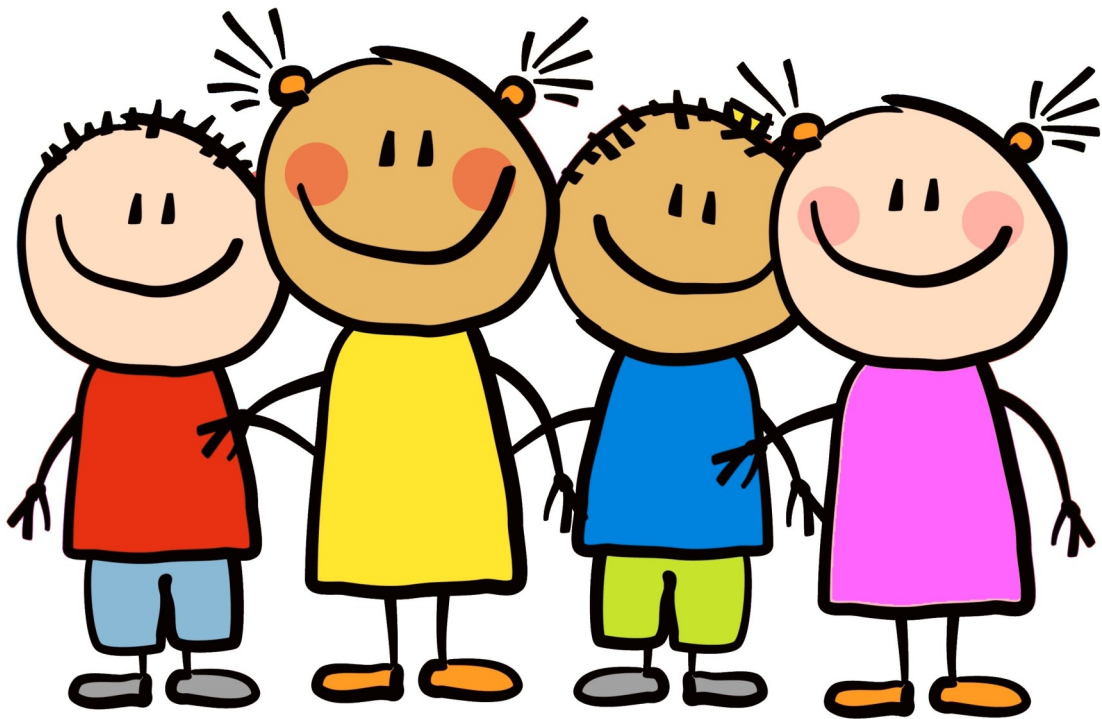


TARRAWANNA PUBLIC SCHOOL

REWARDS AND FAIR DISCIPLINE POLICY



SAFETY

RESPECT



LEARN

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Rationale

This document has been developed by the Tarrawanna Public School Positive Behaviour for Learning Team. 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 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.

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 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

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 every day (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.

RIGHTS, RESPONSIBILITIES AND PRIVILEGES

At school I have the right to:

- be safe and happy
- have no one threaten, hit or hurt me
- be treated fairly and with dignity
- expect excellence in teaching
- expect my property to be safe
- be respected by the community

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

I have the right to attend:

- Swimming carnivals
- Cross country carnivals
- Athletic carnivals
- District sports carnivals
- Curricular excursions (learning)

It is my responsibility to:

- be ready to learn
- do my best at all times
- cooperate with all members of our school community
- respect others and their property
- follow the school values
- wear my correct full school uniform with pride

It is a privilege to attend:

- Choir performances
- Southern Star Performance
- Southern Stars Excursion
- PSSA sports
- Extra-curricular activities
- Rewards Day

**When a student is on monitoring card or have been Suspended, their access to privileges as listed above is at discretion of the principal or delegate.



TARRAWANNA PUBLIC SCHOOL

REWARD SYSTEM

FOR 2020

This year students will receive awards for making progress and achieving personal learning goals.

Each student will have personal learning goals in the areas of (minimum):

- Reading/Comprehension
- Numeracy
- Engagement

These goals should be written in conjunction with the students, be small achievable goals that are at the students point of need and achievable weekly or fortnightly.

Students should be able to articulate what they are working towards. The goals and the students achievement of them should also be shared with parents and family through use of the Seesaw app or a letter/photo home.

Each students engagement matrix goal will be a bigger goal for the term eg.

'Participation in Learning - actively engages in learning and completes all tasks'. This will be celebrated by not wearing their uniform on that day. This may be all of the class at the end of the term or earlier as decided by classroom teacher and student.

STUDENT PROGRESS AWARDS

At the end of each term every student who has made progress and reached at least 3 personal learning goals will receive a student progress award (certificate). It is expected that every student will receive an award each term and that their achievements/progress will be communicated to their parents.

Rewards such as the Picnic Day and class parties will also be part of the celebration of achievements.



Classroom Behaviour Management System



Behaviour Level System

	Student Responsibilities	Teacher Responsibilities	Executive Responsibilities	Parent Responsibilities
Level 1 <i>'Teacher Managed'</i>	<ul style="list-style-type: none"> - improve behaviour - attend consequence sessions to reflect on behaviour 	<ul style="list-style-type: none"> - manage consequences (time off playground, in class time out) 		
Level 2 <i>'Parent Meeting'</i>	<ul style="list-style-type: none"> - improve behaviour - attend consequence sessions to reflect on behaviour - tracking card 	<ul style="list-style-type: none"> - monitor tracking card - organise and attend parent meeting 	<ul style="list-style-type: none"> - attend parent meeting 	<ul style="list-style-type: none"> - attend parent meeting - support and discuss progress on tracking card
Level 3 <i>Pre - Suspension</i>	<ul style="list-style-type: none"> - improve behaviour - attend consequence sessions to reflect on behaviour - tracking card 	<ul style="list-style-type: none"> - develop behaviour plan - attend parent meeting 	<ul style="list-style-type: none"> - collaborate with class teacher to write behaviour plan - organise and attend parent meeting - generate pre-suspension letter and inform parents 	<ul style="list-style-type: none"> - attend parent meeting - support and discuss progress on tracking card - provide support and feedback for behaviour plan
Level 4 <i>'Suspension'</i>	<ul style="list-style-type: none"> - complete assigned work while suspended - reflect on behaviour causing suspension - return to school with a positive attitude 	<ul style="list-style-type: none"> - organise appropriate student work - attend suspension resolution meeting - develop and support return to school plan 	<ul style="list-style-type: none"> - develop and support return to school plan - suspension paper work - organise and attend suspension resolution meeting 	<ul style="list-style-type: none"> - support student reflection on behaviour - ensure supplied work is completed - attend resolution meeting - support return to school plan

MINOR BEHAVIOURS

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
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
Out of Uniform	Student wears clothing that does not fit within the uniform policy	Close talk Phone call home Offer items from clothing pool
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
Interfering with other peoples games	Taking equipment, consistently 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

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.
Fighting/Physical Aggression/ Threats/Assaults	Actions involving threatening acts or serious physical contact where injury may occur (e.g. hitting, punching, burning, hitting with an object, kicking, hair pulling, scratching, etc)
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 FLOW CHART EXPLAINED

Step	Explanation
Verbal Reminder	Once unexpected behaviour occurs the teacher will provide a verbal reminder to the student about the expected behaviours they are failing to meet.
2 warnings	If the unacceptable behaviour continues the teacher will again remind the student of the expected behaviours. In this step the student receives three visual reminders (ie name on board with crosses)
Time out in class (documented on ebs4)	If there is continued unacceptable behaviour the student will have time out that is manage at a class level. This could be during class time or made up during lunch or recess. At this point of the process the students behaviour must be entered into EBS4 as a minor behaviour and yellow slip issued to the student.
Time out in buddy class	At this stage the student is show consistent unacceptable behaviour and needs to be removed from the class for time out in a buddy class. This stage is still managed by classroom teachers. The student will complete a reflection sheet while in time out.
Executive	If the unacceptable behaviour continues the student is referred to the executive and a white slip will be issued.