



SALT ASH PUBLIC SCHOOL
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Positive, Respectful & Safe Learners

Salt Ash Public School **Student Discipline Policy**

Statement of Purpose

The student welfare and discipline procedures that are implemented at Salt Ash Public School are designed to create a safe and supported learning environment for all students. Salt Ash Public School is committed to developing students who are positive, respectful and safe learners at school and in the community.

Rationale

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, Salt Ash Public School students are expected to maintain high standards of discipline.¹

Student Discipline Code

All students of Salt Ash Public School 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 every day (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

Salt Ash Public School takes strong action in response to behaviour that is detrimental to self, others the achievement of high quality teaching and learning.²

Classroom and playground expectations are defined through the Behaviour Consistency Guide and the Behaviour Flow Chart.

Student Recognition for Positive Behaviour

Salt Ash Public School enables positive, safe learning environments that promote wellbeing and encourage cooperation by implementing strategies that foster positive behavior, relations and a climate of respect. Salt Ash Public School is a Positive Behaviour for Learning (PBL) school. Students are committed to being Positive, Respectful and Safe Learners. Student's caught displaying these values are praised and rewarded with a 'Gotcha' card

¹ <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285883>

² <https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

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which is then entered into a raffle draw for student prizes. This draw is conducted on Friday morning assemblies enabling students to be recognised for the positive behavior by the whole school community. Reward Day occurs each term to recognise consistent positive behavior (see Reflection Room and Rewards Day procedures).

Students will also receive Keys to Success throughout the year for demonstrating their commitment to You Can Do It! values – Confidence, Persistence, Organisation, Resilience and Getting Along. Once students have collected 10 Keys to Success they are presented with a You Can Do It! Award at assembly. These awards are documented in our computer system as positive behaviours.

You Can Do It! Award Schedule:

- 10 Keys to Success – Bronze Award
- 20 Keys to Success – Silver Award
- 30 Keys to Success – Gold Award
- 40 Keys to Success – Platinum Award
- 50 Keys to Success – Super Dooper Award 1
- 60 Keys to Success – Super Dooper Award 2

Rewards Day and Reflection Room Procedures

Teachers and staff of Salt Ash Public School want to reward Students who are consistently being Positive, Respectful and Safe Learners. To assist us in doing this we implement Rewards Day and Reflection Room.

- Rewards Day will be held on the last Thursday of every term.
- Students who have earned this reward will be invited to share in a special activity such as a movie and pizza, sporting activities, milkshake parties, sausage sizzle, special interests, discos etc...
- Students who are not able to follow our PBL values (see Behaviour Flow Chart and Behaviour Consistency Guide) will spend recess in Reflection Room discussing and reflecting with a teacher on their choice of behavior and strategies they can use to change their behavior
- Parents will be informed when their child has been in Reflection Room. Parents are required to sign and return the Reflection Room slip to school to indicate they acknowledge their child's attendance in Reflection Room.
- Attendance in Reflection Room is documented in Sentral as a negative behavior.
- If a student attends Reflection Room five or more times per term they will be excluded from that term's Rewards Day. Suspensions and suspension warnings are an automatic exclusion from Rewards Day and school representation.
- Every student begins fresh at the beginning of every term.

Responsibilities

The School:

- Ensure the student discipline policy is communicated to staff, students and parents.
- Administer the student discipline policy fairly and consistently.
- Communicate to parents when there are concerns for student behaviour.
- Utilise the Learning Support Team to provide assistance for students who are experiencing difficulty with their learning or behaviour.

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- Reward positive behaviour and celebrate achievement through merit awards, Principal awards, Community PBL awards, You Can Do It awards, Annual Presentation Evening and Rewards Days.

Staff:

- Implement the Behaviour Consistency Guide to provide high expectations that are consistent.
- Use PBL matrix's as a way of clearly defining rules which are appropriate and easily understood.
- Provide learning experiences which are high in intellectual quality, quality learning environment and significance.
- Provide active supervision both in the classroom and in the playground.
- Provide informative and constructive feedback to students and their parents on student's behaviour, progress and achievements.
- Provide individualised programs for identified students and monitor their progress.
- Record student welfare data into Sentral.

Students:

- Act according to the Student Discipline Code.
- Contribute to the school as positive, respectful and safe learners.
- Participate actively in the teaching and learning process.
- Follow the gold behaviours of the Behaviour Consistency Guide.
- Notify staff whenever they have concerns for their welfare, safety, physical or emotional wellbeing or academic progress.











Parents:

- Inform appropriate staff if they have concerns for the welfare, safety, physical or emotional wellbeing or academic progress of their child.
- Encourage their child to be a positive, respectful and safe learner.
- Support the school in the administration of the of the student discipline policy.

Monitoring, Evaluation and Review

The Student Discipline Policy will be reviewed every three years.

Behaviour Consistency Guide

	Our Aussie 5			
	 I can listen  I can follow instructions  I can raise my hand and wait  I can work quietly  I can control what I do and say			
helps us to be ...				
	POSITIVE	RESPECTFUL	SAFE	LEARNERS
GOLD 	<ul style="list-style-type: none"> Look after classroom items. Clean up after myself. Follow instructions properly. <i>Everyone, everywhere, every time.</i> Get along with others. Use my manners. Be a good sport. Use equipment properly. 	<ul style="list-style-type: none"> Use kind and calm words. Think twice, say it nice. Treat others how I would like to be treated. Respect peoples' personal space. Respect the learning rights of others. Choose respectful body language. Wear uniform with pride. 	<ul style="list-style-type: none"> Walk on hard surfaces. Move sensibly. Walk quietly in lines. Use the toilets safely and sensibly. Be seen to be safe. Keep your hands to yourself – we are a "Hands Off" school. Be sun safe, wear a broad-brimmed hat. Keep feet safely on the ground. 	<ul style="list-style-type: none"> Work hard. Have a go. Choose active listening. Work quietly. Participate in lessons. Take my time to complete quality work. Co-operate with others. Challenge myself as a learner.
GREEN 	<ul style="list-style-type: none"> Not showing GOLD behaviours. Wasting time instead of following instructions. Choosing not to follow instructions. Showing poor sportsmanship. <p>• After re-direct, Chill Out at Buddy Class.</p>	<ul style="list-style-type: none"> Not showing GOLD behaviours. Non-directed/ isolated swearing. Isolated name calling. Back chatting. Arguing. Speaking disrespectfully to others. Yelling at others. <p>• After re-direct, Chill Out at Buddy Class.</p>	<ul style="list-style-type: none"> Not showing GOLD behaviours. Walking away from teacher when being spoken to. Playing out of bounds. Storming out of the room, but chilling out while staying in supervision (e.g. on verandah), then re-entering when calm. <p>• After re-direct, Chill Out at Buddy Class.</p>	<ul style="list-style-type: none"> Not showing GOLD behaviours. Ignoring the teacher's instruction. Distracting others during work time. Taking too long to complete a task. Off task behaviour. <p>• After re-direct, Chill Out at Buddy Class.</p>
YELLOW 	<ul style="list-style-type: none"> Continued GREEN behaviours. Shutting down in class for a large period of time. Deliberately breaking school property (minor). Intention to provoke. 	<ul style="list-style-type: none"> Continued GREEN behaviours. Repeated swearing. Repeated bullying. Repeated back-chatting – Buddy Class has been used. Arguing with another person after Buddy Class has been used. Inappropriate/ rude gestures. Bystander bullying. 	<ul style="list-style-type: none"> Continued GREEN behaviours. Physical/ verbal violence to others (minor) Climbing on buildings/ structures and refusing to get down. Intentional hiding from supervision. Storming out of area and remaining out of supervision. Injury to a person as a result of being unsafe. 	<ul style="list-style-type: none"> Continued GREEN behaviours. Repeated ignoring or refusal of teacher instruction after Buddy Class has been used. Repeated distracting others after Buddy Class has been used. Refusing to complete task after Buddy Class has been used.
RED 	<ul style="list-style-type: none"> Continued YELLOW behaviours. Physical aggressive violence to others. Intentional aggressive damage/ breaking of property. Intentional intimidation. Repeated refusal to follow a specific instruction. 	<ul style="list-style-type: none"> Continued YELLOW behaviours. Swearing at a teacher. Continual bullying. Verbal aggression. Continued inappropriate gestures. Any illegal activity including: <ul style="list-style-type: none"> Dangerous physical assault. Sexualised behaviours. Bringing a weapon to school. Bringing drugs to school. 	<ul style="list-style-type: none"> Continued YELLOW behaviours. Invasion of privacy in the toilet. Continual unsafe climbing on structures and refusing to get down. Continuously running away from/ leaving supervision. Intentionally throwing items at a person or object. Intentional verbal or physical threat or attack. 	<ul style="list-style-type: none"> Continued YELLOW behaviours. Continual refusal to complete task after speaking with the Principal. Continual disrupting the learning of others after speaking with the Principal.



POSITIVE, RESPECTFUL and SAFE LEARNERS

SAPS Behaviour Flow Chart in classroom settings

