



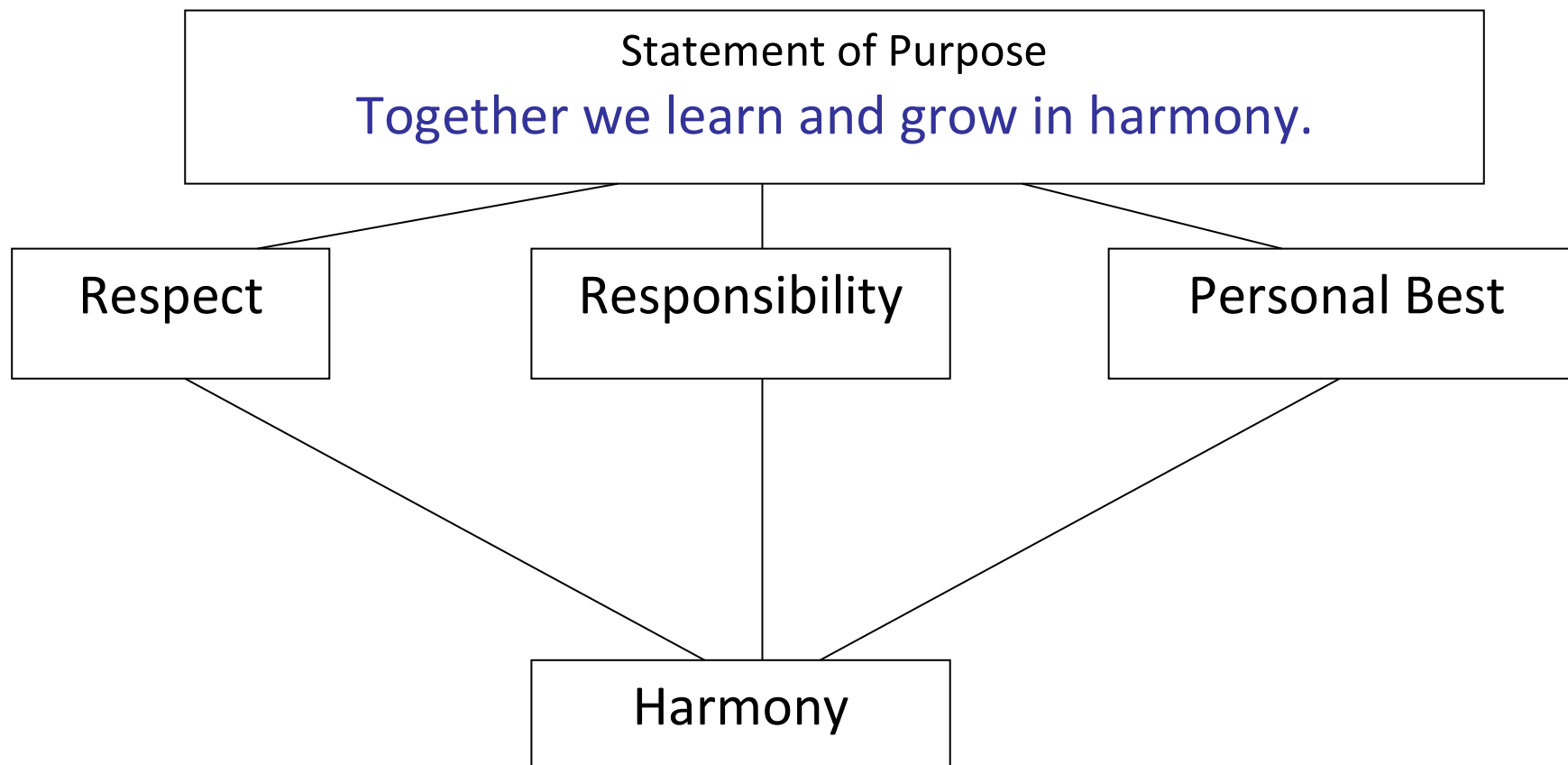
## **STUDENT WELFARE POLICY**

### **Waitara Public School**

#### **STATEMENT OF PRINCIPLES**

The fundamental purpose of Waitara Public School is to help students to learn in an environment that fosters positive, trusting relationships between people.

- Everyone is entitled to be safe, secure, confident and happy at school.
- Discipline is effective if a whole school approach is used involving consistent responses and the modeling of appropriate behaviour.
- All students, school staff, parents and community members have rights and responsibilities which need to be clearly understood – a team approach.
- Our school can make a significant impact on the behaviour of students by systematically promoting moral values and social responsibility, both in the content of what is taught and the manner in which learning is encouraged.
- Most students can behave in an acceptable way, it is a matter of choice, students make their own decisions.
- When students choose inappropriate behaviour there are logical consequences. It is the behaviour, not the student, which is unacceptable.
- It is important for all members of the school community to feel that they are accepted and respected and their efforts are appreciated.



## ***Introduction***

Waitara Public School provides effective teaching and learning within secure, well managed environments, in partnership with parents and the wider community. The school has used the Positive Behaviour Engaging Students (**PBEL**) program to underpin its welfare policy. PBEL is a system creating a positive and encouraging learning environment where children know what is expected of them. **PBEL** provides a proactive school-wide system for defining, teaching and supporting appropriate student behaviours.

## ***Our Priorities***

Waitara Public School places an emphasis on catering for the individual needs of students. Class structures, organisation and programs are designed to best accommodate student and staff learning and teaching styles.

Critical thinking and cooperative learning skills in relation to the Quality Teaching Model of pedagogy are incorporated into teaching programs to ensure students are equipped to be successful citizens of the 21<sup>st</sup> Century.

Teachers are to incorporate programs for students with special needs and should refer to the relevant policy, including –

- Gifted and Talented Students policy
- Students with Learning Difficulties (LAST) policy
- Assessment and reporting framework
- Gender Equity policy (see DoE)
- Attendance Policy (see DoE)

***Outcomes*** ( from Student Welfare Policy, DSE,1996)

### **Effective Teaching and Learning**

- Students will be active participants in the learning process.
- The learning experiences of students will affirm their individuality and will be positive and satisfying.

### **Positive Climate and Good Discipline**

- The well being, safety and health of students and the school community will be a major focus.
- Principles of equity and justice will be evident on the 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.

### **Community Participation**

- There will be a strong link 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.

### ***Incorporating the Student Wellbeing Framework (DoE, April, 2015)***

The PBEL system and the school's Student Welfare Policy is underpinned by the DoE's (Department of Education) Student Wellbeing Framework

**Connect:** Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

**Succeed:** Our students will be respected, valued, encouraged, supported and empowered to succeed.

**Thrive:** Our students will grow and flourish, do well and prosper.

#### **ENABLE**

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

## CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a 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 care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide 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 schools.

### THE CORE RULES

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff 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.

# Discipline Policy

## ***Purpose***

Discipline concerns the development of appropriate and responsible attitudes and behaviours in students. It implies the development of self-discipline and ability to distinguish right from wrong.

Home, school and community have complementary roles to play in setting and maintaining an acceptable standard of student behaviour. They have a joint in positively influencing students to accept responsibility for this behaviour and show concern and respect for others.

The Discipline Policy is a vital part of the school's Student Welfare Policy. Its implementation will enable students to become responsible, contributory members of our society.

## ***Implementation Guidelines***

The major component of the Discipline Policy is the implementation of Choice Theory and Reality Therapy.

It is expected that each child will participate in regular discussion at home and school on the meaning of Rights and Responsibilities and the Code of Conduct.

## ***Strategies to Promote Good Discipline and a Positive, Caring Environment***

The aim is to empower students towards self discipline by making better choices and using problem solving skills. The school community believes in satisfying the needs of all children and nurturing the notion that every child is unique.

### ***Strategies include:-***

- the use of Waitara Wishes;
- recognising students who follow the school expectations with Merit Awards;
- the use of positive written comments on students' work;
- verbal praise, encouragement and feedback;
- regular feedback to parents on students' progress;
- students sharing achievements with peers, other classes and staff;

- commendations of recognition at assemblies and special school activities;
- publishing and celebrating student achievements in the bulletin and local media;
- modeling consistent and caring behaviour by staff;
- providing ongoing positive feedback to students for appropriate behaviour;
- acknowledgement of behaviour that supports and reinforces taught values;
- recognition of quality work;
- behaviour management planning;
- negotiating restitution;
- Bronze, Silver, Gold Awards and Waitara Wing badges;
- leadership responsibilities (eg. SRC );
- direct and systematic teaching of values;
- social skills and resilience training through programs such as Peer Support, Bounce Back and APEEL;
- regular class meetings with a focus on our PBEL expectations;
- counseling and support;
- Peer Support program; and
- Buddy Class program.

### ***Merit Award System***

Five Merit Awards = One Bronze Award

One Bronze and Five Awards = One Silver Award

One Silver and Five Awards = One Gold Badge

One Gold badge and a bronze, silver and 5 merits = A Waitara wing

### ***Behaviour Management***

Staff deal with instances of inappropriate behaviour in a fair manner, preserving the dignity and rights of students and their positive relationship with staff. main interview technique used is Reality Therapy.

When students exhibit inappropriate behaviour the student needs to learn :-

- the consequences to others of their behaviour;
- that they choose their behaviour;

- that all behaviour has a purpose;
- that they own their behaviour;
- that they can control only themselves ( they are not responsible for others behaviour);
- what basic needs are driving their behaviour;
- how to move from feeling behaviour into thinking and acting behaviour;
- that what they do determines how they feel; and
- how to think and act differently to change present behaviour so that they can get what they want without taking away the rights of other effecting their relationship with others.

### ***Choice Theory***

Choice theory is an explanation of why and how all living creatures behave. Its basis is the idea that we are all driven by five genetic needs – survival, love and belonging, power, fun and freedom – that dictate how we must attempt to live our lives.

All we can do is behave, all our behaviour is an attempt to satisfy one or more of these five needs, and all our conscious behaviours are chosen.

If we can learn to choose effective, responsible behaviours, which in practice means learning to control our actions and thoughts in a way that we satisfy our needs and do not deprive someone else of a chance to satisfy theirs, we will usually be happy, healthy and in effective control of our lives.

### ***Reality Therapy***

Reality Therapy is a method of counseling developed by Dr. William Glasser which focuses on the child's present behaviour and upon whether this behaviour is capable of getting what he or she wants.

It emphasises that, effective or not, we are all responsible for choosing our behaviour especially our actions and thoughts.

While the reality therapist listens to the child's story with interest and compassion, the therapist does not accept that they are victims of either their own needs or the actions of others.

As the child begins to see that changing his or her behaviour is both possible and desirable, the therapist helps the child both to plan and to follow through with more responsible behaviour.



## ***Restitution***

Following a breach of discipline the student will be counseled and encouraged to make appropriate restitution. This could include apology, making up time, being helpful, repairing damage, replacing property or other appropriate responses.

### ***Students are actively involved in welfare and discipline by :-***

- being given recognition for effort;
- developing a responsible attitude to learning;
- enjoying learning;
- avoiding the disruption of others learning;
- obeying rules designed to facilitate learning;
- developing self discipline;
- taking responsibility for their own actions;
- feeling secure in the knowledge that they are valued members of the school community;
- developing personal resilience to cope with adversity;
- reporting all incidents of bullying behaviour; and
- understanding the PBEL system and its consequences.

## ***Whole School expectations***

<b>The Waitara Way</b>		
Expectation	What does it mean?	What does it look like?
<b>Respect</b>	Care for yourself, others and the environment Accept and include others Show your good manners Take pride in your school	Wear your uniform with pride Show tolerance Encourage others to join in Wait your turn Use appropriate language Speak politely Keep the school clean
<b>Responsibility</b>	Make good choices Be safe Be an active participant Be a good role model	Think before you act No hat/no play Be inbounds Walk calmly around the school Play safely and fairly Join in school activities when you can
<b>Personal Best</b>	Challenge yourself Be the best you can Be proud of your achievements Have a positive attitude	Have a go Try something new Celebrate successes and improvements in yourself and others Tell your family about your day Set achievable goals Find things to enjoy in your day Apply yourself to all tasks

## ***Implementing the Code***

When a child enrolls at Waitara Public School the family enters into a partnership with the school staff.

This partnership is based on shared responsibility so that the child understands, learns and is expected and required to exhibit appropriate behaviour.

At the beginning of each year staff will discuss with students the school's expectations. This will include the developing of classroom guidelines.

### ***All students are expected to:-***

- know that violence, discrimination, bullying, intimidation and harassment are totally unacceptable and that victims will be supported;
- take responsibility for their behaviour; and
- be honest in word and action.

### ***Desired Outcomes:-***

- mutual trust, respect and support for all community members;
- peaceful resolution of conflict;
- a calm harmonious environment; and
- students contributing effectively to school and community.

## ***Playground Expectations***

		<b>Toilets</b>	<b>Canteen</b>	<b>Movement Play time</b>	<b>Movement Class time</b>
<b>Respect</b>	Care for yourself, others and the environment Accept and include others Show your good manners Take pride in your school	Keep the toilets clean and tidy Be mindful of personal space Flush the toilet	Use please and thank you Wait your turn quietly Be mindful of personal space Speak clearly	Walk quickly through walking areas to play area Look out for others	Walk quietly and calmly Follow teachers instructions Enter new areas sensibly
<b>Responsibility</b>	Make good choices Be safe Be an active participant Be a good role model	Use the toilets correctly and then leave Tell the teacher if you see a problem	Lunch orders to be collected at 12.50 and taken into classroom Only line up if you are buying something Only spend your own money Line up at the correct time and place	Stay where you can see the teacher Walk around corners Play running games in open areas Set a good example	Walk to the left Walk on the stairs Move directly from one place to another Set a good example Keep your hands and feet to yourself Walk around other groups
<b>Personal Best</b>	Challenge yourself Be the best you can Be proud of your achievements Have a positive attitude		Make healthy food choices		Knock, wait, "Excuse me for interrupting" and give your message

## ***Playground Expectations (cont')***

<b>Expectation</b>	<b>What does it mean?</b>	<b>Playground</b>	<b>Assemblies</b>	<b>Uniform</b>
<b>Respect</b>	Care for yourself, others and the environment Accept and include others Show your good manners Take pride in your school	Walk around gardens Include others Put rubbish in the bin	Sit still Be quiet Face the front Clap at the right time Sing the National Anthem with pride	Put your hat and jumper in your bag Know where your belongings are
<b>Responsibility</b>	Make good choices Be safe Be an active participant Be a good role model	Be in the right place at all times Stay within a safe play area Tell a teacher if you see someone in an unsafe place Wear a school hat Use equipment safely	Choose where you sit responsibly Demonstrate self-control Listen and look at the speaker Stand and walk quietly Wait quietly Keep your hands and your feet to yourself	Wear your school uniform every day Follow the uniform code Label each part of your uniform with your name
<b>Personal Best</b>	Challenge yourself Be the best you can Be proud of your achievements Have a positive attitude	Play fairly Make new friends Share friends, equipment and space	Shake, take and say thank you Stand tall and hold your award still Do your best when presenting an item	Wear your uniform correctly at all times

## ***Classroom expectations***

Waitara Expectations		Movement in and around the classroom	Whole class	Group work	Independent work & Personal organisation
<b>Respect</b>	Care for yourself others and the environment Accept and include others Show your good manners Take pride in your school	Listen to the teacher's directions Be mindful of personal space Move quietly during class time Ask permission to leave the classroom	Respect other contributions Listen carefully to instructions Raise your hand to speak Demonstrate the 5Ls Look, Lips, Listen, Legs, Lap Take turns	Value others contributions Take turns Be respectful of other people's equipment Include everyone Use an inside voice	Take pride in your learning
<b>Responsibility</b>	Make good choices Be safe Be an active participant Be a good role model	Walk safely within the room Look after your working space Be tidy Keep your belongings in your bag Hang up your bag	Sit still and listen Ask questions to confirm understanding Use equipment correctly and safely Be resilient when things don't go your way	Demonstrate good teamwork skills <ul style="list-style-type: none"> <li>• Try to get along</li> <li>• Allow others to speak</li> <li>• Help others in the group</li> <li>• Fulfil your role in the group</li> <li>• Manage your time</li> </ul>	Stay on task Take responsibility for your learning- <ul style="list-style-type: none"> <li>• By completing tasks</li> <li>• Be positive</li> <li>• Manage your time</li> </ul>
<b>Personal Best</b>	Challenge yourself Be the best you can Be proud of your achievements Have a positive attitude	Be a good role model Follow instructions Have the correct materials	Be a good citizen Work towards your goals Be an active participant Do your own work	Do your best as a team player Share your knowledge with others Always have a go Do your own work	Be proactive – organised <ul style="list-style-type: none"> <li>• have your equipment</li> <li>• remember homework</li> </ul> Strive to achieve your personal goals

***When inappropriate behaviour occurs within the playground/classroom the Consequences Decision Making Chart will be followed:***

## Consequences Decision Making Flow Chart

