



Student Welfare and Discipline Procedures

Incorporating Positive Behaviour for Learning

Rationale

The main activity of Smithfield Public School is to work with parents and the community to promote the overall growth and development of each child enabling them to be a productive, healthy, well-adjusted and well-behaved member of society.

Statement of Purpose

This document has been developed to ensure that the students of Smithfield Public School learn in an environment that is safe, happy and educationally focused. It is based on the *Values of NSW Public Schools*¹, which include:

- love of learning,
- aiming for high standards,
- care and respect for ourselves and others,
- care and respect for families and communities,
- respect for work and
- being proud Australians and citizens of the world.

At Smithfield Public School all members of the school community are involved in maintaining an environment that aims to provide effective learning and teaching within a secure, well-managed environment in partnership with parents/caregivers and the wider school community based on shared responsibility and mutual respect. Members of the school community aim to meet the needs of students by acknowledging appropriate attitudes and behaviour and by addressing issues related to unacceptable behaviour. Guidelines, expectations and consequences are clearly stated and managed consistently.

The Student Welfare is divided into five parts:

- the school behavior management system
- strategies to promote positive student behaviour and learning
- practices to recognise and reinforce student achievement
- strategies for dealing with unacceptable behaviour
- rights and responsibilities

¹ https://www.det.nsw.edu.au/languagesupport/documents/school_values/vinswps.htm

School Behaviour Management System

School Rules

Smithfield Public School's rules have been developed to meet the needs of the school community. The rules are based on Positive Behaviour for Learning (PBL). The purpose of implementing PBL is to foster a quality learning environment for all members of the school community and maximize learning outcomes for all students. Students are explicitly taught important social and behavioural skills and knowledge to support them in being positive members in our school community and assist them in making positive contributions to society.

Core School Rules

Our three core school rules are:

Safe Learner
Responsible Learner
Respectful Learner

Prohibited Items

At Smithfield Public School, the following items must not be brought to school.

- chewing gum
- knives, weapons of any description
- drugs (illegal). Medications to be taken to office.
- matches and lighters
- toy guns, swords, toys with sharp edges
- mobile phones – to be taken to office during school hours
- expensive toys
- electronic toys
- balls are only to be used to play handball
- other items that cause problems to students and teachers at the discretion of the principal

Not to be worn

At Smithfield Public School the following must not be worn.

- nail polish
- make up
- earrings other than studs or sleepers
- jewellery
- headbands that are not blue
- hats other than the school hat
- jumpers that are not school uniform

Behaviour Expectation Matrix

	Classroom and Library	Playground	Toilets	Hall	Canteen	Out of school settings	Office
Safe learner	Keep hands and feet to yourself Follow instructions Walk inside	Play safely Stay in bounds Wear a school hat	Use toilets properly Enter and walk safely within toilet Wash hands	Move safely Keep aisles and exits clear Keep hands and feet to yourself	Line up Follow instructions Buy and go	Listen carefully and follow instructions Travel to and from school in a safe way Keep hands and feet to yourself	Walk safely to and from office Keep doorways clear
Respectful learner	Be well mannered Allow others to learn Take care of school property	Follow instructions Bin it Share space and equipment	Consider the privacy of others Keep toilets clean	Sing National Anthem and School Song with pride Use inside voice Follow instructions	Wait your turn Use please and thankyou	Show pride in your school Consider community members and environment	Follow instructions Wait your turn quietly Use please and thankyou
Responsible learner	Be prepared and ready to learn Co operate with others Do your best at all times	Follow game rules Play together Make good choices	Return quickly to class or playground Use toilets during recess/lunch	Leave the hall tidy Enter hall with teacher	Don't share food Use your own money	Make good choices	Return quickly to class

Excursion Expectations

Excursions are a means of enriching the learning that takes place in the classroom.

Students from Smithfield PS who participate in excursions should:

- wear appropriate school uniform
- be well mannered and well behaved
- be punctual
- understand that inappropriate behaviour at school or in the classroom could lead to exclusion from school excursions

Sport Expectations (Code of Conduct)

The following code of conduct is designed to highlight:

- the principles of enjoyment, satisfaction and safe play in sport
- that students participate for their own enjoyment and development

Participating students at PSSA will:

- remember that the goals of the game are to have fun and improve my skills.
- compete by the rules and always abide by the referee/umpires decision.
- be a good sport and be modest in success and generous in defeat.
- understand that representing my school, on the sports field, is a privilege and therefore inappropriate behaviour at school or in the classroom could lead to suspension or exclusion from the team.

School Times and Punctuality Expectations

At Smithfield Public School, school commences each school day at 9:00am and concludes at 3:00pm. All students are expected to be in attendance between these times.

Staff are responsible for students between the hours on 8:30am and 3:30pm. Students are not permitted on the school grounds before 8:30am or after 3:30pm (unless they are involved in extra curricular activity that takes place before or after school).

Students are not permitted to leave the school grounds before 3pm unless escorted by their parents or caregiver. The parent or caregiver must present the teacher with a **Parent/Student Collection Note** before the teacher presents them with the student. These notes must be retained by the class teacher as a record of the student's partial absence from school and must be documented as such in the Class Roll.

If a student presents a teacher with a note from the parent or caregiver asking that the student be sent home early then the teacher is to refer the student and the note to the office.

When on an excursion, PSSA function or when the school holds special events, and a student's parent or caregiver is accompanying the group and requests that they take their child early, the parents must have permission from the class teacher before taking their child. A student will not be allowed to leave the care of a teacher with any other adult unless there is written permission from a parent or guardian.

General Playground Procedures and Expectations

At Smithfield Public School students without hats must play under a shelter. Students are not allowed to play in the toilets or out of bounds areas. All teachers at the commencement of the school year are to fully inform students of the playground boundaries and expectations for playing within these specific boundaries.

Whilst on playground duty *staff must be vigilant and mobile*, maintaining a safe and happy playing period for the students.

Whilst on playground duty staff will carry a bum bag that will contain:

- Red Slips to be issued to students when they display inappropriate behaviour on the playground- these are then put in their class teacher's pigeon hole. This then needs to be entered into Sentral by the teacher issuing the slip.
- An Emergency Card (red) to be used when a serious incident occurs in the playground and executive support is immediately required.
- Sick Bay Note to accompany a student sent to the office when they complain of feeling ill or require first aid assistance.
- Gloves

- Band Aids
- Sterile Wipes
- Mouth respiration sheets

If students wish to play games such as handball, basketball, cricket or soccer they must play them at the designated area. No tackling games are permitted.

The general playground procedures and expectations are outlined below.

Before Class 8.30am to 9.00am²

- Students are to sit with their bags on silver seats near the hall until 8:45am, under the supervision of the duty of care teacher. At 8:45am another teacher will come on duty and 3-6 students walk safely to A and C block. K-2 walk safely to W COLA .
- Students are expected to move quickly to classes at 9.00am Monday– Friday.

Lunch

First Half 10:50 – 11:20am.

- Students are to remain with their classes for eating time from 10:50 – 11am, supervised by their class teacher.
- Canteen available from 11 – 11:40pm, a teacher must be present and notify other duty staff that canteen duty has commenced.
- Students who wish to go to the canteen are to line up. The teacher on duty will then allow the line to sensibly walk to the canteen.
- During eating time, students are not allowed to go to the canteen/toilet/bubblers without permission from their teacher. A note is needed for students who do not have lunch to use the canteen during eating time.
- The teacher on eating duty is to check that the eating areas are rubbish-free before allowing students to move to the playground.

Second Half 11:20 – 11:40am

- All students are to play in the teacher supervised playground areas.
- Students are to line up for classes in designated areas when the bell rings at 11:40am.

Recess 1:40 – 2pm

- Students are to stay in bounds.
- Students are to use the canteen by lining up in the designated area
- Students are expected to move quickly to lines at 2pm. (first bell)

Afternoon 3.00pm

- Students are to leave school orderly and promptly.
- All students and parents are to leave the school using the gates and crossings.
- Students are not to ride bikes, scooters or skateboards in the playground.
- A teacher escorts uncollected children to the office by 3.15pm.
- Students are not to play on the equipment out of school hours.

² https://detwww.det.nsw.edu.au/inprincipal/sthwest_sydney/2008-04-04/ChildrenLeftatSchIB4SupervisionTime.htm

Out of Bounds Areas

- No student is permitted in a classroom without direct teacher supervision.
- Yellow lines marked on the playground indicate boundaries for 'No Go' areas.
- Area in front of the main school entrance
- All buildings, gardens, car park areas and construction sites.
- Behind the library.
- Behind and between classrooms.
- Administration building (unless there is an emergency or the child has a pass)
- Student access to the office is via the front door or office door. The doorways between the staffroom is out of bounds.
- Near the road
- General Assistant's storeroom.
- Pathway to Preschool.

Strategies to Promote Positive Student Behaviour and Learning

At Smithfield Public School many strategies are implemented to foster positive behaviour and learning. These strategies include:

- encouraging students to be responsible for their own learning and behaviour
- the provision of appropriate curriculum to meet the needs of each student
- providing opportunities for student success through conscientious and committed teaching
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- recognising student efforts, achievements, attitudes and behaviour through praise and encouragement (intrinsic and extrinsic), class achievement awards, awards for exemplary behaviour and the privilege of being involved in special activities.

Appropriate Curriculum

Smithfield Public School offers all students access to all Department of Education and NESA syllabi and curriculum.

To maintain effective standards of knowledge and understanding of curricula, staff are regularly trained through professional development meetings, and are provided with opportunities to attend in-services and workshops.

To further enhance the teaching/learning practices across all Key Learning Area staff are supported by mentors in implementing new teaching/learning practices within their classroom setting.

Supporting Students to Achieve Success

Programs implemented at Smithfield Public School aimed at supporting students to achieve success include:

- Drug Education- aims to develop harm minimising strategies in relation to legal and illegal substances.

- Child Protection Program- aims to provide students with the skills that will assist them in protecting themselves against physical, emotional and sexual assault.
- Support Staff- Support Staff are used by Smithfield Public School to support teachers in providing relevant and individual learning/behavioural programs for students, and provide relevant programs. These staff include- EAL/D Teacher (English as Additional Language/Dialect), LAST Teacher, School Counsellors and Learning Support Team.
- Explicit social skills program.

Practices to Recognise and Reinforce Student Achievement

Awards

Awards and public recognition of achievement are part of daily life at Smithfield Public School. Recognition may be in many forms. It ranges from the informal intrinsic acknowledgement, to the public mention in assemblies or the newsletter.

Implementation

There are three different types of formal school awards presented to students each week. Teachers are also to develop their own incentives and awards system within their classrooms. These are to include a range of intrinsic and extrinsic rewards for appropriate behaviour and achievement socially, behaviourally and academically. It is preferred that students develop a respect for and value intrinsic rewards and practice their use with their peers and society in general.

Formal Awards

The three types of formal awards are:

- awards for exemplary behaviour both in the classroom and in the playground (Merit certificates)
- awards for class achievement and effort (Merit awards)
- annual awards for meritorious achievement in the academic, social and sporting realms

Merit Certificates

Merit certificates are awarded for displaying exemplary behaviour. These can be given to the students by any staff member in the school and can be awarded for behaviour in class and in the playground. Merit certificates are also given to students for achievements they have made in class. These can be awarded for academic achievement or effort. Classroom teachers must award 1 student a certificate per session (morning, middle and afternoon sessions, 3 in total) per day. Support staff and Community languages teachers will also award 1 student per session each day.

Awards for Class Achievement and Effort

Annual Awards

These awards are presented at Smithfield Public School's presentation days that are held annually in December. We have a presentation day held at school where students are recognised for class, PSSA and other sporting/academic achievements.

Class Awards:

School Presentation Day: Each class teacher nominates 6 students to receive awards for achievements in specific areas. 3 receive medallions and 3 receive printed certificates.

Sports Awards:

- Each teacher responsible for a PSSA Team nominates 1 student from each team to receive a sport award for that particular sport (presented at school)
- Junior sports awards- junior girl swimming champion, junior boys swimming champion, junior girls athletics champion and junior boys athletics champion.
- Senior sports awards- Senior girl swimming champion, senior boys swimming champion, senior girls athletics champion and senior boys athletics champion.

Cultural Awards: (presented at school)

- Community Language Awards

Strategies for Dealing with Unacceptable Behaviour

Unacceptable behaviour is defined as any behaviour which:

- prevents students from enjoying their right to learn;
- prevents teachers from performing their right to teach or maintain effective supervision of other students; and /or
- places either students or staff in unsafe and/or threatening situations.

At Smithfield Public School strategies are implemented which are designed to:

- assist students in modifying their behaviour to a more socially acceptable standard;
- assist students in accepting responsibility for their behaviour and actions;
- assist students in developing strategies to use in similar situations and circumstances; **and**
- providing other students and staff respite from the disruption to their learning environment

Classroom Rules and Expectations

Classroom rules are our avenue to protect everyone's right to ensure active enactment of each person's responsibilities whilst at school.

All teachers, at the commencement of the school year are to negotiate their classroom rules with the students. Consequences for breaching these rules are also to be negotiated. Classroom rules and consequences are to be prominently displayed in the classroom under the school rules headings of Safe Learner, Responsible Learner and Respectful Learner.

Teachers are responsible for maintaining consistency and fairness when implementing their classroom discipline code.

The staff is committed to an assertive discipline strategy where students are provided opportunities to reflect upon their behaviour and consider more appropriate ways of dealing with issues. This will be enhanced by the regular review of classroom rules and consequences for inappropriate behaviour.

Consequences for Negative Behaviour

Classroom

If a student does not follow the school rules and is therefore **not** being a safe, responsible and/or respectful learner, a consistent system for negative consequences is implemented. This is:

- 1) Warning 1 - Verbal reminder or visual cue to student about the rules of the class and expectations and recorded on Red Slip. This warning remains effective for 5 days.
- 2) Warning 2 - Specific verbal reminder with student restating expectations, recorded on Red Slip. This warning remains effective for 5 days.
- 3) Red Slip - If behaviour continues after in class systems and verbal reminders have been used, then the two warnings become a Red Slip. The student is sent to the stage supervisor to discuss their behaviour. Time out may be imposed depending on the severity of the behaviours.
- 4) If a student receives 3 Red Slips (from either the classroom or playground) within a term, the student is to be sent to supervisor and placed on a level behavior monitoring card. Parents will be phoned to discuss the student's behaviour.
- 5) Red Slips will be recorded in Sentral.

Behaviour Slips and Level systems.

Yellow level: If a student continues negative behaviour and there are 3 incidences that have occurred, the student is to be sent to the deputy Principal or principal for time out at break times for a minimum of two days. Stage supervisor is to notify parents.

Orange level: If behaviour continues and 3 red slips have been issued following a yellow level, the classroom teacher must then develop a Personalised Learning and Support Plan (PLaSP) with behaviour targets. Stage supervisor, Learning and Support Teacher (LAST) and parents are to be involved and notified about the development of the PLaSP. The student will be placed on an orange level and visit the principal or deputy principal for timeout at break times for a minimum of three days.

Red level: If after the PLaSP has been implemented and a three more red slips have been issued, the student will be sent to the Principal. The Principal will then decide on the course of action individual to each incident and student.

Yellow level: 3 red slips = notify stage supervisor, supervisor to contact parents.

If behavior continues:

Orange level: 3 red slips after a yellow level = a PLaSP is developed (with parents, stage supervisor and LAST)

If behavior continues:

Red level: If a PLaSP has been implemented and a 3 more red slips have been issued after orange level, student referred to Principal.

Note: At times there will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be individually managed by the school Principal, in accordance with both the *Student Discipline in Government Schools Policy* and the *Suspension and Expulsion of School Students Procedures*.

Tracking and Recording Behaviours on Sentral

Student's behaviour needs to be tracked and monitored. For minor incidences in the classroom, behaviours can be recorded on a behavior tracking sheet kept by the classroom teacher (see appendix). For all other incidences such as violent behaviour (physical/verbal) or time out to supervisor, these incidences must be recorded in Sentral. The teacher involved is responsible for recording the incident; this includes support staff and community language teachers. Support staff and community language teachers are also responsible for communicating with the classroom teacher about the incident.

Detention

Teachers are responsible for in class detentions and need to be mindful of child protection laws and have 2 or more students present. Detentions are to be recorded and stage supervisors notified.

Withdrawal from Extra-Curricular Activities

Certain inappropriate behaviours will result in privileges being withdrawn (particularly on, but not limited to, orange and red levels), such as involvement in extra-curricular activities, including PSSA. The student may also be placed on an individual behaviour program to be monitored by the principal.

If the unacceptable behaviour continues, the principal may issue a 'Caution of Suspension' note.

Continually disruptive, unsafe, illegal, violent or aggressive behaviour will be dealt with by the Supervisor or the Principal and will result in parent notification, counselling, and/or involvement in behaviour modification programs.

In certain circumstances involving the threat or use of violence, possession of a suspected illegal drugs, possession of a prohibited weapon, instances of persistent disobedience or engaging in criminal behaviour related to the school, suspension from school will occur in accordance with the "Suspension and Expulsion of School Students – Procedures"³ issued by the DoE 2007.

Dealing with Unacceptable Behaviour in the Playground

Teachers will follow the same consequence system for inappropriate classroom behaviours when a student demonstrates unacceptable behaviour on the playground. Red slips will be passed on to the student's classroom teacher. Teachers will keep these slips for reference. The teacher issuing the red slip must enter the incident into Sentral.

Rights and Responsibilities

Rights

At Smithfield Public School everyone has rights.

- Students have a right to maximise learning opportunities and to work and play in a secure, encouraging environment.
- Staff have a right to teach quality programs in a safe and supportive environment and to be treated with respect.
- Parents have a right to participate in the learning partnership.
- Visitors have a right to feel welcome in the school and be treated with respect.

Responsibilities

At Smithfield Public School everyone has responsibilities.

Students have a responsibility to:

- Be responsible for their own actions.
- Work together to solve problems.
- Act in a safe and responsible manner.

³[https://detwww.det.nsw.edu.au/media/downloads/regions/hunter_ccoast/stusupport/stuservices/suspension/downloads/suspensi
onfaq.doc](https://detwww.det.nsw.edu.au/media/downloads/regions/hunter_ccoast/stusupport/stuservices/suspension/downloads/suspensi
onfaq.doc)

- Bring credit to and have pride in their school.
- Complete set tasks punctually, seek guidance when needed and demonstrate pride in performance.
- Maximise benefits from learning programs through regular attendance.
- Respect others' right to learn.

Staff has a responsibility to:

- Develop, implement and monitor quality programs for all students.
- Provide collegial support for peers and work as a team towards identified school goals.
- Encourage student self-esteem and achievement.
- Fairly allocate and use resources.
- Provide for student safety through punctual and visible disciplined playground supervision.
- Adhere to the profession's code of conduct.

Parents have a responsibility to:

- Support the school's rights and responsibilities charter.
- Develop a cooperative bond with teachers to enhance student learning and social well-being.
- Actively pursue relevant student and school information.
- Ensure their child is at school at the appropriate time and leaves school at the appropriate time.
- Send their child to school with appropriate equipment that won't cause harm (no glass bottles, knives, can openers etc)