

Birchgrove Public School Welfare and Discipline Policy



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School Welfare Policy

RATIONALE

The motto of Birchgrove Public School is "To Strive" It is a thriving and dynamic school, a centre of growth and learning. Student welfare is a high priority and we believe that students, teachers and parents need to recognise and respect the rights and responsibilities of each other.

AIMS

Our school will:

- Provide a happy and safe environment in which students can learn effectively and strive towards their full potential
- Encourage students to respect themselves and property
- Promote and reinforce self-discipline and citizenship
- Implement appropriate and challenging experiences to meet student needs and experience success
- Strengthen the home-school partnership and keep parents well informed of practices

NSW Department of Education and Training

CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW Government schools are provided with high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and successful education of their children.

The Department is committed to supporting Principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

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NSW CORE RULES AS RELATED TO BIRCHGROVE PUBLIC SCHOOL EXPECTATIONS

All students in NSW 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 and 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.

BIRCHGROVE PUBLIC SCHOOL RULES

Be in the right Place at the right time

Be a safe person

Care for your school

Respect Others

Respect Personal Belongings

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

At Birchgrove Public School, we actively encourage good discipline and effective learning in the following ways:

- Ensure student welfare is a priority
- Teach school rules and responsibilities, implement award systems and consequences for inappropriate behaviour at the beginning of each year and revisit when necessary
- Negotiate with students, a set of class rules at the beginning of each year - that reflect school rules
- Recognise and promote student achievement within the school and community

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- Monitor student progress and behaviour and involve the Learning Support Team when required
- Cater for the needs of individual students through appropriate curriculum and special initiatives
- Implement programs such as the 'Buddy Program', which develop co-operative skills and encourage appropriate behaviour
- Inform parents about student progress and incidents of inappropriate behaviour

An Overview of Policies and Programs Integrated into Student Welfare

Teaching and Learning	Positive Climate and Good Discipline	Community Participation
<p>Relevant curriculum, assessment and a variety of pedagogical approaches which embrace the three dimensions of productive pedagogy;</p> <ul style="list-style-type: none"> • Intellectual quality • Quality learning environment • Relevance of students' work <p>Integration through Key Learning areas:</p> <ul style="list-style-type: none"> • Programs which develop self-discipline and self review • Language/communication • Cooperation • Assertiveness • Decision making <i>restorative questions</i>, • Leadership <i>parliament</i>, <i>house captains</i> • Problem solving <i>Restorative Questions</i> • Self esteem building • Peer support/K-6 buddies • Conflict resolution • Restorative practices <i>conferencing</i>, <i>circle time</i>, <i>restorative questions</i> • Transition programs P-K, Y6-Y7 • Dealing with grief/loss <i>Seasons for Growth</i> • Building resilience <i>Bounce</i> 	<p>Established;</p> <ul style="list-style-type: none"> • Secure, happy, safe and stimulating environment conducive to learning • Core values of integrity, acceptance, tolerance, friendliness, cooperation respect and support <i>Bounce Back/ You Can Do It</i> • Use of Restorative Questions, circle time, conferencing and open ended questions • Empowering of staff and students to work collaboratively • Staff/Student/Parent/Carers awareness of Good Discipline and Effective Learning policy • Bi annual review of statement of purpose and whole school procedures • Negotiate needs of staff/students through surveys/suggestion box • Student exit outcomes clearly defined • Rules, Rights and Responsibilities • Strategies and practices to recognize and reinforce student achievement 	<ul style="list-style-type: none"> • Parental involvement in developing Good Discipline and Effective Learning Policy <i>surveys, meetings, focus groups</i> • Negotiate needs of community • Class parent scheme • Awareness raising of involvement in school/community initiatives • Time for parent meetings/networks, information sessions and workshops <i>to foster a consistent approach between school and home</i> • Access to P&C • Reporting students skills at parent interviews and three way conferences • Access to support agencies • Emphasis on early intervention eg <i>transition program</i> • Representation on Key Learning committees • Effective Communication

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<p><i>Back/ You Can Do It</i></p> <ul style="list-style-type: none"> • Social skills <i>Bounce Back You Can Do It</i> <p>Learning Support Team</p> <p>Catering for individual needs through LaST Team: G&T, STLD, Special Needs, EDBD, Reading Recovery, EALD and NSW Uni competitions</p> <p>Opportunity to perform in Dance & Drama, Choir, Whole School Performances, Assembly items, Sport.</p> <p>Parent / Teacher Interviews LaST Review</p> <p>Merit Awards System</p>	<ul style="list-style-type: none"> • Language of positive discipline, acknowledgement and descriptive encouragement used • Strategies for dealing with unacceptable behaviour • Listening community • Structured voice for students through School Parliament, Sports Captains and focus meetings. • Mentoring programs staff/staff, staff/student, student/student • Monitoring attendance • Emphasis on staff welfare – Training & Development, Stage planning days, regular social functions, acknowledgement of Birthdays, celebrations of achievements • Role modelling – staff/staff, staff/student, student/student • Student recognition 	<p>-Newsletter</p> <p>-website</p> <p>- Skoolbag App</p> <p>-parent meetings</p> <p>-early notification of learning and behavioural needs</p> <p>Parents attending Assemblies & Recognition Ceremonies</p>
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ACHIEVEMENT PRACTICES TO RECOGNISE AND REINFORCE STUDENT BEHAVIOURS

We recognise and actively encourage positive student behaviour with:

- Public recognition of achievement at assemblies and in newsletters
- Award system – merit cards, certificates and medals
- Visits to other staff members
- Verbal praise and encouragement
- Leadership roles e.g. Prime Ministers, Sports House Captains, Student Parliament Representatives, Buddies
- Extrinsic awards e.g. House points, Chance Cards

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Positive discipline is an essential part of a schools' behaviour management plan. In formulating a behaviour management plan, school communities must be acknowledged regarding practices to foster good discipline. This is achieved through:

- The consistent use of good behaviour management techniques such as:
 - giving simple instructions
 - expecting students to comply and follow directions
 - regularly noticing and commending students for complying with rules and directions
 - avoiding the use of ridicule, embarrassment or 'put-downs'
 - encouraging on-task learning through close supervision and consistent positive reinforcement
 - having a plan for managing behaviour disruptions
 - following up any significant behaviour disruptions
- The development of a school discipline code – a small number of easily understood rules which state the expected behaviour, can be monitored and consistently and fairly applied.
- Supporting students in achieving success in learning through the provision of appropriate curriculum to meet the needs of each student.
- Staff modelling of consistent, caring and controlled behaviour.
- Communication with parents / caregivers of their roles and responsibilities when managing student behaviour.
- The provision of integrated programs which develop self-discipline, self review, communication and responsible decision making, such as:
 - social skills programs
 - peer mediation
 - peer learning / Buddy Program
- Encouragement of respect for teachers as professional educators.
- Staff attendance at relevant training and development programs.
- The provision of appropriate support programs, such as counselling and remediation.
- Liaison with supportive community agencies to build teams.
- The knowledge and understanding of the particular needs and pressure experienced in the local community.

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SUN PROTECTION

Birchgrove Public School has a policy of "No hat, play in the shade"

All children are encouraged to wear a school hat, as per our uniform policy, for all outside activities. Without a hat children are to remain in the shaded areas during recess and lunch times. Hats are essential for sport participation.

Other measures include:

1. ensuring that there are adequate shade areas
2. having outside activities at appropriate times of the day
3. having subjects within subject areas such as PDHPE teaching about the need for sun protection

CONSEQUENCES/DISCIPLINE

Practices for the Classroom

These practices are used at Birchgrove Public School to reduce unacceptable behaviour in the classroom:

1. Breaking of School Rules – rule reminder
2. After one rule reminder the student goes to the Planning Table or Planning Seat. At the Planning Table or Planning Seat within the learning environment of the student, the student may complete a reflection/planning sheet following the restorative framework or other appropriate activities. The student remains at the Planning Table or Planning Seat until they are ready to rejoin the class. (The teacher and student negotiate the student's return.)
3. Breaking Rules at the Planning Table or continued rule breaking after being at the Planning Table once in a session results in withdrawal from the learning environment to a Reflection Table in a "buddy class". The student, teacher and class negotiate how students re-enter the classroom after being at the Planning Table.
Teachers will contact the student's parent/carer by phone or letter when a student is sent to the Reflection Table.
4. When a student is sent to the Reflection Table three times in one week the Stage Supervisor will contact the parent for an interview.
The parents must have been notified by phone or letter prior to the Supervisor being notified.
5. A meeting will take place and an individual management plan will be negotiated and monitored with the support of all stake holders including the child.
The student will be referred to the Learning Support Team.

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6. When a student continues to break school rules the Principal will contact the parents for an interview.
The parents must have been contacted by phone or letter by the Stage Supervisor before the Principal is notified.
7. The individual management plan will be renegotiated and monitored with the support of all stake holders including the School Counsellor.
8. Repetition of unacceptable behaviours could result in suspension in accordance with Department of Education Policy.

Practices for the Playground

These practices are used at Birchgrove Public School to reduce unacceptable behaviour in the playground:

- In all cases of unacceptable behaviour, not involving physical aggression, the student is given a rule reminder.
- After one reminder the student will be directed to time-out.
- Other consequences may be related to an inappropriate choice by students.

Playground Timeout is in a shady area in the Play Area. Students will be directed to sit silently there for 5 to 10 minutes.

Suspension

DET "Procedures for the suspension and expulsion of School Students" will be applied where appropriate.

Ongoing concerns about student behaviour will be discussed between the student, class teacher, supervisor and parents. In these cases behaviour programs, which are more effective, may be established or further disciplinary action taken.

Please see the attached file for the Procedures for Suspension and Expulsion

Anti-bullying Policy:

Please see the attached file for the Birchgrove Anti-bullying Policy