STUDENT WELFARE AND DISCIPLINE POLICY

LEARNING
- produce quality work
- are ready to learn
- follow instructions

RESPECT
- use kind words
- listen to others
- play fairly

RESPONSIBILITY
- stay in the right area
- have safe hands and feet
- move safely
CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

THE CORE RULES

All students in NSW government schools are expected to:

Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.

Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.

Behave safely, considerately and responsibly, including when travelling to and from school.

Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

Treat one another with dignity and respect.

Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.
WARATAH WEST PUBLIC SCHOOL STUDENT EXPECTATIONS

The student discipline code and learning environment at Waratah West Public School is designed to promote effective learning for all students in a happy and safe environment. This discipline code seeks to nurture and maintain a school environment that values:

- produce quality work
- use kind words
- are ready to learn
- follow instructions
- listen to others
- play fairly
- stay in the right area
- have safe hands and feet
- move safely

At Waratah West Public School we expect students to display the above behaviours at all times. Students are supported through various educational and curriculum initiatives to build an understanding of these values and beliefs.

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR, INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT

At Waratah West Public School we strive to promote positive student behaviour and a climate of respect through innovative and inclusive programs which serve to support student needs.

Programs include:

**Innovative Curriculum and Quality Teaching Practices**

The Wallsend learning community strives to promote an educational climate where curriculum innovation and excellence is encouraged and valued. The school is committed to the NSW “Quality Teaching Model” where the foundations of *Intellectual Quality, Quality Learning Environments and Significance* are embedded in our Whole School Curriculum Plan. This plan outlines stage outcomes for each stage and provides direction in developing “Big Ideas” where students are encouraged to acquire enduring understandings. This enables teachers to use the “backward mapping” approach where learning activities are planned to link directly with the end of topic assessment tasks. Classroom learning programs are reflective of this plan and are also needs driven, based on teacher observation and K-6 assessment data. It is a shared belief of the school that appropriate, needs driven and significant curriculum, reduces negative student behaviour and leads to deeper engagement and learning.

**K–6 Student Assessment**
Waratah West Public School is committed to monitoring and encouraging the behavioural and academic growth of all students. The school has several databases to manage and record each student’s behavioural, academic and social progress. Data from these databases is used to determine school priorities and areas of strength.

**Learning Support Team**
The school Learning Support Team (LST) meets regularly to discuss and manage targeted student learning and behaviour. The learning support team consists of the Principal, parents and teachers. The composition of this team changes from time to time, depending on the particular need of each student who may be referred to the LST. Students may be referred to the LST by teachers who are concerned with particular aspects of a student’s growth and development - behavioural, academic, social or emotional. The LST discusses strategies to improve particular student outcomes and is responsible for managing support programs throughout the school.

**Transition to School Programs**
The school is committed to promoting positive student behaviours through a strong focus on Kindergarten and high school transition programs. It is believed that these programs are important to establish a climate of trust with the students. The Kindergarten transition program involves information sessions, classroom visits by students and a Buddy program where students are paired with older children of the school. Year 6 students are supported through strong links with our partner school Callahan College - Waratah Campus and are involved in activities that support their transition to high school. Several visits to the Waratah Campus are organised as part of their transition process.

**Learning Assistance Programs**
Learning Assistance programs at Waratah West are designed to ensure that children experiencing difficulties in their learning are supported through timely and appropriate intervention. Students who are supported through times of difficulty are less likely to behave in a negative way. Teachers at the school also undertake training and development in ways to cater for children who may be experiencing difficulties. The school also employs a teacher to work with students in classes or withdrawal groups for more individual and intensive assistance.

**School Counsellor**
A School Counselling service is available to students who are experiencing academic, behavioural or social difficulties. Access to this service is through teacher or parental referral. Parental consent must be sought in order for students to visit the school counsellor. Depending on the level and type of need, the school counsellor works with the school community to improve student outcomes and identify possible strategies for the student.

**Attendance Monitoring**
School attendance is recorded through a central marking system at the school office. Student attendance is monitored by the principal. It is a legal requirement that all absences are explained in writing or verbally by the parent or caregiver as soon as possible after the absence. Explanations of absences should be given to the class teacher. The Home School Liaison Officer supports the school in its effort to maintain high levels of attendance by the student population.

**Assessment and Reporting**
Positive student behaviour is encouraged through regular assessment of student learning and behaviour. Parent teacher interviews are available at anytime on request. Parents wishing to meet with the class teacher should request an interview by phone or in writing. The whole school conducts parent teacher interviews at the End of Term 2 to establish a partnership with parents and to share some initial observations in classroom behaviour and attitudes to learning. Formal written reports are prepared at the end of Term 2 and Term 4. These reports indicate levels of achievement in the Key Learning Areas and also a summary of behavioural attitudes.

**Student Self Assessment**
All students at Waratah West Public School are encouraged to be active participants in their learning. Students who take responsibility for their learning and regularly evaluate their performance and effort will be more likely to set goals and be more independent, focused and resilient in the classroom. Students will be encouraged to identify strengths as well as areas for development. Much of this self-assessment will take place in the classroom, both formally and informally as part of lessons.

**Student Leadership**
Year 6 students are selected each year to represent their peers in day-to-day routines, ceremonies and general school life. Four students are selected to take up the two positions – Captain and Vice Captain (one from each gender). However, this may change depending on numbers and genders in Year 6.

**Anti-Bullying Program**
The school has developed a whole school Anti-bullying policy and program which teaches students about the effects of bullying and how bullying should be handled at our school. At the beginning of each school year teachers will discuss and undertake activities that equip students with an understanding of bullying and how to cope with bullying if it is encountered.
Common themes across the school include: the role of power in relationships, types of bullying behaviours, and strategies to cope with bullying, what to do when you see bullying and establishing a support network. (See Anti- Bullying Policy)

Community Participation
Waratah West Public School seeks to include all community members in supporting students in their learning and behaviour.
Strategies to achieve this goal include:
- Building a learning community in which students, staff and parents work together towards a common goal
- Encouraging parents and community members to participate in the education of the students at Waratah West Public School
- Acknowledging parents as partners
- Encouraging students to have a sense of belonging and ownership to the school
- Assisting families to gain access to support services in the community
- Fostering close links with the wider community
- Encouraging links between parent and student representative groups
- Inviting parents to share their skills and experiences in the school community
- Supporting students and their parents in making decisions about learning programs
- Recognising students’ families, cultures, languages and life experiences

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Waratah West Public School recognises the need for acknowledgement and positive reinforcement of appropriate behaviour and achievement of students. At times this acknowledgement needs to immediate and at other times needs to be celebrated with an audience. A variety of approaches are used to reinforce and acknowledge positive behaviour. Examples of ways in which this will be achieved include:

Whole School Award System

Merit Awards
Positive student behaviour will be recognised through a reward system based on student expectations. Each week three awards are presented per class. Once a student has collected all three of the awards they are presented with the “Gold Star Award.”

Playground and Classroom Rewards
Students receive awards in the classroom and/or playground for showing “Respect, Safety and Responsibility”. Class teachers have adopted their own classroom award systems.
Early Stage One/One have an award system based on stamps. When a student collects ten stamps they receive an award.
Stage One/Two/ Three use the “ClassDojo” award system. Students with the highest no of “ClassDojos” receive an award daily/weekly.

ClassDojo helps manage student behavior and build positive learning habits by providing real-time feedback loops that recognize and reinforce students’ specific behaviors, values, and accomplishments. ClassDojo gives teachers the option of updating behavior instantaneously using a laptop, tablet, or smartphone and can be displayed via computer, projector, or interactive whiteboard. The availability of data engages students and helps actively shape behavior, thus creating a more positive learning environment in the classroom.

ClassDojo also automatically generates behavior reports that can be sent home to parents or share with students. These reports have given parents and students insight into the classroom that hadn’t been previously available.
Each term students with the highest number of awards will receive an invitation to attend lunch with the Principal.

Other Strategies to Promote Positive Behaviour
- Ongoing feedback to students for appropriate behaviour
- Staff modeling of consistent, caring and controlled behaviour
- Use of merit cards and certificates, awards and trophies
- Commendations and recognition at assemblies, in the weekly newsletters and at special occasions
- Regular contact with parents and caregivers
- Verbal praise and recognition
- Participation in sport competitions, inter-school debating, public speaking, language, art, computer, English, mathematics, science, environmental and web-based competitions
- Recognition of students with special needs, remediation and programs for gifted and talented students
- Student self evaluation checklists
- Home reading program and awards

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Classroom and Playground Procedures

All students at Waratah West Public School are encouraged to show behaviour in classrooms that are in keeping with our school expectations of

EXPRESS RESPECT
RESPONSIBILITY
SAFETY

Possible Consequences for breaches of School Wide expectations

<table>
<thead>
<tr>
<th>Behaviour level and consequences</th>
<th>PLAYGROUND</th>
<th></th>
<th>CLASSROOM</th>
<th></th>
<th>Recording Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minor infringements of school expectations - counselling by the teacher, low level consequences and restitution</td>
<td>Examples: • running on concrete • minor teasing • out of bounds • inappropriate use of equipment • no hat</td>
<td>Counselling/Discussion</td>
<td>Examples: • calling out • lack of effort • interrupting others • out of seat with out permission</td>
<td>Counselling/Discussion</td>
<td>None</td>
</tr>
<tr>
<td>2. Significant infringements of school expectations - counselling by the teacher, recording of behaviour and restitution</td>
<td>Examples: • low level bullying • not following instructions and reasonable requests • dangerous play • continued out of bounds</td>
<td>Walk with teacher School beautification Apology to affected students Time on Stop sign</td>
<td>Examples: • persistent interruptions to class routines • continual interruptions to the learning of others • refusing to complete work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3. Serious infringements of school expectations - investigation by the teacher and/or school executive, recording of behaviour. | Examples: • physical violence-fighting, punching, kicking, hitting • use of weapons- possession of | •parent interview •play room •time out of playground •in school withdrawal •suspension | Examples: • physical violence-fighting, punching, kicking, hitting • use of weapons- possession of | •parent interview •time out of playground •in school withdrawal •suspension •expulsion | Formal Behaviour Form (white form) • Database entry • Parent interview/
| Enforcement of Consequences and Restitution | Illegal Substances  
- Ongoing bullying/intimidation  
- Serious non compliance  
- Serious lack of regard for respect, responsibility or safety | Expulsion  
- Ongoing bullying/intimidation  
- Serious non compliance  
- Serious lack of regard for respect, responsibility or safety | Phone call/interview as appropriate |

Inappropriate behaviours may result in any of the following consequences depending on severity, frequency and context.  
- Counselling - teacher and students discuss better behaviours and consequences  
- Time-Out - student is removed from normal class setting - either in a quiet area of the classroom or in another class  
- A plan for improved behaviour  
- Classroom/Playground Monitoring Card  
- Parents contacted by letter/phone  
- Suspension Caution - Parents are informed by phone or letter  
- Suspension
BEHAVIOUR MANAGEMENT

All classrooms at Waratah West Public School will operate a “star” system. This system aims to promote a positive and safe environment for all students.

*Star explanation:*

<table>
<thead>
<tr>
<th>Card</th>
<th>Level</th>
<th>Questions/Directions</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐What is your job? ☐Do you need to change your behaviour/thinking? ☐Are you interrupting the learning of others? ☐What are you choosing to do?</td>
<td>☐Relocation to another desk ☐Time out in classroom ☐Lunchnote discussion ☐Behaviour form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐What is your job? ☐Do you need help? ☐What are you seeking? ☐Are you choosing time out?</td>
<td>☐Relocation to another desk ☐Time out in classroom ☐Lunchnote discussion ☐Behaviour form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐What is your job? ☐Do you need help? ☐What are you seeking? ☐Are you choosing time out?</td>
<td>☐Move to time out (buddy class) ☐You do not have the right to do that.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐You are choosing inappropriate behaviour.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐Removal from class by executive (Compulsory) ☐Recording of behaviour on white form</td>
</tr>
<tr>
<td></td>
<td>Gold Star</td>
<td></td>
<td>☐Parents informed ☐Suspension</td>
</tr>
<tr>
<td></td>
<td>2nd Star</td>
<td></td>
<td>☐Behaviour Recorded on database with consequence – “Buddy class” ☐Time out in buddy class* ☐Lunchnote discussion/plan ☐Referral to executive</td>
</tr>
<tr>
<td></td>
<td>3rd Star</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th Star</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Star</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Consequences**

- Monitoring
- Redirecting
- Relocation to another desk
- Time out in classroom
- Lunchnote discussion
- Behaviour form

---

TEACHERS MAY MOVE STRAIGHT SERIOUS CONSEQUENCES RECORDING (WHITE FORM) IF THERE IS A SERIOUS INCIDENT OR BEHAVIOUR

ALL STUDENTS TO START EACH SESSION ON THE GOLD STAR
### CLASSROOM MANAGEMENT

<table>
<thead>
<tr>
<th>Level</th>
<th>Consequences</th>
<th>What will my behaviour look like in the classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MINOR</strong></td>
<td>Name moved to yellow Star</td>
<td>Not following class rules</td>
</tr>
<tr>
<td></td>
<td>Loss of rewards</td>
<td>Not listening to others</td>
</tr>
<tr>
<td></td>
<td>Possible time out in class</td>
<td>Calling out</td>
</tr>
<tr>
<td></td>
<td>Discussion during break</td>
<td>Using inappropriate language</td>
</tr>
</tbody>
</table>

| **SIGNIFICANT** | Name moved to orange star | Not following class rules |
|                 | TIME OUT with buddy class | Choosing to interrupt teaching and learning |
|                 | BEHAVIOUR RECORDED ON DATABASE | Using inappropriate language |
|                 |                           | Defiance |

| **SERIOUS** | Sent to executive | Not following rules |
|             | BEHAVIOUR RECORDED ON WHITE FORM | Choosing to interrupt teaching and learning |
|             | Discussion with executive | Using inappropriate language |
|             | Parents notified (if applicable) | Defiance |
|             | POSSIBLE SUSPENSION | }

**CONSEQUENCES:**
- Rewards - stickers, awards, star card
- Choices in learning
- Feeling good
- Having friends
- Enjoying school

**What will my behaviour look like in the classroom?**
- Following class rules
- Trying hard
- Listening to others
- Helping others
- Feeling positive and happy at school

**CONSEQUENCES:**
- Name moved to yellow Star
- Loss of rewards
- Possible time out in class
- Discussion during break

**What will my behaviour look like in the classroom?**
- Not following class rules
- Not listening to others
- Calling out
- Using inappropriate language

**CONSEQUENCES:**
- Name moved to orange star
- TIME OUT with buddy class
- BEHAVIOUR RECORDED ON DATABASE

**What will my behaviour look like in the classroom?**
- Not following class rules
- Choosing to interrupt teaching and learning
- Using inappropriate language
- Defiance

**CONSEQUENCES:**
- Sent to executive
- BEHAVIOUR RECORDED ON WHITE FORM
- Discussion with executive
- Parents notified (if applicable)
- POSSIBLE SUSPENSION
# Playground Management

<table>
<thead>
<tr>
<th>Positive Play</th>
<th>Minor Warning</th>
<th>Significant Timeout in Playground</th>
<th>Serious Timeout in Library</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What will my behaviour look like in the playground?</strong></td>
<td><strong>What will my behaviour look like in the playground?</strong></td>
<td><strong>What will my behaviour look like in the playground?</strong></td>
<td><strong>What will my behaviour look like in the playground?</strong></td>
</tr>
<tr>
<td>• Following playground rules</td>
<td>• Not following rules</td>
<td>• Not following rules</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Playing in the right area</td>
<td>• Out of bounds</td>
<td>• Out of bounds</td>
<td>• Using a weapon - rocks, sharp implements</td>
</tr>
<tr>
<td>• Helping others</td>
<td>• Not sharing equipment</td>
<td>• Not sharing equipment</td>
<td>• Use/possession of illegal substances</td>
</tr>
<tr>
<td>• Sharing playground equipment and space</td>
<td>• Bullying</td>
<td>• Bullying/Intimidation</td>
<td>• Malicious damage</td>
</tr>
<tr>
<td>• Feeling positive and happy at school</td>
<td>• Using inappropriate language</td>
<td>• Using inappropriate language</td>
<td>• Using inappropriate language</td>
</tr>
<tr>
<td>• Feeling positive and happy at school</td>
<td>• Hurting others</td>
<td>• Hurting others</td>
<td>• Persistent bullying</td>
</tr>
<tr>
<td>• Helping others</td>
<td>• Throwing inappropriate objects</td>
<td>• Throwing inappropriate objects</td>
<td>• Defiance</td>
</tr>
<tr>
<td>• Sharing playground equipment and space</td>
<td>• Dangerous behaviour</td>
<td>• Dangerous behaviour</td>
<td>• Repeated inappropriate behaviour</td>
</tr>
</tbody>
</table>

**Consequences:**
- Rewards – stickers, awards, star card
- Free play time
- Feeling good
- Having friends
- Enjoying school

**Consequences:**
- Warning from the teacher
- Time on the silver seat
- Restricted play area
- NAME RECORDED IN PLAYGROUND FOLDER UNDER YELLOW STAR

**Consequences:**
- Red Folder Entry
- Possible time out from playground
- Restricted play area
- NAME RECORDED IN PLAYGROUND FOLDER UNDER ORANGE STAR

**Consequences:**
- Time out from the playground
- Restricted play areas
- Supervised play
- Possible suspension
- NAME RECORDED IN PLAYGROUND FOLDER UNDER RED STAR
- BEHAVIOUR RECORDED ON WHITE FORM (if serious)
<table>
<thead>
<tr>
<th>Day</th>
<th>Yellow Star</th>
<th>Orange Star</th>
<th>Red Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td>Tuesday</td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td>Wednesday</td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td>Thursday</td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td>Friday</td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
<tr>
<td></td>
<td>M / L / R</td>
<td>M / L / R</td>
<td>M / L / R</td>
</tr>
</tbody>
</table>
# WARATAH WEST PUBLIC SCHOOL
## BEHAVIOUR FORM

<table>
<thead>
<tr>
<th>Playground location</th>
<th>Time</th>
<th>Classroom location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ COLA</td>
<td>□ Morning</td>
<td>□ Classroom</td>
<td>□ Morning session</td>
</tr>
<tr>
<td>□ Library</td>
<td>□ 1st Lunch</td>
<td>□ Corridor</td>
<td>□ Middle session</td>
</tr>
<tr>
<td>□ Toilets</td>
<td>□ 2nd Lunch</td>
<td>□ RFF</td>
<td>□ RFF</td>
</tr>
<tr>
<td>□ Computer Room</td>
<td>□ Recess</td>
<td>□ Library</td>
<td>□ Library</td>
</tr>
<tr>
<td>□ Equipment</td>
<td>□ After School</td>
<td>□ Choir</td>
<td>□ Choir</td>
</tr>
<tr>
<td>□ Top field</td>
<td></td>
<td>□ Dance</td>
<td>□ Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Sport</td>
<td>□ Sport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Excursion</td>
<td>□ Excursion</td>
</tr>
</tbody>
</table>

**Offence:**
- □ Physical assault
- □ Inappropriate language
- □ Hurting another student
- □ Incident involving weapons
- □ Non-compliance
- □ Malicious damage
- □ Bullying / Intimidation
- □ Dangerous behaviour
- □ Throwing inappropriate objects
- □ Stealing
- □ Use / possession of illegal substance
- □ Sexual incidents
- □ Out of bounds

**Details of incident:** (attach more if necessary – witness statement, school map)
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

**Action taken by teacher:** (warning, timeout, buddy class, walk with teacher, sent to executive)
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

**Teacher** ________________________________ (print) **Date** ________________________________

**Action taken by executive:**
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

**Parents contacted** Yes / No

**If yes, state method of contact** letter / phone / interview

**Executive** ________________________________ (print) **Date** ________________________________

**Recorded on database** Yes / No
INDIVIDUAL MONITORING BOOK

Students requiring additional monitoring either on the playground or in the classroom will be issued with an individual monitoring book.

The student will be monitored for each session. At the end of the session the student has to record their behaviour. This behaviour is in line with the whole school star system, with students colouring in the star that their name is on at the front of the classroom.

Each day is divided like the following. There is a blank place for additional comments and playground reports.

Monday

<table>
<thead>
<tr>
<th>Morning</th>
<th>Middle</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟</td>
<td>🌟</td>
<td>🌟</td>
</tr>
</tbody>
</table>

EXCURSIONS OR OTHER OUTSIDE SCHOOL ACTIVITIES (INCLUDING SPORTING ACTIVITIES)

All events occurring within the auspices of the school, including excursions, sporting and cultural events, are governed by the school's discipline policy and code of conduct. Unacceptable behaviour will be recorded in accordance with all other behaviour records. Consequences for unacceptable behaviour during outside of school activities will depend upon the circumstances involved.

Consequences

While this policy is founded upon a counselling environment for the management of behaviour emphasising skills and understandings in problem solving, decision making, communication and personal responsibility, consequences remain an important feature of the discipline strategy at Waratah West Public School.

Over and above the systems outlined in the policy, the school may choose to impose consequences which either seek restitution (such as repairing damage), withhold privileges, restrict playing areas or completely remove students from the playground or classroom for a specified period.

Where a student has persistently breached the code of conduct of behaviour or misbehaved in such a way that his or her conduct may be deemed to present a threat to the safety and welfare of others, the school may choose to exercise its discretionary powers by excluding the student from excursions, class outings, sporting events, inter-school competitions, visiting performances, class parties, discos, Year 6 farewell and picnic days.

In such cases, the student will be warned that such an action is being considered and the student's parents will be advised in writing that such a warning has been given and the reasons supporting such considerations.

Communication with Parents

Parents will be formally notified in cases where:

- a student has repeatedly breached classroom or playground behaviour standards and has been directed to write plans for improvement
- exclusion from outside of school activities (all school based activities such as excursions, camps, inter-school sport or other competitions, and visiting performances) is being considered
- serious breaches of school rules/code of conduct have occurred. Parents will be informed of the actions being taken by the school to address these issues and consequences of any further breaches. In the case of violent behaviour, threats of violence, or persistent disobedience, parents will be notified immediately and issued with a copy of “Procedures for the Suspension and Expulsion of School Students” (DET 2011) and advised of intended action by the school
- suspension or expulsion is being considered by the school
- suspension or expulsion is being enacted, including details as outlined in the suspension section of this policy
SUSPENSION PROCEDURES
(These procedures should be read in conjunction with the current DET policy)
See: “DET Suspensions and Expulsions Policy 2011”

All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation and discrimination.

There may be from time to time cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student(s) involved for the student to be removed from the school for a period of time completely. Suspension and expulsion are options available to the Principal in these situations.

Suspension is only one strategy within a school’s student welfare and discipline policies. It is most effective when it highlights the parent(s) or carer(s) responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parent(s) or carer(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school’s expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

At all times Suspension procedures will be in line with the Department of Education’s current Suspension Policy.

Principals must suspend immediately and consistently with these procedures, including the factors outlined in any student who:

- **is physically violent**: Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW Police.

- **is in possession of a firearm, prohibited weapon** (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause): Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to NSW Police immediately.

- **uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance**. The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Under arrangements made with NSW Police, the substance will generally be identified within 48 hours of the material being handed to the police by the principal.

**Anti-Bullying Plan**

Bullying in any form is unacceptable. It devalues, isolates, frightens, affects an individual’s ability to achieve and has long-term effects on the bully, those being bullied and the bystanders. Bullying behaviour is intentional and often repeated. It is an abuse of power that causes distress, hurt or undue pressure.

Please see the schools anti-bullying plan for further details.

**Student Health and Medication**

Students requiring ongoing medical attention and/or medication will have an individual health plan prepared by their parents/carer, their doctor and the school.

Asthma puffers are the only medication that students are allowed to have in their possession. Some students may be allowed to carry other medications as part of a health care plan. Such health care plans must be developed in consultation with the Principal and parents/guardian.

Where a short term medical condition requires treatment at school, the parents must complete a “REQUEST FOR SUPPORT AT SCHOOL OF A STUDENT'S HEALTH CONDITION” form - available from the office.

From time to time students may be sent from class to the school office due to illness. The Principal and/or office staff will assess student needs and notify parents should collection be necessary. Parents are asked to keep emergency contact phone numbers up to date to avoid collection problems and distress to the child.
More specific information on student health can be found in the school’s health policy and the DET website: https://det.nsw.edu.au

School Attendance
The law in NSW (Education Act 1990) states that all children between the ages of six and fifteen years are required to attend school regularly. It is the responsibility of parents or caregivers to make sure that their children attend school every day. Children may be absent from school due to illness, injury, a special religious ceremony, infectious diseases (e.g. chicken pox, mumps or measles) or if there is a serious family situation which requires student involvement. Please do not keep your child away from school for: birthdays, pension day, minding other children, hair cuts and/or interpreting for other family members.
Families should try to arrange holidays during school vacation periods. If you can only arrange your family holiday during school time, you should inform the school principal in advance and request permission for your child to be absent. Parents must notify the school of the reasons for a child’s absence- either by phoning the school or completing a written note on the day of the child’s return to school.
Attendance is monitored closely through a central roll system and students with unsatisfactory attendance may be referred to the district Home School Liaison officer.

Dress Code
The wearing of the school uniform has the support of the Parents and Citizens Association. All students must wear their uniform to school each day unless notification is given for special “out of uniform days”. Parents of students who are regularly out of uniform may be contacted to discuss the dress code. The school operates a uniform shop as well as a clothing pool of well cared for, good condition uniforms. Parents experiencing difficulty in providing uniforms should contact the Principal.

Homework
Homework is a valuable part of schooling. It allows for practising, extending and consolidation of work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information sources. Additionally it establishes habits of study, concentration and self-discipline. Class teachers will assign homework regularly to support and consolidate classroom learning. Parents play an important role in supporting their child in the development of important learning and concepts.

Home Reading Program
Reading is the single most important skill the child will learn at school and while many children have developed reading skills, further development depends on using these skills regularly. Parents are asked complete home reading record of the student’s reading each night. Parents are asked to sign for each night the child reads (holiday periods and weekends can be included). The time spent reading each night will depend on the age of the student, other homework tasks and family schedules.

Awards will be provided:
- **25 nights** - 25 reading sessions - class certificate.
- **50 nights** - 50 reading sessions – certificate presented at assembly
- **75 nights** - 75 reading sessions - class certificate.
- **100 nights** - 100 reading sessions - A large certificate presented at assembly
- **125 nights** - 125 reading sessions - class certificate.
- **150 nights** - 150 reading sessions – certificate presented at assembly
- **175 nights** - 175 reading sessions - class certificate.
- **200 nights** - 200 reading sessions - A large certificate is presented at assembly and a book is presented at Presentation Day.

Attendance Award
At the end of each term attendance awards are presented to students meeting the attendance targets in the school plan. In addition students arriving on time will receive a ticket for the attendance award draw.