Bogangar Public School Student Discipline Policy

Core Rules for Students in NSW Government Schools

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 caregivers 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.

All students and staff at Bogangar Public School have the right to learn, be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Bogangar Public School strives to maintain high standards of student behaviour.

Bogangar Public School has a positive reputation in the wider community for commendable student behaviour. It is with great pleasure that the school receives many favourable comments from the general public regarding student behaviour when attending events outside the school such as excursions, sporting events and camps.

The school's policy is a means of providing a safe, challenging, and creative learning environment for all members of our school community.

It addresses the management of behaviour, which ensures the acknowledgement of appropriate behaviours and the prevention of inappropriate behaviour through a system of relationships, rules and rewards that are designed to develop a high standard of discipline within our school.

We are safe. We are respectful. We are learners.

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

<u>**Values in NSW public schools**</u>
Core Values in NSW Public Schools Policy: Reference Number PD/2005/0131/V01. Implementation Date 25/03/2004 & last updated 09/05/2014

This policy sets out the NSW approach to values and values education in public schools. NSW public schools have always taught the values that are the basis of law, customs and care for others in our society. Values shape attitudes to the changing circumstances, events and issues encountered in daily life.

Schools in NSW share with families and the community the responsibility for teaching values. While values are learnt predominantly in the home and modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools.

The demonstration of these values in all areas of public education is both the aim and a measure of success for public schools.

Values education

Public schools teach values, including the values that underpin learning. Public schools also provide students with opportunities to explore the values that lie behind diverse community attitudes to political issues and social concerns.

Values are taught explicitly in classrooms and through the activities and relationships of the school and its community. In schools, core values influence how people communicate, work together and make decisions. They are reflected in the policies and procedures of schools and the Department.

Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students and how they are provided. Values contribute to all individual and group decision-making in the school community.

This NSW approach to values education involves community consultation, statements of values, school programs and teaching and learning strategies that demonstrate how to make values explicit in a range of learning contexts. A national and international review of literature supports this approach.

The NSW approach recognises that the core values are taught in all classrooms and in school communities. Reflection, explicit teaching and discussion of the core values are essential for schools to communicate to the public the values being taught to students. The approach to values education in NSW underpins every area of school life in our public schools and avoids the containment of the teaching of values to one- off programs, often additional to the curriculum, or focusing on only one area of teaching or school activity.

Bogangar Public School prides itself on acknowledging students' strong values through the explicit teaching of our values, values card that reward positive demonstration of our school values and closely linked ties to our student/ peer leadership programs. E.g. Kinder Buddy program, School Leadership roles.

Our school Values closely align with the NSW Schools Core Values and guide our proactive, positive behaviour management.

TOLERANCE, RESPECT, HONESTY, EMPATHY, RESPONSIBILITY, COOPERATION, FAIRNESS, PARTICIPATION AND EXCELLENCE

The NSW core values

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.

The core values are:

INTEGRITY: Being consistently honest and trustworthy.

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your individual and community's actions towards yourself, others and the environment.

COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

DEMOCRACY: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

In classrooms:

Teachers make values more explicit by including strategies that highlight the core values in their lessons. Discussing the meaning of core values as they occur helps students to develop their understanding of these values and how they operate in a variety of contexts.

The K–Year 12 curriculum in NSW public schools provides many opportunities to teach, demonstrate and explore values. Teachers assist students to understand school policies by modeling and reinforcing behaviour consistent with the core values.

In school communities:

Values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. Students also adopt the core values by observing the good models provided to them by members of the school community. A comprehensive and multifaceted approach to values education results in the core values informing every aspect of school life.

Student learning outcomes

The primary focus in classrooms is learning. Values influence how students learn, the way that they learn and what they learn. In the process of learning students develop:

- knowledge and understandings from the key learning areas
- skills and competencies in communication, problem solving, planning, organisation and research
- literacy and numeracy skills
- confidence in using new technologies
- safe and healthy lifestyles
- ecologically sustainable practices
- core values
- employment related skills

Social outcomes

Schooling is also about the future. Our community looks to today's students to determine the world of tomorrow. Through classrooms and school communities the core values of NSW public schools will contribute to a society that:

- values all people
- assists and empowers individuals from disadvantaged groups to actively pursue improved employment, personal and life opportunities
- contributes to reconciliation between Indigenous and non-Indigenous Australians
- is comfortable with cultural and linguistic diversity
- is compassionate towards others in need
- is aware of its heritage
- develops social cohesion
- empowers individuals to become active participants in the democratic processes of Australian society
- values the contribution of public education to the future of all Australians
- rejects violence, harassment and negative forms of discrimination
- supports peaceful resolution of conflict

Outcomes of schooling

Values influence the way students think, speak and behave. There has always been a strong focus on the importance of values in relation to the achievement of the educational goals and outcomes of public schooling. Some of these broad goals include:

- love of learning
- high standards
- care and respect for self and others
- care and respect for families and communities
- respect for work
- fairness and social justice
- pursuit of excellence
- being active citizens of Australia and the world
- appreciating Australia's history and multicultural society

The Wellbeing Framework for Schools

The Wellbeing Framework for Schools, NSW Dept. of Ed & Communities: Sydney, 2015.

The NSW Department of Education and Communities (DEC) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.

THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

How can schools positively influence the wellbeing of students?

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety.

Choice is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.

Achievement contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further engagement and effort.

Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.

Enjoyment, or the presence of positive emotion, can increase a student's wellbeing. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.

Development and personal growth can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose.

Feeling physically safe and being in good physical health contributes to wellbeing. Environments that provide for safety, and support good health, optimise learning experiences.

Why is wellbeing important to the work of schools?

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop. Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Our shared understanding of wellbeing:

- is that it is dynamic and integral to learning

- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities

- recognises the importance of developing and shaping the character of the individual

- is multidimensional and interrelated

- takes into account the context of children's and young people's lives and uses both objective and subjective measures

- incorporates the views and perspectives of children and young people themselves throughout the different stages of development

- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes

- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities

Connect, Succeed, and Thrive in an enabling school environment

CONNECT

■ Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

■ Students have positive and respectful relationships with each other, their teachers and the community.

■ Students experience a sense of belonging and connectedness that respects diversity and identity.

■ Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

■ Students are connected with their cultural, religious or spiritual backgrounds.

■ Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

■ the school is focused on building individual and collective wellbeing through a climate of care and positivity.

■ Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

■ Students are succeeding in their learning.

■ Students strive toward and achieve meaningful goals.

■ Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.

■ Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

■ Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.

■ Staff enable success by personalising student learning and supporting students to achieve.

■ Staff enable success by contributing to a positive, supportive and encouraging learning environment.

■ Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

■ Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

■ Students are self-directed, take initiative and grasp opportunity.

■ Students contribute to the learning of other students and to the school community more broadly.

■ Students have a strong sense of meaning and purpose.

■ Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.

■ Students are recognised and celebrated.

■ Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

■ The school has high expectations for every student.

■ Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

■ Students are recognised, respected and valued.

■ Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

■ Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

■ Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.

■ Resources are used to best meet individual and collective student need.

■ The school environment is a safe and healthy place to be.

■ Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.

■ Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW, public school 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 school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students

Actions: Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect: Treat one another with dignity; Speak and behave courteously; Cooperate with others; Develop positive and respectful relationships and think about the effect on relationships before acting; Value the interests, ability and culture of others; Dress appropriately by complying with the school uniform or dress code & Take care with property.

Safety: Model and follow departmental, school and/or class codes of behaviour and conduct; Negotiate and resolve conflict with empathy; Take personal responsibility for behaviour and actions; Care for self and others & Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement: Attend school every day (unless legally excused); Arrive at school and class on time; be prepared for every lesson; actively participate in learning & Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

OUTCOMES FOR STUDENTS

Students will:

- Develop self-respect, respect for others and tolerance of differences

- Understand and accept consequences for behaviours

- Display acceptable and responsible behaviour in a safe and happy environment

- Develop self-discipline

- Take responsibility for their own actions and decisions and accept any consequences for poor choices

- Continue to be challenged through student centred teaching

TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Staff will:

- Provide appropriate curriculum to meet the needs of each student

- Support students in achieving success in learning

- Develop in consultation with students a small number of rules that are simple and easily understood

- Engage in meeting quality teaching standards through training and development

- Provide support programs for students

SCHOOL RULES

We want to make Bogangar Public School a safe, respectful, learning environment by:

- Playing safely and fairly

- Working together as a team

- Being friendly to and showing respect for others

- Speaking in a way that does not offend others

- Being cooperative and helpful

- Being prepared to learn and always do our best

- Treating school and others' property with respect

- Being in the right place at the right time

TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT staff will:

• Recognise and reward student achievement through assembly merit awards, stickers, privileges, special awards, the school's 'merit' system presentation nights, value cards and reward days

• Use verbal praise and timely relevant feedback to reinforce achievement/behaviours

• Model consistent and caring behaviour

TO PROMOTE AND REINFORCE POSITIVE STUDENT BEHAVIOUR staff will:

• Use verbal and non-verbal praise

• Use the classroom and playground 'merit' reward system – Happygrams, value cards

• Exhibit quality work in class, throughout school and celebrate at assemblies

• Acknowledge students' efforts and work with weekly certificates of merit at assemblies

• Give students special responsibilities e.g. messenger, monitor, helping peers, jobs

• Promote working harmoniously as a class and/or group with special privileges such as excursions, special event days, praise, and whole school acknowledgement at assembly and in the newsletter.

Recognition and reward scheme

Students who display excellent behaviour and/or student achievement in any aspect of school life receive recognition by receiving Values cards, Happygrams, assembly awards, twitter and Instagram.

TO MONITOR UNACCEPTABLE CLASSROOM BEHAVIOUR staff will employ the strategies of:
- ➢ Reminder of "School Rules": the ripple effect is preferred
- ➢ First warning: specific verbal reminder
- ➢ Second warning: Name on the board
- ➢ Third warning: A mark beside the name
- ➢ Fourth warning: time out for a session in another classroom and parents are contacted

To monitor student behaviour, staff will operate their own reward system, complete playground and classroom behaviour cards (Happygrams, Merit Certificates, and Values Cards for positive behaviours) and Red, Green and Orange Cards for incidences of unacceptable behaviour – cumulative records are maintained by Executive staff. Consequences for incidences of inappropriate or unacceptable behaviour are administered in accordance to the school's Behaviour Red Card chart (Appendix A), Behaviour Green Card chart (Appendix B) and consequences flowchart (Appendix C).

Students who appear on playground and/or classroom records on a regular basis or have a letter sent home concerning their behaviour and could lose privileges.

TO DEAL WITH UNACCEPTABLE BEHAVIOUR staff will employ the strategies of:
- ➢ Reminder of "School Rules"
- ➢ Verbal reprimand. Remember: behaviour is often communicating need
- ➢ Restitution (paying for items)
- ➢ Yellow Cards (missing out on a period of outside play and/or in class activities, from 1 to 5 days at lunch times)
- ➢ Withdrawal from activities whilst on suspension (attendance at sporting events, excursions etc.)
- ➢ Suspension and/or Expulsion
- ➢ Student and/or parent interview with teacher/principal (then followed by one of the above)

If a student's behaviour is causing concern, parents will be informed by letter. Interviews will be arranged between parents, class teachers and/or executive staff to discuss the concerns. If unacceptable behaviour persists, a student may be suspended.

Suspension and Expulsion - (Suspension and Expulsion of School Students – Procedures 2011) There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

Short and Long Suspensions

The principal may choose to impose a short suspension of up to and including five school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- **Continued Disobedience:** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
- **Aggressive Behaviour**: This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. Principals can impose a long suspension for:

- **Violence:** Which results in pain or injury, or which seriously interferes with the safety and well-being of other students and staff.
- **Use or possession of a prohibited weapon**, **firearm or knife**: When the student uses or possesses a weapon, which is listed in Schedule 1 of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- **Use or possession of a suspected illegal substance**: Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **Use of or threatening to use an implement as a weapon**: When any item is used as a weapon in a way, which seriously interferes with the safety and well-being of another person. This includes an offensive implement, which is anything made, or adapted to cause injury to a person.

- **Serious criminal behaviour related to the school**: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises.
- **Persistent misbehaviour:** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach

Expulsion

In serious circumstances of misbehaviour, the principal may expel a student of any age from the school.

Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the regional director.

Whilst acknowledging that every student is entitled to their rights, there are responsibilities that students must also consider.

MY RIGHTS	MY RESPONSIBILITIES
I have the right to be happy at school.	My responsibility is: ➢ To play fairly and show good sportsmanship ➢ To respect others' feelings by not teasing and bullying ➢ To make the school a happy place ➢ To speak to others with respect and dignity
I have the right to feel safe and secure at school.	My responsibility is: ➢ To obey all school rules and help others do the same ➢ To keep my hands and feet to myself ➢ To avoid any action or place that may place myself and/or others in danger ➢ To tell a responsible person of any potential or perceived danger ➢ To respond to all reasonable requests from staff ➢ To share space and time, taking turns in games and activities
I have the right to expect my property to be safe.	My responsibility is: ➢ To take good care of my own and other people's property ➢ To care for the buildings, furniture, grounds and all equipment

I have the right to learn all I can.	My responsibility is: ➢ To be well behaved in class and not disturb others ➢ To do my best at all times ➢ To keep up with my work in class to the best of my ability ➢ To attend school regularly and to be punctual ➢ To cooperate with my teachers and classmates ➢ To be prepared with required equipment – pencils, sharpener etc.
I have the right to be helped with any problems I have at school.	My responsibility is: ➢ To speak to my teacher if I have a problem ➢ To understand that others may also need help
I have the right to have a pleasant, clean and healthy school and grounds.	My responsibility is: ➢ To care for my school by keeping it clean and free from litter ➢ To return equipment to the correct place
I have the right to be treated as an individual, with respect and politeness.	My responsibility is: ➢ To learn self-control and ignore people ➢ To treat others fairly, politely and with respect ➢ To listen while others are speaking
I have the right to make decisions and express opinions that concern me.	My responsibility is: ➢ To express my point of view politely, in the right place and time ➢ To think about my choices ➢ To take responsibility for my own actions and decisions and accept any consequences for poor choices
I have the right to expect that the local community will support and have pride in our school.	My responsibility is: ➢ To behave in a way which will bring credit to our school ➢ To present myself in a clean and tidy manner ➢ To wear my school uniform with pride ➢ To respect the school

Relevant NSW DEC Policy Documents

Core Values in NSW Public Schools: https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools

Wellbeing Framework for Schools: https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Acessible.pdf

School Discipline Policy in Government Schools: https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy

Behaviour Code for NSW Schools: https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf

Suspension and Expulsion of Students – Procedures: https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Suspension and Expulsion Information for Parents: https://education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf

Guidelines for Time In and Time Out Strategies: https://education.nsw.gov.au/policy-library/associated-documents/timeout_gui.pdf

Anti-Racism Policy: https://education.nsw.gov.au/policy-library/policies//anti-racism-policy

Bullying: https://education.nsw.gov.au/policy-library/associated-documents/Bullying-Preventing-and-Responding-to-Student-Bullying-in-Schools-Guidelines.PDF

School Attendance: https://education.nsw.gov.au/policy-library/policies/school-attendance-policy

Student Welfare Policy: https://education.nsw.gov.au/policy-library/policies/student-welfare-policy

School Uniform Policy: https://education.nsw.gov.au/policy-library/policies/school-uniform-policy

Work Health and Safety Policy: https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy

Appendix A

RED CARD OFFENCES

Students to be sent directly to AP

- ❖ Violence (Physical, verbal, social)
- ❖ Swearing
- ❖ Dangerous play
- ❖ Disrespectful behaviour
- ❖ Inappropriate behaviour
- ❖ Bullying
- ❖ Theft
- ❖ Leaving the school without permission
- ❖ Destruction of property

Appendix B

GREEN CARD OFFENCES

Teacher on duty responsible for behaviour management

- ❖ Out of bounds
- ❖ No broad brim hat in the playground
- ❖ Littering
- ❖ Unsafe play
- ❖ Playing before teacher is on duty
- ❖ Interrupting the learning of others

Appendix C

How do we manage behaviour?

In the Playground	In the Classroom
Firstly, we acknowledge great behaviour using the value card system.	Students are given 3 opportunities to modify their behaviour.
GREEN Card	**ORANGE Card**
Completed by a teacher on duty and requires the student to sit on the silver seat for 5mins or as long as the teacher on duty decides, to think about their actions and consider ways to make better choices.	Level 1: verbal warning Level 2: name on the board Level 3: a mark next to their name
Teachers place green cards in the box in the staffroom after their duty. Green cards are monitored at executive meetings.	Level 4: name and 2 crosses; child is exited with an orange card and the parent is contacted by the classroom teacher via phone and note
RED Card	Level 5: if a student is regularly carded (orange) they are referred to executive with a red card exit slip and the parent is contacted by executive
A red card will be completed by the teacher on duty for very serious offences. The student is immediately removed from the playground and is sent to the office. Exec responsible for the stage the child is from follows up with parents and class teacher.	
Red cards are entered on the behaviour management system and filed by executive.	