Rationale
All school policies are underpinned by our vision and value statements. This Fair Discipline Policy refers to the rights and responsibilities of students in the school. It also provides guidelines and procedures for classroom teachers and school staff in relation to discipline within the school ethos. The policy is part of a whole school approach to values education.

Our vision
The teachers, staff, students and families of North Newtown Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a life-long love of learning, and the courage to explore the world with integrity, compassion and respect.

Our values
The core values that guide us in our actions, behaviours and activities are Love of learning ~ Creativity and achievement ~ Fairness and respect ~ Inclusiveness and community ~ Friendship and fun
Core Values

- **Care and Compassion**: to care for self and others
- **Fairness**: to protect the common good where all people are treated fairly for a just society
- **Democracy**: Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Doing Your Best**: to seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Integrity**: Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Respect**: Treat others with consideration and regard, respect another person’s point of view
- **Responsibility**: Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Understanding, Tolerance and Inclusion**: Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Our beliefs

We believe that all members of our school community have

- the right to learn
- the right to be safe
- the right to be treated with dignity and respect, and
- responsibility to uphold these rights for others

To create community, each of us needs all of us, and all of us need each of us.
Student Behaviour - A Shared Responsibility
When parents/carers enrol their children at North Newtown Public School they enter into a partnership with the school that is based on shared responsibility and mutual respect. This shared responsibility enables and fosters an environment where learning is valued, all members of the school community are respected and safety, wellbeing and quality learning is important. This will enable all members of our school community to interact in ways which teach and model the values of the Public Education.

Staff will:
• act according to the DET Code of
• contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
• use effective and appropriate processes and procedures for addressing behaviour issues and conflict

Students will be encouraged and supported 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

Parents will be encouraged to
• participate in the learning of their children and life at school
• share responsibility for shaping their children’s understanding about acceptable behaviour
• work with teachers to establish fair and reasonable expectations of the school.

Core Rules of NSW Government Schools
All students in NSW government schools are expected to:
• Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
• Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
• Behave safely, considerately and responsibly, including when travelling to and from school.
• Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
• Treat one another with dignity and respect.
• Care for property belonging to themselves, the school and others.
• Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Aims
The NNPS Fair Discipline and Anti-Bullying Policy aims to
• make explicit our school rules
• ensure discipline is fair and transparent
• promote effective learning and self management
• recognise and reinforce student achievement
• outline the process and strategies for dealing with unacceptable behaviour
• support and foster student leadership

Intended outcomes
Students will
• develop skills in self reliance, self respect, self responsibility, self discipline, self regulation, self leadership, self efficacy and resilience.
• engage in programs relevant to their needs and aspirations
• feel valued as learners
• be safe in the school environment
• know what is expected of them and others in the school community

Key strategies
• Shared vision and values
• Common goals
• A common language and curriculum for explicitly teaching social and emotional skills (You Can Do It – YCDI)
• Common processes for restoring relationships (Restorative Practice)
• Shared rules and expectations (Positive Behaviour Interventions and Strategies - PBIS)
Newtown North Public School
Reviewed Feb. 2012

Fair Discipline Policy

• Fostering student leadership and student voice (Student Representative Council, Leadership framework)
• A strong sense of community and networks of support

Our shared rules and expectations

We encourage and support students to self-regulate their own behaviour and use school rules as a way of setting high expectations and building a shared understanding of appropriate conduct and/or behaviour. School rules are kept to a minimum and are structured so that all students from Kindergarten to Year 6 students understand them.

• Be a successful learner
• Be a respectful learner
• Be a safe learner

We believe that rules are more effective when they are clearly linked to shared values and developed with students. Our school uses the social and emotional program, “You Can Do It” to explicitly teach children key thinking skills. These are skills that young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

The school rules are stated in positive language reflecting community expectations, values, by our shared belief that all members of our school community have:

• the right to learn
• the right to be safe
• the right to be treated with dignity and respect, and
• the responsibility to uphold these rights for others

The school has developed a rules matrix (Appendix A) to explicitly teach students the expectations and skills they need to be successful in these settings. Hands signs and visuals are used to reinforce and strength self regulatory behaviours.

As children grow older the school rules are presented in the context of rights and responsibilities. That is, students should act to protect and defend the rights of all students to learn without distraction and to be physically and emotionally safe in school. All members of the community support students in the process of becoming responsible citizens by demonstrating the relationship between rights and responsibilities:

Rights and Responsibilities
Newtown North Public School

Fair Discipline Policy

Reviewed Feb. 2012

Students:
Each student has the right to:
• be a successful learner who is not distracted by others
• a quality education
• be happy and safe at school, ie. be treated with respect and dignity
• work in a safe, healthy environment both in and out of the classroom - free from bullying and intimidation

It is the student's responsibility to:
• be prepared to learn
• be a co-operative class member
• show respect for the school, others and their belongings
• be positive, showing good manners and respect
• behave in a safe manner
• be honest and truthful
• report any unacceptable/unsafe behaviours to a teacher
• learn to resolve conflict peacefully
• face the consequences of his or her action and focus on making things right or redressing damage
• be honest regarding his or her own behaviour and avoid the following unsafe/unsatisfactory activities:
  - verbal abuse, ie. being nasty, teasing and using "put downs"
  - bullying
  - violence ie. fighting, wrestling, tackling, pushing, etc.
  - bringing weapons of any kind to school
  - throwing objects with intent eg. sticks, stones, sand, etc.
  - bringing any illegal substances to school
  - riding bikes, skateboards, scooters in the playground
  - being in out-of-bounds areas
  - running in and around buildings and walkways
  - using fixed equipment without teacher supervision
  - leaving the class without permission
  - illegal use of Internet and email services

Teachers:
Each teacher has the right to:
• teach in a climate free from disruption and where teaching/learning is respected
• be respected as a professional and as an individual
• expect behaviour that contributes to a positive class atmosphere
• have time to work with students as individuals
• receive support from the school community
• expect quality work
• be happy and safe at school, ie. be treated with respect and dignity

It is the teacher's responsibility to:
• maintain a safe, happy environment
• establish an effective classroom that is conducive to learning
• provide the best possible programs to meet the needs, capabilities and aspirations of each student
• provide opportunities for students to take responsibility for their own learning and actions
• be consistent, caring and well prepared
• recognise the rights of individuals
• provide integrated programs which develop self discipline and self awareness
• model and teach the peaceful resolution of conflict
• constantly self evaluate
• communicate appropriately with parents about individual progress and behaviour of each student

The School Counsellor:
The school counsellor has the same rights as all teachers.

It is the school counsellor's responsibility to:
• provide sensitive guidance to students in need of support
• support staff in dealing with student progress and welfare
• act as a liaison between students, parents and community support groups
• assist in the utilisation of DET support services
• support and counsel parents who need guidance
Parents/Caregivers:

Parents/caregivers have the right to:
• expect maximum learning opportunities to be available
• expect a safe learning environment
• enter into two way communication with the school
• receive feedback about student attitude, behaviour and learning

It is the parents/caregivers responsibility to:
• share a commitment to provide opportunities for children to take responsibility for their learning
• ensure children have a positive attitude and understand appropriate school behaviour
• help promote respect for the school, staff and fellow students
• ensure children understand their responsibility in maintaining a safe school environment
• ensure each child’s punctuality and attendance - if a student is to leave school early, permission needs to be sought from the class teacher
• notify change in circumstances
• assume responsibility for their children as they travel to and from school
• provide support to children by assuming a shared role in home/school programs

Creating a safety net to support students
While most students are able to self regulate their behaviour there are times when students need guidance and support to behave appropriately. We recognise that students are not their behaviours. Students are young people who are still learning to relate to others. Sometimes students make “good” and “bad” choices. Labelling a child on the basis of an arbitrary definition of behaviour does little to elicit the desired behaviour. The school does not use a level or rating system because such an approach focuses on the ‘behaviours’ rather than exploring the underlying needs of the child.

We support students who have difficulty in self regulating their own behaviour by
• Increasing the network of support (see Fig1) and
• Providing clear systems for managing behaviours that place the student or others at risk (see Fig 2)

“Catching our kids” - Increasing the network of support

One person: The student is able to self regulate their behaviour and make ‘responsible’ choices most of the time.
## Strategies that support positive behaviour

- Acknowledge and notice positive behaviour choices.
- Provide student leadership opportunities.
- Include activities (camps, excursions, games) etc that build co-operation and collaboration.
- Encourage individual and group goal setting.
- Provide opportunities for decision making and problem solving relevant to them.
- Stop Think Do

- Explicitly teach desired classroom behaviours.
- Devise classroom rules through negotiation.
- Implement Restorative Practice Programs.
- Provide Quality Classroom Programs.
- Provide Quality Playground Programs.
- Teach Communication and Social Skills.
- Hold class meetings.
- Acknowledge student strengths, efforts and achievements in both informal and formal ways.
- Rich engaging and supportive classroom environment.

## Two people: The student requires direction and guidance from a teacher to make more appropriate choices to regulate behaviour

### Strategies that support positive behaviour

- Continue to work on the positives with the above.
- Focus on the desired behaviour of the student: verbal encouragement, acknowledgement, incentives etc.
- Catch the child 'being good'.
- Ignore undesired behaviour.
- Teacher acts as a coach rather than a cheerleader. That is, teacher makes explicit the desired or appropriate behaviour.

- Check if the student is ‘bored’ – (is the work too easy, too hard?) Change the program.
- Consequences are negotiated and agreed.
- Informal contact with parents/caregivers.
- Magic 1, 2, 3
- Dramatic role play
- Teach Creative Problem solving
- Use Restorative practice
- Social stories or role play to teach appropriate positive behaviours
- Ask the student what they need – talk with them
- Chat to parent/carer

## Three people: The student requires additional support to learn to make ‘responsible’ choices to regulate behaviour. Teacher and parents work with student to design appropriate strategies.

### Strategies that support positive behaviour

- Continue with above.
- Agreed consequences are implemented.
- Use of "Buddy Class" for time-out.
- Maintain close communication with parents/caregivers.
- Possible referral to counsellor.
- Check medical records, check child’s health.
- Non-violent crisis intervention.
- Continue with above.

- Parents informed and support requested.
- Communication diary with parents/carers.
- Design a behaviour contracts or plan in consultation with the student and family.
- Monitor and review behaviour programs, modify as required.
- Negotiate an exit card or signal to encourage student to recognise they need time out.
- Possible exclusion or withdrawal from activities where school is represented in public eg: camps, excursions and sport.
- Possible withdrawal from playground.

## Four people or more: the student is supported by the School Principal, School Counsellor, Assistant Principal and parents.

- Continue with above.
- Clear consequences to assist the student to regulate his/her own behaviour.
- Professional help is sought.
- Request for regional support.
- Withdrawal from regular classroom and playground.
- Counselling.

- In school suspension.
- Short or long suspension.
- Support from guidance officer, school counsellor, ISTB, community support agencies.
- Exclusion.
Behaviour that may cause harm to the student, staff or other students is identified

* Schools can contact regional personnel for advice in the first instance
** The SED may request an Educational Setting and Support Assessment (ESSA) in the first instance.

---

1. School level
   1.1 School develops a risk management plan
   1.2 Plan is implemented and reviewed

Is the plan effective?

- No
  - 2. Regional facilitation
    2.1 For assistance and support contact regional personnel:
      - Disability program consultant
      - Student welfare consultant
      - Other personnel nominated by the region
  
  2.2 Revised plan is implemented and reviewed

Is the plan effective?

- No
  - 3. Regional leadership
    3.1 SED requests of the Student Services Coordinator, an Education Setting and Support Assessment (ESSA) conducted by senior student services officers assisted by regional specialists in behaviour.
    
    3.2 ESSA conducted in consultation with the school
    3.3 ESSA draft plan developed and provided to the school

Is the plan being implemented and effective?

- Yes
  - Continue to monitor and review

- No
  - ESSA resolution procedure

---

Continue to monitor and review