



LEARN & LIVE

Lindfield East

PUBLIC SCHOOL

**STUDENT WELFARE
POLICY**

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Student Welfare at Lindfield East Public School

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective behavior management strategies
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students

- means that pro-active anti-bullying programs are implemented in the school, including:
 - Bounce Back lessons, including explicit lessons to promote anti-bullying strategies
 - Peer Mediation training and monitoring on playground
 - performances (usually once per year) which reinforce pro-social behaviour
 - participation each year in the 'Bullying No Way!' campaign, with follow-up student activities
 - annual presentations by Chatswood Local Area Command on cyberbullying
 - pro-social role-play performances by leaders in assemblies

- ensures that students who may have been the victim of bullying are provided with resources and support. Support may be provided by;
 - classroom and specialist teachers (monitoring of student, implementation of actions, pastoral care)
 - school executive members (ongoing communication and monitoring of student, liaison with family)
 - the Learning Support Team (devising whole-school plan for the individual, documenting and maintaining records)
 - the Learning and Support Teacher (monitoring of individual students)
 - the School Counsellor (individualized student and parent counselling, referrals to external agencies, in-class programs)
 - external Department of Education personnel

- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony

- recognises the role that the school plays as a resource to link families with community support services

- provides opportunities for students to:

- enjoy success and recognition
- make a useful contribution to the life of their school
- derive enjoyment from their learning.

Rationale

The New South Wales Department of Education recognises that in order to achieve a productive and harmonious school environment, it is necessary to have in place a policy for effective learning and good discipline.

This policy should focus on the principle that when parents/caregivers enrol their child at a public school, they enter into a partnership with school staff, a partnership based on shared responsibility and mutual respect.

Without this, staff cannot provide quality education, care and safety for the students in their charge. The Department of Education acknowledges that if a child does not do well at school, the prospects for a fulfilling life as an adult are significantly reduced.

In 2016 the Student Welfare Committee at Lindfield East Public School worked collaboratively with representatives from the wider community to review current school policy and practices in the area of Student Welfare. This review has resulted in the development of a new school Student Welfare Policy that includes:

- school rules and discipline code
- strategies to promote positive behavior and effective learning within the school
- practices to recognise and reinforce student achievement
- strategies for dealing with unacceptable behaviour

The Lindfield East Public School Student Welfare Policy reflects the policy, practices and procedures as outlined in a number of NSW Department of Education documents, including:

- Student Welfare Policy
- Good Discipline and Effective Learning
- Strategies for Safer Schools
- Procedures for the Suspension and Expulsion of School Students
- Anti-racism and Grievance Procedures
- Responding to Suggestions, Complaints and Allegations
- Child Protection documents

NSW Department of Education policies can be found on the website:
www.schools.nsw.edu.au.

The Lindfield East Public School Student Welfare Policy should be viewed as one of a range of Student Welfare policies and programs that Lindfield East Public School has in place to create and maintain a safe, caring and positive school environment.

These policies and programs include:

- Anti-Racism Policy and Grievance Procedures
- Peer Support program – Peer mediation and yard games
- Support programs for students with special needs
- Support program to develop social skills - Friendship room
- Structured friendship area in the playground for K-2
- Student Representative Council
- Buddy program
- Leadership development program
- EALD Program
- Child Protection program
- Homework policy
- School Uniform policy

Aim

Lindfield East Public School aims to provide a safe, caring and stimulating environment in a partnership with students and parents/caregivers to ensure all students can learn effectively and grow with confidence in a positive school climate of mutual respect and support.

Objectives

To enhance a positive school climate of mutual respect, support and good discipline at Lindfield East Public School by:

- developing and implementing policies and procedures to protect the rights, safety and health of all members of the school community
- establishing clear school rules which are known and understood by all members of the school community
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limited gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents/caregivers know about, and have ready access to, this support
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils and peer support programs
- maximising student participation in decision-making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities

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
- establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents/caregivers to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring gender and equity issues are recognised and addressed across the curriculum

To enhance community co-operation by:

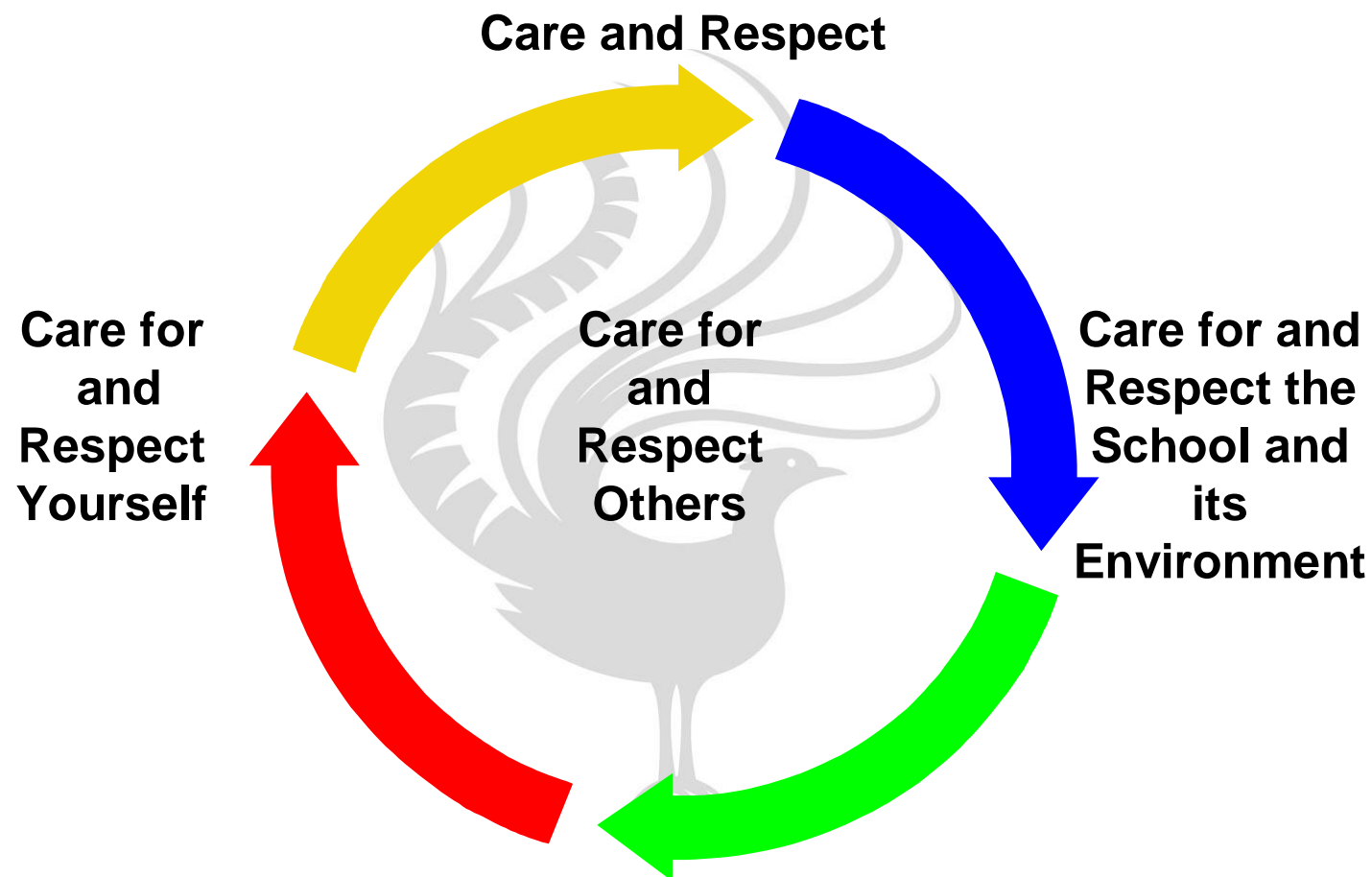
- building a learning community in which staff, students and parents/caregivers work together for planned results
- encouraging parents/caregivers and community members to participate actively in the education of students and in the life of the school
- acknowledging parents/caregivers as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent/caregiver and student representative groups
- inviting parents/caregivers to share their skills and experiences in the school community
- supporting students and their parents/caregivers in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences

Outcomes

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and procedures at Lindfield East Public School
- Principles of equity and justice will be evident in school plans, programs and procedures
- The Welfare Policy of the school will provide clear guidelines for behaviour which are known by staff, students and parent/caregivers who have contributed to their development
- 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 active participants in the learning process
- Co-ordinated student services will provide effective support to classroom programs

- The learning experiences of students will affirm their individuality and be positive and satisfying
- There will be strong links between students, staff and parents/caregivers and other members of the community
- Parents/caregivers 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/guardians and staff will perceive that the learning and teaching programs in the school are relevant and beneficial
- Staff will facilitate parent/caregiver and community involvement in a range of school activities

Lindfield East Public School Behaviour Code



Lindfield East Public School Behaviour Code

Care and Respect

Care for and Respect Yourself

- ✓ Be an active learner and do your best
- ✓ Be in the right place at the right time
- ✓ Follow teachers' instructions
- ✓ Be prepared for every lesson
- ✓ Cooperate with the school leaders who are here to help and guide you
- ✓ Use the school equipment safely

Care for and Respect Others

- ✓ Act politely and courteously to other people
- ✓ Treat people fairly
- ✓ Be considerate of other people's feelings
- ✓ Be honest and truthful
- ✓ Act and play in a safe manner
- ✓ Leave other people's property alone at all times

Care for and Respect the School and its Environment

- ✓ Represent the school to the best of your ability
- ✓ Keep the school tidy
- ✓ Use the school equipment carefully
- ✓ Wear the school's uniform with pride

Lindfield East Public School
Rights And Responsibilities Of Students
In Accordance With The School Behaviour Code

RIGHTS	YOUR RESPONSIBILITY TO YOURSELF, OTHERS AND YOUR SCHOOL
You have the right to feel safe at school.	You have the responsibility to <ul style="list-style-type: none"> • be in the right place at the right time • act and play in a safe manner • co-operate with School Leaders who are here to help and guide you • use the school equipment carefully • tell someone if you do not feel safe
You have the right to be treated with kindness and respect at school.	You have a responsibility to <ul style="list-style-type: none"> • act politely and courteously to other people • treat people fairly and with respect • be honest and truthful • follow your teacher's instructions • represent the school to the best of your ability • wear the school uniform with pride • take home all messages promptly
You have the right to learn to the best of your ability.	You have the responsibility to <ul style="list-style-type: none"> • be an active learner and do your best • be prepared for every lesson • complete classroom assignments and hand them in on time • allow others to work
You have the right for your property to be used appropriately.	You have the responsibility to <ul style="list-style-type: none"> • have your property clearly named • leave valuable and precious items at home • bring the equipment you need to school and classroom • leave the property of others alone at all times • take care of school property • keep the school tidy

Lindfield East Public School

Interventions to support implementation of the School's Behaviour Code

LEVEL	REASON	STRATEGIES
0	Student is co-operative	<p>Awards that promote recognition (Care and Respect awards, house points and classroom management strategies) Proactive and responsive strategies are included on page 14</p>
1	Student breaches School Behaviour Code of caring for and respecting self, others, the school and its environment	<p>Playground</p> <p>Clarification with teacher of the rule/code broken which may of a physical and/or verbal nature</p> <p>Student is:</p> <ul style="list-style-type: none"> * given a verbal warning including explanation of what they have done wrong and a chance to self-regulate behaviour. * redirected to another group/activity (e.g. repositioned or walk with duty teacher) * instructed to sit in the time out area and name is recorded on 'Playground Time-Out' sheet if negative behaviours persist * discussion of consequences of behaviour if the School Behaviour Code is not followed by staff member issuing Time Out. <p>TIME OUT – Reflection Room</p> <ul style="list-style-type: none"> * Student notifies the teacher on duty on Area 3 (K-2) or outside classroom 12 (Yrs 3-6) that he/she is on reflection * Teacher marks off name when reflection is completed. * Executive teacher discusses the transgression and appropriate alternate behaviours. * Discussion of consequences (with teacher on duty) of behaviour if the School Behaviour Code is not followed. <p>Classroom</p> <p>Clarification with teacher of the rule/code broken</p> <p>Student is:</p> <ul style="list-style-type: none"> *given chance to self-regulate behaviour. *repositioned and/or excluded from activity if necessary <p>TIME OUT- Classroom</p> <ul style="list-style-type: none"> * given a warning and advised that if behaviour does not improve they will be placed on an out-of-class Time Out with supervising teacher. * If after 3 warnings, behaviour does not improve children are withdrawn and given out-of-classroom Time Out in supervisor's room. *Years 3-6 classes follow a 'soccer field' system of positive behaviour management. * Students are sent to supervising teacher with student behaviour noted on Classroom Timeout Sheet (Yr 2-6) * Discussion with student & teacher/supervisor of consequences of behaviour if the School Behaviour Code is not followed.

		<i>At the discretion of the supervisor and classroom teachers, and if the need arises parents may be contacted for an informal discussion about the student's behaviour with the classroom teacher and/or supervisor.</i>
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LEVEL	REASON	STRATEGIES
2	<p>Repeated uncooperative behaviour</p> <p>OR</p> <p>a single serious matter e.g. *rudeness to teachers (answering back, disobedience, etc) *swearing *interfering with others' property *damaging property *violence <i>(disregard for feelings of others)</i></p>	<p>* APs to review Classroom and Playground 'Time Outs' during each term and discuss with classroom teachers. * Teacher discusses severity of the behaviour with the supervisor to determine consequence. (AP/Executive)</p> <p>In exceptional circumstances, students may be sent directly to the executive in the office. A red card is kept in each classroom which evokes an immediate response from the executive. This card can be used for medical or behavioural reasons. If teachers do not have a red card, they can also phone the office using mobile/classroom phone and say 'red card and room/location' to evoke immediate response from office.</p> <p>*Yr 2-6: The student is to have lunch time relection at Executive discretion (2nd half, supervised by Executive) for up to two consecutive days (which may include exclusion from school activities) * During that time the student completes a Behaviour Code reflection.</p> <p>* The school may seek support of the school counsellor and Learning Support Team.</p>
3a	Repetitive Level 2 Behaviour	<p>* Contact parents to organise a Behaviour Conference (must include the School Counsellor, LaST, Principal, class teacher & student for part of the meeting.) *Referral to Learning Support Team *Behaviour Contract to be drawn up and signed by student and adhered to. *Staff is to be advised of relevant details. * SLSO to assist</p> <p><i>The student must be made aware that if the agreed behaviour is not adhered to, and previous behaviour causing concern is repeated, then the student will be placed on Level 4.</i></p>
3b	Repetitive behaviour reflecting failure to adhere to Behaviour Contract	<p>* The student will be immediately excluded from the playground, classroom and school activities. * The Principal is to advise the parents or caregivers that the student is being excluded for a specific amount of time *A Behaviour Modification Contract is to be negotiated with the student, parents or caregivers, classroom teacher, counsellor, LaST and external agencies.</p> <p><i>The student must be aware that if the agreed Behaviour Modification Contract is not adhered to, then the student will be placed on Level 4.</i></p>
4	In accordance with NSW Department of Education policy	Suspension or expulsion

N.B. Depending on the severity and the frequency of breaches in the School Behaviour Code, a student may be placed on a particular level of intervention in accordance with Departmental policies and procedures. If this is done, the student must be aware of the reason, and the Level

Strategies to promote Positive Behaviour and Effective Learning

In order to promote positive behaviour and effective learning at Lindfield East Public School a wide range of strategies are employed. Strategies may be used at the classroom level for individuals and small groups through to broader levels incorporating whole classes, grades and sports groups.

Strategies include:

- The provision of appropriate curriculum to meet the needs of each student, including support programs (EAL/D, LaST and LAT) through the Learning Support team (LST).
- The provision of programs which develop self-discipline, reflection, communication, conflict resolution and leadership skills (Peer Mediation, SRC, Student Leaders)
- The development of a school positive behaviour code through the use of
 - a Behaviour Code
 - Rights and Responsibilities
 - Interventions to support the Behaviour Code
 - Classroom rules
 - Good behaviour management techniques (see Appendix 1 and 2)
 - Care and Respect award system
 - DoE Anti-bullying Policy & Grievance Procedures
 - DoE Anti-racism Policy & Grievance Procedures
 - Behaviour Code reflections
 - Behaviour Code contracts
 - Uniform policy
 - Homework policy
 - Support from school executive and school community
 - Recording of inappropriate behaviour in Time Out pages
- Staff attendance at relevant professional learning sessions
- Staff modelling of consistent, caring and respectful behaviour
- Encouragement of respect for all members of the school community
- Discussion with parents/caregivers of their roles and responsibilities in managing student behaviour
- Communications of the school's Behaviour Code, Rights and Responsibilities to students, staff and parent/caregivers
- Liaison with supportive community and departmental agencies
- Evaluation of strategies used to promote positive behaviour and effective learning

K-2	8 certificates placed in teachers pigeon hole each fortnight.	A box is allocated for each year group, i.e. K, Yr 1, Yr 2. The lower portion of the award is cut off and placed in correct box. Two awards per grade are drawn weekly at the K-2 assembly lines. Students are awarded with a \$1 canteen voucher.	Teachers are encouraged to use all of the awards allocated for the week. Each specialist teacher is allocated 8-12 awards per week. Awards are given to students for spontaneous caring and respectful behaviour.
3-6	12 certificates placed in teachers pigeon hole fortnightly	<p>The lower portion of the award is cut off and placed in a care and respect mailbox. Six awards are drawn weekly at Friday primary lines. Students are awarded with a \$1 canteen voucher.</p> <p>12 awards = Silver awards must be submitted upon accumulation of 12 awards.</p> <p>4 silver = Gold award</p> <p>Silver and gold awards are presented at the school assembly and published in the newsletter.</p> <p>A record is kept of each student's silver and gold awards.</p>	

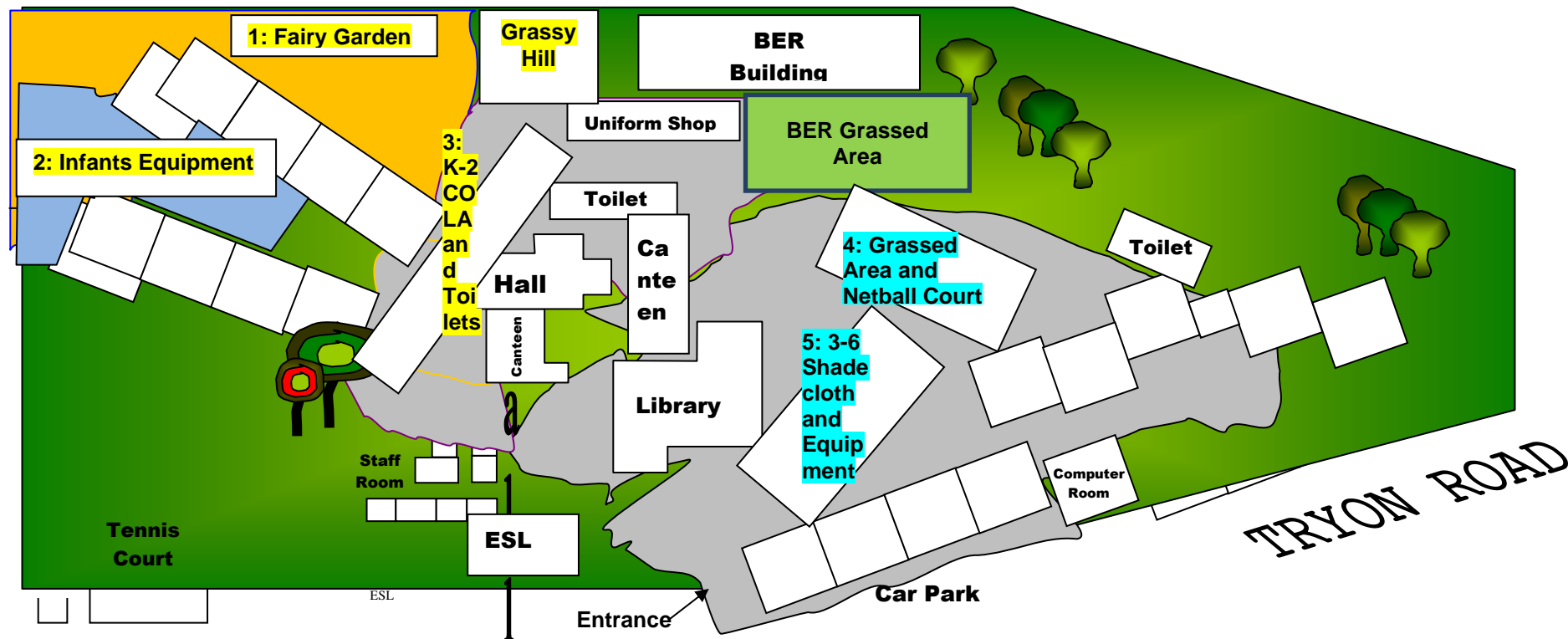
Care and Respect award system



Strategies to inform the School community of the Student Welfare Policy

- Provide opportunities for staff, students and parents to review the school's Student Welfare Policy
- Provide opportunities for staff, students and parents to become informed about the Student Welfare Policy at assemblies and meetings
- Produce laminated posters of the Behaviour Code, the Rights and Responsibilities and Interventions for display in every classroom and around the school.
- Inform the P&C Association and parents of the school's Student Welfare Policy
- Publicise any Student Welfare Policy updates in the school newsletter (*The Lyrebird*)
- Maintain a current version of the policy on the school's website
- Inform staff from Before and After School Care (BASC) and staff from other community organisations of the school's Student Welfare Policy
- The Student Welfare Policy will be distributed to new families on enrolment.
- At Parent Information Sessions promote the school's Student Welfare Policy

Playground Boundaries



Key:		
	Area	Description and responsibilities when on duty
K-2 Playground	1: Fairy Garden and Grassy Hill	Only available at 2 nd half lunch. This includes the area enclosed by the fairy garden as well as the workshop area, sandpit and grassy hill.
	2: Infants Equipment	Only available at 2 nd half lunch. This area includes the play equipment as well as the area under the shadecloth.
	3: K-2 COLA, *BER Grassed Area and Toilets	Area available at Recess and Lunch. Includes the K-2 COLA and the concrete area between the uniform shop and the toilets. *BER Grassed area only available at Recess for rostered grade.
	4: Ecogarden	Only available at 2 nd half lunch on rostered days. Teacher patrols garden and ensures safety of children K-6 and animals.
3-6 Playground	5: BER Grassed Area and Netball Court	Grassed area only available at Lunch for rostered grade. Ensure that teacher roams perimeter of netball court whilst also monitoring grassed area.
	6: 3-6 Shadecloth and Equipment	Teacher needs to roam between Shadecloth and Play Equipment area. Play equipment only available at Lunch for rostered grade. Teacher also needs to check canteen area (line of sight.)
	7: Tennis Court	Only available at 2 nd half lunch on rostered days. (Code available from office)

School Behaviour Code Reflection Years 3-6

Student's Name

Class _____ **Date** _____

What was I doing?

School Behaviour Code or Right & Responsibilities not followed:

Reason for the School Behaviour Code or Right & Responsibilities?

What I will do next time

Student's signature

Teacher's signature

Parent's/Caregiver's signature

Lindfield East Public School

School Behaviour Code Reminder Years 1-2

Student's Name _____

Class _____ Date _____

Put a circle around the rule that you have broken:

CARE FOR AND RESPECT YOURSELF

CARE FOR AND RESPECT OTHERS

CARE FOR AND RESPECT THE SCHOOL AND ITS ENVIRONMENT

Draw a picture of what you were doing

Put a line or write under the words that tell us what you were doing

I was not caring for or respecting myself

I was not caring for or respecting others

I was not caring for or respecting the school and its environment

Student's signature _____

Teacher's signature _____

Parent's/Caregiver's signature _____



PARENT NOTIFICATION OF STUDENT BEHAVIOUR CONCERN

Dear

As discussed, I am writing to inform you that _____ of class _____ has been causing concern due to inappropriate behaviour.

Your child _____

The consequence for this behaviour is _____ day/s withdrawal from the playground. This detention is supervised by the Executive Teacher on duty.

We appreciate your support in reinforcing the school's Behaviour Code at home with your child.

Yours sincerely,

.....
Deputy Principal / Assistant Principal

Date.....

PARENT NOTIFICATION OF STUDENT BEHAVIOUR CONCERN

Deputy Principal / Assistant Principal

Your letter regarding the behaviour of my child _____ has been noted by me.

Signed _____ Date _____
Parent/Guardian

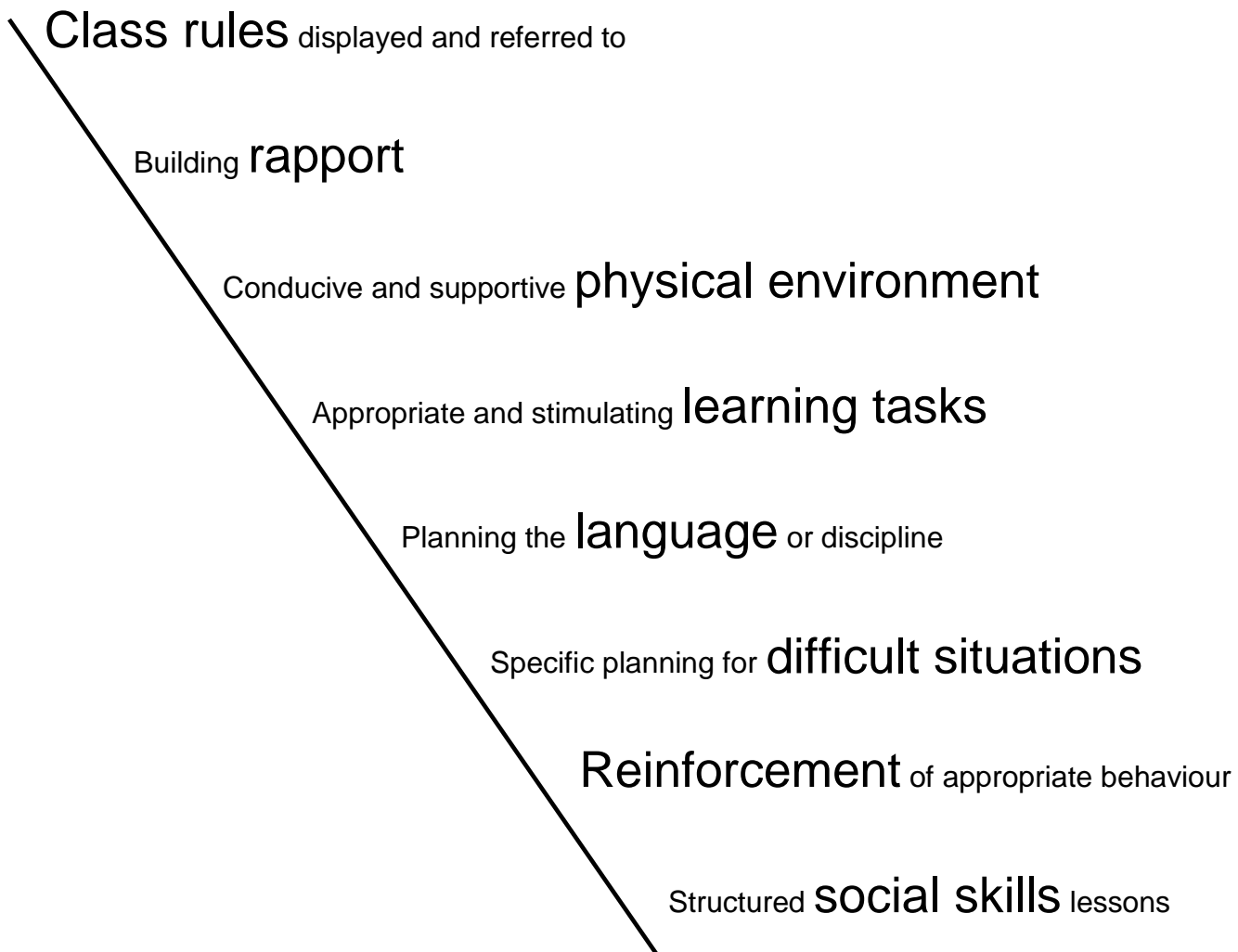
Lindfield East Public School

Playground Rules

1. Running rule
2. Ball rule
3. Rubbish rule
4. Care and respect rule
5. Play equipment/workshop rules
6. Handball rules

Appendix 1

Proactive Behaviour Management Strategies



These may be used as a checklist for teachers to reflect on their own contributions towards effective behaviour management)

Appendix 2

Reactive (responsive) Behaviour Management Strategies

LEAST INTRUSIVE

1 Selective ignoring
Non verbal gestures
Clear instruction
Rule restatement
Assertive question
Attention diversions
Acknowledging feelings
Firm direction

2 Repeat instruction/restatement
Use broken record
Provide thinking time

3 Offer Choices

4 Follow through on choice e.g. quiet time, catch up time

5 Time away from class e.g. another class, *Responsible Thinking Room* or administration

6 Contact parents
Case conference
Suspension

MOST INTRUSIVE