



DISCIPLINE/BEHAVIOUR MANAGEMENT POLICY

Rationale

- We believe that all students should be engaged in a safe, caring and positive environment. All discipline at Northcote Primary School follows DET guidelines as well as Northcote Primary School's **Student Engagement Policy**.
- Schools develop engagement policies to document how they:
 - create and maintain a positive and engaging school culture
 - create and maintain environments that are safe and supportive
 - value diversity and promote pro-social behaviour
 - promote school attendance
 - adopt a staged approach to promote positive behaviours
 - apply disciplinary measures
- A school-level policy needs to be compliant with DET's policy requirements.
- Ministerial Order 625 (Procedures for Suspension and Expulsion) took effect on 1 March 2014. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of children in government schools.

Purpose

- To ensure Northcote Primary School complies with DET policy and guidelines in regard to the student discipline.
- To build a school environment based on fairness, mutual respect and cooperation.
- To manage inappropriate behaviours in a professional manner.
- To establish clear and appropriate consequences for student behaviour.
- To provide appropriate support for students at risk.
- To ensure Northcote Primary School complies with Child Safe Standards 1, 2 and 6.
- To ensure Northcote Primary School only detains students as part of a staged approach, in accordance with the Department's Student Engagement Policy Guidelines.
- To ensure Northcote Primary School complies with legislative requirements including following the required procedures for suspension and expulsion records.

Definitions

Corporal punishment is a form of physical *punishment* that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable.

Physical *restraint* means the use of physical force to prevent, restrict or subdue movement of a child's body or part of their body.

Seclusion is the involuntary confinement of a child alone in a room or area from which the child is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held closed by staff. It does not include timeout, which is a behaviour management technique that is part of a Behaviour Support Plan, involves the monitored separation of the child in a non-locked setting, and is implemented for the purpose of calming.

Implementation

- Northcote Primary School will develop an Engagement Policy that contains all the elements required by DET.
- School rules will be kept to a minimum and relate largely to children's safety.
- Northcote Primary School will determine the standards of behaviour required and the consequences which may include:
 - graded in-school disciplinary measures
 - withdrawal of privileges
 - withdrawal from class
 - detention
 - exclusion from school
 - suspension
 - expulsion
- When determining consequences, **corporal punishment is expressly forbidden.**
- Physical restraint must only be used when it is immediately required to protect the safety of the child or any other person.
- In some limited circumstances, it may also be necessary to restrain a child from violent or dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the child or any other person.
- Restraint and seclusion **must not** be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a child or to respond to:
 - a child's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the child or another person
 - a child leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the child or another person
 - verbal threats of harm from a child, except where there is a reasonable belief that the threat will be immediately enacted
 - property destruction caused by the child unless that destruction is placing any person at immediate risk of harm.
- The use of mechanical restraints, restraints that cover a child's mouth or exclusion rooms **are expressly prohibited.**

Detention

- The Principal will:
 - consider local circumstances when determining what a reasonable time and place for detention entails
 - ensure any special conditions relating to the imposition of detention are specified in Northcote Primary School's Student Engagement Policy.

- Northcote Primary School will ensure that:
 - no more than half the time allocated for any recess is used for detention
 - students undertake detention at a reasonable time and place
 - where students are detained after school to complete school work, or to undertake additional or new work or duties:
 - parents are informed at least the day before the detention
 - the time of detention should not exceed forty-five minutes
 - alternative measures are negotiated with parents whose family circumstances are such that the students completion of after-school work would create undue hardship (e.g. where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available).

Suspension

- Only the Principal has authority to make the final decision to suspend a student. This authority cannot be delegated.
- Northcote Primary School may use suspension, but only when all other measures have failed and only for the shortest possible time.

Expulsion

- Expulsion is the most extreme disciplinary measure available to the Principal. Accordingly, the student's behaviour must be of such magnitude that expulsion is the only available mechanism. Expulsion should only be used after other forms of behaviour management have been exhausted and Northcote Primary School can demonstrate evidence that this has occurred.
- If the Principal is considering the expulsion of a student, reference must be made to the guidelines where expulsion considerations (including grounds for expulsion) and the expulsion process are detailed. A range of templates, forms and support materials are also provided. For more information, please refer to the web references below.

[Student Engagement and Inclusion Guidance - Expulsion Considerations](#)

[Student Engagement and Inclusion Guidance - Expulsion Process](#)

- The right of appeal by parents/carers is acknowledged.
- Only the Principal has authority to make the final decision to suspend a student. This authority cannot be delegated.
- If a child has challenging behaviour or attendance issues, a Support Group will be formed. The role of the SSG will be to better understand and provide for the child's needs including an Individual Learning Plan which may state behavioural goals.
- Please refer also to Northcote Primary School's *Responding to Violent & Dangerous Student Behaviour of Concern Policy*, *Student Engagement Policy*, the *Wellbeing & Learning Policy*, the *Bullying & Harassment Policy* and the Child Safe Standards.

Evaluation

- This policy will be reviewed as part of Northcote Primary School's three-year review cycle or if guidelines change (latest DET update late May 2018).

NPS School Council ratified this policy on the 5th December 2018

References:

Discipline and Behaviour Management Guide (Appendix)

Northcote Primary School's rights:

1. ***The right to learn***
2. ***The right to be safe***
3. ***The right to be respected***

School expectations include:

1. inclusive teaching practices
2. accessible educational provision for all students
3. community partnerships which engage families and the community in ways that support student achievement and success
4. provision of appropriate student services
5. development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning

Codes of Conduct

Everyone within our school community must be aware that their actions have consequences and that they, as individuals, are at all times responsible for their own behaviour.

Corporal punishment is prohibited

Student Code of Conduct

The student code of conduct is based on our school rights:

1. the right to learn
2. the right to be safe
3. the right to be treated with respect

Students are expected to:

1. behave in a respectful and responsible manner
2. cooperate with teachers and staff
3. allow other students to learn without interference
4. be punctual for class
5. participate in all relevant learning programs

We support students to achieve these by:

1. rewarding effort and positive behaviour
2. modelling appropriate behaviour
3. coaching and/or counselling
4. differentiating learning programs for all students

School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based on whole school and classroom practices, including:

1. establishing predictable, fair and democratic classrooms and school environments
2. ensuring student participation in the development of classroom and whole school expectations
3. providing personalised learning programs (ILP), where appropriate, for individual students
4. empowering students by creating opportunities for them to take responsibility and be involved in decision-making
5. providing an environment that fosters positive behaviours and effective engagement in learning
6. recognising and highlighting achievement and appropriate behaviour in various ways, such as assemblies, student reports, newsletter and magazine articles, and leadership opportunities

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

1. understanding the student's background and needs
2. ensuring a clear understanding of expectations by both students and teachers
3. providing consistent school and classroom environments
4. scaffolding the student's learning program

Broader support strategies will include:

1. involving and supporting the parents/carers
2. involving the student wellbeing coordinator
3. tutoring/peer tutoring
4. mentoring and/or counselling
5. convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
6. developing individualised flexible learning, behaviour or attendance plans
7. involving community support agencies

1.1 NPS Behaviour Process

The student's rights and responsibilities chart is displayed in every learning area including specialist classrooms and is incorporated into each teacher's classroom behaviour plans. Each learning area operates within the rules and responsibilities as established by the teachers and children. Classroom behaviour plans are developed and a copy provided by the end of the third week of Northcote Primary School year to the Assistant Principal. The process through which these rights and responsibilities are followed is consistent throughout Northcote Primary School and follows these steps:

Step 1: First Chance	Students are given a chance to stop what they are doing, behave safely and sensibly so that they and your class can learn. Unambiguous strong non-verbal cues – you should face the child, look her or him in the eye and lean forward as you speak. Body language is very important for the more difficult students, as though they may be less literate, they are often more visually capable than other students.
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Step 2: Warning

Two important reasons for calmness:

- 1. A child's brain is a work in progress – as a result they frequently respond more emotionally or intuitively than an adult does, with less regard or understanding for natural or logical consequences, particularly when under stress.*
- 2. You need to provide the appropriate model for children. The best way to create responsible students is to ensure they are around responsible adults.*
(Gary Fernstermacher)

Stage 1: Student is given a warning telling them that their behaviour is affecting other people's safety and/or learning and it must stop now.

1. Identify the student
2. Describe the behaviour
3. Indicate which rights are being denied
4. Demand responsible behaviour

"David, you're talking. These kids can't hear. Please be quiet".

Such a verbal demand may stimulate a student response such as, "But it's not my fault because..." Such reactions by students should not side-track you, no matter what. When confronted with an excuse or an explanation, or even a provocative tone, you must remember that this is not the time to address it, and that you will first need to deal with the irresponsible behaviour. In the face of any provocative or verbal resistance to the initial demand, move into the second stage.

Stage 2: **Calmly repeat your demand.** For example, say 'I hear you' or 'I understand' and then repeat your original demand. This 'broken record' routine is essential to show that your immediate aim is to stop the inappropriate behaviour. The routine can be used a number of times if necessary. **It is important to note that at no time should you sound angry.** The repetition of the demand should be done calmly.

The following steps are to be taken if the student is unable or unwilling to co-operate:

Step 5: Accompany (if possible) or send student with escort to the office. Ring through to Principal or Assistant Principal to outline behaviour (formal recording in behaviour book & parent contacted)

Step 6: When student returns to learning area, discuss the behavioural issue with them, and indicate what behaviours need to be adopted to restore the situation. This is the critical relationship building part of the behaviour management program.

With incidents that occur in the classroom that are not deemed severe, the teacher concerned will be responsible for conducting and supervising any time out at recess or lunch times.

In the case of steps 3, 4 & 5 teachers have the right to use their discretion in detaining students at recess (15 minutes) or lunchtime (25minutes) to complete any unfinished class work as a result of being on time out or exited.

All time outs and exits are recorded in the learning area behaviour book.

1.2 Playground Behaviour

At NPS there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement. The following is an explanation of the consequences outlined on the playground incidence chart.

1.2.1 Managing Playground Behaviour- A staged response

1. First Chance – Warning	Student returns to the activity or game if the yard duty staff member believes that the student has been co-operative, reflected and can be trusted not to adversely affect the safety and wellbeing of other students in the yard.
2. Time out in the yard (outside). Yard Duty Teacher completes Yard Time Out slip & gives to AP. Slips located in staffroom on whiteboard.	Student behaviour is affecting the safety and wellbeing of others around them. The student is taken to the designated time out seat for a chill out time of 15 minutes. Duty teacher returns after 15 minutes To discuss ways the student can restore the situation. Student returns to play after restoring the situation, e.g. apology for the behaviour, e.g. "I'm sorry for pushing you and I won't do it again".
3. Time out (inside) from the yard. Notes taken & given to AP or Principal.	Student behaviour is serious and warrants immediate exclusion from the yard, (e.g. high level: physical fighting). The student is asked to go inside to the office by yard duty staff member. If the student does not cooperate, a request is made to the office for assistance, e.g., student is paged over the PA to come to the office, or a staff member assists by bringing student inside. Either the yard duty staff member, the Principal or the Assistant Principal discuss the incident and ways to restore the situation and improve behaviour. Notes are taken as evidence. Consequences for the behaviour are set.

GUIDE

PLAYGROUND INCIDENTS AND THEIR CONSEQUENCES

Low Level Incidents	High Level Incidents (with intent)	Severe Incidents
<p>Consequence: (must be age appropriate)</p> <ul style="list-style-type: none"> • Thinking time on designated seat outside 15 minutes • Community service • Walk with yard duty teacher 	<p>Consequence: (must be age appropriate)</p> <ul style="list-style-type: none"> • Lunchtime detention • Individual Student Management Plan • Record of Behaviour Sheet 	<p>Consequence: (must be age appropriate)</p> <ul style="list-style-type: none"> • In school suspension • Suspension • Individual Behaviour contract

<p>In conjunction with verbal apology, returning of property, cleaning graffiti and discussion with teacher reinforcing school rule etc where appropriate.</p>	<p>In conjunction with verbal/ written apology, returning of property, cleaning, parents contacted where appropriate</p>	
<p>Common examples include:</p> <ul style="list-style-type: none"> • Climbing /damaging trees • Incorrectly using equipment • Playing ball in non-designated area • <i>Playing</i> unsafely with water, sticks, stones • Playing in toilets • Rough playing • Spitting on ground • Vandalism • Littering • Removing / hitting other students with hats • Name calling • ‘Spying’ • Playing chasey in designated walkways • Being inside buildings without permission, • Not wearing sunsmart hats during term 1 & 4 	<p>Intentionally:</p> <ul style="list-style-type: none"> • Bullying in any form. • Spy/stalk persistently • Harassing • Name calling (put downs) • Teasing • Engaging in physical fighting • Engaging in aggressive contact/ rough play • Spitting at others • Swearing at others • Stealing • Throwing objects to hurt others • Intimidating verbally • Engaging in unsafe Behaviour (putting themselves and others at risk) • Leaving Northcote Primary School ground • Engaging in disrespectful behaviour towards teachers 	<p>In School Suspension</p> <p>In school suspension would apply to children who</p> <ul style="list-style-type: none"> • fail to comply with any reasonable and clearly communicated instruction by a teacher or principal • behaves in a way that threatens the good order of Northcote Primary School’s program or facility consistently behaves in a manner that interferes with educational opportunities of any other student or students. <p>Suspensions</p> <p>Immediate suspension will apply to children who;</p> <ul style="list-style-type: none"> • behave in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities. • commit an act of significant violence or causes significant damage or destruction to property.

1.3 Discipline Procedures – Detention, Suspension and Expulsion

1.3.1 Detention

Detentions will be given for high level incidents which occur in the yard as explained on the chart. Students who commit a high level incident in the yard will be sent by the yard duty teacher to the ‘chill out seat’ (seat located outside Principal’s office).

The Assistant Principal or Principal will be alerted by the staff member dealing with the incident to the behaviour, and formal recording of the behaviour along with any further investigations will take place. The staff member dealing with the student e.g. the home group teacher, will contact the parents and issue a detention letter to the parents.

If the child receives three detentions in one term, the next high level incident the student is involved in may result in an in-school suspension.

Three recorded exits / time outs in another teacher's room will result in a lunchtime detention.

With low-level incidents, it will be left to the discretion of teachers, Assistant Principal and Principal as to when parents are to be brought in to discuss the behaviour of their child.

Discussions with parents will take place if any inappropriate behaviour appears to be recurring.

1.3.2 In-School Suspension

In-school suspension will take place near the Assistant Principal's office with the child only receiving play for half of recess and lunchtime. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being an in-school suspension is to separate children from contact with peers and adults.

Increase in Frequency of Playground & Classroom Behaviours – Consequences

In any one term:

- 3 classroom exits / time outs
- 3 time outs on the designated seat in the playground **may result in:**
- a lunchtime detention supervised by the Principal, Assistant Principal or a member of the leadership team in the office area
- higher level supervision and/or structure
- individual behaviour plan

When a child receives 3 lunchtime detentions in one term, the next **high level incident** the student is involved in will result in a meeting with parents and possible in-school suspension

When a child receives 2 in-school suspensions in one term, the next **severe incident** will result in the child being suspended for one day. A student support group will also be convened.

Due to the process in place, parents will be aware that a one day suspension is the next step in the discipline plan and should therefore be prepared for it. For all detentions and in-school suspensions, the parents will be notified.

1.3.3 Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in the DET guidelines.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Convening of a support group (See *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines* for process required).

1.3.4 Grounds for Suspension

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), if they:

- threaten or constitute a danger to the health, safety or wellbeing of any person commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- possess, use, or deliberately assist another person to use prohibited drugs or substances
- fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently interfere with the wellbeing, safety or educational opportunities of any other student
- consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student the principal must also take into account:

- in favour of the student any special needs of a student who has an impairment; and
- the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents will be contacted. If available the parent/carer will come and get the child and the suspension will take place the next day.

Evaluation

- This policy will be reviewed as part of Northcote Primary School's three-year review cycle or if guidelines change (no current DET A-Z Index reference).

NPS School Council ratified this policy on the 5th December 2018