

Student Welfare and Discipline Policy

OUR PURPOSE

Learning is the primary purpose of the school and the welfare of all is best served when that purpose is achieved. It is our responsibility to ensure an ordered and safe environment where students feel secure and become successful and confident learners and where all members of the school community are treated fairly and with respect.

OUR POLICY

The well being of all students is a priority in all aspects of school organisation and planning. It is reflected in:

- curriculum content;
- teaching strategies & learning activities;
- classroom practices;
- school organisation;
- discipline practices.

The teaching and learning environment is challenging, yet supportive, and caters for the learning needs of all students

Respect for the rights, needs and feelings of others characterize the relationships between all members of the school community.

All staff, students and parents are clear about behaviour expectations for the school. These are summarised in the RAP School Rules.

RAP Rules

- R Respect Others and Their Property
- A Always Do Your Best
- P Play and Work Safely

School organisation and practices, including behaviour management, are fair, consistent and non-discriminatory.

OUR PRACTICE

Class and school programs include activities which enable students to:

- participate as successful and engaged learners;
- develop a realistic self concept;
- enhance self esteem;
- develop skills in social interaction and relationships;
- develop personal values within a framework of broadly accepted community values;
- value difference, including ethnic, cultural, religious and gender difference;
- develop social skills and socially acceptable strategies for managing difficult situations;
- develop a capacity to evaluate and manage their learning and behaviour.

Teachers:

- provide a curriculum that interests and engages all students and allows for success for all students;
- plan learning activities that cater for the learning needs and preferred learning styles of all students;
- provide recognition of success and constructive feedback about learning and behaviour.

Teachers:

- build positive relationships with each child;
- treat all students fairly and with respect;
- ensure procedural fairness and that all students are heard when managing incidents;
- are sensitive to differences and similarities in behaviour expectations and discipline practices among different cultural and social groupings.

Class and school programs teach students about appropriate behaviours through:

- the negotiation of class rules each year;
- social skills program;
- anti-bullying and hands off programs
- providing positive role models;
- positive recognition and affirmation;
- counselling in response to problem situations;
- constructive behaviour management;
- regular review of policy and practice.

Class and school programs include behaviour management strategies to:

- make expectations about behaviour explicit;
- recognise and affirm appropriate behaviours;
- prevent, divert and remediate problem behaviours;
- ensure consistency and fairness at all levels.

OUR EXPECTATIONS

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:

- cooperate with the school RAP Rules and classroom rules which reflect our values;
- 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;
- work to the best of their ability and stay on task;
- allow and encourage others to work to their ability and stay on task;
- 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;
- know and use socially accepted conventions as defined in our Social Skills Program;
- 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.

THE ROLE OF TEACHERS

The role of teachers is to teach and guide learning, while safeguarding the well being and right to learn of all students. Teachers :

- ensure a safe and secure environment where basic needs are met;
- foster mutual respect and positive relationships, centred around their positive relationship with each child;
- maintain a classroom and school environment conducive to learning;
- provide active supervision of students at all times;
- provide interesting and challenging learning programs;
- involve parents and communicate with them about progress and behaviour;
- make expectations clear and explicit;
- foster understandings about behaviour choices and consequences;
- model and reinforce the values and qualities which underpin harmony in a diverse society;
- maintain routines and minimise disruption to lessons for any reason, including behaviour management;
- model and encourage appropriate forms of behaviour;
- listen to the cares and concerns of students;
- caution or constrain students for their own safety and the safety of others;
- take appropriate disciplinary action when necessary;
- foster self esteem and positive self concepts;
- recognise and affirm desirable behaviour;
- act with consistency and fairness at all times.

THE ROLE OF PARENTS

The school expects parents to play a role in the implementation of this policy by:

- helping the school to understand their children's needs;
- informing the school of circumstances which may affect their children's learning or behaviour at school;
- helping their children to understand what is required of them at school;
- working with the school to resolve any difficulties that may arise;
- supporting their children to be successful learners by through good attendance, punctuality and engagement with all learning activities, including homework.

CLASSROOM STRATEGIES

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.

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 minimizes 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 !

- descriptive language "You really thought about that before you answered. Well Done!"
- constructive criticism "I want you to try and improve your neatness."
- self and peer affirmation Encourage students to notice and praise their own and others' achievements.
- system for regular feedback to parents

Recognition of Desired Behaviour - Use in conjunction with explicit feedback

- skills tokens, stickers, merit awards, house points Make sure students know how they can qualify.
- incentive program So many tokens, points, stickers etc, equals individual, group, class reward.
- menu of rewards for good work prominently displayed Students chose one when they have earned it.

REACTIVE STRATEGIES

No Response (Only the Teacher Knows)

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.

A Stitch in Time!

- diversion by asking a question, to see work, do a small job;
- unison activity - a song, a poem, counting, tables, playing games like "Simon Says", "Copy Cat" etc

Minor Response No big deal! No shame!

Non- verbal Signals

- eye contact / proximity
- appropriate physical contact.
- purposeful pause

Verbal Signals

- insert student's name into story, instructions
- quick rule reminder for the class or individual
- remind student of recent "good behaviour"

Private Talk

Talk to student privately about behaviour when other students are quietly working or not present.

CLASSROOM STRATEGIES Continued

Upping the Ante! (Direct Intervention is necessary)

Removal

- Separate students.
- Ask student to sit near you.

A clear verbal signal that the behaviour must stop

- State what behaviour is required "John, please put your ruler down and go on with your work."
- Provide a simple choice "Mary, complete your work sensibly now or complete it at lunchtime."
- Issue a warning "This is a warning that..."

Now It's Serious!

The student has crossed the line and is seriously interfering with the well being or learning of others. Remove the student from the critical situation. Inform parents if these behaviours are habitual.

"In Room" Action

- In Room Time Out – sit/work in Time Out space until ready to rejoin the group
- complete work instead of having free time
- stay in to finish work
- stay in to discuss, plan and practise appropriate or replacement behaviour
- behaviour program
- restorative practices in association with above strategies

"Out of Room" Action - When behaviour is not responding to 'in class' strategies.

- Time Out with Buddy Teacher - predetermined amount of time with nearby teacher
- When behaviour continues to cause concern.
 - Referral to a Member of the Executive or the Principal
 - Involvement of Parents
 - Implementation of a Behaviour Program – in consultation with Principal and parents
 - Time Out of School – Short Suspension, Long Suspension
 - Expulsion from School

PLAYGROUND STRATEGIES

A similar range of preventative, diversionary and reactive strategies apply.

- The social skills program and reminders about rules and values apply equally to the playground.
- Students are taught to be assertive and use "I" Statements:
 - "I don't want to be I want to be left alone. I want to play with my friends/get on with my work."
- Students are taught to be assertive and use the STAND anti-bullying strategy.
 - STAND - Stay calm. Try to Ignore. Ask to Stop. Never Fight. Duty Teacher for assistance.
- High mobility and visibility of teachers on playground duty.
- Early intervention and diversion of situations before they develop further.
- Visible and prompt attention to student complaints/concerns.
- Counselling of/discussion with students about values, rules and appropriate behaviours as needed.
- Time to reflect or cool down by walking with the teacher or sitting on the Yellow Seat (5 mins Max)
- Removal from the playground and referral to a member of the executive in the office with a:
 - Orange Card - for persistent behaviour that intrudes significantly on the rights of others and fails to respond to intervention strategies above
 - Red Card - for physical violence or behaviour that represents a serious risk to safety for extreme disruption or disobedience to staff for extreme verbal abuse for illegal activities for three orange cards
- Time Out – Sensible Thinking Room - students think & plan more appropriate behaviour for the future in line with restorative practices and with letter home to inform parents of the incident.
- Extended Time Out with Executive - students spend time with executive reflecting on their behaviour.
- Meeting with Parents - a letter goes to parents requesting interview to discuss behaviour.
- Short and /or Long Suspension when students do not respond positively to these strategies.
- Expulsion