WINMALEE PUBLIC SCHOOL

STUDENT WELFARE:

POLICIES

&

PROCEDURES

At Winmalee Public School
we are here to.

Be Safe

Be Respectful

Be Learners

“We Are The Future”
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WINMALEE PUBLIC SCHOOL – CODE OF CONDUCT

- Speak and act politely
- Be responsible for your own actions
- Be in the right place at the right time
- Take pride in yourself, your work, your school and your environment
- Respect people and their property
- Strive to do your best
- Play and work together fairly, safely and sensibly
- Respect the right of students to learn and teachers to teach

SCHOOL CREED

This is our School, Let peace dwell here. Love of one another, Let the rooms be full of contentment, Love of life itself. Let love abide here. As many hands build a house Love of God, So many hearts make a School

STATEMENT OF PURPOSE:

At Winmalee, we are safe, respectful, learners.
Our Student Welfare Policy is supported by three main pillars as we strive to provide a Safe and Respectful setting to maximise a positive learning environment for all our students. We believe in and promote:

- High standards of behaviour based on co-operation;
- Mutual respect;
- Self worth; and
- Shared responsibility.

Our three main pillars provide:

- A small number of easy to remember expected student behaviours;
- Consistently implemented behavioural support;
- A shared understanding of expected behaviours by all staff, students and community;
- Opportunities for students to take responsibility for their learning and the behavioural choices they make;
- A scaffold for the teaching and practicing of appropriate student behaviour; and
- Clear consequences for student behaviour.

These principles are basic to our expected student behaviour:

- All individuals are to be valued and treated with respect;
- Students have the right to work in a safe environment where they are able to fully develop their talents and interests;
- Parents have a right to expect that their children will be educated in a safe environment in which care and respect for the rights of others are encouraged;
- Teachers have the right to expect that they will be able to teach in a supportive and co-operative environment;
- Parents, teachers and students will share the responsibility in maintaining a positive teaching and learning environment;
- All stakeholders have an obligation to ensure that the Code of Conduct is implemented in a fair and consistent manner.
PURPOSE OF STUDENT WELFARE

The purpose of this document is to clarify the scope of student welfare procedures, processes and practices at Winmalee Public School. These are based on the NSW Department of Education and Training Student Welfare Policy (1996), its support documents and subsequent documents and guidelines as they have been issued.

PHILOSOPHY

Student Welfare encompasses everything a school does to meet the personal, social and learning needs of students. It is underpinned by quality teaching and learning programs, a positive culture, clear and consistent behaviour management guidelines and community participation and support.

We aim to create a safe, caring school environment in which students are strongly supported as they learn.

Student welfare incorporates:
- effective behaviour management strategies
- preventative health and social skills programs
- collaborative early intervention
- ongoing educational and emotional support for students.

THE RANGE OF STUDENT WELFARE PROGRAMS

Student Welfare programs include curriculum-based programs such as peer support, anti-bullying, drug education and child protection. It encompasses student leadership opportunities through Student Representative Council, peer support and the involvement of parent helpers in the classroom. Student Welfare also includes the implementation of management strategies within classrooms and on the playground, based on the School’s Statement of Purpose.

CURRICULUM

Appropriate curriculum is delivered to meet the needs of all students. The classes are organised after the consideration of individual student needs, school resources and available staff. Staff members are deployed to meet identified needs. Team teaching further refines the opportunities to meet student needs.

The School Learning Support Team, seeks advice from class teachers, school counsellor and senior teaching staff. It allocates resources to areas of need. Teachers are encouraged to identify areas of need and make appropriate referrals without hesitation to ensure maximisation of resources.

An array of G&T programs are offered with the opportunity for students to be accelerated in subject areas and in whole grades wherever it is appropriate to do so.
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<thead>
<tr>
<th>Area of Implementation</th>
<th>PD/Health/PE (Class Programs)</th>
<th>Student Welfare (process, procedure, guidelines)</th>
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<td>Anti-Discrimination</td>
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<td>Process – Refer to flowchart</td>
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<td>Relationships, School and</td>
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<td>Class rules, teacher</td>
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<td>Refer: Anti-discrimination/Anti-racism policy</td>
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<td>Recognition System</td>
<td>Winmalee Star CYBG, Merit</td>
<td>Process – Refer to flowchart</td>
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<td>Parent Programs</td>
<td>As required.</td>
<td>Child Protection, 1-2-3 Magic, Social Skills</td>
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<td></td>
<td>Relationships</td>
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<td>Personal Development</td>
<td>Strand: Growth and</td>
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<td></td>
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<td>Road Safety</td>
<td>Strand: Safe Living</td>
<td>RTA</td>
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<td>Social Skills Development</td>
<td>Strand: Interpersonal</td>
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<td></td>
<td>Relationships. Stop.Think.Do</td>
<td></td>
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<td>Student Discipline in Government Schools - 2006</td>
<td>Safe, respectful Learners</td>
<td>Support materials</td>
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<td>Student Leadership</td>
<td>Opportunities for all students.</td>
<td>SRC, Senior Student Councillors, Buddies, Peer Support</td>
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<td>Students At Risk</td>
<td>Early referral/identification</td>
<td>Learning Support Team</td>
</tr>
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<td></td>
<td>To Learning Support Team</td>
<td></td>
</tr>
<tr>
<td>Safe Sun</td>
<td>Strand: Safe Living</td>
<td>Procedures: No hat, play in the shade.</td>
</tr>
</tbody>
</table>
## OUR CORE VALUES

<table>
<thead>
<tr>
<th><strong>INTEGRITY:</strong> Being consistently honest and trustworthy.</th>
<th>We promote, recognise and value honesty from all members of our school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCELLENCE:</strong> Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.</td>
<td>Giving your best at all times. Encouraging a love of learning that can become a life-long purpose.</td>
</tr>
<tr>
<td><strong>RESPECT:</strong> Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.</td>
<td>Students will be encouraged to appreciate the worth of others, and to appreciate the worth and ideas of others within our school and in the broader community. Students who show respect will treat others with kindness.</td>
</tr>
<tr>
<td><strong>COOPERATION:</strong> Being accountable for your individual and community’s actions towards yourself, others and the environment.</td>
<td>Working together as a team so that there are mutual benefits for all and for the environment. We will recognise the strengths of others. Students will be encouraged to think before acting.</td>
</tr>
<tr>
<td><strong>PARTICIPATION:</strong> Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.</td>
<td>Taking the opportunity to participate in all that our school is offering and making the most of opportunities presented from the community. Being a ‘smart’ risk taker so that new ideas are available to us, allowing us to make informed decisions about issues that affect us. Recognition of student achievement and acknowledgement of ‘personal best.’</td>
</tr>
<tr>
<td><strong>CARE:</strong> Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.</td>
<td>Students at Winmalee Public School will be encouraged to care for each other. To also be kind and understanding, so that we will have a learning environment where we can work and learn together.</td>
</tr>
<tr>
<td><strong>FAIRNESS:</strong> Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.</td>
<td>Ensuring that students are treated fairly and that they treat others in the same way. Encouraging an awareness of social justice.</td>
</tr>
<tr>
<td><strong>DEMOCRACY:</strong> Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.</td>
<td>Developing an understanding of all that it means to be an Australian in terms of rights, freedom and responsibilities. An appreciation of our country will be promoted at all times.</td>
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<tr>
<td>OUR CORE RULES</td>
<td></td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>All students in NSW government schools are expected to:</td>
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<tr>
<td>At our school, we encourage the development of responsible students who are</td>
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<td>capable of making informed decisions. Students work towards establishing</td>
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<td>consistent behaviours for the core rules and our expected behaviours in the</td>
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<tr>
<td>following manner:</td>
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<td>Attend every school day, unless they are legally excused, and be in class</td>
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<td>on time and prepared to learn.</td>
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<td>Access to a learning environment that is inclusive and engages students with</td>
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<tr>
<td>a meaningful curriculum. Students are encouraged to take responsibility for</td>
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<tr>
<td>their learning.</td>
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<td>Maintain a neat appearance, including adhering to the requirements of the</td>
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<tr>
<td>school’s uniform or dress code policy.</td>
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<td>Developing pride in the school by wearing school uniform as decided upon by</td>
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<tr>
<td>the school community.</td>
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<tr>
<td>Behave safely, considerately and responsibly, including when travelling to</td>
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<tr>
<td>and from school.</td>
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<tr>
<td>Students are expected to behave in a safe manner within the school environment</td>
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<td>and while on planned activities outside of the school. Students are made</td>
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<td>aware of the need to be conscious of their own safety and that of others.</td>
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<tr>
<td>They are also encouraged to be considerate of the feelings of others.</td>
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<tr>
<td>Show respect at all times for teachers, other school staff and helpers,</td>
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<td>including following class rules, speaking courteously and co-operating with</td>
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<tr>
<td>instructions and learning activities.</td>
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<tr>
<td>At Winmalee Public School we are SAFE, RESPECTFUL LEARNERS. Through our</td>
<td></td>
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<tr>
<td>expected behaviours students are encouraged to be responsible and respectful</td>
<td></td>
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<tr>
<td>members of our school community. They are expected to make a sincere effort</td>
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<tr>
<td>with learning programs so that they are able to maximise their learning and</td>
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<tr>
<td>reach their potential.</td>
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<tr>
<td>Treat one another with dignity and respect</td>
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<tr>
<td>Students will show respect for the rights and feelings of their fellow</td>
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<tr>
<td>students, all staff and community members.</td>
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<tr>
<td>Care for property belonging to themselves, the school and others.</td>
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<tr>
<td>Students are encouraged to care for their own belongings and those of others.</td>
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<tr>
<td>Respect and care for their whole school environment and their community is</td>
<td></td>
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<tr>
<td>also encouraged.</td>
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<tr>
<td>At Winmalee we are:</td>
<td>All Settings</td>
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<tr>
<td>------------------</td>
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</tr>
<tr>
<td>SAFE</td>
<td>Look</td>
</tr>
<tr>
<td></td>
<td>Think</td>
</tr>
<tr>
<td></td>
<td>Listen</td>
</tr>
<tr>
<td></td>
<td>Move Calmly</td>
</tr>
<tr>
<td></td>
<td>Observe and stay within boundary Areas</td>
</tr>
<tr>
<td></td>
<td>Tell teacher if there is a problem</td>
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<tr>
<td></td>
<td>Keep hands and feet to yourself</td>
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<tr>
<td></td>
<td>Move sensibly and directly to and from destination.</td>
</tr>
</tbody>
</table>
At Winmalee we are:

<table>
<thead>
<tr>
<th>Respeccful</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Office</th>
<th>Walkways</th>
<th>Canteen</th>
<th>Playground</th>
<th>Recess &amp; Hall Assembly</th>
<th>Toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak politely</td>
<td>Care for people and property</td>
<td>Consider other people’s personal space and property</td>
<td>Wait for your turn</td>
<td>Consider other people’s personal space</td>
<td>Consider other people’s personal space</td>
<td>Consider other people’s personal space and property</td>
<td>Consider other people’s personal space</td>
<td>Consider other people’s privacy</td>
</tr>
<tr>
<td>Care for people and property</td>
<td>Acceptance of others</td>
<td>Consider other people’s personal space and property</td>
<td>Enter and exit by the front door</td>
<td>Make way for adults to pass by</td>
<td>Join end of the line</td>
<td>Listen to others</td>
<td>Maintain eye contact with speaker</td>
<td>Maintain cleanliness of all areas</td>
</tr>
<tr>
<td>Acceptance of others</td>
<td>Treat others as you would want to be treated</td>
<td>Put equipment away in the correct place</td>
<td>Be considerate of other classes</td>
<td></td>
<td></td>
<td></td>
<td>Sit quietly and keep still</td>
<td>Use facilities appropriately</td>
</tr>
<tr>
<td>Treat others as you would want to be treated</td>
<td>Follow staff/adult direction</td>
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<td></td>
<td></td>
<td></td>
<td>Actively listen to speaker</td>
<td>Be considerate of other classes</td>
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<tr>
<td>Follow staff/adult direction</td>
<td>Wear school uniform</td>
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<td></td>
<td>Participate in singing of National Anthem and School Song with pride</td>
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<tr>
<td>Wear school uniform</td>
<td>Use manners</td>
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<td>Actively watch performances</td>
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<tr>
<td>Use manners</td>
<td>Wait for your turn</td>
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<td></td>
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<td>Say thankyou when receiving an award</td>
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<tr>
<td>Wait for your turn</td>
<td>Cooperate with others</td>
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Consider other people’s privacy
Maintain cleanliness of all areas
Use facilities appropriately
Be considerate of other classes
<table>
<thead>
<tr>
<th><strong>At Winmalee we are:</strong></th>
<th><strong>All Settings</strong></th>
<th><strong>Classroom</strong></th>
<th><strong>Office</strong></th>
<th><strong>Walkways</strong></th>
<th><strong>Canteen</strong></th>
<th><strong>Playground</strong></th>
<th><strong>Recess &amp; Hall Assembly</strong></th>
<th><strong>Bathrooms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively listen</td>
<td>Work as an effective team</td>
<td>Display patience while you wait for your turn</td>
<td>Move quietly around the school</td>
<td>Display patience while you wait for your turn</td>
<td>Display patience while you wait for your turn</td>
<td>Willing to learn new games and activities</td>
<td>Use appropriate manners</td>
<td>Display hygienic behaviour</td>
</tr>
<tr>
<td>Share ideas</td>
<td>Share ideas, appropriately</td>
<td>Use appropriate manners</td>
<td>Use appropriate manners</td>
<td>Use appropriate manners</td>
<td>Use appropriate manners</td>
<td></td>
<td>Use bathrooms quietly</td>
<td></td>
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<tr>
<td>Learn from each other</td>
<td>Be punctual to class and activities</td>
<td></td>
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<tr>
<td>Pay attention</td>
<td>Be prepared</td>
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<tr>
<td>Join in activities</td>
<td>Complete work to the best of your ability</td>
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<tr>
<td>Be persistent</td>
<td>Keep on topic</td>
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<tr>
<td>LEARNERS</td>
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EXPECTATIONS OF TEACHERS/STAFF IN THE CLASSROOM

It is expected that teachers will:
• assume prime responsibility for the discipline and welfare of children in their class
• provide appropriate curricula to meet the educational needs of their students
• support children to achieve success in learning
• encourage self discipline, self evaluation, communication and conflict resolution skills
• deal with children in a courteous, fair and respectful manner
• establish sound partnerships with parents to provide a team approach between home and school in the development of self disciplined students
• continuously develop their skills and knowledge to provide ‘excellence in teaching’
• plan excursions thoroughly considering aspects including timing, safety, first aid, supervision, medical and educational

EXPECTATIONS OF TEACHERS/STAFF IN THE PLAYGROUND

It is expected that teachers will:
• assume responsibility for the discipline and welfare of children in the playground
• support children to be actively engaged in constructive play by teaching and assisting with playground games when appropriate
• encourage self discipline and conflict resolution skills
• deal with children in a courteous, fair and respectful manner
• attend playground duty promptly
• follow set procedures for dealing with unacceptable behaviour in the playground
• provide supervision at bus lines after school
• ensure children leave school on time
UNACCEPTABLE STUDENT BEHAVIOUR IN CLASS

Introduction

All students have the right to learn in an environment that is free from disruption. It is essential that all students have a clear understanding of the standard of behaviour we expect and that they learn to accept responsibility for their own actions. Self-discipline is best promoted when there is mutual respect between teachers and students and when teachers are seen to be consistent. We emphasise a positive approach and reinforce and reward good behaviour.

Procedure for dealing with unacceptable behaviour

When a student behaves unacceptably we respond by working through the following steps until the student accepts responsibility for his/her actions and agrees to behave acceptably.

If the behaviour persists we move to the next step.

1. Reinforce the values of Safe Respectful Learners and specific school rules:
   - What are you trying to achieve? (What do you want?)
   - Is what you’re doing helping you get what you want?
   - What (else) could you be doing to help you get what you want?
   - If you try this, will it better help you get what you want?

2. Reprimand the student, focusing on the specific behaviour, and warning the student of the consequences of further offences.

3. Teachers may employ a range of strategies to promote acceptable learning behaviour.

4. In-class “Time Out” the student is withdrawn from class activities to have time to think about his/her behaviour. “Time Out” ends when the student agrees to behave acceptably.

5. Buddy class Time Out” – the student is moved to a neighbouring class.

6. Refer to Stage supervisor with possible loss of privileges.

7. Contact parents/carers.
   - We initially establish some form of regular communication. For persistent behaviours we implement an individual behaviour plan in consultation with parents/carers.

8. Refer to school support services – School Counsellor, Learning Support Team.

9. Refer to Principal with possible loss of further privileges.

10. Refer to School Education Area/Region support services.

11. Suspend from school in accordance with DET procedures.

Note: In dealing with specific incidents we may bypass earlier steps depending on the severity of the offence. Incidents of violence will generally progress directly to step 9.
UNACCEPTABLE STUDENT BEHAVIOUR IN THE PLAYGROUND

Introduction

All students have the right to play in an environment that is free from fear. It is essential that all students have a clear understanding of the standard of behaviour we expect and that they learn to accept responsibility for their own actions. Self-discipline is best promoted when there is mutual respect between teachers and students and when teachers are seen to be consistent. We emphasise a positive approach and reinforce and reward good behaviour.

Procedure for dealing with unacceptable playground behaviour

There are two categories of playground offences (see below). For Yellow slip offences the teacher on duty may:

1. Reinforce the values of Safe Respectful Learners and specific school rules:

   What are you trying to achieve? (What do you want?)

   Is what you're doing helping you get what you want?

   What (else) could you be doing to help you get what you want?

   If you try this, will it better help you get what you want?

2. Reprimand the student, focusing on the specific behaviour, and warning the student of the consequences of further offences.

3. Teachers may employ a range of strategies to promote acceptable learning behaviour, including

   - Keeping student with them for a suitable period of time,
   - Putting the student in a "time-out" location, under supervision,
   - Directing the student to undertake some action to restore what he/she has done.

For more serious offences (Blue Slip)

4. Refer the matter to an executive member of staff. This may result in loss of privileges or lunchtime detention. If students are given detention, their parents are notified.

   The matter is referred to the Principal with possible loss of further privileges.

Notes:

In dealing with specific incidents we may bypass earlier steps depending on the severity of the offence. Incidents of violence will generally progress directly to step 4.

When students receive three detentions in one school term, their parents are invited to a meeting to discuss their behaviour.
INAPPROPRIATE BEHAVIOUR REFERRAL PROCESS - DETENTION
Students can be referred to detention for unacceptable behaviour in the playground.
“Detention is a time for withdrawal of playground privileges, reflection and acceptance of consequences for inappropriate behaviour and an opportunity to communicate ongoing problems with parents and caregivers.

Detention is conducted by a member of the school executive team, from the commencement of the play period at lunch-time unless otherwise specified.

‘Yellow’ and ‘blue’ slips are located in each teacher’s playground bag, which are stored within the classroom.

Yellow slips are used to record minor problems while Blue slips record major incidents such as violence, inappropriate language and ignoring teacher instructions. Please talk to the Stage Supervisor before writing out a Blue Slip.

All Yellow and Blue slips are to be returned to the Principal as soon as possible.

When children receive 5 yellow slips they receive a blue slip.

After 2 blue slips (when third blue slip is issued) a child receives 5 days detention and limited access to the playground. They will stay in one section of the playground for the balance of one week. The children will have their behaviour card signed off at the end of each session.

After fourth Blue slip is issued the student will receive five days detention. The student will have to stay in the school grounds for two weeks with limited access to the playground. The children will have their behaviour card signed off at the end of each session. During this time he/she will not be able to participate in excursions, carnivals, activities representing the school or to be involved in visiting programs.

If a child reaches their third/fourth blue slip the Principal will contact the parents, discussions will take place regarding the behaviour of their child. If a child continues to break the school rules a long or short suspension will have to be the considered option. After this time, if there are no more infringements the child returns to normal play privileges.

PLAYGROUND REFERRAL GUIDELINES

<table>
<thead>
<tr>
<th>Yellow (Minor Offences with little risk of injury to others including emotional hurt)</th>
<th>Blue (Offences with high risk of serious injury, including emotional hurt, to others)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running on concrete/paved surfaces and paths</td>
<td>Rock throwing (Not directly at another person)</td>
</tr>
<tr>
<td>Out of bounds</td>
<td>Not following teachers’ instructions - repeatedly</td>
</tr>
<tr>
<td>Playing inappropriately or with banned equipment or materials</td>
<td>Offensive language</td>
</tr>
<tr>
<td>Rough / Dangerous play (may include playful hitting and kicking, rock throwing, playing with sticks)</td>
<td>Fighting / assault</td>
</tr>
<tr>
<td>Interfering in other students’ games</td>
<td>Bullying – ongoing</td>
</tr>
<tr>
<td>Teasing – ‘one off behaviour’</td>
<td>Malicious damage to property / stealing</td>
</tr>
<tr>
<td>Playing with sticks</td>
<td>Leaving the school grounds without consent</td>
</tr>
<tr>
<td>Spitting</td>
<td>Disobeying reasonable instructions</td>
</tr>
</tbody>
</table>
STUDENT RECOGNITION AND CELEBRATION

Merit Awards
Class teachers nominate three students for Merit Awards each week. The basis on which students are nominated is made clear to students. This can vary between classes and from week to week. Teachers try to find a valid reason for each student to receive at least one award each year. However, students who do not deserve awards are not nominated. On occasions we also nominate students for Merit Awards for exemplary performance, behaviour or effort or present an award to a whole class.

Principal's Awards
When students have received three Merit Awards they are eligible for a Principal’s Award. This is subject to confirmation and the presentation of a Principal’s Award could be deferred or withdrawn if a student has not continued to demonstrate the expected standard of school work or behaviour.

Additional Principal's Awards are presented to students for outstanding achievement or contribution to the school.

Caught You Being Good (CYBG)
The staff is asked to ‘catch’ more students doing the right thing. Some examples of reasons to give a CYBG ticket include:

- Following school rules
- Being co-operative with one another and staff in general
- Paying excellent attention in morning lines or at assembly
- Modelling sun safe behaviours
- Voluntarily picking up litter and putting it in the bin
- Showing good manners.

Each class teacher draws a winning ticket each week. Winning tickets earn the student a reward token from the canteen and the student’s name is published in the newsletter.

When 10 tickets have been noted, the child is then issued with a CYBG Certificate. If a child is able to collect 4 CYBG Certificates over the course of the year, this will count as one point towards the Winmalee Star Award.

Presentation Night Awards
Each class teacher nominates five students for an academic award at the end of the year. These may be for outstanding academic achievement, for improvement, for consistent effort, or other attributes that reflect the school’s Statement of Purpose.

A School Dux award is also presented to the student in Year 6 who achieves the highest academic standard. One student in each stage will receive an award for ‘school citizenship’.

Other awards presented on the night include: Environmental, Services to the School, Senior and Junior Sportsperson and major awards for Year 6 in each of the key learning areas.
THE WINMALEE STAR STUDENT WELFARE PROGRAM

The Winmalee Star is a Student Welfare Program that recognises participation and commitment to learning as set out under the School’s Statement of Purpose for Safe, Respectful, Learners. Set out below is the criteria needed for your child to become eligible to receive the Winmalee Star medal, in a special presentation assembly at the end of the year.

A child must collect 6 points throughout the year, to become eligible to receive a Winmalee Star.

Each student must collect 2 Academic Points, 2 Involvement Points and 2 Conduct Points.

<table>
<thead>
<tr>
<th>Academic Points (2 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Achieved academic potential with effort rated as excellent (an average of the top 2 effort bands)</td>
</tr>
<tr>
<td>· 80% completion of homework.</td>
</tr>
<tr>
<td>· Achieved a Principal’s Award after receiving 3 merit awards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conduct Points (2 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Exemplary behaviour with no more than 1 blue slip.</td>
</tr>
<tr>
<td>· 4 Caught You Being Good Certificates.</td>
</tr>
<tr>
<td>· 80% of the Social Development ticked at the highest level for effort by the end of the year, including consistently showing respect to all teachers and visiting staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement Points (2 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Involvement in 2 representative sporting teams or individual teams.</td>
</tr>
<tr>
<td>· Attendance at all school sporting carnivals/events held within the school and outside venues.</td>
</tr>
<tr>
<td>· Participation and regular attendance in the debating team.</td>
</tr>
<tr>
<td>· Participation and regular attendance in choir.</td>
</tr>
<tr>
<td>· Participation and regular attendance in dance group.</td>
</tr>
<tr>
<td>· Participation and regular attendance in chess club.</td>
</tr>
<tr>
<td>· Participation and regular attendance the green team.</td>
</tr>
<tr>
<td>· Participation and regular attendance in an instrumental group.</td>
</tr>
<tr>
<td>· 90% school attendance.</td>
</tr>
<tr>
<td>· Performing duties of Library Monitor, Prefect, House Captains and SRC Member, Year 5 Play Leaders.</td>
</tr>
<tr>
<td>· Premier’s Reading Challenge</td>
</tr>
<tr>
<td>· Represent the school in at least 2 community events. The events could include: Foundation Day Parade, Anzac Day March, Clean Up Australia, Vietnam Veterans March</td>
</tr>
</tbody>
</table>

Any 2 community events will be scored as 1 point within the Involvement Section

Teachers are responsible for maintaining records for:

- Student attendance at individual events and ongoing ones if they are the organising teacher.
- Homework completion rates.
- Weekly merit awards handed out.
- CYBG tickets/certificate records.
- Effort rankings across the Key Learning Areas for each Semester.
- Record Principal Awards
STUDENT REPRESENTATIVE COUNCIL

COMPOSITION:
Two elected School Captains (one boy and one girl)
Two elected Vice Captains (one boy and one girl)
Four elected girl Prefects
Four elected boy Prefects

Teacher Representative
At the beginning of each school year a teacher nominates to run the SRC for that year. The position is open to all class teachers.

The Student Executive is elected by classes from Years K-6 at the beginning of each year. Students are usually nominated by peers, present speeches to the student body and an election follows.

Two - SRC representatives per class from K-6

SRC meetings are held periodically to determine ways in which the SRC can support the principals of the School Code of Conduct

Other issues are discussed as the need arises.

PEER SUPPORT PROGRAM
This program allows students to take responsibility for their own wellbeing, deal positively with life experiences and be actively involved and supported by their community. The program also supports the outcomes in the key learning areas of Personal Development, Health and Physical Education, HSIE and English.

Year 6 students attend a training camp over 2 days to learn the skills in managing and teaching a group of 12 students from kindergarten to Year 5. The Peer Support program begins with an orientation unit for four weeks followed by an 8 week unit focussing on values. Each week, Year 6 students were briefed on the purpose of each session and the organisation and strategies required to assist each activity.

STRUCTURED PLAY WELFARE PROGRAM
Structured lunch times take place during second half of lunch. These structured lunch times involve year 5 students being trained as play leaders which allowed them to develop the social skills of younger students through the use of a variety of board and card games. This structured play time has also reduced the social isolation of some students.

The program to date has benefited socially, those students who have participated and the students that have been leaders in the Structured Play Welfare Program.
**PLAYGROUND PROCEDURES – Bell Times**

<table>
<thead>
<tr>
<th>MORNING – Students arrive no earlier than 8.25</th>
<th>Top Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.25am</td>
<td>Bell rings</td>
</tr>
<tr>
<td></td>
<td>Students arrive – Teachers on duty</td>
</tr>
<tr>
<td></td>
<td>Quiet play – No ball games</td>
</tr>
<tr>
<td>8.55 am</td>
<td>Bell rings for class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECESS: 10.44-11.15am</th>
<th>Shade Shelter, Top Playground, Bottom Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.55 am</td>
<td>Shade Shelter K-2 Sit and eat recess (10.55-11.05)</td>
</tr>
<tr>
<td></td>
<td>Top Playground 4-6 Sit and eat recess (10.55-11.05)</td>
</tr>
<tr>
<td>11.05am</td>
<td>Teacher blows whistle and instruct children to clean area.</td>
</tr>
<tr>
<td>11.15am</td>
<td>Play Commences – Quiet games only – handball, skipping – No big balls at recess time.</td>
</tr>
<tr>
<td></td>
<td>Free play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LUNCH: 1.15pm -1.55pm</th>
<th>Shade Shelter, Top Playground, Bottom Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Half 1.15-1.35</td>
<td>Shade Shelter, Top Playground and Bottom Grass are open for play.</td>
</tr>
<tr>
<td>2nd Half 1.35-1.55</td>
<td></td>
</tr>
</tbody>
</table>

**End of Day**

<table>
<thead>
<tr>
<th>2.55pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff member on duty at bus duty – Students leave school grounds in an orderly manner.</td>
</tr>
</tbody>
</table>

**Winmalee Public School Guidelines for Safe Play**

**Top Playground**

**Recess – Top**

- Students wait for teacher at the bottom of the path.
- Once both teachers arrive for duty, students (3-6) walk up to top playground with top duty teacher – students are NOT to overtake teacher on the way up.
- All students are to wear a hat – students (3-6) without a hat remain in shade shelter to eat.
- All students K-6 sit for a period of 10 min to eat recess (3-6) Top – (K-2) Shade shelter
- After 10 min the teacher blows a whistle to indicate eating time over and play may begin. Students wait to be dismissed to play.
- Students are to walk along the path only (not along logs or in the mulch).

**Recess and Lunch Games – Top**

- Cricket can be played in the nets or on the asphalt.
- Handball and quiet games e.g. skipping and elastics.
- NO running except between the wickets in cricket.
- NO large balls on top playground at any time.

**Boundary Areas**

- No students to play on the pathways.
- Students are not to climb or sit on fences.
Mulched areas are for sitting and sitting games – no running in the mulch.
Grassed areas, gardens and gate are out of bounds – grate near bubblers dangerous - marked by yellow line (keep children away).
Bike rack is out of bounds.
Grassed area outside Pinaroo to be made out of bounds due to erosion and visibility.

Shade Shelter

Recess

- Students K-2 sit for 10min to eat recess with students without a hat (3-6)
- After 10 min the teacher blows a whistle to indicate eating time over and play may begin. Students wait to be dismissed to play.

Recess and Lunch Games

- Small ball games.
- Students may bounce balls of the walls – throwing the ball hard or at other students (branding) not allowed.
- Quiet play area

Play Equipment

- Ensure only rostered class is on the equipment.
- No food at any time allowed on equipment.
- Teacher on shade shelter duty is responsible for supervision of students on equipment.
- Teacher on duty to position themselves so that equipment is supervised constantly

Boundary Areas

- Sitting on or playing stairs is not allowed.
- Gardens are out of bounds
- Students are not to play in or directly outside toilets.

Grass Area – Bottom Playground - Lunch

- Ball and running games only – this area is discouraged for quiet play – move younger students away from dangerous ball or running games.
- Soccer games in marked fields.
- Children are not to be on the hill/sloping area at any time.
- Area beyond the silver seats is out of bounds.
- Food is not to be eaten while playing ball games on the bottom playground. Students may sit and eat if not running around.

Bus Duty

- Students to play quiet games on the concrete bus bay area.
- Students are not to play on mulched area behind canteen, due to visibility issues.
- Students are not to play on stairs near bus bay.
- Wet weather bus duty to take place in hall – Stage 2 teachers to supervise buses 2 & 3 while duty teacher leads students to bus – Bags lined up in three lines at back entrance to hall.

Yellow Boundary Lines

Students are not to proceed past yellow lines unless with a teacher
- area around exec and Principal's office windows
- base of path to top playground
- car park
- around grate on top playground
- along concrete ramp at bottom playground
- along the top and bottom of stairs either side of shade shelter (to discourage play on stairs)
SCHOOL UNIFORM POLICY

PURPOSE:
Winmalee Public School values the wearing of school uniform as it strengthens our school’s sense of belonging, unity and identity. It is seen by the school community as supporting a sense of social and economic equality among our students. There is also a belief that the wearing of school uniform will add to the safety of students by allowing easy identification of our students.

GUIDELINES:

- The school uniform will reflect school community standards and expectations. It will be developed in consultation with and agreed upon by the school community. The whole school community should have the opportunity to participate in the decision-making.

- The Uniform Committee will be responsible for the purchasing, retailing and introduction of uniform items and is financially responsible to the P & C Association. The Uniform Committee will report to the P&C at monthly meetings and make recommendations for changes to the school uniform.

- Our school Clothing Pool is open Monday, Tuesday and Thursday mornings from 8:30am to 9:30am or by appointment at other times.

- No student should be disadvantaged when uniform items are not available because of circumstances beyond their control. It is, however, the responsibility of the school community to encourage and support the wearing of school uniform.

- Our Winmalee School hats are considered part of the school uniform in line with the ‘Sunsmart’ Policy: No hat, play in the shade.

- Students representing the school in sport or other areas are required to wear full school uniform, including the school hat (for outdoor activities).
ATTENDANCE POLICY

PURPOSE:
Regular attendance at school is essential if students are to maximise their potential. Research indicates that attendance patterns set in the early years of school will impact on long term regular attendance.

GUIDELINES:

- **Parents** are responsible for ensuring that their children attend school regularly. They should notify the school promptly of their child/ren’s absences.

- **School staff** is responsible for providing a caring teaching and learning environment that encourages students’ sense of belonging to the school community. Excellent attendance and improved attendance should be acknowledged. School staff also has a responsibility to keep accurate records of student attendance and implement programs and practices to address issues relating to attendance.

- The **Principal** has a responsibility to ensure that attendance records are kept in accordance with department guidelines. He/she should ensure that staff is trained to implement school attendance policies and procedures and that all cases of unsatisfactory absences are investigated.

- The principal / classroom teacher should contact parents promptly within two days of an unexplained absence occurring. Contact may be made by:
  - providing the parent with an *Absentee Notice – Compulsory School Attendance*
  - telephone
  - email
  - SMS text message.

- If a student is to take leave in excess of 15 days, applications should be made to the Regional Director for a certificate of exemption. e.g. Family holidays, participation in the entertainment business. Copies of the certificates must be attached to the student's record card.

- The principal will delegate responsibility for the maintenance of attendance registers to teachers and other school personnel, provided that the nominated person is fully aware of the Attendance Policy.

- Records must be kept of **written, electronic and verbal explanations** from parents. Notes and records of verbal explanations for attendance from parents should be retained for a period of **two years** from the date of receipt. **Attendance registers** should be retained for **three years**. Where a student has an accident necessitating an accident report, all attendance records should be retained until the year the student reaches the age of 24 years.

- Strategies that can be used to support attendance difficulties include:
  - student and parent interviews
  - review of the appropriateness of the student’s educational program
  - referral to the school counsellor or outside agencies
  - support from school based personnel.

When issues relating to attendance are not resolved support should be requested from the Home School Liaison Program.

For full details or copies of related proformas refer to:

**Student Attendance in Government Schools: Policy & Procedures. 2005-6.**
ANTI-BULLYING PROGRAM

Bullying can be defined as intentional, repeated behaviour by an individual or groups 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.

Dept of Education & Training - 2005

At Winmalee Public School we support students through:

- never tolerating bullying behaviour
- encouraging students to employ strategies taught during our Bullying Awareness Programs (Peer Support and Structured Play)
- creating positive classroom environments
- consistently rewarding positive behaviour and effort
- classroom-based Personal Development Programs / Social Skills Programs
- Child Protection Program
- Drug Education Program
- K-6 Buddy Links
- class discussions
- open opportunity to report incidents to all members of the executive
- Student Representative Council
- Opportunities for leadership at all levels
- an active Learning Support Team
- an active and supportive P&C.

POSSIBLE SIGNS AND SYMPTOMS OF BEING BULLIED.
There is no particular pattern. A victim may…….

- have unexplained cuts and bruises
- have equipment or personal items hidden, damaged, stolen or destroyed
- complain of vague headaches, stomach aches or feeling sick
- wet the bed, bite nails, have poor sleep patterns and bad dreams
- exhibit unusual emotional outbursts or mood swings
- withdraw from friends or family
- appear anxious, insecure, sad, teary, depressed, secretive
- display an unwillingness to go to school
- sit alone in class or be alone in the playground
- change friendship groups frequently
- go home hungry (because lunch money or food has been taken)
- want extra money without giving a reason
- show deterioration in school work.

BULLYING OCCURS WHEN A PERSON…..

- is called names
- is threatened
- is put down
- is teased in an unkind way
- is ridiculed
- has property hidden, damaged, stolen or destroyed
- is physically hurt
- has graffiti written about him or her
- is left out
- is sent hurtful notes, either written or through a mobile phone
- is singled out for unfair treatment
• is picked on
• has rumours spread about him or her;
  and / or
• is stalked or given dirty looks / actions.

**IF SOMEONE IS BULLIED HE / SHE...**
• may feel confused and not know what to do about it
• may feel sad, frightened, unsafe, sick, embarrassed, angry, unfairly treated
• it can affect school work and..
• it can affect family and friends.

**ACTIONS TO BE TAKEN BY THE CHILD BEING BULLIED**
• take a big breath
• look directly into the eyes of the person who is bullying
• speak in a firm, clear voice and say loudly: ‘Stop that, I don’t like it!”
• go directly to the teacher (or duty teacher if you are on the playground) if the
  attempts to bully don’t stop. Report clearly what happened.

**All students** will be encouraged to report bullying behaviours that are directed towards
them through direct contact with the teacher/s. They should always report or challenge
bullying behaviours.

**CONSEQUENCES FOR THE CHILD CARRYING OUT THE BULLYING:**
• the immediate issuing of a Blue Slip under the *Inappropriate Behavioural Referral
  Process*
• further incidents: Warning of Suspension (procedures for *Suspension and
  Expulsion of School Students*)

**STUDENTS  Can control what happens by……**
• following the action plan (outlined previously)
• not retaliate with physical or verbal bullying
• telling an older person.

**PARENTS  Can control what happens by ……**
• watching for signs of distress in their child
• listening to their child
• giving assurance and support
• discussing the action plan with their child/ren
• advising their child to tell a staff member
• informing their child’s teacher of suspected bullying
• attending interviews at school.

**STAFF  Can support students by ……**
• being role models in words and actions
• ensure students feel
  - safe and valued in the classroom
  - are listened to
• are observant of signs of distress or suspected incidents of bullying
• encouraging students to ask for help when needed
• being aware of the ‘Fair Discipline Code’
• reporting bullying to Student Welfare team / P.B.L. team / whole staff at
  Communication meetings so that everyone can be active in discouraging
  inappropriate behaviours.
CHILD WELLBEING – CHILD PROTECTION

Policies & procedures
The Protecting and Supporting Children and Young People Policy sets out roles and responsibilities of staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements.


DOCUMENTS TO SUPPORT SCHOOL BASED RESPONSIBILITIES IN STUDENT WELFARE

Short Suspension Checklist

Long Suspension Checklist

Expulsion from School for Misbehaviour Checklist

Expulsion – Unsatisfactory Participation in Learning Checklist

Expulsion Checklist - General

Formal Caution Letter

Suspension Resolution Meeting – Action Plan

“I can work it out” worksheet

Blooms Taxonomy and Multiple Intelligence Grid

Behaviour Plan

Student’s Learning Plan – Example 1

Student’s Learning Plan – Example 2