

ARMADALE PRIMARY SCHOOL POLICY

SCHOOL No. 2634

Student Welfare and Discipline Policy	
Authorisation: By the Armadale Primary School Council on the 6 March 2006 Recommended: By the Curriculum and Policy Sub Committee	

1. PURPOSE

- 1.1 The purpose of the policy is to inform the school community of the ways in which the school manages the welfare and discipline of the students.

2. OBJECTIVES

- 2.1 Promote respect for self and others
- 2.2 Encourage students to take responsibility for their own actions
- 2.3 Provide a happy, safe, supportive and caring environment based on mutual respect
- 2.4 Provide an environment in which all students are valued as individuals and are encouraged to develop to their full potential
- 2.5 Reinforce positive behaviour
- 2.6 Discourage negative behaviour
- 2.7 Manage welfare and discipline in a logical, fair and consistent manner

3. IMPLEMENTATION

3.1 Leadership Team will

- 3.1.1 Support and assist staff in managing welfare and discipline issues
- 3.1.2 Monitor Yard duty books regularly
- 3.1.3 Organise parent sessions on relevant issues and provide information on relevant welfare issues
- 3.1.4 Liaise with School Support Services Officers (SSSO) personnel regarding welfare and discipline issues
- 3.1.5 Ensure that any additional support (e.g. Occupational Therapy and tutoring) for students will come through the standard referral process.

3.2 Staff will

- 3.2.1 Manage discipline and welfare in a consistent manner throughout the school
- 3.2.2 Involve the students in setting classroom rules (Refer Appendix B)
- 3.2.3 Reinforce the school rules (Refer Appendix A)
- 3.2.4 Provide a system of positive and negative consequences (Refer Appendix B and C)
- 3.2.5 Supervise and encourage positive use of all play areas (Refer Appendix D)
- 3.2.6 Provide programs to develop and promote student social skills e.g. You Can Do It!
- 3.2.7 Encourage students to approach staff on any welfare or discipline issues.

3.3 Students will

- 3.3.1 Follow the classroom and school rules (Refer Appendix A)
- 3.3.2 Inform staff of any welfare and discipline issues
- 3.3.3 Move and act in an appropriate and respectful manner
- 3.3.4 Support and encourage others
- 3.3.5 Resolve conflict in a positive way.

3.4. Parents will

- 3.4.1 Help students develop self esteem and problem solving skills
- 3.4.2 Inform the school of issues regarding student welfare
- 3.4.3 Support the rules and procedures in place at school
- 3.4.4 Use the school's referral process when seeking additional support for their child/ren.

4. EVALUATION

The policy will be evaluated by teachers and parents by observing whether the objectives of the policy are being met through the school program and observations of student behaviours.

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APPENDIX A – SCHOOL RULES

SCHOOL RULES

The school rules focus on the values of co-operation, respect, manners and being positive. The rules also encourage the skills of positive conflict resolution, safe play and learning positive and polite language.

1. We use polite and positive language
2. We learn by co-operating and paying attention to all learning tasks
3. We move and act in an appropriate manner
4. We deal with others with respect, are kind and use our manners
5. We resolve conflict in a positive way
6. We play safely when we share classroom and playground areas and equipment (Refer Appendix D)

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APPENDIX B – CLASSROOM PROCEDURES

Developing Social Skills

At Armadale Primary we recognise that the development of social skills is an integral part of the school's curriculum. These skills are essential in order for students to reach their full potential and to prevent undesirable behaviours. These will be taught through the curriculum. These include:

- * You Can Do It Program
- * Playing fairly
- * Approaching and joining in
- * No bullying (see anti bullying policy)
- * Speaking in front of an audience
- * Dealing with fights and arguments
- * Respecting other people's opinions
- * Developing self-esteem
- * Sharing
- * Listening and asking good questions

"NO PUT DOWN ZONE" & "NO BULLYING" signs/posters will be displayed throughout the school to help develop a discrimination and harassment free environment in our school. Anti bullying strategies and self-esteem programs will be included in classroom curriculum planning. In conjunction with this, charts with the school and playground rules will also be displayed.

Throughout the school the following procedures will be adhered to.

Positive Consequence

A variety of positive consequences will be utilised in the classroom to encourage and promote positive behaviour. These include:

- * Verbal praise
- * Whole Class rewards
- * Peer recognition awards
- * Teacher awards
- * Star of the week
- * Certificates
- * Stickers
- * You Can Do It awards

Negative Consequences

* **Step 1 1st incident**

Teacher states rule or expectation

* **Step 2 2nd incident**

Verbal warning

* **Step 3 3rd incident**

Withdrawal to an area in the classroom

* **Step 4 4th incident**

Withdrawal to another classroom

If a student is withdrawn to another classroom for a third time in a week they will be given an after school detention.

* **Step 5 5th incident**

Time Out

If a student disrupts the other class members or continues to misbehave when returned to his/her classroom he/she will be sent to Time Out with Principal/Assistant Principal or senior teacher if deemed appropriate. A Time Out Form will be issued to the child to be signed by the parent and returned to the Principal/Assistant Principal the following day. The child will also be given an after school detention.

Severity Clause

This clause allows the teacher to bypass any of the above steps (where the action is seen as severe or dangerous) and the student will be sent directly to the office. The Time Out procedure will be followed and appropriate consequences will be applied.

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APPENDIX C – YARD PROCEDURES

The following procedures will be utilised in the yard:

Positive Consequences

*** Verbal Praise**

Students will be given praise and acknowledgment regularly from teachers and peers for positive behaviour such as cooperative games, caring for others, using positive language, sharing, helping, and taking care of our school.

*** Specific Focus**

A focus will be given at regular intervals to target certain positive behaviours and social skills.

*** Positive Behaviour Initiatives**

Periodically there will be Positive Behaviour initiatives to continue to promote and reinforce positive behaviour.

Negative Consequences

Incidents in the yard can be classified as minor or more serious incidents.

Minor Incidents

The following is a list of possible consequences, which could be applied for minor incidents (Note: Wherever possible logical consequences will be implemented, eg. for dropping papers a student will be required to pick up papers)

- * Time Out in yard, in an allocated area
- * Walking with yard duty teachers
- * Banning from a particular play area
- * Child apologising to “victim” for action
- * Rectifying the problem caused

Serious Incidents in the Yard

It is recognised that sometimes more serious incidents will occur in the yard, which will require stronger action to be taken. More serious incidents include:

- * Intentional physical violence (i.e. kicking, punching, wrestling); person to person contact.
- * Repeated verbal aggression towards others (i.e. intimidatory language, significant verbal harassment)
- * Destructive vandalism (any act of vandalism which would entail a cost to repair)
- * Insolence to a teacher
- * Theft -something taken from someone’s permanent possession
- * Leaving the school grounds without permission
- * Intentional dangerous play which could result in injury to self or others
- * Repeated failure to follow a teacher’s instructions.

These incidents are referred to as Yard Withdrawal Offences. In such cases the following procedure will be followed:

Step 1

Offence Verified

Step 2

Student withdrawn from yard

Step 3

Matter referred to designated teacher/Principal

Step 4

Yard withdrawal form issued

The Yard Withdrawal Form will be signed by the parent and returned to school the following day.

The following standardised process will be followed for all incidents of yard withdrawal:

1st and 2nd Yard withdrawal of the term

Following the completion of the Yard Withdrawal Form, the student will be required to spend 30 minutes in detention from 3.30-4.00 on a designated afternoon. The student will be required to prepare an apology to the “victim”.

3rd Yard withdrawal of the term

As above and in addition, a behaviour conference will be organised with parents, staff and SSSO’s. Further action for consistent yard withdrawal or where the behaviour is seen as severe or dangerous is at the discretion of the Principal or in his/her absence the next person in charge and may include the student being suspended from the school in accordance with DE&T regulations and procedures.

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APPENDIX D – PLAYGROUND USE

(These guidelines need to be followed together with our school rules)

The sandpit

- Recess Levels 1 and 2 only

Chin Up Bars

- Anyone, with care at all times. Only one child allowed on this equipment at a time

Junior Equipment

- Recess Level 1 and 2 only

Senior Equipment

- Level 2.2 and above

Track Glides

- Either glide may be used if you can reach it without being lifted up. Only one child allowed on it at a time.

Passive Areas

- Tan bark area with tables and Fairfax Performance Circle
- Stage and multi-purpose building decking
- BBQ area with tables
- * Front of Portables

Out of Bounds Areas

- Front of school area and all garden beds
- Behind and along fence line of the multi-purpose building
- Metal stairs (above the third step)
- Bike rack area
- Behind sports shed and portables

General Rules

- No pushing, pulling, swinging, picking up or tackling others
- No chasing on or around the equipment
- No ball games in the tan bark areas or on the equipment
- If a ball needs to be retrieved from a tree, find a school leader or go and report it to the yard duty teacher
- No retrieval of balls over neighbouring fences - children must wait for ball to be returned
- If a ball needs to be retrieved from outside the gates, find the yard duty teacher first.
- All ball games to be played on the basketball/artificial grass area from 8.45 to 9.00 and 3.30 to 3.45 except four square.
- All marked courts to be used for appropriate games
- No child to be inside buildings at recess or lunchtimes without a building/emergency/first aid pass or permission from a teacher.

No unsupervised children are to be in the school grounds prior to 8:45 am and after 3:45 pm.