dignity in an environment FREE from disruption, intimidation, harassment and discrimination. This is particularly important in regards to students with disabilities.

Features of the School Wide PBS Approach

The PBS approach enhances the capacity of the school to teach and succeed with all students, especially students with social skill deficits and challenging behaviours.

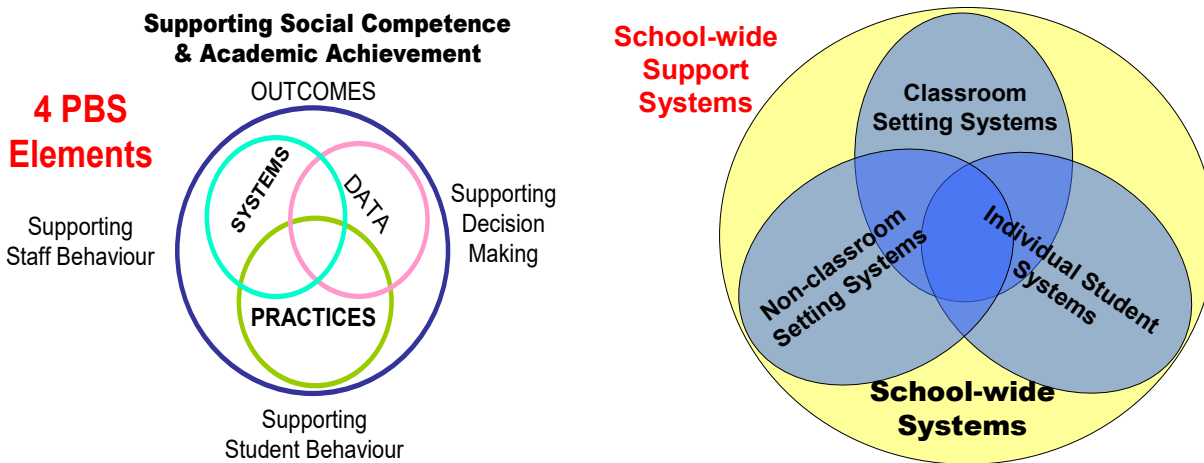
Our school-wide management framework;

- Clearly defines outcomes relating to academic and social behaviour
- Has clear , consistent systems to support the work of staff
- Provides effective teaching practices to support student success
- Uses school data to inform decision making

PBS has a teaching focus where emphasis is placed on:

- Teaching behaviour expectations explicitly
- Teaching behaviour expectations like we do academic skills
- Maximising academic engagement and success
- Using teaching support to remediate behaviour errors

PBS establishes a continuum of social behaviour support and social skills teaching for all students and staff.



The school community has established and defined 4 positive school wide values:

Be your very best!

Be respectful

Be safe

Be responsible

These values have been clearly defined in a range of settings. See attached matrixes. These values are displayed throughout the school and are supported by an explicit 'Values Teaching Program' and are complimented by the PD, H & PE program.

Preventative behaviour management techniques and **positive teacher behaviours** including:

- Staff will praise and recognise good behaviour and good schoolwork, through awards, assemblies and Newsletters.
- Staff will maintain a warm positive environment for work and play,
- Staff will model caring behaviour.
- Staff and parents will work together.
- **Staff will treat all students with respect and dignity - student and teacher interactions will be free of put-downs or sarcasm.**
- Staff will use 'Corrective Conversation Strategies' **when dealing with problem behaviours in order to** support students in making positive choices in behaviour (refer to PBS Universals Systems package)
- Counselling and remediation programs for learning difficulties and programs for gifted and talented students will be provided **to maximise the potential of all our students.**

- School Values will be **widely** displayed
- Human Society & its Environment (HSIE) and Personal Development programs (PD) will be **used to** promote respect for society's values and its laws, to encourage students to value and respect personal dignity and the worth of themselves and others.

The principal will ensure no student is discriminated against on any of the following grounds;

- Race
- Sex
- Religion
- Marital status
- Disability
- Sexual Preference
- Transgender
- Age

Strategies for **P**romoting Positive Behaviours

A reward system has been implemented to acknowledge and reinforce positive behaviours and good choices.

During the year each student has the opportunity to work towards 5 levels of awards:

1. Bronze certificate & pencil (50 stamps)
2. Silver certificate & silver badge (50 stamps)
3. Gold certificate & gold badge (50 stamps)
4. Platinum certificate & bookmark (100 Stamps)
5. Diamond certificate & Book voucher (100 stamps)

Student achievement will be acknowledged at:

- assembly & in the newsletter
- On school PBS pin board

During a school term, when the whole class completes a level as a team effort, the whole class will receive 30 minutes activity of the classes choosing.

The class can choose from:

- 30 mins of board games
- No homework for the week
- Choice of activities e.g .sport, art, lego
- Device day
- Outside play

The 5 certificates are to be collected over a year. Each year starts afresh.

Limit of 3 stamps a day with the exception of a bonus points for special circumstances.

Bee Token Draw (based on FISH philosophy)

Three times a term, students **will** participate in whole school draw and receive a bee token. The token has the name of a student, teacher, parent or visitor. The name is to be kept secret and **the** token replaced .The student is required to be actively kind and caring to the child/adult chosen. No reward is given as the aim is to encourage intrinsic values (good feelings) and good citizenship.

During the first week, students 'walk the talk'. In the following week, students participate in a 'sharing circle' to discuss how another student/students made their day and showed an act of kindness.

Restitution System: The PBS 'CICO' (Check in Check Out) monitoring and mentoring system will be used for students who have incurred an In school Suspension. This system provides students with the opportunity to retrieve the End of Term treat through sustained effort.

End of Term Treat:

For all those students who have not received a formal Home suspension. Students through the SRC have input into the choice of activities for the End of Term Treat and contributing to reviewing rewards.

Consequences for Inappropriate Behaviours

When applying consequences, the individual circumstances and actions of the student and needs and rights of the school community are considered at all times. Every Term begins with a clean slate.

Restitution- All students are valued and will be provided with a structured opportunity to retrieve the end of Term treat.

The PBS Consequence System applies to all students, Kinder to Year 6. Kindergarten have been provided with extra support in the implementation of behaviour management.

Negative behaviours are recorded on 'Hassle Log' sheets and placed on the PBS folder for data analysis and tracking.

See attached Problem Behaviour Correction Process proformas.

See attached Defined Minor Major & Illegal Behaviours

See attached Letters to Parents- CICO & Stop Think

See attached Hassle Log Sheet

NB: Cyber bullying and other highly inappropriate uses of technology such as the internet & mobile phones is classified under major misbehaviours and will be dealt with accordingly. See references in the Appendix- School Internet Policy, School Policy on 'The Use of Mobile Phones, Portable Computer Games etc'.

Strategies to implement supportive, fair and consistent consequences include:

Classroom Management

The teacher responds to low level behaviours by ignoring inappropriate behaviours where possible, giving clear directions, reinforcing positive behaviours and using non verbal messages to alert the student.

Rule Reminders & Corrective Conversation Strategies

The teacher restates the rule, reminds students of school values and expectations, and gives a specific direction providing the student with a choice to respond appropriately by **demonstrating and practising the expected behaviour** or moving to a different area away from distractions.

1. Verbal warning **and positive correction**

2. Second warning – name on board

3. Third warning – X next to name

Conference with teacher during the break. Name and behaviours recorded on Hassle Log sheets

4. Continuation of inappropriate behaviour leads to

1 Hour Stop Think with 'Stop Think' letter home. Parent contacted.

5. 3 x Stop Thinks (within a 2 week period) **will lead to** In School Suspension for 1 day and possible loss of end of Term Treat. Student works in foyer or other class and loses play time outside. Conference with parents.

This is followed by a 'Check in Check Out' program for 5 days in class. The program provides the student with the opportunity to retrieve the End of Term Treat. Each day the student is required to earn 12 points in the day for each of the 5 for remaining days. If a student has just missed out and has really put in the effort a second week on CICO will be considered. Second CICO must earn 12 points a day.

Failure to meet the requirements of CICO will lead to a second In School Suspension program and CICO program. Conference with parents.

6. Completion of the CICO program allows the student to *retrieve* the End of Term Treat.

7. No improvement in student behaviour will result in a formal home Suspension. Letter home. Conference with parents and a '**Targeted** Social Skills Program' to be organised for student's return. Work folder to be organised for Home Suspension and is part of the return process. The Student Welfare Officer & Counsellor may be contacted given the nature of the behaviour and the length of the Home Suspension.

8. Home Suspension – no retrieval of End of Term treat

9. The NSW Department Of Education 'Procedures for the Suspension & Expulsion of School Students' to be followed.

10. All Hassle Log sheets and records to be maintained and kept in PBS Folder. Student data is to be analysed and tracked.

11. Homework

Student input through the SRC has agreed students failing to complete Homework for 3 sessions should receive a Stop Think. The hour session is to be used to complete homework.

In all instances, staff will encourage constant and courteous communication between school and family in order to modify inappropriate behaviour.

Teachers will notify parents in when a child is disciplined with a Stop Think. The parents in turn will be required to sign the Stop Think form and return it to the school for filing in the 'PBS Book'. The letter requests that parents discuss the matter with their child.

Parents are encouraged to make an appointment to discuss student progress and behaviour with the class teacher.

Referral to the Principal

The principal will determine any further action. This may include discussions with parents and possible follow-up interview/consultations with a professional Counsellor. In school suspensions and Home Suspensions will be dealt with by the Principal.

Suspension Procedures:

To maintain fairness and consistency, teachers and executive will confer, and arrive at a consensus, when unsure of the level of severity, consequences and particularly before an in school/Home suspension is issued.

The Principal organises an interview to address the student's behaviour and organise a 'Targeted Behaviour Management Plan' (Long suspension only) Counsellor support provided. Student is fully informed of the school expectations and actions taken as a result of misbehaviour.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. This explicitly includes students with disabilities and any student who has an associate with a disability.

NB:

- **Verbal/physical abuse of student, staff or parent, and/or possession of illegal drugs or a prohibited weapon, cyber bullying and other aggressive bullying behaviours will lead to *immediate suspension*.**
- **Suspension will be given as a result of persistent misbehaviour and failure to comply with PBS consequence system**
- **The parents are contacted and are requested to collect student for the remainder of the day.**

Short term and long term suspension will be administered as per attachment. (A) 'Procedures for Suspension, Exclusion and Expulsion of Students' and (B) Department of Education and Training Memo 99/080 (S.056) Procedures for Recording and Reporting Suspensions and Expulsions.

- Where complaints are made about discrimination against or harassment of students, there are steps to follow as outlined in 'Procedures for Resolving Complaints about Discrimination against Students, Anti Racism Policy Statement, and Anti Racism Grievance Procedures' (in Principal's Office).
- Where attendance is a problem refer to Attachment Home School Liaison Referral Form in relation to attendance.
- Where complaints are made about any form of bullying, refer to policy above and to the school's Anti Bullying Policy.
- Length of Suspension:
 - Short term suspension – 2-4 days
 - Long term suspension – up to 20 days

Principles of 'procedural fairness' will be followed for all concerned. "At Home" suspension requires a student home work program in place & agreed improvements upon return.

Evaluation

Monitoring Students Progress

Staff will keep accurate and consistent student records (Hassle Log) in the PBS folder and in the class. Student data is to be analysed and tracked during the year. Staff meetings will be used to discuss data as necessary and formulate support plans for students.

Whole School evaluation

- Collaborative discussion by staff, students and parents at staff meetings, SRC meetings and P&C meetings respectively.
- Staff review at the end of each year.
- PBS School 'Effective Behaviour Support Survey' to be completed annually.
- **PBS Implementation Inventory** to be completed annually as the school moves through the 3 levels of PBS implementation.
- Annual School Report Surveys to include student welfare and behaviour management issues to inform policy directions.

Appendix/References:

- (A) Suspension and Expulsion policy
- (B) Home School Liaison Referral Form in relation to attendance.
- (C) Legal Issues Bulletin 98/346 (S.274)
- (D) Targeted Student Behaviour Management Plan
- (E) Flow Chart for suspension (2005)
- (F) Core Rules for Students DN0600154
- (G) WH & S Policy
- (H) Use of Mobile Phones, Portable Computer Games,MP3 Players, iPod, Camera and Similar devices in Schools' Policy 2008
- (I) PBS Universal Systems 'Getting Started ' Package
- (J) PBS Classrooms Teacher Planning Manual
- (K) Anti Bullying Policy

These policies can be located on the Department of Education's Website.

THE SCHOOL TECHNOLOGY RULES

See attachments related to Michelago Primary School's PBS Rules and Consequences.

Specific Rules in relation to Technology:

Internet Rules

- No use without staff or parent supervision.
- No foreign disks.
- No downloading without permission.
- No malicious email, text(SMS) messages will be tolerated

Have restated below in positive language

- Always get adult permission to use technology
- Always get adult permission to download
- Be friendly and respectful when sending email and SMS messages

Electronic Devices Rules

- Leave electronic devices other than phones at home.
- Hand in phones at the office for the duration of the school day.
- Respect community laws when using internet, mobile phones, cameras –using electronic devices to harass, bully or intimidate others at school time or after school is against the law.
- Always use technology responsibly so others can learn and feel valued and safe at school.
- On 'device day' only appropriate games will be allowed to be played as the discretion of the teacher and principal.

NB: If a parent/caregiver needs to contact the school in an emergency, they are required to contact the school office and the message will be sent to the student and vice versa.

Parents are requested to inform staff when it is necessary for their child/children to bring a mobile phone to school.

Michelago Primary School

Targeted Student Behaviour Management Plan

A whole school approach has been used to address students with behaviour disorders. This approach implies consistent practices throughout the school day. All staff members will make use of effective supervision and management for targeted students.

Strategies to deal with defiant behaviour

- Initially, the school's PBS **behaviour expectations** and **possible consequences** are **taught**, reviewed and reinforced **with the student**
- **The student** will be directed to leave the classroom. **The student will then need to spend thinking time identifying the problem behaviour and coming up with a solution for the problem – that is the behaviour they need to be doing displaying instead.**
- If the student refuses to leave, the class teacher is to remove the other students to the library or **the** other classroom.
- The teacher is to direct an older student to send for support from available staff members.
- The isolated student is to remain in **the** office foyer under supervision (when possible) or stay in the back room of the demountable.
- The parent/carer is to be contacted immediately and **will be notified of the specific details of the problem behaviour. The parent/carer will then be asked to remove the student from the school for the remainder of the day.**
- If the student leaves the school grounds without permission or is particularly dangerous to themselves or others, the parent/carer **will** be contacted and asked to remove the student from the school for the remainder of the day. Police intervention **may be** used if parent/carer is unavailable.
- The student will be closely monitored in the playground and the above strategies will be implemented if the student **continues to be defiant.**
- Interviews and detailed written reports will be provided by all involved in this incident. Documentation is to be filed in student file on a confidential basis.
- Given the severity of the situation, a critical Incident report will be completed.
- District **(AREA?)** Office will be contacted.
- Departmental procedures to be followed in regards to suspension and expulsion:

Appendix

- i. 'Procedures for Suspension. Exclusion and Expulsion of Students' and Department of Education and Training Memo 99/080 (S.056)
- ii. Procedures for Recording and Reporting Suspensions and Expulsions

In the Absence of the Principal

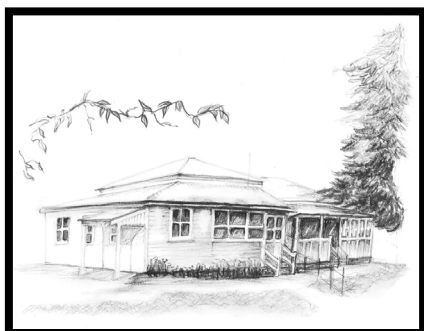
- The above plan is to be followed.
- Principal to be contacted as soon as possible.
- If Principal is unavailable, contact Student Welfare Officers at **Area** Office Phone 13 1536.

Important Note:

Whilst every effort will be made to follow the procedures, it should be noted that difficulties may arise due to the size and isolation of the school.

The following difficulties may arise:

- One teacher is quite often on excursion/events with students, leaving only one staff member at school to deal with a serious situation.
- Most parents/carers work in Canberra/Queanbeyan, travel time back to the village is 40-50 minutes.
- **Michelago** village does not have a full time policeman on duty (when on duty he is always based in Queanbeyan). Travel time from Queanbeyan is 5



This discipline policy was created in 2009 and will be reviewed in 2021 by Geoffrey Smith. The school's Strategic Improvement Plan will guide the development of the new Student discipline policy.

Claire Plummer	Principal
Pam Housenloge	P&C President
Fiona Tollis	P&C Representative
Kristil Mobbs	Teacher Staff Representative
Sue Tillack	Teacher Staff Representative
Mary Bouma	Finance - Staff Representative
Chris Simpson	School Counsellor
Robyn Christofides	PBS Coordinator/ Michelago PBS Coach
Fran Robertson	Support Teacher Learning Difficulties

