

Welfare and Discipline at Narraweena Public School



Narraweena Public School and its community aim to provide a quality learning environment which is inclusive, safe and secure and free from bullying, harassment and intimidation for all students.

To achieve this, our school maintains high standards of discipline and ensures all students and staff are treated fairly and with dignity and ensures our environment is free from disruption, intimidation, harassment and discrimination.

The aim of the partnership between our school and its community members is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students. These procedures are underpinned by our current DoE *Student Welfare Policy*.

School Expectations

The behavioural expectations for all within our school community are that at Narraweena Public School we are respectful, responsible and safe.

Supporting Appropriate Behaviours

This document reflects the overall positive approach in our school towards all aspects of the child's learning and development. A positive school environment is emphasised in the classroom, in the playground and in our school community.

Strategies to promote positive student behaviours and enhance student self-esteem and resilience skills in the classroom and across the school are listed below.

Classroom Level	Whole School Level
<ul style="list-style-type: none"> • Positive and vibrant classroom environments • Effective use of praise and supportive feedback for students • Positive role models • Class reward systems that reinforce our school expectations • Individual reward systems that clarify students' understandings of how they are following school expectations • Differentiated programs and quality teaching practices that cater for students' individual learning and behavioural needs • Use of appropriate groupings • Effective programming and reflection on practice by teachers • Effective use of support staff for academic and social programs • Effective communication with parents (Term newsletters, parent teacher evenings, Parent/Teacher interviews as required, school newsletter) • Implementation of social skills programs • Explicit teaching of our school expectations to reinforce positive behaviour in all school settings 	<ul style="list-style-type: none"> • Recognition of students' achievements (merit cards, super kids) • Social Emotional Aspects of Learning (SEAL) program implemented K-6 • Student leadership • Student Representative Council • Social Skills program • Kindergarten transition and orientation program • Buddy class activities • Individual education programs (IEP's) and personal learning plans (PLP's) • Ongoing professional learning for all staff • Promotion of school activities (school newsletter, local media) • Anti Bullying plan • Anti-racism plan • School counsellor • Year 6 Interrelate program • Kindergarten and High School transition programs for relevant students

		Non classroom settings and routines							
Expectation	All Settings (everywhere)	Assembly	Playground	Canteen	Moving around the school	Line up times	Before and After School	Excursions	Toilets
We are Respectful	<ul style="list-style-type: none"> • Be polite & kind to others • Use appropriate language • Care for yourself, others & the environment • Be an active listener • Wear your school uniform with pride 	-show you are listening to the speaker -Use manners when you receive an award -celebrate others' successes	-share friends, equipment & space -place your rubbish in the bin - cooperate	-Use please & thank you -wait your turn behind the snake in lines	-move around the school quietly -care for the gardens	- show respect to your sports captains when collecting and returning equipment	-respect the road safety rules	-represent your school proudly	- respect people's privacy
We are Responsible	<ul style="list-style-type: none"> • Follow instructions • Be prepared to learn with a positive attitude • Look after equipment & personal belongings • Do your personal best • Be honest 	-stay seated, calm and quiet during assembly	-put your belongings in the right place -sit down to eat - no hat, play under the COLA	-buy for yourself only -only be at the canteen if you are buying food	-walk on the hard surfaces	-line up quietly and promptly ready for class	-sit on the silver seats until 8.25am	-follow instructions -be a good sport	- turn off taps and bubblers after use
We are Safe	<ul style="list-style-type: none"> • Work, move & play safely • Stay in the right place • Keep your hands & feet to yourself • Act sensibly at all times 	- enter and leave assembly sensibly	-follow the rules of the game -wear a hat -stay in bounds -use equipment safely -walk on the top playground -use fixed equipment with teacher supervision	-line up sensibly	-walk safely	-be mindful of personal space	-cross at the traffic lights -stop, look and listen when crossing any road -enter the school grounds through the right gates -walk your bikes and scooters in school grounds	-stand clear of the bus	- use toilets and sinks correctly - wash your hands after using the toilet - walk in the toilets

Celebrating Student Achievements

The school ensures effective strategies and practices are implemented to recognise and promote student achievements.

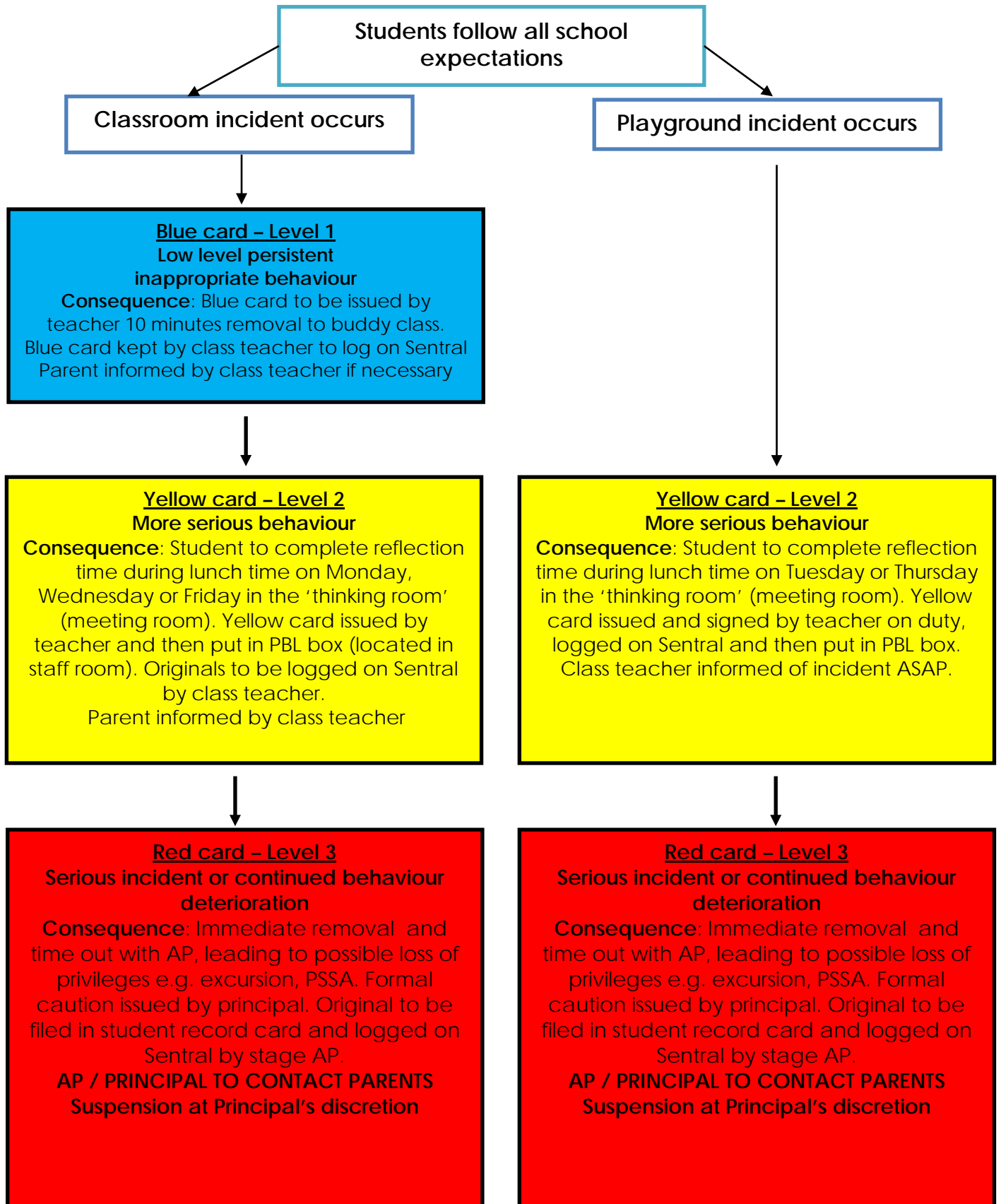
- **Super Kids**- Individual positive school reward cards are distributed by teachers in the classroom and playground (linked to PBL expectations). Student's name and class to be written on back of card. Students can trade 10 Super Kids for a mini-merit.
- **Merit Certificates (big)** – 3 presented fortnightly at school assemblies and **Mini-Merits (small)** –in class by teachers. These may be also be given by RFF and support teachers. Assembly awards and mini-merits will be allocated to teachers per term. (15 big 20 small (based on 10 week term) for full-time teachers and part-time teachers pro-rata).
- When a student has received 5 merits (big or small) they are responsible to bring them to the office. At the next Monday morning school assembly they will receive a **Principal's Gold Certificate**. When a student has **5 Principal Gold Certificates** they are invited to the **'Diners Club' morning tea** in the office with the principal. Students will be entered into the **Gold Book** when they have **10 Principal Gold Certificates**. The Gold Book will be on display in the office foyer and each entry will include a photo of the recipient and a comment written by the principal and other staff if they wish to.
- **Honour Assemblies (K-6)**. These will be held in terms 1, 2 and 3 on a morning in the last week of term. There will be a different focus each term, based on school targets. Two awards will be given at each assembly (gender balance where possible) and recipient's parents will be invited. A special guest may be invited to address the assembly.
- School assembly hall – displays of students' work
- Classroom displays – students' work displayed in classrooms and around the school
- Education Week/Book Week/Grandparents' Day – displays of students' work and performances by the band, dance, special dance group, choir etc
- Participation in extra-curricular activities – eg PSSA, debating, public speaking, chess, choir, German club, drama club, performance evening, dance competitions, computer club, school band/tuition.
- **Kindergarten Graduation Certificates** awarded at the end of term 4.
- **Presentation Day**- Major awards, class and extra curricula awards given out in this special assembly at the end of term 4. Class awards are for academic achievement, consistent effort, citizenship and a teacher's choice. A Principal's encouragement award is given to 2 students (K-2 and 3-6 student).

Managing Inappropriate Behaviours

At times students display inappropriate behaviours and don't meet the school expectations. Students can be given a blue, yellow or red card depending upon the behaviours displayed. The yellow and red card means time out with an executive to give the student time to reflect on their behaviour and write and discuss how they can make changes to better meet the school expectations. There may be occasions when certain behaviours would warrant parents/carers to be contacted to discuss student behaviour or a suspension is given and they may miss out on privileges.

Minor behaviours defined	Major behaviours defined
Inappropriate verbal language – low intensity instance of inappropriate language, such as during play	Abusive verbal language/ inappropriate verbal language – verbal messages that include swearing, name calling or use of words in an inappropriate way directed at an individual or group.
Defiance/ non-compliance/ disobedience – brief or low intensity failure to respond to adult requests	Defiance/ non-compliance/ disobedience – refusal to follow school expectations
Disruption - low intensity, but inappropriate disruption such as silly names, tapping	Disruption – Persistent behaviour causing an interruption in a class activity. <i>Must be previously recorded.</i> eg Sustained loud talking or yelling, noise with materials, sustained out of seat behaviour
Misuse of information and other electronic technology – non-serious, but inappropriate use of mobile phones/ iPods/ cameras/ computers/ ipads/ internet/ email eg bringing mobile phones into the classroom; Listening to music in the playground listening to music on iPads or computers	Misuse of information and other electronic technology – engaging in inappropriate use of mobile phones/ music players/ cameras/ computers/ internet/ email eg Cyber bullying, possessing or looking at explicit material, inappropriate use of social networking sites
Minor physical incidents- shoving, pushing, shoulder bump	Fighting/ Physical violence – Actions involving serious physical contact where injury may occur. eg hitting, punching, hitting with an object, kicking, hair pulling, scratching, tripping, biting
Property misuse – low intensity misuse of equipment need to immediately change behaviour.	Theft – being in possession of, having passed on, or being responsible for removing someone else's property. Repeated misuse of school property Vandalism – participating in an activity that results in destruction or disfigurement of property eg graffiti, kicking door
Minor bullying - first time offences, one off Such as; blocking some ones way, excluding, verbal abuse	Harassment/ Bullying – delivering disrespectful messages (verbal or gestural) to another person that includes threats, intimidation, obscene gestures, pictures or written notes eg Disrespectful messages include negative comments based on race, religion, gender, age, disabilities or other personal matters. It is bullying if it is repeated behaviour.
	Lying – delivering a message that is untrue. Lying about another person.
Out of bounds – being in area that is marked/ described as an unsafe area within the school grounds	Continually out of bounds or not following expectations. Truancy/ absconding – absent without parental permission or leaves school grounds
	Possession of weapons – being in possession of knives or guns (real or replica), or other objects capable of causing bodily harm

Incident Flowchart



Blue Card- Classroom

Class ____ Date ____ Time ____

Area: Classroom RFF Toilets

Name _____

Circle the consistent inappropriate behaviour

1. Unsuccessful in class behaviour system	2. Inappropriate language, unkindness, negative attitude and behaviour	3. Damage to property
4. Other (please give details) _____ _____		

This card needs to be logged in Sentral by the issuing teacher.



Yellow Card- Classroom

Class ____ Date ____ Time ____

Area: Classroom RFF Toilets

Name _____

Circle the inappropriate behaviour

1. Low level physical violence	2. Deliberate/ attempting damage to property	3. Stealing
4. Walking away from adult	5. Lying	6. Repeated negative behaviour
7. Other (please give details) _____ _____		

Class teacher to contact parent and log this card on Sentral. Time out given to student.



Red Card- Classroom

Class ____ Date ____ Time ____

Area: Classroom RFF Toilets

Name _____

Circle the unacceptable behaviour

1. High level physical violence (E.g. punching)	2. Continual disobedience	3. Any pre-meditated action
4. Leaving the site	5. Other (please give details) _____ _____	

This card needs to be taken to an AP.



Classroom incidents

All minor/major behaviours in the classroom or on the playground that result in a blue, yellow or red card playground are to be logged on Sentral under student wellbeing. Assistant Principals are notified of any yellow cards that are issued.

Seeking assistance on the playground

All serious major behaviours on the playground which require assistance should be reported directly to the office via a coloured card that the supervising playground teacher should have in their bum bag. The Assistant Principals or Principal should be contacted and attend to the situation on the playground.

Risk Assessment

Occasionally some students need individual programs specifically to decrease certain behaviours. Where appropriate the teacher, LAST, executive and principal set up an individual risk assessment for that student. This will be kept in the learning and support team folder on the teachers drive or under the student's individual file.

The risk assessment includes details of acceptable behaviour, strategies required and consequences for inappropriate behaviour. Parents are consulted and informed of strategies and consequences. Staff is also notified in a staff meeting about the risk assessments.

The parents' support is needed for successful implementation. In some circumstances outside agencies may need to be accessed. This will be discussed with the learning and support team.

The student's behaviour is regularly monitored by the LAST and teachers and the plan adjusted where necessary.

Suspension

In some cases of unacceptable behaviour, students will be suspended from school for a period of time or expelled. The principal will consider the safety, care and welfare of the student, staff and other students. A range of appropriate student welfare and discipline strategies should be implemented and documented before a suspension or expulsion is imposed. If major behaviours are consistently repeated the following suspension or expulsion procedures may need to take place.

Suspension:

Parents or carers will be contacted in regard to a student's unacceptable behaviour. A formal suspension letter will be issued.

The school will work collaboratively with the parents or care givers to assist a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

Before a student re-enters the school community, a resolution meeting will be conducted with the principal, parents or care-givers and the student.

Short Suspension:

The principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories.

1. **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 or use of alcohol or persistent use of tobacco.
2. **Aggressive Behaviour.** This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including physical, verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Long Suspension

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. In determining if a student's behaviour is serious enough to warrant a long suspension the principal will consider:

- The safety of students and staff
- The merit and circumstances of the particular case

The principal will impose a long suspension for:

Physical violence: This 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

Possession or use of a suspected illegal substance: including alcohol or tobacco, and 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: This includes any item that is used as a weapon in a way which seriously interferes or threatens with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted 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 of 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.

Expulsion

In serious circumstances of misbehaviour the principal may expel a student of any age from the school.

When considering expelling a student for misbehaviour, the principal will:

- Ensure, except as a result of a most serious incident, that all the appropriate student welfare and discipline strategies have been implemented and documented. Therefore all staff need to document all misdemeanours.
- Convene a formal disciplinary interview.
- Place the student on a long suspension pending the outcome of the decision making process.
- Notify the student and the parent(s) or carer(s), in writing, that expulsion from the school is being considered, giving reasons for the possible action.



Dear _____,

This letter is to inform you that your child has broken the school expectations. These expectations have been developed and discussed by the teachers and students and they are clearly displayed in all rooms.

Your child has received a red Time Out Card for the following reasons:

- 1.
- 2.

We encourage students to take responsibility for their actions and make appropriate choices.

A tick in one of the following boxes will indicate the consequences for your child's actions.

✓	Per Term	Consequences
	1 st Red Card	<ul style="list-style-type: none">• Student completes a timeout of 25 minutes with an Executive Teacher.• Parents informed in writing of the incident by the Executive coordinating the timeout.• Parents sign the return slip on the bottom section of the letter and the student brings it back to the Executive who supervised the timeout.
	2 nd Red Card	<ul style="list-style-type: none">• Student completes two timeouts of 25 minutes with an Executive Teacher.• Parents informed in writing of the incident by the Executive coordinating the timeout.• Parents sign the return slip on the bottom section of the letter and the student brings it back to the Executive who supervised the timeout.• Student loses privileges for a week eg. PSSA, free activity time etc
	3 rd Red Card	<ul style="list-style-type: none">• Student completes two timeouts of 25 minutes with an Executive Teacher.• Parents informed in writing of the incident by the Executive coordinating the timeout.• Parents sign the return slip on the bottom section of the letter and the student brings it back to the Executive who supervised the timeout.• Parents organise a meeting with the principal to discuss the student's behaviour and identify strategies for appropriate behaviour.• Student loses privileges for a week eg. PSSA, free activity time, etc• Student loses the right, at the principal's discretion, to attend class excursions and school camps.

Please sign the slip at the bottom to indicate you have received this letter and have discussed the behaviours with your child.

If you would like to discuss this matter please arrange an interview time.

Thanking you for your support.

Mrs Sally Bell
Principal

Assistant Principal

**Narraweena Public School
Student Welfare File**

I acknowledge receipt of this letter concerning my child's behaviour and have discussed their behaviour with them. I understand they will have the consequences listed above.

Signed: _____
Parent/Caregiver

Child's Name: _____ Class _____



Name:

Reflection Sheet

Which expectation/s did you break? _____

What did you do to break that expectation? _____

How can you fix the problem? _____

What are you going to now work on to stop you from breaking that expectation again? _____



Narraweena Public School Anti-Bullying Plan

Narraweena Public School has a zero tolerance to bullying.

All members of Narraweena Public School are entitled to an environment which is safe, caring and positive where bullying behaviour will not be tolerated.

Students, staff, parents and carers have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Each member of the school community will:

- behave in ways that demonstrate tolerance and respect for all members of the school community.
- support school policies and procedures for dealing with bullying.
- know how to respond to bullying incidents.
- work collectively to help resolve issues.

What is bullying?

Bullying is a **repeated** intentional behaviour by an individual or a group of individuals that causes distress, hurt, embarrassment, isolation or undue pressure to another individual or individuals.

1. Bullying is intentional harming of a person or their belongings.
2. Bullying can be verbal, physical, social or psychological.
3. Bullying is damaging to the person being bullied, the bully and the school community.

What does bullying look like? *Some examples of bullying are:*

Verbal	Physical	Social	Psychological
<ul style="list-style-type: none"> • name calling • threatening to hurt someone • teasing someone about their family, their clothes or how they look • abuse • swearing • putdowns • insults • sarcasm • racism 	<ul style="list-style-type: none"> • pushing • poking • shoving • kicking • pinching • flicking things • hitting • punching • scratching • spitting • throwing things 	<ul style="list-style-type: none"> • ignoring • excluding • victimising – “ganging up” against others • telling people they are not your friend • making inappropriate gestures • inappropriate use of social networking sites such as Facebook and My Space 	<ul style="list-style-type: none"> • spreading rumours • hiding someone’s belongings e.g. bag, lunch, hat, • sending hurtful notes, emails, SMS or MSM Messages • dirty looks • damaging property • inappropriate use of phones, mobile phones and camera phones • inappropriate use of photographs

What are possible indicators of being bullied?

- withdrawal
- sadness / loneliness
- behaviour changes (aggression, attention seeking, decreased participation, poor performance in class, sleep disorders, eating disorders)
- not wanting to come to school

How do we deal with bullying?

Bullying among children is a serious matter. School communities need to work together to minimise bullying and its serious effects.

Students will:

- understand what bullying is.
- understand they can make it stop.
- not give in to bullying.
- try to remember it's not their fault.
- follow "NO", "GO", "TELL" procedure.

Students are taught the ways to handle bullying within the school which includes:

No:	<ul style="list-style-type: none">▪ speak in a firm, clear voice and ask the bully to stop.▪ don't fight back physically or verbally.
Go:	<ul style="list-style-type: none">▪ walk away.▪ find a friend or peer mediator.▪ play with friendly children.▪ play somewhere else in the playground.
Tell:	<ul style="list-style-type: none">▪ tell the teacher on playground duty and your classroom teacher, your parents or the principal.▪ keep telling an adult until the bullying stops.

Staff will:

- be positive role models.
- teach students about our anti-bullying program through the PDHPE curriculum area
- provide examples of acceptable behaviour through role play, child protection and social skills programs.
- talk to the students about their behaviour.
- communicate clear expectations of standards of behaviour.
- consistently implement student welfare policies. This may mean school time-out procedures, loss of privileges, resolution meetings, counselling and support for students with the school counsellor, or a school executive.
- report bullying incidents when appropriate using the reporting format.

Parents will:

- be a positive role model.
- understand what bullying is.
- encourage your child to talk through the problem.
- discuss bullying, reinforcing that being bullied or being a bully is not OK.
- reinforce the "NO", "GO", "TELL" procedure with your child.
- make an appointment to calmly discuss the situation with your child's teacher.
- be aware of and support the school's anti-bullying plan.

★ **It is important to remember that it is NOT helpful to:**

- attempt to sort out the bullying yourself.
- angrily approach the bully or the bully's parents.
- angrily approach your child's teacher.
- encourage your child to retaliate physically.

You can control what happens.

Narraweena Public School
Bullying Incident Report Form

Date: _____ **Student Name:** _____

Class: _____ **Teacher:** _____

Location of incident: _____

When does the bullying occur?

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> Before school | <input type="checkbox"/> Recess | <input type="checkbox"/> In class |
| <input type="checkbox"/> Lunchtime | <input type="checkbox"/> After school | <input type="checkbox"/> Between classes |

Was there an adult in the area? Please name _____

Behaviour displayed: **Bullying** **Being bullied**

Physical

- Hitting, punching
- Kicking
- Pinching
- Scratching
- Damaging or stealing property
- Throwing things at someone
- Other

Verbal

- Teasing
- Name calling
- Insulting someone
- Threatening remarks
- Discriminatory remarks
- Lies or nasty stories
- Offensive language

Emotional

- Exclusion from friends
- Ignoring someone
- Making fun of someone
- Stopping someone from joining in
- Disrupting someone's game
- Other

Comments _____

Who was the person/people bullying? _____

Who else was there when it happened? _____

Actions taken:

- | | |
|--|---|
| <input type="checkbox"/> Discussed with class teacher | <input type="checkbox"/> Discussed with executive support |
| <input type="checkbox"/> Relevant students interviewed | <input type="checkbox"/> Parents informed |

Other _____

Teacher signature _____ Parent signature _____

