

**Student Welfare**

**and Discipline Policy**

**Updated 2012**

**Sylvania Public School**

**Student Welfare and Discipline Policy**

**Rationale**

Student welfare is concerned with the total development of the child. As a learning community, we value the individuality of each of our members while recognising the need for fair and harmonious relationships between us all. The establishment of an environment where students will flourish as learners is a shared community responsibility. It can be best be assisted by a clear, explicit and consistently applied behaviour management policy based on shared values and a commonly held commitment to developing each child to his/her full potential.

**We believe that:**

* Students grow and learn best when they feel cared for and liked.
* Students learn best when they are secure, experience recognition, achieve success and derive enjoyment from their learning.
* Tolerance and acceptance are enhanced in school communities where cooperation and positive problem solving are used.
* Positive attitudes and expectations impact on all student outcomes.

**Core Rules -** *Student Discipline in NSW Government Schools*

The NSW Department and Training expects all students in NSW Government Schools to:

* **Attend every day**, unless they are legallyexcused, and be in class on time and prepared to learn.
* **Maintain a neat appearance**, including adhering to the requirements of the school’s uniform code or policy.
* **Behave safely**, considerately and responsibly, including when travelling to and from school.
* **Show respect** at all times for teachers, other school staff and helper. Students demonstrate respect by following class rules, speaking courteously, following instructions and working cooperatively.
* **Treat one another** with dignity and respect.
* **Care for property** belonging to themselves, the school and others.

**Effective Learning, Teaching and Discipline**

Teachers will ensure effective learning and teaching by:

* **encouraging students to take responsibility** for their own learning and behaviour**.**
* **identifying and catering** for the individual learning needs of students.
* **establishing well-managed** teaching and learning environments.
* **ensuring that learning activities** build on prior knowledge and experiences and are socially and culturally relevant.
* **providing frequent opportunities** for students and their parents to discuss learning

programs and student behaviour and progress.

* **identifying key social skills** and developing plans for all students to acquire them, or make progress towards them over time.
* **ensuring that gender and equity issues** are recognised and addressed across the

curriculum.

**School Values**

In order to create a safe, caring and harmonious learning environment, staff, parents, and students work together to ensure behaviour that is in accordance with our core values. These are the values that guide and support us at Sylvania Public School.

**Honesty is about...**

* being truthful about all things;
* being trusting of others;
* doing what you say you will do and
* being open and clear about what you say and do.

**A Fair Go is about...**

* treating everyone as you would like to be treated;
* being accepting of all other people;
* listening to different views;
* rejecting bullying and
* making sure that learning is fair for everyone.

**Responsibility is about...**

* looking after yourself, other people, the environment and your property;
* volunteering to help others;
* not letting people down and
* modelling best behaviour to others at all times.

**Respect is about...**

* caring for yourself and others;
* following agreed rules at school and in society;
* treating all people in fair way;
* valuing the rights of others and
* valuing the abilities of others.

**Friendliness is about** . . .

* being kind and considerate to people;
* including others in activities;
* being loyal to everyone;
* being supportive of all and
* working well with others.

**Personal Best is about . . .**

* setting high standards;
* trying to do your best always;
* praising and supporting people for their best and
* celebrating personal best performances at school.

**Student Behaviour**

**Positive Reinforcement of Excellence or Improvement in Behaviour**

**Positive Reward System**

Students are regularly rewarded in class across K-6 with awards for excellent and improved behaviour. These awards have a cumulative nature and lead to other awards of higher importance. These awards are consistently and equitably distributed at assemblies and publicly acknowledged. Special assembly awards are presented to acknowledge students for positive achievements in academics, citizenship, behaviour and the promotion of our school core values.

**Strategies for Dealing with Unacceptable Behaviour**

It is part of our responsibility as educators to try to understand the reason behind an unacceptable action or behaviour and react in an appropriate and constructive way. Central to effective behaviour management is the relationship between the student and teacher and maintaining regard for the dignity and worth of each person even when his/her behaviour is unacceptable. Nonetheless, just as acceptable behaviour attracts positive and desirable consequences, there are also clear and consistent sanctions for unacceptable behaviour.

It is important that a record of a child’s behaviour both within the classroom and in the playground is maintained, and that appropriate procedures are enacted to prevent the escalation of unacceptable behaviour. Communication, and a shared partnership between home and school focussing on the welfare of students, ensures the most effective outcome for students.

**Consequences for Unacceptable Behaviour**

When unacceptable or inappropriate behaviour occurs, the teacher will be guided by a range of strategies. While endeavouring to achieve clear and consistent consequences for unacceptable behaviour, teacher judgement and professional knowledge of the child and the context in which the behaviour occurred will play an important role in achieving fair and effective outcomes for students.

**Classroom Behaviour**

Each teacher may record unacceptable behaviour. When a student displays unacceptable behaviour, the following procedures apply.

* The student is informed that the behaviour is unacceptable in terms of class or school rules or values. The student receives a warning to cease the inappropriate behaviour.
* Alternative behaviour management strategies are implemented.
* If the unacceptable or concerning behaviour continues, details of the unacceptable behaviour are recorded by the teacher.
* When three entries (or earlier if the teacher is concerned) have been recorded for an individual student, the teacher informs the executive team who review the kind of behaviours which are causing concern. Depending on the circumstances, the student may be withdrawn from class or counselled by an executive staff member at this stage.
* Class behaviour records will be reviewed in conjunction with playground behaviour records to gain as full a picture as possible of the behaviours causing concerns.
* Consequences such as loss of play for reflection (time out) or withdrawal of other privileges may be applied at this point, if this has not already occurred.
* If there appears to be a continuing or escalating pattern of behaviour causing concern, or if the behaviours are serious, parents will be informed and a meeting arranged to discuss appropriate ways of dealing with the problems.
* Should there be a continuation of unacceptable behaviour, or behaviour causing concern, further meetings will be arranged with a view to determining the most effective way to meet the needs of the student. This may involve Parents, the School Counsellor, Itinerant Support Teacher (Behaviour and Learning) and/or referrals to outside agencies.
* In all situations, the safety and welfare of students and teachers is paramount. If a student’s behaviour in the classroom causes injury, or threat of injury, to others, or is aggressive in language, is disobedient or seriously disrupts the learning of the class, the teacher should inform the Assistant Principal or Principal immediately so that steps can be taken to preserve the safe learning environment of the classroom.
* If the unacceptable behaviour threatens the safety or welfare of others, then suspension within the guidelines of the Department of Education and Training Policy may be incurred.

Teacher judgement and discretion will apply to other behaviours for which time out is the most appropriate intervention.

**Playground Behaviour**

**Rules and Expectations in the Playground**

* Children must respect teacher directions
* Children are to treat others with courtesy and respect
* Children must stay within the school grounds and within the boundaries of play (as marked by red lines on the asphalt) and/or as explained by teachers
* Children are not to be in rooms, buildings, corridors or verandas without appropriate supervision.
* Children are not to climb on walls, fences, seats, walkways, trees or roofs or climb under buildings
* Toilets are not play areas.
* All play must be safe, and all play reflects the rights of others to a safe and happy play environment
* No running on the asphalt.
* Fixed play equipment is for hanging from by hands only. No child is to interfere with (pull, touch, push, etc) another child while they are using the fixed equipment. No child is to hang upside down.
* Children are not to pick up or play with any item that could cause injury, such as a stick or a rock.

**Recording and Documenting Inappropriate Playground Behaviour**

Teachers on playground duty record unacceptable behaviour. The child’s name and a description of the event are recorded and students will receive an appropriate consequence. These events may be brought to the attention of the executive or Principal.

Consequences of varying degree are imposed for unacceptable behaviour. The following behaviours are the general categories for unacceptable behaviour.

|  |  |
| --- | --- |
| * bullying | * disobeying teacher direction |
| * aggressive behaviour | * violence |
| * intentional destruction of property | * racists comments * encouraging others to behave |
| * stealing | inappropriately |
| * physical abuse | * swearing |

A child who is repeatedly struggling to sustain appropriate behaviour will be referred to the executive and reviewed for further action. Depending on the events and circumstances, this could be detention, counselling from the Assistant Principal or Principal, a letter to the parents, referral to the School Counsellor or referral to other specialists in behaviour management.

**Immediate Removal from the Playground**

Any violent behaviour where an injury has been caused to another child, or where there is fear that this could take place, should be immediately referred to a member of the executive and the student removed from the playground to the office. This includes the possession of a weapon or an item that could be used as a weapon. The weapon should be confiscated and handed to the Principal. Notification to the parents and/or referral to the School Counsellor or other specialists in behaviour management may follow.

**Time Out**

Time out sessions are held during the lunch break in a designated area. During the time out session, the students may be required to identify in what way their behaviour has been inappropriate or unacceptable in terms of class or playground rules or expectations. They may then write out what the appropriate behaviour should have been.

The amount of time a child is to spend in time out will be at the discretion of the teacher, depending on the misbehaviour. If a changeover of playground duty teacher occurs during the time a child is in time out, it is the responsibility of the teacher who put the child in time out to inform the relieving teacher of when the child may leave the time out area.

Should there be a continuation of unacceptable behaviour, or behaviour causing concern, further meetings may be arranged with a view to determining the most effective way to meet the needs of the student. This may involve Parents, the School Counsellor, Itinerant Support Teacher (Behaviour and Learning) and/or referrals to outside agencies.

**Letters to Parents - Behaviour of Students ­**

When escalating or underlying behaviour problems that need resolution are identified, a letter of concern will be sent home to the parents by the Principal. This requires an acknowledgment from the parent. If required a meeting to discuss strategies for resolving the problem will be held.

**Expression/Letters of Concern**

Teachers, in collaboration with the Executive/Principal may communicate with parents to inform them of concerns about aspects of student learning and/or behaviour at school. These may be low or high level in nature with communication being in writing. Serious incidents of unacceptable behaviour will be reported immediately to parents. Continuous unacceptable behaviour will become a high level concern and communicated to parents. All letters will be communicated in terms of the relevant section of the School Welfare and Discipline Policy.

**Letters of Commendation**

Parents may receive a letter of commendation from the school with regard to excellence or improvement in learning and/or behaviour by a student. This is a proactive way of encouraging students to aspire to improved behaviour.

**Welfare in the Playground – Procedures and Safe Play**

**Before School**

* No child should arrive at school before school opens at 9.00 a.m. unless they are in the care

of “Bridge the Gap” BASC, attending specialist lessons or are in the care of a teacher.

* At 9.00 a.m. children may arrive and play on the asphalt area (top playground).
* Games permitted are skipping or games involving the use of a tennis ball or handball.
* No football or soccer, chasings or play on fixed equipment is allowed.
* A warning bell will ring to mark the end of play and to allow children to be ready and at

lines for the 9.30 a.m. bell.

**At fruit break**

* All children are to play on the asphalt (top playground)
* The general rules for before school play apply

**At lunch time**

* All children are to be seated in the designated lunch area for 10 to 15 minutes to eat lunch.
* No child is to shop from the canteen before 1.10 p.m.
* All children are to clean up their eating areas before they play.
* During second half of lunch, when there are two teachers on playground duty, the oval

becomes the second play area. K-2 and 3-6 use the oval on alternate days.

* A warning bell will ring to mark the end of play. Children should pack away equipment, go

to the toilet, wash hands and be ready and at lines for the 2.00 p.m. bell.

**After school**

* At 3.15 p.m., children are to proceed straight home by a route determined by their parents.
* Children are not to stay and play games at school. No equipment is to be used.
* Children who remain uncollected at 3:15 p.m. are to let their teachers know.
* If parents are late, children are to go to the office to await collection.

**Ball Games**

* Games using a hard ball and/or bat (eg., cricket, softball) may only be played as part of an

organised sports lesson under direct teacher supervision and with all correct safety

equipment and procedures in place.

* Only tennis balls and small handballs can be used for ball games before school and at fruit break. During the first half of lunch basketball shooting is permitted.
* Soccer and other large ball games are to be played only on the oval. Use of the oval at

lunchtime is in accordance with a grade roster.

* No games involving tackling are permitted.

**Permission to Leave the Playground**

* Permission from the teacher on playground duty must always be obtained before leaving the

playground to go to the office and other areas within the school.

* Students should obtain a green card from a teacher before going to sickbay in the administration building.
* Teachers may send a student with a red card to the administration building in the case of an emergency.

# Selection of Student Leaders Policy

Students are expected to follow the Code of Behaviour outlined below in terms of the values of the school in all its aspects.

* Student leaders need to be nominated by fellow student leaders or themselves.
* All nominees are to be approved by the principal and executive. If a student does not meet the expectations of this Code of Behaviour, then they may be considered ineligible to stand for a leadership position.
* Speeches will be of an equal duration for all participants. Advertising will be kept to an equitable minimum and students will be unable to pledge unrealistic outcomes.
* Students and their parent/s will sign the Code of Behaviour for prospective leaders.
* Once elected, if a student fails to meet these expectations, their position will be reviewed. Students who breach the school’s discipline policy may forfeit their position for a short term. In more serious cases, such as suspension, students may lose their position completely.
* There may be a replacement of student leaders. A student who was originally unsuccessful in the election process but ranked next on the number of votes obtained (after those elected) may be appointed as a student leader replacing one who has lost their position. In some cases, there may be a need for a re-election for the vacant position.

**Code of Behaviour for Prospective Student Leaders**

In standing for the position of a Student Leader at Sylvania Public School, I understand the expectations of this important role and, if elected, make a commitment to honouring them.

As a Student Leader, I will:

1. Set a good example for the students of our school by

* Wearing the correct uniform proudly and neatly
* Following all school rules.
* Treating all members of our school community, adults and students alike, with courtesy and kindness.
* Undertaking all additional responsibilities as may be required willingly and with grace

1. Bring credit to the school.
2. Support the school by involving myself in school events and activities.
3. Display positive attitudes and behaviour to all students and in all situations.
4. Be polite, reliable and responsible.
5. Treat the position of Student Leader with respect. In my activities beyond the school, I will behave in ways which bring credit to Sylvania Public School.
6. Work in cooperation with my fellow Student Leaders to ensure our duties are shared equitably.
7. Demonstrate the qualities of fairness and good sportsmanship in all activities.
8. Encourage the participation of fellow students in sport, games and all other school activities, seeking to promote the involvement of all.
9. Prepare for those occasions at which I have to speak publicly, so that I present information clearly and with confidence.
10. Treat visitors to our school with courtesy.
11. Look for opportunities to be of service to others. I understand and accept that sometimes my duties will require me to give up my free time. I will do this willingly.
12. I understand the expectations of me as a Student Leader will at times be different to those of other students. The position carries responsibilities as well as privileges.

If elected as a Student Leader, I pledge to honour the trust placed in me by my fellow students and our teachers. I understand that I must continue to be worthy of the role in the above ways. If I fail to meet these expectations, I understand that my position may be reviewed.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Student

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Parent

**Student Leader Nomination Form**

I nominate the following student for one of the Student Leader positions at Sylvania Public School. (These positions include School Captains, School Vice-Captains, Prefects, and House Captains):

Nominee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nominated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_

I believe this student to be worthy of the position of a student leader. I believe he/she has consistently shown his/her ability to:

Set a good example for the students of our school by:

* wearing the correct uniform proudly and neatly.
* following all school rules.
* treating all members of our school community, adults and students alike, with courtesy and

kindness.

* undertaking all additional responsibilities as may be required willingly and with grace.

Bring credit to the school.

Support the school by involving themselves in school events and activities.

Display positive attitudes and behaviour to all students and in all situations.

Be polite, reliable and responsible.

**Related Policies and Guidelines**

1. DET 2007 Student Discipline in NSW Government Schools
2. DET Core Rules – Student Discipline in Public Schools
3. DET 1996 Student Welfare Policy
4. DET 1995 Ministerial Statement: Good Discipline and Effective Learning