



TURVEY PARK PUBLIC SCHOOL POLICY STATEMENT

WELFARE AND DISCIPLINE

Turvey Park Public School's Student Welfare and Discipline Policy encompasses those procedures that are directed towards, or contribute to the physical, intellectual, emotional and social well-being of the individual.

The most effective means of achieving this goal for all students at Turvey Park Public School is through the implementation of a community supported Welfare and Discipline Policy.

EXPECTED OUTCOMES

- A safe and happy learning environment.
- A supportive school community.
- Students with a sense of personal responsibility and self-esteem.
- Students with a sense of self-discipline.

THE CORE RULES

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 time 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.

OUR SCHOOL RULES

- Be polite.
- Be safe.
- Be caring.
- Be co-operative.
- Be well behaved.
- Be honest.

HOW THE WELFARE AND DISCIPLINE POLICY WORKS

ACCEPTABLE BEHAVIOUR

AWARD SYSTEM

The system will reward and encourage any student who has achieved personal success in areas of school life, including:

- academic success
- leadership
- behaviour
- special programs
- community service
- participation
- work practices
- social skills
- school service
- personal effort

Recognition will be given in the form of:

- merit awards
- commendations
- acknowledgements in assemblies, school newsletter, the media
- stickers
- participation certificates
- personal comment
- principal's awards

CLASS AWARDS

These will be given in weekly assemblies. When a student receives 5 merit awards they are eligible for an Honour Certificate from the Principal. Names will be listed in the next school newsletter.

HONOUR CERTIFICATES AND PRINCIPAL'S AWARDS

- Honour Certificates will be given to any student in recognition of achieving 5 merit awards.
- Students who have received 5 Honour Certificates will be presented with a Principal's Award badge.
- Principal's Awards are given to a class nominated child for a pre-determined criteria. These are presented at each K-6 assembly.
- Students who have received 5 Principal's Awards will be presented with a Principal's Award badge.

PRESENTATION OF AWARDS CEREMONY

Class awards for academic progress are presented as well as special awards for citizenship, leadership, encouragement, arts, library, literacy, etc. The Presentation of Awards Ceremony is held at the end of Term 4.

STUDENT OF THE MONTH

Student of the Month awards, which cover all aspects of school citizenship, will be awarded monthly at a K-6 school assembly. One child from each stage is awarded this and all children K-6 are eligible for nomination. Children who receive this award are given a badge to wear for the 4 weeks and a certificate to keep.

PEER SUPPORT LEADERS

All Year 6 students are given the opportunity to become a Peer Support Leader. As a Peer Support Leader the children have the responsibility to lead a group of students in a Personal Development Program.

STUDENT COUNCIL

All children have the opportunity to be elected as their class representative.

PLAY BUDDIES

Suitable senior students are selected to act as play buddies for K-2 children.

OTHERS

- Special class awards will be presented in the whole school assembly for designated criteria – best behaved class K-2 and 3-6, environmental, library, science.
- Students will be acknowledged in front of the school community as the need arises.
- Significant events will be reported in the media.

UNACCEPTABLE BEHAVIOUR

This will be dealt with by the classroom or playground duty teacher.

UNACCEPTABLE BEHAVIOUR BOTH WITHIN SCHOOL AND TRAVELLING TO AND FROM SCHOOL INCLUDES:

- persistently disrupting or preventing the learning of the class or group
- aggressive behaviour – is violent towards others or threatening violence
- harassing others
- being unco-operative for teachers in class or playground
- verbal abuse of others
- destruction of school/personal property
- stealing
- riding bikes and scooters in the playground
- bullying/intimidating others
- being out of bounds and placing self in unsafe situations
- possessing a suspected illegal substance
- possession of the following weapons:
 - firearms of any kind
 - knives
 - mace
 - spear-guns
 - whips of any kind
 - kung Fu sticks or nunchaku
 - laser point guns
 - blow guns or any other similar device capable of projecting a dart
 - any imitation or replica firearm
 - knuckle-dusters
 - studded gloves or sap gloves
 - hunting slings, catapults or sling shots
 - batons of any kind
 - pocket knives
 - aerosol cans
- Using a mobile phone in an inappropriate way while at school which:
 - disrupts or is likely to disrupt the learning environment or interfere with the operation of the school
 - threatens or is likely to threaten the safety or wellbeing of any person
 - is in breach of any law

TEACHER ACTIONS/CONSEQUENCES

Teacher intervention is designed to:

- Encourage more appropriate forms of behaviour
- Protect students from harm
- Maintain a school and classroom climate conducive to learning
- Ensure a safe, secure and happy environment

Whilst these strategies are presented hierarchically, they could be used in any sequence:

Step 1:

- Rule reminder
- Verbal apology
- Time out
- Isolation from peers, eg, sitting on seat, playground beautification, walk with teacher, etc
- Removal of dangerous object or phone

Step 2:

- Withdrawal
- Separation
- Removal from class
- Loss of privileges
- Placed on detention
- Playground/class contract
- Referral to Learning and Support Team and/or Counsellor
- Playground card – behaviour is watched closely by teacher on duty and noted on card.
The child is restricted to a set playground

Step 3:

- In-school isolation
- Suspension
- Expulsion

The teacher may seek executive support at any step.

DETENTION PROCEDURES

This is the removal of a child from the playground for half of one lunch time.

- Used for playground and some class incidents.
- Parents notified via appropriate detention form.
- Rostered teacher discusses unacceptable behaviour with child and strategies for a peaceful conflict resolution.
- Teacher fills out detention conference proforma.
- If a child is placed on detention for a third time in a 5 week period they will be taken off the playground for 5 days and maybe restricted to a set playground for 5 days.
- If a child fails to return the detention notification note, the detention is repeated until the note is returned or a member of the Learning and Support Team speaks to the parent.
- If inappropriate behaviour continues after playground restrictions have been enforced then:
 - Parent(s) are invited to discuss the behaviour with the principal.
 - Child to see the school counsellor if required.

LOSS OF PRIVILEGES

This will occur if a child has:

- Received their 3rd detention in a 5-week period.
- Received an in-school isolation, or
- Been suspended.

Loss of privilege will be for a 5 school week period.

Loss of privilege will include:

- Not representing the school in any sporting or cultural activity.
- Removal from being a student office bearer.
- Exclusion from special activities.
- Not allowed to choose own sport activity.

EXCEPTIONAL CIRCUMSTANCES - LOSS OF EXCURSION PRIVILEGES

A student will be excluded from excursion(s) if their behaviour could compromise the safety of themselves or others. Such behaviours include:

- Continual refusal to follow instructions.
- Verbal abuse or intimidation towards others.
- Failure to follow school rules.
- Offensive behaviour.

SERIOUS MISBEHAVIOURS

The following behaviours will result in immediate suspension:

If a student

- Is physically violent or seriously interferes with the safety and wellbeing of others
- Is in possession of a prohibited weapon, firearm or knife (without reasonable cause)
- Uses or is in possession of a suspected illegal substance or supplies a restricted substance

The following behaviours may result in a short suspension:

- **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
- **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying(including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Suspension will occur after the principal has:

- ensured that all appropriate school student welfare strategies and discipline options have been applied and documented;
- ensured that all appropriate support personnel have been involved;
- ensured that discussion has occurred with the student and parent regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension;
- developed, in conjunction with the school learning and support team or appropriate school or Departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour;

- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future; and
- recorded all action taken.

SUSPENSION

Short - up to and including four school days.

Imposed for:

1. Continued disobedience
2. Aggressive behaviour(including cyberbullying)

Long - up to and including 20 school days.

Imposed for:

1. Physical violence
2. Use or possession of a prohibited weapon, firearm or knife
3. Possession or use of a suspected illegal substance

May also include:

1. Use of an implement as a weapon or threatening to use a weapon
2. Serious criminal behaviour related to the school
3. Persistent misbehaviour

SUSPENSION PROCEDURES

Short

- Formal disciplinary interview must be held prior to making the decision to suspend where the student can respond to allegations.
- Explicit information is provided to the student about the nature of the allegations.
- Key features of interview are recorded.
- Notification to - parents in writing within 24 hours following immediate verbal notification.
 - Director PSNSW if more than two short suspensions on a student in twelve months or a long suspension is given.
- A suspension resolution meeting will be convened with personnel involved in the welfare and guidance of the student.

Long

As above and including:

- Student must be able to have an appropriate observer of their choosing present at the interview
- A work program should be provided for the duration of the suspension.
- School counsellor and learning and support team involvement is required
- Risk management plan implemented as required

EXPULSION

In serious circumstances of misbehaviour the principal may expel a student in accordance with the NSW Department of Education "Suspension and Expulsion of School Students" - Procedures 2011 (Updated 2015).

Expulsion means the child cannot attend Turvey Park Public School and an alternate placement at another school will be negotiated.

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 where 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.

ROLES AND RESPONSIBILITIES IN THE MANAGEMENT OF THE WELFARE AND DISCIPLINE POLICY

ROLE OF THE PRINCIPAL IS TO:

- provide leadership and direction;
- oversee working of the Learning and Support Team and make decisions based on its recommendations;
- provide staff with support and the opportunities for professional development;
- encourage a caring atmosphere;
- liaise with staff, Department of Education, parents and community regarding policy and program;
- provide casual staff with opportunities for training and development on welfare and discipline;
- co-ordinate case/family conferences;
- interact with outside agencies and relay new information to the school;
- liaise with parent/teacher/child.

ROLE OF THE EXECUTIVE IS TO:

- provide support for the principal in student welfare matters;
- liaise with staff, students and parents;
- encourage a safe, healthy, clean school environment;
- guide programs related to student behaviour and attendance;
- provide regular staff training and development on student welfare policy and procedures;
- follow-up referrals from staff;
- collate information to provide an overall picture of the student.

ROLE OF THE LEARNING AND SUPPORT TEAM IS TO:

- write and oversee policies;
- coordinate activities of the program;
- encourage participation;
- communicate with and provide guidance for the whole school community;
- maintain consistency;
- seek solutions to welfare problems;
- design individual case management plans for students in consultation with class teacher;
- initiate and coordinate staff development in welfare skills;
- attend Learning and Support Team meetings.

ROLE OF THE LEARNING AND SUPPORT TEAM CO-ORDINATOR IS TO:

- co-ordinate the work of the Learning and Support Team;
- liaise with school executive;

- promote awareness of welfare issues;
- initiate staff development related to student welfare;
- encourage a caring environment;
- encourage involvement of students and parents;
- collate and disseminate information on welfare issues.

ROLE OF THE TEACHER IS TO:

- be responsible for the management of the classroom and of student behaviour using positive discipline techniques;
- model consistent, caring and controlled behaviour;
- provide challenging and interesting learning experiences for all students;
- seek to enhance the esteem of students in all aspects of school life;
- recognise positive, consistent and co-operative behaviour by issuing praise and merit certificates;
- be sensitive to the welfare needs of students;
- provide support as necessary and appropriate, for all students in all aspects of school life;
- be informed on student welfare policy and procedures;
- attend training and development courses;
- advise the Learning and Support Team on student management strategies;
- provide communication:
 - disseminate information
 - collate information to provide support personnel with accurate details of the student and/or incident
 - complete detention reports
 - liaise with parent/executive staff/child

ROLE OF THE COUNSELLOR IS TO:

- provide counselling for students as necessary;
- provide information about the welfare needs of students;
- provide support for staff and parents in student welfare matters;
- act as a resource person for staff development in student welfare;
- liaise with the Learning and Support Team co-ordinator in assisting the promotion of student welfare issues.

ROLE OF THE PARENTS/CAREGIVER IS TO:

- ensure children attend school regularly;
- support the school's program;
- encourage the child's interest in all aspects of schooling;
- participate in decision-making about the student welfare program;
- liaise with school staff for ideas to manage student behaviours;
- take part in the student welfare program, as appropriate.

ROLE OF SUPPORT SERVICES AND PERSONNEL

The following support services and personnel will be utilised within the school as required to enhance the welfare of students:

- Learning and Support Teachers
- Assistant Principal Learning and Support
- Aboriginal Community Liaison Officer
- Home School Liaison Officer
- DoE Learning and Engagement Officers

- Welfare Agencies eg. Wagga Family Support, Department of Community Services
- Autism Outreach

STUDENTS' RIGHTS AND RESPONSIBILITIES

Right

I have the right to be treated with understanding.

I have the right to be treated with respect and politeness.

I have the right to personal safety in a safe environment.

I have the right to expect my property to be safe.

I have the right to achieve my personal best in all school activities.

I have the right to have my achievements recognised by the community.

I have the right to a pleasant and clean school.

I have the right to be helped to learn self-discipline.

I have the right to have my rights respected.

Responsibility

I have the responsibility to treat others with understanding.

I have the responsibility to respect the authority of teachers.

I have the responsibility to protect the safety of others and their environment.

I have the responsibility not to steal, damage or destroy the property of others.

I have the responsibility to work to the best of my ability and respect the rights of others to do the same.

I have the responsibility to act in ways that allow the community to recognise and respect school achievements.

I have the responsibility to help maintain a pleasant and clean school.

I have the responsibility to learn self-discipline.

I have the responsibility to respect the rights of others.

BEHAVIOUR MANAGEMENT STRATEGIES

Teachers should establish a set of class rules at the beginning of each year. These and the school rules should be displayed in the classroom.

Corrective Action

Tactical Ignoring

Reinforce on-task behaviour. Teacher gives no direct eye contact for off task behaviour.

Simple Direction

Use respectful language accompanied by please and thank you. Keep directions simple.

Positive Reinforcement

Pick up on-task behaviour and acknowledge it.

Question and Feedback

Break into a disruption cycle with a question.
Start with **what** not **why**.

Rule Reminders

Simply re-state the rules. Don't get caught up in a discussion.

Blocking

State a direction repetitively.

Simple Choices

Give a choice to put the responsibility back onto the student.

Timeout from Peers

Give a choice to work quietly or to move away from the group within the room.

Removal from Class

If a student continues to disrupt learning within the group, the teacher may need to remove the student from the class into the supervision of another class teacher or under the supervision of an executive staff member.

Protocols of Discipline

When carrying out **corrective action** the teacher should:

- maintain eye contact.
- use a clear, calm and respectful voice.
- watch proximity to the student.
- avoid arguing and give clear choices to maximise student's responsibility for behaviour.
- maintain a sense of humour.
- be consistent in the use of appropriate actions and follow through.
- utilise wide support – peer, parent, etc.