



Regents Park Public School

Creating opportunity for success

STUDENT WELFARE AND DISCIPLINE POLICY

This policy was developed by staff, students and the community 2011-2012
and will be reviewed once per year beginning 2013.



Context

Regents Park Public School was established in 1899 and has a proud tradition of academic and sporting achievements. The school's priority is to ensure that student learning and wellbeing drive the life of the school. Staff are committed to providing high quality education which has a strong emphasis on literacy, numeracy, technology and personal development for Kindergarten to Year 6 students. Personalising education for students with diverse needs is a key strategy and is strengthened by team teaching with specialist teachers who offer English as a Second Language, Learning Assistance, Community Language (Chinese), Reading Recovery and Counselling. The school also offers diverse sporting programs, dance group, choir, debating, public speaking and internet connected computers in all classrooms, smart boards and connected classrooms. Our student welfare policy promotes student leadership and builds on individual strengths and differences and has a strong focus on reparation and restitution.

The School Anti-Bullying Plan is a critical part of this policy and is included as a separate plan.

This policy applies to classrooms, the playground, travelling to and from school and all excursions.

Our Aims

We aim to:

- To develop the academic, social and civic skills which will enable students to become productive and responsible lifelong learners;
- To increase students' self-concept and confidence so that they are able to make positive choices at school and in the community.

These aims will be achieved through:

- *Student Discipline in Government Schools -Core Rules in NSW Government Schools -*
- *Values in NSW Public Schools*
- *Anti-Racism Policy*
- *Suspension and Expulsion of School Students – Procedures*
- *New South Wales Child Protection Legislation*
- *Regents Park Public School Anti-Bullying Plan*
- *Regents Park Public School Student Welfare and Discipline Policy*
- *Regents Park Public School Learning Support Team Policy and Guidelines*
- *Regents Park Public School Teaching, Learning, Assessment and Reporting Policy – currently being developed.*

STUDENT WELFARE

At Regents Park Public School student welfare encompasses everything the school does to meet the academic and social needs of students and is achieved through the total school curriculum.

Positive Climate and Good Discipline

Strategies at the school which foster a positive climate and good discipline include:

- High expectations of student behaviour;
- A well-ordered and structured learning environment which rejects aggression and disruptive behaviours, in which individuals value difference and demonstrate respect for themselves, others and property;
- The promotion, publication and application of the school discipline code of easily understood rules which provides structure, consistency and predictability;
- The provision of integrated programs which develop competencies in self-reflection, communication, conflict resolution, problem solving and emotional regulation;
- An emphasis on reparation, restoration and restitution as opposed to punishment;
- Utilising a multi-disciplinary approach including school counseling, DEC services and community agencies to manage student welfare and behaviour;
- The integration of the principles of equity and social justice into the policies, procedures and daily practices of the school;
- The rejection of all violence, including racism, discrimination, bullying and harassment.

Outcomes

- Students will feel safe;
- Students will value difference and respect themselves, others and property;
- Students will have a clear understanding of what is expected of them in the school;
- Students will develop competencies which will enable them to build positive relationships and to participate successfully at school and in the wider community;
- Students will develop skills which will assist them in managing their emotions in socially appropriate ways;
- Students will learn without unreasonable disruption from inappropriate behaviours;
- Students will take personal responsibility in the processes of reparation, restoration and restitution.

Community Participation

Strategies at the school which foster community participation include:

- Ensuring that parents/carers and community members have meaningful opportunities to participate in decision making procedures of the school ;

- Providing a range of opportunities for parents/carers to access the information and develop the skills to support their parenting and in particular their role in supporting student learning in the home environment;
- Negotiating and sharing roles and responsibilities around the management of student behaviour;
- Ensuring that the school's goals and plans reflect the beliefs and needs of students, their families and the wider community;
- Developing positive and collaborative partnerships with parents/cares and community members to achieve the shared goals of the school.

Outcomes

- Parents/carers and community members will participate in authentic decision making processes of the school;
- Parents/carers and relevant community members including service providers will work together to ensure that management of student learning is supported and enhanced by utilizing school based and non-school based resources;
- Parents/carers will feel welcomed and valued in the life of the school;
- Parents/carers will take an active role in supporting the education of students;
- Parents/carers and students will value the school as an integral part of the community.

STUDENT DISCIPLINE

The discipline code or school rules

The discipline code, or school rules, provides a framework for the standards of student behaviour that are expected by the school community.

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.

At Regents Park Public School, all students are expected to follow the school rules:



The rules will be:

- Displayed throughout the school;
- Taught and discussed on an ongoing basis utilizing the school's behaviour matrix;
- Consistently implemented by all staff in classrooms, on the playground, to and from school and during excursions;
- Followed up with logical, age appropriate consequences;
- Communicated to parents;
- Supported by other practices in the School Discipline Policy.

Classroom teachers may negotiate class based rules based on the school rules to meet specific needs of their classes.

Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect

The school believes that students are respected and valued, when they are actively engaged in decision making and experience learning success. This promotes positive behaviour and maintains a climate of mutual respect.

Positive discipline is an essential component of this school's behaviour management plan. All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect include:

- the provision of appropriate curriculum to meet the needs of each student, ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant;
- the provision of Individual Education Plans for students with additional learning needs which provide access to the curriculum and which address the academic, behavioural/emotional, social, health and other needs of students;
- the provision of ongoing opportunities for students to be able to participate in decision making ;
- the utilisation of a whole school approach in managing student behaviour, including using a common language and common rules;
- Whole school application of the '5 Ls ;
- supporting and encouraging students to take personal responsibility for their own learning and behaviour achieving success in a well-managed teaching and learning environment resulting in students feeling valued as learners;

- the provision of frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress;
- the consistent use of good behaviour management techniques such as:
 - √ providing simple directions
 - √ expecting students to comply with and follow directions (using the language of expectation/compliance)
 - √ clear and explicit structures and routines
 - √ acknowledging positive student behaviours
 - √ providing regular opportunities for students to provide feedback about the school and recommendations to make improvements
 - √ having a plan for managing inappropriate behaviours
 - √ following up behaviour incidents within 24 hours.
- staff modelling of pro social behaviours;
- the provision of appropriate support programs, such as counselling and remediation;
- collaborative consultation between staff, caregivers and other agencies in the ongoing management of student behavior;
- building positive and productive relationships between staff, students, parents/carers and community members which support student learning;
- ensuring there are meaningful opportunities for students to experience success;
- articulating a clear sense of purpose for learning activities;
- providing appropriate support to ensure that all students reach their full potential;
- providing quality feedback to students to enable them to have greater agency in their own learning;
- a well-ordered and structured environment in which individuals value difference and demonstrate respect for themselves and property;
- the application of the whole school discipline code of three easily understood rules which provides structure, consistency and predictability;
- the explicit and systematic teaching of pro social skills and behaviours;
- the provision of integrated programs which develop competencies in self-reflection, communication, conflict resolution and stress management;
- an emphasis on reparation, restoration and restitution as opposed to punishment;
- utilising a multi-disciplinary approach including school counseling to manage student welfare and behaviour;

- the integration of the principles of equity and social justice into the policies, procedures and daily practices of the school;
- the rejection of all violence, including racism, discrimination, bullying and harassment.

Outcomes

- students will be engaged with their educational programs;
- students will have a sense of ownership and control over their own learning;
- students will value learning and feel valued as learners;
- students will experience meaningful success;
- students will feel safe;
- students will value difference and respect themselves, others and property;
- students will have a clear understanding of what is expected of them in the school;
- students will develop competencies which will enable them to build positive relationships and to participate successfully at school and in the wider community;
- students will develop skills which will assist them in managing their emotions in socially appropriate ways;
- students will learn without unreasonable disruption from inappropriate behaviours;
- students will take personal responsibility in the processes of reparation, restoration and restitution.

Strategies which recognise and reinforce student achievement

Positive reinforcement is generally more effective in shaping behaviour than negative consequences. Reinforcement should be appropriate for the age and development of students.

Strategies at the school which recognise and reinforce student achievement include:

- the provision of specific feedback to students for academic achievement and appropriate behaviour;
- public commendations and recognition of student success and achievements at weekly assemblies and other ceremonies;
- regular, ongoing contact with parents to provide positive feedback;
- stickers, tokens, Rego rewards

The whole school implementation of the Rego reward system.

Teachers may also reward student behaviour by issuing rego rewards. Students collecting ten (10) Rego rewards signed by the teacher, become eligible to collect a Certificate of Honour.

Students collecting five (5) Certificates of Honour present these to the Principal to receive a book prize. No time limit exists for the redemption of certificates.

When students have collected ten Rego rewards, they exchange these for a Certificate of Honour. When students have collected five Certificates of Honour, they exchange the certificate for a book of their choice at the office and are presented with their book at the weekly assembly.

It is the classroom teachers' responsibility to collate regos and complete Certificates of Honour. They should also maintain records to ensure that the reward system is meeting the need of all students in their class.

Jigsaw (Stage 3)

Jigsaw is a stage 3 reward system for appropriate behavior in and out of the classroom. It is implemented at the beginning of term 4 to encourage stage 3 students to maintain focus and motivation during their last term at primary school. The aim is to be rewarded with pieces of a jigsaw and to complete it within a given number of weeks (normally 9 weeks).

What is the incentive?

In week 10 if the students have completed the jigsaw they are rewarded with a water play activities. These can be games or activities such as water slides.

How is it implemented?

As a stage the students set aims for behavior and what they will look like. Every day they are rewarded points if they achieve their goals. They have a target of 40 points per week. In addition to this they have aims and a target of 6 points for RFF time.

Each week all stage three classes have to reach their target in class and for RFF. If this is reached they are rewarded with a piece of a Jigsaw.

All staff are given "caught you" tokens which are issued when students are 'caught' doing something good. These tokens can be added to the class daily score.

Each student has a green card. If a student is not cooperating in the class or the playground they can lose their green card. The card is sent to the Principal along with the student. The Principal discusses the student's behavior with them and keeps the green card. The student then has to earn that green card back. When the student has demonstrated an improvement they return to the Principal with a form to say they can have their green card back.

Stage 3 Assistant Principal maintains a record of all students that lose their green card. For each day they are without their card the student loses 10 minutes of Jigsaw day
Outcomes

- students will feel valued as learners and members of the school community;
- students will develop self-regulation skills;

- parents/carers will share the successes of students;
- students will understand and experience the relationship between effort and recognition.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Regents Park Public School rejects all behaviour which interferes with teaching and learning.

Unacceptable behaviour, in particular repetitive unacceptable behaviour which interferes with teaching and learning and the wellbeing of students and staff, should be analyzed by the classroom teacher, stage teams and finally by the Learning Support Team. By understanding the function of the behaviour it may be possible to modify teaching practice and learning environments to reduce and/or eradicate the unwanted behaviour.

The school believes that students need to develop the knowledge and skills for self-reflection and emotional regulation. Although correction and discipline strategies often result in immediate compliance, the school believes that for long term improvements to occur the school has a responsibility to incorporate educative and restorative strategies such as problem solving, conflict resolution, anger management, and the development of empathy for self and others.

Unacceptable behaviours are generally managed by the classroom teacher in the first instance but this will depend on the nature of the behavior, including severity and frequency. Refer to the matrix 'Managing Unacceptable Behaviour'.








Where teachers require immediate assistance they should send an assistance card to the Principal.

All classroom teachers should utilize the classroom steps below when managing unacceptable behavior in the classroom unless it is serious or high level behavior as described in the behaviour matrix in which case an immediate referral should be made to the Principal.

Teachers should only utilize the steps below once per day for each student. If it is necessary to implement the steps a second time, a referral should be made to the Principal.

If the steps have been implemented and a change of teacher occurs, the steps should remain in place. The teacher who initiates the steps is responsible for any necessary referrals.

CLASSROOM STEPS

- Step 1**  Verbal reminder (allow take up time)
- Step 2**  Record name on board (allow take up time. If student corrects their behaviour, their name can be removed)
- Step 3**  First cross recorded with name on board
- Step 4**  Second cross – Time out in buddy class where student completes reflection sheet
- Step 5**  Conference with teacher implementing the steps at the next break
- Step 6**  Student sent to time out with supervising Assistant Principal
- Step 7**  Student sent to Principal if the steps need to be implemented a second time on the same day

NOTICE OF CONCERN and NOTICE OF VERY SERIOUS CONCERN

A Notice of Concern or Notice of Very Serious Concerns are issued by an executive as a result of a serious misbehavior or ongoing issues with behavior.

These notices enable the student, the parents and the school to consider the student's behavior, to support the student to make the necessary changes and to understand the consequences if the behaviour continues and/or escalates.

It records the unacceptable behaviour and encourages the parents to assist the student to modify their behaviour.

Executive will:

- counsel the student regarding appropriate behavior;
- telephone the parents or care givers and discuss the student's unacceptable behaviour;
- inform the Principal and provide a copy of the documentation;
- consider a referral to the LST and the school counselor.

MANAGING UNACCEPTABLE BEHAVIOUR (CLASSROOM, ASSEMBLIES, TRANSITIONS)

RESPONSIBILITY	BEHAVIOUR	CONSEQUENCES	RESPONSIBILITIES
CLASSROOM TEACHERS	<p>Not following the school rules Refusal to follow teacher instructions Inappropriate talking (calling out, not listening) Low level physical behaviours (e.g. pushing, spitting on surfaces, unwanted touching of others) Low level inappropriate language Inappropriate use of equipment Low level anti-social behaviours (teasing, verbal disputes) Bullying and harassment (refer to RPPS Anti-Bullying Plan) Disrupting the learning of others (running, yelling on the way to and from toilets/bubblers)</p>	<p>Implementation of the classroom steps. Conference with CT during break time. Referral of student to buddy teacher. Contact parent.</p>	<p>Ensure that teaching and learning is tailored to meet the needs of all students. Ensure the learning environment is safe, secure and predictable in which success criteria are made explicit and where all students can experience success. Teach the rules and expectations. Teach the classroom steps. Provide students with strategies to manage their behaviour. Be consistent, firm and fair. Inform parents of unacceptable behaviours as soon as possible and record the contact.</p>
ASSISTANT PRINCIPALS	<p>Continual refusal to follow the school rules. Continual refusal to follow the teachers' instructions. Continual Inappropriate talking (calling out, not listening) Serious inappropriate language excluding language which relates to racism and discrimination. Low level vandalism Low level graffiti Very unsafe use of equipment. Continual low level anti-social behaviours (teasing, verbal disputes) Bullying and harassment (refer to RPPS Anti-Bullying Plan)</p>	<p>Interview with Assistant Principal. Notice of concern or serious concern Parent contact. Mediation if appropriate</p>	<p>Investigate incidents ensuring there is procedural fairness. Remind students of school rules and expectations. Explain the consequences of further unacceptable behaviour. Provide students with strategies to manage their behaviour. Issue notice of concern or serious concern as appropriate. Conduct mediation if appropriate Contact parents and record the contact. Communicate outcome of interventions with classroom teachers and the Principal. Integrate student welfare into stage meetings to support individual students, including the development of individual behaviour management plans. Consider referral to the LST.</p>
PRINCIPAL	<p>Persistent Defiant/ non-compliant behaviour Verbal abuse of teacher High level verbal abuse of students High level physical violence to student/teacher Racial or discriminatory behaviour Bullying and harassment (refer to RPPS Anti-Bullying Plan) Criminal behaviour High level vandalism High-level graffiti Stealing</p>	<p>Interview with Principal Notice of concern or serious concern Referral to ARCO Parent contact Mediation if appropriate Suspension if appropriate</p>	<p>Remind students of school rules and expectations. Explain the consequences of further unacceptable behaviour. Provide students with strategies to manage their behaviour. Conduct mediation if appropriate Contact parents and record the contact. Communicate outcome of interventions with classroom teaching staff. Complete all relevant documentation, including suspension documentation.</p>

PLAYGROUND BEHAVIOUR MANAGEMENT

General Guidelines

When students enter the playground, they enter an environment which is far less structured than that of the classroom. The status of the peer group may be elevated and may place pressure on individual students to challenge boundaries including the school rules. The presence of a larger audience may also complicate this dynamic. This has strong implications for effective management of all students.

A key consideration in the management of inappropriate behaviours is that they be followed up within twenty-four hours (Rogers, 1995). Immediacy and severity of responses are far less important than certainty unless the behaviours are very dangerous and/or threatening in which case the principal should be contacted so that the student is removed from the playground as soon as possible.

Teachers' responsibilities

- √ Teachers should include regular explicit teaching in the classroom about appropriate behaviours and expectations in the playground including:
 - The school rules with a particular emphasis on 'Show respect' and 'Be safe'
 - Out of bounds areas
 - The bell system. The first bell means get ready so you are lining up by the time the second bell rings
 - Hat rule. No hat no play. Sit in the designated area.
 - Procedure for lunchboxes. All lunchboxes must be placed in the class lunchbox basket prior to play.
 - Eat before playing
 - The importance of litter management
 - Students are not permitted to return to their classroom during breaks
 - Understanding of bullying and harassment including strategies to use if they are being bullied and bystander behaviour

- √ Teachers should regularly invite students to contribute ideas about how to improve the playground environment. This should go beyond student behaviour and should include the physical conditions of the playground including cleanliness, seating and activities.

- √ Teachers assigned to playground duty must ensure that they take up this duty promptly and must supervise students from the beginning of designated break times until classroom teachers have collected the students. Students must not be left unsupervised until the class teacher has arrived. All teachers assigned to playground duty should collect and return the appropriate playground bum bags microphones. This includes the morning duty. They will be kept in a tray near the sign on book. Please ensure that the microphones are switched off and bum bags are returned.

The bum bags should contain:

- Red Emergency Passes
- Orange Urgent Passes
- Incident/Accident Notices (yellow)
- Regos which must be signed by the teacher
- Pen
- Behaviour slips (white)

- √ Reward students displaying appropriate behaviours with verbal praise and regos. Specify the behaviours so students understand why they are being rewarded.
- √ Provide incident/accident notices to students who may require first aid. If the injury is a result of an incident this needs to be identified on the notice
- √ Teachers not on playground duty should move into the playground at the first bell to assist playground duty teachers.
- √ Teachers ensure that they maintain visibility of all students at all times.
- √ In the event of wet weather being called, students will assemble under the covered learning area (primary) and adjacent to the hall (K-2). Teachers must collect and escort their class to the classroom.

Designated playground duty areas

- Infants duty – infants playground, infants grass and canteen area
- Basketball duty – basketball court, basketball court grass, cricket nets
- Primary – primary grass, quadrangle, sports shed, toilets, silver seats, COLA

Out of Bounds areas




- Remembrance garden
- Classrooms and classroom verandahs
- Stage (only to be used for quiet activities)
- Cricket nets
- Car park
- Any location which cannot be seen by the teacher on playground duty

Unacceptable behaviours are generally managed by the teacher on playground duty in the first instance but this will depend on the nature of the behavior, including severity and frequency. Refer to the matrix 'Managing Unacceptable Behaviour (Playground)'.

All teachers on playground duty should utilize the steps below when managing unacceptable behavior on the playground unless it is serious or high level behavior as described in the behaviour matrix in which case an immediate referral should be made to the Principal.

Where teachers on playground duty require immediate assistance they should send an assistance card which is kept in playground bum bags to the Principal.

PLAYGROUND STEPS

- Step 1**  Depending on the age of the student, the student will be directed to either sit on the silver seat or accompany the teacher on playground duty.
- Step 2**  Teacher on playground duty may record the behaviour on the behaviour record slip and forward to the classroom teacher to record and follow up.
- Step 3**  If the student has been issued with more than three playground behaviour slips, the classroom teacher should refer the student to the supervising Assistant Principal.

MANAGING UNACCEPTABLE BEHAVIOUR (PLAYGROUND)

RESPONSIBILITY	BEHAVIOUR	CONSEQUENCES	RESPONSIBILITIES
CLASSROOM TEACHERS	Refusal to follow teacher instructions Low level physical behaviours (e.g. pushing, spitting on surfaces, mock fighting) Low level inappropriate language Inappropriate use of playground equipment Low level anti-social behaviours (teasing, verbal disputes) Bullying and harassment (refer to RPPS Anti-Bullying Plan) Playing in toilets Mock fighting Out of bounds No hats	Implementation of the playground steps. Students sit in designated area if they do not have a hat.	Teach the rules and expectations of behaviour in the playground. Teach the playground steps. Provide students with strategies to manage their behaviour. Be consistent, firm and fair. Complete playground slip and ensure it is given to the student's classroom teacher. Encourage students to provide suggestions to the SRC to improve the playground
ASSISTANT PRINCIPALS	Continual refusal to follow the teachers' instructions. Very unsafe behavior Continual low level anti-social behaviours (teasing, verbal disputes) Bullying and harassment (refer to RPPS Anti-Bullying Plan) Low level vandalism Low level graffiti	Interview with Assistant Principal. Notice of concern or serious concern Parent contact. Mediation if appropriate	Investigate incidents ensuring there is procedural fairness. Remind students of school rules and expectations in the playground. Explain the consequences of further unacceptable behaviour. Provide students with strategies to manage their behaviour. Issue notice of concern or serious concern as appropriate. Conduct mediation if appropriate Contact parents and record the contact. Communicate outcome of interventions with classroom teachers and the Principal. Integrate student welfare into stage meetings to support individual students, including the development of individual behaviour management plans. Consider referral to the LST.
PRINCIPAL	Persistent Defiant/ non-compliant behaviour Verbal abuse of teacher High level verbal abuse of students High level physical violence to student/teacher Racial or discriminatory behaviour Bullying and harassment (refer to RPPS Anti-Bullying Plan) Criminal behaviour High level vandalism High level graffiti	Interview with Principal Referral to ARCO Parent contact Mediation if appropriate Suspension if appropriate	Remind students of school rules and expectations. Explain the consequences of further unacceptable behaviour. Provide students with strategies to manage their behaviour. Conduct mediation if appropriate Contact parents and record the contact. Communicate outcome of interventions with assistant principals and classroom teachers. Complete all relevant documentation, including suspension documentation.

SCHOOL UNIFORM

All students are expected to wear full school uniform.

BOYS	GIRLS
SUMMER	
Grey Shorts Lemon Short Sleeved Shirt Bottle Green Jumper/Cardigan Grey Socks Black Shoes Green School Sun Cap	School Uniform Dress Bottle Green Jumper/Cardigan Culottes/Lemon Short Sleeve shirt Lemon or white Socks Black Shoes Green School Sun Cap
WINTER	
Grey Trousers School Uniform Track Suit Lemon Shirt Bottle Green Cardigan/Jumper Black Shoes	School Uniform Dress OR School Uniform Track Suit Lemon Shirt Bottle Green Cardigan/Jumper Black Shoes
SPORT	
Bottle Green Shorts Gold "T" Shirt White Socks Sport shoes Green School Sun Cap	Bottle Green Sports Shorts or Skirt Gold "T" Shirt White Socks Sport shoes Green School Sun Cap