

# CORRIMAL PUBLIC SCHOOL

## FAIR DISCIPLINE CODE

2019



- \* Manners matter
- \* Consider others
- \* Be kind with my words and actions
- \* Be on time
- \* Use the Golden Rule



Corrimal Public School



- \* Be in the right place
- \* Walk on hard surfaces
- \* Wear a hat
- \* Hands and feet to self
- \* Use the rules



Corrimal Public School



- \* Follow instructions
- \* Listen
- \* Wait my turn
- \* Try
- \* Be organised



Corrimal Public School

## Introduction

The Corrimal Public School Fair Discipline Code sets out all aspects of our approach to behaviour management. It provides information on how the school recognises and supports the actions that students choose.

All staff follow the procedures in their dealings with students, both in class and on the playground.

It is common for most students to follow school procedures and experience continuous encouragement and recognition. On occasions when students do not demonstrate school values, this code describes how the school will respond.

A related policy on Anti Bullying procedures is included. All policies and procedures are in accordance with the Department of Education's set of Core School Rules.

*Ms. Karen Vincenzini*  
Principal

## School Values

Our school discipline code is based on the values of:

### Respect - Everyone and Everything

Manners matter, Consider others, Be kind with my words and actions, Be on time, Use the Golden Rule.

### Safety - Always be Safe

Be in the right place, Walk on hard surfaces, Wear a hat, Hands and feet to self, Use the rules.

### Learning - Do your Best

Follow instructions, Listen, Wait my turn, Try, Be organised.

We provide **encouragement** and **recognition** to those who demonstrate the values of Respect, Safety and Learning (Page 3).

We provide **support** when those values are not shown (Page 7).

# Encouragement and Recognition

In class:

## Praise, Prizes and Incentives

Individual teachers will have their own way of indicating a job well done by a student. It may be through the use of:

- verbal praise,
- a smile,
- positive feedback on work,
- stamps or stickers,
- privileged seating position or leader of the line,
- bonus computer time,
- a merit certificate presented at a weekly assembly,
- a visit to another staff member to show work, etc.
- “Corrimal Credit” presented daily,
- Principal’s award
- Values tokens

## Bronze, Silver, Gold and Diamond Awards

- Students accumulate awards through good effort or behaviour in class or at events such as assemblies and sporting carnivals.
- All students have a sheet (or similar) usually on display in the class, where stickers are placed.
- Students may also receive an award from support and office staff.
- At the end of each day the teacher also chooses two students to receive a “Corrimal Credit”.
- Two awards are presented to students at our school assembly to recognise class effort in the previous week.

- The students chosen for good behaviour in the weekly assembly (one per class) will also earn a bonus “Corrimal Credit”.
- All of these awards go towards receiving Bronze, Silver, Gold and Diamond certificates – presented at the weekly assembly.

### **Bronze Level**

- 10 awards or “Corrimal Credits” needed. Student receives:
  - Certificate presented at assembly
  - Name in newsletter

### **Silver Level**

- 15 (Bronze + 5) awards or “Corrimal Credits” needed. Student receives:
  - Certificate presented at assembly
  - Name in newsletter
  - A special morning tea

### **Gold Level**

- 20 (Silver + 5) awards or “Corrimal Credits” needed. Student receives:
  - Certificate presented at assembly
  - Name in newsletter
  - An end of year celebration

### **Diamond Level**

- 40 (Gold + 20) awards or “Corrimal Credits” needed. Student receives:
  - Certificate presented at assembly
  - Name in newsletter
  - Donate a book of their choice to the school library

Please Note: Carnival Ribbons, Banking Awards do not count towards Bronze, Silver, Gold or Diamond Levels.

## In the Classroom and on the Playground:

### Corrimal Champions

This is a weekly award which aims to teach and recognise desirable behaviours. The desirable behaviour being targeted (e.g. manners matter, follow instructions, walk on hard surfaces, etc) is discussed with students and displayed on notices around the school.

All staff carry “Values Tokens” which are given to any number of students who are demonstrating the target behaviour. Students write their name and class on the ticket which goes into their “Class Corrimal Champion Box” kept in their classroom.

At our weekly assembly the number of tokens in each class box is totalled. The class with the greatest number of “Values Tokens” gains possession of the trophy.

A draw from each class box also takes place and each winner receives a “Yoobi” pencil case with lots of fantastic school resources.

Weekly whole school tallies will also be taken each week and will go towards a whole school award once the tally achieved reaches 5000 tokens.

**End of Year:**

## **Presentation Day**

Presentation Day recognises students' academic, cultural and sporting achievements for the year.

Five prizes are awarded for each class:

1 x Citizenship Award

1 x Mathematics

1 x English

2 x Other Awards (at the discretion of the classroom teacher)

Students may also be eligible for other awards that will be presented, such as:

Athletics, Cross Country and Swimming Champions

Overall Citizenship - Year 6 only

Dux - Year 6 only

## **Annual School Gold Celebration**

At the conclusion of each school year, students who have attained the Gold Level will be invited to attend an Annual School Gold Celebration. This celebration may be held within the school grounds or be an excursion outside the school. Each year will be exciting and different and will be a wonderful way to celebrate the successes of the year with an enjoyable and fun whole school experience.

# Support

## In class:

- Teachers use subtle techniques such as eye contact, an auditory sound such as a clap or click and verbal redirecting to indicate a student's need to adjust their behaviour.

### Name on traffic light

- The student's name is placed on the green traffic light when subtle messages have not worked
- The student's name is placed on the amber traffic light when misbehaviour continues.
- The student's name is placed on the red traffic light when misbehaviour continues. This leads to:
  - Time out in another classroom and completion of a "Think Sheet" during "Re-think" (during lunch or recess).
  - If the misbehaviour continues in the "Time-Out" class or on return to class this will lead to a referral to an Executive Teacher for further support.

## On the playground:

- Students should be encouraged to "tell the teacher" on duty if they see behaviour which does not show respect or safety.
- Teachers will be visible to all students when on duty and respond to any issues raised.
- Use strategies such as, praise, "Corrimal Champion" tokens, verbal correction, warning, walk with teacher, time out on seat, cooling off time.
- May record behaviour of concern if warranted on a Think Sheet to be completed in "Re-think" (during lunch or recess).



## Think Sheet and Re-think

- *The “Think sheet” can be used by the teacher to:*
  - help the student reflect on their behaviour
  - communicate matters to the child’s parent
  - keep a school record of the behaviour
- *The sheet is completed during Re-think.*
- *Re-think is run during lunch and recess, in a designated area, with a supervising teacher. The teacher discusses the items on the sheet with the student and helps them to reflect on ways they could handle situations differently.*
- *The incident that led to the student misbehaviour will be recorded on the school Welfare Software program.*
- *The sheet may be photocopied and sent home for signing by the parent.*
- *The sheet should be returned to the Student Welfare Coordinator the following day. Students who do not return their “Think Sheet” the following day will be required to attend another session.*

# Levels

All students start each term on Level 0.

A welfare committee consisting of the Co-ordinator, Assistant Principal and Principal meet to review student levels and welfare concerns.

## Level 1

A student can be placed on Level 1 by the Assistant Principal or Principal for not showing Learning, Respect or Safety. Examples of these could include:

- inappropriate behaviour such as:
  - o refusal to follow a teacher's instructions
  - o throwing objects
  - o playing out-of-bounds
  - o disruptive behaviour
  - o leaving school grounds without permission
  - o bullying (See related anti bullying policy)
  - o repeated misbehaviour.

Attempts will be made by all members of the school community to assist in modifying the student's behaviour.

### ***Support while on Level 1 includes:***

- Student interview with the investigating executive teacher.
- Phone call to parents notifying of Level 1 placement.
- Follow up letter sent home to confirm matters discussed.
- Student Monitoring Card for the duration of the level to open communication between school and home.
- Placement on Level 1 for one week (or until deemed appropriate by investigating Executive Teacher).

- Loss of privileges
  - “Re-think” for two days
  - Loss of School, House Captain’s or Student Representative Council badge and associated responsibilities whilst on the level.

## Level 2

Placement on this level is a result of:

- escalation of Level 1 behaviour
- bullying (more aggressive or continued)
- low level aggression (hitting, kicking, retaliated violence)
- stealing

### ***Support while on Level 2 includes:***

- Student interview with the investigating executive teacher.
  - A phone call or meeting with parents by investigating Executive Teacher explaining the level placement.
  - Follow up letter sent home to confirm matters discussed.
  - Student Monitoring Card for the duration of the level to open communication between school and home.
  - Placement on Level 2 for one week (or until deemed appropriate by investigating Executive Teacher) followed by Placement on Level 1 for one week (or until deemed appropriate by investigating Executive Teacher).
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- Loss of privileges
    - “Re-think” for three days
    - Loss of School, House Captain’s or Student Representative Council badge and associated responsibilities whilst on the level.

- Permanent loss of School or House Captain's/Student Representative Council badge and associated responsibilities for students who are on Level 2 more than once in the year.
- Not allowed to participate in PSSA sport or excursions whilst at this level.
- For some students, support may mean that their playground areas are restricted to certain confines.
- School Counsellor support may follow discussion with parents.
- Learning Support Team intervention may be appropriate for some behaviours.

## Level 3

### Short Suspension

Short Suspensions may be imposed for the following reasons and will be reported to the Department of Education and Communities in the following categories:

- **Continued Disobedience** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or tobacco.
- **Aggressive Behaviour** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email, Instagram, Facebook or SMS text messages.

### ***Support while on Level 3 includes:***

- Phone call from the Principal to the parent.
- Suspension letter sent home to inform parents of inappropriate behaviour and to arrange an interview.
- Return from suspension interview to take place with Principal, Assistant Principal or School Counsellor (if appropriate), parents and student in an attempt to resolve the issue.
- Permanent loss of School or House Captain / Student Representative Council badge and associated responsibilities.
  
- Loss of privileges
  - Return to school on Level 1
  - Attend “Re-think” for three days
- Student Monitoring Card for the duration of the level on return to school.
- Placement on Level 1 for one week (or until deemed appropriate by investigating Executive Teacher).

## **Level 4**

### **Long Suspension**

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student’s behaviour is serious enough to warrant a long suspension the principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as age, individual needs, any disability and developmental level of students.

***Support while on Level 4 includes:***

- Phone call from the Principal to the parent
- Suspension letter sent home to inform parents of inappropriate behaviour and to arrange an interview
- Return from suspension interview to take place with Principal, Assistant Principal or School Counsellor (if appropriate), parents and student in an attempt to resolve the issue
- Permanent loss of School or House Captain / Student Representative Council badge and associated responsibilities.
  
- Loss of privileges
  - Return to school on Level 1
  - Attend “Re-think” for three days
- Student Monitoring Card for the duration of the level on return to school.
- Placement on Level 1 for one week (or until deemed appropriate by investigating executive teacher).

## **Individual Behaviour Programs**

Students who experience continual problems will have Individual Behaviour Programs developed in an effort to encourage more consistently acceptable behaviour and successful patterns of learning. Such programs will follow the same basic principles as the Fair Discipline Code but will have variations to suit the particular needs of the student for which it is designed.

These behaviour programs could include:

- Behaviour Book
- Boomerang Book (a contract between student, teacher and parent)
- Goal setting program
- Monitoring Card
- Playground incentive.

# Anti Bullying Plan

## What is Bullying?

Bullying is **repeated** aggressive behaviour by a person or group directed towards another person or group that is intended to cause harm, distress or fear. Bullying behaviour can be:

**Verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats

**Physical** eg hitting, punching, kicking, scratching, tripping, spitting

**Social** eg forming gangs, ignoring, excluding, alienating, making inappropriate gestures

**Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

## Our Responsibilities

Students, teachers, parents, caregivers and members of our wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- support the Anti-bullying Plan through words and actions
- actively work together using the school's established procedures to resolve incidents of bullying behaviour when they occur.



## **Managing Bullying**

Students can expect to:

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-bullying Plan
- respond to incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

Our school has a responsibility to:

- deal with bullying in the classroom and playground
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- follow up complaints of bullying, harassment and intimidation.

### **Strategies to prevent bullying**

Our school strives to teach skills and understandings that will lead to eliminating bullying behaviours.

The strategies are:

- taught across key learning areas
- reinforced consistently through school practices that promote respectful relationships.

### ***Sample Prevention Strategies***

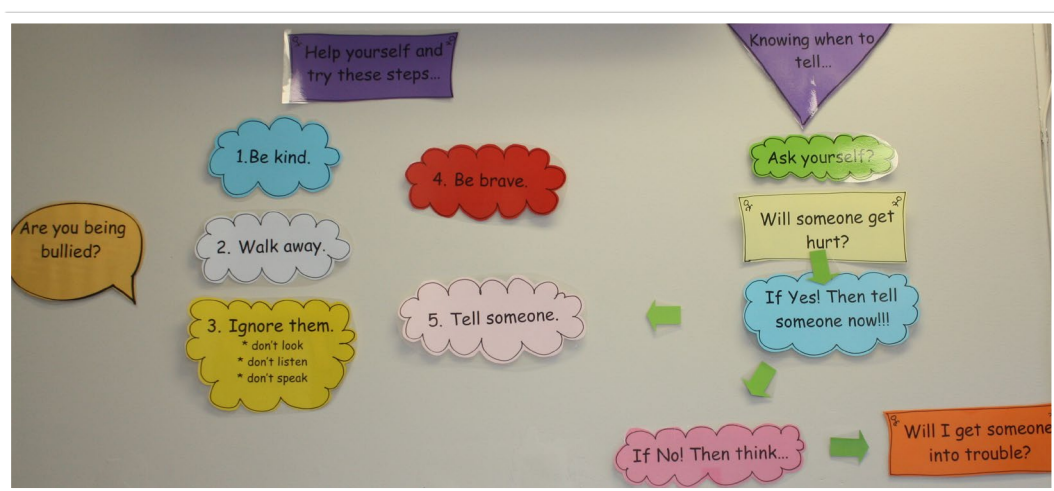
- From Day One, teach students what bullying is and reinforce constantly that bullying (verbal, physical, social, psychological) is not tolerated in our school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - this is not telling tales.
- In class, discuss bullying; what it is, what can be done.
- Display classroom posters that identify what bullying is, the different types of bullying and strategies for dealing with bullying when it occurs.

- Students may do a school survey to find out what children, teachers and staff think about bullying. Is it a problem, should it go on, should children tell if they are being bullied? Students compile the survey and report the results at a school assembly
- Discuss ways to help the bullies become part of the group.
- Teach students to be assertive using programs such as “Friends”, “Life Education”. Differences should be acceptable and never a cause for bullying.
- Reward and encourage children for individuality.
- Teach ‘self protective’ strategies that might include:
  - Staying away from the bully, or places where bullying occurs.
  - Being with friendly and supportive friends.

### Strategies to deal with bullying if it occurs

Our school can deal with bullying quickly and effectively when it is reported. Students need to be reminded regularly of this.

- If bullying is happening, teachers will find out the facts, talk to the bullies and victims individually and take steps
- If necessary, teachers may break up the group dynamics by altering class seating positions, monitor or restrict access to certain playground areas
- Use counselling, ‘Re-think’ and ultimately apply other consequences in accordance with the School Discipline Code.



## Valuable Items at School

From time to time students might wish to bring items of sentimental or monetary value to school. The purpose could be to show the item to the class in “News Time” or “Show and Tell”. On such occasions, it is best if arrangements are made to leave the item with the teacher for safe keeping or organise to collect the item after news time.

Items such as iPods, mobile phones and other mobile devices should not be brought to school.

Mobile phones can be exempt from this rule when parents provide a note to the Principal. In all cases students who have permission to bring a mobile phone to school must:

- Leave the phone switched off during school time (i.e upon entering the school grounds). Hand the phone to the school office for safe keeping during the day. Collect the mobile phone at the conclusion of the school day. The school phone may be used for any essential communication between home and school during these hours.

Mobile phones are not necessary on school excursions or at sporting events.