

Wellbeing and Discipline Policy

Rationale

Schools support the learning, wellbeing and safety of all students. West Pennant Hills Public School is committed to providing a safe, supportive and responsive learning environment for everyone. Good discipline is fundamental to the achievement of government priorities for the public school system. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Collaboration between staff, students, parents and carers is fundamental to maintaining positive student behaviour and effective discipline in public schools. Our school and community works together to provide quality learning environments which are inclusive, safe and secure, and free from bullying, harassment, intimidation and victimisation.

The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

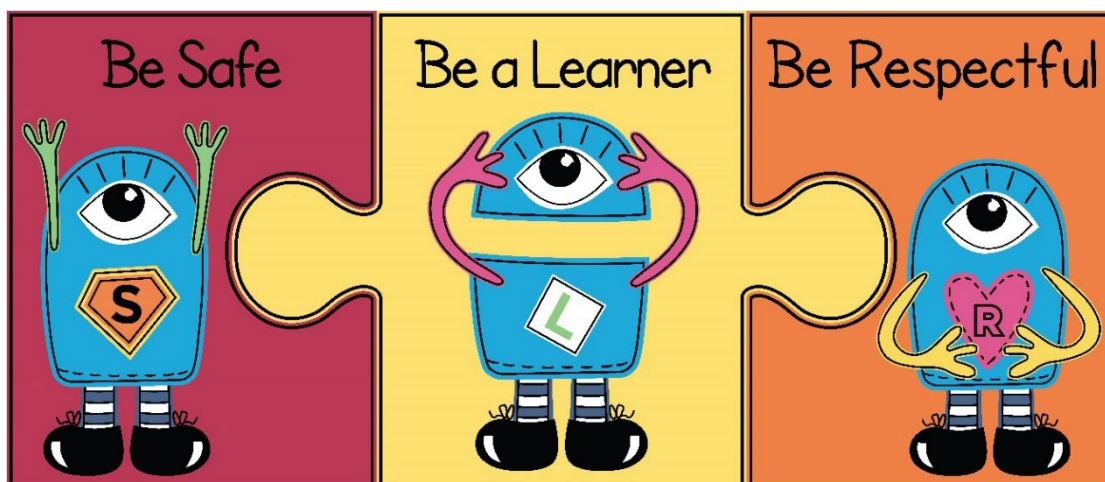
Expected Standards of Behaviour

Our school rules, or expectations, are **Be Safe, Be Respectful and Be a Learner**.

The school expectations were developed in consultation with students, parents and staff members and reflect the values of our community.

The school rules apply to all school settings and may at times apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for safe, respectful and engaged behaviour.

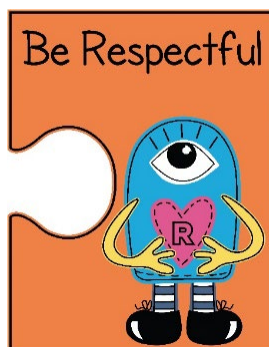


Consistent with the NSW DoE Behaviour Code for Students, our students are taught to be:



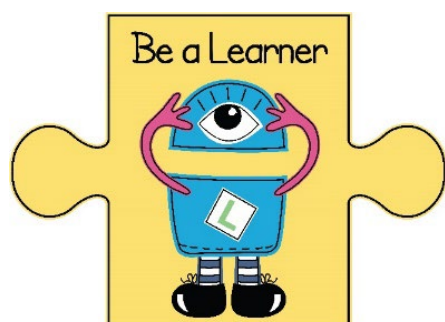
Be Safe by:

- modelling and following departmental, school and class codes of behaviour and conduct
- negotiating and resolving conflict with empathy
- taking personal responsibility for behaviour and actions
- caring for self and others
- avoiding dangerous behaviour and encouraging others to avoid dangerous behaviour



Be Respectful by:

- treating one another with dignity
- speaking and behaving courteously
- cooperating with others
- developing positive and respectful relationships and thinking about the effect on relationships before acting
- valuing the interests, ability and culture of others
- dressing appropriately by complying with the school uniform or dress code
- taking care with property



Be a Learner by:

- attending school every day (unless legally excused)
- arriving at school and class on time
- being prepared for every lesson
- actively participating in learning
- aspiring and striving to achieve their best in all learning opportunities

Behaviour Expectations Matrix

The behaviour expectations matrix clearly identifies the behaviour students are expected to display in each setting in the school. It is used by teachers to explicitly teach students the expectations and skills they need to be successful in these settings. The matrix is displayed around the school on large area-specific and general matrix signs.

PBL UNIVERSAL PREVENTION: EXPECTATIONS TEACHING MATRIX

Expectation	All Settings	Non Classroom Settings (E.g. playground, hall, etc.)						
		K-2 Area	Quad	Oval/Courts	Canteen	Passive Play	Toilets	K-2 Hard
Be a Learner	Do your best Participate and cooperate Be prepared	Make good choices	Make good choices	Make good choices	Plan your purchase	Make good choices	Make good choices	Make good choices
Be Respectful	Follow teacher instructions Take care of your environment Use good manners	Wait for your turn	Be aware of people around you. Share space Play fairly and by the rules	Be aware of people around you. Share space Play fairly and by the rules Return borrowed equipment.	Use good manners Wait calmly in lines.	Take care of your environment	Respect other people's privacy	Be aware of people around you
Be Safe	Be in the right place Keep your hands and feet to yourself Walk on hard surfaces. Wear your hat	Use equipment safely.	Ball games at recess and lunch	Play non-tackling games Leave sticks and stones on the ground	Single line One person at the window, one person waiting at the line. Only buyers in that area.	Walk at all times Be in the right place	Enter and exit safely Wash hands	Play safe games

Strategies and Practices to Promote Positive Student Behaviour

The West Pennant Hills Public School community recognises that behaviour affects learning and achievement. Less time spent disciplining students gives teachers more instructional time.

At West Pennant Hills Public School, we focus on the explicit teaching of positive behaviours and social skills. Our aim is to provide a quality learning environment in which all students can learn and engage in schooling in a positive way.

To achieve this we implement the Positive Behaviour for Learning (PBL) framework. PBL is an evidence-based whole school systems approach that includes proactive strategies for defining, teaching and supporting appropriate student behaviours to create positive school environments.

What is PBL?

PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support students to be successful;
- supports students in early childhood settings through to senior years of schooling;
- enables schools to establish a continuum of supports to meet the needs of every student;
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff;
- establishes positive social expectations for all in the school community; and
- provides a framework for the school and its community to collectively support the wellbeing of every student.

PBL enables:

- Students to respond positively as they have been taught what is expected of them;
- Staff to deliver consistent responses to student learning and behaviour;
- Students to feel safe and cared for at school;
- Parents, family and community to be more involved in school; and
- The significant reduction in unproductive and challenging behaviour for most students.

How is PBL implemented?

- Signage is posted throughout the school, giving ongoing reminders to students of the expected standards West Pennant Hills Public School expectations.
- At the beginning of each year, class teachers will discuss and teach the procedures relevant to their class behaviour in order for students to achieve the schoolwide expectations within their individual class settings.
- There is a schoolwide program of lessons for teaching expected behaviours that is adapted to the needs of the school and its students.
- All students participate in fortnightly social skilling and problem solving lessons, in which the school rules and expectations are taught, discussed and reviewed.
- Data is regularly collected to establish the current needs of the school.
- Needs are addressed within PBL lessons.

Review

The program is reviewed regularly by the PBL team and lessons adjusted and written to meet the needs of the current school climate.

The Student Representative Council (SRC) contribute to the evaluation of the teaching and learning programs.

Data is also collected and collated regularly and used to drive ongoing programs and lessons.

Recognition and Reinforcement of Positive Student Behaviour

Practices that recognise and reinforce student achievement are an essential part of good discipline and effective learning. Encouraging expected behaviour practices can be formal and informal and adapted by the teacher according to the situation and to what is appropriate for the individual student.

Positive encouragement of expected behaviours:

- produces immediate and quick results;
- provides a visual concrete reason for students to work toward behavioural and academic goals;
- acknowledges students respond best to positive reinforcement;
- helps reinforce positive behaviours and expectations;
- provides incentive;
- increases motivation, buy-in, and effort;
- produces a challenge with a pay-off;
- improves behaviour and academics; and
- increases on task and attending behaviours.

Students are encouraged positively through:

Verbal Praise and Solar Tickets: Students are acknowledged for following behaviour expectations in any setting through the awarding of verbal praise and Solar Tickets.

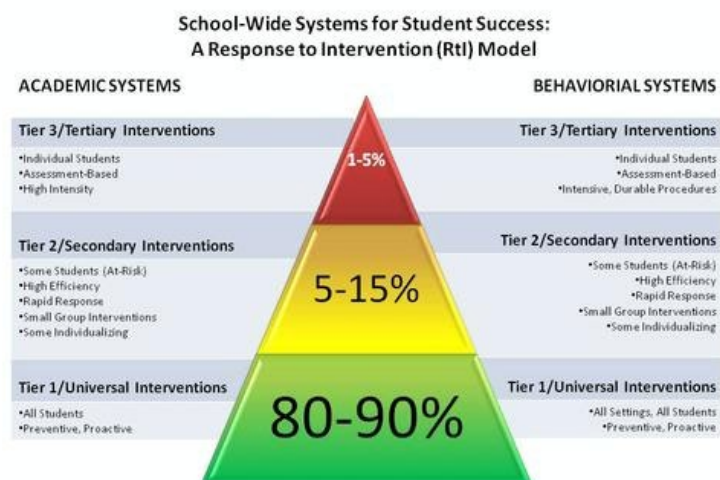
Reward System: For more detail see the West Pennant Hills Reward System Procedures document that outlines the series of awards that students can earn through collection of Solar Cards and, in the older grades, School Service time.

Classroom management systems: Implemented in conjunction with the whole school reward system by teachers in their classrooms

Strategies and Practices to Manage Inappropriate Student Behaviour

PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

The diagram below shows how the PBL continuum applies to all students.



Most students respond to the Tier 1 Universal Preventions and consequences.

Some students, approximately 10-15%, will require additional academic and behavioural supports. The Tier 2 supports strengthen and build upon what has been taught to students at the universal level.

A smaller group of students, approximately 1-5 per cent, may need individualised and intensive

Tier 3 supports as well as universal and targeted support. The school will build upon the foundations of the school-wide system to support these students. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system. Our strong Learning and Support Team support these processes.

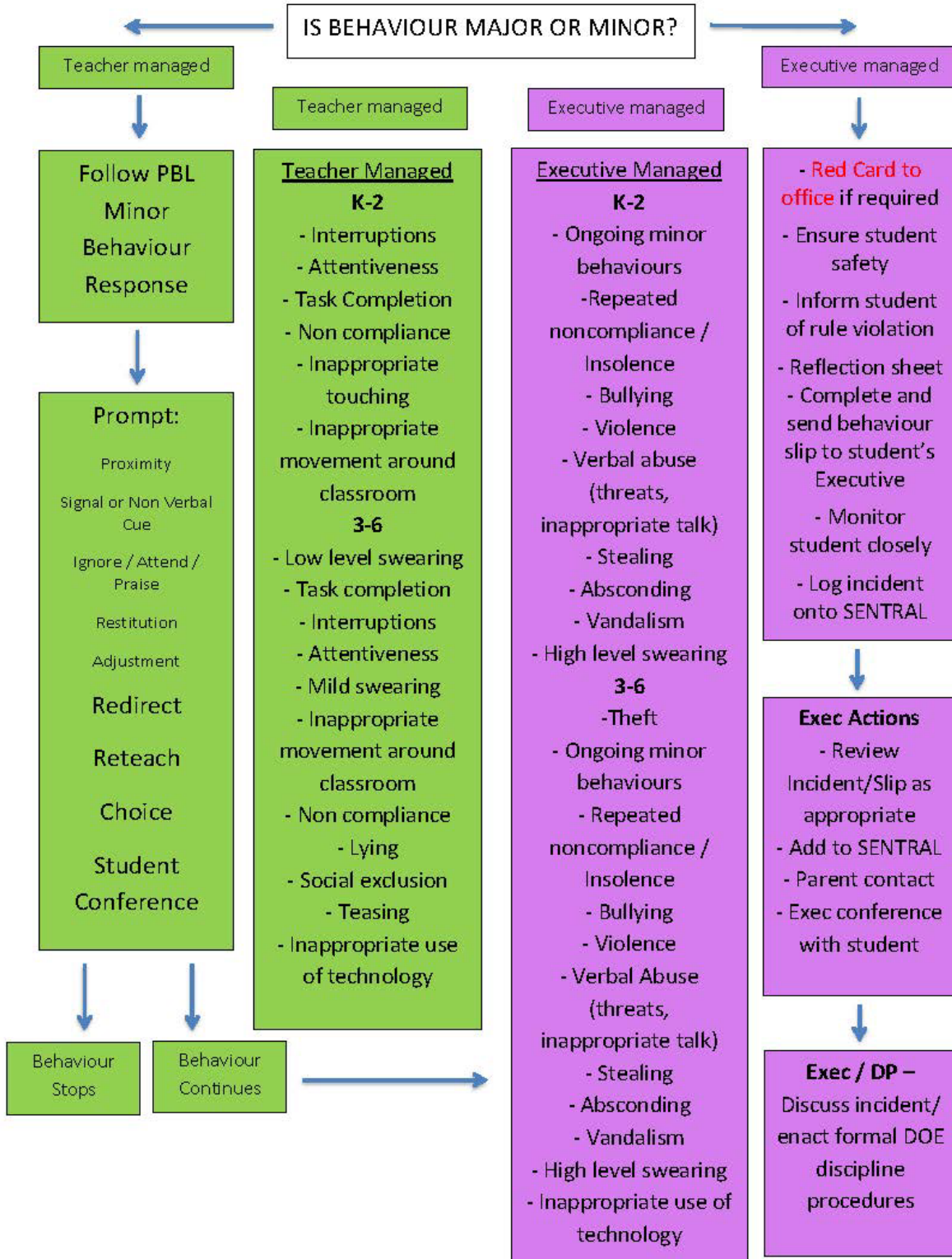
Record Keeping

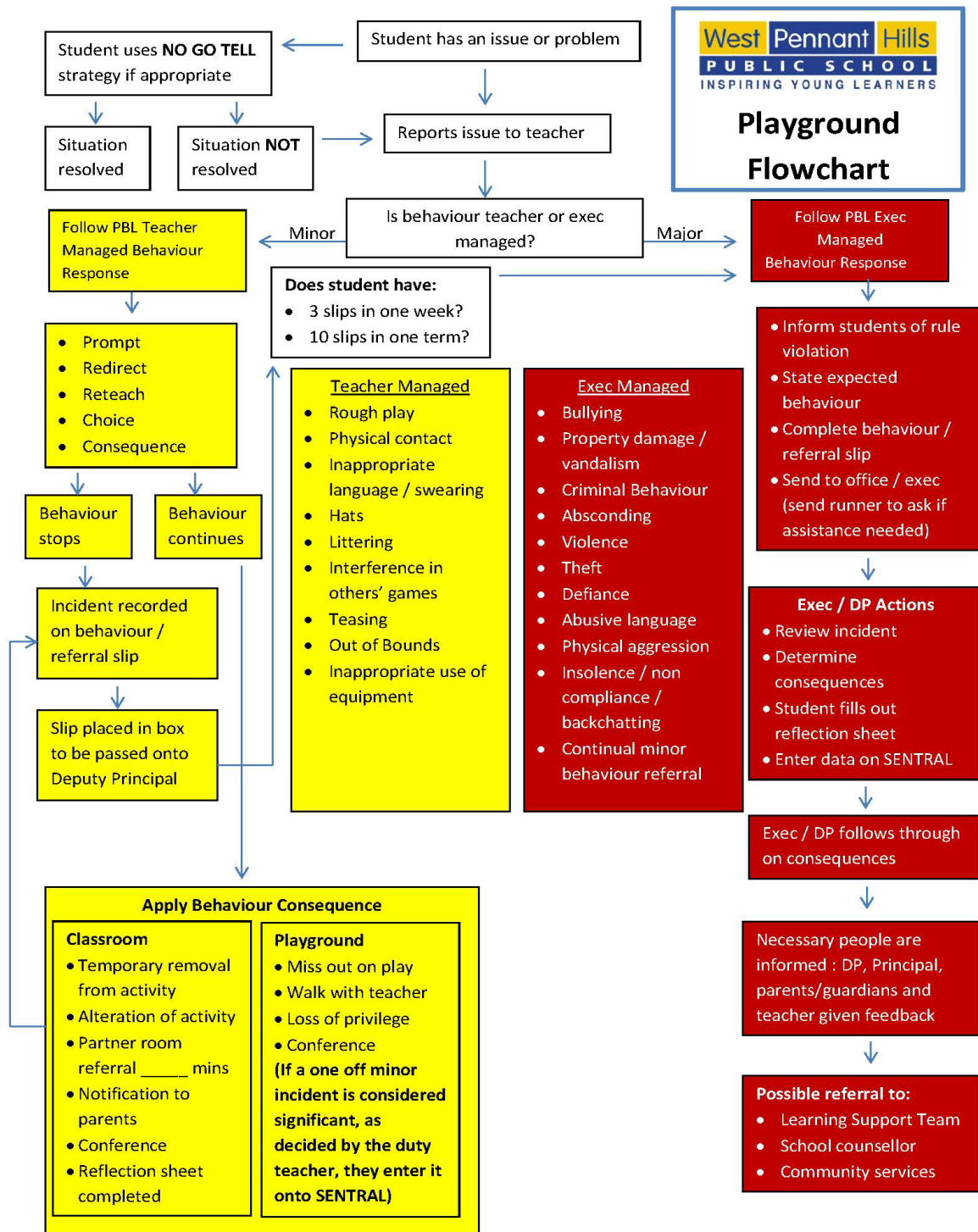
Each negative incident is entered on the school's database of Student Monitoring (Sentral). This data is regularly used to inform future teaching and learning for individuals and groups of students as well as the whole school.

In line with DoE requirements, more formal records may be required from time to time. In these instances, an individual record will be established and behavioural strategies will be tailored to meet the specific needs of students. These strategies are mandatory and will be implemented by all staff.

Inappropriate Behaviour Consequences – A guide for our community

Refer to classroom and playground teacher managed and executive managed flow charts.





Responsibilities of Students, Teachers and Parents

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.

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 of Education 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 will back the authority and judgment of principals and school staff at the local level.

The Principal is accountable for ensuring a safe, secure and harmonious work environment for students and staff. The Principal:

- is responsible for the development, implementation and monitoring of the school's discipline policy.
- is responsible for ensuring the school's policy is evaluated and reviewed by the school community at least every three years.
- ensures that students, staff, parents and carers are provided with opportunities to contribute to the development of the policy.
- ensures staff are provided with training and development opportunities in behaviour management.
- provides a copy of the school discipline policy to the Director, Public Schools when the policy is developed or whenever it is reviewed.
- makes available a copy of the policy to the families of children enrolled at the school.
- makes available a copy of the discipline code or school rules with the policy is developed or whenever it is reviewed.
- ensures that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures.

The Deputy Principal

- provides leadership and direction for implementation of the policy.
- is responsible for the development, implementation and monitoring of the school's discipline policy.
- facilitates training and development for staff in Positive Behaviour for Learning.
- supports staff, students, parents, carers and relevant DoE personnel in regards to student wellbeing matters.
- liaises with Principal and oversees complex welfare and discipline issues including suspensions and suspension resolutions.
- monitors red zone behaviour students and collaboratively develops and implements programs for red zone students.
- analyses PBL data and evaluates programs. oversees the development, implementation, review, improvement and monitoring of the school's wellbeing teaching and learning programs. Assistant Principals
- facilitate the implementation of Positive Behaviour for Learning for their stage.
- work with complex welfare and discipline issues in a sensitive manner.
- liaise with staff, students, parents, caregivers and relevant DoE personnel in regards to student wellbeing matters.
- keep staff informed in relation to students experiencing difficulties.
- implement strategies to assist yellow zone students to improve their behaviour.

Teachers

- Respect and support students.
- model and promote appropriate behaviour.
- participate in the development of the school discipline policy and support the effective implementation of the school discipline policy.
- have knowledge of school and departmental policies relating to student welfare including bullying.
- maintain clear communication with parents and work with parents to achieve positive outcomes for students.
- are proactive in playground supervision and classroom management and respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.
- provide curriculum and pedagogy that supports students' learning, wellbeing and safety.
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students

- are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.
- will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
- 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.
- are not to be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- are not to bully, harass, intimidate or discriminate against anyone in our schools.

Parents

- support the school in the implementation of the school discipline policy.
- ensure students attend every school day, unless they are legally excused.
- ensure students are in class on time and prepared to learn.
- work with the school to seek positive solutions to issues, including reporting issues to the class teacher, Assistant Principal, Deputy Principal and Principal.

Who to Contact in Our School

The first point of contact for any communication is your child's classroom teacher.

If there are further concerns, please contact the Assistant Principal who is the team leader for the year group your child is in.

If your concerns are not satisfied after contacting the relevant Assistant Principal, please contact the Deputy Principal.

Our school Principal will then be the point of contact for issues that are unresolved beyond the Deputy Principal.

All matters will be referred back to the most appropriate person, starting with the classroom teacher

Strategies and Practices Consistent with the Wellbeing for Schools Framework

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

The West Pennant Hills Public School Discipline Policy enables our students to:

- be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community;
- be respected, valued, encouraged, supported and empowered to succeed; and
- grow and flourish, do well and prosper.

Through the provision of choice, achievement of meaningful goals, establishment of positive relationships, and opportunities for enjoyment, personal growth and development, health and safety, our children are enabled to develop cognitive, emotional, social, physical and spiritual wellbeing.

Measurable improvements in individual and collective student wellbeing will be demonstrated through the ongoing analysis and evaluation of student wellbeing data.

Suspension Guidelines

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.

In accordance with DET Suspension and Expulsion of School Students Procedures, the school must suspend immediately any student who:

- *is physically violent*: Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and well being of others, is to be suspended immediately. The matter must also be reported to the School Safety and Response hotline on 1300 363 778 where advice will be provided on managing and reporting the incident.
- *is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause)*: Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause). The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.
- *uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance*: The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.
- *engages in serious criminal behaviour related to the school*: The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.

The Principal may impose a short suspension of up to 4 school days for the following behaviours:

- continued disobedience- repeated breaches of the School Discipline Policy;
- aggressive behaviour- hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically.

The Principal will impose a long term suspension of up to 20 school days for the following behaviours:

- continued misbehaviour following short suspensions
- physical 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 or knife;
- use of an implement as a weapon or threatening to use as a weapon;
- possession, use or supply of a suspected illegal or restricted substances;
- assisting other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.
- serious criminal behaviour related to the school including malicious damage.