



Samuel Gilbert Public School

STUDENT WELFARE POLICY

GOOD DISCIPLINE and EFFECTIVE LEARNING

June 2004

PRINCIPLES

The school aims to teach students to be autonomous and responsible people who are able to be resilient in the face of the challenges of life.

Our school must be a cooperative, cohesive organisation which reflects the values and standards of the community.

The climate that is created must promote and value learning and be one which acknowledges the various stages of development of children.

The links between home and school are seen as vital to the success of student development.

AIMS: At Samuel Gilbert we will -

1. create an environment where students act responsibly towards others and value property
2. strive to provide a happy, safe and stimulating environment where children will want to learn
3. ensure the school discipline policy acknowledges stages of development and is consistently and sympathetically implemented
4. encourage students to adhere to the standard of dress determined by the school community
5. accept that student discipline is a shared responsibility between school and the home.

OUTCOMES: Our success will be measured by –

1. students accepting responsibility for their own behaviour
2. students who feel happy and comfortable coming to school
3. students displaying a sustained application to learning
4. a school environment which is free of violence, harassment, discrimination, bullying and intimidation, and where students seek peaceful resolution of conflict
5. students complying with our behavioural goals
6. students adhering to the uniform policy
7. the responsibility for student discipline being shared between the home and school.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AT SAMUEL GILBERT PUBLIC SCHOOL

I have the right to:	I have the responsibility to:
1. Be treated with respect and compassion	<ul style="list-style-type: none"> • Treat others with respect and compassion, and to exercise Self-control • Behave in a manner that will gain respect for our school from the community
2. Expect that my property will be safe	<ul style="list-style-type: none"> • Look after our school property and Respect the property of others
3. Learn	<ul style="list-style-type: none"> • Cooperate with teachers and other students so they can be taught without disruption • Always try to give my best effort
4. Have a clean and tidy school	<ul style="list-style-type: none"> • Care for and take pride in our School and its environment
5. Be safe from physical danger	<ul style="list-style-type: none"> • Help keep our school safe and not put others or myself in physical danger • Alert teachers about any possibility of danger
6. Share equally in the school's facilities	<ul style="list-style-type: none"> • Allow my fellow students to share our school's facilities

CODE OF BEHAVIOUR

POINTERS

1. **Respect and compassion:** Children need to –

- respect themselves regarding both their appearance and behaviour
- be sincere with an apology if they accidentally hurt someone and make sure the person hurt is alright
- be aware of others feelings
- be able to tolerate differences in other children. Create a 'no put down' zone
- be prepared to welcome new children to our school
- be polite to everyone, particularly visitors, volunteer parents, casual teachers, scripture teachers and all school personnel – you do not have to like that person
- be prepared to wait their turn
- be well behaved in assemblies and in class lines
- be well behaved on buses and excursions
- tell the truth and accept blame when in the wrong
- be able to think, rather than say the first thing that comes into their head
- abide by the adage 'do unto others as you would have them do unto you'
- respect animals feelings and never cause them pain or suffering.

2. **Property:** Children need to –

- hand in lost property
- ensure the property they take home is their own
- check with lost property before complaining of lost items
- return equipment to its correct storage area
- understand property is their own responsibility
- respect others belongings – ask before borrowing
- ensure all personal property is labelled.

3. **Learn:** Children need to –

- support class expectations
- participate in all classroom activities
- complete assigned tasks/homework, on time
- be punctual to all classes
- be prepared and organised by bringing all necessary equipment to school
- be attentive and apply themselves to all tasks
- ask if they don't understand
- allow others to learn
- display appropriate behaviour at all times
- expect to be disciplined if they interfere with the learning of others
- understand all children have equal rights to the teacher's time.

4. Clean and tidy school: Children need to –

- put all litter in the bins
- pick up rubbish even if it isn't theirs
- keep classroom and personal space tidy
- take pride in the appearance of the school
- keep to defined pathways
- use the toilets correctly and hygienically
- report anyone damaging the school environment.

5. Safe: Children need to –

- report dangerous objects and activities
- report to the nearest teacher, any harassment/violence to themselves or others
- play safely and only in designated areas
- play in a way which will not hurt or annoy anyone
- walk in courtyard areas, especially around corners
- respond to the bell, stop all games and move promptly to assembly areas
- always wear a school hat outside
- always remain within school boundaries upon arrival at school unless given special permission to leave
- remain seated in courtyards until the 8.25am bell is rung
- be in classrooms and wet areas, only if supervised by a teacher
- be aware of stranger danger
- behave appropriately when travelling on buses.

6. Share: Children need to –

- consider including others in games
- share playground space, boys particularly need to share all playground areas with girls. Older children need to assist younger children.
- share classroom space and equipment, particularly computers
- consider sharing friends
- use areas appropriately
- appreciate other children's rights to passive areas
- realise that one grade does not have sole rights to specific areas.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

To encourage effective discipline, our school uses the following programs and strategies to achieve the stated outcomes:

1. Provide appropriate curriculum to meet the needs of each student

- Within class and across grade grouping
- Appropriate models to challenge Gifted and Talented students eg Bloom's Taxonomy
- Scope and sequence in each K.L.A.
- Enrichment program
- Setting achievable goals
- Encouraging self assessment

2. Support children in achieving success in learning

- Reading Recovery
- School Support Program
- Information skills
- Provision of appropriate resources
- Provision of appropriate experiences including excursions
- Parental support for learning programs
- E.S.L.

3. Consistent application of school discipline code

- Easily understood rights and responsibilities that are constantly reviewed
- Frequent use of positive reinforcement
- Classroom routines
- Involvement of students in governance through Student Council
- Modelling consistent and caring behaviour
- Teachers who are pro-active when on playground duty

4. Promotion of responsibility of parents in promoting acceptable student behaviour

- Newsletter items
- Assembly announcements
- Individual interviews
- Orientation of new families into the school
- Involvement of parents after Behaviour Panel intervention

5. Maintenance and development of staff skills and knowledge

- Continual awareness raising of new issues
- Professional development through staff and grade meetings
- School Development Days which focus on specific school needs
- District network meetings

6. Provide appropriate support programs

- Integration of children with special needs
- Peer support Kindergarten and Year 6; Year 1 and Year 5
- Peer tutoring
- Mentor/buddy program

PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

1. Positive reinforcement and recognition of achievement

- Written reports to parents which are in a positive format
- Merit cards, sports ribbons and certificates
- Aussie of the Month
- Sportsperson of the Month
- Honour awards
- Recognition at assemblies
- Student Council
- Support and Enrichment Program

2. Ongoing regular contact with parents

- Interviews
- Attendance at assemblies – displays, items, awards
- Displays in Administration and Library areas
- Community Newsletter
- Frequent parent visits – informal chats with teachers
- Special days and presentations throughout the year
- Parent helpers/involvement

3. Public acknowledgement of school and individual achievements through the local media

- Own school newsletter
- Regular articles in local press
- Media coverage of special events

4. Modelling of consistent and caring behaviour by staff

- Teacher/student mentor program
- Rights and responsibilities policy
- Teacher involvement in extra curricula activities which cater for student achievement e.g. sports teams, musical groups, enrichment classes
- Positive card system in the playground
- Administration staff assistance and first aid, messages from administration to students
- Orientation of new families into the school
- Community awareness of the cohesiveness of Samuel Gilbert 'family'.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Classroom – Minor

- Establish classroom goals/rules/code of conduct with children
- Reward acceptable behaviour
- Warnings
- Time out within the classroom/at prearranged location of persistent misbehaviour
- Notify parents if a pattern of continual misbehaviour developing
- Involve school counsellor as necessary
- Issue 'time out' proforma – students write what they did wrong

Classroom – Major

- Immediate removal from classroom
- Parents contacted by telephone
- Meeting of parents, child and Principal to decide further action

Playground – Minor

- Discuss the child's inappropriate behaviour and ask the child what they are going to do about it
- Warnings
- Shadow the teacher on duty
- Suggest alternative activities
- Restitution – e.g. school service
- Exclusion from play
- Issue 'time out' proforma
- Proforma home to parents after first card
- Letter home to parents after three cards

Playground – Major

- Immediate removal from playground
- Parents contacted by telephone
- Meeting of parents, child and Principal to decide further action

Excursions/Travel to and from school and sports venues

Expected behaviour –

- Behave in a manner that will gain respect for our school from the community
- Cooperate with teachers and parent volunteers at all times
- Display courtesy to excursion hosts, umpires and other teams
- Follow accepted safety procedures, especially road rules
- Wear full school uniform or designated clothing when appropriate
- Adhere to the code of behaviour outlined in the Department's Sports Policy

Consequences for unacceptable behaviour –

- If warnings are ignored, child remains within the immediate vicinity of the teacher
- Upon return to school discuss with child and Deputy Principal, the child's inclusion in future excursions/sporting events
- For unacceptable behaviour on buses while travelling to and from school, child counselled and parents telephoned
- For continued complaints about a child's behaviour, negotiate appropriate action with bus company

SUMMARY OF DISCIPLINE PROCEDURES

General Principles

1. The aim of the school's Student Welfare Policy is to develop students' sense of personal responsibility for behaviour.
2. Behaviour is best taught through an emphasis on positive behaviours and personal rights and responsibilities.
3. While there should be an emphasis on positive aspects of behaviour, there must be clearly understood consequences for those students who fail to respect the rights of others or to meet their personal responsibilities.
4. A hierarchy of responses with an increasing degree of formality occurring as the severity or persistence of problems increases will be applied.

Stages of Discipline at Samuel Gilbert Public School

Stage 1a. The Classroom

- Teachers will teach students about the school's rights and responsibilities.
- Each class teacher will develop clearly understood consequences that will be applied in the case of a student's failure to meet their responsibilities or to respect the rights of others.
- These consequences will include sanctions to remove students from the classroom if this is necessary to protect the right of students to learn or be safe or the right of the teacher to teach.

Stage 1b. The Playground

Teachers will apply the sanctions described in the school's Student Welfare Policy in respect of students who infringe on the rights of others or do not fulfil their responsibilities in the playground.

Stage 2 Involvement of Team Leader

Teachers will seek the support of the team leader in the case of students who fail to respond to normal classroom strategies in respect of the school's rights and responsibilities. A more formal plan will be developed.

Stage 3 Orange Card

The Deputy Principal manages the orange card system. Students are given an orange card for significant infringements of the rights of others or failures to fulfil their responsibilities in either the playground or classroom.

- **On the first occasion**, students have their name recorded and are given an appropriate penalty. **Students can fix their behaviour and have the opportunity to tell their parents. Principal, D.P. and class teacher may use discretion to notify parents.**
- **On the second occasion a pro forma is sent home** so that parents can read in the child's words, what happened.
- **On the third occasion, the student is called to a behaviour panel meeting.** The panel consists of the class teacher, deputy principal and another teacher. There will be at least one male and one female member of the panel. The outcome of this meeting is the development of a written plan. The plan is sent to the parents who are expected to acknowledge receipt.

- **On the fourth occasion, the student's parents are invited to attend the Behaviour Panel.** At this meeting a plan is developed in which the members of the behaviour panel closely monitor the student's behaviour each recess and lunch time over an agreed period.
- **Orange cards accumulate over a full school year.** Each student starts each new year afresh.

Stage 4 Suspension

Suspension provides a period in which there is time to refine the plan to assist students to learn to manage their own behaviour appropriately. The policy of the Department of Education and Training (Suspension and Expulsion of Students) will apply in this stage.

- Students who persistently fail to respond to the plan as devised in Stage 3 may be suspended.
- Students who commit acts of violence and/or infringe in those areas described in the policy of the Department of Education and Training will be suspended immediately.

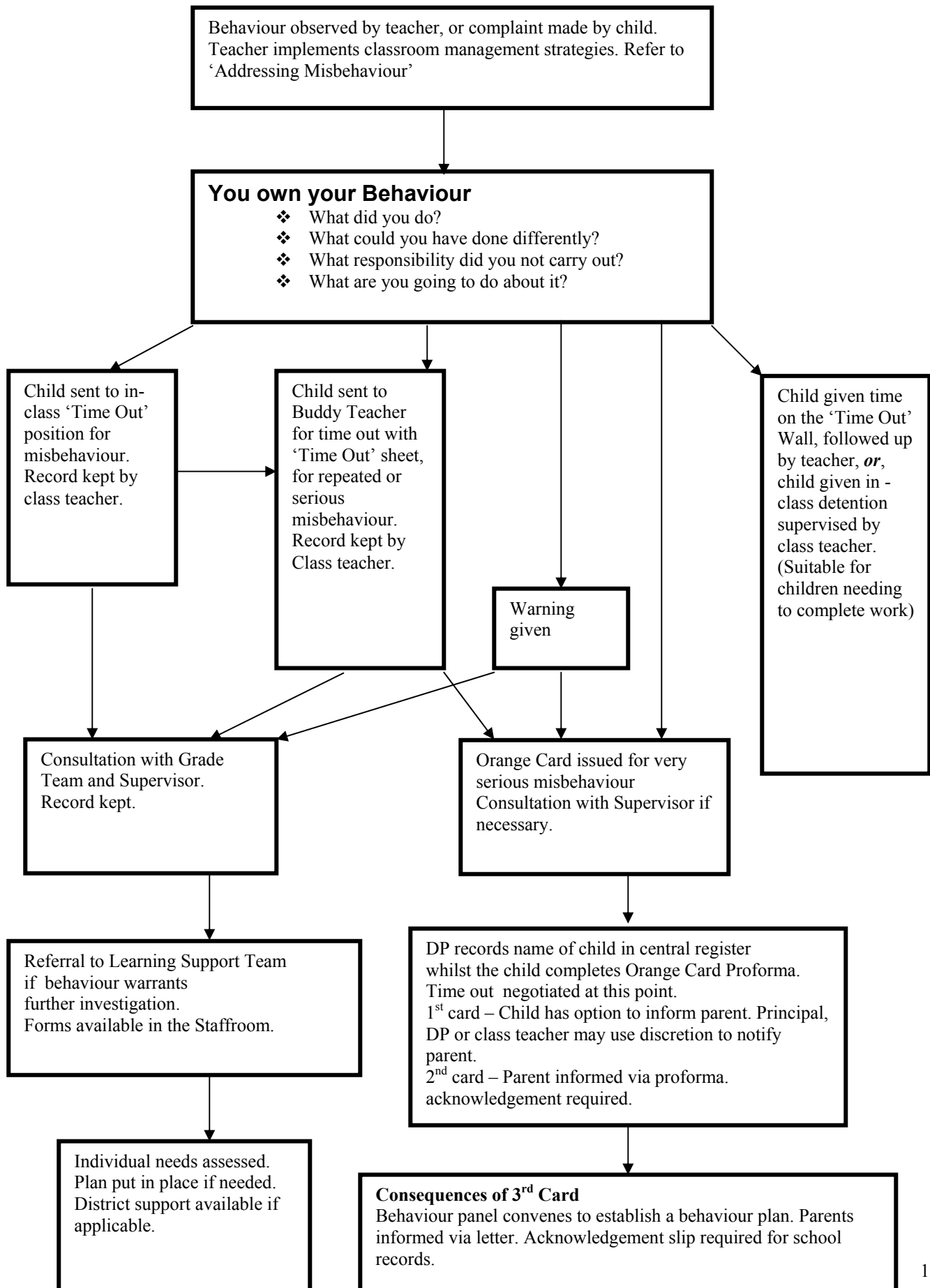
This document has sourced material from the Discipline Policy 1996 and the S.G.P.S. Draft Student Welfare Policy 2001.

Completed 11/03 and replaces all previous policies.

Welfare Committee 2003, 2004

Consequences for Abdicating Responsibilities, including incidences of Bullying IN CLASSROOM

Dec 2005

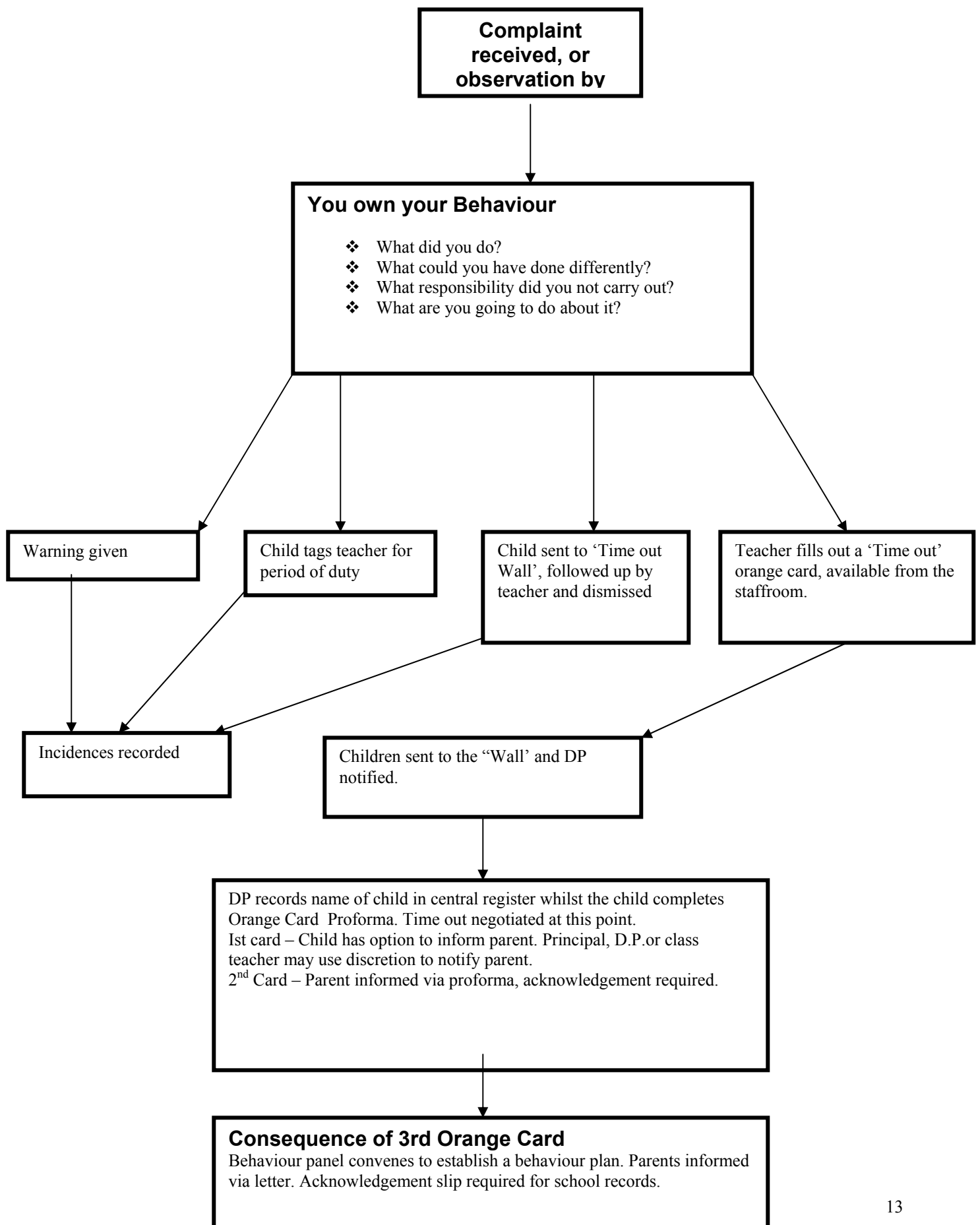


Consequences for Receiving the 4th Card

4th card given. Student with parents attend a Behaviour Panel to develop a plan to address the misbehaviours.

Next serious misbehaviour the student may be suspended.
Refer to current DET procedures and policy.

Consequences for Abdicating Responsibilities Including incidences of Bullying IN PLAYGROUND Dec 2005



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I WAS SENT FROM THE CLASSROOM

Name _____ Class _____

Date / / Time _____

The rule I broke was _____

The teacher warned me to fix my behaviour by _____

My plan to stay in class in future is _____

Teacher's comment _____

Parent comment _____

Signed _____ Date _____