



MULGOA PUBLIC SCHOOL



STUDENT WELFARE and DISCIPLINE POLICY

Policy Statement

Mulgoa Public School provides effective teaching and learning within a happy, secure, well managed environment, in partnership with parents, caregivers and the wider school community.

The three main focus areas of the Student Welfare Policy are:

- effective teaching and learning
- positive climate and good discipline
- community participation

Statement of Purpose

Student welfare encompasses everything the school community does to meet the needs of all students.

Student welfare at Mulgoa Public School focuses on:

- providing a safe, caring and happy school environment , nurturing students throughout their learning;
- delivering quality education;
- fair and effective discipline
- health and social skills programs;
- the value of collaborative early intervention for identified issues;
- diversity and individuality, acknowledging difference and promoting harmony and
- providing opportunities for students to enjoy success, be recognised, make contributions to school life and derive pleasure from their learning.

Effective Teaching and Learning

NSW Public Schools exist to provide a first class education for all young people.

All public schools have three overriding priorities:

- raising educational standards and levels of educational achievement;
- providing quality education for all; and
- the care and safety of all our students.

Mulgoa Public School will enhance effective teaching and learning by:

- encouraging students to take responsibility for their own learning and behaviour;
- expecting high academic standards;
- providing effective classrooms that are places of excitement, exploration, scholarship and learning;
- Providing for classroom environments that are settled and considerate of the needs of others and their learning;
- encouraging students to be active and proactive participants in the learning process;
- catering for the needs of all students;
- creating well managed teaching and learning environments;
- ensuring that learning builds on prior knowledge and experiences and are socially and culturally relevant;
- providing opportunities to discuss and or report on student learning and behaviour;
- coordinating relevant and appropriate student services;
- providing for ongoing teacher professional development;
- providing appropriate support programs;
- supporting students in achieving success in learning;
- reinforcing student achievement through the use of merit certificates, awards student commendations etc;
- parent communication;
- recognising and catering for gender and equity issues; and
- ensuring that students, parents and teachers feel valued.

Each **student's right to learn** depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.

Each student has a right to be safe. Schools exist in a society in which violence is often prevalent. This social problem does not always stop at the school gate. Nevertheless, every student has the right to expect that he or she will spend the school day - both in and out of the classroom - free from bullying and intimidation.

*Students have a right to be safe and happy at school.
They have a right to be treated fairly and with dignity.*

Teachers have rights too. Teachers, who on occasions are subjected to levels of harassment which would not be tolerated in any other workplace, also have a right to be safe and happy at school.

*Teachers too, have a right to be treated fairly and with dignity,
by both students and their parents*

Positive Climate and Good Discipline

Discipline is effective when the school community has shared understandings and clear expectations about the behaviours which are appropriate and inappropriate.

It is essential that all persons develop an awareness that they own, and are responsible for their behaviour. It is one of our aims to develop in all students a clear understanding of the ways in which their behaviour affects their ability to meet their various needs.

It is then equally essential that the owner of the behaviour understands the consequences which follow from their behaviour within the institutional and organisational context of the school, as this may be very different from the context in which they operate elsewhere.

Mulgoa Public School will enhance school climate and discipline by:

- providing opportunities for student participation in decision making processes, ensuring principles of equity and fairness are reflected in school practices
- providing opportunities for all students to experience and demonstrate success in a variety 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, ensuring students attend school regularly;
- valuing and providing opportunities for all students to develop skills involved in positive relationships, social responsibility, problem solving and dispute resolution;
- valuing difference, discouraging narrow and limiting gender stereotypes;
- recognising the relationship between student and staff welfare, ensuring staff welfare is also a priority;
- providing resources and opportunities for leadership development and experiences through student representative councils. Peer support etc; and
- creating a disciplined, ordered and cohesive school community where individuals take responsibility, work together collaboratively, respect and value each other.

NSW public schools have the following requirements of all students:

- sustained application to learning;
- respect for other individuals and their property;
- courtesy to other students, to teachers and to community members;
- due respect for teachers;
- no violence, discrimination, harassment, bullying or intimidation;
- no weapons;
- no illegal drugs, alcohol or tobacco;
- peaceful resolution of conflict;
- adherence to the standards of dress determined by the school community; and
- compliance with all school rules and the Fair Discipline Code.

The requirements are reflected in Mulgoa Public School's Rules

1. Abide by our school's Fair Discipline Code.
2. Attend school regularly, be punctual and present notes to explain absences.
3. Follow the instructions of teachers and others in authority.
4. Complete all required work carefully and to the best of their ability.
5. Behave in a responsible, polite and courteous manner.
6. Behave in a manner that shows respect for themselves, and for the rights and feelings of others.
7. Behave in a manner that keeps themselves and others, safe at all times.
8. Respect and care for school buildings, school property and the property of others.
9. Wear appropriate School Uniform at all times.
10. Accept their responsibilities as members of the School Community.
11. Observe classroom rules.
12. Observe playground rules.

While meeting these requirements, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

Community Participation

Strength, success, happy and positive classrooms that deliver quality education is the result of a learning community that works in partnership to provide all students with strong foundations for life.

Mulgoa Public School prides itself on the strength and sense of community. Our partnership with parents is based on shared responsibility and mutual respect. As a learning community we aim to achieve effective learning and good discipline in a school environment that is productive and harmonious.

Mulgoa Public School enhances community participation by:

- building a learning community where 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 that parents are partners in school education;
- valuing parent input;
- encouraging a sense of belonging for all community members;
- assisting families with available support services where appropriate and able;
- fostering links with the wider community;
- inviting parents to share their knowledge and skills in the school community;
- supporting students and parents in making decision about learning; and
- recognising students' families, cultures, languages and life experiences.

Responsibilities

As an effective learning community we recognise and understand that we have responsibilities as part of the partnership we enter into with the enrolment of a child at school.

The Principal and school will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school;
- the school community reviews policies and practices;
- a school discipline policy is developed and reviewed in consideration with other mandatory policies;
- strategic issues identified are incorporated into the school plan;
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline issues; and
- community interaction is supportive, respectful and harmonious.

Teachers will:

- ensure familiarity with the School Discipline Policy;
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents;
- participate in the learning and teaching process taking into account the objectives of student Welfare at Mulgoa Public School;

- actively participate in the implementation of the School Discipline Policy.

Support Staff will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Student will be encouraged to:

- act accordingly to the discipline code established by the school community;
- contribute to the provision of a caring, safe environment for peers, staff and parents;
- participate actively and appropriately in the teaching and learning process;
- provide their views in community decisions where appropriate and able;
- practise peaceful conflict resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school;
- participate in decision making processes where appropriate;
- share responsibility for shaping their children's understanding of what constitutes acceptable and unacceptable behaviour;
- work with teachers to constructively establish fair and reasonable expectations of the school; and
- interact with staff with respect, support and harmony.

CARE and SUPERVISION

Students, parents and teachers have a special relationship. There is trust in each other to protect, care and supervise the most important aspect of school – our children.

Duty of care at Mulgoa Public School is of the utmost importance. It is a priority in all that we do, in and out of classrooms.

The Principal will:

- ensure Work Health and Safety Guidelines are reviewed and employed
- ensure adequate arrangements are in place for playground supervision, such as rosters for fine and inclement weather etc
- provide teacher reviews of supervision requirements
- support students and teachers

The Teachers will:

- be punctual to duty areas
- move around the duty area
- check out of bounds areas
- be positive, encouraging appropriate behaviours
- observe students in order to pre-empt social difficulties, redirecting students happily out of a tricky situation – where possible
- warn students of inappropriate behaviour and consequence if it continues
- ensure consequences are age and behaviour appropriate
- inform the Principal and or class teacher of specific concerns requiring follow up
- consistently discuss school rules
- provide teaching and learning activities for safety on buses, bikes and roads.

The Students will:

- have a responsibility to listen and follow instructions
- know and follow the school rules
- know and understand the importance of appropriate behaviours for safety on buses, roads and bikes
- be in the right area at the right time

- seek teacher information or permission to access areas that they may be in doubt over eg classrooms at recess, sick bay, the office, canteen etc
- consider and respect the rights of others
- follow sun safe procedures

The Parents will:

- promote and support their children in the development of safe and socially appropriate behaviours when travelling to and from school
- promote and support their child's / children's demonstration of appropriate and expected student behaviours at school
- provide for the safe pick up and drop off of students at school by parking appropriately, observing their speed, not calling to children to cross the road
- organise their child's arrival at school to be between 8.40am and 9.00am. (*In extenuating circumstances arrangement may be made with the principal for early arrival – when there is no alternative*)
- organise their child's departure from school at 3.00pm. **It is expected that all students will immediately and safely depart the school at bell time.**

SCHOOL SUPERVISION PLAN

- Students are supervised from 8.40am.
- Students are informed of requirements for arrival at school, departure from school, recess and lunch time eating and play times.
- Students are informed of how and when they may need to seek teacher assistance.
- Students are informed of procedures for injury and illness.
- Fine weather and inclement weather rosters are implemented where appropriate.
- Playground rules and behavioural expectations are implemented consistently by teachers as a result agreed age appropriate consequence to corresponding action.
- Students and teachers are required to observe the Sun Safe Policy all year round.

PLAYGROUND ISSUES

The Duty Teacher will:

- roam and check playground areas and students
- listen to and provide students with the opportunity to articulate perceptions and concerns
- provide students with the opportunity to problem solve
- implement behaviour and corresponding consequence if required.
- follow up with the class teacher, if relevant or required
- have the authority to seat a child for time out or keep them with them as a time out measure
- have the authority to remove a student to the office for time out, referral to the Principal or any relevant concern they may have.

CLASSROOM BEHAVIOUR

Effective teaching and learning occurs in an environment where each member of the learning community takes responsibility for their learning, behaviour and role in the school.

Students at Mulgoa Public School are encouraged to be proactive in both their learning and managing their behaviour in and out of the classroom.

The Principal will:

- provide professional development for staff in management of the teaching and learning environment
- provide support for the learning community, students, teachers and parents where required
- access specialist teachers to support students, teachers and parents, where required
- ensure policy and procedures are current and implemented
- ensure processes in teaching and learning about behaviour are positive and proactive
- collegially work with the learning community to develop appropriate behaviour management strategies

The Teachers will:

- be positive and encouraging in managing the classroom environment
- lead students to independence in managing their own behaviour
- collegially establish school rules that clearly define behavioural expectations
- develop a set of class rules based on the school rules with students that clearly states acceptable and desired student behaviours
- consistently teach and review school and class rules through out the year and as appropriate
- request assistance from students, parents, the Assistant Principal and Principal where required
- refer a student to the behaviour management team if required
- be consistent and fair in their expectations of student behaviour
- implement school procedures for disruption of teaching and learning by a student in the classroom
- implement procedures for recognising student effort and achievement

The Students will:

- know, understand and follow school and class rules
- be aware that there are consequences for breaking school rules and demonstrating unacceptable behaviour
- learn to recognise how they feel and how to manage their feelings appropriately
- respect the right of others to learn in a constructive and happy learning environment
- respect the rights of their teacher to teach in a constructive and happy learning environment
- be aware that constructive behaviours lead to success socially, emotionally and academically

The Parents will:

- recognise and celebrate the achievements of their child or children
- encourage and positively reinforce their child's / children's need to follow school rules and demonstrate acceptable behaviours
- support their child's teacher in implementing policy and procedure

AWARDS

Mulgoa Public School will recognise student behaviour and achievement through an Award System.

- Classroom teachers give 4 certificates per fortnight to students in their class.
- 4 x white certificates = Bronze certificate
- 2 x Bronze certificate = Silver certificate
- 2 x Silver certificate = Gold certificate
- 2 x Gold certificate = school medallion
-

Each day teachers have the opportunity to recognise and reward students:

- verbally
- with stickers
- class based awards
- sharing with another class and teacher
- sharing with the office staff
- sharing with the Principal
- lucky dip awards

Action on Misbehaviour

Minor incidents involving misconduct by a student will be recorded on the SENTRAL data base. The Principal will monitor the database once a week and identify any student, whose behaviour is causing concern or has had multiple entries during that week. These students will be discussed at the weekly morning meeting. As a result of the meeting, some students may be issued with a warning slip. The warning slip means that the child is close to being placed on Yellow Level of the school's Behaviour System. This warning slip is to be given to students to give to parent/s to sign and return. Parents may wish to request an interview with the child's teacher. The Principal will follow up any warning slip that is not returned.

Action on Persistent Misbehaviour

1. Should there be no change in behaviour, the student may be placed on Yellow Level, which requires a Yellow card Self-Management Behaviour Program. A letter will be sent home informing Parents/Caregivers of this decision. Parents will need to sign a slip acknowledging the decision. Parents may request an interview to discuss the Self-Management Behaviour Program with the Class Teacher and Principal before the student is placed on the program. A student who has been placed on a Yellow Level Self-Management Program will undertake detention for a period of one lunchtime in the office and will be issued with a card which will be presented to the Class Teacher and the teacher on playground duty at the end of each session. The Class Teacher and teacher on playground duty will record a score out of 5 indicating the student's behaviour during the session. A copy of the yellow card will also be taken home by the child for the parent to sign each day. After 5 days of scores of 3 or more the student will be removed from the Self-Management Behaviour Program and return to Green Level.
2. If no improvement is shown, or if behaviour deteriorates further, the student may remain on Yellow Level or be placed on Red Level, which requires a Red card Self-Management Behaviour Program. A letter will be sent home informing Parents/Caregivers of this decision. Parents will need to sign a slip acknowledging the decision. Parents may request an interview to discuss the Self-Management Behaviour Program with the Class Teacher and Principal before the student is placed on the program. A student who has been placed on a Red Level Self-Management Program will undertake detention for a period of five lunchtimes in the office and will be issued with a card which will be presented to the Class Teacher and the teacher on playground duty at the end of each session. The Class Teacher and teacher on playground duty will record a score out of 5 indicating the student's behaviour during the session. After 10 days of scores of 3 or more the student will be removed from the Self-Management Behaviour Program and return to Green Level.
3. If no improvement is shown, or if behaviour deteriorates further, Department of School Education, "Suspension, Exclusion and Expulsion Policy" may be invoked.
4. Any one incident of serious misconduct may lead immediately to a student being placed upon a Self-Management Behaviour Program or the Department of School Education, "Suspension, Exclusion and Expulsion Policy" being invoked.

Self-Management Cards (yellow / red) may be issued for the following reasons:

- a) Persistent disrespect, rudeness, insolence
- b) Persistent noisy or disruptive behaviour
- c) Vandalism, damaging fixtures or property
- d) Swearing or spitting
- e) Bullying, thuggery, harassment
- f) Racist behaviour or comments
- g) Verbal or physical assault of a teacher
- h) Refusal to attempt a required task
- i) Stirring, provocative behaviour
- j) Fighting



Mulgoa Public School -Behaviour



Behaviours leading to Yellow Level (Minor)	Yellow Level Behaviour	Red Level Behaviour	Suspension
Pushing - lines / playground / class	Repeated minor behaviours	Repeated Yellow Level behaviours	Repeated verbal abuse of any staff / parent helpers / casuals / scripture teachers / students
Repeated rule reminders	Deliberate physical contact	Swearing- at a student, staff or parent	Violence resulting in injury
Teasing	Swearing	Destruction of property	Using or possessing a suspected illegal substance
Inappropriate words	Throwing projectiles	Physical violence	Using or possessing a prohibited weapon, firearm or knife
Late to lines	Intentionally hurting others	Bullying	
Running on concrete	Misuse of sport or game equipment	Threats and violence towards any staff / parent helpers / casuals / scripture teachers / students	
Sitting in someone's spot / taking someone's spot	Using objects as weapons	Sexually inappropriate behaviour/ language	
Back chatting teachers and other helpers	Intimidation of others	Leaving school grounds without permission	
Excluding others	Repeated teasing	Stealing	
Telling lies or stories	Damaging property or equipment		
Disrupting the games of others	Bullying		
Speaking unkindly	Disrespect to staff		
Out of bounds	Stealing		
Not following set rules in a game			
Playing in toilet / wash shed			
Being in classroom unsupervised			
Playing without a hat			
Eating outside eating areas			
Misuse of sport or game equipment			
Not following instructions			

Traffic Light Behaviour

Our Core Rule Statements

Be safe (behave safely, keep hand and feet to yourself)

Be responsible (attend school every day, behave responsibly, care for your own personal property and that of others)

Be respectful (use a polite voice, treat one another and school staff with dignity and respect, care for property of others, maintain a neat appearance)

Be a learner (attend school every day, try your best)

Green Level: These students follow the school rules and have access to all privileges and roles and responsibilities. At recognition day, these students receive a school merit award.

Yellow Level: Students may be placed on yellow level at the discretion of the classroom teacher or principal. Students on yellow level will receive a 2 day lunch detention. If a student has been on yellow level twice in one term, then the next yellow level that term will be escalated to Red level. The classroom teacher must keep record in Sentral and in Team Drive of formal movement to yellow. A letter must be sent home to parents indicating that the student has changed levels. The principal must be informed when a student has had 2 yellow levels to allow for intervention. The student will miss recognition day activities that term. School leaders will lose their badge as per Student Leadership Policy.

Red Level: Students who move to red level have no access to extra-curricular activities, including play, canteen (except for recess and lunch orders), sport monitor, bell ringer, representative carnivals, excursions, special responsibilities etc. There is also a 5 day lunch detention. A note is sent home to the child's parents to inform them of the detention. This may also be a phone call. If a student has 2 red levels in one term, a short suspension may be imposed. The student will miss recognition day activities that term. School leaders will lose their badge as per Student Leadership Policy.

**BEHAVIOUR LEVEL WARNING SLIP**

This slip is to inform you that your child _____ has displayed behaviours that could result in placement on Yellow or Red Level. Should your child be placed on Yellow or Red Level, he/she will be required to attend detentions and be monitored according to our Student Welfare and Discipline Policy.

Your child has displayed the following unacceptable behaviour/s:

Physical	Verbal	Social
Disruptive	Disrespectful	Damage
Incident Summary		

This warning slip was issued by - _____

Date - _____

Please sign below to indicate that you have seen this warning slip. Contact the teacher if you have any questions or concerns.

Parent signature: _____

Date - _____

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Be safe



Be responsible



Be respectful



Be a learner



