Rationale

Tingha Public School is committed to providing an education which fully develops the capabilities of all students. Students are provided with a quality learning environment which empowers students to achieve success and celebrate achievements.

Tingha Public School utilises the philosophy of the 'You Can Do It!' (YCDI!) program and the five keys to success. The school encompasses the language and practices based on the five social-emotional keys of Confidence, Persistence, Organisation, Getting Along and Resilience. The school also follows the philosophy of ‘Positive Behaviour for Learning’ (PBL) encompassing the schools core values of Strong, Proud, Respect and Safety.

Definition

Welfare and Discipline at Tingha Public School is provided to students in a caring and supportive environment and provides a:

- Stimulating and challenging learning environment which empowers students to be active participants in their own learning.
- Safe and supportive environment.
- Behaviour management program based on the ‘Positive Behaviour for Learning’ practices.

Tingha Public School Rules

I will be prepared and ready to learn.
I will respect the rights of others and bounce back from tricky situations.
I will be safe, honest and kind.
I will try new activities and speak up for myself.
I will always have a go and try my best.

Tingha Public School Pledge

At Tingha Public I will do my best,
I will listen and follow directions,
I will be honest and kind,
I will respect the rights of others,
And I will act in a safe and responsible way.
At Tingha Public, we are, Totally Proud and Strong.

Policy reviewed and revised 31st May, 2014
PBL Core Values

<table>
<thead>
<tr>
<th>Strong</th>
<th>Proud</th>
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</thead>
<tbody>
<tr>
<td>Use 5 keys to success</td>
<td>Keep Areas Clean</td>
</tr>
<tr>
<td>Organisation - Be Ready to Learn</td>
<td>Wear Uniform</td>
</tr>
<tr>
<td>Resilience - Bounce Back</td>
<td>Always Do Your Best</td>
</tr>
<tr>
<td>Getting along - Be Honest and Kind</td>
<td>Stand Tall and Make Eye Contact</td>
</tr>
<tr>
<td>Confidence - Have a Go</td>
<td>Praise Yourself and Others</td>
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<tr>
<td>Persistence - Keep Trying</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk Nicely</td>
<td>Walk on the Concrete</td>
</tr>
<tr>
<td>Be Kind and Care for Others</td>
<td>Follow Instructions</td>
</tr>
<tr>
<td>Listen Carefully</td>
<td>Stay In-Bounds</td>
</tr>
<tr>
<td>Look After our Equipment</td>
<td>Keep Hands and Feet to Self</td>
</tr>
<tr>
<td>Be on Time</td>
<td>Be Hygienic</td>
</tr>
</tbody>
</table>

Promoting positive student behaviour

All students are expected and encouraged to display positive behaviour. We achieve this by
- Focusing on a new core value every two weeks.
- PBL focus at morning and whole school assembly as well as in class.
- Explicit positive language, verbal praise, smiles and gestures.
- Empowering students to be involved in their own learning through supportive classrooms and explicit teaching.
- Presenting 'Student of the Week', 'PBL' and 'Classroom Merit' awards and other awards at assembly.
- Mentoring program involving Year 6 and Kindergarten students and senior students working with Reading Recovery students.

Recognising and reinforcing student achievement

All student achievement and personal successes are recognised by:
- Displaying student work in the foyer and hall.
- Displaying photos of achievement of students in the local paper, at award ceremonies, at athletics carnivals etc.
- Rewarding students with 'Positive Behaviour' certificates with a focus on core values at whole school assemblies.
- Rewarding students with DOJO points free and frequently in class and playground.
- Special reward days involving excursions to places such as Inverell Show, Green Valley, Inverell Pool, Bowling Alley etc.
- Annual Badge Ceremony.
- Recognition of exemplary behaviour at assemblies plus recognition of team and individual sporting/dance success.
- Annual Celebration Evenings/Days.
- Notifying parents of successes and positive behaviour through ‘Personalised Learning Plans’ (PLP’s) and phone calls.
- Open days at school for students to showcase their work and parents to come in and work with their child.

Managing inappropriate and/or negative student behaviour

Tingha Public School has both a positive and negative level system and recognises that level systems are not always effective for all students. There may be a need for the development of individualised behaviour management plan/programs for some students, developed in consultation with parents, staff, specialist teachers and the student.

Behaviour management in the classroom and playground

At Tingha Public School prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.

Follow lockdown procedures if incident is serious or a threat has been made.

If the behaviour is unacceptable yet does not fall into the categories for an immediate Time-out, or Level B, C or D teachers will follow this procedure:

STEP CHART for in the classroom

- The step chart is used to target inappropriate classroom behaviour consistently and as it occurs.
- It is visual and involves the student by physically getting them to place their name on the appropriate step, making them aware of their behaviour.
- It is non-threatening and allows students the opportunity to change their behaviour.
- It allows the teacher opportunities to find reasons to praise students in order to work their way back-up the step chart.
1. If student displays inappropriate behaviour e.g. talking in class, calling out etc. teacher gives a warning and directs student to place their name on STEP 1.
2. If student corrects their behaviour, teacher praises student and allows them to move their name back to the top step. This can happen at any time throughout the session/day.
3. If however, the student continues misbehaving, the teacher can place the student on STEP 2. The teacher chooses the consequence to appropriately fit the behaviour (e.g. move seats, remove from current activity or student misses out on an activity later).
4. Student is also able to improve behaviour at this step like STEP 1.
5. If behaviour escalates, student is placed on STEP 3. Once a student reaches STEP 3 they are unable to work their way back up the steps.
6. At the end of the session/day, students who are on the top step are placed in a draw for a reward (decided by each teacher and class).

**STEP PROCESS for in the playground**

1. Provide a warning to student and redirect inappropriate behaviour.
2. If student continues inappropriate behaviour a consequence will occur e.g. sit out of play.
3. If student continues inappropriate negative behaviour the student will be sent to time-out for an immediate Time-out, Level B, C or D.
4. If serious incident occurs a blue card is sent to executive staff, all available staff to attend and take portable phone.
5. If incident is deemed extremely serious staff is to follow emergency lockdown procedures.

- **All** Students get a fresh start each session/day and start at the top of the step chart.
- Steps can be skipped and students may be placed on an immediate time out or level depending on the severity of the behaviour.
- The executive of Tingha Public School has the authority to deem a situation where warranted an immediate suspension, immediate Level B or C or an immediate time out at their discretion.
Inappropriate behaviour recording sheet

Teachers will use this behavioural sheet to record inappropriate behaviour and the step process used. Sheet will be given to executive staff if further action is required.

Tingha Public School
Student Behavioural Sheet 2014

Student Name: _______________________ Year _____ Date ________
Session: __________________________ Location: ___________________

Occasional Student Behaviour
Classroom Teacher & Playground Teacher

Disobedience
- Not following directions
- Non compliance
- Refusal
- Not following school rules
- Back chat/grunt/mocking
- Lying

Harassment
- Teasing/tormenting
- Putting others down
- Spreading rumours
- Low grade bullying
- Name calling

Disruption of Others’ Learning
- Distracting others
- Calling out
- Interrupting others or teacher
- Walking around the room
- Talking at inappropriate times
- Conversational swearing

Lack of Engagement
- Late to class
- Not completing work
- Inattention in class
- Incorrect sitting on chair
- Not lining up

Interference with Others
- Touching others or unwanted physical contact
- Push/Trip/Hit/Kicking
- Minor altercations/arguing
- Kicking/hitting structures

Remember using Behavioural Management Strategies will help alleviate these behaviours in the classroom and playground

Process  □ Step 1 - Warning  □ Step 2 - Consequence  □ Step 3 – Time Out

________________________________________________________

Teacher Signature __________________ Refer to  □ Executive  □ Principal
**Negative Levels**

**Time-out**

How do I get to Time-out? Continual inappropriate behaviour as detailed on record sheet. Decided by executive staff.

That means: One or more periods of Time-out at the next appropriate break time. Maybe ineligible to participate in school activities e.g. school based activities, at the discretion of the school executive.

**Level B**

How do I get to Level B? Persistent and deliberate negative behaviour as detailed on record sheet. Decided by executive staff.

That means: 5 days lunch detention and negotiated restitution. Level B note sent to parents and/or phone call. Maybe ineligible to represent the school. e.g. excursions, sporting events, at the discretion of the school executive.

**Level C**

How do I get to Level C? Aggressive, deliberate and persistent negative behaviour as details on record sheet. Decided by executive staff.

That means: 5 days lunch and recess detention and negotiated restitution. Level C note sent to parents and/or phone call. Parents requested to discuss problems and resolution. Maybe ineligible to represent the school. e.g. excursions, sporting events, at the discretion of the school executive.

**Level D**

How do I get to Level D? Serious continual, persistent, deliberate, malicious and aggressive behaviour. Decided by Principal and Discipline Committee meeting to occur.

That means: School suspension as per suspension guidelines. Level D note to parents and/or phone call. Parent interview requested to discuss problems and resolution. Ineligible to represent the school. e.g. excursions, sporting events. Upon return to school 5 days lunch and recess detention will apply with negotiated restitution (Level C).

**Or**

In-school suspension as recommended by school Discipline Committee. Level D note to parents and/or phone call. Parent interview requested to discuss problems and resolution. Ineligible to represent the school. e.g. excursions, sporting events. While at school 5 days lunch and recess detention will apply with negotiated restitution (Level C).
Behaviour Plan

1. Warning from Teacher
   - Make a good choice
   - Stay focused and do work

2. 2 Minutes on the timer to calm down and make a good choice
   - Return to work
   - Stay focused

3. Consequence in the classroom
   - Removed to quiet table
   - Write out the pledge
   - Make a good choice
   - Stay focused
   - Complete work

4. Continued & Persistent Misbehaviour
   - Removed to Principals Office
   - Isolated from other students
   - Phone call to Parents
   - Calm down
   - Finish work
   - Return to classroom
   - Time out or Level

5. Continued and Persistent behaviour
   - Suspension
   - Reward
**Time-out, Level B, C, D or suspension recording sheet**

Students who have continual, persistent, deliberate, malicious, aggressive, dangerous, Serious and/or criminal behaviour will be referred to executive staff for review. Student will then be placed on a time-out, Level B, C, D or suspension depending on scale/severity of inappropriate and/or negative behaviour.

<table>
<thead>
<tr>
<th>Continued Behaviour</th>
<th>Persistent Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive – Time Out</td>
<td>Principal – Level B, C, D or Suspension</td>
</tr>
<tr>
<td><strong>Continued/Deliberate Disobedience</strong></td>
<td><strong>Persistent Disobedience</strong></td>
</tr>
<tr>
<td>- Not following directions</td>
<td>- Not following directions</td>
</tr>
<tr>
<td>- Non compliance</td>
<td>- Non compliance</td>
</tr>
<tr>
<td>- Refusal to work/participate</td>
<td>- Refusal to work/participate</td>
</tr>
<tr>
<td>- Not following school rules</td>
<td>- Not following school rules</td>
</tr>
<tr>
<td>- Back chat/grunt/mocking teachers</td>
<td>- Back chat/grunt/mocking teachers</td>
</tr>
<tr>
<td>- Lying</td>
<td>- Lying</td>
</tr>
<tr>
<td>- Rudeness to staff</td>
<td>- Rudeness to staff</td>
</tr>
</tbody>
</table>

**Continued/Deliberate Harassment or Bullying**
- Teasing/tormenting
- Putting others down
- Spreading rumours
- Low grade bullying
- Name calling
- Racist comments
- Sexual comments

**Continued/Deliberate Disruption of Others’ Learning**
- Distracting others
- Calling out
- Interrupting others or teacher
- Walking around the room
- Talking at inappropriate times
- Intentional swearing
- Throwing objects

**Continued/Deliberate Lack of Engagement**
- Late to class
- Leaving class without permission
- Not being prepared for class
- Not completing work
- Inattention in class
- Incorrect sitting in class
- Not lining up

**Continued/Deliberate Interference with Others and/or Structures**
- Touching others or unwanted physical contact
- Pushing/tripping/hitting/kicking
- Minor altercations/arguing
- Attempted damage to property
- Petty stealing
- Encouraging fighting

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**Informed**

**Documented**
Reflection/Time-out

- Students can be placed on a time out or a behaviour level by all staff members. However only the Principal or Assistant Principal can make the decision to suspend or expel a student.
- Time out is held during lunch and recess breaks in a classroom near the office.
- No icy poles will be permitted to be eaten in detention.
- If the unacceptable behaviour occurs at a time when there is no impending break period available, the student may be removed to another class or to the office during class time.
- If serious behaviour occurs, the student is removed to the office pending suspension.

Strategies to implement if student displays continued and repeated inappropriate behaviour:

- Open lines of communication between staff, parents and students
- Parent interviews
- Counselling and/or assessments
- Behaviour Management Plans
- Suspension
- Health assessment referrals
- Health Care Plans
- Regional Behaviour Support Application
- Funding Support Applications

Serious Misbehaviour

- An Executive member of staff to be contacted as soon as possible.
- Assistant Principal / Principal contacted
- Parents contacted by Assistant Principal or Principal
- School’s response to be determined and recorded on Student Identifier Tracker (SIT).
- Referral to the school’s Learning Support Team
- May result in either a short suspension or a long suspension
- The student may not be permitted to represent the school or participate in school privileges such as excursions or special programs at the discretion of the school executive.
- School leadership privilege may be revoked if continual inappropriate behaviour continues
Suspension

In the event of a suspension the student cannot return to school until a resolution meeting involving the classroom teacher, Assistant Principal or Principal, parent or Guardian and student has been conducted to develop a strategy to facilitate the student’s successful return to school.

Suspension and Expulsion Procedures

Tingha Public School will follow the Department of Education and Training (DET) Suspension and Expulsion of school student’s policy 2011. Suspension is seen as one of many strategies utilised by the school to deal with the discipline of students.

The decision to suspend a student will be made by the Principal and or Assistant Principal. The Principal will ensure correct procedures are followed. A suspension process sheet will be completed for every student suspended.

If a student receives more than 2 short suspensions in any twelve month period or a long suspension the Director of Public School will be advised.

Other than serious circumstances outlined below, suspension will occur after the Principal has:

1. Ensured that appropriate support personnel available within the school system and applied and documented.
2. Ensured that appropriate support personnel available within the school system and externally have been involved.
3. Ensured that discussion has occurred with the student’s parents or carers regarding specific misbehaviour, which the school considers unacceptable and which may lead to suspension.
4. Developed, in conjunction with the school’s learning support team or appropriate personnel, appropriate strategies to assist the student to manage inappropriate behaviour.
5. Provided a formal written caution letter detailing inappropriate behaviours, as well as clear expectations of what is required of the student in the future (see attachment)
6. Recorded all action taken.

Suspension

Will occur immediately and consistently if a student’s behaviour is of a severe nature including:

- Physical violence-resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons.
- Being in the possession of a firearm.
- Using or in possession if a suspended illegal substance.
Short Suspensions may be imposed for up to and including 4 school days for the following reasons and will be reported in the following categories:

Continued Disobedience This includes but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions, defiance, disrupting other students, minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

Aggressive Behaviour this includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

A formal disciplinary interview will be held with the student prior to making the decision to suspend.

The Principal, at the earliest convenience, will convene a suspension resolution meeting. If short suspensions have not resolved the issue of inappropriate behaviour, 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.

Long Suspension will be imposed for:

- Physical violence, which seriously results in pain or injury, or which seriously interferes with the safety and well being of students and staff.
- Use or possession of a prohibited weapon, firearm or knife when the student uses or posses a weapon, which is listed in, schedule one of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or posses a firearm of any type (see Appendix 1)
- Possession or use of a suspended illegal substance not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

The SED will be advised of a long suspension, including its probable duration within 2 working days of the suspension being imposed.

A formal disciplinary interview will be held with the student prior to making the decision to suspend.

The school counsellor will complete a Suspension Report on all students placed on long suspension