WAHROONGA PUBLIC SCHOOL

STUDENT WELFARE AND DISCIPLINE POLICY

REVIEWED in FEBRUARY 2013

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NEXT REVIEW OCT, 2015
**RATIONALE**

Student Welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

The 'Student Welfare Program' is the sum total of all the policies and structures which are planned and implemented by the school to promote student welfare.

The school community consists of all those associated with the school, students, staff, parents, guardians, volunteers and other interested people from the local community.

A caring school community is fundamental to student welfare.

*The following factors contribute to the development of such a community:*

- the quality of leadership in the school;
- the philosophy, policies and goals of the school;
- the appropriateness of learning programs and teaching methods; a sense of discipline and appropriate codes of behaviour;
- the values and attitudes of staff, students and parents and their interpersonal relationships;
- the valuing of the family and social background and experiences of all students;
- sensitivity to the particular needs of individuals and groups;
- the quality of school community relations, and
- the willingness of staff to share the responsibility for the welfare of all students.

The school is also cognisant of the following circumstances and these inform this policy:

- parents and families have the prime responsibility for the welfare of their children;
- the general community shares responsibility for the welfare of young people;
- the Department and other community agencies support the school in this task;
• schools, as part of the general community, have a role in student welfare;

• student welfare is basic to education and is a responsibility of all teachers;

• the school needs a program for student welfare;

• the principal is responsible to ensure that the program is developed, implemented and evaluated.

**AIMS**

Through this Student Welfare Program, Wahroonga Public School aims to help students to develop:

• A sense of enjoyment and satisfaction from learning;

• The skills, knowledge and ability to become a valuable citizen through a set of graded curricula;

• An ability to communicate effectively;

• A coherent set of values to guide behaviour;

• A sense of personal and social responsibility for their actions and decisions - to promote their own welfare and development;

• A sense of personal dignity and worth, and the equal dignity and worth of others;

• Self-reliance and self discipline;

• A sense of cultural identity, and respect for people of other cultures;

• A feeling of belonging and contributing to the wider community;

• A caring attitude towards others and a capacity to contribute to their welfare;

• An ability to form satisfying and stable relationships.
A school, co-operating with parents, can work towards realizing these aims through learning programs and support services in three major areas:

1. General measures to promote the **personal development** of students;
2. **Preventive measures** to ensure the safety and well-being of students;
3. **Remedial measures** to overcome specific difficulties.

**Personal development** measures at Wahroonga Public School include:

- Buddy program
- PD lessons in class
- Student Leaders and the Student Representative Council
- Extra curricula activities such as Band, Chess and Dance
- A strong sporting program
- Excellent academic instruction

**Preventive measures** to ensure the safety and well-being of student at Wahroonga Public School include:

- Whole school positive reward system – the Star System
- Class based reward systems
- Parent teacher interviews
- Drug education lessons
- Child protection lessons
- Road safety lessons
- Annual review of playground rules and incidents
- A strong partnership with parents
- Celebration Day (K-2) and Presentation Day (3-6)

**Remedial measures** to overcome specific difficulties at Wahroonga Public School include:

- Sentral Student Welfare recording system
- Restorative Justice (see page 9)
- The NSW DEC School Values and Rules, Student Welfare and Suspension policies

FAIR DISCIPLINE CODE
1. Schools should work to generate national pride by:

- Celebrating national days and events:
- Recognising and respecting the national flag, anthem and emblems;
- Focusing on significant people and events in Australia's history;
- Providing opportunities to appreciate Australian literature, music, art, and drama;
- Actively promoting Aboriginal perspectives within the curriculum;
- Recognising the worth, contributions and appropriate celebrations of other cultures;
- Holding special school assemblies.

2. The continuation of Wahroonga Public School Uniform Policy is strongly endorsed each year by the School Council and the P&C.

3. The School Rules and Values (see page 10) are to be followed.

**Student Welfare Committee**

The Student Welfare Committee (SWC) reviews the operational implementation of this policy. The SWC is led by the Principal or his/her delegate. The committee also has one teacher representative from each stage team. There are four stage teams. The K - 2 teachers are organised in 2 teams each year, either a K team and a Year 1/2 team or a K/1 team and a Year 2 team. The Years 3 & 4 teachers form the third team and the Years 5 & 6 teachers form the fourth team. The teachers and the executive can refer matters to the SWC. The students, through the SRC, can refer matters to the SWC. The teacher in charge of the SRC is usually one of the stage representatives on the SWC. In this way there is a interface between the various permanent teams in the school with the SWC.

**PRINCIPLES OF FAIR DISCIPLINE**

Staff, students and parents will work together to provide a stable, safe and ordered environment
for all children at Wahroonga Public School.

The school community will work together to develop clear goals and high expectations for its students.

The Principal will provide effective leadership for staff, students and the wider community in establishing and maintaining the highest tone and clear direction for the school.

The school staff will support the Principal in establishing and maintaining the tone and direction of the school and in being good role models for the children.

Students will be encouraged to develop self-discipline and accept responsibility for their own behaviour.

Positive reinforcement strategies will be used to encourage responsible behaviour in children. Appropriate sanctions will be used for irresponsible behaviour.

The school will develop in students respect for the rights and property of others, as well as the acceptance of the rules and requirements of the school and the wider community.

The school will develop strategies to promote students' self-esteem and encourage students to value the personal dignity and worth of themselves and others.

The school will develop in its students a pride in being Australian and an understanding of our place in the wider global community.

The school will actively increase and maintain positive relationships within the community and encourage in its students a feeling of belonging to and a pride in Wahroonga Public School.
STUDENT’S RIGHTS UNDER FAIR DISCIPLINE

1. I have the right to be treated with respect and consideration and explain my actions.

2. I have the right to learn.

3. I have the right to be treated with respect and not to be laughed at, teased, bullied or have my feelings hurt.

4. I have the right to work and play safely under teacher supervision. My parents have the right to expect me to stay at school so that I am safe.

5. I have the right not have harmful objects thrown at me, to be spat on and to be able to play safely at school.

6. I have the right to expect that school will be a pleasant place to attend.

7. I have the right to expect my property to be safe.

8. I have the right to be neat and tidy and have a clean and well-maintained school.

9. I have the right to be told the truth.

10. I have the right to expect that others will move around the school in an orderly manner.

11. I have the right to expect that others will think that my school is great.

12. I have the right not to be distracted by others while working.

STUDENTS HAVE RESPONSIBILITIES

Students have the responsibility to make the school a safe and happy place to be and follow the school values and rules set out later in this document.

TEACHERS HAVE RESPONSIBILITIES

Teachers have the responsibility make the school a safe, happy and effective learning community and to act fairly and ethically at all times.

PARENTS HAVE RESPONSIBILITIES

Parents have the responsibility to help their children behave within the scope of the rules and values and to ensure their children know their responsibilities and to advocate on their behalf.
This policy should be read in the context of the NSW Department of Education’s policies on school rules and values. It should also be read in the context of the NSW DET Suspension and Expulsion policy, procedures and guidelines. Persistent misbehaviour, serious misbehaviour and illegal activity can lead to suspension and expulsion.

The Behaviour Management program at Wahroonga Public School has the paramount aim of developing self-management skills in students. It is founded on positive reinforcement that supports the development of self-management skills.

Students are expected to be caring, courteous, considerate, cooperative and controlled, showing respect for the rights of others. This aims to create a safe and happy school by providing students with consistency and the opportunity to learn. It respects the rights of students and delineates a Code of Behaviour that if needed, outlines to students their responsibilities both in the classroom and in the playground.

CLASSROOM BEHAVIOUR is managed by the class teacher utilising a system of negotiated class rules and positive reinforcement and is supported by the Star Award System.

PLAYGROUND BEHAVIOUR is managed utilising the school’s Code of Behaviour.

“Time Out” is not a detention. It is a place where students are actively counselled in order to explore and make an undertaking to implement more appropriate self-management strategies. It is to be used for breach of the school’s Code of Behaviour. It is not for management of students who manifest inappropriate classroom behaviour.

We use restorative justice principles and practices.
The Restorative Justice approach starts from an important set of questions:

- What happened?
- What were you thinking or feeling?
- Who’s been hurt?
- How do they feel?
- What can you do to make things better?

In this approach to dealing with wrongdoing the focus is on the harm that has been done and the obligation this brings on the part of those responsible to ‘right the wrong’ as much as possible. It’s an approach that seeks to develop in the wrongdoer an understanding of the breadth and depth of the harm their behaviour has caused to others so that they can best try to make amends to those most affected. In this way, it’s an educative approach. It also ensures that those who have been most affected by the wrongdoing have the opportunity to be involved in working out what has to happen in order to move forward. Consequences, if applied, should be logical and natural rather than fixed.

Students need to come up with their own strategies to right a wrong and the victim needs to agree with these strategies. A simple apology, while needed, is insufficient in many cases.

A natural consequence is one that is caused by the behaviour itself. A natural consequence of not doing an assignment is to get a zero grade. A logical consequence is one that fits the situation, e.g. it might be to take some of a student’s play time away if he or she wastes class time.

This approach is not about blame and punishment. It is about justice, remediation, rehabilitation and fairness. It aims to be educative and effective.
**STAR REWARD SYSTEM**

**BRONZE CERTIFICATES:-**

The class teacher gives up to four Bronze Certificates each week.

Teachers are to ensure that certificates are distributed evenly and equitably across their classes. These certificates should not be used as a behaviour modification tool. Teachers should devise other programs to support such programs. *Special programs* teachers (RFF, Computer, Library, etc) should confer with class teacher before awarding certificates.

Students are responsible for keeping a note of how many awards they have and showing them to their class teacher when they have the required number for the award of either Silver, Gold or School Banner.

Students will have their Bronze Awards presented at grade/stage Assemblies, morning assemblies or in the classroom, as appropriate.

**SILVER STAR AWARDS:-**

When the student earns three Bronze Star Certificates for classroom or playground behaviour, then they will automatically receive a Silver Star Award. It is the student’s responsibility to notify the teacher who writes out the Award and sends it to the Assembly Coordinator. Their names will appear in the Newsletter.

**GOLD STAR AWARDS:-**

When a student earns three Silver Star Awards, he/she will receive a Gold Award. Parents will be notified and this will be announced in the newsletter.

**SCHOOL BANNERS:-**

When a student earns three Gold Star Awards they will be presented with a School Star Banner.

*Students make take up to seven years to earn a banner. Students who begin here later than Kindergarten are given credit so they can earn a school banner before they graduate.*
SCHOOL VALUES AND RULES

BE AN ACTIVE LEARNER
- Pay attention in class.
- Achieve your personal best.
- Complete work in a set time, including homework.

BE PREPARED FOR SCHOOL
- Bring the necessary equipment for every lesson.
- Leave prohibited materials and weapons at home.
- Label and care for your own belongings.

BE COOPERATIVE
- Cooperate with each other.
- Walk quietly within the school during lesson time.
- Follow all teachers' directions.
- Help prefects and other school leaders.
- Be polite to all school visitors, Scripture teachers and helpers.

BE HONEST
- Be honest and truthful always.
- Be sure to hand in all lost property.

BE RESPECTFUL OF OUR SCHOOL'S GOOD NAME
- Wear your uniform with pride.
- Behave well on the way to and from school, on excursions, and at all functions including assemblies, lines and school special events.

BE RESPECTFUL OF PEOPLE
- Be polite, courteous and considerate of others.
- Do not hit, tease, bully, swear or laugh at others.
- Be considerate of the feelings of others.

BE RESPECTFUL OF PROPERTY AND OUR NATURAL ENVIRONMENT
- Keep all school areas clean, tidy and litter-free.
- Conserve, respect and protect our natural environment.
BE IN THE RIGHT PLACE AT THE RIGHT TIME

- Be in school, lines and in class on time.
- Be in classrooms and other school buildings only under teacher supervision.
- Respond quickly to all bells.

BE CAREFUL TO PLAY SAFELY

- Avoid activities that may injure or upset other people.
- Use playground areas according to the playground rules.
- Walk around corners to avoid accidents.
- Use climbing equipment only when supervised by a teacher.
- Toilets and washrooms are not play areas.
- Wear a hat outside at all times (No hat, no play).
- Play within the playground boundaries.