Coolaingolook Public School

Student Discipline Policy
This discipline policy is based on the principle that we are responsible for our own behaviour. It is our choice as to how we behave and we must not only accept the consequences of our own action s but look at alternative solutions that can give us the same result without interfering with others, or the important task of learning. Restitution is also needed so we can make relevant and meaningful insights about how our actions may affect others.

**Mission Statement**

In our learning community we will:

- Encourage **effort, personal excellence and a positive attitude** to learning
- Enhance **self esteem** and personal **well being** in a safe and caring environment
- Promote an atmosphere of **respect, tolerance and harmony**
- Foster positive parent and community relationships

**Core Beliefs:**

At Coolongolook Public School we believe:

- Everyone has the right to feel safe and happy at school and to be treated fairly
- Students have the right to learn
- Teachers have the right to teach free from disruption

To ensure this happens, everyone in our school community has a role to play.

**Role Statements**

**The Role of Students:**

- Apply themselves to learning
- Be punctual and prepared for class e.g. pencils, homework
- Listen and follow instructions
- Comply with all school rules
- Show respect for other individuals and their property
- Care for the school environment and all school equipment
- Peacefully resolve conflict
- Play safely within the school and at all school activities
- Wear the school uniform
- Accept responsibility for all actions and decisions
- No violence, discrimination, harassment, bullying, teasing, intimidation or weapons
The Role of Parents/Caregivers:

When parents enrol their children at public schools they enter into a partnership with school staff. This partnership is based on shared responsibility and mutual respect. The partnership must strive to create in children an understanding of appropriate public behaviour. Such understanding should lead the student to develop a responsibility for his or her own behaviour.

p. 3 Good Discipline and Effective Learning, 1996

- Actively support, explain and reinforce school rules to students
- Support the school and its programs
- Support home/school learning
- Share the responsibility for developing socially acceptable behaviour
- Instil respect and a love of learning
- Communicate with the school to maximize their child’s access and participation
- Follow school routines and protocols e.g. making an appointment to discuss issues
- Ensure the punctuality and attendance of students
- Be responsible for the well being of children, including food, clothing, appropriate bed times, development of routines
- Provide relevant health and medical information as required

The Role of the School:

- Provide appropriate and well prepared teaching and learning programs
- Provide consistent and fair discipline, counselling and guidance
- Provide a safe, pleasant and healthy environment
- Provide the highest level of care for students
- Provide positive role models for students
- Liaise openly with parents, community members, staff members and students
Whilst we try to keep school rules to a minimum, we find some rules need to be stated.

**Respect is the Key**

- Be Safe
- Be Friendly
- Be Your Best

**Safe Play looks like:**

- Be sensible on play equipment
- No sticks
- Walk on concrete areas
- Stay in school grounds
- No violence-hands off
- Play in the right areas

**Being Friendly looks like:**

- Be a good school citizen
- No bullying-Friendly Play-no-one left out
  - Speak respectfully to peers and teachers
  - Report playground problems to the duty teacher

**Being Your Best looks like:**

- Keep rooms clean
- Respect plants and animals
- Take care with other people’s property
- Work hard
- Use good manners
- Speak to others in a friendly way
Strategies Used to Promote Good Discipline and Effective Learning

- Enforcing school rules fairly and consistently
- Taking the time to listen to children's problems
- Emphasising “choice” and self discipline
- Respecting and understanding why some children behave differently
- Promoting self esteem and respect for others and their property through meaningful social skills programs
- Preparing and presenting quality learning experiences
- Communicating effectively with parents to develop shared commitment to promoting acceptable student behaviour
- Implementation of quality classroom teaching practice based on informed programming
- Implementation of successful anti-bullying programs
- Staff attendance at relevant professional development
- Staff modelling of consistent, caring and controlled behaviour
- Provision of appropriate support programs such as GATS, counselling, STLA intervention
- Caring behaviour by staff
- Use strategies that meet student needs and promote good class discipline i.e. individual learning plans

School Practices Designed to Recognize and Reinforce Student Achievement

- Letters of commendation Terms 1 and 3
- Promoting student self reflection through restorative activities
- Acknowledging achievement at daily assemblies
- Public acknowledgement through school newsletter and local media
- Assembly awards
- End of year awards
- Kindness Awards
- Be Safe, Be Friendly Draw
Classification of Inappropriate Behaviour

The following behaviours will not be tolerated at Coolongolook Public School:

- Physical violence
- Bullying in any of its forms
- Possession of weapons or articles used as weapons
- Possession of alcohol or tobacco on school grounds
- Verbal abuse or use of inappropriate language
- Deliberate non-compliance and/or insolence
- Continued disruption to the teaching/learning process
- Criminal activities e.g. vandalism or theft
- Ongoing disobedience

Strategies to Deal with Inappropriate Behaviour

Teachers implement a number of restorative practices based on departmental guidelines to deal with inappropriate behaviour.

Playground Behaviour Procedures

Playground behaviours that can generally be dealt with by the Duty Teacher through strategies such as discussion, warning, 5 minutes time out etc.
- Littering
- Interfering with games
- Climbing trees
- Out of bounds
- Minor teasing

Playground behaviours that will generally require referral to playground reflection room via an incident report:
- Bullying
- Deliberate tripping, kicking, throwing objects, back chatting a teacher, disobeying a teacher, swearing witnessed by a teacher, repeated out of bounds.
- Repeated failure to follow of school rules

Immediate removal from the playground:
- Any serious or violent behaviour including fighting and bullying (see Playground Flowchart)
Playground Behaviour Procedures

Flowchart

Unacceptable low level behaviour by student in the playground

Actions/Strategies by duty teacher including discussion, direction, warning, 5 minute time out, walk with teacher.

Incident is recorded in behaviour book but not referred to planning room.

Potential incident involving violence or other serious actions, repeated disregard of school rules.

Playground duty teacher writes details of incident into behaviour book as a referral to planning room.

Teachers may send student directly to reflection room supervisor with referral slip.

Red Card sent to office if assistance required.

Repeated disregard of school rules will result in a referral to reflection room through the playground behaviour recording book.

Reflection room supervising teacher will collect student after eating time of the following break.

Reflection room supervising teacher will record incidents on the student behaviour tracking and may use the information to place students in reflection room whom are repeatedly recorded in playground books.

Refer to Principal for:
- Investigation
- Formal caution

And/or
- Suspension procedures.

Reflection Room

Refer to page nine of this document for reflection room procedures.
Reflection Room Procedures

At Coolongolook Public School, reflection room activities are used as a restorative practice to solve day to day social issues that arise on the playground. A series of steps are undertaken with each student referred to reflection room according to the severity/reoccurrence of incidents.

1. Referral to reflection room by teachers on duty (issues that need follow up such as violence or other serious actions, repeated disregard of school rules)
2. Students attend reflection room during lunch, usually the following day, and discuss the incident with a reflection room supervisor
3. Students undertake a series of restorative tasks over 1-3 days chosen based on the nature of the incident. These tasks may include
   - Writing apology letters
   - Creating posters
   - Building friendship cubes
   - Reflection sheets
   - 'Getting to know you' interviews
   - Be Safe Be Friendly ticket hand out
4. Most students will return to the playground after step 3 however students who are often involved in conflict will continue on to undertake school lunchtime activities for a pre-determined period of time. These activities are designed to help students have positive social interactions on the playground as well as teach them to act responsibly whilst doing an important task. These supervised activities may include;
   - Setting up and running an obstacle course on the oval
   - Turning a skipping rope under the COLA
   - Running a basketball game
   - Refereeing a soccer game
   - Library monitor
   - Monitoring and assisting students in the sandpit/ packing up equipment/ covering sandpit
   - playing with and mentoring younger students whom are also going through the reflection room process
5. If necessary student behaviour may be referred directly to the principal and parent contact may be necessary to resolve the matter
Actions and strategies that may be taken by classroom teachers when a student is disrupting learning are:

- Tactical ignoring
- Praise those on task
- Rule reminder
- Other individual strategies
- Warning
- Time out in class
- Time out in buddy class (see Classroom Flowchart)

Unacceptable behaviour by student in classroom (sent to buddy class, stage leader or principal)
All classroom incidents where a child has been sent to another room for time out must be documented in behaviour booklet and recorded on the individual student’s tracking record

Classroom Behaviour Flow Chart

Unacceptable behaviour by student in classroom (sent to buddy class, stage leader or principal)
All classroom incidents where a child has been sent to another room for time out must be documented in behaviour booklet and recorded on the individual student’s tracking record

Resolved

Positive student behaviour re-established/maintained in the classroom

Not Resolved

Parents are contacted by phone by teacher or principal

Not Resolved

Parents are asked to come to the school for an interview. An individual management plan may need to be implemented.

Not Resolved

Further action may be
- Loss of privileges
- Parent communication book
- Suspension
Referral to Principal for Serious or Consistent Misbehaviour

Procedures:
- Name of student who has engaged in unacceptable behaviour is brought to the attention of the Principal
- Principal will refer to student tracking document and liaise with teacher
- The principal will interview the student and any other witnesses both students and staff
- The principal will determine what action will follow. Principal informs student/parent and members of staff of the outcome
- If a suspension is to be implemented, it is the Principal's responsibility to ensure all paperwork relating to the breach is completed and a copy filed

Suspension Procedures

- All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.
- There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.

Principals of government schools will suspend immediately, any student who:
- Is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety or wellbeing of others
- Uses, supplies or is in possession of a suspected illegal substance or supplies a restricted substance
- Is in possession of a firearm, prohibited weapon or knife

Principals may also suspend any student who, among other things:
- Is continually disobedient
- Demonstrates aggressive behaviour directed towards students, staff members or other persons, including damaging the property of the school or students, bullying (including cyberbullying) and verbal abuse

Principals may impose either a short suspension of up to or including four school days or a long suspension of up to and including 20 school days.

If short suspensions have not resolved the problem, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days.
The decision to suspend must be taken by the Principal, or, in the Principal’s absence, the acting Principal.

Notification of suspension must be made to parents or caregivers in writing.

The Principal will convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents or caregiver, to discuss the basis on which the suspension will be resolved.

Excursion Policy

Excursions are a privilege earned through behaviours that reflect our beliefs. If a student has a record of unacceptable behaviour then no-attendance on excursions or at extra-curricular activities may be a natural consequence. Students and parents are made aware of expectations well in advance and student’s behaviour is reviewed and parents informed if the student’s attendance is in question. A program of work aligned with the learning outcomes of the excursion or extra-curricular activity is provided for non-attending students.
Coolongolook Public School

Anti Bullying Policy
ANTI BULLYING POLICY

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At Coolongolook Public School we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has a right to enjoy his or her time at school. We do not tolerate bullying or harassment. Respect for others is expected.

**Policy Aims**

- To reinforce within the school community what bullying is and that it is unacceptable behaviour.
- To address any bullying that occurs at Coolongolook Public School.
- To assist students to resolve conflicts and differences without bullying.
- To encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and/or peers.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- To seek parental and peer group support and co-operation at all times.
- To educate students, teachers and parents in anti-bullying actions.
- To foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.

**Rights and Responsibilities**

Each member of the Coolongolook school community shares in the following rights and responsibilities:

- To feel safe
- To learn and grow
- To respect others
- To be respected
- To use commonsense
- To be valued
- To support others
Bullying is a form of aggressive behaviour, repeated over time, which is usually hurtful and deliberate; sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most forms of bullying behaviour is an abuse of power and a desire to intimidate and dominate.

Some examples of bullying include:

- Hitting, pushing, kicking, spitting, pinching
- Teasing, mocking and using put-downs
- Using offensive names
- Making offensive comments about others or their families
- Gossip - spreading information (true or untrue)
- Hurtful looks
- Rude gestures
- Leaving someone out of a group to be mean to them
- Interfering someone’s game
- Hiding, damaging, stealing someone’s belongings
- Making up rumour/stories about someone
- Using threats to stop people going to the toilet or to take their money, food or other belongings
- Writing offensive notes about someone

Bullying comes in many forms, including:

- Name-calling, hurtful or racist names
- Threatening
- Sending hurtful notes
- Deliberately ignoring
- Innuendo and harassment
- Writing graffiti about another
- Bystanding

**Definition- What is Bullying?**

**Implementation**

Students, teachers, parents and the community will be aware of the school’s position on bullying which is zero tolerance.

The school will also adopt a four-point plan to anti-bullying, which includes:

- Primary Prevention
- Early Intervention
- Intervention
- Post Intervention
Primary Prevention

- Professional development for staff related to bullying and the strategies to counteract it.
- Community awareness and input relating to anti-bullying, its characteristics and the schools' programs and response. (e.g. weekly newsletter, parent forums)
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills. (e.g. Achieve Program, Quality Playground/classroom program, Anti Bullying Program K-6 Bully Buster Workshop, Friendly Kids/Friendly Classrooms, Peer Support Programs)
- Provide elective and structured activities at some recess and lunch breaks (e.g., Library activities, music groups, Jump Rope, sports equipment, sport challenges)
- Staff supervision in the playground.
- Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent classroom/school rules displayed in the school)
- Regular class meetings

Early Intervention

- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs.

Intervention

- Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying will be fully investigated.
- Consideration as to why the bullying occurred will be investigated. (e.g. The bigger picture or contributing factors)
- Both bully and victim are to be offered basic assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary)
- A meeting of relevant persons may be convened if appropriate following identification of on-going bullying behaviour. (Principal, class teacher, parents, students, other) All issues relevant to the behaviour of the student are considered.
Coolongolook Public School's Discipline Policy outlines appropriate procedures to deal with inappropriate behaviour in the classroom and in the playground.

Possible consequences may involve:
- Warning
- Removal to the class supervisor or principal
- Parental contact
- On-going monitoring
- Playground Monitoring Card
- Timeout from the class/playground
- Mediation sessions with the victim to reconcile differences
- Referral to external agencies
- Behaviour guidance programs (e.g. anger management, social skills)
- Suspension (in extreme cases)

The student should be encouraged to -
- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, parent, peer).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily

Other 'self protective' strategies that might be suggested include:
- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

Advice to be given to students who are being bullied

Advice to be given to students who know someone who is being bullied

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.

Therefore, the following suggestions should be made:
- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied - just standing by them can be enough.
- Tell an adult/teacher about the bullying.
- It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else.
The following suggestions are made to parents.

- **Take an active interest** in your child’s social life and in what is happening at school.

- **Encourage your child** to bring friends home and to accept and tolerate differences in others.

- **Build your child’s self-confidence** by recognising and affirming his/her positive qualities and by valuing him/her for who he/she is.

- **Discuss with your child** the school’s expectations about behaviour and ways to respond if his/her rights are infringed.

- **Encourage your child to report** physical bullying or persistent teasing.

- Explain to your child that hitting back or retaliating with name-calling won’t solve the problem.

- **Set an example**—Be firm, but not aggressive in setting behaviour limits.
  - Be positive in things you say and do.
  - Be alert for signs of distress such as:
    1. unwillingness to attend school.
    2. dropping off in academic performance.
    3. damaged clothing and frequent loss of personal property.
    4. loss of confidence and uncharacteristic mood changes.
    5. withdrawal from social activities.

**ACT**

If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.