



# UPPER ORARA PUBLIC SCHOOL

Knowledge, Truth and Freedom

## Upper Orara Public School Student Well-Being and Discipline Policy

Dear Parents and Carers

I am excited to deliver the Upper Orara Public School Well-being and Discipline Policy which has been developed in consultation with the school community and is underpinned by the Department of Education and Community's policies and procedures on School Welfare. This policy outlines how we will promote and maintain student welfare in our school. We aim to have clearly defined rules, rewards and procedures which will allow students to develop responsibility for their own behaviour. An award system for rewarding and acknowledging positive behaviour and achievement in the classroom forms an important part of the policy. In addition, the Policy contains clear procedures for classroom management based on fairness, consistency and a strong foundation of our nine core values.

### Contextual Statement

Student well-being at Upper Orara Public School:

- Encompasses everything the school community does to meet the personal, social and learning needs of students
- Creates a safe, caring school environment
- Incorporates preventative health and social skills programs
- Recognises the value of collaborative early intervention when problems are identified
- Recognises the role that the school plays as a resource to link families with community support services

## Upper Orara Public school 9 Core Values

### Integrity

#### Being consistently honest and trustworthy

In school communities, evidence of this value includes:

- open and transparent decision making processes
- consistent school policies and actions.

In classrooms, evidence of this value includes:

- trusting others to work independently
- doing what you say you will do
- teachers mark students work consistently to agreed standards
- clearly explaining and enforcing rules about plagiarism.

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## Excellence

**Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning**

In school communities, evidence of this value includes:

- giving recognition to students achieving high standards
- frequently encouraging and acknowledging individual improvement
- celebrating school community achievements
- encouraging students' awareness of broader life opportunities.

*In classrooms, evidence of this value includes:*

- reaching personal best performance
- maintaining high learning expectations
- setting and meeting high standards
- persisting through challenges and difficulties in learning.

## Respect

**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**

In school communities, evidence of this value includes:

- regarding as important the opinions of parents
- implementing government education policy

*In classrooms, evidence of this value includes:*

- accepting the right of others to hold different views to your own
- listening to others without interrupting
- following school rules
- acknowledging the strengths and abilities of students
- affirming cultural diversity within the school community.



## Responsibility

**Being accountable for your individual and community's actions towards yourself, others and the environment**

In school communities, evidence of this value includes:

- reflecting policy and school community needs in school rules
- supporting the decisions of the school
- accepting responsibility for the school's involvement in community activities
- including in school rules strategies to reinforce appropriate behaviour as well as consequences for breaking rules.

In classrooms, evidence of this value includes:

- self-discipline
- modelling expected behaviours
- involvement in strategies to encourage compliance with school rules.

## Participation

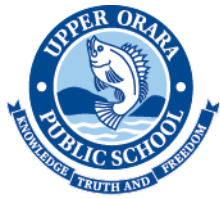
**Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation**

In school communities, evidence of this value includes:

- communicating openly within and between different groups in the school community
- encouraging and considering new ideas
- forming partnerships with business and community organisations.

In classrooms, evidence of this value includes:

- contributing to class discussion
- encouraging creative thinking about issues and problems
- accepting roles in group activities.



## Cooperation

**Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict**

In school communities, evidence of this value includes:

- working together to plan a school event
- addressing issues through consultation and negotiation
- initiating change by involving consultation with and the representation of all stakeholders
- working together to address a school issue.

In classrooms, evidence of this value includes:

- accepting class protocols for group work and working with others
- working well with others outside immediate friendships
- initiating problem solving
- identify issues and possible solutions to help resolve conflict.

## Care

**Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion**

In school communities, evidence of this value includes:

- providing early notice of students, parents and teachers experiencing difficulties
- volunteering to assist in school activities
- programming to actively counter bullying and harassment
- implementing responsive student support systems being in place.

In classrooms, evidence of this value includes:

- maintaining friendly relationships
- making constructive and encouraging comment about other people's work
- listening to others
- modelling skills for positive and caring relationships.



## Fairness

**Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice**

In school communities, evidence of this value includes:

- addressing bullying and harassment through effective whole school programs
- challenging cultural stereotypes
- communicating accurately on school reports to parents about their children's progress.

In classrooms, evidence of this value includes:

- maintaining high expectations of everyone
- encouraging and participating in open discussions about fairness and justice
- planning to ensure that teaching and learning is meaningful and relevant to everyone
- accepting other people and their backgrounds.

## Democracy

**Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen**

In school communities, evidence of this value includes:

- listening to different views on school related issues
- consulting parents, staff and students about major changes
- ensuring that minority groups have a voice in decision making processes
- choosing appropriate processes for decision making.

In classrooms, evidence of this value includes:

- consulting and negotiating project timelines
- respecting the rights and responsibilities of others
- accepting responsibility for one's own learning.



## Values in the Classroom

### Values are taught in the classroom to help our students to:

- develop a love of learning
- pursue excellence and high standards
- develop care and respect for themselves and others
- take pride in their work
- exhibit a strong sense of fairness and social justice
- have respect for and understanding of Australia's history including the cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia, and Australia as a multicultural society
- actively participate as citizens.

## SCHOOL Well – being and DISCIPLINE

### Policy and Procedures

Students learn most effectively in a safe, challenging and nurturing environment in which staff and students take pride in achievements. The school recognises the importance of communication, cooperation and respect between parents, students and staff who work together to create a positive and successful learning community. To achieve this a simple set of rules form the basis of playground and classroom expectations.

These rules apply to all school activities including: excursions, sporting and cultural activities and travelling to and from school.

### 1. SCHOOL RULES

Be Safe

Be Friendly

Do your Personal Best

Care for our Environment



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## BE SAFE

- Know and follow road safety rules to and from school
- Know and follow playground rules.
- Be sunsmart and wear a school hat at all times when outdoors
- Resolve conflict through discussion and communication, not physical action
- Move around the school in a safe and orderly way and be in the right place at the right time.
- Follow class rules
- Use “No Go Tell” strategies to stay safe
- Never bring a weapon or dangerous substance into the school environment
- Consider “Stranger danger” and cyber bullying when using social network sites
- Mobile phones to remain in principal’s office and turned off during school hours
- Bring safe foods and drinks (no soft drink cans or hot drinks).

## BE FRIENDLY

- Treat others as you like to be treated
- Use acceptable and appropriate language in all school environments
- Cooperate with others
- Value differences
- Respect the opinion of others
- Learn to resolve problems or conflict without physical or verbal abuse
- Help others
- Treat people online as you would treat them face to face
- Never use digital technology, mobile phones or internet to cyber bully others.



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## DO YOUR PERSONAL BEST

- Listen carefully using the Five L's of Listening: Legs crossed, hands in lap, lips together, looking at the speaker, listening to the speaker
- Be confident
- Be persistent
- Be resilient
- Be organised
- Be respectful (get along with others)
- Complete homework and projects on time
- Wear the full school uniform
- Participate in student decision-making
- Attend school regularly
- Be proud to be an Upper Orara PS student

## CARE FOR THE ENVIRONMENT

- Respect school property
- Respect your and other students' property
- Be responsible for your personal belongings
- Clean up after yourself in the classroom and in the playground
- Put your rubbish in the bins
- Recycle
- Turn off lights and taps
- Reduce your carbon footprint





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## 2. CORE RULES FOR STUDENTS IN ALL NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

These **core rules** for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. They are based on the **core values** of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and carers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

### THE CORE RULES FOR ALL NSW GOVERNMENT SCHOOLS

All students in NSW government schools are expected to:

- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

### CORE VALUES DEVELOPED BY THE STUDENTS and STAFF of Upper Orara Public School

**Co operate**  
**Always do your best**  
**Respect our school and environment**  
**Encourage and include others**

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### 3. STRATEGIES

#### Promoting good discipline and effective learning

The school is committed to providing quality education to all students in a challenging and caring environment. To this end we aim to be:

#### Providing consistency in discipline across the school grades:

- SCHOOL RULES are to be displayed and discussed each year in all classes
- a set of CLASSROOM RULES and CONSEQUENCES are to be developed with the whole class involved to ensure ownership and agreement of rules (based on our school values and rules).
- The 5 FOUNDATIONS to being successful (confidence, persistence, resilience, getting along, organisation) displayed in classrooms and used to reward positive behaviour.
- PLAYGROUND RULES will be displayed and discussed at Assemblies as needed.
- RESTORATIVE JUSTICE questions to be used when dealing with conflicts. See below.

#### Restorative Questions 1 *When things go wrong*

What happened? What were you thinking at the time? What have you thought of since? Who has been affected by what you have done? In what way?
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#### Promoting good discipline and effective learning continued

- Meeting student needs through appropriate class programs
- Supporting students learning so success and goals are achieved through LST, STL, counselling, enrichment / GAT programs, workshops and special focus days
- Ensuring students' literacy skills are well developed
- Keeping lines of communication with parents open and honest
- Ensuring playground rules and rosters are displayed in the playground and classrooms
- Implementing policies eg. Homework, SunSmart, Anti-Bullying
- Providing Personal Development programs which develop self-esteem, personal safety, communication and self-discipline skills including, "You Can Do It!"
- Modelling of respectful behaviour by staff.



## Dealing with unacceptable behaviour

The school is committed to implementing restorative justice practices to encourage students to develop responsibility for their actions:

### In the classroom

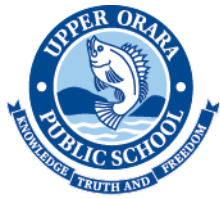
- A set of class rules and a set of consequences are developed with class and displayed
- A discussion regarding what choices are being made by the student and what better choices can be made may be needed
- A verbal, friendly warning is given for most behaviours (1st warning). A balanced account of any conflict is to be explored before any action is taken by a teacher using restorative justice questions
- If inappropriate behaviour persists, the student is to go to a time out / reflection space in the room for 5-10 minutes. (2nd warning) \*If behaviour improves, the student re-joins class group.
- If however there is no improvement the student goes for “time out” in another classroom (3rd warning)
- If there is still no improvement, the student will meet with the Principal where a written explanation, based on restorative justice questions, will be filled in by the student and entered onto a Behaviour Register

### In the classroom continued

To further support classroom teachers in their management of students displaying unacceptable behaviour the following strategies and procedures have been put in place:

- Teachers use Classroom Behaviour tracking sheet to enter information on student behaviour causing concern
- Students from Years 2-6 may be asked to fill out a special Behaviour Explanation/ Incident Sheet in cases of very unacceptable behaviour – questions are based on restorative justice
- Further action may include phoning, writing to or interviewing parents, sending parents copies of the Student Behaviour Explanation sheets, designing a behaviour plan with the student, being interviewed by the Principal or implementing a student behaviour contract for 2-3 weeks

Persistent misbehaviour could result in a suspension from school.



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## In the playground

- Verbal warnings, discussion of inappropriate behaviour and better choices to make next time are the usual way supervising teachers deal with minor problems.

Implementing a set time out area as required on the silver seat.

More serious breaches of school rules or bouts of unacceptable behaviour are recorded in Behaviour Register, so patterns of behaviour can be observed

- Aggressive behaviour or bullying behaviour could result in an immediate suspension from school
- Follow up with parents as required.

Any violent or otherwise seriously unacceptable behaviour is to be reported directly to the Principal.

## 4. RECOGNISING STUDENT ACHIEVEMENT

- Communicating daily with students in class in formal and informal
- Utilising peer assessment strategies and feedback
- Developing skills of students so self-evaluation can be meaningful and rewarding
- Presenting student of the week awards, library and merit certificates and sports awards at assemblies and annual awards at Presentation Day
- Providing students' with opportunities for leadership development through: Captains and leaders duties including, Kindergarten Buddy program, Library Monitors and Environment Groups
- Achievements published in newsletters including, class and community achievements
- Students of the Week Award (K-6) where students are recognised for individual achievement, academically and socially.
- Featuring student work in newsletters and classroom displays
- Implementing regular class presentations at assemblies
- Communicating student progress to parents through reports, interviews, work samples and homework.



## 5. SUSPENSION

Procedures specified in the document Suspension and Expulsion of School Student (State of N.S.W., D.E. , Safety and Security Directorate, 2011) will be followed as necessary.

Suspension highlights for the student and the parents the unacceptability of behaviour and the parents' responsibility for remediation of that behaviour. Schools have the right to maintain high standards of behaviour

Suspension may only be invoked following the implementation of procedures outlined in the document. Suspension may occur at the Principal's discretion where:

- A student is physically violent or exhibits aggressive behaviour (including verbal abuse or abuse transmitted by electronic means e.g. SMS or email)
- A student is in possession of a firearm, prohibited weapon or knife, or uses an object as a weapon
- A student uses, or is in possession of, a suspected illegal substance or supplies a restricted substance
- A student is continually disobedient.

The school and parents will work in partnership to assist the student to rejoin the school community. Counselling and special behaviour programs will need to be provided. Students and their parent/guardian attend a Suspension Resolution meeting as a part of their return to school.



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## 6. ROLES, RIGHTS and RESPONSIBILITIES

The education and welfare of the students at Upper Orara Public School have the highest priority in the operation of the school. Each year the school will develop focus areas, within the guidelines provided by the Department, to continually improve and develop programs which meet the varying needs of the school community in a changing society.



## ROLES

### Principal

The authority, responsibility and accountability of school principals are derived from relevant state legislation and the policies and priorities of the Government. Principals are accountable to the Director-General of School Education for the educational leadership and effective management of schools. Part of that management responsibility involves ensuring the provision of a safe, harmonious and effective learning environment for students and staff. Other responsibilities relating specifically to this policy include:

- Ensure the policy reflects real practice which is fair and just
- Organisation, publication and distribution of Policy
- Be aware of class rules and management strategies being implemented
- Maintain accurate records
- Delegate responsibilities for policy implementation to Executive staff.
- Keep records as appropriate for monitoring unacceptable behaviour.

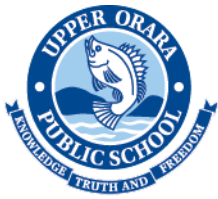
### Teacher

- Plan effective class programs to best meet student learning needs
- Implement the discipline procedures in class and playground in a consistent and caring manner
- Encourage students to become responsible for their own behaviour and learning in a supportive and respectful environment.
- Discuss and clarify class, school and core DET rules and consequences with students each  
Ensure literacy development is a priority for all students.

### Parent

Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions in relation to behaviour as well as learning. Schools need to work with parents in providing role models for desirable social and co-operative behaviour. In particular parents need to:

- Be aware of the School Discipline Policy and to support the school in its implementation
- Promote socially responsible behaviour in students at home and expect that behaviour to be implemented at school
- Ensure the student wears the correct school uniform as determined by the school community
- Ensure the student is punctual for school
- Liaise with the school regarding the learning and behaviour development of the student as necessary.



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## Student

- Be aware of and follow school, class and playground rules
- Accept responsibility for own actions and learn to make appropriate choices to benefit self and others
- Participate in student decision-making through, class discussion, group work and collaborative learning activities
- Value excellence in classwork, effort and standards of behaviour
- Be proud to be a Upper Orara Public School student and wear the correct uniform.





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Upper Orara Public School Student Welfare Policy Student Welfare is everyone's concern

## **RIGHTS and RESPONSIBILITIES**

Rights and responsibilities of STUDENTS at Upper Orara Public School

### **RIGHTS**

#### **You have the right to feel safe and secure at school.**

This means that the school should provide safe class rooms, equipment and rules to ensure your safety and sense of well-being. You should be treated respectfully by other students and staff.

#### **You have the right to a quality education at our school.**

This means you should be able to learn and perform at the best of your ability. Class programs will help you think well, understand clearly and produce high quality work.

#### **You have the right to learn without being disturbed.**

This means that others should not interfere with your learning, disturb the learning space or hurt your feelings. Your property should not be taken or destroyed.

#### **You have the right to your own opinions, beliefs and values.**

This means that you may express your point of view appropriately and be able to give reasons. Your religious and cultural beliefs are to be respected

#### **You have the right to tell your side of the story.**

This means you will be given the opportunity to tell what happened. The restorative justice questions will mostly be used.

#### **You have the right to be yourself.**

This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to learn new skills.

### **RESPONSIBILITIES**

#### **You have a responsibility to make our school a safe and friendly place.**

This means you do not hurt, intimidate or bully other students. You also need to use equipment carefully. You should follow school rules and wear the correct uniform.

#### **You have a responsibility to work to the best of your ability.**

This means you need to actively listen, ask questions to clarify meaning, participate willingly and work well.

#### **You have a responsibility to allow others to work without disturbing them.**

This means you get on with your work without excessive talk or interrupting the flow of lessons. You will not take or destroy property that is not yours.

#### **You have a responsibility to respect the opinions, beliefs and values of others.**

This means you don't use put downs or name calling when someone holds beliefs that differ from your own. Learn to understand / accept other views.

#### **You have a responsibility to tell the truth.**

As hard as it can be at times, answering the "what happened" question honestly will mean the problem can be sorted quickly. Not being honest causes more problems and makes things worse!

#### **You have a responsibility to accept others.**

This means you do not exclude, name call, bully or tease other students for any reason. You should also report bullying when you become



## Dealing with unacceptable behaviour

The school is committed to implementing restorative justice practices to encourage students to develop responsibility for their actions:

### Steps to follow

