Jindera Public School
Welfare Policy

Student welfare, Effective learning and Responsible behaviour

Allowing our students to learn in a safe, positive and encouraging environment
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Student welfare, Effective learning and Responsible behaviour

(reviewed March, 2015)

The purpose of this booklet is to communicate to students, parents and staff members the structures we provide at Jindera Public School to ensure quality education for all students in a caring and safe environment.

1: Philosophy

Students learn most effectively in a secure, positive and encouraging environment where staff and students take pride in achievement. Our school believes:

- that the prime purpose for students being at school is to learn;
- that communication and co-operation between parents and teachers is vital in assisting students in their ongoing development;

2: Aims

Our student welfare and discipline program is aimed at developing children in line with the school’s aims and purpose, by providing a safe and happy school environment in which children have a right to learn, free of disruptions and fear from others. Students are encouraged to act in a manner which shows respect for the rights and opinions of others. The policies are aimed at helping children to develop independence, initiative and mature judgement as well as moral and social development.

Through our welfare and discipline policy, the school aims to have each student develop positive values which include:

- A caring attitude towards others;
- The dignity and worth of each individual;
- Respect for others, honesty and fair play;
- A sense of enjoyment and satisfaction from learning in a safe and happy environment;
- Responsible digital citizenship;
- Always striving for their personal best;
- Responsibility for their own actions; and
- Team spirit.

3: Objectives

Our objective at Jindera Public school is to promote a strong student, staff and community partnership because we believe that an effective partnership between home and school is an essential component of our learning community. We currently have a strong parent engagement and look forward to continuing to strengthen these relationships.

Parents/carers are invited and encouraged to participate in the whole range of school activities including planning, budgeting, policy development and review, assisting with teaching, and sporting programs, P & C...
meetings, School Council and invitations to assemblies and performances. Fortnightly newsletters keep parents/carers and the community informed of all school activities.

We encourage any feedback you may have regarding your child and student welfare and discipline at Jindera Public School and this can be discussed by making an appointment to with the Principal or the Assistant Principals.

4: EFFECTIVE TEACHING AND LEARNING

4.1 Objective:

At Jindera Public School we believe that all members of the school community have the right and capacity to work to their full potential. We also believe that:

• an effective partnership between home and school is an essential component of our learning community
• learning is the process of gaining knowledge, understandings, skills and values that lead to change in the individual, enabling him/her to apply their knowledge to new contexts and make informed choices
• teaching involves the establishment of positive relationships, in an environment that is stimulating, interesting and safe, allowing for effective learning to take place.

4.2 Aim:

To enhance 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.

We promote and develop

• individual student achievement in literacy and numeracy
• individual initiative, responsibility and self-discipline
• respect for the rights of others and themselves
• a healthy lifestyle through participation in sporting and cultural activities
• an ongoing commitment to caring for the environment
• a sense of pride, co-operation, team spirit and involvement in all undertaking

5: STUDENT WELFARE

NSW Department of Education and Communities Core Rules, School and Class Rules, teacher and parent expectations and daily routines assist to provide an environment which is safe, responsive and supportive of the needs of all of our students.
Jindera Public School provides access to many people, groups and activities which help and support the students.

5.1 Help and guidance for students may be sought from:

- **Parents/Carers** - assist their children in home learning programs and may assist teachers to implement programs within the classroom such as reading.
- **Classroom Teacher** - provides guidance and support to all students in their care.
- **Student Representative Council** - elected students represent the general welfare concerns of all members of their class from Years K-6.
- **Principal and Assistant Principals** - oversee the welfare of all the students and manage specific problems beyond normal classroom and playground management.
- **School Counsellor** - provides confidential counselling to students and their families in matters such as academic progress, stress, anxiety, personal problems and many others. They also support academic and whole school programs.
- **Home School Liaison Officer** - monitors student attendance and assists students and families who are having problems attending school regularly.
- **Reading Recovery** - provides a specialist reading and writing program designed for targeted students in Year 1 who are experiencing difficulty.
- **Learning and Support Teacher** - provides specific assistance to those students in K–6 experiencing academic and/or social difficulties to ensure that all students can access the curriculum and achieve their personal best whilst at school.
- **School Learning Support Officers** - support the classroom teachers to implement programs that meet student’s individual needs, particularly students with diagnosed disabilities and those who require adjustments to academic and social/emotional programs, both remedial and extension.
- **Learning Support Team** - meets fortnightly to discuss, monitor and support students, teachers (and families) with issues that are affecting access to the curriculum.
- **Itinerant Teacher Hearing** - provides a program for hearing impaired students.
- **Itinerant Teacher Visually Impaired** - works with children with impaired sight.
- **Community Nurse** - tests and checks students throughout the year.
- **Speech Pathologist** - provides assistance to children experiencing speech, language and feeding difficulty.
- **Occupational Therapist** - provides assistance to students experiencing fine motor difficulties, making modifications for parents/carers/teachers to implement to increase access to the curriculum.

5.2 Outside agencies the school can access:

Depending on the needs of the students referrals may also be made by the school to:

- **Stewart House**
- **Mental Health Services**
- **Child and Family Support Services**, such as Mission Australia, Brighter Futures
- **Special Education Support Centre** and
- **Community Health Centre**.
- **Centre for Effective Reading**

5.3 Buddy Teacher/Mentor

Whilst students form trusting and respectful relationships with their class teacher, sometimes it is an advantage for students to form relationships with adults where the focus is on guidance and support. When the need is identified, an adult mentor will support students in developing skills to assist in building positive relationships within the school environment.
5.4 Wise Owls
Wise Owls is a program set up to allow the development of leadership skills in students in year 5 and 6 as well as the fundamental objectives which is to provide a system for new and younger students who are working toward developing conflict resolution skills. The Wise Owls are visible in the playground and assist in sorting out minor playground issues. If the situation is unable to be resolved the matter is automatically referred to the playground teacher. All minor incidents are recorded in a book which a supervising teacher reviews at the end of each day to monitor the playground issues.

5.5 Student buddies
All new kinder students are paired with a year 6 student who becomes their ‘buddy’. This relationship assists the new kinder students to learn school routines and expected behaviours in the playground. They also assist the kinders to choose the correct food and snacks to eat at each break. This is introduced in Term 1 and the students gradually become more independent of each other as the term goes on. This relationship continues throughout the year and it has been proven to be a very affective process to assist in the smooth and positive transition to beginning at school.

6: RESPONSIBLE BEHAVIOUR

6.1 Objective:
The development of each child’s self-worth is of utmost importance. Children should be led towards self-discipline through the positive relationships they experience with others and supported by the rules and consequences applied across the school.

The first approach by the teaching staff, in promoting acceptable student behaviour should be through motivational procedures – and the use of encouragement and reinforcement of desired behaviour, rather than the identification of negative aspects.

6.2 Leaving the school grounds
Students are not permitted to leave the school grounds during the school day unless they are collected by a responsible adult (approved by the parent/carer) and have presented a note explaining their absence. Alternatively, parents/carers are asked to phone the school to notify that the student will be leaving school early.

6.3 Playground Duty
Teachers are rostered to supervise the playground before classes begin, from 8:55am, recess and lunchtime. Teachers also supervise students who are waiting to travel on buses.

A teacher is rostered on duty from 8:55am. We request that students do not arrive at school until 8:55am and that all students leave the school grounds when the 3:25pm bell rings.

6.4 Daily Routines
Morning:
- Children arriving before 8:55am sit quietly in the quadrangle area.
- 8:55am – bell indicates access to classrooms with a teacher to organise the day and some play time.
- 9:25am – Session one of the school day begins. Fruit break and/or fitness in this session at the discretion of the class teacher. This session is designed to be a two hour, uninterrupted learning session.

Recess:
• 11:25am – Students sit in undercover area to eat morning tea before moving to the playground areas.
• 11:45am – Students line up at their class’s designated meeting place and wait quietly for their teacher. A brief morning assembly will provide messages and reminders for students about activities and events for the day/week.
• Following assembly, session 2 begins.

Lunchtime:
• 1:10 -1:25pm – Supervised eating time. All students are expected to sit and eat their lunch quietly in the quadrangle. Students will be dismissed all together to move to the playground for a substantial time for physical activity, playing sport or creative play/socialising with friends.
• 1:40 -2:05pm – Lunch is divided in two sections, supervised by teachers rostered on duty. The library is open during part of the lunch break on Mondays and Tuesdays.
• 2:00pm – a whistle is sounded by one of the teachers on playground duty. The students are encouraged to finish play/sporting games and return all equipment, use the toilets, wash hands and have a drink.
• 2:05pm - Students are encouraged to move off the playground area quickly, line up at their class’s designated meeting place and wait quietly for their teacher.
• When the PSSA competition is running, lunchtime is from 12:30 – 1:30pm.

Parents/carers are encouraged to provide adequate, healthy and nutritional food and water each day. Parents/carers are encouraged to check whether their child is eating the food provided.

After school:
• Parents are welcome to wait in the quadrangle covered area when collecting students at 3:25pm.
• Teachers and support staff supervise students who are waiting for buses.
• Supervision of students is always available until 3:55pm in the school office should parents/carers be delayed in collecting students although students are expected to go straight home after the 3:25pm bell. Please phone the school if you are going to be late in collecting your child from school to allow us time to notify your child of any change and provide adequate supervision.

6.5 Absences
Regular school attendance is most important. If a student has been absent for a whole day, or even a part of day, a note explaining their absence is required on the day of their return. A booklet of absence notes is sent home with all students at the beginning of the year. Parents/carers are encouraged to use these. Further booklets are available from the front office.

When notifying of an extended absence (for a family holiday, for example), parents/carers are asked to complete an exemption form. These are available from the front office and must be received before the anticipated absence.

Late arrivals and early leavers must report to the school office, accompanied by a responsible adult, to have their absence recorded. Unsatisfactory school attendance is referred to the Home School Liaison Officer as it can have a negative impact on learning and student confidence.

For further details, see Jindera PS School Attendance Policy.

6.6 Sun Sense
No broad-brimmed hat – play in the shade.
During Terms 1 and 4 the school uniform includes a hat that protects their face, neck and ears when outside the school buildings. All students are strongly encouraged to wear a broad brimmed hat when outside, otherwise they will play in the shade. Classes usually will endeavour to do outdoor activity before recess during these terms, when practicable.

Students are regularly reminded to reapply sunscreen and regularly rehydrate when participating in outdoor activities. Sunscreen is available in the front office if required but students are encouraged to provide their own.

- Where possible, outdoor activities will be scheduled outside peak UV times. Peak UV times are 10am - 2pm between April and September, and 11am - 3pm between October and March; and when planning excursions all sun protection measures will be considered.
- The school is committed to providing shade and planning for future shade needs (trees, COLAs, portable structures etc). Students are encouraged to use shade, particularly when UV index levels reach 3 and above.
- Use of sunscreen is encouraged and promoted and must be SPF30+ broad-spectrum water-resistant.
- Staff members are requested to act as role models by practising good sun protection behaviours.
- Teachers are encouraged to incorporate sun protection principles into the curriculum.
- Sun protection information is regularly promoted to the school community. Families and visitors are also encouraged to use a combination of sun protection measures when visiting the school.

6.7 Extreme weather
In the event of extreme weather (unusually hot, unusually cold and/or wet, high wind days) arrangements will be made by the Executive and communicated to staff to ensure that students are not subjected to the harsh elements that may compromise student safety.

Alternate arrangements may include, but are not limited to:
- Eating/quiet play in the hall and/or library
- Eating and quiet play in classrooms
- Eating and playing (no running, throwing or big ball games) under the covered areas.

6.8 Car parking
For the safety of students the teacher’s car park is for the use of teachers and staff ONLY. Parents/carers can park on Dight Rd, in the appropriate designated parking areas, or in the parking made available in the football oval. When walking into the school grounds please use the appropriate entrances and pathways. Walking through the car park is not permitted and is extremely dangerous.

Please note: Please also refrain from parking or walking through the staff car park at all times.

6.9 Dogs
In the interests of student safety, dogs are NOT permitted in the school grounds at any time.

6.10 Smoking
All parents/carers are reminded that smoking is not permitted on the school grounds at any time. Please refrain from smoking inside the school gates.
7 UNIFORM POLICY

One of the most effective ways of developing school pride and feeling of belonging is to encourage the wearing of a school uniform. The school uniform is a practical solution to the school clothing problem which allows active participation in school activities whilst at the same time encouraging positive self-image on visits away from school.

The school and parent bodies - Parents’ and Citizens’ Association and School Council - promote and encourage all students to wear the school uniform at all times. Students who wish to represent the school on excursions or at sporting events are expected to be in school uniform.

<table>
<thead>
<tr>
<th>SUMMER UNIFORMS</th>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checked dress or checked blouse with maroon shorts.</td>
<td>Grey shorts</td>
<td>Polo Shirt</td>
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<tr>
<td></td>
<td></td>
<td>Sandals or Black Shoes with grey socks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WINTER UNIFORMS</th>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plaid pinafore or slacks</td>
<td>Long grey trousers</td>
<td>Maroon polo shirt</td>
</tr>
<tr>
<td>Long sleeve lemon blouse</td>
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</table>

School fleeces and jackets are also available.
Maroon with yellow zip jacket with school logo
Maroon wind cheaters with school logo

<table>
<thead>
<tr>
<th>SPORTS UNIFORM</th>
<th>To be worn by boys and girls on Sports days ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow polo shirt with school logo and maroon shorts</td>
<td>Maroon track pants may be worn in winter</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HATS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>All children are encouraged to wear a hat during the summer months</td>
<td></td>
</tr>
<tr>
<td>Maroon wide brimmed or bucket with school logo</td>
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<table>
<thead>
<tr>
<th>SCHOOL BAGS</th>
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<tbody>
<tr>
<td>Maroon bag with Logo</td>
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Polo Shirts (maroon and lemon), Sports Shorts, Track pants and jumpers available from the school uniform shop Tuesday and Friday 9:15 – 9:45; Thursday after assembly (even weeks) and Friday 3:15 – 3:30pm

Our school policy during Terms 1 and 4 is "No Hat, Play in The Shade"
8 HOMEWORK POLICY

8.1 Why is homework so important?
Homework bridges the gap between learning at school and learning at home. It reinforces work completed in class. It helps to develop skills such as research and time management.

Homework establishes the habits of study, concentration and self discipline. Parents/caregivers have the opportunity to see the progress of their child. Homework provides challenges and stimulus to gifted and talented children.

8.2 Three types of homework
1. **Practice exercises** help students to remember and practise newly acquired skills – such as memorising mathematical tables, practising spelling words, writing essays and reading for pleasure.
2. **Preparatory homework** requires students to source and read background information to prepare them for future lessons on a specific subject – such as reading an article on the Gold Rush in preparation for a lesson in Australian history.
3. **Extension assignments** encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the internet.

8.3 Parents can help children at home by:-
1. Sharing an interest in whatever they are doing and providing a quiet place for them to complete written work.
2. Setting a good example by following routines and being positive about their own responsibilities.
3. Remaining calm. Being anxious may lead to a stressful situation which can only be harmful to both you and your child.
4. Arranging to see your child's teacher if you need clarification on any points concerning either the school or class homework policy.
5. Specific details of the implementation of the school’s homework policy are communicated to parents at the beginning of each school year at class meetings and through class information sheets.

The following is a guide to what homework may be given for the various grades:

8.4 Kindergarten
Children are encouraged to share school experiences, books and leisure activities with parents and to bring items to school for special activities. Children begin a Take-Home Reader program as they are ready.

8.5 Years 1 and 2
Children are encouraged to share their experiences with parents, bring items for special activities and share books regularly with their parents. Homework activities are planned to encourage development of interest areas, reading, spelling, writing and maths. Activities may be planned to revise, reinforce, extend or enrich class work.

8.6 Years 3 and 4
Homework activities are planned to encourage development of interest areas, reading, spelling, writing, maths and **guided research** on Science and Human Studies and its Environment themes. Activities may be planned to revise, reinforce, extend or enrich class work.
8.7 Years 5 and 6
Homework activities are planned to encourage development of interest areas, reading, spelling, writing, maths and independent research on Science and Human Studies and its Environment themes. Activities may be planned to revise, reinforce, extend or enrich class work.
9: RESPONSIBLE BEHAVIOUR EXPECTATIONS

9.1 While at school, students learn and progress to the best of their ability, behaving in ways that support a safe, harmonious, learning environment for all, and which reflect positively on themselves and the school. They act in keeping with the Core Rules in NSW Government Schools, as represented in school and class rules. They:

- show respect at all times for teachers, other school staff, helpers and visitors;
- treat one another with dignity and respect;
- attend school every day unless legally excused, and are in class on time and prepared to learn;
- display self-control;
- behave safely, considerately and responsibly at all times, including when traveling to and from school;
- move safely, considerately and responsibly around the school;
- seek teacher assistance when necessary for difficulties in class or playground;
- listen when others are speaking;
- follow instructions;
- proceed to lines and lessons promptly;
- are polite, well-mannered and courteous to others;
- keep classrooms and school spaces clean and tidy;
- care for property belonging to themselves, the school and others;
- have an understanding of appropriate behaviour and its relationship to time and place;
- recognise that behaviour is a choice and all behaviour has ‘real-world’ consequences;
- maintain a neat appearance, in line with the school dress code.

For many students the school is the first major experience with a social institution and it is here they will learn the social skills necessary to operate successfully in the world. The school, together with parents, has a role to play in teaching values, social skills and an understanding of appropriate behaviours.

9.2 STUDENTS RIGHTS AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a right to:-</td>
<td>I have the responsibility to:-</td>
</tr>
<tr>
<td>attend school</td>
<td>attend school regularly</td>
</tr>
<tr>
<td>learn all I can at school</td>
<td>allow others to teach and learn</td>
</tr>
<tr>
<td>be treated with respect and politeness</td>
<td>treat others with respect and politeness</td>
</tr>
<tr>
<td>be safe in work and play</td>
<td>act in a safe manner at all times</td>
</tr>
<tr>
<td>have my property respected</td>
<td>take care of my property and the school’s</td>
</tr>
<tr>
<td>travel to and from school with safety</td>
<td>be safe when traveling to and from school</td>
</tr>
</tbody>
</table>

9.3 JINDERA PUBLIC SCHOOL RULES

- WORK AND PLAY SAFELY
- CARE FOR YOURSELF AND OTHERS
- CARE FOR THE SCHOOL AND IT’S ENVIRONMENT
9.4 JINDERA PUBLIC SCHOOL
CODE OF CONDUCT

Students are expected to:
- Promote the school image by wearing full school uniform, including the sports uniform, with pride
- Be prepared with the correct school equipment for all activities
- Respect other people’s belongings and take care of the school and its properties
- Be punctual to class and all school events
- Act safely while at school and on the way to and from school
- Be responsible for their own actions
- Respect all people and not bully, harass, victimise or discriminate against anyone on the grounds of gender, race, religion, sexuality, ethnicity, socio-economic status, age, education or disability
- Actively participate in learning as a member of the school community
- Strive to achieve their personal best in all school activities
- Interact with staff members and peers in a respectful and positive manner
- Discuss any concerns with staff to do with their well – being and/or that of their peers
- Display positive behaviour at all times
- Earn the school a good name by playing sport fairly, wearing your uniform with pride, always being a good sport, taking pride in being well behaved
- Students will engage with social media respectfully and appropriately in line with DEC policy. Social media will not be used to:
  1. Send abusive texts or emails
  2. Take and share unflattering or private images, including naked or sexual images
  3. Post unkind messages or inappropriate images on social networking sites
  4. Exclude individuals from online chats or other communication
  5. Assume the identity of someone else online and represent them in a negative manner or manner that may damage their relationship with others

10: MANAGEMENT OF STUDENTS RESPONSIBLE BEHAVIOUR

It is important that schools implement fair, consistent and balanced welfare and discipline procedures, ensuring consistency in application and recognition of achievement, developing a positive and supportive school environment.

It is essential that the school’s policies focus on and acknowledge the positive behaviours and reward students who are trying to be a friend to others or who demonstrate a commitment to citizenship and the success of the school.

The Jindera Public School community has a clear expectation that behaviour will reflect and reinforce the core values and expectations of the school community. The core values and beliefs of the Jindera Public School community include:
- Fairness
- Care
- Equity

The management and implementation of student welfare within the school will always take into account the student’s age and developmental level. The circumstances will be assessed and, in many cases, consultation with key staff, parents and outside agencies will occur to ensure a fair and just system is applied.
10.1 STUDENT EXPECTATIONS

Students should -

- Have opportunities to display initiative and accept responsibility
- Realise that they have a responsibility and choice for their actions
- Experience decision making and problem solving
- Act with due regard for the safety and personal rights of others
- Experience appropriate learning programs (ie Peer Support) to assist them to understand and manage the variety of emotions displayed by themselves and others.
- Know the rules and understand the reasons for them and for consequences imposed.
- Be encouraged to develop pride in their school and community and respect for property, through the approach of developing self pride, self respect and care for others.
- When appropriate, have the opportunity to discuss rules and offer their viewpoint.
- Have the right to explain their actions to the teacher in a calm, non-emotive atmosphere.
- Behave as responsible digital citizens
- Follow the school Anti-bullying plan

10.2 TEACHER EXPECTATIONS

Teachers should –

- Maintain open communication with parents/carers at all times.
- Be an effective role model.
- Know the school rules.
- Know the discipline policy and be consistent in its application.
- Always strive to be fair.
- Provide cooling off opportunities in stressful situations before commencing discipline procedure, including taking time out for themselves.
- Use an assertive (non aggressive) tone of voice and manner.
- Be able to admit errors to the children.
- Ensure effective supervision and social interaction.
- Provide the children with a choice of positive actions
- Use encouragement to promote good standards of behaviour.
- Initiate reconciliation after disciplinary action.

10.3 PARENT EXPECTATIONS

Modelling positive behaviour

At Jindera PS we regularly remind students about being positive towards others and treating others with respect and kindness, even when they may not agree with the other person’s opinions or views. These habits are reinforced by the interactions they experience with their parents and other significant adults. Unfortunately, when we are stressed or tired, we can forget our own manners and behaviours and treat others poorly. Every member of the school staff at Jindera PS is committed to your child’s education and personal growth. Please remember to treat them with respect and understanding. Parents/carers are also reminded that, under no circumstances, should you ever approach another child on the school grounds and confront them. If an issue arises between your child and another, please contact the school and allow the staff to deal with the matter. Schools must remain safe, non-violent places for everyone.
Parents should –
• Help the school to understand their children’s needs;
• Inform the school of circumstances which may affect their children’s learning or behaviour at school;
• Help their children to understand what is required of them at school;
• 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 home learning.
• Be involved in the formulation and reviews of the policy.
• Support the application of the school’s policies, which are based on DEC policy.
• Establish a close and supportive liaison between teachers and parents.
• Be welcome to discuss problems and be involved in major discipline decisions.

10.4 OUTCOMES

Results of implementation of this policy will be –

1. To provide a secure environment for children and staff.
2. To clearly outline children, staff and parents expectations and rights.
3. To develop a happy learning environment for the children.
4. To provide for K-6, parental and community involvement.
5. Improve the school/community status.
7. Develop our students as active, caring, responsible and resilient 21 century learners who can confidently take their place in a global world.

10.5 IMPLEMENTATION

Behaviour management is achieved through a comprehensive approach that includes building positive relationships with each child and utilising a range of educational, organisational and responsive strategies.

For teachers –

1. Have the school code of conduct available in the class teacher’s program. Discuss them with the children at the beginning of each term. A copy of the Code of Conduct will be published in the Newsletter at the beginning of each year. A copy will also be given to any new enrolments during the course of the year.
2. Establish a set of classroom rules with the children. Word them in the positive tense. Discuss them with the children each term and modify them if necessary. Display them in the classroom.
3. Prepare a personal discipline plan for your classroom which outlines both positive and negative consequences. Discuss this plan with your supervisor and allow for evaluation.
4. Establish a “teacher buddy” system, for assistance and to provide cooling off opportunities.
5. Allow for the involvement of others in your plan e.g. school counsellor, parents/carers, supervisor, principal (both positive and negative aspects).
6. Utilise the Star Award system for playground, citizenship and other opportunities when students are caught demonstrating positive behaviour.

10.6 STRATEGIES

PROACTIVE/PREVENTIVE STRATEGIES

Be prepared. Prior careful planning allows for a low stress, high challenge, learning environment with:
• appropriate and interesting learning activities;
• variety of activities and pace;
• provision for the full range of abilities, different learning styles and pace of working.

A plan for classroom management minimises behaviour situations and includes:
• a strategic seating plan in the classroom
• harmonious working groups
• provision for good sight and hearing
• expectations made explicit
• classroom rules framed in positive terms and displayed prominently
• known signal for gaining instant attention
• strategies for responding consistently in all circumstances
• efficient routines for all lesson types
• established places for all equipment and routines for cleaning up
• active and mobile supervision of students’ activities and learning

The systematic teaching of values, social skills and desired behaviours makes expectations explicit through:
• modelling;
• role plays
• rehearsal or practice of desired behaviours.

_Catch them being good_ (Positive Affirmation and Reinforcement)

Frequent Explicit Feedback - Accentuate the positive and treat the situation as an opportunity to learn as well as teach the behaviours you want to see.

• descriptive language "You really thought about that before you answered. Well Done!"
• constructive criticism " You still could try to improve your neatness." Or “you could really improve your neatness by using a slope card.”
• self and peer affirmation. Encourage students to notice and praise their own and others’ achievements, e.g.: 2 star and 1 wish
• system for regular feedback to parents

**REACTIVE STRATEGIES**

Strategic Ignoring:
• praise for a student behaving well and ignoring problem behaviour, within reason
• recognition and description of appropriate behaviour by others
• reminder about rewards for completion of work, good behaviour etc.

These plans can include parental involvement, professional help (ie counsellor), supervisor, principal, detention and further consequences.

• When appropriate, ignore attention seeking and use non-verbal behaviour eg eye contact, open gestures.
• Verbal repertoire e.g. Question and Answer “What are you doing? What should you be doing?” Alternatively: state what you expect the child to do with express directions.
• Remind students of strategies to manage distractions.
• Remind child of consequences.
• Remove child to a different area of classroom.
• If the behaviour continues then remove the child to buddy classroom for a specified period of time. A record must be kept in the teacher’s class discipline book – noted as Record Book (R.B.). When the child returns to classroom re-establish contact.
• If a regular pattern begins to emerge consult with your supervisor to devise a plan of management.
• The teacher implementing their own classroom discipline/detention will be responsible for the supervision of the child/ren. A note will be made in the teacher’s Record Book.

10.7 REWARDS TO ENCOURAGE POSITIVE BEHAVIOUR INCLUDE –

• Smiles, handshakes and words of encouragement.
• Stamps and stickers.
• Mini Merits – Class teacher’s awards.
• Class DoJo points.
• Positive notes home/ phone calls to parents/caregivers.
• Assembly recognition.
• Aussie of the Month (Twice a term)
• Comments on the children’s work.
• Star Awards
• Extra play (non detention children)
• Merit certificates

10.8 AWARD SYSTEM

10 Merit Card Awards > = 1 JPS
Aussie of the Month Awards > Silver Award
Attendance awards (awards earned since 2013) >
Academic Awards from Presentation evening
Any combination of totalling 10 >

4 JPS Silver Awards > = One JPS Gold Award
2 JPS Gold Awards > = One JPS Diamond Award

Whole School Achievement Awards such as Grade Presentation Evening Awards will be included. From time to time other whole school awards e.g. Aussie of the Month, specialist teacher awards – will be included in the Award System. 10 will equal 1 JPS Silver Award or as part of a combination of other awards to achieve the JPS Silver Award. Sports ribbons will not be included in any combinations.

10.9 PLAYGROUND

Star Awards

Good behaviour will be acknowledged by Star Awards and a draw will be held at predetermined times. All students Star Awards for positive behaviour will be put into a container and winners will be drawn. A small prize will be given out – e.g. a pencil, pen, rubber or other small prize. A separate draw for correct uniform will also provide the opportunity for a student/s to be rewarded.

To modify behaviour it is far better to “CATCH SOMEBODY BEING GOOD” rather than just punish negative behaviour.

10.10 Level System

Definitions
Discipline Slip:- Is a record of inappropriate behaviour that will be referred for detention. There are three copies. One copy will be retained by the classroom teacher in Student Log. One to be kept in Discipline folder in the staffroom and the master copy sent to the principal.

Student Log:- Is a record of a student’s behaviour in your class. This may be copies of discipline slips, time out cards or anecdotal records of behaviour that is of concern. These are to be dated and detailed and include the names of other children that may be involved.

Buddy teacher: students who are continually disruptive in the classroom and will be sent to the ‘buddy teacher’ for the duration of the lesson.

Playground Incident Book:-

Negative Behaviour: Children who have been involved in inappropriate behaviour in the playground but may not warrant a discipline slip may have their names entered in the Playground Incident Book. This will allow for the identification of children who are displaying a pattern of behaviour. This book should be submitted weekly to a member of the Executive for tracking and follow up. If a student appears in the playground book three times in a term they are placed on a detention. The offender will also miss the additional 15 minutes of play awarded to all students who have not been in the playground book, for negative behaviour, for 5 consecutive weeks.

Positive Behaviour: The playground book is also used to record those students who have been identified as making a positive contribution to the playground or for positive play and behaviour within the term. Any student in the positive end of the behaviour book three times in a term will receive a merit award.

Procedures

a. All teachers will maintain a Student Log stating date, problem and action. Some entries will necessitate a slip because of the seriousness of the offence.

b. Where students are disruptive and interfere with the rights of others to learn placement into a Student Log book must take place.

c. The teacher must keep the Supervisor informed (and a written record) of interviews with parents and challenging students.

d. Most incidents should be handled by the individual teacher, however, there will be times when children will need to be issued with a Time Out Slip or a Discipline slip. More serious issues must be recorded on a “Behaviour/ Major incident report”. A copy of this should be sent to the Principal and kept on file.

e. Each new term will start a student with a clean record sheet unless a large number of problems have occurred at the end of the previous term. Discretion is to be used if there is a substantial time gap between offences. Students will be given the opportunity to redeem themselves if on levels.

f. At the end of each school year all records involving discipline slips will be stored. Students receiving discipline slips should be referred to the principal or the executive staff who may ring parents to inform them of the detention. Detention should consist of “counselling” by detention teacher regarding misdemeanour, more appropriate behaviour in future and more appropriate strategies for student to avoid repeating the incident. A detention reflection sheet should be completed and a copy sent home with a blue note informing the parent/carer of the detention. Parents/carers are asked to return the blue note, signed, the next day otherwise the LaST will follow up.

g. If a student is placed on detention they are to miss that week of PSSA competition, should it apply. Repeated detentions will result in exclusion from the PSSA team for the remainder of the competition.

h. Serious or repeated incidents may result in exclusion from excursions. See “Authority of the Principal”.
**Level One**  
(Discipline Slip and 1 day’s detention)  

Reason for Level  
1. **Classroom**  
   - Avoiding set tasks/non completion of work  
   - Continual disruption of class activities  
   - Being disrespectful to staff eg back answering  
   - Throwing objects (not targeted)  
   - Verbal threats  
   - Teasing or name calling  
   - Refusing to follow directions/defiance  

2. Use of indirect offensive language while interacting with students or adults  
3. Spitting at other students.  
4. Damaging other people’s property (minor)  
5. **Playground**  
   - Playing roughly  
   - Interfering in other people’s games  
   - Refusing to follow directions/defiance  
   - Verbal threats  
   - Teasing or name calling  

**LEVEL TWO**  
(2-3 days detention) – Parents/carers MUST be contacted immediately following incident  

Reason for Level  
- Fighting - physical  
- Vandalism  
- Dangerous behaviour resulting in injury  
- Bullying (physical & verbal including cyber bullying & texting)  
- Swearing at a student, staff member, adult intentionally  
- Deliberate breach of the school rules eg out of bounds, leaving school without permission.  
- Racist language or actions (including songs, games, jokes, name calling or gesturing). These will also be referred to the Anti-Racism Grievance Officer (ARCO) for further actions and follow up.  
- Inappropriate behaviour. Depending on the age/maturity of the child, this may result in immediate suspension and/or additional sanctions being applied. Mandatory reporting procedures will be followed where policy dictates.  

Consult with an Executive member of staff before nominating the penalty for Discipline offences.  

**LEVEL THREE**  
Consistent inappropriate behaviour as evident in Level 1 & 2:  
- Parents will be contacted by principal or executive staff.  
- A formal suspension warning letter will be sent home and an interview arranged with parents/carers and student to discuss the behaviour and ways of moving forward.  
- The student will be started on a behaviour management program, eg behaviour card, communication book. Referral made to the LST for whole school intervention and support.
LEVEL FOUR (Suspension)

Reasons For Level
At the higher end of the graded scale of responses to unacceptable behaviour are the procedures of suspension, exclusion and expulsion of students from school.

Suspension, exclusion and expulsion from school
Suspension highlights for the student and the parents the unacceptability of the student’s behaviour and the responsibility of the parents for the remediation of that behaviour. Suspension and expulsion from school will be used in cases of unacceptable behaviour where it will be in the best interests 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 allows time for the student to think about their behaviour and accept responsibility for changing it. It also allows the school time to plan how best to support the student in the future.

The school and the public school system will work in partnership with the parents to assist the student to rejoin the school community. This will include the provision of counselling and access to special behaviour programs where required.

As long as the student’s behaviour is unacceptable, the student’s continued enrolment will be in jeopardy.

Principals of public schools will suspend, consistent with the procedures, any student who commits the following offences.

10.11 Possession of a suspected illegal substance
The government firmly believes that schools must be places which are absolutely free of illegal drugs. Suspension is to occur immediately if the substance is being touted, held out or passed off by the student as an illegal substance, or on confirmation.

10.12 Violence
Any student intentionally causing injury or threatening serious violence against another student or a teacher is to be suspended immediately.

10.13 Possession of a weapon
Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument, is to be suspended immediately.

10.14 Persistent disobedience
The relationship between student and teacher should be based on mutual respect. Students who, in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, are to be suspended immediately.

10.15 Criminal behaviour
If behaviour is criminal or there is evidence of a suspected crime, the Police Service will be notified by the school. Students, like the rest of the community are subject to the criminal law.
10.16 Short Suspension

1. Continued Disobedience. Student who has been unsuccessful on level 3.

10.17 Long Suspension

3. Physical Violence
4. Persistent Misbehaviour
5. Use or possession of a prohibited weapon, firearm or knife.
6. Use of an implement as a weapon or threatening to use as a weapon.
7. Possession or use of a suspected illegal substance.
8. Serious criminal behaviour related to the school.

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises when there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology, to threaten, bully or harass another student or a departmental staff member for school related issues.

Teachers will complete the Behaviour Discipline Sheet indicating evidence of inappropriate behaviour and Level recommendations. A Level will be co-signed by an Executive member of staff when substantiated by the recommending staff member.

Staff members will keep one copy of discipline slip in class discipline diary, one copy to principal and one copy retained in the school discipline folder by the LaST.

Behaviour Management Plans and/or Risk Assessments may be developed for any student whose behaviour becomes concerning or poses a risk to others, regardless of whether they have been placed on a Level. Behaviour Management Plans and/or Risk Assessments will be formulated for students who have been on Level 3 or suspended at any time.

10.18 Procedures for suspension of a student

Prior to suspending a student the Principal or delegate will phone the parent/carer advising of the suspension and reasons for the suspension. If a parent/carer cannot be contacted the student will be removed from the classroom or playground until the parent/carer is contacted or the end of the school day, if appropriate. A letter from the Principal or delegate will be sent home explaining why the student has been suspended, for how long and the requirements for supervision and a resolution meeting prior to the student returning to school. A copy of the Department’s suspension procedures will accompany the letter (see appendix). The provision for appropriate learning will be sent home with the student/parent/carer on the same day or the next day if more appropriate.

The Principal/delegate will plan and implement a successful suspension resolution meeting by involving all key stakeholders. The focus must be on a fresh start. The meeting should be scheduled for as soon as possible prior to the end of the suspension. Where necessary, involve the LST.

Following the resolution meeting the school will monitor the student’s behaviour and where appropriate, make adjustments and accommodations to support successful learning. The school will provide support for the student to change his/her behaviour. This could include student counselling, mentoring, behaviour agreement or a Behaviour Management Plan (BMP). A phone call or letter to parent/carer will be sent when there is evidence that targets are being achieved for learning and behaviour.
Discipline Slip

Name:_____________________________________

Class:__________________ Date:______________

Details (as accurately as possible)
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Other children involved:______________________________________________________________
__________________________________________________________________________________

Issuing teacher:________________________ Pupils signature:______________________________

Class teacher:______________________________________________________________

Time out cards

Behaviour/major incident report
THE AUTHORITY OF THE PRINCIPAL

The authority, responsibility and accountability of school principals are derived from relevant State legislation and the policies and priorities of the Government.

Principals are accountable to the Secretary, Education and Communities for the educational leadership and effective management of schools. Part of that management responsibility involves ensuring the provision of a safe and harmonious work environment for students and staff and in particular an effective learning environment.

In this context and consistent with the policy, principals have the authority to suspend, or exclude or recommend expulsion. Expulsion can only be approved by the Minister on the recommendation of the Secretary DEC, following a principal’s submission.

Consistent with legislation and government policy, principals also have the authority to determine the conditions for a student’s continued enrolment. They will exercise this authority having regard to their responsibilities to the entire school community and the principles of procedural fairness and natural justice.

Withdrawal from sporting teams or school excursions may be a consequence of poor behaviour or poor sportsmanship whilst practising or representing the school at a sporting function.

Participation in any activity outside the school will be determined
   o In relation to Behaviour Management Plans and/or Risk Assessments in place.
   o In relation to the Excursion Policy
   o At the discretion of the Principal following consultation with the teacher, parent/carer or other relevant contributors.

Participation in school activities unrelated to curriculum or programmed learning experiences will be at the discretion of the Principal following consultation with parent, teacher and student.

The procedures and practices outlined in this document will be reviewed annually and updated where necessary. The next review date for this document and policies contains within is Semester 2 2015.