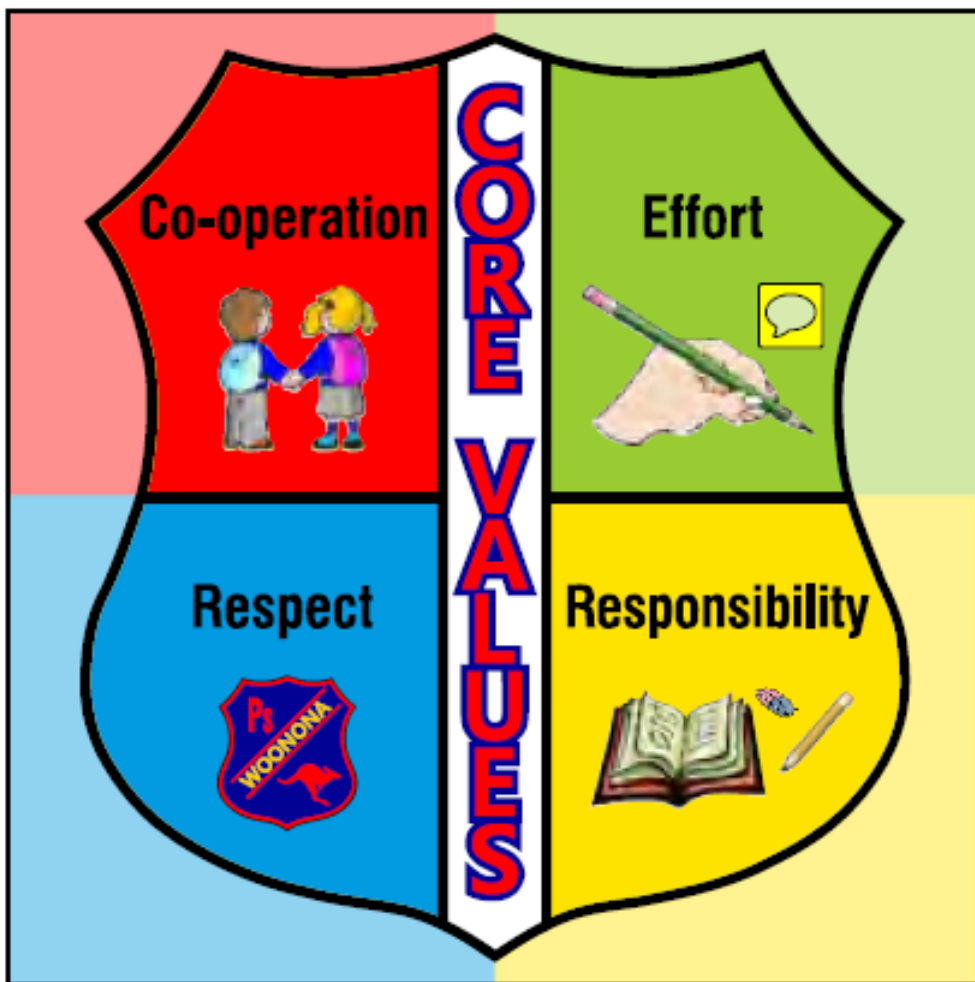


Woonona Public School

# Student Welfare Policy

2018



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# Rationale

At Woonona Public School we believe in the values of respect, responsibility, cooperation and effort. Woonona Public School is committed to creating quality learning opportunities for all students and to foster learner qualities in our school community.

Our Student Welfare Policy supports these values to ensure that our learning environment is positive and supportive. Woonona Public School supports students at each stage of their development and does this through quality teaching, learning and engagement.

Our school values provide:

- A positive learning culture that is easily understood
- A shared understanding among all members of the school community
- Opportunities for students to learn and develop positive growth mindset
- Lessons to teach the learner qualities
- Opportunities to develop the learner qualities
- Opportunities for students to learn expected behaviours
- Clear consequences for student behaviour

The principles that our core values underpin ensure that Woonona is a safe, happy and encouraging learning environment which builds on the individual strengths of students and positions them to succeed and thrive throughout life.

- This will mean that all members of our community will be treated with respect and will work in a cooperative environment.
- Parents, teachers and students share the responsibility in maintaining a positive learning environment.
- Students will maintain effort at all times to ensure that they achieve their learning potential and strive for the highest standards in learning

## Introduction

The student welfare policy has been created to ensure our students are always in an environment that is safe, engaging and promotes a strong sense of self. We believe that for a child to excel they need a strong feeling of self-worth and they need to have a positive connection with their teachers and fellow students and the school community. Feeling secure, safe and cared for influences their ability to learn. Our Student Welfare Policy encompasses the practices of the school to meet the personal, social, emotional and individual needs of all our students. The school's aim is to create a warm, trusting, safe and rewarding environment where each student can reach and surpass their potential.

**At Woonona, we aim to create a strong school culture and community through our Student Welfare Policy.**

**This policy supports and develops:**

- a safe and positive environment that encourages students to recognise and respect the feelings, dignity, welfare, property and rights of others.
- effective discipline that encourages accountability for behaviour
- whole school core values of Effort, Respect, Co-operation and Responsibility which underpin a clear social skills program
- collaborative and early intervention when problems are identified
- opportunities for students to enjoy success and recognition as well as enjoyment in learning
- engagement in teaching and learning about clear learner qualities which promote success and lifelong learning
- fostering partnerships with the Woonona Parent and Citizens Association to be inclusive of all stakeholders and to provide opportunities for community members to have a say in the vision of the school
- ongoing analysis of data leading to quality teaching and learning cycles which are delivered through best pedagogical practice.

**At Woonona Public School we value:**

- working and learning together as a team to achieve best outcomes for all
- respecting and encouraging risk taking and the acknowledgment that mistakes are valuable learning opportunities
- the success and personal growth of all students is recognised and celebrated
- the pursuit of best pedagogical practices that are informed by effect size studies and mind frames.
- collaboration, self-reflection, peer reflection and the pursuit of excellence for staff and students.

## Woonona's Vision

To provide a safe, positive, engaging and motivating environment that assists and ensures all students thrive in their learning journey.

## Core Values for all students in NSW Public Schools

The NSW Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

The core values are:

- Integrity: Being consistently honest and trustworthy.
- Excellence: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
- Respect: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- Responsibility: Being accountable for your individual and community's actions towards yourself, others and the environment.
- Cooperation: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- Participation: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation
- Care: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
- Fairness: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
- Democracy: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Values in NSW Public Schools March 2004

<https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools>

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 School 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.**

Core Rules in NSW Public Schools

<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

**Woonona's Student Welfare Policy ensures we are catering for the 'whole student' and all aspects of school life are valued and celebrated.**

### **Academic**

Through the collection and analysis of data, teachers are planning short, explicit cycles to provide the students with exactly what they need to make growth. The curriculum is followed with teaching and learning cycles designed to be engaging and challenging. Visible Learning techniques underpin all that we do at Woonona. Formative assessment strategies are used by teachers to constantly check in with where students are and allow for any changes in teaching that need to occur.

## **Social**

Students are offered a range of opportunities to socialise with their peers, from time in the playground to collaborative learning in the classroom and events like school discos and camps. Students are also provided with the opportunity to socialise in mufti days, Buddy Program, fundraisers and working with or as part of our Student Representative Council. Social skills are taught and supported with a specific social skills program aimed at developing a sense of respect and belonging. We aim to develop an understanding in all students that they belong to a school community with all sorts of people and personalities.

## **Physical**

Woonona has a large playground for students to explore and play in. There are quiet areas for relaxed play, handball courts, covered areas and large grassy spaces to run free in. There is a full size multipurpose court and a climbing frame playground, which are available to students across the school. Our school hall is accessed at playtime with alternative games as in Lego, chess and table tennis.

Classrooms are clean, modernised and well furnished. Students have access to all resources they need during the day and every class has a smart board and air-conditioning. There are also computer labs, banks of iPads and a well-stocked library.

## **Emotional**

Students at Woonona are nurtured and supported by the teaching staff and our school is a positive place to be. Teachers work together in teams to discuss and look out for students who they are concerned about, with staff quick to intervene and provide extra support for those students who need it.

The Learning Support Team advises teaching staff of how to best support students in times of need, and our school counsellor is available to be called for advice and support.

## **Community**

Strong community links are developed and encouraged at Woonona Public School. Parents and family are invited to attend assemblies, sporting carnivals, Easter Hat parades, book parades and Education Week events.

The P & C are strong and active within the school and work together alongside teaching staff to ensure the best opportunities and facilities are offered to our students. P & C fundraising events are well supported and contribute to the creation of a true sense of community.

## **Social Skills Matrix**

The matrix is to be used to teach expected positive behaviours across all school settings. Staff and parents will be involved in the process to ensure consistency. The lessons will be taught across all classes each year and lessons will be differentiated to meet all student learning needs.

# Woonona Public School Social Skills Matrix



	Whole School	Assembly	Eating Time	Grass	COLA	Toilets	Moving
Effort	<ul style="list-style-type: none"> <li>I use the learner qualities to guide me every day to be my personal best</li> </ul>	<ul style="list-style-type: none"> <li>Enter the hall silently</li> <li>Wait quietly</li> <li>Display active listening</li> <li>Show appreciation for presentations</li> </ul>	<ul style="list-style-type: none"> <li>Check your area before leaving</li> <li>Eat in set time</li> </ul>	<ul style="list-style-type: none"> <li>Try to get along with others</li> </ul>	<ul style="list-style-type: none"> <li>Try to get along with others</li> </ul>	<ul style="list-style-type: none"> <li>Return to class quickly</li> <li>Go to the toilet before school, recess and lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>Display effort in moving around the school safely</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Be honest and trustworthy</li> <li>Show good manners</li> <li>Wear your school uniform including school hat</li> <li>Treat others like you would like to be treated</li> <li>Care for your surroundings people and property</li> <li>Respect school property</li> <li>Respect and show courtesy all members of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Enter the hall quietly</li> <li>Leave the hall quietly</li> <li>Respectful clapping and cheering</li> <li>Respect the National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>Place rubbish in the bin</li> <li>Manners at the canteen eg Please and thankyou</li> <li>Buy for yourself only</li> <li>Wait patiently for your turn</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate and solve conflict respectfully, calmly and fairly</li> <li>Be a positive problem solver</li> <li>Speak nicely to others</li> <li>Be safe</li> <li>Wear a school hat</li> </ul>	<ul style="list-style-type: none"> <li>Be a positive problem solver</li> <li>Speak nicely to others</li> <li>Wear a school hat</li> <li>Put all rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Respect school property</li> <li>Allow for privacy of others</li> <li>Clean up after yourself</li> <li>Be hygienic and clean</li> <li>Do not play in or around the toilets</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly around the school</li> <li>Walk bikes, scooters and skateboards in grounds at all times</li> <li>Walk on all concrete and bitumen areas</li> <li>No running through the cola</li> <li>Walking to the lower parts of the school</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Be safe</li> <li>Look after your belongings and environment</li> <li>Be in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully</li> <li>Follow instructions</li> <li>Sit and stand quietly</li> </ul>	<ul style="list-style-type: none"> <li>Eat in the correct area</li> <li>Sit on the seats</li> <li>Wait to be dismissed</li> <li>Be responsible for your own belongings</li> <li>Line up at canteen</li> </ul>	<ul style="list-style-type: none"> <li>Report any problems to the teacher on duty</li> <li>Line up at the correct time</li> <li>Keep hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Report any problems to the teacher on duty</li> <li>Be in the right place at the right time</li> <li>Keep my hands to myself</li> <li>Stay in bounds</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Report damage or accidents to teachers</li> <li>Keep the area clean</li> </ul>	<ul style="list-style-type: none"> <li>Return to class quickly and sensibly</li> <li>Keep to the left in walkways</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>Display team work</li> <li>Be a good friend –help others</li> <li>Take turns</li> <li>Get along with others</li> </ul>	<ul style="list-style-type: none"> <li>Sit in straight lines and allow personal space</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to the teacher on duty</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to join in</li> <li>Take turns and welcome new people to the game</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to join in</li> </ul>	<ul style="list-style-type: none"> <li>Follow rules to help the toilet to be clean for others</li> </ul>	<ul style="list-style-type: none"> <li>Help other students in need</li> <li>Report issues to teacher</li> </ul>



# Social Skills Teaching Sequence

The Social Skills Program will be a whole school approach, so that each skill will be reinforced in all areas of school life eg. Whole school assemblies, PSSA sport, Stage gatherings, lines, playground and classroom. Each skill will be taught over a one week period. At the start of each week a new Social Skill will be introduced to students in class and across a range of platforms such as stage gatherings, Facebook and newsletters.

The Social Skills Program should be taught using the following sequence:

Term 1: Classroom Skills

Term 2: Playground Skills

Term 3 & 4 Personal Skills

Social skills will be introduced each Monday by the teacher who first has the class.

In **Term 1** all teachers should also teach the common procedure for entering a room:

- ✓ Knock and enter (do not wait to be asked in)
- ✓ Go directly to the person you wish to see
- ✓ Say “excuse me.....” and deliver the message.
- ✓ Also focus on ‘**a minute from the door to the floor**’: students put bags away responsibly, gather materials and place on table and then make it to the floor all in the first minute of the day.

# Woonona Public School Social Skills Teaching Sequence

	Term 1	Term 2	Term 3	Term 4
Week 1	Listening	Asking someone to play/join in	Trying when it is hard	Solving a problem
Week 2	Asking a question	Playing a game	Knowing/recognising your feelings	Accepting no
Week 3	Ignoring	Dealing with losing	Dealing with anger/feeling mad	Dealing with mistakes
Week 4	Accepting consequences	Wanting to be first	Using friendly talk/talking nicely	Being a good friend
Week 5	Greeting others	Waiting your turn/patiently	Asking a favour	Recognising/deciding how someone feels
Week 6	Interrupting	Joining in / getting involved	Offering help	Knowing when to tell
Week 7	Sharing	Feeling left out	Reading others	Saying no
Week 8	Following directions	Deciding if it is fair	Being honest	Asking to talk
Week 9	Asking for help	Dealing/ coping with teasing	Rewarding yourself	Deciding what to do
Week 10	Saying Thank You	Dealing with fear	Using brave talk/ speaking with courage	Relaxing

# Learner Qualities Matrix

Woonona Public School has taken steps to identify what we believe are the essential qualities of a learner for our school and learning community. We began this process by spending time researching attributes of a learner and identifying those seen as most essential to our students. Many rigorous discussions followed to narrow down our list. This was then re-worked in conjunction with the P & C and from our observations of the student body. We identified the seven qualities essential to a learner as:

**Collaborate**  
**Connect**  
**Persist**  
**Wonder**  
**Risk taking**  
**Resilience**  
**Reflect**

These qualities will be taught across K-6 and students will be encouraged to determine where they are working within the qualities across the day, term and year. They will be addressed in all lessons and students will be shown when particular qualities will need to be used to attain success. They will become firmly embedded in all that we do at Woonona, across the curriculum, classroom and playground as we believe students who possess, or can attain these qualities are at an advantage as a learner and as a citizen in the future.

# Woonona Public School Learner Qualities Matrix

Learner Quality	<b>COLLABORATE</b> I work with others to achieve a common goal	<b>CONNECT</b> I make links between what I know and my new learning	<b>PERSIST</b> I keep trying to achieve my goal even when it's hard	<b>REFLECT</b> I think about my learning and how I use it to grow.	<b>RESILIENT</b> I bounce back and move on when faced with challenges	<b>RISK TAKING</b> I have a go, challenge myself and see mistakes as part of learning.	<b>WONDER</b> I am curious, ask questions and explore ideas.
Beginning to	I am beginning to work with others to achieve a common goal.	I am beginning to make connections between my new learning and myself	I am beginning to understand that learning is hard work and I must keep trying and not give up.	I am beginning to look at my work and reflect on what I have done well.	I am beginning to understand that things won't always go my way.	I am learning to have a go and that mistakes are ok.	I am beginning to wonder about things that interest me, ask questions and make predications.
Developing	I can sometimes work with others to achieve a common goal.	I sometimes make connections between my new learning and what I already know.	I am sometimes willing to work hard, keep trying and not give up.	I sometimes review my work and reflect on what I have done well and what I need to improve on.	I sometimes cope when things don't go my way and move on.	I have a go by myself before asking for help and I know that mistakes are okay.	I sometimes wonder to help me explore new ideas, make predictions and see different points of view.
Applying	I work with others to achieve a common goal.	I make connections between my new learning and what I already know.	I keep trying and persist even when it's hard and know sometimes I need to try something different.	I reflect on my work to improve my learning and set new goals.	I understand that when things don't go my way I need to move on and choose my next step.	I have a go by myself and see my mistakes as learning opportunities.	I use wonder to form new ideas that lead me to widen my perspective and understanding.
Part of me	I consistently work with others in a variety of situations to achieve a common goal.	I consistently make connections, transfer and apply new learning to the world and what I already know.	I consistently keep trying and persist even when it's hard and explore alternative options when needed.	I consistently reflect on my work and that of others to improve my learning and set new goals.	I understand and demonstrate that when things don't go my way I bounce back and move forward without fuss.	I take risks and use my mistakes to guide my learning.	I regularly wonder to form new ideas and explain how my wonderings have led me to new perspectives and understandings.

# Woonona Public School

## Positive Recognition Strategies

Woonona Public School believes that individual and whole school recognition of student effort and achievement are vital in promoting positive student attitudes, behaviours and values. It is important that students are acknowledged for displaying the school's values and learner qualities to ensure that they strive to achieve their personal best at school and beyond into their adult life. The Woonona Public School Positive Recognition System in conjunction with individual class management systems provides students with frequent, intermittent and long term positive recognition opportunities to ensure that students have positive experiences at school. These strategies are effective in building a sense of school community and further enhancing students' understanding of the school's core values of respect, responsibility, effort and cooperation and the qualities of a learner.



### Woonona Public School Values: Respect, Responsibility, Cooperation and Effort



#### **Class Based System**

Each class has its own individual set of classroom rules or expectations based on the school's core values. Students should be involved in the development of these rules or expectations. The wording of class rules or expectations should be positive statements of acceptable behaviour. They should be based upon the needs and the developmental stage of students and should also reflect the Department's Core Values and Rules. Implicit within the framework of any set of rules are the notions of rights and responsibilities that are discussed with students at the commencement of each academic year when class rules are formulated.

Teachers will also develop class based behaviour management systems which will be at the individual teacher's discretion and negotiated with students to meet the needs of their class.

eg. Class Dojo, stamp charts, points etc.

Class teachers will also select students work for display as WAGOLL WORK. Student work that demonstrates to the class what is expected, what a good one looks like. This is a positive recognition strategy used in conjunction with our Visible Learning Pedagogy.

#### **Class Awards**

Each week class teachers will give out two recognition awards. One for a student displaying behaviours, values and attitudes representative of good citizenship. The other award for displaying qualities and dispositions of a learner. These awards will be given out at the end of each week at stage based gatherings at the end of recess or lunch. This will allow every student the opportunity to be recognised for their learning and efforts during the school year.

## **School Based Recognition System**

Whole school citizenship recognition awards will be presented each month. These will be K-6 based and any student can be nominated by any teacher. Teachers are to nominate students they notice displaying excellent citizenship qualities. After all candidates are nominated, staff will vote in Stage meetings. There will be 4 successful students (one from each stage) to be awarded citizenship awards. Teachers can nominate students who are not from their stage but all students must be agreed upon by all teachers to receive the award. These awards will be handed out at school based gatherings. (Decided and presented in the final week of the month.)

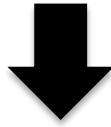
Those students receiving these citizenship awards will be recognised in the school community across a variety of platforms. A photo will be taken and displayed on a citizenship honour board in the office foyer and student first names will be displayed on the school electronic notice board at the front of the school. Photos/names will also be put on the school Facebook page and in the school newsletter. (If they have permission to publish.)

# Woonona Public School

## Positive Recognition Strategies



Individual class based behaviour management system developed and negotiated by individual teacher and students to meet the needs of their class. Eg. Class Dojo, stamp charts, points etc

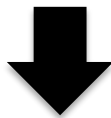


**Class Awards**  
2 awards selected each week.  
1 for displaying Citizenship  
1 for displaying Qualities of a Learner

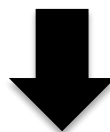
**WAGOLL Work**  
Individual student work selected to demonstrate What a Good One Looks Like and displayed in the classroom



**School Citizenship Nominations**  
During each month, students are nominated across K-6 for displaying exceptional citizenship behaviours. Nominated and voted on by all teaching staff.



**School Citizenship Awards**  
4 students selected each month, one from each stage for displaying exceptional citizenship behaviours and values. Awards presented and recognition given across a variety of platforms.



**End of Year Presentation Assembly**  
Recognising Academic achievements,  
Growth in learning and Citizenship.

# Promoting Positive Student Behaviour within Woonona Public School

At Woonona Public School we believe that a whole school approach to promoting and reinforcing positive student behaviour is essential in ensuring consistency across the school community and success in creating a positive and safe learning environment for all. A number of strategies and practices will be implemented across the school to ensure this happens.

We will:

- Provide positive role models by consistently modelling respectful language, behaviours, attitudes and values
- Use positive behavioural interventions, recognition strategies and rapport with students to foster, maintain and recognise appropriate behaviour.
- Provide and implement quality teaching and learning practices to promote effective instruction and enhance student learning.
- Implement positive support and reinforcement systems. For example: social skills program, Kindergarten/Year 5-6 buddies, transition to high school programs, Footy finals, Yulunga Games day.
- Include parents/caregivers in promoting and reinforcing positive behaviours, values and attitudes.
- Provide opportunities for the SRC to take on leadership roles within the school and interact positively with their peers.
- Communicate effectively and sensitively with respect to individual differences, gender and cultural background.
- Recognise, encourage and reinforce acceptable behaviours at appropriate occasions. For example: school assemblies, performances, playground and excursions.
- Actively encourage students to respect and value their personal dignity and worth as well as personal dignity and worth of others.
- Develop and implement individual management plans (if and when required) that promote self-discipline, communication and problem solving skills
- Actively reinforce student behaviour and expectations on a daily basis.
- Speak to students in a calm and respectful and manner.
- Rigorously and consistently implement policies such as the Department's Anti-Racism Policy and School's Anti-Bullying Plan that directly support the Student Welfare and Discipline policy.

At the commencement of 2018 a whole school social skills and Anti Bullying program will be undertaken to set the scene for the school culture we want to foster at Woonona Public School. We will also be implementing units of work to teach children about the Qualities of a Learner.

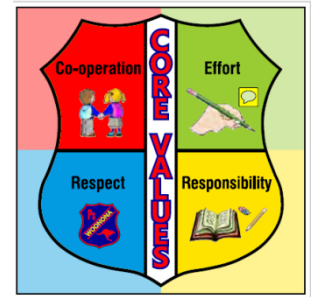
These will be planned and implemented by the whole school and will set the scene for the new year of learning. The social skills program will be introduced during the first two weeks of the term and then a weekly focus will run throughout the year. Teachers will reinforce these in class and they will be promoted across the whole school and in a variety of platforms. The Anti Bullying program will occur daily during the first two weeks of term and will provide a foundation of skills and knowledge that will be built upon throughout the year and through stage based PD/H/PE units. Each stage will be involved with a two-week unit of work introducing the students to dispositions and qualities of a learner. These will then be incorporated into the school learning culture and everyday routines.



# Assemblies

Yearly Overview	Compulsory	Stage Based Gatherings
Term 1	<ul style="list-style-type: none"> <li>• Captains Induction Assembly</li> <li>• Anzac Assembly /Service</li> <li>• Easter Hat Parade</li> </ul>	<ul style="list-style-type: none"> <li>• Each stage will organise an event or day to showcase student learning that parents and family members will be invited to attend.</li> <li>• Alternatively, stage groups may like to come together for an assembly throughout the year.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• NAIDOC Assembly</li> </ul>	
Term 3	<ul style="list-style-type: none"> <li>• Book Week parade and activities</li> <li>• Education Week Events</li> </ul>	
Term 4	<ul style="list-style-type: none"> <li>• Remembrance Day Service</li> <li>• Presentation Day Assembly</li> </ul>	

# Student Welfare and Fair Discipline Policy



## Discipline Policy Rationale

Students learn most effectively in a secure and well-ordered environment where positive aspects of living and working together are supported by everyone in our school. An effective discipline policy underpins the development of appropriate and responsible attitudes and behaviour in students. It implies the development of accountability, self-discipline and the ability to distinguish right from wrong and provides students with clear expectations of behaviour.

It recognises and supports procedural fairness in all dealings, and the critical role discipline has in supporting the aspirations of our students. Discipline depends largely upon the interpersonal relationships that exist between all members of the school community and is responsive to change.

## Mutual support between home and school promotes a good learning environment which is reflected by:

- Students aspiring to achieve their personal best
- Teachers and parents expecting high standards
- Effective classrooms where exploration and learning occur
- Share responsibility to provide leadership for students and prepare them for opportunities and challenges.
- A safe, caring environment, in which opportunities for achievement occur.
- Promote active citizenship
- Growth as a learner and as a citizen

## The elements of the Discipline Policy at Woonona Public School include:

1. Students Rights and Responsibilities
2. Acceptable and Unacceptable Behaviour
3. National Safe Schools Framework
4. Woonona School Expectations
5. Achievement and Discipline Program

# Acceptable and Unacceptable Behaviour

To effectively implement the Effective Discipline Code, it needs to be clearly stated what is acceptable

and unacceptable behaviour in our school. Students, teachers and parents should be well aware of school and community expectations regarding discipline at Woonona Public School, mindful that the primary aim of all activities is the development of self-discipline and self-regulation of attitudes, behaviours and core values.

These are **examples** of behaviour that are considered acceptable and unacceptable.

	Acceptable	Unacceptable
<b>Relationships with others</b>	<ul style="list-style-type: none"> <li>• Respect for others and school property</li> <li>• Display friendship</li> <li>• Treat one another with dignity</li> <li>• Speak and behave courteously</li> <li>• Cooperate with others</li> <li>• Develop positive and respectful relationships and think about the effect on relationships before acting</li> <li>• Value the interests, ability and culture of others</li> </ul>	<ul style="list-style-type: none"> <li>• Threats, bullying, cruelty</li> <li>• Disrespect for people and property</li> <li>• Interference with others' games and activities</li> <li>• Racist and sexist comments or gestures</li> <li>• Group bullying</li> <li>• Cyber bullying</li> <li>• Spreading rumours</li> </ul>
<b>Classroom behaviour</b>	<ul style="list-style-type: none"> <li>• Arrive at school and class on time</li> <li>• Be prepared for every lesson</li> <li>• Actively participate in learning</li> <li>• Aspire and strive to achieve the highest standards of learning</li> <li>• Cooperation and politeness</li> <li>• Respect for all class members – including teachers and visitors</li> <li>• Follow class rules</li> </ul>	<ul style="list-style-type: none"> <li>• Rudeness and lack of cooperation</li> <li>• Interference with others</li> <li>• Disruption – calling out</li> <li>• Offensive noise, comments and gestures</li> <li>• Disrespect to other classroom members</li> <li>• Excluding others</li> </ul>
<b>Playground Behaviour</b>	<ul style="list-style-type: none"> <li>• Keep to appropriate areas</li> <li>• Play safely with other students and property</li> <li>• Follow playground rules</li> <li>• Use sports equipment safely</li> <li>• Share equipment fairly</li> <li>• Use playground areas at appropriate times</li> <li>• Wear a school hat</li> <li>• Include others in games</li> </ul>	<ul style="list-style-type: none"> <li>• Running and rough games on asphalt areas</li> <li>• Being out of bounds</li> <li>• Leaving school grounds without permission</li> <li>• Not sharing playground space fairly</li> <li>• Physical aggression</li> <li>• Offensive language</li> <li>• Unsportsmanlike behaviour</li> <li>• Inappropriate games and sport</li> <li>• Riding of bikes, scooters or skateboards through the playground.</li> </ul>

# Acceptable and Unacceptable Behaviour

To effectively implement the Discipline Code, it needs to be clearly stated what is acceptable and unacceptable behaviour in our school. Students, teachers and parents should be well aware of school and community expectations regarding discipline at Woonona Public School, mindful that the primary aim of all activities is the development of self-discipline.

These are **examples** of behaviour that is considered acceptable and unacceptable.

	Acceptable	Unacceptable
<b>School Movement</b>	<ul style="list-style-type: none"> <li>• Be punctual and orderly</li> <li>• Polite and well mannered</li> <li>• Move quietly to working classes</li> <li>• Move quietly through the hallways</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive noise</li> <li>• Damaging school or student property</li> <li>• Being out of bounds</li> <li>• Running and pushing</li> <li>• Using school facilities sensibly</li> <li>• Loitering</li> <li>• Causing obstruction to others</li> </ul>
<b>Travelling to and from school</b>	<ul style="list-style-type: none"> <li>• Use road rules</li> <li>• Responsible behaviour</li> <li>• Respect road and bus rules</li> <li>• Travel to school via the quickest, safest route</li> <li>• Treat neighbours and their properties respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Bad language and behaviour</li> <li>• Trespassing/Loitering</li> <li>• Playing dangerously</li> <li>• Being disrespectful</li> <li>• Destruction of public and private property</li> <li>• Treating neighbours disrespectfully</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>• Be punctual</li> <li>• Listen and be well mannered</li> <li>• Face the speaker</li> <li>• Show appreciation and respect</li> <li>• Participate and follow instructions</li> <li>• Walk in and out of the hall quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Talking and making noises</li> <li>• Lateness</li> <li>• Inattention</li> <li>• Disturbing others around you</li> <li>• Inappropriate clapping/cheering</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Leave valuable electronic devices at home e.g. iPods, iPads and phones whenever possible</li> </ul>	<ul style="list-style-type: none"> <li>• Use on school grounds or in classrooms</li> <li>• Taking of photos/videos on school grounds or in classrooms</li> <li>• Texting during school time</li> <li>• Video recording on school grounds or in classrooms</li> <li>• Audio recording conversations on school grounds or in classrooms</li> </ul>

# Minor and Major Behaviour

Teachers will make decisions about whether behaviour is a minor or major when investigating an issue.

The following type of behaviours is a **sample**, but **does not** include all behaviours. Teachers will use the classroom and playground incident flowcharts outlined in the policy and will need to inform the executive or principal if a major incident has occurred. If a minor behaviour is continuing over a period of time, then it can become a more serious or major issue.

Minor	Major
<ul style="list-style-type: none"> <li>• Low intensity instance of inappropriate language</li> <li>• Non- serious physical contact</li> <li>• Defiance - low level; brief or low intensity failure to respond to teacher instructions</li> <li>• Lateness - late to any class without a good reason</li> <li>• Out of bounds - playing in an out of bounds area</li> <li>• Repeated ongoing negative behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Abusive language - intentional abusive language of high intensity directed at teacher or student</li> <li>• Defiance - students are involved in behaviours such as: serious non-compliance, talking back to a teacher in an aggressive manner, socially rude interactions and continuous misbehaviour</li> <li>• Physical Aggression - actions involving serious physical contact where injury may occur</li> <li>• Harassment - student delivers disrespectful messages to another student/staff member that includes threats and intimidation</li> <li>• Theft/ Vandalism - student participates in an activity that results in destructions or disfigurement of school property or theft of school property</li> <li>• Bullying - student participates in physical, cyber, emotional or verbal bullying of an ongoing serious nature</li> <li>• Other - other problem behaviours not yet listed</li> <li>• When safety to themselves or others is threatened</li> </ul>

**Note:** Bullying is defined as repeated verbal physical and or social behaviour that causes physical and or psychological harm. See page 26 for further information.

# National Safe Schools Framework

Promoting and providing a supportive learning environment in which all students can expect to feel safe is an essential function of all schools. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. Schools are among the safest places in the community for children and young people. The National Framework identifies strategies that can inform practice which enhances school safety and students' physical, social and emotional wellbeing.

<https://www.education.gov.au/national-safe-schools-framework-0>

Our school has used these Guiding Principles to provide a safe, supportive environment for our students through the implementation of our Welfare and Discipline Policy.

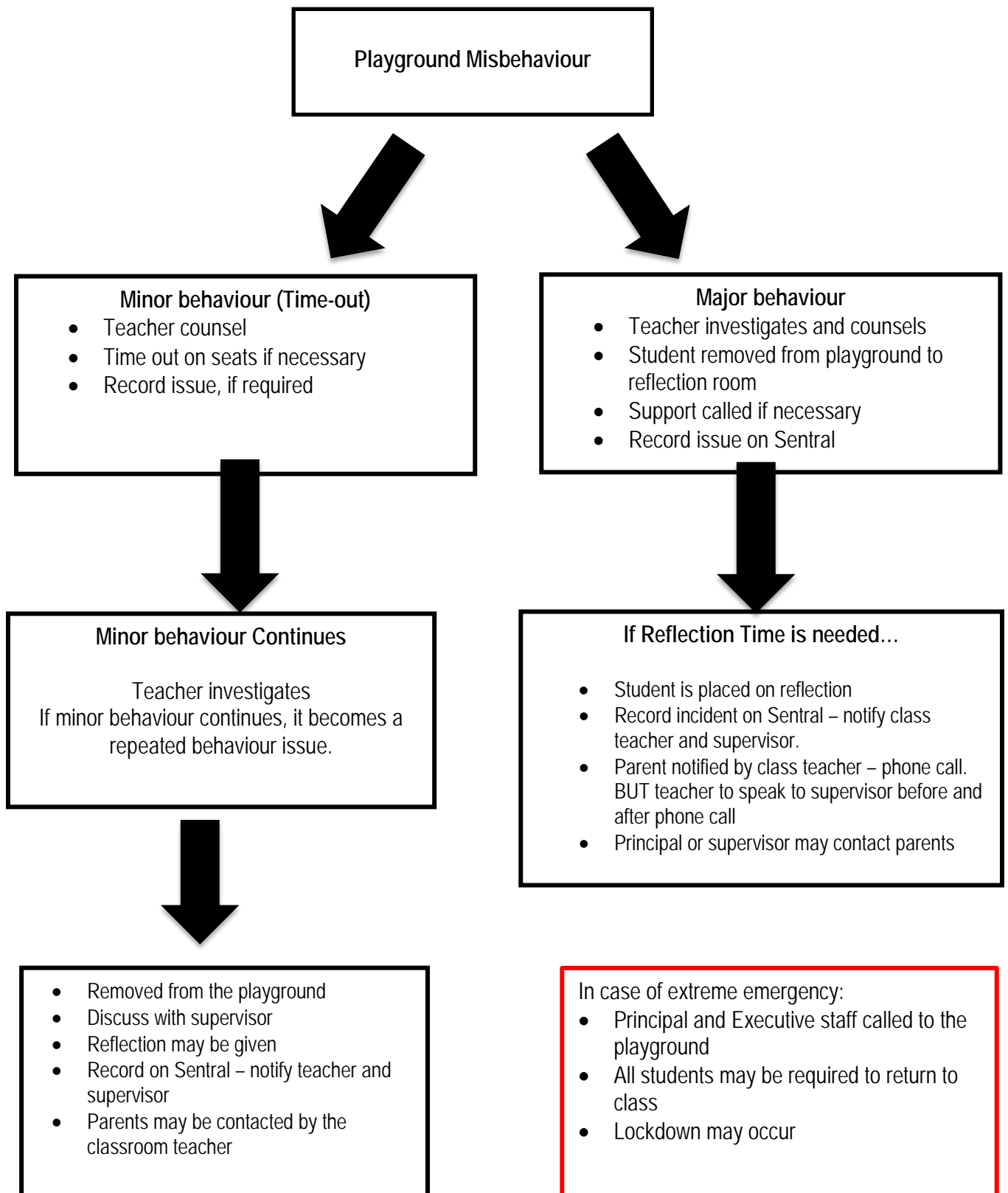
## GUIDING PRINCIPLES FOR THE PROVISION OF A SAFE AND SUPPORTIVE SCHOOL ENVIRONMENT

### Australian schools:

1. Affirm the right of all school community members to feel safe at school.
2. Promote care, respect and cooperation, and value diversity.
3. Implement policies, programmes and processes to nurture a safe and supportive school environment.
4. Recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment.
5. Develop and implement policies and programmes through processes that engage the whole school community.
6. Ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated.
7. Recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment.
8. Have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships.
9. Focus on policies that are proactive and oriented towards prevention and intervention.
10. Regularly monitor and evaluate their policies and programmes so that evidence-based practice supports decisions and improvements.
11. Take action to protect children from all forms of abuse and neglect.

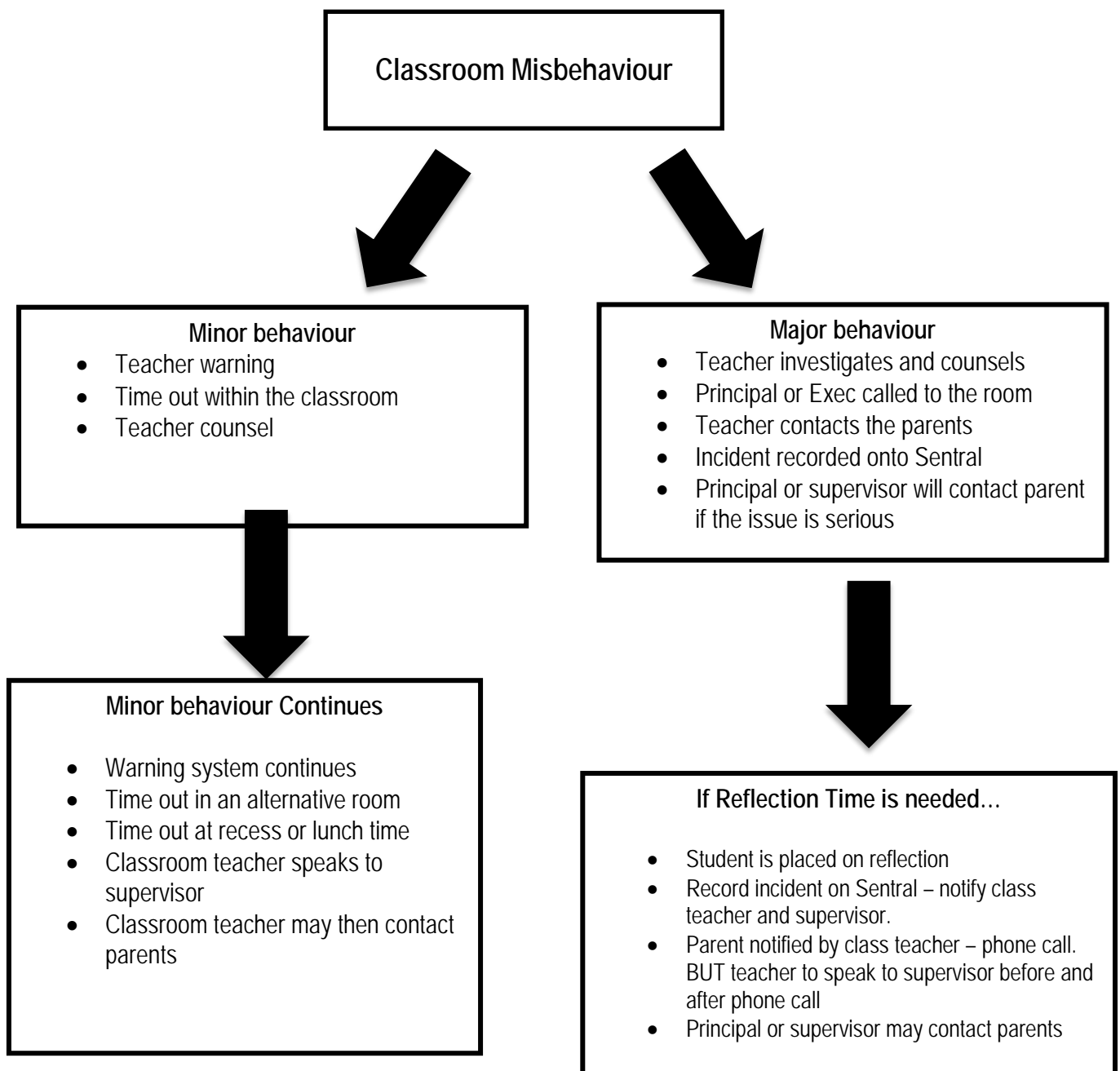
<https://www.education.gov.au/national-safe-schools-framework-0>

# Playground Consequence Flow Chart



**Note: Suspension may be invoked in cases of serious breaches of school rules.**

# Classroom Consequence Flow Chart



**Note: Suspension may be invoked in cases of serious breaches of school rules.**



# Suspension

Students are placed on suspension as per the guidelines of the Department of Education and Communities.

## Note:

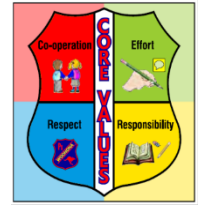
- There may be behaviours not included in this policy.
- In cases of extreme and/or persistent negative behaviour, suspension can and will be invoked.
- If students continually disobey/break rules they may remain on reflection for a longer period.
- If a student is absent, Reflection Time will be done as soon as the student returns. If a day is missed deliberately, or the student is late, an extra day of Reflection Time may be added.

## Return from Suspension Level

- Parents will be notified by letter which needs to be signed and returned.
- When possible, parents are contacted by telephone prior to the student being suspended.
- Parents/Carers are required for a Suspension Resolution Meeting (can be done by telephone if necessary).
- Return from suspension conditions will be individually negotiated in accordance with Department of Education policy at the Suspension Resolution Meeting.

Suspension guidelines: [https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

# Woonona Public School Anti-Bullying Plan Anti-Bullying Strategies Program



## **A Statement of Purpose**

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that interferes with teaching and learning at the school or with the wellbeing of students cannot be accepted. Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy learning environment, free from all forms of bullying.

## **Our Definition of Bullying is:**

Bullying is **repeated** verbal, physical and or social behaviour that causes physical and or psychological harm. It involves the ongoing misuse of power in relationships. It can involve a single person or a group of people negatively misusing their power over one or more persons. Bullying can happen in person or online. Cyber bullying refers to bullying through social media and online technologies. Bullying can be obvious but it can also be hidden from adults and others. Victims of bullying do not always report being bullied due to being scared, embarrassed or ashamed about what is happening. Bullying in any form or for any reason can have long term effects on all those involved.

A single incident or conflict between equals, whether in person or online, is not defined as bullying.

## **Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:**

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community
- Contribute to the development of the Anti-Bullying Plan and support it through words and actions
- Actively work together to resolve incidents of bullying behaviour when they occur
- Learn in a safe and friendly place
- Be treated with respect
- Receive the help and support of caring adults

## **Each group within the school community has a specific role in preventing and dealing with bullying.**

- Bystanders have a responsibility to report incidents of bullying.

## **Students can expect to:**

- Know that their concerns will be responded to by school staff.
- Be provided with appropriate support (for both the subjects of and those responsible for the behaviour).
- Participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

**Students have a responsibility to:**

- Behave appropriately, respecting individual differences and diversity.
- Follow the school Anti-Bullying Plan.
- Respond to incidents of bullying according to their school Anti-Bullying Plan.

**Parents and caregivers have a responsibility to:**

- Support their children in all aspects of their learning.
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Plan.
- Support all students to deal with bullying through the strategies of the Anti-Bullying Plan.

**Schools have a responsibility to:**

- Develop an Anti-Bullying Plan following the guidelines of the Department of Education and Training, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.
- Inform students, parents, caregivers and the community about the School Discipline Code or School Rules and Anti-Bullying Plan.
- Provide students with the tools to respond to bullying consistently and appropriately.
- Provide strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.
- Communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
- Follow up complaints of bullying, harassment, intimidation and victimisation.

**Teachers have a responsibility to:**

- Respect and support students in all aspects of their learning.
- Model appropriate behaviour.
- Respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Plan.

## Managing Bullying

Strategies for managing bullying are linked to the School Student Welfare Policy and encompass the range of options available to schools to deal with unacceptable behaviours, including suspension and expulsions.

In implementing this Anti Bullying Plan the principles of procedural fairness will be followed.

The following management strategies are in place at Woonona Public School to effectively teach the skills and understandings that will minimise bullying behaviours.

# Whole School Strategies

## Classroom

- Values Education and social skills program underpinning everything that is done at Woonona Public School
- Implementation of an anti-bullying strategies program (as taught at the beginning of the year and followed up in PD lessons)
- Implementation of Cyber Bullying Program – a series of lessons presented to student in years K-6
- Classroom rules negotiated each year with teacher and students- based on Student Welfare Policy and Woonona Public Schools Behaviour Matrix
- Students engaged in Personal Development and Health lessons and the Social Skills Program

## Playground

- Proactive duty teachers with a consistent approach to support student interactions
- Clear rules and expected playground behaviours are explicitly taught
- Large quality playground with space to play

## Other School strategies that contribute to our supportive culture include –

- Clear school rules and expectations
- Strong, positive school team with high expectations and skills in student welfare
- Learning Support Team
- School discipline program that rewards and recognises good behaviours and achievement
- School Captains and Leaders help at school events where appropriate
- Leadership opportunities for Year 6 students
- SRC representation for classes Year 1 to Year 6

# Procedures for Dealing with Bullying Behaviour

The following strategies are in place at Woonona Public School for dealing with bullying behaviour.

These are part of our School Welfare and Discipline Code

- Teachers deal with situations as soon as possible
- Teachers mediate to resolve minor incidents
- Teachers record bullying incident on Sentral after investigation as per student welfare policy
- Victims of bullying offered counselling and strategies for dealing with bullying
- Bullying behaviours linked to whole school discipline policy
- Incidents are confidential and private. School staff and students are encouraged to report violations without fear of retaliation.
- Students interviewed and incident recorded and investigated. Incidents are recorded in a way that show emerging problems and patterns over time.
- Follow up issue as required

The type of bullying involved will determine the outcome of the interventions and consequences involved, including:

- Warning
- Timeout with supervisor
- Re-socialisation skills for students who persist in bullying behaviours by revising the social skills program with the whole class
- Executive or principal decide on appropriate consequences which may include suspension
- Parent contact

Physical violence and physical bullying will be dealt with immediately as they are not tolerated at Woonona Public School. We recognise the role of the bystander as being involved and supportive of the bullying unless they walk away at the start, tell the bully to stop or tell a teacher.

This is explicitly taught to our students as part of our Anti-Bullying strategy to teach our students to be effective bystanders.

**Woonona Public School has a zero tolerance policy of bullying.**