

Iona Public School

WELFARE and DISCIPLINE POLICY

INTRODUCTION

While it is appreciated that there may be individual differences of opinion, our school Welfare and Discipline Policy has been developed within the guidelines of the Department of School Education Student Welfare and Good Discipline Policy by various members of our school community.

If our school is to continue to develop and to strive towards achieving excellence, there is a need to support and promote our school discipline policy as a whole school community.

Members of the school community are asked to sign and return this page to the school indicating that they have read and are happy with the guidance and direction provided by our School Welfare and Discipline Policy.

NAME:

SIGNED:.....

DATE:

IONA PUBLIC SCHOOL

WELFARE AND DISCIPLINE POLICY

Introduction

This policy was revised in 2008 and was ratified by School Council.

While it is appreciated that there may be individual differences of opinion, our school welfare and discipline policy has been developed within the guidelines of the Department of Education Student Welfare and Student Discipline Policy in Government Schools, by various members of our school community.

If our school is to continue to develop and to strive towards achieving excellence, there is a need to support and promote our school welfare and discipline policy as a whole community.

Students, Parents and the Public School system

Iona Public School, along with all public schools of New South Wales, exists to provide a first-class education for all young people.

We have three overriding priorities:

- Raising educational standards and levels of educational achievement;
- Providing a quality education for all; and
- Providing for the care and safety of all students and staff.

In achieving these priorities, we seek to provide young people with their primary foundation for life.

The quality of this foundation is of the utmost importance to each individual. If a child does not experience a positive school life, the prospects for a fulfilling life as an adult are significantly reduced.

Welfare and Discipline - A Partnership

Our school and community work together to provide a quality learning environment which is:

- Inclusive
- Safe and secure
- Free from bullying, harassment and intimidation, racism and discrimination.

When parents enrol their children at our school they enter into a partnership with the school.

This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour.

Parents and Schools - A Policy Statement

Parents naturally want the very best for their children.

What exactly is "the best" of course differs greatly from one parent to the next but basically we all want our children to be successful and happy - and to feel secure in all aspects of their lives, and be socially responsible young people who are capable of making informed decisions.

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. In order to promote the highest standards of behaviour and learning in our schools, all students in NSW government schools are expected to abide by the following Core Rules.

THE CORE RULES

The students in NSW government schools are expected to abide by the following core rules.

- Attend every school day, unless they are legally excused, and be in class on time and 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 cooperating 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 antisocial behaviour of any kind, will not be tolerated.

The "best" possible outcomes for our students are enhanced by a strong partnership between parents, teachers and students.

IONA PUBLIC SCHOOL BELIEF STATEMENT

At Iona Public School we believe that:

- learning should take place in a caring, happy and safe environment, where there is friendliness and enjoyment in learning, allowing children to develop and reach their potential;
- children and teachers should feel safe and happy;
- learning should take place without being disrupted by unacceptable behaviour;
- a positive example for students should be set by parent and teacher co-operation;
- children learn to be good citizens by developing social skills, tolerance, co-operation and conflict resolution skills to achieve goals; and
- quality outings, sporting events and a well-presented school environment enhance student learning.

Expectations of Parents, Teachers and Students

Expectations of Parents

At Iona Public School, our parents share common expectations.

Parents have the right to:	Parents have the responsibility to:
<p>Expect the system to provide an education for their child which strives for raising educational standards</p> <p>Expect a quality education for their child</p> <p>Know that every effort to provide a caring and safe environment for their child is made by the school</p> <p>Be treated fairly, courteously and with dignity by students, teachers and by other parents</p> <p>Be safe and happy during school activities and functions.</p>	<p>Ensure their children attend school daily and on time</p> <p>Share the responsibility of shaping their children's understandings and attitudes about acceptable behaviour</p> <p>Nurture a positive and supportive attitude to the school community</p> <p>Support the school in the application of the Discipline Policy</p> <p>Support School Discipline Policy both within and outside of school hours, where there is a clear and close connection between the school and the conduct of students. This applies both on and off school premises, including travelling to and from school and dropping off and picking up children at the front of the school.</p> <p>Treat others with courtesy, fairness and dignity.</p>

Teachers

Teachers have a right to:	Teachers have a responsibility to:
<p>Be treated with respect and dignity by all members of the school community.</p> <p>To have a safe and happy working environment</p> <p>To be respected as professionals in the area of teaching and learning.</p>	<p>To care of their students in all school learning situations.</p> <p>Provide the best possible programs to meet the needs, capabilities and aspirations of each student.</p> <p>Demonstrate the highest standards of professional behaviour.</p> <p>Perform their duties efficiently and effectively and with honesty, integrity and fairness at all times.</p> <p>Undertake appropriate professional learning programs to ensure ongoing professional development.</p> <p>Communicate with parents about the educational progress and behaviour of each student.</p> <p>Meet their legal obligations in relation to mandatory requirements concerning student welfare.</p>

Students

As children grow, they become more active participants in the partnership between home and school. When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

The Fair Discipline Code sets out children's Rights and Responsibilities while at school then outlines the steps that will be taken to safeguard those Rights and maintain Responsible behaviour.

Students have a right to:	Students have a responsibility to:
<p>Be respected and treated with kindness at school, by all members of the community This means that others should not laugh at, make fun of, or hurt the feelings of a student.</p> <p>Be an individual at school This means student should not be treated unfairly because they are tall or short, boy or girl, of a different cultural heritage, or because it takes a little longer to get the right answer.</p> <p>Express themselves This means that students may talk freely about their ideas and feelings, when appropriate.</p> <p>A safe school This means that Iona should provide safe classrooms, equipment and rules to ensure the safety of everyone at school.</p> <p>Tell their side of the story This means that a student's side of the story will be heard, when resolving an issue.</p>	<p>Allow others to work without being bothered This means that students quietly make good use of their time, and do not disturb others.</p> <p>Complete work and to do their best. This means that students do their best with class tasks and homework, being sure to complete them on time.</p> <p>Help make school a good place to be This means being thoughtful, respectful and courteous to others. Behaviour that infringes on the safety of others, such as harassment, bullying, racism and illegal or anti-social behaviour of any kind, will not be tolerated.</p> <p>Take care of property This means that students take good care of school property, and respect the property of others.</p>

The Expectations of Good Discipline in our school

Discipline and self-discipline

Discipline is best when all parties have clear expectations about the behaviours which are acceptable and a sense of comfort in their surroundings.

It is essential that all persons develop an awareness that they own, and are responsible for their behaviour. It is one of our aims to develop in all students a clear understanding of the ways in which their behaviour affects their ability to meet their various needs.

It is then equally essential that the owner of the behaviour understand the consequences which follow from their behaviour within the institutional and organisational context of the school, as this may be very different from the context in which they operate elsewhere.

IONA PUBLIC SCHOOL DISCIPLINE POLICY

This school utilises Choice Theory / Reality Therapy (CTRT) and Restitution as a basis for the management of students. Teachers have a responsibility to ensure pupil safety at all times.

Students and parents have a responsibility to allow teachers to perform their roles. *Discipline is dependent on the effective treatment of the actual problem, not the symptoms of the problem, or the child's reaction to it.*

As a result of our School Discipline Policy:

- students and staff will be safe in the school environment;
- students will know what is expected of them and of others in the school community;
- students will be able to learn without disruption from unruly behaviour;
- students will be provided with appropriate support programs;
- students will be respected and supported in all aspects of their schooling;
- students will contribute to decision making in the school;
- students will participate in all aspects of school life as equals;
- students will value difference;
- parents and students have a responsibility to respect teachers' decisions and actions; and
- our school motto will be valued and meaningful: *Learning Together in Harmony.*

Our state public school system has the following requirements of all students:

- * sustained application to learning
- * respect for other individuals and their property
- * courtesy to other students, to teachers and to community members
- * due respect for teachers
- * no violence, discrimination, harassment, bullying or intimidation
- * no weapons
- * no illegal drugs, alcohol or tobacco
- * peaceful resolution of conflict
- * adherence to the standards of dress determined by the school community
- * compliance with all school rules and the School Discipline Policy

These expectations are clearly outlined in our **School Rules**.

SCHOOL RULES

1. Fulfil your responsibilities.
2. Respect the rights, beliefs and property of others.
3. Work and play to the best of your ability, in a safe and co-operative way.
4. Always maintain self-control.

STUDENT BEHAVIOURS DETERMINED BY THE SCHOOL RULES

Our school rules define the expected standards of behaviour of our school students, in the classroom, in the playground, and while at all school activities including sporting activities and while on excursions.

Inherent in our school rules are the following basic understandings:

- All members of our school community will abide by our School Discipline Policy.
- Students will have regular attendance, be punctual and have explanations for absences.
- Respect and consideration are to be shown to all teachers, other students, and visiting personnel, including parent helpers, at all times.
- All members of our community will ensure racism and discrimination, both overt and covert, are not accepted at our school.
- Classroom and playground rules will be observed.
- Students must stay within the school grounds unless given teacher's permission to leave.
- Students will complete all required work carefully and to the best of their ability.
- Avoid rough and dangerous play at all times.
- Respect and care for all personal and school property, equipment and materials should be shown.
- Touching other people's belongings without their permission is unacceptable.
- Spoiling the games, efforts or work of others is not acceptable.
- All lost or damaged equipment is to be reported.
- Running on the cement is unsafe and is therefore not acceptable.
- Muddy or dirty shoes are to be removed and left neatly outside the classroom.
- Unsafe areas and therefore "Out of Bounds" areas include under the school building, behind buildings, the septic tank areas and along school perimeters.
- Weapons at school, including pocket knives and any projectile, are illegal.
- Students should wear the appropriate school uniform which was determined by our school community, at all times.
- Students should adhere to our Sun Safe Policy, by wearing the school broad-brimmed, cancer council approved hat. No Hat - Play in the Shade applies all year round.
- Appropriate homework tasks, as set down in our School Homework Policy are an important part of the whole development of the student.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Our school is doing these things to encourage effective learning and good discipline.

EFFECTIVE LEARNING

- Providing appropriate curriculum, based on Departmental requirements, to meet the needs of each student, including values education.
- Encouraging the presentation of this curriculum in a way that motivates and encourages the active participation of children in the learning process, including using technology, to support learning.
- Supporting children in achieving success in learning.
- Ensuring student input into learning programs (self assessment, sharing, reflection on work results)
- Providing recognition and reward for positive achievements and behaviour.
- Maintaining a small number of easily understood rules, which are fair, clear and consistently applied.
- Developing and acquiring suitable resources.
- Reporting to parents – Communication folders, Student reports and 3 Way conferences, Annual School Report.
- Planned social events and outings.
- Access to competitions and performance opportunities.
- Provision of a stimulating and welcoming environment.

GOOD DISCIPLINE

- Specific social skills are taught K – 6
- A clear understanding of responsibilities is developed, using my job / your job strategy
- Students formulating own class beliefs, rules and consequences
- Regular class forums
- Keeping number of rules to a minimum
- Dissemination of clear information to the community
- Class rules are linked to the school rules
- Behaviour plans are followed through by revisiting and enforcing consequences

PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

We acknowledge when students are doing the right thing by:

- the use of positive body language, through smiles and nods;
- verbally acknowledging appropriate behaviour;
- using positive written comments;
- being consistent and caring;
- acknowledging effort in all areas;
- using the school based Merit Award system;
- presenting Citizenship, Environmental and Library awards at fortnightly assemblies from peer and teacher nominations;
- recognising students at assemblies, in the weekly school newsletter and on special school occasions;
- school displays of students' work and recognition of all achievements- social, sporting, cultural and academic;
- regular ongoing contact with parents/caregivers, in person and through fortnightly Communication folders;
and
- recognition of outstanding application in all areas through Annual Presentation Night awards.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

STEP 1

Clarifying and teaching acceptable boundaries of behaviour

- Use of speech and body language to discourage unacceptable behaviours
- Discussion of “better behaviours” at classroom and/or playground level
- Daily teacher documentation of the positive and negative behaviours - (a useful reference in discussions)

STEP 2

Students have chosen, for a variety of reasons, not to abide by the rules

- Ongoing discussions with principal to develop strategies / plans to improve decision making
- “Time Out” for self reflection and making better choices
- Loss of privileges – playground time
- Restitution
- Notification to parents through 3 Way Communication folder

STEP 3

Repetition of failure to abide by rules

- Loss of privileges - Time Out for longer periods
- Restitution
- Utilisation of goal setting records (owl, frog record)
- Case management through the appropriate agencies: School Counsellor, ISTB (Itinerant Support Teacher for Behaviour)
- Parents interview conducted

STEP 4

Blatant disregard of school rules or behaviour warranting mandatory exclusion

- Suspension or exclusion – Principal to formally notify parents in writing, of serious breaches of School Rules and invite them to negotiate an effective process to improve the situation.

Policy on Consistency of Responsibilities and Behaviours in Regard to Events and Functions

To fully support our School Student Welfare and Discipline Policy and our policy on behaviours and responsibilities, it must be recognised that there must be a consistency of beliefs and expectations at all times: during school hours, including activities organised by the teachers of the school, and during activities which are organised by the parent body of the school, the P & C, whether the function be held within school hours or out of school hours.

<p>Duty of Care</p>	<ul style="list-style-type: none"> ▪ In providing proper duty of care, students at all times must be supervised. Staff provide this supervision during school hours including out-of-hours, school-organised activities and functions. ▪ When parents are present it is expected that parents follow welfare and discipline policy and school rules which are known by all students. To be effective these rules should be publicised in the weekly newsletter and at school assemblies when promoting functions.
<p>Responsibility for Students at school organised activities</p>	<ul style="list-style-type: none"> ▪ Staff are responsible for the well-being of students. If parents are delegated a specific role, eg team coach, swimming instructor, classroom reading assistant, it is expected that the students treat that person with respect. ▪ If a parent desires a variation to the before/ after activity procedures, a letter stating the request and assuming responsibility for the student, must be presented to teachers.
<p>Responsibility for Students at P & C organised activities</p>	<ul style="list-style-type: none"> ▪ Each parent is responsible for the behaviour of their own child at a P & C organised activity. This behaviour is congruent to the rules and expectations of the School Student Welfare and Discipline Policy. However, as parents often need to assume other responsibilities at such functions, adequate supervision must be provided by a group of parents. In such cases a roster of roles and responsibilities is to be drawn up by the organising committee and displayed clearly at the function.
<p>Responsibilities of the Organising Committee</p>	<ul style="list-style-type: none"> ▪ Prepare a risk assessment of the function to determine required roles to ensure safety and well-being of all people. ▪ Prepare a list of required roles and responsibilities. ▪ Publicise this list to the school community to obtain volunteers for the required roles. ▪ Prepare a list for display of the designated people for each nominated role, stating the expectations for each role. ▪ Delegate responsibility as required, to ensure the effective, smooth running of the event. ▪ During the function, monitor the roster of roles to ensure that the responsibilities are being fulfilled, especially in regard to student supervision, to the expectations of our School Student Welfare and Discipline Policy.