

GRAYS POINT PUBLIC SCHOOL



GOOD DISCIPLINE EFFECTIVE LEARNING and STUDENT WELFARE POLICY

Policy Date:
Review:
Formulated by:
Council Ratification:

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Clint White





Grays Point Public School

GOOD DISCIPLINE EFFECTIVE LEARNING & STUDENT WELFARE POLICY

The following policy has been developed with reference to the DET policy.

Grays Point is a White Ribbon school and supports Respectful Relationships and anti-violence at all levels.

Our School Rules

GRAYS POINT PUBLIC SCHOOL RULES					
	<i>In the Classroom</i>	<i>In the Playground</i>	<i>At Assembly</i>	<i>Moving Around</i>	<i>On school outings / general</i>
	<ul style="list-style-type: none"> * Keep hands and feet to yourself *Always walk around the classroom *Ask the teacher before you leave the room *Use and carry equipment safely *Sit on your chair safely 	<ul style="list-style-type: none"> *Remain seated during eating time *Stay within boundaries *Play sensibly *Care for your friends *Use play equipment safely *Wear your hat *Walk on the asphalt *Play in the Passive area before school 	<ul style="list-style-type: none"> *Sit sensibly in your class lines *Follow instructions *Keep your hands and feet to yourself 	<ul style="list-style-type: none"> *Always walk when moving in a class group *Be mindful of your classmates *Stay in your lines or group 	<ul style="list-style-type: none"> *Stay with your group *Follow instructions *Play safely *Wear your school hat
	<ul style="list-style-type: none"> *Raise your hand to speak *Follow all instructions the first time *Use your manners *Respect other people's belongings *Think before you speak 	<ul style="list-style-type: none"> *Follow instructions *Use your manners *Put rubbish in the bin *Take care of equipment *Look after the environment *Play fairly 	<ul style="list-style-type: none"> *Be attentive *Sing the National Anthem and School Song respectfully *Sit quietly and don't talk to your friends 	<ul style="list-style-type: none"> *Walk quietly *Listen to the teacher 	<ul style="list-style-type: none"> *Wear your school uniform *Use good manners *Be a good sport *Be friendly and cooperative
	<ul style="list-style-type: none"> *Look after your belongings *Look after school equipment *Always do the best you can *Have the correct equipment *ask for help if needed *Participate in activities 	<ul style="list-style-type: none"> *Listen to the teacher *Think of the consequences of your actions * 	<ul style="list-style-type: none"> *Look and listen *Participate when appropriate *Move to the stage area quickly and safely if called 	<ul style="list-style-type: none"> *Make sure you stay with your group *Carry any equipment safely 	<ul style="list-style-type: none"> *Listen carefully *Participate in all activities
	<ul style="list-style-type: none"> *Think before you speak *Be aware of what others want *Share equipment 	<ul style="list-style-type: none"> *Sort our game rules before you start playing *Take turns 	<ul style="list-style-type: none"> *Sit on your bottom and cross your legs so others can see 	<ul style="list-style-type: none"> *Stay a little distance from the person in front of you *Keep your hands to yourself 	<ul style="list-style-type: none"> *Follow game rules or teacher instructions

Rights and Responsibilities

Rights	Responsibilities
<ul style="list-style-type: none"> • to be treated with respect. 	<ul style="list-style-type: none"> • to treat others with respect.
<ul style="list-style-type: none"> • to be safe 	<ul style="list-style-type: none"> • always behave in a safe manner
<ul style="list-style-type: none"> • the things I own will be safe at school 	<ul style="list-style-type: none"> • not to touch or damage the property of others, or school property
<ul style="list-style-type: none"> • to be treated fairly, to be heard and my views respected as an individual 	<ul style="list-style-type: none"> • to listen courteously and respect the right of others to be different
<ul style="list-style-type: none"> • to learn as much as I can 	<ul style="list-style-type: none"> • to ensure that my actions do not disturb others at work or at play and that I always do my best

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K-6 Weekly Assembly Awards

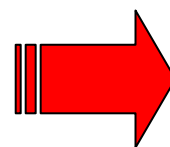
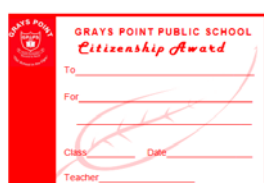
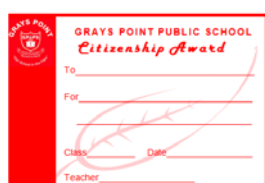
Award	Number available/week	Gold Award	Principal's Award	Principal's medallion
Achievement	2 x class each week – presented at assembly	3 citizenship or achievement awards.	3 gold awards	5* principal's awards. Awarded at the end of the year at Recognition Day.
Citizenship	1 x class each week – presented at assembly			

*To ensure fairness and equity, amendments to this program will be made when necessary.

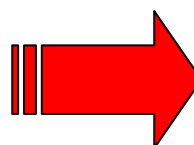
*Names of students sent to the office after assembly for publication.

*Achievement/Citizenship awards can be discretionarily given by executive to enhance positive behaviour.

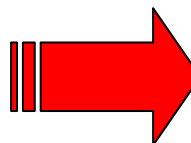
3 Merit awards (Citizenship OR Achievement) = 1 Gold Award



3 Gold Awards = 1 Principal's Award



5 Principal's Award = 1 School Medallion



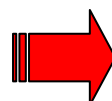
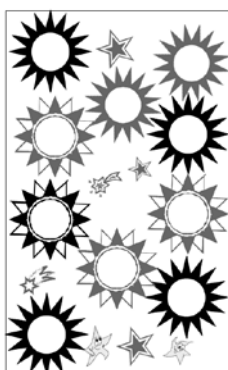
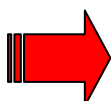
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K-2 Grays Pointers

Class teachers use various methods of reward systems as part of their classroom management systems. Grays Pointers will be issued to students for displaying positive attitudes and behaviours in class. 10 Grays Pointers = 1 sticker on the K-2 Chart. One completed K-2 sticker chart= 1 Shining Star Award presented at assembly.

10 Grays Pointers = 1 sticker on Chart



10 stickers = 1 Shining Star Award



Achievement/Citizenship awards can be discretionarily given by executive to enhance positive behaviour.

Housepoint Competition

All students K-6 can be awarded house points for all school values and following school rules. House points are collated by the student leaders and announced at assemblies. Winning house each term is recognised with a reward. Maximum number of house points that can be given at one time is 5 to ensure consistency across school. House points are part of the school house point system.

House Point Competition			
HUNTER	KING	PHILLIP	MACQUARIE

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Warning

Behaviour causing concern



- Student warned about inappropriate behaviour

Time Out

Dangerous play;
Unsafe behaviour:
Out of Bounds;
Disobedience



- "Time-out" given to reflect upon actions & to relieve a situation
- May include referral to stage supervisor/executive/Principal

- Entry on ESR by teacher if necessary
- Notification to class teacher
- Notification to Principal for serious matters

Detention

Throwing sticks and stones;
Bullying;
Swearing;
Not respecting others' property



- Referral to Stage Supervisor who can then initiate/oversee lunchtime detention
- Complete "Behaviour Reflection Sheet" for parent review
- Recorded on ESR Momentum
- 3 Detentions – Letter of Concern to contact Parents

Suspension

Threatening violence
Possession of weapons or drugs
Absent without leave



1. Principal to consider safety & welfare of student, staff and other students
2. Follow the DEC Suspension and Expulsion Students Policy

Exclusion

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Suggestions for
Parental Assistance at Home
(reference: Parents & Schools Policy)

1. Wherever possible, be involved in the activities of the school so that your children see you in partnership with the school in their welfare.
2. Make sure that you understand the school's Code of Good Behaviour Policy and ask for explanations where necessary.
3. Read the Code of Good Behaviour Policy with your child and answer any questions they may have about it.
4. Let your children know that you support the school and its Code of Good Behaviour Policy.
5. Reinforce your children in a positive way for their good behaviour at school.
6. If your child does misbehave, talk to them about their behaviour and make positive suggestions, which will help them to improve.
7. Support the school by attending interviews if requested or by arranging an interview if you would like to understand more about your child's behaviour.

Appendix A

RATIONALE

The public schools of New South Wales exist to provide a first-class education for all young people. The public school system has three overriding priorities:

Raising educational standards and levels of educational achievement;

- The provision of quality education for all; and
- The care and safety of the students in its charge.

When parents enroll their children at public schools they enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect. It should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. The partnership must strive to create in children an understanding of appropriate public behaviour.

Such understanding should lead the student to develop a responsibility for his or her own behaviour. The precise character of this partnership will be unique to each student. There are, however, certain expectations in common to all such partnerships.

Parents are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour. They assume greater responsibility for their children's behaviour as their children travel to and from school.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student. They are

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also responsible for appropriately communicating with parents about the educational progress and behaviour of each student.

As children grow, they become more active participants in the partnership. When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

OBJECTIVE 1

To establish a clear plan that supports good discipline and effective learning.

STRATEGIES

- Review plan regularly by staff and school council

OBJECTIVE 2

To promote exemplary behaviour by the students of our school.

STRATEGIES

- Publicise the Code of Good Behaviour Policy to the whole school community.
- Implement the Code of Good Behaviour consistently
- Recognise and reward good behaviour through positive reinforcement.

OBJECTIVE 3

To ensure that the school environment is conducive to working and learning while nurturing positive self-esteem.

STRATEGIES

- Encourage students to wear their uniform with pride.
- Support students in being responsible for their own behaviour and in making better decisions.
- Establish an effective Learning Support Team, which meets to discuss student needs.
- Hold regularly staff meetings to discuss issues and concerns related to the health and safety of staff, parents and students.

OBJECTIVE 4

To ensure that communication between home and school assists our students in developing good discipline and effective learning strategies.

STRATEGIES

- Distribute the Code of Good Behaviour Policy to all new families and staff
- Place notices in the School Newsletter relating to issues about Student Management.
- Hold parent meetings to communicate school activities and plans relating to student management
- Communication regularly with parents/caregivers of children identified 'at risk' on all aspects of Student Welfare
- Provide specialised counselling and assistance for parents and students who may need assistance.

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Appendix B

SUSPENSION

A formal disciplinary interview should be held with the student prior to the decision to suspend.

Information regarding the nature of the allegation and appropriate responses by the student should be allowed.

In determining whether a student's behaviour is serious enough to warrant suspension, the principal will consider the safety and welfare of the student, staff and other students in the school.

Immediate Suspension

This will occur due to reasons, such as the safety of students or staff, because of violence, threats of violence, the presence of weapons or illegal drugs.

In circumstances other than those above (eg: persistently disobedient) suspension will occur after;

- appropriate welfare strategies and discipline options have been applied and documented.
- appropriate support personnel available within the school system have been involved.
- previous discussions with the student and parents/care providers about specific misbehaviour.
- there have been formal written cautions detailing these misbehaviors, as well as expectation of what the child is to do in the future.
- there is a record of all action taken.

Principals may impose either a short suspension of up to and including 4 school days or a long suspension of up to and including 20 school days.

If the unacceptable behaviour persists after 2 short suspension strategies such as a further short suspension, a longer suspension or alternative educational programs may be considered.

In the event of 2 short suspensions of a child in any 12 month period, the School Education Director is to be advised.

Any suspension needs to be recorded and all other relevant documentation retained on file at the school.

Decision and Notification – Resolving a Suspension

The following steps relate to both short and long suspensions.

Decision

1. The decision to suspend must be taken by the principal, or, in the principal's absence, the acting principal.
2. The principal should inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to respond. The student's response must be considered before a decision to suspend is made.

Notification

1. A student will not be sent out of the school before the end of the school day without notification being made to a parent or caregiver and, if necessary, agreement reached about arrangements for the collection of the child from school.
2. Notification of suspension must be made to parents or caregivers in writing.

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3. In all cases, the notification must include:

- a. notice of the suspension.
- b. the date and probable duration of the suspension.
- c. the reasons for the suspension.
- d. the clear expectation that the student will continue with studies while suspended and in the case of a long suspension that a study program will be provided.
- e. the importance of parental assistance in resolving the matter.
- f. parental responsibility for the care and safety of the student while under suspension.
- g. other appropriate government or community agencies available to provide assistance where necessary.

4. Parents and caregivers must also be provided with a copy of the school's discipline code, the suspension procedures document, and information about appeal rights.

5. If consideration is being given to proceeding to exclusion from the school or the government system, the notification of suspension or formal warning should make this intention plain.

Resolution

1. The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents or caregiver, to discuss the basis on which the suspension will be resolved.

2. If, in extenuating circumstances, parents or caregivers are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure

that the student is back to school on or before the concluding date of the suspension period. Where this is not possible, the district superintendent must be notified and alternative steps taken to resolve the suspension and facilitate the student's return to school.

3. Should a parent or caregiver require an interpreter in order to participate fully in the suspension resolution meeting, an appropriate person will be organised by the principal.

4. Should a parent or caregiver require a support person in order to participate fully in the suspension resolution meeting, a person acceptable to both the parent or caregiver and the principal may be involved, eg Aboriginal Education Assistant, disability worker etc. The responsibility for organising a support person rests with the student, parent or caregiver.

5. The principal will ensure that the suspension is recorded in and that all relevant documentation is retained on a file at the school.

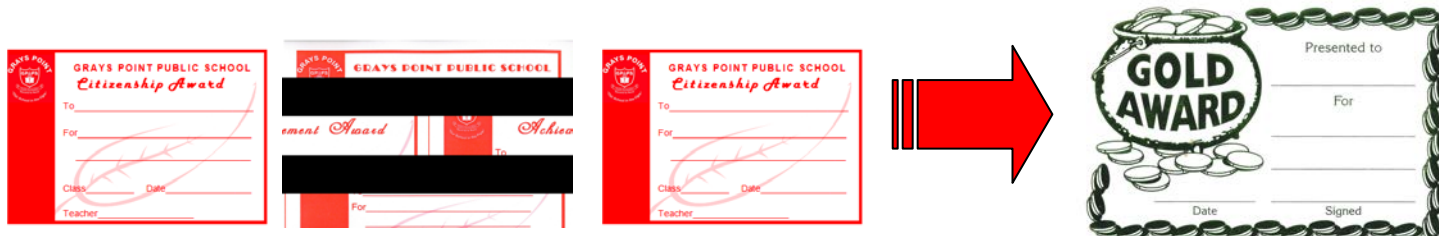
Reference Documents:

- Suspension Procedures Document
- School Discipline Code
- Appeals Rights Document
- Suspension Register
- Behaviour Reflection Sheet
- Suspension Notification Proforma
- Letter of Concern Proforma
- School Newsletter Proforma
- Parents and Citizens Policies

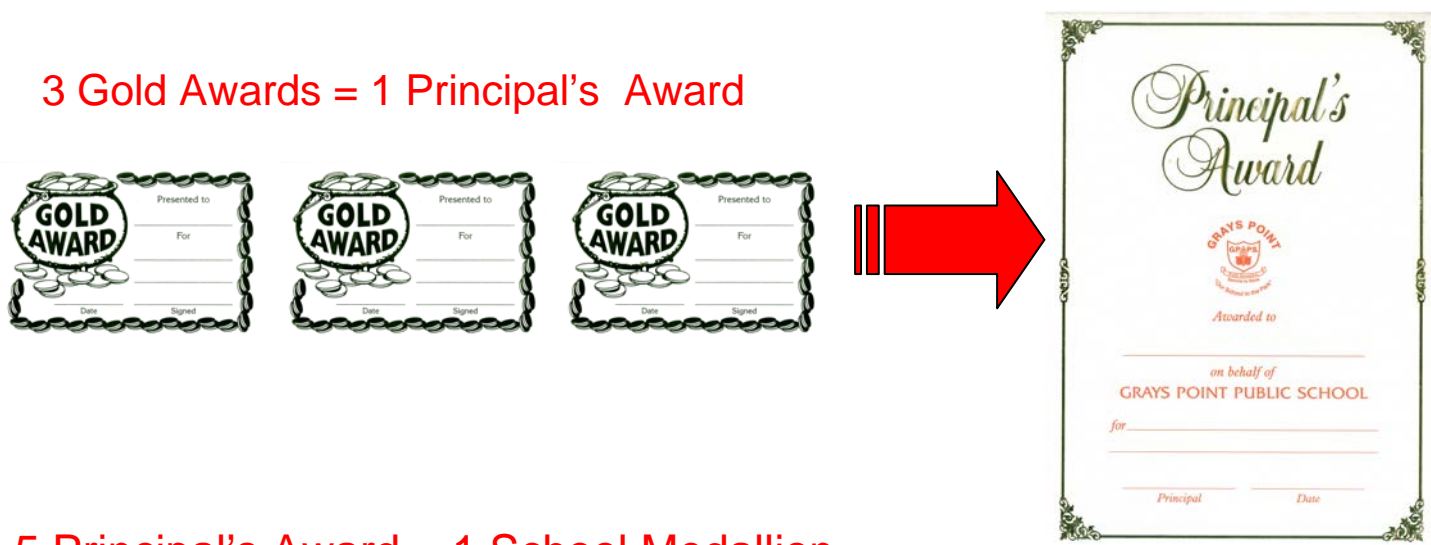
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MERIT AWARD SYSTEM K-6

3 Merit awards (Citizenship OR Achievement) = 1 Gold Award



3 Gold Awards = 1 Principal's Award



5 Principal's Award = 1 School Medallion



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NOTICE OF CONCERN

Date: _____

Dear _____,

I wish to provide you with information about _____
of class _____. Recently, I have become concerned regarding the
following aspect/s of his/her education/welfare indicated below:

- ☐ Detention issued
- ☐ Absence: please send a note explaining absence
- ☐ Attendance
- ☐ Arriving late in the morning
- ☐ Homework
- ☐ Academic achievement in _____
- ☐ Effort in achievement _____
- ☐ Poor behaviour _____
- ☐ Uniform _____
- ☐ Hat _____
- ☐ Coming to school without lunch _____
- ☐ Other _____

At this stage I request that you discuss this aspect with your child in the hope that a more positive outcome may result. If the difficulty does not improve, I will advise you in a further letter, email or telephone call.

If this happens, we will have an interview and discuss further action of the benefit of your child's education.

PRINCIPAL

Teacher: _____ Class: _____ Supervisor: _____

.....
I acknowledge the receipt of this Notice of Concern in reference to my son/daughter
_____ and will discuss the issue with him/her.

Signature: _____ Date _____