



Lake Albert Public School

Strive and Succeed

STUDENT WELFARE POLICY STATEMENT

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Copies to:

All families in the school
All families of new enrolments
Staff
School Education Director

Review Date: November 2009

INTRODUCTION

The Lake Albert Public School Student Welfare Policy, 2009 has been revised and includes some changes from the previous document dated 12.5.98. This policy describes *Student Welfare* as “the way that the school systematically addresses the behavioural needs of the students” and is strongly based upon Department of Education and Training Policies, most notably the following documents:

- *Student Welfare Policy (1996)*
- *Implementing Student Welfare Policy (1996)*
- *Good Discipline and Effective Learning (1996)*
- *Procedures for Suspension and Expulsion of School Students (updated 2004)*

Lake Albert Public School’s Student Welfare Policy Statement encompasses all aspects of the students’ education and development to meet the personal and social needs of students.

The school motto of “Strive and Succeed” encompasses all aspects of school life.

STATEMENT OF SCHOOL PRINCIPLES AND AIMS

"Good Discipline and Effective Learning acknowledges that, when the partnership of parents, teachers and students is based on mutual respect, each partner will support the decisions and responsibilities exercised by others."

(The School Discipline Policy Statement NSW Dept. of School Education 1996)

The Lake Albert Public School Community is founded upon the principles of:

- Every child having the right and responsibility to learn
- Every teacher having the right and responsibility to teach
- Every parent/carer having the right and responsibility to be involved in their child's education

Lake Albert Public School Community believes that the care, welfare and education of children are a shared responsibility between home and school.

The values of being kind, polite, safe and tidy underpin this working relationship.

- Kind "Care and respect for families and communities"
- Polite "Courtesy to other students, teachers, visiting teachers and to community members"
- Safe "Care and respect for ourselves and others"
"Safety going to and from school, within the school grounds and at all organized school activities"
- Tidy "Proud Australians and citizens of the world"

This policy aims to improve student outcomes through the following areas:

- Effective Learning and Teaching
- Community Participation
- Positive Climate and Good Discipline

Effective Learning and Teaching

To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour.
- Identifying and catering for learning needs of students through effective teaching & learning programs.
- Providing opportunities for students and their parents to discuss learning programs and student progress.
- Ensuring that gender and equity issues are recognised and addressed across the curriculum.

The successful implementation of these practices will result in:

- Students being active learners.
- Establishment of learning support teams based on identified need.
- Attainment of learning outcomes appropriate to student's stage of learning.
- Students developing quality relationships with each other and behave in a way which is socially acceptable.
- Students feel valued as learners.

Community Participation

To enhance community participation by:-

- Building strong working relationships within our community. Positive relationships allow everyone to achieve maximum potential and growth.
- Encouraging parents and community members to actively participate in the life of the school.
- Recognising students' families, cultures, languages and life experiences.

The implementation of these practices will result in:-

- Stronger links between students, staff, parents and other members of the school community.
- Sharing responsibility for shaping appropriate student learning and behaviour.
- Staff facilitating parent and community involvement in a range of school activities.
- Students and their families knowing how to gain access to relevant support services in the community.
- Students being partners with parents and teachers in the teaching and learning processes.
- Acceptance by parents and caregivers of the shared responsibilities for student discipline.
- Providing quality education in a caring, safe environment with the emphasis on mutual respect, co-operation and fair treatment.

Positive Climate and Good Discipline

To enhance positive climate and good discipline by:

- Ensuring that principles of equity and fairness are reflected in school practice.
- Providing opportunities for students to demonstrate success in a wide range of activities.
- Developing and implementing policies and procedures that protect the rights, safety and health of all school community members.
- Establishing clear school rules that are known and understood by all school community members.
- Ensuring students attend school regularly.

- Providing opportunities for all students to feel valued and develop the skills involved in positive relationships, social responsibility, and problem solving and dispute resolution.
- Valuing difference and discouraging narrowing and limiting gender stereotypes.
- Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- Providing resources and opportunities for students to gain leadership experience.

The successful implementation of these practices will result in:

- The well being, safety and health of students, staff and community members.
- Principles of equity and social justice will be evident in school plans, programs and procedures.
- Provision of clear guidelines for behaviour that are known by staff, students and parents.
- The school reflecting the values of its community and welcoming the participation of community members in the life of the school.
- The school community affirming diversity and respecting difference.
- Students being able to learn without disruption from unruly behaviour.
- Students having the opportunity to participate in decision making.

RIGHTS, ROLES AND RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

Parents

Parents have the right to feel welcome and to know that their children work, play and learn in a friendly, safe and helpful school. They along with teachers share a commitment to provide opportunities for students to take responsibility for their actions. It is the shared responsibility of parents and students in partnership with teachers to develop socially acceptable behaviour.

Parents are expected to:

- ensure their children attend school
- support the school discipline policy
- model and shape their children's understanding and attitude about acceptable behaviour in school, on excursions and while travelling to and from school
- support special programs to address the needs of those with behaviour problems
- take responsibility for modelling respect for others and their property.

Principal

The Principal has the right to lead in the establishment of an effective learning environment at Lake Albert Public School, supported and respected by the school staff, students and school community. He/She is accountable for the educational leadership and effective management of the school.

The Principal is expected to:

- ensure the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment.

With this in mind, Principals have the authority to suspend, or exclude or recommend expulsion as well as the authority to determine the conditions for a student's continued enrolment.

Teachers

Teachers have the right to teach in a friendly, safe and satisfying school, which is supported by the school community. LAPS staff has the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. They also have the right to act in accordance with the discipline policy.

Teachers are expected to:

- provide an effective learning program to cater for children's needs
- treat children with dignity and respect in a positive classroom climate

Students

Students have the right to work, play and learn in a friendly, safe and helpful school. They have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

Students are expected to:

- respect and abide by school rules and the school discipline policy
- be responsible for their own behaviour and the consequences of that behaviour

POLICY CONTENT

~ SCHOOL RULES

At Lake Albert Public School, children have the right to learn and teachers have the right to teach free from disruption. Our rules for the classroom / playground / excursions and travelling to and from school, are derived from the following school rules.

LAKE ALBERT PUBLIC SCHOOL – SCHOOL RULES	
1.	BE KIND (This means respecting the rights of others – no fighting, bullying, hurting, teasing or swearing)
2.	BE POLITE (This means courtesy to other students, staff, visitors and community members)
3.	BE SAFE (This means playing by the rules in all games and activities and safety to and from school and during all organized activities)
4.	BE TIDY (This means caring for equipment, respecting property and taking pride in the appearance of the school by putting rubbish in the bin)

Demonstration of following school rules will be indicated in the following ways:

We show respect for ourselves and others by:

- working together
- respecting others personal space
- listening when others speak
- being kind, courteous and considerate
- being responsible for our own actions
- displaying self control
- showing obedience to requests from staff and others in positions of authority

We have a positive attitude to learning and school shown by:

- being on time, being prepared for lessons and completing homework
- wearing school uniform with pride
- making the most of each learning experience
- ignoring disruptive behaviour
- accepting recognition for achievements
- being willing to try
- travelling safely to and from school
- accepting and following the school rules when representing Lake Albert Public School

We show respect for our environment by:

- keeping our rooms and playground tidy
- respecting school property and other people's property
- assisting in the future development of the school environment

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

At LAPS we encourage effective discipline and learning by:

- providing a secure, safe and caring learning environment for students and teachers.
- providing each family with a copy of the school discipline policy so parents and caregivers are aware of their obligation of shared responsibility for student discipline.
- reviewing the discipline policy regularly at staff meetings.
- seeking Professional Learning in behaviour management practices (external and internal) for staff.
- discussing with the students at the beginning of each school year and throughout the year as required the class expectations in regard to the school's four rules.
- reviewing aspects of the school discipline code with parents at grade nights and we include extracts in the school newsletter when appropriate.
- ensuring staff provide appropriate, effective learning programs to meet the needs of each student.
- providing appropriate support programs – Support Learning Assistance, Reading Recovery, Counselling, Itinerant Support Teacher Behaviour (ISTB) involvement, etc.
- staff modelling of consistent, caring and controlled behaviour.

Teacher's Preferred Practices for managing student behaviour are:

- clarifying with students the rights, rules, responsibilities and routines of the school which forms the basis for all behaviour management and discipline.
- minimising unnecessary confrontation when managing students.
- using positive corrective practices wherever possible such as - giving simple directions, expecting students to comply, regularly commending children who comply, avoiding 'put-downs', redirecting attention when children become restless, follow a plan for managing behaviour disruptions.
- keeping the focus on the primary behaviour and avoid argument.
- inviting, modelling and expecting respect.
- utilising related and reasonable consequences consistently by all staff.
- actively teaching, promoting and supporting positive behaviour.
- having clear, school wide agreement on the reasons and use of "time out".
- building, promoting and utilising a unified approach to behaviour management.

STRATEGIES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The use of positive feedback is an effective way of reinforcing desired behaviour. A range of rewards and behaviour management strategies are used and include:

- **“YELLOW” ASSEMBLY AWARDS:** Six awards per class are given to students at fortnightly assemblies (Infants – even weeks, Primary – odd weeks). These awards are given to students by their class teachers for a variety of reasons at the discretion of the teacher. These awards do not count towards awards given out in the “Tangible Reward System”. (see below)
- **ASSEMBLY AWARD RAFFLE:** Students who receive an award at Infants or Primary assemblies write their name on a raffle ticket and place it in a Raffle Box located at the front office for the weekly draw.
- **PLAYGROUND / LIBRARY/ RFF/ CASUALS RAFFLES:** Students receiving raffle tickets from playground, library, RFF lessons or from a casual teacher write their names on the back and place their tickets in specified Raffle Box in front office or library.
- **RAFFLE DRAW:** Three raffle tickets will be drawn every Monday at the morning assembly. Prizes will be vouchers to the school canteen.
- **PROMOTE LEADERSHIP** amongst the students - students "running" weekly school assemblies, School/Primary Captains, House Captains, and Library Monitors.
- **REPRESENTATION CERTIFICATES:** are presented to Students who represent Lake Albert Public School in a variety of areas, e.g. sport, cultural and various school associated endeavors.
- **NEWSLETTER ACKNOWLEDGEMENT:** Publication of a positive, user friendly, regular school newsletter reinforcing student and school achievement.
- **ANNUAL PRIZE GIVING AWARDS:** - At the completion of the school year, the achievements and efforts of students are recognised by either book prizes or certificates at our PRESENTATION NIGHT. All Early Stage One students receive a certificate while 2 book prizes plus 4 certificates are presented to Stage One, Stage Two and Three classes. Other special awards/ sporting awards/ perpetual awards are also presented on this occasion.
- **SPECIAL EVENTS:** Celebration of educational achievements through school performances, Education Week, static displays and presentation days highlighting student achievement, effort and performance.
- **ONGOING REGULAR contact with parents** both informally (personally or by telephone) and formally (letter, newsletters, local newspaper reports, midyear interviews, portfolios and reports).
- **MODELLING** of consistent and caring behaviour by staff.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Students require clear limits and guidelines in order to function effectively in a community and to learn to their full potential in a safe and caring environment. At Lake Albert Public School, students are encouraged to develop self-discipline by accepting responsibility for their own behaviour.

Examples of unacceptable behaviour includes: -

- offensive language
- violence, bullying, harassment
- throwing objects
- damaging the property of others

Strategies to deal with these behaviours involve:

- rule reminding procedure
- time out
- detaining the student for a proportion lunchtime play or if on duty, have the student walk with them in the playground
- changing the seating arrangements within class
- behaviour monitoring for each session
- interview with parents
- demerit, only after a range of strategies (as above) have failed to be effective
- demerit, for a first offence if it is considered severe e.g.: violence, verbal abuse, etc
- discipline “levels system”

Excursions/School Representation

Where an excursion’s success or student/staff safety is at risk due to persistently disobedient behaviour or inability to follow school based rules by a student, the student's behaviour record is considered before permission is given to participate in an excursion or outside school event. Students having demonstrated inappropriate behaviour may not be permitted to join the excursion or represent the school. Parents will be advised of the situation and the school’s expectations leading up to the excursion and whilst on the excursion. A review meeting will be held prior to the excursion to discuss if the student’s behaviour has been appropriate, thus determining their involvement in the excursion.

Parents will be responsible for all costs and collecting the student should the child be suspended from any overnight excursion.

LAKE ALBERT PUBLIC SCHOOL DISCIPLINE LEVEL SYSTEM

Thorough documentation accompanies the System. Letters will notify parents if their child is at risk of being placed on a subsequent level of discipline and what the appropriate consequences will be. Students, who receive demerits for inappropriate behaviour, have their behaviour reviewed monthly.

- **LAPS SCHOOL RULES** will be displayed in each classroom.

LEVEL	STUDENTS	ACTIONS	CONSEQUENCES
Big Day Out	All students who follow school rules.	<ul style="list-style-type: none"> • Awards and Rewards = End of period activity. 	These children enjoy the rights and privileges LAPS has to offer.
Level 1 1 Demerit	<p>Students who have accumulated 3 Classroom 'Timeout' &/or Playground "Supervision Room Notification" slips or an instant demerit.</p> <p>Name recorded in "Demerit" section of Supervision room folder.</p>	<ul style="list-style-type: none"> • Level 1 note sent to parents. • 3 "Supervision Room" slips have been sent to parents. • Instant demerit warrants a telephone call by the Principal. 	<ul style="list-style-type: none"> • Student attends 2-days in Supervision Room. • Student unable to attend next "Big Day Out".
Level 2 2 Demerits	<p>Students who are recorded in the "Demerit" section for the second time within a 5-week period (ie. They have accumulated 3 more Classroom 'Timeout' or Playground "Supervision Room Notification" slips or an instant demerit.).</p>	<ul style="list-style-type: none"> • Level 2 note sent to parents. • 3 more "Supervision Room" slips sent to parents. • Telephone call by the Principal. • Instant demerit warrants a telephone call by the Principal. 	<ul style="list-style-type: none"> • Student attends 3-day Supervision Room. • Student unable to attend next "Big Day Out".
Level 3 3 Demerits	<p>Students who are recorded in the "Demerit" section for the third time within a 5-week period (i.e. They have accumulated 3 Classroom 'Timeout' or playground "Supervision Room Notification" slips or an instant demerit.)</p>	<ul style="list-style-type: none"> • Level 3 note sent to parents. • 3 more "Supervision Room" slips sent to parents. • Telephone call by the Principal to arrange a formal interview. • Instant demerit warrants a telephone call by the Principal. 	<ul style="list-style-type: none"> • Student attends 1-week in Supervision Room. • Student unable to attend next "Big Day Out". • Student is placed on class-playground monitoring card for a 5-week period. • Possible non-participation in external excursions/special activities.
Level 4 4 Demerits	<p>Students who are recorded in the demerit book for the fourth time within a 5-week period.</p>	<ul style="list-style-type: none"> • Level 4 note sent to parents. • Detention note sent to parents. • Telephone call by the Principal to arrange a formal interview (ISTB, parents, Principal, classroom teacher, school counselor) • Instant demerit warrants a telephone call by the Principal. 	<ul style="list-style-type: none"> • *Student attends 1-week in Supervision Room. • Student seated at recess. • Student unable to attend next "Big Day Out". • Student is placed on class-playground monitoring card for a 5-week period. • Non-participation in external excursions/special activities.
<ul style="list-style-type: none"> • Continuation of these behaviours may result in student being suspended from school in accordance with the Department of Education and Training's "Procedures for Suspension and Expulsion of School Students". 			

EXPLANATORY NOTES

- **“BIG DAY OUT”** – All students who follow the school rules are on this level. They will be allowed full school privileges to participate in excursions; special school occasions and represent the school.

- **Level 1 Notification (Appendix C)**

Students who receive 3 “Classroom ‘Timeout’” &/ or “Playground” Notification Slips (**a demerit**) or an **“Instant Demerit”** within a 5-week period. Students at this level lose the right to participate in the “Big Day Out”.

~ **Documentation Accompanying Level 1 (1 Demerit)**

A combination of any 3 Classroom ‘Timeout’ or 3 Playground Notification slips or any Severe incidents

- **CLASSROOM “TIMEOUT” NOTIFICATIONS**

- Classroom misdemeanors with an individual teacher are recorded on the board in conjunction with a range of teaching management strategies.

Incident 1 -Name recorded - Warning.

Incident 2 - (/) recorded next to name and student moved at teacher's discretion to time out area to work alone within the classroom.

Incident 3 - Another stroke (X) is recorded.

- The student receives a “Classroom ‘Timeout’ Notification Slip”
- The Student is moved to a Link Class with “Classroom Notification Slip” for the remainder of the session and/or next session. (2008 Link Classes are included as an attachment to this policy)
- The student attends “Supervision Room” for first half of lunchtime.
- Classroom ‘Timeout’ Notification Slip (**APPENDIX A**) is passed onto Executive on Duty in Supervision Room and then sent home to parents with the child.
- Parents sign sheet and return it to school to acknowledge receiving slip from child.
- Executive on duty keeps a copy of “Notification Slip” and records incident on Supervision Room Folder.

- **PLAYGROUND NOTIFICATIONS (APPENDIX Ba AND Bb)**

Incident 1 - “WARNING” → Incident recorded in Playground Folder on the warning sheet. Teacher on duty counsels student in regard to broken rule.

- Student walks with the teacher on duty for 10 minutes. This recorded incident remains current for the week it is incurred.

Incident 2 - Incident recorded in Playground Folder on the warning sheet.

- **IF INCIDENT OCCURS AT RECESS** sits out of play for remainder of play period.
- Student attends “Supervision Room” for first half of lunch on that day.
- Playground duty teacher fills out a “Playground Notification” slip and forwards it to the Executive on Duty in “Supervision Room” who then sends it home that day with the child.
- Parents sign sheet and return it to school to acknowledge receiving slip from child.

- **IF INCIDENT OCCURS AT LUNCHTIME** student is sent to “Supervision Room” for the remainder of play &/ or the first half of lunch on the next day (depending on the time during lunch when incident has occurred).

- Playground duty teacher fills out a “Playground Notification” slip and forwards it to the Executive on Duty in “Supervision Room” who then sends it home that day with the child.

- Parents sign sheet and return it to school to acknowledge receiving slip from child.

- Serious misdemeanors in the playground such as offensive language, violent behaviour, bullying, harassment, throwing objects, means the student is sent directly to the Principal/ Executive on Duty and an **instant demerit** is imposed.

- Executive on Duty keeps a copy of ALL “Notification Slips” and records incidents in Supervision Room Folder.

- Demerit & Classroom ‘Timeout’ & Playground Notification slips are filed in the Supervision Room Folder within the Pigeon Hole in Staffroom in the child's class sleeve.

- **Supervision Room Follow up (APPENDIX D)**

Whilst in the Supervision Room, students have to reflect on their behaviour and take responsibility for their own actions. The rule broken is identified and students record other acceptable ways they might have acted. They also suggest and carry out ways to put the “wrong” right. (known as restitution).

- **Documentation to Accompany Level 2 Notification (APPENDIX E)**

After 2 demerits within a 5-week period, a LEVEL 2 letter is sent home to parents with the offer for them to come to the school and discuss the behaviour with the Principal if they wish.

- **Documentation to Accompany Level 2 Notification (APPENDIX F)**

After 3 demerits within a 5-week period, a LEVEL 3 notification to parents is sent home and the parents are requested to attend an interview with the Principal.

- **Documentation to Accompany Level 2 Notification (APPENDIX G)**

After 4 demerits within a 5-week period, a LEVEL 4 notification to parents is sent home and the parents are requested to attend an interview with the Principal, ISTB, and School Counselor to discuss appropriate behaviour intervention programs.

- **“Big Day Out” Reinstatement Notification (APPENDIX H)**

Students on levels 1 - 4 have their behaviour reviewed by the Student Welfare Review Committee (Principal, Assistant Principal, classroom teacher) at a respective date as determined by their current level and may be reinstated to “Big Day Out” if their behaviour warrants such action. A “Big Day Out” notification is sent to inform parents of the good news.

- **Suspension, Exclusion and Expulsion From School**

From time to time unacceptable behaviour will occur where it will be in the best interests of the school community and the student, for the student to be removed for a period of time or completely.

Suspension allows time for the student to reflect on their behaviour and accept responsibility for changing their behaviour to meet the school's expectations, and for the school to implement programs to try and assist the student with their behaviour.

In most cases prior to suspension, the full range of strategies to deal with unacceptable behaviour will have been implemented, however in some cases the Principal has the power to determine that the student be suspended immediately.

Immediate suspension will include:

- possession of suspected illegal drugs
- violence or threats of serious physical violence
- possession of prohibited weapons

Principals may impose either a short or long suspension. The Principal will ensure that all suspensions are recorded in the suspension register.

Short Suspension

A short suspension is up to and including 4 school days. A suspension resolution meeting will take place with the parents/caregiver, a support person if requested and the Principal.

Short suspensions may be imposed for the following reasons and will be reported in the following categories:-

- **Continued Disobedience** – including : refusal to follow staff instructions, defiance, disrupting other students
- **Aggressive Behaviour** – including hostile behaviour towards other students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as emails or SMS text messages.

If unacceptable behaviour persists after 2 short suspensions, a long suspension or alternate program will be considered. If 2 short suspensions take place within 12 months the School Education Director must be notified.

Long Suspension

A long suspension is up to and including 20 school days. The School Education Director is notified of all long-term suspensions.

The student is interviewed about the allegations and is given the right to respond and have a support person present if requested. Key features of the interview are recorded. A report from the school counsellor must be sought at this point with recommendations for further action.

At the earliest convenience a resolution meeting will take place. After 2 long suspensions the Principal may recommend expulsion. Parents and caregivers must be provided with a copy of Lake Albert Public School Student Welfare Policy Document and information about appeal rights.

Returning from Suspension

Students returning from suspension will have participated in a suspension resolution meeting where strategies and expectations will be negotiated and put into place for the return to the school setting. Behaviour will be closely monitored.

After a 5-week period of appropriate behaviour, the student is reinstated to “Big Day Out” level.

Student Welfare Policy

Appendix 5

2010 Link Classes

If a student has been involved in three classroom incidents that requires the student receiving a Classroom “Timeout” Notification the student will be sent to the following Link Class for this timeout period.

KW – 3/4C
KB – 2/3T
K/1D – 5/6F
1E – 3/4M
1G– 5/6M
2C – 5/6W
2W – 4/5S
3/4N – K/6O

In the event of the teacher being away a timeout student should not be sent to the class where a casual teacher is engaged. The back up plan in this situation is as follows

Stage 1 students are sent to Mrs. Tinnock (stage 2 supervisor)
Stage 2 students are sent to Mr McColl (stage 3 supervisor)
Stage 3 students are sent to Mrs. Downing (stage 1 supervisor)