

Disciplinary Consequences

Pimpama State School



The following is a list of expectations relating to each of the Core Values and a recommended level of consequence should they be broken. The level indicates the severity of the breach if the expectation is broken by a child. Repetitive, inappropriate behaviours will result in a higher level of consequence than that which is listed.

Pride

- Covered shoes appropriate for school activity must be worn at all times. (Level 1)
- Children are expected to correctly wear the approved school uniform as supported by the P & C. (Level 1)
- Children refrain from having visible tattoos or writing on their bodies. (Level 1)
- Children only wear one set of stud or small sleeper earrings and do not bring items such as arm bands necklaces, rings, bracelets, bangles or wear nail polish to school. Religious & medical accepted. (Level 2)
- Children are not to attend school with coloured dye in hair. (Level 2)
- Hats are worn before school, at lunch breaks and at PE lessons. (up to Level 2)
- Litter is placed in bins provided. (up to Level 2)
- Refrain from spitting. (up to Level 3)
- Wilfully damaging the property of others or the school. (Level 3)
- Children use toilets properly and do not play in or near the toilets. (Level 3)

Integrity

- Children use only their own property unless they have permission to do otherwise. (Level 1).
- Children are honest at all times. (up to Level 3)
- Children show care for wildlife and environment. (up to Level 3)
- Misuse of ICT equipment and/or rules. (Level 3)
- Students are not to possess, distribute or use illegal drugs/substances on the school site. (Level 7)

Manners

- Continued disruption to class lessons (level 3)
- Children enter classrooms only when a teacher is present. (up to Level 3)
- Children follow instructions the first time they are given. (up to Level 5)
- Children are to use appropriate language and body language at all times. (up to Level 5)
- Children are to treat everyone in a respectful manner. (up to Level 5)

Partnerships

- Children remain in supervised areas until given permission to leave (Level 1)
- Children with mobile phones must sign in and hand in phones to the office on arrival to school and sign out and retrieve on departure from school. Years 5 & 6 Phone Lockers (up to Level 2)
- Children play appropriate games. (Level 2)
- Children do not take the property of others. (up to Level 5).
- Children do not bring weapons to school (including toy weapons) - confiscation of item, to be retrieved by parents/carers or police from Admin. (up to Level 7)

Acceptance

- Children show respect for others at all times. (up to Level 3)
- Children refrain from throwing any object that may injure others. (up to Level 5)
- Refrain from teasing, harassing and bullying others. (up to Level 5)
- Children keep hands and feet and objects to themselves. (up to Level 5)

Morality

- Children move in an orderly fashion to enter and exit school buses. (up to Level 3)
- Children wait quietly and move respectfully for the school bus in the correct designated area. Following all bus rules. (up to Level 3)
- Children obey all school rules and accept consequences of personal decisions and choices of behaviour. (up to Level 3)
- Children do not take the property of others. (up to Level 5)

Accountability

- Children do not ride bicycles/scooters/skateboards inside the grounds. They store cycles in the racks provided. (Level 1)
- Cyclists wear a helmet. (Level 1)
- Children only eat in correct eating areas. (up to Level 2)
- Children walk on all concrete and paved areas. (up to Level 2)
- Children do not go into out of bounds areas. (up to Level 3)
- Playgrounds are utilized at play breaks only. (Level 3)
- Children remain in the school grounds for the duration of the school day. Once inside the grounds, children ask permission to leave the grounds at any time. (up to Level 3)

Consequences

Level 1 – Low Level Behaviour

Redirection, Rule reminder, Confiscation of item

In dealing with children we believe that there are many Low Level Misbehaviours (e.g. forgetting hat, running on concrete, littering, etc.) which can best be dealt with informally, quickly, quietly and easily, to discourage repetition.

Level 2 – Low Level Behaviour – Informal Process (continuation of behaviour)

Time-out, community service (under teacher supervision), withdrawal from class etc.

This process of managing Low Level Misbehaviour is aimed at reducing the need to enter the Formalised Behaviour Management Process. However, if a child chooses to exhibit inappropriate behaviour then they must accept the consequences which come with their choice.

Level 3 – Demanding Level Misbehaviour - Formal Process (Planning Room)

Planning Room - Formal

The Education Act (General Provisions, 2006) gives Principals and/or teachers the right to detain a student as a punishment for disobedience, misconduct and wilful neglect to prepare homework or for other breaches of school discipline.

A period of detention must not be more than;

- 20 minutes during the lunch recess

For misbehaviours requiring more serious consequences, the referring teacher fills out a Blue (Major) or Yellow (Minor) Incident Referral Form and notifies the Planning Room Duty Teacher. (If the misbehaviour occurs at the end of lunchtime or in the last session of class time, the slip is taken to the Planning Room the following day.) The classroom teacher is required to notify (verbally or by email) to the parents/carers/caregivers that an incident has occurred and will be addressed the following school day.

A copy of Planning Room Notification with the subsequent plan to improve behaviour is emailed to parents/carers and uploaded to OneSchool as a behaviour incident.

Level 4 - High Level Misbehaviour – Formal Process (5-7 Planning Rooms)

A child's behaviour is defined as High Level if it has been of such a severe nature to warrant immediate entry or on the identification of a fifth planning room. Continuous demanding Level Misbehaviours (over One Semester), students will receive a classroom and playground withdrawal for three days. Further planning rooms will result in a four day classroom and playground withdrawal followed by a five day classroom and playground withdrawal.

A Classroom and Playground Withdrawal requires the student to report to the School Administration upon arrival to school and remain there until the commencement of the school day. This process is continued for the duration of the morning tea and lunch breaks. Any student who is completing a Classroom and Playground Withdrawal is prohibited from attending any external school activity (e.g. Excursions, camps, interschool sport) that takes place during the period. Other consequences may include removal from leadership positions.

Level 5 - Very High Misbehaviour – Formal Process (suspension 1-5 Days)

Any planning room received after the completion of a five day Classroom and Playground Withdrawal may result in a suspension.

A student may be suspended for up to 5 days for disobedience, misconduct, or other conduct that is prejudicial to the good order and management of the school.

Where other school personnel and/or children's safety have been jeopardised, an invasion of an individual's personal rights has occurred or a serious breach of conduct has occurred, the school's administration team has the right to suspend and/or exclude children from the school. Suspension or exclusion can occur in the following forms:

Level 6 – Extreme Level of Misbehaviour – Formal Process (suspension 6-20 days)

The Education Act (General Provisions, 2006) gives Principals authority to suspend a student for up to 20 school days and to exclude. He/she will then state the reason for his/her actions.

The grounds for suspension or exclusion are;

- Disobedience
- Misconduct (includes to and from school)
- Other behaviour prejudicial to the good order and management of the school.

A student may be suspended for longer than 5 school days, but no more than 20 school days if the principal is satisfied that the behaviour is so serious that it warrants a suspension of longer than 5 days. The Principal must co-ordinate an alternate education program for the suspended student.

A student who has been suspended will be asked to attend a re-entry interview with parents/carers / caregivers, in which an official individual support plan will be devised.

In the event of continued instances of suspension after intensive support intervention has occurred, then exclusion may result.

Circumstances for Suspension

Suspensions at Pimpama State School may include circumstances of:

- disobedience;
- misconduct;
- conduct prejudicial to the good order and management of the school;

Plus other circumstances that threaten the good order and management of the school as determined by the Principal.

Level 7 – Extreme Level of Misbehaviour – Proposal to Exclude

The Principal shall consider expeditiously the circumstances of a serious misdemeanour and may propose the exclusion of a student:

- for a period determined by him/her or
- permanently – where he/she is satisfied that the student is guilty of disobedience, misconduct or other conduct prejudicial to the good order and discipline of the State Educational Institution.

Proposals for exclusion at Pimpama State School will be considered where the circumstances:

- Endanger or place at risk the present and /or future safety of students
- Endanger or place at risk the present and /or future safety and welfare of staff

Or where there is:

- persistent and wilful disobedience
- persistent verbal harassment of staff or students
- persistent insolence
- persistent unwillingness to participate in a program of instruction
- extremely aggressive and violent behaviour
- possession of drugs at school
- selling of drugs at school
- continues to be intractable and other sanctions have proven ineffective and the misdemeanour is so serious that a suspension is inadequate.

Re-Entry Plans

It is a request of re-entry after a school suspension that students and their parents/carers attend a re-entry meeting with the School Administration. At this meeting a plan is the focus so the student can successfully return to school. Some common strategies include:

- transition program for graduated return to the classroom
- formulation of an Individual Responsible Behaviour Plan
- establishment of a restricted play area for the student
- first out / last in policy (student is first out at lunch breaks and the last to return to class after a brief visit to the office for checking in)
- an alternative playtime plan - Playground Plan
- alternative classroom sessions with other classes for a period of time
- time in the Planning Room

It is to be noted that the phases and steps outlined are not necessarily sequential and that steps can be, and will be, missed as deemed appropriate by the Principal. Immediate suspension can be invoked if the conduct of the student concerned is deemed to warrant such action.

Leadership Consequences & Extra Curricular Activities

Leadership: At Pimpama State School, there are a number of special privileges and positions that students can hold. These include, but are not limited to; School Captains, Playground Rangers and Excellence Badge Holders. If a child has received disciplinary consequences as outline above, these special privileges may be revoked, dependent on individual circumstances.

Extra Curricular Activities: In addition to the above, all extra-curricular activities, excursions and events will require students to demonstrate a good level of behaviour to be able to participate. Should it be deemed unsafe for the student to attend an organised activity, parents/carers will be notified and students will continue their learning with an admin member.