

# CARLTON SOUTH PUBLIC SCHOOL

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Good Discipline &  
Effective Learning Policy





This policy was developed by the  
Carlton South Public School  
Student Welfare Team in 2010

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# Good Discipline & Effective Learning Policy 2015

## RATIONALE

The central aim of education is to provide quality education for all students. For this to occur, our school needs to be a place where every student can learn and grow with confidence. At Carlton South Public School we believe students develop best where teaching and learning occurs in a context of positive student wellbeing. The nature of schooling is changing dramatically in response to our rapidly changing society, therefore our policy needs to be relevant to all stakeholders and constantly monitored, evaluated and updated.

This policy provides the framework for staff and community to cater for the group and individual needs of our students. We are committed to the maintenance of a positive school tone and the recognition of improved and continued good behaviour leading to the establishment and development of a secure and caring learning environment.

Our school seeks to provide for the staff, students and parents, a consistent structure for student management and wellbeing through the Promoting Positive Behaviour program. It provides the classroom teacher with executive support in discipline and establishes a framework whereby students are encouraged to reflect on the consequences of their behaviour choices.

## AIMS

Through our school 'Good Discipline and Effective Learning Policy' we aim to help our students develop:

- a sense of enjoyment and satisfaction from learning
- an ability to communicate effectively
- a coherent set of rules and values to guide behaviour
- a sense of personal and social responsibility for their actions and decisions
- a sense of personal dignity and worth
- a sense of cultural identity
- a feeling of belonging to a wider community
- a tolerant and caring attitude towards others
- an ability to form satisfying and stable relationships
- a positive attitude to life long learning.

# Carlton South Public School – Behaviour Matrix

## BE SAFE

- Keep your hands and feet to yourself
- Always walk whilst in the classroom
- Sit on your chair and keep four legs on the floor
- Move around the learning space in a safe and sensible manner
- Follow the Acceptable Usage Policy when online
- Seek teacher approval before moving around and/or going to the toilet

- Food or drinks are not permitted in the toilet
- Report any problems or inappropriate behaviours to an adult
- Use appropriate hygiene and wash your hands

- Stay in-bounds
- Rocks, sticks and other such items must remain on the ground
- Keep hands, feet and other objects to yourself
- Soccer and footballs in allotment only
- Basketballs in West Playground
- Stand in line appropriately while waiting for a teacher
- Wear a school hat
- Use sporting equipment appropriately
- Show **respect** and be aware of others when playing games
- Wait at the gate for the teacher on playground duty before entering the allotment

- Line up behind the marked line
- Pushing is not acceptable

- Move in a safe and sensible manner
- Stay to the left in hallways and stairs
- Store your schoolbag in an appropriate area
- Walking through carparks is not permitted
- In wet weather walk quickly and quietly inside when you hear the bells

- Stay with your group and follow instructions
- Play safely

- Be attentive
- Stay seated and/or standing quietly unless directed

- Sit on the silver seats before 8:30am
- Stay within boundaries
- Handballs only

## BE KIND

- Treat one another with **respect**
- Be **kind**, helpful and **cooperative**
- Share and take turns
- Smile and be happy
- Raise your hand, wait and listen to others
- Use inside voices only when speaking and playing indoor games
- Use an appropriate library voice
- Use manners by knocking, entering and waiting

- Be **respectful** of others by having one person in a cubicle at a time
- **Respect** the privacy of others by not looking under the doors
- Leave the toilet area quietly

- Show **kindness** in words and actions and include others
- Share equipment with others
- Return equipment to rightful owners
- Share playground areas
- Be **respectful** of our neighbours

- Use manners
- Wait your turn
- Be patient

- Show **respect** for other classes by keeping noise to a minimum

- Show **respect** for other students, teachers and community members
- Show **honesty** and **kindness**
- Respect and use other people's property responsibly

- Celebrate others' achievements

- **Respect** and be aware of teachers, parents and other students when playing

## LOOK AFTER OUR SCHOOL

- Use equipment appropriately and put things back where they belong
- Look after your own and others' property
- Always wear your school uniform with pride
- Keep our classrooms clean
- Put rubbish in the bin
- Take care of library equipment
- Return library books on time

- Use the toilet and facilities appropriately
- Turn off all taps when finished

- Put your rubbish in the bin
- Tell the teacher if there is a problem you cannot resolve or if someone is doing the wrong thing.
- Tables and silver seats are for sitting and eating, not standing
- Be **responsible** and play sporting games away from the windows
- **Respect** our environment by staying on paths and out of gardens

- Put rubbish in the bin

- Use pathways only
- **Respect** class displays by keeping hands and feet to yourself

- Pack up equipment quickly and carefully
- Use good manners
- Wear your school uniform proudly, including a hat

- **Respect** the displays in the hall by keeping hands and feet to yourself

- **Respect** our environment by staying on paths and out of gardens

## BE AN ACTIVE LEARNER

- **Cooperate** with your peers
- Take pride in your work and everything you do
- Be organised and ready to learn
- Ask for help if you need it
- Be **responsible** for your actions and learning
- Follow adult instructions the first time they are given.
- Listen carefully to all instructions
- Be an active and supportive class participant
- Take pride in your library and computer work, and in everything you do

- Value clean toilets
- Use toilets before school and at recess and lunch

- Think of the consequences of your actions
- Pack up equipment when music begins, go to the toilet, wash hands, get a drink and wait quietly in lines
- Establish and follow rules when playing games

- Order lunches before school

- Stay in your lines when moving as a class group
- Stay a reasonable distance from the person in front of you
- Follow and listen to your teachers' instructions

- Listen to teacher instructions
- Display good sportsmanship
- Be an active participant
- Follow code of conduct

- Participate and respond as required
- Listen attentively
- **Respect** our national anthem by singing and standing appropriately

- Move sensibly to class lines when music begins

# Behaviour Continuum and Strategies – Playground

LEVEL	UNACCEPTABLE BEHAVIOUR MAY INCLUDE:	STRATEGIES / CONSEQUENCES
<b>MINOR</b>	<ul style="list-style-type: none"> <li>• Out of bounds within school playground</li> <li>• Littering</li> <li>• Interfering in others' games</li> <li>• Intentionally annoying others</li> <li>• Not taking turns or sharing equipment</li> <li>• Spitting on the ground</li> <li>• Inappropriate language E.g. reactionary swearing</li> <li>• Jostling/play fighting</li> <li>• Playing ball games near windows</li> <li>• Walking/running along silver seats</li> <li>• Not wearing a school hat</li> <li>• Unsafe movement around the school E.g. running in the buildings</li> </ul>	<p>Teacher intervention strategies may include:</p> <ul style="list-style-type: none"> <li>• Restorative questions</li> <li>• Verbal direction or warning</li> <li>• "Time out" seat</li> <li>• Walk with the teacher</li> <li>• Community service e.g. pick up papers</li> <li>• No Orange card required</li> </ul>

LEVEL	UNACCEPTABLE BEHAVIOUR MAY INCLUDE:	STRATEGIES / CONSEQUENCES
<b>MODERATE</b>	<ul style="list-style-type: none"> <li>• Repeated minor level behaviour</li> <li>• Inappropriate language directed at others including name calling</li> <li>• Out of bounds – carparks</li> <li>• Intentional dangerous play e.g. tackle football, hitting, throwing sticks/stones, pushing etc.</li> <li>• Spitting at others</li> <li>• Deliberate disobedience</li> <li>• Intentionally damaging property</li> <li>• Deliberate disrespect to staff and community members</li> <li>• Stealing</li> </ul>	<p>Teacher and Assistant Principal intervention strategies include:</p> <ul style="list-style-type: none"> <li>• Restorative questions</li> <li>• Details of incident recorded on Executive Notification Card (orange card)</li> <li>• "Time out" seat or walk with the teacher</li> <li>• Orange card sent to AP of the stage the student/s are on.</li> <li>• AP investigates incident and takes appropriate action. Incident then recorded on Sentral by AP</li> <li>• DP notified</li> <li>• Parent notified by AP via Parent Notification Slip or phone</li> <li>• Possible exclusion from excursions, sport and other outside school activities, only after discussion with all staff involved</li> </ul>



# Behaviour Continuum and Strategies – Playground (cont.) / Our Core Values

LEVEL	UNACCEPTABLE BEHAVIOUR MAY INCLUDE:	STRATEGIES / CONSEQUENCES
<b>MAJOR</b>	<ul style="list-style-type: none"> <li>• Repeated moderate level behaviour</li> <li>• Repeated deliberate disobedience</li> <li>• Stealing</li> <li>• Bullying – emotional, verbal, cyber and physical</li> <li>• Harassment – sexual, physical</li> <li>• Name calling - racially based or discriminatory</li> <li>• Violent behaviour - hitting, kicking, punching, fighting, threatening, intimidating, throwing objects</li> <li>• Inappropriate behaviour whilst representing school</li> <li>• Abusive behaviour towards teachers – verbal or physical</li> <li>• Leaving school grounds</li> </ul>	<p>Principal and Deputy Principal intervention strategies may include:</p> <ul style="list-style-type: none"> <li>• Red card sent to DP or Principal</li> <li>• Immediate DP or Principal intervention</li> <li>• Parent notification (mandatory)</li> <li>• Incident recorded on Sentral</li> <li>• Appropriate action taken according to severity. This could include:               <ol style="list-style-type: none"> <li>1. Removal from playground. Supervision by DP / Principal</li> <li>2. Exclusion from excursions, sport and representing school after discussion with all staff involved</li> <li>3. Referral to school counsellor/ Learning Support Team</li> <li>4. Behaviour/Risk Management Plan</li> <li>5. Suspension</li> <li>6. Expulsion</li> </ol> </li> </ul>

At Carlton South Public School, we endeavour to achieve our personal best in all aspects of school and community life by consistently demonstrating our five school core values that are embedded throughout our school rules.

<b>COOPERATION</b>	Working together for the good of all.
<b>HONESTY</b>	Being truthful in your thoughts, words and actions.
<b>KINDNESS</b>	Being considerate and thoughtful towards others.
<b>RESPECT</b>	To treat everyone fairly and with understanding.
<b>RESPONSIBILITY</b>	Being accountable for your own thoughts, attitudes and actions.

# Our Awards K – 6

## INTRODUCTION

The aim of our award scheme is to develop self-discipline and a productive learning environment. It is also focused on developing consistency across our K-6 school. The system consists of Playground Tokens, Dragon Awards, Bronze, Silver and Gold Awards.

The Award System operates in the following way:

### PLAYGROUND TOKENS

Students are given tokens in the playground for following our school rules. These tokens are placed in a box in their classroom with their name and class written on the back. During assemblies five students are chosen via a lucky draw to receive a values wristband.

### DRAGON AWARDS

Dragon Awards are given to students for following the school rules. These can be awarded in the playground or the classroom by any member of staff. When a student has collected five Dragon Awards, they are exchanged for a Bronze award.

### BRONZE AWARDS

Bronze Awards are presented to students by the classroom teacher after five Dragon Awards have been submitted.

### SILVER AWARDS

Silver Awards are presented to students at assembly. Three Bronze Awards need to be collected, signed and dated by the teacher. These are then attached to the Silver Award ready for presentation at assembly. Student names are then published in the Newsletter.

## GOLD AWARDS

Gold Awards are presented to students at Assembly. Three Silver Awards need to be collected, signed and dated by the teacher. These are then attached to the Gold Award ready for presentation at assembly. Student's names are then published in the Newsletter.

5 DRAGON AWARDS = 1 BRONZE AWARD  
3 BRONZE AWARDS = 1 SILVER AWARD  
3 SILVER AWARDS = 1 GOLD AWARD

These awards are cumulative. Students are responsible for keeping their awards and presenting them to their teacher the following year.

### ADDITIONAL AWARDS

Principal's Awards are distributed to students at the discretion of the Principal for behaviour or achievement throughout the year.

### ASSEMBLY AWARDS

During each K-2 and 3-6 fortnightly assembly two awards are given to students in each class who demonstrate our school values or academic improvement or excellence.

### END OF YEAR PRESENTATION ASSEMBLY AWARDS

At the end of the year during our presentation assembly, selected K-2 students are awarded academic achievement, merit and sport awards plus additional awards related to school activities and programs run within the school.

Selected 3-6 students are also presented with academic achievement, merit and additional awards related to activities and programs run within the school.



# Behaviour Notification and Database Procedures

## CLASSROOM CONSEQUENCES CHARTS

1st warning - verbal warning. Students stay on green.

2nd warning - students move to yellow. Students given an opportunity to reflect on their behaviour. Up to individual teachers as to what form this takes.

3rd warning - students move to red. Students receive a consequence for their action.

If students continue with inappropriate behaviour, the card system is followed.

A four coloured card system will be utilised for the recording of student incidents that contravene our school's Good Discipline and Effective Learning Policy:

### YELLOW - CLASSROOM BEHAVIOUR TIME OUT CARD

This card is used when a student is displaying disruptive or inappropriate behaviour in the classroom. The student is sent to a prearranged classroom with their card for some "time out" to reflect on their behaviour. At the end of the "time out" session, the yellow card is then forwarded, as soon as possible to the Assistant Principal supervising the stage who will decide if its applicable to be entered on the Sentral database.

### BLUE - EXECUTIVE NOTIFICATION CARD

This card is used if a student has received "time out" and has returned to their classroom repeating the inappropriate behaviour. The student is sent directly to the Assistant Principal who is supervising the stage along with their blue card. The Assistant Principal will then consult with the Deputy Principal and an appropriate consequence will be discussed. The Deputy Principal will record the details of this incident on Sentral database.

### ORANGE - PLAYGROUND BEHAVIOUR MONITORING CARD

This card is used by the teacher on playground duty or the teacher who first witnesses the inappropriate behaviour. Details of the incident are recorded on the orange card (located in the duty bags) and it is forwarded to the Assistant Principal who will follow up the incident and enter the details of the incident on the Sentral database. Parents will be notified via a note and/or telephone call and the card is then forwarded to the Deputy Principal. This card is not to be used for minor playground incidents that can be dealt with effectively by the teacher on duty.

### RED - MAJOR INCIDENT NOTIFICATION CARD

This card is used only for major incidents that occur in the classroom or playground that require immediate action to be taken. These cards are to go directly to the Principal or Deputy Principal. The details of this incident will be recorded on the Sentral database. Parents to be notified immediately.

# Rights and Responsibilities of All Stakeholders

## RIGHTS OF STUDENTS

Students have the right to:

- acquire knowledge, skills and positive attitudes towards school and learning
- feel confident in their approach to learning and be willing to take risks in their quest for skills and knowledge
- feel important as a person and valued as an individual
- know their opinions will be listened to and respected
- be happy and treated with respect, politeness, courtesy and understanding
- be safe and expect their property to be safe
- gain pleasure from school activities while feeling secure, both emotionally and physically
- obtain maximum benefit from all lessons and classes. Other students should not interrupt the learning of others
- have a healthy environment in which to learn
- have a pleasant, clean and well maintained school and grounds
- be provided with a school in which they are not in any physical danger
- learn self – control
- be told the truth
- expect the local community to support, respect and have pride in the school.
- expect that all these rights will be theirs so long as they are carrying out their full responsibilities.

## RESPONSIBILITIES OF STUDENTS

Students have a responsibility to:

- take ownership of their learning, welfare and behaviour
- realise that learning at school is about acquiring knowledge, skills and positive attitudes
- cooperate with staff, parents and fellow students
- treat others politely and with respect
- treat others with understanding – not to laugh at others, tease others, or to hurt their feelings
- not steal, damage or destroy the property of others and to take good care of their own property
- make the school safe by not threatening, hitting or hurting anyone in any way
- cooperate with teachers and other students to make sure that lessons proceed and that they keep up to date with the required work
- care for the school environment – to keep it clean and to be prepared to remove litter
- alert teachers about any potential hazards and dangers in school buildings
- learn self-control
- tell the truth at all times
- contribute positively to the welfare of others, the school and the wider school community
- protect their rights and the rights of others by carrying out their full responsibilities at all times.

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## RIGHTS OF TEACHERS\*

Teachers have the right to:

- be treated with respect and courtesy and feel secure in the school environment
- be able to expect students to co-operate with reasonable requests
- have the support of the Department of Education
- have professional opinions respected
- have access to professional training and development to meet identified needs and interests

\*Including SAS staff, where applicable.

## RESPONSIBILITIES OF TEACHERS\*

Teachers have a responsibility to:

- provide challenging, interesting and appropriate learning experiences for each student
- seek to enhance the self-esteem of students
- be sensitive to needs of students
- provide necessary support and appropriate programs for students in all aspects of school life
- liaise with staff, parents and students in regard to all school issues and activities in a respectful manner
- consistently implement the School's Good Discipline and Effective Learning Policy
- develop individual programs for children with behaviour disorders/special needs, in consultation with Counsellor/LaST etc
- identify and pursue training needs and opportunities
- be a positive role model for other staff, students and the community

\*Including SAS staff, where applicable

# Rights and Responsibilities of All Stakeholders

## RIGHTS OF PARENTS

Parents have the right to:

- be treated with respect and courtesy
- negotiate with the teachers and/or Principal with regard to all school activities and issues
- receive timely information regarding their child's academic, social and behavioural well being
- have their opinions respected

## RESPONSIBILITIES OF PARENTS

Parents have a responsibility to:

- become involved in school activities
- support school curricula
- encourage student's interest
- positively and actively support the School's Good Discipline and Effective Learning Policy
- liaise with staff, parents and students
- recognise their role as a facilitator and partner in the Teaching and Learning Process

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## RIGHTS OF THE COMMUNITY

The community have the right to:

- be active participants in shaping the learning community
- be acknowledged and valued partners in the learning community
- be spoken to politely and with respect

## RESPONSIBILITIES OF THE COMMUNITY

The community have the responsibility to:

- participate in building and shaping a learning community
- support school policy and procedures
- treat students, staff and other community members with respect and understanding

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## RIGHTS OF THE PRINCIPAL AND SCHOOL EXECUTIVE

The Executive and Principal have the right to:

- be treated with respect and courtesy and feel secure in the school environment
- expect teachers and students to co-operate with reasonable requests
- the support of the Department of Education
- have professional opinions respected
- access professional learning to meet identified needs and interests

## RESPONSIBILITIES OF THE PRINCIPAL AND SCHOOL EXECUTIVE

The Executive and Principal have the responsibility to:

- provide leadership and direction in the implementation of the School's Good Discipline and Effective Learning Policy throughout the school community
- encourage a caring attitude
- liaise with the community regarding the Good Discipline and Effective Learning Policy and all associated programs
- ensure a safe environment for all staff and students
- implement all Departmental policies in regard to discipline and education
- liaise with and support staff, parents and students in the implementation of the Good Discipline and Effective Learning Policy
- provide a happy, harmonious and safe school environment
- ensure staff, students, parents and the wider community are treated fairly and communicated to in an effective and transparent manner

