



Normanhurst Public School: Student Discipline Plan

(Revised 2018)

Statement of Purpose: To provide a positive and engaging learning community where students develop the knowledge, skills and values to be respectful, to be responsible and to strive for success.

This School Discipline Plan reflects the *Student Discipline in Government Schools Policy*. All incidences of inappropriate behaviour will be treated in accordance with all relevant NSW Department of Education policies and procedures.

Normanhurst Public School uses the Positive Behaviour for Learning (PBL) program. This program aims to focus on the positive behaviours of students to engage in learning and to create a positive learning environment in which students are aware of and follow our school values of being responsible, being respectful and striving for success. The program also clearly outlines and makes students aware of the consequences when the expectations are not followed. For more information on this program, visit <http://www.pbl.schools.nsw.edu.au/>

Normanhurst Public School whole school values and expectations:

Be Responsible	Be Respectful	Strive for Success
<ul style="list-style-type: none">• Move and play safely• Take ownership of your actions• Care for belongings and the school environment	<ul style="list-style-type: none">• Show kindness and consideration for others• Listen and follow instructions• Wear your school uniform with pride	<ul style="list-style-type: none">• Be a positive role model• Accept opportunities and challenges• Learn from your experiences

Promoting positive student behaviour:

- Teachers are encouraged to notice and reward ten positives in the classroom for every one negative
- Explicit lessons to teach expectations in different school settings
- Encouragement to value intrinsic motivation and rewards
- Staff deliver consistent responses to learning and behaviour

Recognising student achievement:

- Verbal praise
- House points
- Striver system (see Appendix 1)
- Playground "Respectful", "Responsible", "Striving for Success" slips and Canteen Voucher draw
- Merit certificates
- Citizen of the Month (see Appendix 2)
- Presentation Day awards
- Recognition in newsletter

Strategies and practices to manage inappropriate student behaviour:

All staff members are committed to a common response to inappropriate behaviour as per the PBL continuum of procedures for promoting appropriate behaviours in the playground.

Classroom Behaviour Systems

Staff at Normanhurst Public School recognise the importance of creating a positive classroom environment for students in order to maximise student success.

Classroom expectations align with school-wide expectations and are developed by the teachers with student input. Expectations are positively stated and worded in language appropriate to student year levels. They are explicitly taught through discussion and practice.

Procedures and routines are developed to help students meet classroom behavioural expectations and increase the likelihood of student success.

All staff members are committed to a common response to inappropriate behaviour in the classroom as per the PBL continuum of procedures for promoting appropriate behaviours.

Example of Classroom Expectations displayed in Stage 2 classrooms

The image displays three posters for classroom expectations, each featuring the Normanhurst Public School crest (NORMANHURST IPSI FOREVER STRIVE) and a list of expectations. The posters are titled 'BE RESPONSIBLE', 'BE RESPECTFUL', and 'STRIVE for SUCCESS'.

BE RESPONSIBLE

- Enter classroom quietly and sit appropriately
- Look after your own belongings and those of others
- Keep a tidy work area

BE RESPECTFUL

- Raise your hand if you wish to speak
- Listen to others and respect their opinions
- Work cooperatively with others

STRIVE for SUCCESS

- Always try your best
- Focus on the learning activity
- Be organised and prepared for lessons
- Celebrate the success of others

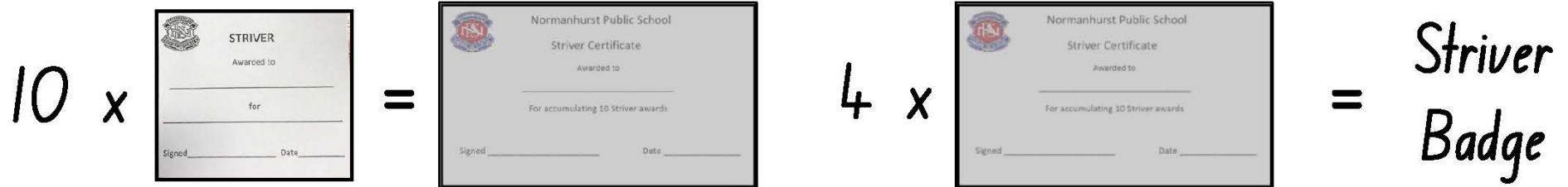
Appendices:

1. Striver System
2. Citizen of the Month
3. Expectations Matrix
4. Continuum Of Procedures For Promoting Appropriate Behaviours In The Playground: Normanhurst Public School
5. Continuum Of Procedures For Promoting Appropriate Behaviours In The Classroom: Normanhurst Public School
6. Minor Incident Cards –Classroom & Playground
7. Major Incident Card

































(NB Minor and Major Incident Cards are used in order to maintain a record of incidents and to track data in order to address issues. The card is simply a record where a consequence has been issued: it is not in itself the consequence).

Normanhurst Public School Classroom Award System

Strivers are awarded to students in class when they are demonstrating the school values of being Responsible, being Respectful and Striving for Success.



NPS students will have a tracking sheet for their Striver Awards. This tracking sheet will be attached to their tracking book. Teachers will complete the tracking sheet and initial and date each box as students receive their Silver Certificate for every 10 individual Striver Awards.

		<h2>Striver Tracking Sheet</h2>					
							
							
							
							
							

Blue Striver Badge

Red Striver Badge

Green Striver Badge

Yellow Striver Badge

Purple Striver Badge

NPS School Medal

Normanhurst Public School

Procedures for Citizen of the Month Award

The *Citizen of the Month* award is given to one student from each class on a monthly basis. It is awarded to a student who has consistently displayed excellent citizenship skills in the classroom and playground. Students are selected through peer election or teacher selection. Certificates are presented to students at the following whole-school assembly.

Criteria

The qualities of Citizen of the Month recipient include;

- Upholding school values of *Be Respectful, Be Responsible* and *Strive for Success*
- Being kind and considerate of others
- Modelling positive peer interactions at all times both in and out of the classroom
- Demonstrating leadership skills

Selection Procedures

The selection process alternates between choosing a *Citizen of the Month* through peer election and teacher selection.

Peer Election

When the *Citizen of the Month* is selected using the peer election process, students of the class nominate a peer for the award. Three students in total are nominated and a vote is cast where the student who receive the most votes is put forward as the recipient.

Teacher Selection

When the *Citizen of the Month* is selected using the teacher selection process, the award recipients for each class are chosen by the classroom teacher.

Recording and Distribution

Recipients of the *Citizen of the Month* award are recorded in the K-2 or 3-6 awards booklets. Students should receive this award no more than once a year to allow equal opportunity to all students.

PBL Playground Expectations

Expectations for common settings:

	Be Responsible	Be Respectful	Strive for Success
Playground	<ul style="list-style-type: none"> • Put litter in the bins • Play safely • Wear your hat • Walk on hard surfaces 	<ul style="list-style-type: none"> • Share friends, equipment and space • Include others • Play fairly and honestly 	<ul style="list-style-type: none"> • Be a good sport • Be involved and participate • Stay in the supervised areas
Assembly	<ul style="list-style-type: none"> • Enter and leave calmly and quietly 	<ul style="list-style-type: none"> • Stand and sit sensibly 	<ul style="list-style-type: none"> • Sing the national anthem and school song with pride
Office	<ul style="list-style-type: none"> • Go directly to the office with messages • Communicate your message clearly 	<ul style="list-style-type: none"> • Use manners when speaking to others • Enter and leave quietly 	<ul style="list-style-type: none"> • Wait patiently at the front desk • Listen to the information given
Toilets	<ul style="list-style-type: none"> • Wash your hands • Behave safely and appropriately • Keep the area clean 	<ul style="list-style-type: none"> • Consider others' privacy • Move and act safely • Leave promptly after using the toilet 	<ul style="list-style-type: none"> • Use toilets in break times
Canteen	<ul style="list-style-type: none"> • Only buy for yourself • Move directly to and from the canteen 	<ul style="list-style-type: none"> • Say please and thank you when ordering • Wait patiently in lines • Follow instructions 	<ul style="list-style-type: none"> • Know what you want to buy
Transitions	<ul style="list-style-type: none"> • Stay with a buddy when out of class • Be aware of others 	<ul style="list-style-type: none"> • Move quietly around the school 	<ul style="list-style-type: none"> • Be punctual
Library (lunchtime)	<ul style="list-style-type: none"> • Use equipment safely and correctly • Listen carefully to instructions • Be polite and kind to others. 	<ul style="list-style-type: none"> • Leave the space neat and tidy • Return equipment and resources to their rightful place • Move safely and quietly 	<ul style="list-style-type: none"> • Cooperate with others • Share the space • Follow directions immediately
Computers (lunchtime)	<ul style="list-style-type: none"> • Use the computers safely and correctly • Listen carefully to instructions • Be polite and kind to others 	<ul style="list-style-type: none"> • Use the computers in a safe and kind manner • Move safely and quietly • Leave the space neat and tidy 	<ul style="list-style-type: none"> • Cooperate with others • Share the space • Follow directions immediately

**CONTINUUM OF PROCEDURES FOR PROMOTING APPROPRIATE BEHAVIOURS IN THE
PLAYGROUND
NORMANHURST PUBLIC SCHOOL**

Observe inappropriate behaviour				
↓				
<u>PROMPT</u> : Provide a verbal and/or visual cue to remind student of appropriate behaviour.				
↓				
<u>RE-DIRECT</u> : Re-state the appropriate behaviour from the matrix.				
↓				
<u>RE-TEACH</u> : State and demonstrate the matrix behaviour. Have student demonstrate and provide feedback.				
↓				
<u>USE TEACHER CONSEQUENCES</u>	<u>IS BEHAVIOUR TEACHER OR EXECUTIVE MANAGED?</u>			<u>REFERRAL TO EXECUTIVE</u>
<p>Playground duty teacher completes minor incident card.</p> <p>Playground duty teacher administers light consequence as close as possible to time of incident</p> <p style="text-align: center;">e.g. Apology Sit in the shade Short time out Walk with teacher Pick up litter Community service Short Detention</p>	<u>TEACHER MANAGED</u>	<u>AP MANAGED</u>	<u>PRINCIPAL MANAGED</u>	<p>Playground duty teacher sends student to AP / Principal (depending on behaviour as listed) with major incident card.</p> <p style="text-align: center;">AP meets with student</p> <p style="text-align: center;">AP informs parent and Principal.</p> <p style="text-align: center;">↓</p>
<p>Playground duty teacher puts minor incident card in classroom teacher's pigeon hole on day of incident.</p>	Out of bounds			<p>AP / Principal (depending on behaviour as listed) determine consequence</p>
<p>Classroom teacher files cards in classroom file.</p>	Disrupting others' games			<p style="text-align: center;">e.g. Removal from playground for a period Detention Loss of privilege Time out In-school suspension Suspension Expulsion</p> <p style="text-align: center;">↓</p>
<p>If a student is issued with 4 minor incident cards during one term, classroom teacher refers to grade supervisor. Grade supervisor holds a proactive session at lunch in classroom to help prevent student receiving any further cards. Grade supervisor informs parent.</p>	Excluding others			
<p>If any further incident cards are issued in the term, classroom teacher refers to grade supervisor who may implement Individual Playground Program.</p>	<p>Playing with sticks or rocks</p> <p>Throwing food</p> <p>Rough play</p> <p>Late to class</p> <p>Climbing trees</p> <p>Telling lies</p> <p>In classroom during break</p> <p>No hat and not playing in the shade</p>	<p>Property damage</p> <p>Verbal abuse or threats</p> <p>Bullying (ongoing)</p> <p>Chronic minor infractions</p>	<p>Physical abuse</p> <p>Truancy / Absconding</p> <p>Stealing</p> <p>Weapons</p> <p>Drug use</p>	<p>AP / Principal provides feedback to teacher and, where needed, whole staff at meeting</p>

CONTINUUM OF PROCEDURES FOR PROMOTING APPROPRIATE BEHAVIOURS IN THE CLASSROOM

Observe inappropriate behaviour ↓				
<u>PROMPT</u> : Provide a verbal and/or visual cue to remind student of appropriate behaviour. ↓				
<u>RE-DIRECT</u> : Re-state the appropriate behaviour from the matrix. ↓				
<u>RE-TEACH</u> : State and demonstrate the matrix behaviour. Have student demonstrate and provide feedback. ↓				
<u>PROVIDE CHOICE</u> : Re-engage or consequence applied. Provide positive feedback if student chooses wisely.				
<u>USE TEACHER CONSEQUENCES</u>	<u>IS BEHAVIOUR TEACHER OR EXECUTIVE MANAGED?</u>			<u>REFERRAL TO EXECUTIVE</u>
	<u>TEACHER MANAGED</u>	<u>AP MANAGED</u>	<u>PRINCIPAL MANAGED</u>	
Classroom teacher completes minor incident card. Classroom teacher administers light consequence as close as possible to time of incident e.g. Apology Short time out within classroom Short time out in another classroom Loss of privilege Teacher/student conference Re-do a piece of work Notify parents ↓	Continually unprepared Calling out continually Continual classroom disruption Refusal to follow a reasonable request	Property damage Verbal abuse or threats Bullying (ongoing) Chronic minor infractions	Physical abuse Truancy / Absconding Stealing Weapons Drug use	Classroom teacher sends student to AP / Principal (depending on behaviour as listed) with major incident referral. AP / Principal meets with student AP / Principal informs parent ↓
Classroom teacher files cards in classroom file. ↓	Put downs Refusing to work Inappropriate attitude Electronic devices			AP / Principal (depending on behaviour as listed) determines consequence e.g. Removal from playground for a period Detention Loss of privilege Time out In-school suspension Suspension Expulsion ↓
If a student is issued with 4 minor incident cards during one term, classroom teacher refers to grade supervisor. Grade supervisor holds a proactive session at lunch in classroom to help prevent student receiving any further cards. Grade supervisor informs parent. ↓	Inappropriate comments Time wasting in transitions			
If any further incident cards are issued in the term, classroom teacher refers to grade supervisor who may support teacher to implement Individual Classroom Program.				AP / Principal provides feedback to teacher and, where needed, whole staff at meeting

MINOR INCIDENT CARD: CLASSROOM

Student name: _____ Class: _____

Date: _____ Term: _____ Teacher: _____

INCIDENT: (please circle)

Calling out continually	Refusal to follow a reasonable request	Electronic devices
Put downs	Inappropriate attitude	Inappropriate comments
Refusing to work	Classroom disruption	Continually unprepared
Time wasting in transitions		

I have investigated this incident.

DETAILS: _____

TIME: (please circle)

Morning Session	Middle Session	Afternoon Session
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CONSEQUENCE: (please circle one)

Apology	Loss of privilege	Teacher/student conference	Re-do a piece of work	Notify parents
Short time out in classroom	Short time out in another classroom	Other (please state):		

NPS MINOR INCIDENT CARD: PLAYGROUND

Student name: _____ Class: _____

Date: _____ Term: _____ Duty Teacher: _____

INCIDENT: (please circle)

Teasing	Inappropriate language	Refusal to follow a reasonable request
Playing in toilets	Dropping litter	Out of bounds
Disrupting others' games	Excluding others	Playing with sticks or rocks
Throwing food	Rough play	Late to class
Climbing trees	Telling lies	In classroom during break
No hat and not in shade	Other (state):	

I have investigated this incident and re-taught the appropriate behaviour

DETAILS: _____

LOCATION: _____

TIME: (please circle)

Before school	Recess	1st Lunch	2nd Lunch	Transition
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CONSEQUENCE: (please circle one)

Apology	Short detention	Short time out	Walk with teacher
Pick up litter	Community service	Other (please state):	

MAJOR INCIDENT CARD

Student name: _____ **Class:** _____

Date: _____ **Term:** _____ **Referring Teacher:** _____

INCIDENT: (please circle)

Damage of property belonging to school, staff member or another student	Bullying (ongoing)	Stealing
Verbal abuse or threats	Physical abuse	Weapons
Chronic minor infractions	Truancy / absconding	Drug use

This incident has been investigated.

DETAILS:

LOCATION: _____

TIME: (please circle)

Before school	Recess	1st Lunch	2nd Lunch
Classroom: Morning session	Classroom: Middle session	Classroom: Afternoon session	Transition

CONSEQUENCE: (please circle one)

Removal from playground for a period	Loss of privilege	In-school suspension	Expulsion
Detention	Time out	Suspension	Other (state);

Student signature: _____

Referring teacher's signature: _____

Assistant Principal's signature: _____

Principal's signature: _____