

Gulmarrad Public School

Student Wellbeing Policy



Excellence, Opportunity,
Care and Success.



NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Rationale:

The essential foundation of the management of school behaviour at Gulmarrad Public School is the development of a collaborative learning environment, where students and teachers work together towards the common goal of learning and wellbeing. Gulmarrad Public School is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The AIMS of this policy are to:

- Encourage and develop responsible behaviour.
- Encourage and develop a supportive, non confrontational, non violent, non coercive and non discriminatory environment.
- Encourage students to identify themselves as individuals and active members of the community.
- Develop partnerships between students, their families and staff, so that students are supported in achieving their full potential in a success oriented environment.
- Develop respect for the school community and the environment.

At Gulmarrad Public School our students will:

Connect - be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Succeed - be respected, valued, encouraged, supported and empowered to succeed.

Thrive - grow and flourish, do well and prosper

Enable - The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Achieving school excellence in wellbeing

- The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students on a context of quality teaching and learning
- Students, teachers and staff and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes
- Individuals care for self and contribute to the wellbeing of others and the wider community.
- Effective leadership guides the development of a highly effective school

- The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students
- Quality teaching and effective professional practice are evident in every learning environment
- Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students is a high priority at Gulmarrad Public School.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The Department of Education provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Excursions

- All students are expected to follow the behaviour code on excursions, travelling to and from school, during sporting activities and community events.

Dress standards

All students should maintain a neat appearance by wearing the Gulmarrad Public School uniform as stated below:

Uniform:

- gold school logo polo shirt
- black shorts (boys) black skorts or shorts (girls)
- long black pants
- black school shoes or black joggers with white socks
- black jacket/jumper with school's logo

Sports Uniform:

- gold school logo polo shirt
- black sport shorts/black tracksuit pants
- appropriate closed in shoes for events with white socks

Students are prohibited from wearing clothing that is inappropriate, is immodest, offensive, and unsafe or non-sun safe. This includes any shorts other than standard school shorts, thongs, midriff tops, tank tops, singlets, platform shoes, make-up, jewellery, etc.

Treatment of Animals

- Responsible behaviour towards animals in the school grounds and on excursions
- Awareness of the danger in approaching unknown animals
- Cruelty to animals is prohibited
- Foster a respect and a desire to protect all living animals. This is supported and developed in our Science and Technology Key Learning Area

FRIENDLY FIVE



The **‘Friendly Five’** school values consistent across the school are:

- Respect - green
- Co-operate with others - orange
- Act safely - yellow
- Use your manners - pink
- Show Initiative - blue

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Strategies to promote good discipline and effective learning

- Curriculum appropriate to each student’s needs
- Providing students with opportunities to participate in extra-curricular activities
- Support students to connect, succeed and thrive
- Consistent use of positive behaviour management techniques with clearly defined behavioural expectations
- Discussions with the school community of their roles in implementing the agreed strategy to create a positive teaching and learning environment
- Provision of social skills and resilience programs
- Provision of support programs such as counselling and remediation
- Liaison with community agencies
- Staff attendance at relevant professional learning
- Staff nurture relationships with students which are safe, respectful and supportive, and which help students to reach their full potential
- Promotion of healthy eating habits ie Crunch & Sip/healthy canteen strategy/class activities
- Students contribute to the leadership of the school through School Leaders Program, Student Representative Council and Year 6 Kindergarten Buddies
- Friendly 5 values explicitly taught in classrooms

Practices to recognise and promote student achievement

- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student
- Staff enable success by contributing to a positive, supportive and encouraging learning environment
- Recognition at school assemblies, in the newsletter, on special school occasions and in the media
- Regular ongoing contact with parents or caregivers, in person, by letter or by telephone
- An end of year Presentation Assembly is conducted to celebrate and acknowledge success in academic achievement across all KLAs, citizenship and sport
- Meaningful, timely and effective feedback to students
- Fortnightly Merit Awards are given to students at a whole school assembly to recognise their achievements in learning and citizenship
- Recognition Certificates will be awarded to students who represent the school in various activities including but not limited to debating, public speaking, PSSA sport etc.

House Rewards System

- Every teacher has a House Tally box in their classroom with 10 tokens. Tokens relate to a specific behaviour in class / playground related to the Friendly Five eg: good listening skills for Respect
- House leaders tally the points weekly - Dingoes, Emus & Kangaroos
- Winning house for the fortnight announced at the fortnightly assembly
- Winning class for assembly looks after the House Bear in the winning house colours
- Winning house at the end of term selects what they would like to do eg movie / games afternoon / Just Dance in hall
- If a student is on Level 3 or higher at the time of the reward they are unable to participate in their House Reward activity
- Carnival points are separate to whole school accrued behaviour points
- Friendly 5 cards will be handed out by teachers for positive behaviours in the playground. When students collect all 5 cards they receive a High 5 ruler and certificate. The High 5 ruler will be presented once at a fortnightly assembly. Students will receive the High 5 certificate for any subsequent High 5 cards.

Monitoring Playground / Classroom Behaviour Program

GUIDELINES TO ASSIST STAFF IN IMPOSING CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR IN THE PLAYGROUND AND THE CLASSROOM.

These guidelines are designed to assist teachers to select appropriate consequences and ensure that consequences are imposed consistently. If the behaviour is recurrent then the level of consequences will be increased. Students who have a diagnosed disability must be treated with discretion when applying these consequences to any unacceptable behaviour.

TIME OUT – 1 DAY – DEMERIT LEVEL – 1

Students re-offending at any level within a 1 week school period will be placed on additional demerit level appropriate to offence. Parents may be requested for an interview with the Principal.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Late for lines • Interfering in others games • Littering • Running on gardens / concrete • Running through play equipment area • Using equipment at wrong time. • Out of bounds • Climbing trees • Taking others hats | <ul style="list-style-type: none"> • Disruptive behaviour during assembly/eating time/detention • Inappropriate language e.g. name calling • Poor sportsmanship and unfair play • Not attending an in-class detention with a teacher • Eating in wrong area • Fooling around at bubblers / water station • Playing in toilets • Failure to complete reflection sheet to an expected standard during time out |
|---|--|

TIME OUT – 2 DAYS – DEMERIT LEVEL – 2

Students re-offending at any level within a 2 week school period will be placed on additional demerit level appropriate to offence. They will return to level 0 after completion of time-out plus 2 weeks free from unacceptable behaviour at school. Parents may be requested for an interview with the Principal.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Inappropriate language eg swearing • Throwing food at others • Throwing rocks/sticks not at others • Teasing or putting others down • Spitting • Leaving classroom without permission • Inappropriate touching – (minor pushing, tripping, shouldering etc) | <ul style="list-style-type: none"> • Repeated display of poor sportsmanship and unfair play • Inappropriate behaviour in toilets • Inappropriate gestures • Disrupting bus lines • Unacceptable use of school equipment • Lying to staff • Encouraging poor behaviour choices |
|---|--|

TIME OUT – 3 DAYS – DEMERIT LEVEL 3

Students re-offending at any level within a 3 week school period will be placed on additional demerit level appropriate to offence. They will return to level 0 after completion of time-out plus 3 weeks free from unacceptable behaviour at school. Note sent home to parents. Parents may be requested for an interview with the Principal.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Throwing, or hitting, people or with objects • Vandalism (minor) • Tripping another deliberately. • Disrespect to teachers, peers and other staff/visitors • Theft • Leaving school grounds without permission • Bullying behaviour: both verbal/non-verbal & physical • Breach of student transport | <ul style="list-style-type: none"> • Disobeying teachers request • Spitting on a student • Inappropriate touching – (hitting, kicking, punching) • Inappropriate usage of internet (DEC guidelines) • Deliberate dishonesty • Truancy from class |
|---|--|

REFERRAL TO PRINCIPAL, ASSISTANT PRINCIPAL OR EXECUTIVE – DEMERIT LEVEL 4

Time-out – 4 days and Principal’s discretion whether student will be suspended. 4 days’ time-out includes both breaks and before school. Re-offending at any level 4 within a 4 week school period. Will be placed on additional demerit level appropriate to offence. The Principal will request an interview with parents. Level 5 is suspension. Students return to level 0 after completion of time-out plus 4 school weeks free from unacceptable behaviour at school.

- Throwing rocks and injuring someone
- Throwing, or hitting animals with objects.
- Violence capable of causing injury
- Abusive or offensive language, gestures or behaviour directed at staff or students
- Repeated or extreme disobedience
- Throwing objects in a forcible manner, which may or has injured someone
- Vandalism – major
- Continual bullying or sexual harassment

- Inappropriate touching (aggressively hitting, punching, slapping etc)
- Cyber bullying-explicit emailing, face book etc
- Repeated disruption and misbehaviour in the classroom
- Leaving school grounds and refusing teacher directions to return
- Disrespect to teachers and refusal to follow instructions
- Theft and/or damage to teachers/school property

Level 4 and 5 will follow documented management plan until student reaches level 0.

Demerit Level 1

Students are placed on Level 1 for a 1 day time out offence. They are sent to the time-out room for 1 session. Correct behaviour is reinforced by supervisor. Students will return to level 0 after completion of time-out plus 1 week free from unacceptable behaviour at school.

Demerit Level 2

Students are placed on Level 2 for a 2 day time out offence. Students will return to level 0 after completion of time-out plus 2 school weeks free from unacceptable behaviour at school. Parents may be requested for an interview with the Principal.

Demerit Level 3

On demerit level 3 there is significant loss of privileges during the 3 week school period. This will include: socials, excursions, sporting gala days and any other event at the schools Welfare Committee’s discretion. A note is sent home to parents explaining the loss of privileges, and parents may be requested for an interview to discuss their child’s behaviour. The student may be referred to the School Counsellor. Students return to Level 0 after completion of time-out plus 3 school weeks free from unacceptable behaviour at school.

Demerit Level 4

On Demerit Level 4 students will lose all extra privileges during the 4 week period which includes all excursions, sporting team activities, competitions including school, district, zone and State representation, and any other events at the school’s Welfare Committee’s discretion. Students involved in Level 4 behaviour will have a very high chance of being suspended for a short or long period. If a child has been placed on Level 4, 2 or more times throughout the year this may result in suspension and they may be excluded from any major excursions which would include the Years 3-6 overnight excursions.

Demerit Level 5

If a student continues to disobey school rules following a Level 4 the student will be placed on a Level 5 and will be suspended. On their return to school a documented program of improvement is set in place, loss of privileges still occurs and the student will need to complete time-out as per Level 4.

Principals must suspend immediately and consistently with DEC procedures any student who:

- Is continually disobedient
- Is physically violent.
- Is in possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).
- Uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

Re-occurrence of poor behaviour can lead to expulsion from school.

Time Out / Detention Procedures

- All negative behaviour incidents are recorded on Sentral in the Student Wellbeing module
- Yellow Detention box with reflection sheet, student responsibilities sheet, and pencils will be stored in the staff room

Students

- Student receives a copy of reflection sheet to write out neatly on worksheet
- Student to hand worksheet back to teacher at end of session
- Students on detention for more than 2 consecutive sessions may be given an alternate task
- Students who are unable to complete the reflection sheet due to age or disability will be given an alternate activity

Teachers

- Teacher record attendance on detention roll on Sentral
- If a single child is on detention the teacher is to supervise the child outside of the classroom

Time Out - Classroom

- If a student is sent to another classroom due to disruptive behaviour they will be accompanied to the other classroom by another student
- In addition the student may take work with him/her to complete in the other classroom
- Depending on the behaviour a student may be sent directly to the Assistant Principal or Principal

Suspension

Suspension will occur after the Principal has:

- Ensured that appropriate school student welfare strategies and discipline options have been applied and documented.
- Ensured that appropriate support personnel available within the school system and externally have been involved.
- Ensured that discussion has occurred with the student and parent(s) or carer(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension.
- Developed, in conjunction with the school learning support team or appropriate school or Departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour.
- Provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- Recorded all action taken.

Principals must suspend immediately and consistently with these procedures any student who:

- is physically violent.
- is in possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).
- uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

Short Suspensions

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

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

Long Suspensions

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. Principals will impose a long suspension for:

- **Physical Violence** - which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
- **Use or possession of a prohibited weapon, firearm or knife** - when the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- **Possession or use of suspected illegal substance** - not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **Use of an implement as a weapon or threatening to use a weapon.** When any item is used as a weapon in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.
- **Serious criminal behaviour related to the school.** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
- **Persistent Misbehaviour.** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

* For further information relating to Suspension refer to the Suspension and Expulsion of School Students Procedures (NSW Department of Education and Training 2011).