



Macquarie Fields Public School

Student Welfare and Discipline Policy

(Reviewed 21/04/2010)

GENERAL

STATEMENT OF PURPOSE

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

In order to improve outcomes of students, the Macquarie Fields Public School Student Welfare and Discipline Policy aims to:

- Reflect Government and Departmental policy;
- Provide a caring, well-managed, safe environment for all students, staff and community members;
- Support students to make appropriate behaviour choices by providing strategies to assist decision making;
- Develop, in students, a greater awareness of the elements of good citizenship;
- Encourage a partnership with parents and carers to implement the school's *Student Welfare and Discipline Policy* to ensure optimum learning for all students.

IMPLEMENTATION

Roles and Responsibilities

SCHOOL

- Develop a set of school rules that reflects the needs of the students' community;
- Communicate the rules to staff, students, parents and carers;
- Provide opportunities for students to be acknowledged and valued for effective decision making and appropriate behaviour;
- Provide strategies to assist students to become responsible citizens;
- Provide strategies and practices to manage inappropriate students behaviour, including bullying.

TEACHERS

- Provide classroom opportunities for students to excel;
- Encourage students, through a range of learning experiences and positive rewards to make appropriate behaviour choices;
- Provide consistent consequences for appropriate and inappropriate behaviour;
- Communicate with parents and work together to support students who make inappropriate behaviour choices.

PARENTS AND CARERS

- Support, as the primary influence, the positive development of their children's character and behaviour;
- Work together with staff to support students who make inappropriate behaviour choices;
- Encourage students, through a range of learning experiences and positive rewards, to make appropriate behaviour choices;
- Supporting the core rules of the school and the successful education of their children.

PROCEDURES

At the beginning of each school year, class teachers will spend time studying the class rules with their students.

MACQUARIE FIELDS PUBLIC SCHOOL RULES

- **Be Safe** i.e. no running, no fighting etc
- **Be Kind** i.e. play fairly, share, include others etc
- **Cooperate** i.e. do as you are asked, follow instructions etc
- **Show Respect** i.e. respect for yourself, respect for others etc

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.

PLAN FOR EVALUATION

This policy will be reviewed twelve months after the implementation of the policy. This will be conducted through:

- ✓ monitoring of detention referrals
- ✓ monitoring of focus group
- ✓ surveying students, staff and community members
- ✓ reviewing action plans in relation to student welfare (classroom and playground management plans).

RELATED DOCUMENTS

- Student Discipline in Government Schools
- Core Rules in NSW Government Schools
- Values in NSW Government Schools
- The Anti Bullying Plan for Schools
- Anti-Racism Policy
- The School Attendance Policy
- School Uniform Policy
- Suspension and Expulsion of School Students – Procedures
- Student Welfare Policy
- Occupational Health and Safety Legislation and Regulations


PLAYGROUND

1. Positive Playground Vouchers (Green)

Each playground folder will have BLUE PLAYGROUND VOUCHERS within them, to be handed to students displaying positive playground behaviours. This would include activities such as fair play, inclusive play or sensible and effective use of playground equipment.

During each duty, teachers are to try to hand out a minimum of 4 vouchers to students within their rostered area.

Each week, three (3) names will be drawn from within the playground box and the winners will receive a canteen voucher. All other blue vouchers will be kept and used in a term raffle. The prizes for the two (2) winners of the POSITIVE PLAYGROUND term raffle will receive a prize such as a ball, skipping rope or something similar which can be utilised within the playground.

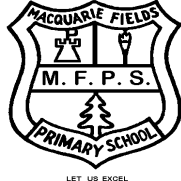
<p style="text-align: center;">Macquarie Fields Public School</p>  <p style="text-align: center;">Positive Playground Voucher</p> <p>Name: _____</p> <p>Class: _____</p> <p><input type="checkbox"/> Positive Play <input type="checkbox"/> Sharing <input type="checkbox"/> Caring for Environment <input type="checkbox"/> Rubbish Collection <input type="checkbox"/> Other</p>

2. Positive Behaviour Playground Award and Rewards (Green)

Each term students, who do not receive a referral to DETENTION, will receive a POSITIVE PLAYGROUND AWARD. The award will recognise students who are able to play safely and sensibly in the playground. These awards will be handed out on the final day of each term within their classroom.

Students who receive a PLAYGROUND AWARD will also participate in a school based reward. This will be conducted within stages or classes to allow for space and age suitable activities. This reward may include mufti day, disco, raffle, extra play etc.

Students who receive 4 POSITIVE PLAYGROUND AWARDS within the one year, will receive an additional reward to be conducted by the Principal.

<p style="text-align: center;">Macquarie Fields Public School</p>  <p style="text-align: center;">Positive Playground Behaviour Award</p> <p style="text-align: center;">Awarded to</p> <p style="text-align: center;">_____ Class _____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date _____ Signature _____</p>
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3. Levelled System

The levelled system contains four (4) numerical levels; Students who continually misbehave will move up through the levels facing various consequences and restrictions, whilst also being required to attend support programs and being placed on monitoring sheets to improve/develop further positive behaviours.

If a student moves onto a level, they will be required to move back down through the levels. Students will stay on a level for a MINIMUM of 1 WEEK.

Once students move onto a level, they will be required to work through a BEHAVIOUR CARD. This card will be kept at their work space within the classroom (for classroom based inappropriate behaviour). During lunch breaks, a student will need to choose a playground area and hand their BEHAVIOUR CARD to the teacher on duty within the first 10 minutes for them to complete at the end of the playground session (for playground based inappropriate behaviour).

Moving back down	Level	Getting there	Support Program/s & Interventions	Consequence/s
–		<ul style="list-style-type: none"> Everyone begins here 	<ul style="list-style-type: none"> Playground games Playground equipment Social skills/bullying programs Free Play 	N/A
	Warning	<ul style="list-style-type: none"> Students demonstrating inappropriate behaviour within the classroom or playground 	<ul style="list-style-type: none"> Told they are on a WARNING to move to Level One 	N/A
Reach 80 (for combined), 60 (for classroom), or 35 (for playground) on behaviour card and receive NO playground / classroom DETENTION referrals	1	<ul style="list-style-type: none"> 2 detentions and/or classroom withdrawals within a week 3 detentions and/or classroom withdrawals within a 5 week period 	<ul style="list-style-type: none"> Referral through LST to 'Focus Group' if behaviour is warranted Placed on classroom/playground behaviour card Attend 'social skills/school rules' lesson in lunch break 	<ul style="list-style-type: none"> Letter home to parents informing them of student's new level and participation in social skills program
Reach 80 (for combined), 60 (for classroom), or 35 (for playground) on behaviour card and receive NO playground / classroom DETENTION referrals	2	<ul style="list-style-type: none"> Continued poor behaviour within 1 week of moving to level 1 	<ul style="list-style-type: none"> Placed on classroom/playground behaviour card Participate in a daily reflection diary outlining classroom and playground sessions. (What went wrong / how to behave next time) Parent meeting to discuss behaviour and consequences 	<ul style="list-style-type: none"> Letter home to parent informing them of student's new level and exclusion from outside school activities Exclusion from outside school activities i.e. excursions/camps/gala day
Reach 80 (for combined), 60 (for classroom), or 35 (for playground) on behaviour card and receive NO playground / classroom DETENTION referrals	3	<ul style="list-style-type: none"> Continued poor behaviour within 1 week of moving to level 2 	<ul style="list-style-type: none"> Placed on classroom/playground behaviour card Negotiate behaviour and social goals and responsibilities Behaviour contract produced to be signed by students, parent, principal and classroom teacher. 	<ul style="list-style-type: none"> Withdrawal from the playground for 1 week (sitting in the office/focus group) Exclusion from all activities outside the classroom
Reach 80 (for combined), 60 (for classroom), or 35 (for playground) on behaviour card and receive NO playground / classroom DETENTION referrals	4	<ul style="list-style-type: none"> Ongoing referrals to time out / classroom withdrawals Continued poor behaviour within 1 week of moving to level 3 	<ul style="list-style-type: none"> Counselling upon return to school 	<ul style="list-style-type: none"> Suspension Exclusion from all activities outside the classroom

Particular behaviours may result in immediate increase of level or suspension. This will be at the discretion of the principal

Students, who are suspended, will return to school on level 2, therefore demonstrating 2 weeks of appropriate behaviour before moving back to level 0.

Macquarie Fields Public School

Primary Behaviour Card (CLASSROOM)

Name _____ Class _____ Term _____ Week _____ Date _____ Level _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0900 – 1000	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1000 – 1100	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1135 – 1220	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1220 – 1305	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1355 – 1455	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
TOTAL SCORE	out of 15	out of 15	out of 15	out of 15	out of 15

Macquarie Fields Public School

Primary Behaviour Card (PLAYGROUND)

Name _____ Class _____ Term _____ Week _____ Date _____ Level _____

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
RECESS	1305 – 1330	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	1330 – 1355	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
TOTAL SCORE		out of 9	out of 9	out of 9	out of 9	out of 9

Macquarie Fields Public School – Primary Behaviour Card (COMBINED)



















































Name _____ Class _____ Term _____ Week _____ Date _____ Level _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0900 – 1000	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1000 – 1100	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
LUNCH	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1135 – 1220	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1220 – 1305	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
RECESS	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1355 – 1455	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
TOTAL SCORE	out of 21	out of 21	out of 21	out of 21	out of 21

Macquarie Fields Public School

Infants Behaviour Card (CLASSROOM)

Name _____ Class _____ Term _____ Week _____ Date _____ Level _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0900 – 1000	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1000 – 1100	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1135 – 1220	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1220 – 1305	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1355 – 1455	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
TOTAL SCORE	out of 15	out of 15	out of 15	out of 15	out of 15

Macquarie Fields Public School







































































Infants Behaviour Card (PLAYGROUND)

Name _____ Class _____ Term _____ Week _____ Date _____ Level _____

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH		 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
RECESS	1305 – 1330	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	1330 – 1355	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
TOTAL SCORE		out of 9	out of 9	out of 9	out of 9	out of 9

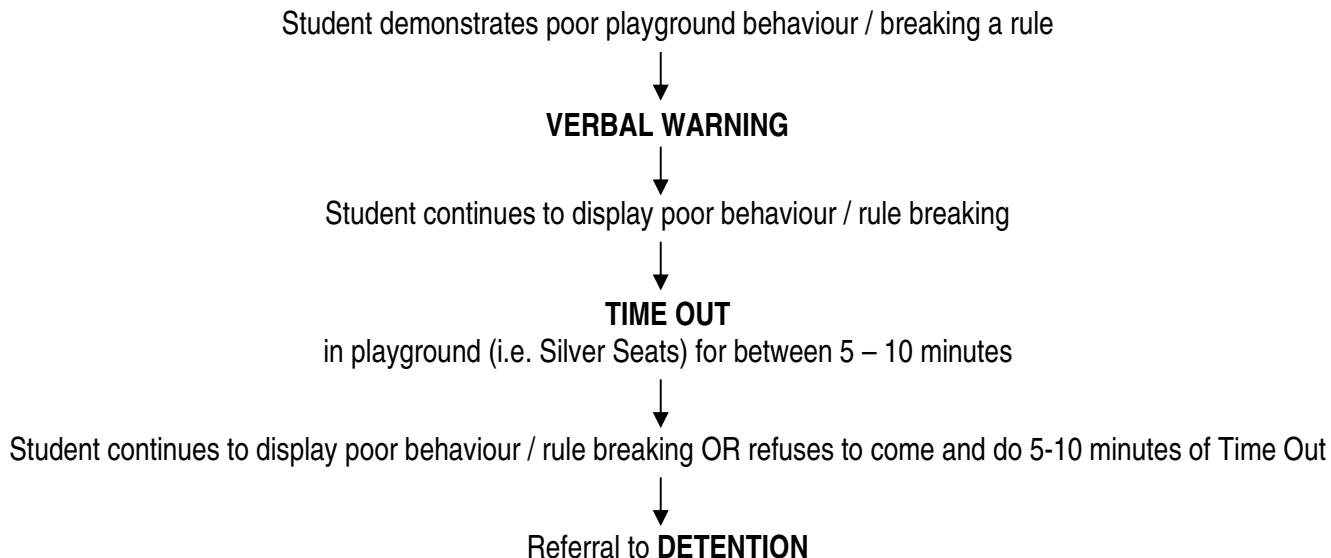
Macquarie Fields Public School – Infants Behaviour Card (COMBINED)

Name _____ Class _____ Term _____ Week _____ Date _____ Level _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0900 – 1000	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1000 – 1100	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
LUNCH	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1135 – 1220	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1220 – 1305	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
RECESS	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1355 – 1455	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
TOTAL SCORE	out of 21	out of 21	out of 21	out of 21	out of 21

4. Time Out

Time Out will be administered within the playground rather than the following day. Teachers on duty will be responsible for Time Out if needed. Students who are in need will be sat out for 5 - 10 minutes to settle them before they return to free play (time is to be decided based on teacher discretion). If the incident is more serious or the behaviour is violent, defiant, reoccurring or bullying, they will be referred on to DETENTION.





5. Detention

DETENTION will replace the current Time Out. Students, who require a consequence further than TIME OUT, administered within the playground at the time an inappropriate behaviour is demonstrated, will need to attend DETENTION the following day at recess. During this time, students will need to fill out a self evaluation / reflection about their behaviour. (See attached below both the Primary and Infant Reflection pages).

This reflection will be completed within the DETENTION room and attached to the letter students take home to parents. This reflection will also need to be sighted and signed by parents.

If students have been referred to DETENTION, they have been given 3 opportunities within the playground to change their behaviour. Therefore, students who do attend DETENTION will need to stay in the designated area until 5 minutes before the end of recess. This will be a time for them to use the bathroom only.

INFANT STUDENT'S REFLECTION

NAME:	CLASS:	DATE:
		

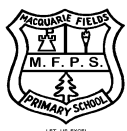
PRIMARY STUDENT'S REFLECTION

NAME:	CLASS:	DATE:
What I did?		
Why I did it / How I felt?		
What could have I done differently?		
What will I do next time?		

6. Letter / Phone Call Home

Students who attend DETENTION will need to take an explanation letter home to their parents to notify them of their behaviour (see proforma attached below). The letter will then be returned to the silver box the following day. Once received and registered by Executive, these slips will be handed back to classroom teachers and filed into student class records.

If students are referred to DETENTION 3 or more times a term or 2 or more times per week, their parents will need to be contacted by a nominated member of the executive team (DP/stage supervisor etc).



Macquarie Fields Public School

Fields Road (PO Box 56) Macquarie Fields. NSW. 2564
macfields-p.School@det.nsw.edu.au

Date: _____

Class: _____

Dear parents/caregivers

Your child _____ was on **Detention** today for the following reasons:

Please discuss this with your child and return the detention slip signed tomorrow.

Parent Signature: _____

7. Focus Group

Students, who require support in controlling their behaviours / social skills, will be referred through the Learning Support Team (LST) to attend the FOCUS GROUP. This will be conducted 4 days a week by members of the executive team.

Activities will include:

- ✓ Computers
- ✓ Gardening
- ✓ Board Games (Turn taking)
- ✓ Structured Outdoor Games
- ✓ Social Skill Activities and Lessons

CLASSROOM

1. Consequences for Poor Classroom Behaviour

The previous policy (as attached below) will remain in place for poor classroom behaviour. It is important that students make their way through the steps and teachers need to follow each step consecutively unless in extreme cases i.e. outburst or violence where they may need to be removed immediately using the RED CARD.

The steps are in place to ensure a student has the opportunity to change their behaviour and develop their ability in self control. Time Out, whether it is step 3, 4 or 5, gives the student time to calm down and reflect on their behaviour while also removing their negative behaviours from positive reinforcement i.e. other children laughing etc.

After students return from a step, reward them if they demonstrate direction and improved behaviour towards the goal / suitable behaviour. Once students move onto STEP 3, they should be issued with an orange card to remain on their desk as a reminder. If students reach level 5 and are referred to the supervisor, they will also need to attend DETENTION.

If student reach Step 5, and the stage supervisor is not on class, the student will then need to be sent to another member of the executive team.

Step	Action	Consequence
1	Verbal reminder of class/school rules	Warning
2 (can be combined with step 1 if known rule)	Name on the board	Student loses 5 minutes at the next break from the playground
3	Cross beside name	As above (step 2) + student sits in classroom timeout spot for 10 minutes
4	Second cross beside name	As above (step 2) + student is sent to neighbouring classroom for 10 minutes timeout
5	Third cross beside name	As above (step 2) + student is sent to stage supervisor for 10 minutes time out LETTER HOME TO PARENTS DETENTION

2. Orange Behaviour Cards

An ORANGE BEHAVIOUR CARD will be used in classrooms for students who behave inappropriately or poorly within the classroom and require to be sent to the neighbouring classroom or supervisor. As students move through the POOR CLASSROOM BEHAVIOUR steps, the card will need to be filled out. If the student is required to be sent to the neighbouring classroom or supervisor, the student will need to present to the withdrawal classroom with the ORANGE BEHAVIOUR CARD in hand.

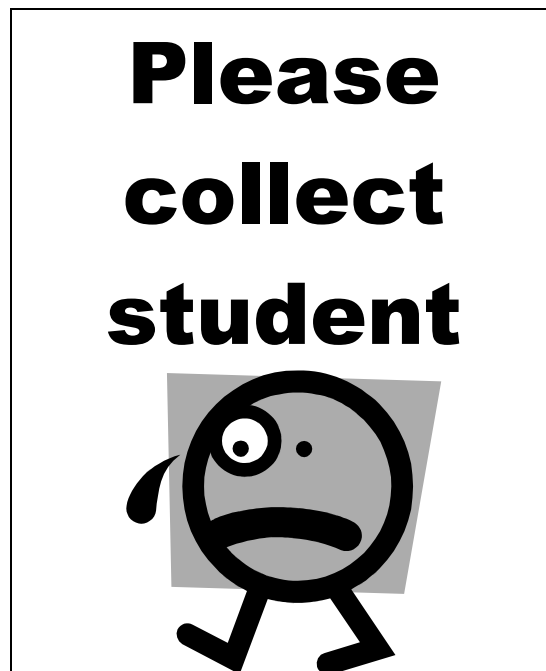
On the card, classroom teachers are required to give reasons of student behaviour warranting a warning, however, this can be filled out at a later date if time does not permit during class time. A simple cross or mark in each warning section will allow the supervisor to see that they require classroom withdrawal.

Names:		Class:		Date:	
<p align="center">Warning 1</p> <p align="center">(Step 3 - Time out position in classroom)</p> <p>Time:</p> <p>Reason:</p> <p><input type="checkbox"/> Disobedient <input type="checkbox"/> Refusal to complete work <input type="checkbox"/> Violent <input type="checkbox"/> Defiant <input type="checkbox"/> Arguing / Back Chatting <input type="checkbox"/> Other _____</p>		<p align="center">Warning 2</p> <p align="center">(Step 4 - Sent to neighbouring classroom)</p> <p>Time:</p> <p>Reason:</p> <p><input type="checkbox"/> Disobedient <input type="checkbox"/> Refusal to complete work <input type="checkbox"/> Violent <input type="checkbox"/> Defiant <input type="checkbox"/> Arguing / Back Chatting <input type="checkbox"/> Other _____</p>		<p align="center">Warning 3</p> <p align="center">(Step 5 - Sent to supervisor)</p> <p>Time:</p> <p>Reason:</p> <p><input type="checkbox"/> Disobedient <input type="checkbox"/> Refusal to complete work <input type="checkbox"/> Violent <input type="checkbox"/> Defiant <input type="checkbox"/> Arguing / Back Chatting <input type="checkbox"/> Other _____</p>	
Signed:					

3. Red Cards

The RED CARD is to be used when a student needs to be withdrawn from class immediately by an off class executive i.e. DP or Principal. This may be because of extreme behaviour, for intensive Time Out or as the next step in the POOR CLASSROOM BEHAVIOUR process. However, if possible, all students should follow the correct procedure and consecutive steps.

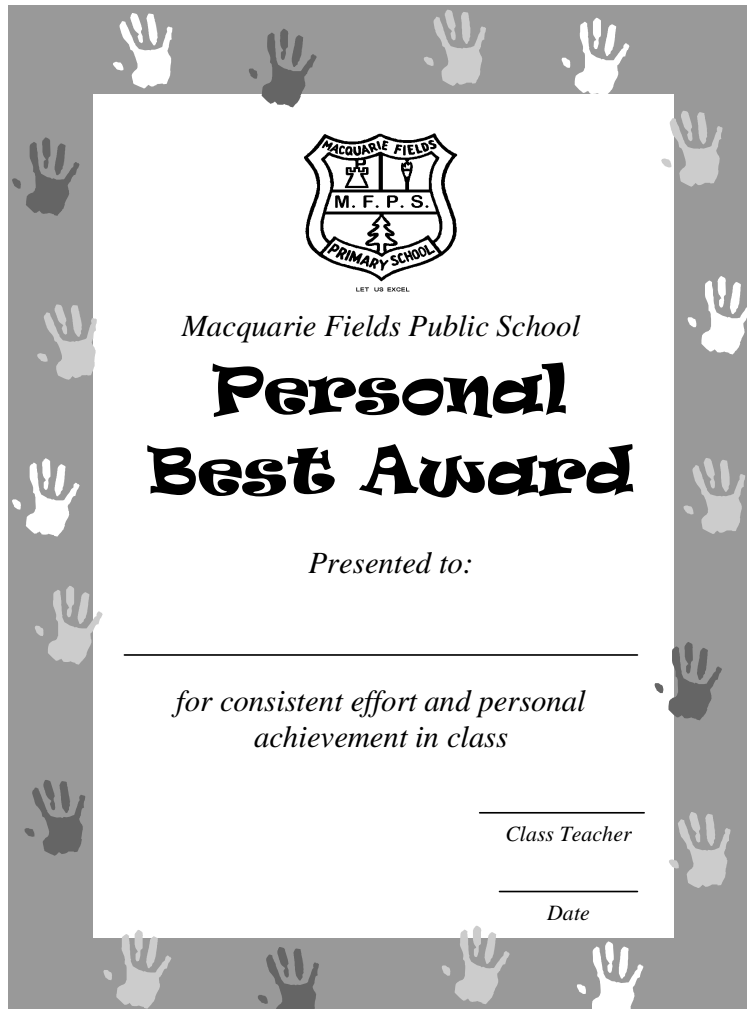
For the RED CARD to be implemented, classroom teacher will send a sensible student from the class to the office with the card below. An off class executive will then arrive to collect the inappropriately behaved student.



4. Letter / Phone Call Home

Students who are sent from their classroom to stage supervisor (i.e. they have their name on the board with three (3) crosses) will need to take an explanation letter home to their parents to notify them of their behaviour (see proforma attached below). The letter will then be returned to the classroom teacher the following day and filed into student class records.

If students are sent from the classroom 3 or more times a term or 2 or more times per week, their parents will need to be contacted by classroom teacher and an interview arranged if required.



Individual class teachers may choose to operate additional in-class incentive programs, i.e. spot charts / cards and raffle tickets etc, as part of their own classroom management strategies.

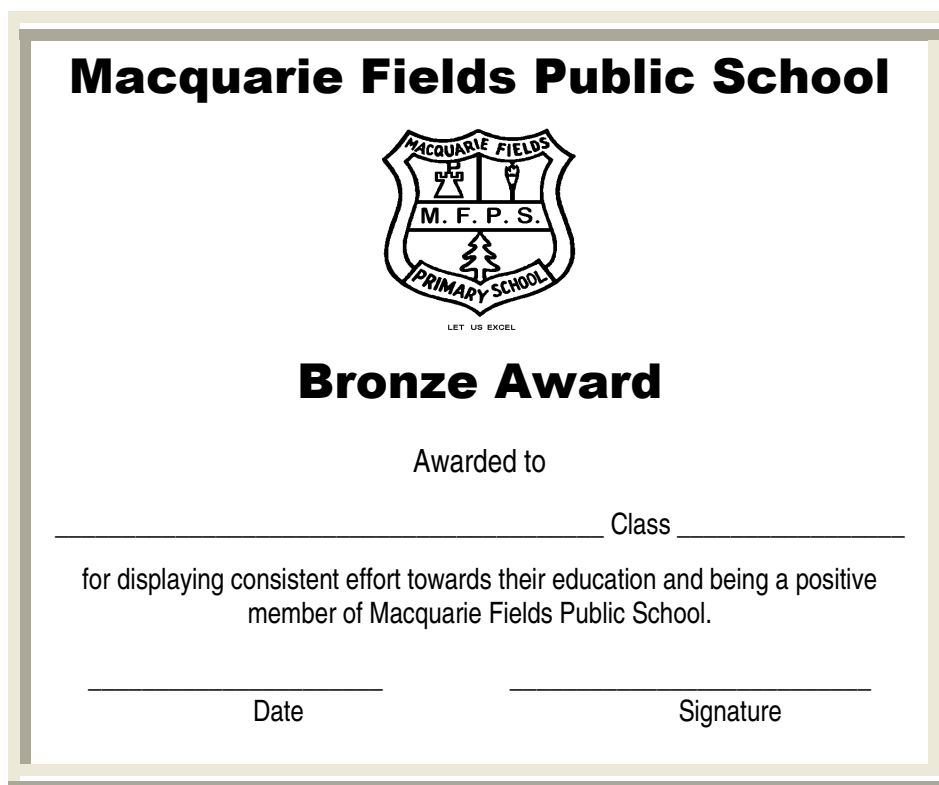
PERSONAL BEST AWARDS (5 weeks continual effort)

- There is no limit to the number of these awards to be presented in each class i.e. every student could receive one if they meet the criteria, however, a minimum of ten (10) students within a class should be receiving this award every 5 weeks.
- These awards will be presented in class during **WEEK 5** and **WEEK 10** of each term, thus students would have displayed a minimum of 5 week's effort towards this achievement.
- Teachers will be able to present two groups of PERSONAL BEST AWARDS within a term, WEEK 5 and WEEK 10.
- To achieve a PERSONAL BEST AWARD, the teacher must be satisfied that the child has displayed their personal best across all aspects of their education.
- A child cannot receive a PERSONAL BEST AWARD if they have progressed through to **any** LEVEL within the discipline system during the term.
- Teachers presenting these awards will make determinations, on student effort and personal achievement over a 5 week period, based on the following:
 - ✓ **Teacher's own classroom management strategy**
 - ✓ **Child's consistency in following the school's discipline code**
 - ✓ **Child's attitude to classroom activities and work habits**
 - ✓ **Child's approach to learning**
 - ✓ **Child's responsibility for personal and school property**
 - ✓ **Displaying a caring attitude to others**
 - ✓ **Being punctual on arrival at school**

BRONZE AWARDS (Having received 2 PERSONAL BEST AWARDS within the term and met CRITERIA)

- There is no limit to the number of these awards to be presented in each class i.e. every student could receive one if they meet the criteria.

- Students need to have received two PERSONAL BEST AWARDS within the term to receive a BRONZE AWARD.
- These awards will be presented in class during **WEEK 10** of each term, thus students would have displayed a minimum of one term/10 week's effort towards this achievement.
- Teachers presenting these awards will make determinations, on student effort and personal achievement over a 5 week period, based on the following:
 - ✓ *Teacher's own classroom management strategy*
 - ✓ *Child's consistency in following the school's discipline code*
 - ✓ *Child's attitude to classroom activities and work habits*
 - ✓ *Child's approach to learning*
 - ✓ *Child's responsibility for personal and school property*
 - ✓ *Displaying a caring attitude to others*
 - ✓ *Being punctual on arrival at school*
- To achieve a BRONZE AWARD, the teacher must be satisfied that the child has displayed the majority of the above traits over a 10 week period.
- A child cannot receive a BRONZE AWARD if they have progressed through to any LEVEL within the discipline system during the term.

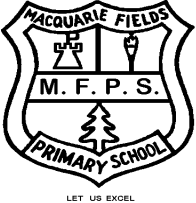


SILVER AWARDS (Having received 2 PERSONAL BEST AWARDS within the term, at least ONE BRONZE AWARD within the year and met the CRITERIA)

- These awards will be presented at Wednesday morning assemblies in the last week of each term (Terms 2, 3 and 4 only).
- Students need to have received two PERSONAL BEST AWARDS within the term and at least one BRONZE AWARD within the year to receive a SILVER AWARD.
- There is no limit to the number of these awards to be presented in each class i.e. every student could receive one if they meet the criteria.
- Teachers presenting these awards will make determinations, on student effort and personal achievement over a 5 week period, based on the following:
 - ✓ **BRONZE AWARD CRITERIA**
 - ✓ *Consistent effort to class homework*
 - ✓ *Contribution to all class and school activities*
 - ✓ *Promotion of the school image through consistent wearing of school uniform*
 - ✓ *Excellence in representation of the school*
 - ✓ *Being punctual on arrival at school*

- To achieve a SILVER AWARD, the teacher must be satisfied that the child has displayed the majority of the above traits over a 10 week period.
- A child cannot receive a SILVER AWARD if they have progressed through to **any** LEVEL within the discipline system during the term.

Macquarie Fields Public School



Silver Award

Awarded to

_____ Class _____

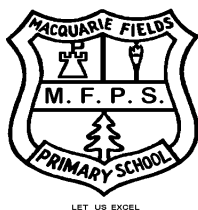
for displaying a consistent approach and responsibility towards their education
and positive contribution to Macquarie Fields Public School.

Date Signature

GOLD AWARDS (Having received 2 PERSONAL BEST AWARDS within the term, at least ONE BRONZE and SILVER AWARD within the year and met the CRITERIA)

- These awards will be presented at a special morning assemblies in the last week of term 4.
- A celebration will be held for GOLD AWARD winners and their parents in Week 10 of Term Four.
- GOLD AWARDS will only be presented to children who have achieved a BRONZE and SILVER award within the year.
- **The GOLD AWARD is presented for excellence. Those children achieving a GOLD AWARD will be identified as being outstanding in a wide variety of school-related areas throughout the majority of their schooling.**
- Teachers presenting these awards will make determinations, on student effort and personal achievement over a 5 week period, based on the following:
 - ✓ **SILVER AWARD CRITERIA**
 - ✓ **Child's commitment to taking responsibility for their learning and their commitment to improving themselves**
 - ✓ **Outstanding school attendance and punctuality**
 - ✓ **Outstanding performance in all school areas**
- To achieve a GOLD AWARD, the teacher must be satisfied that the child has displayed the majority of the above traits for the entire school term.
- A child cannot receive a GOLD AWARD if they have progressed through to LEVEL 2 within the discipline system during the year.

Macquarie Fields Public School



Gold Award

Awarded to

_____ Class _____

For

for displaying long term, extensive personal achievement and citizenship in all areas of their schooling.

_____ Date

_____ Signature

MACQUARIE FIELDS MEDALLION (after receiving 3 GOLD AWARDS)

When a student receives 3 gold awards within their time at MFPS, they will be presented with a MACQUARIE FIELDS MEDALLION. Students who reach this level will be presented with their MEDALLION at presentation day by the Principal. Children who receive their MEDALLION will also be invited to a celebration in Week 10 of Term 4 with the Principal and their parents.

7. House Points

Classroom

Each week within every classroom, house points will be allocated between students within that class. The classroom teacher is responsible for allocating 4, 3, 2 or 1 point at the end of the week, 4 being greatest achievement and 1 lowest. These points will be added weekly to a running term total.

These points could be allocated for various reasons including:

- ✓ Student behaviour
- ✓ Participation in fruit break
- ✓ Participation in sporting activities
- ✓ Participation in class fitness

SUSPENSION AND EXPULSION

There will be cases of unacceptable behaviour where it will be in the best interest of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion can be options available in these situations. Before a decision is made to suspend a student, factors such as the age, individual needs, any disability and developmental level of students must be taken into account. Usually a series of school student welfare strategies and discipline options will have been applied before a decision is made to suspend a student. However, in some circumstances a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students and staff.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. The school and the government school system will work with parent(s) or carer(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible.

Short Suspensions of up to four (4) days may be imposed for the following reasons:

- Continued disobedience – including, but 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 – including, but 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 messaging.

Long Suspensions of up to twenty (20) days may be imposed if short suspensions have not resolved the issue of inappropriate behaviour or the misbehaviour is very serious. A long suspension may be imposed on a student for the following reasons:

- Physical violence
- Use or possession of a prohibited weapon or firearm or knife
- Possession or use of a suspected illegal substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the school
- Persistent misbehaviour.

In some cases where a student is physically violent, the matter may also have to be reported to the police. Where a student is in possession of a prohibited weapon, firearm or knife or in possession of or using a suspected illegal substance the matter will have to be reported to the police.