

▪ Nicholson Street Public School

Student Welfare Policy *Good Discipline & Effective Learning*



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Statement of School Purpose

- Nicholson Street Public School provides a stimulating and engaging teaching and learning environment which prepares children for life, with the efforts of all recognised and valued.
- We ensure that students are motivated towards excellence in their individual endeavours whilst developing the skills, attitudes and values necessary to become contributing members of a wider community and global society.
- We achieve this through a committed partnership between students, teachers, parents and our local community.

Policy Introduction

- Nicholson Street Public School provides a quality education for all students, taking into account their age, background, ability and interests. Students are actively encouraged to become self directed, life-long learners who can create a positive future for themselves and the wider community.
- The Nicholson Street Public School community values a safe, supportive environment where every student can grow and learn with confidence.
- Student welfare practices at Nicholson Street Public School endeavour to actively engage all members of the school community in teaching and learning programs and positive participation in everyday school life.

Context

- Student Welfare at Nicholson Street Public School:
 - encompasses everything the school 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 total school curriculum and the way it is delivered.
 - incorporates effective discipline.
 - incorporates preventative health and social skills programs
 - stresses the values 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.
 - provides opportunities for students to:
 - Enjoy success and recognition
 - Make a meaningful contribution to the life of the school
 - Derive enjoyment from their learning
 - Nicholson Street P.S provides effective learning and teaching within secure, well managed environments in partnership with parents and the wider community. The objectives and outcomes relate to:
 - Effective learning and teaching
 - Positive climate and good discipline
 - Community participation

Key Areas of Student Welfare



- The Nicholson Street P.S. Good Discipline & Effective Learning Policy emphasises the clear setting of expectations and acknowledgment of students through verbal feedback and encouragement. The policy promotes a system of logical and consistent consequences that support ownership of behaviour.
- Nicholson Street P.S embraces an inclusive, restorative philosophy based on listening, underpinning the use of respectful, open ended questioning techniques which promote open communication, risk taking and self -reflection.
- **The school discipline policy is set out in four parts:**
 1. A set of school rules;
 2. Strategies to promote good discipline and effective learning;
 3. Practices designed to recognise and reinforce student achievement; and
 4. Strategies for dealing with unacceptable behaviour.

Effective Learning and Teaching

OBJECTIVE	OUTCOMES	RESULTS FOR STUDENTS
<ul style="list-style-type: none"> ▪ To enhance effective learning and teaching by: ▪ Encouraging students to take responsibility for their own learning and behaviour. ▪ Identifying and catering for 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. ▪ Identifying key social skills developing plans for all students to acquire them, and make progress towards them, over time. ▪ Ensuring that gender and equity issues are recognised and addressed across the curriculum. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Students will participate in decision about their 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	OUTCOMES	RESULTS FOR STUDENTS
<p>To enhance school climate by:</p> <ul style="list-style-type: none"> ▪ 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 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 make 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. Students will be provided with appropriate support programs. ▪ Students will contribute to decision making in the school. ▪ Students will participate in all aspects of their schooling. ▪ Students will know and understand their school's organisation and know about the school Leadership Teams.

Community Participation

OBJECTIVE	OUTCOMES	RESULTS FOR STUDENTS
<p>To enhance community participation by:</p> <ul style="list-style-type: none"> ▪ 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 school community. ▪ Assisting families to gain access to support services in the community ▪ Fostering close links with the wider community. ▪ Encouraging links between parents 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. 	<ul style="list-style-type: none"> ▪ 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 school will reflect the needs and aspirations of students and the wider 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. 	<ul style="list-style-type: none"> ▪ 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 school.

The Rights & Responsibilities of Students & Teachers

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ the right to be yourself ▪ the right to be safe ▪ the right to express your feelings in an appropriate manner ▪ the right to an education ▪ the right to be heard ▪ the right to tell your side of the story ▪ the right to feel supported ▪ the right to feel valued 	<ul style="list-style-type: none"> ▪ to follow class and school rules ▪ to complete your class work and allow others to do the same ▪ to follow the school's code of behaviour while travelling to and from school, participating in out-of-school activities, on excursions and in the school playground ▪ to be polite, helpful and co-operative ▪ to be respectful when given instructions by teachers and staff members ▪ to take care of property ▪ to take school messages home ▪ to be punctual for timetabled school activities ▪ to act safely in all school activities ▪ to have all library books, projects, assignments and homework handed in on the due date ▪ to wear school uniform ▪ to make sure you don't bring drugs or weapons to school (including toy weapons)
TEACHERS' RIGHTS	TEACHERS' RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ the right to be yourself ▪ the right to be safe ▪ the right to express your feelings in an appropriate manner ▪ the right to teach effectively ▪ the right to be heard ▪ the right to feel supported ▪ the right to feel valued 	<ul style="list-style-type: none"> ▪ to implement school and Department of Education and Communities policy ▪ to educate students in a relevant and meaningful way in line with policy and syllabi ▪ to focus on positively reinforcing appropriate behaviours ▪ to be encouraging students at all times ▪ to show a consistent and caring attitude to students ▪ to be a positive role model ▪ to be polite, respectful, helpful and co-operative ▪ to take care of school property ▪ to act in a professional manner towards colleagues, students and parents

The Rights & Responsibilities of Parents & Caregivers

PARENTS' / CAREGIVERS' RIGHTS	PARENTS' / CAREGIVERS' RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ the right to be yourself. ▪ the right to be safe. ▪ the right to express your feelings in an appropriate manner at organised meeting times. ▪ the right to be heard. ▪ the right to feel supported. ▪ the right to feel valued. ▪ the right to be involved in the P&C association. ▪ the right to be involved in the school assisting with students' learning and being part of the decision making process within the school. 	<ul style="list-style-type: none"> ▪ to ensure students ▪ dress in school uniform, <ul style="list-style-type: none"> ○ have adequate sleep, ○ have sustaining food provided, ○ bring appropriate equipment to school eg. Library books, bag. ○ Return school equipment on the due date ○ Have suitable standards of hygiene ▪ to keep students home if they are ill, have health problems or have head lice. ▪ to accept that student discipline is a shared responsibility. ▪ to strengthen home school learning communities. ▪ to ensure students' punctuality and to collect them from school on time. ▪ to provide a written note for absences and to sign out at the office for a variation in routine e.g. permission for child to go home with another adult, leaving early, arriving late. ▪ to develop/encourage in the students that they are responsible for their own learning. ▪ to read notes sent home from school. ▪ to notify the school of change of address, phone number and any relevant personal details. ▪ to return permission notes for excursions etc. as promptly as possible. ▪ to acknowledge the professional roles of teachers by making appointments to see them thus avoiding interruptions to lessons. ▪ to notify teachers when they cannot attend a prearranged meeting. ▪ to provide a written note for absences and to sign out at the office for a variation in routine e.g. permission for child to go home with another adult, leaving early, arriving late. ▪ to ensure the safety of own children whilst travelling to and from school. ▪ to reinforce and support school policy and procedure. ▪ to apply for attendance exemption through the Principal for absences from school, of more than three days before leave is taken.

School Rules and Discipline Code

Acceptable behaviours are reflected in our school rules:

Care, by:

- For others by showing compassion and helping when needed
- Care for the environment by keeping it clean and looking after our resources
- Care for your school and its reputation by being a positive role model and showing positive school spirit

Respect self and others at school, by:

- listening respectfully to others
- by using build ups
- by valuing your learning and the learning of others
- caring for the school environment

Cooperate, by:

- following instructions
- behaving responsibly
- owning your behaviour

Be Safe, by:

- doing the right thing, in the right place, at the right time
- keeping hands, feet and objects safe

NSW Government Schools

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, 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 participating in all learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Practices That Recognise and Reinforce Student Achievement

Nicholson Street P.S recognises student achievement and effort in the following way:

- The provision of ongoing positive feedback to the student for displaying appropriate behaviour, in which the appropriate positive behaviour is described for students.
- Merit certificates and other school based achievements presented to students in assembly – two students from each class acknowledged per week.
- Celebration of student learning (both individual and groups) at assemblies through displays of work and oral presentations.
- Consistent caring and respectful behaviour by all staff members.
- Displays of student work throughout the school.
- The use of the House Cup and house points to recognise outstanding behaviour, cooperation, participation, care, respect, responsibility, fairness, democracy, effort or achievement in specific areas.
- Participation in local, community, regional and statewide events.
- Media acknowledgement of student and school achievement.
- Student Leadership Teams.
- Buddies program.
- Balmain Rotary Award for Outstanding Citizenship in Year 6.

Strategies for Dealing with Unacceptable Behaviour

The practices for dealing with unacceptable behaviour at Nicholson Street P.S include:

- Listening to students;
 - the use by whole community of restorative practices which promote communication and assist students to accept personal accountability and develop a repertoire of appropriate behaviours; these conferences may occur in shortened form in the playground and corridor as well.
- Teaching and acknowledging acceptable behaviours.
- Students encouraged to take responsibility.
- Developing a culture of shared responsibility and accountability for teachers, students and parents.
- Social skills training, conflict resolution programs, resilience training.
- Loss of privileges in circumstances that enhance learning and reflection.
- Time out accompanied by logical consequences relating to inappropriate choice by child.
- Accurate record keeping at Planning Table, Support Desk and Office.
- Referral to support personnel e.g. support teacher, behaviour, learning, integration but within inclusive environment.
- Meetings with parents when behaviour issues arise.
- Individual Behaviour Management Plans and contracts (see attachment).
- Behaviour modification involving the support of student, teacher, principal and parents and ongoing feedback to all stakeholders.
- Referral to counsellor.
- Action plan/ agreements to clearly articulate learning goals, relevant tasks and consequences.
- Suspension accompanied by conference processes for exclusion.

Practices for the Classroom

- At Nicholson Street P.S. a system of reminders is implemented:
- Breaking of school rules – rules reminder.
- Three reminders, student goes to the Planning Table. At the Planning Table to reflect on the behaviour for 5 – 10 minutes.
- Breaking rules at the planning table or continued rule breaking after twice being at the Planning Table in one session results in withdrawal from the learning environment to support desk in “Buddy” class. **Teacher will contact parent regarding incident.**
- If the student is sent to the support desk 3 times in one week the Principal will contact the parent for an interview.
- An Individual Management Plan is negotiated and monitored with the support of all stakeholders including the School Counsellor.
- Accurate record keeping and communication in Learning Support Team meeting ensures all students’ needs are met.

Practices for the Playground

- Reminder – in all minor cases of unacceptable behaviour the student is given a reminder.
- Three reminders will result in Time Out at the 'no-play' area.
- When behaviour involves physical aggression the student is immediately placed on Time- Out.
- Playground Time Out – student is directed to a shady area on the top playground where they are required to sit silently for 5 – 10 minutes and reflect on the rule they have broken or the inappropriate behaviour. The behaviour is recorded in the behaviour book.

Behaviour Book

- If the student has 3 records in the behaviour book within one term the parents are contacted.

Parent Interview

- If the student has three separate incidents recorded in the Behaviour Book within one week an interview with the Principal will be requested.

School Counsellor

- Special assistance will be sought from the School Counsellor to assist in the resolution of difficulties. This may include the accessing of support staff and services.

Short Suspension

- The repetition of a major offence or persistent disobedience will result in a short suspension of between one and four days. Parents will be interviewed. The school Counsellor and Principal write a report on the incident. The student will be required to give an undertaking not to repeat the offence at the resolution to suspension meeting. Immediate suspension is as a result of violence, or threats of violence or bringing drugs/ weapons to school. The School Education Director is notified if more than two short suspensions are imposed within a twelve month period.

Long Suspension

- If the student fails to improve after a short suspension, a long suspension of more than four days may result. Action will be taken to ensure no repetition of this behaviour. The School Education Director will be notified and agreements will be made at the resolution to suspension meeting.

Exclusion and Expulsion

- See DET document, "Procedures for the Suspension and Expulsion of School Students" and DET document, "What to do if your child is suspended from school".

Restorative Practice

The Restorative Practice approach uses a relational focus within a firm yet fair process. It is linked with Values, Education and Pedagogy and fosters individual responsibility and helps develop empathy. The approach views inappropriate behaviour as an opportunity for insight, learning and development. The explicit framework includes the following sets of questions to be asked by children, teachers and parents who have all been exposed to the training. The process is empowering as it takes people from past to present and on to hope for the future.

Restorative Questions 1

When things go wrong

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Questions 2

When someone has been hurt

- What did you think when you realised what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Nicholson Street Public School Behaviour Management Flow Chart

Positive Approach

The school takes a positive approach using commendation and rewards to encourage children who participate positively in their learning, support the school and work positively with their peers.

Classroom

- 3 x Verbal reminders given to redirect inappropriate behaviour
- 3rd reminder results in withdrawal to 'time out' desk in class for set time
- Student invited to rejoin group and reminded of appropriate behavioural expectations

Continued refusal to change behaviour will result in time out of class with buddy class

☞ Incidents involving violence will result in instant withdrawal from class until the issue is resolved.

2 out of class time outs within a 2 week period results in a Behaviour Book entry and contact with parents.

Playground

Minor disruptions - 10 minutes time out on the 'no play bench'. Reported to class teacher

Major disruptions and violence - instant withdrawal
miss next play
Behaviour Book entry

School Rules

Care

Show care for others, the school and the environment

Respect

Be positive, be polite, make positive choices for our behaviour

Cooperate

Follow instructions & work well with others

Be Safe

Keep our hands, feet and objects to ourselves

1st Behaviour Book entry
miss 1/2 playtime at lunchtime

2nd Behaviour Book Entry,
miss next lunch, behaviour contract and parent contacted
Student to meet with Principal and classroom teacher

3rd Behaviour Book entry
in school withdrawal for 1-2 days followed by a behaviour management plan