Caringbah North Public School
Student Welfare, Good Discipline
and
Effective Learning Policy.
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Student Welfare, Good Discipline and Effective Learning Policy

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Caringbah North Public School
Student Welfare, Good Discipline and Effective Learning Policy.

Our school seeks to provide quality education for all students, taking account of their age, background, ability and interests. We aim to help students become self directed, lifelong learners who can create a positive future for themselves and for the wider community. This will be achieved by providing a place where every student can learn and grow with confidence; where teaching and learning occurs in a context of student welfare.

Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Context
Student welfare in Caringbah North School:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- incorporates effective discipline
- recognises and implements restorative practice.
- provides interesting and challenging learning programs which cater for the individual needs of the students.
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to enjoy success and recognition.
- make a useful contribution to the school.

At Caringbah North many opportunities are afforded teachers to recognise the worth of students:

- Use of Honour certificates at assemblies.
- Use of “You Earned It” Awards.
Use of Merit Systems within individual classrooms.
Display of children’s work.
Display individual talents – perform a dance, play a musical instrument.
Recognising children who have displayed citizenship qualities.
Recognising achievements outside school.

Effective learning and teaching

Objective
Caringbah North School enhances effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- developing a climate of mutual respect – between students: between students and staff
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing opportunities for students and their parents to discuss learning programs, student behaviour and progress through parent teacher interviews and semester reports.
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum
- maintaining a classroom environment that is conducive to learning including - adequate ventilation, lighting, maximum use of space to ensure comfort and security, size of desk, furniture arrangement and tidiness.

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

Results for students
- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible behaviours.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.
Positive climate and good discipline

Objective
Caringbah North School promotes and encourages positive climate and good discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- developing a climate of mutual respect between staff and students
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in the use of the restorative practice framework - positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting all stereotype
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- 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 using a range of mechanisms, including student representative council programs.

Examples of programs which support these strategies include:

*Restorative Practice  *Child Protection  *Fitness K-6
*Assertive Discipline  *Music and Performing Arts  *Friday Sport
*Parent Tutors  *Life Education  *Personal Development
*Class Grouping  *Support Teacher Learning Assistance  *Integration
*New Arrivals Program  *Ability Groups  *School Counsellor
*Itinerant Support Teacher - Behaviour  *Better Buddy Buddies
*Commendations, Awards, Merit Certificates  *Social Skills Group
*Parent Communication  *Reading & Maths Groups  *Assemblies
*Chess, Band and Computer
Outcomes

- The well-being, 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.
- 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.

Results for students

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school’s organisation and know about the student representative council and other representative bodies such as the P&C.
- Students views and ideas will be acknowledged and heard both formally and informally.

Restorative Practice

The aim of the restorative practice framework is to support and facilitate the building and sustaining of healthy relationships which will lead to abundant personal growth, capacity for character building and a high level of achievement in all areas of endeavour.

Restorative Practice approach is built upon;

- the need to be respectful and fair.
- repairing harm and restoring or building relationships.
- promoting positive behavioural change and building stronger relationships.

Restorative Questions I

When things go wrong.
What happened?
What were you thinking of at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?
Restorative Question II

*When someone has been hurt.*
What did you think when you realised what had happened?
What impact has this incident had on you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

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School Rules

**School Motto**     “TRUTH and BEAUTY “

**School Pledge**

As a pupil of Caringbah North School I promise to try my hardest to play fairly, to be truthful and obedient, to be polite and to conduct myself at all times so as to bring credit to myself, my family, my school and my country.

**Student Rights and Responsibilities**

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Caringbah North every student has the right to:</td>
<td>At Caringbah North every student has the responsibility to:</td>
</tr>
<tr>
<td>• Learn in a caring and challenging environment</td>
<td>• Do their best and try their hardest</td>
</tr>
<tr>
<td>• Participate actively in school activities</td>
<td>• Represent the school with pride and honesty</td>
</tr>
<tr>
<td>• Be safe and know their possessions are safe</td>
<td>• Be in the right place at the right time, doing the right thing</td>
</tr>
<tr>
<td>• Be treated with respect by everyone</td>
<td>• Treat everyone with respect at all times</td>
</tr>
<tr>
<td>• Play safely</td>
<td>• Play safely</td>
</tr>
</tbody>
</table>

**Expectations:**

*General*
- obey all school rules
- be polite, friendly and honest to teachers, parents, visitors and other students
- report any verbal or physical bullying or discrimination at any time to the teachers or principal
- respond positively to requests from members of staff both teaching and auxiliary, canteen and parent helpers and scripture teachers
- when attending excursions or sporting activities behave myself so as to bring credit to my school
- wear the correct school uniform each day including a school hat
- attend school regularly
- arrive at school punctually each day i.e. between 8.45am and 9.10am and respond punctually to bells rung during the day
- respect and care for school property and environment

*Safety*
- enter and leave the school at the correct places i.e.
  1. The gate at the pedestrian crossing in Cawarra Road
  2. The gate adjacent to Dianella Day Care Centre. If crossing Dianella Street I shall do so using the Children’s Crossing area
- On my way to and from school obey the rules of the road and public transport
- walk my bike in and out the school grounds
- wear a helmet when riding my bike
- only use the climbing equipment under the direct supervision of a teacher
- be aware that no weapons, real or replica, illegal drugs, alcohol or tobacco may be brought to school.

**Class Rules**

Limits or behavioural expectations must be set in order for children to function effectively in any class situation.

These expectations must be communicated effectively and the standards must be consistently maintained.

Rules should:
- Define expected classroom behaviour
- Define procedures or routines, e.g. What can I do when I complete set work?
- Define the rights and responsibilities of individuals, e.g. personal property should not be interfered with

Other points to consider with regards to class rules are:
- not too many
- clearly expressed
- negotiated
- positively stated
- enforceable
- contracted
- publicly posted

**Assertive Discipline**

Assertive Discipline is a positive program which has the goal of teaching students to choose responsible behaviour and in doing so raise their self-esteem and increase their academic success.

The aim of assertive discipline is to establish an environment in which a teacher can teach and students can learn. To achieve this there are a few basic principles which we must be aware of

- Positive reinforcement will be given to children for good behaviour
- Children know how to behave but some just choose not to behave
- If a child chooses not to behave appropriately then he/she must be aware of the consequences
Inappropriate or disruptive behaviour will be acknowledged BUT in a discreet way without giving the child the attention he/she is demanding

More valuable teaching time is available because teachers are not wasting class time chastising and reprimanding children for their disruptive or inappropriate behaviour

The plan consists of 3 parts

- Rules that students must follow
- Positive recognition that students receive for following rules
- Consequences that result when students choose not to follow rules

Does Assertive Discipline Work?

In the classroom

- The teacher negotiates with the class the behaviour rules he/she expects the children to abide by when in class (approximately 5 rules).
- These rules are displayed within the classroom and discussed with the children.
- Rewards for good behaviour are discussed e.g. Verbal praise, first to leave at recess, stickers. Teachers’ rewards will vary from class to class.
- Additionally during the week children in every class are awarded special “You Earned It” cards. A tally of these cards is kept by students and teachers. Different Principal’s Certificates of Recognition are awarded for 5, 10, 15 and 20 “You Earned Its”. These are presented at the Assemblies.
- A special award of a cloth badge is given when a student reaches 25 “You Earned It” cards. Parents are encouraged to sew this badge on their child’s school hat. This is the maximum award and students start again once the badge has been received. Students receiving a badge are included in the school Newsletter.
- Awards will carry over from year to year so that all students have the opportunity to receive recognition for good behaviour.

In the playground

All children must follow the rights and responsibilities negotiated.

During each play session (i.e. Recess, 1st lunch and 2nd lunch) children are rewarded for their good behaviour with a special yellow ticket. At an assembly each week all tickets from the previous week are placed in a box and 1 ticket per grade are drawn out.

These children are presented with a “Canteen Voucher” card which entitles them to buy a special treat of their choice from the canteen.

An additional incentive for K-2 students relates to the use of the playground behaviour sheets. Students, whose names do not appear at all on the sheets during a term, receive a “You Earned It” card.

Other strategies to promote positive behaviour may include:

- The use of “Honour Awards” and other appropriate school based rewards;
- Ongoing, regular contact with parents, e.g. newsletter, interview;
- Commendation at assemblies and special school activities;
Fostering positive relationships with the local media to promote public acknowledgement of the school and individual student achievements;

- Modelling of consistent and caring behaviour by staff
- Use of school’s Changeable Sign.

Consequences for Unacceptable Behaviour

In the Classroom
Consequences for disruptive or inappropriate behaviour are discussed and displayed in each classroom so all children are fully aware of what will happen if their behaviour is inappropriate.

Consequences may vary slightly from class to class. They are graded in severity from an initial warning to removal to another room. The following is a guide to their implementation:

1. Name on Board - Warning
2. Name Plus X - Last to leave room (or other minor punishment)
3. Name plus XX - Time out area of class (or other stronger action)
4. Name plus XXX - Removal from classroom to another teacher’s room for a short period of time with work to be completed.

If a student’s behaviour is of a severe nature which warrants immediate attention a severe clause will apply.

- **Severe Clause Consequences** - Child sent to AP or Principal
  - Immediate interview with parent
  - School Counsellor intervention where appropriate
  - Individual behaviour modification program
  - Suspension (refer to last page).

- **Behaviour that warrant the use of the Severe Clause**
  * Constant disruptive or inappropriate behaviour
  * Violence
  * Challenging teacher’s authority
  * Bullying (continual)
  * Stealing
  * Possession of weapons, illegal drugs, alcohol or tobacco

In the playground
For those children who do not behave properly and abide by the school rules a set of consequences has been devised.
Consequences

1. Name on playground clipboard sheets – verbal warning for minor misbehaviour.
2. For more serious incidents – name on sheets and time out – shadowing the teacher

Students whose name appears twice on the sheets – warning - note to parents.

Students whose name appears 3 times on the sheets in a short amount of time – lunchtime detention - note to parents.

Detention 3 times in term – letter requesting parent interview.
The playground sheets and detention classes are supervised by the Assistant Principal.

Suspension

According to DEC Policy

Community participation

Objective

At Caringbah North we enhance community participation by:
- building learning communities in which staff, students and parents work together for
  planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognising students’ families, cultures, languages and life experiences.
- Communication with parents.

Outcomes

- 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.
- Parents have a good knowledge of what is happening in the school.

**Results for students**
- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.