

# Doonside Public School

## *Student Welfare, Good Discipline and Effective Learning Policy*

2016

This has been developed in consultation with school executive, teachers, P&C and students.



# Doonside Public School

## Welfare Policy

### 2016

#### Introduction:

*NSW Department of Education Welfare Policy*

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self directed, life long learners who can create a positive future for themselves and for the wider community.

For this to occur, government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

School communities have developed their own student welfare policies and practices within the framework of the Student Welfare Policy, introduced in 1986. The policy has now been extensively revised to assist schools to build on existing good practice and to incorporate contemporary educational perspectives.

With the release of the revised Student Welfare Policy it is now timely for each school community to:

- review student welfare, including discipline
- determine key issues for action
- develop action plans relating to student welfare
- implement student welfare actions and the school discipline policy
- review student welfare within the school's ongoing planning and reporting processes.



## Context

### **Student welfare in government schools:**

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

Effective learning and teaching  
Positive climate and good discipline  
Community participation.

## Effective learning and teaching

### **Objective**

To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- Establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

### **Outcomes**

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

### **Results for students**

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

## Positive climate and good discipline

### **Objective**

To enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, and problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- Providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

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*Student Welfare, Good Discipline and Effective Learning Page 7*

*Student Welfare Policy*

### **Outcomes**

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

### **Results for students**

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about student representative councils and other representative bodies such as the School Council.

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*Page 8 Student Welfare, Good Discipline and Effective Learning*

*Student Welfare Policy*

# Community participation

## **Objective**

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- Encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- Encouraging links between parent and student representative groups
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences.

## **Outcomes**

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

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*Student Welfare, Good Discipline and Effective Learning Page 9*

*Student Welfare Policy*

## **Results for students**

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

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Page 10 *Student Welfare, Good Discipline and Effective Learning*  
*Student Welfare Policy*



# Responsibilities

## **Schools**

### ***Principals will ensure that:***

- A commitment to student welfare underpins all the policies and activities of the school
- The school community reviews policies and practices related to student welfare
- Student welfare is regularly reviewed using appropriate planning processes
- A school discipline policy is developed and regularly reviewed
- The review processes take into account other mandatory policies
- Strategic issues identified in reviews are incorporated into the school plan
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

### ***Teaching and support staff, according to their role in the school, will:***

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- participate in the learning and teaching process in ways which take account of the objectives in this policy
- participate in the school community's implementation of the Student Welfare Policy.

### ***Staff with a specific student support role will ensure that:***

- The school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

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*Student Welfare, Good Discipline and Effective Learning* Page 11

*Student Welfare Policy*

### ***Students will be encouraged to:***

- Act according to the discipline code established by the school community
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- participate actively in the learning and teaching process
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments
- Practise peaceful resolution of conflict.

### ***Parents will be encouraged to:***

- participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code
- share responsibility for shaping their children's understanding about acceptable behaviour
- Work with teachers to establish fair and reasonable expectations of the school.

## Districts and state office

***The district superintendent will ensure that:***

- All staff is familiar with, and implements the Student Welfare Policy
- The implementation of this policy is supported by district office staff
- School programs support student welfare priorities and are responsive to the school community.

***State office directors will ensure that:***

- All staff are familiar with the Student Welfare Policy
- Support generated in their directorate is consistent with this policy
- All staff considers the implications of this policy
- State Executive is provided with information on system-wide performance and policy advice in relation to student welfare.



# Support Document

## Acceptable Behaviour:

Any action by a pupil which allows him/her to express his/her attitudes, feelings and opinions, but in a manner that is inoffensive to, or does not harm the rights, well being, feelings or esteem of self or others, or cause, or threaten to cause damage to property.

## Unacceptable Behaviour

Any action that is harmful, or potentially harmful to property, the well being (physical or emotional), the self esteem, the feelings or the rights of self or others.

## Sanctions:

### Teacher

The following sanctions are available to the classroom teacher:-

*(NB. Natural consequences are always best)*

- Counselling by the teacher
- Separation of child from peers WITHIN the classroom
- Teacher showing disapproval, ranging from quiet talk to strong disapproval
- Child being prevented from playing in the playground during lunch break
- Withdrawal of classroom privileges
- Recommended withdrawal of school privileges
- Written tasks of an educational nature
- Detention.
- Contact the child's parents after discussion with SUPERVISOR
- Referral to Executive / SUPERVISOR
- Phone call home occasionally for positive feedback or show concern.

### Executive

- Counsel the child
- Contact the child's parents
- Recommend the withdrawal of school privileges after discussion with Executive / Principal.
- Refer to LST
- Refer to Assistant Principal or Principal.

### Principal

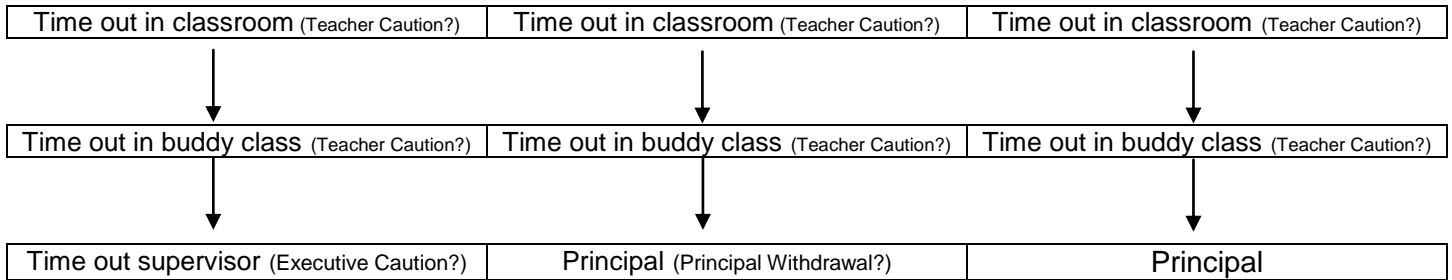
- Withdrawal of school privileges
- Sight all letters going home to parents.
- Recommending suspension, exclusion, expulsion

## Sanctions not available to any teacher include:-

- Detaining students for the whole of RECESS or LUNCH..... All children must be able to eat at the appropriate times
- The use of corporal punishment
- The use of unacceptable language to students
- Detaining students after school WITHOUT the parent's knowledge or approval, or principal's knowledge or approval.
- Removing the child from supervision eg NOT to be put outside classrooms.



## Referral Structure



NB. Each stage of this structure has a ?, as a **Caution may not be issued.** (refer to page 17)

## Liaison between school and home:

Liaison should occur between the school and home, not only as a remediation measure but as, amongst other things, a preventive and/ or consolidated measure in the area of discipline. This liaison should occur at every available circumstance, both at the formal and informal level, so as to sponsor communication and understanding concerning discipline between school and the community at large.

Some readily identifiable instances between the school and the community are:-

- Parent interviews
- Homework diaries
- Formal reports
- Achievement awards
- Newsletters
- Committee involvement
- Parental involvement at the classroom level eg reading groups, sports helpers etc.

It should be noted that formal liaison should occur through the Executive, to keep them cognizant of what is occurring and make use of their expertise.

## Parental Complaints:

It is important for sound community relations that any complaint be handled thoroughly, fairly and expeditiously.

### 1. COMPLIANT INVOLVING MEMBERS OF STAFF.

Complaints received should be referred immediately to the Principal or the Deputy Principal. May complaints are found to involve inaccurate information or misunderstanding and can be readily solved. Where the case is difficult, the Principal will need to evaluate the interpretation of all involved parties. Teachers being interviewed by the Principal or Executive, with a parent present, have the right to have a teacher of their choice present as a witness.







### 2. COMPLAINTS INVOLVING CHILDREN.

Complaints made should, in the first instance, be investigated by the CLASSROOMTEACHER. It is usually unwise to listen to the parental complaint while the alleged offender is present. Where the teacher considers the matter to be of some difficulty, he/she should refer to his/her supervisor.

## **Staff Development:**

### **1. Teacher / child relationships**





Positive and harmonious relationships are essential of school life and should be fostered through:-

-  Developing with children an atmosphere of mutual trust where children's views and ideas are **LISTENED** to by the teacher to develop in children a value of their own self worth, both as an individual and as an active participant.
-  Maintaining a sustained, meaningful relationship with the individual child so that a transmission of values, standards and attitudes can occur naturally.
-  Developing a sense of security by providing a framework of discipline that children can comprehend.
-  Maintaining a realistic and flexible attitude to discipline and so enable the children to develop individual differences and characteristics.
-  Structuring an environment in which freedom of choice and the discipline of the chosen task create an atmosphere whereby the children fulfil their responsibilities and complete the tasks to the best of their ability.
-  Establishment of good morale in each classroom and the school as a whole, whereby the emotional tone is one of friendliness, pride in reputation and group solidarity, so each individual child involved in sharing its values and is motivated to learn and conform to rules.

### **2. Effective learning schemes.**

Apart from schemes of positive reinforcement and classroom management mentioned elsewhere in this policy, it is recognised that a well organised, attractive school and classroom environment promotes school and class pride and thus produces a more effective learning atmosphere.

### **3. Support for teachers**

-  All teachers need to build up their own image. Failure to make a personal impact may leave no other ground for gaining voluntary obedience.
-  Each teacher is to act as a socializing agent to remedy, when necessary, the omissions of the home environment.
-  Each teacher needs to be granted professionalism freedom and status so as to legitimise and establish awareness that he/she has the support of the hierarchy and fellow staff members.
-  Maintenance of the co-operative, supportive and cohesive open dialogue and interaction between staff members in the management of these children with negative behavioural patterns is to be expected by all staff members.









## School Rules:- 2016

The Rule	So I Need to:
<b>At Doonside Public School we are;</b>	
<b>- Safe</b>	<ul style="list-style-type: none"> <li>* Keep hands and feet to self</li> <li>* Ask permission to leave any setting</li> <li>* Report any problems to a staff member</li> <li>* Be prompt to line up when required</li> <li>* Be in the right place</li> <li>* Walk, except on grassed areas</li> </ul>
<b>- Respectful</b>	<ul style="list-style-type: none"> <li>* Pay attention to others</li> <li>* Be polite to others</li> <li>* Listen to others</li> <li>* use appropriate language</li> <li>* Respect other people's property</li> <li>* Follow staff members' instructions</li> </ul>
<b>- Responsible</b>	<ul style="list-style-type: none"> <li>* Come to school prepared</li> <li>* Take care of my belongings</li> <li>* Look after school property</li> <li>* Be responsible for my behaviour</li> <li>* Take care of things that are not mine</li> </ul>
<b>- Learners</b>	<ul style="list-style-type: none"> <li>* Come ready to learn</li> <li>* Try my best</li> <li>* Follow the 5 L's of Listening</li> <li>* Participate</li> </ul>

### General classroom rules.

Reminder for all staff.....

-  Children must not close windows
-  No child should stand on chairs, desks or other furniture
-  Children must walk safely with scissors or other sharp implements
-  Drugs of all descriptions must be lodged with a School Assistant.
-  When it is necessary for children to leave the classroom they should do so either singly or in pairs. It is up to the teacher's discretion.
-  Students are not to use electronic sharpeners.



# PBL overview

## *What is PBL?*

*- A frame-work for assisting school personnel to adopt and organise evidence-based behavioural and academic interventions into an integrated continuum that enhances academic and social behaviour outcomes for all students.*

*- It is a whole-school systems approach to preventing problem behaviour and academic failure and has relevant applications to educating ALL students in schools*

*Intensive Individualised Interventions, respond to a smaller group of students, approximately 1-5%, who will be provided with ongoing universal support, will probably have been included in a targeted support, and will still be experiencing difficulty. In many cases these students have histories of significant academic and/or behavioural difficulties over an extended period of time. Their needs may be both more significant and more chronic and, as a result, the types of support systems employed will be individualised and specific. Just as with the targeted group interventions, schools must build on the established universal system to accurately identify these students, and data-based decision making is essential.*

At Doonside Public School students are expected to be Safe, Respectful, Responsible Learners. We believe this fosters a positive learning environment for all. It is a school-wide system which is managed by the PBL team.

PBL (Positive Behaviour for Learning) aims to maintain appropriate behaviours through the systematic teaching of behavioural expectations.

The focus for PBL lessons is decided on after analysing behavioural data records. ALL staff are expected to enter behavior incidents on RISC. This assists in keeping accurate behavior records for all students as well as mapping teaching of PBL lessons. The PBL team monitors data monthly and determines the focus for PBL lessons. Staff are informed of weekly focus at Communication meetings.

PBL lessons are taught weekly in an allocated PBL time slot. PBL lessons need to be included in teaching program – where possible teachers are involved in collaborative planning of PBL lessons (stage meetings) Our PBL mascot is a cockatoo – CAS (Caring and Safe), and he will be used to reinforce rules, and included in certificates and PBL rewards.

Teachers need to familiarize themselves with Behaviour expectations matrix, PBL rewards system, RISC.

**The success of PBL depends on consistent implementation of PBL language, principles and rewards system by all staff at Doonside Public School.**



## Doonside Public School – Expectations Matrix

At Doonside PS We are:	At All Times	Playground	Toilets	Canteen	Classroom
<b>Safe</b>	<b>I need to:</b> -follow teacher instructions!!!! - Keep hands and feet to self - Ask permission to leave - Report problems to a teacher - be prompt to line up - Be in the right place - Walk, except on grassed areas	<b>I need to:</b> - Sit down to eat -use equipment correctly - Wear a hat or play in the shade	<b>I need to:</b> - Use toilet correctly - Wash hands	<b>I need to:</b> - Stand quietly in lines	<b>I need to:</b> - sit properly on my chair and the floor - use and return equipment correctly
<b>Respectful</b>	<b>I need to:</b> - Consider others - Look after all equipment - Follow teachers instructions	<b>I need to:</b> - Include others in games - <b>Keep the playground tidy</b>	<b>I need to:</b> - Consider others' privacy	<b>I need to:</b> - Use my manners	<b>I need to:</b> - Enter and exit in an orderly manner - consider the rights of others
<b>Responsible</b>	<b>I need to:</b> - Come on time -Accept consequences/Rewards	<b>I need to:</b> - Return borrowed equipment - Look after all equipment	<b>I need to:</b> - Report any problems immediately - Go to the toilet at the right times	<b>I need to:</b> - Be at the canteen at the appropriate times - Look after my money	<b>I need to:</b> - be in class on time - ask permission to use equipment - Take care of things that are not mine
<b>A Learner</b>	<b>I need to:</b> - Come prepared and ready to learn - Try my best - Have a go "Play the game"	<b>I need to:</b> - Be a problem solver	<b>I need to:</b> - Return promptly to class	<b>I need to:</b> - Follow canteen procedures	<b>I need to:</b> - Take pride in my work and myself

## PBL Rewards system

At Doonside Public School students are expected to be Safe, Respectful, Responsible Learners. Students will be recognised using Doonside Behaviour expectations for achieving Bronze, Silver, Gold awards and Doonside Banners. This will be in conjunction with regular rewards issued weekly – certificates, raffles etc.

### Weekly and Fortnightly Rewards

Students will be rewarded with CAS coupons in class as well as on the playground for displaying appropriate behaviours. CAS coupons will be collected for a weekly raffle. The raffles will be drawn at the Friday morning assembly.

CAS class awards will be issued to teachers for students who are Safe, Respectful, Responsible Learners. Wording on certificates will be relevant to the PBL teaching focus for the week. These will be presented at fortnightly stage assemblies.

# Awarding of Bronze, Silver, Gold level and Doonside Banners

- Each student is issued with a copy of the expectations for achieving Bronze, Silver, Gold and Banners.
- Families will be informed of the expectations by newsletter, as well as the website.
- Teachers need to refer to the criteria to ensure students are familiar with the expectations. PBL will be taught based on the relevant stage criteria.
- Before moving on to a new level, students need to self-assess (in conjunction with the teacher) that they are worthy of being on that level. This process will be completed once per term. At the end of week 8 each term teachers will submit student levels to the PBL team.
- Certificates for the various levels will be presented at whole school assemblies each term.
- A reward morning tea/ lunch will be held once students have received their certificate for attaining the next level. These will be held once per term.
- An excursion will be arranged in term 4 for students reaching Banner level.
- Students will start the Rewards system afresh at the beginning of each year.
- Teachers will be issued with a PBL folder containing Expectations Matrix, individual student monitoring sheets, lesson proformas, PBL overview, A3 expectations wall chart for class reference.

## Doonside Public School – Early Stage 1 levels expectations      Name:

			Term 1	Term 2	Term 3	Term 4
<b>Bronze</b>	<b>I am Safe</b>	I wear my hat at playtime.				
		I walk on the concrete.				
	<b>I am Respectful</b>	I keep my hands and feet to myself.				
		I listen when others are speaking				
		I share my toys.				
<b>I am a Learner</b>	I use my manners.					
	I take turns.					
<b>Silver</b>	<b>I am Safe</b>	I stay in the right place.				
	<b>I am Respectful</b>	I follow teacher's instructions.				
		I keep the school tidy.				
	<b>I am Responsible</b>	I look after my own things.				
		I come on time to lines.				
	<b>I am a Learner</b>	I care for classroom equipment.				
I have a go at all school activities.						
		I try my best.				
<b>Gold</b>	<b>I am Respectful</b>	I am kind and helpful to others.				
	<b>I am Responsible</b>	I am trusted to take messages.				
		I care for the school.				
	<b>I am a Learner.</b>	I have a go in classroom talk.				
I take pride in my work.						
<b>Banner</b>	<b>I am Respectful</b>	I care about my classmates.				
		I am responsible for my own actions.				
	<b>I am Responsible</b>	I wear my correct school uniform.				
		I tell the teacher if I have a problem.				
	<b>I am a Learner</b>	I <b>always</b> have a go.				

			Term 1	Term 2	Term 3	Term 4
<b>Bronze</b>	<b>I am Safe</b>	I wear my hat or play in the shade				
		I keep my hands and my feet to myself				
		I ask permission to leave				
	<b>I am Respectful</b>	I share and look after all equipment				
		I follow teacher instructions				
		I use my manners				
	<b>I am Responsible</b>	I come on time.				
		I listen while others are speaking.				
	<b>I am a Learner.</b>	I come prepared and ready to learn				
<b>Silver</b>	<b>I am Safe</b>	I play in the correct areas.				
		I sit properly on my chair and the floor				
	<b>I am Respectful</b>	I consider others.				
		I am respectful when singing of the National Anthem/ School song.				
	<b>I am Responsible</b>	I walk in my class lines quietly				
<b>I am a Learner.</b>	I take pride in my work and myself.					
	I have a go “Play the Game”					
<b>Gold</b>	<b>I am Safe</b>	I walk except on grassed areas				
		I report problems to a teacher				
	<b>I am Respectful</b>	I enter and exit the room in an orderly manner.				
		I include others in games.				
	<b>I am Responsible</b>	I accept consequences and rewards.				
		I take care of my own things.				
		I look after and return borrowed equipment				
<b>I am a Learner</b>	I actively participate in classroom discussions/ activities.					
	I always try my best.					
<b>Banner</b>	<b>I am Respectful</b>	I wear correct school uniform				
	<b>I am Responsible</b>	I represent my school with pride.				
		I work independently.				
	<b>I am a Learner</b>	I am a problem solver				



			Term 1	Term 2	Term 3	Term 4
<b>Bronze</b>	<b>I am Safe</b>	I play in the right place				
		I wear my hat or play in the shade.				
	<b>I am Respectful</b>	I listen while others are speaking.				
	<b>I am Responsible</b>	I am responsible for my actions.				
	<b>I am a Learner</b>	I can work with others.				
		I try to get my work done and participate.				
<b>Silver</b>	<b>I am Respectful</b>	I speak respectfully to others.				
		I listen to my classmates.				
		I display good sportsmanship.				
	<b>I am Responsible</b>	I take care of all equipment.				
	<b>I am a Learner</b>	I join in during discussions				
<b>Gold</b>	<b>I am Safe</b>	I line up quickly				
	<b>I am Respectful</b>	I keep my school grounds tidy.				
		I am join in the singing of the school song/ National Anthem				
		I am friendly towards adults within the school.				
	<b>I am Responsible</b>	I try to be a problem solver.				
	<b>I am a Learner</b>	I actively participate in class and other school activities.				
<b>Banner</b>	<b>I am Respectful</b>	I respect the beliefs of others.				
		I represent my school with pride and try to wear my school uniform.				
	<b>I am Responsible</b>	I look out for others in the playground.				
		I am a good leader for other students.				
	<b>I am a Learner</b>	I participate in extra school activities.				
		I help without being asked.				
		I try to do my best work.				





			Term 1	Term 2	Term 3	Term 4
<b>Bronze</b>	<b>I am Safe</b>	I return <u>promptly</u> after errands around the school.				
		I set a good example by being prompt to line up.				
	<b>I am Respectful</b>	I use my manners at <b>all</b> times				
		I follow instructions from <b>my</b> teacher.				
		I work co-operatively in my classroom.				
	<b>I am Responsible.</b>	I play co-operatively in the playground.				
I wear correct school uniform with dignity.						
<b>I am a Learner.</b>		I come correctly equipped for school.				
		I am an independent worker.				
<b>Silver</b>	<b>I am Respectful</b>	I include other students in my games.				
		I consider other peoples’ rights.				
		I return borrowed equipment.				
	<b>I am Responsible</b>	I look after all equipment.				
	<b>I am a Learner</b>	I complete work to the best of my ability				
		I am a problem solver.				
		I work well as part of a team.				
<b>Gold</b>	<b>I am Respectful</b>	I am respectful when singing National Anthem/ School song.				
	<b>I am Responsible</b>	I am trustworthy.				
		I display initiative.				
	<b>I am a Learner</b>	I willingly participate in all school activities.				
<b>Banner</b>	<b>I am Safe</b>	I can be relied on to make the right choices.				
	<b>I am Respectful</b>	I have outstanding manners.				
		I am always considerate of others.				
		I always “Play the Game”.				
	<b>I am Responsible</b>	I always consider the rights of others.				
		I take pride in myself, work and environment.				
		I accept consequences and rewards.				
<b>I am a Learner</b>	I always come ready to Learn					














## Classroom Management:-

### Best classroom Management Practices:




Every teacher will have problems with discipline at some time. Aspects of discipline are always placed high on lists of teachers' concerns. There is no single answer to the many class control problems that arise. However, teachers must take a pro-active approach so that fewer behaviour problems arise in the first place.

**Developing a positive class tone is an important aspect of successful teaching.** Ways to do this include:



-  Have a positive attitude
-  Speak pleasantly and respectfully to the class so that children know that this is the expected standard of speech – be a role model.
-  Show you are genuinely interested in and concerned about children.
-  Give lots of explicit positive feedback to children.
-  Ensure that there are clear routines and behaviour expectations – eg “How we do things in 5G”
-  Develop a class identity by using phrases such as “our class”, “in this class we.....”, “I am proud of the way this class....”
-  Be well organised and prepared
-  Ensure educational programs are appropriate and that each child achieves success.
-  Create as interesting and stimulating classroom – this gives a message to students, parents and other teachers the moment they enter.
-  Have a sense of humour.
-  As a class have special activities – fun activities, classroom games etc.

**A teacher also needs strategies to deal with unacceptable behaviour when it does arise.**

#### **1. Provide clear rules and behaviour guidelines.**

-  Develop a set of 3 – 5 concise, positive rules that you as a teacher are happy to enforce.
-  Communicate these rules clearly to the children, elaborating on each one and using examples. Display them on a poster.
-  Once you have a set of rules be prepared to stick to them consistently – otherwise it is a waste of time having them.

#### **2. Practise routines and the way you want students to behave.**

-  State in simple language what is required, demonstrate the behaviour, allow students to practice, give positive feedback or clarify behaviour that wasn't quite right. Provide further opportunities to practise.
-  Routines to practise include lining up, finding a fast finishers activity, working independently, working in groups, entering and leaving the room.

#### **3. Provide lots of positive reinforcement for appropriate behaviour.**



Look for students behaving appropriately and reinforce them rather than attending to students behaving inappropriately.



Reinforce specific behaviour eg “That’s very neat handwriting” rather than general behaviour eg “Good boy”



Use many forms of positive reinforcement: a smile, a nod, specific praise, stamps, stickers, lollies etc. anything that motivates students to repeat the behaviour is reinforcing.



To get ideas, ask students what they would like to work towards or observe what students like doing when they have free time.



Be sure to pair tangible rewards with verbal praise.

#### 4. Deal with inappropriate behaviour.

Unfortunately, no matter how attractive your classroom or how much positive reinforcement you give, some children are still going to behave inappropriately. Consider the following options / approaches



**Ignoring:** this is a sound strategy for minor misbehaviour if it is not too disruptive, but ignoring the behaviour will usually cause it to increase before it becomes less frequent.



**Use of non verbal cues.**

Eye contact / Hand gestures / Facial expressions / Body positioning



**Active non – punishment**

\* Praise other students, then as soon as the inappropriately behaving student does something appropriate, praise him/her for it.

\* Try to find out the reason for the behaviour.

\* Check that the students can cope with the work.

\* Provide a temporary buddy or helper.

\* Clarify the situation, pointing out the unacceptable behaviour and its effect.

\* State the inappropriate behaviour and the consequences that will apply if the behaviour continues.



Use of punishment (consequences). At times use of consequences is necessary remember to focus on the unacceptable behaviour rather than the child. Consequences are similar in some ways to positive reinforcement:

\* It should be for specific behaviours.

\* It should be as immediate as possible.

\* It should be consistently implemented.

\* But **unlike** positive reinforcement it should be used sparingly.



**A range of consequences** is needed so that you can quickly and confidently deal with inappropriate behaviours as they arise. One example of graded consequences within the classroom may be:

\* A warning

\* Name on the blackboard

\* Cross next to the person.

\* Time out in the classroom.



**If the child is still behaving inappropriately** the procedure for the students at Doonside P.S. is:

\* Send to a buddy teacher.

\* If the behaviour continues send to the Assistant Principal who decides if further action is required.

\* All teachers are to keep a behaviour book to record the date, student's name and the inappropriate behaviour.

\* If a student has his/her name in the book repeatedly, it is the responsibility of the class teacher to contact the child's parents to arrange an interview.

## Playground Structures

### 1. Subdivision of playground.



**Playground – Top** Students are permitted to play on the concrete area within the red lined areas. They are permitted to play handball, skipping or quiet games. This area is open recess and lunch.



**Playground – Oval** Students are permitted to play on the oval at recess, the multipurpose court is in bounds. Students may play on the court at recess / lunch. Students are **NOT** permitted to play with bigger sized balls eg footballs, soccer balls on this area, except netballs / basketballs under the supervision of a teacher.

\* Having the separate playgrounds allow for easier movement, reduced undesired behaviours eg bullying, and easier supervision of all children playing.

### 2. Playground activities.



PSSA Practice



Dance Practice



Music Groups



Library Activities – drawing club and games club could be offered in the library during lunch times.

## Level Structure

The model works as follows;

<b>Positive</b>	<b>Positive</b>	<b>Positive</b>
	1. Bronze Award 2. Silver Award 3. Gold Award 4. Banner	
<b>Negative</b>	1. Teacher Disciplinary Caution 2. Executive Disciplinary Caution 3. Principal Withdrawal 4. Short suspension 5. Long suspension	<b>Negative</b>
	<b>Negative</b>	

## **Positive Attainment**

In attaining the positive awards, in particular the Principal's award, medallion and Trophy, the following will be demonstrated by students.



Follow all school rules



Follows all class rules



Achieves expectations



Makes smart choices



Takes pride in the school.

Current award system will operate ie strive for five

**Disciplinary Caution System:** The system works for both classroom and playground.



**To reach Teacher Disciplinary Caution**, the teacher only, will apply this level. Teacher input is critical at this point. Intervention in the form of a meeting / phone call with parents must take place. Team meetings will discuss welfare issues. Note normally no executive input until Executive Caution (possible talking may take place). Teacher Caution not recorded in record cards, but documentation must be evident at all times. **Four copies printed Teacher copy / Child copy / office copy / posting copy.**



**To reach Executive Disciplinary Caution**, the child's behaviour has caused concern. Immediate referral to the stage coordinator. All information regarding behaviour must be presented. The child will be placed on detention at executive discretion for lunch). A letter addressed to the parents stating that the child is currently on an Executive Disciplinary Caution will be sent home. This letter will outline expectations of behaviour – loss of privileges eg playground, and excursions (if attained prior to excursion taking place or at Principal's Discretion) , Loss of PSSA 1 x week, etc. parents must sign this letter. The letter issued by the stage coordinator and a meeting to discuss the child's behaviour may be arranged by parent and / or staff. Ongoing communication must take place between all parties. **Four copies printed Teacher copy / Child copy / office copy / posting copy.**



**To reach Principal Withdrawal**, the child's behaviours have become extreme. Intervention at this level comes from the executive and Principal. A letter is issued to the parents warning them if behaviour continues, then an external suspension may be incurred. Suspension can be part of this process depending on the levels of behaviours demonstrated. A detention note is given (whole of lunch for 3 days,) along with a meeting to discuss expectations. Child is removed from the classroom and placed with the stage coordinator (or another suitable location). No contact with class teacher or participation at school level, loss of privileges.



If a student is suspended whilst on a Principal Withdrawal – they will be required to complete all detentions except for those that are on suspension days. This is also up to the discretion of the principal to add or delete detentions.



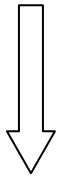
When placed on a suspension, student and parent / caregiver are require to attend a 'Return from Suspension' meeting and as part of this process the student will complete detention/s to ensure the safety and wellbeing of all students / staff and that all school rules are adhered to by the student.

Kindergarten / Year 1	= 1 day	
Year 2	= 2 days	or as negotiated with exec
Years 3 to 6	= 2 days.	

SEE CONSISTENT CONSEQUENCES MATRIX FOR DETERMINATION OF CAUTIONS.  
(page 17)

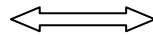
## Suspension Flow Chart / Procedures

**When questioning the student** - investigate any allegations made towards the student, by teachers, students, SASS and / or executive.



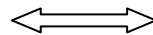
**Investigate Actions** eg damage / swearing / language / abuse and so forth.

1. Question the student
2. Question the allegor
3. Question any witnesses available



**Note**  
 \* Ensure observer is present  
 \* Ensure support person is present and/or offered

**Determine course of action**  
 (Considering disability / situation / context / child and so forth)



**Caution / suspension / parent meeting / in school discipline**

**Hand out course of action**

- Principal Withdrawal**
- Cautions
  - Detention
- (Follow current model)

**Suspension**

- Short**
- Teacher to provide work
  - Parent feedback
  - Resolution meeting on return to school
- What leadership is doing to prevent reoccurrence?

What teacher is doing to prevent reoccurrences?
- Cool class plan / action plan / behaviour plan / counsellor intervention – depending upon actions, LST Referral

**NOTE** If a student is suspended, as a last resort, usually by the principal, the investigator must not be the same person.

- Long**  
 (Only 2, 3<sup>rd</sup> or more permission from Director PS)
- Provide work which is relevant
  - Parent meeting / feedback in person or by phone (if by phone send letter via child / mail)
  - Resolution meeting either 1] at end/ 2] mid/ 3] within 24hours
- What leadership is doing to prevent reoccurrence?




















































What parent is doing to prevent reoccurrences?
- What teacher is doing to prevent reoccurrences?

What parent is doing to prevent reoccurrences?
- Cool class plan / action plan / behaviour plan / counsellor intervention – depending upon actions, LST referral, Risk assessment??, Playground plan??, Agency intervention??, Part day exemption??

All Document copies to LST Coordinator

**The School's mission is to ensure that negative behaviours are reduced and positive behaviours are increased and acknowledged**

## Consistent Consequences Matrix - 2016







Teacher Disciplinary Caution	Executive Disciplinary Caution	Principal Withdrawal
 Out of bounds / playing in the toilets / not responding to bells / running on concrete.  Unsatisfactory completion of work (refer to your classroom consequence chart which you have negotiated).  Low level non compliance.  Physically annoying others.  Littering  Stealing Food  Out of bounds  Walking on low lying walls (no more then 30cm in height) eg retaining walls / flower beds  Failure to comply with teacher instructions – eg wearing hats on grass areas.  Disrupting the class lessons (see classroom consequence chart).  Throwing / kicking other people's property.  Leaving the classroom  General Spitting  Throwing smaller objects at another person or building	 Repeated Teacher Cautions infractions.  Examples include * Throwing / kicking other people's property. * Disrupting the class lessons (see classroom consequence chart). * Leaving the classroom 2 <sup>nd</sup> time or more * General Spitting  Verbal abuse, swearing, confronting others, teasing, and aggressive behaviour.  Pushing, tackling, and fighting games (pretend fight) / (Dangerous play)  Inciting / encouraging violence.  Failure to comply with teacher's direct instructions with in a reasonable time frame eg 15 seconds. <b>Following teacher caution procedures</b>  Vandalism / graffiti school or other's property – minor. (including plant material)  Throwing larger objects at another person or building  Walking away from a teacher or failure to report or impolite.  Continually out of bounds  Setting off fire Extinguisher for the 1 <sup>st</sup> time  Minor theft	 Repeated Executive Caution infractions  Cruelty to animals.  Fighting / violence.  Bullying / standover biting  intimidating / threats  spitting <u>at some one</u>  Serious theft.  Racist / sexist comments and harassment.  Setting off fire Extinguisher for the 2 <sup>nd</sup> time or more.  Smoking  Gang type behaviours
SHORT SUSPENSION	LONG SUSPENSION	
 Repeated In School ,Suspension infractions.  Refusal to go to detention (x2).  Failure to comply with the Principal.  Swearing at a staff member.  Leaving school grounds without permission.  Violence causing injury  Climbing any raised area – such as roof structure, trees (eg ledge walking).  Serious graffiti.  Dangerous acts.  Smoking – 2 <sup>nd</sup> (or more) incident.  Using a lighter	 Repeated short suspension infractions.  Possess weapon or illegal substance.  Violence towards a staff member.	

Please note the above is at executive discretion from Executive caution onwards.






Please also note that “compassion” and “severity” issues will also be taken into account with executive decision making.  
 The Principal or Relieving Principal has the final say in all discipline matters.

## Work Habits:

Once rules have been devised, it is necessary to manage the class so that organisational procedures that invite rule infringements are minimised, and strategies to cope with inappropriate behaviours adopted. The following teacher behaviours are characteristic of classes that managed successfully.

-  **Students are held accountable** for completing work within the time frame allotted. In order to ensure this, teachers need to frequently remind students about the time, and help them to learn to see the clock to pace their work.
-  **The teacher should schedule regular** times each day to quickly review independent work just completed. In this way they can quickly determine if anyone is having difficulty completing the work, and offer assistance as soon as possible.
-  **The teacher should regularly** and systematically circulate through the room during seat – work periods, so that each student is checked frequently.
-  There should be **regular procedures** for turning in completed work and noting student progress.
-  The teacher should **systematically provide feedback** to the students about how well they have done. The students are accountable for doing their work, but the teacher should hold him/herself accountable for returning work quickly. Various systems can be established to accomplish this.
-  In general the most effective managers are task orientated not simply feel that the child should be still and quiet.

## Behaviour Problems are increased when:

-  The activities are at frustration level .....  
The student fails and so acts out.
-  The activities are assumed to be independent, but are in fact instructional.
-  The independent activities are too long in duration for students with short attention spans.
-  The independent activities are too short in duration.....  
Students who finish early become disruptive.
-  There is low level engagement / interest with the tasks.

### **SO THE TEACHER SHOULD.....**

Take the time to assess the skills of the students to ensure they know what is independent, instructional and frustrating

AND





Consider carefully the timing of the activities.

**With a disruptive class / student, it often settles them by giving them predictable routines.**










The teacher should let students know he/she is pleased with their efforts. Although this seems obvious, it is easy to become involved in the lesson and this is forgotten. Poor behaviour is more obvious than good behaviour. It is also a good idea to let students know how specifically the behaviour for which they are being praised, rather than making a generalised statement.

### **In general dealings with students, teachers tend to get best results when they .....**

-  Treat them with **courtesy**
-  Take **interest** in them as people, by chatting to them about their ideas and interests outside the classroom.
-  **Commend** them on positive aspects of their work and behaviour.
-  **Involve** them, where feasible, in the decision – making process.




### **Arrival and Departure**

-  No child may leave during the day with anyone, including parents, without a RELEASE slip from the office.
-  Children must WALK on paths to gates at all times.
-  Children arriving at school after classes have assembled at lines must go to the office for a LATE SLIP.
-  Children must not arrive or depart via CARPARK gates.
-  Children travelling by bus must go directly to their lines inside the grounds.
-  Children must travel to and from school by the most direct route.
-  When a child leaves school for reasons of ILLNESS a note will be put in the appropriate teacher's pigeon hole.

### **Social Skills:**

### **STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING WITH IN THE SCHOOL:**

Through the following school based programs:

-  Quality classrooms
-  Quality playgrounds
-  Quality relationships

Students are encouraged to take responsibility for their own learning and behaviour by becoming active in the learning process. In support of this, the school will focus on developing the “Circle Time” program across K-6.

### **PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT.**

#### **Positive Reinforcers include:**

Assembly awards	Pupil of the week class award	Charts
Newsletter recognition	Sports awards	Merit Cards
Gold awards	Banners	Written acknowledgments
Class responsibilities	its	
Participation in Personal Development Programs	Positive feedback from teachers	Stickers

## Rules ..... A self evaluation checklist.

	Yes	No
Do I have clear rules for any behaviour causing me concern?		
Have I given the students an opportunity to discuss the rules?		
Am I positive that all students understand all the rules?		
Could I display the rules in some way to serve as a reminder to students?		
Do I have too many rules?		
Do I have too few rules?		
Do I have ambiguous rules?		
Do I have necessary rules?		
Do I have negative rules?		
Does my behaviour convey the impression that the rules are important?		
Do I initially use low level intervention with students who break rules?		
Do I use these techniques as soon as inappropriate behaviour is initiated?		
Do I keep alert by:- Voice variation? Visual displays? Movement? Variation of activities? Random direction of questions? Not over-dwelling? Keeping the class engaged in activities? Efficient classroom activities?		
Do I regularly compliment students on good behaviour?		
Do I take a personal interest in the students?		
Do I involve students in decision – making processes?		

