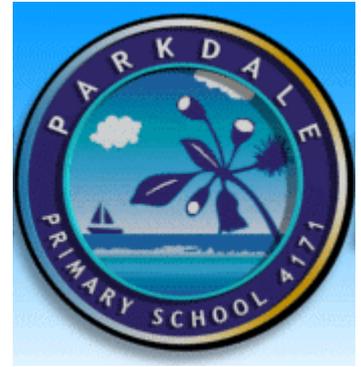


Parkdale Primary School

Welfare & Discipline

Policy



The underlying purpose of the Welfare and Discipline policy is to provide students and staff at Parkdale Primary School with the right to learn and work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The Welfare and Discipline policy aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment. It will seek to foster high standards of behaviour based on cooperation, mutual responsibility and self discipline and will promote positive, non-discriminatory relationships among students, teachers, parents and the wider school community.

The principles which underpin the Welfare and Discipline policy are:

- All individuals are to be valued and treated with respect
- Students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
- Principals and staff have an obligation to fairly, reasonably and consistently implement the code of conduct

Statement of Purpose:

Our school is committed to promoting the highest standards of behaviour and learning. Students at Parkdale Primary School are provided with a quality education with the aim of assisting them to achieve to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

This policy is consistent with legal and departmental requirements and identifies core rules, values and practices that support quality teaching and learning. The policy sets clear limits, recognises and promotes positive behaviour as well as applying consequences for inappropriate behaviour.

School Rules:

Every student and staff member should constantly address these rules. The school rules are displayed prominently in each classroom and throughout the school.

- Be kind, fair and friendly
- Act safely
- Stay in the correct areas
- Show respect for others and property
- Follow instructions
- Take responsibility for your own actions

Strategies and Practices To Recognise and Reinforce Student Achievement:

We recognise that all students have the right to be respected and trusted as responsible members of our school community. While students remain responsible and act within the school and class rules, they are able to participate in all manner of activities, excursions and other extra-curricular activities.

Student Leadership

Junior School Council:

Each year a male and female student is elected to represent each class from Years 2 - 6 on the student council. The council is responsible for making appropriate decisions about school life and to raise funds for school nominated charities.

Class and School Leadership Responsibilities:

Each year students entering Year 6 are elected by their peers for the following roles:

- **School Captains** (1 girl and 1 boy) to lead the student body and provide exemplary representation of our school at public events.
- **House Captains** (2 for each House: 4 girls & 4 boys), and **Vice House Captains** (2 for each House: 4 girls & 4 boys) responsible for organising school based sporting and other events and acting as appropriate role models for all students
- **Peer Supporters** (6 girls, 6 boys) who assist Specialist Teachers with Prep Classes and whenever it is deemed necessary.
- **Environmental Leaders** (Numbers can change from year to year) who provide guidance and assistance to the Environment & Garden Committees

Buddies:

Parkdale Primary School incorporates a 'Buddies' program for Grade 6 and Prep students. At the beginning of the school year each Prep is paired up with a Grade 6 'Buddy'. Once each fortnight the Buddies spend an afternoon together engaged in an activity devised by the Prep/Gr5/6 teachers. They also have special lunch days and other one-off activities throughout the year.

School Assembly:

Student performances are a highlight of assemblies throughout the school year. The following awards are used at Parkdale Primary School:

'You're A Star' Awards - presented for students in each class who show appropriate behaviours, work standards, kindness and caring, respect for others, etc.

Sports Awards – presented to students or teams for participation and/or performance in district, zone, region, state or national school sports events.

Students are also recognised publicly through the following:

- Ongoing regular contact with parents
- Through newsletters and notice boards
- Fostering positive relationships with local media to promote public acknowledgment of achievements
- Participating and performances in festivals, concerts, exhibitions, sporting challenges and a variety of other events as school representatives
- Class and school incentives and reward systems

School Curriculum

The You Can Do It! (YCDI) Education program is an integral part of the Parkdale Primary School curriculum from Prep to Grade 6. The YCDI program's main purpose is to support communities, schools, and homes in a collective effort to optimize the social, emotional, and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community. The aims of the You Can Do It! Education program are outlined below in Figure 1.

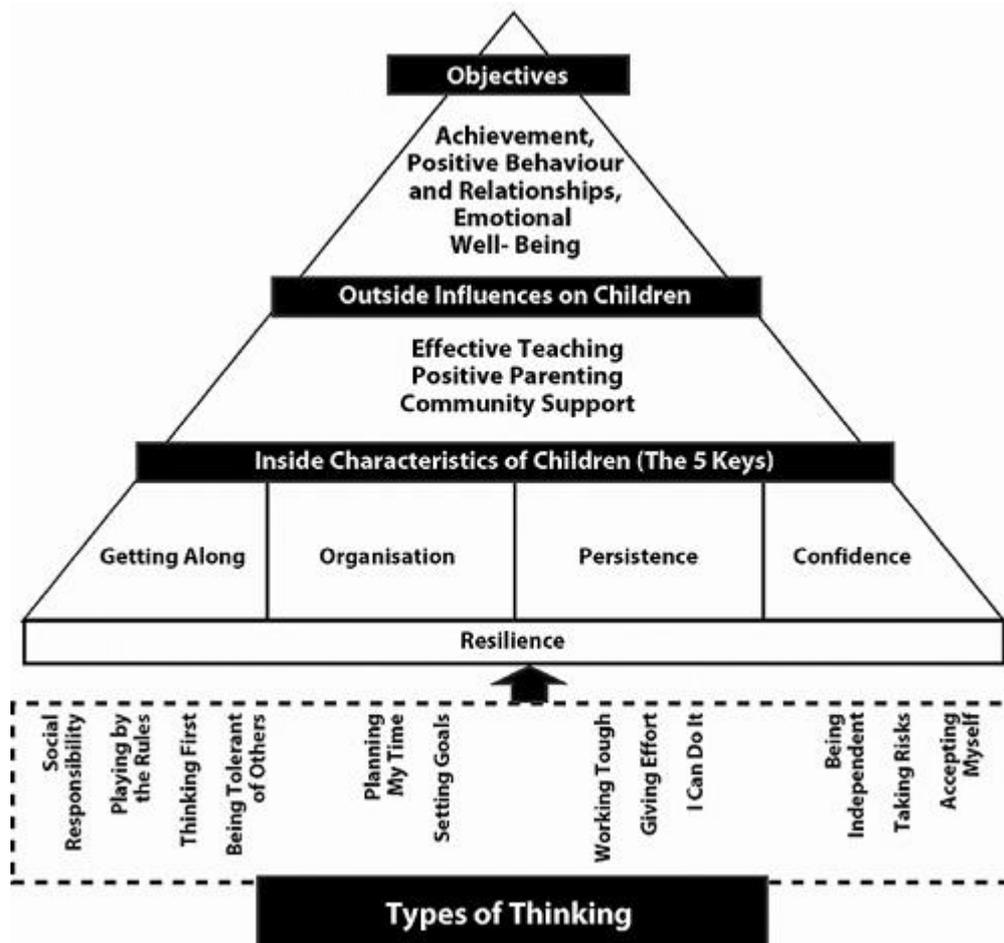


Figure 1. Goals of You Can Do It! Education for All Students

Students with Behavioural, Emotional and Achievement Difficulties: Eliminating the Social-Emotional "Blockers"

Unique to YCDI theory is the identification of not only five social and emotional strengths that contribute to positive student outcomes, but also of the following five social and emotional difficulties ("the 5 Blockers") that contribute to extreme under-achievement, behaviour problems and low levels of social and emotional well-being: Feeling Down (depressed), Feeling Anxious, Procrastination (feeling lazy), Not Paying Attention - Disturbing Others and Feeling Angry - Behaving Poorly. The relationship of the 5 Blockers to negative outcomes of young people is represented in the Barrier Model (see Figure 2).

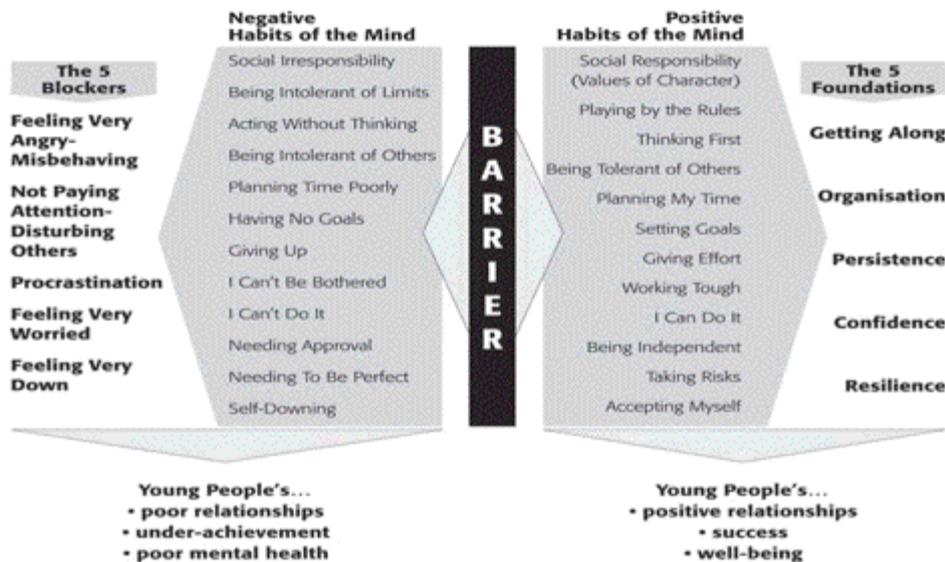


Figure 2. The 5 Blockers Leading to Negative Student Outcomes: The Barrier Model

Developing a School-Wide Culture of Achievement and Emotional Well-Being

Components of the full-scale implementation of the YCDI program at Parkdale Primary School include:

1. YCDI education (e.g., classes, school-home communication, parent-teacher interviews, student reporting incorporating the 5 Foundations)
2. YCDI images presented/displayed throughout school grounds (e.g., illustrations, signs, artwork that communicate explicitly and implicitly 5 Foundations and 12 Habits of the Mind)
3. Professional learning/staff development opportunities for learning about YCDI
4. Incorporation of social-emotional competence as part of behaviour management planning
5. Early identification and intervention for students identified as delayed in social-emotional learning

Strategies and practices to manage inappropriate student behaviour

Classroom Management

Rules: It is vital that the teacher and the class negotiate the class rules at the beginning of the school year. This is important because each teacher is responsible for his or her own class discipline. Class discipline must align with the school's Welfare and Discipline Policy.

Role Definition: At the beginning of the school year it is extremely valuable to have a class meeting where roles are defined and clarified, with all members of the class having an opportunity for input. Staff and students need to ensure that their roles are clearly defined. These roles should be clearly displayed and referred to when necessary.

Discipline Policy – Classroom Management

There are four levels of behaviour management and disciplinary measures relating to the classroom.

Type A: Minor breaches of classroom rules

- Managed by classroom teacher
- Disrupt the class or own learning
- Uncooperative in class
- Breaks or ignores a safety rule
- Breaks or ignores a class rule

Consequences:

- Verbal response
- Visual cue
- Redirection of task
- Natural consequence of misdemeanour
- Writing and learning class rules
- Plan to remediate behaviour

Type B: Disturbing breaches of classroom rules

- Managed by classroom teacher
- Damage property of class or other students
- Verbal "put downs" (bullying) of students
- Defiant language or behaviour
- Stealing
- Bullying

Consequences:

- Restitution and/or replacing property
- Time out, thinking chair, quiet area
- Buddy class to redirect thinking and to proceed with class work
- Apology to student or teacher
- Natural consequence of misdemeanour
- Complete incident report

Type C: Serious breaches of classroom rules

Managed by classroom teacher and referred to

- Executive teachers and principal
- Insolence
- Verbal abuse of student or staff
- Swearing
- Slanderous intolerance of others

- Leaving classroom unsupervised
- Inappropriate use of Internet or email services
- Repeated incidences of Type A and/or B

Consequences:

- Parents contacted by phone or letter
- In-school suspension
- Restricted playground area
- Buddy class for longer time away from class and make up for missed class work in lunch break
- Excluded from excursions, camps, representing the school
- Behaviour recorded in class incidence booklet, diary or similar
- Counselling from experienced teachers, principal or school counsellor and behaviour program planned and implemented

Type D: Extreme or dangerous behaviour

- Referred to principal
- Repeated breaches of classroom rules
- Physically hurts student or staff
- Vandalism of school property

Consequences:

- Partial attendance at school
- Short term or long term suspension
- Excluded from all extra-curricular activities and privileges
- Parents contacted to take student home
- Counselling for student and parents with principal and school counsellor
- Behaviour management program planned and implemented

Playground Management

The teachers on yard duty handle minor behaviour misdemeanours. This may involve a discussion, correction of behaviour, mediation between students, walking with a teacher, or spending thinking in “time out”.

Discipline Policy – Playground Management

There are four levels of behaviour management and disciplinary measures relating to the playground.

Type A: Minor breaches of playground rules

Managed by playground duty teacher

- Out of bounds
- Interference in other’s games
- Temper rising
- Jostling
- Teasing
- Playing with sticks or stones
- Walking on gardens

Consequences:

- Sit in time out for a short period of time
- Shadow the teacher
- Apologise to the other person

- Negotiate realistic consequences

Type B: Disturbing breaches of playground rules

Managed by playground duty teacher

- Back chatting
- Refusing teacher's directions
- Rough play
- Throwing objects
- Repetition of undesirable behaviour
- Bullying

Consequences:

- Restitution
- Removed from playground
- Shadow teacher for longer period
- Restricted access to playground by limiting activity or play area
- Negotiate realistic consequences
- Complete incident report

Type C: Serious breaches of playground rules warranting parental advice

Referred to experienced teachers and principal

- Insolence
- Violence – including retaliation
- Abusive language
- Damaging school or other people's property
- Leaving playground unsupervised
- Repeated incidences of Type B

Consequences:

- Complete incident report
- Parents contacted by phone or letter and student details offence
- A period of restitution
- Playground behaviour monitor for a week
- Withdrawal from extra-curricular activities including visiting performances, sport, representation and school excursions may result
- Lunch and recess taken at a different time
- Withdrawal of special privileges may result

Type D: Extreme or dangerous behaviour

Referred to principal

- Two referrals to executive of Type C
- Extreme violence
- Stealing
- Insolence to teachers or visitors
- Unruly behaviour
- Deliberate acts of vandalism/graffiti

Consequences:

- Complete incident report
- Full or partial suspension
- Interview with parent
- School counsellor involvement

- Behaviour management program including a restitution plan until there is evidence that behaviour has improved and there is no longer any risk to students, staff or community members

Student Discipline Procedures

Suspension, Voluntary transfer from a school and Expulsion

Students who:

- do not respond positively to the strategies and practices for managing inappropriate behaviour
- consistently fail to follow the school and classroom rules
- engage in unsafe, violent or aggressive behaviour

Will be referred to the Principal who will, where necessary, employ the strategies outlined by Department of Education and Early Childhood Development (DEECD).

Suspension - General information

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended at any one time is ten school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than twenty school days in a school year. However, a student may be suspended for a further period (not exceeding ten school days) pending the principal's decision whether to expel a student.

Provision shall be made by the school for appropriate school work to be supplied to the suspended student where requested. While completion of the work is not a provision for re-entry to the school, parents can assist the process by ensuring that the work is completed.

The school principal has responsibility for student suspensions.

Further information including procedures before suspension, procedures for suspension and grounds for suspension and expulsion procedures is outlined in the DEECD '*Ministerial Order 625 Suspensions and Expulsions*'

Voluntary transfer from a school

In some cases after the suspension conference, parents of a student may agree with a recommendation that the student might make more of his or her educational opportunity in another school. Where such agreement exists, the principal should offer assistance to the parents to find another school. Parents and students must be given comprehensive advice about the benefits that this option would provide.

When a student is transferred, the principal of the student's former school shall ensure that sufficient background information concerning the student is given to the new school. This will enable staff at that school to develop appropriate curriculum and behaviour management strategies and to ensure that appropriate support is made available. Normal transfer arrangements, including documents signed by parents, should be completed.

Where a transfer is unable to be arranged, the student is to remain enrolled at his or her current school.

Expulsion - General Information

The school principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a principal. Except in the most unusual and extreme circumstances, it will only be used after other relevant forms of behaviour management outlined in a school's code of conduct have been exhausted.

Once an expulsion has been effected by a principal, the parent has the right to request that the president of the school council organise a review of the decision by establishing an Expulsion Review Panel (see page 18). This panel can advise the principal but not over-rule the expulsion decision. However, a parent of an expelled student may appeal to the Director of School Education where the Expulsion Review Panel affirms the principal's decision to expel the student.

The right of review is vested in parents alone, except where a student is living independently from his or her parent.

This policy was reviewed in May 2014

This policy was ratified by School Council in