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STUDENT WELLBEING & DISCIPLINE POLICY

Student Wellbeing: Rationale

The wellbeing of students at Uki Public School is of paramount importance. Our focus on wellbeing is underpinned by the NSW Department of Education's *Wellbeing Framework for Schools*, the *Australian Student Wellbeing Framework*, and by the NSW Department of Education priority to ensure that every child is known, valued and cared for. The school and community work proactively and with great intention to provide an environment where all children feel safe, supported, included and heard, so that quality learning takes place. To do so, we follow the Positive Behaviour for Learning Framework, which we have adapted to our unique context.

Student Wellbeing: Context

In 2009, the school embarked on a new wellbeing program which became known as EKIDNA; Every Kid Now Achieves. Students have responded positively to elements of this program since its inception, so when the school decided to incorporate the Positive Behaviour for Learning Framework in 2018, we felt it was important to retain the elements of EKIDNA that had significance for students. These were the class mascot and EKIDNA badges. Our 'fast and frequent' tickets, which recognise positive behaviour and dispositions in the playground, have become known as 'Parade Tickets' in recognition of the collective noun for echidnas.

Student Wellbeing: Practices and Processes

There are a range of proactive practices and processes operating within the school which support this policy as follows:

1. **The Learning Support Team**
 - School Counsellor, Learning and Support teachers, Principal, Assistant Principal, teachers
 - Co-ordinates support for emotional, social, physical and cognitive needs, including learning support, behaviour support and Gifted and Talented student support
 - Liaises with external agencies to provide support
 - Takes referrals from teachers and parents
2. **Child Protection lessons**
 - Child Protection is a mandatory component of Public School education. The purpose of Child Protection lessons is to provide information and strategies to keep students safe.
3. **Explicit social skills, anti-bullying and values lessons.**
 - Values lessons are taken from the values explicitly promoted in public schools (eg integrity, respect, responsibility, fairness)
4. **Student Leadership**
 - Voting for Student leadership team
 - SRC meetings
 - Student Voice Days
 - Student-led activities (e.g. charity days)
 - Student Leadership conferences
 - Peer Support training
5. **Assemblies - Recognition through Merit Awards, verbal acknowledgement, School spirit (School Song, School creed)**
6. **'Super Me' (Stage 3 students)**
7. **Rock and Water and Girls Group (Stage 2 students)**
8. **Life Education ("Healthy Harold")**
9. **Peer Support groups**
10. **School Camps**
11. **Sports carnivals**

Student Wellbeing: Acknowledgement of positive behaviour

1. Fast and frequent 'Parade Tickets'

- Given to students on the spot for compliance with playground rules. Placed into K-2 tin or 3-6 tin. One from each is drawn each week - \$1 canteen voucher. All tickets are then placed in a container - when it reaches a certain level, there is a whole-school treat (e.g. 10 minutes more play)

2. EKIDNA Badge process.

- EKIDNA tickets are used to aggregate to an EKIDNA Award.
- EKIDNA tickets can be given by class teachers, duty teachers, the Principal, office staff, canteen volunteers, visiting sports coaches etc. They have the attributes of the EKIDNA badge on them (e.g. kindness, good manners, positive problem solving, leading by example etc.)
- The student will then show his / her teacher. The teacher will direct the student to place a sticker on his / her personal chart. The EKIDNA ticket can then go home to show the family.
- When the student has gained 12 stickers, the student will be awarded a Bronze EKIDNA certificate at assembly.
- When they gain another 12 stickers, the student will be awarded a Silver EKIDNA certificate at assembly.
- When they gain another 12 stickers, the student will be awarded a Gold EKIDNA certificate at assembly and their EKIDNA Badge.
- Teachers will monitor sticker charts and liaise across the school to ensure fairness and equity.
- The end of year celebration (e.g. Water Play Day) will be for all students, not just those who have gained a badge. This is in line with best practice for wellbeing programs.
- The leadership team fully endorsed this plan at Student Voice Day and made several suggestions which have been incorporated here.

Student Wellbeing: Behaviour expectations and processes

- Students are expected to understand and comply with school rules, as outlined below in the 'Code of Conduct'. Adverse behaviour is recorded on a school-wide computer system. Data is collected about contraventions of behaviour rules so staff can see where there is a lack of understanding, and move to improve students' understanding.
- The emphasis of consequences is on reflection and restoration, rather than punishment. Therefore, if a student does not make the right choice, one likely outcome is for them to attend the 'Reflection Room' for one play session where, in discussion with a teacher, they are asked to reflect on their behaviour and make a plan for the future, so that they are much less likely to repeat the adverse behaviour. Parents are often contacted in this process so that they are aware of their child's choices and plans for improvement. The 'Reflection Room' process is promoted as 'best practice' by the Department of Education.
- Phone calls home ensure parents are informed about their child's behaviour and can support school procedures.

Student Wellbeing: dealing with unacceptable behaviour

- When the need arises to deal with students who exhibit unacceptable behaviours and continually break the school's Code of Conduct, subsequently impacting on teaching, learning and/or compromising safety, the following sequence of events will be put into place. When required, the principal may immediately suspend students for violent and disruptive behaviour, criminal behaviour, the possession of a firearm, prohibited weapon or knife (without reasonable cause), or the possession or use of an illegal substance in line with the NSW Department of Education's Suspension and Expulsion Policy.
- The NSW Department of Education Suspension and Expulsion policy and procedures can be viewed at;

https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Uki Public School Code of Conduct



Values that are important to our school community are:

Care Respect Responsibility

LEARN ALL YOU CAN

- Attend school regularly.
- Attend classes promptly.
- Pay attention in class.
- Become involved in school activities.
- Do your best at all times.
- Listen while others are speaking.
- Complete all set class work and homework.

LOOK AFTER OUR SCHOOL

- Take care of buildings, furniture and school grounds.
- Take care of school property and equipment.
- Help keep the school neat and tidy.

BE IN THE RIGHT PLACE AT THE RIGHT TIME

- Play in the correct areas.
- Move to the right area when the bell goes.
- Always get permission before leaving the school grounds.

RESPECT SCHOOL STAFF AND VISITORS

- Carry out requests from staff members.
- Speak politely to adults in and around the school.
- Make visitors to our school feel welcome.

BE SAFE

- Move around the school safely.
- Obey bicycle, bus, traffic and pedestrian rules.
- Only cross at the pedestrian crossing.
- Avoid playing games that might injure yourself or others.
- Always wear a broad brimmed hat when you are in the sun.
- Be sure that no illegal drugs, alcohol, tobacco or weapons are brought to school.

EARN OUR SCHOOL A GOOD NAME

- Wear the school uniform with pride.
- Behave well on the bus, at school and on excursions.
- Show respect to adults in and around the school.
- Play sport fairly and be a good sport.
- Use polite language at all times.
- Be honest and truthful.

RESPECT FELLOW STUDENTS

- Respect the right to play and learn in a peaceful environment.
- Show consideration and courtesy toward other students.
- Avoid anything that might injure, embarrass or upset others.
- Show understanding and tolerance of everyone's ability.

LOOK AFTER THE PROPERTY OF OTHERS

- Hand in lost property.
- Ask permission before using another person's belongings.

LOOK AFTER YOUR OWN PROPERTY

- Label all clothing and equipment with your name.
- Take good care of your clothing and school materials.
- Keep your books and materials clean and tidy.

DEALING WITH UNACCEPTABLE BEHAVIOUR



Please note: serious or severe behaviour can mean that a student moves immediately to Level 5.

NO LEVEL	Acceptable Behaviour	Student actively participates in all aspects of school life.	Student participates in and contributes to all school activities.
LEVEL 0	Verbal reminders	Students are given verbal reminders about rules. A range of classroom and playground strategies are employed. Level 0 behaviours are not recorded.	Student responds to reminders and the matter is resolved.
LEVEL 1	Classroom and Playground Management Strategies	<p>Level 1 incidents occurring in the playground are recorded in Sentral.</p> <p>Level 1 incidents occurring in the classroom are dealt with by teachers or Assistant Principal who counsels student and monitors behaviour, using classroom chart. Time out sessions (in another classroom) are recorded in Sentral.</p> <p>Three Level 1 incidents in one week means move to Level 2; Purple Slip.</p>	Student participates in discussions and the matter is resolved.
LEVEL 2	<p>'Purple Slip'</p> <p>Reflection process</p> <p>Parent involvement</p>	<p>There are two ways a student is moved to this level and given a Purple Slip:</p> <ol style="list-style-type: none"> 1) three Level 1 incidents in one week (as above) 2) one significant Level 2 incident. <p>Level 2 incidents are recorded in Sentral.</p> <p>A student at this level may be withdrawn from the playground or asked to learn in another classroom for a day or several days, depending on the nature of the incident.</p> <p>If a Purple Slip is issued, the student will attend the 'Reflection Room' to make a plan for success. The teacher on duty will contact a parent and the reflection sheet will be sent home to be signed by the parent. It is expected that the parent will reinforce the school's behaviour expectations. When the reflection sheet is returned the next day, it is signed by the Principal or Assistant Principal, following a short discussion. If the slip is not returned as expected the next day, the student will return to the 'Reflection Room'.</p> <p>More than three Purple Slips in a 10 week period means a move to Level 3.</p>	Student participates in the reflection process and the matter is resolved.
LEVEL 3	<p>'Red slip'</p> <p>Parent interview</p> <p>Parent or Carer / Principal discussion</p>	<p>There are two ways a student is moved to this level and given a 'Red' Slip:</p> <ol style="list-style-type: none"> 1) three Level 2 incidents in one week (as above) 2) one significant Level 3 incident. <p>Level 3 incidents are recorded in Sentral.</p> <p>Principal discussion with parent – either phone or interview. Principal speaks with student. Possible referral to Learning Support Team.</p> <p>2 more Purple Slips OR an additional Red Slip in a 10 week period means move to Level 4.</p>	Student participates in the discussion and the matter is resolved.
LEVEL 4	Blue Slip. Referred for Principal and Parent /Carer Conference	<p>Student/parent/principal conference. If appropriate, a formal written notification advising parents of the next level could be issued.</p> <p>Probable withdrawal of privileges, including school representation, excursions and visiting performers. Possible support from School Counsellor and/or DoE personnel. Individual Behaviour and Support Plan developed. Continued unacceptable behaviour move to Level 5.</p>	Student participates in the process and the matter is resolved.

LEVEL 5	Short Term Suspension 1- 4 Days	Parents notified of suspension, reason, length and date of return. Resolution meeting before returning to school. Targeted support from DoE support staff. If more than two short suspensions in 12 months, notify Director Educational Leadership. Continued unacceptable behaviour, consider partial attendance.	Student participates in the process and the matter is resolved.
	Partial Attendance	Parent notified. Interview with Principal. Director Educational Leadership is informed. Student progress monitored by daily contact from the school. Continued unacceptable behaviour move to Level 6.	Student participates in the process and the matter is resolved.
LEVEL 6	Long Term Suspension 5-20 days	Parents notified of suspension, reason, length, date of return, and study program. Director Educational Leadership is informed. Resolution meeting before returning to school, outlining conditions of enrolment. Continued misbehaviour move to Level 7	Student participates in the process and the matter is resolved.
LEVEL 7	Expulsion from School	Immediate long term suspension. Letter informing parents of intention to expel. Provide parents with copies of relevant documentation. Await parental response. Submission to Director Educational Leadership recommending expulsion. Alternate school placement sought.	Student removed from school