Petersham Public School

Student Welfare and Behaviour Management Policy

Petersham Public School aims to provide a happy, safe and caring environment where children have the opportunity to achieve to the best of their ability and become responsible and independent learners through quality programs.

Strategies

- Provision of effective and engaging classroom learning programs
- Provision of programs to cater to individual needs
- Providing clearly defined expectations and guidelines
- Effective communication of expectations, procedures and guidelines
- Building of caring and respectful relationships
- Embedding of values in all school procedures, programs and policies
- Provision of a safe and caring learning environment
- Provision of a variety of learning opportunities and experiences
- Positive recognition and award system
- Behaviour Expectation Excursion Note signed by all parents

School Rules

The rules are to help everyone be safe, learn well and care for others and for the school itself. There are four basic rules:

1. Be Safe - stay in supervised areas, take part in acceptable games and activities
2. Show Respect - to self, others and property
3. Co operate - with teachers and staff by responding appropriately to directions
4. Do your Best - try hard, do the best you can, apply yourself

The school takes a positive approach, using acknowledgement and commendation to encourage children who support the school and their peers by abiding by these rules.

Positive Approach

The school takes a positive approach, using acknowledgement and commendation to encourage students who work to achieve their best, to become responsible learners and to create a happy safe and caring learning environment:

- verbal acknowledgement for effort, achievement and safe and respectful behaviours
- class and school special awards
- the presentation of awards at assembly to acknowledge social and academic achievements
- public acknowledgement of school and individual achievement through newsletter
- work displays in the hall, foyer and classrooms
- Restorative Practice Questions used to discuss and manage situations and behaviour incidents.
- Implementation of social skills programs (anti-bullying and values education)

Values

- Respect
- Excellence
- Responsibility
- Cooperation
- Participation
- Integrity-Honest & trustworthy
- Care
- Fairness
- Democracy

Restorative Practice Questions

For when things go wrong or someone is hurt
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what this incident?
- What can you do to make things right?

Class Recognition

- comments
- stickers
- stamps
- charts
- Special Award Certificates

Certificate of Excellence

Awarded for 10 Special Award certificates at the weekly assembly

Weekly Merit Awards

Awarded to two students from each class at the weekly assembly

Principal Visit and Award

For special effort, achievement or positive and caring behaviour
Strategies to Manage Unacceptable Behaviour

Where behaviour is shown to be unacceptable or dangerous then strategies may include:

- verbal reminders of expected behaviours and the school rules
- teaching acceptable behaviours through social skills programs
- specific warning systems for uncooperative playground and classroom behaviours as described in the flow chart
- redirection strategies to divert energies into more positive actions
- loss of privileges (Time out in class or playground or withdrawal from excursions or school representation)
- In school withdrawal
- Behaviour modification programs including behaviour contracts
- intervention of the School Counsellor or Behaviour team
- Meetings with parents
- Suspension and or expulsion in accordance with Departmental guidelines
- Placement in a special school

Classroom

Each class teacher negotiates the class rules with the class at the beginning of the year. These rules are to ensure the safety of the children and to promote a co-operative classroom environment.

If a student chooses to break a rule, then the following actions will result in:

1st Warning Name on the board, with a verbal warning
2nd Warning Line under name & time out in the classroom (10 minutes)
3rd Warning Line under name, time out in another class or with the principal and miss half next lunch period & name in Classroom Behaviour Book.

Two out of class time outs within two weeks results in an Office Behaviour Book entry, the missing of next lunch play period and contact with parents.

Specialist Teachers - drama, music, library, Italian, and scripture teachers

Inappropriate, non-cooperative behaviour after a warning results in time out in buddy class or with the principal for the remainder of the session and the next play period will be missed.

If there are two time outs from a specialist class there will be an Office Behaviour Book entry, parent contact and a missed lunch period.

Playground

Minor disruptions are dealt with by the duty teacher, noted in the black Playground Behaviour Book and if necessary communicated to the classroom teacher for monitoring. If there is reoccurring uncooperative behaviour, there will be an Office Behaviour Book entry and parents will be informed.

Major disruptions result in immediate withdrawal from the playground, referral to the Executive Staff, an entry in Office Behaviour Book and the missing of the next play period.

Examples of major disruptions include: hurting others, inappropriate and unsafe play, swearing, bullying, and disrespect for teachers and students.

For class and playground warnings

2nd Office Behaviour Book entry results in parent contact and a behaviour contract.
3rd Office Behaviour Book entry results in an in school withdrawal for 1 or 2 days and a parent meeting followed by a behaviour contract.

Continued uncooperative inappropriate behaviour will result in a short suspension.
Aggressive, dangerous or inappropriate behaviour may lead to instant suspension.

Aggressive, violent or bullying behaviour and inappropriate language will not be tolerated. These behaviours result in immediate time out with buddy class or the Principal, a record in the office behaviour book, the missing of the next play period and contact with parents.

Please see the attached Student Welfare Flowchart. Reviewed by Staff 29th January 2013