



Student Welfare and Discipline Policy

Rationale

The Student Welfare Policy of Holbrook Public School provides the programs, structures and support to ensure that all students achieve high standards of self-discipline, personal conduct and social responsibility.

Welfare and discipline at Holbrook Public is seen as a partnership. When parents enrol their children at our school they enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour and understand the consequences when expectations are not met.

Our school operates on a vision established through consultation with parents, staff and students.

Quality education for all in a secure and caring environment.

The School vision is central to everything that happens in the school and reflects the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. We believe that this statement encapsulates our view of the school as a place where every member of the school community:

- enjoys learning, strives for quality and takes responsibility;
- is proud of themselves, their achievements and their association with the school; and
- feels safe because **care, courtesy, consideration** and **cooperation** are practised by all.

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

Statement of Principles

Our interpretation of the vision statement precludes the need for an extended list of school rules. We endeavour to develop responsibility within each child based on a clear understanding of what is expected and the results of not following the rules. We build the belief in the student that he/she obeys the rules because it is the right thing to do+ (based on commonly held community beliefs) and not just because of fear of punishment.

Our policy is based on the following principles:

- good behaviour is expected;
- there are consequences for positive and negative behaviour; and
- a standardised approach is used by all staff to reward positive behaviour and deal with problems that arise.

Strategies to Promote, Recognise and Reinforce Student Achievement

Positive reinforcement of student achievement and behaviour is one of the basic principles of this policy. Examples of personal awards include:

- classroom stamps & stickers for effort, quality work samples and behaviour;
- weekly assembly merit awards;
- infrequent coordinated classroom awards for overall excellence in behaviour and performance as determined by the teacher;
- playground star cards earning the chance for a canteen award;
- star of the week selected by a class;
- weekly sportsmanship award from each class for sportsmanship in PE skills lessons;
- student generated awards such as ~~the~~ Tidy Ted for the tidiest classroom, ~~the~~ Non Tosser Award for keeping the playground tidy;
- sports awards specific to each sport at a specific end of year sports assembly;
- end of year Presentation Night specific awards recognising overall student achievement; and
- opportunities for community awards as they arise eg Citizenship - Australia Day awards.

To find out more about the quality education programs on offer in our school, please call visit or email us:



Strategies to Promote Good Discipline and Effective Learning

Our school is doing these things to encourage effective discipline.

- Providing appropriate curriculum, based on Board of Studies requirements, to meet the needs of each student.
- Encouraging the presentation of this curriculum in a way which motivates and encourages the active participation of children in the learning process.
- Supporting children in achieving success in learning
- Providing recognition and reward for positive achievements and behaviour through a system of class and playground Merit awards.
- Maintaining a small number of easily understood rules which are fair, clear and consistently applied. Regularly clarifying these rules through maintaining a focus on a %ule of the week.+

The Expectations of Good Discipline in Our School

The new core rules provide the foundation upon which we foster, recognise and enforce respectful and responsible behaviour and a focus on learning. These core rules are to be displayed and used in classrooms and other teaching areas.

THE CORE RULES

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

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

Strategies For Dealing With Unacceptable Behaviour – Refer to Appendix A.

All students are to be given a copy and it is displayed in all teaching areas.

Classroom Discipline

The class teacher (or teacher teaching the class) is responsible for classroom behaviour and discipline. Well prepared, interesting lessons, as well as a good rapport being established between the teacher and the children will contribute to positive class tone and reduce class discipline problems.

Any behaviour that is inappropriate is to be pointed out and the student redirected to an appropriate expectation. If the behaviour continues the teacher may apply one or more of the following:

- moving the student to a less distracting classroom position;
- short time out within the classroom;
- lunchtime with the class teacher to discuss the behaviour;
- additional or catch up work;
- loss of privilege; or
- exclusion from a favourite activity.

To find out more about the quality education programs on offer in our school, please call visit or email us:

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However, if behaviour of any child is so extreme that it places the safety of the child or other children in jeopardy, or severely disrupts the learning program of the class, or causes damage to property, the child should be removed from the classroom as soon as is possible. In such cases:

- seek assistance from another teacher
- notify the Principal at once
- document the incident . use the detention slip or specific file on the computer
- the Principal will follow up the incident and may (depending upon circumstances and the nature of the incident) apply an in school sanction, contact the parents or suspend the student.

Every effort will be made to reintegrate the child into the classroom as soon as possible.

Playground Discipline - Refer to Playground Supervision Policy

Every staff member has a responsibility to contribute to an orderly, safe playground. As staff members move about the school, during play times, they should interact positively and consistently with students and redirect any students seen behaving inappropriately.

If the inappropriate behaviour continues the teacher may apply one or more of the following:

- moving the student to a more appropriate area of the playground
- short time out - walking with the teacher
- short time out . student sits alone but within view of the teacher
- refer to Appendix A . Holbrook Public School, Behaviour Consequences.

Detention Procedures

Students placed on detention will have their names and reason recorded in the detention book kept in the staffroom. They will be given a note detailing the reason for detention and it is to be signed by a parent and returned the next day. This note must be filed in the detention filing system in the office. One executive teacher will be rostered each term to take detention duty and keep all records and monitoring up-to-date. Students on detention must report to the detention teacher as soon as they have eaten their lunch.

Repeated Offences

When the school has tried a number of strategies to improve the behaviour of the students and progress is not being made, teacher(s) may refer to, or seek advice or discuss (re future strategies/actions/support) from, the:

- Principal
- School Counsellor (via a referral form)
- Parents
- Learning Support Team (via a referral form)
- Support Teacher (Behaviour)

At times adverse consequences will need to be applied particularly when injury or disruption to others and their property is involved. When serious breaches of discipline occur parents will be involved in strategies to address the issue. It may also be necessary to:

- maintain more formal individual recording of behaviours (accessible on the server);
- complete a behaviour risk assessment (Appendix B);
- develop and implement an individual behaviour management plan (Appendix C);
- complete a DET Access Request Form and Attachment 7 . behaviour (Appendix D); or
- impose a short or long suspension in line with DET procedures.

Other Related Policies

- **Anti Bullying**
- **Peer Support**
- **Playground Supervision**
- **Sun Protection**

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Appendix A

HOLBROOK PUBLIC SCHOOL - BEHAVIOUR CONSEQUENCES

**Thank you for Your Good Behaviour and always following the 4 Cs
Care, Courtesy, Consideration and Cooperation**

Obeying the teachersq instructions	Keeping your desk tidy	Obeying the bell times
Showing respect to all staff and peers	Wearing your uniform with pride	Keeping walkways clear
Keeping on task and completing work	Looking after your own and school property	Playing safe games
Listening while others speak	Eating in the correct place	Staying in the right area
Speaking nicely to others	Helping others when they ask	Keeping your hands and feet to yourself
Waiting for your turn	Asking the owner before you borrow something	Keeping sticks and stones on the ground
Putting your hand up to speak	Returning borrowed items to the owner	Putting your rubbish in the bin

<p>Low Level – Verbal Warning</p> <ul style="list-style-type: none"> • Disobeying class rules • Refusing to obey instructions • Calling out • Annoying others • Distracting others • Eating in class without permission • Having banned items • Littering • Running on the concrete • Eating in the playground • Being out of bounds • In the sun without a hat 	<p>Medium Level-Detention</p> <ul style="list-style-type: none"> • Deliberate disobedience • Back-chatting staff • Interfering with others • Throwing items • Teasing/name calling • Swearing • Climbing trees • Climbing on inappropriate objects • Playing inappropriate or dangerous games (pushing, tripping, tackling, spitting) • Being out of class without permission • Persistently out of bounds 	<p>High Level – Detention - minimum 2 days + letter home</p> <ul style="list-style-type: none"> • Damaging property • Theft • Refusing to re-enter the classroom • Threats/intimidation • Bullying/dakking • Spitting at others • Fighting • Climbing on the roof • Throwing objects in a dangerous manner <p>4 DETENTIONS DAYS = LETTER HOME + MEETING WITH PARENTS</p>
<p><u>Short Suspension</u></p> <ul style="list-style-type: none"> • Continued Disobedience- refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco. • Aggressive Behaviour - hostile behaviour towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically. <p><u>Long Suspension</u></p> <ul style="list-style-type: none"> • physical violence which results in pain or injury • Use or possession of a prohibited weapon, firearm or knife • Possession or use of a suspected illegal substance 		

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