

STOCKINBINGAL PUBLIC SCHOOL
STUDENT SUPERVISION,
WELFARE & DISCIPLINE POLICY
incorporating school rules, bullying, uniforms and excursions

PURPOSE

This policy statement underpins the actions of staff members and students at the school. It also serves to advise parents of the school's priorities in this area and it is designed with the knowledge that it is not possible to predict all situations.

RATIONALE

This policy originates from the school goal, which states that the school will *provide a quality curriculum that will allow students to develop their full potential, that caters for individual needs and interests and equips students for life-long learning and contribution to society*. The School's major responsibilities in the area of welfare are:

- a protective, supervisory responsibility towards the students;
- the provision of experiences that will assist students develop a healthy self-esteem and lead them towards self-imposed discipline; and
- the development of respect and understanding for each member of the school community.

Students learn most effectively in a secure, ordered and well-disciplined environment, created by parents, staff members and students sharing responsibility for the development of self-discipline and the ability to distinguish right from wrong.

Students have the right to learn in a school environment, which models and encourages a concern and respect for others.

Implementation procedures are set out in the *Student Supervision, Welfare and Discipline Procedures* document. It includes:

1. The *school rules*
2. SPS's *positive behaviour reinforcement procedures*
3. The *whole school discipline plan*
4. The *school routines*
5. SPS's statement on *bullying*
6. The rules for *bus travel*
7. SPS's statements on *uniforms, excursions and sporting events*
8. Awards, forms and letters.

KEY POLICY STATEMENTS

PRINCIPLES

Through the student welfare program the school aims to help students develop:

- a sense of enjoyment and satisfaction from learning;
- 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;
- a sense of personal dignity and worth;
- self-reliance;
- a sense of cultural identity;
- a feeling of belonging to the wider community;

- a caring attitude towards others;
- an ability to form satisfying and stable relationships; and
- a positive attitude to school attendance.

THE PARTNERSHIP

A school, cooperating with parents, can realise these aims through learning programs and support in three major areas.

General Measures to Promote Personal Development of Students

The school will contribute to the personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement;
- develop understanding and skills in communication and interpersonal relationships;
- develop a realistic and comprehensive self-concept and enhance their self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision making;
- assist them to understand their own feelings and behaviour and those of others;
- value cultural differences;
- be caring and supportive of others; and
- contribute positively to the life of the school.

Preventative Measures to Ensure the Safety and Well-Being of Students

The school will endeavour to enhance or protect the welfare of its students by:

- maintaining a school and classroom environment conducive to learning;
- ensuring a safe and secure environment where basic needs are met and where students are protected from harm;
- encouraging appropriate forms of behaviour.

Remedial Measures to Overcome Specific Difficulties

Teachers in the school will make every effort to:

- assist students optimise their participation in school programs;
- cater for specific learning difficulties and needs;
- cater for the emotional and physical needs of all students; and address behavioural problems.

2. POSITIVE BEHAVIOUR REINFORCEMENT

The following procedures have been developed to recognise and reinforce positive student behaviour and attitudes within the school community.

1. Bingals be awarded by staff to students in recognition of good behaviour, commendable effort/application, worthy academic achievement, or for any act a staff member feels is worthy of such reward. There will be a Bingal draw at Friday's morning assembly, for each class, with the person whose Bingal is drawn getting to choose from a prize box.
2. Staff will issue Good Reader Awards, Aussie of the Month and Artist of the Month Awards to recognise student achievements (Monthly).
 - All students who receive awards are recognised in the weekly edition of the Stock Report by name and photo. The award criteria is also printed.
3. Students who achieve prizes or awards in external competitions or sporting events are recognised at assemblies and in the Stock Report.
4. New students are formally welcomed at assembly. Departing students are formally Farewelled.
5. Students and staff birthdays are recognised at assemblies. Students are presented with a birthday certificate and sticker.

WHOLE SCHOOL DISCIPLINE PLAN

To ensure the effectiveness of this plan, staff and school community need to be consistent in its implementation. From time to time, staff members will be required to use their professional judgement in dealing with individuals or group.

The underlying philosophy of this plan recognises that:

- students will accept responsibility for their behaviour and will follow the school rules, devised with their input, discussed with each class and presented to the community.
- teachers and parents play an integral part in assisting students to develop positive and acceptable behaviour patterns
- each student has two choices: *right* and *wrong*
- consequences for *wrong* choices need to be consistent throughout the school and provide an opportunity for the students to modify and improve their behaviour in the future
- students, staff and parents must be aware of the *rules* and review them regularly
- teaching staff and parents must discuss student related issues at a mutually convenient time and place to ensure confidentiality.

CLASSROOM MANAGEMENT PLAN

1. To assist *classroom management*, teachers, together with their students, draw up rules for their classroom early in the year. As a guide it is advisable to cover:

- | | |
|-----------------|------------|
| • communication | • manners |
| • safety | • disputes |
| • movement | • learning |

2. To address *disruptive behaviour* (such as calling out, refusal to complete tasks, answering back, disrupting other students) the staff member should follow these procedures:

Firstly • remind the student of the rule

- restate the rule
- give the student the choice: *cooperate or accept the consequences*
- if cooperation doesn't eventuate issue a *formal* warning
- continuation of behaviour will result in a detention.

Secondly • move the student to a *time-out* area in classroom to reconsider behaviour and information provided to the principal

Then • the student is *EXITED*, and another student accompanies the child and card to Principal's classroom

- an *exit note* will be sent to the principal
- the student and principal will discuss behaviour and negotiate an improvement plan
- the staff member will be informed of the plan
- this will result in a *formal detention*.
- * parents will be informed

If a student has been *EXITED*, parents will be informed. Continued anti social behaviour will require a parent teacher interview.

3. To address *obscene language* and or *violent aggressive behaviour to an adult or student*:

- the student will be removed immediately from the class or playground to the principal/office
- the staff member will provide the principal, as soon as possible, a brief written report
- the principal will contact the parents within 24 hours to address the issue
- * this will result in a *formal detention*.

- parents will be informed that a repeat of this behaviour could resort in a *short suspension*
4. To address *on-going behavioural problems*, staff members will:
- * contact parents and discuss issue
 - * Any behaviour issues will be entered into Sentral for record keeping
 - advise and seek support from school principal or school counsellor
 - refer students to the school counsellor where issues become reoccurring or frequent.

PLAYGROUND MANAGEMENT PLAN

1. To address *playground misbehaviour*, (such as breaking a school rule, being out of bounds, unsafe use of equipment, running on a path), the student will:
- walk with the teacher to discuss the rules and a solution to the problem and / or
 - be sent to a designated *detention area* to cool down and think about what has occurred and what should happen in the future
 - depending on the circumstances a formal detention may result.
2. To address *anti-social behaviours* (such as name calling, teasing, spoiling other students' games, excluding others), the student will:
- walk with the teacher, discuss rules and solutions
 - be sent to the *detention area* to cool down and think about what has occurred and what should happen in the future
 - a *formal detention* may result.
3. To address *disputes over rules of games or rough play* the teacher on duty will:
- stop the game
 - mediate until students agree to a resolution of the problem
 - (where no solution is reached) the game will be disbanded and any equipment returned and if necessary student/s sent to *detention area*
 - a *formal detention* may result.
4. To address *bad language and low level aggression / violence* the staff member will:
- take necessary action to protect the safety of students
 - * send the offender to the *detention area* or the principal
 - make a report to the principal
 - the principal will notify the parents of the incident and action taken
 - direct student to *detention area*
 - a *formal detention* may result.

Staff will use professional judgement in determining if a student warrants a *formal detention* for playground infringements. Repeat offences or rule infringements will result in a *detention*.

5. To address *violent behaviour*:
- the staff member will send for the principal
 - the student will be escorted from the playground
 - the principal will take appropriate action (see below).

DETENTIONS

A *formal detention room* will be run for students who receive a *formal detention*. Students who accumulate five (5) *formal detentions* will be placed on behaviour review and may forgo privileges such as excursions or extra curricular activities. Parents will be notified in writing and asked to discuss their child's behaviour with the principal.

A student must not receive a further detention for a period of four (4) school weeks to restore their privileges in full.

SERIOUS CASES OF MISBEHAVIOUR: SUSPENSION AND EXPULSION

- the principal may take action to suspend a student from school (in line with departmental guidelines) when the student is guilty of gross insolence, persistent disobedience, or physical or verbal violence
- in determining whether a student's behaviour warrants suspension, the principal will consider the welfare of the student, teachers and other students in the class or school (a guiding principle is that the unacceptable and disruptive behaviour of one student should not be allowed to interfere with the educational progress of other students and / or threaten the well-being or motivation of teachers)
- in urgent circumstances the principal may suspend the student immediately
- the director-general makes decisions regarding expulsion; expulsion means that the student may not attend NSW Government schools and this occurs only in the most extreme circumstances of inappropriate behaviour.

SUPPORT FOR STUDENTS

- Support will be given to students who are frequent offenders. This may be in the form of counselling (by class teacher, executive, student support personnel) and individual behaviour contract issued if warranted.

4. SCHOOL ROUTINES

BEFORE SCHOOL

- students arriving at school prior to 8:45 will wait under the COLA
- **at 9 am** students will be accompanied by a teacher to the designated play area
- students are only permitted into the classrooms when a teacher is present
- play on fixed equipment and ball games are prohibited before school
- grassed play areas are out of bound before school.

MORNING ASSEMBLY

- the bell will be rung at **9:10 am**
- the first bell indicates that play stops
- students will line up in the assembly area
- teachers will assist at this time
- the school bell will be rung.

RECESS

- the bell will be rung at **11:00 am**
- students may use the fixed equipment, and sports equipment on grassed area and triangle
- at the **11:30 am** bell the students will line up in their class area and / or forward to class.

LUNCH BREAK

- the bell will be rung at **1:00 pm**
- students will be supervised eating their lunch seated in the lunch area
- at **1:15 pm** the teacher dismisses students from this area
- equipment will be available from the sports shed
- Play areas are designated on a roster basis in the Cola notice board.
- at the **1:45 pm** bell the students will move immediately to their class area and /or forward into classroom.

AFTER SCHOOL

- at **3:15 pm** students will be dismissed – bikes must be wheeled from the school; students crossing the road will obey the instructions of their parent or guardian
- staff will supervise students who travel by bus – students must line up underneath the COLA
- students who are picked up from school must remain seated underneath the COLA until collected or dismissed.

WET WEATHER

- teachers and students will be advised when students are to remain inside in wet weather
- supervision of students should be shared between teachers – 20 minutes each at lunch where possible.
- * Students to use the big room and COLA in wet weather.

5. BULLYING

School Definition of Bullying:

Consistent action by one or more persons against others with the intent to hurt either verbally, socially, physically or emotionally which results in a feeling of power over the victim.

Whole School Strategies

- ❖ K-6 awareness programs. (Circle Time)
- ❖ Intervention programs eg SRC, Reading Across the School.
- ❖ Co-operative learning practices techniques within the classroom.
- ❖ Appropriate playground activity guidelines in line with School Rules
- ❖ Active identification of students requiring intervention.
- ❖ Discussion of expected behaviour in assemblies, when appropriate.
- ❖ Reward structure including use of Bingals, Merits & Aussie of the Month.
- ❖ Principal has an open door policy. Parents, staff and students know they will be given time if there is a problem.
- ❖ Implementation of cyberbullying awareness program Budde' integrated into ICT program. Taught and revisited annually.

Staff members at the school will:

- ❖ incorporate lessons in the Circle Time program that examines the nature of bullying and actions which can be taken to reduce incidents – this can occur using a variety of up-to-date related resources
- ❖ make students aware of *bystander power* (actively encourages – physically assists bullying; passive supporters – smile at the bully and isolate the victims; passive rejectors – stand near the victim and do not smile at the bully; active challengers – tell the bully to leave the victim alone)
- ❖ examine playground usage and playground supervision procedures
- ❖ be aware of students with poor interaction skills and encourage their full participation in class and playground activities
- ❖ plan lessons with a preponderance of student participation in which cooperation is evident
- ❖ respond to notifications by students or parents and react to observations of bullying, validate reports and record incidents
- ❖ assist 'chronic' victims with assertiveness training (through the school counsellor)
- ❖ assist students who demonstrate uncontrollable anger (Anger Control Program)
- ❖ parents of bullies will be notified if the bullying persists and actions will be taken in accordance with the school's *whole school discipline plan*.

Classroom strategies

- ❖ Regular classroom discussions of expected behaviour.
- ❖ Maintenance of records detailing student behaviour as required.
- ❖ Class rules, jointly decided by students and teacher.
- ❖ Teaching of games.
- ❖ Implementation of social skills programs. Circle Time
- ❖ Encourage the concept and adoption of universal 'fairplay'.

Procedures for dealing with bullying behaviour

- ❖ Class teacher and student deal with smaller issues.
- ❖ Parent and staff work with students to look at underlying problems and seek solutions.
- ❖ Principal or staff member works with individuals or groups on strategies that work.
- ❖ District support staff is involved with pro-social programs if required.
- ❖ Issues are resolved in a calm manner with appropriate time deemed necessary to resolve the situation.
- ❖ Restitution when required so that students have reinforced the notion of rights and responsibilities and the requirement to take responsibility for their own action.
- ❖ Staff notify principal of all student welfare issues
- ❖ Student welfare issues discussed at fortnightly staff meetings

6. BUS TRAVEL

Students are to follow the *code of conduct* rules below, set out by the RTA.

<h3>CODE OF CONDUCT</h3> <p><i>To ensure your safety and the comfort of other passengers</i></p>	
<p><i>Students will:</i></p> <ul style="list-style-type: none">● behave safely at all times● respect the needs and comfort of other passengers● respect bus property by not marking or damaging it● always follow instructions about safety on the bus● be seated at all times	<p><i>Students will not:</i></p> <ul style="list-style-type: none">● distract the driver except in an emergency● smoke, eat or drink on the bus● allow any part of their body to protrude from the bus● fight, spit, use offensive language or place their feet on the seats● throw any article inside, or out of, the bus

Please note that in addition to any penalties imposed under this *Code of Conduct* (Refer: *School Students' Behaviour on Buses Transport Document*), the school principal may also take action under the school's *Fair Discipline Code* or *Student Welfare Policy*.

6. MISCELLANEOUS: UNIFORMS AND EXCURSIONS

UNIFORMS

- the wearing of uniforms is encouraged to develop the feeling of belonging to the school
- specific uniform guidelines are set out in the school's information booklet
- for health and safety reasons inappropriate footwear and clothing are not acceptable as school wear
- during summer, students should wear a hat for their own protection – those without hats will be restricted to play and activities in the covered shade areas of the playground during both the recess and lunch periods.
The *No Hat No Play* policy operates in Terms 1 and 4. Students are encouraged to wear a hat at all times.

EXCURSIONS & SPORTING EVENTS

- when students are representing the school, attending any activity organised by the school or under the auspices of the school, student behaviour should be consistent with school rules
- a student's exclusion from school representation and excursions will result if, after intervention, behaviour support and parental contact, their behaviour is not consistent with the school rules
- the decision on exclusion will be made by the Welfare and Discipline committee (staff) based on the documentation available.

8. AWARDS, FORMS AND LETTERS

1. **Bingal**
2. **Merit Certificate**
3. **Aussie of the Month**
4. **Good Reader Award**
5. **Artist of the Month**
6. **Detention Notes**

Reviewed November 2018