



Student Discipline Policy

Good discipline is fundamental to the achievement of Government priorities for the public school system. The Ingleburn Public School policy should be read in consultation with Department of Education and Communities policy documents.

This document is designed to cater for the individual needs of all students at Ingleburn Public School.

AIM

We commit to providing a safe, supportive and respectful learning environment that promotes and values student welfare and wellbeing. Students at Ingleburn Public School will feel safe and supported as well as have the opportunity to achieve their very best in all areas of school life.

VALUES

Ingleburn Public School:

- affirms the right of all students to feel safe and supported at school
- acknowledges that being safe and supported at school is essential for student wellbeing and effective learning
- accepts responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach

PARTNERSHIP

When parents enrol their children at our school they enter into a partnership with the school. This partnership is based on shared responsibility, mutual respect and aims at achieving effective learning and good discipline, so that the school environment is both productive and harmonious. The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students

PHILOSOPHY

The Ingleburn Public School Student Wellbeing Policy is based on Positive Behaviour Interventions and Strategies (PBIS) approach. Students at Ingleburn Public School are explicitly taught to be safe respectful learners through our Positive Behaviour Learning program (PBL). Teachers use the language of PBL and specific behavior expectations have been developed by a team of students, staff and parents. These expectations are displayed clearly around the school and reinforced through weekly PBL lessons.

Expectations

School Rules

Our school rules are **SAFE, RESPECTFUL LEARNERS**. These school rules were developed in consultation with students, parents and staff members and reflect the values of the 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.

Behaviour Expectations Matrix

The behavior 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.

The Ingleburn Public School community recognises that behaviour impacts on learning and achievement. **Less** time spent disciplining students gives teachers more instructional time. At Ingleburn 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.

Our commitment is underpinned by the following guiding principles that represent fundamental beliefs about our school community. These guiding principles emphasise the importance of student welfare as a pre-requisite for effective learning in all school settings.

- the discipline code or school rules
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour

At IPS we are Safe Respectful Learners.							
All Areas	At the Canteen	At Lines	In the Playground	On Walkways, Stairs and Balconies	At the Office	At Assembly	At the Toilets
Safe Watch where you are going Stay behind canteen lines Return to the playground after being served Keep your hands and feet to yourself	Hold equipment still Keep your hands and feet to yourself	Play in the right place Use equipment carefully Be sun safe and wear a hat Keep your hands and feet to yourself Take care when playing ball games	Keep bag areas tidy Walk Keep your hands and feet to yourself	Bring a buddy Go straight to and from the office Walk	Walk quietly to and from assembly Hands and feet to yourself	Flush the toilet and wash your hands Leave when you are finished Keep the floors dry	
Respectful Use good manners Use your own money Wait your turn Be respectful of others' space	Move to lines when you hear the bell Line up and wait quietly	Use the bins to keep area tidy Take care of school property Share the equipment and the space Allow others to play Speak politely to others	Move quietly Be aware of other people's property	Knock and wait your turn Use good manners Walk quietly back to class	Enter and exit quietly Use good manners Clap sensibly Stand still for the National Anthem Acknowledge the traditional owners of the land the Dharawal People	Keep toilets clean and tidy Give people privacy Use the toilet paper and soap with care	
Learners Know how much money you have and what you want to buy Go to the canteen at the right time	Listen to messages and instructions Be on time and ready to learn	Learn and accept the rules of the game Teach others how to play Move to lines when the bell goes	Always have permission to be out of class Keep to the left	Know why you are in the office Have permission to be at the office	Participate Listen to information being given	Go to the toilet before the bell Have permission to go to the toilets in class time	

Safe

Respectful

Learners

At the Canteen

At Lines

In the Playground

On Walkways,
Stairs and
Balconies

At the Office

At Assembly

At the Toilets

<p>Watch where you are going</p> <p>Stay behind canteen lines</p> <p>Return to the playground after being served</p> <p>Keep your hands and feet to yourself</p>	<p>Hold equipment</p> <p>Keep your hands and feet to yourself</p>	<p>Play in the right place</p> <p>Use equipment carefully</p> <p>Be sun safe and wear a hat</p> <p>Keep your hands and feet to yourself</p> <p>Take care when playing ball games</p>	<p>Keep bag areas tidy</p> <p>Walk</p> <p>Keep your hands and feet to yourself</p>	<p>Bring a buddy</p> <p>Go straight to and from the office</p> <p>Walk</p>	<p>Walk quietly to and from assembly</p> <p>Hands and feet to yourself</p>	<p>Flush the toilet and wash your hands</p> <p>Leave when you are finished</p> <p>Keep the floors dry</p>
<p>Use good manners</p> <p>Use your own money</p> <p>Wait your turn</p> <p>Be respectful of others' space</p>	<p>Move to lines when you hear the bell</p> <p>Line up and wait quietly</p>	<p>Use the bins to keep area tidy</p> <p>Take care of school property</p> <p>Share the equipment and the space</p> <p>Allow others to play</p> <p>Speak politely to others</p>	<p>Move quietly</p> <p>Be aware of other people's property</p>	<p>Knock and wait your turn</p> <p>Use good manners</p> <p>Walk quietly back to class</p>	<p>Enter and exit quietly</p> <p>Use good manners</p> <p>Clap sensibly</p> <p>Stand still for the National Anthem</p> <p>Acknowledge the traditional owners of the land the Dharawal People</p>	<p>Keep toilets clean and tidy</p> <p>Give people privacy</p> <p>Use the toilet paper and soap with care</p>
<p>Know how much money you have and what you want to buy</p> <p>Go to the canteen at the right time</p>	<p>Listen to messages and instructions</p> <p>Be on time and ready to learn</p>	<p>Learn and accept the rules of the game</p> <p>Teach others how to play</p> <p>Move to lines when the bell goes</p>	<p>Always have permission to be out of class</p> <p>Keep to the left</p>	<p>Know why you are in the office</p> <p>Have permission to be at the office</p>	<p>Participate</p> <p>Listen to information being given</p>	<p>Go to the toilet before the bell</p> <p>Have permission to go to the toilets in class time</p>

Systems

School-wide Systems

- Common purpose & approach to discipline
- Clear set of positive expectations & behaviours
- Procedures for teaching expected behaviour
- Continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Procedures for on-going monitoring & evaluation

School-wide Positive Behaviour for Learning

PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

School-wide Positive Behaviour for Learning Goals

- Build systems that make it easier to teach
- Create environments that encourage (rather than discourage) pro-social behaviour
- Teach all students what is expected
- Provide a continuum of behaviour and learning support to students who need more support to be successful
- Provide ongoing support to students who need reminders to be Safe Respectful Learners. This involves additional lunchtime programs (eg. K-2 Play Group, Gardening Club) designed to promote positive behavior and deter 'at-risk' students from becoming involved in potentially negative situations.



Positive Behaviour Learning

At Ingleburn Public School we implement programs based on the beliefs presented in the Positive Behaviour Interventions and Supports program.

What is it?

PBL is a whole school program that encourages a proactive as opposed to a reactive approach. Systems are put into place that promote positive behavior, making it easier to succeed in the school environment. In using the PBIS philosophy we have identified the following 4 key areas that are key to the success of the PBL program.

1. Positive Language
2. Explicitness
3. Consistency
4. Active Supervision

These 4 components give teachers, students and families clarity in regards to expectations and procedures.

Why use it?

Positive Behaviour Learning is a whole school program that:-

- Has a common *purpose* & approach to discipline
- Establishes clear *positive expectations* & behaviours
- Implements procedures for *teaching* expected behaviour
- Develops a continuum of procedures for *encouraging* expected behaviour
- Develops a continuum of procedures for *discouraging* inappropriate behaviour
- Establishes procedures for on-going *monitoring & evaluation*

How is it implemented?

- Signage is posted throughout the school, giving ongoing reminders to students of Ingleburn Public School Expectations
- Weekly social skilling and problem solving lessons
- 3 week rotation of individual PBL class lessons and buddy sessions
- Data is collected and current needs of the school are established
- Needs are addressed within PBL lessons.

Review

The program is reviewed regularly by the PBL committee and lessons written to meet the needs of the current school climate. Data is also collected and collated regularly and used to drive ongoing programs and lessons.



Positive Reward Systems

At Ingleburn Public School we operate two reward systems concurrently. One is a progressive system, while the other is unlimited, regular and ongoing.

Reward System One

PURPOSE: To recognise the achievement of outstanding students and/or behaviour. This is a progressive reward system that operates within one calendar year, promoting positive behavior within the school. Students are presented with a challenge at the beginning of the year to see what level they can achieve.

AIM: Collect as many Green Cards as possible

PRACTICE: Green Cards are issued to students who are following the school rules about being a Safe, Respectful Learner. These cards are presented by teachers and executive and collected throughout the year, accumulating to allow students to receive higher awards.

20 Green Cards = Bronze Award - Certificate A5 size

40 Green Cards = Silver Award - Certificate A5 size

60 Green Cards = Gold Award - Certificate A4 size

80 Green Cards = Diamond Award - Certificate A4 size

Students work towards achieving the prestigious Diamond Award each year. At the end of the year award ceremonies, student's outstanding achievements will be publicly recognized, and they will receive the following:

Gold Award – Medallion

Diamond Award – Book Voucher

Reward System Two

PURPOSE: To provide unlimited students with immediate recognition for following the school rules.

AIM: For students to strive to collect all 3 coloured wristbands in order to show they are Safe Respectful Learners

PRACTICE: Students are given 'High Flyers' to provide them with immediate recognition of positive behaviours. These High Flyers are designed to match the colour of each school rule and are collected in each classroom. At the end of each week all High Flyers are placed into a draw with one student from each stage being selected as the Safe/Respectful or Learner Student of the Week. 3 students receive a coloured wrist band that they are encouraged to wear around the school as acknowledgment of their positive behaviour.

Additional Rewards

- Two students from each class will receive a Merit Award at each K-2 or 3-6 assembly
- One student from each class will receive a Positive Behaviour Learning Award at each fortnightly assembly
- Individual teachers will also implement individual reward systems for students in their classrooms. These may include class money, sticker charts, raffles, prize boxes, table points etc



Negative Behaviour Consequence System

At Ingleburn Public School we adhere to the guidelines administered by the Department of Education and Communities, as outlined in their Student Welfare Policy.

We endeavour to provide ongoing support to students who need reminders to be Safe Respectful Learners. This involves additional lunchtime programs (eg. K-2 Play Group, Gardening Club) designed to promote positive behavior and deter 'at-risk' students from becoming involved in potentially negative situations.

We utilise a 3 level coloured card system.

Card	Purpose	Issued By	Consequence
Yellow	To communicate with other teachers regarding a child's behaviour. Also used to monitor ongoing student behaviours. Yellow cards are issued for minor incidents that require ongoing monitoring eg. Out of bounds, rough play.	Teachers	Consequences may include Time Outs, Discussions with Teachers or Reflection Sheets.
Orange	To communicate with parents regarding a child's behaviour or an incident they were involved in. Orange cards are issued for more serious incidents eg. Lower level violence, continual disobedience	Teachers/ Executive Staff	Teachers will have the option of referring students to the Reflection Room where they will discuss the incident with an Executive. The Reflection Room operates at lunchtime. Alternatively students will spend time with the issuing teacher to discuss and reflect on the incident.
Red	To communicate with parents regarding a child's behaviour. Phone calls will be made to parents of students receiving a red card therefore the card itself may not be physically sent home. Red cards are issued for the most serious of issues eg. Weapons, high level violence etc	Executive Staff	Executive will refer the student to the reflection room for an appropriate period of time.

It is important to note that each incident is reviewed on an individual basis and treated in a manner that is deemed to be the most appropriate for the student, teacher, class and school community.



Suspension

Suspension will only be enforced when all other strategies have been exhausted

Short Suspension

Up to 4 days may be imposed. Enforced when a student is:

- displaying continued disobedience or
- aggressive behaviour in the playground or/and classroom.

Long Suspension

In accordance with DET Suspension and Exclusion Policy Principals MUST impose a long suspension (6.3.2) of up to and including 20 days for:

- Physical Violence
- Use or possession of a prohibited weapon, firearm or knife.
- Possession, supply or use of a suspected illegal substance
- Serious criminal behaviour related to the school
- Use of an implement as a weapon

Long suspensions may also be imposed for:

- Persistent or serious misbehaviour: Including but is not limited to
- repeated refusal to follow the school discipline code
- threatening to use a weapon
- making credible threats against students or staff
- behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation

Suspension Process

- Prior to making the decision to suspend (6.3.5) formal disciplinary interview must be held with the student. The Principal or Deputy Principal will ensure that the student is given explicit information about the nature of the allegations and the opportunity to respond to these.
- When decision to suspend is made Principal must supply parents with the formal DEC letter advising of the reasons for and length of the suspension, the DEC Suspension Policy and a copy of the school's Discipline Policy
- The teacher to provide a package of work so the student can continue with their learning
- Details of the suspension will be recorded in the electronic Suspension Register
- Principal to organise a suspension resolution meeting to negotiate a plan for student's return. The assistance of the school counsellor, learning support team, Regional and other resources may be sought to assist in resolving the suspension
- Behaviour monitoring may be one of the strategies used to support a student's successful return



Additional Strategies

At Ingleburn Public School we make it a priority to put into place programs that cater for individual students who find it difficult to follow the school rules as well as students who are in need of social supports in the classroom or playground.

What are they?

Reflection Room

The Reflection Room caters for students in Years K-6 who have received Orange and Red Cards (Medium – High Level violations of the school rules), as well as students who are at risk of further incident in the playground. The Reflection Room is a designated area within the school where students spend lunchtime reflecting on poor choices and behavior and then discussing more appropriate behaviours and strategies used to manage the situation more effectively. The Reflection Room is managed by executive staff members.

Play Group

The Play Group is designed for students in Years K-2 who require additional social supports to help them function appropriately in the classroom and playground. The group incorporates board games and other games that require skills such as following rules, taking turns and accepting winning/losing. The Play Group is managed by executive staff members.

Games Clubs

Ingleburn Public School has established a variety of games clubs that involve students from K-6. The games clubs encourage students to engage in productive social behaviours and develop a more positive approach to school and other students. The programs endeavour to minimize the risk of conflict in the playground as well as encourage positive interactions with other students. The Games Clubs are run by teachers.

How are students selected for involvement?

Students are referred to these programs by teachers and executive staff who feel they will benefit from the lessons and values taught within each program. Involvement will be discussed with each student and, in some cases, their participation will be optional.

Review

The games program is reviewed regularly by the PBL committee, the teachers involved in the individual programs as well as the students participating.

Roles and Responsibilities

Principal

- Be accountable for ensuring a safe, secure and harmonious work environment for students and staff.
- Provide leadership, advice and direction. Be a role model
- Disseminate DEC policy information and training to staff and ensure that all procedures are in line with DEC policies
- Oversee long suspensions and complex welfare and discipline issues
- Ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- Ensure that the school's policy is evaluated and reviewed by the school community at least every three years.

Deputy Principal

- Provide leadership and direction. Be a role model.
- Be responsible for the development, implementation and monitoring of the school's discipline policy
- Facilitate training and development for staff in PBL
- Liaise with staff, students, parents, caregivers and relevant DEC personnel
- Liaise with Principal and oversee complex welfare and discipline issues inc suspensions and suspension resolutions
- Monitor red zone behavior students and collaboratively develop and implement programs for red zone students
- Analyse PBL data and evaluate programs

Assistant Principals

- Facilitate the implementation of PBL on their stage
- Work with complex welfare and discipline issues in a sensitive manner
- Liaise with staff, students, parents, caregivers and relevant DEC personnel
- Keep staff informed in relation to students experiences difficulty
- Implement strategies to assist red 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 them to achieve positive outcomes for students
- Be 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 to develop an understanding of bullying and its impact on individuals and the broader community

Students

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Care for property belonging to themselves, the school and others.
- Treat one another with dignity and respect
- Follow the discipline code or school rules and comply with staff directions regarding discipline and appropriate behaviour.
- Show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation

Parents

- Ensure students attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Support the school in the implementation of the school discipline policy.
- Work with the school to seek positive solutions to issues, including reporting issues to the class teacher, Deputy Principal and/or Principal.

