

CLEMTON PARK PS



Awards and Discipline Policy

Draft March 2023

RATIONALE

STATEMENT OF PURPOSE

The Discipline Policy at Clemtton Park Public School (CPPS) ensures that all members of the school community understand how our Six Core Values are reflective on an ongoing commitment to improve the learning of each of our students in a safe, inclusive environment. These Six Core Values have been formed from National and State priorities and reflect the whole school community's response top Values Education in our school context at CPPS.

AIMS

1. To reflect the *Core Rules in NSW Government Schools* (2006) : (regular attendance; adhering to the school's uniform policy; behaving safely, considerately & responsibly; showing respect; caring for property).
2. To reflect the *Values in NSW Public Schools* (2004) : (integrity, excellence, respect, responsibility, care, cooperation, participation, fairness & democracy).
3. To reflect the *Anti-discrimination Act* (1991) & its mandate of inclusively.
4. To reflect the school's Anti-Bullying, Attendance, School Leadership, Uniform & Learning Support Team Policies within our Student Welfare framework.

Core Rules of NSW Government Schools

All Students in NSW government schools are expected to:

Attend everyday unless they are legally excused and be in class on time and prepared to learn.	Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
Maintain a neat appearance, including adhering to the requirements of the School's uniform policy.	Treat one another with dignity and respect.
Behave safely, considerately and responsibly, including when travelling to and from school.	Care for the property belonging to themselves, the school and others.

SCHOOL VALUES

After consultation with all members of the school community, the Six Core Values and CPPS have been refined to reflect both the school's needs & the Core Rules of all NSW Government Schools.

Weekly Explanations reflecting one of the six Core Values are reinforced in classes each week & are celebrated through the presentation of one Values Bookmark per week by every teacher. Values bookmarks are the equivalent of one Blue Card.

The word Value has replaced the formerly used word Rule at CPPS. The Six Core Values are listed on the next page.

STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

At CPPS the fostering of positive behaviour is at the heart of all teaching and learning programs and practices. Strategies are constantly reviewed and refined to reflect ongoing improvements. CPPS' School Behaviour Support and Management Plan reflects the School Excellence Policy, the School Excellence Framework and the Welbeing Framework for Schools.

All members of the school community consistently apply their knowledge about Restorative Practices & the work of William Glasser & Bill Rogers to actively promote high standards of behaviour amongst our students. The following websites provided a theoretical context for the practical implementation of specific strategies at school.

<http://www.pbis.org>
<http://www.billrogers.com.au/>

These strategies are:

1. Weekly celebration of Values that are embedded within the learning programs of all classes.
2. A Levelled Award system of BLUE CARDS/VALUES BOOKMARKS, BLUE RIBBONS, BRONZE, SILVER, GOLD, PLATINUM, SAPPHIRE, BEYOND SAPPHIRE certificates, as well as SCHOOL MEDALS to recognise the successes of individual students in all Key learning Areas & to reward students' positive behaviour.
3. Class and school learning programs that cater for the diverse learning needs of all students.
4. Class Award systems that consistently reflect our Six Core School Values of Respect, Resilience, Cooperation, Commitment, Caring and Freedom.
5. The implementation of a successful Leadership Policy that recognises the role of the Student Representative Council in developing leadership potential across all classes (K-6) and in developing programs to allow CPPS' student voice to be heard.
6. The implementation of an effective Playground Policy with visual reminders of school values and designated areas.

STRATEGIES TO RECOGNISE & REINFORCE STUDENT ACHIEVEMENT

At CPPS, we believe in fostering a culture of continuous improvement by celebrating and sharing successes of individual students. We motivate students to achieve learning goals through ongoing positive effort, as reflected in our Six Core School Values. The following strategies are a vital part of school practices:

1. Weekly recognition of sporting, social and academic successes at K-2 and 3-6, K-6 Assemblies.
2. Weekly communication of student successes via the school's newsletter.
3. Class/Stage celebrations of success, as part of the Award System.
4. Consistent, specific verbal praise by teachers to individual students.
5. Displays of trophies, Sapphire Award winners' photos & certificates of recognition in the school foyer.
6. Personal verbal & written communication of individual student success by teachers & the Principal to parents, carers & the wider community.
7. Classroom and newsletter displays of exemplary student work.

STRATEGIES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

At CPPS we ensure that we fairly manage inappropriate student behaviour and support students who are experiencing difficulty. In all cases the behaviour is separated from the child and students are expected to "make things right" to ensure the concept of a fresh start. The following strategies are implemented consistently.

Classroom Management Consequences



POSITIVE



NEGATIVE



- | | |
|---|--|
| <ul style="list-style-type: none">○ Assembly Awards○ Values Awards○ Blue Cards○ Classroom Based Activities | <ul style="list-style-type: none">○ Verbal Redirection○ Name on the Board○ Name on the Board with a X (5-minute time out)○ Name on the board with Two XXs (time out in another class, Class reflection with class teacher.)○ Name on the board with Three XXXs (time out in supervisor's room) and a letter of communication sent home○ If further infringements occur, the Executive will decide on the appropriate actions in proportion to the student's behaviour, and in line with the School Behaviour Support Management Plan. |
|---|--|

Name _____
Class: _____



Time Out Record Sheet

The children will be placed in time out (a table separate to the class) for 5 minutes after the following steps.

- Warning 1 for _____ (Children self correction: thinking what am I doing and what do I need to change?)
- Warning 2 for _____ (Children self correction: thinking I need to stop or the next time I will be in time out.)
- Warning 3 (Move to the time out table.)

This behaviour management strategy is designed to teach students to regulate their own behaviour.



Not listening



Talking/Calling Out



Not doing my work



Arguing

Date	What did I do? Draw a Picture	What do I need to do after returning from time out? Draw a Picture

Restorative Practices Questions

To be used during class/lunchtime reflection times

NAME:

DATE: CLASS:

	What happened?
	What were you thinking?
	What are you thinking now?
	Who has been upset or sad by what you have done?
	What do you need to do to make things right?

1. A consistent set of in class consequences, incorporating verbal warnings, a series of three visual Xs and in class time out.
2. Support desks in classrooms of Executive teachers.
3. A lunch time Reflection system.
4. Consistent use of *Restorative Practice* Questions by all staff members.
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make things right?
5. A series of letters to communicate inappropriate behaviours to parents/carers.
6. A protocol for meetings with parents for pre-suspension and suspension resolution meetings and other severe unsafe behaviour incidents.
7. Incidents of suspension and expulsion are always handled through the Principal & Director, as per departmental requirements of the School Behaviour Support and Management Plan.

RESPONSIBILITIES OF STUDENTS, STAFF & PARENTS

At CPPS the consistent implementation of the Discipline Policy is the combined responsibility of students, staff & parents/carers. The following expectations have been identified:

1. Our students are expected to uphold our Six Core Values in classrooms, on the playground, when representing the school on excursions or in sport throughout all times of any school day.
2. Our staff are expected to always act as good role models for students and ensure that school rules are upheld consistently. The staff of CPPS will be exemplary professionals who strive for continual school improvement by always acting responsibly according to the department *Code of Conduct* (2017).
3. Our parents are expected to work in a positive partnership with students and staff in order to reinforce the school's rules and values at home.

CYCLE OF REVISION

In order to maintain our school culture of continual improvement at CPPS, our Discipline Policy will be reviewed on an annual basis.

1. A list of suggestions/issues will be kept throughout the year to refine the policy. The Learning and Support Team will ensure that the School Behaviour Support and Management Plan.
2. is communicated to all members of the school community & that is translated, or prepared as necessary in alternative formats for people with disabilities or from language backgrounds other than English.
3. A copy of the policy will be placed on the school's website and is available on request from the school office.

SPECIFICS OF THE CPPS AWARDS SYSTEM

Blue Cards are given for:

- displaying courtesy and respect
- general good behaviour
- outstanding or great improvement in school work
- children who are always on task
- taking responsibility and displaying independence
- displaying honesty
- displaying fairness, sportsmanship, consideration and respect
- upholding the Six School Values consistently

All teachers are to have Blue Cards to hand out as rewards. Class teachers and specialist staff are given their cards at the start of the term, APs may request additional blue cards to hand out, the DP and principal have no limit on the Blue Cards they can give out per week. Teachers to write child's name class, the date on the card then sign card.

When a student has 5 Blue Cards he/she gives them to his/her class teacher (as per class routine). Blue Award folders are handed in to the Library on Tuesday mornings so that Student Award records can be updated and ribbons/certificates can be organised. Teachers should hand their folders in each week when they have blue ribbons.

Students who have their name recorded are presented with a Blue Ribbon at stage assemblies.

* **Blue Ribbons** will be levelled as follows –

All certificates are presented to students at K-6 assemblies.

- after receiving **5 blue ribbons** – a total of **25 blue cards** – the child will receive a *Bronze Certificate of Excellence*
- after receiving **10 blue ribbons** – a total of **50 blue cards** the child will receive a *Silver Certificate of Excellence*
- after receiving **15 blue ribbons** – a total of **75 blue cards** – the child will receive a *Gold Certificate of Excellence*
- after receiving **20 blue ribbons** – a total of **100 blue cards** – the child will receive a *Platinum Certificate of Excellence*
- after receiving **25 blue ribbons** – a total of **125 blue cards** – the child will receive a *Sapphire Certificate of Excellence*. Upon receiving this award the child's photo will be displayed in the office. All Sapphire award winners will be presented with a medallion at their final presentation day or as they leave the school.
- After achieving Sapphire Certificate students will receive a certificate of recognition for each subsequent **5 blue ribbons**. Students who achieve this level will also be invited to a special morning tea at the end of the school year with the principal.

STUDENT BEHAVIOUR

Level 0

Children who do not obey the school values are placed in “Time Out” as per the standardised classroom management system, after a verbal warning.

If the offence has occurred on the playground, the student is placed on the “yellow” time out seats & supervised by the teacher on duty.

Letters of Reflection are given for:

Level 1

Level 2

Level 3

- Racism (Issues of racism are discussed with the ARCO)
- Cyber bullying
- Insolence to staff or visitor
- Verbal abuse
- Displaying unacceptable behaviour
- Deliberately damaging property
- Bullying [teasing]
- Fighting or physical bullying
- Swearing
- Taking property without permission
- Dishonesty

Levels are as follows:

- **Level 0** No Letters of Reflection

- **Level 1 ONE Letter of Reflection** = 1st half lunch the following day – reflection room + letter and/ or phone call to parents by DP (reported back to AP & CRT).

Level 2 THREE more Letters of Reflection

Students will have 30 minutes of reflection on 3 consecutive days, a phone call to parents by the Deputy Principal and/or a letter requesting an interview being sent home and possible exclusion from activities that are held outside of the classroom.

If the area of concern does not improve, you will be advised in a further letter which may lead to your child being placed on Behaviour Level 3. This occurs when three letters of reflection have been received within a five week period. At Behaviour Level 3 the student will receive 30 minutes reflection on 5 consecutive days, a phone call to parents by DP and/or letter requesting interview sent home, exclusion from activities that are held outside of the classroom. At Level 3 the student will receive a Formal Caution to Suspend. This formal caution is for a 50 day period of time.

- Level 3 THREE more Letters of Reflection

30 minutes reflection on 5 consecutive days, phone call to parents by DP and/or letter requesting interview sent home, exclusion from activities that are held outside of the classroom.

Your child is receiving the Formal Caution to Suspend letter. If your child were to receive three further Letters of Reflection within the 50 day period, the school would impose a short suspension (possibly two days). This would be due them posing an unacceptable risk to health and safety, learning and/or wellbeing of any person.

CLEMTON PARK PUBLIC SCHOOL

Pursuing Excellence

ABN: 55 922 166 723

PRINCIPAL: Paul Robinson

Tel: 9718 4483

Fax: 9718 8703

185 Bexley Road, Earlwood NSW 2206

EMAIL: clemtonpk-p.school@det.nsw.edu.au

WEBSITE: www.clemtonpk-p.school.nsw.edu.au

Letter of Communication

Date: ___ / ___ / ___

Dear _____

I am writing to provide you with information about _____ of class _____.
We have noticed that aspects of his/her learning/behaviour has been affected.

attendance

arriving late in
the morning

homework

behaviour

learning

other: _____

Comment:

At this stage, I request that you discuss this with your child in the hope that a more positive outcome may result.

Paul Robinson
Principal

Issued by: _____

X

Please return this slip to the classroom teacher ASAP.

I acknowledge receipt of this Letter of Communication in reference to my child _____ of class _____ and will discuss the issue with them.

Signature _____ Date _____
(parent/carer)

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Letter of Reflection

Date: ___/___/___

Dear _____

In line with our School Behaviour Support and Management Plan, a letter of reflection has been given to _____ in class ___ due to the issue outlined below. This will result in your son/daughter spending a period of time reflecting on the incident, using a restorative approach.

Issue:

Comment:

Restorative Practice

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
In what way?
5. What do you think you need to do to make things right?

At this stage, I request that you discuss this with your child in the hope that a more positive outcome may result.

Note: If the area of concern does not improve, you will be advised in a further letter which may lead to your child being placed on Level 2. This occurs when three more letters of reflection have been received within a five week period. At Level 2, students will have 30 minutes of reflection on 3 consecutive days, a phone call to parents by the Deputy Principal and/or a letter requesting an interview being sent home and possible exclusion from activities that are held outside of the classroom.

Paul Robinson
Principal

Issued By: _____

Class Teacher: _____

Supervisor: Mrs Farhat / Mrs Johnson / Mr Goozeff / Mr Koulouris / Mrs Jeffriess / Mrs D'Arrigo

X

Please return this slip to the classroom teacher ASAP.

I have received this Letter of Reflection and discussed the incident with my son/daughter
of class _____

Signature _____ Date _____
(Parent/guardian)

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Letter of Reflection – Level 2

Date: ___/___/___

Dear _____

In line with our School Behaviour Support and Management Plan, a letter of reflection has been given to _____ in class _____ due to the issue outlined below. This will result in your son/daughter spending a period of time reflecting on the incident, using a restorative approach.

Issue:

Comment:

Restorative Practice

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
In what way?
5. What do you think you need to do to make things right?

Note: Your child is now on Behaviour Level 2 (Letter ___)

Level 2 Students will have 30 minutes of reflection on 3 consecutive days, a phone call to parents by the Deputy Principal and/or a letter requesting an interview being sent home and possible exclusion from activities that are held outside of the classroom.

If the area of concern does not improve, you will be advised in a further letter which may lead to your child being placed on Behaviour Level 3. This occurs when three more letters of reflection have been received within a five week period. At Behaviour Level 3 the student will receive 30 minutes reflection on 5 consecutive days, a phone call to parents by DP and/or letter requesting interview sent home, exclusion from activities that are held outside of the classroom. At Level 3 the student will receive a Formal Caution to Suspend. This formal caution is for a 50 day period of time.

Paul Robinson
Principal

Issued By: _____

Class Teacher: _____

Supervisor: Mrs Farhat / Mr Goozeff / Mrs Johnson / Mr Koulouris / Mrs Jeffriess / Mrs D'Arrigo



Please return this slip to the classroom teacher ASAP.

I have received this Letter of Reflection and discussed the incident with my son/daughter
_____ of class _____

Signature _____ Date _____
(Parent/guardian)

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Letter of Reflection – Level 3

Date: ___/___/___

Dear _____

In line with our School Behaviour Support and Management Plan, a letter of reflection has been given to _____ in class _____ due to the issue outlined below. This will result in your son/daughter spending a period of time reflecting on the incident, using a restorative approach.

Issue:

Comment:

Restorative Practice

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
In what way?
5. What do you think you need to do to make things right?

Note: Your child is now on Behaviour Level 3 (Letter ___)

Level 3 - 30 minutes reflection on 5 consecutive days, phone call to parents by DP and/or letter requesting interview sent home, exclusion from activities that are held outside of the classroom.

Your child is receiving the Formal Caution to Suspend letter. If your child were to receive three more Letters of Reflection within the 50 day period, the school would impose a short suspension (possibly two days). This would be due them posing an unacceptable risk to health and safety, learning and/or wellbeing of any person.

Paul Robinson
Principal

Issued By: _____

Class Teacher: _____

Supervisor: Mrs Farhat / Mr Goozeff / Mrs Johnson / Mr Koulouris / Mrs Jeffriess / Mrs D'Arrigo

X

Please return this slip to the classroom teacher ASAP.

I have received this Letter of Reflection and discussed the incident with my son/daughter
of class _____

Signature _____ Date _____
(Parent/guardian)

Procedure for Letters of Communication

Issue observed



**Note home to parents
(via class teacher)**



**Copy of note into class
folder on Teams**



**Follow up return of slip from
parents**



**Record return of slip from
parents kept by class teacher**

Procedure for Letters of Reflection

Issue observed



Note home to parents
(via class teacher)
(signed by student's respective stage supervisor)



**Copy of note into class
folder on Teams**



**Copy of note into
“Reflection Needed” folder on Teams**



**Reflection with Deputy
Principal**



**Follow up return slip from
parents by Deputy Principal**

**Deputy Principal liaises
with class teacher**



**Return slip from parents kept by
Deputy Principal**

BLUE CARDS ARE GIVEN FOR:



Displaying courtesy and respect



General good behaviour



Outstanding or great improvement in school work



Children who are always on task



Taking responsibility and displaying independence



Displaying honesty



Displaying fairness, sportsmanship, consideration and respect



Upholding the Six School Values consistently

**LETTERS
OF
COMMUNICATION
ARE GIVEN FOR
FOR:**



Consistently not attending school



Consistently engaging in
inappropriate behaviour



Consistently arriving late in the
morning



Consistently wearing
inappropriate uniform



Consistently not completing
homework



Consistently coming to school
without lunch



Discussion regarding effort



Consistently being out of bounds

**LETTERS
OF
REFLECTION
ARE
GIVEN
FOR:**

-  Racism (Issues of racism are discussed with the ARCO)
-  Cyber bullying
-  Insolence to staff or visitor
-  Verbal abuse
-  Displaying unacceptable behaviour
-  Deliberately damaging property
-  Bullying [teasing]
-  Fighting or physical bullying
-  Swearing
-  Taking property without permission
-  Dishonesty