

Woronora River Public School

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Student Welfare Good Discipline Policy

(Revised March 2022)

School Purpose

At Woronora River Public School, we are committed to the provision of opportunities for all students that promote and encourage educational excellence, responsibility, respect, independence and personal wellbeing.

The school's purpose of '*Promoting and Encouraging Responsibility, Respect and Independence*' provides Woronora River Public School with that fundamental direction.

Our school strives to develop a culture that values effort, initiative and individual worth.

Context

Student welfare:

- encompasses everything that the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through and delivered whole school curriculum
- incorporates effective discipline
- incorporates preventative health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge the difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning

NSW Dept of School Education, 1996, Student Welfare, Good Discipline and Effective Learning, p.4

Positive Behaviour for Learning Practices

Minor (Teacher managed)	Major (Executive managed)
<ul style="list-style-type: none"> <input type="checkbox"/> Cheating/ Plagiarism <input type="checkbox"/> Dress code violation <input type="checkbox"/> Fractional truancy <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Late to class <input type="checkbox"/> Minor disruption <input type="checkbox"/> Non compliance <input type="checkbox"/> Physical contact <input type="checkbox"/> Teasing/ taunting; one off <input type="checkbox"/> Property misuse <input type="checkbox"/> Device misuse <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Absconding <input type="checkbox"/> Abusive language <input type="checkbox"/> Criminal behavior <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Forgery or Theft <input type="checkbox"/> Physical aggression <input type="checkbox"/> Repeated harassment; teasing/ taunting <input type="checkbox"/> Excluding others repeatedly <input type="checkbox"/> Property damage <input type="checkbox"/> Repeated misuse or inappropriate use of device
<ul style="list-style-type: none"> <input type="checkbox"/> Teacher; Prompt, redirect, reteach, choice <input type="checkbox"/> Consequence: Sit down/ walk with teacher/ other <hr style="width: 10%; margin: 5px 0;"/> <input type="checkbox"/> Parent informed (<i>teachers discretion</i>) <input type="checkbox"/> Student/ teacher conference to follow up if required 	<ul style="list-style-type: none"> <input type="checkbox"/> Immediate executive follow up <input type="checkbox"/> Behaviour reflection sheet completed <input type="checkbox"/> Inform parent <input type="checkbox"/> Send home reflection sheet <input type="checkbox"/> Personal play plan required

Students must have a thorough understanding of the PBL Practices and the consequences of their behaviour. The PBL Practices apply to the classroom, playground, on excursions and while travelling to and from school.

The PBL Practices should be promoted and explicitly taught through regular referral in classrooms, on the playground and at assemblies.

The community is responsible for supporting the school's PBL Practices. For the PBL Practices to be effective there must be genuine commitment from all staff and a thorough understanding by parents.

The school expects that students will adhere to the standard of dress that has been determined by the school community. Students are expected to wear full school uniform (including school hat) at all times, especially when representing the school. If this is an issue a written note should be sent to the office.

Playground

➤ Be in the right place at the right time.

Out of bounds areas:

- ◆ all classrooms and verandas
- ◆ gardens and playground boundaries
- ◆ car park and driveway
- ◆ bike area

➤ Share equipment and the playground

➤ Care for property

➤ Play safely

◆ Running on the asphalt area or kicking balls in the top playground is not permitted unless teachers give special permission.

Before school

◆ Children should not arrive at school prior to 8.45am

◆ Teacher supervision commences at 8:45am. Students must sit on silver seats under shade cloth until duty teacher gives them permission to play

◆ Children must leave bags in designated area before 9:15 bell

◆ Children must only be in classrooms with the authority and supervision of teachers

◆ Only bike riders may enter the bike area and must leave the area immediately after their bike is secured. Helmets must be worn when students ride to and from school. Bikes and scooters are to be walked through the school grounds

◆ Play area – top level only.

Lunch – 11.15am – 11.55am (Wednesday 11.15am – 11.45am, Friday 11.30am – 12.00pm)

◆ Lunch is eaten by students under classroom teacher supervision. A bell for the end of eating will sound at 11.25am. Students proceed to the allocated playground with duty teacher

◆ At 11:40am the second half duty teachers relieves the teacher on duty.

Fruit Break – 1.30pm – 2.00pm (Wed& Friday 1.15pm – 1.40pm first half. 1.40pm – 2.00pm second half)

- ◆ Students are seated whilst eating on astro turf top and bottom playground (when weather permits)
- ◆ The duty teacher will indicate when students are allowed to begin playing.

Wet Weather

- ◆ Eating occurs in the classrooms for a period of 10 minutes.
- ◆ On arrival children go to their classrooms.
- ◆ At breaks, K – 2 children go to Kindergarten Room 2, Years 3 – 6 go to I Block classrooms after the eating period.
- ◆ Duties/decisions re wet weather are determined by the Executive. Two bells will signify wet weather.

Injured Children

- ◆ Injured children who are able to move without further injury should be sent with another child to the office for first aid attention.
- ◆ In the event of a major or unknown injury, Executive and Senior Administration Manager are informed immediately.

Playground Supervision

- ◆ Be vigilant, mobile, visible and pro-active whilst on duty. A gentle word of prevention or re-direction is far more effective than problem solving after the event. Teachers on duty must fill in the playground behaviour card for both minor and major behaviours and notify Executive staff and classroom teacher of inappropriate behaviour.
- ◆ Behaviour that breaks the PBL Practices should be entered into Sentral Welfare by the PBL coordinator.
- ◆ Ensure data analysis to view 'high potential problem areas'. i.e. between buildings and near toilets etc.
- ◆ Children are not to go to the canteen if they have travelled to the bottom playground.
- ◆ The duty teacher will advise children to clean up before leaving an area.

The Expectations of Good Discipline in NSW Schools

NSW public schools have the following requirements of all students:

- ◆ sustained application to learning
- ◆ respect for other individuals and their property
- ◆ courtesy to other students, to teachers and to community members
- ◆ due respect for teachers
- ◆ no violence, discrimination, harassment, bullying or intimidation
- ◆ no weapons
- ◆ no illegal drugs, alcohol or tobacco
- ◆ peaceful resolution of conflict
- ◆ adherence to the standards of dress determined by the school community
- ◆ compliance with all school rules and the school discipline policy.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

Monitoring

Teachers use a computer database called Sentral (Welfare) to track individual issues of student discipline and welfare as well as commendations for Achievement and Excellence. Monitoring of PBL Awards is done within the classroom.

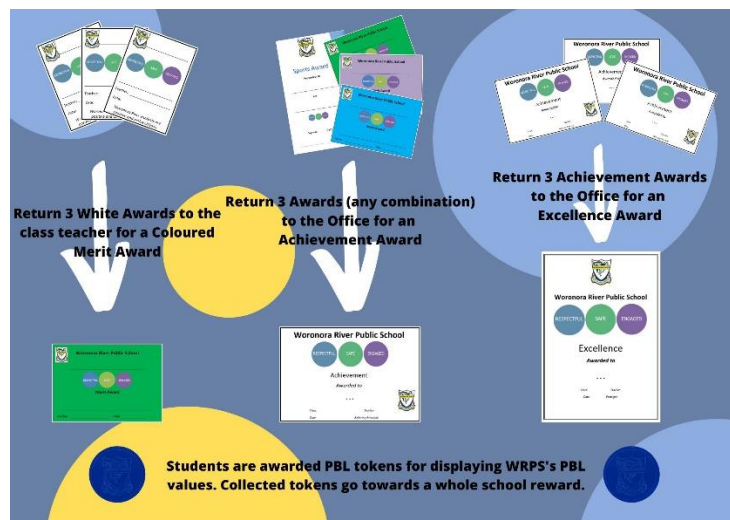
Systems to Recognise and Reinforce Student Achievement

All school staff use a system of merit that allows them to identify and reward students who are seen to be setting fine examples to others and the school community. Children are rewarded consistently for appropriate behaviour, effort, achievement and service in a variety of school contexts.

Children progress through **THREE** levels:



Awards



PBL fast and frequent tokens

All staff can distribute fast and frequent PBL tokens for any positive behaviour. There is no allocation limit for PBL tokens. PBL tokens are entered into a collection box when students have 10 and have traded them in for a white PBL award, which contribute to a whole school reward.

White PBL Awards

Three white PBL awards entitle students to a coloured PBL merit award. These are initialled by the teacher when traded. These are available to all staff and can be given at any time. These must be signed and dated when issued. Each class has an allocation of up to five white PBL awards per week.

Coloured PBL Merit Awards

Coloured PBL awards are awarded at school assemblies. The allocation of coloured PBL awards is based on 10% of the class total eg 30 students- 3 coloured PBL awards.

Sports PBL Merit Awards

Sports PBL merit awards are awarded at school sports assemblies on Friday's. They are equal in value to a coloured PBL Merit award.

Class teachers are responsible for the allocation of these awards to Library, Support and RFF teachers. Staff will monitor and track their allocation to students.

Achievement Level

Three coloured PBL awards entitle students to an Achievement Certificate. These are presented by the Principal and the student's name is placed in the newsletter.

Excellence Level

Three Achievement Certificates entitle students to an Excellence Certificate. These are presented by the Principal at a special 'Excellence Assembly' and the student's name and image are placed in the newsletter. A letter of acknowledgement and an invitation to the assembly is sent to the parents. Class representatives also prepare a short tribute.

Strategies to Promote Good Discipline and Effective Learning

We believe that good discipline and effective learning is the outcome of students believing that they are valuable and important members of their learning community. To this end, children will be given opportunities to be engaged in valuable and important activities.

The school will:

- ◆ value the efforts and positive attitudes of all children through acknowledgement at all levels
- ◆ highlight achievement and effort and exemplary behaviour in a range of forums including assemblies, newsletters and meetings etc
- ◆ teach children self-evaluation and encourage self-reflection at all times
- ◆ provide forums for peer acknowledgement of appropriate efforts and attitudes
- ◆ inform parents of appropriate positive behaviours and achievements (through letters, diaries, phone calls, faxes and interviews etc) wherever possible
- ◆ provide children with roles in all special functions
- ◆ maintain a Student Representative Council
- ◆ model positive conflict resolution strategies i.e. Stop, Think, Do

- ◆ listen to children's concerns and respond to them
- ◆ be enthusiastic about learning
- ◆ expect responsible behaviour at all times
- ◆ explain the purpose of activities to children
- ◆ minimise aggressive verbal and non-verbal language.

Strategies for Dealing with Inappropriate Behaviour

When You Forget to follow PBL expectations

Students can modify their behaviour at any point to have a 'fresh start'.

In class

- Redirected by teacher
- PBL reminder
- Private chat with teacher
- Work at teacher's desk
- Removal from classroom to buddy class. Completion of Restorative reflection worksheet. Behaviour noted in Sentral (Welfare) FYI note sent to parent.
- Assistant Principal referral
- Principal Referral

On playground

- Redirected by teacher
- PBL reminder
- Private chat with teacher
- Walk with teacher
- Removal from playground. Completion of Restorative reflection worksheet. Behaviour noted in Sentral (Welfare) FYI note sent to parent.
- Assistant Principal referral
- Principal Referral

When staff has concerns about the number of incidences recorded in Sentral or general behaviour pattern, it should be raised with a member of the Executive and/or the Learning Support Team.

Strategies for Dealing with Continuous or Major Behaviour eg. racism, violence, physical/verbal aggression, severe harassment, possession of weapons, stealing, damage to property

1. Immediate removal from playground – sent to Principal or Executive. Documented in Sentral (Welfare).
2. Parents notified by telephone when time permits and invited to discuss issue with Principal/Executive.
3. Student may be withdrawn from the classroom program and playground. They will be supervised by the principal or executive to allow them time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept responsibility for changing their behaviour to meet the school's expectations.

4. Support agencies ie School Counsellor, Three Bridges SWEEP Worker (Sally), Student Services, Support Teacher Behaviour will be contacted to assist students where appropriate.
5. If there is no successful resolution of the inappropriate behaviour, suspension procedures will begin.

In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, and the presence of weapons or illegal drugs. Refer to 'Procedures for the Suspension and Expulsion of School Students'

Student Behaviour Management Process Example

