PEAKHURST SOUTH PUBLIC SCHOOL

The School Discipline Policy

1. Statement of Principles and Aims

- Good discipline and effective learning are the responsibility of the whole school community. Parents should be informed and urged to support the school’s discipline code and behaviour management plan.
- By working together, teachers, students, parents and the whole school community can promote and build positive self discipline and maximise the opportunity for students to achieve to the best of their ability.
- Discipline and behaviour management is a shared responsibility between the child, the parents and the school. It is most effective when parents and the school work together to support the child.
- The school believes it is important to keep parents informed regarding their child’s behaviour. This will often prevent the behaviour from escalating into something more serious.
- Our aim is to help students to make conscious decisions about their behaviour and to be responsible for their actions.

2. Discipline Code – School Rules

The school has developed a set of rights, rules and responsibilities, values and beliefs that clearly promote:

- Expected standards of behaviour in the classroom, in the playground and while travelling to and from school
- Safety in and around the school and in all school activities
- Acceptable standards of behaviour while on excursions and participating in or attending sporting and other activities
- Obedience to requests from staff and others in positions of authority
- Punctual adherence to the school timetable
- Positive and respectful relationships between all members of the school community.

Reference documents:
- Rights, Rules and Responsibilities
- Core Values and Beliefs
- Homework Policy
- Uniform Policy
3. School Behaviour Management Plan

a. Strategies to promote good discipline and effective learning
   • Provide appropriate curriculum to meet the needs of each student
   • Support students in achieving success in learning
   • Develop a small number of easily understood class and school rules which are fair, clear and consistently applied
   • Consistently use good behaviour management techniques eg
     o Give simple directions
     o Expect students to comply and follow directions
     o Regularly notice and commend students for complying with rules and directions
     o Avoid the use of ridicule, embarrassment or ‘put-downs’
     o Involve all members of the class by directing questions to the full range of students
     o Encourage on-task learning behaviour by moving about the room and supervising work
     o Refocus and redirect attention when students become restless or inattentive
     o Have a plan for managing behaviour disruptions
     o Follow up any significant behaviour disruptions
   • Staff attend relevant training and development programs
   • Staff model consistent, caring and controlled behaviour
   • Discuss with parents and caregivers their roles and responsibilities in managing unacceptable behaviour and promoting acceptable behaviour
   • Provide integrated programs which develop self-discipline, self-evaluation, communication, conflict resolution skills and responsible decision making, such as:
     o Stress management programs
     o Social skills programs
     o Peer mediation
   • Encourage respect for teachers as professional educators
   • Know and understand the particular needs and pressures experienced in the local community
   • Liaise with supportive community agencies to build teams
   • Provide appropriate support programs, such as counselling and remediation.
b. Practices to recognise and reinforce student achievement
- Use positive feedback to acknowledge when students are doing the right thing.
- Acknowledge and encourage desirable achievements and behaviours.
- Use appropriate rewards and consequences, applied consistently and fairly without gender or cultural bias.
- Positive reinforcers, for example
  - Ongoing positive feedback to the student for appropriate behaviour
  - Consistent and caring behaviour of staff
  - Acknowledgment of effort
  - Use of merit certificates, awards and other appropriate school/class based rewards in line with our ‘Climb the Peak’ system.
  - Commendations or recognition at assemblies and special school occasions
  - Regular ongoing contact with parents or caregivers, in person, by letter, by telephone or by email.
  - Recognition in the local community by individual or group participation in special events
  - Public acknowledgement, through the local media, of school and individual student achievements.
  - Recording events and recognising student achievements in the school newsletter.

c. Strategies for dealing with unacceptable behaviour

The school has developed a graded set of practices for dealing with unacceptable behaviour.

- Consider that all behaviour has a purpose, for example ‘acting out’ behaviour sometimes has complex causes, for example
  - Inappropriate curriculum
  - Lack of knowledge and skill in behaving appropriately
  - Inappropriate behaviour management at home or at school
  - Different cultural expectations between home and school
  - After a traumatic experience, misbehaviour may be a way that a student can seek help, or indicate that they need support.
- A range of options and possible consequences is required, for example
  - Reminder of correct behaviour expectations
  - Loss of privilege
  - Time in the Connected Classroom
  - In-class time out
  - Out-off class time out
  - Time with an Assistant Principal
  - Time in an off stage class while continuing their regular learning program
  - Counselling
  - Social skills training
· Teaching acceptable behaviours
· Withdrawal from positive reinforcement
· Restitution (collaborative problem solving process)
· Individual behaviour plans or case management
· Suspension or exclusion from school.

· A student who has caused property damage, may be required to perform reasonable work or service for the school to repair the damage when appropriate.
· Parents are formally notified, in writing, of serious breaches of the school rules or discipline code in line with the school behaviour system. Parents will be informed of the consequence that is being applied and the possible results of any further breaches. They are informed of the availability of counselling to students and parents. They are also invited to negotiate an effective process to improve the situation.
· Suspension, exclusion and expulsion according to the Department’s policies.

4. Implementation and Evaluation

· Distribute policy to all school staff members, students, parents and members of the school community as appropriate (for example Care Centre).
· Assess the ongoing effectiveness of the discipline code.
· Develop and use an ongoing review mechanism across the school community to assess the effectiveness of the discipline policy. The evaluation should examine the effect that revised practices have had on students and on the school community.
· To be revised in term 1, 2014.

5. Procedures for resolution of complaints

· Contact the classroom teacher in the first instance. If the issue is not resolved to a satisfactory level then contact the relevant Assistant Principal.
· For unresolved issues or whole school level issues, contact the Principal to resolve any complaints.
· If unsuccessful, contact the School Education Director or Regional Office.

6. References and Resources

   a. Good Discipline and Effective Learning (DEC)
   b. Procedures for the Suspension and Expulsion of School Students (DEC)
   c. Resolution of complaints procedures (DEC)