



Balmain Public School

Student Wellbeing, Good Discipline and Effective Learning Policy

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Introduction

The New South Wales public education system seeks to provide quality education for all students taking account of their age, background, ability and interests. Government schools help students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community.

For this to occur, government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the community participate in the learning programs and life of the school.

At Balmain Public School we endeavour to provide children with a supportive and caring environment, which encompasses everything the school community does, to meet the personal, social, and learning needs of students.

We recognise that:

- Parents and families have the prime responsibility for the welfare of their children
- The general community shares responsibility for the welfare of young people
- The DEC and other community agencies support the school in this task
- Schools, as part of the general community, have an important role in student welfare
- Student welfare is basic to education and is the responsibility of all teachers
- It is the school's responsibility to develop and implement programs for student welfare

Parents and guardians rightly expect that their children will learn in a caring school environment where student welfare underpins all the school's programs.

The Student Welfare Policy is the sum total of all the policies, structures and activities which are planned and implemented by the school to promote student welfare. Our programs and procedures are developmental, preventative and remedial in order to enhance the optimal development of all students academically, emotionally, socially and physically. The staff at Balmain Public School believe that a caring school community is fundamental to student welfare.

N.B. Throughout this document, 'parent' will include a child's 'carer'.

Context

At Balmain Public School we aim to provide:

- A secure, caring, enjoyable and equitable learning environment in which children are nurtured as they learn
- Interesting learning experiences and opportunities whereby each student may experience enjoyment, achievement, satisfaction and recognition from learning
- A sense of personal and social responsibility for children's actions and decisions
- A sense of personal worth and respect for themselves and others
- Structures in the school environment, curriculum and services so that the health and safety of students are protected
- Programs to encourage initiative on the part of individual pupils
- Effective discipline and remedial programs for individual children, when necessary, to help them to develop responsibility for their own actions and to encourage them to form worthwhile and stable relationships with other members of the school community
- Opportunities for students to make a useful contribution to the life of the school
- Recognition of diversity within the school community and provision of programs, which support and acknowledge differences, and promote harmony
- Programs which will promote active participation, tolerance and acceptance of differing opinions, lifestyles, cultures and free communication of ideas
- Resources to link families and community support services

At Balmain Public School we aim to provide effective learning and teaching within secure, well-managed environments, 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



Effective Teaching and Learning

Objectives

To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour
- Identifying and catering for the individual learning needs of students
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- Providing opportunities for students and their parents to discuss learning programs and student behaviour progress
- Identifying key social skills and developing plans for all students to acquire these skills
- Ensuring that gender and equity issues are recognised and addressed across the curriculum

Outcomes

- Students will participate in a challenging and interesting academic program
- Coordinated student services will provide effective support to classroom programs
- The learning experiences of students will affirm their individuality and be positive and satisfying
- Students will be given opportunities to participate in decisions about their own learning
- Students will pursue a program of learning, relevant to their needs and aspirations
- Students will be given strategies which may enhance the quality of their relationships with others
- Students will be given opportunities to understand their own strengths and weaknesses
- Students will be given opportunities to develop their understanding and skills in communication

Promoting A Positive Climate and Good Discipline

Objective

To enhance school climate and discipline by:

- Maximising student participation in decision making
- Providing opportunities for students to demonstrate success in a wide range of activities
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- Establishing clear school rules which are known and understood by all school community members
- Monitoring attendance and ensuring that students attend school regularly
- Providing opportunities for all students to develop positive social skills
- Valuing differences
- Establishing networks to support students and parents
- Ensuring that staff welfare is a priority
- Providing resources and opportunities for students to gain leadership experiences

Outcomes

- The wellbeing, safety and health of students and other community members will be priorities in all school policies, programs and practices
- Principles of justice and equity will be evident in school plans, programs and procedures
- The discipline code of the school will provide clear guidelines for behaviour which have been communicated to staff, students and parents
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school
- The school will be an inclusive environment which affirms diversity and respects differences
- Students will be given opportunities to develop a realistic self-concept
- Students will be encouraged to contribute positively in the life of the school and eventually to the wider community

Community Participation

Objective

To enhance community participation by:

- Building learning communities in which staff, students and parents work together for planned results
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school
- Acknowledging parents as partners in school education
- Encouraging students to have a sense of belonging to the school community
- Appreciating student's families, cultures, languages and life experiences

Outcomes

- There will be strong links between students, staff, parents and other members of the school community
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial
- Staff will facilitate parent and community involvement in a range of school activities
- Students will be supported by parent and community participation in school activities
- Students and parents will be encouraged to value the school as an integral part of the community

Responsibilities

The Principal will ensure that:

- A commitment to student welfare underpins all the policies and activities of the school and that that policies and practices are regularly reviewed
- Strategic issues identified in reviews are incorporated into the school plan
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school

Teaching and support staff, according to their role in the school, will ensure:

- That they are familiar with the Student Wellbeing, Good Discipline and Effective Learning document
- That they contribute to the provision of a caring, well managed, safe environment for all students, fellow staff and parents
- Participation and implementation in the learning and teaching process in ways which take account of the objectives in this policy

Staff with a specific student support role will ensure that:

- The school develops effective mechanisms to support students experiencing behavioural, emotional and learning difficulties

Students will be encouraged to:

- Act according to the school rules
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents
- Participate actively in the learning and teaching process
- Provide views on school community decisions using agreed upon processes which include the School Parliament
- Practice peaceful resolution of conflict

Parents will be encouraged to:

- Work in partnership with the school to combat bullying
- Participate in their children's learning and life at school
- Share responsibility for shaping their children's understanding of acceptable behaviour to assist the child in becoming a responsible citizen
- Work with teachers to establish fair and reasonable expectations of the school



Principles of Good Discipline

The following principles are basic to good discipline:

- Provision of a safe environment within which students learn effectively and behave responsibly
- Effective leadership
- Positive relationships within the school community
- Encouragement of developing self-discipline
- Fostering a feeling of belonging to the school community
- Encouraging responsible student behaviour
- Students' valuing the personal dignity and worth of self and others
- Promotion of a respect for the values that underpin our society and its laws



Code of Conduct for Students

Students' Rights

A 'right' is something which belongs to you and cannot be taken away by anyone. Your classmates and teachers have the same rights. Here are your important rights:

- **You have a right to be an individual at school**
This means you should be treated fairly regardless of your physical characteristics, gender, religion or race
- **You have the right to be respected and treated with kindness at school**
- **You have the right to express your ideas appropriately**
- **You have the right to be free from the fear of bullying, harassment and intimidation**
This means you have a responsibility not to harass, bully or intimidate other students at school.
- **You have a right to a safe school**

Students' Responsibility

- You have a responsibility to allow others to work without being bothered and to maximise your own learning opportunities
- You have a responsibility to help make school a good place to be by respecting attending school every day, obeying school rules and treating everyone and everything with respect

Positive Behaviour for Learning (PB4L)

Nurturing respectful, responsible students who are achieving their personal best in a safe environment.

Positive Behaviours for Learning:

- A system of expectations for all areas of the school
- Explicitly taught to students
- Modelled by teachers
- Reinforced by all through a series of rewards and pre-defined consequences

Consequences for behaviour choices should be clearly explained to students. Reminders of expectations should be the first step to correcting behaviour. All reminders and consequences should be calmly and respectfully verbalised and demonstrated.

Balmain Public School Minor Incident Report	
Date:	Area:
Child's Name:	
Class:	
Incident: (Tick or add details)	
<input type="checkbox"/> Disruptive behaviour	
<input type="checkbox"/> Not completing set tasks	
<input type="checkbox"/> Misuse of school resources	
<input type="checkbox"/> Out of bounds	
<input type="checkbox"/> Unsafe behaviour	
<input type="checkbox"/> Littering	
<input type="checkbox"/> Inappropriate play	
<input type="checkbox"/> Name calling/teasing	
<input type="checkbox"/> Other (Specify)	
Teacher:	

Balmain Public School Major Incident Report	
Date:	Area:
Child's Name:	
Class:	
Incident: (Tick or add details)	
<input type="checkbox"/> Leaving school grounds	
<input type="checkbox"/> Aggression with intent	
<input type="checkbox"/> Bullying	
<input type="checkbox"/> Stealing	
<input type="checkbox"/> Disobeying teaching instruction	
<input type="checkbox"/> Vandalism	
<input type="checkbox"/> Dishonesty	
<input type="checkbox"/> Swearing	
<input type="checkbox"/> Misuse of technology	
<input type="checkbox"/> Other (Specify)	
Teacher:	

Minor incidents (Yellow Card) are for those behaviours that are unsafe and don't align with being safe, respectful or responsible. Minor incident cards follow a warning.

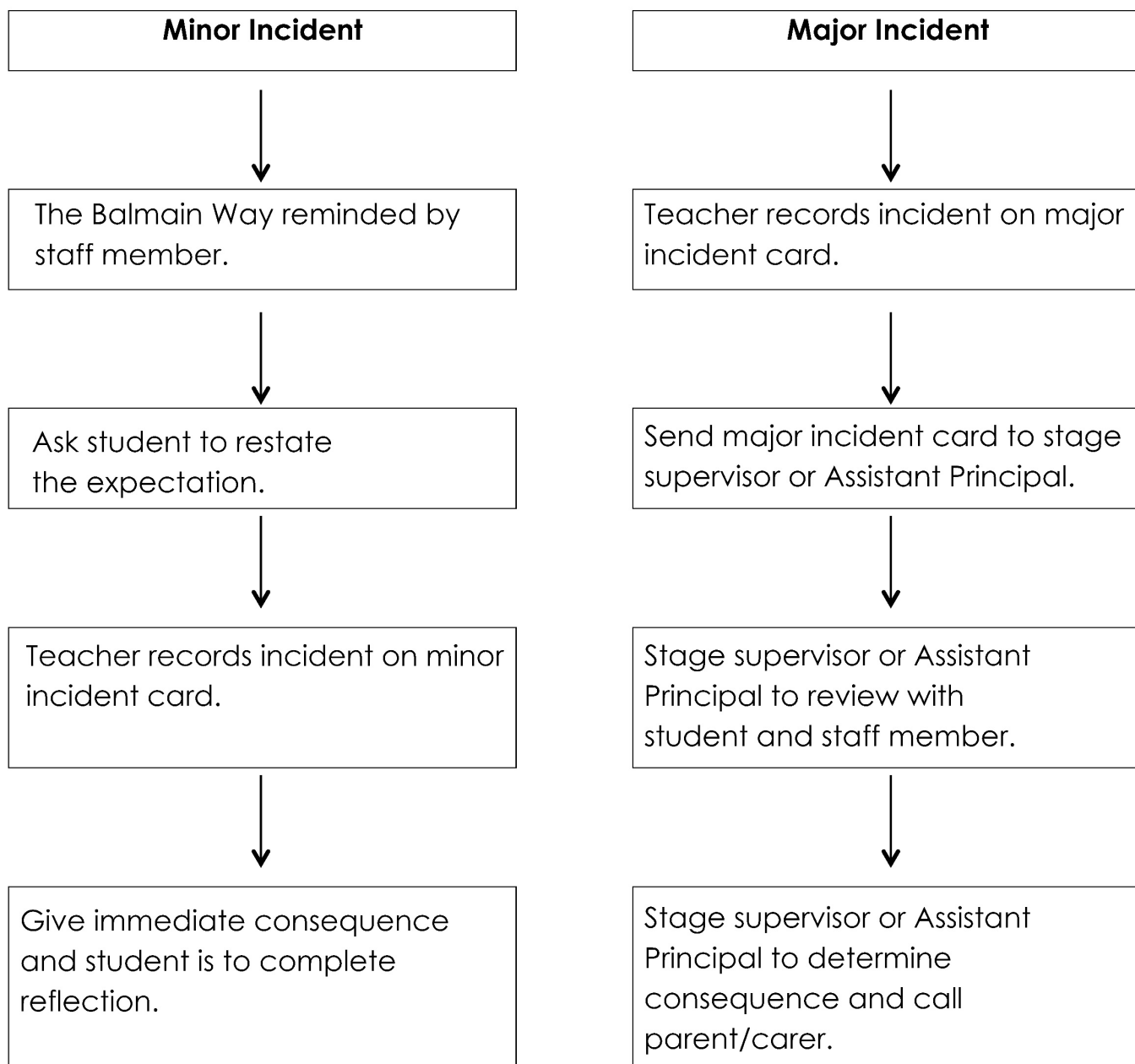
- Recording type of behaviour: Teacher to verbally report the incident to the stage supervisor (if the stage supervisor is unavailable, see the Assistant Principal). Give the hard copy incident card to the stage supervisor for recording.
- Calling parent/carer: teacher discretion is used as frequency of yellow cards, type of incident and behavioural needs should be taken into consideration. Teachers to always speak with the classroom teacher if the student isn't in their class.

Major incidents (Red Card) are for those behaviours that are not socially acceptable e.g. swearing, dishonesty, stealing, aggression or vandalism.

- Recording type of behaviour: teachers to see the stage supervisor or Assistant Principal immediately. Consequence to be decided by the stage supervisor or Assistant Principal.
- Calling parent/carer: parent/carer to be called and notified.

Monitoring of behaviour for individual students, grades and whole school can be provided at any time.

Implementation of 'Minor' and 'Major' Incident Cards



Examples of Minor and Major Incidents

Minor Incident

Disruptive behaviour

- Calling out
- Making noises
- Throwing/flipping things
- Annoying others

Not completing set tasks

Misuse of school resources

- Printing without permission
- Not caring for school property
- Overuse of resources
- Not caring for property of others

Out of bounds

- In the playground
- During class time e.g. excessive time at toilets / on a message
- In rooms at wrong time

Unsafe behaviour/play

- Swinging on chairs
- Throwing things
- Pushing
- Shoving
- Kicking
- Tripping
- Tackling
- Poking
- Talking/throwing hats

Incorrect uniform/no hat

- No hat/wrong hat
- Wrong uniform

Littering

Inappropriate play

- Playing before and after school bell
- Large balls before/after school bell
- Dangerous ball play – high balls etc
- Dominating games
- Flicking off hats/taking hats

Name calling/teasing

Other – to be used at your discretion if you don't feel the incident fits one of the listed categories OR you wish to add additional information.

Major Incident

Leaving school grounds

- Using items as a weapon
- Throwing things
- Fighting
- Intimidation
- Biting
- Punching
- Pushing
- Hair pulling
- Scratching
- Stabbing / hitting
- Restraining
- Spitting
- Pinching
- Branding
- Dacking

Bullying

- Excluding others
- Physical bullying
- Spreading rumours and stories
- Verbal abuse
- Cyber bullying

Stealing

- School resources
- Other people's belongings including hats

Disobeying teacher instructions

Vandalism

Dishonesty

- Not telling the Truth
- Cheating
- Blaming others
- Making up stories

Swearing

Misuse of technology

- Sharing inappropriate content
- Online bullying
- Changing settings / Passwords
- Using phones
- Inappropriate use of recording devices
- Misuse of social media

Other – to be used at your discretion if you don't feel the incident fits one of the listed categories OR you wish to add additional information.

Minor Incidents – Continuum of Response

Calm – Consistent – Brief – Immediate – Respectful

Teacher Response	<ul style="list-style-type: none"> • Verbal reminder of appropriate behaviour
Prompt	<ul style="list-style-type: none"> • Provide verbal reinforcement and/or visual cue
Redirect	<ul style="list-style-type: none"> • Restate the expected behaviour from the matrix in line with The Balmain Way
Reteach	<ul style="list-style-type: none"> • State and demonstrate the matrix behaviour • Student demonstrates appropriate behaviour • Provide immediate feedback
Provide choice (re-engage or have a consequence applied)	<ul style="list-style-type: none"> • The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence) • Give the student a choice and receive a response • Apply logical consequence if preferred behaviour is not demonstrated
Conference	<ul style="list-style-type: none"> • Describe the problem • Describe the alternative behaviour • Tell why the alternative is better • Practise the appropriate behaviour • Provide feedback

Behaviour Procedures in the Classroom

Phase 1 – Management Focused Language

- Language of Expectation
 1. Establishing expectations
 2. Instruction giving
 3. Waiting and scanning
 4. Cuing with acknowledgement
- Language of Acknowledgement
 1. Body language encouraging
 2. Descriptive encouraging
- Language of Correction
 1. Selective attending
 2. Giving choices
 3. Following through
 4. Defusing

Phase 2 – In Class Time Out

Student sat on own in a quiet area of the room. Student asked to think about own behaviour. Time should be short.

Phase 3 – Out of Class Time Out

Student sent to buddy class or supervisor for a time out.

Phase 4 – Play Time Out

Student spends part of their lunchtime or recess supervised by class teacher.

Phase 5 – Sent to Principal

In consultation with executive and classroom teacher action will be decided upon. Action could include one of the following:

- Student to complete work in the office
- Student to complete work with an executive
- Meeting/Phone call to parents
- Student placed on behaviour monitoring program
- In school suspension
- Short suspension
- Long suspension

‘Minor’ Behaviour Procedures in the Playground

Phase 1

Teacher uses language of Expectation, Acknowledgement and Correction, or the language of Restorative Practice. Attempts should be made to intercede in behaviour before it escalates into an incident.

Phase 2

Teacher intervenes and applies an ‘on the spot’ consequence. The consequence could include one of the following: to stand beside the teacher for a short period of time, to sit on a playground seat for a short time, to pick up rubbish.

Phase 3

If necessary, fill out a playground incident report so that behaviour is noted and followed up.

‘Major’ Behaviour Procedures in the Playground

Phase 1

Calm/isolate the situation. Mediate with both parties to find a solution. Urge bystanders to disperse.

Phase 2

If negotiation breaks down, isolate the students and send for executive support.

Phase 3

Executive/Principal to resolve situation if possible and decide on an action in consultation with the classroom teacher. Action might include the following:

- Detention
- Meeting/Phone call to parents
- Student placed on behaviour monitoring program
- In-school suspension
- Short suspension
- Long suspension

Anti-Bullying Strategies

Rationale

It is this school community's belief that all students should feel safe and valued while in the care of staff at Balmain Public School. Bullying or harassment in any form is not acceptable behaviour at this school. Staff will take a proactive stance to address bullying behaviour, via the implementation of proactive strategies and responsive procedures.

Definition

Bullying is the intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt, undue pressure or causes a feeling of being unsafe.

The behaviour may be:

- Deliberate
- A result of thoughtlessness
- A physical attack on a person or their property
- A psychological threat or emotional attack on a person
- Verbal
- Indirect such as spreading rumours, excluding people from groups or manipulation of others to mistreat someone
- Cyber Bullying, which includes all communications that seek to threaten, humiliate, intimidate, control or put another person or persons down

What is Bullying?

- Fighting, pushing shoving
- Name calling, teasing, unacceptable language
- Spreading rumours
- Rude gesturing
- Making threats, asking for money
- Damaging, taking, hiding people's belongings
- Putting people down, sneering, giving the look
- Ignoring or excluding people from groups/activities
- Writing notes, graffiti about people
- Picking on people because of their race, sex, appearance
- Invading someone's personal space
- Making fun of people

Cyber bullying can be carried out by:

- Use of fixed and mobile phones by:
 - Making unwanted phone calls
 - Text and picture messaging
 - Video clips
 - Sending unwanted letters, emails

- Use of Internet services such as:
 - Email
 - Chat room
 - Discussion group or forum
 - Instant messaging
 - Social networking websites such as Twitter, Facebook, Instagram or YouTube

What should I do if I am being bullied?

- Take a deep breath
- Stand up straight
- Look the person in the face
- Speak firmly and politely and say e.g. "Stop that. I don't like it."
- Move away
- Report incidents of Cyber bullying
- Do not delete or forward any phone or internet records.

If I see or hear of any bullying, what should I do?

- Refuse to be involved in bullying
- Do not encourage others to be a bully
- Do not be a spectator to bullying
- Speak out or go and get help
- Report the bullying, it is not "dobbing".
- Report incidents of Cyber bullying
- Talk to the person being bullied and encourage them to report it
- Tell someone who can help
 - Your teacher
 - Another teacher
 - A school leader
 - A friend
 - Your parents

Everyone at Balmain Public School is responsible for eliminating all forms of bullying.

Teachers will:

- Act as role models
- Listen to reports of bullying
- Endeavour to protect the victim from further harm
- Act to prevent the behaviour reoccurring
- Give strategies to victims to empower them.
- Mediate between the two parties when appropriate
- Record all reported incidents on the correct form
- Maintain a record in their class behaviour book, for both bullies and those being bullied (if bullying occurs in the classroom)
- Inform incidents of repeated bullying to the Learning Support Team
- Explicitly teach bullying program

Students who are bullied will be:

- Advised to implement the strategies taught in the bullying program

Students who witness bullying will:

- Intervene if they can safely stop the bullying
- Immediately seek teacher help if they can't stop the bullying
- Report all incidents of bullying to a teacher.
- Implement the strategies taught in the bullying program

Parents will:

- Work with the school to find a solution

The school will:

- Keep records and monitor bullying incidents
- Inform parents of any child who is involved in persistent and/or serious bullying incidents
- Protect and support victims of bullying to eliminate the likelihood of them being bullied again
- Work with parents of the victim to give their child strategies to avoid being bullied
- Work with the parents of the bullying child to establish joint strategies to assist the child in making appropriate behavioural choices
- Remove any child who continues to bully others from the playground and/or school for a required period of time should there be no change in his/her behaviour

Care and Supervision of Students

Duty of Care

The duty of care owed by the Department through its staff to students arises directly from the special relationship between teachers and students. It derives from the fact that students from 6 to 17 years of age are required by law to attend school and parents are required by law to send them to school.

The duty of care is a duty to take reasonable measures to protect students against risks of any harm, which reasonably could have been foreseen. The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could reasonably have been foreseen.

Generally speaking the younger the student the higher the standard of care the Courts will expect to be exercised. A teacher's duty of care will arise whenever there is a teacher/student relationship and not just when the teacher is assigned for supervision duties.

Teachers are required to be on duty at their schools half an hour before school commences in the morning. The duty of care must be exercised from the time the school formally accepts the presence of students half an hour before classes begin until they safely depart the school after normal classes finish.

This plan is designed to put in place arrangements that are reasonable to protect students against injury.

Inclosed Lands Act

Schools are specifically defined as "inclosed lands" and are covered under this Act.

Entry to the school grounds is a privilege, not a right. All visitors (tradespeople etc.) are to report to the office when they arrive at the school, as do parents/carers entering the grounds outside of the normal school commencement or concluding times, to receive a visitor's pass and sign the visitor's book.

Supervision

The Principal will ensure adequate playground supervision arrangements are made and administered. Teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from harm. A formal supervision plan will be devised, which provides for the effective supervision of students in the first half hour before normal classes begin and during recess and lunch time.

Special arrangement will be made in relation to school activities such as excursions and sporting activities conducted outside school grounds.

The safety of students before 8:30 am is the responsibility of parents and caregivers until the supervision by teachers commences.

No teacher is on duty before 8:30 am and no child should be at school before this time.

The co-operation of parents is essential to ensure the safety of students in this matter.

In wet weather, students will be supervised by their class teacher, in their classroom.

No students are to remain at school after 3:00 pm unless directly supervised by their own parent/caregiver, or they are waiting to be picked up.

Ball games are not permitted after school as this has resulted in numbers of children leaving late to walk home or catch buses. Eaton St Aftercare Centre has use of the playground and all equipment from 3:00 pm and all other students and parents should vacate by this time, unless waiting for a specific purpose.

If waiting to be picked up all students must wait inside the school fence near the office. Parents taking children across roads are asked to observe all safety rules and apply common sense. What you feel is safe when you are with your child, may not be for an unaccompanied child who follows you. Calling to children to cross roads from the opposite side is **NEVER** safe.

Students Leaving School Outside of Designated Times

Students are not to leave the school grounds before being 'signed out' in the Student's Leave Book (Admin office) by a parent/caregiver. Students may leave with parents/carers following special events within the school attended by relatives. Parents must advise the child's class teacher of their intention to take the child home before they may leave, and have their name marked off the roll.

Assisting Students to Travel Safely To and From School

Educational programs in the Health, Personal Development and Physical Education KLA will include bus safety, bicycle safety and road safety to ensure both their own safety and that of other students when travelling to and from school.

Students have a responsibility to behave in an appropriate manner and to ensure both their own safety and that of others' when travelling to and from school.

Parental Responsibility

Parents are to be made aware of the need to discuss safe practices with their children, and to set appropriate examples in and around the school. It is a parent's responsibility to ensure their child's safe journey to and from the school grounds. Reminders are sent home regularly in the School Newsletter to inform parents of school rules and procedures.

It is all parents' responsibility to observe the rules of the road and parking notices at all times.

Evaluation

Regular evaluation of the Student Wellbeing and Discipline Policy will be carried out to assess practices, policies and teaching learning programs. It will include discussion about the implementation of the Policy and any further identified needs.

The following points will be considered:

- Is the Policy clearly understood?
- Are our programs meeting the needs of students?
- Does our Policy reflect current Departmental Policies?
- How positive and effective are the relationships between staff, parents and staff, students and staff?
- Are students' welfare needs being met through school administrative practices and policies?
- Has staff development been sufficient to meet the needs of the program?
- Is there parental support and input?
- What feedback have we had from outside sources?

Related Policies and Websites

- Sun Protection
- Attendance
- Homework
- Anti-Racism Policy
- Working With Children Policy
- Anti-Bullying Policy

Programs

- Positive Behaviour for Learning (PB4L)
- Child Protection
- Social Skills
- Interrelate
- Gifted and Talented
- Drug Education