



## **POLICY: GOOD DISCIPLINE CODE (Reviewed 2014)**

### **STATEMENT OF PURPOSE:**

*A SCHOOL MUST FOSTER GOOD BEHAVIOUR FROM ALL STUDENTS WHICH WILL NOT INTERFERE WITH THE EDUCATION OF OTHER STUDENTS SEEKING TO LEARN. A SCHOOL MUST NOT PERMIT THE MISBEHAVIOUR OF ANY STUDENT TO INTERFERE WITH THE PROFESSIONAL & LEARNING ENVIRONMENT THAT TEACHERS AND STUDENTS HAVE A RIGHT TO EXPECT.*

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### **RATIONALE:**

Discipline concerns the development of appropriate and responsible attitudes and behaviour in students. It implies the development of self-discipline and the ability to distinguish right from wrong.

When parents enrol their children at public schools, they enter into a partnership with the school staff.

This partnership is based on shared responsibility and mutual respect. It should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. The partnership must strive to create in children an understanding of appropriate public behaviour. Such understanding should lead the student to develop a responsibility for his or her own behaviour.

Parents are responsible for ensuring their children attend school. They also share in the responsibility of shaping their children's attitudes to learning and the aspiration to do well. Real levels of achievement are greatly increased when teachers and parents expect high standards.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student. They are also responsible for appropriately communicating with parents about the educational progress and behaviour of each student.

A well-disciplined environment provides a system of relationships, rules, rewards and punishments designed to promote effective learning. A strong emphasis on the use of positive practices will assist students to develop the ability to accept responsibility for their behaviour and show concern and respect for others.

## **EXPECTATIONS OF GOOD DISCIPLINE IN NSW PUBLIC SCHOOLS**

NSW public schools have the following requirements of all students:

- the Core Values, as determined by the DET, will be promoted within the school (See attached.)
- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, to teachers and to community members
- due respect for teachers
- no violence, discrimination, harassment, bullying or intimidation
- no weapons
- no illegal drugs, alcohol or tobacco
- peaceful resolution of conflict
- adherence to the standards of dress determined by the school community
- compliance with all school rules and the School Discipline Policy.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

## STRATEGIES FOR GOOD DISCIPLINE AT JERRABOMBERRA PUBLIC SCHOOL

- The school will provide a stable, safe and ordered environment within which students learn effectively and behave responsibly.
- The school needs to create and maintain positive relationships within the school community.
- The school should foster in students a feeling of belonging to the school and its community.
- The school staff should contribute with enthusiasm to establishing and maintaining the highest tone and clear direction for the school.
- The school should insist on responsible student behaviour and develop practices that encourage that behaviour.
- The school should encourage the students to value the personal dignity and worth of themselves and others.
- The school should promote in students a respect for the values that underpin our society and its laws.

### PRACTICES:

1. Praise and recognition of acceptable behaviour.
2. Rewarding behaviour and school work through our use of merit stickers, certificates and awards at assemblies, special days, extra sport, etc.
3. Creating a warm and positive environment for work and play in which respect, tolerance, neatness, obedience, friendliness and helpfulness are encouraged.
4. Adherence to the school rules as formulated by the children and attached to this document.
5. Ongoing, regular contact with parents.
6. Fostering positive relationships with the local media to promote public acknowledgment of the school and individual student achievements.
7. Modelling of caring behaviour by staff.
8. Implementation of a Values Program where each week a value is promoted in the newsletter and in every classroom in the school.
9. Displaying in every classroom a set of the School's Rights & Responsibilities and the DET Core Rules for referring to with students.

### STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR:

#### IN CLASS:

1. Silent warning. Verbal warning. Name to be recorded as per teacher preference.
2. Discuss appropriateness of behaviour with child - Is it helpful to yourself or others?
3. Make aware of consequences of their actions.
4. If misbehaviour continues to the point of three warnings, withdrawal/time out from class, send to the buddy class with a white slip.  
**N.B.: If a student severely disrupts the class, he/she will be immediately sent to the Principal or Deputy Principal.**
5. If time out is given during the day, contact with parents will be made by way of a letter written to the parents by the student themselves and signed by the teacher. This is to be signed by the parents and returned the next day. (See format attached.)

## **STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR (cont.):**

6. If behaviour continues, parents will be asked to come in and discuss with the teacher and/or principal.
7. If parents and/or teachers are still concerned, the school counsellor or the itinerant teacher for behaviour, may be called in.
8. Suspension, as consistent with Department of Education and Training procedures, may be enacted for extreme misdemeanours.

A student, who is extremely insolent, persistently disobedient, engages in serious cyberbullying or is physically or non-physically violent, may be suspended from school. No school has to tolerate behaviour of this kind. Any one incident may be sufficient to warrant suspension. Students of any age may be suspended.

9. Students and caregivers, who consider that correct procedures have not been followed, have the right to appeal in writing.

## **IN PLAYGROUND:**

1. Warning. Child stays with teacher.
2. Discuss appropriateness of behaviour with child - Is it helpful to yourself or others?
3. Make aware of consequences of their actions.
4. If misbehaviour continues, withdrawal, time out from the playground or performing civic duty are options for the teacher on duty.
5. If behaviour warrants it, contact with parents will be made by way of a letter written to the parents by the student themselves and signed by the teacher. This is to be signed by the parents and returned the next day. (See format attached.)
6. If playground misbehaviour continues to be of concern, parents will be asked to come in and discuss with the teacher and/or principal.
7. If parents and/or teachers are still concerned, the school counsellor or the itinerant teacher for behaviour, may be called in.
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## **EXPECTED OUTCOMES:**

- A safe, orderly school where people and learning are valued.
- There are happy, involved children.
- Self discipline develops within each child
- A sense of right and wrong and personal responsibility for actions is developed within a framework of broadly accepted community values.
- Children will represent their school with pride and develop a sense of "belonging" to their school and community.
- Children will develop their skills in interpersonal relationships, decision making, understanding their own feelings and behaviours.
- Climate of mutual respect will be evident in the school involving teachers, students and parents.

### **\*\*\* SPECIAL NOTE**

Corporal punishment was abolished by the Department of Education and Training in all government schools in December, 1995. It is considered more appropriate to use other forms of discipline e.g. withdrawal of privileges or civic duty for the school.

It is recommended that the Discipline Code be reviewed every three to four years and that a copy is given to the parents of new students.

### **PLEASE NOTE:**

**Other school documents which support and compliment this policy are:**

***“Anti-Teasing and Bullying Policy – 2011”***

***“Student Welfare Policy”***

### **ADDENDUM:**

#### **BEHAVIOUR ON BUSES:**

Parents of children using the bus service to school are asked to discuss the following procedures with their children.

1. The bus driver’s instructions must be obeyed.
2. Bus passes may be withdrawn if behaviour, when using buses, is unsatisfactory.
3. Throwing objects, leaning from windows and doors or vandalism, are illegal and will be regarded as serious offences.
4. Students must enter and leave buses in an orderly manner. When teachers are on bus duty, students must obey their instructions.
5. Rudeness, bad language, unnecessary movement, loud noise, interference with other passengers or their property will not be tolerated.
6. Any misbehaviour to and from school will be dealt with in line with our discipline code. Such behaviour reflects badly on the image of the school and will not be tolerated.
7. The bus company will also deal directly with misbehaviour as deemed necessary.

#### **RIDING BIKES & SCOOTERS TO SCHOOL:**

Students should be aware of correct riding practises. Helmets must be worn at all times. These should be taken to the classroom and left with the student’s bag during school hours.

Riders must:

1. Obey the road rules including dismount at the crossings.
2. Dismount at the gate and wheel their bike/scooter into school.
3. Refrain from riding their bike/scooter within the school grounds at all times.
4. Leave bikes in the bike racks at the end of the Administration Block.
5. Ride safely and show courtesy to other path users.
6. For safety reasons, students in Years 4-6 ONLY should ride unaccompanied to school.
7. We would prefer that other children are accompanied by adults.
8. We do not advocate rollerblading to school. However, if roller blades are used, all the above rules also apply.



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To .....

.....

.....

Date: .....

### TIME OUT

Today your child was given "time out" from either the playground or the classroom. This is usually done after several warnings. However, if the misdemeanor was of a serious nature, students may be sent directly to the Principal or Deputy Principal. Here is your child's letter explaining what they did. This is part of the Jerrabomberra Public School Discipline Code and aims at keeping parents informed and encouraging students to take responsibility for their actions and to care for others. Please discuss this matter with your child, sign and return the note tomorrow. We value your support with this matter. *Thank you.*

Dear .....

I had "time out" today from my class / the playground because:

.....

.....

.....

I broke the rule that says:

.....

.....

Signed: .....

Teacher: .....

✂ .....

### PARENTS TO RETURN

*I have received this letter and discussed the matter with my child.*

Parent's Signature: ..... Date: .....

(Please see over a copy of the RIGHTS AND RESPONSIBILITIES of all members of our school.)

# The Core Values and Rules for Students in NSW Schools

The Government recognises the importance of the following core values in the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of:

- *integrity*
- *excellence*
- *respect*
- *responsibility*
- *cooperation*
- *participation*
- *care*
- *fairness and*
- *democracy.*

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

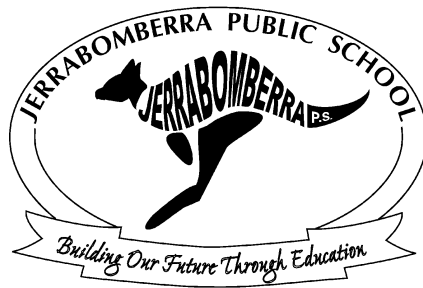
The Department is committed to supporting principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

## 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.



## **OUR RIGHTS**

*As members of Jerrabomberra Public School, we need to ensure that all members of our school community have the following rights:*

- ☺ **Everyone has the right to be safe;**
- ☺ **Everyone has the right to learn; and**
- ☺ **Everyone has the right to respect.**

*Everyone, a student, teachers and parents, has these rights – and everyone owes these rights to others.*

## **OUR RESPONSIBILITIES**

*Flowing from these rights are responsibilities we each have.  
These form our basic school **RULES...***

- ☺ **Take responsibility for your own behaviour;**
- ☺ **Show respect for all members of the school community;**
- ☺ **Show respect for property;**
- ☺ **Care for the school environment;**
- ☺ **Behave in a safe manner; and**
- ☺ **Allow everyone to learn.**

*These rules cover the responsibilities that students have in behaving in a safe and responsible manner; that teachers have in modelling and teaching safe and responsible behaviour; and that parents have in supporting the school in maintaining a safe and responsible environment.*

## **GUIDE TO STUDENTS RIGHTS AND RESPONSIBILITIES.**

### **1. I have the right to be treated with understanding.**

*I have the responsibility to treat others with understanding, not to laugh at others, tease others or try to hurt their feelings.*

### **2. I have the right to be treated with respect and politeness.**

*I have the responsibility to treat others politely and with respect and to respect the authority of teachers and adults in the school. However, I should be able to disagree without being disagreeable.*

### **3. I have the right to be safe and secure.**

*I have the responsibility to make the school a safe and secure place for people by not hitting, hurting in any way or saying mean and nasty things to others.*

### **4. I have the right to expect my property to be safe.**

*I have the responsibility not to touch, steal, damage or destroy the property of others or the school.*

### **5. I have the right to learn as much as I can from all lessons without disruptions caused by the bad behaviour of others.**

*I have the responsibility to co-operate with teachers and my classmates to make sure that lessons proceed and that I keep up with the required work. I also have the responsibility of not behaving so as to interfere with the rights of other students to learn.*

### **6. I have the right to have a pleasant, clean, well-maintained school and grounds.**

*I have the responsibility to care for my school environment, to keep it neat and clean, free from litter and free of vandalism to buildings and classroom displays.*

### **7. I have the right to expect my school to be well regarded by the community.**

*I have a responsibility to support school activities and do my best for my school at all times.*





## CLASSROOM MANAGEMENT & DISCIPLINE PROCEDURES

STEP 1 Silent Warning in class  
*(Record student name as per teacher preference)*



STEP 2 Verbal Warning in class  
*(Record student name as per teacher preference eg on a white slip).*



STEP 3 Isolate/Time Out within class  
*(Record student name as per teacher preference eg on a white slip and discuss with student about appropriateness of behaviour).*



STEP 4 Send student to Buddy Class with completed White Slip and work to complete for the rest of the session  
*(Student returns to class teacher with white slip signed by Buddy Teacher at the end of the session. Student counselled by the class teacher and consequences as per class management plan reinforced for inappropriate behaviour).*



[  STEP 5 Stage Supervisor is kept informed by sending ALL white slips to them at the end of each week or as arranged with supervisor. These are kept & recorded. ]

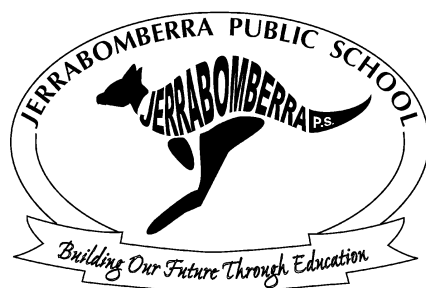


STEP 6 If student is sent to Buddy Class again on the SAME DAY, send to Stage Supervisor and a Time Out Note is sent home to parents.  
*The student is counselled by the Stage Supervisor.*



STEP 7 If behaviour is continually repeated then a referral to the Counsellor or ISTB could be made.

**NOTE:** *If a student severely disrupts the class or is violent or abusive to others, he/she will be sent immediately to the Deputy Principal or Principal.*



## **OUR MISSION STATEMENT**

*In partnership with parents, our aim is to provide a vibrant and responsive school environment that produces well-educated, confident and community-conscious citizens.*