

Oyster Bay Public School Student Welfare Policy

Definition

Student Welfare encompasses everything that the school community does to meet the personal and social needs of pupils and enhance **their well-being**.

Effective student welfare in schools focuses on the value of prevention and early intervention when difficulties are identified. It also strengthens support services for students where appropriate, and ensures that the school assists in linking families with community resources. Positive role models are a priority in the implementation of the policy.

Oyster Bay's Mission Statement and Core Values and Beliefs underpin the Student Welfare Policy.

Rationale

Society accepts that parents and families have the prime responsibility for the welfare of their children. The responsibility is shared by the general community. Schools, supported by the Department and other community agencies, as part of the general community, have a role in student welfare.

Outcomes

Students of the school:

- ❖ derive enjoyment and satisfaction from learning
- ❖ have the ability to communicate effectively
- ❖ have a set of values to guide behaviour
- ❖ have a personal and social responsibility for their actions and decisions
- ❖ have personal dignity, worth and self-value
- ❖ can form satisfying and stable relationships
- ❖ have a caring attitude towards others
- ❖ feel they belong to the wider community

Overview

General Personal Development

The school contributes to the general personal development of students by providing opportunities for students to:

- ❖ gain satisfaction associated with learning, with challenges and through achievement
- ❖ develop their interests and abilities
- ❖ develop a realistic and comprehensive self-concept
- ❖ enhance their self esteem
- ❖ develop their skills in decision making
- ❖ develop skills in communication and inter-personal relationships, with the ability to form satisfying and stable relationships
- ❖ understand their own and others' feelings
- ❖ develop a coherent set of personal values to guide their behaviour
- ❖ develop a sense of personal and social responsibility for their actions and decisions]
- ❖ develop self-reliance
- ❖ be caring and supportive of others, and contribute positively to the life of the school.

The school will provide appropriate teacher and peer behaviour modeling in all situations as listed below

- ❖ classrooms; scripture; library
- ❖ K-2 and Years 3-6 playgrounds
- ❖ excursions
- ❖ sport
- ❖ wearing of uniforms
- ❖ camps
- ❖ transition programs - Kindergarten orientation, Year 3 and Year 7 orientation
- ❖ social skills programs.

The school will develop a positive climate through:

- ❖ an attractive physical environment
- ❖ time management
- ❖ stress management
- ❖ grade meetings / stage meetings
- ❖ consideration of teacher welfare
- ❖ training and development and organization
- ❖ knowledge of individual children
- ❖ regular reporting to parents
- ❖ working with parents

Preventative Programs

Teachers and support personnel will:

- ❖ establish a firm code of student behaviour

- ❖ caution or constrain students for the sake of their own safety and that of others
- ❖ take appropriate disciplinary action when necessary
- ❖ listen with empathy to the cares and concerns of their students
- ❖ respond to questions and provide information and guidance as necessary

The school will adhere to a set of clearly stated principles developed in consultation with parents and the local community. These are:

- ❖ the Code of Conduct
- ❖ the principles of the Student Welfare Committee
- ❖ rules/consequences
- ❖ reinforcement of rights and responsibilities
- ❖ positive reinforcement

The school will ensure the safety of all in the school environment by formulating guidelines/rules on:

- ❖ playground supervision and safe use of playground equipment
- ❖ canteen supervision
- ❖ bus supervision
- ❖ first aid and medical supplies in the school
- ❖ movement around the school
- ❖ emergency procedures
- ❖ safety house program
- ❖ bike education
- ❖ Life Education Program
- ❖ Drug Education Program
- ❖ Personal Development Program
- ❖ fixtures and furniture
- ❖ emotional safety.

Remediation Programs

Remedial needs will be addressed in the regular classroom situation as far as possible where teachers will:

- ❖ assist students towards full participation in the school's educational programs
- ❖ cater for specific learning difficulties
- ❖ address behavioural problems
- ❖ refer students with needs for counseling or attention form other specialist personnel through the appropriate channels (eg STLD, School Counsellor)
- ❖ identify student needs early in the year
- ❖ develop individual educational programs

The school will direct measures to particular students with problems in controlling their behaviour through:

- ❖ early identification of need
- ❖ teacher formulated behaviour modification program
- ❖ use of specialists – counselor, STLD, and their formulation of programs

Remediation Programs (cont)

- ❖ consultation with parents
- ❖ implementation of discipline policy

Evaluation

Assessment of Student Welfare Policy will be ongoing regarding:

- ❖ outcomes related to the objectives and
- ❖ evaluation of the learning programs and procedures for the three areas; **General Personal Development, Preventative Programs and Remediation Programs.**

Evaluation will take the form of observations, discussions, questionnaires, checklists, anecdotal records and records of students' work. The Student Welfare Committee will review the effectiveness of the policy annually and make any necessary adjustments to meet changing needs.

Oyster Bay Public School Fair Discipline Code

Rationale

- The Code of Behaviour, a clear, concise list of agreed behaviour standards, is an essential part of the Fair Discipline Code of the School.
- Good behaviour is prompted through rules and guidelines expressed positively and through clearly expressed and attainable expectations.
- For the Fair Discipline Code to be effective there must be genuine commitment from principal, executive and staff and a thorough understanding of the structure by parents.

Organisational Principles

- Students must have a thorough understanding of both positive and negative consequences of their behaviour for the Fair Discipline Code to have an impact.
- Every opportunity is sought for the students to be awarded positive encouragement - “caught in the act of being good”.
- For maximum effect, students should receive positive feedback in the form of an award eg points, tokens or certificates, as soon as possible.
- The method for giving awards in classrooms is determined by class teachers, librarian etc. Outside classrooms, a consistent procedure for all classes will be used as deemed appropriate at that time by staff eg commendation book, citizenship awards.
- Special consideration should be given to students with special needs, in relation to procedures outlined in the Level system.
- Both classroom and whole school behaviour is governed by the Levels System. Movement among **behaviour** levels is monitored by the Assistant Principal after referrals from teachers.
- Teachers are responsible for their students’ understanding of appropriate behaviour including class rules and the school Fair Discipline Code.

Benefits of a Whole School Plan

- Provides a framework for decision-making for teachers and assists them to respond objectively to poor behaviour.
- Develops responsibility among students for their own actions.
- Encourages more acceptable behaviour.
- Is consistent, predictable and known to all students, staff and parents.

PLAYGROUND GUIDELINES

General

Games involving dangerous running are not permitted on the asphalt areas, unless given special permission, or in PE lessons.

The letters COLA refer to a Covered Outdoor Learning Area

Before School

- Children should be encouraged to arrive at school no earlier than 9:00am (8:30am Fridays).
- Children are not to arrive before 9am Mon - Thurs) and 8:30am (Fri) as there is no supervision. Children on the K-2 site stay under the COLA, or in wet weather proceed to their classroom. Children on the 3-6 site are to be seated in a designated area.

After 9:00am (8:30am Fridays)

- Children should only be near classrooms to leave bags.
- Year 3-6; only bike riders may enter the bike area and must leave the area immediately after the bike is secured.
- Duty teacher to supervise playground from 9:00am (8:30am Fridays)

Canteen

- K-2 site; the canteen is open for sales at recess and lunch orders only for Monday to Friday.
- 3-6 site; sales at the canteen will be at recess and lunch.

Procedure for Wet Weather

K-2 Site:

- At recess, children are to remain in their classrooms.
- At lunch, children are to remain indoors to eat from 1:00 - 1:20pm. Then all students go to the assembly room. The 1st half duty teacher supervises from 1:20 - 1:40 and the 2nd half duty teacher supervises from 1:40 - 2:00pm.
- If rain begins whilst children are outside, the duty teacher sends the children to the assembly room.

3-6 Site:

- At recess, children are to go under COLAs.
- At lunch children will eat under the COLAs.
- At 1:30pm a bell will sound for 2nd half lunch.
- In the event of extreme weather two bells will ring which signals all students and teachers to return immediately to their classroom.

OYSTER BAY PUBLIC SCHOOL FAIR DISCIPLINE CODE

I have the right to	I have the responsibility to
Respect myself and learn all I can	<ul style="list-style-type: none"> • Pay attention in class • Try to develop my skills with the help of my teachers • Be on time to class and school activities • Bring the necessary equipment for every lesson • Allow others to learn
Be treated with understanding, respect and courtesy	<ul style="list-style-type: none"> • Be polite and considerate to my fellow students and teachers • Listen to and follow my teacher's instructions • Be safe • Respect the position of others in the school
Be safe	<ul style="list-style-type: none"> • Be in the right place at the right time • Make the school safe by not threatening, hitting or hurting anyone in any way • Observe the special safety requirements for practical subjects
Expect my property to be safe	<ul style="list-style-type: none"> • Always be truthful and honest • Not steal, damage or destroy the property of others and to report such acts
A pleasant learning environment	<ul style="list-style-type: none"> • Help keep everything clean and tidy • Take care of the buildings, furniture, grounds and all school property
Expect the local community to support, respect and have pride in my school	<ul style="list-style-type: none"> • Wear my school and sports uniform correctly and with pride • Behave well at school and on excursions • Show respect to visitors • Play sport fairly • Do my best in all school activities
Express my views about school matters to the Student Representative Council and Prefects	<ul style="list-style-type: none"> • Contribute positively to decisions made about me, my class, my grade or the whole school • Inform my parents of decisions and information concerning me at school
Expect that all these rights will be mine so long as I am carrying out my full responsibilities	<ul style="list-style-type: none"> • Protect my rights and the rights of others by carrying out my full responsibilities at all times

OYSTER BAY PUBLIC SCHOOL SCHOOL RULES

Respect your teachers, your fellow pupils and visitors to our school.

- Be polite, helpful and cooperative
- Obey teacher/staff instructions
- Avoid physical or verbal abuse of others
- Use appropriate language

Act sensibly and safely at all times.

- Play responsibly with equipment
- Leave dangerous, unsuitable objects at home
- Be patient with peers
- Only play games that are allowed at school
- Only play games in their designated areas
- Think before you act
- Work and play to the best of your ability

Respect the school and property of others.

- Show pride in the school's uniform
- Look after plants, buildings and equipment within the school grounds
- Show good sportsmanship
- Behave well on school excursions
- Leave the property of others alone
- Hand in lost property
- Look after your own property

Learn all you can.

- Participate in all school activities
- Come to school regularly
- Listen attentively
- Ask questions politely
- Work cooperatively
- Work to the best of your ability

OYSTER BAY PUBLIC SCHOOL SCHOOL RULES
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The following is an outline of the Levels of Behaviour which should be understood by students, staff and parents of the school.

Satisfactory Level

All students begin on Satisfactory Level. Children who are on Satisfactory Level should adhere to school rules and demonstrate student responsibilities as outlined in the 'Fair Discipline Code'.

K-2 Merit system

Colour tokens

Individual teachers, librarians, administrative staff and scripture teachers present colour tokens for commendable deeds both in the classroom and/or playground. Each token is worth 10points towards their colour group.

Colour fun day

At the end of each term the students can come to school dressed in the colours of their group. Each child in the winning Colour Group for that term will receive a treat.

Merit Certificates

Each week, two students from every class receive a Merit Certificate for commendable work in class. These students become the "Stars of the Week" and are given special responsibilities to undertake for the week.

Additional Rewards

- Citizenship Awards
- Hat Awards

3-6 Merit System

House points are awarded for participation in sporting events at carnivals, for good behaviour and for the purpose of promoting various events. The students also earn house points for awards they receive. Awards include:

- Principal's awards
- Citizenship awards
- Assembly behaviour awards
- Citations (awarded for behaviour or academic achievement)
- Book of the week
- Band and Choir award
- Uniform award
- Commendation Book
- Class awards

Behaviour

Commendation Book

Student's names are entered for being good citizens and for demonstrating excellent school community values. Their name is entered into the Commendation Book. They receive public recognition in the school newsletter and may be awarded a weekly Citizenship award.

Warning Book (3-6)/ Red Book(K-2)

Minor inappropriate behaviours are recorded. Three times in the Warning/Red Book results in the student's name being written in the Detention/ Green Book.

Detention Book (3-6)/ Green Book (K-2)

Any report of inappropriate major behaviour is to be recorded in the Detention/ Green Book. This book is checked daily by the Assistant Principal.

After two times in the Detention/ Green Book, the student is placed on a Level 1 Warning.

Three times in the Detention/Green Book results in the student being on a Level 1. The Assistant Principal notifies the student's parents.

Detention 3-6

- Supervised by rostered detention duty teacher at second half.
- Student to report to steps outside Room 1 and await teacher.
- Misbehaviour in detention will result in the period of detention being extended (cancel signatures from card) and the possibility of a further level change being made.
- Individual punishment can be determined at the discretion of the Principal.
- Parents will be advised in writing if their child has served a detention. Students will take the detention slip home. Parents are required to sign and return that advice to the Assistant Principal within two days. If that note is not returned within two days another detention note will be sent home via mail.

Misbehaviour Level One

Consequences

- Parents contacted by executive teacher to discuss and organise ways of supporting the child.
- Child completes a behaviour card. Twelve boxes need to be initialled by classroom teacher and duty teacher indicated satisfactory behaviour from that child (one signature per classroom session plus one for recess and lunch). Child spends second half lunch on detention or completing supervised community work, until behaviour card is filled with signatures.
- Child excluded from whole school and grade activities such as excursions, visiting performances, sport etc whilst on the Level.
- No Citations, Student of the Week, Book of the Week, Citizenship Awards etc.
- In cases of vandalism or damage to school property, child will clean or restore damaged area.
- Three reports of inappropriate minor behaviour, within one week of coming off Level One or any report of inappropriate major behaviour in the same period will result in a student returning to Level One.

- Any report of inappropriate behaviour whilst on Level One will result in a student being placed on Level Two.

Misbehaviour Level Two

Consequences

- Start a new behaviour card (with 24 boxes to be signed by teachers, as in Level 1)
- Parent interview with Assistant Principal and Principal.
- Child excluded from whole school and grade activities such as excursions, visiting performances, sport etc. whilst on the Level.
- No Citations/Student Of The Week, Book Of The Week, Citizenship Awards etc.
- Student reports to Assistant Principal before school, during recess and during first half lunch for supervision. Second half detention or community work until behaviour card is filled and child returns to satisfactory level.
- Counsellor referral if appropriate.
- 'Comments' book, if appropriate in which a daily record of the student's behaviour is recorded and checked by the Assistant Principal.
- Student to work in isolation, if appropriate, or in Assistant Principals room.
- Three reports of inappropriate minor behaviour, within one week of coming off Level Two or any report of inappropriate major behaviour in the same period will result in a student returning to Level Two.
- Any report of inappropriate behaviour whilst on Level Two will result in a student being placed on Level Three.

Misbehaviour Level 3

Consequences

As well as the consequences outlined in Level 2, the student will;

- Work in isolation in classroom of the Assistant Principal or another designated teacher for the period of three days.
- They will report to the Assistant Principal before school, during recess and during lunch.
- They will not have the opportunity for interaction with their peers during this period.

N.B. Three reports of inappropriate minor behaviour, within one week of coming off Level Three or any report of inappropriate major behaviour in the same period will result in a student returning to Level Three.

Misbehaviour Level 4

- Possession of an illegal drug
- Violence or threat of serious physical violence
- Possession of a weapon.

Consequences

- Short Term Suspension

Note 1

A student who has been placed at Level 4 and has been considered for suspension will only suffer this consequence if Department of Education and Training guidelines have been followed.

Note 2

A student need not have progressed through a lower misbehaviour level to be placed in a higher level.

Note 3

All staff must be made aware of the movements of children who are placed on misbehaviour levels.

Amended February 5 2008 at K-6 staff meeting-

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