

Wagga Wagga Public School



STUDENT WELFARE POLICY



In the context of this policy statement:

'Student welfare' encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

The Student Welfare Program is the sum total of all of the policies, structures and activities which are planned and implemented by the school to promote student welfare.

RATIONALE

Australian Society accepts that parents and families have the prime responsibility for the welfare of their children. Families, however, share that responsibility with the general community and a range of its social institutions including schools. In sending their children to school, parents/ guardians rightly expect that they will learn in a caring environment, concerned for their welfare. They place their trust in the Principal, teachers and other school staff, and indeed, in the education system as a whole.

Every teacher has a responsibility for student welfare. The Principal and executive staff have a specific leadership role in planning, co-ordinating, monitoring and evaluating the school's Student Welfare Program. Of course much of the caring in schools occurs spontaneously and incidentally, as it does in any community of caring people.

The school community consists of all those associated with the school: students, teachers, ancillary staff, community members, parents/guardians and associated support organisations and personnel.

A caring school community is fundamental to student welfare. The following factors contribute to the development of such a community.

- The quality of leadership in the school;
- The philosophy, policies and goals of the school;
- The appropriateness of learning programs and teaching methods;
- A sense of discipline and appropriate codes of behaviour;
- The values and attitudes of staff, students and parents and their interpersonal relationships;
- Valuing of the family and social background and experiences of all students;
- Sensitivity to the particular needs of individuals and groups;
- The quality of school-community relations; and
- The willingness of staff to share the responsibility for the welfare of all students.

Australian society expects its schools to:

- provide sound academic, social and cultural development for all students, regardless of race, creed, gender or socio-economic circumstances;

- provide children with basic skills and knowledge;
- ensure that children know how to discover new knowledge;
- ensure that children know how to assemble facts, pose questions and arrive at tentative answers;
- prepare children to cope with, and contribute to, life in society;
- develop in each child a sense of personal worth;
- prepare children to work co-operatively with others;
- motivate children via caring teachers who display warmth, supportiveness and respect towards them; and
- foster learning by children and teachers working together on significant situations.

AIMS OF STUDENT WELFARE

To foster in students a respect for the rights and needs of others, a respect for legitimate and just authority, a commitment to the democratic process of government, and a willingness to assume the responsibilities of Australian citizenship within the world community.

To provide for students and staff a safe, ordered, secure and caring environment which is conducive to working and learning.

OBJECTIVES

Through its student welfare program, WWPS will help its students to develop:

- a sense of enjoyment and satisfaction from learning;
- an ability to communicate effectively;
- a coherent set of values to guide behaviour;
- a sense of personal and social responsibility for their actions and decisions;
- a sense of personal dignity and worth;
- self reliance;
- a sense of cultural identity;
- a feeling of belonging to the wider community;
- a caring attitude towards others; and
- an ability to form satisfying and stable relationships.

IMPLEMENTATION

A variety of issues and policies are related to the development, implementation and review of the Student Welfare Policy.

This Policy should be read in conjunction with the following departmental and school policy documents and memoranda.

- a. Aboriginal Education
- b. Anti discrimination
- c. Attendance
- d. Child Protection
- e. Critical Incidents
- f. Curriculum
- g. Drug Education

- h. Emergency Policy
- i. Enrolment
- j. Excursions Policy.
- k. Fair Discipline & Student Discipline
- l. Gender Equity
- m. Health issues
- n. Occupational Health and Safety Policy
- o. Parent & Community Involvement
- p. Supervision Policy
- q. Policy on Suspension, Exclusion & Expulsion
- r. School Leaders, Assemblies, Awards & Presentation Day Policy
- s. P.D./Health/P.E. Policy
- t. Provision for students with Special Needs
- u. Road Safety
- v. Student Counselling
- w. Wagga Wagga Public School Code of Practice



I EFFECTIVE TEACHING AND LEARNING

Opportunities for effective learning will be provided via students being engaged in activities where they:

- are actively and purposefully engaged with issues and activities they regard as important;
- are willing to try new things and to take risks in applying strategies to solve problems in conventional and creative ways;
- are involved in the planning of their work and take responsibility for their learning;
- believe in their own ability to learn and are able to discuss and reflect on their own learning;
- have opportunities to work independently and in groups and are given support to do so;
- are committed and self-motivated and can seek out appropriate resources and help from a variety of sources;
- appreciate, respect and care for the concerns, views and feelings of others;
- know that their family and community members are welcome in the school;
- are able to discuss issues which are said to underpin our society such as democracy, fairness, equity and justice and relate them to their own lives;
- are able to develop positive relationships with teachers, students and other adults.

These opportunities will be provided by enthusiastic teachers who:

- can apply a wide range of organisational and instructional strategies which are appropriate to: student learning styles and educational needs, the subject being taught and the school context. This will occur in disciplined,

- purposeful and well managed classrooms;
- monitor individual student learning, give relevant feedback and plan according to the needs of individuals, groups and the whole class;
- foster independent learning, and expect students to take responsibility for their learning;
- develop ethical relationships based on good communication skills and respect for all students as individuals and expect respect in return;
- have an up-to-date knowledge of, and are enthusiastic proponents of, curriculum content;
- critically reflect on their practice and further their own professional development;
- believe in the ability of all students to learn, expect all students to learn, and convey this expectation to individuals, the class and the community;
- motivate students and actively engage them in learning experiences which deal with issues which student regard as important to their lives;
- set high standards/have high expectations of student achievement;
- create a supportive learning environment where students have the maximum opportunity to learn;
- makes optimum use of available time through effective management;
- uses explicit teaching procedures such as demonstrating, modelling, explaining, questioning and corrective feedback;
- provides abundant opportunities for students to engage in guided and independent practice and application;
- also encourages peer assistance and cooperative learning.

II. POSITIVE CLIMATE AND GOOD DISCIPLINE

A positive school climate and good discipline will be established at Wagga Wagga Public School by:

- creating an environment at the school conducive to caring and responsible action;
- accenting the positive (see Awards Policy);
- pursuit of excellence plus recognition of effort and improvement;
- promotion of understanding and respect for discipline (see Discipline Code);
- student participation in decision making via the Student Council and perceptive listening to concerns;
- provision of opportunities for students to succeed (see Awards Policy);
- development of school rules by all school community members, which are “kept alive” through positive revisiting;
- a pro-active effort by teachers to be perceptive to imminent problems and intervene before these become issues;
- an explicit and clearly articulated discipline policy with clear consequences for misbehaviour which is consistent in its interpretation and implementation. (See Policy on Suspension, Exclusion, and Expulsion of Students from school.);
- implementation of Occupational Health and Safety policies, and all department policies and procedures relating to health care issues;
- implementation of programs dealing with anti racism, gender issues, multiculturalism, aboriginal issues, sexual harassment, and social skills eg. aggression, negotiation, conflict resolution etc.

III. COMMUNITY PARTICIPATION

Active community participation is an integral component of the Wagga Wagga Public School ethos. Relationships between home, school and community are actively supported and developed by the school.

Opportunities for community participation and involvement in the school take place via:

- membership of the P & C and associated committees
- support of school programs - sport, reading programs, in school assistance etc.
- consultancy on school policy and procedure.

The school ensures that there is on-going appropriate oral and written communication between parents and school. This takes the form of:

- 3 way conferences in Term 1.
- written reports to parents at ½ yearly and yearly intervals, and as disciplinary measures dictate;
- student portfolios;
- informal meetings of parents and school staff;
- weekly communication via the newsletter.

SOURCES FOR THE POLICY:

Student Welfare Policy Statement – NSW Department of Education, 1996

Implementing the Student Welfare Policy – NSW Department of Education, 1996

Further Reading:

Student Welfare: Good Discipline and Effective Learning – NSW Department of Education, 1995

Student Welfare: The School Discipline Policy – NSW Department of Education, 1996

Quality Teaching and Learning in the Classrooms of the 90's – Joan Dalton

Information for Beginning Teachers – NSW Department of Education

Effective Teaching – Peter Westwood

Kindergarten, the First Year at School – NSW Department of Education

Student Welfare and the District School Counsellor

Best Practices in Teaching and Learning – Quality Assurance

Values in NSW public schools – NSW Department of Education, 2004

ROLES AND RESPONSIBILITIES

WWPS WELFARE TEAM

The Welfare Committee at Wagga Wagga Public School is made up of a team leader – a member of the executive, and a teacher representative from each stage.

In broad terms, the role of the Welfare Team is to:

- Monitor the Student Welfare Policy procedures and initiate annual evaluations of the policy, in conjunction with the school community, to make necessary amendments arising from changes in priorities or needs.
- Assist members of staff in meeting particular student welfare needs and provide for staff development for lesser experienced members of staff.
- In conjunction with the Principal, identify children in need of support and devise appropriate options and programs to meet their special needs.
- Monitor student attendance and, in conjunction with the Principal and School Counsellor, carry out any necessary programs and strategies to improve the attendance of children with inappropriate attendance patterns.
- Arrange for special programs and training in areas of perceived general need e.g. Anti-bullying strategies, Conflict resolution strategies etc.
- In conjunction with the Principal and School Counsellor, be available for students to discuss their concerns of a welfare nature and help to provide any necessary support.
- Continue to look for ways to improve the opportunities and experiences provided for all students through the development of programs and initiatives which promote a safe and happy environment for all.

PRINCIPAL

- ensure a commitment to student welfare underpins all the policies and activities of the school
- ensure the school community reviews policies and practices related to student welfare
- ensure student welfare is regularly reviewed using appropriate planning processes
- ensure a school discipline policy is developed and regularly reviewed
- ensure the review processes take into account other mandatory policies
- ensure strategic issues identified in reviews are incorporated into the school plan
- ensure students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- ensure other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

TEACHING AND SUPPORT STAFF

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- participate in the learning and teaching process in ways which take account of the objectives in this policy
- participate in the school community's implementation of the student welfare policy.
- ensure the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

STUDENTS

- act according to the discipline code established by the school community
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- participate actively in the learning and teaching process
- provide their views on school community decisions, including reviews of student welfare,
- using agreed upon processes which include student representative councils and schoolparliaments
- practise peaceful resolution of conflict.

PARENTS

- participate in the learning of their children and the life of the school, including reviews of
- student welfare and the discipline code
- share responsibility for shaping their children's understanding about acceptable behaviour
- work with teachers to establish fair and reasonable expectations of the school.

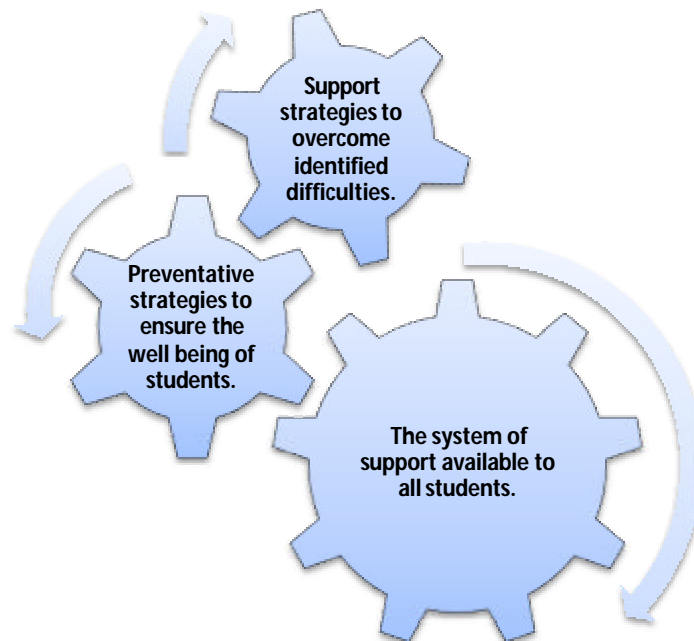


WAGGA WAGGA PUBLIC SCHOOL

BEHAVIOUR POLICY

RATIONALE

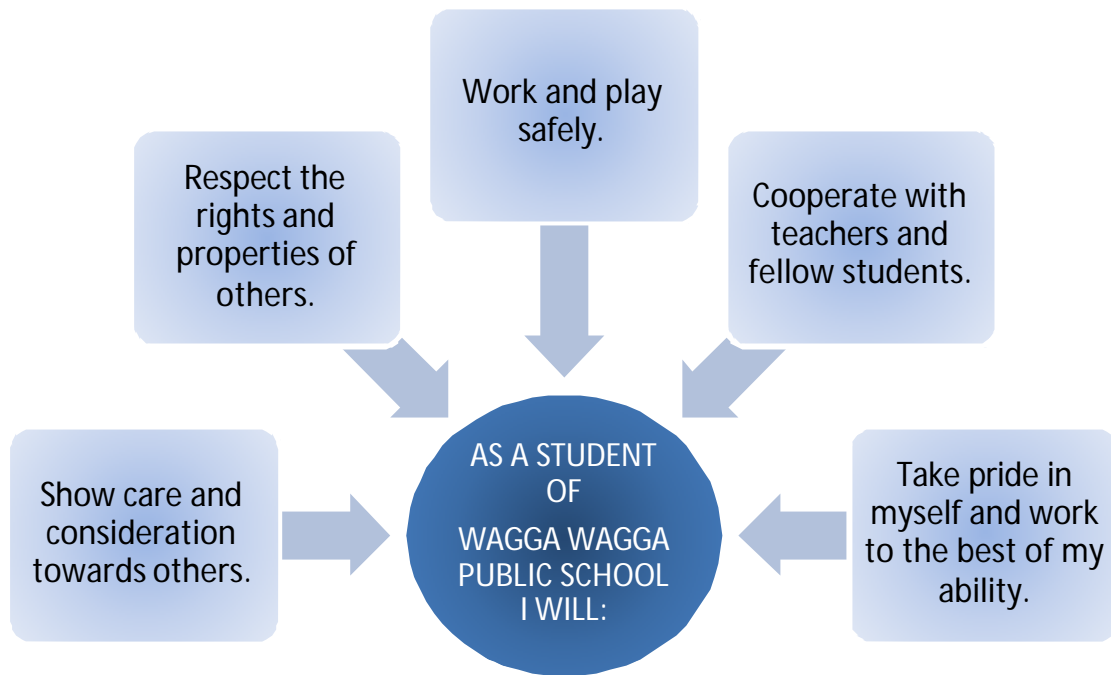
The Wagga Wagga Public School Student Welfare Behaviour Policy encompasses:



The Wagga Wagga Public School Student Support System will provide opportunities for students to:

- develop a sense of self discipline and self direction in each student during their school career. This involves the development of a feeling of self-worth which then enables the student to accept fully the responsibility for their actions.
- provide systems of rewards and sanctions which reinforce the school rules.
- provide an environment for learning which is stimulating, safe, caring and stable.
- foster in students a feeling of belonging to the school and it's community.

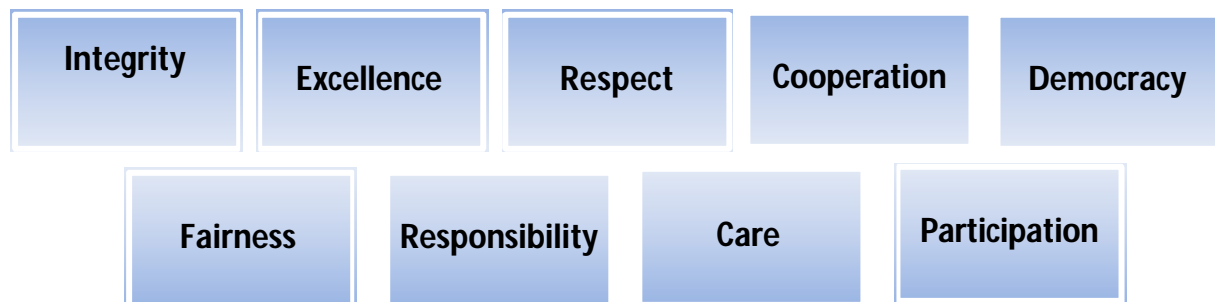
THERE ARE FIVE SCHOOL RULES:



SCHOOL VALUES

The NSW Department of Education and Training in its ministerial statement “Values in NSW Public Schools”, March 2004, identifies a set of core values that represent the “aspirations and beliefs of the Australian community as a whole including its concern for equity, excellence and the promotion of a caring, civil and just society.”

These values are:



At Wagga Wagga Public School, the following values underpin our Student Welfare Policy:

- Making mistakes is important - that's how we learn.
- Team work is the way to go.
- All students have rights.
- All students have responsibilities - to themselves, to their peers and to their teachers.
- By solving problems we improve.
- School is a participation activity.
- Appropriate communication is always encouraged.
- Skill and competency development will be stressed.
- We all work at our own level and pace.
- School is a happy and gratifying place.

All students have a general obligation to:

- Do their best.
- Try to learn all they can.
- Be polite, respect others and treat everyone equally
- Be honest and fair.
- Care for their school environment, keep it clean and be environmentally aware.
- Value the achievements of others.
- Participate in school activities to the best of their ability.

Wagga Wagga Public School prides itself on the level of care and guidance given to its students. Personal contact between teachers, parents and students is an essential part of a positive school environment.

TEACHERS ensure that all students are part of a safe learning environment where they can work to the best of their ability.

THE SCHOOL COUNSELLOR talks to pupils about educational and personal issues, and acts as a liaison between students and staff. The Counsellor also contacts parents where needed and:

- provides information on students for interview,
- arranges special reports,
- makes general comments on reports
- provides a counselling role in the discipline system,
- is available for students to assist, in an impartial way, with their personal, educational and emotional problems,
- refers students with special needs to appropriate support personnel,
- liaising with parents and other agencies



WAGGA WAGGA PUBLIC SCHOOL **CLASSROOM CODE OF CONDUCT**

WE RESPECT OUR OWN, AND OTHERS, RIGHT TO LEARN

As students of Wagga Wagga Public School it is our responsibility to:



COMMUNICATING

- Put our hand up and take our turn to speak and listen carefully to each other.
- Use quiet voices and speak politely to others.



LEARNING

- Organise and look after our own equipment.
- Finish our work on time.
- Always do our best.



MOVING

- Sit still and keep our hands and feet to ourselves.
- Move sensibly and quietly around the classroom



RELATING TO OTHERS

- Ask permission to use, and look after, other people's belongings.



BEING SAFE


- Sit on our chair properly - four on the floor.
- Use equipment in the correct and safest way.

REMEMBER – THERE'S NO SUCH THING AS MUCKING AROUND



WAGGA WAGGA PUBLIC SCHOOL CLASSROOM CODE OF CONDUCT CONSEQUENCES

If I choose not to follow the code of conduct the following consequences will apply:

1	I will be reminded of the rule.
2	3 STRIKES <u>Strike 1</u> : Name on the board <u>Strike 2</u> : Cross beside my name <u>Strike 3</u> : Time Out 
3	TIME OUT - IN CLASS In a designated area of the classroom. For a length of time (decided by the teacher) appropriate to ensure that I am settled enough to join back in with the class.
4	TIME OUT - BUDDY CLASS If I continue to disrespect our rules I will be sent with a 'Time-out slip' to our buddy teacher for a stated period of time. During this time I will have work to complete.
5	If I continue to misbehave after returning to class, I will be sent to the Assistant Principal with a Red Slip explaining my behaviours. At this time I may be sent to the Principal, be placed on detention and be required to attend an interview with my parents.
NOTE	<i>All students who receive a Pink or Red Slip will be required to attend the Follow Up Room at lunchtime.</i>
	<i>In incidents, which involve serious breaches of the Code of Conduct, such as abuse or violence, Steps 1 to 4 may not apply.</i>



WAGGA WAGGA PUBLIC SCHOOL

PROGRAMS AND

PROCEDURES

ACADEMIC

Students earn white merit certificates for class work. These certificates are awarded at Infants assemblies each week and at Primary assemblies each fortnight.

Students can attain higher levels as they are awarded more merit certificates. Records of student progress in this system are collated at a school level to ensure equity for all students in gaining the deserved recognition for their efforts.



A gold certificate also earns the recipient a free pass to the movies.

BEHAVIOUR

Two systems operate when dealing with student behaviour:

1. CLASSROOM
2. PLAYGROUND

Teachers remain responsible for completing the appropriate documentation to ensure that incidents of unacceptable behaviour are recorded and followed up in a timely manner. Parents are kept as informed as possible so as to assist the school in minimising student behaviour concerns.

The executive staff are available each lunchtime to assist in dealing with ongoing incidents of behaviour which do not meet the school Code of Conduct. The Follow-Up room is used to provide students and staff with support in addressing undesirable behaviours both within the classroom and in the playground.

The following procedures and documentation processes make up the formal behaviour procedures at Wagga Wagga Public School.

1. CLASSROOM

BLUE SLIPS

WAGGA WAGGA PUBLIC SCHOOL

BLUE SLIP

Awarded to _____

Of Class _____

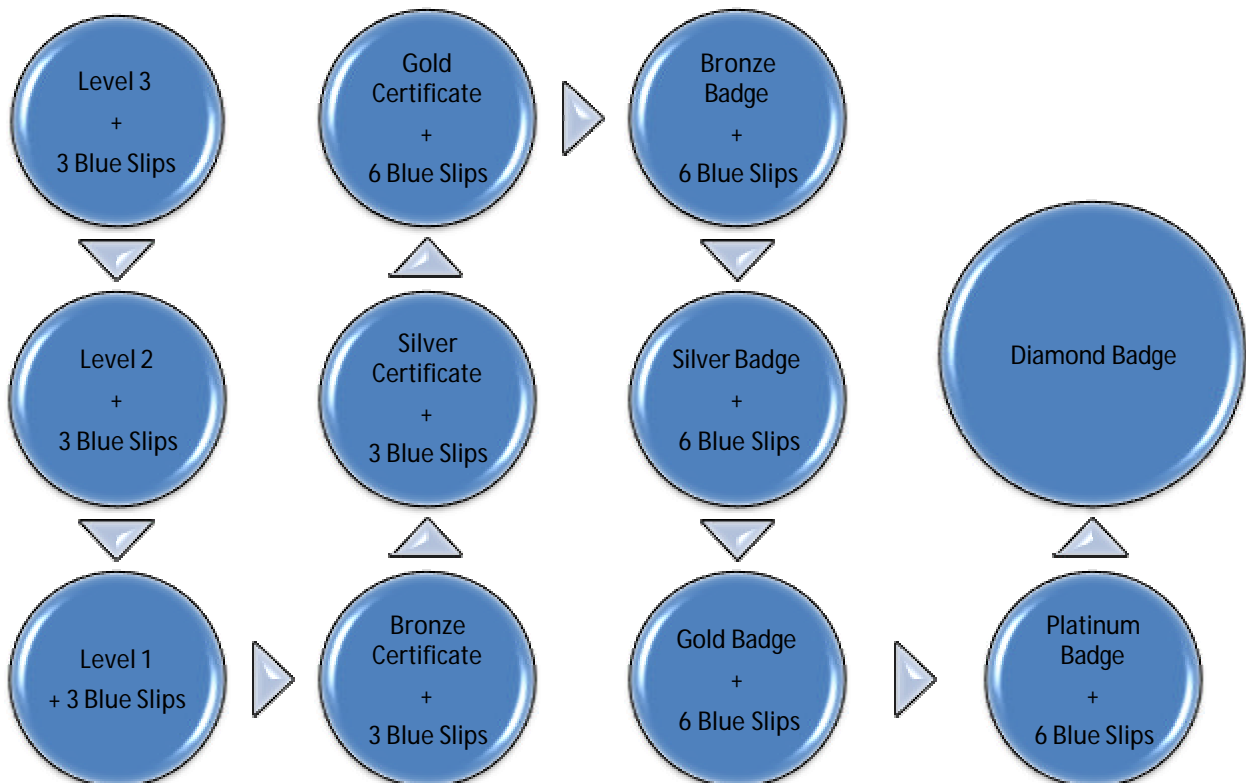
For consistency in classroom behaviour and work habits.

Signed: _____



- Are for classroom behaviour only.
- Are awarded at Stage assemblies in Weeks 4 and 9 of each term.
- Are awarded to recognise consistent levels of classroom behaviour and work habits.
- Are awarded at the discretion of the classroom teacher.
- Are recorded on class lists or charts by the classroom teacher.
- Are not cancelled or affected by Red Slips
- Are the criteria by which students move up levels.

LEVEL ADVANCEMENT





**WAGGA WAGGA PUBLIC SCHOOL
CLASSROOM PINK SLIP**

NAME: _____ CLASS: _____

- 15 minutes
- 30 minutes
- until end of session

He/she has the following work to complete:

Reason for Time Out of class:

Teacher Sign _____ Date _____

- Behaved sensibly
- Completed work
- Unsettled
- Disruptive

Buddy Teacher Sign _____ Date _____

Executive Sign _____ Date _____

CLASSROOM PINK SLIP

This note is to inform you you're your child _____ has today broken class rules on three occasions - OR – one in class rule of a more severe nature on one occasion. As a result they have been sent to complete set work in another classroom – OR – been sent to an executive member.

Rule/s broken and incident/s:

I would appreciate your assistance by discussing this matter with your child. Please sign and return this note tomorrow.

Signed _____ Date _____

I have discussed _____'s behaviour in class today with him/her.

Parent/Caregiver signature _____ Date _____

PINK SLIPS

- Are issued for classroom time-outs.
- Are completed and sent with students to buddy classes along with work to complete.
- Are to be kept by classroom teachers in expandable folders.
- Are to be sent with the student to the executive if behaviours continue (as per 'Consequences' procedure).
- Teachers are responsible for completing the parent notification slip on the pink slip and sending it home on the day it was issued.
- If a release or casual teacher issues a pink slip, they must ensure that the slip is returned to the class teacher on the same day.
- Students who receive a pink slip throughout the day are required to attend the Follow-Up room at lunch time. (Pink slips should be sent to the Follow-Up room before the commencement of lunchtime.)
- When a student has had 3 Pink Slips a yellow letter is sent home to parents by the classroom teacher and the Stage Supervisor is notified.
- If a student is sent to Stage Supervisor a yellow letter is sent home by the supervisor.
- After 3 yellow letters a parent interview is required with supervisor, teacher, parent and student.

CLASSROOM DOCUMENTATION

1. **INDEX BOOK**
To be used in all classrooms as a 'Behaviour Book'. Teachers are to record all incidents of unacceptable classroom behaviour. Records should include the date, time, behaviour/incident and action taken.
2. **EXPANDABLE FILE**
To store all pink and red slips.
3. **CARBON BOOK**
Issued to STLA, RFF and Library teachers to record incidents of unacceptable classroom behaviour. The original is sent to classroom teachers to include in their behaviour books.

These records will be used by classroom teachers, executive and Principal to monitor student behaviour and when meeting with parents.



**WAGGA WAGGA PUBLIC SCHOOL
PLAYGROUND RED SLIP**

Please tick

<input type="checkbox"/>	Offensive/Obscene language
<input type="checkbox"/>	Argumentative/Lack of cooperation
<input type="checkbox"/>	Dangerous behaviour in playground
<input type="checkbox"/>	Verbal/Written abuse of a student/staff member
<input type="checkbox"/>	Physical abuse of a student/staff member
<input type="checkbox"/>	Lying/deliberately misleading a staff member
<input type="checkbox"/>	Interfering with student/school property
<input type="checkbox"/>	Disobedience/Refusal to follow instructions
<input type="checkbox"/>	Other (please specify)

Details of incident:

.....
.....

Action taken:

.....

Staff Member's Name:

Executive follow up:

Detention Required: YES / NO (Days:))

Executive: **Date:**

WWPS PLAYGROUND RED SLIP

Dear Parent/Caregiver,
This note is to inform you that your child
_____ has today broken
school rules in the playground at the following time:
 Morning Recess Lunchtime After school
Rule/s broken and incident:

As a consequence your child has attended the Follow Up Room to discuss this behaviour with the executive on duty.

Signed: _____ (Teacher on duty)

Signed: _____ (Executive)

Date: _____

We would appreciate your assistance by discussing this incident with your child. Please sign and return the attached acknowledgement and return it to school tomorrow.

I have discussed the reported playground incident with my child.

Signed: _____ (Parent/Caregiver)

Date: _____

2. PLAYGROUND

RED FOLDERS

- Are used to record minor incidents or breaches of conduct which occur in the playground (including bus duty).
- Teachers are required to complete the form in full – including the date and what action was taken.
- The executive will periodically monitor recorded entries to identify frequent offenders.
- Red folders are located in:
 - Kindergarten rooms – K-2/bus duty
 - Staffroom – 3-6/bus duty

RED SLIPS

- More serious or repeated incidents of unacceptable behaviour in the playground require a red slip.
- Red slips should be fully completed by the teacher on duty and sent to the Follow Up room by 1.00pm on the day, or if in the afternoon on the following day.
- The executive on call for that day will follow up on red slips issued, speak to students, issue parent section of red slip and may assign detentions if deemed necessary.
- Red slips will be recorded by executive on the school behaviour database and the top section will be distributed to classroom teachers via pigeon holes.
- Classroom teachers are to keep red slips in expanding files or index book.

DETENTION

- To ensure consistency and appropriate follow up of incidents within the playground, students will only be placed on a formal detention by executive staff.
- Executive may assign detentions to students for:
 - Repeated (3 or more) records in the red folders
 - More serious playground incidents
 - Repeated or unacceptable classroom behaviour (eg if a student has been sent from class to supervising executive as per consequences procedure)
- Executive will send a Detention Letter home to all parents of students who receive a detention.

FOLLOW UP ROOM

The Follow Up Room was introduced to support students and staff in minimising inappropriate behaviours within the school. It runs each lunch time from **1.10pm to 1.50pm** and is supervised by the Executive staff. Students who have received a classroom pink slip or a playground red slip are to attend Follow Up Room.

It is at the Executive on duty's discretion if a formal detention results from behaviours presented.

Classroom and playground teachers are responsible for ensuring that appropriate documentation (red or pink slips) are sent to the Follow Up Room by 1.00pm each day. To minimise disruptions to 3/4G these are to be left in the box just inside the classroom.

Students who arrive at the Follow Up Room without any paperwork will be sent back to the teacher who sent them or to the playground.

It is imperative that all students who are to attend the Follow Up room are clearly informed of the fact and are sent to outside 3/4G room with their lunch as soon as the lunch bell goes. If a child misbehaves during detention, he/she may be required to re-do the detention. If a child turns up late for follow up / detention, (more than 10 minutes) he / she will complete the remaining time and return for another detention the following day.

If a child fails to attend detention an extra day will be allocated and a red slip may be given out.

A student may be sent from the playground to the Follow Up room during lunch time if necessary, but they must be accompanied by a reliable student and a red slip.

The Executive on Duty will follow up and discuss more appropriate behaviours with students and record pink and red slips on the school's behaviour database.

Students are not to be sent to the office unless it is an extremely serious incident, in which case the Executive on Call should be sent for immediately. Teachers are not to send students to the office for time out or follow up.

In order for the executive to best support all concerned, classroom and playground teachers are to ensure that accurate records are kept on student behaviour and that the school Code of Conduct Consequences are followed.

The Follow Up room is not for students to finish work or write lines. Classroom teachers are responsible for supervising these consequences.

STUDENT REWARD DAYS

The aim of Student Reward Days is to recognise and reward the majority of our students who consistently do the right thing and follow the School Code of Conduct.

They are organised and conducted at a stage level, with stage teachers being responsible for reward activity groups as well as a behaviour support group.

Student Reward Days are held on the Friday of Week 9 each term and are to be made as accessible to all eligible students as possible. With this in mind, it is our endeavour to minimise the cost involved in these events. A maximum of \$5 can be asked for 1 reward day each semester. The other days will incur no cost to parents.

All students are eligible for reward days with the exception of those who:

- Have had 5 or more pink or red slips
- Have appeared in the red folders 5 or more times
- Have had 1 or more formal detentions
- Have been suspended.

GENERAL SUPPORT STRATEGIES

The school aims to contribute to the welfare, behaviour and education of all students by providing structures, practices and courses which meet individual students' needs. At Wagga Wagga Public School there are many formal and informal ways in which students are supported in achieving their best both in school and out.

Strategies employed include:

- Teachers plan appropriate programs / units of work which cater for individual differences and which use a variety of interesting and challenging strategies.
- Teachers gain assistance, develop cooperation and new skills through:
 - sharing of work units
 - sharing of skills
 - student feedback
- Teachers and staff model high standards of personal and professional conduct.
- All students treated with fairness and consistency.
- Recognition of special achievements - assemblies, newsletter, newspaper.
- Competitions - academic / general. In-school and through out-of-school agencies.
- Student participation in school assemblies.
- Entertainment productions – performances, choral festival, school choir, displays, band, school photography etc.
- Displays of student work and achievements.
- Sharing of learning experiences between older and younger students in various work areas.
- Buddy Groups.
- Leadership roles: School Captains, House Captains, SRC.
- Stamps, Stickers, Merit Certificates.
- Captains and senior students involvement in Kindergarten Orientation Program.
- Special encouragement for students needing learning assistance.
- Positive messages of acknowledgement on newsletter, assemblies, media etc.
- Counselling by class teacher, School Counsellor, Executive.
- Constructive criticism and positive reinforcement.
- Leadership opportunities - school, house, group, Kinder orientation, visits by special guests from the community.
- K - 6 sport: K-6 Athletics Carnival, P.S.S.A, tabloids.
- Contribution to and care for school environment and resources.
- Use of older students to read with and share other learning experiences with younger children.
- Playground communication between teachers and students.
- Teacher greetings.
- Allocation of incidental jobs and responsibilities.
- Positive reinforcement such as smiles, formal and informal communication with students, praising student progress and achievements.
- Inter class visits.
- Staff communication and support.
- Recognition of achievements out of school - sport, academic, competitions, community etc.
- Supportive teacher approach to students.
- School socials and similar events.
- K - 6 playground equipment and options of where and what to play.

- Social skills program and Child Protection program.
- Students understanding the democratic process e.g. Elections of Captains and other position holders, participation in decision making.
- Student participation in assemblies.
 - chairing of K -6 assemblies.
 - buddy groupings for special events e.g. Book Week, Special days.
- Developing sense of responsibility, sharing and support through excursions.
- Actively promote academic and general interest clubs and competitions.
- Student Representative Council
 - representatives
 - meeting process, discussion, reports
- Social events for students.
- School rules developed through student, staff and community consultation.
- Safety rules.
- Visiting community member input - Police, Scripture, cultural visits.
- Community involvement.
 - Reading groups.
 - At assemblies.
 - Help in classrooms.
 - Special expertise - workshops, talks, displays.
 - Special events- Book Week, Education Week, Cultural Days.
- Implement Aboriginal, multi-cultural, anti-bullying and non-sexist policies into programs and units of work.
- Visiting performances.
- School/Community communication
- School news
- Local Media
- Reports to parents - quickly when problems noted.
- Parent / Teacher / Student nights
- Class newsletters
- Photography
- Parent / Teacher social functions.
- Contributing to the physical environment
- Tree planting
- Gardens
- Landscaping
- Displays
- -Theme Days, where children display work, dress up, share favourite books, put on plays, story telling, parties.
- Peer Support
- Class reports written by children for publication, including yearly school magazine, sports reports in weekly newsletter.
- Library displays by classes.
- Termly Student Reward Days.
- Major Assemblies each term.

This list is by no means exhaustive, but does demonstrate the vast range of opportunities provided for all students to be the best that they can be.

PREVENTATIVE SUPPORT STRATEGIES

Preventative Support Strategies are those which provide opportunities at all levels to support students in minimising unacceptable behaviours. They are included to protect the welfare of students and implemented in conjunction with the general strategies. Preventative strategies are designed to minimise the need for remedial or reactive action to be taken.

Strategies include:

- Teacher, student role models.
- School rules devised in conjunction with students and in easily understand form.
- Provision of rules for all staff members and casual teachers.
- Class rules in consultation with students and related to the school rules.
- Clarify acceptable standards of behaviour and ensure consistent interpretation of rules.
- Students to be made aware of casual teachers' role and status in the school.
- Awareness of classroom management techniques:
 - Formalise procedures (consistent with age of class group)
 - Assemblies. Lining up. Supervised orderly movement around the school.
 - Entry into and leaving class.
- Professional Learning for less experienced staff concerning behaviour problems and classroom management techniques.
- Professional guidance and support for less experienced teachers.
- Being aware of and addressing potential discipline problems.
- Support Systems for dealing with conflict between Teacher/Teacher, Teacher/Student, Teacher/Parent, Student/Student.
- Conflict resolution and resiliency skills development.
- Special days organised on whole school basis, eg Book Week, Buddy Day etc.
- Ensure communication and consistency at all levels.
- Physical - Stop any dangerous or potentially disruptive behaviour immediately.
 - Maintain and practice emergency procedures.
 - Implement Departmental safety rules. OH & S guidelines.
 - Warn students of potential dangers.
 - Be aware of the dynamics of groups and avoid potentially explosive groupings.
 - Foster common sense behaviour.
- Reinforce road safety rules each year for all classes.
- Incorporate bicycle safety lessons into class programs.
- Teach students proper rules for sports and the concept of good sportsmanship.
- Encourage an environment which engenders trust and rapport.
- Provision of support services as required.
- Additional support.
 - Support teacher Learning Difficulties.
 - Scripture teachers.
 - Itinerant teachers.
 - Peer Groups.
 - Community workers, Community Health.
 - P & C and parent groups.
 - Local Citizens.
 - DoCS
 - Consultants.
 - Police

- Actively discourage negative labelling of students or groupings by students and staff.
- Train students to make independent decisions and encourage them to accept the consequences of their decisions.
- Provide opportunities for less academic students to become fully involved in extra curricular activities.
- Program according to Departmental and school policies, inclusive of Aboriginal, multicultural, environmental, non-sexist, talented child and KLA syllabus documents.
- Thorough lesson preparation.
- Use of variety of teaching methods and strategies.
- Use of a variety of resources.
- Participation in staff development course where applicable.
- Encouragement of student participation at all levels and in all areas.
- Resource sharing and sharing of expertise with other schools.
- Utilisation of community members in the classroom. Sharing of outside expertise and knowledge.
- Maintain an on-going relationship with the local media to promote and publicise both the academic and extra curricular achievements of the school.
- Provide time to talk to and listen to students.
- SRC for sharing and discussing students' ideas and concerns.
- Clarify the role of and encourage communication with specialist members of staff:
 - School Counsellor
 - Members of the Welfare committee.
- Provide opportunities for students to make decisions:
 - Student Representative Council
 - Sport 3-6
 - Choice of activity within a unit of work or group activity
 - Roles and responsibilities within groups
 - Participation in assessment of peers and activities
- Encourage students to accept consequences for the decisions they make.

Again, this list is far from exhaustive. Each teacher brings with them a vast range of strategies and skills in managing student behaviour and classroom organisation. As professionals, it is important to learn from our colleagues and ask for assistance if any issue is causing concern.

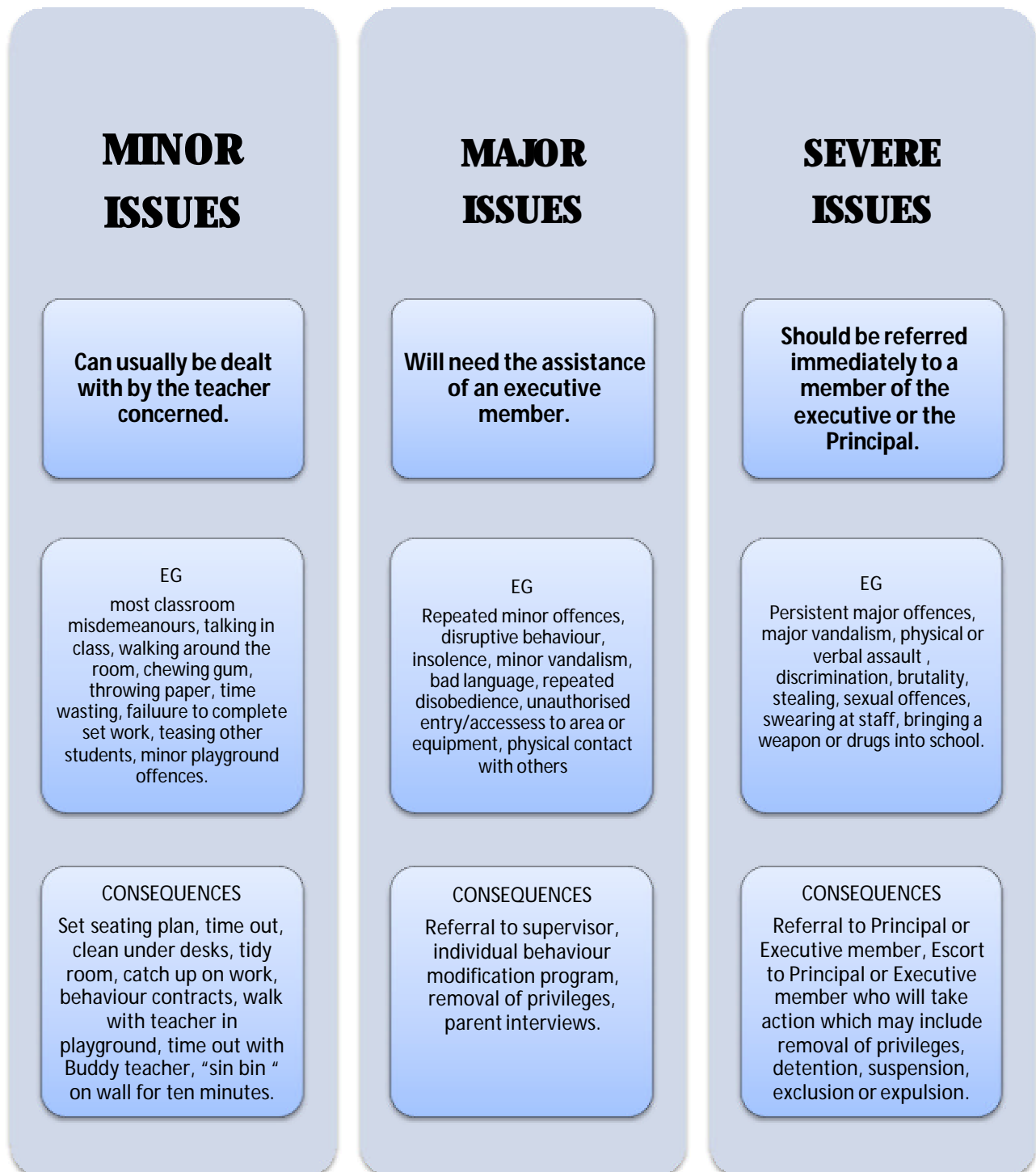
REMEDIAL SUPPORT STRATEGIES

Remedial measures should be implemented when the general and preventative strategies have not succeeded to an acceptable level with particular students. These remedial measures will include both support and disciplinary strategies.

Strategies which may prove beneficial in dealing with student behaviour include:

- Counselling of students and setting up appropriate support and guidance structures.
- Assessing individual needs of students with learning difficulties.
 - Testing to identify problems
 - Structuring and planning appropriate lessons
 - Individual and group planning
 - Ability grouping of students in basic areas

- Class swaps and utilising particular teachers' expertise
- Support teachers for nominated students
- Withdrawal for specialised tuition
- Use of expertise - within school, from community, Departmental support
- Testing for physical difficulties - sight, hearing, co-ordination etc.
- Display and provide reminders of school and classroom rules at all times
- At all times the importance of the student's own self-discipline and acceptance of the consequences of one's own actions will be emphasised. It is an essential part of any remediation of behavioural problems that consequences are consistent and fairly relate to the behaviours displayed.



RESTITUTION

Restitution is an option in the case of a child who wilfully vandalises or damages school or other students' property. The decision on restitution will rest with the Principal, Executive and/or Welfare Committee and will take into consideration such factors as the nature of the damage, the child's / family's circumstances, the student's ability to pay for restitution and its value as a means to allowing the child to gain self-respect through personal effort and discourage further offences.

SUSPENSION

Will only be used as a last resort and in accordance with "Procedures for the Suspension or Expulsion of School Students".

Broadly speaking, students will be immediately suspended for:

- Dangerous acts of violence towards peers or staff that affects the safety of the peers or staff.
- The use of inappropriate language or verbal abuse of staff.
- Threatening to or actually using a weapon of any type. This may also result in police action.
- Persistent insolence, disobedience, disruptiveness or harassment of other students or staff despite school attempts to modify behaviour.
- Possession and / or use of drugs.

A suspension register is to be maintained by the school principal.

POLICY SUPPORT DOCUMENTATION

A. WEAPONS ON SCHOOL PREMISES:

Any form of weapon is banned from the school premises. The definition of a weapon includes any item which can be used in a threatening manner or to inflict actual injury or death to another person.

This can include such items as knives, slingshots of any type, any object shaped or designed to cause injury to another person, firearms, bullets, dangerous liquids, acids, chains or any object capable of being used to threaten or inflict actual injury.

As well as the likelihood of receiving a suspension, students in possession of a weapon which is illegal under the law will be reported to the Police.

Discretion will be applied where the object which is not illegal is being used in a benign manner, the decision being made by the Principal in consultation with other members of staff.

B. STATEMENT ON VIOLENCE

Violence is any act that threatens a staff or student's physical or emotional well being, or causes damage to departmental or personal property.

Such acts may include:

- an invasion of personal space or any form of personal contact;
- assault;
- abusive, indecent or threatening language;
- deliberate harassment or provocation;
- mistreatment of property.
-

Wagga Wagga Public School, like all New South Wales Department of School Education Schools, is now required to formally report all incidents of violence to the Director General of Education and the Minister along with the actions subsequently taken to resolve the cause. Any violent behaviour **MUST** result in immediate suspension until the matter is resolved.

Wagga Wagga Public School's core business is teaching and learning. Whilst we are involved in the social and emotional development of young people the school's purpose is as a place of learning. The school supports and follows the Director General's assertion that no teacher or student is to be put at risk by violent behaviour.

Further to that if a student's behaviour is threatening to other students or staff, the Principal can call the Police. If an incident occurs that could constitute a criminal offence the Principal **MUST** call the Police.

Wagga Wagga Public School is a happy and safe learning environment which condemns violence and upholds the community's standards of decency, reasonableness and safety.

See **Appendix** - Memorandum RRM21-94 and Appendix Critical Incident Report.

See **Notes from Director General's Statement on:**

" Violence, Schools and Society" - School Education News 9th February, 1994.

If a violent incident occurs the procedures listed below and illustrated on the Flow Chart, will be followed.

After the suspension has been instigated, procedures will follow those detailed below, resulting in either a short or long suspension, an exclusion, a Declaration of Place Vacant, a Recommendation for Expulsion or a successful return to the school.

J.V. Roworth

Principal

2006

C. CRITICAL INCIDENTS

- In circumstances where severe violence has occurred, or where for some reason the safety of students or staff is considered to be at risk, the Principal will immediately suspend the student pending determination of the appropriate action to be followed.
- If a student's behaviour is threatening to other students or staff, the Principal may call the police.

D. NON-URGENT CIRCUMSTANCES

Before suspension, not covered by the above, is considered, the Principal will:

- ensure that all appropriate school student welfare strategies and discipline options have been applied and documented and that personnel such as the school counsellor have been involved.
- provide a formal, written caution to the student and the parents or caregiver detailing the specific behaviour which the school considers unacceptable. See Appendix ____
- discuss with the student and parents or caregiver the unacceptable behaviour, consequences and clear expectations of what is required.
- record action taken.

E. RECORD KEEPING - CLASS TEACHERS

Teachers are to maintain individual Student Discipline records in Classroom Behaviour Books to record incidents of misbehaviour - classroom and playground. These are kept in the classroom in a location which is not accessible to students.

The following forms may be used in the documentation of :

- Incident report
- Formal Student Interview
- Cautioning Letter on Behaviour
- School / Student Agreement
- Notification to Parent re: Continued misbehaviour
- Notification of Suspension

REFERENCE: REPORT OF VIOLENT OR CRITICAL INCIDENTS

Happy and safe schools are essential for quality teaching and quality learning to occur.

Schools provide a very safe environment for our students yet the issue of violence in schools provokes continual interest and often unfounded criticism. As part of the strategy of working towards non-violence in schools it is essential that:

1. Schools take immediate and definite action in cases of student violence. Any incident which, in the judgement of the school is violent and therefore unacceptable, must result in a suspension.
2. We have accurate and prompt advice of any violent activities or other critical incidents and the action taken.
3. Critical incidents should be reported within 90 minutes of an incident to District Office. Report the incident by phoning Marg Simmons and requesting a Fax number to send the written report to.
4. The attached form should be used either initially, or as a follow up to verbal reports, for all incidents of violence or threats of violence involving staff, students and / or other persons associated with schools.
5. In reports of either or other critical incidents please include a brief factual description of the incident including the name, sex and grade of students involved and the action taken (including suspension of students)

SERIOUS INCIDENT REPORT

School/College name: _____

School/College Code: _____

School/College Phone: _____

Principal/Manager: _____

District/Institute: _____

Super/Director & Phone: _____

Date of Incident: _____

Time of incident: _____

Type an 'X' in the boxes below to indicate any of the following which apply

- | | |
|--|---|
| <input type="checkbox"/> Death | <input type="checkbox"/> Other outside Agency |
| <input type="checkbox"/> Theft | <input type="checkbox"/> Intruders |
| <input type="checkbox"/> Drugs | <input type="checkbox"/> Media Contact |
| <input type="checkbox"/> Injury with Medical Attention | <input type="checkbox"/> Serious disruption to routines |
| <input type="checkbox"/> Violence | <input type="checkbox"/> Expected Media Contact |
| <input type="checkbox"/> Police | <input type="checkbox"/> Major property damage |

Is this a follow-up report for a previously reported incident: Yes/No

Incident Heading: _____

Enter a brief description of the incident: _____

Describe action taken: _____

Death

- Student
- Staff Member
- Parent (where it impacts on the school)

Injury with medical attention

- First Aid
- Ambulance
- Hospital
- Includes injury to students and staff whilst travelling to and from school/college

Police

- Calls made to police
- Police Attendance at school/college

Other Outside Agency

- Department of Community Services
- Department of Juvenile Justice
- Health Department and Mental Health Team
- Ambulance and Hospital
- Fire Brigade and Emergency Services etc.

Media Contact

- Actual contact has been made with the media

Expected Media Contact

- It is expected that the media may show interest in the situation



WAGGA WAGGA PUBLIC SCHOOL

SERIOUS INCIDENT REPORT

STUDENTS NAME:

CLASS: D/O/B/...../..... DATE

STAFF NAME(S):

MISDEMEANOUR

- Failure to follow reasonable instruction
- Lying
- Abusive, Indecent, Threatening language
- Damage to property
- Refusal to work
- Stealing
- Provoking/Harassing student
- Assault
- Unauthorised access/entry to area or equip.
- Fighting/Assault

Description of Events

.....

.....

.....

.....

.....

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.....

.....

.....

.....

Signature:



WAGGA WAGGA PUBLIC SCHOOL
FORMAL INTERVIEW RECORD

STUDENT'S NAME: _____

STAFF NAME: _____

DATE: _____ / _____ / _____

DETAILS OF INCIDENT: See attached copy of incident report

STUDENT'S VIEW / COMMENTS:

PROPOSED COURSE OF ACTION:

Principal: _____ Date: _____



WAGGA WAGGA PUBLIC SCHOOL

DETENTION NOTICE

Date _____

Dear _____

Your child _____ of class _____ was placed on detention today because:

If you wish to discuss this incident please contact:

_____ via the school office on 69213398.

Signed : _____

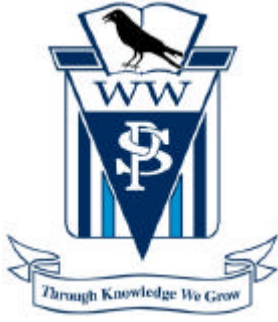
(Executive on Duty)

.....

Could you please indicate that you have sighted this notification and discussed the incident with your child by signing below and returning it to your child's class teacher at school tomorrow.

Signed: _____ Date: _____

(Parent / Guardian)



PRINCIPAL: Jim Roworth
WAGGA WAGGA PUBLIC SCHOOL
GURWOOD STREET
WAGGA WAGGA 2650
PHONE: 6921 3398
FAX: 6921 8745
EMAIL: waggawagga-p.school@det.nsw.edu.au

CAUTIONARY LETTER ON BEHAVIOUR

Date:

Dear,

I wish to advise you that your child has displayed the following unacceptable behaviour/s at school.

This is a formal warning that should not modify his/her behaviour they may be suspended from school.

Please make an appointment to see me as soon as possible.

Yours sincerely

J.V. Roworth

Principal



PRINCIPAL: Jim Roworth
WAGGA WAGGA PUBLIC SCHOOL
GURWOOD STREET
WAGGA WAGGA 2650
PHONE: 6921 3398
FAX: 6921 8745
EMAIL: waggawagga-p.school@det.nsw.edu.au

SCHOOL / STUDENT AGREEMENT

Date:

I, do hereby agree to abide by the following conditions.

I have negotiated this with the Principal.

CONDITIONS

1.

.....

2.

.....

3.

.....

I realise that failure to keep this agreement will mean suspension from school.

.....

(Student Signature)

.....

(Parent Signature)

.....

(Class Teacher)

.....

(Principal)



PRINCIPAL: Jim Roworth
WAGGA WAGGA PUBLIC SCHOOL
GURWOOD STREET
WAGGA WAGGA 2650
PHONE: 6921 3398
FAX: 6921 8745
EMAIL: waggawagga-p.school@det.nsw.edu.au

NOTIFICATION OF CONTINUED MISBEHAVIOUR

Parents Mailing Title

Street Name & Number

City and Postcode

Date

Dear

This letter is to inform you that the behaviour of continues to be disruptive and unsettling to the students and staff of this school.

..... has entered into a formal agreement to try and bring about a positive change in their behaviour. If this fails to eventuate will be formally suspended from the school.

Yours sincerely

J.V. Roworth

Principal



PRINCIPAL: Jim Roworth
WAGGA WAGGA PUBLIC SCHOOL
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WAGGA WAGGA 2650
PHONE: 6921 3398
FAX: 6921 8745
EMAIL: waggawagga-p.school@det.nsw.edu.au

LETTER OF SUSPENSION

Date

Dear Parent/Guardian name

This is to inform you that I have today suspended your son/daughter _____ from Wagga Wagga Public School, consistent with the procedures of the Department of Education and Training for suspension and this schools' discipline code.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows us time to plan appropriate support for _____ to assist with a successful return.

_____ is suspended for _____
_____.

_____ has been suspended for ____ school days, from _____ to _____ 20 ____ inclusive.

_____ will resume at school on _____.

As a result of _____'s suspension, both you and I are required to do certain things.

I will:

- Seek your assistance and work with you in an attempt to resolve the matter

- Hold a resolution meeting with you at the earliest possible time to discuss how the matter may be resolved
- Provide a study program
- Arrange an interpreter if necessary
- Provide you with a copy of the school discipline code and the Departments suspension and expulsion procedures.

You are expected to:

- Assist me in resolving the matter
- Contact my office as soon as possible to arrange a time to discuss how the matter might be resolved
- Let me know if you require an interpreter
- Arrange a support person to accompany you to the meeting if you wish
- Be responsible for the supervision, care and safety of Scott while on suspension
- Ensure that Scott is aware that he is not to enter onto school grounds without my permission, except to attend the resolution meeting.

The school expects that _____ will continue with his studies while suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal. You may wish to contact the region office on 69373835 to discuss the appeal procedures. If you need an interpreter to assist you to contact the school or the regional office, call the Telephone Interpreter Service on telephone number 131450 This service is free of charge.

Yours sincerely

JV Roworth

Principal

