

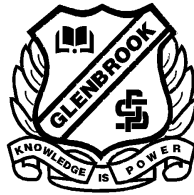
GLENBROOK

PUBLIC SCHOOL

STUDENT WELFARE

POLICY 2010

2010



MISSION STATEMENT

Our school aims to:

- **create** a happy, challenging and caring environment in which all students can realise their full potential academically, socially, personally and physically.

To achieve our mission we will:

- **create** a school climate notable for its high expectations and its encouragement of achievement and personal excellence;
- **ensure** that programs enhance our students' welfare, self-confidence, self-esteem and self-discipline;
- **stimulate** active participation between the school and our community and understanding of our responsibility to each other;
- **develop** a curriculum which provides a wide range of experiences and encourages enjoyment of, and active involvement in, schooling and a continuing level of learning;
- **empower** our students to become responsible and independent decision makers and learners;
- **develop** in our students, the capacity to exercise judgement in matters of morality, ethics and social justice; and
- **foster** the professional growth of our teachers, collaboration in decision making, collegiality and trust.

Our Statement of Purpose

Our purpose is to equip our students with the knowledge, attitude and values to be a safe, respectful learner enabling students to:

- be self motivated, lifelong learners
- demonstrate respect for others and their beliefs
- work independently and cooperatively
- persevere when faced with challenges
- accept responsibility
- enhance their physical and emotional wellbeing.

Glenbrook Public School Student Welfare Policy

At Glenbrook, we are safe, respectful, learners.

Our Student Welfare Policy is supported by three main pillars as we strive to provide a Safe, Respectful and Responsible 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
- 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
- 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

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.

Minor Offences with little risk of injury to others

- Running on concrete/paved surfaces and paths (If needing reminding)
- Out of bounds
- Playing inappropriately or with banned equipment or materials
- Rough play, NB this is unintentional 'physical play' that could lead to someone being hurt
- Student requested to stop behaviour by another student but chooses to continue (Teacher following procedure)
- Low level swearing, eg while playing a game
- Interfering with other students' games
- ****Bullying (Procedure to occur)****

Procedure for Dealing with Unacceptable Playground Behaviour for Minor Offences

For minor offences the teacher on duty will:

- Reinforce the Code of Conduct 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?
- Reprimand the student, focusing on the specific behaviour, and warning the student of the consequences of further offences.

Procedure for Recording Minor Offences

Teachers will record the offence as minor and complete the Student Playground Report slip. The tear off section of the slip will be forwarded to the child's class teacher and the remainder of the slip forwarded to the appropriate Assistant Principal (AP). The AP will use a class list to record the date of the minor offence adjacent to the child's name. The slip will be filed for any future reference.

Minor Offence follow-up

If a student has received two **Minor Offence** playground warnings for similar behaviours, the AP will assess the behaviour. If deemed necessary it will be recorded as a **Major Offence**. The appropriate procedure for that level will then be followed.

Bullying-Our school does not accept bullying of any type

If a case of bullying is referred to a teacher, it will be recorded on the Student Playground Report slip and forwarded to the AP or Principal who will then investigate the incident and follow the school procedures for bullying. (It is important, that if a teacher views an incident as 'bullying' that it be followed up through the school procedure as soon as possible)

Major Offence-Offences with high risk of some injury, including emotional hurt, to others including:

- *Dangerous play (Intentionally setting out to hurt someone physically)
- *Swearing at another student
- *Spitting
- *Disobeying reasonable instructions
- *Leaving the school grounds without consent
- *Bullying (Procedure to occur)
- *Graffiti (easily cleaned)
- *Biting
- *Hitting (intention to hurt)

Procedures for Dealing with Unacceptable Playground Behaviour for Major Offences

Teachers will record the incident on the Student Playground Report slip. Student may require immediate time out. Discuss with student and mention that their action will be recorded for the AP to follow up. Offence will result in loss of lunch time were they will be required to reflect on their behaviour. Parents will be notified either through telephone or return slip.

Severe Offences-Offences with high risk of serious injury, including emotional hurt, to others

- *Offensive language or gestures
- *Bullying (Procedure for bullying)
- *Assault
- *Fighting
- *Stealing
- *Malicious damage to property

Procedure for Dealing with Unacceptable Playground Behaviour Involving Severe Offences

The AP will be notified immediately. A Student Playground Report will be completed by witnessing teacher. The incident will be followed up by AP and the Principal. The Principal, along with Assistant Principal will determine appropriate action after full investigation.

Severe Offence (High Risk) leads to student being removed from the playground for a period of time, (minimal of 3 days) decided by the Assistant Principal (Playground).

Procedure: The student will be required to sit on a 'time out' seat located near the staffroom recess and 1st half lunch. The AP (Playground) will meet with the student during the 2nd half of the lunchtime period to provide extended 'Reflection Time'. On the day of the offence, the student will be withdrawn from their class and will stay in AP's classroom for the remainder of the day. As with Major Offences, the parent will be contacted and a meeting will be convened with them to discuss the incident.

Severe offences could result in the loss of the next 'out of school' activity for the student. The event missed will be within a (10) week period from the offence occurring.

Risk Assessment for Out of School Events

Consideration is always given to the safety of all students. If the behaviour of a student has shown to be oppositional, (ie) the student refuses to follow legitimate request from a teacher, the student may be excluded from a planned out of school activity, on the grounds of safety.

(The parent would be made aware of this concern prior to the excursion)

Suspension will be according to the Policy.

If an incident occurs that may lead to suspension, an investigation will follow. Statements from the student implicated, teachers and witnesses will be taken. A decision will be made only after consultation between the Assistant Principal and Principal.

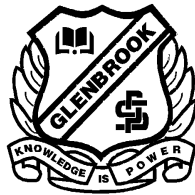
If a decision is made to suspend, as per policy, the parents of the student will be notified, (normally by telephone at first), followed by a formal letter of suspension from the principal. It will be the decision of the principal regarding short (1 to 4 days) or long suspension. The student's parents will be provided with a booklet, 'What to do if your child is suspended from school'.

The student will be allowed to return to school following the period of suspension, only after a meeting has occurred between the principal, parents and student. An agreement of improved behaviour will be required before acceptance of the student back into the school.

(Parents have the right to appeal a suspension. For this reason, suspension must be used appropriately and procedures outlined must be followed).

Important Information-Communication with parents

In cases where a student has been directly affected by the behaviour of another student (category 2 and 3), the parent of 'victim' will be contacted and briefed on the situation. This will be done by either the Principal or Assistant Principal. Parents will also be informed of the outcome and reassured that the matter is being followed up appropriately. If required, consideration to counselling will be given.



K - 2 Site Consequence Guide

This list of incidents is to be used as a guide only and staff professional judgment must be used when such incidents occur. Staff are encouraged to consult with fellow staff, the AP or school Principal.

Minor

(Staff will speak to each other about such incidents – inform AP for clarification when required)

No yellow slip will be issued unless this is a repeat offence or the student concerned is under close monitoring due to behaviour concerns.

- Movement on hard surfaces that may cause injury
- Name calling/Mean comments (isolated incident)
- Out of Bounds (isolated incident)
- Misuse of equipment eg swinging a rope causing injury, rough play with equipment
- Littering
- Disrupting Games – eg running through a game (isolated incident)

Major (Repetition of the above behaviours)

Yellow Slip completed – AP to investigate, record behaviour in folder, detention may be issued, phone call to parents may occur

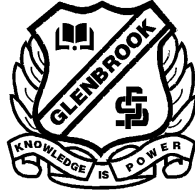
- Disobeying a teacher
- Stealing
- Deliberate or repeated misuse of school equipment
- Mean Comments directed at a student (repeated incidents)
- Inappropriate play – eg playing in the toilets, rough play in the playground

Severe (Repetition of the above behaviours)

Yellow Slip completed – AP to investigate, record behaviour in folder, detention will be issued, letter sent home and phone call may be required. Principal informed.

- Bullying (refer to anti bullying policy)
- Fighting
- Striking – kicking, punching, choking etc
- Leave the school grounds
- Vandalism – eg writing on toilet walls, damaging trees or structures
- Swearing or rude gestures directed at a staff member

LST may be engaged if **Severe** behaviours becomes repeated.



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. Teachers may employ a range of strategies to promote acceptable learning behaviour. If the behaviour persists we move to the next step.

1. Reinforce the Code of Conduct 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, warning the student of the consequences of further offences

3. In-class "Time Out"

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.

4. AP class "Time Out" - the student is sent to supervising AP's class, along with a completed "Time Out" slip.

5. **If a student refuses to leave the class or is behaving in a dangerous manner and you require immediate assistance send another student with a "Red Card" to an AP or the Principal.

6. **Refer to Year 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 or to Principal with possible loss of further privileges.
9. Refer to School Education Area/Region support services.
10. 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.

School Code of Conduct

As Students at Glenbrook Public School we;

- Learn as well as we can
- Let others learn as well as they can
- Be respectful to all members of the school community and look after the school and its good name.
- Move, work and play safely.

Glenbrook Public School Rules

Learning

- *Learn all you can
- *let others learn too

Respectful

- *Speak and act politely to all students, staff and visitors
- *Take care of your belongings and the property of others

Safe

- *Be in the right place at the right time
- *Play and learn safely

Glenbrook Public School Matrix Positive Behaviour Learning

At Glenbrook We are	All settings	Classroom	Office	Walkways	Canteen	Playground	Assembly	Bathrooms	Store Room
L E A R N E R S	<p>Actively listen Share ideas Learn from each other Pay attention Join in activities Be persistent</p>	<p>Work as a team Share ideas appropriately Be punctual to class and activities Be prepared Complete all work to the best of your ability Keep on topic</p>	<p>Display patience while you wait your turn Use appropriate manners</p>	<p>Move quietly around the school</p>	<p>Display patience while you wait your turn Use your manners</p>	<p>Willing to learn new games and activities</p>	<p>Use your manners Display patience while you wait</p>	<p>Display hygienic behaviour Use bathroom quietly</p>	

Glenbrook Public School Matrix Positive Behaviour Learning

At Glenbrook	All settings	Classroom	Office	Walkways	Canteen	Playground	Assembly	Bathrooms	Store
R E S P E C T F U L	<p>Speak politely</p> <p>Care for people and property</p> <p>Acceptance of others</p> <p>Treat others as you would want to be treated</p> <p>Follow staff and adult direction</p> <p>Wear school uniform</p> <p>Use manners</p> <p>Wait for your turn</p> <p>Cooperate with others</p>	<p>Listen to others</p> <p>Consider other people's space and property</p> <p>Put equipment away in the correct place</p>	<p>Wait for your turn</p> <p>Enter and exit by the front door</p>	<p>Consider other people's personal space</p> <p>Make way for adults to pass by</p> <p>Consider other classes</p>	<p>Consider other people's personal space</p> <p>Join the end of the line</p> <p>Speak politely to our parents who volunteer</p> <p><u>Manners</u></p>	<p>Consider other people's personal space and property</p> <p>Listen to others</p> <p>Follow teachers direction in the playground</p> <p>Allow space for people who need to solve problems</p> <p>Dispose of all rubbish correctly</p> <p>No eating or drinking on lower playground</p>	<p>Consider other people's personal space</p> <p>Sit quietly and keep still.</p> <p>Actively listen to speakers</p> <p>Sing our National Anthem and School Song with pride</p> <p>Participate in singing</p>	<p>Consider other peoples' privacy</p> <p>Maintain cleanliness of all areas</p> <p>Use facilities correctly</p> <p>Be considerate of other classes</p>	<p>Return equipment correctly</p> <p>Stay out unless authorised</p> <p>Show respect to student monitors</p> <p>Respect all sports equipment</p>

Glenbrook Public School Matrix Positive Behaviour Learning

At Glenbrook	All settings	Classroom	Office	Walkways	Canteen	Playground	Assembly	Bathrooms	Store
S A F E	<p>Look</p> <p>Think</p> <p>Listen</p> <p>Move Calmly</p> <p>Observe and stay within boundary areas</p> <p>Tell the teacher if there is a problem</p> <p>Keep hands and feet to yourself</p> <p>Move sensibly and directly to and from destination</p>	<p>Wait for the teacher to be in the room before entering</p> <p>Actively Listening</p> <p>Follow teachers directions</p> <p>Use equipment appropriately</p>	<p>Wait in turn</p> <p>Walk</p>	<p>Use pathways</p> <p>Walk on pathways</p> <p>Use steps correctly</p>	<p>Wait</p> <p>Take turns</p>	<p>Move sensibly and carefully</p> <p>Appropriate equipment within areas</p> <p>Wait for teachers instruction to walk to given areas</p> <p>Canteen Walking</p> <p>Multi Purpose Court Walking unless playing a ball game</p> <p>Lower Play ground Wear a hat, and leave rocks and sticks on ground</p>	<p>Walk to the area</p> <p>Be ready to listen</p>	<p>Make sensible choices</p> <p>Wash hands</p> <p>Use own cubicle</p> <p>Be prompt</p> <p>Leave food outside</p> <p>Keep area clean</p> <p>Keep entry clear</p>	

Student Playground Report (Primary Site Yr 2-6)

Student's Name: _____ Class: _____

Date: _____ Year _____

Time: Before School Recess Lunch 1 Lunch 2 After School During Class	Area: Bottom playground Top playground Basketball Court Canteen Bus area Other	Possible Bullying Name of Student being Bullied _____ Type of Bullying Verbal/Physical/Emotional
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(Minor Offences)

Running on concrete/hard-court areas (If needed reminding)	Interfering with other student's games
Out of Bounds	Other _____
Playing inappropriately or with banned equipment	Low level swearing _____
Rough play (unintentional)	

(Major Offences)

Dangerous play (intentional)	Disobeying reasonable instructions
Kicking (Intent to hurt)	Leaving grounds without permission
Biting	Swearing at another student
Hitting (Intent to hurt)	Graffiti (easily cleaned)
Throwing objects	(Bullying see procedure)
Spitting	

(Severe Offences)

Bullying (Procedure)	Stealing
Fighting	Deliberately causing injury
Offensive language	Deliberate damage to property/vandalism

Teacher: _____ Assistant Principal: _____

Playground Notification Slip (Needs to be given to the class teacher)

Students Name: _____ of Class _____ has received a playground report slip for:

Teacher _____ Date _____

Time Out Slip

Date:

Name:

Duration:

Signed:

Disruptive Behaviour (What did they do?)

Not Following Instruction

Time Out Slip

Date:

Name:

Duration:

Signed:

Disruptive Behaviour (What did they do?)

Not Following Instruction

Time Out Slip

Date:

Name:

Duration:

Signed:

Disruptive Behaviour (What did they do?)

Not Following Instruction

Time Out Slip

Date:

Name:

Duration:

Signed:

Disruptive Behaviour (What did they do?)

Not Following Instruction

STUDENT TO ADMIRE AWARD 'STAR' CARDS

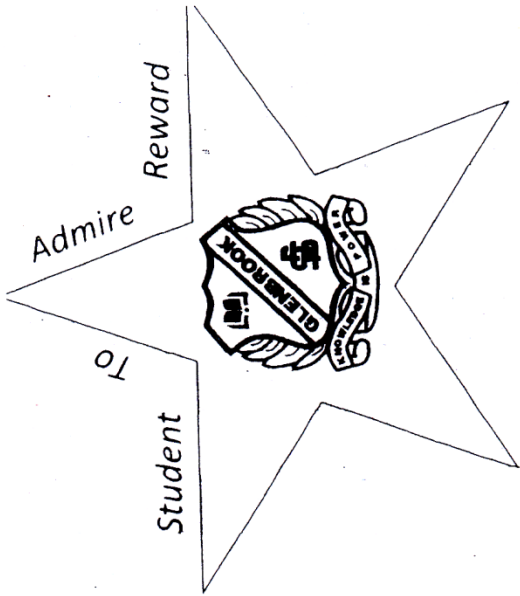
At Glenbrook Public School students are rewarded for positive behaviour by way of a "STAR" card system.

Star cards can be handed out for positive behaviour in the playground and classroom, including positive work habits eg. handing in homework, 100% in spelling texts.

Teachers are able to reward those students with a "STAR card who display positive behaviours in the classroom, playground, sporting activities, excursions, etc.

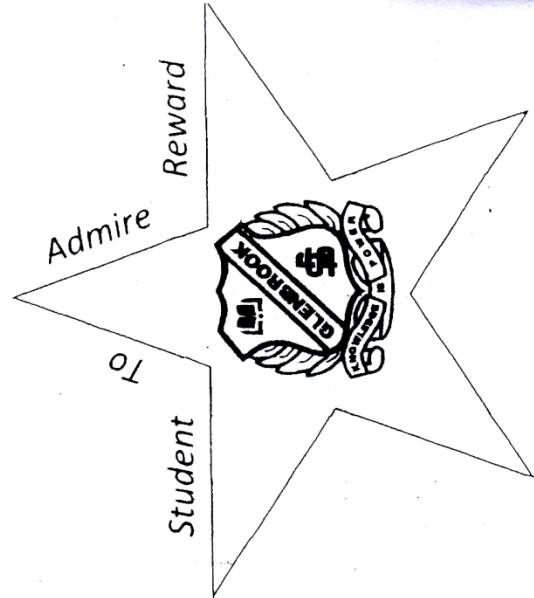
For each ten cards collected students are recognised at the weekly assembly with an Assistant Principal Award and an ice block.

For receiving five Assistant Principal Awards a student is then rewarded with a movie and popcorn afternoon.



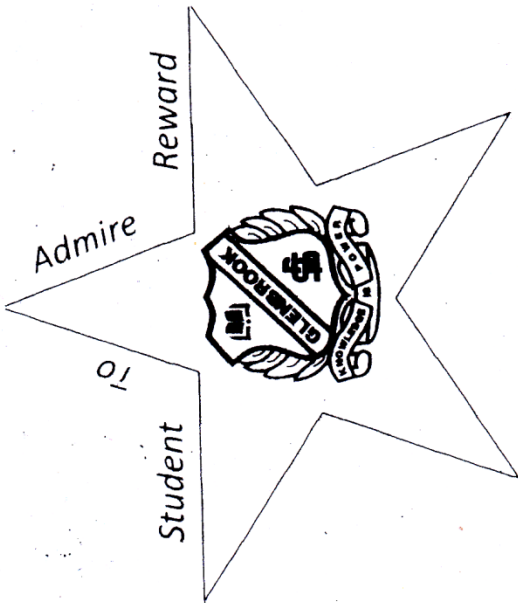
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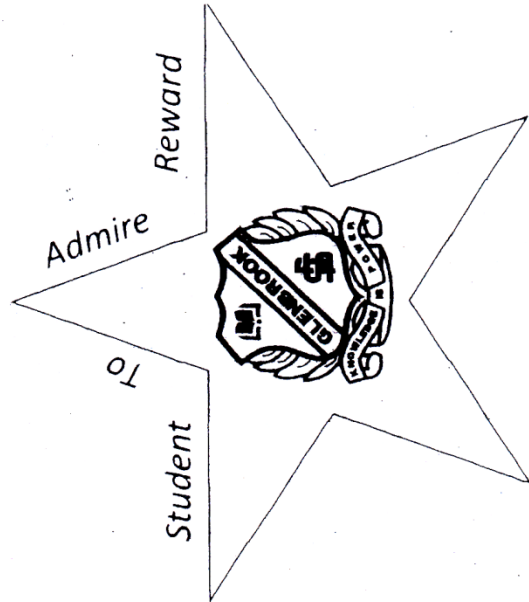
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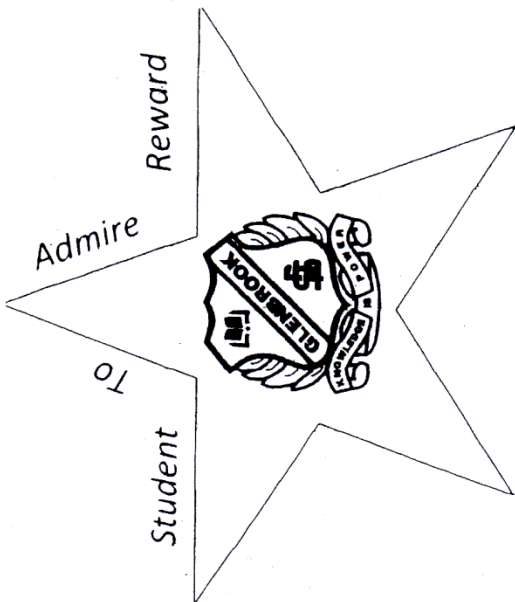
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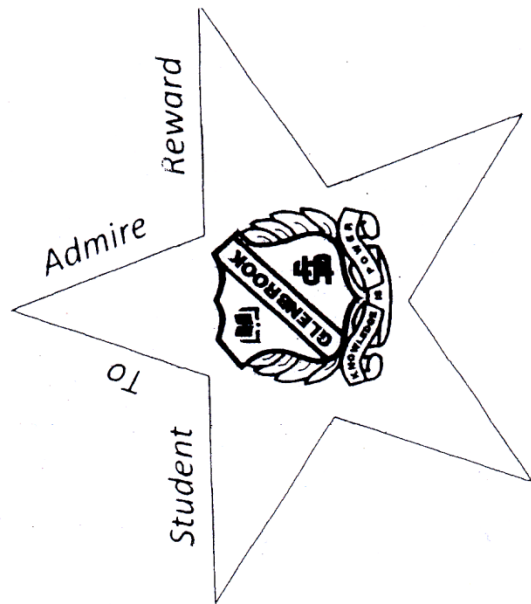
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