

Oaklands Central School



School Discipline and Communities Policy & Procedures

2016

A Statement of Purpose

Oaklands Central School community has developed a statement of core values that play an integral approach to education at the school. These core values underpin the interactions between members of our school community, supported by our Positive Behaviour for Learning Program. Our core values are:



These core values are actively taught to students throughout each year and students are encouraged to develop these core values. Implementation of the Positive Behaviour for Learning (PBL) program are detailed in the PBL Policy.

Oaklands Central School primary focus in classrooms is learning. Values influence how students learn, the way that they learn and what they learn. In the process of learning students develop: Values influence the way students think speak and behave. Some of the broad goals include developing:

- knowledge and understandings from the key learning areas.
- skills and competencies in communication, problem solving, planning, organisation and research .
- literacy and numeracy skills .
- confidence in using new technologies.
- safe and healthy lifestyles.
- ecologically sustainable practices.
- core values.
- employment related skills.

Values influence the way students think, speak and behave. There has always been a strong focus on the importance of values in relation to the achievement of the educational goals and outcomes of public schooling. Some of these broad goals include:

- a love of learning.
- high standards.
- care and respect for self and others.
- care and respect for families and communities.
- respect for work.
- fairness and social justice.
- a pursuit of excellence.
- being active citizens of Australia and the world.
- appreciating Australia's history and multicultural society.

Values in NSW Public Schools

https://www.det.nsw.edu.au/policies/student_serv/student_welfare/valuation/pd_05131_Values.pdf

Principles

Welfare and Discipline

When parents enrol their children at our school they enter into a partnership with the school staff.

This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour

Oaklands Central School and its community will work together to strive to provide a quality learning environment which is inclusive, safe, secure and free from bullying, harassment and intimidation.

Parents, Carers and Schools

Oaklands Central School upholds the value of a partnership between parents, carers and the school. A close partnership leads to better social, emotional and educational outcomes for students. The principles that guide this partnership are:

1. All families and the Oaklands Central School have the common goal of achieving our best for our students.
2. All children should be encouraged to achieve their full potential.
3. Families are the first and continuing educators of their children.
4. Effective school communities are nurturing and supportive of education.
5. Families and schools value quality teaching and respect the professional judgements of teachers.

6. The school community value diversity within the community.
7. Family – School partnerships are based on respect and mutual responsibility for education.
8. Good partnerships between parents, carers and schools improve student motivation and learning.

To build strong and effective partnerships between the school and parents or carers, the following principles should be practiced:

1. “Effective two-way communication between families and schools uses a range of strategies to regularly seek and share information about students’ achievements and learning needs, school policies, practices and community initiatives.

Drivers

- Use a variety of communication methods to seek and share information, including interpreters as appropriate.
 - Report student achievements in culturally sensitive and respectful ways.
 - Consult with all families and community members to identify issues and concerns within in the school.
 - Ensure that all families and community members have access to school leaders.
2. Families and school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs build on families’ capacity to support learning at home.

Drivers

- Provide multiple opportunities for all families and teachers to discuss students’ social and academic progress.
 - Support families to participate in their child’s learning.
 - Develop families’ understanding of learning programs and expected learning outcomes.
 - Ensure smooth transitions for students and families at key points in the education continuum.
3. School policies and practices, learning activities and community building initiatives have built a culture of welcome, inclusion and belonging that reflects and respects diversity within the school’s community.

Drivers

- Develop strong relationships with all families and community members.
 - Create a family-friendly school atmosphere.
 - Facilitate connections between families and community members.
 - Respect and celebrate the diversity within the school community.
4. School policies, practices and programs acknowledge families as partners in their children’s education. Schools recognise and build on the capacity of families to assist and encourage their children’s learning in and out of school and support school goals, directions and ethos.

Drivers

- Value and build on families' knowledge of their children.
 - Recognise and support the needs of families and community members.
 - Remove barriers to family involvement.
 - Acknowledge the critical role of families in their child's learning.
5. Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.

Drivers

- Ensure that all families have a voice in decisions that affect their children's learning and engagement irrespective of socio-economic status, Aboriginality and cultural background or geographic location.
- Involve families and community members in whole-school planning and evaluation processes.
- Develop and support accessible structures and processes which enable families and community members to be consulted on key matters affecting the school.
- Build parent and community leadership capacity to support student learning."

Strengthening family and community engagement in student learning resource

<https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/local-schools-local-decisions/reform-agenda/working-locally/family-community-engage/option-resource-communities.pdf>

By working towards these principles, parents, carers and Oaklands Central School are looking to improve the social, emotional and educational outcomes for all students.

Student Behaviour

Student behaviour is guided by school and community expectations as well the legal obligations designed to protect our community. All members of the school community have responsibilities and rights which all school community members are expected to respect. When responsibilities are carried out and rights are practiced, students and the community feel safe, valued and respected.

The rights and responsibilities followed at Oaklands Central School are designed in partnership with students, parents, staff and the school community.

Behaviour Management

Effective strategies for the management of student behaviour and the maintenance of a safe working and learning environment include OHS procedures, student welfare procedure, curriculum and environmental management. These require balancing the needs of students with disruptive or challenging behaviour with the learning needs of other students.

The Department has developed specific policies to address student behaviour, including:

[Student Discipline in Government Schools](#)

[Student Welfare Policy](#)

[Suspension and Expulsion of School Students – Procedures](#)

[Anti-bullying plan for schools](#)

[Student Discipline Policy](#)

Behaviour Code For Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behavior and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments.

At Oaklands Central School we recognise the importance of both rights and responsibilities. Responsibilities and Rights go together. Rights are available when responsibility is practiced. All members of the school community have responsibilities and rights, which everyone must respect. When all responsibilities are carried out and respected the school will run smoothly.

In general, the rights and responsibilities that we value include:

RESPONSIBILITIES

- * To assume responsibility for your own actions.
- * To put in the work and application to ensure that success is possible.
- * To act rationally and to treat others with respect and politeness the way you would like to be treated.
- * To cooperate during lessons, try to learn and keep up to date with the required work and not to interfere with the learning of others.
- * To treat others with understanding - not to laugh at others, tease others, or try to hurt their feelings.
- * To discuss without being rude or verbally attacking other people.
- * To look after and care for the school and its equipment.
- * To behave so that the community will respect the school.
- * To make sure our behaviour and standard of dress will always project a good image of the school to the community.
- * To respect the rights of others.
- * To attempt to understand the reasons for, and follow the rules and decisions of the school and its teachers.

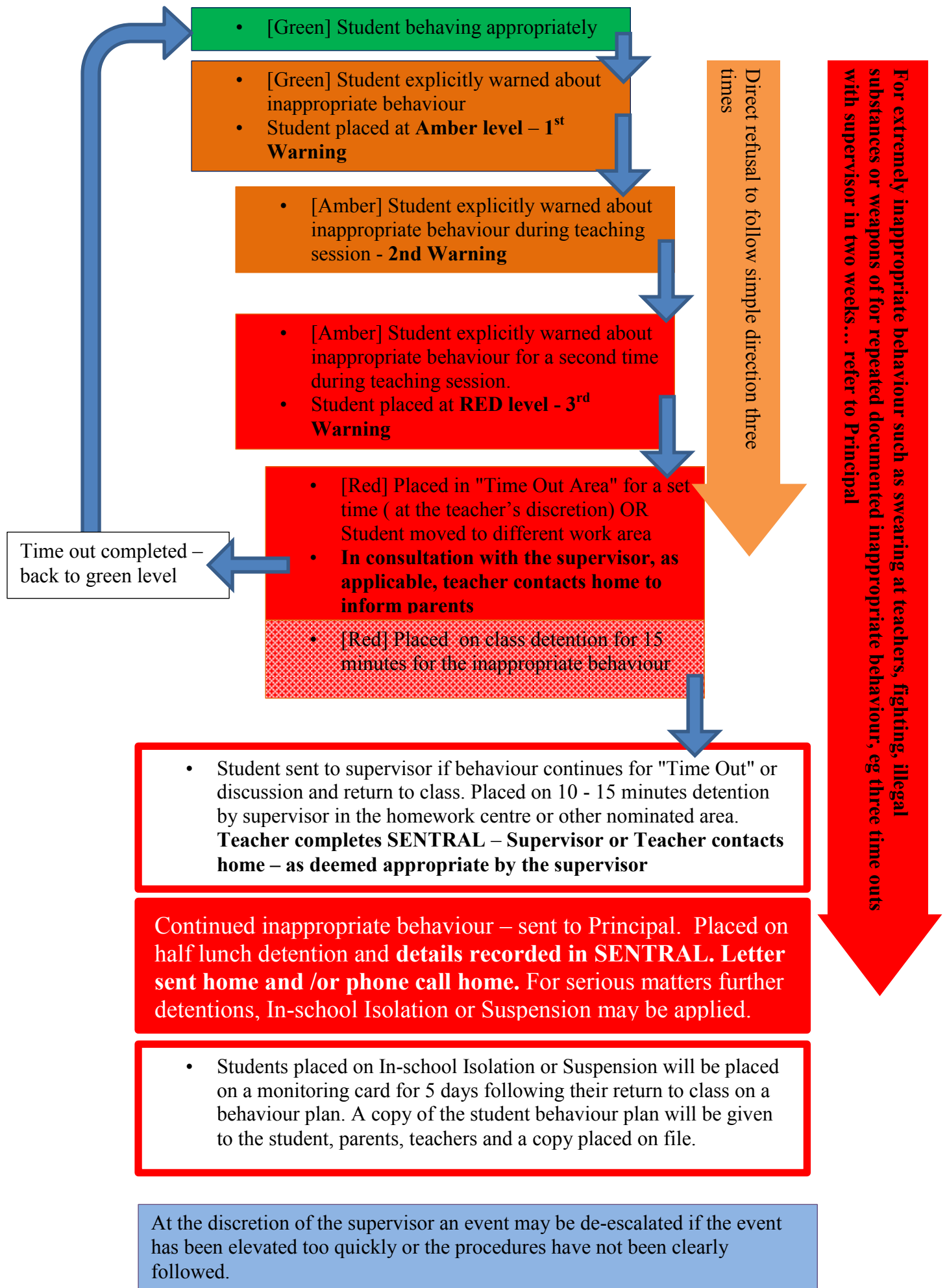
RIGHTS

- * To experience success in academic, physical and social areas.
- * To enjoy a safe, healthy and pleasant environment.
- * To expect to be able to be taught, learn and work without being disturbed.
- * To be treated with politeness, respect and understanding.
- * To be able to expect property to be safe.
- * To expect the local community to support, respect and have pride in the school.
- * To have individual rights respected by everyone.

Matters that occur outside school grounds or school hours may be dealt with under this discipline policy in accord with Department of Education guidelines and policies. This includes incidence of cyberbullying.

Discipline Procedures:

Good discipline optimises and supports student learning and is based upon a fair and consistent approach to classroom behaviour management. Teachers use a consistent class warning system based on the “stop light system” that allows students time to rectify inappropriate behaviour. Persistent inappropriate behaviour results in a classroom time out and, if needed, a supervisor time out. If a student is sent to a supervisor's classroom, parents will be informed of the situation via a behaviour letter or a phone call home. The letter will be signed by the teacher and supervisor and needs to be signed by a parent and returned the next school day. A second letter within the same school term will require parents to attend a meeting with the class teacher AP / HT or Principal. The following flowchart outlines the school's classroom management procedure



Each classroom will have a copy of the Responsibilities and Rights poster displayed. Students should be referred to their responsibilities when being warned for behaviour. Warnings about behaviour should be specific, state the desired behaviour and warn students of the consequences of continued inappropriate behaviour.

Examples of good practice are provided in the OCS Guide to Classroom Practice.

Suspension and Expulsion of Students

Suspension

- suspension allows time for students to reflect on their behaviour and to accept responsibility for changing their behaviour
- allows time for the school to plan appropriate support for successful re-entry
- provides the school with time to manage issues associated with violence or weapons

Short suspension up to including 4 school days

Long suspension up to and including 20 school days .In consultation with parents a management plan is to be developed following a Resolution Meeting and a negotiated re-entry into school .

Immediate suspension will be implemented in most cases for

- physical violence
- possession of a firearm, prohibited weapon or knife
- use or possession of a suspected illegal substance

Expulsion

- misbehaviour of a student of any age (alternative placement must be found)
- unsatisfactory participation of a student of post compulsory school age – placement is the responsibility of student and parents or carers. When associated with SC and HSC at least 3 Warning letters are to be sent early – giving student the opportunity to meet commitments.
- Departmental guidelines will be followed for notification and management

Key considerations will be given to

- Flexible implementation
- Consideration of age, individual needs, disability and developmental level of students
- Procedural fairness
- Application out of school grounds and school hours (Legal issues bulletin 5)

Procedural Fairness

This is fundamental to the implementation of all policies including suspension and expulsion. There are three major components:-

- The right to be heard
- The student is to be advised what is at issue and what is being considered
- Students are to be given an opportunity to “put their side”
 - right to fair and impartial decision
 - no evidence rule
 - reasonable basis for decision, based on some form of proof.

Resolution Meeting

An outcome associated with the Resolution Meeting will be the development of a post suspension Student Contract. This contract will outline the conditions under which the student will re-enter the school environment.