Fair Discipline Code - Statement of Purpose

This statement outlines the aims of discipline in the school and the principles upon which the school's policy is based. The Fair Discipline Code (FDC) covers four main areas;

1. The discipline code or school rules
2. Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
3. Strategies and practices to recognise and reinforce student achievement
4. Strategies and practices to manage inappropriate student behaviour.

The Fair Discipline Code will support;

Effective learning and teaching

Objective
To enhance effective learning and teaching by:
• encouraging students to take responsibility for their own learning and behaviour
• identifying and catering for the individual learning needs of students
• establishing well-managed teaching and learning environments

Outcomes
• Students will be active participants in the learning process.
• Coordinated student services will provide effective support to classroom programs.

Results for students
• Students will participate in decisions about their own learning.
• Students will pursue a program of learning relevant to their needs and aspirations.
• Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
• Students will develop competencies which enhance the quality of their relationships with others.
• Students will feel valued as learners.

Positive climate and good discipline

Objective
To enhance school climate and discipline by:
• establishing clear school rules which are known and understood by all school community members
• monitoring attendance and ensuring that students attend school regularly
• valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
• valuing difference and discouraging narrow and limiting gender stereotypes
• incorporating students’ views into planning related to school climate and organisation
• establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
• providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Outcomes
• The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
• Principles of equity and justice will be evident in school plans, programs and procedures.
• The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
• The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
• The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
• The school will be an inclusive environment which affirms diversity and respects difference.

Results for students
• Students will be safe in the school environment.
• Students will know what is expected of them and of others in the school community.
• Students will be able to learn without disruption from unruly behaviour.
• Students will be provided with appropriate support programs.
• Students will contribute to decision making in the school.
• Students will participate in all aspects of school life as equals.
• Students will value difference.
• Students will be respected and supported in all aspects of their schooling.
• Students will know and understand their school’s organisation and know about student representative councils and other representative bodies such as the School Council.

Community participation

Objective
To enhance community participation by:
• building learning communities in which staff, students and parents work together for planned results
• encouraging parents and community members to participate actively in the education of young people and in the life of the school
• acknowledging parents as partners in school education
• encouraging students to have a sense of belonging to the school community
• assisting families to gain access to support services in the community
• fostering close links with the wider community
• encouraging links between parent and student representative groups
• inviting parents to share their skills and experiences in the school community
• supporting students and their parents in making decisions about learning programs
• recognising students’ families, cultures, languages and life experiences.

Outcomes
• There will be strong links between students, staff, parents and other members of the school community.
• Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
• The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
• Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
• Staff will facilitate parent and community involvement in a range of school activities.

Results for students
• Students will be supported by parent and community participation in school activities.
• Students will value the school as an integral part of the community.
• Students and their families will know how to gain access to relevant support services in the community.
• Students will be partners with parents and teachers in the teaching and learning processes at the school.

Responsibilities

Schools
Principal will ensure that:
• a commitment to student welfare underpins all the policies and activities of the school
• the school community reviews policies and practices related to student welfare
• student welfare is regularly reviewed using appropriate planning processes
• a school discipline policy is developed and regularly reviewed
• the review processes take into account other mandatory policies
• strategic issues identified in reviews are incorporated into the school plan
• students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
• other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:
• ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
• contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
• participate in the learning and teaching process in ways which take account of the objectives in this policy
• participate in the school community's implementation of the Student Welfare Policy.

Staff with a specific student support role will ensure that:
• the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:
• act according to the discipline code established by the school community
• contribute to the provision of a caring, safe environment for fellow students, staff and parents
• participate actively in the learning and teaching process
• provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments
• practise peaceful resolution of conflict.

Parents will be encouraged to:
• participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code
• share responsibility for shaping their children's understanding about acceptable behaviour
• work with teachers to establish fair and reasonable expectations of the school.

Student Welfare, Good Discipline and Effective Learning

Student Welfare Policy

1. School Rules

• Be Safe
• Be Respectful
• Be A Good Learner

Values

Integrity; Being consistently honest and trustworthy
In school communities, evidence of this value includes: open and transparent decision making processes, consistent school policies and actions.

In classrooms, evidence of this value includes: trusting others to work independently, doing what you say you will do, teachers mark students work consistently to agreed standards, clearly explaining and enforcing rules about plagiarism.

Excellence; Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

In school communities, evidence of this value includes: giving recognition to students achieving high standards, frequently encouraging and acknowledging individual improvement, celebrating school community achievements, encouraging students' awareness of broader life opportunities.
In classrooms, evidence of this value includes: reaching personal best performance, maintaining high learning expectations, setting and meeting high standards, persisting through challenges and difficulties in learning.

**Respect** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

In school communities, evidence of this value includes: regarding as important the opinions of parents, implementing government education policy.

In classrooms, evidence of this value includes: accepting the right of others to hold different views to your own, listening to others without interrupting, obeying school rules, acknowledging the strengths and abilities of students, affirming cultural diversity within the school community.

**Responsibility** Being accountable for your individual and community’s actions towards yourself, others and the environment.

In school communities, evidence of this value includes: reflecting policy and school community needs in school rules, supporting the decisions of the school, accepting responsibility for the school's involvement in community activities, including in school rules strategies to reinforce appropriate behaviour as well as consequences for breaking rules.

In classrooms, evidence of this value includes: self-discipline, modelling expected behaviours, involvement in strategies to encourage compliance with school rules.

**Cooperation** Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict

In school communities, evidence of this value includes: working together to plan a school function, addressing issues through consultation and negotiation, initiating change by involving consultation with and the representation of all stakeholders, working together to address a school issue.

In classrooms, evidence of this value includes: accepting class protocols for group work and working with others, working well with others outside immediate friendships, initiatives problem solving, identifying issues and possible solutions to help resolve conflict.

**Participation** Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation

In school communities, evidence of this value includes: communicating openly within and between different groups in the school community, encouraging and considering new ideas, forming partnerships with business and community organisations.

In classrooms, evidence of this value includes: contributing to class discussion, encouraging creative thinking about issues and problems, accepting roles in group activities.

**Care** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion

In school communities, evidence of this value includes: providing early notice of students, parents and teachers experiencing difficulties, volunteering to assist in school activities, programming to actively counter bullying and harassment, implementing responsive student support systems being in place.

In classrooms, evidence of this value includes: maintaining friendly relationships, making constructive and encouraging comment about other people’s work, listening to others, modelling skills for positive and caring relationships.
**Fairness** Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice

In school communities, evidence of this value includes: addressing bullying and harassment through effective whole school programs, challenging cultural stereotypes, communicating accurately on school reports to parents about their children's progress.

In classrooms, evidence of this value includes: maintaining high expectations of everyone, encouraging and participating in open discussions about fairness and justice, planning to ensure that teaching and learning is meaningful and relevant to everyone, accepting other people and their backgrounds.

**Democracy** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen

In school communities, evidence of this value includes: listening to different views on school related issues, consulting parents, staff and students about major changes, ensuring that minority groups have a voice in decision making processes, choosing appropriate processes for decision making.

In classrooms, evidence of this value includes: consulting and negotiating assignment timelines, respecting the rights and responsibilities of others, accepting responsibility for one's own learning.

**Value of the month** to be highlighted in newsletter, at assemblies and in class discussions

2. Merit system

- All students begin the year on Green level.
- Students can progress to Bronze, Silver and Gold level
- Poor behaviour - students are placed on Orange or Red level and consequences.

<table>
<thead>
<tr>
<th>Merits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Bronze certificate, Bronze badge, Name in newsletter and a Slurpee</td>
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<tr>
<td>3</td>
<td>Silver certificate, Silver badge, Name in newsletter and a Slurpee (trade in or buy Silver)</td>
</tr>
<tr>
<td>3</td>
<td>Gold certificate, Gold badge, Name in newsletter and a Slurpee (trade in or buy Gold)</td>
</tr>
<tr>
<td>3</td>
<td>Girraween certificate, Name in newsletter and a Slurpee (Keep gold), Medal on lanyard with name engraved, Presented at Presentation Assembly, Name on school website with annual list of awards, Executive and grade teachers confirm nomination.</td>
</tr>
<tr>
<td>4</td>
<td>Principal's award, Certified, Presented at Presentation Assembly, Name on school website annual list of Principal Awards, Requires staff and executive nomination, Will take 4 years to achieve</td>
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</tbody>
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- Present milestone awards at assembly
- Whatever students end the year on, they keep the badge
- New year new start. Alternate badge design each year.

- Merit awards are given by class teachers. Library and computer classes place merits in class teacher's pigeon hole to be included in weekly allocation.
- Merit awards presented at morning lines or stage sessions.
- K-2 teachers limit of 5 merit awards each week. Sign or hole punch when presenting for badge.
Support Unit limit of a one fifth of the class numbers each week.
3-6 teachers limit of 6 merits each week. Senior school to be based on English home classes.

3. Minor awards – Slurpee Stickers
- Out of class awards lead to a Slurpee. ESL, STLA, scripture, playground, RFF.
- Each student has a card with 10 spaces to fill to receive a Slurpee.
- Teachers will have reward tokens.
- Sport - limit of one token to each activity
- Teachers use their discretion to awards tokens.
- Signed award card with 10 tokens can be traded for one Slurpee.

Transition
All students will start term 3 2012 on bronze level.

Record system
- Teachers keep a class list of merit awards during the year.
- Teachers note when students reach bronze, silver, gold awards and medals in staffroom register.
- DP to collate list of students receiving badge awards one week before designated assembly.
- Assembly roster to included bronze, silver and gold assemblies.
- Parents to be invited to the presentation of badges at assemblies during each term.
- Students’ keep medal awards and present 4 medals to receive a Principal’s award

Minor awards
- Students keep award card and glue reward tokens on cards.
- Award cards to be kept in class with teacher.

4. Negative Behaviour

Playground and Classroom Behaviour
For inappropriate behaviour

1. Verbal warning
2. Time out
3. White slip

- White slip will record; name, class and incident, which school rule was broken, date, time and area.
- Original white slip goes to student's class teacher and a copy to the deputy principal.

- Three white slips (3) in a term will result in a letter home, detention, student placed on Orange level, one week behaviour card. Student nominates area of playground to be in at recess and lunch each day. Teacher on playground duty signs behaviour card noting behaviour as cooperative or poor.

- Three more white slips (6) in the same term will result in a second Orange behaviour card for one week, detention, parent interview with deputy or principal. Student restricted to a staff nominated area of playground. Teacher on playground duty signs behaviour card noting behaviour as good/cooperative or poor.

- Three more white slips (9) in the same term will result in the student being placed on Red level, 2 week behaviour card, detention, no excursion or PSSA, placed in a restricted area of the playground – infants’ quad.

- Further misbehaviour will lead to a suspension from school.
- Violent or extreme misbehaviour will result in immediate detention and or suspension.
  Executive to confirm detention with teacher involved and enter names in detention register.