



# Corrimal Public School

## **Student Wellbeing and Discipline Procedures**

2023

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## Rationale

At Corrimal Public School we place a strong emphasis on our school values of Respect, Safety and Learning as they provide our students with:

- The ability to respect everyone and everything within their school community
- A safe and supported environment
- A positive and engaging learning culture that is understood by all teachers and students

Our vision at Corrimal Public School is to ensure we are teaching today's students the skills to succeed in tomorrow's world.

This document has been developed by the Corrimal Public School Wellbeing Team and meets the requirements of the NSW Department of Education guidelines, procedures and values. This policy has been created to ensure that every student at Corrimal Public School is always in an environment that is safe, secure, engaging and promotes a strong sense of self.

This policy has been developed in consultation with all stakeholders within our school community and consists of programs and strategies for effective learning and teaching, creation of a positive school climate, preventative discipline and community participation.

## Corrimal Public School Core Rules

All students at Corrimal Public School are expected to:

- Attend every school day, unless legally excused, and be in class on time ready to learn
- Show respect towards peers, all staff and community at all times
- Be responsible for themselves and their own actions
- Care for property belonging to themselves, the school and others
- Be dressed in full school uniform
- Behave safely, considerately and sensibly, including when travelling to and from school

## Students' Rights, Responsibilities and Privileges

<b>Rights</b>	<b>Responsibilities</b>	<b>Privileges</b>
<p>At school I have the right to:</p> <ul style="list-style-type: none"> <li>- learn</li> <li>- be safe</li> <li>- be respected</li> <li>- be valued</li> <li>- be cared for</li> <li>- expect excellent teaching</li> <li>- be treated fairly and with dignity</li> <li>- expect my property to be safe</li> </ul> <p>I have the right to attend:</p> <ul style="list-style-type: none"> <li>- Sporting Carnivals</li> <li>- Curricular excursions</li> </ul>	<p>It is my responsibility to:</p> <ul style="list-style-type: none"> <li>- be ready to learn</li> <li>- do my best at all times</li> <li>- cooperate with all members of our school community</li> <li>- respect others and their property</li> <li>- follow the school values</li> <li>- follow all staff instructions</li> <li>- wear full school uniform</li> </ul>	<p>It is a privilege to attend:</p> <ul style="list-style-type: none"> <li>- performances</li> <li>- PSSA Sport</li> <li>- Extra-Curricular activities</li> </ul> <p>It is a privilege to be:</p> <ul style="list-style-type: none"> <li>- a Captain</li> <li>- on the Student Representative Council (SRC)</li> <li>- in a leadership role</li> </ul>

## Strategies for promoting good discipline and effective learning

Corrimal Public School is committed to providing quality education to all students in a caring environment.

To this end we aim to:

- Provide consistency in discipline across the school
- Recognise student achievement
- Meet student needs through appropriate class programs
- Support students' learning so success and goals are achieved
- Keep lines of communication with parents open and honest
- Implement appropriate policies
- Provide wellbeing programs that develop self-esteem, personal safety, communication and self-discipline skills
- Model respectful behaviour

# Behaviour code for students

## NSW public schools

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 schools 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 everyday (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.

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

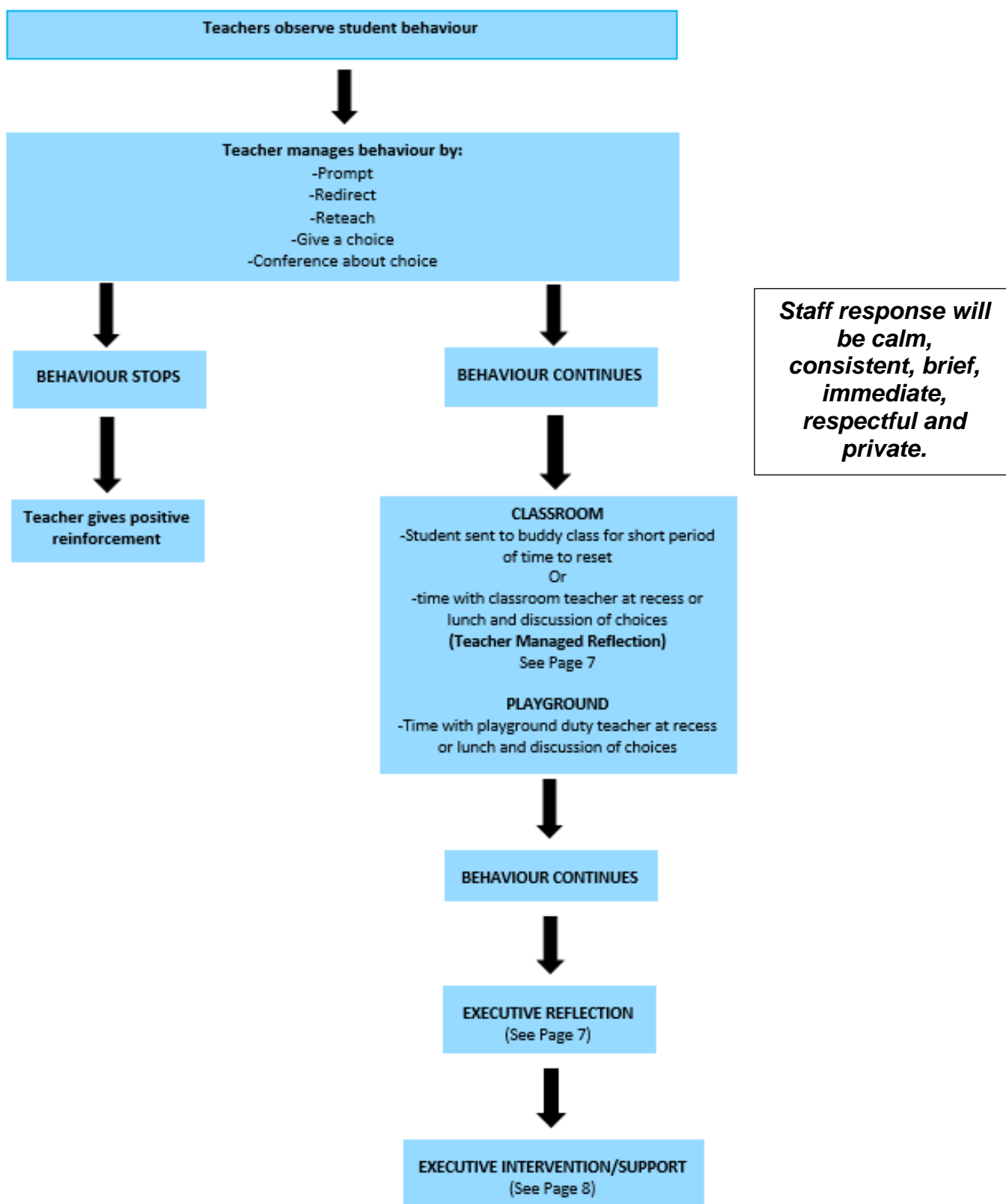
## Behaviour Expectations

The expectations align with Corrimal Public School's values and are explicitly taught to students. It is expected that all students demonstrate acceptable behaviour at all times.

	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Relationships with others</b>	<ul style="list-style-type: none"> <li>-Respect others</li> <li>-Show empathy towards others</li> <li>-Be a team player</li> <li>-Value others ideas and interests</li> <li>-Show resilience in disagreements</li> <li>-Speak positively and kindly</li> <li>-Cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>-Disrespect towards others</li> <li>-Excluding</li> <li>-Teasing</li> <li>-Anti-social behaviour</li> </ul>
<b>Classroom / Library Behaviour</b>	<ul style="list-style-type: none"> <li>-Arrive at school and class on time</li> <li>-Be ready to learn</li> <li>-Take pride in all learning</li> <li>-Actively participate in learning</li> <li>-Show respect and kindness to all class members – including teachers and visitors</li> <li>-Follow all teachers instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Disruptive behaviour</li> <li>-Not following instructions</li> <li>-Disrespectful</li> <li>-Physical contact with others</li> <li>-Being careless with classroom/library property</li> </ul>
<b>Playground Behaviour</b>	<ul style="list-style-type: none"> <li>-Sit down at eating time</li> <li>-Wear a school hat</li> <li>-Keeping hands and feet to yourself when playing</li> <li>-Showing positive sportsmanship</li> <li>-Use equipment safely and responsibly</li> <li>-Follow all teachers instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Running on hard surfaces</li> <li>-Physical contact with others</li> <li>-Inappropriate language</li> <li>-Being out of bounds/leaving school grounds</li> <li>-Riding of bikes or scooters through the playground</li> <li>-Throwing sticks or rocks</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>-Use, flush, wash hands and leave</li> <li>-One person in each cubicle</li> <li>-Give others privacy and be respectful</li> <li>-Keep the areas clean and tidy</li> <li>-Report any problems to a teacher</li> <li>-Sensible, quiet voices</li> <li>-Use the toilets during break times</li> </ul>	<ul style="list-style-type: none"> <li>-Playing in the toilets</li> <li>-Crawling under or climbing over cubicle doors</li> <li>-Standing on the toilet seats</li> <li>-Wetting and throwing toilet paper</li> <li>-Excessive use of soap</li> <li>-Screaming and shouting</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>-Walk to and from canteen</li> <li>-Line up in 2 lines</li> <li>-Wait your turn</li> <li>-Use your manners</li> <li>-Make healthy choices</li> <li>-Just buy for yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Running to and from the canteen</li> <li>-Pushing into lines</li> <li>-Not using manners</li> <li>-Buying for other people</li> </ul>
<b>Moving around the school</b>	<ul style="list-style-type: none"> <li>-Walk to and from different areas</li> <li>-Move quietly through hallways</li> <li>-Smile and greet each other and visitors</li> <li>-Keep to the left when walking up and down stairs</li> <li>-Move to lines when signaled</li> </ul>	<ul style="list-style-type: none"> <li>-Running to and from different areas</li> <li>-Ignoring signals to move to lines</li> <li>-Excessive or inappropriate noises</li> <li>-Being unsafe on the stairs</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>-Walk in and out the hall respectfully and quietly</li> <li>-Face who is speaking</li> <li>-Show appreciation and respect to speakers/performers</li> <li>-Participate and follow all instructions</li> <li>-Singing the school song and national anthem with pride</li> </ul>	<ul style="list-style-type: none"> <li>-Disrupting others around you</li> <li>-Inappropriate actions or expressions</li> <li>-Talking or making noises</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>-See technology agreement</li> </ul>	<ul style="list-style-type: none"> <li>-See technology agreement</li> </ul>
<b>Travelling to and from school</b>	<ul style="list-style-type: none"> <li>-Use road safety rules</li> <li>-Wear a helmet when riding a scooter or bike</li> <li>-Respect the local community</li> <li>-Follow bus rules</li> <li>-Represent our school with pride</li> </ul>	<ul style="list-style-type: none"> <li>-Being disrespectful</li> <li>-Not wearing a helmet</li> <li>-Inappropriate language and behaviour</li> </ul>
<b>Off-site &amp; extra-curricular events</b>	<ul style="list-style-type: none"> <li>-Represent our school with pride</li> <li>-Follow all teachers/leaders/visitors/ instructions</li> <li>-Be safe</li> <li>-Show respect</li> <li>-Actively participate in learning</li> <li>-Have fun</li> </ul>	<ul style="list-style-type: none"> <li>-Being disrespectful</li> <li>-Unsafe behaviour</li> <li>-Anti-social behaviour</li> </ul>

## Student Behaviour and Discipline

At Corrimal Public School we place an emphasis on students taking responsibility for and making choices about their own behaviour. When students exhibit inappropriate behaviour, staff implement fair and consistent procedures. Students are prompted to make appropriate choices and are redirected to exhibit positive behaviours. If inappropriate behaviour continues or is unsafe, students are referred to an executive member.



## Reflection

At Corrimal Public School we place an emphasis on students taking responsibility for and making choices about their own behaviour. If a student's behaviour escalates to reflection, it allows them time to repair damage done and understand that everyone makes mistakes. Time in reflection gives students opportunities to develop problem solving skills, reflect upon their actions, repair relationships and implement goals for further behaviour improvement. Students are given a reflection at the discretion of the executive or as an escalation and next step from the behaviour management flowchart.

### Teacher Managed Reflection

- At the discretion of the teacher, for students demonstrating unacceptable behavior
- Students will reflect and 'own' their behaviour with the teacher within a specific time

### Executive Managed Reflection

*(Occurs if a teacher managed reflection is unsuccessful or if behaviour continues/escalates)*

- Executive reflection occurs when needed and is conducted by a rostered executive member
- Parents/carers are contacted when a student is given reflection time. This will be by a member of the executive team or relevant teacher
- In executive reflection, students will complete a reflection task with executive to ensure they understand their choices and plan how to avoid them from reoccurring
- All reflections are in accordance with the Department of Education's guidelines and policy documents

<div data-bbox="151 1014 220 1081"></div> <h3 data-bbox="419 1021 564 1055"><u>Reflection</u></h3> <p data-bbox="161 1111 791 1128">Name: _____ Class: _____</p> <p data-bbox="161 1144 464 1162">Date: _____</p> <p data-bbox="161 1211 601 1229">It's time to think about why I am on reflection today...</p> <p data-bbox="161 1249 339 1267">1. What was my behaviour?</p> <p data-bbox="161 1480 459 1498">2. How did I feel when the behaviour happened?</p> <div data-bbox="172 1518 791 1615"><p>angry    bored    confused    frustrated    sad    tired    worried</p></div> <p data-bbox="161 1655 389 1673">3. Which value do I need to work on?</p> <p data-bbox="212 1715 304 1742">RESPECT                      SAFETY                      LEARNING</p> <p data-bbox="161 1794 541 1812">4. What am I going to work on to help me with my behaviour?</p>
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## Executive Intervention/Support

Decisions about consequences for continued negative student behaviour will be made in consultation with teachers, Assistant Principals and the Principal, and judgements will be made based on individual circumstances and events. Parents of students affected will be informed of incident and reassured that incident will be dealt with.

	<b>Behaviour Examples</b>	<b>Executive Actions</b>
<b>INAPPROPRIATE BEHAVIOUR</b> (Level One)	<ul style="list-style-type: none"> <li>• Consistent disruptive behavior</li> <li>• Student has continued to ignore the rights of other people in the school</li> <li>• Intentional physical contact</li> <li>• Consistently disobedient</li> <li>• Consistently non-compliant</li> <li>• Deliberate lying and insolence</li> <li>• Refusal to follow executive instruction</li> <li>• Bullying, teasing, threatening harm or harassment</li> <li>• Intentional destructive use of equipment</li> <li>• Inappropriate use of technology and cyber bullying</li> </ul> <p>This is not an exhaustive list</p>	<ul style="list-style-type: none"> <li>• Parents notified by phone call</li> <li>• <i>'Inappropriate Behaviour'</i> letter to parent/carers</li> <li>• Behaviour Reflection Card – at discretion of Executive</li> <li>• Lunchtime reflections - at discretion of Executive</li> <li>• Inappropriate actions and consequences discussed with supervising Executive or Principal</li> </ul>
<b>WARNING TO SUSPEND</b> (Level Two)	<p><b>Continued unacceptable behaviour as outlined above, or:</b></p> <ul style="list-style-type: none"> <li>• Repeated or persistent bullying</li> <li>• Serious aggressive behaviour towards others</li> </ul> <p><i>At the discretion of the principal, or their representative a warning to suspend may result when a major incident has occurred.</i></p>	<ul style="list-style-type: none"> <li>• Parents notified by phone call</li> <li>• <i>'Warning to Suspend'</i> letter to parents/carers</li> <li>• Behaviour Reflection Card – at discretion of Executive</li> <li>• 3 x lunchtime reflections - at discretion of Executive</li> <li>• Inappropriate actions and consequences discussed with supervising Executive or Principal</li> <li>• Possible temporary loss of privileges</li> </ul>
<b>SUSPENSION</b>	<p><b>The Principal reserves the right to suspend a student for:</b></p> <ul style="list-style-type: none"> <li>• Verbal abuse of staff</li> <li>• Violence towards other students or staff (including visiting staff)</li> <li>• Behaviour as laid out in DoE document on Suspension &amp; Expulsion of Students.</li> <li>• Possession of suspected illegal items</li> <li>• Persistent disobedience</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Attend an interview with the Principal or nominee.</li> <li>• Receive a letter and phone call informing parents of impending suspension.</li> <li>• After suspension resolution meeting. return from suspension with a Behaviour Management Plan</li> </ul> <p><b>Students may have:</b></p> <p>Short suspensions – up to 4 days</p> <ul style="list-style-type: none"> <li>• Temporary loss of leadership roles and privileges</li> </ul> <p>Long suspensions – up to 20 days</p> <ul style="list-style-type: none"> <li>• Permanent loss of leadership roles and privileges</li> </ul>

Procedures followed will be in accordance with DoE policy/guidelines.

The student re-enters school after a resolution meeting with Principal / Executive, student and parent. Students will be expected to complete school work while they are on suspension.



## **Recognising Student Achievement and Positive Student Behaviour**

Corrimal Public School believes that individual and whole school recognition of student effort and achievement are pivotal in promoting positive school behaviour. It is important that students are acknowledged for displaying our school values to ensure that they strive to achieve their personal best at school and beyond.

### **Recognising Student Achievement – We aim to:**

- Develop skills of students so self-evaluation can be meaningful and rewarding
- Utilise peer assessment strategies and feedback
- Present Value Awards when students demonstrate a commitment to our values
- Frequently reward students through Corrimal Champions and Focus Tokens, drawn fortnightly
- Provide students with opportunities for leadership development through:
  - Student Representative Council (SRC)
  - School Captains and Vice Captains
  - Sport Captains and Vice Captains
  - Leadership roles throughout the school
- Feature student work in newsletters and displays
- Implement class presentations at assemblies
- Communicate student progress to parents through reports and interviews

### **Value Awards**

These are aligned with our school values of Respect, Safety and Learning. Teachers will hand out 6 value awards every fortnight – on the spot or in class. **Only value awards** go towards receiving Bronze, Silver, Gold and Diamond awards.

#### **Bronze Award**

- 2 value awards
- Presented at assembly
- Name in newsletter

#### **Gold Award**

- 6 value awards
- Presented at assembly
- Name in newsletter
- Group celebration

#### **Silver Award**

- 4 value awards
- Presented at assembly
- Name in newsletter

#### **Diamond Award**

- 10 value awards
- Presented at assembly
- Name in newsletter
- Principal Luncheon

### **Whole School Tokens**

Positive student behaviour is celebrated and acknowledged frequently by awarding ‘Corrimal Champions’ (CC’s). Students work together to reach a target of 5000 CCs. All students have voted on reward options and the Student Representative Council will decide the reward when 5000 tokens have been reached.

### **Focus Tokens**

A school value will be the focus fortnightly. Teachers look for students displaying this focus to reward them with a focus token, contributing to the 5000 whole school reward. Four tokens are drawn out each fortnight to reward students. Two students from K-2 and two from 3-6 are celebrated for their achievements.

### **Principal Awards**

Twice a term, the Principal awards two students from each class with a ‘Principal’s Award’. The award is sent via mail to the student and does not count towards Bronze, Silver, Gold or Diamond achievements.

### **Presentation Day**

Presentation Day recognises students’ academic and sporting achievements and citizenship for the year. Three awards are given from each class to recognise students who go above and beyond:

- 1 x Consistent Academic Achievement
- 1 x Outstanding Effort
- 1 x Citizenship

## **Wellbeing**

At Corrimal Public School student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes. We are committed to provide students with opportunities to connect, succeed and thrive at each stage of their development.

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

## **Whole School Initiatives**

### **School Value Lessons**

Each fortnight, students at Corrimal Public school work towards a new 'whole school focus' that aligns with our 3 core values of Respect, Safety and Learning. The 'whole school focus' is adaptive and responsive to the needs of the school and student body. The 'whole school focus' helps to reinforce positive behaviour and teach behaviour expectations. Student and staff voice, data analysis and behaviour tracking are used to inform and guide the whole school focus each fortnight. Once the focus is chosen, the wellbeing team create engaging lessons and activities to explicitly teach and reinforce the focus. These lessons are delivered across the school, K-6, in a consistent manner. On the first Monday of each new fortnight, the whole school meets for a wellbeing assembly to celebrate achievements from the last fortnight's focus and learn about the upcoming focus. The wellbeing team create engaging and informative resources for students, which are shared with all students and community.

### **Be You Program**

'Be You' empowers educators by supporting them to develop their mental health skills and knowledge, while also providing guidance on how to implement whole school approaches. It offers a range of online, evidence-based tools and resources aimed at improving the skills and knowledge of educators to foster and support mental health and wellbeing in children and young people.

### **Leadership Programs**

Student Representative Council  
Captains and Vice Captains  
Sports Captains  
Buddy Classes  
Child Protection  
Extra-Curricular Activities

### **Preventing and Responding to Bullying**

Corrimal Public School's Anti-Bullying Plan reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

At Corrimal Public School we are proactive in working with students to ensure incidents are treated promptly and fairly.

- All classes are taught anti-bullying lessons.
- Students are provided with support and strategies for dealing with bullying.
- Teachers deal with situations as soon as possible and identify incidences of bullying.
- Teachers mediate to resolve minor incidents.
- Teachers record bullying incidents and if the issue is not resolved, refer it to the Executive.
- Students may be interviewed, the incident recorded and a plan of action taken following procedural fairness principles.
- Students who have been the recipient of bullying are supported and provided with strategies

Some interventions that may be implemented include:

- Bystander / Upstander training
- Buddy systems
- Restorative practices
- Mediation

Overview of anti-bullying lessons

Lesson 1 - Types of Bullying

Lesson 2 - Strategies to Respond

Lesson 3 - Bystanders and Upstanders

Lesson 4 - What can we do at CPS?

[Corrimal PS Anti-Bullying Plan](#)