



OLD BAR PUBLIC SCHOOL

STUDENT WELFARE AND DISCIPLINE POLICY

RATIONALE:

Old Bar Public School is committed to providing a safe, caring, challenging and engaging environment for students and staff. The school is a Positive Behaviour for Learning (PBL) school; PBL is the recommended behaviour support program supported by the Department of Education. The Student Welfare and Discipline Policy, supported by PBL practices within the school, is the means by which we ensure a supportive school environment is maintained.

The Policy has been developed through consultation with the whole school community and with reference to Department of Education policies and guidelines. It focuses on effective teaching and learning and developing a school culture built around our school Core Values of **Safety, Respect** and **Engagement**.

It will address management of behaviour which includes acknowledgement of appropriate behaviours and the prevention and/or correction of inappropriate behaviours. This will be achieved through a system of relationships, rules, rewards and sanctions designed to progressively develop self-discipline within students.

STUDENT OUTCOMES:

- Students develop SAFETY which involves personal safety, encouraging others to avoid danger behaviours and accepting responsibility for, and any consequences of, their behaviours
- Students develop RESPECT which involves self-respect, respect for others and tolerance of differences.
- Students demonstrate ENGAGEMENT through active participation in class and extra-curricular activities, are punctual and prepared for school throughout the day and maintain consistent attendance
- Students develop a strong sense of self-worth and self-reliance.

TEACHER OUTCOMES:

- Teachers will have a common understanding of school rules, expectations and consequences.
- Teachers will model positive, respectful behaviours.
- Teachers will give positive recognition for acceptable behaviour.
- Teachers will be collegially supported by Stage Team Leaders and the Principal.
- Teachers will follow the agreed procedures of Old Bar Public School and DoE Student Welfare and Discipline Policies.

SCHOOL OUTCOMES:

- Staff are supported at school with professional learning in the area of behaviour management.
- Parents/carers feel they are listened to individually about a behaviour concern related to their child.
- The whole school community has clear expectations and a consistent understanding of the school's Core Values of **Safety, Respect** and **Engagement**, expectations, rules and actions.
- The school Student Welfare and Discipline Policy is reviewed in line with the school management plan every three years.

POSITIVE BEHAVIOUR for LEARNING

Positive Behaviour for Learning (PBL) employs a whole school systems approach to student wellbeing and behaviour. Features of the program include:

- *Moving from an individual view of behavioural management towards a systemic, school-wide approach.*
- *Adopting a more positive view of strategies used to promote desirable behaviour among students, including positive reinforcement for all students and consistent consequences for all identified problem behaviours*
- *Effective procedures and supervision in non-classroom situations*
- *Effective instruction and classroom management*
- *Positive behavioural interventions and supports*
- *Teaching school wide positive behaviour expectations and procedures*

PROMOTING POSITIVE STUDENT RELATIONSHIPS

Programs and practices

The following programs and practices focus on developing awareness and skills in K-6 students. These help build students' self-image, social skills and assist students to accept and manage similarities, differences and conflicts between people, in order to enhance positive relationships.

- HSIE and PD/H/PE syllabus programs
- Child Protection
- Drug Education
- Life Education Van visits
- Excursions – day and overnight
- School visits and performances
- Student Representative Council
- Buddy Program

Recognising and reinforcing student achievement

At Old Bar Public School, various strategies, including a system of merit certificates and awards, have been developed to encourage and recognise the achievements of students.

These include:

- ongoing regular contact with parent/carer, eg letter, telephone, face to face;
- fostering positive relationships with the local media to promote public acknowledgement of the school and individual student achievements;
- Core Values of **Safety, Respect and Engagement;**
- modelling of consistent and caring behaviour by staff;
- the use of merit awards and certificates;
- Public acknowledgement of student success in academic, sporting and creative areas.
- Presentation Day awards at culmination of school year.

OLD BAR PUBLIC SCHOOL AWARD SYSTEM 2017

CLASSROOM:

CLASS AWARDS – each class teacher will develop and implement their own personal reward system; examples may include Win Bin, Old Bar Gold Bars, Class Dojo and other award, merit and prize systems. Each class room should have a visual display of the award and if relevant how the awards are won including any cumulative or end-of-week awards and/or prizes.

PLAYGROUND:

IN LINE ON TIME – each morning (Monday to Thursday), students will line up outside their classrooms or at a designated spot. Staff have In Line On Time awards that may be given to students who are displaying safe, respectful and/or engaged behaviours. These awards are combined with other playground awards for a weekly Prize Draw.

PLAYGROUND – each duty playground folder has Safety, Respect and Engagement award slips. Duty teachers will give out awards; these awards are 'posted' in the awards post-boxes near the Canteen and Kinder rooms. Each Friday all awards are collected, along with In Line On Time awards, and divided into Stage groups. Five awards are drawn weekly. Students receive a \$3.00 canteen voucher. There are extra draws at the end of each term, and daily in the last week of school in term 4.

HAPPYGRAMS – are playground-based awards, awarded each 5 weeks through the year. Students will receive a Happygram if they did not receive a 'green slip' referring their behaviour to an Assistant Principal, for Planning Room in the 5 week period. Students can have one minor incident notification but 2+ notifications per 5 weeks will stop the awarding of a Happygram.

ASSEMBLY:

MERIT CARDS – 4 Merit cards are given by each class teacher at fortnightly assemblies, whether Primary or Infants. Teachers will present their own awards to their students at the assembly. Awards may be given for academic, cultural, effort, contribution/participation and/or citizenship acknowledgement, as well as for following one or more of the core values. Teachers may award a merit Card to a student in another class if warranted.

SPORT AWARDS – these may be awarded by any teacher to any student for participation, skill development, good sportsmanship or fair play in sport and games. They will be presented by a teacher at the assembly at Primary and Infants assemblies.

PRINCIPAL'S AWARDS – each class teacher completes 1 PRINCIPAL'S AWARD for whole school assemblies. These are to be sent to the office to be signed by the principal prior to the Assembly. The principal (or guest) will present these at the combined assembly.

DEALING WITH UNACCEPTABLE BEHAVIOUR

Clear guidelines are necessary for a school community to function effectively and for students to reach their full potential in a safe, positive and respectful environment.

Dealing with Classroom Misbehaviour

- Teach the Stage/Year classroom rules based on the core values.
- There will be a visual display of the class rules, the positive reward system and behaviour consequences in each classroom, appropriate to the age and stage of the students
- Monitor behaviour
- Acknowledge other students' appropriate desired behaviour
- Remind child of the rule he/she should be following
- Question casually or directly (eg: What are you meant to be doing?)
- Give choice (eg You need to stay in your seat or go to time out)
- Give time out if misbehaviour continues (eg: cross on board; 5 minutes at lunch time)
- Give up to 3 warnings if misbehaviour continues (eg: each cross is 5 minutes lost at lunch time where work can be completed)
- Warnings, and corrections should be given using the language of the class rules and referring to the core values
- Inform parents about persistent classroom misbehaviour by direct contact, phone call or letter.

Dealing with Playground Misbehaviour

- Each classroom will have the PBL Expectations Matrix displayed, for all non-classroom areas of the school. Explicit lessons are taught and reviewed for each aspect of the Matrix yearly, so students are aware of the behaviour expectations throughout the playgrounds and other areas of the school
- Remind verbally (eg: 'You're out of bounds. Where are you meant to be? What are you meant to be doing?') Use the language of the core values where appropriate.
- Give appropriate options (eg: 'You can stand next to me / Sit on the seat / Miss 5 minutes play')
- Time out beside teacher or on seat (5 minutes minimum for Yrs3-6 for example); student completes Time Out then returns. Student may be moved to another playground or walk with the teacher as an alternative.
- Child refusing to go? Give choices and consequences (eg: 'You need to go to Time Out or the consequence will be you'll have to miss out on recess/lunch – you need to choose').
- Record misbehaviour incident, action taken and if it needs to be referred to an AP on a 'green slip'. Put green slip into Green Slips box on staff table as soon as possible. It will be recorded on the data base. Minor incidents may be recorded on the Minor Incidents sheet in the playground folder. These are collected, recorded and monitored.
- If a Green Slip is recorded, the student/s involved may attend Planning Room where the incident is discussed, alternative behaviours identified and an action plan made for the students involved. The Plan is shared with the referring teacher, relevant AP and classroom teacher; also with the Principal if needed

- Students whose behaviour gives rise to concerns for their safety and safety of others on excursions, representative activities and school camps may be withdrawn from those activities at the Principal's discretion. Both students and parents will be given prior warning of these concerns.

The Responsibility of the Principal – Suspension

- To recommend and/or endorse suspension.
- To conduct resolution meetings with parents and offer a support person.
- To determine the conditions for a student's continued enrolment in line with the principles of DoE procedural fairness and natural justice.

Suspension, exclusion and expulsion

At the discretion of the Principal, a student may be suspended consistent with procedures set down by the Department of Education. Any student who commits the following offences will be suspended:

Refer to DoE Procedures for the Suspension and Expulsion of School Students Policy.

Suspension Re-Entry Procedures

- The student and an accompanying parent will meet with a member of the Executive (and class teacher where necessary) to discuss the student's re-entry to regular school routines.
- Parents will be provided with a copy of the resolution meeting notes and re-entry plan.
- If, after a designated period, the student's progress is deemed satisfactory, normal school discipline routines will be resumed.

The Responsibility of Parents

- To contribute to the development and common understanding of the School Welfare and Discipline Policy.
- To support the school in the application of the policy.
- To mentor (in partnership with teachers) and promote socially responsible behaviour and respect.
- To provide opportunities for students to take responsibility for their own actions.
- To develop within their child resilience and respect towards others.

Ongoing Review and Revision

- Meetings of staff and school community when required to review policy in relation to Old Bar Public School agreed Core Values of **Safety, Respect** and **Engagement**.
- Modifications needed as school community changes.
- Review every three years