

TERANG COLLEGE

WELFARE & DISCIPLINE P-4

POLICY (Student)

1. RATIONALE

- 1.1. The Wellbeing and Discipline Policy at Terang College P-4 Campus was developed during 1990 and has since been reviewed regularly. It was the outcome of an intensive 5-day professional development program, which involved the teaching staff of Terang Primary School and three members of the School Council. It was facilitated by four DSE representatives.
- 1.2. The policy aims to further develop and reaffirm school practice put in place over the past years.
- 1.3. The development and use of coping strategies and conflict resolution to meet specific student problems and needs are seen as an important step in enhancing student behaviour and attitudes.
- 1.4. It is hoped to develop a sense of self-discipline and responsible behaviour through the use of behaviour modification programs and techniques, which will assist students in becoming caring community members.
- 1.5. Guidance and counselling will be given to students with regard to appropriate and inappropriate behaviour and its consequences.

2. AIMS

- 2.1. To further develop and reaffirm school practice put in place over the past years.
- 2.2. To develop concern for the wellbeing of each child.
- 2.3. To develop a positive self-concept and sense of belonging, each child being seen as an important individual member of the school.
- 2.4. To develop co-operative attitudes and respect for other people and their property.
- 2.5. To develop behaviour that recognises the rights and wellbeing of others.
- 2.6. To develop self-control and the ability to handle conflict situations positively.
- 2.7. To develop individual and group coping strategies.
- 2.8. To develop resilient behaviours.
- 2.9. To develop respect for self, others and our belongings.
- 2.10. To provide a safe environment for the school community, in which care, honesty, personal safety, courtesy and tolerance prevail.
- 2.11. To ensure a climate and culture exists where all students strive to reach their maximum potential in all aspects of their life.
- 2.12. To ensure consistency by staff in supporting children and when dealing with and monitoring behaviour and wellbeing concerns.
- 2.13. To have greater encouragement, recognition and appreciation of effort and excellence shown towards students, parents and staff by students, parents and staff

3. IMPLEMENTATION

- 3.1. Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and Government Ministerial Orders and Acts.
- 3.2. The Principals will have overall responsibility for Student Welfare and Discipline and Student Engagement.
- 3.3. Designated staff will have a major role in student welfare and the implementation of the Student Engagement Policy e.g. Welfare and Discipline Committee at the P-4 Campus.
 - 3.2.1 School Council will provide sufficient funds within budget guidelines for the running of the Wellbeing and Discipline Program.
 - 3.2.2 The Committee will be made up of the P-6 Assistant Principal, P-2 Coordinator, 3/4 Coordinator, the Wellbeing Coordinator, the student counsellor (if available), a parent and the teacher(s) reporting an incident and other witnesses where applicable.
 - 3.2.3 This Committee will meet twice a term or at the request of staff or parents.

- 3.2.4 In the event of a student receiving three behaviour reports within a ten week period, a Wellbeing Committee meeting will be held to discuss a student's actions.
- 3.2.5 It will be the responsibility of the Committee to implement any follow up action arising from a meeting.
- 3.2.6 Recommendations from the Committee, regarding action to be taken will be reported to the P-6 Assistant principal and communicated to the relevant parents by the Assistant Principal or Principal's nominee.
- 3.2.7 School rules will be reviewed once per term or when deemed necessary. Any proposed changes will be formulated by the Committee convenor, in consultation with other members, and presented to the next general School Council meeting for ratification. Any alterations will be published in the next school newsletter and amended in the Policy document.
- 3.2.8 Parents with concerns as to the consequences about wellbeing and discipline issues will discuss them with the Assistant Principal, or a member of the Wellbeing and Discipline Committee.

The Wellbeing and Discipline Committee will:

- itemise and discuss any school accidents, with a view to improving student safety
- discuss behaviour reports, noting any trends or concern.
- devise strategies to ensure a harmonious school environment is maintained through a proactive rather than reactive approach
- decide on a school focus each term, i.e. one of the four foundations from the You Can Do It Program. The fifth foundation, Resilience, will run throughout the year
- discuss staff, student or parent concerns and/or needs
- monitor student behaviour programs
- review policy and procedures when appropriate
- include first aid report on meeting agendas.

Role of the Coordinator:

- Provide an agenda for meetings.
- Chair meetings.
- Ensure Wellbeing/Discipline folder is up to date.
- Report to staff meeting on wellbeing and discipline matters.
- Discuss relevant issues and concerns.
- Undertake specific tasks relating to wellbeing and discipline as required.

Role of staff members on the Committee:

- Discuss relevant issues and concerns.
- Undertake specific tasks relating to wellbeing and discipline as required.

Role of parent representative:

- Act as liaison between parents and school where appropriate.
- Discuss relevant issues and concerns.
- Undertake specific tasks relating to wellbeing and discipline as required.

Role of Student Counsellor:

- Act as liaison between parents, students, the wider community and school where appropriate.
- Undertake specific tasks relating to Wellbeing and discipline as required.
- Offer individual counselling and support to students, staff and parents where appropriate.
- Provide a report to committee meetings if applicable.

3.3 Every effort will be made by staff to ensure a consistent approach is taken when dealing with wellbeing and discipline matters.

3.4 Medicine and first aid protocols/procedures will be documented using Compass.

3.5 All relevant welfare and discipline issues will be documented. Both groups will regularly report to staff meetings.

3.6 Appropriate behaviour:

3.6.7 Staff will respond to and reinforce positive behaviour. Some techniques from the following programs will be used, where applicable, to foster appropriate behaviours and positive self-esteem: You Can Do It Program, Bounce Back Program, Respectful Relationships Program, behaviour modelling, mentoring, personal and interpersonal learning programs.

3.6.8 Appropriate behaviour will be acknowledged by the staff/parents working in the school in a variety of forms, e.g. verbal praise, body language, certificates, stickers, notes, rewards, written comments, display of work, sharing achievements, Chance Cards and newsletter notes.

3.6.9 Weekly assemblies will be used to recognise and reinforce appropriate behaviour and endeavours of staff, children and parents. This is vital in maintaining our campus ethos and reaffirming school objectives and goals.

3.6.10 Teachers will keep anecdotal records of certificates awarded to children during the week.

3.6.11 Members of the school community will be encouraged to acknowledge appropriate classroom and school behaviour.

3.7 When interviewing a student who has offended, staff will follow the suggested prompts to ensure said student owns and takes responsibility for their actions:

Initial questioning to the student who has offended. **Important** to remember to allow plenty of **wait time**.

Tell me why you need to see me?

OR

Explain what you were doing?

OR

Tell me what you did?

OR

Tell me what you chose to do?

OR

Tell me what happened (when asking a witness or gaining background information)

If the student is not responding to the above questions try:

I have heard/understand/believe that you were involved in Could you tell me what happened?

If the student isn't prepared to answer, leave them to reflect for a time before continuing the interview.

If the student is angry or uncooperative, allow a cooling off period before continuing.

After the student has told you what they chose to do, reflect back to them what they said, e.g., You have chosen to... therefore you have not respected...

Move into identifying the rules that have been broken etc.

Consequence- As you have chosen to you have also chosen to(consequence).

Finishing:

Tell me what you are going to do to fix your problem?

OR

What will you do differently next time?

OR

What do you plan to do if this happens again?

OR

What will you know to do next time?

3.8 Weekly assemblies are an important part of the College P-4 Campus. They will be used to reflect on current issues, concerns, celebrate successes, to set goals for future endeavours, reinforce appropriate behaviour, reinforce and foster school/house unity, give children an opportunity to perform in front of their peers, allow children to report on class and school activities and recognise individual, group and whole campus achievements and successes.

3.8.7 A Monday morning assembly will be held weekly and will include the National Anthem and School Oath (lead by students).

3.8.8 A Friday assembly will be held each Friday in the multipurpose room with children seated in their house groups.

3.8.8.1 There will be entertainment and celebrations of successes from students/staff.

3.8.8.2 Certificates will be presented to students to reflect foci and aspects of the You Can Do It Program

3.8.8.3 There will be an acknowledgement of birthdays

3.8.8.4 There will be points allocated to houses for their attentiveness.

3.8.8.5 There will be a teacher in charge of running the assembly and ensuring the multipurpose room is set up, items are organised and the lucky dip box is on hand.

3.9 A House points competition will run each term, where the winning house will determine a reward in their house meeting.

3.9.7 Points will be rewarded for good manners, appropriate behaviour, good work, improvement in work/behaviour, effort in work/behaviour, cooperation/friendliness in the classroom.

3.9.8 Points can be awarded for appropriate behaviour but should not be deducted for inappropriate behaviour.

3.10 There will be a set of clear and concise school rules which apply to the P-4 Campus. These will originate from the staff, be distributed to parents and be ratified by School Council.

- 3.10.7 P-4 Campus rules will be consistent with DET policy, will be reviewed regularly, apply equally to each student and will be evaluated/reviewed at the first staff meeting of each term or when deemed necessary.

3.10.7.1 P-4 Campus rules will include:

- Respect for self,
- Respect for others (e.g. treating others as you would like to be treated yourself, displaying a caring attitude towards others, no aggressive behaviour, ensuring the safety of others, no 'put downs')
- Respect for property (e.g. displaying pride in the appearance of the school, caring for own and others belongings),
- No defiant behaviour (defined as refusing to carry out a reasonable and lawful instruction of a teacher or the Principal.),
- No fighting or swearing,
- Pupils require permission to leave the school grounds,
- Pupils will not be allowed to be inside the school buildings during recess or lunch times unless specifically told by a teacher on yard duty or are under specific supervision of a teacher.

3.11 There will be a set of clear and concise general classroom rules, which apply throughout the school and will be displayed in each classroom.

- 3.11.7 General classroom rules are: Follow instructions, students require permission to leave the room, students are to keep their hands to themselves, no put downs, no swearing, pupils are to respect themselves, others and property.
- 3.11.8 Each classroom will develop their own specific classroom rules in line with general classroom rules.
- 3.11.8.1 Specific classroom rules will not exceed 6 in number, will be couched in positive language, will be displayed in the classroom by the end of Week 3, Term 1, will be submitted to the Wellbeing Committee by the end of the third week of the school year to ensure they are within DET guidelines and will be reviewed at the beginning of each term by the classroom teacher.

3.12 Teachers and members of Leadership will follow the consequences process as follows:

3.13 In the classroom: Consequence process:

- 3.13.7 Warning given – What are you doing? Name written on the whiteboard. The student will be given a choice of conforming to appropriate behaviour or having to deal with the consequences for failure to do so.
- 3.13.8 Time out in classroom – If the student is not responding they will be asked to remove themselves from the situation and go to an isolated part of the room, e.g. spare desk or table and not participate in the class activity.
- 3.13.9 Time out in another room - Where possible, the child should not be placed in an adjacent year level or in the classroom of a sibling.
- 3.13.10 Detention by teacher concerned – during recess or lunch times. If the detention is in the classroom the student must be supervised by a teacher.
- 3.13.11 Parents notified - Parents will be notified when a child has been consistently and regularly misbehaving either in or out of the classroom and/or if a child physically hurts a teacher or fellow student. Parents are informed of their child's behaviour and the incurring consequences if the behaviour continues, e.g. withdrawal of privileges, after school detention, suspension.
- 3.13.12 Time out in the office area - No more than half the time allocated for any recess may be used for additional work or reflection (i.e. sitting and reflecting on actions).
- 3.13.13 Detention after school - Will not exceed 45 minutes.
- 3.13.13.1 The teacher requiring a student to undertake additional work will carry out the supervision.
- 3.13.13.2 Where possible, two staff members will be present, one of whom is a senior member of staff. A male/female staff pair is advisable under some circumstances.
- 3.13.13.3 The Wellbeing Committee recommends detention subject to the Assistant Principal's endorsement. Detention to be in the office or a designated room.
- 3.13.13.4 The Assistant Principal or nominee will notify the parents prior to the detention and advise as to the time their child may be picked up from the school.
- 3.13.13.5 Appropriate school work will be provided for the child to complete.
- 3.13.14 Withdrawal of privileges - Privileges include camps, excursions, performances (on and off the school premises) and special classroom activities.
- 3.13.15 Suspension - Assistant Principal or nominee to carry out suspension and associated requirements.
- 3.13.16 Expulsion - Principal or nominee to carry out suspension and associated requirements as set out in the DET guidelines.

3.14 In the school ground: Consequences:

- 3.14.7 Warning.
- 3.14.8 Students restricted to a designated area.
- 3.14.9 Student restricted to office area. (A written explanation, where appropriate, should be completed by the student detailing why they have been restricted and what they should do to redress their behaviour. This should then be attached to the behaviour report of the incident.)
- 3.14.10 Contact Parents.
- 3.14.11 Detention (other) e.g. after school, recess or lunch.

3.15 When to complete a wellbeing report:

- 3.15.7 Where a student has been involved in behaviour that is of a severe or serious nature
- 3.15.8 Where a student is involved in continuous inappropriate or disruptive behaviour
- 3.15.9 Where a student has been given time out, detention or suspension
- 3.15.10 Where a student's behaviour is deemed to require discussion by the Wellbeing Committee
- 3.15.11 When a staff member has a wellbeing concern about a student.
 - 3.15.11.1 Behaviour report guidelines:
 - 3.15.11.1.1 Teachers reporting an incident will complete a behaviour report (yellow form) on Compass as soon as possible after an incident
 - 3.15.11.1.2 Discuss the incident with the student.
 - 3.15.11.1.3 Discuss the report with the co-ordinator/other teacher, e.g. the student's teacher.
 - 3.15.11.1.4 The behaviour report will be sent to the appropriate people on Compass, e.g. members of the Wellbeing team and Principals
 - 3.15.11.1.5 "Severe behaviour" is defined as "...behaves in such a way as to constitute a danger to the physical and emotional health of any staff member or student." i.e. physical attack upon a teacher or student, continual unprovoked verbal abuse upon teacher/student
 - 3.15.11.1.6 "Serious behaviour" is failing to comply with a teachers instructions, e.g. defiant behaviour, continual disregard of school rules, deliberate disruption of class activities
 - 3.15.11.1.7 Confidentiality will be recognised and adhered to by those associated with these reports.

3.16 Bullying: Refer to Terang College Bullying and Harassment Policy

- 3.16.7 Incidents of bullying will be dealt with in line with the procedures in this document.
- 3.16.8 Where appropriate, students involved in, and bystanders to, incidents will be counselled. An emphasis will be placed on developing resilience strategies in order to assist the students to move on.

3.17 Resilience: Resilience is the happy knack of being able to bungy jump through the pit falls of life. Even when hardships and adversity arise, it is as if the person has an elasticised rope around them that helps them to rebound when things get low and to maintain their sense of who they are as a person.' (Fuller, M. 1998)

- 3.17.7 Resilience will be taught by the classroom teacher through programs such as Bounce Back and Respectful Relationships. These programs will be embedded into every day life at the P-4 Campus.

3.18 Protecting children: This school does not tolerate physical or sexual abuse of students

- 3.18.7 All teachers are fully aware of their obligations under the Mandatory Reporting Act and will ensure that students' rights and safety are protected
- 3.18.8 Victims of abuse will be fully supported as no student should be subjected to abusive behaviour
- 3.18.9 When a teacher suspects that a student in their care is being physically or sexually abused it is required by law that the incident be reported to DHS authorities
- 3.18.10 **Other forms of abuse (not mandated):** When a teacher suspects that a student in their care is suffering emotional harm or neglect, a report will be made to the Campus Leader/Principal.

- 3.4. The staff will teach the students strategies to help them achieve their maximum potential in all aspects of their life.
- 3.5. Staff will be actively encouraged to participate in Professional Development opportunities.
- 3.6. The Campus Principals will establish a Mentor System for new staff will include briefing on the Welfare and Discipline procedures.

4. EVALUATION

- 4.1. The Code of Conduct implementation procedures will undergo a minor evaluation annually.
- 4.2. The policy will be evaluated every 3 years in line with the College's three year review cycle.

Approved by College Council on 20/08/2018