

Belmore North Public School Student Welfare and Wellbeing Policy



This policy was written in term 4, 2011. The team involved in reviewing the previous welfare policy and constructing this new one were:

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A draft policy was presented to staff on Monday, 19 December 2011, and after contributions and alterations suggested by staff, this final document was formed.

Rationale

Belmore North Public School endeavours to ensure that all students' personal, social and learning needs are met. Successful welfare and discipline practices create for students a secure and supportive learning environment which guarantees all students achieve a high level of self-discipline, personal conduct and social responsibility.

The critical role of all staff members, parents and other interested stakeholders is recognised as a the primary influence on each child's character and behaviour as well as essential partners in supporting the DEC values, core rules, school expectations and successful education of their children.

Statement of Purpose

Belmore North Public School Welfare and Wellbeing Policy ensures the whole school community has a shared understanding of the core rules, values and expectations of our school.

An effective, well-managed learning and teaching environment is fostered through the shared commitment of students, teachers, parents and the wider community. This commitment aims to develop socially responsible students capable of making informed decisions.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. Our school is committed to promoting the highest standards of learning and behaviour.

This policy is consistent with legal and departmental requirements and is based on the principles of procedural fairness and developed within the framework of student welfare. The discipline policy identifies core rules, values and practices that support quality teaching and learning. The policy sets clear limits, recognises and promotes positive behaviour as well as applying consequences for inappropriate behaviour.

DEC Values

The Government recognises the importance of the following core values in the community:

Integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy

These values shape the Welfare and Wellbeing Policy and are a basis for the DEC's Core Rules and our school expectations that 'Everyone at Belmore North Public School will be safe, be respectful and do their best'. They also directly impact on the strategies and procedures for promoting positive behaviour recognising student achievement and managing inappropriate behaviour.

Core Rules

Core rules for student behaviour have been developed for all government schools to establish consistent expectations. All students in NSW government schools are expected to:

Attend school every day, unless they are legally excused and to be on time and prepared to learn.

Maintain a neat appearance, including adhering to the requirement 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 and helpers, including following school rules, speaking courteously and cooperating with instruction and learning activities

Treat one another with dignity and respect

Care for property belonging to themselves, the school and others

Display behaviour that does not infringe on the safety and wellbeing of others, such as harassment, bullying, illegal or anti-social. This behaviour of any kind will not be tolerated

School Expectations

'Everyone at Belmore North will be safe, be respectful and do their best'

Be Safe

The expectation that all students will endeavour to make our school community a safe place for themselves and others

Be Respectful

The expectation that all students will treat themselves and other members of our school community with dignity and respect

Do Their Best

The expectation that all students will do their best in all activities

Rights of the School Community

Students have the right to:

Be respected

Feel safe at school

Learn in a happy and safe environment

Staff have the right to:

Be treated with respect and courtesy

Feel safe at school

Be able to provide an effective learning environment through support from colleagues

Parents have the right to:

Feel welcome in the school and be treated with respect and dignity. Know that their children will be treated with equity and within the guidelines of the Student Welfare and Wellbeing Policy and DEC Discipline Framework. Have access to teachers and be informed of their child's social and academic progress.

Roles and Responsibilities

Students

Will act according to the school expectations and take responsibility for their own actions and behaviour by:

Being Safe:

Keep hands and feet to self

Report any problems to teachers

Move safely and sensibly around the school

Be cyber smart

Being Respectful

Speak politely to all staff, students and community members

Always wear the school uniform

Keep the school clean and tidy

Listen to others and following instructions

Always show pride in themselves and their school

Behave appropriately in public

Doing Their Best

Being prepared to listen and follow instructions

Actively participating

Have a go and do the best you can

Cooperate with others

Ask for help if needed

Roles and Responsibilities

Parents

It is the parent/caregiver responsibility to:

Help promote respect for the school, staff and fellow students

Ensure each child's punctuality and attendance (*school commences at 9am and finishes at 3pm*)

Participate in the child's learning

Assume responsibility for their children as they travel to and from school

Share responsibility for shaping their children's' understanding about acceptable public behaviour including cyber safety and the expectations of the school and community.

Support the Student Wellbeing and Welfare Policy

Staff

It is the staff responsibility to:

Have a commitment to ongoing professional development on best practice teaching and learning

Have a thorough knowledge and understanding of the Student Welfare and Wellbeing Policy and procedures as well as associated policies

Model our school expectations of being respectful, being safe and doing their best

Engage in teaching relevant lessons as part of a whole school approach to student welfare using positive consistent language

Consistently use classroom management strategies

Reinforce appropriate behaviour

Establish an effective classroom that is conducive to learning

Provide opportunities for students to take responsibility for their own learning and actions

Communicate appropriately with parents and staff on individual progress and behaviour concerns of students

Effectively manage and supervise playground and classrooms to create a safe and caring environment

Record relevant information regarding individual student behaviour and academic progress

Supervise the safe movement and dismissal of students

In addition it is the ASSISTANT PRINCIPAL's responsibility to:

Provide support and guidance for members of their team including the orientation of new members of staff

Communicate and liaise with relevant parties to resolve welfare concerns

In conjunction with classroom teachers, negotiate and establish procedures for the management of students in stages including buddy classes for time out

In addition it is the PRINCIPAL'S responsibility to:

Have a presence in playground areas and at assemblies when available

Liaise with relevant stakeholders and play a key role in the development, implementation and monitoring of behaviour management plans

Ensure a safe, secure and harmonious work environment for students and staff

Ensure the welfare wellbeing policy is regularly reviewed

Ensure that the disciplinary actions involving suspensions or expulsions are managed consistent with the Suspensions and Expulsion of Students Procedures

Provide a forum for the communication of relevant welfare issues through regular meetings

Make staff aware of EAP

School Counsellor

It is the school counsellor's responsibility to:

Provide sensitive guidance to students in need of support

Support staff in dealing with student progress and welfare

Act as a liaison between students, parents and community support groups

Assist in the utilisation of DEC support services

Support and parents in dealing with student learning and welfare

Specific Strategies and Practices to Promote Positive Student Behaviour

Purpose

To provide a consistent system for the whole school community

Promote positive student behaviours in all environments

Assist students in the management of their own behaviour

Improve the learning and behavioural outcomes for students

Provide all staff with direction to effectively and consistently manage behaviour in all school environments.

School practices include:

Appropriate curriculum to meet the needs of each student. This includes IEPs to meet the needs of students with additional needs as well as out of home care students and Aboriginal and Torres Strait Islander background

A productive and engaging learning environment

Clearly articulated behavioural expectations

Display of school code and rules throughout the school

Display of behavioural expectations through the school

Explicit teaching of the school rules

Explicit teaching of behavioural expectations as expressed in the safe, respectful learner matrix in all settings.

Explicit teaching of good manners

Social skills programs throughout the school, Raise Responsibility and values based programs

Use of consistent vocabulary in classroom and playground acknowledgement that is used in the school code, rules and matrix of expectations

Display of Merit system through the school

Teaching of cooperative skills through games and activities inside and outside the classroom

Opportunities for students to practice appropriate behaviour via role play, drama games and discussion

Balanced programs of individual paired and cooperative learning

Use of visual cues and gesture to support and encourage appropriate behaviour

Use of the language of acknowledgement and expectation

Focus on acknowledgement and appropriate behaviours

Peer and buddy class mentoring, including Support Classes

Systems for student acknowledgement include:

House points

Internal classroom acknowledgement systems

Whole school merit system (it is expected that overtime all students would receive gold certificates)

Strategies and Practices to Recognise and Acknowledge Students' Achievement

Maximising student engagement through Quality Teaching practices, creating quality learning environments which promote intellectual quality in ways which are significant to students and their learning

Systems for Acknowledgement include:

Whole school merit system (tree stamps and merit certificates)

House Points

Internal classroom acknowledgement systems

Opportunities to display work to other classes

Opportunities to visit the Principal for positive reinforcement for effort and achievement in academic tasks

Whole class assembly items

Publishing of student work in the school newsletter and website

Certificates from external sources for participation in competitions

Display of student work inside and outside classrooms

Student artwork displayed in school office area

Public display of student artwork

In school performances

Performance in school celebrations and displays

Involvement in external performances and celebrations

Coloured awardees names are published in the school newsletter and on the school community noticeboard

Tree Stamp Reward System

The school reward system reinforces positive behaviour and encourages students to try their hardest at all aspects of their schooling. It is implemented from kindergarten to year 6 and allows children to accumulate their achievement as they progress through the different stages of development.

The reward system is based around the tree stamp. Children aim to accumulate 20 tree stamps. Tree stamps are given to acknowledge appropriate behaviour or to recognise effort or participation in activities. They are also given for reasons such as returning notes or money, bringing tissues or equipment or returning library books on time.

The next reward is the white certificate. These are given out at assemblies in recognition for achievement or in class for earning 20 tree stamps.

If students accumulate five white certificates they earn a coloured certificate.

- Stage 1: Lilac Certificate
- Stage 2: Ruby Certificate
- Stage 3: Emerald Certificate

Students who receive a coloured certificate are rewarded at the end of each term with a pizza party with the principal.

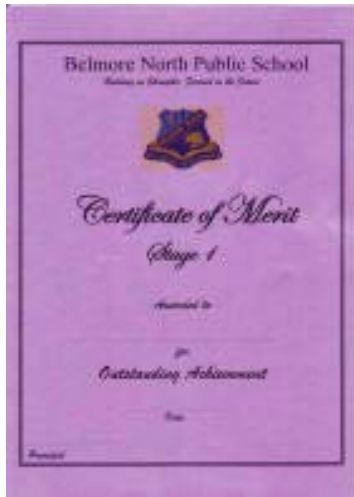
The pinnacle of the reward system is the gold certificate. This is achieved by accumulating any five lilac, ruby or emerald certificates. It is anticipated that students will earn a gold certificate every two to three years of their schooling at Belmore North. Students who earn one of these certificates are rewarded with a gold medallion at the end of year presentation day and are invited to a movie day excursion.



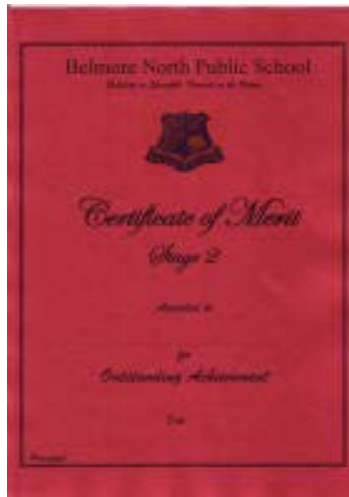
Tree Stamp



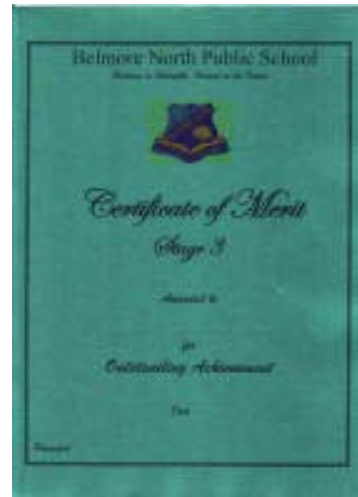
White Certificate



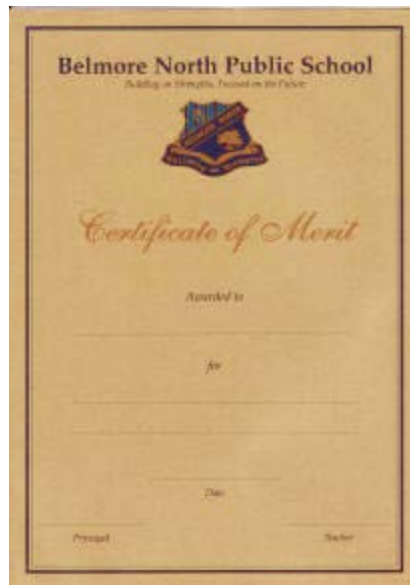
Lilac Certificate



Ruby Certificate



Emerald Certificate



Gold Certificate

Strategies and Practices to Manage Inappropriate Student Behaviour

The office is notified immediately if:

A student absconds from the vicinity of the classroom and can no longer be supervised by the classroom teacher

A student threatens self-harm

Student behaviour cannot be managed safely:

- The student is at risk of harm from him/herself
- Another student is at risk of harm
- A staff member is at risk of harm

Dealing with other inappropriate student behaviour:

The focus is on the behaviour and not on the child

Expectations are displayed and referred to frequently

The language of the expectations is used within the classroom

Expectations are used as the basis for correction and reminders

Warnings and reminders of consequence are given to refocus the student/s

Students are responsible for their own behaviour

Time-out or reflection time is used in classrooms and on the playground

Inappropriate student behaviour is dealt with using the principle of least to most intrusive strategies which may include:

Encouragement/support

Tactical ignoring

Non-verbal messages

Redirection

Rule reminders

Reflective questioning

Distraction and diversion

Diffusions

Clear instruction to stop or directive statement

Warning

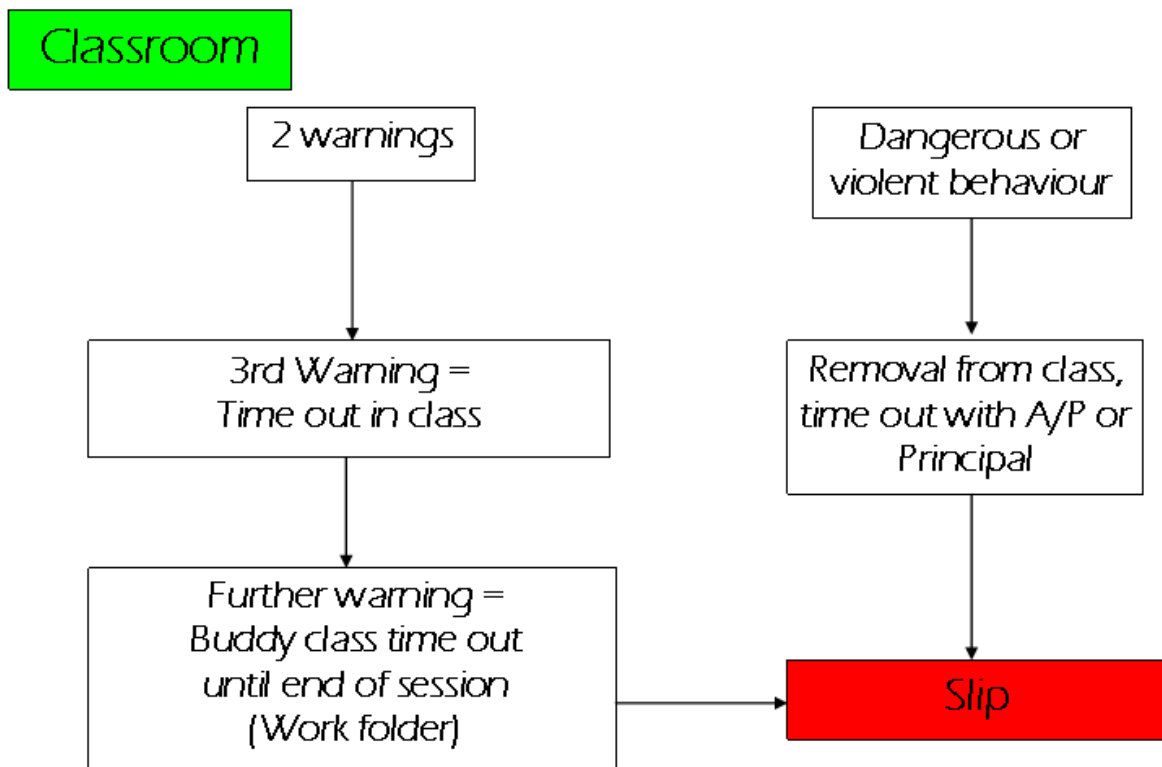
Consequence

In class reflection time

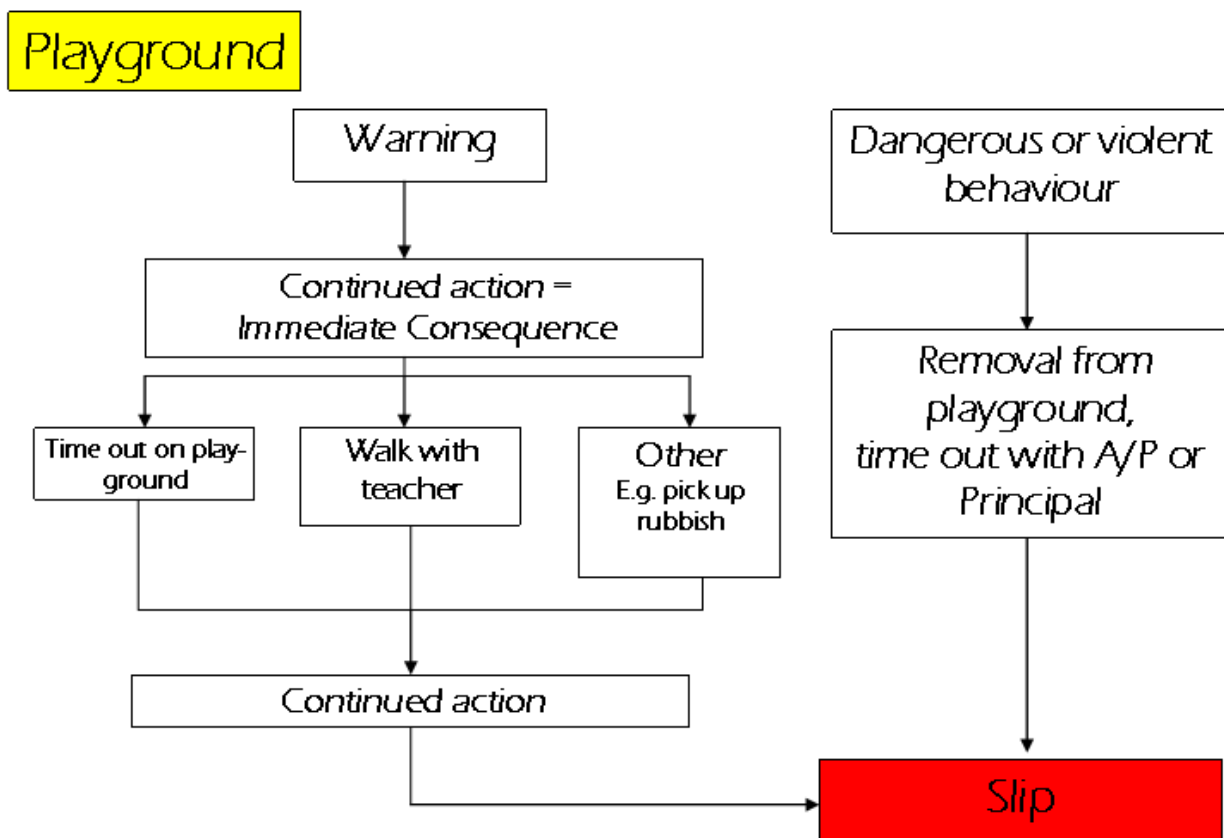
Reflection in another class

Flowchart for Managing Inappropriate Behaviour

Classroom



Playground



Detention

Detention is used as a consequence for inappropriate behaviour. Executive teachers can place students on detention once an incident has been reported through the red slip process. Detention is for a minimum of half of lunch. Students must sit in designated areas (thinking spots) on the playground. It is the responsibility of the roaming executive teacher to supervise these students and ensure they are in the right place.

Red Slip Process

Red slips are used by teachers to report and record incidents of inappropriate behaviour.

<u>BNPS BEHAVIOUR SLIP</u>			
Student: _____		Class: _____	
Date: _____		Time: _____	
IN CLASS		PLAYGROUND	
(☑ = step completed)		(☑ = step completed)	
1st warning <input type="checkbox"/>		1st warning <input type="checkbox"/>	
2nd warning <input type="checkbox"/>		2nd warning <input type="checkbox"/>	= Immediate consequence (time out, pick up rubbish, etc)
3rd warning <input type="checkbox"/>	= Time out in class	3rd warning <input type="checkbox"/>	= complete detention slip
4th warning <input type="checkbox"/>	= Time out in buddy class (complete detention slip)	Violent Behaviour <input type="checkbox"/>	= complete detention slip
↓		↓	
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Racism	<input type="checkbox"/> Running away from teacher	
<input type="checkbox"/> Disruptive Behaviour	<input type="checkbox"/> Rudeness	<input type="checkbox"/> Out of Bounds	
<input type="checkbox"/> Non compliance	<input type="checkbox"/> Bullying	<input type="checkbox"/> Other	
Comment: _____			

Teacher: _____	→	Supervisor: _____	→
		Outcome: _____	

For non-violent playground behaviour

The student is given a warning. If the behaviour continues, they are given a 'time out' on the playground (sit in a certain spot or to walk with the teacher). If the behaviour persists, they should then be given a red slip. If this happens, the teacher should make an effort to inform the student's classroom teacher about what has happened.

For non-violent classroom behaviour

The student is given 2 warnings. If the behaviour continues, they are given a 'time out' in the classroom. If the behaviour persists, they should then be sent to their buddy class and given a red slip.

For violent and dangerous behaviour

In the classroom, the child should be sent straight to the supervising executive. On the playground, the child should be sent immediately to the office where the executive will intervene.

What happens once a red slip is completed?

1. The teacher should inform the student they are receiving a red slip and why. If it is a group incident, each student is given an individual note. Teachers ensure that all details are completed: student's full name, class, date, detailed description of incident.
2. Red slip is given to the supervising executive teacher - the executive will discuss the situation with the teacher and clarify exactly what happened.
3. Executive follows up the red slip with the student – this provides the student with an opportunity to explain their side of events. At this stage, the child is informed if they are to be placed on detention.
4. Completed red slip is given to the behaviour team for logging – the incident is recorded using the ESR program and a letter is sent home to inform the parents.

Important points:

A red slip does not automatically place a student on detention. It is at the discretion of the executive to determine if the behaviour warrants a detention.

Zero tolerance for fighting and bullying. A red slip must be filled out for all incidents of fighting and bullying.

When students receive more than one red slip in a day, they will only count as one towards their cumulative total for the term.

When students receive several detentions in a term:

2 detentions – parents are contacted by the supervising executive for a phone interview to discuss the students' behaviour.

3 detentions – parents are asked to school for an interview to discuss students' behaviour and strategies that will be implemented to improve behaviour. This will involve the teacher and supervising executive and anyone else who may be able to contribute: counsellor, ESL, principal if required.

4 detentions – referral to the principal for future behaviour issues

Observable Behaviours and Expectations

<i>'Everyone at Belmore North will be safe, be respectful and do their best'</i>			
	Be Safe	Be Respectful	Do Their Best
Classrooms	<ul style="list-style-type: none"> • Be in the right place • Sit on your chair safely • Stay at your desk • Move safely in the classroom • Keep hands, feet and objects to yourself • Use classroom equipment in an appropriate manner 	<ul style="list-style-type: none"> • Speak in an appropriate voice • Look after equipment • Wait your turn to speak • Listen to the teacher and others • Respect the opinions of others • Follow all instructions • Be patient 	<ul style="list-style-type: none"> • Participate positively • Bring equipment to school • Ignore distractions • Attempt to complete your work to the best of your ability • Ask questions • Ask for help when needed
Playground	<ul style="list-style-type: none"> • Keep hands feet and objects to yourself • Stay in bounds • Use equipment safely • Play careful with other students • Wear a hat • Seek teacher help when needed 	<ul style="list-style-type: none"> • Respect the property of others • Be kind and friendly • Share equipment and space • Be tolerant and inclusive 	<ul style="list-style-type: none"> • Play by the rules • Work and play co-operatively • Show sportsmanship (be a good winner and loser)
Library	<ul style="list-style-type: none"> • Walk in the library • Be safe on the stairs • Sit safely • Keep hands, feet and other objects to yourself 	<ul style="list-style-type: none"> • Follow teacher directions • Look after books and computers • Be respectful learners • Share equipment and space • Wait your turn to speak • Speak in an appropriate voice 	<ul style="list-style-type: none"> • Stay on task • Follow instructions • Bring library bag/ pencil cases • Return books on time
Transitions (around the school)	<ul style="list-style-type: none"> • Stay with the teacher and group • Keep left on the stairs and walk carefully • Be careful of other students • Walk directly to the new area • Stay food and drink free 	<ul style="list-style-type: none"> • Move quietly around the school • Consider other classes that are working 	<ul style="list-style-type: none"> • Follow teacher instructions
Toilets	<ul style="list-style-type: none"> • Walk in the toilets • Use the area appropriately • Report any problems to a teacher • Drink from the bubblers 	<ul style="list-style-type: none"> • Wash hands • Look after the toilets • Use toilet resources appropriately • Consider other people's privacy 	<ul style="list-style-type: none"> • Leave the toilets clean and tidy • Use the toilets at appropriate times

Computer Lab/ Connected Classroom	<ul style="list-style-type: none"> • Avoid touching electrical cables and wires • Return furniture to a safe place • Sit safely on the chairs • Be cyber safe • Keep food and drinks outside the room • Keep passwords safe 	<ul style="list-style-type: none"> • Treat equipment with care • Work quietly • Listen to instructions • Wait patiently for teacher assistance • Ask permission before printing • Leave the room in a neat and tidy manner 	<ul style="list-style-type: none"> • Ask for teacher help when needed • Stay on task • Follow instructions when saving work • Offer help when needed
Sport	<ul style="list-style-type: none"> • Have proper clothing and equipment • Use equipment correctly • Follow the rules • Report any injuries • Stay with the group • Have appropriate protective clothing 	<ul style="list-style-type: none"> • Share equipment • Play fairly and be cooperative • Include other students and be encouraging • Accept the result- be a good winner or loser • Be a helpful teammate • Take care of equipment 	<ul style="list-style-type: none"> • Help others practise new skills • Learn about the games and their rules • Try hard at new skills • Give everything a go
Canteen	<ul style="list-style-type: none"> • Wait in line for your turn • Stay in the correct line • Carry food carefully • Look out for other students • Walk in the canteen area 	<ul style="list-style-type: none"> • Be polite, use your manners • Line up fairly in the correct line • Be patient • Follow instructions from school leaders and teachers • Put all rubbish in the bin • Order your lunch before school 	<ul style="list-style-type: none"> • Make healthy choices in food • Check your change • Eat food from home first
Scripture	<ul style="list-style-type: none"> • Sit on your chair • Stay at your desk • Keep hands feet and objects to yourself • Walk to and from scripture in an orderly manner 	<ul style="list-style-type: none"> • Speak in an appropriate voice • Wait your turn to speak • Listen to the teacher • Leave room as you found it • Respect property of others 	<ul style="list-style-type: none"> • Join in • Bring equipment to school • Do your best work • Ignore distractions
Excursions (out of school)	<ul style="list-style-type: none"> • Be in the right place and stay with your group • Follow the expectations • Look out for staff and other students • Keep hands, feet and other objects to yourself • Listen to instructions • Remain seated in moving vehicles and wear seat belts 	<ul style="list-style-type: none"> • Remember manners and speak appropriately • Respect the property of others • Keep the group safe • Be aware of other members of the community 	<ul style="list-style-type: none"> • Listen to others • Follow instructions • Be respectful learners and active participants