

Student Welfare Policy



Code of Conduct

STATEMENT OF PURPOSE

Crookwell Public School values a positive and safe school environment where self discipline is developed around a code of conduct, within a climate of respect, built on the foundation of consequences which follow actions.

By meeting the personal, social and learning needs of students, each will make a useful and rewarding contribution to the life of the school and gain enjoyment from their learning.

DEFINITIONS

BEHAVIOUR is an action, thought and feeling chosen to satisfy needs.

MISBEHAVIOUR is an action chosen which interferes with the wellbeing/teaching/learning of others, usually disregarding the Code of Conduct, particularly the rights of others.

BULLYING is an unprovoked, repeated attitude/action with deliberate intent to threaten distress, intimidate and /or hurt others. It is characterised by an imbalance of power (physical, verbal, social, psychological, sexual, and racial) and can be perpetrated by one child or a group. ***It is different from quarrelling or a transient bout of aggression.***

SELF DISCIPLINE

The school encourages students to develop self discipline by accepting responsibility for their own behaviour through

- Recognition and praise for acceptable choices of actions
- Developing clear, fair and consistent ways of dealing with unacceptable behaviour
- Providing students with opportunities to
 - practise making responsible decisions
 - develop and display initiative
 - work independently
 - co-operate in group efforts

CONSEQUENCES

Sometimes, students make poor decisions. When this happens, there needs to be some form of sanctions so that the students are reminded of the expectations of the school and their responsibilities to help keep those expectations.

A set of consequences cannot be drawn up to cover all possible infractions of school expectations and all circumstances contributing to those infractions. Generally, the following consequences will apply. Whilst these are listed in a descending order of action it does not follow that this order will be rigidly followed. Each situation will be judged on its effect on the total school population and on individual children.

1. Reminding of student rights and responsibilities by immediate staff member
2. Referral to Student Welfare Co-ordinator
3. Parent contact to be informed and involved
4. Time-out (removal from playground or classroom for a short period)
5. Extended and planned exclusion/isolation
6. Parental contact follow-up
7. Referral to Learning Support Team
8. Individual Management Program
9. Suspension following DET procedures
10. Expulsion following DET procedures

REINFORCING PRESENT GOOD STANDARDS

The present good standards of behaviour are reinforced by:

- A system of praise and rewards
- Focussing on lifting the self-esteem of individuals, class and school spirit to encourage high expectations in children and the production of quality work
- Creating an understanding of acceptable social behaviours and the desire to follow the school code of conduct and support the values and Core beliefs of the school
- Developing attitudes of sensitivity and respect for others and the belief that all children have the right to learn and play without interference
- Communicating with parents and enlisting their support in matters of behaviour
- Administering discipline fairly and consistently within the guidelines of the Code of Conduct and the Fair Discipline Code

CODE OF CONDUCT

RIGHTS	RESPONSIBILITIES OF STUDENTS	RESPONSIBILITIES OF SCHOOL & STAFF	RESPONSIBILITIES OF PARENTS
Students have the right to go about their business without interference, either physical or verbal, and without having their clothing or equipment damaged, stolen or interfered with.	<p>To respect other person's rights and not hit, threaten or insult them.</p> <p>Not to bring to school objects that might be considered dangerous. This includes guns and knives.</p> <p>To care for their own equipment and belongings and to report any losses.</p> <p>To respect property of others</p> <p>To return or hand in any articles they have found.</p> <p>To play safely.</p>	<p>To respect other person's rights and not hit, threaten or insult them.</p> <p>To ensure that equipment is cared for, is stored safely, is in good and safe condition and is appropriate.</p> <p>To ensure that children are taught general safety precautions and rules with regards to equipment.</p> <p>To respect school property.</p> <p>To ensure that any items taken from children are returned.</p> <p>To supervise the playground.</p>	<p>To respect other person's rights and not hit, threaten or insult them.</p> <p>To support the school.</p> <p>To ensure that the children are aware of inappropriate articles being taken to school.</p> <p>To ensure that all children's clothing is labelled.</p>
Students have the right to work, learn and play in a clean, tidy and safe environment.	To help keep the buildings and grounds clean, tidy and safe.	To help keep the buildings and grounds clean, tidy and safe.	To support the school in keeping the buildings and grounds clean, tidy and safe.

The school has a duty to prohibit smoking, alcohol and drugs.	To observe the school requirements about smoking, alcohol and drugs.	To observe the school requirements about smoking, alcohol and drugs.	To observe the school requirements about smoking, alcohol and drugs.
Students have the right to travel to and from school safely.	To consider the safety of others and themselves when coming to/going from school.	To ensure children leave school safely.	To ensure children arrive safely at school and procedures for safe departure.
Students have a right to learn in a supportive environment.	To strive to do their best at all times.	To support and encourage students to do their best at all times through recognition of effort.	To support and encourage students to do their best by recognising their effort.
Teachers have a right to teach without disruptions.	To co-operate with all other students and staff. To move quickly, orderly, quietly and directly to lessons.	To provide positive and effective student management in class and treat all students fairly.	To support the school's behaviour management plans.
Parents have a right to receive all notes and letters from the school.	To deliver or return promptly all notes and letters to be taken home or back to school.	To ensure students receive notes, letters and messages.	To read and respond to school communications.
All members of staff, parents, students and members of the public have the right to expect courtesy and respect.	To speak and act with courtesy and respect to others. To be appropriately dressed.	To speak and act with courtesy and respect to others. To be appropriately dressed.	To speak and act with courtesy and respect to others. To dress the students in school uniform.
Students have the right to expect the buildings, grounds and equipment be kept in safe, working order.	To take care of the buildings, grounds and equipment and to encourage others to. To report any damage. To pay for damage maliciously caused.	To take care of the buildings, grounds and equipment and to encourage others to. To report any damage. To pay for damage maliciously caused.	To take care of the buildings, grounds and equipment and to encourage others to. To report any damage. To pay for damage maliciously caused.

MINOR & MAJOR ISSUE MANAGEMENT

Mini issues are able to be dealt with immediately, fairly and consistently by the nearest or rostered teacher.

Minor and Major issues need to be addressed instantly and those involved reassured that a full and fair investigation will be held at the next bell.

The issue is then notified to the Class Teacher, Executive or Principal.

The issue is taken to the Student Welfare Co-ordinator.

All points of view are investigated by the Student Welfare Co-ordinator – the offended, the offender, witnesses – at the next bell.

The Student Welfare co-ordinator decides to –

- Resolve the issue after reaching an agreeable resolution or
- Discuss the issue with the parents of the offended AND the offender or
- Refer the issue to the Principal or
- Refer the issue to the Learning Support Team or
- Refer the issue to the School Education Director if it involves a parent.
- Documentation of the incident from the supervising Teacher and Welfare Co-ordinator

All actions taken will be appropriate to those affected, closely monitored, reviewed and support given.

If parents are informed, they must be KEPT informed.....

- Contacted immediately to be made aware of the actions to be taken and their acceptance of the actions
- Contacted again within 4 days to discuss success of, and satisfaction with, the action taken
- Later (before 3 weeks) follow-up to ascertain the longer-term effects.

All minor and major issues are to be recorded in an **Issue Management Book**, maintained by the Student Welfare Co-ordinator. In the book there will be a brief summary of the issue, of the action taken and follow-ups dated.

All parent meetings need to have brief records of content kept.

RELATED POLICIES/DOCUMENTS LIST

Anti-bullying Plan for Schools (PD20040050)

Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy (PD20020006)

Guidelines for the Management of Serious Incidents

Suspension and Expulsion of School Students – Procedures (PD20020014)

School Attendance Policy (PD20050259)

School Uniform Policy (PD20040025)

Occupational Health and Safety Policy (PD20040007)

Core Rules in NSW Government Schools