



STUDENT WELL-BEING AND DISCIPLINE POLICY 2019

Definition

Student Welfare encompasses everything that the school community does to meet the personal and social needs of the student and enhance their well-being. It creates a safe, caring school environment in which students are nurtured as they learn. Student Welfare and Discipline is but one aspect of Student Well-Being. The policy fits under the **Well-Being Framework** alongside the school's other policies and curriculum provisions that ensure all students **CONNECT, SUCCEED and THRIVE**.

The Wellbeing Framework for schools



Rationale

Australian society accepts that parents and families have prime responsibility for the welfare of their students. Families, however, share the responsibility with the general community and a range of its social institutions, including schools. In sending their students to school, parents/guardians rightly expect that they will learn in a caring community concerned for their welfare. They place their trust in the Principal, teachers and other school staff and, indeed, in the education system as a whole.

Every teacher has a responsibility for student welfare. The Principal, executive and staff have a specific leadership role in planning, coordinating, monitoring and evaluating the school's student welfare program. Of course, much of the caring in schools occurs spontaneously and incidentally, as it does in any community of caring people.

In summary

- ♦ parents and families have the prime responsibility for the welfare of their students;
- ♦ the general community shares responsibility for the welfare of young people;
- ♦ the department and other community agencies support the school in this task;
- ♦ schools, as part of the general community, have a role in student welfare;
- ♦ student welfare is basic to education and is a responsibility of all teachers;
- ♦ the school needs a program for student welfare;
- ♦ the Principal is responsible to ensure that the program is developed, implemented and regularly evaluated.

Discipline

Behaviour, discipline and character education

- Every school will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment.
- The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

*Student Well-Being
Framework for
Schools 2015*

Discipline concerns the development of appropriate and responsible attitudes and behaviour in students. It implies the development of self-discipline and the ability to distinguish right from wrong. Students learn most effectively in a secure, ordered and well-disciplined environment in which both staff and students take pride in achievement.

A well-disciplined environment provides a system of relations, rules, development of emotional social intelligence designed to promote effective learning and relationships. Our goal is to develop in all students the ability to learn internal control strategies, lessening a student's dependence on external control strategies. A strong emphasis on the use of positive practices assists students to develop the ability to accept responsibility for their behaviour and show concern and respect for others.

Home, school and community have complementary roles to play in setting and maintaining an acceptable standard of student behaviour. They have a joint responsibility to influence students to accept and observe that standard.

Bangalow PS Beliefs

We believe our school is a place where:

- Teamwork is vital.
- Relationships and trust underpin everything.
- As lifelong learners we will strive to do our personal best.
- All children can learn and achieve their personal best.
- We have high but realistic expectations.
- We celebrate success for all.
- We celebrate and honour differences.
- We recognise that all behaviour is purposeful, internally motivated and has a positive intention.
- Everyone is responsible for their own behaviour.
- All adults model behaviour they want to see in their children.
- Everyone has the right to be treated with respect.
- Everyone should be respectful of and to each other.
- We all have a right to feel safe.

1. School Vision

Together we share a commitment to excellence in providing quality teaching in a positive learning environment where all students aspire to reach their full potential.

Outcomes

- ◆ A safe, happy, nurturing environment is provided;
- ◆ Students are happy, confident and content with themselves.
- ◆ Students are self-disciplined and accept responsibility for their own behaviour;
- ◆ A sense of enjoyment and satisfaction from learning is evident;
- ◆ Students show and encourage a passion for life (Life's good!)
- ◆ Learning is dynamic, differentiated and purposeful for each and every student
- ◆ Students are happy to be risk takers in their learning
- ◆ Personal dignity and self worth is fostered;
- ◆ Students have a feeling of belonging to the wider community;
- ◆ Students are encouraged to develop social and civic responsibility within the local and wider community.
- ◆ Students' social and emotional intelligence skills are well developed. **(CONFIDENCE, GETTING ALONG WITH OTHERS, ORGANISATION, PERSISTENCE, RESILIENCE)**

Student Welfare Network:

These things can only happen in an atmosphere of trust and well-defined relationships. We see the parents of the students as having a very important role to play in establishing and maintaining a healthy climate of home/school relations. We see this interaction as follows:

Role of the Home and Parents

This has the greatest influence upon a growing child. Thus parents have the responsibility of developing positive attitudes in their students and values towards the family, school and society.

Role of the School

The school should support parents to bring up their students by fostering positive attitudes through a safe and healthy school environment.

Role of the Child

If the school and the home have a positive relationship then the child can enjoy positive self esteem and develop positive self discipline.

Self Discipline and Self Esteem

Generally, the way pupils behave is a reflection on how they feel about themselves and others.

- ◆ If they have a positive self image (respect for self) then there probably will not be a discipline problem.
- ◆ If they have low regard for themselves, there may be a discipline problem.

People are motivated to behave for three reasons:

1. What's the pay off for me?
2. How do I avoid pain?
3. What's the right thing to do? (Ethical awareness)

Although we may be able to manipulate behavior of other people if we can reward them significantly, or have the capacity to inflict pain that they want to avoid, neither of these will lead to responsible behaviour.

All the research evidence points to this conclusion. Those who learn to respond only to punishment and reward, find it difficult to lead responsible, satisfying lives.

Teaching students INTERNAL CONTROL STRATEGIES and SOCIAL EMOTIONAL INTELLIGENCE is paramount to the development of long term positive life skills, a successful future focused learner and effective global digital citizen.

Implementation

At Bangalow Public School we work towards achieving the above student outcomes through specific programs and support services. We are making our school better for everyone.

2. School Strategic Directions 2018-2020



Effective learning and teaching (Successful Learners, Leaders in Learning)

Bangalow PS classroom teachers and staff shall:

- ◆ Ensure Gifted and talented strategies/programs are implemented for identified students.
- ◆ Provide a comfortable, safe, nurturing classroom environment where risk taking is encouraged and support from and for all is expected.
- ◆ Provide 'Quality Teaching' focused on purposeful, differentiated and dynamic learning for each and every student is paramount in each classroom.
- ◆ Ensure peer group activities are child centred. Project-based learning and future-focused learning skills are explicitly taught and assessed.
- ◆ Provide regular and ongoing assessment for learning in their classroom across all KLAs.
- ◆ Ensure student learning is tracked and goals set regarding where to next. Students are made aware of their next learning goal and given support on how to achieve this goal.
- ◆ Parents are contacted by the classroom teacher as soon as there is any concern re a student's learning or welfare becomes evident.
- ◆ Identify through assessment any students with concerns to their AP and the LaST so that the student learning and welfare committee (LST) which meets twice a term can look specifically at and make recommendations regarding the learning and welfare needs of those students.

- ◆ Provide students requiring extra support with their learning a targeted learning program and provide that support either individually and/or in a small group. Collaboratively plan with the Learning and Support Teacher, Reading Recovery Teacher (Y1), school counselor, SLSOs and parents as needed.
- ◆ Establish ILPs by meeting each semester with the parents for indigenous students and students on Integration Funding, those with significant learning or behaviour needs and those with disabilities.
- ◆ Acknowledge and celebrate student's quality work and or/noticeable improvements by sending student and work to the Principal for a Principal Award.
- ◆ Implement individual programs for behaviour modification, alongside small group and individual teaching of micro social and learning skills.
- ◆ Implement social skills development and anti-bullying behaviours through organised programs. i.e. Friendly Schools, social stories, Anti-Bullying lessons, You Can Do It
- ◆ Ensure students participate positively in assemblies e.g. Public speaking- quality work display, organisation, merit certificates, class items.
- ◆ Focus on the positive as the first response including teaching internal control strategies within each classroom. External control strategies are to be kept to a minimum.
- ◆ Follow and work with the Sports Coordinators to ensure all K-6 sports follows a school Scope and Sequence which caters for all students and the development of their fundamental movement skills, sporting skills and understanding of fair play and good sportsmanship.
- ◆ Provide extracurricular activities such as debating, public speaking, coding, chess, choir, dance and instrumental music programs for all interested students.
- ◆ Ensure their class positively contributes to the School Musical /School Art Exhibition which are conducted on a biennial basis
- ◆ Establish a staff member who is responsible for student ICAS competitions eg. Science, English, Mathematics and Digital Literacy.

Successful Learners, Happy Resilient Students

Students requiring support with behaviour, bullying or social skills are given the same support as students who require support with their learning. It should not be based on punitive consequences and punishment but rather on providing students with the understanding and skills they require to satisfy their needs in a way that is positive for all. (Loss of privileges and consequences remain part of our Student Welfare and Discipline Policy as needed for high level or persistent inappropriate behaviour).

Bangalow PS classroom teachers and staff shall:

- ◆ Provide consistency in discipline throughout the school following 2016 Classroom and Playground Behaviour Flowcharts and Responsibilities (Refer 6 next pages)
- ◆ Provide positive reinforcement of all actual and improved positive behaviour.
- ◆ Ensure their classrooms are tidy and organised so students can take responsibility for keeping their rooms attractive, predictable and clean with equipment in its place. Routine cleaning up of own desk, tote tray, attention to work presentation and daily clearing of rubbish from the classroom floor.
- ◆ Ensure students participate in class rule making.
- ◆ Ensure students responsible for:
 - * keeping a clean, tidy playground by picking up rubbish and not littering.
 - * proper care of school and classroom equipment.
 - * looking after their own property and belongings.
 - * looking after the environment.
 - * owning learning: setting realistic and achievable learning and behaviour goals
 - * having a go, being prepared to make mistakes and learn from them
 - * involving themselves positively in classroom and school activities
- ◆ Concentrate on the positive in every child and develop self-respect and self-acceptance in each child as well as respect, acceptance and celebration of differences in other individuals.
- ◆ Ensure students are given a voice and participate in student decision-making through the Student Representative Council (SRC), leadership training and classroom circle time.
- ◆ Provide for continual recognition of and providing opportunities for the development of students' talents.
- ◆ Follow the Classroom and Playground Behaviour Charts so that RETHINK time for playground or classroom is only used for high level inappropriate behaviour. The Principal and executive will then complement this with the Positive Outcome Process (POP), individual or small group teaching of micro skills and individual negotiated plans for developing strategies which are positive for all (Negative consequences if necessary as determined by the School Executive)
- ◆ Ensure classroom social issues are listened to and dealt with promptly through lunchtime small group meetings and the implementation of social skills programs to support students who require extra support with getting along with others.

- ◆ Promote positive expectations regarding Weekly Assemblies and prepare students to celebrate student achievements, quality work and presentation of items.
- ◆ Read aloud the Weekly News each Monday 9.20am to inform students of this week's organisation and highlight any key events in the Weekly Thursday Newsletter which relate to their class.
- ◆ Ensure the Monday student only assembly is used to remind students of expectations or changes in the classroom and playground
- ◆ Establish a Stage Roster for playground equipment at the commencement of each term.
- ◆ Promote a happy, sharing, caring environment where INCLUSION is expected.
- ◆ Work with the Stage Assistant Principal to organised excursions for each stage.
- ◆ Support Student Representative Council fund-raisers. The SRC then decide when and how to spend the money raised. A SRC fund-raising day each term is organised at fortnightly SRC meetings. Equal attention is given to raising money for students in Bangalow PS and for those less fortunate than us.

Social Emotional Intelligence

Bangalow PS classroom teachers and staff shall:

- ◆ Explicitly teach the Program Achieve- You Can Do It (YCDI) lessons. Refer to the 5 Key Skills regularly in the classroom and playground to ensure that the YCDI skills are embedded into school culture.
- ◆ Read aloud the Weekly News each Monday 11.00am to inform students of this week's organisation and highlight any key events in the Weekly Thursday Newsletter which relate to their class.
- ◆ Ensure the Monday student only assembly is used to remind students of expectations or changes in the classroom and playground.

Community Participation


Activities and actions to promote community participation include:

- ◆ Highlight positives, programs and how good our school is through Newsletter and local media.
- ◆ Monthly Parent Forum- P & C meetings- policies, events, learning, new ideas or changes etc discussed
- ◆ Regular and clear communication with parents – Weekly School Newsletter, School Stream, School Website, Google Calendar, Website calendar, Parent Information Evenings, parent interviews, stage term newsletters, reports, information sessions, P & C and interviews. Annual Parent/Teacher interviews are to have a full profile of child prepared.
- ◆ Community involvement eg. Classroom literacy and activities, sport, canteen, uniform, parent social activities, working bees, covering books, whole school events and carnivals, fund-raising, decision-making and Parent Information Forums
- ◆ High level of parental participation in school excursions.
- ◆ Parent Forums- parents part of the decision making process at school
- ◆ Parent Code of Cooperation

3. School Values

RESPECT
RESPONSIBILITY
PERSONAL BEST

treat others as you would have them treat you - peers and all adults
be accountable for your own decisions, learning and belongings
take pride in yourself and everything you do.

 BANGALOW PUBLIC SCHOOL	Respect	Responsibility	Personal Best
Everyone Everywhere Every time	<ul style="list-style-type: none"> Good choices Hands, feet and objects to yourself 	<ul style="list-style-type: none"> Follow instructions Wait patiently Report problems to a teacher 	<ul style="list-style-type: none"> Strive to reach your personal best Be a positive role model
Classroom	<ul style="list-style-type: none"> Listen to the speaker Wait my turn to share Follow instructions 	<ul style="list-style-type: none"> My learning time is always supervised Be prepared Be safe 	<ul style="list-style-type: none"> Actively learn and participate Set and achieve goals Right place, ready to learn
Assembly	<ul style="list-style-type: none"> Look and listen Clap politely 	<ul style="list-style-type: none"> Follow instructions Enter and leave quietly 	<ul style="list-style-type: none"> Be a positive role model
Office	<ul style="list-style-type: none"> Talk politely 	<ul style="list-style-type: none"> Wait patiently and quietly 	<ul style="list-style-type: none"> Know your message
Eating Time	<ul style="list-style-type: none"> Share the space Include others 	<ul style="list-style-type: none"> Keep area clean & tidy Look after your belongings 	<ul style="list-style-type: none"> Right place, right time
Playground	<ul style="list-style-type: none"> Share the space Include others 	<ul style="list-style-type: none"> Be safe and stay in bounds Right game, right space Wear a hat 	<ul style="list-style-type: none"> Be a good sport
Canteen	<ul style="list-style-type: none"> Talk politely 	<ul style="list-style-type: none"> Line up, wait patiently and quietly 	<ul style="list-style-type: none"> Be ready to order
Toilets	<ul style="list-style-type: none"> Keep the space clean 	<ul style="list-style-type: none"> Flush, wash, go 	<ul style="list-style-type: none"> Keep in your space
Class Lines	<ul style="list-style-type: none"> Look and listen 	<ul style="list-style-type: none"> Follow instructions Line up, wait patiently and quietly 	<ul style="list-style-type: none"> Be on time
Events/ Excursions	<ul style="list-style-type: none"> Wear school uniform 	<ul style="list-style-type: none"> Follow instructions 	<ul style="list-style-type: none"> Be a positive role model
Bus lines	<ul style="list-style-type: none"> Look and listen 	<ul style="list-style-type: none"> Remain seated in your bus line Wait patiently and quietly 	<ul style="list-style-type: none"> Be on time
Sport	<ul style="list-style-type: none"> Work as a team 	<ul style="list-style-type: none"> Play by the rules 	<ul style="list-style-type: none"> Be a good sport
Before & After School	<ul style="list-style-type: none"> Use quiet voices 	<ul style="list-style-type: none"> Sit & wait under COLA before the teacher is on duty 	<ul style="list-style-type: none"> Right place, right time
Kiss n Ride	<ul style="list-style-type: none"> Look and listen 	<ul style="list-style-type: none"> Follow instructions 	<ul style="list-style-type: none"> Be on time
Transitions	<ul style="list-style-type: none"> Move quietly during class time 	<ul style="list-style-type: none"> Follow instructions 	<ul style="list-style-type: none"> Be mindful of others
Library	<ul style="list-style-type: none"> Use a quiet voice 	<ul style="list-style-type: none"> Look after books and equipment 	<ul style="list-style-type: none"> Use the space productively

Whole School Discipline Plan:

Each class negotiates their 3 classroom rules and routines at the beginning of each year and then as needed throughout the year. These are to ensure all students are safe, happy, supported and able to learn. Standard playground expectations have been developed to ensure students understand staff expectations while in the playground.

Over the next 5 pages are the Classroom and Playground Flow Chart regarding actions to address inappropriate behaviour in the school.

The responsibility for addressing each of the behaviours is also included in the FLOW CHARTS which are displayed in each classroom.

CLASSROOM

WHAT TO DO WHEN STUDENTS BREAK THE RULES

Respect, Responsibility, Personal Best

Aim: To build consistency in behaviour, plus +ve relationship between teacher/child- RESPECT.

RIGHT CHOICE

All students begin here. Teacher consistently and positively reinforces students for making the 'RIGHT CHOICE'.

NON-
VERBAL
PROMPT

Teachers have 3 class rules displayed in the classroom, each different colour.
Point to/touch the rule whilst making eye contact.

CHECK
REMIND
REDIRECT
REFLECT

Do they understand the rule?

(1:1 verbal reminder or move the child and say- I'll chat to you in a moment.)

Ask: Were you being respectful? responsible? doing your personal best?

Yes/No What should you be doing? What is the rule?

The student clearly states the rule and what the appropriate behaviour should look and sound like.

Students should reflect on the rule they broke. (In a quiet moment)

Ask: So what are you going to do now? Can you do it?

Ask students to make the **RIGHT CHOICE**.

Reminder: If not, you will need to move to the REFLECTION SPACE to spend some time thinking and learning how to follow the class rules.

REFLECTION
SPACE

Students move to the REFLECTION SPACE.

Give them: Laminated sheet of CHOICES. What Can I do?
Time to calm down or recover.

Think about being respectful, responsible or doing your personal best.

Ask: What were you doing? What is the rule?

The student clearly states the rule and what the appropriate behaviour should look and sound like.

Ask students to make the **RIGHT CHOICE: Settle, return to lesson & follow rules.**

What are the classroom rules?

If not read. Student complete their work in the REFLECTION SPACE.

Move back to class when ready to follow rules.

Reminder: If not, you will need to exit to their BUDDY CLASS so you can spend some time thinking and learning how to follow class rules.

(Reflection: Depending on severity of the behaviour. Reflection may include talking to you or further reflection time in classroom/playground at break[max 20 mins])

CORRECT

Students should correct their behaviour.

Monitor student for correct behaviour +ve reinforcement.

Correction means making amends and making a plan to be respectful, responsible and to do their personal best. (Can involve consequences)

BUDDY
CLASS

If no CORRECTION of behaviour, students move to their BUDDY CLASS with work for a specific time.

Monitor student for correct behaviour +ve reinforcement.

Each class teacher has a folder of work their students are to take to Buddy Class.

Teacher-student interview when student returns (a quiet moment/next break)

Parents contacted by Class Teacher when student sent to Buddy Class.

Teacher/parents discuss the behaviour displayed by the child.

If the child cannot follow the rules when they return to class then they are referred to the AP.

RESPONSE to ALL student behaviour is:
CALM, CONSISTENT, BRIEF, IMMEDIATE, RESPECTFUL & PRIVATE

The Class Teacher records in Sentral



In SENTRAL the Class Teacher documents as a Negative Incident or in Notes
Provide details of the incident in Sentral. If necessary notify the Stage AP.



The class teacher is the person who makes the REFERRAL unless the incident is SERIOUS.

SERIOUS is defined as:

- Serious aggression or violence
- Damage to property
- Serious verbal abuse of staff or students
- A significant bullying action

REFERRALS go to the Stage AP.

AP Level: **My Rethink Plan (yellow)** + POP if necessary

Parents automatically contacted by the AP.

Stage APs decide whether to refer to the PRINCIPAL

Principal Level: **My Rethink Plan (white) POP** → (Formal Caution, Suspension)

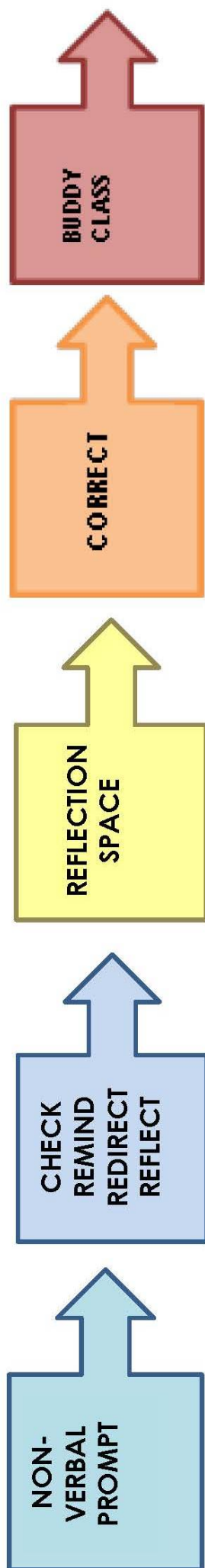
Parents automatically contacted by the Principal.

(Ring parents prior to 'My Rethink Plan' going home and give parents tips re how to discuss situation –without emotion- most salient learning point for student.)

CLASSROOM BEHAVIOUR FLOW CHART

RIGHT CHOICE

All students begin here. Teacher consistently and positively reinforces students for making the 'RIGHT CHOICE'.



RESPONSE to ALL student behaviour is:
CALM, CONSISTENT, BRIEF, IMMEDIATE, RESPECTFUL & PRIVATE



TEACHER RESPONSIBLE	REFER TO ASSISTANT PRINCIPAL	REFER TO PRINCIPAL
<ul style="list-style-type: none"> Calling out Out of seat Off task Disrupting OR annoying others Unsafe behaviour Late to class Put downs Misuse of equipment Anti-social behaviour Disrespect Avoidance of work Lying Swearing aloud Social issues <p>TEACHER RESPONSIBLE BUT Notify AP</p> <ul style="list-style-type: none"> Stealing Re-occurring issues Minor damage to school property/others' Swearing at another child 	<ul style="list-style-type: none"> Defiance Bullying Stealing Significant damage to school property/others' Threatening another student Mediation of ongoing social issues Inappropriate internet usage Continued not following teacher directions 	<ul style="list-style-type: none"> Swearing at a teacher Threatening a teacher Serious aggression or violence- endangering safety Verbal abuse of teacher Sexual behaviour Deliberate property damage of major equipment Leaving school grounds or class without permission Misuse of social media Ongoing bullying Cyberbullying Continued theft

PLAYGROUND

WHAT TO DO WHEN STUDENTS BREAK THE RULES Respect, Responsibility, Personal Best

RIGHT CHOICE

All students begin here. Teacher consistently and positively reinforces students for making the 'RIGHT CHOICE'.

PROMPT

Do they understand the rule?

Ask: Were you being respectful? Were you being responsible? Were you doing your personal best? Yes/No

What were you doing? What is the rule?

Ask: So what are you going to do now? Can you do it?

Ask students to make the RIGHT CHOICE.

CHECK
REMIND
REDIRECT
REFLECT

Students should reflect on the rule they broke.

What were you doing? What is the rule?

Ask: So what are you going to do now? Can you do it?

Ask students to make the RIGHT CHOICE.

Remind: If not, you will have to come off the playground so you can spend some time learning how to follow the rules when playing.

(Reflection: Depending on the severity of the behaviour. Reflection may include talking to you, having some thinking/reflection time- in playground [1-5 mins-age] or in the Principal's office- if serious incident.)

CORRECT

Students should correct their behaviour.

Monitor student for correct behaviour +ve reinforcement.

Correction means making amends and making a plan to be respectful, responsible and to do their personal best.

(Can involve consequences)

Do you feel the Class Teacher would like this recorded? YES

RECORD

In SENTRAL Teacher on Playground Duty documents as a Negative Incident

Provide details of the incident in Sentral.

See the Class Teacher in person ASAP to let them know.

Notify the Class Teacher. Notify the Stage AP.

REFER

The class teacher is the person who makes the REFERRAL unless the incident is SERIOUS.

SERIOUS is defined as:

- Serious aggression or violence
- Damage to property
- Serious verbal abuse of staff or students
- A significant bullying action

Send another child for the Principal or an AP if a child needs to come off the playground immediately.

REFERRALS go to the Stage AP through SENTRAL.

AP Level: **My Rethink Plan (yellow)** + POP if necessary. Contact parents

Stage APs decide whether to refer to the PRINCIPAL

Parents automatically contacted by the Principal: **My Rethink Plan (white)**

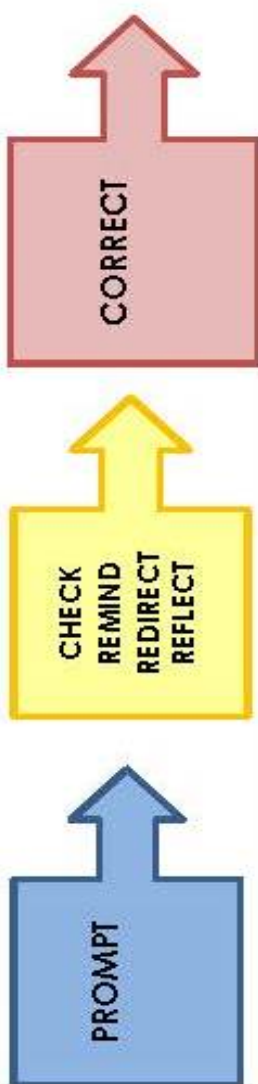
(Ring parents prior to My Rethink Plan going home and give parents tips re how to discuss situation –without emotion- most salient learning point for student.)

**RESPONSE to ALL student behaviour is:
CALM, CONSISTENT, BRIEF, IMMEDIATE, RESPECTFUL & PRIVATE**

PLAYGROUND BEHAVIOUR FLOW CHART

RIGHT CHOICE

All students begin here. Teacher consistently and positively reinforces students for making the 'RIGHT CHOICE'.



Do you feel the Class Teacher would like this recorded? No/ YES



RESPONSE to ALL student behaviour is: CALM, CONSISTENT, BRIEF, IMMEDIATE, RESPECTFUL & PRIVATE

TEACHER	ASSISTANT PRINCIPAL	PRINCIPAL
Notify Class teacher in Sentinel if necessary or repeated behaviour <ul style="list-style-type: none"> • Running on concrete • No hat • Out of bounds • Lying • Tackling or annoying use of hands/feet • Not following rules of the game or not playing fairly • Disruption in or to games • Late to lines • Minor Exclusion • Name calling or teasing • Misuse of fixed and sports equipment • Gymnastics • Littering • Food sharing • Sweating aloud • Disagreements TEACHER RESPONSIBLE BUT Notify AP <ul style="list-style-type: none"> • Recurring behaviour • Disrespectful towards staff • Escalating teasing • Ongoing exclusion • On equipment after school • Ignoring teacher instructions • Blaming others 	<ul style="list-style-type: none"> • Physical or verbal abuse of student • Repeated ongoing physical/social behaviour • Bullying • Stealing • Continued Lying • Repeated behaviour- Intentionally late • Disrespectful / Defiant • Ongoing social issues • Dangerous play • Disrespectful language/ attitude towards teacher • Positive aggressive response to teacher 	<ul style="list-style-type: none"> • Fighting or violent behaviour • Property damage- major • Abuse of adults • Sexual incidences • Threatening behaviour • Inappropriate talking • Leaving school grounds without permission • Ongoing offences from AP level • Possession of a weapon or dangerous object • Persistent misbehaviour • Disrespect to an AP

Department of Education and Bangalow Public School Behaviour Code for Students

We are committed to providing a safe, supportive and responsive learning environment for everyone. We teach and model the behaviours we value in our students.

At Bangalow PS students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our school.

Our school will take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: ACTIONS

RESPECT

- Respect yourself
- Treat all others with dignity
- Speak and behave politely and courteously
- Cooperate with others
- Develop positive and respectful relationships
- Think before acting
- Value the interests, ability, opinions and culture of others
- Dress in school uniform
- Follow all teacher instructions immediately
- Consider the feelings of others

RESPONSIBILITY

- Take care of all property
- Follow all class and playground codes of cooperation/rules
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour
- Be a responsible bystander and good friend to all
- Take turns and play fair
- Follow all safety rules re walking, riding, catching a bus/lift to and from home

PERSONAL BEST

- Attend school every day
- Arrive at school and class on time
- Wait quietly for class and assemblies
- Be prepared for every lesson
- Stay on task
- Actively participate in learning
- Aim to achieve your personal best
- Complete all work to the best of your ability
- Be the best you can be

After School Expectations

BUS- line up in designated area (pink dots under COLA) and wait for instructions from the supervising teacher.

WALKING OUT STATION LANE -meet the Assistant Principal at the playground equipment- walk with the AP out the Station Lane exit and enter the main street via the RSL CLUB carpark.

OOSHC wait at the designated area for supervisor (green dot in COLA)

RIDING BIKES to school must enter and exit by the back showground gate near the hall or by Market Street-teacher on duty in the afternoon.

STUDENTS CROSSING MARKET STREET use the pathway near OOSHC and KD teacher on duty in the afternoon.

COLLECTED BY PARENTS after school are to walk to the 'big tree' with their class and then move off to the parents. No collection of students from the classrooms.

KISS AND RIDE enter school via the back gate near the hall. Line up and wait for the Principal in the afternoon- beside the hall. Principal will organise students to move to cars as the parents arrive.

PLAYGROUND EQUIPMENT- is booked by OOSHC each afternoon and out of bounds to all students except for LUNCH 2 and RECESS when directly supervised by a teacher.

Students are not allowed in Classrooms/Library/Canteen or corridors without permission and only if directly supervised.

Bullying

Refer to Bangalow PS Anti-Bullying Policy which operates in conjunction with this Welfare and Discipline Policy.

Welfare Areas - Practices and Procedures

Playground

* See Playground Duty Procedure Policy

Bus/ Road/ Bicycle

* Students will follow the school behaviour and safety rules on all school excursions

Library

* Rules as displayed in the Library

Evacuation

* See Emergency Plan Policy

Sick and Injured Students

* Students requiring attention will be referred to a designated staff member

Animal Welfare

* Students will show due respect and consideration to wildlife and other animals

School Uniform

The wearing of school uniform indicates pride in the school and shows other people the students are aware of their school and its achievements. The maintenance of uniform is far cheaper than furnishing miscellaneous items of clothing.

The Bangalow Public School uniform is neat, attractive and functional, and a strong emphasis is placed on students wearing full school uniform. The same uniform is used for ordinary use and sports days. It consists of:

- ♦ A printed yellow shirt with sleeve and collar or a plain yellow shirt (available from the office)
- ♦ A bottle green sweat shirt (available from the office)
- ♦ Bottle Green shorts for boys (shorts should be no longer than knee length, bottle green skirt, shorts or culottes for girls)
- ♦ A bottle green and yellow check dress
- ♦ Students may wear bottle green track suit pants or slacks in winter
- ♦ Suitable footwear (NO thongs or bare feet)
- ♦ A bottle green school broad-brimmed hat

Please note that students who wish to stand for election as School Leaders are expected to wear school uniform. Leaders will be expected to set an example by wearing school uniform at all times. The wearing of bike pants, board shorts, party dresses and fashion items is strongly discouraged. The school will not accept responsibility for any injuries from the wearing of earrings or other jewellery.

Drugs and School

The use of illegal drugs and the consumption of alcohol and tobacco are prohibited at our school. Current Department procedures will be followed in relation to any breaches of this rule.

Suspension, Exclusion and Expulsion from School

Suspension highlights for students and parents the unacceptability of the student's behaviour and the parent's responsibility for remediation of that behaviour.

The school will work in partnership with the parents in assisting the student to rejoin the school community. This will include counselling and access to special behaviour programs.

As long as the behaviour is unacceptable, the student's continued enrolment is in jeopardy.

Any pupil who commits any of the following offences will be suspended:

- * Possession of a suspected illegal substance.

Suspension will occur immediately if the substance is being touted, held out or passed by the student as an illegal substance or on confirmation that the substance is in fact illegal.

- * Violence

Any pupil intentionally causing injury or threatening serious violence against another student or teacher will be suspended.

- * Possession of a weapon

Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, will be suspended.

- * Persistent disobedience

Students who, in their relationships with staff, are persistently disobedient, insolent or engaged in verbal harassment and abuse will be suspended.

Child Protection

Principles for Schools

- * The safety, welfare and well being of the child are paramount.

- * All suspected incidents of child abuse or neglect must be notified.

- * Child abuse and neglect matters remain confidential and others should be informed only when they need to know.

- * Investigation of concerns about abuse or neglect must be left to those with statutory responsibility to investigate.

Obligation to Notify

The Department of School Education and training requires all staff who have reasonable grounds to suspect that a student under 18 years of age has experienced abuse or neglect, or is at risk of abuse or neglect, to inform the Principal.

Community members may also raise concerns about the suspected abuse or neglect of a student with the Principal.

In cases of sexual, physical or emotional abuse or neglect of a student, Principals must immediately notify the Department of Correctional Services at the local Community Services Centre.

The school will follow the Department of Education and Training procedures in all such cases.