

Helensburgh Public School



Student Welfare and Fair Discipline Policy

Helensburgh Public School
Student Welfare Policy
(Updated 2013)

All students have a right to be safe and happy at school. They have a right to be treated fairly and with dignity. The same applies for teachers and all school staff. Each student's right to learn depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.

1. School Rules

Helensburgh Public School has three core rules. They are:

Be Safe

Be Respectful

Be a Learner

The behaviour expectations for all members of the school fall under one or more of these three rules. (See expectations Matrix) Teachers will discuss and reinforce behaviour expectations for the different areas of the school and how they relate to the three rules.

Teachers will continually reinforce with the students the need to comply with these rules and make good behaviour choices.

*At Helensburgh Public School our motto is "Honour", which means to show a courteous regard for; or be worthy of respect or admiration.
(Dictionary.com; Collins School Dictionary)
All students demonstrating the three core rules will be working towards honouring Helensburgh Public School.*



Expectations Matrix

Be..	All settings	Classroom and Library	Moving and Lining up	Canteen	Toilets/ Bubblers	Playground	Assemblies	Bus Lines	Out of School
Safe	<ul style="list-style-type: none"> ◆ have a controlled body and voice ◆ be in the right place at the right time ◆ keep hands and feet to yourself 	<ul style="list-style-type: none"> ◆ maintain personal space ◆ Whole body listening ◆ keep hands and feet to yourself 	<ul style="list-style-type: none"> ◆ walk with my group ◆ move sensibly to where you are going ◆ carry equipment safely ◆ line up in the correct area ◆ keep hands and feet to yourself 	<ul style="list-style-type: none"> ◆ line up correctly ◆ walk in the canteen area ◆ keep hands and feet to yourself 	<ul style="list-style-type: none"> ◆ use the correct toilets ◆ wash hands ◆ no splashing water ◆ turn off taps and bubblers ◆ keep hands and feet to yourself ◆ close doors carefully 	<ul style="list-style-type: none"> ◆ sit down to eat ◆ put lunchboxes in blue tubs ◆ use equipment for intended purpose ◆ keep hands and feet to yourself ◆ participate in approved games in the right playground ◆ be in the right place ◆ wear your hat/ play in the shade ◆ alert teacher of any dangerous situation ◆ ask permission to leave the playground 	<ul style="list-style-type: none"> ◆ line up in orderly manner ◆ keep hands and feet to yourself 	<ul style="list-style-type: none"> ◆ Line up and sit down straight away ◆ Wait your turn ◆ Stay in your bus line ◆ keep hands and feet to yourself 	<ul style="list-style-type: none"> ◆ stay in approved areas ◆ follow passenger, pedestrian and road safety rules ◆ keep hands and feet to yourself ◆ use equipment for intended purpose ◆ alert an adult of any dangerous situation
Respectful	<ul style="list-style-type: none"> ◆ treat others the way you want to be treated ◆ be a good listener ◆ follow direction/s ◆ use polite language ◆ wear school uniform 	<ul style="list-style-type: none"> ◆ Whole body listening ◆ be positive and supportive ◆ care for yourself, others and property ◆ share equipment ◆ accept consequences 	<ul style="list-style-type: none"> ◆ walk quietly so others can continue learning ◆ line up quietly 	<ul style="list-style-type: none"> ◆ use a polite body and voice ◆ wait your turn sensibly ◆ only buy for yourself ◆ use good manners 	<ul style="list-style-type: none"> ◆ allow for privacy of others ◆ keep toilet area clean 	<ul style="list-style-type: none"> ◆ invite others who want to join in ◆ share equipment ◆ use polite language ◆ play fairly ◆ put rubbish in the bin 	<ul style="list-style-type: none"> ◆ enter and leave the hall quietly ◆ sit still and quietly ◆ applaud appropriately to show appreciation ◆ look and listen ◆ sing anthem and school song 	<ul style="list-style-type: none"> ◆ Wait quietly ◆ look after or help younger students 	<ul style="list-style-type: none"> ◆ use polite body and voice ◆ care for yourself others and property
A learner	<ul style="list-style-type: none"> ◆ be an active participant ◆ try your best ◆ be a team player ◆ be organised ◆ complete your task ◆ follow instructions 	<ul style="list-style-type: none"> ◆ have-a-go ◆ be prepared ◆ make good choices ◆ follow instructions 	<ul style="list-style-type: none"> ◆ return to class promptly ◆ be ready for the next task ◆ follow instructions 	<ul style="list-style-type: none"> ◆ make healthy choices ◆ spend your own money ◆ follow instructions 	<ul style="list-style-type: none"> ◆ report problems ◆ return to class promptly 	<ul style="list-style-type: none"> ◆ be a problem solver ◆ learn new games and activities ◆ line up at the right time ◆ follow instructions 	<ul style="list-style-type: none"> ◆ look and listen ◆ follow instructions 	<ul style="list-style-type: none"> ◆ listen to the driver ◆ follow instructions 	<ul style="list-style-type: none"> ◆ be a team player ◆ listen and follow instructions from all adults ◆ represent our school with pride

2. Strategies and Practices to promote positive student behaviour, including strategies to maintain a climate of respect.

Strategies to promote good discipline and effective learning at Helensburgh Public School:

- providing appropriate curriculum to meet the needs of each student
- supporting students in achieving success in learning
- developing a small number of easily understood rules which are fair, clear and consistently applied
- discussion with parents regarding their role in promoting acceptable student behaviour
- attending appropriate training and development programs
- providing appropriate support programs, e.g. counselling, remediation, Reading Recovery, Hubbard Street Reading
- providing programs that develop self-discipline, self-evaluation, communication and conflict resolution skills, e.g. student leadership, peer mediation and peer support.
- using Risc to monitor students' behaviour patterns.

3. Strategies and Practices to recognise and reinforce student achievement

Helensburgh Public School Merit System

The Helensburgh Public School community believes it is important to reward students when they are trying their best both academically and behaviourally. The following system is in place to encourage continual positive feedback to students:

Classroom Merit System – Honour Awards

Students can receive honour awards for various reasons within their classroom e.g. good behaviour, completion of work, an individual achievement, 5 ticks, circle of stars etc. RFF teachers, Casuals, Librarian, Scripture Teachers and Playground Duty Teachers can also give honour awards. 10 Honour Awards earn students a Gold Award.

Each classroom teacher has an established merit system in his or her room to create a positive and rewarding environment.

Gold Awards

After receiving a total of 10 awards (honour and/or assembly) students receive a gold award. These awards are handed out by the class teacher within the classroom. 4 gold awards will earn students 1 Principal's award.

Assembly Awards

They are given by the classroom teacher and may be for conscientious effort, achievement in a particular KLA, citizenship or other reason deemed appropriate by the teacher. Awards are given in the ratio of 1 award per 10 students in the class at each stage assembly. Each Assembly Award is equivalent to 5 Honour Awards. These Assembly awards will also contribute towards the achievement of a Principal's Award.

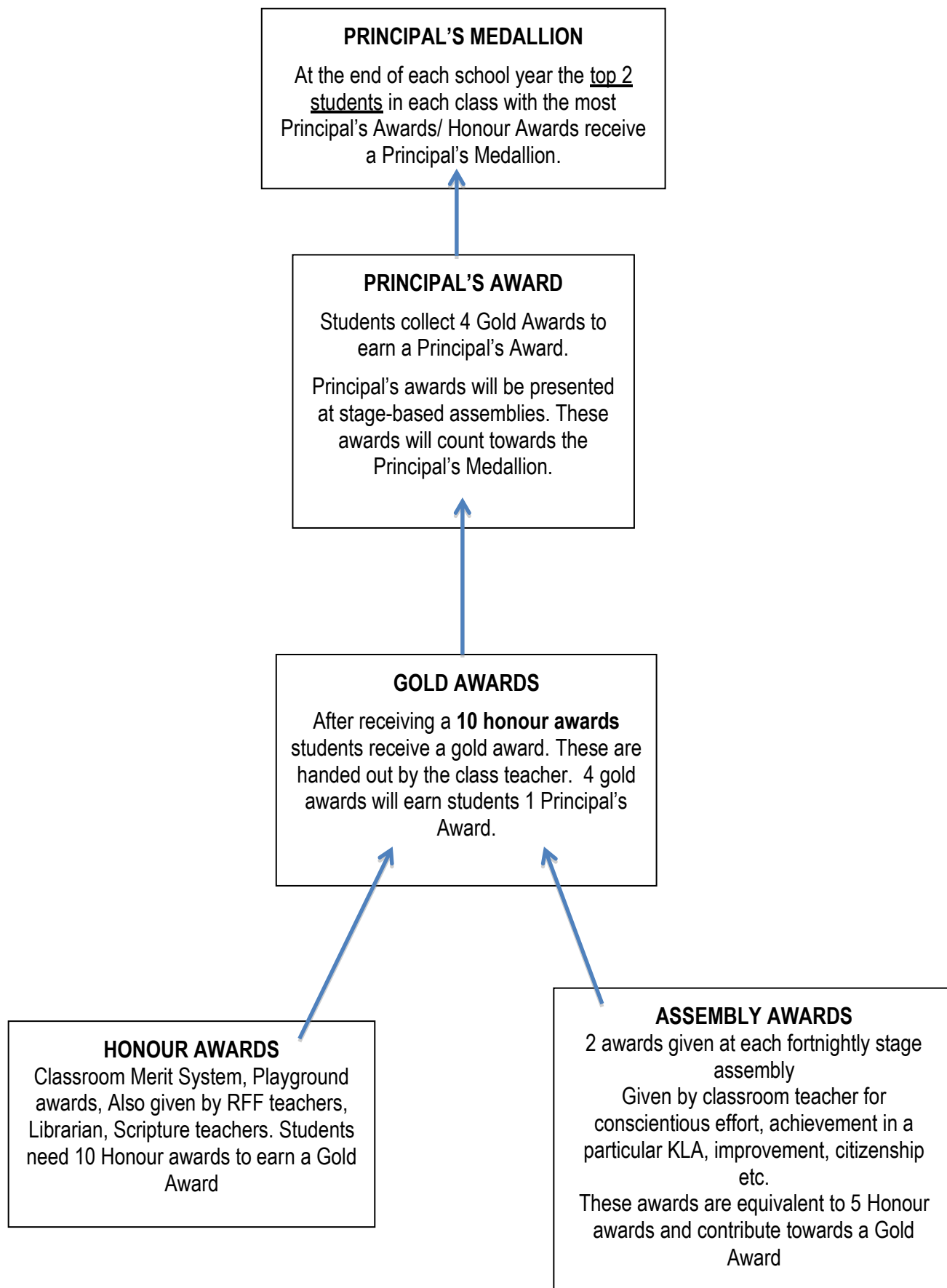
Principal's Awards

4 Gold awards earn students a Principal's Award. These are presented at K-6 assemblies each term. Principal's Awards are collected to determine the 2 winners of the Principal's Medallion from each class.

Principal's Medallion

At the end of each school year the top 2 students in each class with the most Principal's Awards/ Honour Awards receive a Principal's Medallion.

Helensburgh PS Awards System

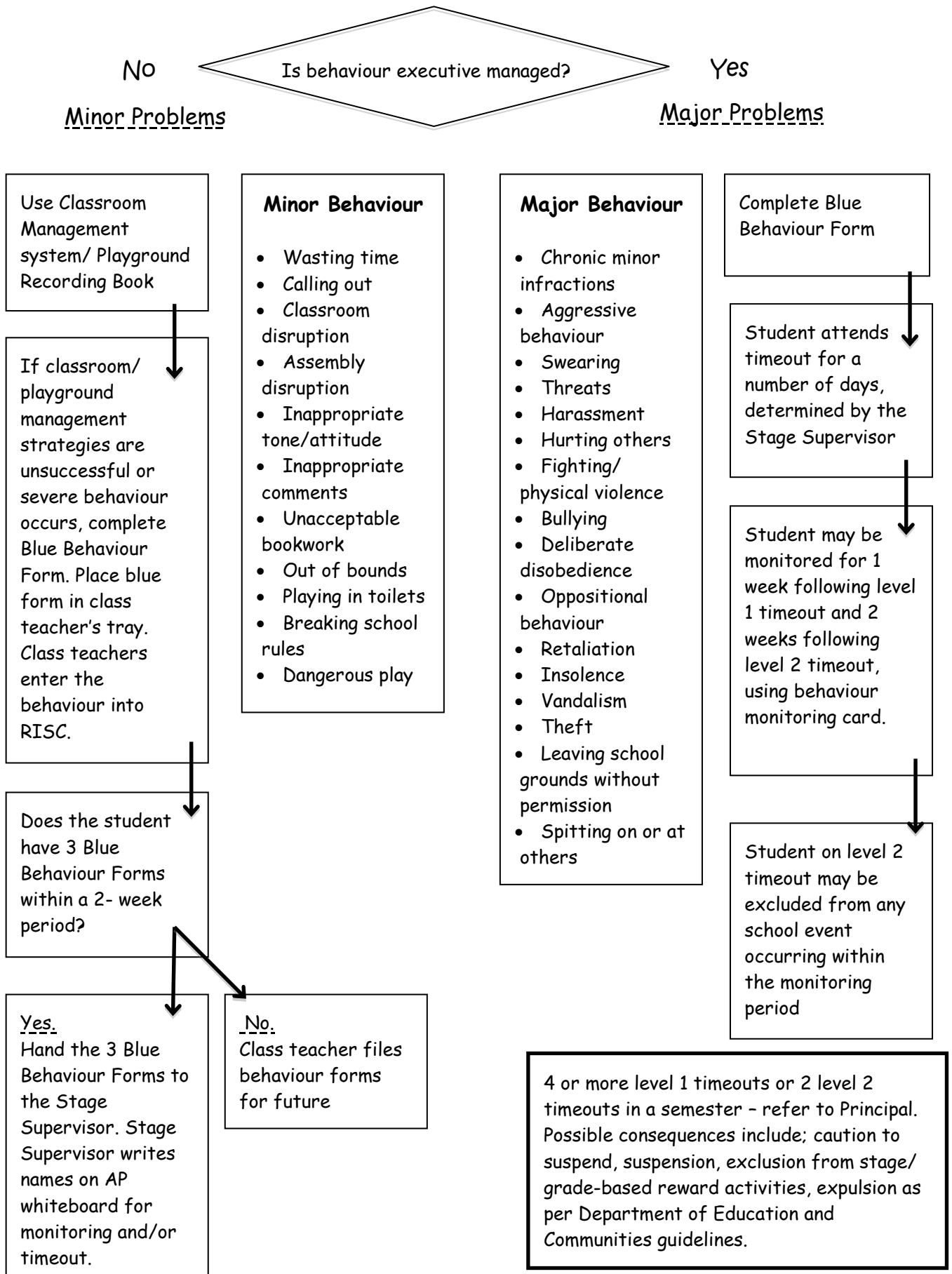


HONOUR: to show a courteous regard for; worthy of respect or admiration.
(Dictionary.com; Collins School Dictionary)

Helensburgh Public School

Behaviour Management Flow chart

(Subject to Principal's discretion)



No

Is behaviour executive managed?

Yes

Minor Problems

Major Problems

Use Classroom Management system/ Playground Recording Book

If classroom/ playground management strategies are unsuccessful or severe behaviour occurs, complete Blue Behaviour Form. Place blue form in class teacher's tray. Class teachers enter the behaviour into RISC.

Does the student have 3 Blue Behaviour Forms within a 2- week period?

Yes.
Hand the 3 Blue Behaviour Forms to the Stage Supervisor. Stage Supervisor writes names on AP whiteboard for monitoring and/or timeout.

Minor Behaviour

- Wasting time
- Calling out
- Classroom disruption
- Assembly disruption
- Inappropriate tone/attitude
- Inappropriate comments
- Unacceptable bookwork
- Out of bounds
- Playing in toilets
- Breaking school rules
- Dangerous play

Major Behaviour

- Chronic minor infractions
- Aggressive behaviour
- Swearing
- Threats
- Harassment
- Hurting others
- Fighting/ physical violence
- Bullying
- Deliberate disobedience
- Oppositional behaviour
- Retaliation
- Insolence
- Vandalism
- Theft
- Leaving school grounds without permission
- Spitting on or at others

Complete Blue Behaviour Form

Student attends timeout for a number of days, determined by the Stage Supervisor

Student may be monitored for 1 week following level 1 timeout and 2 weeks following level 2 timeout, using behaviour monitoring card.

Student on level 2 timeout may be excluded from any school event occurring within the monitoring period

4 or more level 1 timeouts or 2 level 2 timeouts in a semester - refer to Principal. Possible consequences include; caution to suspend, suspension, exclusion from stage/ grade-based reward activities, expulsion as per Department of Education and Communities guidelines.

No.
Class teacher files behaviour forms for future

4. Procedures for dealing with Misbehaviour

Teachers in the classroom:

- are responsible for establishing a behaviour management plan in consultation with their class.
- are to ensure that all students in the class are aware of the class and school rules, the rewards and the consequences.
- are to be consistent in applying class rules, rewards and consequences.
- are to complete a blue behaviour form to communicate incidents (minor, moderate or extreme) in order to ascertain patterns of behaviour in students who consistently break school rules.
- are to promptly communicate any concerns with the student's teacher and/or stage supervisor.

Teachers in the playground:

- are to actively supervise and intervene quickly when they witness any unsafe or unfriendly behaviours.
- are to apply fair and appropriate "on the spot" consequences e.g. withdrawal from rough play, walk with the teacher etc
- record any students who need "reminding of the rules" in the playground book. PLEASE NOTE: incidents which require a Blue Behaviour Form do not need to be recorded in the playground
- will use their professional judgement as to whether a Blue Behaviour Form needs to be completed.

Exclusion from Special Events

If a student displays behaviour such as violence, damaging property, persistent disregard for school rules etc, he/she may be excluded from special events including out of school activities. These activities include visiting performers, discos, etc, and from representing the school at sporting events or other events. The length of their exclusion will directly relate to the timeout level the student has been placed on.

Procedures for Out of School Activities

- "on the spot" consequences to be given eg withdrawal from activity.
- students demonstrating undesirable/unacceptable behaviour of a serious nature at any out of school activity will receive a blue behaviour form.
- these students will be required to discuss their behaviour choices with the Stage Supervisor. Timeout will be given if deemed appropriate.

Procedures for Bus & Bike

- students aged 9 or older, who have documented parental permission, are allowed to ride to school each day. These students must follow NSW Road Safety Guidelines ie. They must wear a helmet and follow road rules.
- students demonstrating undesirable behaviour of a serious nature while travelling on school buses or riding his/her bike to and from school will report to their Stage Supervisor who will decide if the behaviour warrants a blue behaviour form or timeout.
- students who continually disregard school and road safety rules and place themselves and others at risk may be prohibited from riding their bikes to school until such time that assurances can be provided by the parent that the student is now able to operate his/her bike safely and obey all school and road rules.

Learning Support Team

1. Teachers will complete the Learning Support Team Referral forms and pass them on to the L.S.T leader regarding a student whose learning, welfare or behaviour is of concern.
2. The L.S.T will meet once a week, when possible, to discuss referrals. Meetings will include the L.S.T members, referring teachers and any other appropriate staff.
3. The school Counsellor and the L.S.T leader will organise further case meetings with parents and outside agencies where appropriate.

Levels of Timeout

Level 1 Timeout

Teachers are concerned about the student's behaviour. A student has wilfully or repeatedly broken school rules in the classroom, the playground or whilst on an excursion. A student is placed on this level by the Stage Supervisor following consultation with the teacher concerned.

- Students on Level 1 will spend 1 or 2 days in lunchtime timeout and may remain on Level 1 monitoring for a period of 1 week. During this time they are given opportunities to demonstrate improved behaviour.
- A letter will be sent home to parents by the Stage Supervisor, informing them of their child's behaviour. This letter is to be returned to the Stage Supervisor, signed, within 3 days.
- Whilst on Level 1 monitoring, students may be unable to attend planned school events such as PSSA sport, or in-school performances.

If the student is unable/ unwilling to alter their behaviour, then they may be placed on Level 2 time out.

Level 2 Timeout

A student is placed on this level by the Stage Supervisor, because they have continued with unsatisfactory behaviour, or the student's behaviour is serious enough to warrant direct placement on this level.

- Students on Level 2 timeout will spend up to 4 days in lunchtime timeout (at the discretion of the Stage Supervisor) and will remain on Level 2 monitoring for a period of 2 weeks. During this time they are given opportunities to demonstrate improved behaviour.
- A letter will be sent home to parents informing them of their child's behaviour. This letter is to be returned to the Stage Supervisor, signed, within 3 days. Parents are asked to speak with their child about the problem.
- A parent/ teacher interview will be arranged at school with the teachers involved to discuss the behaviours being exhibited by the student.
- Whilst on Level 2 monitoring, students may be unable to attend planned school events such as PSSA sport, or in-school performances.

If there is no improvement in behaviour, the student moves to Level 3 timeout.

Level 3 Timeout

A student is placed on this level by the Principal or Stage Supervisor, because they have continued with their unsatisfactory behaviour and have chosen to behave in a manner that demonstrates disrespect for the rights and responsibilities of others at Helensburgh Public School. Placement on this level may also be automatic in accordance with DEC policies.

- The student loses privileges. Privileges lost are at the discretion of the Principal.
- The student may be placed on an in-school suspension where they are removed from the classroom and/or the playground whilst on Level 3 monitoring.
- A parent/ teacher interview involving the Principal and teachers concerned will be held at school. An individual behaviour plan will be devised.
- The student remains on Level 3 monitoring for a minimum of 2 weeks.

If there is no improvement, the student will be issued a formal **Caution to Suspend**. The next course of action may involve suspension or an extension of time on Level 3 where privileges are totally withdrawn.

SUSPENSION

Suspension is subject to procedures set by the Department of Education and Communities and consistent across all public schools. The principal, in considering and implementing a suspension, will in all cases follow the department's procedures.

Immediate Suspension

Principals of government schools **must** suspend immediately and consistently with policy guidelines, any student who:

- **is physically violent.**
resulting in pain or injury, or seriously interfering with the safety and well being of other students, staff or other persons. The matter may need to be reported to NSW police.
- **is in possession of a firearm or prohibited weapon** (without reasonable cause)
the matter must be reported to NSW police.
- **uses or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.**

Short and Long Suspension

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will have:

- ensured that all appropriate school student welfare strategies and discipline options have been applied and documented,
- ensured that all appropriate support personnel available within the school system and externally have been involved,
- ensured that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- develop, in conjunction with the school learning support team or appropriate school or departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour
- provided a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future, and
- recorded all action taken.

A short suspension of up to and including 4 school days may be imposed for the following reasons:

- **Continued Disobedience**
This includes but is not limited to; breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.
- **Aggressive Behaviour**
This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal will consider:

- the safety of students and staff,
- the merit and circumstances of the particular case, and
- factors such as the age, individual needs, any disability and developmental level of students.

A long suspension of 20 days may be imposed for the following reasons:

- **Physical violence**
- **Use or possession of a prohibited weapon, firearm or knife**
- **Possession, supply or use of a suspected illegal substance**
- **Use of an implement as a weapon or threatening to use a weapon**
- **Serious criminal behaviour related to the school**
- **Persistent or serious misbehaviour**

NB For further information please refer to Suspension and Expulsion of School Students (unique identifier PD/2002/0014/v002) produced by the Department of Education and Communities.

Student: _____ Class _____ Time of incident _____

Place of Incident (circle)

Classroom Playground Scripture RFF Library Canteen Hall Bus Lines
 Toilets Class lines Assembly Excursion other _____

Blue Behaviour Form	<i>Minor Behaviours</i>	<i>Moderate Behaviours (L1 time out)</i>	<i>Extreme Behaviours (L 2/3 time out)</i>
	Chasing/playing in toilets Dangerous/ rough play Disrupting games Disruption of class Off task/not completing work Out of bounds Persistent evidence of lower level playground behaviours Persistent movement through the classroom management system with no evidence of improved behaviour choices	Aggressive behaviour/ Intimidation Dangerous/ rough play resulting in injury Deliberate damage to student property Disobedience Harassment Hurting others Inappropriate touching of other students Lack of cooperation with a teacher/adult Retaliation Spitting on ground Swearing Teasing Persistent evidence of Minor Behaviours	Bullying Continued disobedience Cyber bullying while at school or using DET portal Deliberate damage to school property Fighting Insolence Oppositional behaviour Physical violence Spitting at / onto another person Swearing directly at a staff member
Action	Behaviour Form to Class Teacher	Behaviour form to AP	Behaviour form to AP

Consequences: sit out verbal warning to buddy class to Supervisor timeout to Principal

Teacher: _____ (Print name) Date: _____ Entered into Risc

Student: _____ Class _____ Time of incident _____

Place of Incident (circle)

Classroom Playground Scripture RFF Library Canteen Hall Bus Lines
 Toilets Class lines Assembly Excursion other _____

Blue Behaviour Form	<i>Minor Behaviours</i>	<i>Moderate Behaviours (L1 time out)</i>	<i>Extreme Behaviours (L 2/3 time out)</i>
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Action	Behaviour Form to Class Teacher	Behaviour form to AP	Behaviour form to AP

Consequences: sit out verbal warning to buddy class to Supervisor timeout to Principal

Teacher: _____ (Print name) Date: _____ Entered into Risc



Helensburgh PS SEQUENCE FOR STUDENT MISBEHAVIOUR

EXECUTIVE	
ONGOING/HIGH LEVEL MISBEHAVIOURS <ul style="list-style-type: none"> • Bullying • Continued disobedience • Cyber bullying • Deliberate damage to school property • Disrespectful to a visitor to the school • Fighting • Insolence • Oppositional behaviour • Physical violence • Spitting at/onto another person • Swearing at a staff member 	POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Contact Parent/ Guardian • Level 2 or 3 timeout • Caution to suspend • Suspension / expulsion

STAGE SUPERVISOR	
ONGOING MEDIUM LEVEL MISBEHAVIOURS <ul style="list-style-type: none"> • Aggressive behaviour • Deliberate damage to student property • Harassment • Hurting others • Disobedience • Retaliation • Spitting on ground • Swearing • Teasing 	POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Contact Parent/Guardian • Conduct/behaviour card • Level 1 or 2 Timeout • Referral to Learning Support Team • Caution to Suspend

CLASSROOM TEACHER		
MINOR BEHAVIOURS <ul style="list-style-type: none"> • Chasing / Playing in the toilets • Dangerous / rough play • Disrupting games • Disruption of class • Inappropriate touching of other students • Off task / not completing work • Out of Bounds • Persistent evidence of lower level playground behaviours • Persistent movement through the classroom management system with no evidence of improved behaviour choices 	POSSESSION OR USE OF BANNED ITEMS <ul style="list-style-type: none"> • Chewing Gum • Mobile Phone • Ipod 	POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Reminder of rules • Movement within classroom behaviour system • Name recorded in playground book • Parent/Guardian contacted • Time out with buddy class • Restorative actions • Communication Book • Conduct / Behaviour card

Term	The purpose of this book is to allow for <u>awareness of children's behaviour</u> on a daily basis, between members of staff. Please record details of incidents in the book. Incidents to be recorded are those where students need reminding about rules. Action may include: reminded of rules, sat down 5 mins, walked with teacher, etc. <u>More Serious incidents</u> should be recorded on the Blue Behaviour Form and placed in Class teacher's or Stage Supervisor's Tray. No need to record details twice, just record Blue Behaviour Form (BBF) next to child's name in book.				
Week					
Date	Name	Class	Details of incident (or BBF)	Action taken	Teacher



Helensburgh Public School Playground Expectations

In ALL playground areas STUDENTS can:

- walk and talk
- sit on silver seats
- skip
- play handball
- play non-equipment games

In ALL playgrounds STUDENTS must NOT:

- be in the sun without a hat
- enter buildings
- go behind or under buildings
- climb trees, fences or poles
- play or sit on stairs
- play with sticks
- play in gardens
- play in toilets
- walk or jump on or over seats

In ALL playgrounds TEACHERS must:

- be punctual
- have a duty bag
- record rule-breaking in the duty book
- be active and proactive
- encourage positive behaviour

On the ASPHALT playgrounds STUDENTS can:

Area A: K-2

- * Throw balls in the hoops
- * Play hand ball
- * Play with toys
- * Play hopscotch

Area B and C: 3-6

- * Play with tennis balls
- * Play handball
- * Play with bouncy balls and basketballs / equipment from sports storeroom

* Sit to eat

STUDENTS must NOT:

- Run
- Kick balls
- Play with footballs or soccer balls
- Play in or near the toilets
- Play in gardens
- Swing on poles
- Run up the brick slope (near netball court)

TEACHERS must:

- Insist on students asking permission to retrieve balls
- Encourage students to sit in class lines at the end of the break

In the HALL area – a quiet area STUDENTS can:

- * Sit quietly
- * Go to the canteen
- * Sit in the library line

STUDENTS must NOT:

- Play on the path beside the hall
- Play ball games
- Play hide and seek or tag
- Use loud voices

On the BOTTOM Oval students can:

- * Play soccer or touch football
- * Run

* Sit at tables, seats and on rocks

On the MIDDLE OVAL students can:

- * Play cricket, soccer or touch football
- * Run

STUDENTS must NOT:

- Go behind classrooms or container
- Dig in the dirt
- Play tackling games
- Play in gardens
- Go down to environmental area
- Eat or drink
- Play outside primary toilets

TEACHERS must:

- Carry a loudhailer
- Encourage fair and safe play
- Monitor oval toilets
- Check oval roster in demountable window

In the HALL area TEACHERS must:

Monitor canteen lines and library lines

On TOP Oval Students can:

* Line up at P block stairs at end of eating time and wait for the duty teacher to escort them up to top oval

* Play games using large balls

* Run

* Sit on the big rocks

* Play in the sandpit (lunch only)

SANDPIT RULES

- sit around edges – anyone who cannot fit cannot play until someone leaves
- keep tummies or bottoms on the wall
- pack up 5 minutes before bell
- empty shoes at the sandpit
- keep sand in the sandpit
- no throwing or flicking sand
- Year 6 students will cover the sandpit later

STUDENTS must NOT:

- go behind classrooms or big rocks
- play tackling games
- eat or drink
- play on walkways or stairs

TEACHERS must:

- Carry a loudhailer/ whistle
- Ensure sandpit is packed up 5 mins prior to the bell
- Send students to the toilet BEFORE bell goes
- Ensure students walk on stairs

