



BEXLEY NORTH PUBLIC SCHOOL

STUDENT WELLBEING AND DISCIPLINE POLICY

REVIEWED in June 2014

NEXT REVIEW JUNE 2016

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Student Welfare & Wellbeing encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

The 'Student Welfare Program' is the sum total of all the policies and structures which are planned and implemented by the school to promote student welfare.

The school community consists of all those associated with the school, students, staff, parents, guardians, volunteers and other interested people from the local community.

A caring school community is fundamental to student welfare.

The following factors contribute to the development of such a community:

- the quality of leadership in the school;
- the philosophy, policies and goals of the school;
- the appropriateness of learning programs and teaching methods; a sense of discipline and appropriate codes of behaviour;
- the values and attitudes of staff, students and parents and their interpersonal relationships;
- the valuing of the family and social background and experiences of all students;
- sensitivity to the particular needs of individuals and groups;
- the quality of school community relations, and
- the willingness of staff to share the responsibility for the welfare of all students.

The school is also cognisant of the following circumstances and these inform this policy:

- parents and families have the prime responsibility for the welfare of their children;
- the general community shares responsibility for the welfare of young people;
- the Department and other community agencies support the school in this task;
- schools, as part of the general community, have a role in student welfare;
- student welfare is basic to education and is a responsibility of all teachers;

- the school needs a program for student welfare;
- the principal is responsible to ensure that the program is developed, implemented evaluated.

AIMS

Through this Student Welfare Program, Bexley North Public School aims to help students to develop:

- A sense of enjoyment and satisfaction from learning;
- The skills, knowledge and ability to become a valuable citizen through a set of graded curricula;
- An ability to communicate effectively;
- A coherent set of values to guide behaviour;
- A sense of personal and social responsibility for their actions and decisions - to promote their own welfare and development;
- A sense of personal dignity and worth, and the equal dignity and worth of others;
- Self-reliance and self discipline;
- A sense of cultural identity, and respect for people of other cultures;
- A feeling of belonging and contributing to the wider community;
- A caring attitude towards others and a capacity to contribute to their welfare;
- An ability to form satisfying and stable relationships.

A school, co-operating with parents, can work towards realizing these aims through learning programs and support services in three major areas:

1. General measures to promote the **personal development** of students;
2. **Preventive measures** to ensure the safety and well-being of students;
3. **Remedial measures** to overcome specific difficulties.

Personal development measures at Wahroonga Public School include:

- Buddy program
- PD lessons in class
- Student Leaders and the Student Parliament
- Extra curricula activities such as Band, Choir and Dance
- A strong sporting program
- Excellent academic instruction

Preventive measures to ensure the safety and well-being of student at Bexley North Public School include:

- Whole school levelled discipline system
- Class based reward systems
- Parent teacher interviews
- Drug education lessons
- Child protection lessons
- Road safety lessons
- Annual review of playground rules and incidents
- A strong partnership with parents
- Celebration Day (K -2) and Presentation Day (3 -6)

Remedial measures to overcome specific difficulties at Bexley North Public School include:

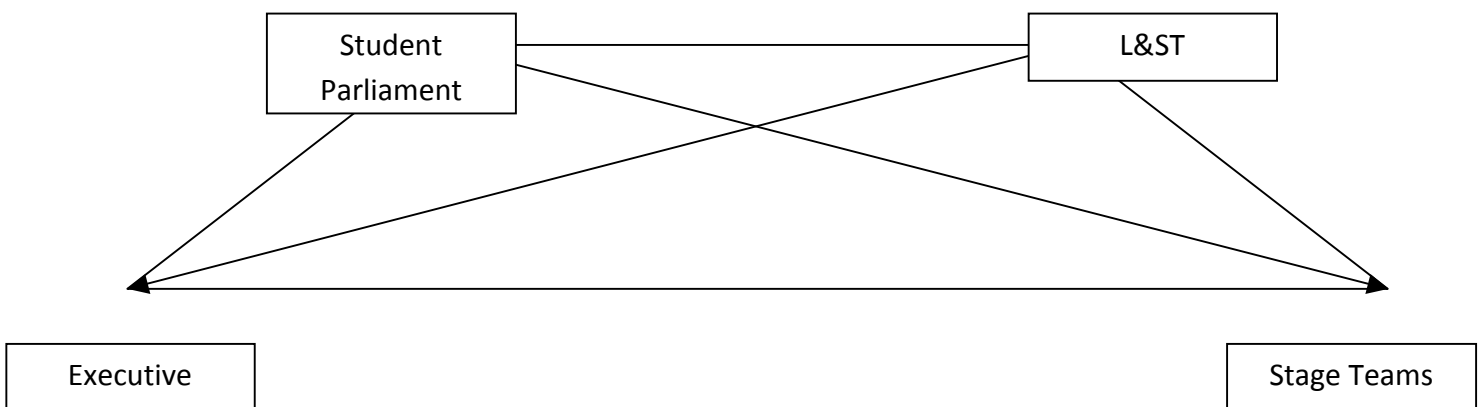
- Sentral Student Welfare recording system
- Restorative Justice (see page 9)
- The NSW DEC School Values and Rules, Student Welfare and Suspension policies
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1. Schools should work to generate national pride by:
 - Celebrating national days and events;
 - Recognising and respecting the national flag, anthem and emblems;
 - Focusing on significant people and events in Australia's history;
 - Providing opportunities to appreciate Australian literature, music, art, and drama;
 - Actively promoting Aboriginal perspectives within the curriculum;
 - Recognising the worth, contributions and appropriate celebrations of other cultures;
 - Holding special school assemblies.

2. The continuation of Bexley North Public School Uniform Policy is strongly endorsed each year by the School P&C.

Student Welfare Committee

The Student Welfare Committee (SWC) reviews the operational implementation of this policy. The SWC is led by the Principal or his/her delegate. The committee also has one teacher representative from each stage team. There are four stage teams. The K -2 teachers are organised in 2 teams each year, either a K team and a Year 1/2 team or a K/1 team and a Year 2 team. The Years 3 & 4 teachers form the third team and the Years 5 & 6 teachers form the fourth team. The teachers and the executive can refer matters to the SWC. The students, through the Student Parliament, can refer matters to the SWC. The teacher in charge of the Student Parliament is usually one of the stage representatives on the SWC. In this way there is an interface between the various permanent teams in the school with the SWC.



Staff, students and parents will work together to provide a stable, safe and ordered environment for all children at Bexley North Public School.

The school community will work together to develop clear goals and high expectations for its students.

The Principal will provide effective leadership for staff, students and the wider community in establishing and maintaining the highest tone and clear direction for the school.

The school staff will support the Principal in establishing and maintaining the tone and direction of the school and in being good role models for the children.

Students will be encouraged to develop self-discipline and accept responsibility for their own behaviour.

Positive reinforcement strategies will be used to encourage responsible behaviour in children. Appropriate sanctions will be used for irresponsible behaviour.

The school will develop in its students respect for the rights and property of others, as well as the acceptance of the rules and requirements of the school and the wider community.

The school will develop strategies to promote students' self-esteem and encourage students to value the personal dignity and worth of themselves and others.

The school will develop in its students a pride in being Australian and an understanding of our place in the wider global community.

The school will actively increase and maintain positive relationships within the community and encourage in its students a feeling of belonging to and a pride in Wairoona Public School.

STUDENT'S RIGHTS UNDER FAIR DISCIPLINE

1. I have the right to be treated with respect and consideration and explain my actions.
2. I have the right to learn.
3. I have the right to be treated with respect and not to be laughed at, teased, bullied or have my feelings hurt.
4. I have the right to work and play safely under teacher supervision. My parents have the right to expect me to stay at school so that I am safe.
5. I have the right not have harmful objects thrown at me, to be spat on and to be able to play safely at school.
6. I have the right to expect that school will be a pleasant place to attend.
7. I have the right to expect my property to be safe.
8. I have the right to be neat and tidy and have a clean and well-maintained school.
9. I have the right to be told the truth.
10. I have the right to expect that others will move around the school in an orderly manner.
11. I have the right to expect that others will think that my school is great.
12. I have the right not to be distracted by others while working.

STUDENTS HAVE RESPONSIBILITIES

Students have the responsibility to make the school a safe and happy place to be and follow the school values and rules set out later in this document.

TEACHERS HAVE RESPONSIBILITIES

Teachers have the responsibility make the school a safe, happy and effective learning community and to act fairly and ethically at all times.

PARENTS HAVE RESPONSIBILITIES

Parents have the responsibility to help their children behave within the scope of the rules and values and to ensure their children know their responsibilities and to advocate on their behalf.

This policy should be read in the context of the NSW Department of Education's policies on school rules and values. It should also be read in the context of the NSW DET Suspension and Expulsion policy, procedures and guidelines. Persistent misbehaviour, serious misbehaviour and illegal activity can lead to suspension and expulsion.

The Behaviour Management program at Bexley North Public School has the paramount aim of developing self-management skills in students. It is founded on positive reinforcement that supports the development of self-management skills.

Students are expected to be caring, courteous, considerate, cooperative and controlled, showing respect for the rights of others. This aims to create a safe and happy school by providing students with consistency and the opportunity to learn. It respects the rights of students and delineates a Code of Behaviour that if needed, outlines to students their responsibilities both in the classroom and in the playground.

CLASSROOM BEHAVIOUR is managed by the class teacher utilising a system of negotiated class rules and positive reinforcement and is supported by the Award System.

PLAYGROUND BEHAVIOUR is managed utilising the school's Code of Behaviour.

"Time Out" is not a detention. It is a place where students are actively counselled in order to explore and make an undertaking to implement more appropriate self-management strategies. It is to be used for breach of the school's Code of Behaviour. It is not for management of students who manifest inappropriate classroom behaviour.

We use restorative justice principles and practices.

Withdrawal of students from school activities is a planned strategy when unsafe/inappropriate behaviour puts that student and other students at risk. It may involve:

- recess and lunch breaks, however, alternative breaks must be provided and students must be supervised
- identified school activities or programs. The withdrawal of a student from a school activity must be imposed in a timely manner that is as close to the occurrence of the incident as is possible.

Staff members will only consider withdrawal when it:

- is used to provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- provides an opportunity to negotiate and plan behaviour management strategies; and
- provides an opportunity for restorative processes to be implemented. Staff members must provide a student withdrawn from classes with opportunities to complete class work or assessment tasks.

Staff members must supervise students to ensure safety and security requirements are met at all times. Decisions about the location, supervision arrangements and the duration of withdrawal must be taken into account with safety as the primary concern.

The Restorative Justice approach starts from an important set of questions:

- What happened?
- What were you thinking or feeling?
- Who's been hurt?
- How do they feel?
- What can you do to make things better?

In this approach to dealing with wrongdoing the focus is on the harm that has been done and the obligation this brings on the part of those responsible to 'right the wrong' as much as possible. It's an approach that seeks to develop in the wrongdoer an understanding of the breadth and depth of the harm their behaviour has caused to others so that they can best try to make amends to those most affected. In this way, it's an educative approach. It also ensures that those who have been most affected by the wrongdoing have the opportunity to be involved in working out what has to happen in order to move forward. Consequences, if applied, should be logical and natural rather than fixed.

Students need to come up with their own strategies to right a wrong and the victim needs to agree with these strategies. A simple apology, while needed, is insufficient in many cases.

A natural consequence is one that is caused by the behaviour itself. A natural consequence of not doing an assignment is to get a zero grade. A logical consequence is one that fits the situation, e.g. it might be to take some of a student's play time away if he or she wastes class time.

This approach is not about blame and punishment. It is about justice, remediation, rehabilitation and fairness. It aims to be educative and effective.

REWARD SYSTEM

BLUE AWARDS:-

The class teacher gives up to four Blue Awards each week.

Teachers are to ensure that these are distributed evenly and equitably across their classes. These awards should not be used as a *behaviour modification* tool. Teachers should devise other programs to support such programs. *Special programs* teachers (RFF, Computer, Library, etc) should confer with class teacher before awarding blue awards.

Students are responsible for keeping a note of how many awards they have and showing them to their class teacher when they have the required number for the award of either Cream, Silver or School Medallion.

Students will have their Cream and Silver Awards presented at grade/stage Assemblies, morning assemblies or in the classroom, as appropriate.

CREAM AWARDS:-

When the student earns five Blue Awards for classroom or playground behaviour, then they will automatically receive a Cream Award. It is the student's responsibility to notify the teacher who writes out the Award and sends it to the Assembly Coordinator.

SILVER AWARDS:-

When a student earns five Cream Awards, he/she will receive a Silver Award. This will be given out at assemblies or Parliament assemblies.

SCHOOL MEDALLIONS:-

When a student earns five Silver Awards they will be presented with a School Medallion at Presentation Day.

Students make take up to seven years to earn a medallion. Students who begin here later than Kindergarten are given credit so they can earn a school medallion before they graduate.