

NARRABEEN LAKES PUBLIC SCHOOL

School Discipline Policy



Revised August 2006

Contents

- Statement of purpose.....1
- School rules.....2
- Organisational rules and procedures..... 3
- Strategies to promote positive student behaviour and effective learning 7
- Practices to recognise and reinforce student achievement 8
- Strategies to manage inappropriate student behaviour.....9
- Responsibility of principal, staff, parents and students.....10

Appendix 1	Quality Teaching dimensions and elements 11
Appendix 2	Grey folder 12
Appendix 3	Peer learning, restitution and time-out 13
Appendix 4	Homework policy.....	15
Appendix 5	Cruelty to animals18

School Discipline Policy

Statement of Purpose:

Narrabeen Lakes Public School seeks to ensure that all students, regardless of ability, have the opportunity to reach their personal best. It seeks to instil four core values - honesty, integrity, respect and responsibility.

The Narrabeen Lakes community expects its school to:

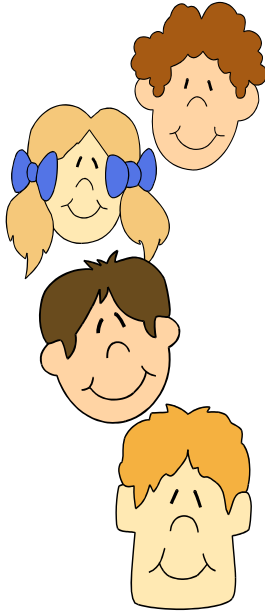
- Provide children with basic skills, knowledge and understandings
- Develop in each child a sense of personal worth and the ability to work together cooperatively as responsible members of society.

As well, our community expects that at our school:

- Children should be motivated by teachers who display warmth, supportiveness and respect towards them
- Learning should be fostered by children, teachers and parents working together on significant issues.



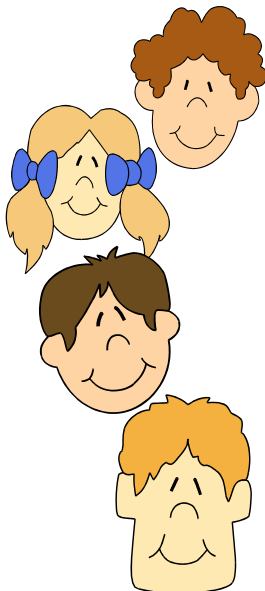
School Rules



These rules come from suggestions from students, staff and parents.

I belong to Narrabeen Lakes Public School, so I am responsible for:

1. Being in class on time, ready to learn.
2. Being friendly, helpful and respectful towards teachers, parents, scripture teachers, school helpers and fellow students
3. Behaving in a way that keeps others and myself safe at all times.
4. Being kind and caring towards myself and others.
5. Always looking my best in my school uniform.
6. Respecting and caring for our school environment, school buildings and the belongings of others.
7. Taking my fair share in the care of all school equipment including sports equipment.
8. Always trying my best with both my school work and my homework.
9. Behaving in a considerate and appropriate way when travelling to and from school.
10. Remembering not to bring unsuitable things to school: lollies, gum, trading-type cards, valued items.
11. Being aware that tobacco, alcohol and illicit or harmful substances and objects are prohibited.
12. Behaving in a responsible way towards animals: not causing them pain or suffering by tormenting, beating, kicking or wounding.



Organisational Rules and Procedures

Before School

Pre 8:40 am Students should not be at school prior to 8:40 a.m. unless involved in a teacher supervised school activity. Students who arrive early must remain on the seats in front of the Reading Room, adjacent to the library. Teacher playground supervision commences at 8:40 a.m.

8:40 am - 9:10 am Students must not be in classrooms unless their teacher invites them in and their teacher remains in the classroom.

Hat rooms and corridors are out-of-bounds. Bags may be placed in hat rooms but children must then vacate the area quickly.

No school sporting equipment is available unless a teacher gives permission eg. class sport kit. Children may use their own equipment.

Note: Hard balls and wooden/steel bats are banned items unless supervised by a teacher.

Students will select suitable, safe games to play; being mindful that in the morning the playground has many people including pre schoolers.

Bell sounds - go straight to class lines.

Children who arrive late must report to the office - preferably with a parent.

Recess and Lunch

10:55 am Students are to move and play safely around the school at all times.

At conclusion of recess students will assemble outside classrooms on Mondays, Wednesdays and Fridays; and in the COLA for assemblies on Tuesdays and Thursdays.

12:45 pm - 1:00 pm Students must sit on seats in designated area to eat lunch. Seats at southern end, closest to toilets, reserved for Years 5 & 6.

Areas must be free of rubbish before dismissal for play.

Nominated lunch monitors will collect class lunch baskets from canteen and take to lunch area.

Organisational Rules and Procedures (cont'd)

1:00 pm - 1:40 pm Students dismissed for play.

The library is open on designated days. Children are to be in the library only when there is teacher/librarian supervision.

Children who participate in morning/lunchtime dance lessons must not enter the hall unless accompanied by the dance teacher.

Dance students must abide by the school rules.

After School

Students to go straight home, to bus lines or After School Care assembly area, unless supervised by a parent/guardian. Bus and After School Care children are to behave in an orderly manner.

Any child who is to be picked up late, or is not collected, is to go to the office.

Bus students to go to classroom verandah if raining.

Bikes, scooters and skateboards are not to be ridden in the school playground.

Bikes, scooters and skateboards may be ridden after 3:40 pm if a parent is present to supervise. Riding should not interfere with any after school activity eg. PSSA sport practice, dance rehearsals etc. Helmets must be worn when bike riding on school grounds.

School Visitors

School visitors are to be directed to the office, regardless of whom the visitor wishes to see.

Toilets/Messages

Children are encouraged to go to toilets during breaks rather than lesson time.

No playing (or eating) in the toilets.

Children taking messages must do so in a responsible manner. Children must have a partner when taking messages.

Organisational Rules and Procedures (cont'd)

Children's Rules for Wet Weather

Before School Children to go to COLA. If teacher is present they may enter classrooms if invited to do so.

Recess and Lunch Playground duty teacher to use discretion.
If playtime is declared "wet" by AP, teacher pairs will decide order of break.
Children will remain in classrooms and behave in a way that is safe to themselves and others.

After School Bus students go to the classroom verandah opposite bus seats.

Unexpected Rain During Play AP/duty teacher will decide whether children are to move from playground to classrooms or, if only light rain, COLA and/or weather shed.
AP and/or duty teacher to notify teachers if children are returning to classrooms. Pairs decide on classroom supervising arrangements.

Recess and Lunch If a child is sick or injured, or sees someone sick or injured, find the nearest teacher on duty. Teachers are to be aware that blue medical kits are located in classroom opposite the toilet block and in sick bay.

Most playground injuries can be dealt with by the duty teacher. More serious/doubtful injuries are to be dealt with at the office by administrative staff.

Out of Bounds Areas:

- Fences and garden beds
- Beyond fences and behind school hall
- Roofs and trees
- Under buildings
- Classrooms/library/hall (unsupervised)
- Between demountable classrooms
- Corridors (unsupervised)
- Hat rooms
- Verandah (wet weather excepted)
- Front of school/beyond gate at Norfolk Pine
- Balls over fence/on roofs (retrieved by adults)
- Under, on, in and behind Colex bin

Organisational Rules and Procedures (cont'd)

Banned Items

Gum
Hard cricket balls/softballs (unsupervised)
Liquid paper
Wooden/aluminium bats (unsupervised)
Tobacco
Alcohol
Illicit or harmful substances and objects
Weapons

Items to be Discouraged

Lollies
Canned/bottled drinks
Expensive toys and valued items
Trading cards if presenting as a problem
Mobile phones

Canteen

Commencement of School Day	9:10 am	Children place lunch orders in class lunch baskets.
	9:25 am	Class canteen monitor takes lunch baskets to canteen.

Recess Line up in orderly way.

Lunch	12:45 pm	Class lunch monitors only to get lunch baskets. Take baskets to classrooms.
	1:00 pm	Line up in orderly way.

Strategies to promote positive student behaviour and effective learning

The staff at Narrabeen Lakes Public School strives to foster positive behaviour in each student through the implementation of practices such as:

1. The provision of appropriate curriculum to meet the needs of each student. The Quality Teaching elements of the NSW model of pedagogy are incorporated into teaching and learning programs. See Appendix 1.
2. Supporting students in achieving success in learning.
3. The consistent use of management strategies such as:
 - giving simple directions
 - expecting children to respond appropriately to directions and requests
 - regularly noticing and commending students for following school rules
 - avoiding the use of ridicule, embarrassment or 'put downs'
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by moving about the room and supervising work
 - refocusing and redirecting attention when students become restless and inattentive
 - having a plan for managing behaviour disruptions
 - following up any significant behaviour disruptions.
4. Staff attendance at relevant training and development programs.
5. Encouraging all teaching staff to attend Learning Support Team meetings.
6. Staff modelling of consistent, caring, controlled and respectful behaviour.
7. Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.
8. The provision of integrated programs which develop self-discipline, communication and responsible decision making such as:
 - stress management programs,
 - social skills programs,
 - peer mediation and
 - peer learning.

Practices to recognise and reinforce student achievement







1. Providing positive feedback to each student for appropriate behaviour.
2. Displaying consistent and caring behaviour.
3. Using awards and merit certificates:
 - Red merit card - good school work
 - Blue merit card - good attitude/behaviour
 - Green merit card - environment award
 - Narrabeen Red/Blue/Green certificates awarded on receipt of 10 red merit cards
 - Large Narrabeen Red, Blue and Green certificates - awarded on Presentation Day on receipt of 20 merit cards
 - Pennants - awarded Presentation Day on receipt of 40 merit cards
 - Gold Medallions - awarded Presentation Day on receipt of 60 merit cards
 - Trophy - awarded Presentation Day on receipt of 80 merit cards
 - Principal's Award certificate - distributed primarily at fortnightly assemblies
 - Gold book notification.
4. Being involved in regular ongoing contact with parents or caregivers, in person, by letter or by telephone.
5. Providing opportunities for our students to be recognised within the local community through participation in special events.
6. Providing public acknowledgment of student achievement, through the local media, school assemblies and school newsletters. Activities acknowledged include: dance, band, music and drama festivals, eisteddfods, academic competitions, Warringah Council environment projects.

Strategies to manage inappropriate student behaviour

Students require clear limits and guidelines in order to function effectively in a community and to learn to their full potential in a safe and caring environment.

The school discipline code (school rules) form the basis of these guidelines.

The staff at NLPS understands that 'acting out' behaviour sometimes has complex causes, such as:

-  Different cultural expectations between home and school
-  Lack of knowledge and skill in behaving appropriately
-  Inappropriate behaviour management at home or at school
-  Poor teaching and/or inappropriate curriculum
-  A need to control in reaction to a lack of choices and control in the student's life
-  After a traumatic experience, misbehaviour may be a way that a student can seek help, or indicate that they need support.

Possible consequences for unacceptable behaviour may include:

- Reprimand
- Detention
- Counselling
- Loss of privilege
- Social skills training
- In-class isolation
- Notification in grey folder
- Teaching acceptable behaviours
- A response-cost system of incentives and deterrents
- Withdrawal from positive reinforcement or time-out with careful consideration given to duty of care responsibilities
- Restitution
- Individual behaviour plans
- Suspension or exclusion from school

Responsibility of principal, staff, students and parents

Principals will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school
 - student welfare is regularly reviewed using appropriate planning processes
 - a school discipline policy is developed and regularly reviewed
 - 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 and School Discipline Policy
 - ensure that the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.
-

Parents will be encouraged to:

- ensure that their child/children attend school regularly and in the event of an absence from school provide the class teacher with a written explanation
 - 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 socially responsible behaviour
 - work with teachers to establish fair and reasonable expectations of the school.
-

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 processes which include the student representative councils and school parliaments
- practise peaceful resolution of conflict.

QUALITY TEACHING DIMENSIONS AND ELEMENTS

ELEMENTS	INTELLECTUAL QUALITY	QUALITY LEARNING ENVIRONMENT	SIGNIFICANCE
	1.1 Deep knowledge	2.1 Explicit quality criteria	3.1 Background knowledge
	1.2 Deep understandings	2.2 Engagement	3.2 Cultural knowledge
	1.3 Problematic knowledge	2.3 High expectations	3.3 Knowledge integration
	1.4 Higher-order thinking	2.4 Social support	3.4 Inclusivity
	1.5 Metalanguage	2.5 Students' self regulation	3.5 Connectedness
	1.6 Substantive communication	2.6 Student direction	3.6 Narrative

The dimensions and elements of the NSW model of pedagogy

Grey Folder

Recommendations for use of Grey Folder

1. Write date of 'offence' on class list.
2. Use one page per pupil. Briefly describe offence using objective language.
3. Include teacher's signature at end of description.
4. After documenting offence:
 - Read to the student involved your description of the event
 - You might like to discuss the rule not followed (Rules at front of folder)
 - Ask student if they have anything to add
 - Attach witness statement if required
 - Ask student to sign entry.
5. Teacher to remain calm whilst conducting the procedure.
6. 'Grey Folder' to be kept in a secure place; administration building. Currently above teachers' pigeon holes.

Peer learning, restitution and time-out

Peer Learning Peer learning aims to develop communication and leadership skills in students through small, mixed age friendship groups. Peer groups can participate in planned, peer led activities on a regular basis. Student leaders require ongoing training and monitoring and can have a very powerful role within their group.

Restitution Restitution is an act to repair damage done. It will be more effective in developing self discipline if it is not implemented as punishment. Punishment often leaves both the offender and the victim angry and resentful. Punishment does not empower the offender to address the wrong or to deliver what the victim would consider to be adequate compensation.

Restitution is an opportunity for a student who has made a mistake to make full reparation and enables the student to reclaim self respect through personal effort. For example, when a student vandalises a wall with graffiti, he or she paints it or cleans it. A good restitution will have the following characteristics:

- it will be seen by the victim as adequate compensation
- it will require effort on the part of the offender
- it will not in any way encourage further offences
- it will reflect the beliefs of the school community about behaviour (as defined in the school discipline policy)
- it will be relevant to the offence committed.

The restitution process can only exist effectively as part of a structured behaviour management plan. If a student is unable to plan for restitution then the other strategies of the behaviour management plan can be used.

This approach emphasises positive solutions to problems. Restitution is based on the recognition that everyone will make mistakes. It focuses on how a mistake can be corrected rather than on punishment. Appropriate staff training is important to ensure that students are effectively supported in planning for restitution.

Peer learning, restitution and time-out

Time-out If a school incorporates the use of 'time-out' into its behaviour management plan, departmental guidelines should be followed.

School guidelines for 'time-out' rooms will need to include details of specific issues such as:

- the purpose of the facility
- the physical suitability of the facility
- who is to use the facility
- the requirement of parental permission for use
- the frequency of use and length of stay
- duty of care (supervision)
- staff training
- reintegration strategies such as counselling, remediation

In-class isolation or 'time-out' involves the designation of an area of the classroom which is readily observed by the teacher but is in some way separate or distant from other class members.

A critical part of the 'time-out' procedure is the removal of the student from the opportunity to earn positive reinforcement. The teaching activities and the management of the class need to be reinforcing so that the student wants to be a part of the class and its activities.

A student on 'time-out' may be sent to work on a task or to sit quietly and develop a plan for appropriate behaviour. Some form of counselling, discussion or negotiation must accompany 'time-out'. The student usually rejoins the group when he or she shows readiness to behave appropriately, offers restitution or makes an agreement to try to change his or her unacceptable behaviour.

Homework Policy

Homework is an opportunity for children to develop work/study attitudes necessary in higher education and to individualise learning, particularly in consolidating mathematics, spelling and reading, where individual rates of learning vary greatly. It is also an opportunity for children to extend interests through individual assignments. Children are encouraged to be organised and responsible in the completion of homework and to have pride in the quality of work.

Narrabeen Lakes Public School recognises and values the quality of experiences and assistance provided for its students through their parents' involvement in homework.

Homework has the potential to further the school-home partnership in the education of the child. It is a means by which aspects of the school's program are introduced into the home setting. It can assist in clarifying the school aims and the classroom objectives, reinforcing the teaching and learning fostered by the school, and in meeting the needs of the child.

Essentially, homework would be viewed as an educational activity which arises from an interesting, stimulating and appropriate school experience and which is seen by the child as deserving attention out of school hours. Homework should be seen by teachers, students and parents as consistent with lifelong learning.

Sometimes, the best homework is sharing ideas, listening, playing, reading, writing and doing things as a family. The school can capitalise on the family's activities and enthusiasms with the flow of information and expertise between home and school through homework becoming a powerful resource beneficial to both.

Communication from the teacher about a theme or an area of inquiry being studied, allows the family to plan activities which foster or further the student's interest.

The school manual: Education Management, (15.4: Homework for School Students) states that:

- homework should be a purposeful learning experience;
- the concept of homework for students of all ages is supported by the Department of Education and Training;
- in the early years of school, homework will be informal and optional;
- as schooling becomes more structured, more formal homework programs may be established;

Homework Policy (Continued)

- the amount of homework and type of homework should not be so demanding as to adversely affect interest and motivation
- homework must be regularly monitored as soon as possible;
- it can be used to develop special talents and to encourage slower learners
- homework should not be given as a disciplinary measure or to compensate for inadequate teaching.

-
- At Narrabeen Lakes Public School**
1. Each teacher will communicate with parents concerning their homework routine and have a communication network available, e.g.: use a homework book in which the homework is written daily and parents sign and write comments if needed. Teachers will have the freedom to follow their own system. A brief summary of homework routine will appear in teachers' programs.
 2. New work which requires direct instruction, ideally will not be set as homework.
 3. Each teacher will be sensitive to family circumstances which may prevent a student doing homework. A reminder card can be sent to parents and students when homework is repeatedly not done.

Guidelines: The time allotted for homework in each grade is difficult to stipulate because of individual differences but as a general guide the following is suggested.

- K-1 homework is not set on a regular basis. It is usually in the form of reading small books with parental help and encouragement, completion of work sheets which reflect work done in class and finding and collecting pictures, objects, etc., relating to class work.
- Year 2 - Approximately 20 minutes daily
- Year 3 - Approximately 30 minutes daily
- Year 4 - Approximately 30 minutes daily
- Year 5 - Approximately 40 minutes daily
- Year 6 - Approximately 40 minutes daily

Homework Policy (continued)

- Types of Homework**
1. Re-enforcement of basic English and mathematics skills.
 2. Reading practice
 3. Re-enforcement by sets of examples. This type of activity has definite value provided it is used to supplement work done in class and not as a substitute for class work.
 4. Research. This requires more initiative on the part of the child and depends on the content of resources in the home, school and local library. Emphasis should be placed on the development of study skills, summary accuracy and presentation rather than copying information.
 5. Special Work. There will always be pupils who, because of individual difficulties, will require extra assistance. This is best approached by effective teacher-parent goal and routine setting.
 6. Story writing
 7. Media reports
 8. Library reports
 9. Interviews
 10. Reading for enjoyment.

All homework need not be a pencil and paper task.

Cruelty to Animals

The Narrabeen Lakes school community recognises that students have responsibilities toward animals.

Rule No 12 from School Rules states:

I am responsible for behaving in a responsible way towards animals: not causing them pain or suffering by tormenting, beating, kicking or wounding.

This prohibition applies in all situations including whilst at school and on school excursions and visits.

In addition students are reminded of appropriate behaviour when animals are encountered by chance, either on an excursion or visit or in the school playground. Responsible behaviour involves not approaching or interfering with the animal. It is important to inform in a calm, quiet way, other students in the vicinity and teachers of the animal's presence as soon as possible.

Injury is most likely to occur if the animal panics and either attacks or attempts to flee the situation. If people remain calm, the risk of injury to either students or the animal or both will be lessened.

If students enquire of a teacher what action should be taken in the case of an injured animal being encountered, caution should be exercised in responding so that students will not believe that the animal should, necessarily, be killed. Assistance would be sought, if practical, from the Royal Society for Prevention of Cruelty to Animals (RSPCA), Wildlife and Information Rescue Service (WIRES) or a veterinary surgeon.