

Student Wellbeing & Discipline Policy

1. POLICY STATEMENT

- 1.1 The purpose of this policy is to provide information for the school community and to provide direction for school personnel in the management of discipline practices at Dalmeny Public School.
- 1.2 The policy:
 - consistent with legislation (Education Act 1990) and departmental and government policy.
 - incorporates procedural fairness.
 - is developed within a framework of welfare for all.
 - reflects identified needs.
 - outlines expected standards of behaviour.
 - defines the responsibilities of teachers, students and parents and carers.
- 1.3 Dalmeny Public School approaches school discipline through a positive and supportive learning environment that provides opportunities for all students to thrive and succeed. To thrive, to succeed means each student engages positively and constructively with school, works on task and demonstrates respect for all.
- 1.4 Alternative programs and practices are offered to support identified student needs and hold students accountable for their behaviour.

2. Audience and Applicability

- 2.1 This policy applies to the Dalmeny Public School community, staff, parents, carers and students.

3. Context

- 3.1 The Dalmeny Public School Community works together to provide a quality learning environment which is:
 - inclusive.
 - safe and secure
 - free from intimidation, harassment, bullying and victimization where all students can access learning and all teachers can deliver syllabus without disruptions to learning as a result of consistent negative behaviour.
- 3.2 All students and staff will be treated fairly and with dignity in an environment that is free from disruption.

3.3 Parents and carers enter into a partnership with the school on enrolment. Parents and the

school share the understanding and goal to develop socially responsible and accountable young people who can make safe, appropriate, respectful and informed choices.

3.4 This policy may apply to and from school where there is a connection between Dalmeny Public School and student conduct.

4. Responsibilities and Delegations

4.1 The Principal:

- is accountable to the Director Educational Leadership, Glenfield for ensuring a safe, secure and harmonious school environment for students and staff.
- is responsible for the development, implementation, monitoring, of the discipline policy.
- ensures the evaluation and review of the policy at least every three years.
- provides the school community with the opportunity to provide input into the development and reviews of the policy.
- delivers professional development for staff in matters of student behaviour and management.
- provides access to the policy to:
 - the Director Educational Leadership, Glenfield.
 - parents and carers.
 - staff.
- will manage suspensions and expulsions in accordance with the procedures for Suspension and Expulsion of School Students NSW Department of Education.

4.2 The Teachers:

- participate in the development, implementation, evaluation and review of the school discipline policy.

4.3 The Parents and Carers:

- support the implementation of the school's discipline policy.

4.4 The Students:

- follow the discipline code, school rules at all times.
- comply with teacher directions and requests regarding discipline, school rules and appropriate behaviour.
- show respect for fellow students, parents and carers, school visitors, all school staff.
- refrain from engaging with any form of harassment, intimidation, bullying or victimisation.

5. Monitoring and Review

- 5.1 The Director Educational Leadership will monitor the implementation of Dalmeny Public School's Discipline Policy.

6. Policy Contact

- 6.1 Dalmeny Public School
Phone: 029826 9033

7. Implementation Date

- 7.1 24th August 2022

Providing quality learning opportunities for all students in a positive, safe and supportive environment.

The NSW Department of Education (DoE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The DoE commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Dalmeny Public School is committed to creating quality learning opportunities for our students. In addition to our outstanding programs in academics, sport, leadership and the performing arts, we aim to strengthen our students' physical, social, emotional and spiritual development. This document outlines our approach to student wellbeing and how it is linked to student learning, behaviour and development.

In particular, we work with students to develop:

Cognitive wellbeing	associated with achievement and success.
Emotional wellbeing	relating to self-awareness and emotional regulation
Social wellbeing	the extent to which we experience positive relationships and connectedness to others.
Physical wellbeing	associated with the extent to which we feel physically safe and healthy.
Spiritual wellbeing	our sense of meaning and purpose.

In 2022, Dalmeny will be implementing a whole school wellbeing program with a focus on our 5 core values:

- I show **Kindness**
- I am **Honest**
- I like to be **Responsible**
- I strive for **Excellence**
- I work in **Cooperation**

Dalmeny's 5 Core Values	
<p>I show:</p> <p>Kindness</p>	<ul style="list-style-type: none"> • Listen to someone and really pay attention • Help tidy the classroom • Include people when you play • Use your manners • Ask before you use someone's items • Do things to help without complaining
<p>I am:</p> <p>Honest</p>	<ul style="list-style-type: none"> • Be someone others can trust • Always speak the truth • Accept responsibility for your own actions • Admitting when you are wrong • Own your own mistakes • Be truthful to yourself • Do what's right regardless of who is around
<p>I like to be:</p> <p>Responsible</p>	<ul style="list-style-type: none"> • Be in the right place at the right time • Follow school rules and teacher instructions • Be accountable for your actions • Look after your own belongings • Take care of your environment • Take pride in yourself and our school
<p>I strive for:</p> <p>Excellence</p>	<ul style="list-style-type: none"> • Set goals and strive to achieve them • Persevere when it gets hard • Be a positive role model • Be an active learner
<p>I work in:</p> <p>Cooperation</p>	<ul style="list-style-type: none"> • Allow others to learn • Listen and communicate with courtesy • Respect the property of others • Actively accept the rights and differences of others • Play safely and fairly

RATIONALE

The NSW Department of Education seeks to provide quality education for all students. Government schools help students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community.

All staff and students have the right to be treated fairly and with dignity free from disruption, intimidation, harassment, victimisation or discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

When parents enrol their children at a public school they enter into a partnership with the school. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools. The aim of this partnership is to develop socially responsible young people who are capable of making informed decisions.

The **School Wellbeing Policy** may apply outside of school hours and off school premises where there is a clear connection between the school and conduct of students.

The policy contains:

- The School Rules and the 'Code of Conduct' for students in NSW Government schools
- Strategies and practices to promote positive student behaviour, including strategies to maintain a climate of respect
- Strategies and practices to recognise and reinforce student achievement
- Strategies and practices to manage inappropriate student behaviour including Behaviour Notification Letter, Caution of Suspension, Suspension and Resolution of Suspension procedures.

Dalmeny Public School – School Rules

“Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members.”



DALMENY PUBLIC SCHOOL
We work together
and learn as much as we can

School Rules
Show Respect
Be Safe
Look after our environment

Behaviour Expectation Posters

The posters below are placed on walls around the school to remind students of the expected behaviours in various areas of the school.


 DALMENY PUBLIC SCHOOL We work together and learn as much as we can	
BELL TIMES	
Show Respect	<ul style="list-style-type: none"> • Wait quietly for your teacher • Use calm voices
Be Safe	<ul style="list-style-type: none"> • Stop all games • Walk calmly to class lines
Look after our environment	<ul style="list-style-type: none"> • Use the paths and care for the gardens • Pick up rubbish and put it in the bin

 DALMENY PUBLIC SCHOOL We work together and learn as much as we can	
ALL AREAS	
Show Respect	<ul style="list-style-type: none"> • Listen and follow instructions • Always have good manners • Wear full school uniform
Be Safe	<ul style="list-style-type: none"> • Be sensible • Be calm • Stay in bounds
Look after our environment	<ul style="list-style-type: none"> • Put rubbish in the bin • Keep our school clean • Look after school property

 DALMENY PUBLIC SCHOOL We work together and learn as much as we can	
PLAYGROUND	
Show Respect	<ul style="list-style-type: none"> • Play fairly • Be a good friend • Listen and follow all instructions
Be Safe	<ul style="list-style-type: none"> • Walk on the concrete • Wear a hat • Play in the right area
Look after our environment	<ul style="list-style-type: none"> • Put all your rubbish in the bin • Sit under the COLA to eat your food • Care for the trees and gardens

 DALMENY PUBLIC SCHOOL We work together and learn as much as we can	
TOILETS	
Show Respect	<ul style="list-style-type: none"> • Always have good manners • Treat everyone with respect • Use calm, quiet voices
Be Safe	<ul style="list-style-type: none"> • Go to the toilet during the break • Walk calmly to and from the toilet • Be sensible
Look after our environment	<ul style="list-style-type: none"> • Keep the toilets clean and tidy • Turn off all the taps • Take care of school property

 DALMENY PUBLIC SCHOOL We work together and learn as much as we can	
CANTEEN	
Show Respect	<ul style="list-style-type: none"> • Always have good manners • Wait for your turn in a line • Listen and follow all instructions
Be Safe	<ul style="list-style-type: none"> • Stand sensibly behind yellow lines • Walk to and from the canteen
Look after our environment	<ul style="list-style-type: none"> • Put all rubbish in the bin • Help clean up the area

 DALMENY PUBLIC SCHOOL We work together and learn as much as we can	
ASSEMBLY	
Show Respect	<ul style="list-style-type: none"> • Sing the National Anthem and the School Song with pride • Listen and follow all instructions
Be Safe	<ul style="list-style-type: none"> • Enter and exit calmly and safely • Leave a clear aisle
Look after our environment	<ul style="list-style-type: none"> • Leave hats, food and other equipment outside • Be careful of the displays

 Dalmeny Public School We work together and learn as much as we can	
LIBRARY	
Show Respect	<ul style="list-style-type: none"> • Always have good manners • Speak in a quiet, calm voice • Listen and follow instructions
Be Safe	<ul style="list-style-type: none"> • Enter and leave quietly and calmly • Be in the right place at the right time • Use equipment safely
Look after our environment	<ul style="list-style-type: none"> • Put all books back on the shelf • Return equipment to the right place • Leave food and drink outside

 DALMENY PUBLIC SCHOOL We work together and learn as much as we can	
OFFICE	
Show Respect	<ul style="list-style-type: none"> • Always have good manners • Listen and follow all instructions
Be Safe	<ul style="list-style-type: none"> • Wait for your turn • Enter and leave quietly and calmly
Look after our environment	<ul style="list-style-type: none"> • Keep the office area clean • Put lost property in the right place

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

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 members
- 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.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

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Will be updated once the new policy is released late 2022.

Wellbeing at Dalmeny Public School

At Dalmeny Public School there is a “*planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.*” (School Excellence Framework Version 2 - July 2017.)

As a school we have “*implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.*”

At the beginning of each year the following areas will be covered in all classes:

- School Rules – expectations to be negotiated at a class level- template provided to staff <T:\Teacher\Shared\Wellbeing Master File\2020 Wellbeing\School Rules signage.docx>
- 5 Core School Values- **Responsible**, **Honest**, **Kindness**, **Cooperation** and **Excellence**
- Steps and Strategies – classroom & playground
- Behaviour Code

Students will be recognised for positive application to their learning by, but not limited to;

- Fortnightly assembly awards
- Phone calls home
- School values recognition system
- House point tokens (playground only)
- SeeSaw

School Rules

Each term, Teachers to explicitly teach School rules using the provided posters. SRC will discuss behaviour expectations around the school and will have short videos that align to each area. <T:\Teacher\Shared\2022\School Rules\School Rules Videos>

At the commencement of a school year, Teachers will use the blank template to create classroom expectations that align to School rules.

<T:\Teacher\Shared\Wellbeing Master File\2020 Wellbeing\School Rules signage.docx>



Classroom Behaviour

Positive Behaviour Recognition System

- Students work towards achieving small values merits, when a student earns all 5 values merits they will receive an Assistant Principal Award.



- When three Assistant Principal awards have been gained by a student, they will then qualify for a Deputy Principal award.



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- When two Deputy Principal awards have been gained by a student, they will then qualify for a Principal award.



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Classroom – Steps & Strategies

Step 1 CLASSROOM TEACHER	Step 2 ASSISTANT PRINCIPAL / GRADE SUPERVISOR	Step 3 DEPUTY PRINCIPAL	Step 4 PRINCIPAL
<ul style="list-style-type: none"> Continued calling out Disrespect towards teachers, / students Unacceptable language Refusing to follow directions Disruptive behaviour towards others' Answering back Mobile Phones in class Littering Stealing food Unsafe behaviour in class 	<ul style="list-style-type: none"> Continued unacceptable language Repeated disruptive behaviour Repeated disrespect towards teachers / students Ongoing bullying Ongoing racism – ARCO Violent threats Violent behaviours Throwing projectiles Continued refusal to follow directions 	<ul style="list-style-type: none"> Violent behaviours Continued defiant behaviours Constant aggressive behaviour Violence towards a teacher Unacceptable language towards a teacher Bodily harm 	<ul style="list-style-type: none"> Continued violent behaviours Cyber issues Issues with a parent and a child Violence towards a teacher

We encourage our students to use **THINK** and **STAND** when they are faced with difficult decisions/scenarios.

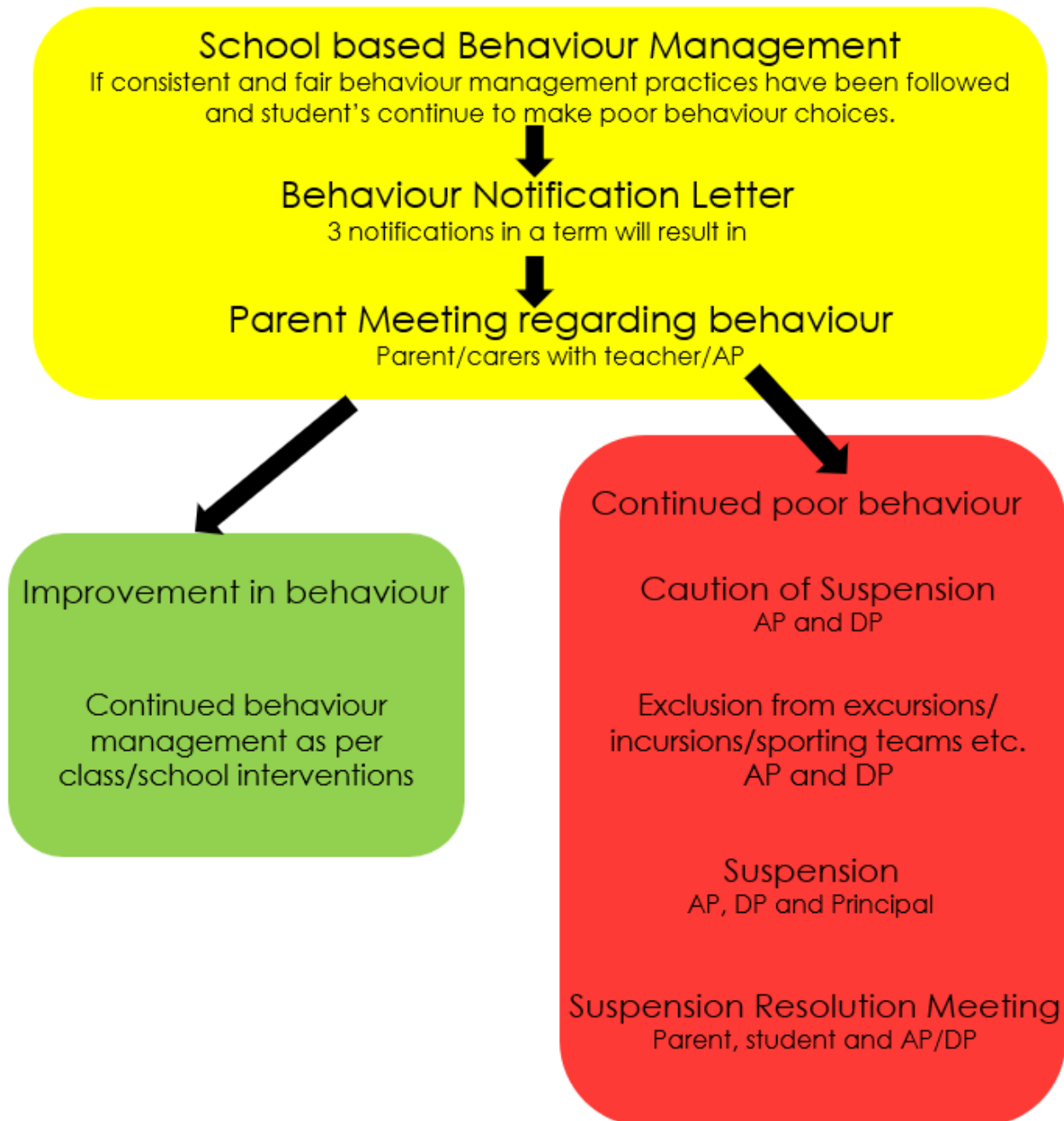


Behaviour Management

Student behaviour expectations are managed using positive interventions.

If however poor student behaviour continues the process of behaviour notifications and increased consequences will occur.

Once the behaviour steps have been followed both inside and outside the classroom then the following interventions will occur.



Playground Behaviour

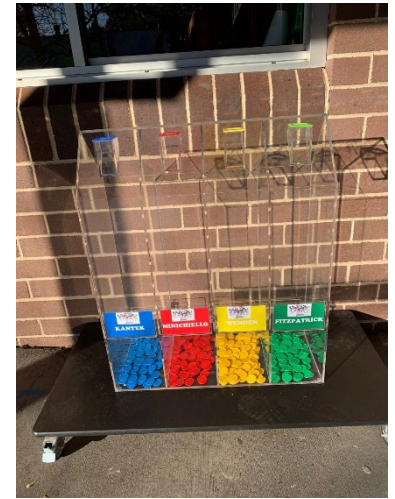
Positive Behaviour Recognition System

All staff at Dalmeny PS are provided with a pencil case that contains tokens that represent the 4 house colours- **Kantek**, **Fitzpatrick**, **Minichiello** and **Wenden**.

Teachers will use these tokens to recognise students who are displaying our 5 core values while on the playground.

The token collector will be located outside the Planning room. During break times, students can place their tokens inside their house colour.

The tokens will be counted by House Captains and Vice Captains on a Friday and the results will be shared with the school each Monday.



Playground- Steps & Strategies

Step 1 Duty Teacher	Step 2 Planning Room	Step 3 Office
<ul style="list-style-type: none"> • Out of bounds • No Hats • Eating on Oval • Dropping Rubbish • Swearing at each other • Answering Back • Game Squabbles • Interfering in ball games • Minor physical altercations eg tripping 	<ul style="list-style-type: none"> • Swearing at a duty teacher • Repeated Out of Bounds • Fighting with each other • Continued Swearing • Spitting • Repeated Answering Back 	<ul style="list-style-type: none"> • Non compliance to go to planning room • Extreme violence • Violence with a weapon • Rudeness to parents • Disobedient towards teachers request to go to planning room

Suggested Strategies for Teachers on Playground Duty Consequences should be logical – reinforcing appropriate behaviour

Offence

Behaviour Management

Out of bounds	Students could monitor the boundary/stop others going OOB for a set period of time.
No Hats	Students should leave the playground immediately and go to the COLA. Repeated: role modelling and helping the teacher in the K - 2 passive area.
Eating on the Oval	Pick up rubbish – the reason it got out there.
Dropping rubbish	Pick up rubbish
Swearing at each other	Time out of the game. Walking with the teacher.
Answering back	Time out of free time – walk and talk with the teacher.
Game squabbles	Time out of the game – walk and talk with the teacher
Interfering with other games	Time out of free time – role modelling and helping in the K – 2 passive area.
Minor physical altercations e.g. tripping.	Walk and talk: role modelling in K – 2 playground if need be.

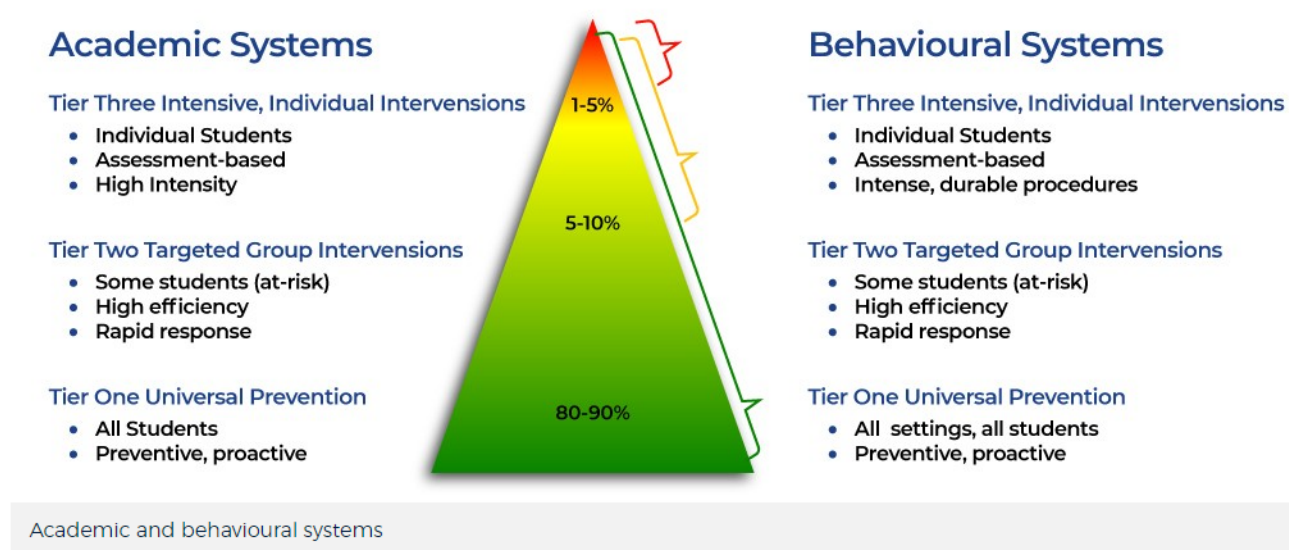
Tier 2 and 3 Students- Behaviour Management

For some of our students these behaviour management strategies will need additional support structures to assist students to regulate their behaviour/s. These students will have **Individualised Behaviour Management Plans and/or Risk Management Plans** developed and communicated to the student, parents/caregivers, teachers and staff.

These individualised plans clearly articulate student behaviours, steps and strategies, support staff and other necessary information. In addition to these plans may be strategies initiated such as, but not limited to, Behaviour Monitoring Cards and Check-in processes. These strategies are determined for each individual on a needs basis.

Continuum of behaviour, wellbeing and academic support

Positive behaviour for learning includes a multi-tiered system of support. Preventative, proactive whole school systems are developed for all students in all settings. Some students will need to access additional targeted groups supports, with a few students needing intensive individualised supports.

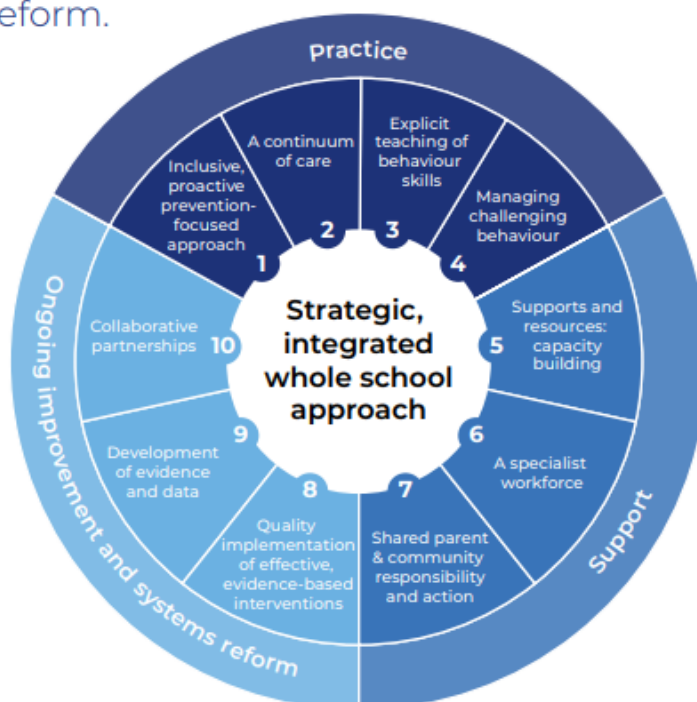


Department of Education- Continuum of behaviour, wellbeing and academic support

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/positive-behaviour-for-learning/introduction-to-positive-behaviour-for-learning/continuum-of-behaviour--wellbeing-and-academic-support>

A new student behaviour strategy

Underpinned by evidence and informed by input from our stakeholders, this Student Behaviour Strategy encompasses three key areas: practice, support and ongoing improvement and systems reform.



Practice:

Teaching and behaviour management approaches and practices aimed at building positive behaviours and learning environments, while reducing the occurrence of challenging and unsafe behaviours through proactive and preventive approaches and providing better options for managing challenging behaviours when they do occur.

Support:

Providing schools, teachers, students and parents with the supports and practice resources needed, including:

- professional learning;
- resource hubs;
- better-integrated support from specialist staff;
- new Behaviour Specialists;
- easier and increased access to specialist professional services; and
- tools to build partnerships with parents and service providers.

Ongoing improvement and systems reform:

Recognising that we need to:

- build our evidence base;
- measure outcomes;
- monitor our progress;
- establish what works best;
- continue to collaborate with stakeholders;
- update and expand tools and resources; and
- adapt our approaches.

Department of Education- Behaviour strategy:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy>

Student Behaviour Notification

Dear Parents/Carers,

This letter is to inform you that your child _____ of class _____ has engaged in unacceptable behaviour at school. Please refer to Dalmeny Public School's Wellbeing Policy on the school website.

This behaviour is unacceptable and will not be tolerated at Dalmeny PS. Our school rules: be safe, show respect and look after the environment reflect this belief. We ask for your support in discussing these behaviours with your child. Below is a return slip that is to be completed and returned to the classroom teacher. If your child continues this behaviour and numerous letters (3 in a term) have been sent home, please be prepared to attend a meeting to discuss ongoing behaviour concerns.

Aggression <input type="checkbox"/> Verbal <input type="checkbox"/> Physical	Insolence <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Gestures
Harassment <input type="checkbox"/> Verbal <input type="checkbox"/> Physical	Classroom Behaviour <input type="checkbox"/> Refusal to follow instructions <input type="checkbox"/> Disrupting the learning of others <input type="checkbox"/> Continued task avoidance <input type="checkbox"/> Unsafe in the classroom
Other/Comments: 	

Please complete and return the slip below to the class teacher, the day following your child's behaviour notification letter.

Assistant Principal/Deputy Principal

Principal: Emma Jamieson

Date: _____

Student Behaviour Notification

I _____ have discussed my child's behaviour with them. I will continue to check in with my child and support the school behaviour expectations.

Student (name): _____

Parent (name): _____

Signature: _____

Date: _____

[Click Here to find link for behaviour notification letter](#)