



# *Macksville Public School*

## **Student Wellbeing and Discipline Policy**

*Revised March 2022*

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## 1.1 Introduction

Student Wellbeing encompasses everything the school community does to meet the needs of our students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Wellbeing and Discipline Policy, procedures and programs of this school stress the value of prevention and early intervention.

Student Wellbeing at Macksville Public School:

- Creates a safe, caring school environment in which students are nurtured as they learn.
- Includes effective discipline and behaviour management strategies.
- Includes preventative health and social skills programs.
- Stresses the value of collaborative early intervention when support is required.
- Provides ongoing educational services to support students.
- Recognises the diversity within the school community and provides support, which acknowledges difference and promotes harmony.
- Recognises the role that the school plays as a resource to link families with community support services.
- Provides opportunities for students to enjoy success, make a contribution to the life of the school and derive enjoyment from their learning.

## 1.2 Statement of Principles

This policy is to be used in conjunction with the following policies.

<https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools>

<https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy?refid=285835>

This policy is based on the Behaviour, Discipline and Character Education section of the Wellbeing Framework. The policy is also based on the values and beliefs of the school community which:

- Promote self-worth and self-esteem in all students.
- Respect honesty, equality and the rights of others.
- Develop social skills based on cooperation, responsibility and teamwork.
- Foster a desire to learn and recognise individual responsibilities for the environment.

## 1.3 Learning Platform

Our school and its community believe that quality teaching and learning is most effective when:

- An understanding of the learning process is embedded in quality teaching practice.
- Students are motivated to learn through experiences which are relevant, practical and offer a high level of engagement.
- Students are encouraged to achieve their personal best as learners and their success is celebrated.
- Students are challenged and extended in a supportive and caring environment.
- The teaching and learning process reflects the continual assessment of student learning.
- Student reflection and meaningful dialogue is promoted in focussed, positive classrooms.
- Students are valued and respected as individuals, with positive relationships based on mutual respect and trust fostered in the school community.

Our Student Wellbeing Policy aims to promote effective learning and improve the quality of school life for our students in the following focus areas:

- Positive Behaviour for Learning
- Visible Learning and Learner Disposition philosophies

- Community Partnerships

**2.1 The discipline code (or school rules). These are in accordance of the Core Rules in NSW Government Schools** <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>

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 member.
- 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.

**2.2 Code of Behaviour – Rights and Responsibilities**

**2.2.1 Student**

<b>Rights</b>	<b>Responsibilities</b>
I have a right to go to school and to enjoy school.	<i>It is my responsibility to follow school rules, behave in an acceptable manner in the classroom, playground, on excursions, at sporting or other activities, and while travelling to and from school.</i>
I have a right to learn.	<i>It is my responsibility to listen to and follow instructions, complete tasks to the best of my ability and to not interrupt other students in their learning.</i>
I have a right to feel happy, safe and secure at school.	<i>It is my responsibility to play safely, behave sensibly and help and care for others.</i>
I have a right to be respected and to be treated fairly.	<i>It is my responsibility to treat other people with respect and fairness.</i>
I have a right to know my belongings are respected.	<i>It is my responsibility to respect and protect other people and their belongings and the property of the school.</i>
I have a right to a pleasant and clean school.	<i>I have the responsibility to help keep my school pleasant and clean.</i>

### 2.2.2 Parent

<b>Rights</b>	<b>Responsibilities</b>
I have a right to expect that my child will receive a quality education.	<i>It is my responsibility to promote the values of education and to ensure my child attends school regularly.</i>
I have a right to expect that my child will be happy, safe and secure at school.	<i>It is my responsibility to develop my child's understanding and attitudes about socially acceptable behaviour at school and whilst travelling to and from school.</i>
I have a right to expect that my child will be treated with respect, fairness and dignity.	<i>It is my responsibility to model and teach behaviour that is fair to others and respect others.</i>
I have a right to expect that the school meets the needs of the students and the community.	<i>It is my shared responsibility to work in consultation with teachers and the community in achieving the school's purposes and to participate in school activities.</i>

### 2.2.3 Teacher/Staff

<b>Rights</b>	<b>Responsibilities</b>
I have a right to expect courtesy and respect from students.	<i>It is my responsibility to respect students, to treat them fairly and with dignity. It is my responsibility to be consistent when enforcing rules of conduct and to teach socially responsible behaviour.</i>
I have a right to teach without disruption.	<i>It is my responsibility to provide students with quality teaching programs and to cater for individual student needs, capabilities and aspirations.</i>
I have a right to expect courtesy and respect from parents.	<i>It is my responsibility to ensure that communication with parents in regard to their child's educational progress and behaviour is informative, honest and purposeful.</i>
I have a right to expect parents and the community to be supportive of the school and my professional contributions.	<i>It is my responsibility to demonstrate quality teaching and to develop my professional abilities. It is my shared responsibility to work in consultation with parents and the community in achieving the school's purposes.</i>

### 3. Specific School Rules – Student Responsibilities

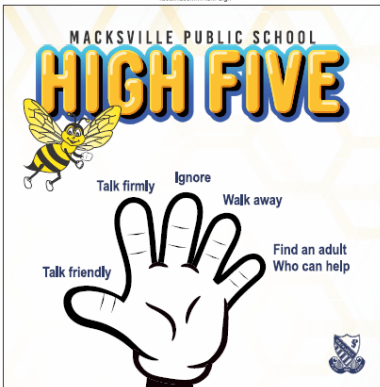
As a student at Macksville Public School, I have the following responsibilities:

- Arrive no earlier than 8.40am. If circumstances prevent this, I am to be seated in class line in the top playground COLA.
- Leave the school grounds promptly at 3.10pm, unless waiting in bus lines.
- Keep out of the school grounds between 3.30pm and 8.40am.
- Use all equipment correctly and safely.
- Place my litter in the bin.
- Walk on the pathways and 'no running zones'.
- Be punctual to lines for assemblies and show respect to the speaker.
- Stay in bounds. Only cross yellow and black lines with teacher permission.
- Stay in the school grounds, during school hours, unless I have written permission to leave.
- Follow the High Five in the playground.
- Go straight to bus lines, be seated in order of age and wait for the teacher's instructions.
- Stand respectfully in lines at the canteen.
- Return borrowed equipment to the Sports Shed.
- Ask permission to retrieve sport equipment outside the school boundaries.

- Play non-tackle games that are safe.
- Wear my hat - No broad brimmed hat, Play in the designated Sun Safe area.
- Respect the rights of other students to be safe and happy by NOT engaging in violence, discrimination, harassment, bullying or intimidation.

#### 4. Strategies and practices to maintain a climate of respect

##### 4.1.1 Positive Behaviour for Learning and Learner Dispositions



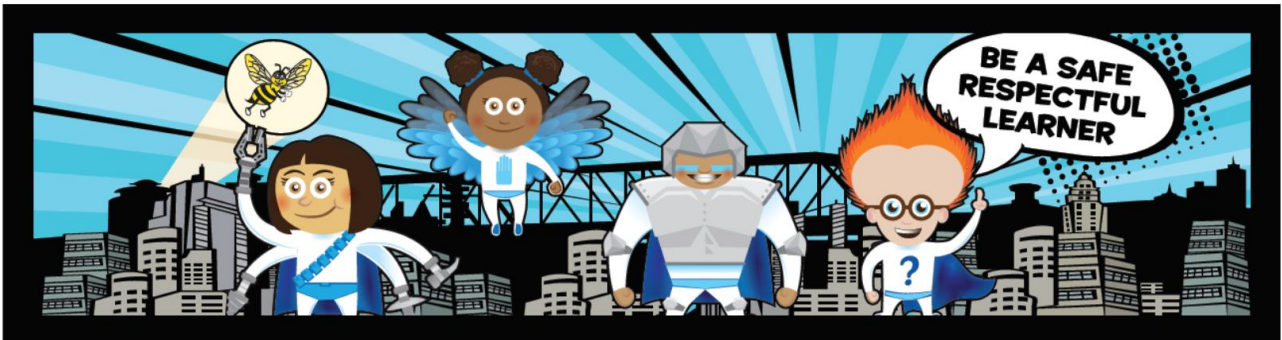
*'High Five' process for solving problems in the playground.*

1. *Talk Friendly*
2. *Talk Firmly*
3. *Ignore*
4. *Walk Away*
5. *Find an adult who can help*

*Macksville Public School 'Be Rules'*

1. **Be Safe**
2. **Be Respectful**
3. **Be a Learner**

*Be a Safe Respectful Learner*



## 5. Strategies and practices to recognise and reinforce student achievement (Positive Behaviour Management)

### 5.1.1 Classroom Strategies

Teachers develop strategies to manage their classroom. At the commencement of the year classes use the school rules and 'Be a safe and respectful learner' to formulate a set of class rules. These, along with our PBL 'Be' rule posters are used as a basis for teaching acceptable social skills. The following Matrix

#### Macksville Public School PBL Matrix

"Be a safe, respectful learner."

	Be Safe	Be Respectful	Be a Learner
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Use and carry equipment safely</li> <li>Keep hands and feet to yourself</li> <li>Move around sensibly</li> <li>Use the High 5 to solve problems</li> <li>Follow school hygiene practises, eg washing hands.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to instructions and each other</li> <li>Show patience and self-control</li> <li>Speak kindly and use polite manners</li> <li>Be respectful of our classroom resources</li> </ul>	<ul style="list-style-type: none"> <li>Use the learning superheroes to learn:                             <ul style="list-style-type: none"> <li>✓ Resilient Ralph</li> <li>✓ Resourceful Rita</li> <li>✓ Reflective Roy</li> <li>✓ Reciprocal Roxy</li> </ul> </li> </ul>
<b>COLA Assemblies</b>	<ul style="list-style-type: none"> <li>Walk sensibly to lines</li> <li>Be in lines before the second bell</li> <li>Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Sit calmly and quietly</li> <li>Look and listen to the teacher on duty</li> <li>Wait patiently for your teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>Manage your distractions (Ralph)</li> <li>Think about what the duty teacher is saying (Roy)</li> <li>Remind others to do the right thing (Roxy)</li> </ul>
<b>Hall Assemblies</b>	<ul style="list-style-type: none"> <li>Walk sensibly in and out of the hall</li> <li>Keep hands and feet to yourself</li> <li>Follow all teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>Sit and stand calmly and quietly</li> <li>Listen politely to the person speaking</li> </ul>	<ul style="list-style-type: none"> <li>Manage your distractions (Ralph)</li> <li>Think about what the presenter is saying (Roy)</li> <li>Remind others to do the right thing (Roxy)</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>Walk sensibly in and out of the office</li> <li>Follow all teacher instructions</li> <li>Ask permission to go to the office after the morning bell</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of other people who are waiting</li> <li>Wait patiently at the counter</li> <li>Use polite manners</li> </ul>	<ul style="list-style-type: none"> <li>Think about your reason to be there (Roy)</li> <li>Communicate clearly (Roxy)</li> </ul>
<b>Bus Lines</b>	<ul style="list-style-type: none"> <li>Walk straight to bus lines from class</li> <li>Sit in your bus lines behind the bus captain</li> <li>Ask permission to go to the toilet or bin</li> <li>Walk sensibly to the bus</li> <li>Use the High 5 to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Sit quietly and calmly</li> <li>Listen to the teacher and your bus captain</li> <li>Keep hands and feet to yourself</li> <li>Speak kindly to others</li> </ul>	<ul style="list-style-type: none"> <li>Help other students in your bus line (Roxy)</li> <li>Stay in your own bus line (Ralph)</li> <li>The bus captain is responsible for the bus line (Roy)</li> </ul>

<b>Top and Middle Playgrounds (concrete surface)</b>	<ul style="list-style-type: none"> <li>Walk safely on the concrete</li> <li>Follow teacher instructions</li> <li>Keep hands and feet to yourself</li> <li>Stay in bounds</li> <li>Wear a hat in the sun</li> <li>Use the High 5 to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Stop and listen to teacher instructions</li> <li>Show good sportsmanship when playing games</li> <li>Put your rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Be resilient when playing games (Ralph)</li> <li>Play together and include others (Roxy)</li> <li>Use equipment appropriately and return it (Rita)</li> </ul>
<b>Bottom Playground</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Wear a hat in the sun</li> <li>Use the High 5 to solve problems</li> <li>Follow teacher instructions</li> <li>Stay in bounds</li> <li>Line up when the bell is rung</li> <li>Walk on the soft fall areas near play equipment</li> <li>Sit in the shade when eating</li> </ul>	<ul style="list-style-type: none"> <li>Show good sportsmanship when playing games</li> <li>Put your rubbish in the bin</li> <li>Be mindful of others</li> <li>Help younger students in the playground</li> </ul>	<ul style="list-style-type: none"> <li>Be resilient when playing games (Ralph)</li> <li>Play together and include others (Roxy)</li> <li>Use equipment appropriately and return it (Rita)</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Flush the toilet</li> <li>Wash your hands</li> <li>Playing games is for the playground</li> <li>Leave food and drink outside</li> <li>Ask permission during class time</li> </ul>	<ul style="list-style-type: none"> <li>Allow other students privacy</li> <li>Respect our school by leaving the toilets clean and tidy</li> </ul>	
<b>Transitions</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Walk sensibly</li> <li>Stop at allocated stopping points</li> </ul>	<ul style="list-style-type: none"> <li>Move around the school in quiet class lines</li> <li>Follow teacher instructions</li> <li>Be mindful of other classes</li> </ul>	<ul style="list-style-type: none"> <li>Manage distractions when moving around the school (Ralph)</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>Stay behind the line until it is your turn</li> <li>Walk sensibly to and from the canteen</li> <li>Keep your money in a safe place</li> </ul>	<ul style="list-style-type: none"> <li>Use polite manners</li> <li>Wait patiently in lines</li> <li>Listen to adult and prefect instructions</li> <li>Help younger students if needed</li> </ul>	<ul style="list-style-type: none"> <li>Put your orders in before school (Roy)</li> </ul>

### 5.1.2

## Learner Dispositions

Teachers and students will be very clear about the learning habits to ensure success as a learner. Staff will learn to design tasks to combine 'what' will be learned and 'how' it will be learned in a way that creates wonder and intrigue about the lesson content. The learning activities will challenge students to develop as both independent and collaborative learners (Claxton et.al, 2013).



### 5.1.3 Super Day

All students in our school participate in a 'Celebration of Learning' day each term. The day allows for positive reinforcement of expectations and promotes collaboration between students. Each day has a specific theme/event and is centred around our schools pedagogical philosophies (e.g. Visible Learning – Learner Dispositions). A staff committee, in consultation with the SRC decides upon the theme/event for each term. Class parties may also occur as part of the celebrations. Information will be communicated to parents through the newsletter, website and skoolbag app.

### 5.1.4 School Merit Awards

#### 5.1.4.1 Merit Awards (Stage Assemblies)

These are awarded to two students from each class at stage assemblies held each Friday. They are issued by class teachers to students who have pleasing attitudes and behaviour, who have made improvement, or shown effort and achievement in their work. Student names are published in the school newsletter.

#### 5.1.4.2 'Superhero' Award (Whole School Assemblies)

These are awarded to two students from each class. Whole school assemblies occur twice a term. The awards are issued by the classroom teacher and presented by stage leaders. Awarded to students who show outstanding attitude, behaviour, effort or achievement.

### 5.1.5 Honey Pot Awards

'Honey Pots' awards are given to students who display positive behaviours. Five 'Honey Pots' from K-2 and five from years 3-6 are drawn at each stage assembly. Winning students receive a \$2:00 canteen voucher.

## 6. Managing inappropriate student behaviour

Our discipline system incorporates consequences for students whose behaviour is unacceptable. These consequences result from breaches of the school or core rules. A range of options for managing unacceptable behaviour is used within our behaviour management plan. Our school adopts the following strategies:

- Teaching of the appropriate behaviour.
- 3-cross system (in class) then student is sent to the buddy class.



- Reprimand.
- Loss of privilege for in and out of school activities involvement; including being part of the Student Representative Council.
- Counselling after parental permission.
- Social skills teaching.
- Individual behaviour plans.
- Behaviour Reminder.
- Detention (Reflection Room).
- Suspension.

### **6.1 Behaviour Reminders (Negative Incidents)**

All negative incidents are recorded in Sentral. Parents/carers are notified by a Behaviour Reminder letter generated from Sentral. The Behaviour Reminder is sent home with the student and is to be returned to school once signed by a guardian. The returned Behaviour Reminder is kept by the stage leader.

- The negative incident is to be recorded by the teacher who dealt with the incident.
- Behaviour Reminders are issued for clear breaches of the school or core rules.
- If a student receives a Behaviour Reminder, they automatically receive 1 lunchtime in the Reflection Room.
- Depending on the level of severity, the executive may decide to issue 2-3 Reflection Room visits or refer to the Principal.

### **6.2 Reflection Room (Detention)**

Students who are issued a Behaviour Reminder spend time in the Reflection Room at lunchtime. Only the Principal and executive staff will make the decision to place a student in the Reflection Room for multiple days. Students utilise the time to reflect on their behaviour and are supported through proactive teaching of positive behaviours. When students have Reflection Room on days where they have sporting/team commitments at lunchtime – Reflection Room takes precedence. Reflection Room rolls are marked in Sentral and missed days are made up the following day.

### **6.3 Suspension**

Continued unacceptable behaviour will result in a formal caution of possible suspension. Students will usually be cautioned and parents notified before any suspension procedure takes place. In certain cases, suspension will be immediate. Only the Principal can make the decision to suspend a student. For more detailed information please see the Suspension Policy:

[https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

- Serious misbehaviour in the classroom or playground may result in either a short or long suspension.
- Students who swear at a teacher will incur an immediate suspension. The length of the suspension may vary at the Principal's discretion.
- If a student is suspended, the student may not be permitted to represent the school or participate in school privileges, such as excursions, school sporting teams, discos or special programs. This will be enforced for a period of 4 school weeks following a short suspension and 6 school weeks following a long suspension, depending on the recommendation of the school's executive.
- In the event of a suspension, the student should not return to school until a resolution meeting involving the classroom teacher, Assistant Principal or Principal, parent or guardian and student has been conducted to develop a strategy to facilitate the student's successful return to school.

- Suspension may be an agreed plan with the parent/guardian for the student to be deprived of playground privileges.
- School leadership privileges may be reviewed if a student demonstrates a pattern of unacceptable behaviours recorded through school documentation.
- If parents/guardians would like any further information regarding this policy, please contact the school.

#### **6.4 Off-site activities**

Examples include: Excursions, Sport, School Socials

##### **6.4.1 Sport**

Students who are removed from off-site sport will receive a detention. Students removed from off-site sport are required to remain at school for the following sports afternoon. Appropriate behaviour will allow the student to return to off-site sport the following week. Misbehaviour resulting, after a return to off-site sport will result in an automatic detention and an inability to return to off-site sport activities.

***The Principal, in consultation with attending teachers, has the final veto on student attendance at any school activity – on or off site.***

## 7. Guidance for behaviours

**NOTE: All behaviours listed in our guidelines are as a guide only and in every case, context, age of the student, special circumstances, any disabilities and other factors will be taken into account.**

<b>Inappropriate Behaviour (Teacher Reprimand)</b>	<b>Unacceptable Behaviour (Behaviour Reminder + Reflection Room)</b>	<b>Behaviour of a More Serious Nature (Reflection Room 2-3 days/Suspension)</b>
<p><b>Examples include;</b>            Interfering with another student’s play            Not caring for people’s possessions            Being out of bounds            Annoying other students            Minor disobedience            Failure to respond to requests to follow the ‘No hat – play in the shade’ rule.</p>	<p><b>Examples include;</b>            Lying            Disobedience            Rude language/swearing            Throwing objects at people            Playing tackle or physical contact games            Damaging property            Breaking school rules            Pushing            Refusal            Leaving the school grounds without written permission            Misbehaviour during assemblies</p>	<p><b>Examples include;</b>            Fighting            Vandalism            Behaviour causing physical harm            Bullying            Spitting at people            Insolence            Stealing            Verbal abuse            Misconduct at socials or on excursions            Truancy</p>