Bonnyrigg Heights Primary School
A School Dedicated to Quality Teaching and Learning

School Discipline and
Student Management Policy
BACKGROUND
A critical factor in achieving the goals of Public Education is the establishment of an effective student management and school discipline policy. Effective classroom management allows all students to perform to the best of their ability in a positive learning environment. It is the mission of Bonnyrigg Heights Primary School to create such an environment.

NSW public schools have the following requirements of all students:
- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, to teachers and to community members
- respect for teachers
- no violence, discrimination, harassment, bullying or intimidation
- no weapons to be brought to school
- no illegal drugs, alcohol or tobacco to be brought to school
- peaceful resolution of conflict
- adherence to the standards of dress, determined by the school community
- compliance with all school rules and the School Discipline Policy.

*Good Discipline and Effective Learning – Department of School Education 1996.*

CONTENTS

1. SCHOOL RULES

2. VALUES

3. RIGHTS AND RESPONSIBILITIES

4. STRATEGIES TO PROMOTE GOOD DISCIPLINE
   - Playground Management
   - Classroom Management
   - Recording Behaviour

5. REINFORCEMENT OF STUDENT BEHAVIOUR
   - Behaviour Modification System – Bronze, Silver, Gold Levels
   - Merit, Assembly and Uniform Awards

6. DEALING WITH UNACCEPTABLE BEHAVIOUR
   - Behaviour Modification System – Levels 1 – 5
   - Suspension, Detention
   - Returning to Levels
There are five school rules at Bonnyrigg Heights Primary School. These rules are on display in each classroom for easy reference and they will be revisited by teachers and students at the beginning of each term.

<table>
<thead>
<tr>
<th>RULE</th>
<th>IMPLEMENTATION</th>
</tr>
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</table>
| Be kind and respectful to people and property. | • Look after school equipment and the environment – no vandalism, graffiti etc.  
• Be tidy with rubbish and put it in bins  
• Treat others with respect – DO NOT tease or bully others  
• Show respect for school property and the property of others  
• Be kind to animals and careful towards nature and the environment  
• Be polite, fair and helpful  
• Treat others with care and equality |
| Keep your hands and feet to yourself. | • Treat others with respect – DO NOT physically hurt others  
• Be friendly  
• Be a good sport  
• Use equipment safely  
• Resolve conflicts without violence (tell a teacher) |
| Follow the teacher’s instructions. | • Pay attention in class and in the playground and follow school and class rules  
• Work cooperatively and quietly  
• Listen carefully  
• Put hand up to speak in class |
| Walk when there is a ceiling above you. | • Walk to assembly area  
• Play and work sensibly and safely |
| Always try your best. | • Attend school and wear school uniform  
• Play in the correct places and at the correct time  
• Finish work to the best of your ability  
• Be a good ambassador for the school |

All students should be fully aware of the behaviour that is expected of them. Having a Behaviour Management System requires the students to make behavioural choices knowing there will be consequences, either positive or negative.
Our Values shape our attitudes to the changing circumstances, events and issues encountered in daily life. They influence how students learn, the way they learn and what they learn. Our Values influence the way students think, speak and behave and provide an awareness of their responsibilities as effective contributors to society.

**CORE VALUES**

There are nine core values recognised by the Government and each of these will be addressed at our school.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>Being consistently honest and trustworthy.</td>
</tr>
<tr>
<td>Excellence</td>
<td>Always doing your best at school, at home and in the community.</td>
</tr>
<tr>
<td>Respect</td>
<td>Considering yourself and others and accepting their different views and beliefs.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Being responsible for your actions towards yourself, others and the environment.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Working together, helping others and resolving conflict peacefully.</td>
</tr>
<tr>
<td>Participation</td>
<td>Contributing as an individual and group member.</td>
</tr>
<tr>
<td>Care</td>
<td>Thinking about yourself and others, being empathetic and compassionate.</td>
</tr>
<tr>
<td>Fairness</td>
<td>Treating all people equally and with honesty.</td>
</tr>
<tr>
<td>Democracy</td>
<td>Understanding and promoting your rights, freedoms and responsibilities of being an Australian citizen.</td>
</tr>
</tbody>
</table>

Students will learn our school values along with their rights and responsibilities, to understand the need for responsible and acceptable behaviour.
3. RIGHTS AND RESPONSIBILITIES

Students need to be aware of their rights and responsibilities to be effective contributors to society. The following rights and responsibilities will be addressed by our school.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| I have the right to be treated with respect. | - I have the responsibility to treat people with respect and consideration and to be cooperative.  
- I have the responsibility to be honest and show integrity.  
- I have the responsibility to wear the correct school uniform. |
| I have the right to learn in a happy and safe environment. | - I have the responsibility to work to the best of my ability and to follow the school rules.  
- I have the responsibility to attend school regularly and on time.  
- I have the responsibility to act sensibly in and out of school.  
- I have the responsibility to keep my school neat and tidy.  
- I have the responsibility not to bring weapons, illegal drugs, alcohol or tobacco to school. |
| I have the right to know my property will be safe. | - I have the responsibility to respect the property of others.  
- I have the responsibility not to buy, swap or take goods from other students. |

4. STRATEGIES TO PROMOTE GOOD DISCIPLINE

PLAYGROUND MANAGEMENT
Teachers need to be alert and proactive while on playground duty to ensure student safety and prevent any serious incidents from occurring. It is the responsibility of the teacher on duty to immediately respond to and act on incidents that occur in the playground as it is their duty of care. Teachers must respond to the behaviour immediately and, if necessary, apply suitable consequences. An initial warning followed by monitoring is a suitable first consequence. Serious breaches of school rules need to be reported to the grade supervisor, school executive and the class teacher. On the bell incidents must be reported to the class teacher. Teachers will need to refer to the Playground Duty Responsibilities Policy for further information about procedures and policies regarding playground management.

TIME OUT AREAS
Time out areas have been established in each playground area and are used as a consequence for inappropriate behaviour in the playground. Teachers are to take responsibility for actively monitoring students in time out areas. Time out should be used for a short period and if this time goes across duties, the teacher should inform the next teacher on duty when to dismiss the student. When students are released from the time out area they need to leave with a reminder of the rule that they broke. (Refer to map)
**RESTITUTION**
Where appropriate, restitution may be used either in isolation or in conjunction with the school’s level system. The benefit of restitution is the students are able to take responsibility for their actions.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student vandalises desk</td>
<td>Student cleans desk</td>
</tr>
<tr>
<td>Student steals</td>
<td>Student repays debt</td>
</tr>
</tbody>
</table>

**PLAYGROUND BAGS**
Each teacher will have a playground bag which they will need to take out to playground duty. The playground bag will contain the necessary items needed to deal with first aid incidents in the playground. It will also contain a red card that can be used for serious and emergency situations. The playground bag will need to be stored securely in the classroom. Casual teachers will receive a playground bag from the office.

**RED CARDS**
In each playground bag, there is a red card. This is used for serious breaches of rules, e.g. student leaves school grounds, student is unable to be controlled, or violent behaviour. The red card is also to be used for emergency situations where a student has been seriously injured and assistance is required. When the red card reaches the office, an executive member will go to the playground to assist in the matter. Red cards can also be used in the classroom for emergency situations.

**CLASSROOM MANAGEMENT**
It is the responsibility of each teacher to develop a classroom management system appropriate to the needs of their class. This system needs to be clear, concise and communicated to parents early in the school year.
An effective class management system will include: - rules, consequences, rewards and effective record keeping. Effective strategies for classroom management may include:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise</td>
<td>Verbal reminder</td>
</tr>
<tr>
<td>Group / Table points</td>
<td>Warnings</td>
</tr>
<tr>
<td>Rewards</td>
<td>Loss of privilege</td>
</tr>
<tr>
<td>Raffle tickets</td>
<td>Non verbal cues</td>
</tr>
<tr>
<td>Certificates</td>
<td>Time out</td>
</tr>
<tr>
<td>Happy grams</td>
<td>Closer proximity</td>
</tr>
<tr>
<td>Parent contact</td>
<td>Restitution</td>
</tr>
</tbody>
</table>

**RECORDING BEHAVIOUR**
When necessary teachers will keep behaviour records for individual students to track serious behaviour incidents eg. fighting, bullying, destruction of property etc. Teachers will keep these records to monitor student behaviour and negotiate a management plan with the grade supervisor, Deputy Principal or Principal. Any negative level changes will be recorded on the behaviour record by the grade supervisor.
At Bonnyrigg Heights Primary School we encourage positive behaviour to be displayed by students. The school rewards students who consistently display good behaviour, at various levels. Rewards are also given as students’ progress through Bronze, Silver and Gold levels. It is an expectation that all students achieve Bronze level by the end of Semester 1.

The reward initiatives and levels of behaviour are:

1. Bronze
   For displaying good behaviour in the classroom, (through adherence to the school rules, rights and responsibilities) the student is rewarded with a Bronze merit certificate. Examples of behaviour which may result in a Bronze Award:
   - Good behaviour in the classroom.
   - Cooperation with peers.
   - Courteous behaviour to teachers and visitors.

2. Silver
   For continued good behaviour in the classroom and playground, the student is rewarded with a silver merit certificate. Sponsorship is sought for silver awards. Examples of behaviour which may result in a Silver Award:
   - Consistent good behaviour in the classroom and playground.
   - Cooperation and caring for peers.
   - Courteous and helpful behaviour to all teachers and visitors.

3. Gold
   For continued outstanding behaviour and self discipline in the classroom and playground, the student is rewarded with a gold merit certificate and a book. Examples of behaviour which may result in a Gold Award:
   - Consistent excellent behaviour in the classroom and playground.
   - Caring for and helping peers.
   - Being an outstanding school member.

MERIT AWARDS
Merit awards are presented at assemblies for citizenship, academic, sporting and cultural reasons.

ASSEMBLY AWARDS
Assembly merit awards are given to well behaved classes at the weekly assembly.

UNIFORM AWARDS
Students may receive a uniform token on a weekly basis. The tokens are designed to award the students for wearing correct uniform. The tokens are placed in a box in the front office and drawn out at weekly assemblies. Five students are then awarded with a canteen voucher.
BEHAVIOUR MODIFICATION SYSTEM – LEVELS 1 TO 5

Students who display continued inappropriate behaviour are placed on a behaviour modification program, which is based on a level system. This program involves the cooperation between teachers, students, parents and other agencies. All students begin on Level 1 and their behaviour determines their movement up or down the discipline levels.

LEVEL 1
- All students start at Level 1 at the beginning of the year. Class teachers monitor each student’s behaviour.
- Students who display inappropriate behaviour or break school rules are, in the first instance, to be managed by the class teacher, using predetermined consequences such as in class detention. Teachers, at this point also need to consult with supervisors for further student management support and advice. The supervisor may use intervention to help modify the student’s behaviour such as positive behaviour incentives.
- If the student continues to display continuing inappropriate behaviour, the supervisor will contact parents/caregivers via a phone call and may then send a warning letter home to notify parents/caregivers of student’s behaviour seeking an interview with parents where necessary.
- If the student continues to display continuing inappropriate behaviour the supervisor in negotiation with the Deputy Principal may then place the student on Level 2.

LEVEL 2
When a student is placed at Level 2, the following actions will occur:
- 2 days detention.
- A letter to parents and a parent interview, if requested by either supervisor or parent.
- The student’s behaviour is monitored by the grade supervisor. After one week if the student’s behaviour improves, then the student is returned to Level 1. If it does not improve it is reviewed by the class teacher and supervisor, and the student may be placed at Level 3.

LEVEL 3
When a student is placed at Level 3, the following actions will occur:
- 3 days detention.
- A letter sent home to parents requesting an interview.
- Referral to the Learning Support Team and the development of an individual behaviour plan in negotiation with the class teacher and the grade supervisor.
- In consultation with the stakeholders the involvement in school activities will be monitored eg. PSSA sport, debating and class excursions.
- The student is encouraged to work towards Level 2.
- The student’s behaviour is monitored by the grade supervisor. After one week, the student’s behaviour will be reviewed by the class teacher and the supervisor. If it has improved, they will be returned to Level 2 without detention but under review.
- If the students’ behaviour has not improved, they can spend another week on Level 3 or they are placed on Level 4.
- Loss of Prefect badge until further notice.
**LEVEL 4**
When a student is placed at Level 4, the following action will occur:
- Class exclusion until improvement is evident (minimum 3 days).
- A letter sent home to parents requesting an interview.
- The student is not allowed to represent the school.
- The student’s behaviour is to be monitored by the Deputy Principal.
- The student is encouraged to work towards Level 3.
- If the student’s behaviour still continues to show little or no sign of improvement, the student is placed on Level 5.
- Loss of Prefect badge until further notice.

**LEVEL 5**
When a student is placed on Level 5 the following action occur:
- Short term suspension (up to 4 days).
- Long term suspension if required.

Where a student uses abusive or violent behaviour towards a staff member or visitor to the school, the supervisor, in consultation with the Principal or Deputy Principal, will place the student immediately on Level 5.

**SUSPENSION**
Suspension will occur immediately in the event of any of the following actions:
- Possession of illegal substances.
- Any student intentionally causing injury or threatening serious violence against another student or a teacher.
- Any student in possession of a prohibited weapon, or using, or threatening to use any item or instrument as a weapon.
In addition, the Principal may suspend a student who:
- In their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse.
- Engages in criminal behaviour related to the school.

**DETENTION**
The detention room is for students who have repeatedly broken rules, either in the classroom or playground. It is for students who have been placed down a level. Detention will take place during first half of lunch; it is the responsibility of the class teacher to escort students to the designated detention room.
Only supervisors in consultation with the Deputy Principal are to place students on detention. Teachers must have used other classroom management strategies and behaviour modification techniques before students are placed on detention. In school suspension may be used for more serious breaches of rules.

**RETURNING TO LEVELS**
When students are placed down a level, it will take them one week to move back through each level. Student behaviour must be appropriate during the time they return through the levels. Students returning to Level 1 will be monitored by the executive, with the Principal having the final determination.