

Welfare and Discipline at Narraweena Public School



Narraweena Public School and its community aim to provide a quality learning environment which is inclusive, safe and secure and free from bullying, harassment and intimidation for all students.

To achieve this, our school maintains high standards of discipline and ensures all students and staff are treated fairly and with dignity and ensures our environment is free from disruption, intimidation, harassment and discrimination.

The aim of the partnership between our school and its community members is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students. These procedures are underpinned by DET (2002) *Student welfare, good discipline and effective learning: Student welfare policy*.

School Expectations

The behavioural expectations for all within our school community are that at Narraweena Public School we are respectful, responsible and safe.

Supporting Appropriate Behaviours

This document reflects the overall positive approach in our school towards all aspects of the child's learning and development. A positive school environment is emphasised in the classroom, in the playground and in our school community.

Strategies to promote positive student behaviours and enhance student self-esteem and resilience skills in the classroom and across the school are listed below.

Classroom Level	Whole School Level
<ul style="list-style-type: none"> • Positive and vibrant classroom environments • Effective use of praise and supportive feedback for students • Positive role models • Class reward systems that reinforce our school expectations • Individual reward systems that clarify students' understandings of how they are following school expectations • Differentiated programs and quality teaching practices that cater for students' individual learning and behavioural needs • Use of appropriate groupings • Effective programming and reflection on practice by teachers • Effective use of support staff for academic and social programs • Effective communication with parents (Term newsletters, parent teacher evenings, Parent/Teacher interviews as required, school newsletter) • Implementation of social skills programs • Explicit teaching of our school expectations to reinforce positive behaviour in all school settings 	<ul style="list-style-type: none"> • Recognition of students' achievements (merit cards, super kids, PBEL certificates) • Leadership policy, including SLIPS (Y5) • Student Representative Council • Social Skills program • Kindergarten transition and orientation program • Buddy class activities • Kindergarten buddy sport program • Peer mediators • Individual education programs (IEP's) and personal learning plans (PLP's) • Ongoing professional learning for all staff • Promotion of school activities (school newsletter, local media) • Anti Bullying plan • Anti-racism plan • School counsellor • Year 6 Interrelate program • High School transition programs for relevant students

Non classroom settings and routines

Expectation	All Settings (everywhere)	Assembly	Playground	Canteen	Moving around the school	Line up times	Before and After School	Excursions	Toilets
We are Respectful	<ul style="list-style-type: none"> • Be polite & kind to others • Use appropriate language • Care for yourself, others & the environment • Be an active listener • Wear your school uniform with pride 	<ul style="list-style-type: none"> -show you are listening to the speaker -Use manners when you receive an award -celebrate others' successes 	<ul style="list-style-type: none"> -share friends, equipment & space -place your rubbish in the bin - cooperate 	<ul style="list-style-type: none"> -Use please & thank you -wait your turn behind the snake in lines 	<ul style="list-style-type: none"> -move around the school quietly -care for the gardens 	<ul style="list-style-type: none"> - show respect to your sports captains when collecting and returning equipment 	<ul style="list-style-type: none"> -respect the road safety rules 	<ul style="list-style-type: none"> -represent your school proudly 	<ul style="list-style-type: none"> - respect people's privacy
We are Responsible	<ul style="list-style-type: none"> • Follow instructions • Be prepared to learn with a positive attitude • Look after equipment & personal belongings • Do your personal best • Be honest 	<ul style="list-style-type: none"> -stay seated, calm and quiet during assembly 	<ul style="list-style-type: none"> -put your belongings in the right place -sit down to eat - no hat, play under the COLA 	<ul style="list-style-type: none"> -buy for yourself only -only be at the canteen if you are buying food 	<ul style="list-style-type: none"> -walk on the hard surfaces 	<ul style="list-style-type: none"> -line up quietly and promptly ready for class 	<ul style="list-style-type: none"> -sit on the silver seats until 8.25am 	<ul style="list-style-type: none"> -follow instructions -be a good sport 	<ul style="list-style-type: none"> - turn off taps and bubblers after use
We are Safe	<ul style="list-style-type: none"> • Work, move & play safely • Stay in the right place • Keep your hands & feet to yourself • Act sensibly at all times 	<ul style="list-style-type: none"> - enter and leave assembly sensibly 	<ul style="list-style-type: none"> -follow the rules of the game -wear a hat -stay in bounds -use equipment safely -walk on the top playground -use fixed equipment with teacher supervision 	<ul style="list-style-type: none"> -line up sensibly 	<ul style="list-style-type: none"> -walk safely 	<ul style="list-style-type: none"> -be mindful of personal space 	<ul style="list-style-type: none"> -cross at the traffic lights -stop, look and listen when crossing any road -enter the school grounds through the right gates -walk your bikes and scooters in school grounds 	<ul style="list-style-type: none"> -stand clear of the bus 	<ul style="list-style-type: none"> - use toilets and sinks correctly - wash your hands after using the toilet - walk in the toilets

Celebrating Student Achievements

The school ensures effective strategies and practices are implemented to recognise and promote student achievements.

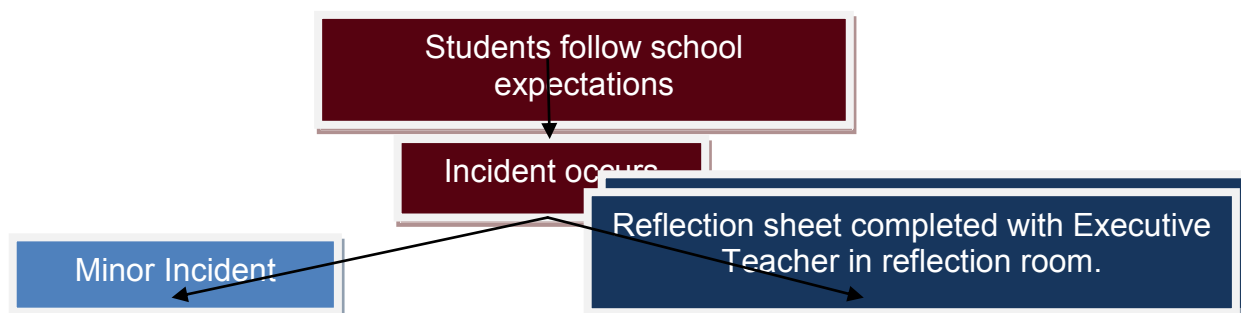
- **Merit Certificates (big)** – 3 presented fortnightly at school assemblies and **Mini-Merits (small)** – 4 per fortnight in class by teachers. These may be also be given by RFF and support teachers. Assembly awards and mini-merits will be allocated to teachers per term. (15 big 20 small (based on 10 week term) for full-time teachers and part-time teachers pro-rata).
- When a student has received 5 merits (big or small) they are responsible to bring them to the office. At the next school assembly they will receive a **Principal's Gold Certificate**. When a student has **5 Principal Gold Certificates** they are invited to the **'Diners Club' morning tea** in the office with the principal. Students will be entered into the **Gold Book** when they have **10 Principal Gold Certificates**. The Gold Book will be on display in the office foyer and each entry will include a photo of the recipient and a comment written by the principal and other staff if they wish to.
- Honour Assemblies(K-6). These will be held in terms 1, 2 and 3 on a morning in the last week of term. There will be a different focus each term, based on school targets. Two awards will be given at each assembly (gender balance where possible) and recipient's parents will be invited. A special guest may be invited to address the assembly.
- **Super Kids**- Individual positive school reward cards (approximately 10-15 Super Kid cards per week distributed by teachers (linked to PBEL expectations). Student's name and class to be written on back of card. Teachers deposit them in box at Friday morning assemblies fortnightly (even weeks) and draw will take place at this assembly.
- Recognition of school expectations – weekly through the **"Mystery Teacher"** award.
- School foyer and assembly hall – displays of students' work
- Classroom displays – students' work displayed in classrooms and around the school
- Education Week/Book Week/Grandparents' Day – displays of students' work and performances by the band, dance, special dance group, choir etc
- Participation in extra-curricular activities – eg PSSA, debating, public speaking, chess, choir, German club, drama club, performance evening, dance competitions, computer club, school band/tuition.
- **Kindergarten Graduation Certificates** awarded at the end of term 4.
- **Presentation Day**- Major awards, class and extra curricula awards given out in this special assembly at the end of term 4. Class awards are for academic achievement, consistent effort, citizenship and a teacher's choice. A Principal's encouragement award is given to 2 students (K-2 and 3-6 student).

Managing Inappropriate Behaviours

At times students display inappropriate behaviours and don't meet the school expectations. Students can be given a yellow card depending upon the behaviours displayed. The yellow card means time out with an executive to give the student time to reflect on their behaviour and write and discuss how they can make changes to better meet the school expectations. There may be occasions when certain behaviours would warrant parents/carers to be contacted to discuss student behaviour.

Minor behaviours defined	Major behaviours defined
Inappropriate verbal language – low intensity instance of inappropriate language	Abusive verbal language/ inappropriate verbal language – verbal messages that include swearing, name calling or use of words in an inappropriate way
Defiance/ non-compliance/ disobedience – brief or low intensity failure to respond to adult requests	Defiance/ non-compliance/ disobedience – refusal to follow direction and talking back
Disruption - low intensity, but inappropriate disruption	Disruption – Persistent behaviour causing an interruption in a class activity. eg Sustained loud talking or yelling, noise with materials, sustained out of seat behaviour
Misuse of information and other electronic technology – non-serious, but inappropriate use of mobile phones/ music players/ cameras/ computers/ internet/ email eg Bringing mobile phones into the classroom; Listening to music players in the playground	Misuse of information and other electronic technology – engaging in inappropriate use of mobile phones/ music players/ cameras/ computers/ internet/ email eg Cyber bullying; Possessing or looking at explicit material; Inappropriate use of social networking sites
Out of bounds – being in area that is marked/ described as an unsafe area within the school grounds	Fighting/ Physical violence – Actions involving serious physical contact where injury may occur. eg hitting, punching, hitting with an object, kicking, hair pulling, scratching
Property misuse – low intensity misuse of equipment	Theft – being in possession of, having passed on, or being responsible for removing someone else's property
	Harassment/ Bullying – delivering disrespectful messages (verbal or gestural) to another person that includes threats, intimidation, obscene gestures, pictures or written notes eg Disrespectful messages include negative comments based on race, religion, gender, age, disabilities or other personal matters
	Lying – delivering a message that is untrue
	Truancy/ absconding – absent without parental permission or leaves school grounds
	Vandalism – participating in an activity that results in destruction or disfigurement of property eg graffiti, kicking door down
	Possession of weapons – being in possession of knives or guns (real or replica), or other objects capable of causing bodily harm

INCIDENT FLOWCHART



If behaviours are consistently repeated
suspension or expulsion procedures
may need to be implemented

Seeking assistance on the playground

All serious major behaviours on the playground which require assistance should be reported directly to the office via a walkie talkie that the supervising playground teacher should have in their bum bag. If a walkie talkie is unavailable then a messenger with a red card should be sent to the office.

Risk Assessment

Occasionally some students need individual programs specifically to decrease certain behaviours. Where appropriate the teacher, school counsellor, executive and principal set up an individual risk assessment for that student.

The risk assessment includes details of acceptable behaviour, strategies required and consequences for inappropriate behaviour. Parents are consulted and informed of strategies and consequences. The parents' support is needed for successful implementation. In some circumstances outside agencies may need to be accessed.

The student's behaviour is regularly monitored and the plan adjusted where necessary.

Suspension

In some cases of unacceptable behaviour, students will be suspended from school for a period of time or expelled. The principal will consider the safety, care and welfare of the student, staff and other students. A range of appropriate student welfare and discipline strategies should be implemented and documented before a suspension or expulsion is imposed. If major behaviours are consistently repeated the following suspension or expulsion procedures may need to take place.

Suspension:

Parents or carers will be contacted in regard to a student's unacceptable behaviour. A formal suspension letter will be issued.

The school will work collaboratively with the parents or care givers to assist a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

Before a student re-enters the school community, a resolution meeting will be conducted with the principal, parents or care-givers and the student.

Short Suspension:

The principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories.

- 1. 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; use of alcohol or persistent use of tobacco.
- 2. 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.

Long Suspension

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

The principal will impose a long suspension for:

Physical violence: This results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.

Use or possession of a prohibited weapon, firearm or knife

Possession or use of a suspected illegal substance: Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

Use of an implement as a weapon or threatening to use a weapon: This includes any item that is used as a weapon in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted to cause injury to a person.

Serious criminal behaviour related to the school: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Persistent misbehaviour: Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

Expulsion

In serious circumstances of misbehaviour the principal may expel a student of any age from the school.

When considering expelling a student for misbehaviour, the principal will:

- Ensure, except as a result of a most serious incident, that all the appropriate student welfare and discipline strategies have been implemented and documented.
- Convene a formal disciplinary interview.
- Place the student on a long suspension pending the outcome of the decision making process.
- Notify the student and the parent(s) or carer(s), in writing, that expulsion from the school is being considered, giving reasons for the possible action.



Dear _____,

This letter is to inform you that your child has broken the school expectations. These expectations have been developed and discussed by the teachers and students and they are clearly displayed in all rooms.

Your child has received a yellow Time Out Card for the following reasons:

- 1.
- 2.

We encourage students to take responsibility for their actions and make appropriate choices.

A tick in one of the following boxes will indicate the consequences for your child's actions.

✓	Per Term	Consequences
	1 st Yellow Card	<ul style="list-style-type: none">• Student completes a timeout of 25 minutes with an Executive Teacher.• Parents informed in writing of the incident by the Executive coordinating the timeout.• Parents sign the return slip on the bottom section of the letter and the student brings it back to the Executive who supervised the timeout.
	2 nd Yellow Card	<ul style="list-style-type: none">• Student completes two timeouts of 25 minutes with an Executive Teacher.• Parents informed in writing of the incident by the Executive coordinating the timeout.• Parents sign the return slip on the bottom section of the letter and the student brings it back to the Executive who supervised the timeout.• Student loses privileges for a week eg. PSSA, free activity time etc
	3 rd Yellow Card	<ul style="list-style-type: none">• Student completes two timeouts of 25 minutes with an Executive Teacher.• Parents informed in writing of the incident by the Executive coordinating the timeout.• Parents sign the return slip on the bottom section of the letter and the student brings it back to the Executive who supervised the timeout.• Parents organise a meeting with the principal to discuss the student's behaviour and identify strategies for appropriate behaviour.• Student loses privileges for a week eg. PSSA, free activity time, etc• Student loses the right, at the principal's discretion, to attend class excursions and school camps.

Please sign the slip at the bottom to indicate you have received this letter and have discussed the behaviours with your child.

If you would like to discuss this matter please arrange an interview time.

Thanking you for your support.

Mr Andrew Williamson
Principal

Mrs Sally Bell
Assistant Principal

**Narraweena Public School
Student Welfare File**

I acknowledge receipt of this letter concerning my child's behaviour and have discussed their behaviour with them. I understand they will have the consequences listed above.

Signed: _____
Parent/Caregiver

Child's Name: _____ Class _____