



BLAXLAND PUBLIC SCHOOL

The small, friendly mountain school.

Caring for children.

STUDENT WELFARE and DISCIPLINE POLICY



Policy Statement

Blaxland Public School provides effective teaching and learning within a happy, secure, well managed environment, in partnership with parents, caregivers and the wider school community.

The three main focus areas of the Student Welfare Policy are:

- effective teaching and learning
- positive climate and good discipline
- community participation

Statement of Purpose

Student welfare encompasses everything the school community does to meet the needs of all students, social, personally and academically.

Student welfare at Blaxland Public School focuses on:

- creating a safe, caring and happy school environment , nurturing students throughout their learning;
- delivering quality education;
- incorporating effective discipline
- health and social skills programs;
- the value of collaborative early intervention for identified issues;
- diversity and individuality, acknowledging difference and promoting harmony;
- inclusivity
- providing links for families to community support services
- providing opportunities for students to enjoy success, be recognised, make contributions to school life and derive pleasure from their learning.

Effective Teaching and Learning

NSW Public Schools exist to provide a first class education for all young people.

All public schools have three overriding priorities:

- raising educational standards and levels of educational achievement;
- providing quality education for all; and
- the care and safety of all our students.

Blaxland Public School will enhance effective teaching and learning by:

- encouraging students to take responsibility for their own learning and behaviour;
- expecting high academic standards;
- providing effective classrooms that are places of excitement, exploration, scholarship and learning;
- providing for classroom environments that are settled and considerate of the needs of others and their learning;
- encouraging students to be active and proactive participants in the learning process;
- catering for the needs of all students;
- creating well managed teaching and learning environments that offer differentiation;
- ensuring that learning builds on prior knowledge and experiences and are socially and culturally relevant;
- providing opportunities to discuss and or report on student learning and behaviour;
- coordinating relevant and appropriate student services;
- providing for ongoing teacher professional development;
- providing appropriate support programs;
- supporting students in achieving success in learning;
- reinforcing student achievement through the use of merit certificates, awards student commendations etc;
- parent communication;
- recognising and catering for gender and equity issues;
- recognising and understanding that to treat all children equally some may have to be treated differently;

- recognising and understanding that there are times adjustments need to be made in learning, both socially and academically to support students with specific needs and
- ensuring that students, parents and teachers feel valued.

Each student's right to learn.....

depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.

Each student has a right to be safe.

Schools exist in a society in which violence is often prevalent. This social problem does not always stop at the school gate. Nevertheless, every student has the right to expect that he or she will spend the school day - both in and out of the classroom - free from fear, bullying and intimidation.

*Students have a right to be safe and happy at school.
They have a right to be treated fairly and with dignity.*

Each child is an individual with their own set of individual needs and sometimes
TO TREAT ME EQUALLY YOU MAY HAVE TO TREAT ME DIFFERENTLY

Teachers have rights too.

Teachers, who on occasions are subjected to levels of harassment which would not be tolerated in any other workplace, also have a right to be safe and happy at school.

Teachers too, have a right to be treated fairly and with dignity, by both students and their parents

Positive Climate and Good Discipline

Discipline is effective when the school community has shared understandings and clear expectations about the behaviours which are appropriate and inappropriate.

It is essential that all persons develop an awareness that they own, and are responsible for their behaviour. It is one of our aims to develop in all students a clear understanding of the ways in which their behaviour affects their ability to meet their various needs.

It is then equally essential that the owner of the behaviour understands the consequences which follow from their behaviour within the institutional and organisational context of the school, as this may be very different from the context in which they operate elsewhere.

Blaxland Public School will enhance school climate and discipline by:

- providing opportunities for student participation in decision making processes, ensuring principles of equity and fairness are reflected in school practices
- providing opportunities for all students to experience and demonstrate success in a variety of activities;
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members;
- establishing clear school rules which are known and understood by all school community members;
- monitoring attendance, ensuring students attend school regularly;
- valuing and providing opportunities for all students to develop skills involved in positive relationships, social responsibility, problem solving and dispute resolution;
- valuing difference, discouraging narrow and limiting gender stereotypes;
- recognising the relationship between student and staff welfare, ensuring staff welfare is also a priority;

- providing resources and opportunities for leadership development and experiences through student representative councils. Peer support etc; and
- creating a disciplined, ordered and cohesive school community where individuals take responsibility, work together collaboratively, respect and value each other.

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; and

Students are required to comply with all school rules and the Fair Discipline Code which reflect the NSW Department of Education and Communities' 9 Core School Values of:

- Integrity
- Excellence
- Respect
- Responsibility
- Cooperation
- Participation
- Care
- Fairness and
- Democracy.

Blaxland Public School students will:

- abide by our school's Fair Discipline Code.
- attend school regularly, be punctual and present notes to explain absences.
- follow the instructions of teachers and others in authority.
- complete all required work carefully and to the best of their ability.
- behave in a responsible, polite and courteous manner.
- behave in a manner that shows respect for themselves, and for the rights and feelings of others.
- behave in a manner that keeps themselves and others, safe at all times.
- respect and care for school buildings, school property and the property of others.
- wear appropriate school uniform at all times, including their school hat.
- accept their responsibilities as members of the School Community.
- observe classroom rules.
- observe playground rules.
- observe our 9 core school values (as listed above)

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

Community Participation

Strength, success, happy and positive classrooms that deliver quality education is the result of a learning community that works in partnership to provide all students with strong foundations for life.

Blaxland public School prides itself on the strength and sense of community. Our partnership with parents is based on shared responsibility and mutual respect. As a learning community we aim to achieve effective learning and good discipline in a school environment that is inclusive, productive and harmonious.

Blaxland Public School enhances community participation by:

- building a learning community where staff, students and parents work together for planned results;
- encouraging parents and community members to participate actively in the education of young people and in the life of the school;
- acknowledging that parents are partners in school education;
- valuing parent input;
- encouraging a sense of belonging for all community members;
- assisting families with available support services where appropriate and able;
- fostering links with the wider community;
- inviting parents to share their knowledge and skills in the school community;
- catering for the specific needs of students and community members;
- supporting students and parents in making decisions about learning; and
- recognising students' families, cultures, languages and life experiences.

Responsibilities

As an effective learning community we recognise and understand that we have responsibilities as part of the partnership we enter into with the enrolment of a child at school.

The Principal and school will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school;
- the school community reviews policies and practices;
- a school discipline policy is developed and reviewed in consideration with other mandatory policies;
- strategic issues identified are incorporated into the school plan;
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline issues; and
- community interaction is supportive, respectful and harmonious.

Teachers will:

- ensure familiarity with the Student Welfare Policy and School Discipline Policy;
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents;
- participate in the learning and teaching process taking into account the objectives of student Welfare at Blaxland Public School;
- actively participate in the implementation of the Student Welfare and School Discipline Policy.

Support Staff will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Student will be encouraged to:

- act accordingly to the discipline code established by the school community;
- contribute to the provision of a caring, safe environment for peers, staff and parents;
- participate actively and appropriately in the teaching and learning process;
- provide their views in community decisions where appropriate and able;
- practise peaceful conflict resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school;

- participate in decision making processes where appropriate;
- share responsibility for shaping their children's understanding of what constitutes acceptable and unacceptable behaviour;
- work with teachers to constructively establish fair and reasonable expectations of the school; and
- interact with staff with respect, support and harmony.

The Director of Schools will ensure that:

- all staff are familiar with and implement the Student Welfare and School Discipline Policy;
- Policy implementation is supported by district staff; and
- school programs support student welfare priorities;

State office directors will ensure that:

- all staff are familiar with the Student Welfare and School Discipline Policies;
- all staff consider the implication of policy; and
- State Executive is provided with policy advice and information.

CARE and SUPERVISION

Students, parents and teachers have a special relationship. There is trust in each other to protect, care and supervise the most important aspect of school – our children.

Duty of care at Blaxland Public School is of the utmost importance. It is a priority in all that we do, in and out of classrooms.

The Principal will:

- ensure Work, Health and Safety Guidelines are reviewed and employed.
- ensure adequate arrangements are in place for playground supervision, such as rosters for fine and inclement weather etc.
- provide teacher reviews of supervision requirements.
- provide teacher and community reviews of policy, including Student Welfare and the care and supervision of students.
- discuss programming for teaching and learning with staff that includes integration, specific student needs, safety aspects of play, bus travel, road use, Safety Houses, bike riding etc
- support students and teachers

The Teachers will:

- be punctual to duty areas
- move around the duty area
- check out of bounds areas
- be positive, encouraging appropriate behaviours
- observe students in order to pre-empt social difficulties, redirecting students happily out of a tricky situation – where possible
- warn students of inappropriate behaviour and consequence if it continues
- ensure consequences are age and behaviour appropriate taking into consideration special needs of a student or students.
- record instances of repeated warnings or concern in the Student Welfare book for follow up.
- inform the Principal and or class teacher of specific concerns requiring follow up.
- provide teaching and learning activities that address special needs, behavioural expectations in class, in the playground, when out of the school eg. at sport, on an excursion or to and from school.

- consistently discuss school rules and our core values.
- provide teaching and learning activities for safety on buses, bikes and roads.
- monitor the wearing of school uniform, reminding students of their need to wear hats daily.
- ensure students without hats are directed to the shade area in front of the library, in keeping with the Sun Safe Policy.

The Students will:

- have a responsibility to listen and follow instructions.
- know and follow the school rules.
- know and understand the importance of appropriate behaviours for safety on buses, roads and bikes.
- be in the right area at the right time.
- seek teacher information or permission to access areas that they may be in doubt over eg classrooms at recess, sick bay, the office, canteen etc.
- consider and respect the rights of others.
- follow sun safe procedures.
- wear full school uniform, including their school hat.
- stay in the shade area in front of the library if they are without a hat in the playground.

The Parents will:

- promote and support their children in the development of safe and socially appropriate behaviours when travelling to and from school.
- promote and support their child's / children's demonstration of appropriate and expected student behaviours at school.
- provide for the safe pick up and drop off of students at school by parking appropriately, observing their speed, not calling to children to cross the road.
- ensure their child/children wear full school uniform daily, including their school hat.
- organise their child's arrival at school to be between 8.35am and 9.05am. (*In extenuating circumstances arrangement may be made with the principal for early arrival – when there is no alternative*).
- organise their child's departure from school at 3.05pm.

It is expected that all students will immediately and safely depart the school at bell time.

SCHOOL SUPERVISION PLAN

- Students are supervised from 8.35am. (*Schools are not required to implement formal supervision procedures prior to the 30 minutes before school begins*).
- Students arriving prior to 8.35am will wait quietly for the duty teacher under the awning in front of the hall.
- A morning, recess and lunch time bell will sound to indicate the duty teacher is present.
- Students are informed of requirements for arrival at school, departure from school, recess and lunch time eating and play times.
- Students are informed of how and when they may need to seek teacher assistance.
- Students are informed of procedures for injury and illness.
- Fine weather and inclement weather rosters are implemented where appropriate.
- Lock Down and Evacuation practices are explained and implemented. Students are informed by their teachers that we practice to stay safe and to know what to do if there is a storm or fire.
- Playground rules and behavioural expectations are implemented consistently by teachers as a result of agreed age appropriate, child appropriate consequence to corresponding action.

- Students are offered alternative lunchtime play activities such as library (computers, games, books, colouring etc), sports equipment and fixed equipment.
- Students and teachers are required to observe the Sun Safe Policy all year round.

PLAYGROUND STRUCTURE

Morning

Students arriving prior to 8.35am are required to wait quietly under the awning in front of the hall.

8.35am	* Students place their bags in front of classrooms – students are not to enter classrooms without teacher permission.
	* Students move to the oval or ‘corridor’ between the oval, along the office and down to the Kindergarten room.
to	* Students order lunches on Wednesday or Friday – if required.
	* Students play restricted games until bell time
9.05am	* At bell time students assemble in front of the primary classrooms.

Recess

11.10am	* Students and teachers move to the seated area for recess.
	* Designated teacher assumes duty.
	* Students indicate they are ready to place rubbish in the bin and play.
to	* Duty teacher dismisses students from the eating area for play (as appropriate).
11.30am	

Lunch

1.10pm	* Students and teachers move to the seated area for lunch – depending on weather
	* Designated teacher assumes duty.
	* Students indicate they are ready to place rubbish in the bin and play.
to	* Duty teacher dismisses students from the eating area for play (as appropriate).
1.45pm	

3.05pm Children are dismissed from school and are to go straight home.

PLAYGROUND ISSUES

The Duty Teacher will:

- roam and check playground areas and students
- listen to and provide students with the opportunity to articulate perceptions and concerns
- provide students with the opportunity to problem solve
- send for teacher support in the event of behaviour difficulties – if required
- note any student given a formal warning for breaking school rules in the *Red Book* – (marked warning only)
- note any student given a detention for breaking the school rules in the *Welfare Book* – refer to the Assistant Principal or Principal
- refer to the *Behaviour and Consequence Card* in the *Welfare Book* - if required
- implement behaviour and corresponding consequence if required making adjustments according to the situation, history of the issue and special needs of the students involved.
- follow up with the class teacher, if relevant or required
- have the authority to seat a child for time out or keep them with them as a time out measure

- have the authority to remove a student to the office for time out, referral to the Principal or any relevant concern they may have.

WET WEATHER

- 3 short bells indicate wet weather arrangements are to be implemented.
- Students remain in classrooms and are supervised by teachers who are placed on a wet weather roster.
- During wet weather alternative arrangements such as library do not operate. Students have access to games, books, computers and different activities in their classrooms after eating time.

BUS TRAVEL

- Students travelling by bus assemble in their lines immediately after the bell.
- Students are supervised by a duty teacher in lines and on entry to the bus.

STUDENTS REMAINING AT SCHOOL

- A student who has not been picked up as usual will remain in the office with staff until a parent, care giver or emergency contact can be contacted and appropriate arrangements are made for the child.
- A student who has missed a bus will remain in the office until a parent / caregiver or emergency contact can be contacted and appropriate arrangements are made for the child.
- In circumstances where a student cannot be collected by a parent / caregiver or emergency contact the Principal or an authorised staff member may, depending on the situation transport the child to their usual child care agency, home, relative or nominated caregiver – **with parent permission.** (*The child must be transported in the back of the car.*)
- In the event a parent/caregiver, emergency contact or family member cannot be contacted by 5.00pm Springwood Police would be contacted for support.

PERSONAL EQUIPMENT AT SCHOOL

- Students requiring mobile phones for a specific reason must leave them at the office on arrival at school, remembering to pick them up at the end of the day. This is to ensure phones are not misplaced or lost during the day.
- Expensive equipment such as Palm Computers, MP3 Players, Tamagochi Toys etc do not come to school, except in a once only situation where a student wishes to share news of their latest and most prized acquisition. The item then remains with the teacher until the student collects it at the end of the day. This is to minimise the risk of loss or damage to the article that results in distress for students, teachers and parents.
- The school may elect to ‘ban’ certain items at school where students experience difficulties with play, disrupted learning, ownership, loss and damage.

BEHAVIOUR and CONSEQUENCE CHART

Behaviour	Natural Consequences	Disciplinary Consequences			
		Kindergarten	Yrs 1 & 2	Yrs 3 & 4	Yrs 5 & 6
Out of Bounds	Unsupervised / may be hurt	T TO	TO W	TO W	TO W
Swearing	Sounds terrible / upsets others	T W	W P	W D	W D
Misbehaving in toilets	Unsafe / germs/bothers others	T W	TO W	TO W	TO W
Throwing objects	Unsafe / injury / unkind	T W	T W	W D	W D
Bullying	Hurtful / fights may develop	TO W P	W D P	D P L S	D P L S
Kicking / Punching	Unsafe / injury / unkind	T TO W P	D P L S	D P L S	D P L S
Spitting	Unkind /spreads germs/upsetting	T TO W P	TO W D P	TO W D P	TO W D P
Unsafe play/activity	Someone will be hurt / injury	T TO W	T TO W P	TO W D P	TO W D P
Littering	Hygiene/poor school image	T Clean up	T Clean up	T Clean up W	T Clean up W
Interfering in games	Upsetting/ fights may occur	T	T	T	T
Unfinished class work	You will not learn/ fall behind	T	T	T	T
Not doing homework	You will not learn/ fall behind	T	T	T	T
Lying	Truth comes out / hurtful	T W GS	T W GS	T W GS D	T W D P

Disrupting learning	Wastes time/stops other learning	T S	D P L S	D P L S	D P L S
Disrespect of property	Upsetting/ damage /unable to use /poor image of school	T GS	T GS P	T W D P	T W D P
Stealing	People will be upset	T GS	T GS P	T W D P	T W D P
Repeatedly failing to bring equipment	Wastes time / interferes with learning.	T	T	T	T
Out of uniform	Poor impression	T	T	T	T
Rudeness / back chatting adults	Impolite/ poor impression / hurtful	GS W D	W D P S	W D P S	W D P S
Graffiti	Poor impression/lack of care	GS W D	S W D	GS W D P	GS W D P
Misbehaviour at sport	Poor school impression	T TO	TO W	TO W GS	TO W GS D
Misbehaviour on excursions	Poor school impression / unsafe	T P D	T P D	T P D GS	P D GS
Persistently breaking class rules	Wastes time / upsets others / interferes with learning	T W GS	W D P S	W D P S	W D P S
Misbehaviour to/from school	Poor school impression / unsafe	GS FL	GS FL	GS FL	GS FL
Misbehaviour on Public Transport	Poor school impression / unsafe / unpleasant for others travelling	GS FL	GS FL	GS FL	GS FL
Poor behaviour at assembly	Poor impression / distracts others / cannot hear	T GS	T GS	T GS	T GS
Riding bikes etc in school grounds	Injury to others and self	W	W	W D	W D
Possessing dangerous or illegal items	Unsafe / may harm others	*****	*****	*****	*****

KEY:

T = Teacher Intervention

TO = Time Out

W = Warning

FL = Form Letter

D = Detention

GS = Grade Supervisor

S = Suspension

***** = Confiscate, inform parents and police, suspend.

3 warnings for the same behaviour will result in a detention, referral to the Principal and a note home to parents. Detentions will require parent notification by way of a form letter indicating the incident and action taken. Adjustments may be implemented by the duty teacher, supervisor or principal where it is considered necessary due to the history of the issue, the situation itself and any existing special needs of students involved.

CLASSROOM BEHAVIOUR

Effective teaching and learning occurs in an environment where each member of the learning community takes responsibility for their learning, behaviour and role in the school.

Students at Blaxland Public School are encouraged to be proactive in both their learning and managing their behaviour in and out of the classroom.

The Principal will:

- provide professional development for staff in management of the teaching and learning environment
- provide support for the learning community, students, teachers and parents where required
- access specialist teachers to support students, teachers and parents, where required

- ensure policy and procedures are current and implemented
- ensure processes in teaching and learning about behaviour are positive and proactive
- collegially work with the learning community to develop appropriate behaviour management strategies
- collegially work with the learning community to develop age appropriate consequence for negative behaviours.

The Teachers will:

- be positive and encouraging in managing the classroom environment
- lead students to independence in managing their own behaviour
- collegially establish school rules that clearly define behavioural expectations
- develop a set of class rules based on the school rules with students that clearly states acceptable and desired student behaviours
- consistently teach and review school and class rules through out the year and as appropriate
- request assistance from students, parents, the Assistant Principal and Principal where required
- refer a student to the behaviour management team if required
- be consistent and fair in their expectations of student behaviour
- implement school procedures for disruption of teaching and learning by a student in the classroom
- implement procedures for recognising student effort and achievement

The Students will:

- know, understand and follow school and class rules
- be aware that there are consequences for breaking school rules and demonstrating unacceptable behaviour
- learn to recognise how they feel and how to manage their feelings appropriately
- respect the right of others to learn in a constructive and happy learning environment
- respect the rights of their teacher to teach in a constructive and happy learning environment
- be aware that constructive behaviours lead to success socially, emotionally and academically

The Parents will:

- recognise and celebrate the achievements of their child or children
- encourage and positively reinforce their child's / children's need to follow school rules and demonstrate acceptable behaviours
- support their child's teacher in implementing policy and procedure

AWARDS

Blaxland Public School will recognise student behaviour and achievement through an Award System.

- K-6 Teachers recognise and select two VIP students each week to represent and lead their class.
- K-6 Teachers nominate 3 students per week for Merit Awards, presented during Assembly.
- Teachers nominate 1 student per week for a Citizenship Award, presented during Assembly.
- School Captains, in consultation with the Principal have the opportunity to nominate a student for an Assembly Award – when appropriate.
- Teachers nominate a student for an Assistant Principals Award.
- Assistant Principals may nominate a student for a Principal's Award.

Each day teachers have the opportunity to recognise and reward students:

- verbally
- with stickers
- class based awards
- sharing with another class and teacher
- sharing with the office staff
- sharing with the Principal
- lucky dip awards

PROCEDURE FOR CLASS DISRUPTION

Each session begins with a clear record.

- Step 1** Students are advised that the procedure is to be implemented.
- Step 2** The offending student's initials are placed on the board – and he or she is warned of the process and consequence if the behaviour continues.
- Step 3** If inappropriate disruptive behaviour continues a cross is placed beside the child's name. The student is again warned of the process and consequence if the behaviour continues.
- Step 4** If the behaviour continues a 3rd cross is placed beside the student's initials and the student moves to the nominated teacher for time out and follow up. This may be for a 10 minute period or it may be a time period in which the student is required to complete designated work. Teachers will negotiate time.
- Step 5** Student's behaviour settles. Student returns to classroom.
Student behaviour continues and the nominated teacher begins the process from Step 1 to Step 4 at which stage the student is redirected to the Principal.

Severe misbehaviour and class disruption is immediately referred to the Principal and parents are contacted.

Severe Misbehaviour and class disruption would include behaviours that are aggressive in nature towards a visitor to the school or member of the learning community i.e. verbal abuse and or threats, violence and offensive language or behaviour.

Consequence of such behaviour may result in student:

- referral to the behaviour team and specialist teachers
- implementation of positive intervention strategies
- monitoring student behaviour in and out of class
- sanctions
- removal from the playground for a negotiated time period
- short or long suspension

CONDUCT CARDS

- Students may be placed on a Classroom, Playground or Classroom and Playground Conduct Card where behaviour is consistently of concern and intervention has involved the Assistant Principal and Principal.
- Conduct cards are a monitoring mechanism designed to minimise inappropriate behaviours with the guidance of teachers in the classroom and out in the playground. Teacher, Principal and Parent follow up is consistent daily for a period of one week to two weeks, depending on student needs.
- Students returning from in – school and out of school suspension are placed on a Conduct Card.

The class teacher, assistant principals or principal may adjust consequences where they believe it is in the best interests of the student body, the child or children concerned. This may be based on the history of the situation and includes consideration of the special needs of the child or children involved.