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STUDENT WELLBEING POLICY AND PROCEDURES



2012

**BORONIA PARK PUBLIC SCHOOL**

# Boronia Park Public School

# Student Wellbeing Policy and Procedures

# Policy Statement

Good discipline is fundamental to the achievement of government priorities for the public school system and to provide a safe and harmonious school environment. This policy has been developed in consultation with staff, who have been working together to provide high quality learning environments, which are inclusive, safe, secure and free from bullying, harassment and intimidation.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

Collaboration between staff, students and parents is an important feature of discipline in government schools. The intention of this policy is to:

* Provide a safe and happy environment in which all students can achieve their potential.
* Encourage the growth and development of self-discipline, respect for self and others.
* Accept responsibility for one’s own actions.

To do this commonly understood and agreed rules are required and the students need to understand the consequence of their actions.

This policy is to be implemented in partnership with Work Health Safety (WHS) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors.

This School Wellbeing Policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

**The Core Rules of the NSW Department of Education and Communities (DEC)**

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, visitors 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, illegal or anti-social behaviour of any kind, will not be tolerated.

The nine values which underpin the Boronia Park Public School (BPPS) rules are mandated by the Department of Education and Communities (DEC). These are:

### Integrity

Be consistently honest and trustworthy.

* Do what you say you will do.
* Trust that others will do the right thing.
* Do your own work.
* Do not plagiarise. Acknowledge any work that you copy from other sources.
* Do your best work.

### Excellence

Strive for the highest personal achievement in all aspects of schooling, individual and community action, work and life-long learning.

* Try to reach your best personal performance.
* Always aim to do well.
* Set and maintain high standards.
* Persist through challenges and difficulties in learning.

**Respect**

Have regard for yourself and others, for lawful and just authority and for diversity within Australian society. Always accept the rights of others to hold different or opposing views.

* Listen to others without interrupting.
* Obey school rules.
* Acknowledge the strengths and abilities of other students.
* Affirm cultural diversity within the school culture.

**Responsibility**

Be accountable for your individual and community action towards yourself, others and the environment.

* Adhere to the school rules.
* Be self-disciplined.
* Model expected behaviours.
* Be involved in strategies to encourage compliance with school rules.
* Accept responsibility for your actions.

### Cooperation

Cooperate and work together to achieve common goals, providing support to others, and engage in peaceful resolution of conflict.

* Accept class protocols for group work.
* Work together with others outside immediate friendships.
* Initiate problem solving.
* Identify issues and possible solutions to help resolve conflicts.
* Use consultation and negotiation.
* Work together to address issues.

### Participation

Participate as a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

* Contribute to class discussions.
* Think creatively about issues and problems.
* Accept roles during group activities.
* Consider new ideas.

### Care

Have concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

* Act kindly towards the students and teachers.
* Show understanding of the feelings of others.

### Fairness

Be fair and committed to the principles of social justice and oppose prejudice, dishonesty and injustice.

* Maintain high expectations.
* Accept other people and their backgrounds.
* Bullying and harassment are not to be tolerated.
* Cultural stereotyping is not acceptable.

### Democracy

Accept and promote the rights, freedoms and responsibilities of being an Australian citizen.

* Respect the rights and responsibilities of others.
* Accept responsibility for one’s own learning.
* Listen to the views of others.
* Choose appropriate processes for decision making.

from *Values in NSW Public Schools (*NSW Department of Education and Training March 2004)

The **Boronia Park Public School Student Wellbeing Policy** is implemented using a range of procedures intended to encourage positive behavior and discourage poor behaviour.

# Our School Rules

These rules are simple, straightforward and have been created from the four values in our school song -**Friendship, Harmony, Cooperation and Respect**. They are:

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**Play safely and fairly**

**Work together in harmony**

**Cooperate at all times**

**Respect yourself, others and property**

# Strategies and Practices to Promote Positive Student Behaviour

Students are encouraged and supported, through praise and acknowledgement of the staff, for doing well and trying their best throughout the school day in all activities and pursuits. In addition to this regular and everyday practice, BPPS staff has two mechanisms for formally recognising positive student behaviour and performance:

* Boronia Park Awards
* Caught You Being Good

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| **BORONIA PARK AWARDS**  **4 Merit awards = Bronze award**  **3 Bronze awards = Silver award**  **2 Silver awards = Gold award** |

**Boronia Park Awards**

Boronia Park Awards is a merit system where students strive to achieve a BPPS gold award. Students can achieve awards for merit or achievement, value of the month and sport. Students need to collect, keep these awards and present them to their teacher to achieve a bronze, silver and gold award. It is assumed that the attainment of a gold award will take a few years.

Each week classroom teachers will nominate two students to receive merit awards at the K-2 or 3-6 assembly. One merit award will be given for a specified Key Learning Area (KLA) i.e. English one week, mathematics the next and the other for the DEC core value. Each month a nominated DEC core value is highlighted in all the classes K-6 through discussions and class activities.

A sports award will be presented for each PSSA team and each home sport activity weekly. RFF and library teachers may also award students a certificate as part of their program. This will also be accepted in the Boronia Park Award system.

Teachers will sign the back of the four awards which will then be passed onto the Assistant Principal who will organise the presentation for a bronze award. This arrangement will also apply for the silver and the gold awards. Then:

* The **Bronze award** will be a certificate presented at a whole school assembly.
* The **Silver award** will be a certificate presented at a whole school assembly. Those who have achieved this award will have their name published in the school newsletter.
* The **Gold award** will be a medal**.** This award will be presented at a K-6 assembly. Those who have achieved this award will have their name and photo published in the school newsletter. Their parents will be invited to the assembly. Each term the Gold Award recipients will be invited to a special in-school morning tea with the Principal.

**Caught You Being Good (CYBG)**

The Caught You Being Good (CYBG) awards are given to students who are ‘caught’ or seen behaving well at school. The CYBGs will be distributed by the staff. Reasons could include:

* Displaying good self control
* Friendliness
* Helpfulness
* Playing sensibly
* Politeness
* Responsible ‘telling’ not ‘dobbing’
* Returning other students’ property
* Keeping the environment clean

Each classroom including RFF rooms and the library will have a CYBG box which will contain CYBG achieved by students. Once a week, SRC reps from each class will take their box and empty the contents into the CYBG boxes kept in the foyer. Year 6 will collect K-1 CYBGs. On Thursday, morning one ticket will be drawn from the K-2 box and one from the Year 3-6 box. The winning ticket will be exchanged for a canteen cash voucher.

**Strategies and Practices to Recognise and Reinforce Student Achievement**

Recognition of student achievement is linked to the Boronia Park Awards. This recognition will occur at class level and will be supported and maintained by individual teachers.

Certificates of participation in external examinations are presented to the students in classes. High Distinction, Distinction and Credit achievers are presented by the Principal at the Years 3-6 assemblies. Those students will also have their names listed in the school newsletter.

Presentation Day will be held in December of each year to recognise achievement and excellence of students in each KLA. There are also a number of other awards:

* Community spirit award
* Improvement awards
* Encouragement awards
* Sponsored awards i.e. Rotary
* Special awards for Year 6 students including Dux.

The recipients of the Presentation Day awards are chosen by staff after careful analysis of formalised testing results, class assessments, observation and discussion.

**Strategies and Practices to Manage Inappropriate Student Behaviour**

**Classroom Management Strategies**

Effective teachers build good rapport with students. This rapport helps manage inappropriate classroom behaviour issues that can sometimes arise. Strong and successful classroom management is based on sound discipline strategies. Correct discipline moves along a continuum from least intrusive intervention through to most intrusive intervention.

Different strategies will be appropriate for different situations. Teachers will need to judge the most appropriate strategies to manage student behaviour.

**Least Intrusive** strategies include:

* Tactical ignoring of the behaviours aimed at seeking the teacher’s attention
* Positive reinforcement of any appropriate behaviours
* Having physical proximity to the student – standing near them
* Non-verbal cues such as gestures or predetermined signals
* Rule and value reminders
* Giving directions to students and providing distractions
* Indirect and direct questioning techniques

**Moderately Intrusive** strategies include:

* Redirection of the student using strategies like repeating directions, refocusing the student and avoiding arguments with partial agreement
* Clarifying with the student the consequences of their actions

**Most Intrusive** strategies include:

* Time out in class for a short period of time
* Mediation with the Assistant Principal or Principal for a maximum of 25 minutes at lunch time
* Exclusion

Sometimes in class there are students who can behave in an inappropriate manner that causes disruption to the teaching program and to the learning of the other students in the class. The teacher will need to be assertive and consistent in their approach to dealing with the students causing the disruption. The following is a ten step intervention continuum for teachers at BPPS to use when dealing with a disruptive student.

After each step if there is a positive response from the student, the teacher would return to the lesson. If not, the teacher will continue onto the next step in the continuum. The teacher will record tallies next to the student’s name in accordance with the **Steps for Behaviour** table (see p. 8). It is hoped that the student displaying the disruptive behaviour would react appropriately within the first three steps on the continuum.

The teacher will:

* 1. Utilise some of the least intrusive discipline strategies (see the above list).
  2. When students are disturbing the learning of others the teacher will give the student **a look** that indicates that they do not approve of the inappropriate way that the student is behaving. The teacher will record the first tally against the student’s name on the board and then direct them back to their work or continue with the lesson.
  3. **Stop the lesson and wait**. Say ‘I will wait / I am waiting…”. Wait until the student gives you their attention and then continue with the lesson.
  4. Give the other students in the class **positive reinforcement comments or praise** to re-assure them. This will also provide a positive cue for the student who is behaving inappropriately.
  5. **Say the student’s name** in a clear firm voice. Ask him/her to look at the teacher. Repeat the directions for the lesson or activity. Ask the student to return to their work or continue the lesson.
  6. Offer the student **a choice** with **a consequence** as a warning e.g. “You have two choices. You can return to your work now or if you continue with this behaviour the consequences will be …” (refer to the **Levels of Behaviour** table on p. 8).
  7. For continued attention-seeking disruptive behaviours, isolate the studentin a designated place in the classroom. The student must be in the room under the supervision of the teacher. They must not be sent outside the room.
  8. If unable to settle the student or in cases of verbal or physical aggression send the red **ASSISTANCE REQUIRED CARD** to thePrincipal or phone for support. If the Principal is unavailable the Assistant Principal will be notified to render assistance.
  9. In extreme cases, to ensure the safety of the other children, the teacher will evacuate the rest of the class from the room and contact the Principal.
  10. In all cases of violence the Principal or Assistant Principal will keep records and reports for future reference. The Principal will relay to teacher the appropriate information to be recorded in the behaviour log book.

# In the Classroom

**Step 1**

Classroom teachers are expected to manage their own classroom discipline. Examples of inappropriate behaviours that should be dealt with by the classroom teachers are:

* Borrowing/taking without permission
* Bringing toys into the classroom
* Bullying within the classroom
* Cheating
* Constant interruptions by talking at the wrong time, calling out, making noises or inappropriate comments
* Disrupting the class, group or an individual
* Disturbing others and their learning
* Ignoring instructions or requests
* Littering
* Name calling - teasing
* Refusing to follow instructions or directions
* Refusing to sit at a desk or where they have been asked to sit
* Refusing to work
* Time wasting
* Touching others or their belongings
* Using unacceptable language

If a dangerous object is found to be in the possession of a student it must be handed to the teacher on request. The teacher should then immediately report the incident to the Principal as possession of a dangerous implement will lead to suspension, according to DEC protocol.

Teachers will record incidents of inappropriate behaviour in the behaviour log so that there is a record of the student’s behaviour.

**Steps for Behaviour in the Classroom**

| **Action** | **Consequence** |
| --- | --- |
| **Step 1**  Three visible tallies on the board for inappropriate behaviour choices in a day. At the teacher’s discretion tallies may be removed during the day. See the above list of unacceptable behaviours.  Tallies are to be rubbed off at the end of each day enabling students to have a fresh start daily. | 1. Incident recorded in the Behaviour Log. This entry will be signed by the student and teacher. 2. Teacher to utilise appropriate behaviour management strategies. 3. If an inappropriate behaviour or incident is serious the student may automatically progress to a discipline **Step 3.** |
| **Step 2**  Three incidences recorded in the Behaviour Log in one week. Alert the Assistant Principal. | 1. Teacher devises and implements a behaviour modification program after discussion with the Assistant Principal. |
| **Step 3**  Five incidences recorded in the class discipline folder in the subsequent week or over the next four weeks. | 1. Students attend lunchtime mediation. The students will meet with the Principal or an Assistant Principal at the bottom of the library stairs at 1pm. The mediation session is 25 minutes (1st half lunch) and a reflection sheet will be completed. 2. Parents will be notified of the lunchtime mediation through a letter sent home with the student. A copy of the reflection sheet will also be sent home. 3. Class discipline folder taken to stage meeting for discussion. 4. If the behaviour continues, referral to Learning Support Team (LST). |

# In the playground

**Step 1**

Inappropriate behaviours should be dealt with by the teacher on duty.

Examples are:

* Being out-of-bounds, in hall, classroom etc without permission or an acceptable excuse
* Bullying which is defined as repeated and intentional behaviour causing distress
* Ignoring instructions
* Littering
* Minor misconduct in the toilets and around bubblers
* Minor rudeness
* Persistent minor misconduct
* Throwing sticks, bark etc
* Unacceptable language
* Theft

Some discipline options available to the teacher on duty are:

* Clean-up the area
* Restrict the area or activities of the student
* Time out area – steps under the shade shelter
* Walk with teacher
* Confiscate goods stolen and return to the rightful owner
* Mediation
* Record the student’s name in the playground behaviour book. The top copy is to be given to the Assistant Principal and it is then recorded in the class behaviour log for the relevant stage.

Behaviours which result in automatic mediation referred to in **Step 3** of the following table are:

* Persistent minor misconduct
* Bullying
* Harassment
* Physical violence
* Property damage
* Racial taunts
* Sexual harassment

**Violence in the playground will need a RED ASSISTANCE CARD to be sent immediately to the office for the student’s removal from the playground.**

**Steps for Behaviour in the Playground**

| **Action** | **Consequence** |
| --- | --- |
| **Step 1**  Inappropriate behaviour in the playground. | 1. For appropriate disciplinary action see list above. 2. Record the student’s name in the playground behaviour book for referral to the stage Assistant Principal. 3. A copy of this report to be given to Assistant Principal who will then send it to the classroom teacher to be attached to the Behaviour Log. 4. If an inappropriate behaviour or incident is serious the student may automatically progress to a discipline **Step** **3 or 4.** |
| **Step 2**  Three incidences of poor playground behaviour in one week as outlined for Step 1. | Students meet with the Assistant Principal for their stage to discuss these incidences and future consequences of their actions. |
| **Step 3**  Five incidences of poor playground behaviour.  **There are two options.** | **OPTION 1**   1. Students attend lunchtime mediation. The students will meet with the Principal or an Assistant Principal at the bottom of the library stairs at 1pm. The mediation session is 25 minutes (1st half lunch) and a reflection sheet will be completed. 2. Parents will be notified of the lunchtime mediation through a letter sent home with the student. A copy of the reflection sheet will also be sent home.   **Further action if required**   1. A risk assessment is undertaken and a behaviour modification program, for safe entry to the playground, is formulated. 2. Regional funding for additional playground supervision may be sought if necessary.   **OPTION 3**   1. Principal implements DEC suspension protocols. |

### Suspension and Expulsion

### The Department of Education and Communities policy document called *Suspension and Expulsion of School Students - Procedures* states that school principals must suspend immediately and consistently any student who:

* Is physically violent causing pain or injury to others.
* Is in possession of a firearm, prohibited weapon or knife.
* Uses, or is in possession of illegal substances or supplies a restricted substance.

Short Suspensions may be imposed for the following reasons:

* 1. Continued disobedience including breaches of the school discipline policy, refusal to obey staff instructions, defiance and disrupting other students, minor criminal behaviour related to the school and use of alcohol or persistent use of tobacco.
  2. Aggressive behaviour which includes 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.

The Principal will manage the process of suspension using the NSW Department of Education and Communities guidelines. Learning activities must be provided by the classroom teacher for the duration of a short suspension. A resolution meeting is mandatory before the student can return to school. This will involve the Principal, the classroom teacher, student and his or her parents.

*NSW Department of Education and Training*

*Student Discipline in Government Schools (PD 2006/0316)*

***Suspension and Expulsion of School Students – Procedures (2011)***

***Suspension and Expulsion of School Students – Procedures* (2011)**

**If a student who holds a position of leadership is suspended, they lose not only their badge but the right to continue in that leadership position for the rest of the year. The position remains vacant.**

**If a Year 5 student has been suspended they will be considered ineligible for formal leadership roles in Year 6.**

**Students who are suspended will also lose their right to represent the school in any role e.g. PSSA sport, for the rest of the year.**

### Revised 2012

Student Wellbeing Committee, in consultation with staff

**GLOSSARY OF TERMS**

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| --- | --- |
| TERM | DEFINITION |
| **Anti social behaviour**  **Bullying**  **Discrimination**  **Harassment**  **Intimidation**  **Leadership roles**  **Mediation**  **Physical violence**  **Property damage**  **Racial taunts**    **Sexual harassment**  **Theft**  **Time Out** | is behaviour that lacks consideration for others and that may cause damage to society, whether intentionally or through negligence.  is defined as repeated and intentional behaviour causing distress.  the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, religion, age, or gender.  includes exclusion, name calling, teasing, intimidation and interference with others’ activities.  is intentional behaviour which would cause a student fear of injury or harm.  These include school captains, prefects, house captains, vice house captains, canteen monitors, library monitors, students support and SRC  a negotiation to resolve differences  towards another student or teacher includes- pushing, shoving, pulling, shaking, slapping, biting, hitting, punching, kicking, strangling, throwing objects at partner, restraining, throwing another student, use of weapons at hand like a rulers, chairs etc, or use of conventional weapons such as a gun or knife.  destruction and graffiti of public or private property, caused by a person who is not its owner.  mocking or criticizing of a student on the grounds of race. These will also be referred to the anti-racism officer.  ie exposing oneself, ‘dacking’ or explicit material  a criminal act in which property belonging to another is taken without that person's consent.  a brief suspension of activity, a quiet period used especially as a disciplinary measure for children inappropriate behaviours that lead to mediation. |