

Biddabah Public School

FAIR DISCIPLINE POLICY

Rationale

Students at Biddabah Public School learn in an environment that is safe, happy and educationally focused. It is based on the values of NSW public schools and the values of our community, these include the love of learning; aiming for high personal standards, courtesy, care and respect for ourselves and others; pride and honour for our school and our country.

Biddabah School aims to ensure that all children receive an education of the highest possible quality from an environment where they take enjoyment and success.

All students in NSW government schools are expected to:

- Attend every school day unless they are legally excused and to be in class on time and prepared to learn.
- Maintain a neat appearance including adhering to the school uniform policy.
- Behave safely, considerately and responsibly including when travelling to and from school.
- Show respect at all times for teachers, school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect, and
- 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.

At Biddabah, students are expected to:

- Be a proud and responsible member of my community.
- Behave in a polite, cooperative and safe manner.
- Follow school rules and the instructions of those in charge.
- Come to school on time every day.
- Show respect for myself and care for the rights and feelings of others.
- Show respect for the property of others and the property of the school.
- Wear my school uniform with pride.
- Work carefully and strive to do my best at all times.

Biddabah's Code of Conduct has been developed to meet the needs of the school community expectations and are consistent with the core rules in NSW government schools. Each student will:

- Act in a safe and dependable manner.
- Be responsible for my own actions.
- Care about the rights, the feelings and the safety of myself and others.
- Do my best in all things.
- Look after my own belongings and the belongings of others.
- Be proud of my school and its environment.

BIDDABAH CODE OF CONDUCT

Students Will	Classroom	Playground	Canteen	Toilets
Act in a safe and dependable manner	If you arrive at school before 8.30am, sit in the COLA. Line-up and wait in an orderly manner for your teacher. Enter the classroom only when a teacher is present.	Play in the approved areas. Walk on concrete surfaces. Do not climb trees. Use the correct equipment for the area you are playing in. Leave the playground promptly when the bell rings.	Line-up and wait in an orderly manner.	Do not play in the toilets. Use the toilet then leave the area.
Be responsible for my own actions	Accept the consequences for things you do. Come to school on time every day. Classwork finished on time. Homework completed. No excuses.	Do not allow others to get you to do things you know you should not do. Wear your hat. Use appropriate language. Tell the teacher on playground duty if you are hurt or sick.	Do not ask others to buy things for you.	Visit the toilet and get a drink before you go to class. Wash your hands after using the toilet. Respect your privacy and the privacy of others.
Care about the rights, the feelings and the safety of others	Keep your hands and feet to yourself. No barging, pushing or shoving. Say NO to bullying. Be friendly and polite.	Keep your hands and feet to yourself. Say NO to bullying. No barging, pushing or shoving. No throwing sticks, stones or ropes. Walk bikes and scooters in the playground. Welcome others and make new friends. Include others in your activities. Take turns. Tell the teacher on playground duty if you notice someone else who is hurt or sick.	Keep your hands and feet to yourself. Say NO to bullying. No barging, pushing or shoving. Wait for your turn.	Keep your hands and feet to yourself. Say NO to bullying. No barging, pushing or shoving. Do not disturb others using the toilets.
Do my best in all things	Work carefully and strive to do your best. Follow teacher's instructions. Ask questions. Learn from mistakes. Have a Go. Quality bookwork.	Agree the rules of the game and follow them. Accept different skill levels without put-downs. Let others play their games without interference.		
Look after my own belongings and the belongings of others	Look after your own things. Care for school property and return it in the same condition as it was borrowed. Respect the belongings of others.	Use equipment appropriately. Ensure everyone knows the game rules and keep to them. Return borrowed equipment.	Eat only your own food.	Care for the toilet facilities. Report any damage to the teacher on playground duty.
Be proud of my school and its environment	Wear your school uniform every day. Keep your classroom clean and tidy. Enjoy being at school.	Follow teacher directions. Sit to eat in the correct area. Keep the playground clean.	Greet people with respect. Say please and thank-you. Clean up after yourself. Put rubbish in the bin.	Keep the toilet area clean.

STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

Biddabah encourages effective self discipline by:

1. The Biddabah Student Welfare Policy.
2. Providing an interesting, engaging and relevant curriculum aimed at meeting the needs of each student. Students will feel valued and develop skills which will enhance the quality of their life and their relationship with others.
3. Supporting our students achieve success in learning:
 - a. Learning Support Team
 - b. Other support programs e.g. Counselling, STLA
 - c. Programs aimed at developing self-discipline, communication and responsible decision making.
 - i. Social skills or word (value) of the week programs
 - ii. Playground activities (areas, equipment and monitoring)
 - iii. School Counsellor
 - iv. Student Adviser Girls & Boys
 - v. Peer Support program and understandings
 - vi. Student Leadership, positive role models
 - vii. Anti-Bullying plan
 - viii. Stage & School Assemblies
 - ix. Merit Cards
 - x. Biddabah Plover Awards
 - xi. Red, Amber and Green Lights
 - xii. Commendation and Self Discipline Program
 - xiii. Conduct Cards
 - xiv. School uniform code
 - xv. Sportsperson Award Policy
 - xvi. Student Leader Program
 - xvii. Student welfare discussed weekly at staff meetings
 - xviii. Transition programs
4. Parent and community participation in school activities.
5. Fair and easy to understand School Expectations and School Rules.
6. Consistency in the administration of behaviour management procedures.
7. Involvement of parents and caregivers in the management and support of acceptable student behaviour.
8. Providing ongoing training and support for teacher professional learning programs.
9. Liaison with other community agencies capable of providing support.

Positive Behaviour Understandings

Bullying is when someone hurts someone else on purpose, so that they feel unsafe. No one deserves to be bullied. One way we can help is by telling someone if we feel unsafe. Sometimes it's hard to tell other people what's happening.

Bullying is when someone hurts someone else on purpose because they want to feel good about themselves. They do it because they want the other person to feel bad about themselves.

Empathy is knowing what another person is feeling and knowing how our behaviour affects others. By talking about how bullying feels we can have more empathy for everyone affected by bullying.

People who bully others can be little people or big people, older or younger. We all need to help each other to feel safe. You can always tell a teacher, a parent or another adult if you do not feel safe.

Everyone has a right to feel safe. Sometimes we feel safe because of what other people do. At other times we feel unsafe because of what they do. We can help ourselves and others to feel safe by what we do.

Personal power is being able to do what is best for us. When we feel "powerful" in ourselves we don't need to have power over others or dominate them. We feel good about who we are and what we do.

People who bully others have a need for fun, love and belonging, personal power, freedom and survival and safety – just like everyone else. The problem is that they hurt others in the way they act. We need to help everyone choose to do the right thing.

Nobody deserves to be bullied. We will feel better about ourselves if we do something about it or ask someone to help us. Everyone can help each other to feel safe and happy.

Bullying is when someone hurts someone else on purpose, so that they feel unsafe. It is the way a person feels which tells them if they have been bullied or not. And, it is what the person does by hurting someone else that is wrong.

Sometimes people bully because they are angry. At other times, we get angry because we have been bullied. Being angry is OK as long as we deal with it in a safe way.

We need to think about why we are angry. Sometimes it might mean that we need help. Sometimes we might have to change something that isn't OK.

Sometimes when we tell someone what is happening they may not hear what we are saying. When we tell people clearly what is happening to us, we have the power to change things. It is important to keep telling until someone listens and does something to help.

Everyone has a part to play in what happens. What each person does has an effect on how they feel themselves and how the other people feel.

Bullying is a problem that belongs to everyone. We can all do something to stop bullying from happening. And we can all support each other to have our needs met and feel good about ourselves.

STRATEGIES & PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT



Merit Award Policy & Plovers

We aim to:

- Promote and encourage positive conduct, performance & attitudes
- Recognize meritorious activities and actions of students
- Promote our common expectations
- Provide a common and transferable K-6 system of positive reinforcement.
- Complement the use of the booking and planning room system.

Plovers

Students are awarded plovers for recognition of their performance either inside or outside the classroom

Each 10 awards incurs further recognition

- | | |
|--|---|
| <input type="checkbox"/> 10 plovers (white sheet) | School merit certificate awarded in class |
| <input type="checkbox"/> 20 plovers (blue sheet) | Bookmark awarded in class |
| <input type="checkbox"/> 30 plovers (green sheet) | Pencil awarded in class |
| <input type="checkbox"/> 40 plovers (yellow sheet) | Eraser awarded in class |

School White Merit Certificates

1. School merit certificates are awarded at the Friday Assembly by the principal based on the classroom teacher's recommendation.
2. School merit certificates are also earned by being awarded 10 plovers (see above).

Green Merit Certificates

When a student has earned four School White Merit Certificates (earned either way), they are eligible for a Green Merit Certificate. This entitles the student to a \$1.00 canteen voucher and the publication of their name in the school newsletter. Green Merit Certificates are presented at assembly by the principal.

A special morning tea will be held at the end of each year for any student leaving the school who has cumulatively received a certain number of green merit certificates. Parents will be invited to accompany the child on this occasion.

- | | |
|---|---|
| <input type="checkbox"/> 1 Green Merit Certificate | achieved by the end of 2005 |
| <input type="checkbox"/> 2 Green Merit Certificates | achieved by the end of 2006 |
| <input type="checkbox"/> 3 Green Merit Certificates | achieved by the end of 2007 |
| <input type="checkbox"/> 4 Green Merit Certificates | achieved by the end of 2008 |
| <input type="checkbox"/> 5 Green Merit Certificates | achieved by the end of 2009 (and so on) |

Commendation and Self Discipline Policy

The student commendation and self discipline scheme requires students to make decisions about their own behaviour. It is based on the proposition that it is more important to reward students for acceptable behaviour than to punish them for unacceptable behaviour. We believe that parents and teachers cannot control a student's behaviour unless he allows us to control him. Consequently we must focus on working with him to choose a better way of getting his needs met than the way he was choosing.

There are eight good behaviour awards based on the level each student achieve. Students can achieve two levels each term, progressing to a maximum of eight sequentially levelled awards in a year. If they miss out on a level, it cannot be made up. At the end of the year bronze, silver and gold good behaviour awards are presented to students.



NON CLASS BASED ACTIVITIES

(Adapted from Policy for Non-Class Based Activities at Biddabah School)


Students at our school have the opportunity to participate in out of class activities including sporting and cultural representation. Generally this meetings, competitions, Gala Days and carnivals that are set at times and on days over which our school has little control. Positives of participation however are the benefits to self esteem of participants. Teachers appreciate quality help from visiting students, they add value to some KLAs e.g. CAPA, and gives the school a profile and an outlet to encourage and foster self discipline, positive parent involvement and builds school pride and student achievement.

Issues arising from participation:

Travel time and allowing for it is a reality when dealing with other schools; disruption to students in the team; teacher going away; students without a teacher; expectations of teacher minding students; activities for minded students; logistics of getting activities and at school students organised; number of children in the classroom; federation issues; hiring of casuals for a whole day absence; planning in budget; sports uniforms, house uniform, school uniform; returning to school after event; duties of missing staff and communication between absent teacher and assisting teacher.

Staff Considerations and Agreements

- Push competitions to end of week: Friday, Thursday, Wednesday.
- Depending on length of match best time is after 1.00p.m. If not after recess.
- Students remaining at school are to be accommodated in Stage 3 and Stage 2 classrooms and only Stage 1 if needed.
- Students remaining at school are to attend assigned classroom, can be the same one, but give minding teachers a variety rather than always a high need student and be mindful of combinations.
- Minding teachers would like to know in advance.
- Remaining students are to complete assigned work.
- Competing students are to be instructed in expectations of team participation including making up missed work, returning uniforms, returning to class promptly and participating in a manner which brings honour to our school.
- Participation in a non class based activity may not be available to a student who does not meet the Expectations of our school.
- If a student is chosen to represent the school and hence be absent from class lessons, his/her participation is contingent on his/her working to potential prior to, and in the period preceding, the out of school representation.
- Coaches and out of school activity organisers will need to liaise with the classroom teacher of any student intending to represent the school in non class based activity to ensure the criteria of working to potential has been met . A consequence of non compliance with the criteria of working to potential would be exclusion from the activity to meet the demands of class work.
- Students who participate in Non Class Based Activities need to sign the Code of Conduct, as do their parents.

NON CLASS BASED ACTIVITIES CODE OF CONDUCT	
In order to participate in non class based activities, as a student at Biddabah Public School, I will:	
Give my best effort in my class activities prior to and following my participation in a non class based activity.	
Complete any tasks as requested by my class teachers which my absence from class has prevented me from completing earlier.	
Return any uniforms or school equipment promptly and in good condition.	
Whilst participating in my non class based activity, I will meet the Expectations of our school.	
I understand that my opportunity to participate in non class based activities may be withheld if I can not meet this Code of Conduct.	
Description of Activity:	_____
Signature of Student:	_____
Signature of Parent:	_____
Date:	_____

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Restitution

Restitution is a concept that is used to restructure traditional forms of discipline. Restitution is not retribution but it does provide the teacher with a process to redirect the student and make him responsible for his actions without sacrificing his self esteem.

Restitution is the act of repairing the damage done, “If you mess it up, you clean it up, If you break it you fix it”. A restitution takes into consideration both amends to the victim and the self-reparation of the offender. Restitution is self discipline, not punishment.

A good restitution has the following characteristics:

- It is seen by the victim as adequate compensation.
- It requires effort on the part of the offender.
- It does not encourage further offences.
- There is a restraint of criticism, guilt or anger.

Planning Room

The Planning Room is conducted by a teacher who will assist students to clarify their present behaviour and their needs and develop a plan for more acceptable behaviour. In other words, the Planning Room teacher assists a child to make a good restitution.

The child can return to Planning Room for as many visits as necessary. There are no time limits. All children should know that Planning Room is for planning, it is not a punishment. Planning Room is a place for children to take time out to think about their own behaviour and to plan a better way to get what they want.

Students are assisted by the planning room teacher to discover:

- What I was doing.
- What I wanted.
- What is a better way to get what I want?
- My plan to put things right.
- What will happen if my plan works?
- What will happen if my plan doesn't work?

Children sent to planning room are not necessarily booked as well, however a child who is repeatedly sent planning room or who does not attend planning room may incur a booking.