



# Galston Public School

## Student Wellbeing and Discipline Procedures

2024

### **Purpose**

Galston Public School's Student Wellbeing and Discipline Procedures define how our school will support the overall development of all students within the broader context of the Department of Education's *Wellbeing Framework for Schools* and *Student Discipline in Government Schools Policy*, supporting a focus on the safety and wellbeing of all students in an environment where effective learning can occur. Our school motto of 'Honest Work & Fair Play' and Positive Behaviour for Learning (PBL) values of 'Respect, Responsibility and Personal Best' underpin our wellbeing and discipline procedures.

These procedures link with the school's Anti-bullying Plan which outlines strategies for identifying, reporting and dealing with bullying behaviours.

### **Rationale**

Positive wellbeing and consistent discipline procedures lead to improved learning and social outcomes. Explicit teaching of expected PBL behaviours and restorative practices are promoted in a consistent and fair manner. Effective teaching and learning is best achieved in a safe, secure, well-managed and positive environment in which staff, students, parents and the wider community work together.



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## Part 1: Galston Public School Vision Statement

Galston Public School is committed to creating a learning culture that provides high quality educational opportunities in order for every child to fulfil their potential and become a life-long learner.

We aim to work together, school and families, to guide our students towards a future that will see them enjoy life as confident, independent and resilient members of the community.

Implicit in achieving our vision is a focus on wellbeing, with particular emphasis on the school's PBL values.

### PBL Values

*Respect, Responsibility, Personal Best*

## Part 2: Wellbeing

### 2.1 The Department of Education's Wellbeing Framework for Schools

The NSW Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.





CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.



THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

## 2.2 Teaching and Learning

Teachers provide learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Positive student behaviour, wellbeing and effective learning are the result of a cooperative school community approach between teachers, parents and students based on mutual respect so that each supports the decisions and responsibilities exercised by the others.

PBL expectations are displayed in every room. Class expectations are agreed upon by each class at the beginning of the year and displayed in the classroom, based on Respect, Responsibility and Personal Best. Expectations for classroom and playground are revisited regularly throughout the year both at daily assemblies and in class.

Positive student behaviour, wellbeing and effective learning will be fostered through:

- provision of appropriate curriculum to meet the needs of each student and support for all children in achieving success through the provision of stimulating quality differentiated teaching and learning programs;
- implementation of appropriate support programs, e.g. Learning and Support, School Counsellor, EAL/D;
- provision of relevant, engaging and targeted teacher professional learning;
- implementation of PBL lessons to actively teach the values and expectations in different areas of the school;
- implementation of programs that develop self-discipline and conflict resolution skills e.g. buddy class activities, Student Representative Council (SRC), Child Protection, Drug Education, Peer Support, Anti-



bullying Programs, Social Skills Programs, Rock & Water; mindfulness, etc.;

- provision of adequate resources to support the curriculum;
- opportunities for parents/care givers to participate in promoting good discipline and effective learning, e.g. P&C Association, parent teacher interviews, volunteering, school activities, etc.;
- recognition and reinforcement of student achievement through awards and rewards;
- staff modelling of consistent, caring and controlled behaviour; and
- implementation of activities throughout the year that promote wellbeing and a sense of community e.g. Harmony Day, Anzac Day, Remembrance Day, buddy activities, Personal Development/Health units, etc.

### 2.3 *Learning and Support*

Galston Public School is committed to providing personalised and differentiated learning and support to give each student the opportunity to succeed, including those with identified learning needs, diagnosed disabilities and undiagnosed disabilities. Adjustments to the learning environment are made and documented as required.

Students may be referred to the school's Learning and Support Team (LST) by teachers and/or parents. The LST makes collaborative decisions about the support that may be provided, including intervention by the Learning and Support Teacher (LaST), School Counsellor, or Student Learning Support Officers (SLSO). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning. The LST consists of the Principal, Assistant Principals, LaST, School Counsellor and classroom teachers as required.

All Aboriginal and Torres Strait Islander students have a Personalised Learning Pathway (PLP) which is developed with and signed by the parent/carer, classroom teacher and LaST.

Individualised health care plans are collaboratively developed for students with identified health care needs, in consultation with parents/carers, classroom teacher, School Counsellor, LaST and medical and health practitioners where required. Individual health care plans address the needs of the student in the context of the school and the activities the student will be involved in. Individual health care plans are updated annually, or as the need arises.

Specific health information about students is collected at enrolment and on a regular basis. The immunisation status of students is collected and recorded at enrolment. Systems are in place to protect the health and safety of all students when they are at school or involved in school activities. Products containing peanuts, tree nuts or any nut products are not used in curriculum or extracurricular activities.

Schools provide temporary care when a student becomes unwell at school, which may include the provision of first aid (including emergency care), and report cases of vaccine-preventable diseases, as listed on the student health website, to parents/carers and the local public health unit.

### 2.4 *Professional Practice*

A strong culture of collaboration and professional learning exists throughout Galston Public School, aiming to ensure that the professional practice of teaching and administrative staff meets the highest possible standards. All staff undertake professional development sessions throughout the year to comply with legislative and policy requirements. Professional learning is linked to the needs of the students, teachers, schools and the system.



All staff members engage in structured, relevant professional learning related to personalised professional goals. They set and reflect on their personal goals through participation in the Performance and Development Framework. Teachers draw on the Australian Professional Standards for Teachers and the school's strategic directions when setting goals and measuring their attainment.

Classroom teachers' programs are collected and reviewed, with written feedback provided. Lesson observations and team teaching are undertaken to collaborate, provide feedback, reflect on and improve practice, mentor and share, thereby contributing to a supportive culture of continual improvement.

## 2.5 *Effective Leadership*

Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.

### The Principal:

- implements systems to meet accountabilities relating to wellbeing policies in the school environment and uses school and system resources to support the learning and wellbeing of all students;
- fosters an atmosphere which allows students to achieve their personal best while learning together;
- provides support in programs related to student behaviour and attendance;
- takes appropriate and immediate action in situations where serious student behaviour concerns occur;
- presents special awards and disseminates the wellbeing and discipline policy as needed;
- supports all staff in the management of student behaviour;
- ensures procedural fairness; and
- provides and supports access to ongoing professional learning for staff.

### Assistant Principals:

- demonstrate professionalism and commitment to teaching;
- provide leadership and direction within their stages and across the school;
- encourage a school climate that is mindful of students' physical, psychological, emotional and educational welfare;
- provide support in wellbeing matters involving students and/ or parents/carers;
- provide support for teachers in managing difficult student behaviour;
- determine and implement appropriate logical consequences with the classroom teacher for inappropriate student behaviour, ensuring procedural fairness;
- oversee the teaching and learning programs in the school;
- provide staff with support and opportunities for professional development;
- assist students to reflect on their own behaviour and implement consistent consequences for their actions;
- communicate issues of student behaviour to staff; and
- liaise with parents/carers in regard to student behaviour.



#### Teachers:

- demonstrate professionalism and commitment to teaching;
- develop and maintain effective classroom management practices;
- model and explicitly teach desired student behaviours;
- encourage students to attend school every day;
- promote the wearing of school uniform;
- respect students' rights to courtesy, fairness and respect;
- utilise appropriate practices when conflict arises;
- support other staff through frequent and clear communication;
- prepare and implement individual plans for students needing additional support; and
- implement the school's Wellbeing and Discipline Procedures.

#### Students:

- strive to uphold the school's values of Respect, Responsibility and Personal Best;
- strive to demonstrate trustworthiness, truthfulness and honesty;
- bounce back and keep going, thereby displaying resilience;
- show understanding, kindness and empathy to others;
- work helpfully with other people in a team or when playing;
- respect the rights of others;
- stand up for what they believe in and stand up for others;
- treat everyone fairly; and
- see things from the point of view of others.

## 2.6 School Planning

The *School Excellence Framework* supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leading.

The framework was launched in 2015 to support school communities as they provide high quality educational opportunities for all students. The framework, published by Public Schools NSW, identifies 14 key elements that guide the core business of excellent schools:

### **Learning**

- Learning culture
- Wellbeing
- Curriculum
- Assessment
- Reporting
- Student performance measures



## **Teaching**

- Effective classroom practice
- Data skills and use
- Professional standards
- Learning and development

## **Leading**

- Educational leadership
- School planning, implementation and reporting
- School resources
- Management practices and processes

The framework is about focusing on individual students' capabilities and needs by engaging them in rich learning experiences. This in turn facilitates the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

At Galston Public School, teachers engage in extensive collaboration in order to design, implement and assess quality teaching and learning activities. A variety of formative and summative assessment data is collected to both inform teaching, measure the effectiveness of programs and measure student achievement and growth.

Teachers undertake a wide variety of school-based and external professional learning to achieve the school's strategic goals, with a particular focus on literacy and numeracy. Teachers are committed to developing a positive sense of wellbeing, as they are mindful of the impact this can have on children's academic progress.

## **Part 3: Acknowledging and Rewarding Student Achievement**

### *3.1 School Award Systems*

Galston Public School aims to create a nurturing environment where the use of positive reinforcement encourages student achievement and assists in the management of student behaviour. Students are acknowledged and rewarded for their behaviour, work habits and achievements in a variety of ways.

Galston Public School has an award system which is based on our PBL values of 'Respect, Responsibility and Personal Best'. These awards are distributed in class and in the playground and can be accumulated throughout the years. It is the responsibility of students to keep their awards in a safe place.

Teachers also utilise a wide variety of positive reward systems in their individual classrooms throughout the year to complement whole school processes.

### **Weekly Awards**

At our weekly assemblies students are recognised by merit awards and citizenship awards.

### **Presentation Day Awards**

At our end-of-year Presentation Assembly, four students from each class are recognised for academic achievement, consistent effort, most improved and citizenship. An additional class award recognises a student for their effort, improvement or achievement in a specific Key Learning Area (KLA):

- Creative and Performing Arts
- Mathematics
- Literacy (Reading and/or Writing)



- Science and Technology

## Part 4: Student Behaviour and Discipline

### 4.1 Department of Education Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools, students are expected to:

- respect other students, their teachers and school staff and community members;
- follow school and class rules and follow the directions of their teachers;
- strive for the highest standards in learning;
- respect all members of the school community and show courtesy to all students, teachers and community members;
- resolve conflict respectfully, calmly and fairly;
- comply with the school's uniform policy or dress code;
- attend school every day (unless legally excused);
- respect all property;
- not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools;
- not bully, harass, intimidate or discriminate against anyone in our schools.

### 4.2 School Values and Expectations

At the beginning of each year, teachers deliver explicit lessons to teach and reinforce the school's PBL values of 'Respect, Responsibility and Personal Best', and re-teach lessons as required. Posters are displayed in classrooms and around the school to reinforce these expected behaviours and give students information about what it 'looks like' to behave in these ways. When correcting problem behaviours, staff refer to these expectations. Reinforcing good behaviour will improve the tone of the classroom. Behavioural research indicates that behaviours that are reinforced increase in frequency.

| <b><u>Galston Public School Values</u></b>   |   |                       |
|--|---|--|
| <b>Working and learning together in a harmonious and positive environment to reach our personal best</b> |   |  |
| <b>Respect</b>   |  | <ul style="list-style-type: none"> <li>• Be kind and polite</li> <li>• Care for school property</li> </ul> |
| <b>Responsibility</b>  |  | <ul style="list-style-type: none"> <li>• Play fairly and safely</li> <li>• Make good choices</li> </ul>    |
| <b>Personal Best</b>   |  | <ul style="list-style-type: none"> <li>• Try your best</li> <li>• Be on time and ready to learn</li> </ul> |





At Galston PS we can be rewarded for doing many things when we are demonstrating



## RESPECT RESPONSIBILITY PERSONAL BEST

We can receive our Gotchas when we are following our 3 school values in the classroom or in the playground

GALSTON GOTCHA

**Respect**




Name: \_\_\_\_\_

Class: \_\_\_\_\_

GALSTON GOTCHA

**Responsibility**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

GALSTON GOTCHA

**Personal Best**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

The five Gotchas can be made up of any colour combination.

Gotchas go into the weekly prize draw as well as toward the whole school reward each term.

When we get 15 Gotchas we receive an Excellence Award



Excellence Awards are awarded at School Assemblies (Weeks 2, 4, 5, 8 and 10 of each term). Excellence Awards are kept at home, and when students have received 3 Excellence Awards they are to hand them in to the front office to be processed ready for presentation of their next badge.

When we get 3 Excellence Awards we receive a Badge  
(Once a badge is received, the process begins again and the student works toward their next level/colour of badge)

Badges are awarded at School Assemblies in Weeks 5 and 10 of each term. Students receiving badges and their parents/caregivers will be invited to attend the Principal's Afternoon Tea prior to each PBL Badge Assembly.





# GPS Behaviour Management Flowchart

Problem Behaviour

Teacher problem solves with student/s

Problem continues

Minor / Major

Follow PBL minor behaviour response

Follow PBL major behaviour response

- Step 1**
- Prompt
  - Redirect
  - Reteach
  - Choice
  - Consequence

Behaviour Stops

Behaviour Continues

Give positive verbal/social acknowledgement

These are some of the strategies used at GPS to modify minor behaviour breaches:

- Classroom**
- Galston 1,2,3
  - Temporary removal from activity
  - Alteration of activity
  - Removal to buddy class
  - Notification to parents
  - Conference
  - Reflection sheet completed

- Playground**
- Miss out on play
  - Walk with teacher
  - Loss of privilege
  - Conference
  - Other

At Galston PS we follow our 3 school values

**RESPECT RESPONSIBILITY PERSONAL BEST**

When we break the school values we get a warning to remind us to show us

Galston behaviour

Ready to learn  Warning 1  Warning 2  Time Out

When we get to **Red (Time Out)** we are given a 'time-out' and then we must try to show Galston behaviour again. When we return from time out I can return my name to **Warning 1**.

If we still continue to display inappropriate behaviour we receive an

**Orange Referral**

We can also get **Orange Referrals** in the playground or classroom for minor behaviours when we choose not to follow our school values.

If we get 3 **Orange Referrals** we get a **Red Referral**

A **Red Referral** means we get a **Lunch time reflection**

We can also get **Red Referrals** in the playground or classroom for major behaviours when we choose not to follow our school values.

$3 \times \text{Orange Referral} = 1 \times \text{Red Referral} = 1 \times \text{Lunch time reflection}$

So remember that at Galston PS we need to demonstrate

**RESPECT RESPONSIBILITY PERSONAL BEST**

- Step 1**
- Discuss rule violation with student
  - Explain expected behaviour
  - Complete red major referral form
  - Notify class teacher
  - Student sent to exec with red major referral form

- Executive Actions**
- Review incident
  - Implement consequence

Executive follows through on consequence in consultation with teacher

Executive informs parent/ guardian

Executive provides teacher feedback

- These are some of the strategies used at GPS to modify major behaviour breaches:
- Parent interview
  - Extended time off playground
  - Behaviour card
  - Removed from upcoming events
  - Responsibilities/privileges removed
  - Individual Behaviour Program
  - Suspension
  -




**Please Note:**  
GPS staff are encouraged to show discretion, in their interpretation and implementation of this flowchart, as each incident requires individual consideration.

Teacher completes orange referral form

## Specific Areas Expectations Posters




**Movement**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |  |
|-----------------------|--|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Walk quietly during class time</li> <li>• Be mindful of personal space</li> </ul>               |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Walk on hard surfaces</li> <li>• Line up quietly and sensibly</li> </ul>                        |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Make good choices</li> <li>• Move to lines quickly and carefully when the bell rings</li> </ul> |



**Canteen**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |  |
|-----------------------|--|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Always say please and thank you</li> </ul>                         |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Buy for yourself, with your money</li> <li>• Sit down when eating</li> </ul>                  |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Make healthy choices</li> <li>• Put rubbish in red bin and recycling in yellow bin</li> </ul> |

**Assembly**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |  |
|-----------------------|--|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Applaud sensibly</li> </ul>   |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Enter and leave quietly</li> <li>• Stand and sit quietly</li> </ul>                                   |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Sing the school song and National Anthem proudly</li> <li>• Wear school uniform with pride</li> </ul> |

**Canteen Quad and COLA**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |   |
|-----------------------|---|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Cooperate with others</li> <li>• Share equipment and space</li> </ul>  |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Play safely and wear your school hat</li> <li>• Look after school equipment and personal belongings</li> </ul> |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Play sensible games</li> <li>• Put rubbish in red bin and recycling in yellow bin</li> </ul>                   |

**Ovals**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |   |
|-----------------------|---|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Play fairly and by the rules</li> <li>• Be kind and include others</li> </ul>      |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Play in the right place</li> <li>• Play safely and wear your school hat</li> </ul> |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Be a good sport</li> <li>• Play for fun and enjoy the game</li> </ul>              |

**Toilets**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |   |
|-----------------------|---|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Keep the toilets clean and tidy</li> <li>• Respect each other's privacy</li> </ul> |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Flush the toilet when finished</li> <li>• Walk</li> </ul>                          |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Wash you hands with soap and water</li> <li>• Dry your hands</li> </ul>            |




**Fixed Equipment**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |   |
|-----------------------|---|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Use the fixed equipment only when there is a teacher on duty</li> <li>• Be patient and take turns</li> </ul> |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Play safely and fairly</li> <li>• Only use the equipment that you can safely reach</li> </ul>                |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Make safe choices</li> <li>• Walk</li> </ul>   |

**Bus**

Working and learning together in a harmonious and positive environment to reach our personal best

|                       |   |
|-----------------------|---|
| <b>Respect</b>        |  <ul style="list-style-type: none"> <li>• Use a quiet voice</li> <li>• Be polite to the driver and other passengers</li> </ul>   |
| <b>Responsibility</b> |  <ul style="list-style-type: none"> <li>• Line up quietly and sensibly at the front gate or sit quietly under the Hall COLA</li> <li>• Sit quickly and sensibly</li> </ul> |
| <b>Personal Best</b>  |  <ul style="list-style-type: none"> <li>• Walk to and from the bus stop</li> <li>• Stay seated until the bus has stopped moving</li> </ul>                                 |

## Class Expectations

At the beginning of each year, teachers and their classes collaboratively develop and display their class expectations in the familiar format seen above. Teachers have strategies to deal with minor misbehaviour in the classroom as part of their classroom management practice and are supported by the Assistant Principals, LaST and School Counsellor when required.



## **Expectations relating to school activities, excursions and incursions**

School activities, excursions and incursions are organised to enhance the school curriculum, provide enrichment programs and provide positive experiences, and students are expected, wherever possible, to attend. Financial assistance is available for families who may require it.

A high standard of behaviour is expected of the students at all times as they are representatives of the school. Students should be well groomed and, unless otherwise stated, full school uniform should be worn.

Failure to comply with the school's accepted behaviour expectations may result in disciplinary action and possible prevention of the student being involved in future activities, excursions or incursions.

## **Expectations relating to travel**

Whether on an excursion, travelling to and from sporting events or travelling to or from school, students are expected to behave in an appropriate, orderly and polite manner, and move efficiently as a group.

Accepted road safety rules apply.

- Pedestrian safety:
  - Students and visitors to the school are to use designated footpaths and gates, and refrain from walking through the staff car park.
  - Parents should train children to check in both directions and cross roads safely.
  - Children walking to and from school are expected to do so safely and sensibly, without interfering with the property or welfare of others.
- Bus Safety:
  - Students catching buses home are to move directly to the waiting area at 3.00pm when the bell rings. All children are to remain in this area. They are to wait until the teacher on duty escorts them to the bus stop and instructs them to board the bus. When given permission to enter, they must take a seat and remain seated for the entire journey. Students are expected to travel safely and sensibly to and from school acting in accordance with school rules and the PBL Bus Expectations.
- Bike / Scooter Safety:
  - Children in Years 3 to 6 may ride bikes to school. By law, helmets must be worn. Bikes and scooters must be walked on the footpath at the front of the school and in the school playground. During the school day, bikes and scooters must be left in the bike rack outside the Library (locking device recommended – no responsibility will be taken by the school for bikes/scooters). Bike racks are out of bounds during school hours.
- Skateboards:
  - Skateboards should not be brought to school.
- Parking/Driver Behaviour:
  - Sign at car park entrance reminds parents not to drive into the school grounds. Parking in school grounds is for staff only, apart from the disabled car space.
  - Parents are advised that traffic police may book cars illegally parked outside our school. Parking in 'No Parking' zones and double-parking endangers the lives of our children.
  - Parents driving children to school are expected to adhere to NSW Roads and Maritime Services rules with regards to parking, bus zones, pedestrian crossings and speed limits.



### **Before School (8:25am – 8:55am)**

- Students remain seated in the weather shed in the Canteen Quad until the teacher on morning duty rings the bell.
- School bags are placed outside classrooms once the bell rings, then students return immediately to the playground.
- Tennis balls or handballs only can be used to play handball, no large balls.
- Students are to wear a hat at all times. Any student not wearing a hat must play under the COLA.
- Teacher on morning duty is to encourage students to go to the toilet then to class when the 8:50am music plays prior to the 8:55am bell.

### **Recess (11:10am – 11:40am)**

- Students are to remain seated in the Canteen Quad and at the picnic tables while eating. When students have finished eating, they raise their hand and wait for one of the teachers on duty to check their area for rubbish prior to moving into the playground.
- Students are to play in designated areas only.
- Students wishing to play in the COLA Quad line up next to the vegetable garden and wait for one of the teachers on duty to walk them to this area.
- Students are to wear a hat at all times. Any student not wearing a hat must play under the COLA.

### **Lunch (1:40pm – 2:20pm)**

- Students are to remain seated in the Canteen Quad and at the picnic tables while eating. When students have finished eating, they raise their hand and wait for one of the teachers on duty to check their area for rubbish prior to moving into the playground.
- Once eating time is finished (10 minutes) students may move to the ovals, sandpit or Library (depending on the day), once the teacher on duty has arrived.
- Students are to wear a hat at all times. Any student not wearing a hat must play under the COLA.
- Footballs and soccer balls can only be used on the soccer oval. No contact sport.
- School-provided equipment is to be returned to its central spot or Year 6 monitors to collect at the end of lunchtime.

### **After School (3:00pm)**

- Students catching an early bus must go straight to the front gate and line up. Those catching a late bus must sit at the picnic tables.
- Students waiting to be picked up are to wait sensibly in the playground.
- Bus students and those waiting to be picked up are not to play any running or ball games.
- Parents are to supervise their children and exit school grounds in a timely manner.



## **Wet Weather**

- Executive to decide wet weather; decision will be communicated by the office.
- If inside classrooms for recess and/or lunch, teachers use the school's buddy system and ensure they get a break by supervising each other's classes.
- If playing outside, students stay on designated hard surfaces.
- Tennis balls or handballs only can be used to play handball, no large balls.

## **Parents and Caregivers**

The critical role of parents/carers is recognised as the primary influence on each child's character and behaviour and as essential in supporting the core rules and the successful education of their children. Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents/carers are encouraged to:

- ensure they approach the school community in a positive manner and encourage their children to actively participate in all activities;
- send their child to school in a clean uniform with adequate food for the school day and ensure they have had sufficient rest the night before;
- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours;
- engage in regular and constructive communication with school staff regarding their child's learning;
- support the school in maintaining a safe and respectful learning environment for all students;
- communicate constructively with the school and use expected processes and protocols when raising concerns; and
- ensure their child's regular attendance.

### *4.3 Strategies for Dealing with Unacceptable Behaviour in the Classroom and Playground*

#### **Classroom Management Strategies**

Classroom discipline is the responsibility of the class teacher in the first instance. Early in the year and at regular daily assemblies, all teachers clarify the PBL values of 'Respect', 'Responsibility' and 'Personal Best'. The focus will be on behaviours dependent on student data. The visual posters of these in each classroom and PBL lessons will help to reinforce these expected behaviours and give students information about what it 'looks like' to behave in these ways. When correcting, or pre-correcting problem behaviours, staff should refer to these expectations. For example, a student calling out repeatedly in class, and interrupting the lesson may be asked about whether his behaviour shows 'Respect' for teacher or classmates. A visual reminder of what 'Respect' looks like in the classroom will help to modify inappropriate behaviours.

Reinforcing positive behaviour will improve the tone of the classroom. Behavioural research indicates that behaviours that are reinforced increase in frequency.



Effective class teachers:

- Provide appropriate, differentiated curriculum to meet the needs of each student.
- Utilise effective student management strategies such as:
  - giving simple instructions;
  - expecting students to comply and follow instructions;
  - regularly noticing and commending students for complying with expectations;
  - involving all members of the class by directing questions to the full range of students;
  - encouraging on-task learning behaviour by moving about the room and supervising work;
  - refocusing and redirecting attention when students become restless or inattentive and
  - following up any behaviour disruptions and developing behaviour plans when required.

### **Staff Expectations**

- Model consistent, caring and controlled behaviour.
- Lead by example in appropriate dress and speech.
- Actively supervise students in the school setting.
- Keep their Supervisors informed of identified problems as they develop.

### **Classroom Discipline Procedures**

At the beginning of each year, each class will collaboratively develop and clearly display their classroom expectations in the same format as our school-wide and specific areas expectations.

### **Managing Inappropriate Behaviour**

Behaviour Records: Comprehensive records of student behaviour serve to identify patterns and to inform future planning in supporting students. A database (School Bytes) is maintained to keep a record of behaviours observed in the classroom and playground.

Parent Contact: Where a staff member feels parent contact may be constructive and helpful in maintaining support for a child, parents may be contacted by phone. Teachers are to ensure that their immediate supervisor is consulted with classroom/playground concerns prior to parent contact.

In the case of more serious incidents, a member of the Executive will make contact with parents and may request a formal meeting on the school site.

### **Physical Behaviour**

Where the severity and context of physical incidents warrants, students may be removed immediately from the playground. The intention, lead up and purpose of physical behaviour is taken into account. Restorative discussions remain an important element in dealing with physical behaviour. Teacher on duty will investigate and refer incident to the Stage Assistant Principal.





## Examples of Minor, Major or Critical Behaviour

| Minor<br>(Teacher Managed)  | Major<br>(Teacher and Executive Managed)   | Critical<br>(Executive and Principal Managed)   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Out of bounds</li> <li>• Unsafe play in the playground</li> <li>• Leaving the classroom</li> <li>• Uncooperative</li> <li>• Refusal to follow teacher instructions</li> <li>• Name calling, teasing or put downs</li> <li>• Littering</li> <li>• Physical altercations with peers</li> </ul> | <ul style="list-style-type: none"> <li>• Using foul language</li> <li>• Consistent bullying</li> <li>• Inappropriate use of school technology</li> <li>• Inappropriate touching of others</li> <li>• Stealing</li> <li>• Vandalism</li> <li>• Physical altercations with peers</li> <li>• Any repeated or ongoing minor behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Leaving school grounds</li> <li>• Verbal aggression</li> <li>• Physical aggression</li> <li>• Violence, swearing and hitting staff and/or students</li> <li>• Any repeated or ongoing major behaviour</li> <li>• Department of Education policy</li> <li>• LaSt</li> </ul> |

### Restorative Practices

Restorative questioning offers a common language and practice capable of fostering healthy relationships, developing resilience and encouraging children to take responsibility for their behaviour. Asking questions encourages self-reflection, creates the space to be heard and challenges negative behaviour in the context of its impact on others. This process cultivates the capacity to build and maintain significant relationships. Inappropriate behaviour or choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains.

The explicit framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

The process takes people from the past to the present and gives them hope for the future. It empowers them to make things right and heal any harm that has been done. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships.

Executive staff will draw on restorative questioning when addressing behaviour concerns with students.

| When Things Go Wrong   | When Someone Has Been Hurt   |
|--|--|
| What happened?<br>What were you thinking of at the time? What have you thought about since?<br>Who has been affected by what you have done? In what way?<br>What do you think you may do to make things right? | What did you think when you realised what happened?<br>What impact has this incident had on you and others?<br>What has been the hardest thing for you?<br>What do think needs to happen to make things right? |

