

EARLWOOD PUBLIC SCHOOL



STUDENT WELFARE AND DISCIPLINE POLICY

This policy should be read in the context of the following documents:

Department of Education Student Discipline in Government Schools Policy
Department of Education Behaviour Code for Students
Department of Education Suspension and Expulsion Policy and Procedures
The Wellbeing Framework

Introduction

Earlwood Public School (EPS) provides a caring, sensitive and responsive environment committed to supporting the learning, wellbeing and safety of all students while promoting positive self-esteem, academic and life preparation skills. At EPS we believe an effective student welfare program is one that is developmental, responsive and proactive in nature allowing students to develop, grow and succeed.

Positive partnerships and collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline, creating an environment where every student can learn and grow with confidence within a safe and secure setting.

The Wellbeing Framework for schools acknowledges the school environment is pivotal to the growth and development of children and young people. EPS strives for excellence in teaching and learning, to build trusting and respectful relationships for students to Connect, Succeed & Thrive.

EPS Code of Behaviour

Be Safe

Be Respectful

Be a Learner

The management of behaviour at EPS centres on students being safe, respectful and engaged in their learning. These elements contribute significantly to the wellbeing of students and support them in making informed decisions and the development of appropriate self-management skills.

Students are expected to be caring, courteous, considerate, cooperative and controlled, showing respect for the rights of others. This aims to create a safe and happy school by providing students with consistency and the opportunity to learn. It respects the rights of students and delineates a Code of Behaviour that if needed, outlines to students their responsibilities both in the classroom and in the playground.

Responsibility of the Principal and Executive Staff

- Ensure a commitment to student wellbeing underpins all the policies and activities of the school.
- Review policies and practices related to student wellbeing.
- Strategic issues identified in reviews are incorporated into the school plan.
- Assist students, staff and parents to develop strategies for addressing student wellbeing and discipline needs in all the activities of the school.

Responsibility of Students

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.
- Follow the School Code of Behaviour according to their age and level of understanding. Students may need to be instructed in appropriate conduct until they have learnt to conduct themselves in the spirit of the School Code. BE SAFE, BE RESPECTFUL, BE A LEARNER.
- Accept responsibility for their behaviour.

Responsibility of Staff

- Ensure that they are familiar with the Student Welfare and Discipline Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process in ways which take account of the objectives in this policy.
- Participate in the school community's implementation of the Student Welfare and Discipline Policy.
- Implement strategies and procedures fairly and consistently.
- Implement and practise a restorative approach to problem solving.

Responsibility of Parents

- Participate in the learning of their children and the life of the school, including reviews of student wellbeing.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.
- Ensure their child attends school punctually, safely and regularly.
- Inform the school of any matters affecting their child.

Strategies and Practices to Promote, Recognise and Reinforce Appropriate Student Behaviour

At Earlwood Public School we promote the intellectual, physical, social, emotional and moral wellbeing of all our students. We commend, support and reward student achievement and good conduct through:-

- Encouragement and praise
- Public recognition of achievement
- Classroom stickers and awards
- House points
- Assembly awards for achievement
- *Opal* Merit System
- School Behaviour Code displayed throughout the school
- Positive Behaviour for Learning Program developed to teach expected behaviours in different areas within the school e.g. the canteen, the toilets, at assembly
- The Learning and Support Team, class teacher and executive staff monitor students with learning difficulties to assess progress and behaviour
- Child Protection Program taught K-6
- Resiliency, social skills and mindfulness programs taught K-6
- Conferences with parents when applicable
- Restorative conferences when necessary
- Positive Play Program
- Staff trained in restorative practices and non – violent crisis intervention
- Communication of updates to the community through the Bulletin

Restorative Justice

Restorative justice principles and practices are used at EPS. The Restorative Practice approach starts from an important set of questions:

What happened?

What were you thinking or feeling?

Who's been hurt?

How do they feel?

What can you do to make things better?

In this approach to dealing with wrongdoing, the focus is on the harm that has been done and the obligation this brings on the part of those responsible to 'right the wrong' as much as possible. It is an approach that seeks to develop in the wrongdoer an understanding of the breadth and depth of the harm their behavior has caused to others so that they can best try to make amends to those most affected.

In this way, it's an educative approach. It also ensures that those who have been most affected by the wrongdoing have the opportunity to be involved in working out what has to happen in order to move forward. Consequences, if applied, should be logical and natural rather than fixed.

Students need to come up with their own strategies to right a wrong and the victim needs to agree with these strategies. A simple apology, while needed, may be insufficient in many cases.

Students who have difficulty with class or playground expectations may be placed on a Behaviour Card. This will focus on supporting a student in addressing the behaviours which are causing concern.

This approach is not about blame and punishment. It is about justice, remediation, rehabilitation and fairness. It aims to be educative and effective to allow all students to be safe, respectful and engaged.

OPAL Award System

Aim

To reward students for excellence in application, attitude or behaviour in class or playground settings. Teachers, for any school activity, can award merit points using a class system. Eg class dojo.


Overview

Tokens are given to students to reward positive behaviour or conduct. Students are awarded a series of OPAL certificates. When they have received 5 Opal awards, they are then eligible to receive a HAT PATCH. The pinnacle of the system is the awarding of the KEY TO THE SCHOOL.

Procedure

Teachers can give merit tokens or points to any student in class, assembly, sport, excursions etc. When students have collected sufficient points as per the class system they are eligible for their first certificate – a White Opal. Once achieved they start again in attaining a black opal certificate. This continues through the WHITE AND BLACK OPAL certificates and subsequent hat patches. Upon earning five HAT PATCHES, they are then working toward receiving the **KEY TO THE SCHOOL** which is equivalent to a 6th HAT PATCH. Very few students will earn the KEY TO THE SCHOOL

<h2>EARLWOOD PUBLIC SCHOOL OPAL AWARD MERIT SYSTEM</h2>

Level 1	<ul style="list-style-type: none"> • White Opal 1 ----- Black Opal 1 • White Opal 2 ----- Black Opal 2 • White Opal 3 • Hat Patch 1 Approximate time expectation 18 months
Level 2	<ul style="list-style-type: none"> • White Opal 1 ----- Black Opal 1 • White Opal 2 ----- Black Opal 2 • White Opal 3 • Hat Patch 2 Approximate time expectation 18 months
Level 3	<ul style="list-style-type: none"> • White Opal 1 ----- Black Opal 1 • White Opal 2 ----- Black Opal 2 • White Opal 3 • Hat Patch 3 Approximate time expectation 18 months
Level 4	<ul style="list-style-type: none"> • White Opal 1 ----- Black Opal 1 • White Opal 2 ----- Black Opal 2 • White Opal 3 • Hat Patch 4 Approximate time expectation 18 months
Level 5	<ul style="list-style-type: none"> • White Opal 1 ----- Black Opal 1 • White Opal 2 ----- Black Opal 2 • White Opal 3 • Hat Patch 5 Approximate time expectation 18 months
Level 6 	<ul style="list-style-type: none"> • White Opal 1 • Black Opal 1 • White Opal 2 • Black Opal 2 • White Opal 3 <p style="text-align: center;">Hat Patch 6 = KEY TO THE SCHOOL</p> <ul style="list-style-type: none"> • Wall Plaque (Only awarded to Year 6 students)

- Verbal redirection or reminders for on task behaviours or expectations
- Reinforcing and rewarding positive behaviours
- Revised seating or student groupings
- Develop additional individual or group adjustments
- Supervisor contact
- Parent contact
- Referrals to the Learning and Support Team, Learning and Support Teacher and school counsellor
- Referrals to district personnel e.g. Learning and Engagement Officer, AP Learning and Support
- Behaviour support plan
- Accessing support of external agencies
- Deputy / Principal involvement

After a serious or repeated offence students are placed on a classroom or playground behaviour card. They are counselled by the executive after offences, which are logged in the Wellbeing Module or SENTRAL and warned of the consequences if unacceptable behaviour continues. Depending on the behaviour, placement on a card may be used without informing the parent. This is done to allow the student the opportunity to demonstrate changed behaviour consistent with the school values and expectations, independent of parental involvement. For serious or repeated offences, parents will be informed.

Restorative Approach

When a student's behaviour breaches the school Code of Behaviour

- Possible use of playground or class behavior management card - not requiring parent notification.
- The student is isolated from the playground at Recess / Lunch whilst restorative principles are revisited.
- The student and the Executive discuss future behaviour and strategies for improvement. Students need to complete the playground or class behaviour card successfully for each session to remain on the playground during recess and lunch. Cards are for 1 week. Students may lose privileges such as attending PSSA, excursions, activity days, whilst on a behaviour card. If the child cannot complete the card, demonstrating the required behaviours, its use will be extended and the parent notified.



- Use of playground or class behaviour management card - parent notification required.
- Parents are notified by phone call and / or letter of the consequences for their child's behaviour and are invited to an interview with the School Executive to discuss how the school and parents can best support the student to successfully modify their behaviour.
- Student loses privileges: eg – P.S.S.A., excursions, social activities.
- Student may be removed from the playground for a time reflecting their behaviour.
- Student may be restricted to one area of the playground till further notice.
- Student is informed of future consequences and counselled accordingly.
- Compulsory parent interview.
- Interview with school counsellor recommended.
- Individual Program for the student is designed by the school executive/class teacher/school counsellor/ learning & support team

In serious cases of misbehaviour students may be suspended. This will be decided at the discretion of the Principal in consultation with the executive and following the Department of Education's Guidelines.

1. The Principal **must suspend immediately** any student who:
 - is in possession of an illegal drug
 - is violent or threatens serious physical violence
 - is in possession of a prohibited weapon
2. Principals **may suspend** any student who:
 - is persistently disobedient
 - engages in criminal behaviour related to the school

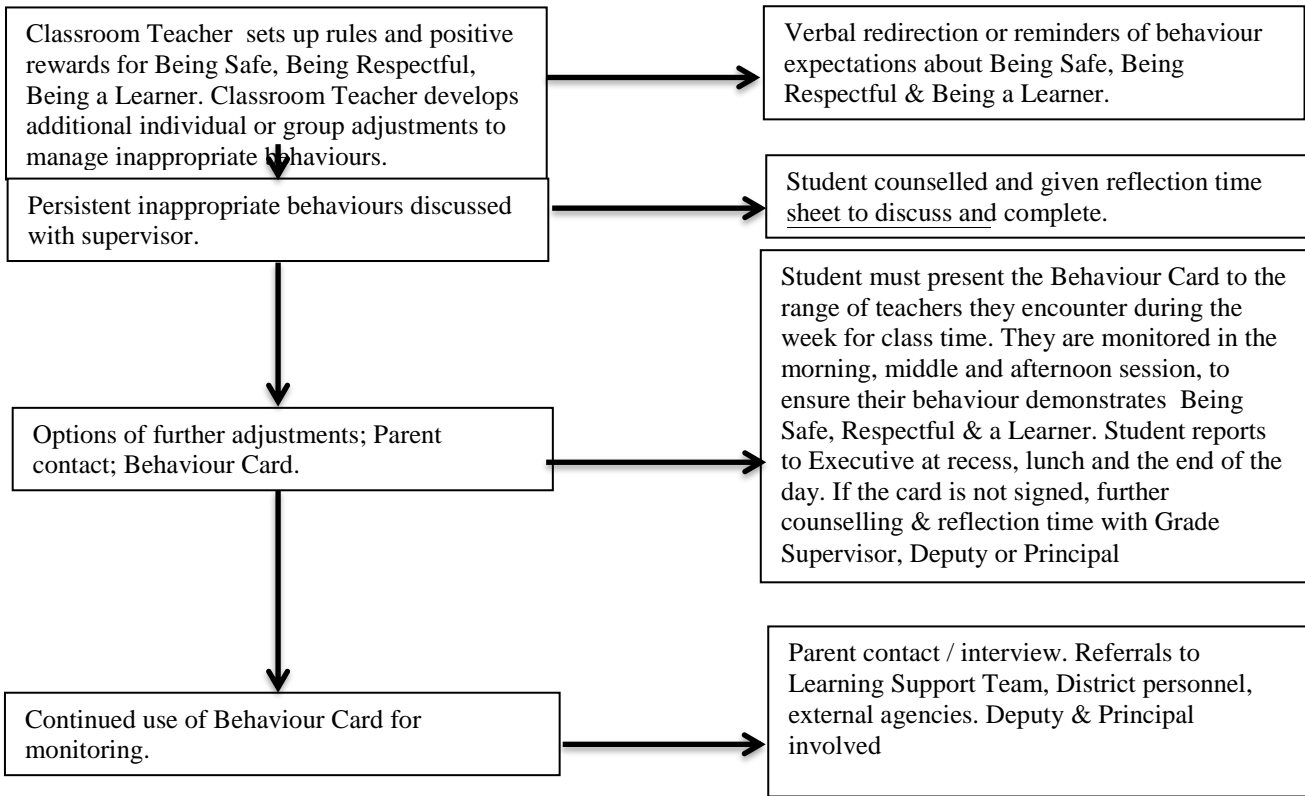
Principals may impose either a short suspension (up to and including 4 days) or a long suspension ((up to and including 20 days).

In extreme circumstances, a student may be expelled from school. The decision to expel a student may be on the basis of misbehaviour of a student of any age.

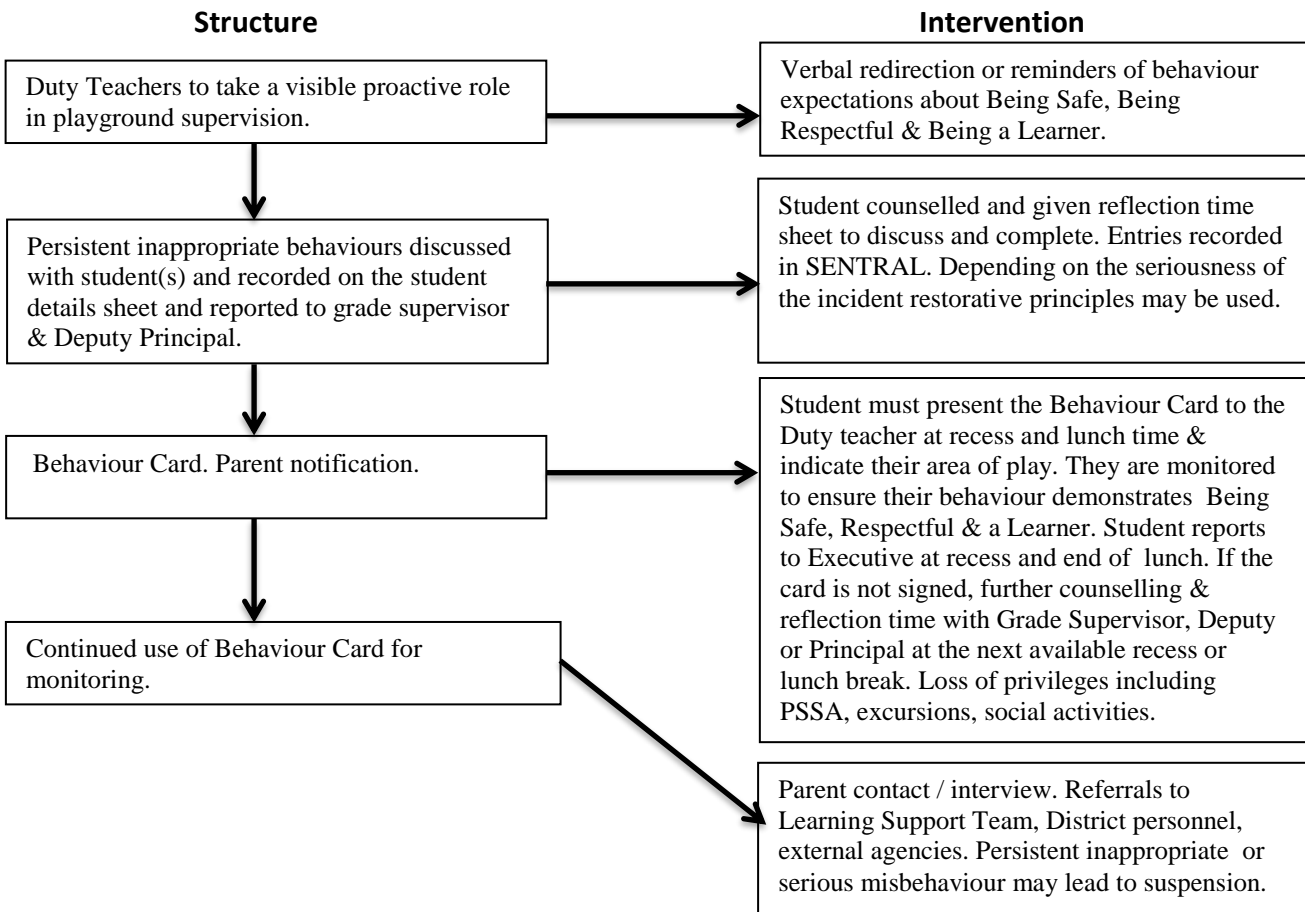
The above procedures are the last option available to the school. Before problems get to this stage, the school implements a variety of strategies, which may include:

- levels system consequences
- reflection time off the playground
- School counsellor intervention
- behaviour modification programs
- parent/teacher/student interviews and
- assistance from outside agencies

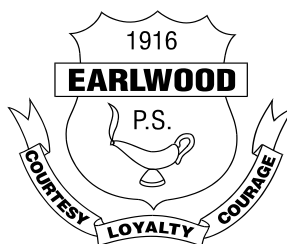
A suspension resolution meeting is conducted on return to school. All students who have been suspended take part in the Restorative Justice process, highlighting a positive re-entry. Suspension resolution meetings involve the student, parent(s), Principal and/or Deputy.



E.P.S. management of student behaviours in playground



EPS Positive Behaviour Grid



Enthusiasm in Learning

Promoting Respectfulness

Staying Safe

	Assembly	Canteen	Playground	Toilets
Be Safe	<ul style="list-style-type: none"> • Sit and stand sensibly as required • Enter & exit the stage carefully when receiving awards 	<ul style="list-style-type: none"> • Stand in line 	<ul style="list-style-type: none"> • Play in the correct areas • Keep your hands & feet to yourself • Wear your school hat • Report problems to the teacher on duty 	<ul style="list-style-type: none"> • Make sure someone goes with you • Leave food & play equipment outside • Use the toilet appropriately • Wash your hands after • Return to class or playground
Be Respectful	<ul style="list-style-type: none"> • Listen carefully to teachers and peers • Clap at appropriate times & in an appropriate manner 	<ul style="list-style-type: none"> • Use manners • Wait for your turn 	<ul style="list-style-type: none"> • Place rubbish in the bin • Use appropriate language • Play fair 	<ul style="list-style-type: none"> • Respect other's privacy • Flush the toilet after use
Be a Learner	<ul style="list-style-type: none"> • Model your behaviour on your school leaders 	<ul style="list-style-type: none"> • Know what you want to buy • Make healthy choices 	<ul style="list-style-type: none"> • Listen to the teacher on duty • Take responsibility for your words & actions 	<ul style="list-style-type: none"> • Value clean toilets