



14<sup>th</sup> June, 2017

## BEHAVIOUR AND DISCIPLINE POLICY

### Rationale (reviewed 14/9/16)

Schools support the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline in public schools. This policy has been edited in October 2016 to meet the following criteria as required by the *NSW Department of Education Wellbeing Framework*:

2.1.1 The Behaviour and Discipline Policy will include school rules that set out expected standards of behaviour consistent with the Behaviour Code for Students.

2.1.2 The Policy will include strategies and practices that promote, recognise and reinforce appropriate student behaviour; manage inappropriate student behaviour, and; are consistent with the Wellbeing for Schools Framework.

2.1.3 The responsibilities of teachers, students and parents will be clearly defined.

2.1.4 The policy document will adhere to the principles of procedural fairness.

### 1. School Rules

As a result of the partnership between students, parents, community members and staff, the Beaumont Hills Public School Rules have been developed through the Wellbeing Team. At the commencement of the school year and each term, all teachers will familiarise the students with a review of the Beaumont Hills Public School rules.

These rules will be displayed throughout the school to reinforce our expectations. The rules will be consistently applied and revisited in the classroom, playground, at assemblies and parent meetings to ensure awareness of expectations and consequences by all parties.

The three core rules that form the Beaumont Hills Public School discipline code are:

1. Show respect – students engage in respectful behaviour towards themselves, adults and peers at all times.
2. Value learning – students demonstrate a respectful attitude towards their own learning and the learning of others.
3. Be safe – students act in a safe manner and take actions to ensure their own safety and that of others.

## **2. Award Systems**

At Beaumont Hills Public School the staff and parents believe that encouraging positive behaviour will be the paramount emphasis in all school areas. To this end there are four award systems which run throughout the school as well as classroom programs, which aim to encourage positive behaviour and reward this behaviour in all areas.

### **2.1 Individual Class Reward System**

All classroom teachers will adopt a reward system in their class to encourage positive behaviour. This may include, but is not limited to, Class Dojo, sticker charts, table points, stamps, tiered reward systems, etc.

### **2.2 Playground and Assembly Awards (reviewed 14/6/16)**

Each teacher on duty carries several yellow Playground Awards. They are given to children who are doing the right thing in the playground. Each student receiving an award places it into a class box which is then placed into an assembly box on each Assembly Day. The recipients of the winning tokens will receive a \$2.00 voucher to spend at the canteen. In addition, each class teacher will award two Assembly Awards at each assembly for active listening and positive behaviour during assembly. These will go into an accumulative box and two names will be drawn each assembly for a \$2.00 canteen voucher. Once a term, a special draw will be administered with one \$20.00 gift voucher to be won for a student who has received a playground or assembly award that term.

### **2.3 Merit Certificates**

These are given out by individual classroom teachers to children in their classes who have performed well in their class each week and are presented at assembly. These awards are to encourage students and carry an expectation that most students will receive an award during the school year.

### **2.4 BEAU Awards (reviewed 15/10/16)**

These form the school-wide positive behaviour level system. Children gain the first level 'blue' for outstanding:

<b>Value</b>	<b>Descriptor (example)</b>
Behaviour	Consistently adhering to school rules
Endeavour	Consistent academic achievement above a given level
Attitude or	Being consistently polite
Understanding	Demonstrating a consistent positive outlook toward peers

Steps toward receiving BEAU awards:

4 blue = 1 green (awarded at K-2 or 3-6 assembly)

3 green = 1 bronze (awarded at Bronze assembly – 1-2 per term)

3 bronze = 1 silver (awarded at Silver morning tea)

2 silver = 1 gold (awarded at Gold breakfast, book prize)

1 gold + 1 silver = 1 platinum (awarded at Presentation assembly, Principal morning tea, trophy)

The following number of blue BEAU awards will be distributed to class teachers each year:

Kindergarten	200	Years 3-6	300
Year 1	260	RFF & Library	100
Year 2	240	Part-time	20/working day/year

BEAU awards are designed to reward **consistent** appropriate or excellent behaviour. It is important that teachers distribute all awards each year to deserving students. Please note that BEAU awards must not be used as playground awards or to reward 'one-off' appropriate behaviour, particularly to students who consistently demonstrate inappropriate behaviour or who are on Individual Behaviour Plans. Alternative reward systems should be used in these instances.

### **3. Strategies for dealing with unacceptable behaviour**

Teachers will remind students of the school and class rules on a regular basis to ensure all children understand their rights and responsibilities at school. It is desirable that all children clearly understand the definition of each rule as it is set out in the discipline policy.

Consequences for non-compliance with the school rules will also be taught in the classroom by the class teacher. The differences between minor and major offences will also be explained clearly to the students.

#### **3.1 Administration (reviewed 19/10/16)**

Incidents are dealt with by the teacher on duty who will report **all** relevant incidents to the Assistant Principal using the Behaviour Incident Report Form. The Assistant Principal will take the appropriate action. This may involve contacting parents or the school counsellor. The classroom teacher will be informed. Serious incidents will be reported directly to the Principal or Deputy Principal by use of a red emergency card.

Behaviour management may involve the Learning Support Team who will provide programs implemented by the classroom teacher. The use of positive reinforcement and reward systems should be implemented and the teacher will monitor the student's behaviour at all times, rewarding positive behaviour and discouraging inappropriate behaviour.

Individual students with special needs may be on Individual Education or Behaviour Plans. In these cases, please familiarise yourself with the necessary documentation (PLaSP, Risk Assessment, etc).

### 3.2 Incident Report Forms (reviewed 1/3/2017)

The **orange** forms below will be used to report inappropriate playground behaviour to the relevant Assistant Principal or the Principal/Deputy Principal in serious cases.

Behaviour Incident Report Form	Severity Levels
Date ____ / ____ / ____ Time ____ : ____ Student _____ Class _____ Location _____ Severity (circle one)    1    2    3    4 Description _____ _____ _____ _____ Victim _____ Reporting teacher _____ Signed _____	<b>Level 1</b> running on concrete littering no hat incorrect uniform out of bounds  <b>Level 2</b> talking back/rudeness roughhousing/playfighting tackling including tackle football swearing mistreating school property, eg, misusing toilets playing with throwing sticks and/or rocks <b>repeated level 1 offence</b>  <b>Level 3</b> aggressive behaviour or fighting violence or threat of violence bullying including cyberbullying <b>repeated level 2 offence</b>  <b>Level 4</b> weapons drugs/alcohol strong/repeated violence graffiti/vandalism/arsen absconding <b>repeated level 3 offence</b>  <b>Repeated offences will constitute a higher level offence, eg, repeatedly ignoring teacher instructions to walk on concrete or consistently talking back will result in level 3 or 4 offences.</b>
1 – teacher to handle 2 – teacher to handle + report to be made 3 – teacher to handle + report to be made + inform AP 4 – report directly to PIDP via red emergency card to office	

### 3.3 Disciplinary Consequences (reviewed 24/10/16)

#### Level 1 Offences

Please note that level 1 offences need to be addressed by the teacher on duty unless they are repeat offences. These are minor offences that require no consequence beyond a reminder of school rules. For repeat offenders, this constitutes a level 2 offence.

#### *Level 1 offence consequence chart*

Offence	1 <sup>st</sup> instance	2 <sup>nd</sup> instance	3 <sup>rd</sup> instance
Engaging in unsafe behaviour, eg, running on concrete, not wearing hat, being out of bounds.	Reminder of school rules.	Verbal warning.	Level 2.
Displaying disrespectful behaviour, eg, littering, wearing incorrect uniform.	Reminder of school rules.	Verbal warning.	Level 2.
Acting in a manner that does not value learning, eg, disrupting class, interfering with others' learning.	Reminder of school rules.	Verbal warning.	Level 2.

#### Level 2 Offences

Offences in level 2 require filling in of the report form, but teachers on duty should address the behaviour as well as informing the relevant Assistant Principal. This can be done by having the student be removed from the area of the incident, engaging in time out or walking with the teacher on duty to discuss the issue. Students who repeatedly commit level 2 offenses will receive a level 3 offense.

### *Level 2 offence consequence chart*

<b>Offence</b>	<b>1<sup>st</sup> instance</b>	<b>2<sup>nd</sup> instance</b>	<b>3<sup>rd</sup> instance</b>
Engaging in unsafe behaviour, eg, play fighting, tackling, playing with sticks or rocks.	Verbal warning, immediate consequence (eg, time out).	Phone call to parents, attendance at Reflection Room.	Level 3, loss of privileges.
Displaying disrespectful behaviour, eg, talking back, ignoring instructions, swearing, mistreating school property.	Verbal warning, immediate consequence (eg, time out).	Phone call to parents, attendance at Reflection Room.	Level 3, loss of privileges.
Repeated level 1 offences.	Verbal warning, immediate consequence (eg, time out).	Phone call to parents, attendance at Reflection Room.	Level 3, loss of privileges.

### Level 3 Offences

Offences at level 3 should be reported immediately to the relevant Assistant Principal with a completed report form. The Assistant Principal will issue the consequence in accordance with this policy and in consultation with the Deputy Principal. Students who repeatedly commit level 3 offenses will receive a level 4 offense.

### *Level 3 offence consequence chart*

<b>Offence</b>	<b>1<sup>st</sup> instance</b>	<b>2<sup>nd</sup> instance</b>
Engaging in unsafe behaviour, eg, aggressive behaviour, fighting, violence.	Attendance at Reflection Room (including letter informing parents) letter of warning to suspend.	Level 4, suspension.
Displaying disrespectful behaviour, eg, bullying including cyber bullying, threat of violence, theft.	Attendance at Reflection Room (including letter informing parents) letter of warning to suspend.	Level 4, suspension.
Repeated level 2 offences.	Attendance at Reflection Room (including letter informing parents) letter of warning to suspend.	Level 4, suspension.

### Level 4 Offences

Critical Offences at level 4 require a detailed report as well as an immediate, urgent referral to the Principal/Deputy Principal via a red emergency card to the office. Students rarely have the opportunity to repeat level 4 offenses.

### *Level 4 offence consequence chart*

<b>Offence</b>	<b>1<sup>st</sup> instance</b>	<b>2<sup>nd</sup> instance</b>
Engaging in unsafe behaviour, eg, bringing weapons to school (with intent to harm, threaten or intimidate), drug or alcohol offences.	Suspension, police investigation.	

Displaying disrespectful behaviour, eg, graffiti, arson or vandalism, absconding from school grounds.	In-school suspension, counsellor investigation, possible police investigation.	Suspension, police investigation.
Repeated level 3 offences.	In-school suspension, counsellor investigation.	Suspension.

### Exceptional circumstances

There may be times when an individual student's behaviour is deemed unacceptable but does not fit in any of the above categories. These may be mentioned in the chart below; alternatively, the teacher, executive or Principal is able to make a judgement that takes context and history into account to either apply a consequence or allow for benefit of the doubt.

### **Exceptional offence consequence chart**

<b>Offence</b>	<b>1<sup>st</sup> instance</b>	<b>2<sup>nd</sup> instance</b>	<b>3<sup>rd</sup> instance</b>
Technology misuse, including but not limited to computers, iPads, cameras, phones, etc (level 2 equivalent).	Removal of access to technology; duration at the executive's discretion	Phone call to parents, attendance at reflection room.	Level 3, loss of privileges.
Technology misuse related to sex, violence or discrimination (level 3 equivalent).	Attendance at Reflection Room (including letter informing parents), letter of warning to suspend, loss of privileges.	Suspension.	
<i>(In circumstances where consequences to minor offences have been unsuccessful in resolving inappropriate behaviour.)</i> Continued disobedience, including but is not limited to breaches of the school discipline code, eg, refusal to obey staff instructions, defiance, disrupting other students (level 3 equivalent).	Attendance at Reflection Room (including letter informing parents), letter of warning to suspend, loss of privileges.	Suspension.	
Serious aggression including but not limited to hostile behaviour toward students or members of staff such as verbal abuse, bullying, abuse transmitted through email, SMS, photos, internet, etc (level 3 equivalent).	Attendance at Reflection Room (including letter informing parents), letter of warning to suspend, loss of privileges.	Suspension.	

Individual students with special needs may be on Individual Education or Behaviour Plans, and may not fit the 'mould' described in this document. In these cases, please familiarise yourself with the necessary documentation (PLaSP, IBP, Risk Assessment, etc).

### **3.31 Classroom Management Plan (introduced 8/3/2017)**

All teachers will use a Classroom Management Plan to address inappropriate behaviour within the classroom. Where possible, this will be a consistent format throughout the school, and will consist of a number of warnings and consequences that will escalate with the degree of behaviour. Posters will be displayed for ease of use and to give students a visual guide to the steps.

### **3.4 Reflection Room (reviewed 14/06/2017)**

The Reflection Room must be used in accordance with the *Guidelines for the use of Time-out Strategies including dedicated Time-out rooms (NSW DoE)* and with the consequence structure listed above.

**3.4.0 Purpose** The purpose of attendance by students at the Reflection Room is for them to reflect on their behaviour and actions and to think of more positive strategies to have relationships with other students and their teachers. This reflection time aims to avoid further instances of that particular behaviour.

**3.4.1 Operation** The Reflection Room will operate 4 days per week (Monday to Thursday) during a given lunch time for 40 minutes. Students will be given the opportunity to use the toilet before and after attending reflection. If any student needs to leave the Reflection Room, the timer will be paused during that time. All students are expected to have eaten lunch before attending.

**3.4.2 Attendance** All students who are recorded as having a reflection will attend. A roll will be taken to ensure all students who are required to attend do so.

**3.4.3 Supervision** Assistant Principals will supervise the students from their stage on the day the student/s attend. If only one student is attending, more than one teacher will be present. If students from multiple stages attend, it will be negotiated which teacher/s attend.

**3.4.4 Reflection** All students will be requested to complete a reflection form to help them understand the specific behaviours and attitudes that led to them being in the Reflection Room. These will be collected by the supervisor to be held on file. A copy will be sent home with the attendance form. Students will also have the opportunity to engage in a mindfulness lesson to encourage rational pro-active behaviour, calmness and kindness.

**3.4.5 Communication** All students who attend the Reflection Room will have a letter sent to their parents informing them of their attendance.

**3.4.6 Non-attendance** Any student who is required to attend the Reflection Room and is at school on the day of operation, but does **not** attend for any reason will be required to attend the very next day of operation.

A student who does not comply with the above will have their initial offence raised one instance (eg, a level 2, 2<sup>nd</sup> instance offence will become a level 2, 3<sup>rd</sup> instance offence, aka, a level 3, 1<sup>st</sup> instance offence) and be required to attend the very next day of operation.

A student not attending who is out of the school on the day of attendance, eg, at an excursion, carnival, etc, will attend on the very next day of operation.

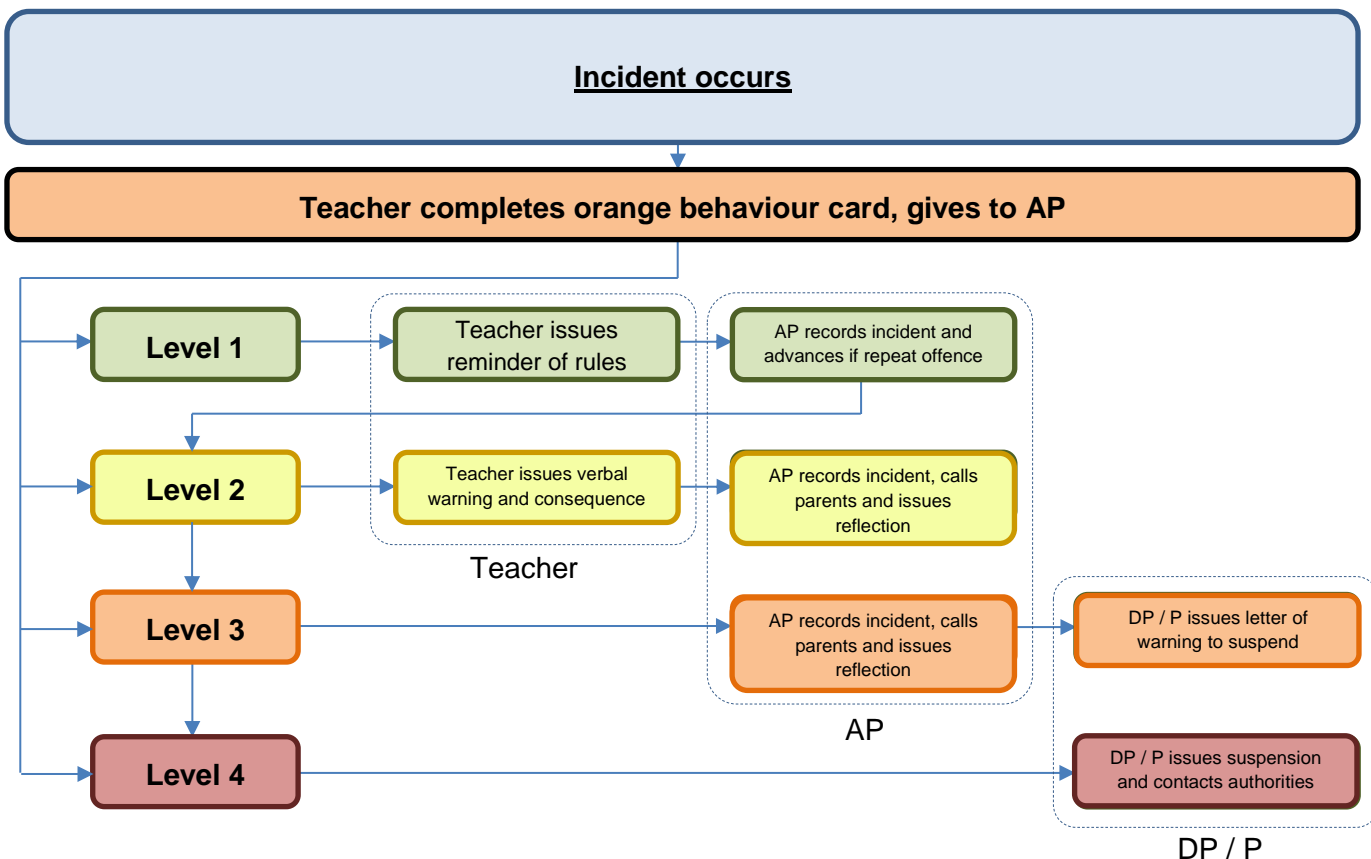
A student who is absent on the day of attendance must provide an acceptable absentee note on the next day they are at school and attend reflection on the very next day of operation. Failure to do so will result in having their initial offence raised one instance.

Note that having an offence raised one instance for non-attendance can only occur **once** per offence and does not 'roll on'.

3.4.6 Related documents See also the *Reflection Room procedures*, *Reflection Room attendance log*, *Reflection sheet* and *Reflection Room attendance letter to parents*.

### 3.5 Incident reporting flowchart (revised 8/3/2017)

Teachers reporting incidents and executives administering consequences should follow the following flowchart.



#### Administrative notes

#### Associated documents

- Behaviour Code For Students (NSW DoE)
- Student Discipline in Government Schools Policy (NSW DoE)
- Guidelines for the use of Time-out Strategies including dedicated Time-out rooms (NSW DoE)
- Anti-bullying Plan (BHPS)

#### Evaluation

This document will be evaluated in September 2017 and then again in September 2020.

#### Author/s

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