Werrington Public School

Student Discipline & Well-Being Policy

(Updated February 2015)

Student well-being is an integral part in all aspects of school life and hinges on our understanding of how students learn best in a well-supported and positive environment. The Student Discipline & Student Well-Being Policy, relates to the way our students engage with their learning, as well as the way our student's behaviour is managed. Our behaviour systems are implemented within the theory of the Positive Behaviour for Learning (PBL) framework, which has been implemented at Werrington Public School to ensure that these positive environments are evident across the school. Our PBL program aims to have clearly defined expectations, recognition and behaviour management processes to allow students to be best supported as individuals.

Contextual Statement

Student Welfare at Werrington Public School:

- Encompasses everything the school community does to meet the personal, social and learning needs of students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Is achieved through the total school curriculum and the way it is delivered
- Incorporates effective discipline
- Incorporates preventive health and social skills programs
- Stresses the value of collaborative early intervention when problems are identified
- Provides ongoing educational services to support students
- Recognises the diversity within the school community and provides programs and support which acknowledges differences and promotes harmony
- Recognises the role that the school plays as a resource to link families with community support services
- Provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning

Werrington Public School provides effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

Our Student Discipline & Well-Being Policy is supported by the Werrington Public School Anti-bullying plan and is underpinned by the Department of Education and Communities’ policies. The name of these relevant policies and their web-links are detailed below:

Bullying: Preventing and Responding to Student Bullying in Schools Policy


Student Discipline in Government Schools Policy


Student Welfare Policy

## Rights and Responsibilities

### Student Rights and Responsibilities

<table>
<thead>
<tr>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Receive quality education</td>
<td>• Be prepared to learn</td>
</tr>
<tr>
<td>• Be treated with dignity</td>
<td>• Respect the opinions, values and beliefs of others</td>
</tr>
<tr>
<td>• Be able to learn</td>
<td>• Allow other students to learn</td>
</tr>
<tr>
<td>• Work in a safe, healthy environment both in and out of the classroom - free from bullying and intimidation</td>
<td>• Be honest and truthful</td>
</tr>
<tr>
<td>• Be able to have and display their own opinions, values and beliefs</td>
<td>• Report any unsafe/unacceptable behaviours</td>
</tr>
<tr>
<td></td>
<td>• Use respectful language and polite manners</td>
</tr>
</tbody>
</table>

### Teacher Rights and Responsibilities

<table>
<thead>
<tr>
<th>Teacher Rights</th>
<th>Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach in a climate free from disruption and where teaching/learning is respected</td>
<td>• They are familiar with all school policies and documents related to student well-being</td>
</tr>
<tr>
<td>• Be respected as a professional and as an individual</td>
<td>• Contribute to the provision of a caring, well-managed, safe environment for all students, staff and parents</td>
</tr>
<tr>
<td>• Expect behaviour that contributes to a positive class atmosphere</td>
<td>• Involve parents and the community in programs within the school</td>
</tr>
<tr>
<td>• Have time to work with students as individuals</td>
<td>• Act in accordance with the school’s PBL framework and encourage free and frequent, positive rewards for students.</td>
</tr>
<tr>
<td>• Receive support from the school community</td>
<td></td>
</tr>
<tr>
<td>• Be treated with respect and dignity</td>
<td></td>
</tr>
</tbody>
</table>

### Principal Responsibilities

<table>
<thead>
<tr>
<th>Principal Responsibilities</th>
<th>Learning Support Team Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that a commitment to student welfare underpins all the policies and activities of the school</td>
<td>• Develop effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.</td>
</tr>
<tr>
<td>• Ensure that the school community reviews policies and practices related to student welfare</td>
<td>• Support staff in dealing with student progress and welfare</td>
</tr>
<tr>
<td>• Ensure that student welfare is regularly reviewed using appropriate planning processes</td>
<td>• Assist in the utilisation of support services for learning and behaviour development</td>
</tr>
<tr>
<td>• Ensure that the school’s Well-Being Policy is regularly reviewed</td>
<td></td>
</tr>
</tbody>
</table>

### Community Rights and Responsibilities

<table>
<thead>
<tr>
<th>Parent Rights</th>
<th>Parent Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be involved in their child’s education</td>
<td>• Follow the Parents and Visitors Code of Conduct</td>
</tr>
<tr>
<td>• Talk to teachers and staff members about their child through the appropriate channels e.g. book a time for a meeting</td>
<td>• Participate in the learning of their children and the life of the school, including reviews of student welfare practices and the PBL expectations</td>
</tr>
<tr>
<td>• Be informed of issues related to the learning, social or behavioural development of their child</td>
<td>• Share responsibility for shaping their children’s understanding about acceptable/behaviour</td>
</tr>
<tr>
<td>• Be informed of upcoming events in the school that they can be involved in</td>
<td>• Work with teachers to establish fair and reasonable expectations of the school</td>
</tr>
</tbody>
</table>
Werrington Public School Core Values and Expectations

Werrington Public School has developed a series of core values and expectations which apply to all settings across the school. These expectations play an important role in the structure and functionality of this Student-Well Being Policy. They underpin the interactions between our students, their teachers and the wider school community in an aim to guide our students in the development of positive and acceptable behaviours and attitudes.

Strategies to Promote Student Welfare

Effective Learning and Teaching

- Encouraging students to take responsibility for their own behaviour
- Identifying and catering for the individual learning needs of students
- Establishing well-managed teaching and learning environments
- Providing students and parents with frequent opportunities for feedback

Positive Climate and Good Discipline

- Providing students with opportunities to demonstrate success in a wide range of activities
- Establishing clear school rules which are known and understood by all school community members.
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- Monitoring attendance and supporting all children attend school regularly
- Providing opportunities for all students to be involved in positive relationships and develop skills related to social responsibility, problem solving and dispute resolution
- Providing many opportunities for student leadership

Community Participation

- Acknowledging parents as partners in school education
- Encouraging parent and community members to participate actively in the education of young people and in the life of the school
- Assisting families to gain access to support service within the community
- Recognising students’ families, cultures, languages and life experiences
Positive Behaviour for Learning School Purpose

As a member of Werrington Public School, students will be safe in the way they behave, respectful in the way they act towards others and a learner by having the right attitude. Wherever they are at school, our students will strive to be Werrington Wise. The following expected behaviours have been taught explicitly to the students and are displayed appropriately around the school. These expectations form the core of our school discipline code.

### Positive Behaviour for Learning School-wide Expectations: Werrington Wise Rules

<table>
<thead>
<tr>
<th>Setting</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be A Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>• Keep hands and feet to yourself</td>
<td>• Be well mannered and speak politely</td>
<td>• Be a responsible student</td>
</tr>
<tr>
<td></td>
<td>• Move safely and sensibly</td>
<td>• Take care of our school and the things in it</td>
<td>• Participate in all activities</td>
</tr>
<tr>
<td></td>
<td>• Wear the school uniform</td>
<td>• Listen to and follow adult instructions</td>
<td>• Do your best</td>
</tr>
<tr>
<td></td>
<td>• Be in the right place</td>
<td>• Take pride in your appearance</td>
<td>• Be prepared</td>
</tr>
<tr>
<td>Assembly and Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stay in lines as you enter and leave</td>
<td>• Stand to attention during the national anthem</td>
<td>• Follow the five Is legs, lips, lap, look and listen</td>
</tr>
<tr>
<td></td>
<td>• Sit sensibly in your own place</td>
<td>• Listen to and follow adult instructions</td>
<td>• Participate and do your best</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself</td>
<td>• Take pride in all achievements</td>
<td>• Give your full attention</td>
</tr>
<tr>
<td>Front Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walk when in the office</td>
<td>• Be well mannered and speak politely</td>
<td>• Have a reason to be in the office</td>
</tr>
<tr>
<td></td>
<td>• Be in the right place</td>
<td>• Wait quietly</td>
<td>• Have notes and money ready</td>
</tr>
<tr>
<td></td>
<td>• Enter and exit carefully</td>
<td>• Be considerate of others</td>
<td>• Wear your lanyard</td>
</tr>
<tr>
<td>Basketball Court</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use correct equipment at the right time</td>
<td>• Consider other’s games and activities</td>
<td>• Encourage others to join in</td>
</tr>
<tr>
<td></td>
<td>• Wear your school hat</td>
<td>• Put rubbish in the bin</td>
<td>• Set and follow rules for games</td>
</tr>
<tr>
<td></td>
<td>• Spectators stand to the side</td>
<td>• Take turns and play fairly</td>
<td>• Follow the bell times</td>
</tr>
<tr>
<td>Bubblers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use for the right purpose</td>
<td>• Be considerate of others</td>
<td>• Wait your turn</td>
</tr>
<tr>
<td></td>
<td>• Wait behind the line</td>
<td>• Use appropriate language</td>
<td>• Use at the right time</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself</td>
<td>• Turn bubblers off</td>
<td>• Be sensible</td>
</tr>
<tr>
<td>Bus Lines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sit on the seats sensibly</td>
<td>• Listen to and follow the teacher’s instructions</td>
<td>• Be prompt to bus lines</td>
</tr>
<tr>
<td></td>
<td>• Wait for the teacher’s instructions when the bus arrives</td>
<td>• Use manners and kinds words</td>
<td>• Have your bus pass or money ready</td>
</tr>
<tr>
<td></td>
<td>• Stop at the yellow line</td>
<td>• Consider others on the bus</td>
<td>• Go home promptly</td>
</tr>
<tr>
<td>Canteen</td>
<td>• Be here at the right time</td>
<td>• Be well mannered and speak politely</td>
<td>• Place orders between 8:40am and 9:10am</td>
</tr>
<tr>
<td></td>
<td>• Wait behind the yellow line</td>
<td>• Wait your turn</td>
<td>• Have your money or order ready</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself</td>
<td>• follow instructions</td>
<td>• Find a teacher if needed</td>
</tr>
<tr>
<td>COLAs</td>
<td>• keep hands and feet to yourself</td>
<td>• be well mannered and speak politely</td>
<td>• encourage others to join in</td>
</tr>
<tr>
<td></td>
<td>• be in the right place</td>
<td>• listen to and follow adult instructions</td>
<td>• sit to eat</td>
</tr>
<tr>
<td></td>
<td>• walk</td>
<td>• place rubbish in the bin</td>
<td>• follow bell times</td>
</tr>
<tr>
<td></td>
<td>• sit on the seats</td>
<td></td>
<td>• play fairly</td>
</tr>
<tr>
<td><strong>Computer Use</strong></td>
<td><strong>Library</strong></td>
<td><strong>Lining Up</strong></td>
<td><strong>Active Play Areas</strong></td>
</tr>
<tr>
<td>------------------</td>
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<td>-----------------------</td>
</tr>
</tbody>
</table>
| • Only access approved sites  
• Ask a teacher if you need assistance  
• Stay in your seat | • Be in the right place  
• Line up appropriately  
• Walk | • Respond to bell and walk to lines  
• Hold your equipment still  
• Line up appropriately (as your teacher expects) | • Ball games on the astro and oval  
• Quiet games on other grassed areas  
• Stay in bounds  
• Wear your full school uniform | • Walk up and down stairs  
• Stay in bounds  
• Carry equipment carefully | • Walk safely and directly to and from school  
• Use correct gates  
• Once you have arrived – stay in bounds | • Use for the right purpose  
• Use resources appropriately  
• Finish food before entering toilets | • Sit on seats to eat and drink  
• Only walk in this area  
• Use toys and equipment for the right purpose | • Walk  
• Be in the right place  
• Use equipment correctly | • Use the lanyard to leave the classroom | • Only access approved sites  
• Ask a teacher if you need assistance  
• Stay in your seat  
• Take turns when appropriate  
• Keep noise to a minimum  
• Keep workstation tidy | • Listen to and follow adult instructions  
• Use a quiet voice  
• - treat books and equipment appropriately | • Place bag in the right spot  
• Be well mannered and speak politely  
• Be considerate of others | • Be well mannered and speak politely  
• Share and play fairly  
• Place rubbish in the bin | • Take pride in your school  
• Be considerate of others  
• Be well mannered and speak politely | • Keep the toilets clean  
• Consider other’s privacy  
• Be water wise | • Take care of toys and equipment  
• Listen to and follow adult instructions  
• Be well mannered and use nice words | • Use a quiet voice  
• Follow instructions  
• Be well mannered | • Be ready to learn  
• Try your best  
• Never give up | • Log on and log off own account  
• Use sensibly  
• Stay on task | • Use your time wisely  
• Bring your library bag  
• Borrow and return books | • Stay in your own class line  
• Look after belongings  
• Be sensible | • Find the teacher if required  
• Follow the bell times  
• Use equipment appropriately | • Move through if nothing to do  
• Move quietly  
• Keep left | • Wear your helmet for bikes and scooters  
• Avoid strangers  
• Follow road and pedestrian rules | • Use your breaks to use the toilets  
• Leave immediately after use  
• Report problems | • Share toys and equipment with others  
• Take turns and play fairly  
• Pack up carefully | • Be ready to learn  
• Try your best  
• Never give up | • Allow others to get their work done | • Be well mannered and speak politely  
• Use nice words  
• Share toys and equipment with others  
• Take turns and play fairly  
• Pack up carefully | • Use respectful language to everyone | Teachers draw from the school-wide expectations when collaborating with students to determine additional class rules. These rules form part of the expected rules for students in that class.
Student Welfare Processes

One of the key teams related to student well-being is our Learning Support Team (LST), who addresses the learning and behaviour needs of students. The team is made up of the Principal, the School Counsellor, the Assistant Principal welfare, , the Learning and Support Teachers and additional Support Teachers. Their role is to work with staff members, as well as parents and carers, to advise and make recommendations regarding student learning and behaviour.

Classroom teachers are encouraged to make referrals to the LST, and the LST team will then recommend strategies to support the child. Reviews are conducted on a regular basis.

Positive Behaviour for Learning Team

Our Positive Behaviour for Learning (PBL) team addresses not only the behavioural needs, but also the learning needs of all students and aims to achieve universal systems, procedures and expectations across the school. The team is made up of a mix of staff members, including the Principal, members of the school executive, members of the LST and classroom teachers. The purpose of this is to have a range of decision makers on the team that best represent the school as a whole and that can adhere to the needs of the entire school. The PBL team promotes a sense of shared responsibility for learning where teachers, students and parents work together to ensure the best possible outcomes for our children.

The PBL team encourages all students to demonstrate characteristics of a “Werrington Wise” person. We believe the recognition of student achievement plays a vital role in the development of an effective learning environment, and subsequently, we promote students to be rewarded free and frequently with our Owl award system.

Whilst the PBL team’s primary goal is to promote a positive setting for learning behaviour, we are also understanding of the need to have procedures in place to ensure that unacceptable behaviour is handled effectively and fairly.

Student Support Network

There are a number of support networks and personnel available for the benefit of the school and community.

**Within the School**
- Principal
- School Executive
- Learning Support Team
- Learning and Support Teachers
- English as an Additional Language/Dialect (EAL/D) Teachers
- Aboriginal Education Team
- Classroom Teachers
- School Counsellors
- School Learning Support Officers
- Office Staff
- Student Leaders
- Parents
- Anti-Racism Officer
- Complaints Handling Officer

**Outside of the School**
- Family and Community Services
- Stewart house
- Community Nurse
- Non-Government Agencies

**District Support**
- Student Welfare Consultants
- Home School Liaison Officer
- District Guidance Officer
- Learning and Support Team AP
- Community Liaison Officer
- Aboriginal Community Liaison Officer
Positive Recognition

At Werrington Public School, we treat each child as an individual, recognising that each student has different individual learning needs. Our systems and universal practices for positive recognition are flexible, with staff using a range of awards and rewards to acknowledge desirable behaviour.

Positive recognition includes:

- Our school wide award system (detailed on the following page)
- Class prize draws
- Playground ice-blocks
- OWL awards
- Class merit cards
- Assistant principal awards
- Principal’s awards
- Bronze awards
- Gold awards
- Silver awards
- Diamond awards
- Class awards at the end-of-year presentation assembly
- Token draws at weekly Werrington Wise assemblies
- Token draws at Werrington Wise Award Assemblies
- House points
- Attendance awards

Privilege Days

In addition to the above recognition, privilege day activities are held twice each term to recognise students who consistently follow the following Werrington Wise Rules across all settings:

- Be Safe: Keep your hands and feet to yourself; Move safely and sensibly
- Be Respectful: Be well-mannered and speak politely; Listen to and follow adults’ instructions
- Be a Learner: Allow the teacher to teach; Allow others to learn

Students who are not invited to attend privilege day participate in regular class lessons.
<table>
<thead>
<tr>
<th>What do I need?</th>
<th>How do I submit my awards?</th>
<th>What award will I receive?</th>
<th>When will I get my award?</th>
<th>What else do I need to know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ten Owl Awards</strong></td>
<td>Owl awards are kept in the classroom and handed to the classroom teacher for a merit card. You may then take your Owl Awards home.</td>
<td>Merit card</td>
<td>In class</td>
<td>In addition to a merit card, you will also receive a token to put in our barrel in the office for a chance to win a prize at the weekly Werrington Wise assembly and the end of term Werrington Wise Award assembly. You will also earn 10 points for your house.</td>
</tr>
<tr>
<td><strong>Three Merit Cards</strong></td>
<td>Kept at home and returned to the class teacher when 3 are collected</td>
<td>Assistant Principal Award</td>
<td>Regular Infants or Primary assembly each fortnight</td>
<td>Don’t forget to let your parents know if you are going to be getting an award at the primary or infants assembly.</td>
</tr>
<tr>
<td><strong>Three Assistant Principal Awards</strong></td>
<td>Kept at home and returned to the school office when 3 are collected</td>
<td>Principal’s Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Three Principal’s Awards</strong></td>
<td>Kept at home and returned to the school office when 3 are collected</td>
<td>Bronze Award and Bronze Medallion</td>
<td>Werrington Wise Award assembly</td>
<td>Parents are notified in writing if their child is receiving an award at the Werrington Wise Award assemblies, held at the end of each term.</td>
</tr>
<tr>
<td><strong>One Bronze Award and 2 Principal’s awards</strong></td>
<td>Kept at home and returned to the school office when 3 are collected</td>
<td>Silver Award and Silver Medallion</td>
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</tr>
<tr>
<td><strong>One Silver Award and 2 Principal’s awards</strong></td>
<td>Kept at home and returned to the school office when 6 are collected</td>
<td>Gold Award and Gold Medallion</td>
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</tr>
<tr>
<td><strong>When you have received a Gold Medallion, you start again from the beginning of the award system</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Two Gold Awards</strong></td>
<td>Kept at home and returned to the school office when 2 are collected</td>
<td>Diamond Award, Diamond Medallion and book voucher</td>
<td>End of Year Presentation Day assemblies</td>
<td>You will be notified in writing if your child is receiving an award at these assemblies.</td>
</tr>
</tbody>
</table>
Behaviour Management

Students who are in breach of the expected behaviour for our school may have this breach recorded via our behaviour management system. This system includes minor incident tracking through the playground grids or classroom grids, including the visiting teacher grids. It also includes major incident tracking through our yellow referral slips. The classroom management system is also detailed on the following page.

All recorded inappropriate behaviours are tracked through our record keeping logs and referrals and grids collated and filed. These behaviours are categorised as either minor or major incidences.

Examples of minor incidents are outlined below:

- Not wearing a hat in active play
- Non-completion of classwork
- Calling out in class
- Picking up sticks in the playground
- General low-level rough play in the playground
- Eating in the wrong place
- Small student verbal disagreements
- Inappropriate language
- Leaving seat without permission
- Other low-level behaviours

Examples of major incidents are outlined below:

- Physical violence and aggression
- Aggressive and threatening behaviour
- Persistent disobedience
- Direct, inappropriate language
- Non-compliant behaviour
- Inappropriate language directed at a staff member or parent
- Leaving the classroom without permission
- Disrupting the learning of others
- Deliberately damaging school property
- Other higher-level behaviours

Consequences

If a student is in breach of our expected rules, a consequence will be issued, depending on the nature and severity of the incident and also depending on the circumstances and age of the individual student. Consequences may include:

- Verbal warnings
- Playground withdrawal/restrictions
- Detention
- Reparation (eg. repair or replace broken item; clean up the area that has been affected)
- Referral to Principal
- Formal caution or suspension (in keeping with the suspension and expulsion procedures)
Werrington Wise Classroom Discipline Flowchart

Step 1
Warning 1
Name on board or similar
If behaviour continues, proceed to step 2

Step 2
Warning 2
Mark next to name or similar
If behaviour continues, proceed to step 3

Step 3
Class time out
10 minutes in designated space
If behaviour continues, proceed to step 4

Step 4
Buddy class time out
10 minutes
Student takes buddy class timeout card
Teacher enters incident on recording sheet
If behaviour continues, proceed to step 5

Step 5
AP time out
10 minutes
Student takes AP timeout card
Teacher completes yellow slip
If child refuses to go to AP, send for AP using the AP timeout card and a student messenger
If AP is not available, sent to Mrs Bade
If behaviour continues, proceed to step 6

Step 6
Principal time out
Remainder of session
Student takes Principal timeout card
Teacher completes 2nd yellow slip
If child refuses to go to the Principal, send for the Principal using the Principal timeout card and a student messenger
If the Principal is not available, send to Mr Bade

In between every instruction and each step, ensure there is adequate take-up time and that the PBL least to most intrusive strategies are employed.

Students have a “clean slate” at the start of each session.

Ensure classroom systems are in place.
Ensure active supervision is in place.