

## DISCIPLINE CODE OVERVIEW

	UNDESIRABLE BEHAVIOURS	TYPICAL INDICATORS		TYPICAL ACTIONS
TEACHER	Minor disruptive behaviour	<b>In Class</b> <ul style="list-style-type: none"> <li>▪ Disrupting lessons</li> <li>▪ Disobeying school rules.</li> <li>▪ Disobedient</li> <li>▪ Lateness</li> <li>▪ Not doing homework.</li> <li>▪ Not bringing required equipment to school.</li> <li>▪ Not wearing correct clothing in prac lessons.</li> <li>▪ Wearing clothing to school that has inappropriate language or visuals</li> </ul>	<b>Outside Class</b> <ul style="list-style-type: none"> <li>▪ Rudeness</li> <li>▪ Out of bounds</li> <li>▪ Disrupting others' game</li> <li>▪ Displaying poor sportsmanship</li> <li>▪ Disobedient</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lunchtime / recess detentions (Max of 1 per student per week before referral to Supervisor) and/or withdrawal from peers.</li> <li>▪ Time-out or agreed consequences</li> <li>▪ Choice direction with take-up time</li> <li>▪ Student classroom behaviour is recorded. This form is used for recording repeated low –level behaviour infractions. Must be transferred to SWAT. (No SWAT entry means no HT / AP follow-up)</li> <li>▪ Referral sheet – classroom agreement (Warning letter sent home)</li> </ul> <p>SEE CLASSROOM BEHAVIOUR MANAGEMENT SECTION</p>
	Continuing minor disruptive behaviour	Unresponsive to behaviour modification by classroom teacher		<ul style="list-style-type: none"> <li>▪ Discuss with colleague / Year level HT / AP</li> <li>▪ Refer to Year level HT / AP</li> </ul>
HEAD TEACHER / ASSISTANT PRINCIPAL	Continually breaches the rights of others. Regular and serious infringements of the rights of others.	<ul style="list-style-type: none"> <li>▪ Swearing to another</li> <li>▪ Bullying</li> <li>▪ Insolence</li> <li>▪ Defiance</li> <li>▪ Stealing</li> <li>▪ Vandalism</li> <li>▪ Leaving classroom without permission &amp; not returning</li> <li>▪ Post Compulsory Education Procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swearing</li> <li>▪ Bullying</li> <li>▪ Insolence</li> <li>▪ Defiance</li> <li>▪ Stealing</li> <li>▪ Vandalism</li> <li>▪ Smoking or the possession of cigarettes at school</li> <li>▪ Poor sportsmanship while representing the school</li> <li>▪ Leaving school grounds without permission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Warning letter home concerning possible consequences ie loss of privileges</li> <li>▪ HT / AP can remove student for short to long duration</li> <li>▪ Parental phone interview informing parent (records kept on SWAT)</li> <li>▪ Period check sheet / HT / AP Agreement</li> <li>▪ Lunchtime / recess detentions</li> <li>▪ In-class isolation</li> <li>▪ Loss of privileges</li> <li>▪ Letter to parents and or interview with parents</li> <li>▪ Pre-suspension warning letter</li> <li>▪ Student sent to restitution room after other strategies utilised.</li> <li>▪ Referral to school counsellor</li> <li>▪ Other measures determined by Year level HT /AP</li> <li>▪ Post compulsory improvement program</li> </ul>
	Serious rule breaking. Continued deterioration of behaviour. Ignoring any attempts to help.			
PRINCIPAL / DEPUTY PRINCIPAL	<ul style="list-style-type: none"> <li>▪ Gross misconduct</li> <li>▪ Persistent disobedience</li> <li>▪ Violence or threatening violence</li> <li>▪ Possession of drugs or weapons</li> <li>▪ Swearing at school staff</li> <li>▪ Serious damage to school property</li> </ul>	NB. At any point a student who exhibits any of these behaviours can be acted upon at this level. (Students do not have to pass through previous levels)		<ul style="list-style-type: none"> <li>▪ In – school isolation</li> <li>▪ Letter to parents and or interview with Parents</li> <li>▪ Period check sheet / DP Agreement</li> <li>▪ Pre-suspension warning letter</li> <li>▪ Loss of privileges</li> <li>▪ Short term suspension</li> <li>▪ Long term suspension</li> <li>▪ Other measures determined by DP</li> <li>▪ Post compulsory improvement program</li> </ul>



# Wadalba Community School



## WELFARE AND DISCIPLINE

### Discipline and Welfare Policy - Positive Behaviour Support

The staff recognise that behaviour problems have a significant impact on school staff, students and the school, community in general. In line with departmental policy it is the aim of this school to provide a safe and happy environment for all. This will be achieved by:

- Applying a systematic approach to the management of student behaviour and the teaching of social skills at a number of levels in the school.
- On a whole school level students will be specifically taught about social issues. This may be achieved in an integrated way in curriculum areas such as PDHPE or through special programs at the school. Anti Bullying and Drug Education are examples of such programs,
- Identified students will be taught skills appropriate to their needs. Identified students will have Individual Education Plans, which will be devised by Learning Support Teams including where possible parents or caregivers. Examples of programs available to those students include anger management, social skills training and cognitive strategies. These programs will require consultation and collaboration with specialist staff or they will require staff member, trained at the *school* in the implementation of such programs.
- Establishing the function of the behaviour, intervention plans, evaluation and modification where required. Identified student plans will follow guidelines which will include: defining the behaviour. A set time for the plan will be stated in the plan.
- Students identified as having serious behavioural problems will require the support of district behavioural specialists after the primary and secondary level strategies have been implemented.
- Departmental guidelines on suspension and expulsion will be used in conjunction with any interventions at the school.
- Staff training in strategies for managing problem behaviour will be implemented and will be ongoing. It is recognised by the school community that excellence in classroom teaching is the first step in countering behaviour problems.
- Data collection using centralised recording of behaviour incidents is the aim of the school. Decisions will be made based on the use of data and the evaluation of programs will be based on systematically collected data.



# Wadalba Community School



## ANTI-BULLYING POLICY

### **Anti-Bullying Policy**

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form.

Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

### **Definition of bullying behaviour**

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

### **Statement of purpose**

Students, teachers, parents, caregivers and members of the wider school community can expect

- that students will be safe at school, free from fear of bullying, harassment and intimidation
- to know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

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

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- contribute to the development of the Anti-bullying Plan and support it through words and action
- actively work together to resolve incidents of bullying behaviour when they occur.

### **Management of bullying**

The school will attempt to deal with bullying incidents quickly and consistently. The strategies used to address bullying are linked to the School Discipline Policy and encompass a range of options available to deal with unacceptable behaviours, including suspension and expulsion.

Parents and Students are encouraged to report bullying behaviours to the school. Bullying incidents must be investigated to determine if an accusation is valid. It must be remembered that an accused bully is subject to *Procedural Fairness Guidelines* and *NSW Department of Education and Training Student Welfare policy*.

Preventative measures are provided through a number of programs offered at the school including *Peer Mediation*, *Peer Support*, *Mind Matters* and the *Head Teacher Welfare*. The issue of bullying is taught to students in the *Personal Development Health & Physical Education (PDHPE)* Key Learning Area.

Teachers are provided professional learning in the management of bullying and supporting the Anti-bullying Plan.



# Wadalba Community School



## RIGHTS & RESPONSIBILITIES

### Rights and Responsibilities of Students and Staff

RIGHTS	RESPONSIBILITIES
A right is something that belongs to you and cannot be taken away.	A responsibility is something you should do automatically and relates to respecting the rights of others.
Each person can say I have a right to:	Each person can say I have the responsibility to:
<ul style="list-style-type: none"><li>• Be happy and safe</li></ul>	<ul style="list-style-type: none"><li>• Behave in a way that allows others to feel happy and safe at school , travelling to and from school and in the community</li></ul>
<ul style="list-style-type: none"><li>• Have an opportunity to learn</li></ul>	<ul style="list-style-type: none"><li>• Behave in a way that allows others to learn</li></ul>
<ul style="list-style-type: none"><li>• Be treated fairly</li></ul>	<ul style="list-style-type: none"><li>• Treat others fairly</li></ul>
<ul style="list-style-type: none"><li>• Be treated with respect</li></ul>	<ul style="list-style-type: none"><li>• To respect staff, students and visitors regardless of differences</li></ul>
<ul style="list-style-type: none"><li>• Have achievements celebrated</li></ul>	<ul style="list-style-type: none"><li>• To celebrate the success of others</li></ul>
<ul style="list-style-type: none"><li>• Belong to a school that enjoys a good reputation</li></ul>	<ul style="list-style-type: none"><li>• Behave in a way that enhances the reputation of the school.</li></ul>