

Student Wellbeing and behaviour management policy

Willawarrin Public School



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#### Revised December 2016

# Part 1

# School Discipline Code

 Our school rules reflect the **NSW Department of Education and Community’s Core Rules** for Student Discipline in NSW Government schools.

These rules are based on the core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy (Values in NSW Public Schools, 2004)

All students in NSW Government schools are expected to:

• Attend every school day, unless they are legally excused and be in class on time and prepared to learn.

• Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.

• Behave safely, considerately and responsibly, including when travelling to and from school.

• Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

• Treat one another with dignity and respect.

• Care for property belonging to themselves, the school and others.

**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**

**School Rules**

Rule 1 I can follow instructions.

Rule 2 I can listen.

Rule 3 I can raise my hand and wait.

Rule 4 I can work quietly.

Rule 5 I can control what I do and say.

# Excursions

**All excursions shall comply with the Department’s Excursion Policy and Procedures.**

* All school activities in which children leave the school grounds require suitable behaviour and an increased emphasis on the importance of obedience of teacher directions.
* Roads are to be crossed only under direct teacher supervision.
* Students must remain seated and wholly within vehicles while being transported.
* Students must remain with their school group unless given direct permission from their supervising teacher to leave the group.
* Students whose school behaviour is unsatisfactory will be refused permission to accompany out of school excursion groups, including representative sporting fixtures.
* Students should obey directions by non-staff adults who assist in the supervision of students during excursions.

# Standards of Dress

* It is the policy of this school and its supporting community to require the wearing of the school uniform.
* Students are strongly encouraged to wear the appropriate uniform.

# Homework

* A balanced homework component is part of the school’s learning program. Students are encouraged to complete all homework assigned to them.
* Students who comply will receive positive recognition within the school.

# Attendance

* All students are expected to attend each day on which the school is open.
* A written or personal explanation of all absences is a legal requirement, **including partial absences**. Students who are consistently late or absent without explanation shall be referred to the District Home School Liaison Officer for further investigation and/or support.
* Students are expected to attend for the whole school day and to arrive at classes punctually.
* Students who arrive late or leave early must gain written approval through the main office.

# Prohibited Items

* The possession of illegal drugs, alcohol, tobacco and weapons is prohibited for all students at this school.
* Students found in possession of these items shall be suspended immediately. The matter will be reported to the police immediately.

# Part 2

# Strategies to Promote Good Discipline and Effective Learning

All students have the right to receive effective curriculum delivery at a level appropriate to their ability and stage of development. It is the responsibility of the school’s staff to provide such an educational framework

by:

(a) Delivering the curriculum in a way which motivates and encourages active participation of students in the learning process

(b) Providing recognition and reward for positive achievement and behaviour through a system of class and school merit awards

* Significant planning and resourcing of the school’s curriculum is directed towards ensuring that all children are supported in achieving success in learning. Specifically, the following programs support the efforts of classroom teachers:
* Early Literacy and Numeracy Programs including L3, Multilit, TEN, Daily 5 and Focus on Reading (Super 6).
* Personalised Learning Plans (PLPs) for Aboriginal students and students who receive special education integration funding support.
* Organisational structures which allow children of similar ability level to work together for part of their school day, ensuring that children at all levels receive instruction which suits their developmental needs.

# Part 3

**Responsibilities of Teachers, Students and Parents/Carers**

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline. When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on the following:

**Teachers** have the responsibility to:

• Participate in the development of the school discipline policy and to support its implementation by consistently following agreed guidelines

• Ensure a safe and secure learning environment

• Foster mutual respect and positive relationships

• Provide interesting and challenging learning programs

• Make expectations clear and explicit

• Model and encourage appropriate forms of behaviour to reinforce the values that underpin harmony in society

• Foster positive self esteem

• Listen to the cares and concerns of students

• Involve parents/carers and communicate with them about progress and behaviour

• Act with consistency and fairness at all times.

**Students** have the responsibility to:

• Follow the discipline code and school rules and to comply with staff directions regarding discipline and appropriate behaviour

• Show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation

• Move safely, considerately and responsibly around the school

• Work to the best of their ability and stay on task

• Behave safely, considerately and responsibly at all times, including when travelling to and from school

• Maintain a neat appearance in line with the school uniform code

• Care for property belonging to themselves, the school and others.

**Parents/Carers** have the responsibility to:

• Support the school in the implementation of the school discipline policy by helping their children to understand what is required of them at school

• Inform the school of circumstances which may affect their children’s learning or behaviour

• Work with the school to resolve any difficulties that may arise

• Support their children to be successful learners through good attendance, punctuality and engagement with all learning activities, including homework.

• Ensure that their children are properly nourished, rested and equipped for learning every school day.

# Part 4

# Practices designed to Recognise and Reinforce Student Achievement

* Student Welfare focuses on positive strategies that promote an emphasis on what should be done, rather than what should not be done. These strategies include:
1. Classroom Discipline Plan, which includes clear guidelines on positive and negative aspects of behaviour management. This includes early involvement of and communication with parents when behaviour patterns raise a concern.
2. Positive rewards at class and school levels, including
* praise
* stickers
* special privileges
* individual class awards certificates
* Classroom Level Awards
* school / Principal’s awards
* shared group rewards (such a party, free time, extra play, excursion etc.) - **\*Students who receive a time out during a reward period will not be able to participate in the reward activity.**
* school based rewards (such as Assembly Awards, public recognition in school newsletter (Muster))
1. Professional development of teachers through staff meetings, focusing on Classroom Management strategies such as Choice Theory, restorative justice.

In each classroom students have “Star Licenses” which record their achievements during the semester. Students are awarded green squares for things like participating, following instructions, completing work and homework etc. Each multiple of 5 results in a square being marked off on their license.

Through this process students work their way through the levels of BRONZE, SILVER, GOLD and up to HONOUR STUDENT.

In the same way students who are not working to the expected level will receive an ORANGE square as a warning to change their behaviours. If they are given two oranges and the behaviour continues they will receive a RED square which results in a Time-Out/Reflection during lunch time.

* Parents are kept informed of changes to Welfare and Discipline Policy and behavioural trends through notes sent home and public meetings as required.

# Part 5

# Strategies for Dealing with Unacceptable Behaviour

* Willawarrin Public School has established the 5 fair rules across the school which are displayed in each classroom. These rules are displayed (page 1)
* Teachers and students discuss these rules and associated expectations. They discuss the positive consequences for following rules as well as the negative consequences for failing to follow the rules.
* Parents are asked to support these expectations by talking to their children about the importance of following the directions and rules.
* Parents are informed if their child needs to be disciplined on a regular basis or for a serious offence.
* These rules hold a particular emphasis on looking for opportunities to be meaningfully positive towards each child at least once each day.
* Children, in considering their behaviour, should spend Time Out periods reflecting on choices. This is done by such means as allowing time to fill in a “What I will do” plan, or by spending time one to one with their teacher (or executive member) in discussing how they can make up for their mistake and how they might deal with a similar situation next time.
* Negotiated punishments for unacceptable behaviour could involve the following:
* Cleaning papers from an area of the playground.
* Repairing or replacing something damaged or lost through misbehaviour.
* Finishing missed work during home or lunchtime.
* Not all students are “ready” for negotiated restitution. Some punishments which are used in their stead are:
* Loss of play – lunchtime spent off playground, under direct supervision of Principal or other staff member. (During these times, children will be allowed to eat their food and to visit the toilets once.)
* In-school suspension – where children are removed from class and supervised by Principal (or delegate) for extended period of time. Parents are to be informed when this procedure has been used.
* Restricted play area: a student may be restricted to spend his/her free playtime in a restricted play area.
* Partial attendance: where a student consistently misbehaves, attendance may be restricted to certain parts of the day (e.g. 9:00 to lunchtime) in order for the student to gradually increase his / her ability to maintain self-control. Such a program would be planned in consultation with parents and School Counsellor.
* Where appropriate an apology should be sought and given to the offended party by the student who has demonstrated unacceptable behaviour.
* Students who receive 5 time outs (red squares) in a fortnight will be issued with an ‘Orange Card’ to monitor behaviour.
* 2 Orange Cards will result in a suspension warning.
* Suspensions may also be issued ***instantly*** for major behaviour incidences.

**Suspensions**

All suspensions will be invoked in accordance with the Department of Education and Training’s Procedures for the Suspension and Expulsion of Students (1998).

# Suspension Warning

A student who has demonstrated unacceptable behaviour may be given a Suspension Warning. The student's parents/guardians will be notified in writing that the student has behaved in a manner that is unacceptable and that if this type of behaviour was to continue then the student could face suspension. A student who receives a Suspension Warning will be ineligible to represent the school or accompany his/her class on out of school activities for two weeks from the date of the Suspension Warning.

**Short Suspensions**

Initially up to 4 school days duration. Suspension is for verbal abuse of or violence towards teachers, extreme or repeated violence towards students, continual failure to obey directions of a teacher, continual swearing or other abuse towards others. The duration of a suspension is designed to enable consultation with teacher, counsellor, parents and any other stakeholders in a suitable Re-entry Plan for the student involved.

A student who is suspended will be ineligible to represent the school or accompany his/her class on out of school activities for the four weeks from their return to school. If a student returns on a partial attendance program then the four weeks starts from when they return to school on a full attendance basis.

# Long Suspension

In cases of very serious and/or ongoing behaviour concerns, a Long Suspension of up to 20 days can be invoked. Such suspensions will involve action designed to resolve the associated problems.

* Suspension is also appropriate for a student who:
* Is in possession of a suspected illegal drug
* Is violent or threatens serious physical violence
* In possession of a prohibited weapon.
* Is persistently disobedient
* Engages in criminal behaviour related to the school

**Expulsion**

Expulsion from the school or from the State school system is an option for continual and/or extremely serious misbehaviour. These options are to be considered where all previous efforts to rectify a student’s behaviour have failed. These options are to be implemented in accordance with the Departmental Procedures for the Suspension and Expulsion of School Students (1998).

**Relevant Documents**

• Student Discipline in Government Schools Policy – Student Welfare Directorate

• Suspension and Expulsion of School Students – Procedures (2011)

• Core Rules – NSW Department of Education and Communities

• Values in NSW Public Schools

• Child Wellbeing Unit

• Child Protection

• Sun-Smart Policy