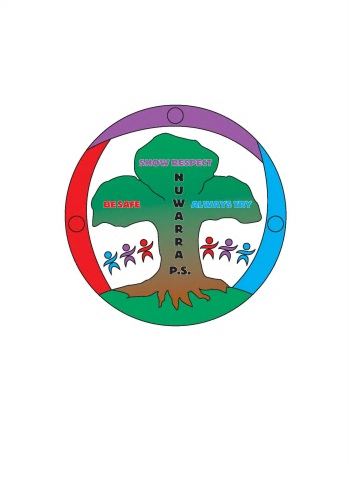
Nuwarra Public School

Student Well Being and Behaviour Management Policy



Our School rules:

Be Safe

Show Respect

Always Try

**Nuwarra Public School**

**K-6 Discipline Policy**

The public schools of New South Wales exist to provide a first class education for all young people. 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 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 travelling to and from school.

• Show respect at all times for teachers, other school staff and helpers, including following school 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.

(*NSW Department of Communities Core Rules)*

Partnership in education is the key to success. Acceptance of enrolment at Nuwarra Public School also includes the agreement of, and compliance with, Nuwarra Public School’s Wellbeing Policy and Procedures. The Wellbeing Policy clearly sets out the expectations of the school for all students and staff.

It is expected that when all rights are respected and responsibilities carried out, our school will run smoothly and create an atmosphere of self-discipline and self-respect where students are encouraged to develop fully.

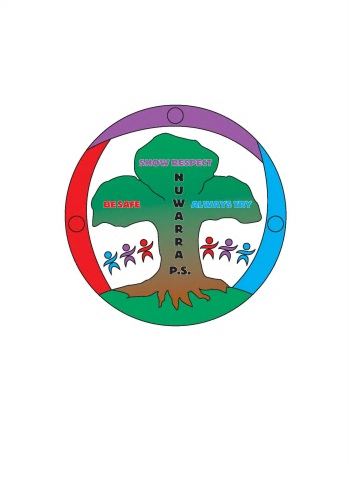
**Positive Behaviour Intervention Strategies (PBIS)** is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

**Students Rights and Responsibilities**

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| --- | --- |
| **Rights** | **Responsibilities** |
| I have the right to be happy. | It is my responsibility to **respect** the rights of others. It is my responsibility to treat others with understanding, not try to hurt their feelings. |
| I have the right to be treated respectfully and fairly. | It is my responsibility to treat others with **respect**. It is my responsibility to **respect** the authority of the school staff. It is my responsibility to be truthful and to treat others fairly. |
| I have the right to be **safe**. | It is my responsibility not to do anything which may threaten or cause danger to myself or others. It is my responsibility to tell teachers if there is any danger around my learning team or in the playground. |
| I have the right to expect my property to be safe. | It is my responsibility to not steal, damage or destroy the property of others. It is my responsibility to ask for permission to use the property of others. It is my responsibility to take care of school property. |
| I have a right to be educated at school. | It is my responsibility to be a safe, respectful learner and not disturb the learning of other students. |
| I have the right to make decisions for myself. | It is my responsibility to make sensible decisions and to accept any consequences for my actions. |
| I have the right to represent my school in sporting and cultural activities. | It is my responsibility to maintain the good name of my school and represent my school dutifully. It is my responsibility to wear the school uniform neatly and correctly. |

**Teachers Rights and Responsibilities**

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| --- | --- |
| **Teachers have the right:** | **Teachers have the responsibility** |
| To be treated with respect by students, parents and other staff. | To treat students and other members of the school community justly and with respect. |
| To work in a safe environment | To report any WH&S concerns. To report any incidents of abuse and to practice negotiation skills and conflict resolution. |
| To carry out my teaching as a professional | To establish and model the core rules. To be prepared and organised. |
| To have access to professional development opportunities | To participate in professional development. To share information with colleagues. |
| To have collegial support | To provide guidance and support to others. To be willing to seek guidance and support from departmental resources. |
| To be involved in collaborative decision making and planning | To communicate effectively and be an active participant in collegial meetings. |
| To have personal property respected | To seek permission to borrow property from others. To keep personal property labelled and secured. |



Nuwarra Public School PBIS Matrix

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Be Safe** | **Show Respect** | **Always Try** |
| Classrooms/  Excursions/  PSSA | - Keep hands, feet and objects to ourselves.  - Follow all teacher/staff instructions.  - Always walk.  - School hat must be worn outside the classroom. | - Always listen to the teacher.  - Follow the instructions you have been given.  - Listen to the person speaking.  - Wait for your turn and use nice talk.  - Use appropriate voice and volume.  - Treat others as you would like to be treated.  - Look after your belongings.  - Look after school equipment.  - Return equipment when you are finished using it. | - Be organised and ready to learn.  - Look after your belongings.  - Attempt all work.  - Ask for help.  - Be helpful to others.  - Tolerate and accept differences.  - Never give up.  - Do your best  - Be resilient |
| Concrete Areas | - Non contact games only.  - Always walk.  - Watch for others.  - STOP when you hear a whistle (emergency)  - Wear a hat.  - Keep hands, feet and objects to ourselves.  - Use equipment appropriately.  - Play in the correct areas. | - Place litter in the bins.  - Be a fair friend and cooperate when playing.  - Stay out of other people’s games.  - Follow teachers’ instructions.  - Return equipment  - Speak politely, encourage others and use appropriate language  - Follow game rules  - Tolerate & accept differences. | - Play games fairly.  - Encourage others to participate.  - Be positive.  - Report incidents to teacher.  - Attempt to resolve minor issues independently.  - Be resilient. |
| Grass Areas | - Keep hands, feet and objects to ourselves.  - Wear a hat.  - STOP when you hear a whistle (emergency)  - Leave sticks on the ground.  - Non contact games only. | - Place litter in the bins before playing / going onto the grass.  - Be a fair friend and cooperate when playing.  - Stay out of other people’s games.  - Follow teachers’ instructions.  - Return equipment  - Speak politely, encourage others & use appropriate language  - Follow game rules  - Tolerate & accept differences. | - Play games fairly.  - Encourage others to participate.  - Be positive.  - Report incidents to teacher.  - Attempt to resolves minor issues independently.  - Be resilient. |

|  |  |  |  |
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|  | **Be Safe** | **Show Respect** | **Always Try** |
| Lines | - STOP when you hear a whistle.  - Stand/Sit in your class line.  - Line up in 2 straight lines. (special Ed 1 line)  - Stand/Sit facing the front.  - Keep hands, feet and objects to ourselves. | - Follow teachers’ instructions immediately.  - Look and listen to the teacher out the front.  - Wait quietly for instructions.  - Use the 5 L’s. | - Act immediately on information.  - Be on time.  - Be in your class line by the end of the music.  - Use the toilet before lining up. |
| Assemblies/  Hall | - Always walk.  - Follow teacher instructions.  - Enter and exit in an orderly manner.  - Sit still on your chair.  - Sit with your legs crossed.  - Hands and feet to ourselves.  - Walk on the stage from the left & exit on the right. | - Face the front for National anthem and school song.  - Hands by your side for National anthem and school song.  - Sing the National anthem and school song with pride.  - Tuck your shirt in.  - Sit in your class line facing the front.  - Listen to what the speaker is saying.  - Show appropriate audience manners.  - Remove hats when entering.  - Use the 5 L’s: legs, laps, lips, look & listen. | - Be attentive.  - Be an active listener.  - Applaud when fellow students receive an award. |
| Movement To and From/  Corridors/  Stairs | - Hands, feet and objects to ourselves.  - Walk in 2 lines.  - Keep to the left.  - Always walk quietly.  - One step at a time, holding the railing. (stairs)  - Keep entry to stairway clear at all times. | - Keep to the left.  - Give way to others/respect their space.  - Move to the side to allow visitors/adults to pass.  - Good manners  - Be aware, quiet and considerate of other classes. | - Be attentive.  - Pay attention to signage around the school. |
| Toilets | - Always walk.  - Wash your hands before leaving.  - Keep the water in the sink.  - Use the toilets appropriately and privately.  - 1 person per cubicle.  - Leave promptly.  - Be calm and quiet at all times. | - Wait your turn.  - Wait away from the doors until the person inside has finished and come out.  - Keep hands, feet and objects to ourselves.  - Respect other people’s privacy. | - Demonstrate appropriate sensible behaviour.  - Go to the toilet during break times. |
| Canteen | - Line up in an orderly manner.  - Wait patiently.  - Keep your hands, feet and objects to ourselves. | - Use your manners eg. Please and thank you.  - Wait your turn.  - Keep your hands, feet and objects to ourselves.  - Place money in staff hands gently. | - Use your manners.  - Speak clearly.  - Have your order and money ready. |
| Office | - Always walk.  - Keep hands, feet and objects to ourselves. | - Be quiet.  - Use good manners.  - Wait patiently for your turn.  - Use appropriate voice and volume. | - Hold the door open for others.  - Smile and be friendly. |
| Transport | - Keep hands, feet and objects to ourselves.  - Wait until all taxis have arrived and are stopped in the carpark.  - Always walk.  - Wait behind the red line.  - Always wear your seatbelt.  - Sit properly in your seat. | - Always follow teacher instructions.  - Listen to your driver.  - Use appropriate voice and volume.  - No food / eating in the Taxi. | - Smile and be friendly.  - Report incidents to teacher.  - Attempt to resolve minor issues independently. |

**Strategies and Practices to Promote Good Learning**

**and Effective Discipline**

Good discipline is fundamental to the achievement of government priorities for the public school system. Nuwarra Public School has developed a range of strategies to promote learning and effective discipline.

**Learning and Support Team**

The Principal, support staff, school counsellor and members of the executive team meet weekly to discuss and make recommendations in regard to individual referrals. Referrals are made by individual teachers and or parents in regard to academic, learning, behaviour and /or social concerns.

• **ESL** – English as a Second Language; to improve the knowledge and understanding of English for children who come from a background other than English.

• **L&ST** – Learning and Support Teacher; collaboratively works with the classroom teacher to support students who have learning difficulties.

• **Reading Recovery** – This program supports identified Year One students with an intensive individual reading tuition program.

• **Counsellor –** Following a referral the school counsellor may provide an assessment (with parental permission) of a student based on intellectual, emotional and /or behaviour. Parents have access to the school counsellor in order to support their child. Information from the school counsellor may assist the classroom teacher in developing a program of support for the individual student.

**Strategies to Recognise and Reinforce Student Achievement**

1. **PBIS Flow Chart**

Nuwarra Public School has developed a step system to effectively guide the management of the behaviour of students. The flowchart is designed to assist and support the decision making process.

(See next page).

**2. Classroom Practices**

• Praise

• Positive encouragement

• Merit Awards

• Behaviour / achievement charts

• Stickers and stamps

• Verbal praise / reinforcement of core rules

**3. Whole School Practises**

• POP cards (Positive on the Playground)

• Stickies

• Bronze, Silver, Gold and Medallion awards

• Cool at School

**4. Discussion With Parents and Caregivers**

• Learning Conferences (Parent/teacher/student interviews)

• Newsletters

• Student reports

• Meet the teacher evenings

NUWARRA BEHAVIOUR STEPS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | C:\Users\fiona.gray2\Desktop\DESKTOP\Logos\Logo_2012.jpg |  | **STEP 5** |
| STEP 4 |  |
| **STEP 3** |  | Sent To Principal   * Warning * Parents contacted * Suspension |
| **STEP 2** |  | Sent  To  AP |
| **STEP 1** |  | Think it  Over |
|  | Name on board |
| Verbal Warning |
|

**Managing Inappropriate Student Behaviour**

The principles of PBIS are used when dealing with inappropriate student behaviour. The Nuwarra Behaviour Steps is used as the first point of reference. A teacher may decide on other consequences for a particular behaviour. This will depend on the circumstances.

**Positive Correction**

• Pre correction

• Praising other students whose behaviour is appropriate

• Initial warnings

• Restating core rules and consequences if the behaviour persists

**Think It Over Time**

Think It Over Time is given for students who do not follow our core rules in the playground or classroom after prior warnings have had little or no effect in changing the behaviour. Time out is not a punishment, but rather a time given to allow students to calm down and reflect on the behaviour and its effect on others.

**Reflection Time**

1. What did I do?

2. What rule (s) did I break?

3. What can I do to fix it?

**Behaviour Modification**

If behaviour persists, a conference is arranged with the class teacher, parent, and a member of the executive staff and/or the school counsellor to discuss other methods that could be implemented to modify the student’s behaviour.

**Suspension**

Suspension is a strategy used within Nuwarra’s Well Being Policy to deal with unacceptable behaviour. Its use highlights the parent’s responsibility in taking an active role, in partnership with the school, to modify the behaviour of their child.

In cases of unacceptable behaviour, the child may be removed from the school completely. The Principal or an Assistant Principal (in the absence of the Principal) may suspend a student for up to four days (short suspension). In some circumstances, the Principal must suspend immediately any student who:

• Is violent or threatens serious physical violence

• Is in possession of a prohibited weapon

• Is in possession of suspected illegal drugs

The Principal may also suspend any student who among other things;

• Is persistently disobedient

• Engages in criminal activity related to the school

Suspension occurs after all appropriate school well being strategies and discipline options have been applied and parents have been notified in writing. Previous unacceptable behaviours and clear expectations of what is required of the student in future are to be discussed with parents or caregivers.

Principals may impose a short suspension of up to and including four (4) school days, followed by a meeting with parents to assist the student in modifying the behaviour.

Should an unacceptable behaviour continue after two short suspensions, a longer suspension must be considered. Principals may impose suspensions of up to twenty (20) school days (long suspension)

With either short or long suspensions, the student will not be sent out of the school without notification being made to the parents or caregiver. An agreement should be met concerning arrangements for the collection of the student from school.

Notification must also be made to parents or caregivers in writing of;

• Notice of suspension

• The date and probable duration of the suspension

• The reasons for the suspension

• The clear expectation that the student will continue with studies while suspended and in the case of a long suspension, that a study program will be provided.

• The importance of parental or caregiver assistance in resolving the matter

• Parental or caregiver responsibility for the care and safety of the student while under suspension; and

• Other appropriate government or community agencies available to provide assistance where necessary

All suspensions are implemented in accordance with the Department of Education and Communities Suspension Policy and Procedures.