Student Wellbeing Policy
&
School Discipline Code

Reviewed February 2014
Chipping Norton Public School
Student Wellbeing Policy

Statement of Principles

Chipping Norton Public School is a learning community committed to the development of students as thoughtful, tolerant, caring and contributing members of society.

We believe that students learn best in an encouraging, supportive and safe environment with educationally sound programs where there are appropriate rules, consequences and recognition for achievement.

When an enquiring mind and creative spirit is valued, student success is achievable for everyone and all members of the school community can contribute to decision making and to school life.

This leads to the firm belief that all community members can make a difference now and in the future. The rights and responsibilities of students, teachers, parents and the community are acknowledged and strategies that develop self-discipline are promoted.

We value:
- Care
- Respect
- Tolerance
- Excellence
- Fairness
- Co-operation
- Responsibility
- Democracy
- Integrity

In the context of the Department of Education and Communities’ Student Wellbeing document, Chipping Norton Public School provides highly engaging learning and teaching within secure, well managed environments in partnership with parents and the wider community.

The following welfare programs and teams address the total school welfare needs:
- Learning Support Team
- School Counsellor
- English as an Additional Language / Dialect (EALD), Reading Recovery (RR), Gifted and Talented (G&T), and Support Teacher Learning (STL) programs
- Access to other Departmental agencies including vision, hearing, behaviour support and HSLO.
- School Discipline Policy
- Student Leadership programs
- Student Representative Council (SRC)
- Anti-bullying programs
- Anti-racism programs
- Personal Development, Health and Physical Education (PDHPE) programs
- Staff welfare programs
- Community and school partnerships
SCHOOL DISCIPLINE POLICY

Purpose:

Chipping Norton Public School discipline policy encourages a positive approach to discipline through the development of self discipline, responsible behaviour, courtesy, caring and respect for each person as an individual and the development of each student’s self esteem.

Guidelines:
The school discipline policy will:

- Recognise, encourage and reinforce student success and achievement within the school;
- Provide students with a safe school environment;
- Respect and support students in all aspects of their schooling;
- Provide opportunities for students to contribute towards decision making through structures including Student Representative Council and student leadership programs such as prefects and school leaders;
- Provide clear expectations for behaviour which are known by students, staff and parents;
- Provide a tolerant, respectful and cohesive community where individuals take responsibility and work together to ensure individual rights are maintained and valued;
- Encourage an inclusive environment which affirms diversity and respects difference;
- Provide opportunities to develop positive self esteem, problem solving, leadership and conflict resolution skills and contribute to building worthwhile relationships with others;
- Provide students and parents with information regarding:
  - School Rules;
  - School Award system;
  - Strategies to promote good discipline and effective learning;
  - Practices designed to recognise and reinforce student achievement;
  - Strategies for dealing with unacceptable behaviour; and
- Allow for regular review, monitoring and feedback.
SECTION 1
School Rules

SCHOOL RULES

Students at Chipping Norton Public School are:

1. RESPECTFUL: Show respect for others and their property

2. RESPONSIBLE: Work and play fairly and safely

3. COOPERATIVE: Be an interested and thoughtful learner

4. CARING: Show care for others, our school and our environment
## Rights and Responsibilities

All members of the school community, students, teachers and parents have rights and responsibilities. These rights and responsibilities reflect the school behaviour code. Our school rules are derived from the rights and responsibilities of all community members and outline the expected standards of behaviour in the classroom, in the playground, when on school excursions and when travelling to and from school.

**I have the right to…**  
**I have the responsibility to show respect for others and their property by…**

- Be treated with respect and consideration  
- Have conflicts resolved  
- Be happy with who I am  
- Be told the truth  
- Feel safe and not threatened  
- Take care of my own, other’s and school property  
- Not be bullied  
- Treating teachers, peers, parents and visitors with respect, consideration and co-operate with them  
- Resolving conflicts peacefully  
- Accepting others and their differences  
- Always being honest and truthful  
- Informing a teacher when I feel unsafe or threatened  
- Expecting my property to be safe and used correctly  
- Not bullying others

**I have the right to…**  
**I have the responsibility to work and play fairly and safely by…**

- Be safe  
- Be listened to  
- Be treated fairly  
- Being in the right place at the right time  
- Following rules for the safe use of equipment  
- Keeping my hands and feet to myself  
- Playing gross motor activities only on the grass e.g. soccer, running games, large ball games, equipment  
- Playing big ball games only at lunch  
- Moving to and from areas quietly and punctually  
- Following the correct procedure for retrieving lost balls and other personal items  
- Wearing a hat and playing under the designated shelter  
- Always seeing a teacher on duty first if injured or sick  
- Only going to the office area if sent by a teacher  
- Being supervised when playing a game with a bat  
- Playing by the rules

**I have the right to…**  
**I have the responsibility to be an interested and thoughtful learner by…**

- Be taught and expect that I will learn  
- Expect others not to distract me while I am working  
- Working to the best of my ability and completing all my class work and homework  
- Being attentive in the class environment by listening carefully and following instructions, staying on task, being a co-operative learner and following the class and school rules.

**I have the right to …**  
**I have the responsibility to show care for our environment by…**

- A clean and healthy environment  
- Expect others to clean up their own rubbish  
- Enjoy a pleasant and aesthetically appealing environment  
- Putting my own rubbish in the bin  
- Having respect for nature by looking after plants, trees and living creatures found in our school environment
SECTION 2
Strategies to Promote Good Discipline and Effective Learning

Strategies are supported through curriculum initiatives and whole school structures. A Learning Support Team coordinates specific support programs within the school.

In term one each year there will be learning and social skills programs designed to develop self discipline, self review, communication and responsible decision making. The programs will clearly set out the school’s expectations in relation to behaviour and work standards. Aspects include school orientation, cooperative learning, homework, organisation, self-assessment, conflict resolution, relationships, communication skills, Chipping Norton Behaviour Code, Internet Code of Behaviour, Anti-bullying and Anti-racism policies and the school award system.

At Chipping Norton Public School we will foster good discipline and effective learning in the following ways:

1. Consistently use good behaviour management techniques such as:
   - Giving simple directions
   - Commending students for following rules and directions
   - Providing opportunities for all students to participate actively in school life
   - Involving all members of the class by directing questions to the full range of students
   - Encouraging on-task learning behaviour by moving around the room and supervising work
   - Refocusing and redirecting attention when students become restless or inattentive
   - Having a plan for managing behaviour disruptions
   - Following up significant behaviour disruptions (see section 4)

2. Providing appropriate curriculum to meet the needs of each student by having relevant and up to date programs of work, in all Key Learning Areas, to cater for individual needs.

3. Supporting students in achieving success in their learning by providing positive learning experiences.

4. Developing a school discipline code with four, short concise rules that are understood by the whole school community. These rules state expected behaviour that can be monitored and consistently and fairly applied.

5. Providing programs that develop self discipline, self evaluation, communication and responsible decision making, such as:
   - Student Representative Council;
   - School Leaders - prefects, house captains;
   - Social skills programs - conflict resolution, anti-bullying, anti-racism;
   - Personal Development programs-child protection, drug education, interpersonal relationships;
   - Peer programs - kindergarten buddy program, peer reading.

6. Providing appropriate support programs, such as Learning Support Team, School Counsellor, STL and Gifted and Talented programs.

7. Consistent, caring and controlled behaviour modelled by staff.

8. Providing appropriate professional learning programs for staff to address relevant needs.

9. Recognising the responsibility of parents and guardians and discussing with them their roles and responsibilities in managing students’ behaviour. Encouraging parents and guardians participation in
decision making through representation on the P&C and its membership, classroom helpers, assisting with the canteen, school sport, excursions and completing school surveys.

10. Recognising and understanding the particular needs and pressures experienced in the local community such as:
   • Allowances and consideration for welfare;
   • Supporting families in financial and emotional need;
   • Supporting parents and guardians who need the use of an interpreter at parent/teacher interviews.
SECTION 3
Practices Designed to Recognise and Reinforce Student Achievement

The use of positive feedback, in most cases, is more effective in the management of behaviour than negative consequences or behaviour. Consistent and caring behaviour by staff and acknowledgement, formally and/or informally when students are doing the right thing is important at Chipping Norton.

Students are recognised in a number of ways for special effort or results across all areas of the curriculum. Weekly assemblies and newsletters are used to recognise and promote achievements. Local newspapers are also used to promote achievement of Chipping Norton Public School students.

WHOLE SCHOOL AWARDS SYSTEM
Teachers work towards developing students’ intrinsic motivation regarding work habits and appropriate behaviour. The school award system is designed to support this:

Green Awards
“Greens” - presented by teachers in a variety of circumstances
Assembly Merit Awards - four awards for each class presented at the fortnightly grade/stage assemblies
- four golden star awards presented to each class at grade/stage assemblies
Citizen of the Week - one student from each Stage chosen for an award at K-6 assembly

Bronze Awards
- Certificate of Achievement for receiving ten Green Awards
- presented at K-6 assembly

Silver Awards
- awarded for three Bronze Awards
- presented at K-6 assembly

Gold Awards
- awarded for three Silver Awards
- presented at K-6 assembly
- students invited to attend an award morning tea at the end of each term

Principal’s Medallion
- awarded for three Gold Awards
- presented at K-6 assembly
- students invited to attend an award morning tea at the end of each term

NOTE: Parents are invited to attend all K-6 assemblies and the celebration morning teas.

Academic, leadership, cultural, sport and citizenship awards are presented to students each year at the annual school Presentation Assembly.

A maximum of only ONE of each award (Bronze, Silver, Gold) can be awarded at any K-6 assembly.
SECTION 4
Strategies designed to deal with unacceptable behaviour

Students require clear expectations and guidelines to function effectively in a community and to learn to their full potential in a safe and caring environment.

IN THE CLASSROOM
Teachers ensure a happy, safe and secure learning environment where programs are developed to address the needs of students. Expectations and standards are clearly communicated to all students.

Unacceptable Behaviour in the Classroom
Teachers develop their own classroom behaviour management strategies in line with the strategies of this document. Understanding the purpose of a student’s behaviour allows the teacher to make the best decision in managing behaviour. Possible consequences for unacceptable behaviour in the classroom may include:

- reference to class rules
- reprimand
- withdrawal from school events or excursions (to be discussed with Principal)
- in-class specific placement
- social skills training
- restitution
- individual behaviour plan

Severe cases, including violence or non-compliance, lead to immediate action by the Assistant Principal or Principal.

Teachers maintain an individual class record of inappropriate behaviour on Sentral Welfare. These are kept in a professional manner and will be used when communicating with parents. It is not used as a punishment. A record of the action taken by the teacher is included.

Recurring Unacceptable Behaviour
Recurring unacceptable behaviour is brought to the Stage Supervisor’s attention. Further action is discussed and planned, based on the behaviour and previous dealings with the student. The student’s parent or guardian is then informed by telephone, letter or in person, of the student’s behaviour and the strategies that have been put into place to help the student make positive changes to their behaviour.

IN THE PLAYGROUND
Teachers foster a positive playground environment through positive interactions with students and thorough investigations of incidents. Teachers on duty supervise the playground wearing fluro coloured vests, taking steps to eliminate inappropriate student behaviour. Teachers also reinforce positive playground behaviour.

If unacceptable behaviour occurs in the playground the teacher on duty stops the behaviour and refers the student/s to the school Behaviour Code. Severe cases, including violence or non-compliance, lead to immediate action by the Assistant Principal or Principal. If unacceptable behaviour continues, the student(s) is dealt with, initially by the teacher on duty. Possible consequences for continued unacceptable behaviour in the playground may include:

- walking with the teacher
- being restricted to certain areas of the playground
- restitution
- time out in the playground
Continuing Unacceptable Behaviour
Unacceptable behaviour that requires follow-up is recorded on the playground behaviour clipboard by the teacher on duty (both positive and negative behaviour). Teachers investigate any incidents and also record these on Sentral Welfare, along with the action taken. The behaviour is reported to the class teacher and brought to the attention of the Stage Supervisor if deemed appropriate. This enables immediate follow-up. Any incident involving violence, racism, non-compliance, swearing or property damage/theft is reported to an Assistant Principal or the Principal and parents are notified.

FOLLOW-UP/FURTHER ACTION
Following a referral for unacceptable behaviour, or immediately in the case of violent behaviour or non-compliance, one or more of the following actions may result:

1. Appropriate consequence – this may include:
   - reprimand
   - detention (See section below)
   - loss of privilege
   - restitution
   - social skills training
   - individual behaviour plan

2. Monitoring – the appropriate Assistant Principal will monitor the students’ behaviour through playground and classroom referrals

3. Learning Support Team Referral – with a view to providing:
   - counselling
   - individual learning / behaviour /social skills program
   - referral to outside agencies

4. Referral to Assistant Principal/Principal – involves further investigation and may result in:
   - loss of privilege
   - detention
   - counselling/social skills training
   - restitution
   - withdrawal from activity or class
   - withdrawal from school events or excursions

5. Referral to Principal – may include suspension, exclusion or expulsion from school as per DEC policy.

DETENTION PROCEDURES

The detention, if required, occurs during lunchtime. Detention is supervised by a member of the Executive team.

Students placed on detention go during eating time and they take their lunch with them. Only a member of the Executive can place a student on detention. Students will be engaged in an appropriate activity to ensure they improve their future behaviour. This may include counselling and/or revising school rules.

Students on detention will be given time to go to the toilet, wash hands and have a drink before the bell goes. Additional days may be given for missing detention or further misbehaviour. Detention takes precedence over lunch time sport training or performance group rehearsals.
The Executive monitors the detention register and Sentral Welfare to make decisions regarding follow up if needed. This may include withdrawing students from school activities, contacting parents and/or taking further action as per the school and DEC Welfare and Discipline policy.

Parents are contacted every time their child is placed on detention. Contact for detentions is generally made by phone call from the Principal or Assistant Principals or by letter home, which parents are asked to sign and return the next day.

Parents are encouraged to speak with a member of the Executive team should further clarification be required.

**PARENT NOTIFICATION**

Parents are notified by telephone or by formal letter, depending on the circumstances.

**Telephone Notifications**

Generally class teachers will make courtesy telephone calls to advise of the following:
- students who suddenly start behaving out of character;
- students who show repeated inappropriate behaviour and have not responded to general classroom/playground strategies.

The class teacher will advise of the behaviour being displayed, outline strategies being used to assist the student make positive changes in behaviour, and discuss any issues which may be impacting on this behaviour which they were previously not aware.

**Formal Letter Notifications**

A formal letter advising of a student’s inappropriate behaviour may be sent home in the following circumstances:
- repeated inappropriate behaviour in classroom after initial parent contact by telephone and no positive changes (class teacher/stage supervisor);
- repeated inappropriate behaviour in playground (stage supervisor);
- when the student is placed on formal detention (see above);
- serious incident in classroom or playground (Stage supervisor/Principal).

In all circumstances, parents are informed of the support action being taken, the immediate consequences and future consequences of any further breaches. Parents are informed of the availability of counselling for students and are also invited to support an effective process to improve their child’s behaviour.
School Discipline Policy Ongoing Review and Revision

This school discipline policy is the result of a review undertaken in Semester 1, 2014. The policy needs to be reviewed and revised regularly so that modifications can be made as the needs of our school community change.

Ongoing monitoring of the policy will include regular meetings with staff and the school community to continue to discuss discipline and behaviour management issues.

Fair and consistent discipline and effective learning are the responsibility of the whole school community. By working together teachers, students and parents can promote and build positive self-discipline and maximise the opportunities for students to achieve to the best of their ability.