DUNGAY PUBLIC SCHOOL
Seek - See - Achieve

Welfare Policy

2014
Education is a three way process involving the student, the parent(s) and the teacher and requires that each party work cooperatively to achieve the end result—the education of the child to his or her optimum capabilities.
Within School Suspension
- Child works in isolation outside Principal's office
- Not allowed in playground with other children
- Allows time to seek resolution

Short Suspension
- Suspension from school for up to four days
- This is a time when all parties can seek a resolution to the problem
- A maximum of 2 occasions per year

Long Suspension
- Suspension from school for 5 to 20 days
- Used when short suspension has not resolved the problem behaviour is particularly serious
- All parties can seek resolution to problem as other strategies implemented
- A maximum of 2 occasions per year

Expulsion
- Removal of a student from the particular school
- Removal of a student from the government school system
- Used in extreme circumstances where behaviour is of a serious nature

Good Discipline and Effective Learning
When parents enrol their children at Public Schools they enter into a partnership with the school staff.
The partnership is based on shared responsibility and mutual respect. It should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. The partnership must strive to create in children an understanding of appropriate public behaviour. Such understanding should lead the student to develop a responsibility for his or her own behaviour.
Parents share in the responsibility of shaping their children’s understandings, values and attitudes and acceptable behaviour. Teachers are responsible for the education and care of the students at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student.
When the partnership is based upon mutual respect, each partner will support the decisions and responsibilities exercised by the others.
The Importance of a Good Learning Environment

A critical factor in achieving the goals of education is the aspiration of students to do well. Real levels of achievement are greatly increased when teachers and parents expect high standards. Good classroom discipline improves the level of aspirations of students.

Each student’s right to learn depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption. Schools exist in a society in which violence is often prevalent. This social problem does not stop at the gate. Every student has the right to expect that he or she will spend the school day—both in and out of the classroom—free from bullying and intimidation.

- Students have a right to be safe and happy at school
- Students have a right to be safe and happy when travelling to and from school.
- Students have a right to be treated fairly and with dignity

The same applies to teachers and staff, who on occasions, have been subjected to levels of harassment which would not be tolerated in any other workplace.

Other examples of dealing with unacceptable behaviour include:

- Parents notified by school supervisor by letter or telephone sometimes requesting an interview
- Supervisor counsels student
- School counsellor counsels students or discusses alternative strategies

Unacceptable playground behaviour

- Student sits in ‘Time Out’ areas for remainder of lunchtime.
- Supervisors support teachers in decisions and counselling
- Physical abuse (fighting) automatic 3 day removal from playground - before school, recess and lunchtime
- Use of ‘Thinking Chair’ to allow students time to think about what they have done and the consequences of their actions and to focus on ‘making things right’ or redressing damage

NB: Legislation has given the right to schools to require students who have caused property damage or have otherwise seriously misbehaved to perform safe and reasonable work for the school.

As a final step the school may institute

- Suspension (within school, short or long)
- Expulsion of children who have unacceptable behaviour
Part D
Strategies for dealing with unacceptable behaviour

NB: As each child is an individual - each student must be treated individually taking into account the circumstances of the unacceptable behaviour.

The negative or punishment component of the Discipline Policy is based upon the following:

1. That if a child breaks a rule, no matter how small the breach may be, some disciplinary action needs to take place
2. That the steps in the plan need to be easily reinforced and sequenced from mild to harsher punishments
3. That the punishment should be enforced without sternness or anger
4. Corporal punishment has been abolished

<table>
<thead>
<tr>
<th>1st time a child breaks a rule</th>
<th>Name written on the board</th>
<th>Warning only</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd time a child breaks a rule</td>
<td>One cross (X) after name</td>
<td>Ten minutes detention</td>
</tr>
<tr>
<td>3rd time a child breaks a rule</td>
<td>Two crosses (XX) after name</td>
<td>Twenty minutes detention and parents notified</td>
</tr>
<tr>
<td>4th time a child breaks a rule</td>
<td>Three crosses (XXX) after name</td>
<td>Twenty minutes detention child is moved to another area with work to do and parents notified</td>
</tr>
<tr>
<td>5th time a child breaks a rule</td>
<td>Four crosses (XXXX) after name</td>
<td>Parents are interviewed</td>
</tr>
</tbody>
</table>

NB: If a child’s name appears in the detention book three or more times in a fortnight they are placed on double detention (20 minutes) and loose class privileges, including excursions.

Expectations of Good Discipline in NSW Public Schools

NSW Public Schools have the following requirements of all students:

- Sustained application to learning
- Respect for other individuals and their property
- Courtesy to other students, to teachers and to community members
- Due respect for teachers
- No violence, discrimination, harassment, bullying or intimidation
- No weapons
- No illegal drugs, alcohol or tobacco
- Peaceful resolution of conflict
- Adherence to the standards of dress determined by the school community
- Compliance with all school rules and the School Discipline Policy

While meeting expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

At Dungay Public School the School Discipline Policy is based upon the following:

- Every child has the right to learn in an optimal learning environment
- Teachers have a right to teach and therefore to expect appropriate behaviour from students in return
- Teachers have the right to expect support from all areas of the school community in implementing this Discipline Policy.
Dungay School Discipline Policy is in four parts:

**Part A**
*School Rules*

**Part B**
*Strategies to promote good discipline and effective learning within the school*

**Part C**
*Practises designed to recognise and reinforce student achievement*

**Part D**
*Strategies for dealing with unacceptable behaviour*

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**Fostering relationships with local media to promote public acknowledgement of the school and individual pupil achievements**

- Displays at local shopping centre
- Use of school newsletter to promote the school to the local community
- Personal class reward charts
- Student achievement recognised by publishing names in newsletter
- Good workers sent to supervisor/principal for positive reinforcement and reward for good work, attitude, behaviour, etc
- Students entered in local/district/state competitions in English, Maths, Science, Computers, Debating, Public Speaking, sport, gifted and talented subjects
- All results reported to local community via newsletter, assemblies, etc
- Use of portfolio folders to report to parents regarding progress of students
- Use of technology - internet to liaise with other schools, locally, nationally and internationally to highlight aspects of school and student achievements
- Public relations contact person to interact with local media on appropriate occasions
Part C

Practises Designed to Recognise and Reinforce Student Achievement

Merit awards, certificates and other appropriate school based rewards

- Class awards - weekly
- KLA awards - monthly
- Principal’s awards: burgundy - ongoing
  silver - ongoing
  gold - ongoing
- Presentation of awards at whole school assemblies, presentation assemblies, special assemblies
- Scripture awards handed out by scripture teachers to reinforce and recognise positive behaviour
- Peer support certificates handed out by student leaders and teachers
- Chance cards used by teachers to recognise positive behaviour by children in playground and classroom
- Weekly canteen voucher to chance card recipients drawn out of barrel

Ongoing, regular contact with parents to advise of positive behaviour and attitude as well as negative aspects

- By letter
- By telephone
- Formal and informal interviews
- By newsletter

Part A

School Rules

School rules are part of the evidence of a partnership between the members of the school community. At Dungay Public School, class rules will be established upon specific desired behaviours negotiated between teacher and students. This negotiation ensures a clear understanding of the rules by students, an awareness of the reasoning between them and therefore promotes acceptance of the commitment of the rules.

Rules may include:

- Always put your hand up to speak
- Share and cooperate
- No running in the room
- Listen to teachers and to others
- All work, done on time, neatly, accurately, consistently
- Be considerate of others

All school rules should be prefaced by the general rule of COMMON SENSE.

‘Listen All You Can’

- Pay attention in class
- Arrive at school on time
- Be involved in school activities
- Always do your best work
- Bring the correct equipment to school

‘Be a Good School Ambassador’

- Wear our school uniform with pride
- Behave well at school as well as out of school on excursions, sport, etc
- Show respect to visitors
- Show respect for animals, plants and trees
- Have pride in personal hygiene
Part B

Strategies to Promote Good Discipline and Effective Learning with the School

**Providing appropriate curriculum to meet the needs of each student**
- Extension and remediation groups in reading and maths
- All Key Learning Areas of the curriculum appropriately and adequately covered
- Guided Reading scheme for younger children
- Special interest subjects provided eg. Computers, sporting teams, etc

**Supporting children in achieving success in learning**
- Use of reward systems such as stamps, stickers, merit awards, achievement charts
- Development of individual class rules which are fair, clear and consistently applied
- Formal and informal parent/teacher interviews to encourage and reinforce acceptable student behaviour and attitude
- Forums such as P&C meetings and assemblies used to discuss, create, revise and amend policies are available to parents and children
- Utilising other staff members, executives to reinforce good work ethics
- School newsletter used to advise on policy and acknowledge good discipline and effective learning by pupils
- Parents encouraged to support and promote school and class rules with their children
- Meetings with new members of staff to discuss procedures to be followed to reinforce positive learning and discipline
- Corporal punishment has been abolished

**Providing Appropriate Support Programs**
- Student Welfare/Personal Development programs in:
  - Peer support
  - Drug education
  - Child protection
  - Bike education
  - Road safety
  - Sun safety
  - Water safety
  - Health and physical education
- Support programs in learning difficulties and counselling are conducted
- Programs that develop self discipline, self esteem, conflict resolution, communication skills are conducted