

EPPING HEIGHTS PUBLIC SCHOOL

STUDENT WELFARE POLICY



2010

CONTENTS

INTRODUCTION	1
OUTCOMES	1
THE PROGRESSION OF REFFERAL	2
ATTENDANCE	3
BUDDY SYSTEM	3
CHILD PROTECTION	3
KEEP THEM SAFE	4
COMMUNITY PARTICIPATION	4
EFFECTIVE LEARNING AND TEACHING	5
STUDENT PARTICIPATION AND LEADERSHIP	5
STUDENT REPRESENTATIVE COUNCIL	5
DISCIPLINE CODE	6
SCHOOL RULES	7
BEHAVIOUR MANAGEMENT PLAN	9
Practices to Recognise & Reinforce Student Achievement	10
Strategies for Managing Unacceptable Behaviour	11
Consequences for Unacceptable Behaviour	13
SUSPENSION AND EXPULSION	14
RESTORATIVE JUSTICE	15
<u>APPENDICES</u>	
1. K-2 Rules Charts	17
2. 60 Second Encounters	20
3. Behaviour Plan	21
<u>ATTACHMENTS</u>	
1. Anti Bullying Policy	24
<u>OTHER POLICIES</u>	
Please refer to:	
▪ Accident and First Aid Policy	
▪ Anti-Bullying Policy	
▪ Emergency Evacuation Policy	
▪ English as a Second Language Policy	
▪ Gender Equity Policy	
▪ Gifted and Talented Student Policy	
▪ Homework Policy	
▪ Integration Policy	
▪ PD/Health/PE Policy	
▪ Student Assistance Scheme Policy	
▪ Student Leadership and Election Policy	
▪ Students with Learning Difficulties Policy	
▪ Sun Safe Policy	

INTRODUCTION

Schools provide effective learning and teaching within secure, well managed environments, in partnership with parents and the wider school community.

OUTCOMES (From Student Welfare Policy, DSE. 1996)

Effective Learning and Teaching

- Students will be active participants in the learning process.
- Co-ordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

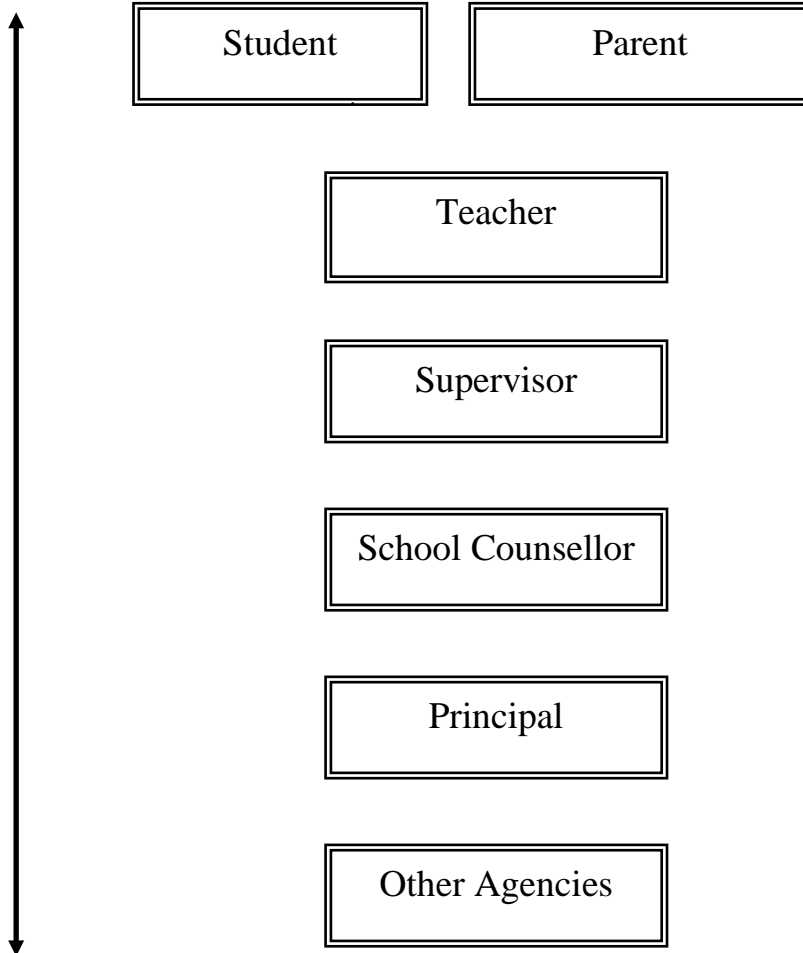
Positive Climate and Good Discipline

- The wellbeing, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Community Participation

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

Progression of Referral within the School



ATTENDANCE

- **Regular Attendance** is essential to ensure that effective learning occurs.
- Government legislation requires students to attend each day that instruction is provided. *Non attendance is only justifiable on grounds of 'sickness, danger of infection, infirmity or unforeseen event'*. (Department of School Education Attendance Policy, 1991)
- Regular attendance will be encouraged at all times with students and their parents/caregivers.
- Class teachers are directly responsible for monitoring daily attendance.
- Partial absences must be correctly recorded in Class Rolls.
- Teachers will send a note home asking for reasons for unexplained absences.
- The Principal will support class teachers ensuring that the monitoring procedures are effective.
- The Principal must approve absences of 15 days or more.

(Please refer to the EHPS Attendance Policy in full for more details)

BUDDY SYSTEM

Each year the Year 5 children are given a buddy from the incoming Kindergarten children. They meet their buddy at the Kindergarten Orientation days and help/guide them at lunch and recess at the beginning of their school year. This makes the transition to Kinder easier and the Year 5 children develop their leadership skills as a result.

During the year Stage 1 classes are buddied with primary classes where they can work together at various times throughout the year. Activities include reading, maths games, PE skills or art and craft. This is a most rewarding time for both classes.

BULLYING

Refer to School Anti-Bullying Policy Attachment 1.

CHILD PROTECTION

The aim of the child protection programs is to assist in reducing the incidence of child sexual, physical, emotional assault and neglect in our society.

Students will:

- understand that those who commit sexual assault and other abuse are doing something wrong and unacceptable;
- develop their competence to protect themselves against sexual assault and other abuse;
- develop their capacity to participate in positive relationships.

Staff training and dissemination of information about this curriculum is an important component of this program. Parents will be given the option of whether they or their child will participate in the programs.

To achieve the aims and objectives of child protection education in both the short and long term, teaching programs to prevent child abuse will focus on two areas of content:

- **Protecting Oneself** – This recognises that students have an immediate need to learn ways that will help them to protect themselves
- **Nature of Relationships** – This provides a long-term perspective which recognises that social change is needed to reduce the incidence of child assault. By assisting students to develop and maintain positive relationships the incidence of child assault can be reduced.

The Child Protection Program will be implemented every year.

KEEP THEM SAFE

The goal of Keep Them Safe is that "all children in NSW are healthy, happy and safe, and grow up belonging in families and communities where they have opportunities to reach their full potential".

The key elements are:

- Increasing the threshold for reporting children and young people to the Child Protection Helpline from "risk of harm" to "risk of significant harm".
- Establishing Child Wellbeing Units in the major government reporting agencies.
- Establishing a network of Family Referral Services.
- Enhanced service provision focusing on early intervention and prevention, including comprehensive universal, secondary and tertiary services.
- Increasing the role of non-government organisations in delivering services.
- Changes to out-of-home care.
- Changes to processes in the Children's Court.
- Providing better services to Aboriginal children and young people, with the aim of reducing their over-representation in the child protection system.

Now the new threshold of risk of significant harm has come into effect:

- mandatory reporters employed in Government agencies (Health, Education, Police & Human Services) that have a Child Wellbeing Unit (CWU) in their agency can call their CWU for help in identifying whether a case meets the new threshold of risk of significant harm; however, if the Mandatory Reporter Guide indicates there is risk of significant harm, they should contact the Child Protection Helpline directly.
- mandatory reporters employed by non-government organisations or by Government agencies without a CWU will still report matters where they believe a child is at risk of significant harm to the Child Protection Helpline on 133 627

Agreed policy definition of significant harm

What is meant by "significant" in the phrase "to a significant extent" is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent. What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare or wellbeing.

Commencement of Information Exchange Provisions

New laws applying to the exchange of information about children and young people commenced on 30 October 2009. The new Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998 clearly prioritises the safety, welfare and wellbeing of a child or young person over an individual's right to privacy although such information should be handled sensitively.

COMMUNITY PARTICIPATION

The school will foster the development of a co-operative learning community by:

1. Providing opportunities for staff, students and parents to work together for planned results and supporting parents and students in making decisions about the student's own learning programs, e.g. participating in collaborative reporting with their child; utilising appropriate forums to take an active role in the planning of school policies and directions.

2. Acknowledging parents as partners in school education and encouraging them to actively participate in the life of the school, sharing their skills and experiences in the school community. At the same time the school will endeavour to provide opportunities for parents to be made aware of current philosophies/practices in education and child development.
3. Recognising that students bring a myriad of background experiences to the school, all of which are a valuable addition to a culturally diverse community.
4. Encouraging student representative groups to communicate with both staff and parents

EFFECTIVE LEARNING AND TEACHING

Catering to the Individual

Epping Heights Public School has an emphasis on catering to the individual learning needs of students. Students' learning styles are accommodated and class organisation and structures are designed in an effort to cater in the most effective manner for the wide range of student and staff abilities. Teachers incorporate programs for students with special needs.

HOMEWORK POLICY

Homework should provide purposeful learning experiences which may consolidate, extend and/or enrich the school programs. See Epping Heights Homework Policy.

SCHOOL UNIFORM

All students are expected to wear school uniform every day except in special circumstances as notified by the school. If parents are experiencing difficulties in meeting the cost of school uniform or other school requirements, they are advised to apply to the Principal for financial support from the Student Assistance Scheme.

STUDENT PARTICIPATION AND LEADERSHIP

This school provides a range of opportunities for students to experience and develop leadership skills and participate in school decision making and planning processes.

These include:

- School Captains and Prefects
- House Captains
- Class Captains
- Class Monitors
- Computer Monitors
- Library Monitors
- Sports Monitors
- Environment/Recycling Monitors
- Student Representative Council

STUDENT REPRESENTATIVE COUNCIL (SRC)

The SRC is a student based committee that meets regularly during the school year. It consists of two representatives who are elected each Semester from Years 2 to 6 with School Captains as SRC Leaders. One teacher is responsible for the overall functioning of the council.

The SRC aims to develop in each councillor a greater sense of self-confidence, an understanding for the need for rules and an understanding of the democratic process. After the class representatives have been elected, the whole class may choose to discuss specific topics of interest, vote on one or two issues and take these issues to a council meeting. Here a vote is taken on all issues presented. The two overall issues chosen by the SRC as most significant are then reported to/discussed with the Principal by the leaders of the SRC.



Epping Heights Public School Discipline Code

This code sets out the requirements for school rules at EHPS.

Prevention Practices

- Positive school-wide expectations – (few in number) defined, taught & encouraged
- Expectations are posted big, bold and beautiful throughout the environment
- Focus is on teaching and embedding school wide expectations
- Formal instruction in social skills
- Integrated into all school situations

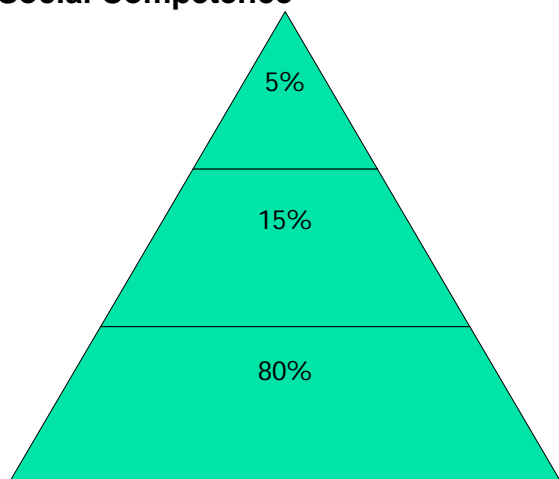
Purpose

- Provide a consistent system
- Promote positive student behaviours
- Help students to regulate their own behaviour
- Boost student engagement
- Improve student behavioural and academic outcomes
- Provide teachers with guidelines to effectively and consistently manage behaviour in both classroom and non classroom environments

Strategies for the explicit teaching of rules

- Discussions about school Rules, Rights and Responsibilities
- Program Achieve program and resilience lessons
- Information and promotion through newsletters
- Principal to discuss at assemblies
- Acknowledgement through Merit awards, You Can Do It awards and Student of the Month
- Notices placed on school notice board
- Links to Personal Development, Health and Physical Education Program including rules of games, fair play, participation, child protection, drug education and safety.

Social Competence



5% of all students require intensive individual intervention

10-15% of students require targeted group intervention

80-90% of all students respond to universal intervention

Rules

The following rules are posted big, bold and colour coded throughout the school environment.

Be Safe (yellow)

Be Responsible (green)

Be Respectful (blue)

Any other situational rules will be linked to the above three foundations of appropriate behaviour. This may be achieved by matching colour codes or other visual connections.

Examples

In the classroom

Be Safe	Be Responsible	Be Respectful
Always walk in the classroom Follow directions	Complete your work Take care of your belongings	Raise your hand to speak Listen to others



In the playground

Be Safe	Be Responsible	Be Respectful
<p>Stay where the teacher can see you</p> <p>Wear your school hat</p> <p>Play safe games</p>	<p>Put your rubbish in the bin</p> <p>Look after equipment</p> <p>Eat before you play</p>	<p>Listen to the teacher</p> <p>Include others in your game</p> <p>Speak nicely to each other</p>

In the toilets

Be Safe	Be Responsible	Be Respectful
<p>Don't play in the toilet area</p> <p>Don't climb over or under</p> <p>Always wash your hands</p>	<p>Keep the area tidy</p> <p>Tell a teacher if there is a problem</p>	<p>Give others privacy</p> <p>Leave the toilet flushed and clean</p>

BEHAVIOUR MANAGEMENT PLAN

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

- Setting achievable goals
- Responsibilities
- Privileges – choosing games
- Catering for children with different learning styles
- Children evaluating own work
- Maximising student achievement
- Parent / student / teacher evaluation
- Children have say in direction to follow
- Recognising and fostering gifts and talents
- Presentation / speech night
- Talent quests
- Inter school competitions
- Displaying children's work
- Performing in and for the community
- Social Responsibility – tone of school. Peer support, student council, buddy system and social skill development
- Providing a challenging program
- Appropriate curriculum catering for individual differences
- Staff modelling of consistent, caring and committed behaviour
- The provision of appropriate support programs, ESL, STLD, remediation and counselling

STRATEGIES FOR MANAGING UNACCEPTABLE BEHAVIOUR

A. CLASSROOM

Display classroom rules

Discuss rules and consequences with the children

If the behaviour is inappropriate in the classroom these are the steps you take –

1. Children given a warning.
2. 60 second encounter.
3. Repeated misdemeanour – moved to a time out area in the classroom
The child will move to a table or area in the classroom, apart from the other children to work on a behaviour plan and to complete work, but NOT longer than one session.

If the behaviour continues students may be sent to a buddy class to work by themselves.

When behaviour plan is completed, the student waits for the teacher to discuss the issues involved.
4. If the behaviour continues, the student will be sent to the Stage Supervisor.
5. If the behaviour continues the student will be referred to the Principal.
6. Discussions between Class Teacher/Stage Supervisor/Principal will determine if detention is warranted.

At any stage parents may be notified if a pattern of continual misbehaviour is developing.

If a child wants to remove themselves from a difficult classroom situation, they may move to the “time out” area in the classroom to work on their own. This is to encourage self discipline.

After the behaviour plan has been completed the child keeps the plan and the teacher needs to photocopy it for future referral.

B PLAYGROUND

1. Warning.
2. 60 second encounter.
3. In the event of continued inappropriate behaviour, the child will move to an area away from playing area or walk with the teacher for 5-10 minutes. They may have their name recorded in a playground book and receive a detention if their name appears 3 times in a term.
4. If the behaviour continues the child will be referred to a member of the Executive for detention.
5. In the case of deliberate physical violence, time out will be implemented immediately and the child referred to a member of the Executive and placed on detention.

2 colour cards are in the bum bags – these are to be used for teachers to send for assistance -

Green if there is an accident

Red if there is an incident of violence

NOTE:

In some circumstances an individual student behaviour plan may need to be implemented. This plan will be developed in consultation with the Classroom Teacher, School Executive, Learning Support Team, ISTB (Itinerant Support Teacher Behaviour) and other support teachers as required. Parents will be informed of the plan and have input into its development.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR ON EXCURSIONS AND SPORTING EVENTS

1. Two warnings will be given.
2. If the unacceptable behaviour continues, the student will stay with the teacher.
3. The student develops a behaviour plan on returning to school that will be discussed with a member of the Executive.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR WHILE TRAVELLING TO AND FROM SCHOOL

Parents will be contacted if a child deliberately breaks road rules, or behaves inappropriately en route to school.

SUPPORT PROGRAMS

Support Programs including School Counsellor, District Behaviour Team (DBT), Itinerant Support Teacher Behaviour (ISTB) and Student Welfare Consultant (District Office) are available.

PRIVILEGES SUCH AS EXCURSIONS OR REPRESENTATION ON SCHOOL TEAMS MAY BE WITHDRAWN IF BEHAVIOUR IS UNACCEPTABLE

SUSPENSION AND EXPULSION

Any student who commits the following offences will be suspended.

- Possession of a suspected illegal substance
- Violence
- Possession of a weapon
- Persistent disobedience
- Criminal behaviour

See Department of Education and Training “Procedures for the Suspension and Expulsion of School Students” Policy 1998

RESTORATIVE JUSTICE

“...the parties affected by harmful behaviour are engaged in *reaching a common understanding of what has happened* and in *determining collectively how best to deal with the aftermath* of what has happened, is an example of joint *problem-solving* by citizens with equal rights.”

School processes include:

- Peer mediation
- Circles, peacemaking circles or circle time
- Community Conferencing

Restorative justice approaches typically involve a process known as "conferencing".

What is Conferencing?

Conferencing involves a formally structured conversation between people who are affected by conflict in a community. That conflict may be:

- the result of some harmful act about which there is *no dispute* , and/or
- associated with *many* unresolved *disputes* between individuals, and/or groups in the community.

Whether there is no dispute, or there are many disputes, the Conferencing format enables everyone affected to consider:

- what happened,
- how each person has been affected, and
- what might be done to improve the situation.

Community Conferences tend to be convened in the wake of reasonably serious incidents of harm. Typical incidents, occurring within or outside the classroom, involve behaviours such as:

- bullying;
- fighting;
- significant and/or persistent disruption;
- property damage; or
- theft.

APPENDICES

Be Responsible



I will try my best
I will finish my work
I will follow instructions
I will look after my belongings
I will play fairly and by the rules

Be Respectful



I will cooperate

I will be polite

I will be honest

I will work without interrupting others

I will look after other people's property

Be Safe



I will play safely
I will not go out of bounds
I will move sensibly around the school
I will always wear a hat to play
I will follow instructions

60 Second Encounters

Disciplining Dialogue in Both the Classroom and Playground

Suggested techniques for assisting children to satisfy their needs using appropriate methods

1. Ask ...
- * What are you doing?
 - * Is it helping?
 - * Is it keeping the rules?
 - * What is your plan to do better?

2. Ask ...
- * What do you want?
 - * Where will that get you?
 - * Do you need to change what you're doing so that you get what you want and others get what they want?

3. Say ...
- * It looks as though you are having a problem.
 - * Calm down.
 - * As soon as I can, we'll get together and work something out.

4. Ask ...
- * What are you supposed to be doing?
 - * Can you do that?
 - * Thank you I appreciate that.

5. Say ...
- * The expectation is
 - * What can you do to fix it?

My Plan

Name

Class

Rule/s broken: I will -

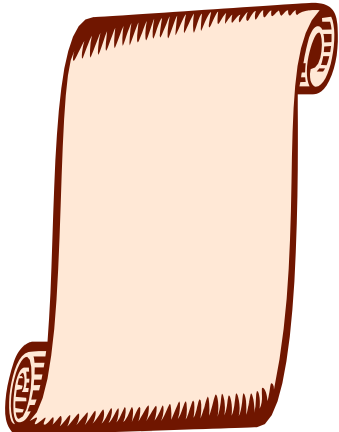
- Be Safe Be Respectful Be Responsible

- 1. **What I was doing.** I was.....
.....
- 2. **What I wanted.** I wanted
- 3. **What I could do differently.** I could

How I plan to make this happen. I will

I will start this plan on / /

Plan discussed with (Teacher)



Signed – Student

Signed – Teacher

Executive Supervisor Comments (if required).....

My Plan

Rule/s broken: I will -

Be Safe

Be Respectful

Be Responsible

Name

Class

DRAW A PICTURE OF WHAT YOU WERE DOING

DRAW A PICTURE OF HOW YOU CAN MAKE THINGS BETTER

Signed Date

ATTACHMENTS



Epping Heights Public School –Anti-Bullying Policy

This policy sets out the requirements for dealing with bullying behaviour at Epping Heights Public School. It includes specific strategies for identifying, reporting and dealing with bullying behaviours. The Anti-bullying Plan is a key part of the school's planning for student wellbeing and effective learning. It complements the school's Student Welfare and Discipline Policies.

Policy Statement

- Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form.
- Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

What is Bullying ?

- Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.
- Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

A statement of purpose

- Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community.
- Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.
- Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Students can expect to

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-bullying Plan
- respond to incidents of bullying according to their school Anti-bullying Plan.

Schools have a responsibility to:

- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform students, parents, caregivers and the community about the School Discipline Code and Anti-bullying Plan
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up complaints of bullying, harassment and intimidation.

Teachers have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan.

Procedures and Standards

All schools must have strategies in place to prevent and deal with bullying

Strategies to prevent bullying

Strategies must be in place in all schools to effectively teach the skills and understandings that will lead to eliminating bullying behaviours.

These strategies must

- be taught across key learning areas
- be reinforced consistently through school practices that promote respectful relationships.

These strategies will

- empower the whole school community to recognise and respond appropriately to bullying and harassment
- contribute to the general health and wellbeing of all students.

Strategies to deal with bullying

- Schools must deal with bullying quickly and effectively.
- Strategies for dealing with bullying must be described clearly in the Anti-bullying Plan and implemented consistently by school staff.
- Strategies for dealing with bullying must be linked to the School Discipline Policy and encompass the range of options available to deal with unacceptable behaviours, including suspension and expulsion.
- In dealing with bullying behaviour, schools need to recognise the repeated and recurring nature of bullying and have mechanisms in place to identify patterns of repeated offending.
- Students, their parents and caregivers must be encouraged to be proactive in dealing with bullying, so that appropriate support can be provided to those students involved in any incident.

The Anti-bullying Plan must include specific strategies for:

- reporting (by students, parents, caregivers and teachers)
- intervening (by students, parents, caregivers, teachers and other school staff)
- accessing help and support (by students, parents and caregivers)
- communicating Departmental appeal procedures (for students, parents and caregivers)
- professional learning (for teachers and other school staff).

Responsibilities and Delegations

Principals are responsible for leading the development, implementation and evaluation of the Anti-bullying Plan and for ensuring that the Plan is readily accessible to all members of the school community.

Monitoring, Evaluation and Reporting Requirements

The Anti-bullying Plan must be reviewed on a regular basis, so that all members of the school community are aware of and remain committed to it. The Plan should reflect the current teaching and learning practices at the school. The review will provide opportunities for reflection and renewal.

Strategies to review the school Anti-bullying Plan include

- gathering and analysing all relevant information on the nature and extent of bullying and harassment, including data that highlights patterns and trends, such as suspension data
- evaluating the extent to which the school's Anti-bullying Plan has been effective in addressing bullying and harassment and promoting a safe and secure environment.

Schools should develop and implement a revised Plan, if necessary, following a review. Schools should continue to monitor and evaluate the implementation of the Plan on an ongoing basis.