



# Glendale East Public School

— *Today's Education for  
Tomorrow's World* —

## WELFARE, WELLBEING, DISCIPLINE procedures 2016



**Student Welfare is the reactive approach that the school takes for students who are not having their emotional or social needs catered for. This includes**

- Encompasses everything the school community does to meet the personal, social and learning needs of students;
- Is achieved through the total school curriculum and the way it is delivered;
- 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 difference and promote harmony;
- Recognises the role schools play as a resource to link families with community support services and
- Provides opportunities for students to:
  - enjoy success and recognition;
  - make a useful contribution to the life of the school and
  - derive enjoyment from their learning.

*NSW Department of School Education*

Glendale East Public School exists to provide a first-class education for all its students.

When parents enrol their children, they enter into a partnership with the school staff. This partnership must strive to create in the children, an understanding of appropriate public behaviour. Such understanding should lead the students to develop responsibility for their own behaviour.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student and to communicate with parents about the educational progress and behaviour of each student.

When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

Date: Feb 2016

**Aims:**

- To create a safe, caring school environment in which the students are nurtured as they learn.
- To encourage students to take responsibility for their own learning and behaviour.
- To encourage parents to share the responsibility for shaping appropriate student behaviour.
- To develop socially responsible students.
- To develop students who value themselves as learners.
- To implement a school discipline policy.

**Responsibilities:**

**THE PRINCIPAL** will ensure:

- a commitment to student welfare underpins all the policies and activities of the school;
- the school community reviews policies and practices related to student welfare;
- student welfare is regularly reviewed;
- a school discipline policy is developed and regularly reviewed and
- other policies and practices in the school are regularly reviewed to ensure they meet the needs of all students in the school.

**TEACHING & SUPPORT STAFF** will:

- ensure they are familiar with the Student Welfare Policy and the School Discipline Policy;
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents and
- develop effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

**STUDENTS** will be encouraged to:

- act according to the discipline code established by the school community;
- contribute to the provision of a caring, safe environment for fellow students, staff and parents;
- participate actively in the learning and teaching process;
- provide their views on school community decisions using agreed upon processes and
- practise peaceful resolution of conflict.

**PARENTS** will be encouraged to:

- participate in the learning of their children and the life of the school;
- share responsibility for shaping their children's understanding about acceptable behaviour and
- work with teachers to establish fair and reasonable expectations of the school.

***School Uniform:***

*It is expected that all students will wear the complete school uniform. The school uniform is attractive and should be worn with pride, especially when students represent the school on excursions. Wearing the school uniform promotes positive community perceptions of public education.*

*Hats are compulsory whenever children are playing in the playground. All students will wear a broad brimmed hat when outdoors. If students do not have a broad brimmed hat, they will be restricted to the undercover areas during recess and lunch play periods.*

*Students must wear joggers (preferably black) and white socks each day to protect their feet and enable them to participate safely in daily play and sport activities. Joggers provide the support and flexibility required for play on the grass playground and the fixed equipment.*

*Uniforms can be purchased from the office at any time. Good quality second hand uniforms can also be purchased from the P&C.*

*Makeup is not to be worn to school and inappropriate jewellery is a health and safety risk, so only sensible studs or sleepers and flat signet rings may be worn.*

Glendale East Public School's Student Welfare Policy incorporates:

**School Rules, Rights and Responsibilities of all Stake Holders**

**Behaviour Management Plan - flowchart**

**Anti-Bullying Plan and**

**Student Supervision Plan**

# STUDENT BEHAVIOUR PROCEDURES

## Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### *In NSW public schools students are expected to:*

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

**Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.**

## Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

## PROCEDURES FOR STUDENTS THAT DO NOT FOLLOW THIS CODE OF BEHAVIOUR

### CLASSROOM:

All classes follow a system of warnings:

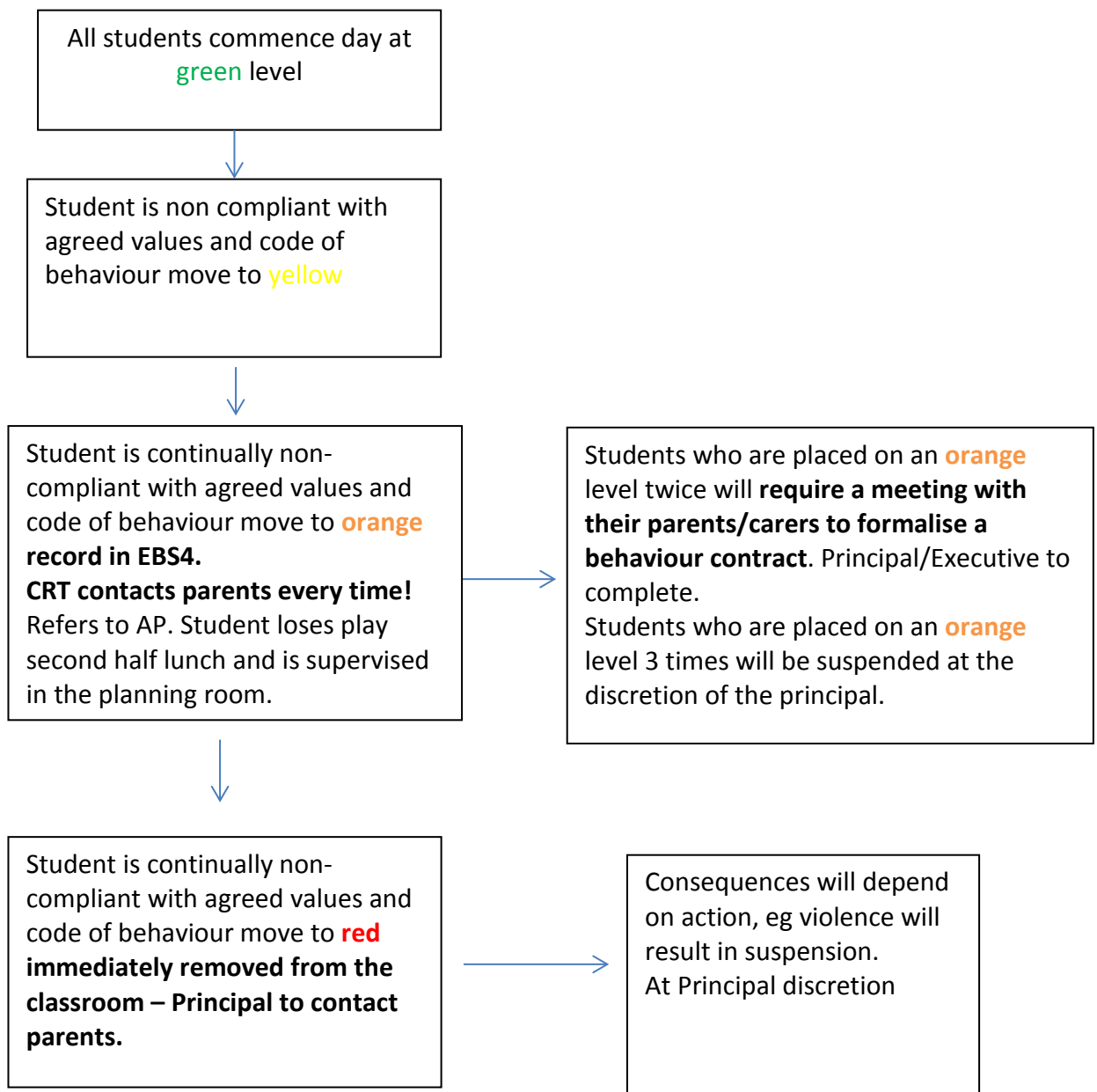
All students commence each day on the **green** plate

If students do not follow the behaviour code and agreed values of the classroom they will be placed on a **yellow** level. A **yellow** level is an in class warning only. If the student is given 2 more verbal warnings whilst on yellow, they will be moved to orange level.

Students who are repeatedly placed on the **yellow** plate on three separate consecutive occurrences within a one week period will also be moved to an **orange** plate.

Students will automatically be placed on an orange plate for violence and major negative behavioural incidents. An **orange** level results in loss of play second half of lunch. Parents will be contacted by the teacher to discuss the behaviour. Any **orange** incidents will be entered into EBS4.

If the behaviour continues then students will be placed onto **RED** level. This will result in the child being immediately removed from the classroom and parents will be contacted by the Principal.



## PLAYGROUND

All classes follow a system of warnings:

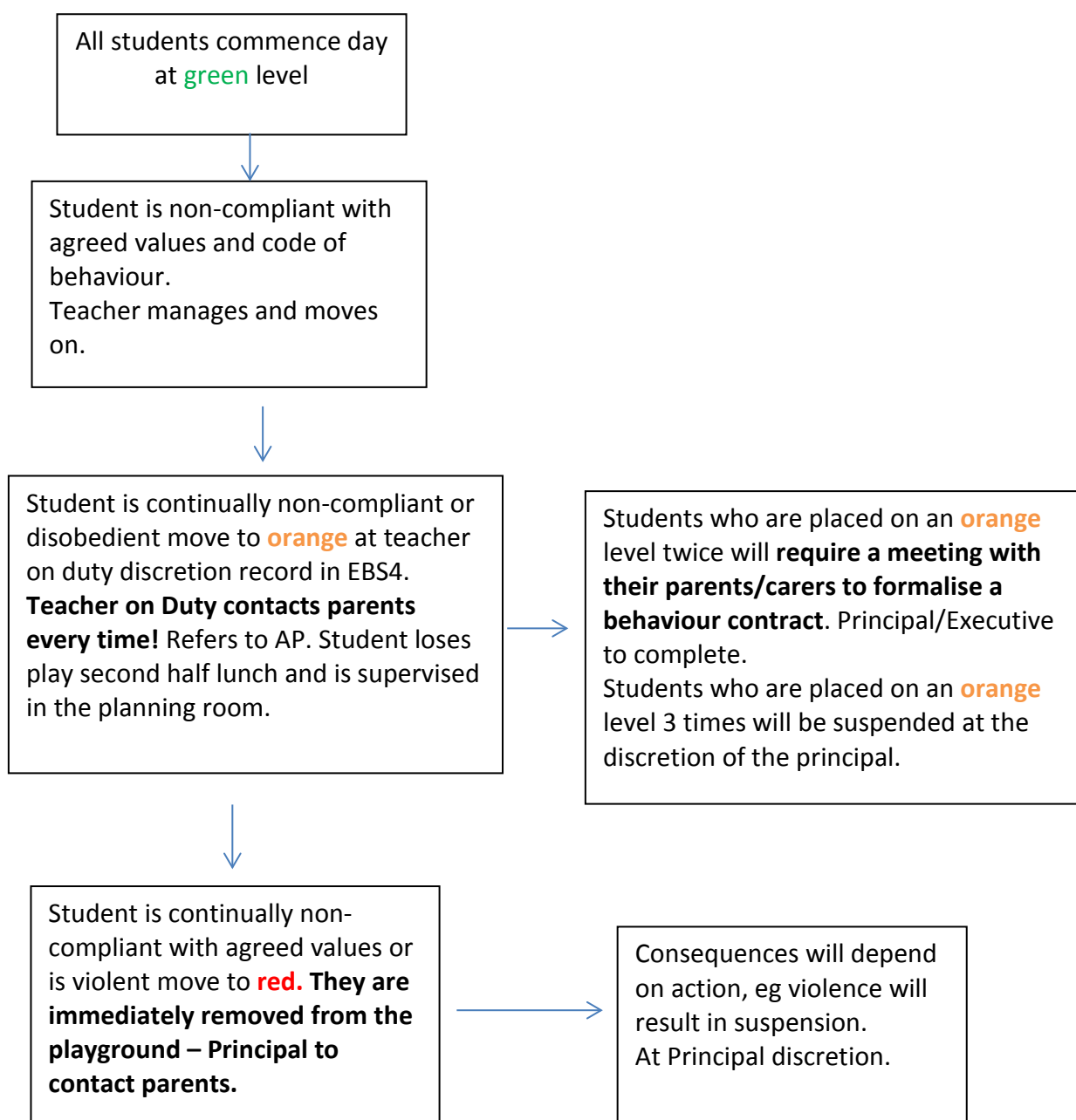
All students commence each day on the **green** plate

If students do not follow the behaviour code and agreed values of the classroom they will be placed on a **yellow** level. A **yellow** level is an in class warning only.

Students who are repeatedly placed on the **yellow** plate on three separate consecutive occurrences within a one week period will also be moved to an **orange** plate.

If a student continues to non-comply with the agreed values of the class they will be placed on an **orange** level. AN **orange** level results in loss of play second half of lunch. Parents will be contacted by the teacher to discuss the behaviour. Any **orange** incidents will be entered into EBS4.

If the behaviour continues then students will be placed onto **RED** level. This will result in the child being immediately removed from the classroom and parents will be contacted by the Principal.



## GLENDALE EAST PUBLIC SCHOOL

### SCHOOL RULES

As a student of Glendale East Public School, I should:

- ✎ have personal goals to reach;
- ✎ be polite and considerate and cooperate with teachers, schoolmates and visitors;
- ✎ ask permission before using another's property, and look after their belongings with care;
- ✎ set an example for other students;
- ✎ attend school regularly and take part in class and other school activities to the best of my ability;
- ✎ play fairly;
- ✎ develop good communication with the teachers and other students;
- ✎ express opinions clearly and courteously;
- ✎ make positive comments about my school to others;
- ✎ take pride in my school by wearing my uniform, representing my school proudly, helping to care for the playground and buildings by keeping them neat and tidy and
- ✎ resolve my conflicts peacefully.

### RIGHTS

I have the right to:

- ✎ be happy and to be treated with understanding;
- ✎ be treated with respect and politeness;
- ✎ be safe;
- ✎ expect my property to be safe;
- ✎ obtain maximum benefit from all lessons and classes;
- ✎ be proud of my school;
- ✎ learn in an environment free from disruption, intimidation, harassment and discrimination;
- ✎ have a pleasant, clean and well maintained school and grounds;
- ✎ be treated fairly (procedural fairness) and
- ✎ my own opinion.

### RESPONSIBILITIES

I have the responsibility:

- ✎ to treat others with understanding and not hurt their feelings;
- ✎ to treat others with respect and politeness;
- ✎ not to hurt or hit anyone;
- ✎ not to harass or intimidate others;
- ✎ not to take or destroy the property of others;
- ✎ to cooperate with the teachers and other students to make sure that lessons proceed;
- ✎ to be punctual and attend school regularly;
- ✎ to participate actively in ALL school activities;
- ✎ to behave appropriately so as to bring credit to my school;
- ✎ to care for the environment;
- ✎ to exhibit self control and
- ✎ to acknowledge the opinions of others.

## GLENDALE EAST PUBLIC SCHOOL

### RIGHTS & RESPONSIBILITIES OF ALL STAKEHOLDERS

#### Students have the right to:

- Learn and to experience regular success in their learning;
- Feel emotionally and physically safe in the school environment;
- Work and play in a safe, secure, friendly and clean environment and
- Respect, courtesy, honesty and fairness.

#### Students have the responsibility to:

- Ensure their behaviour is not disruptive to the learning of others;
- Ensure the school environment is kept neat, tidy and secure;
- **Ensure they are punctual, polite, prepared and display a positive manner;**
- Behave in a way that protects the safety and well being of others.

#### Staff have the right to:

- Respect, courtesy and honesty;
- Teach in a safe, clean and secure environment;
- Teach in a purposeful and non-disruptive environment;
- Co-operation and support from parents and colleagues;
- Expect regular student attendance and punctuality;
- Participate in policy formulation and implementation;
- Expect positive feedback and constructive advice;
- Adequate resources, professional development and management support;
- Expect cooperative and positive attitude and behaviour.

#### Staff have the responsibility to:

- Model respectful, courteous and honest behaviour;
- Encourage cleanliness of the school site;
- Establish positive relationships with students, parents and colleagues;
- Ensure good organisation, planning and efficient use of resources;
- Report student progress to parents and
- Develop and implement curriculum initiatives that reflect the Mission Statement of the school.

#### Parents have the right to:

- Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare;
- Be informed of their child's progress;
- Access a meaningful and adequate education for their child;
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education and
- Be informed of their child's inappropriate behaviour at the earliest possible stage.

#### Parents have the responsibility to:

- Ensure their child attends school;
- Ensure the physical and emotional condition of their child is at an optimum for effective learning;
- Ensure their child is provided with appropriate materials to make effective use of the learning environment;
- Support the school in providing a meaningful and adequate education for their children and
- Cooperate with staff to modify their child's inappropriate behaviour.



## BEHAVIOUR MANAGEMENT PLAN

Strategies to Promote Good Discipline & Effective Learning:

- develop easily understood rules which are fair, clear and consistently applied;
- create a safe and challenging environment;
- involve parents in promoting acceptable student behaviour;
- provide a curriculum which is appropriate;
- communicate high expectations;
- provide appropriate support programs eg counselling, remediation and
- recognise effort and success.

Practices Designed to Recognise & Reinforce Achievement & Appropriate Student Behaviour:

- social reinforcers, ie the attention a student gets from the teacher eg verbal and non-verbal praise and commendation;
- activity reinforcers, ie special things students might “get to do” as a reward for good behaviour eg getting free time, being a line leader;
- tangible reinforcers, ie physical objects students might get as a reward for good behaviour eg stickers, merit certificates at assemblies;
- visit to Principal for recognition;
- acknowledging student achievements in the local media and in school newsletters;
- ongoing parent contact and
- modelling of consistent and caring behaviour by staff.

**Strategies for Dealing with Unacceptable Behaviour:**

**Students have the right to be treated fairly and with dignity.**

For minor breaches, consequences may include:

- reprimand (non verbal and verbal);
- simple ‘distraction’ method (move the student);
- loss of privilege;
- in-class / playground isolation and
- writing a letter of apology.
- All classes use a green, yellow, orange, red plate system to modify student behaviour.
- Yellow = warning
- Orange = loss of play
- Red = phone call to home – removed from class

For serious breaches, or consistently inappropriate behaviour, consequences may include:

- individual Behaviour Modification Program (see Behaviour Modification Program);
- being sent to the Principal;
- parent interview;
- school counsellor intervention;
- Loss of privileges including representative sport and excursions outside the school;
- NB any student who has reached “red 3 times in a term will not be eligible to attend excursions or represent the school in external sporting events.
- \*requiring students to perform safe and reasonable work for the school - this allows a discipline policy to contribute something positive to the school and
- suspension or expulsion in serious instances.  
\*The Education Act 1990 allows schools to include in their discipline policies a requirement that students who have caused property damage, or who have seriously misbehaved, perform reasonable work or service for the school.

**To monitor the frequency and severity of inappropriate behaviours, a record of incidents will be maintained on EBS4 for students.**

### 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 principal based on the documentation available.

### Suspension, Exclusion & Expulsion from School

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parents' responsibility for remediation of that behaviour.

The school and the public school system will work in partnership with parents in assisting the student to rejoin the school community.

Suspension is subject to procedures set by the Department of Education and Training and consistent across all public schools. The principal, in considering and implementing a suspension, will in all cases follow the department's procedures.

#### *Immediate Suspension*

Principals of government schools **must** suspend immediately and consistently with policy guidelines, any student who:

- ***is physically violent***

Resulting in pain or injury, or seriously interfering with the safety and well being of other students, staff or other persons. The matter may need to be reported to NSW police.

- ***is in possession of a firearm or prohibited weapon or knife*** (without reasonable cause). The matter must be reported to NSW police.
- ***uses or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.***

#### **Short and Long Suspension**

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will have:

- ensured all appropriate school student welfare strategies and discipline options have been applied and documented;
- ensured all appropriate support personnel available within the school system and externally have been involved;
- ensured discussion has occurred with the student and parent or caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension;
- provided a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future and recorded all action taken.

A **short suspension** of up to and including 4 school days may be imposed for the following reasons:

- ***Continued Disobedience***  
This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions, defiance, disrupting other students; minor criminal behaviour related to the school; and use of alcohol or persistent use of tobacco.
- ***Aggressive Behaviour***  
This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

If the principal decides to impose more than two short suspensions on a student in any twelve month period, the school education director must be advised.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal will consider:

- the safety of students and staff;
- the merit and circumstances of the particular case and
- factors such as the age, individual needs, any disability and developmental level of students.

The principal must ensure the suspension is recorded in the suspension register and all relevant documentation is retained on a file at the school.

A **long suspension** of 20 days may be imposed for the following reasons:

- ***Physical violence***
- ***Use or possession of a prohibited weapon, firearm or knife***
- ***Possession or use of a suspected illegal substance***
- ***Use of an implement as a weapon or threatening to use a weapon***
- ***Serious criminal behaviour related to the school***
- ***Persistent misbehaviour***

The school education director must be advised of the suspension, including its probable duration within two school days of the suspension being imposed.

*NB For further information refer to Suspension and Expulsion of School Students – Procedures PD20060316*

Date: Feb 2015

## STUDENT SUPERVISION PLAN

Purpose: To ensure the protection, safety and welfare of the students of Glendale East Public School.

Date: May 2015

Implementation:

### SUPERVISION BEFORE SCHOOL

- Supervision is provided for half an hour before the commencement of classes ie. from 8:30am to 9:00am.
- Access to fixed playground equipment and particular areas of the school grounds is restricted to ensure effective supervision is provided.
- Access to library is limited to the library monitors and students who are returning and/or borrowing books.
- Students must not enter classrooms unless given permission by a teacher.
- Playground games are minimised to assure the safety and well being of the students.
- Parents are reminded of the hours of supervision in the first School Newsletter and at regular intervals throughout the year.

### SUPERVISION DURING RECESS BREAKS

- Direct supervision is provided during recess breaks.
- Students may play on the fixed equipment with the permission of the Duty Teacher.
- Students usually play cricket, ball games, croquet, bocce, handball, skipping, mini golf, etc during recess.

### SUPERVISION DURING LUNCH BREAKS

- Direct supervision is provided during both halves of lunch.
- The students remain seated in the eating area for the first 10-15 minutes of lunch.
- The Duty Teacher remains in the eating area with the students during this time.
- Students may play on the fixed equipment with the permission of the Duty Teacher.
- Students usually play cricket, ball games, handball, skipping, mini golf, soccer, etc during lunch.

### SUPERVISION AFTER SCHOOL

- Students are not to leave the school ground, or sporting venues, before normal school finishing time (3:30pm), unless parental permission has been obtained.
- When the students are dismissed from their classrooms at 3:30pm, they proceed to their bus lines and are escorted to their buses by the Duty Teacher.
- Students who walk home are crossed at the crossing by the Duty Teacher.
- Students who are picked up by their parents remain in the school grounds, in view of the Duty Teacher, until their parents come to collect them.

- Students who ride bicycles, put on their helmets and walk their bicycles to the road's edge before mounting and riding home on the correct side of the road, or along the footpath. Those who need to cross the road, walk their bikes across at a designated crossing, under the supervision of the Duty Teacher. Bike riders wait until the buses have departed to ensure a safer trip home.

### SUPERVISION OF STUDENT TRAVEL

- Teachers regularly reinforce school rules and expected student behaviour relating to travelling to and from school and school activities, both in classroom teaching and learning activities and at school assemblies.
- Parents are notified of repeated breaches, by their child, of the school rules and of not travelling safely.

## SUPERVISION DURING TEACHING & LEARNING ACTIVITIES & WHOLE SCHOOL ACTIVITIES

- Students are supervised during all teaching and learning activities that occur within classrooms, within the school grounds, at sporting venues and other locations of teaching and learning activities eg. excursions.
- All excursions involving water activities or overnight stays are accompanied by a member of staff who possesses current training in cardio-pulmonary resuscitation, emergency care and anaphylaxis.
- All other excursions and sporting activities are accompanied by a member of staff who has undertaken emergency care and anaphylaxis training.

### SCHOOL ATTENDANCE & PUNCTUALITY TO CLASS

- It is most important students form appropriate habits with regard to school attendance and punctuality. Students who miss school or who arrive late often have difficulty following school programs and making friends.
- Chronic tardiness or absenteeism may be referred to the Home School Liaison Officer.
- Punctuality also refers to students returning to class after recess and lunch.
- Teachers have a legal responsibility to complete a class roll.
- Every absence from school is recorded in this roll, including late arrival and early dismissal.
- Parents should send a note to school, within 7 days of a child's absence, informing the school of the reason for their child's absence.