



Revesby Public School

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Student Welfare Policy (January 2013)

Core Rules for Students in NSW Government Schools

Students in N.S.W. government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, co-operation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

The Core Rules

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and be prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Student Welfare Policy

Rationale

Revesby Public School strives to build on its rich heritage by providing students with a balanced, comprehensive and challenging curriculum, which recognises individual needs. Its statement of purpose “Persist and Achieve” underpins all programs at the school, providing students with the skills necessary to contribute positively to the community as adults.

Student Welfare is an integral component of all policies and programs developed and implemented at Revesby Public School. It is our belief that students are more able to reach their potential when they feel happy and secure in their learning environment and respected and valued for the contribution they make to the school and its community.

Through this Student Welfare and Discipline Policy we aim to create a safe, happy, caring and stimulating learning environment in which each child is:

- Given the opportunity to experience success
- Recognised for their achievements
- Valued for their contribution to the class/school/wider community
- Respectful of the rights, cultures and beliefs of others
- Able to resolve conflict in a constructive and positive manner
- Able to realise their potential

The success of this policy will be evidenced by:

- A positive school tone
- Students who are happy to come to school
- Students who display increased self-confidence and heightened self-esteem
- Students who show respect for each other
- Positive interpersonal relationships between students
- Students who strive to achieve their potential

Management of Student Behaviour

Explanation of Processes

Classroom Management

All students at Revesby Public School are expected to abide by the rules of the school.

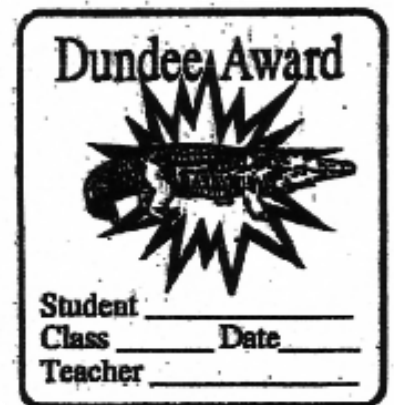
- **Be considerate**
- **Speak nicely**
- **Stay in the right place**

In addition to this, classroom teachers are responsible for creating their own, workable classroom behaviour management plan, a copy of which should be inserted into the class program. This plan will include some classroom rules additional to the three school rules. The classroom rules should be written in a positive form and clearly displayed in the classroom.

The management plan should include a hierarchy of strategies the teacher uses when dealing with behaviours (e.g. proximity, warnings, time-out in class, when to use “Urgent” card etc.). Classroom teachers reinforce appropriate behaviour with their own methods such as compliments, privileges, stamps, stickers etc.

Dundees

A ‘Dundee’ is a token issued to students for displaying positive behaviour within the classroom. A ‘Dundee’ must be signed and dated by the issuing teacher and include the student’s name. Teachers keep a record of tokens issued on a record sheet. Each teacher should aim to issue approximately six ‘Dundees’ per day (for mainstream classes) and 1 to 2 per support class.



Level One

The student needs to accumulate six ‘Dundee’ tokens to earn his/her first Bronze award. Class teachers present the Bronze award in their classroom. The process is then repeated for the student to earn a Silver and then a Gold award. Upon reaching each new level the student will be presented with a certificate at assembly.

NB ‘Dundees’ were named and designed as a result of a school-wide competition.

Buddy Class

At the commencement of each new school year all classes should identify with a “Buddy” class. These classes will be determined through discussion and agreement with staff and in each case there should be a gap of at least two school years between the paired classes. These buddy classes can work together for many and varied programs but for the purpose of disciplinary measures a “thinking time” arrangement between the two classes should exist and an explanation of the procedure for implementing the “time of reflection” arrangement should be written into each Classroom Management Plan.

Use of “Urgent” Card

The “urgent” card is available for teachers to obtain extra support to deal with extreme behaviour either on the playground or in the classroom and should be displayed prominently in the classroom.

Examples:

- Defying a teacher in a dangerous situation.
- Causing injury to another child.
- Defying teacher’s request to report to Principal.

The “urgent” card is sent with a reliable student to the Principal or Executive Teacher. The child is collected and removed from the classroom/playground by the Executive.

Classroom Information for Use of “Urgent” Card

The classroom information for use of “Urgent” card should be displayed in each classroom.

- Classroom teachers are responsible for providing and displaying their Classroom Behaviour Plan so that visiting teachers can use the same system.
- Class teachers/RFF. Casual teachers should use their own classroom management system/s in the first instance: i.e. rewards, loss of privilege, time-out in classroom, buddy teacher time-out arrangements etc.
- ONLY after ALL avenues have been exhausted should the ‘Urgent’ card be delivered to the Principal discreetly, with a sensible student.
- Principal or Executive will come to the classroom to collect the disruptive student.

Playground Book

A playground book is inside each playground bumbag and should be carried by the teacher on duty. Teacher on duty is responsible for recording unacceptable playground behaviour immediately. Duty teacher inserts student name, observed behaviours, consequence, date and signature. A summary of “behaviours” can be found below.

A daily printout is issued to all classroom teachers in order to keep staff informed. This should be filed and referred to, to enable classroom teachers to track student behaviour.

Every Thursday morning a print out of all entries for the last five school days is made (Thursday to Wednesday). This will highlight frequent offenders.

Any student who has appeared three or more times in the playground book over five school days will receive an immediate lunchtime detention on Thursday. This is monitored by the Executive in charge of playground rosters.

Playground Book printouts should be referred to by classroom teachers and “Dundees” should be withheld until detentions are completed.

Revesby Public School Playgroup Behaviour & Consequences		
	If I do this.....	Then this will happen
Little Problems	<ul style="list-style-type: none"> ➤ No hat – No Play ➤ Not return school Equipment ➤ Litter ➤ Climb on fences, railings, verandahs, steps or seats ➤ Go out of bounds ➤ Not play safely e.g. play fight ➤ Chew gum ➤ Not listen to instructions from teachers 	<p>IMMEDIATE CONSEQUENCE</p> <ul style="list-style-type: none"> ➤ Verbal reprimand from the teacher ➤ Time out for 5 minutes, or ‘go back and walk’ type comment ➤ Pick up litter ➤ Walk with me
Middle Problems	<ul style="list-style-type: none"> ➤ Use bad language ➤ Tackle, push, shove, trip in a game ➤ Tease ➤ Continually argue with peers ➤ Repeatedly be out of bounds ➤ Be in a room without a teacher ➤ Play in the toilets 	<p>IMMEDIATE CONSEQUENCE</p> <ul style="list-style-type: none"> ➤ Verbal reprimand ➤ Name recorded in playground book ➤ Time out – 10 minutes and ➤ Confiscate equipment for remainder of play or ➤ Walk with staff until calm

<p>Big Problems</p>	<ul style="list-style-type: none"> ➤ Repeatedly disobey a Teacher ➤ Answer back, abuse ➤ Swearing at peers ➤ Steal or break another person's belongings ➤ Spit on/at others ➤ Damage school equipment ➤ Verbally threaten other students ➤ Graffiti ➤ Leave the school grounds ➤ Fight, bite, kick, hit, pinch, punch etc. other students ➤ Throw rocks and sticks 	<p>IMMEDIATE REMOVAL FROM THE PLAYGROUND</p> <ul style="list-style-type: none"> ➤ Verbal reprimand from the teacher followed by one or more of the following: ➤ Referral ➤ Immediate detention with detention Teacher ➤ Additional detention as appropriate ➤ Restitution to be made by the student
<p>Serious Problems</p>	<ul style="list-style-type: none"> ➤ Constant harassment ➤ Use of threat of use of a dangerous implement at school ➤ Drugs at school ➤ Fight causing serious injury ➤ Gangs ➤ Persistent bad behaviour ➤ Vandalise the school ➤ Persistent bullying ➤ Threaten staff ➤ Swear at staff ➤ Threaten another student ➤ Ongoing racism/racist comments 	<p>PARENT IMMEDIATELY INFORMED</p> <ul style="list-style-type: none"> ➤ Immediate referral and removal from the playground ➤ Parents requested to attend school immediately ➤ Interview with Principal ➤ Department of Education & Training informed ➤ Restitution to be made by the student Suspension – as per guidelines <p>NB: supporting documentation needed e.g. referrals, pink slips, playground book records</p>

Detention Folder

A document containing the Detention Record Book, multiple copies of self-appraisal sheets and record of individual referrals is kept with the detention duty staff member.

Self-Appraisal Sheet (K-2 and 3-6)

Any student on detention must complete a self-appraisal sheet. (see the following page). This sheet is then sent home with the student, for parent signature. The child will remain on detention until the signed sheet is returned to school.



K-2 Behaviour Self-Appraisal

Name: _____ Date: _____

What Happened? (who, what, when, where, how, why)

What rule did I break?

My plan to make things better:

What will happen if I do it again?

My signature _____

Teacher's signature _____



3-6 Behaviour Self-Appraisal

Name: _____

Date: _____

Describe the incident. (Who, what, when, where, how, why)

What rule did I break?

How could I have made a better choice?

What will the consequences be, if I repeat the behaviour?

My signature

Teacher's signature



REVESBY PUBLIC SCHOOL
Behaviour Referral Form



Student

Class

Date of Incident

Referring Teacher

Reason for Referral

Action Taken

Class Teacher Comment

Action Taken

Number of referrals in two week period: 1 2 3 (circle appropriate number)

Was this referral due to repeated playground misbehaviour? Yes No

Number of lunchtime detentions: 1 2 3 4 (circle appropriate number)

Signed _____

Date _____



Revesby Public School

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Notification of Referral

Dear _____,

Your child _____ has been referred for the following behaviour.

•
Lunchtime detention will commence on _____

The school seeks your support in discussing this inappropriate behaviour with your child and the possible consequences should it continue. Please sign the slip below and return it to me.

Donna Dommerson
Principal

Dear Mrs Dommerson,

I have received the referral notice and have discussed the inappropriate behaviour with my child.

Comment

Parent/Guardian Signature

The Referral Process

A referral is the official notification that a student has behaved in an unacceptable manner and detention will follow. This may follow an entry into the playground book, a classroom incident, or a series of events (i.e. continued time-out or repeated entry in playground book). The parents are informed by a notification of referral from the Principal.

The process is as follows:

- Referral issued for behaviour.
- Detention
- Self-appraisal sheet completed by student
- Notification of referral
- Parent to sign and return bottom section of referral form attached to self-appraisal sheet

Behaviour When Representing The School

Representing the school (e.g. in sport, debating, leadership, conferences, excursions, etc.) is a privilege. Exemplary behaviour is expected at all times. Students are expected to follow the instructions of official personnel (e.g. teachers, coaches, parents in charge of groups etc.).

In the event of unsatisfactory behaviour displayed in public, a Representative Referral will be issued. The Representative Referral looks the same as a School Referral with the exception that it is a different colour, (i.e.)

The following steps will proceed after the child is notified of his/her Representative Referral due to the inappropriate behaviour:

1. Immediate removal from the activity
2. A phone call will be made to school (if possible) to inform the Principal
3. The student will miss out on all representative activities for the following 5 school days
4. In the case of a PSSA sport representative, the student will miss out on all sport that week. They will be asked to write about being a good sportsperson (i.e. team player)
5. If a second Representative Referral is given within the term or sport season, the child will be withdrawn from the team and placed in school sport wherever a vacancy exists.

The Representative Referral is considered the same as a school referral and is aligned with the School Discipline Policy.