



Chipping Norton Public School



Student Wellbeing Policy and
School Discipline Code 2016

Chipping Norton Public School

Student Wellbeing Policy

Connect, Succeed and Thrive in an Enabling School Environment

Statement of Principles

Chipping Norton Public School is a learning community committed to the development of our students' ability to connect, succeed and thrive in an enabling school environment to become thoughtful, tolerant, caring and contributing members of society.

We believe that successful students learn best in an encouraging, supportive and safe environment where meaningful, engaging and personalised learning takes place with appropriate rules, consequences and recognition for achievement.

When an enquiring mind and creative thinking is valued, student success is achievable for everyone and all members of the school community can contribute to decision making and to school life.

This leads to the firm belief that all community members can make a difference now and in the future. The rights and responsibilities of students, teachers, parents and the community are acknowledged and strategies are developed to enable students to connect, succeed and thrive.

We value:

- Care
- Respect
- Tolerance
- Excellence
- Resilience
- Fairness
- Cooperation
- Responsibility
- Democracy
- Integrity

In the context of the Department of Education's Student Wellbeing Framework, Chipping Norton Public School provides highly engaging teaching and learning programs within a positive, supportive and encouraging learning environment and where parents and the broader community actively participate with the school to maintain supportive and positive connections.

The following wellbeing programs and teams address the total student wellbeing needs:

- Learning Support Team
- School Counsellor
- English as an Additional Language / Dialect (EALD), Reading Recovery (RR), Gifted and Talented (G&T), and Learning and Support Teacher (LAST) programs
- Access to other Departmental agencies including vision, hearing, behaviour support and HSLO.
- School Discipline Policy
- Student Leadership programs
- Student Representative Council (SRC)
- Anti-bullying programs
- Anti-racism programs
- Personal Development, Health and Physical Education (PDHPE) programs
- Staff wellbeing programs
- Community and school partnerships

STUDENT WELLBEING POLICY and SCHOOL DISCIPLINE CODE

PURPOSE

Chipping Norton Public School's Wellbeing Policy and School Discipline Code encourage a positive approach to discipline. Students are aware of and regulate their own emotions and behaviours. Students demonstrate courtesy, care and respect for each other.

GUIDELINES

The Student Wellbeing Policy will:

- Recognise, encourage and reinforce student success and achievement within the school;
- Provide students with a safe school environment;
- Respect and support students in all aspects of their schooling;
- Provide opportunities for students to contribute towards decision making through structures including Student Representative Council and student leadership programs such as prefects and school leaders;
- Provide clear expectations for behaviour which are known by students, staff and parents;
- Promote a tolerant, respectful and cohesive community where individuals take responsibility and work together to ensure individual rights are maintained and valued;
- Encourage a sense of belonging and connectedness that respects diversity and identity;
- Provide opportunities to develop ethical decision-making, self regulation and self determination so that students develop positive self esteem, problem solving, leadership and conflict resolution skills and contribute to building worthwhile relationships with others;
- Provide students and parents with information regarding:
 - School Rules;
 - School Award system;
 - Strategies to promote good discipline and effective learning;
 - Practices designed to recognise and reinforce student achievement;
 - Strategies for dealing with unacceptable behaviour; and
- Allow for regular personal goal setting, review, monitoring and feedback.

School Rules

SCHOOL RULES

Students at Chipping Norton Public School:

- 1. RESPECT: Show respect for others and their property.**
- 2. are RESPONSIBLE: Work and play fairly and safely.**
- 3. COOPERATE: Be an interested and thoughtful learner.**
- 4. CARE: Show care for others, our school and our environment.**

Rights and Responsibilities

All members of the school community, students, teachers and parents have rights and responsibilities. These rights and responsibilities reflect the school behaviour code. Our school rules are derived from the rights and responsibilities of all community members and outline the expected standards of behaviour in the classroom, in the playground, when on school excursions and when travelling to and from school.

I have the right to...	I have the responsibility to show respect for others and their property by...
<ul style="list-style-type: none"> • Be treated with respect and consideration • Have conflicts resolved • Be happy with who I am • Be told the truth • Feel safe and not threatened • Take care of my own, other's and school property • Not be bullied 	<ul style="list-style-type: none"> • Treating teachers, peers, parents and visitors with respect, consideration and co-operate with them • Resolving conflicts peacefully • Accepting others and their differences • Always being honest and truthful • Informing a teacher when I feel unsafe or threatened • Expecting my property to be safe and used correctly • Not bullying others

I have the right to...	I have the responsibility to work and play fairly and safely by...
<ul style="list-style-type: none"> • Be safe • Be listened to • Be treated fairly 	<ul style="list-style-type: none"> • Being in the right place at the right time • Following rules for the safe use of equipment • Keeping my hands and feet to myself • Playing gross motor activities only on the grass e.g. soccer, running games, large ball games, equipment • Playing big ball games only at lunch • Moving to and from areas quietly and punctually • Following the correct procedure for retrieving lost balls and other personal items • Wearing a hat and playing under the designated shelter • Always seeing a teacher on duty first if injured or sick • Only going to the office area if sent by a teacher • Being supervised when playing a game with a bat • Playing by the rules

I have the right to...	I have the responsibility to be an interested and thoughtful learner by....
<ul style="list-style-type: none"> • Be taught and expect that I will learn • Expect others not to distract me while I am working 	<ul style="list-style-type: none"> • Working to the best of my ability and completing all my class work and homework • Being attentive in the class environment by listening carefully and following instructions, staying on task, being a co-operative learner and following the class and school rules.

I have the right to ...	I have the responsibility to show care for our environment by...
<ul style="list-style-type: none"> • A clean and healthy environment • Expect others to clean up their own rubbish • Enjoy a pleasant and aesthetically appealing environment 	<ul style="list-style-type: none"> • Putting my own rubbish in the bin • Having respect for nature by looking after plants, trees and living creatures found in our school environment

Strategies to Promote Good Discipline and Effective Learning

Strategies are supported through curriculum initiatives and whole school structures. A Learning Support Team coordinates specific support programs within the school.

In Term One each year, there will be learning and social skills programs designed to develop self discipline, self review, communication and responsible decision making. The programs will clearly set out the school's expectations in relation to behaviour and work standards. Aspects include school orientation, cooperative learning, homework, organisation, self-assessment, conflict resolution, relationships, communication skills, the School Discipline Code (see Section 4 on Page 10), Anti-bullying and Anti-racism policies and the school award system.

At Chipping Norton Public School we will foster good discipline and effective learning in the following ways:

1. Consistently use good behaviour management techniques such as:
 - Giving simple directions
 - Commending students for following rules and directions
 - Providing opportunities for all students to participate actively in school life
 - Involving all members of the class by directing questions to the full range of students
 - Encouraging on-task learning behaviour by moving around the room and supervising work
 - Refocusing and redirecting attention when students become restless or inattentive
 - Having a plan for managing behaviour disruptions
 - Following up significant behaviour disruptions (see Section 4)
2. Providing appropriate curriculum to meet the needs of each student by having relevant and up to date programs of work, in all Key Learning Areas, to cater for individual needs.
3. Supporting students in achieving success in their learning by providing positive learning experiences.
4. Developing a school discipline code with four, short concise rules that are understood by the whole school community. These rules state expected behaviour that can be monitored and consistently and fairly applied.
5. Providing programs that develop self discipline, self evaluation, communication and responsible decision making, such as:
 - Student Representative Council;
 - School Leaders- prefects, house captains;
 - Social skills programs - conflict resolution, anti-bullying, anti-racism;
 - Personal Development programs - child protection, drug education, interpersonal relationships;
 - Peer programs - Kindergarten buddy program, peer reading.
6. Providing appropriate support programs, such as Learning Support Team, School Counsellor, LAST and Gifted and Talented programs.
7. Consistent, caring and controlled behaviour modelled by staff.
8. Providing appropriate professional learning programs for staff to address relevant needs.

9. Recognising the responsibility of parents and carers and discussing with them their roles and responsibilities in managing students' behaviour. Encouraging parents' and carers' participation in decision making through representation on the P&C and its membership, classroom helpers, assisting with the canteen, school sport, excursions and completing school surveys.
10. Recognising and understanding the particular needs and pressures experienced in the local community such as:
 - Allowances and consideration for welfare;
 - Supporting families in financial and emotional need;
 - Supporting parents and carers who need the use of an interpreter at parent/teacher interviews.

SECTION 3

Practices Designed to Recognise and Reinforce Student Achievement

The use of positive feedback, in most cases, is more effective in the management of behaviour than negative consequences or behaviour. Consistent and caring behaviour by staff and acknowledgement, formally and/or informally when students are doing the right thing is important at Chipping Norton Public School.

Students are recognised in a number of ways for special effort or results across all areas of the curriculum. Weekly assemblies and newsletters are used to recognise and promote achievements. Local newspapers are also used to promote achievement of Chipping Norton Public School students.

WHOLE SCHOOL AWARDS SYSTEM

Teachers work towards developing students' intrinsic motivation regarding work habits and appropriate behaviour. The school award system is designed to support this:

Green Awards

"Greens"

- presented by teachers in a variety of circumstances

Assembly Merit Awards

- four awards for each class presented at the fortnightly grade/stage assemblies

- four golden star awards presented to each class at grade/stage assemblies

Citizen of the Week

- one student from each Stage chosen for an award at K-6 assembly

Bronze Awards

- Certificate of Achievement for receiving ten Green Awards

- presented at K-6 assembly

Silver Awards

- awarded for three Bronze Awards

- presented at K-6 assembly

Gold Awards

- awarded for three Silver Awards

- presented at K-6 assembly

- students invited to attend an award morning tea at the end of each term

Principal's Medallion

- awarded for three Gold Awards

- presented at K-6 assembly

- students invited to attend an award morning tea at the end of each term

Sapphire Award

- awarded for ten Green Awards

- presented at K-6 Assembly

Emerald Award

- awarded for ten Green Awards

- presented at K-6 Assembly

Ruby Award

- awarded for ten Green Awards

- presented at K-6 Assembly

Platinum Award

- awarded for ten Green Awards

- presented at K-6 Assembly

NOTE:

Additional levels of Sapphire, Emerald, Ruby and Platinum were added in 2015 to reward students who had achieved a Principal's Medallion and were still achieving a significant number of Green Awards.

Academic, leadership, cultural, sport and citizenship awards are presented to students each year at the annual school Presentation Assembly.

A maximum of only ONE of each award (Bronze, Silver, Gold, Sapphire, Emerald, Ruby and Platinum) can be awarded at any K-6 assembly.

SECTION 4

SCHOOL DISCIPLINE CODE

Students require clear expectations and guidelines to function effectively in our school community and to learn to their full potential in a safe and caring environment.

IN THE CLASSROOM

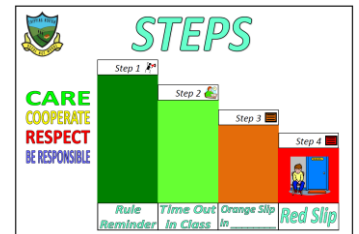
Teachers ensure a happy, safe and secure learning environment where programs are developed to address the needs of students. Expectations and standards are clearly communicated to all students.

Unacceptable Behaviour in the Classroom

Teachers develop their own classroom behaviour management strategies in line with the strategies of this document. Understanding the purpose of a student's behaviour allows the teacher to make the best decision in managing behaviour.

STEPS

All teachers across all learning spaces in the school use the STEPS chart as a visual representation of the School Discipline Code for students. The STEPS chart (see Appendix 2 on Page 16) is used to give students a visual reminder to make good choices and follow the school rules. The chart contains four (4) steps before they are given a red slip by the class teacher for serious or repeated misbehaviour. Students have the opportunity to change their behaviour and "move back up the steps" if they begin making good choices again. All names are taken off the STEPS chart at the end of each day to allow a fresh start to occur at the beginning of the school day. Please see the ***Classroom Discipline Procedures for Unacceptable Behaviour*** flowchart (on Page 11) for a detailed description of how the STEPS chart is used in each classroom.



Teachers maintain an individual class record of inappropriate behaviour in a classroom discipline book. Anecdotal observations, red slips and orange slips are kept in the classroom discipline book. The classroom discipline books are kept in a professional manner and will be used when communicating with parents and carers. A record of the action taken by the teacher is included. All red slips are recorded in each student's behaviour record on Sentral Wellbeing.

Recurring Unacceptable Behaviour

Recurring unacceptable behaviour is brought to the Stage Supervisor's attention. Further action is discussed and planned, based on the behaviour and previous dealings with the student. The student's parent or carer is then informed by telephone, letter or in person, of the student's behaviour and the strategies that have been put into place to help the student make positive changes to their behaviour.

IN THE PLAYGROUND

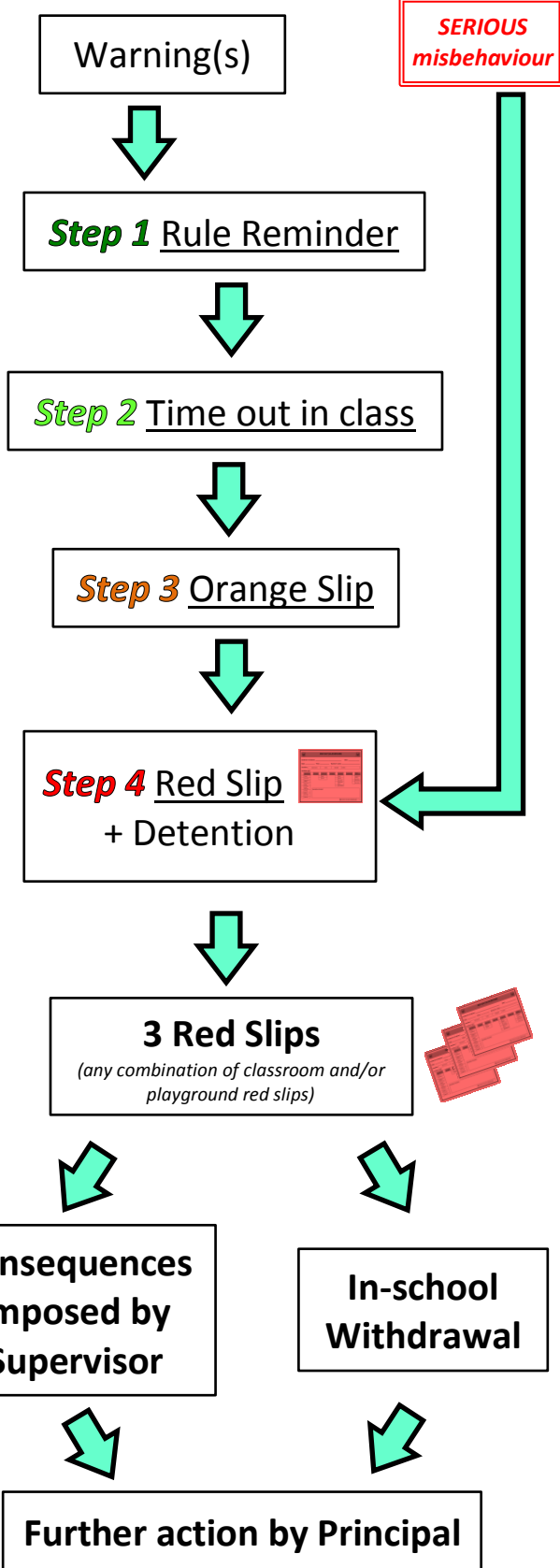
Teachers foster a positive playground environment through positive interactions with students and thorough investigations of incidents. Teachers on duty supervise the playground wearing fluoro-coloured vests, taking steps to eliminate inappropriate student behaviour. Teachers also reinforce positive playground behaviour.

Continuing Unacceptable Behaviour

Unacceptable behaviour that requires follow-up is recorded on the orange sheet in the playground behaviour folder by the teacher on duty. Teachers investigate any incidents and also record these on Sentral Wellbeing, along with the action taken. Serious or repeated misbehaviour results in a student receiving a red slip.

The following two flowcharts outline the procedures that all teachers follow when dealing with unacceptable behaviour in the classroom or on the playground.

Classroom Discipline Procedures for Unacceptable Behaviour



Use a combination of verbal and non-verbal cues to warn students. Non-verbal cues include: gestures, eye contact, physical presence.

Place student's name on **Step 1**. Restatement of school rules, class expectations.

Move student's name to **Step 2**, Time out: 5-10 minutes within the classroom (quiet, cool-off area). Record in Classroom Discipline Book.

Time out/Orange Slip: Move student's name to **Step 3**. 5-10 minutes in Buddy classroom (quiet, cool-off area). Record in Classroom Discipline Book.

Continual Disruptive Behaviour that disturbs class learning: If negative behaviour continues after student returns from Time out, move student's name to **Step 4**, give a Red Slip and send to Supervisor. Student attends Detention Room at 2nd half lunch. Record in Classroom Discipline Book and on Sentral Wellbeing. **Phone call to parent/carer**. Inform Supervisor.

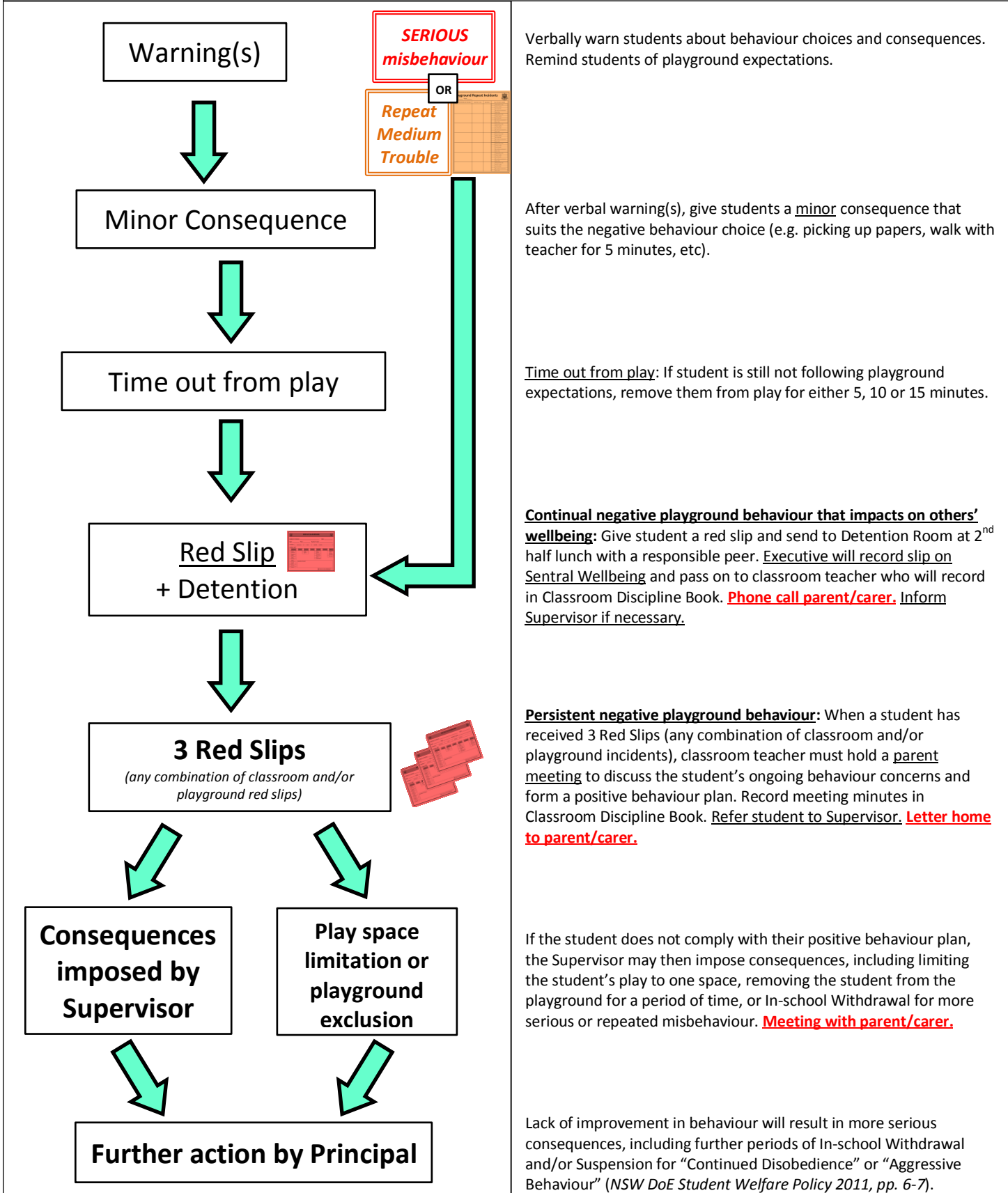
Persistent Disruptive Behaviour: When a student has received 3 Red Slips (any combination of classroom and/or playground incidents), classroom teacher must hold a parent meeting to discuss the student's ongoing behaviour concerns and form a positive behaviour plan. Record meeting minutes in Classroom Discipline Book. Refer student to Supervisor. **Letter home to parent/carer**.

If the student does not comply with their positive behaviour plan, the Supervisor may then impose consequences, including In-school Withdrawal. **Meeting with parent/carer**.

Lack of improvement in behaviour will result in more serious consequences, including further periods of In-school Withdrawal and/or Suspension for "Continued Disobedience" or "Aggressive Behaviour" (NSW DoE Student Welfare Policy 2011, pp. 6-7).

Notes: Serious Misbehaviour (i.e. "Big Trouble") may result in placing the student directly on **Step 4** (Red Slip) and being sent to the Supervisor. **Students may be moved back up the steps if they begin to show positive behaviour choices.**

Playground Discipline Procedures for Unacceptable Behaviour



Verbally warn students about behaviour choices and consequences. Remind students of playground expectations.

After verbal warning(s), give students a minor consequence that suits the negative behaviour choice (e.g. picking up papers, walk with teacher for 5 minutes, etc).

Time out from play: If student is still not following playground expectations, remove them from play for either 5, 10 or 15 minutes.

Continual negative playground behaviour that impacts on others' wellbeing: Give student a red slip and send to Detention Room at 2nd half lunch with a responsible peer. Executive will record slip on Sentral Wellbeing and pass on to classroom teacher who will record in Classroom Discipline Book. **Phone call parent/carer. Inform Supervisor if necessary.**

Persistent negative playground behaviour: When a student has received 3 Red Slips (any combination of classroom and/or playground incidents), classroom teacher must hold a parent meeting to discuss the student's ongoing behaviour concerns and form a positive behaviour plan. Record meeting minutes in Classroom Discipline Book. Refer student to Supervisor. Letter home to parent/carer.

If the student does not comply with their positive behaviour plan, the Supervisor may then impose consequences, including limiting the student's play to one space, removing the student from the playground for a period of time, or In-school Withdrawal for more serious or repeated misbehaviour. **Meeting with parent/carer.**

Lack of improvement in behaviour will result in more serious consequences, including further periods of In-school Withdrawal and/or Suspension for "Continued Disobedience" or "Aggressive Behaviour" (NSW DoE Student Welfare Policy 2011, pp. 6-7).

Notes: Serious Misbehaviour (i.e. "Big Trouble") may result in placing the student directly on a Red Slip + Detention and being sent to an Executive. **Students who are repeatedly involved in playground incidents over a number of days throughout the week (recorded on the "orange sheet") may be given a red slip.**

DETENTION PROCEDURES

Detention occurs during lunchtime. Detention is supervised by a member of the Executive team.

Students placed on detention go to the Detention Room during second half lunch. Only a member of the Executive can place a student on detention. Students will be engaged in an appropriate activity to ensure they improve their future behaviour. This will include counselling, revising school rules and completing a reflection sheet.

Students on detention will be given time to go to the toilet, wash hands and have a drink before the bell goes. Additional days may be given for missing detention or further misbehaviour. Detention takes precedence over lunch time sport training or performance group rehearsals.

The Executive monitors the detention register and students' individual behaviour records on Sentral Wellbeing to make decisions regarding follow up if needed. This may include withdrawing students from school activities, contacting parents and/or taking further action as per the school and DoE Student Welfare Policy and Suspension procedures.

Parents are contacted every time their child is placed on detention. Contact for detentions is generally made by phone call from the Principal or Assistant Principals or by letter home, which parents are asked to sign and return the next day.

Parents are encouraged to speak with a member of the Executive team should further clarification be required.

FUN HOUR

The nature of the School Discipline Code is to deal with unacceptable behaviour preventatively rather than in a reactionary way. All students who do not receive three (3) or more red slips (in any given Term) are given a reward at the end of each Term. This reward is Fun Hour, a time where a variety of activities are organised for students to take part in. Activities may include watching a film, sports games, bubble-blowing, chalk drawing, novelty games, board games etc. All students who receive three (3) or more red slips are informed of their ineligibility for Fun Hour prior to the event. Class teachers will remind students throughout each Term about the Fun Hour reward and check in with students who have received red slips to ensure that all students have the opportunity to make positive changes to their behaviour (as necessary).

Ongoing Review and Revision of Policy

This school discipline policy is the result of a review undertaken in Semester 2, 2015. The policy needs to be reviewed and revised regularly so that modifications can be made as the needs of our school community change.

Ongoing monitoring of the policy will include regular meetings with staff and the school community to continue to discuss discipline and behaviour management issues.

Fair and consistent discipline and effective learning are the responsibility of the whole school community. By working together teachers, students and parents can promote and build positive self-discipline and maximise the opportunities for students to achieve to the best of their ability.



School Discipline Code: Types of Trouble








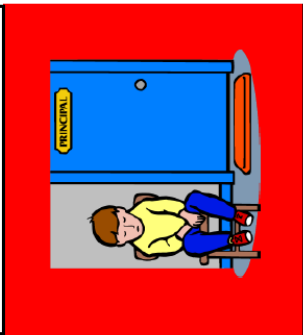
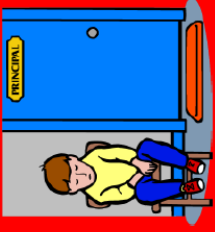


Learning Space	LITTLE TROUBLE	MEDIUM TROUBLE	BIG TROUBLE
Classroom	<ul style="list-style-type: none"> Littering Taking others' property without permission Accidental swearing Not following school rules Breaking classroom expectations 	<ul style="list-style-type: none"> Consistent LITTLE TROUBLE Swearing at others Walking on furniture Running or playing in the toilets during class time Out of class without permission Mock fighting Teasing Threatening others Disobedience Minor theft 	<ul style="list-style-type: none"> Violence Vandalism Inappropriate touching of others Spitting Consistent MEDIUM TROUBLE Racial abuse Major theft Defiance of teacher(s) Weapons on person Strong swearing
Playground	<ul style="list-style-type: none"> Accidental swearing Inappropriate use of equipment Running or playing in the toilets Mock fighting Out of bounds No hat in a non-shade area Taking others' property without permission Hurting or killing creatures 	<ul style="list-style-type: none"> Arguing and/or fighting over equipment Spitting on the ground Backchatting a teacher Vandalism Threatening others Disobedience Repeated LITTLE TROUBLE Accidental swearing Minor theft 	<ul style="list-style-type: none"> Repeated MEDIUM TROUBLE Spitting at someone Violence Strong swearing Racial abuse Bullying Major theft Defiance of teacher(s) Vandalism
Outside school activities		<ul style="list-style-type: none"> Inappropriate use of equipment Out of bounds Disobedience 	<ul style="list-style-type: none"> Violence Vandalism Defiance of teacher(s) Repeated MEDIUM TROUBLE Not following PSSA Code of Conduct



STEPS


CARE
COOPERATE
RESPECT
BE RESPONSIBLE

<p>Step 1 </p>		<p>Rule Reminder</p>	
<p>Step 2 </p>			<p>Time Out in Class</p>
<p>Step 3 </p>			
<p>Step 4 </p>			
			

Appendix 3: Behaviour Slips

ORANGE SLIP

Orange Slip



Student's name: _____ Class: _____ Date: _____

Exit Time: _____ Time Returned: _____

Teacher's Name (Print) _____


Please tick the goal for time out:

	Finish work
	Cool down
	Reflect on actions


Please circle the duration of the time out:

5	10	15	Until end of session	When work is complete
minutes	minutes	minutes		

RED SLIP



RED SLIP



Student's Full Name: _____ Class: _____

Date: _____ Time: _____ Teacher's name: _____

Location: Classroom Oval Asphalt Other:

RED SLIP TYPE: CLASSROOM PLAYGROUND

Incident type:

	ANTI-SOCIAL	STEALING	AGGRESSION	VIOLENCE	BULLYING	VANDALISM	WASTING LEARNING TIME
Teasing			Verbal		Verbal		Leaving class without permission
Harassment			Physical		Physical		Late to class
Rudeness to a student					Intimidation		Late to lines
Rudeness to a teacher					Threatening others		
Disobeying teacher instructions					Cyberbullying		
Swearing	Description of Incident: <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>						
Spitting							
Dishonesty							
Indecency							

Parent/Carer phone call made?

Entered into Sentral Wellbeing?

Detention completed?