



SCARBOROUGH PUBLIC SCHOOL

FAIR DISCIPLINE & REWARDS POLICY

SAFE

RESPECTFUL

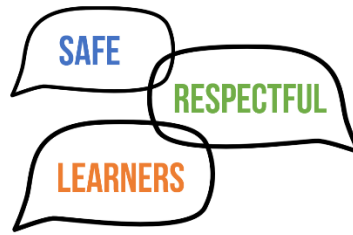
LEARNERS

22 SEPTEMBER 2016



POLICY REVISIONS

Date	Revision details
12/9/13	<ul style="list-style-type: none">• Removed uniform as a responsibility and minor behaviour• Added positive reinforcement for full school uniform• Simplified Negative Behaviour Level System• Updated details of current merit award system• Restorative Justice added to Negative Behaviour Level System
22/9/16	<ul style="list-style-type: none">• Added behaviour matrix• Added time scales for students on levels.• Modified Dojo ratio for merit award (flexible for classes)
Next review: September 2017	



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RATIONALE

This document has been developed by the Scarborough Public School teaching staff in consultation with the Student Representative Council (SRC) and Parents & Citizens Association. Its purpose is to provide all staff with convenient access to the school's reward and fair discipline systems.

It recognises and supports procedural fairness in all dealings and the critical role fair discipline has in supporting positive learning outcomes and the aspirations of our students. Fair discipline depends largely upon the interpersonal relationships that exist between all members of the School Community and is responsive to change. This policy has been developed in accordance with the NSW Department of Education Student Discipline in Government Schools Policy (2006), encompassing the Core Rules. To ensure a more holistic and intrinsic approach to student behaviour, this policy integrates the ideals of *Restorative Practice* as an alternative to punitive measures.

Every staff member at Scarborough Public School has key responsibility for student behaviour and discipline.

AIMS

Through this Rewards and Fair Discipline Policy, the school aims to help its students develop:

- a sense of safety and happiness at school
- a sense of fairness and respect for others
- a coherent set of values to guide behaviour
- a sense of individuality, value and belonging
- a sense of cultural identity and student diversity
- a caring attitude towards themselves and others
- a sense of personal and social responsibility for actions and decisions
- an ability to form a satisfying and stable relationship with others

SCHOOL VALUES

Through negotiation with our school community, we have established a set of core school values which represent the aspirations and beliefs of our school community, inform our daily teaching and are displayed in all learning spaces. These values also serve as our school rules, requiring students to:

BE SAFE

BE RESPECTFUL

BE A LEARNER

These values encompass the *Values in NSW Public Schools (2004)* and reflect our concern for equity, excellence and the promotion of a caring, civil and just society.

PROMOTING OUR VALUES

Every fortnight, our school will focus on one specific value in every classroom as well as through communication such as our school newsletter. Students will be able to nominate peers who demonstrate this value using our school brag wall, a black board mounted in the main hallway.



Core Rules

Student discipline in NSW Government Schools

All students in NSW Government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.



RIGHTS, RESPONSIBILITIES & PRIVILEGES

RIGHTS	<p>AT SCHOOL I HAVE THE RIGHT TO:</p> <ul style="list-style-type: none"> • take risks with my learning • be safe and happy • have no one threaten, hit or hurt me • be treated fairly • have excellence in education • expect my property to be safe • be respected at school for who I am <p>I HAVE THE RIGHT TO ATTEND:</p> <ul style="list-style-type: none"> • Sports carnivals (Athletics, Cross Country, Swimming) • District sports carnivals • Curricular excursions (learning) • Camp • Swimming Scheme • Orff Ensemble • iCreate workshops
RESPONSIBILITIES	<p>IT IS MY RESPONSIBILITY TO:</p> <ul style="list-style-type: none"> • Demonstrate the school values at all times • Be ready to learn • Do my best at all times • Be a cooperative learner • Use technology respectfully • Respect my own, and others' property • Look after the environment around me
PRIVILEGES	<p>IT IS A PRIVILEGE TO ATTEND, OR BE INVOLVED IN:</p> <ul style="list-style-type: none"> • Lunch time activities (including sport) • Music performances (including choir, Orff Ensemble and Southern Stars) • PSSA Sports • Extra-curricular activities • Eating time on the silver seats or Year 6 benches • Rewards days and class parties • Additional technology-based activities

PRIVILEGES

- When a student is on Level 1, 2 or suspended, their access to privileges as listed above is at the discretion of the Principal or delegate.

RIGHTS

- Students on Level 1 or 2 may need a Risk Assessment to ensure that they can safely attend a carnival or excursion.



POSITIVE BEHAVIOUR FOR LEARNING REWARD SYSTEM

REWARD TYPE	PROCESS	AMOUNT
	<ul style="list-style-type: none"> Handed out at a class level for demonstration of expected behaviour/values 	At the discretion of the teacher
MERIT AWARDS	<ul style="list-style-type: none"> Dojo points are accumulated to achieve Merit Awards (<i>at ratios determined by the class teacher</i>) Merit Awards can be offered by any member of staff for outstanding demonstration of our school values and citizenship. Teacher records merit awards on Sentral Teacher writes up award and student records in reward book. 	Merit awards contribute to the SAMS reward system (below).
SAMS AWARDS (Antechinus, Diamond Python, Sea Eagle)	<ul style="list-style-type: none"> 5 Merit Awards = 1 Antichinus Award 3 Antichinus Awards = 1 Diamond Python Award 2 Diamond Python Awards = Sea Eagle Award 	Sea Eagle Award, presented by the teacher and principal in collaboration. Teacher to describe the reasons for this achievement. Lunch provided by the Principal.
COURAGEOUS WHALE	<ul style="list-style-type: none"> Presented to a student, selected by the staff, who has displayed courage and risk taking behaviour in their learning over that fortnight. 1 Courageous Whale = 5 merit awards in the SAMS Award system. 	1 Courageous Whale award per fortnightly assembly.
REWARDS DAY	<ul style="list-style-type: none"> Exec to invite students who have not progressed to Level 2 at any point in the semester. Held at the end of every semester. Students who are not invited due to being on a level 2 at any point during the term will be supervised in a classroom setting. 	All students who have not progressed to Level 2 at any point in the semester.
UNIFORM	<ul style="list-style-type: none"> Students are placed into a draw every week and at morning lines, a name is drawn from the hat. If that student is in full school uniform, they will receive a merit award. 	Weekly draw



NEGATIVE BEHAVIOUR FOR LEARNING LEVEL SYSTEM

LEVEL	WHO	WHAT
EXEMPLARY	All students start on Exemplary Level at the beginning of each term	
	Students demonstrating minor behaviours	Managed by classroom teacher (<i>refer to flow chart for classroom management processed</i>) Record on Sentral – Warning. Marked as complete
LEVEL 1	Students who have been recorded on Sentral for: <ul style="list-style-type: none"> 3 minor behaviours in a period of 5 days will be placed on Level 1 	
Returns to exemplary level after 5 school days unless further incidents occur.	“HOW CAN I MAKE THINGS RIGHT?” <i>Restorative Practice strategy to review behaviour, repair relationships and take restorative action. After a period of 5 school days and once this process is completed to the satisfaction of all parties (teacher or student), the student goes back to exemplary level.</i>	
LEVEL 2	Students who demonstrate: <ul style="list-style-type: none"> repeated level 1 behaviours major behaviours 	
Returns to exemplary level after 10 school days unless further incidents occur.	“HOW CAN I MAKE THINGS RIGHT?” <i>Restorative Practice strategy to review behaviour, repair relationships and take restorative action. After a period of 10 school days and once this process is completed to the satisfaction of all parties (teacher or student), the student goes back to exemplary level.</i>	
SUSPENSION WARNING	Students who demonstrate: <ul style="list-style-type: none"> repeated level 2 behaviours repeated major behaviour 	

Suspension – as per NSW Department of Education (2011) *Suspension and Expulsion of School Students* procedures

<http://www.restorativepractices.org.au/>



MINOR BEHAVIOURS TEACHER MANAGED

These behaviours are managed by the teacher at the time.

Students who have been recorded on Sentral for 3 minor behaviours in a period of 5 days will be placed on Level 1.

BEHAVIOUR	DEFINITION/EXAMPLES	POSSIBLE STRATEGIES FOR TEACHERS
Non-compliance with teacher instructions	Refusal to follow instructions, arguing, rudeness	Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Disruptive behaviour	Low intensity, but inappropriate disruption. Affects the teaching and learning eg calling out, back chatting	Tactical Ignoring Positive reinforcement Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Off task	Student is not doing their work, out of seat or deliberately neglecting their school work	Individual close talk Offer individual assistance for task Modify task Offer choice
Rumours/Teasing	Sending notes, social media used inappropriately (occurring at school using school devices), deliberate ostracising of others, name calling,	Redirect and address with involved students Referral to ARCO for racist comments
Lateness	Late to any class from the playground	Verbal reminders
Rough games/Playing dangerously	Anything that involves wrestling, tackling, epic fails, not using equipment correctly	Verbal reminder Revise school rules and safety concerns
Deliberate littering	Neglecting to clean up after themselves	Tidy up the playground
Interfering with other peoples games	Taking equipment, consistently and deliberately running through the games	Walk to with the teacher Redirect student by facilitating play with a group
Out of Bounds	Not staying within the designated play areas. Playing in the toilets.	Walk with the teacher
Un-sportsman like behaviour	Swearing, storming off, sledging, constant dominance of the game, not taking turns	Cease the game Verbal reminder of the rules
Indirect swearing	Swearing under your breath/ in the heat of the moment/in frustration which is not directed at another person	Tactical Ignoring Verbal reminder when calm



MAJOR BEHAVIOURS EXECUTIVE MANAGED

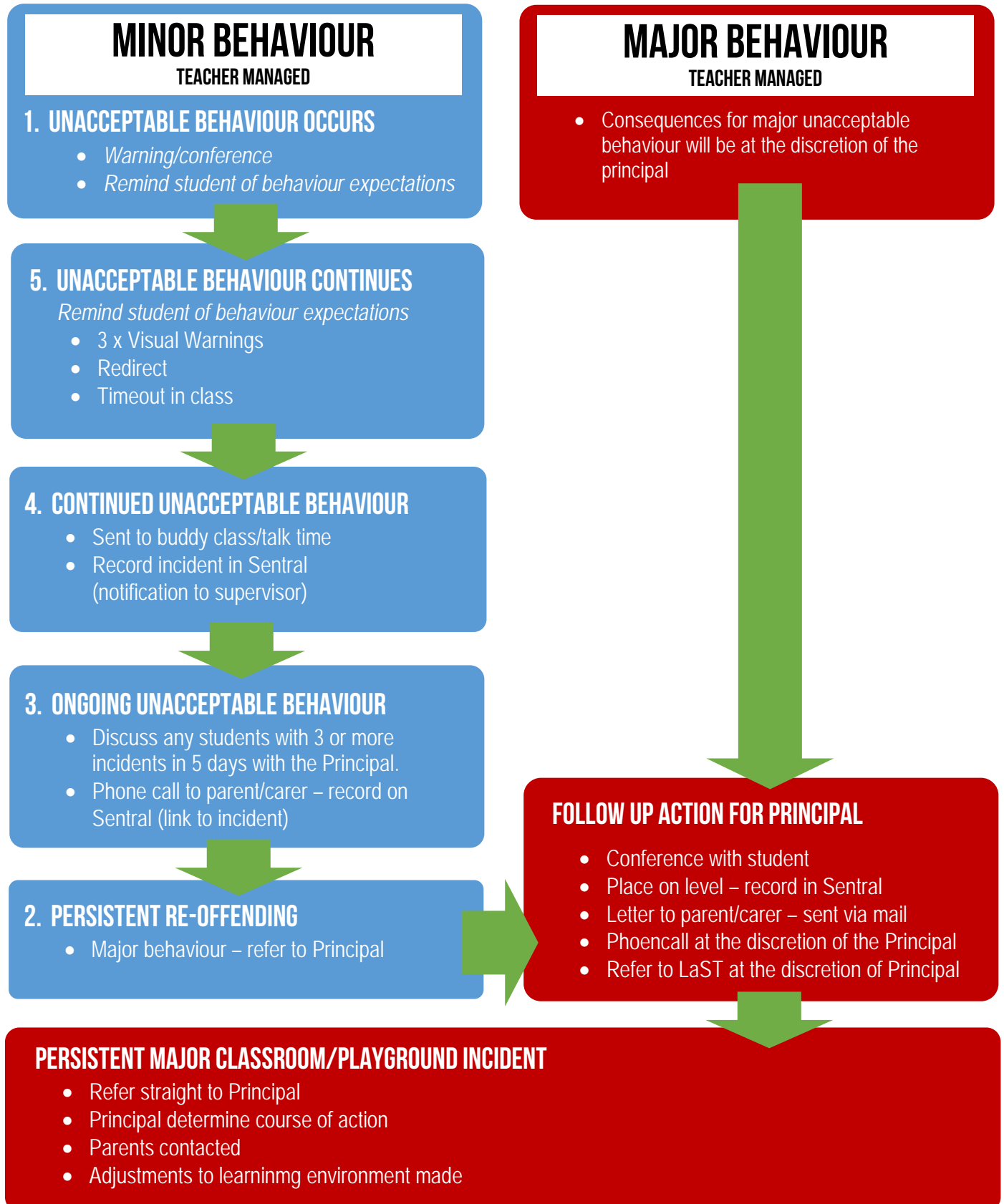
These behaviours are managed by the Principal or delegate.
Students demonstrating these behaviours will be placed on Level 2.

BEHAVIOUR	DEFINITION EXAMPLES
Fighting/Physical Aggression/Threats/Assaults	Actions involving threatening acts or serious physical contact where injury may occur eg Hitting, punching, burning, hitting with an object, kicking, hair pulling and scratching
Direct Swearing/Abusive language	Anytime a student uses language intended to cause a student or teacher to feel intimidated or humiliated
Bullying	Anytime that a student commits an act intended to cause another student or teacher to feel intimidated or to cause a violent reaction from another student
Defiance/non-compliance	Repeated failure to follow school/class rules
Disruption	Repeated or constant interruptions in a class or activity resulting in the teacher or another student having to stop what they were doing. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; or rough play; and/or sustained out-of-seat behaviour.
Theft	Student is knowingly in possession of, or been responsible for removing someone else's property.
Forgery	Falsifying parent notes, official documents, plagiarism of assessment tasks or has signed a person's name without their permission.
Harassment/Teasing/Taunting	Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, racist comments, or written notes. These include sustained negative comments or intense verbal attacks based on: <ul style="list-style-type: none"> - sexuality - race - gender - age - physical appearance - ethnic origin - religion - disabilities - other personal matters
Truancy/Partial Truancy	Student leaves class/school without permission or stays out of class/school without permission. This includes leaving school to visit other sites without permission.
Vandalism	Destruction of school or other person's property.



CLASSROOM MANAGEMENT FLOW CHART

It is expected that all students will comply with the school values and classroom expectations in order to contribute to a positive learning environment.





HOW TALK TIME WORKS

NORMAL CLASSROOM STRATEGIES ARE USED

as per the Classroom Management Flowchart.

TALK TIME CARD GIVEN

If student continues to be involved in minor behaviours in class.

TALK TIME IN ANOTHER CLASS

Student is aware of what this means and proceeds to follow the process and go to the nominated classroom.

Student remains here to calm down or 'chills' for 10-20 mins.

They must fill out the 'Talk Time' sheet provided.

RETURN TO CLASSROOM

Once the sheet is filled out and checked, they can return to their normal classroom.

LUNCHTIME TALK TIME

It is the student's responsibility to return at 2nd half lunch and participate in the 'Talk Time' with the nominated teacher.

Failure to attend will result in the student being placed on a level, with possible loss of privileges

FURTHER ACTION

If their behaviour continues once they are sent back to class, they will be sent to the Principal's office and dealt with according to the *Classroom Management*



FAIR DISCIPLINE & REWARDS POLICY

Name: _____ Date: _____

How are you feeling right now?

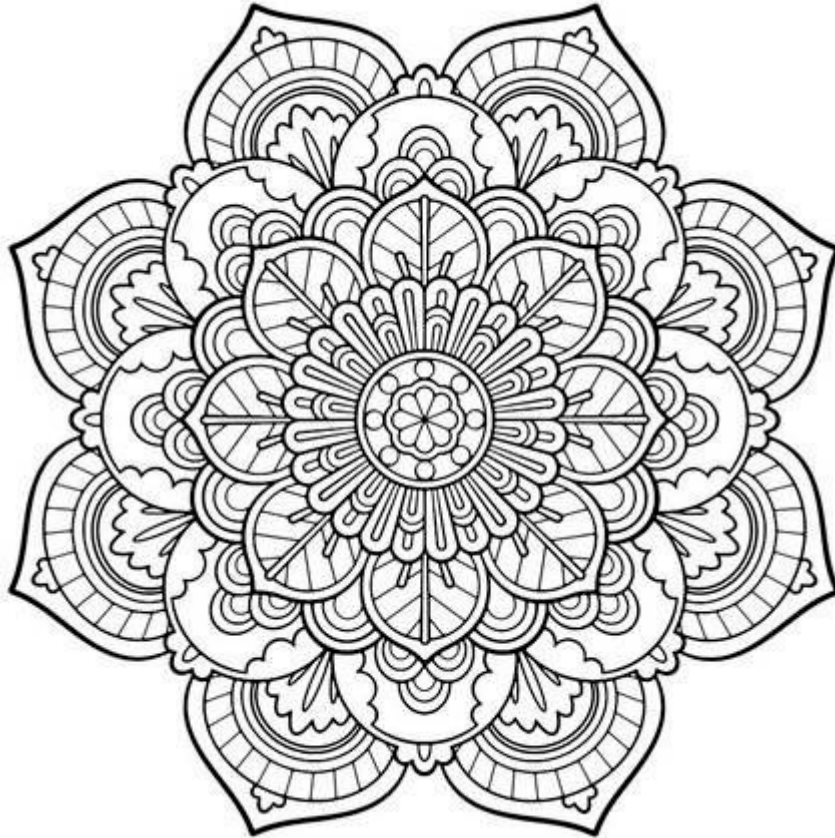
ANGRY 

FRUSTRATED 

UPSET 

I DON'T KNOW HOW I FEEL 

Colour this picture:



Briefly explain why you were given a chill time:

Was there a better way you could have handled the situation?

YES  **NO**  **I DON'T KNOW** 

If so, what would you do differently?

You must now come and speak to Mr G at 2nd half lunch. It is your responsibility to attend. If you don't attend you may be placed on a level and lose some privileges like PSSA Sport, lunch time sport, play time at recess.



TALK TIME CARDS





FAIR DISCIPLINE & REWARDS POLICY

SCARBOROUGH PUBLIC SCHOOL EXPECTED BEHAVIOUR MATRIX

	CLASSROOM	PLAYGROUND	LIBRARY	ASSEMBLY	TOILETS	MAKERSPACE	TRAVEL	HOME
BE SAFE	Walk, don't run Keep your space tidy Look after belongings Sit properly on your chair Be sensible	Careful where you climb Watch where you throw or kick the ball Avoid rough play Stay in-bounds	Be calm and careful Walk, don't run Share and care Listen to the teacher	Walk in carefully and cross your legs Keep your hands and feet to yourself	No eating Clean up after yourself Wash your hands and leave Walk, don't run Aim carefully Go in the right toilets Always go to the toilet in pairs Be sensible	Listen to teacher instructions Tidy up after you Walk, don't run Ask for help if you need it Be sensible Only touch the tool box with permission from the teacher	Where a helmet Look where you are going Look for cars Cross the road carefully Listen to the bus driver or teacher Sit in your bus seat Don't talk to strangers – tell someone.	Keep your room tidy Listen to your parents Ask permission before you touch dangerous things
BE RESPECTFUL	Listen to the teacher Follow instructions carefully Listen to other points of view Take care of other people's belongings Keep the room tidy	Listen to the teacher Follow instructions carefully Put your rubbish in the bin Take care of the environment Play fairly	Listen to the teacher Follow instructions carefully Line up to borrow Talk quietly Take care of books	Be quiet Stand up quietly Listen Sing when needed Celebrate success!	Be patient and wait for others Behave appropriately	Listen to the teacher Follow instructions carefully Help others Respect the ideas of others	Listen to the driver Follow instructions carefully Give up your seat for people who need it Give way to pedestrians	Clean up after yourself Take responsibility Be kind to others Listen to your parents
BE A LEARNER	Listen to the teacher Follow instructions Try your best Take a risk Participate Be quiet when others are talking	Try new games Help others to improve and learn Have fun	Reading books Borrowing regularly Listen to instructions Help others to learn	Participate and sing Look and listen to the speakers Celebrate your achievements	Ask for help if you need it	Have fun Experiment Tinker Take risks Follow teacher instructions Try your best	Listen to the bus driver and follow instructions	Read books Do your homework Clean out your back Organise yourself for tomorrow Find information on the internet or TV shows Ask your parents questions



FAIR DISCIPLINE & REWARDS POLICY