



STUDENT WELFARE POLICY

SYLVANIA HEIGHTS PUBLIC SCHOOL STUDENT WELFARE POLICY

AIMS

OUTCOMES

PART 1

Code of Conduct

- 1.1 Rights and Responsibilities
- 1.2 School Rules
- 1.3 Class Rules
- 1.4 Rules Relating to School Activities & Excursions
- 1.5 Rules Relating to Travel
- 1.6 Student Representative Council
- 1.7 Attendance
- 1.8 Homework
- 1.9 School Uniform
- 1.10 Prohibition of Illegal Drugs, Alcohol, Tobacco & Weapons

PROMOTING GOOD HEALTH

- 1.11 Sick or Injured Students
- 1.12 Medication

PART 2

Strategies to Promote Good Discipline & Effective Learning

PART 3

Practices to Recognise & Reinforce Student Achievement

- 3.1 School Award System

PART 4

Strategies for Dealing with Unacceptable Behaviour

- 4.1 Consequences for breaking playground rules
- 4.2 Consequences for breaking classroom rules
- 4.3 Restitution
- 4.4 Suspension
- 4.5 Resolution of complaints
- 4.6 Colour System

Addendums: Implemented following planned policy reviews

Supporting Positive Playground Behaviour
The 7 R's at Sylvania Heights, our approach
Mobile Phone Policy
Strategies to record student behaviour
Our common language for resolving issues.
Intervention interviews

AIMS:

Student Welfare encompasses everything the school community does to meet the personal, social and learning needs of students.

Sylvania Heights aims

- To provide quality education for all students, taking account of their age, background, ability and interests
- To help students to become self-directed, life long learners who can create a positive future for themselves and for the wider community
- To provide all students with the opportunity to learn and grow with confidence
- To provide a safe and happy place for students and their teachers.
- To facilitate members of the school community participating in the learning programs and life of the school.

Good discipline and effective learning will result when the partnership of parents, teachers, students and community members is based on mutual respect, each partner supporting the decisions exercised by the others.

Student Welfare has three focus areas:

- **Effective learning and teaching**
- **Positive climate and good discipline**
- **Community participation**

This policy is supported by the following policies

- Anti Bullying
- Technology
- Sport
- Learning Support Team
- Homework
- Sunsafe
- Supervision
- Anti racism

These Policies are available upon request.

ANTICIPATED OUTCOMES **RESULTS FOR STUDENTS**

Effective learning & teaching

- Students will participate in decisions about their own learning
- Students will pursue a program of learning relevant to their needs and aspirations
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation
- Students will develop competencies which enhance the quality of their relationships with others
- Students will feel valued as learners

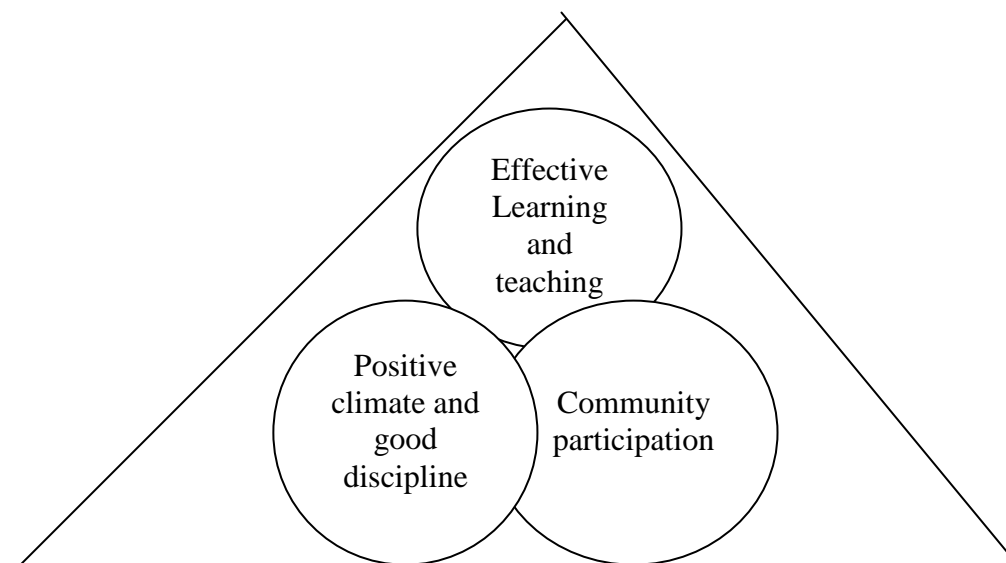
Positive climate & good discipline

- Students will be safe in the school environment
- Students will know what is expected of them and of others in the school community
- Students will be able to learn without disruption from unruly behaviour
- Students will be provided with appropriate support programs
- Students will contribute to decision making in the school
- Students will be given equal opportunity to participate in all aspects of school life
- Students will be respected and supported in all aspects of their schooling
- Students will know and understand their school's organisation and know about student representative councils or other representative bodies such as the School Council

Community participation

- Students will be supported by parent and community participation in school activities
- Students will value the school as an integral part of the community
- Students and their families will know how to gain access to relevant support services in the community
- Students will be partners with parents and teachers in the teaching and learning processes at the school

FOCUS AREAS



PART 1

DISCIPLINE CODE

1.1 RIGHTS & RESPONSIBILITIES

RIGHTS

1. Every student has the right to attend a clean, safe and a happy school.

2. Every student has the right to learn to the best of their ability

3. Everyone has the right to have their property respected

RESPONSIBILITIES

- To help keep everything clean and tidy
 - To take care of the furniture, buildings, grounds and all school property
 - To report any unsafe areas, materials, or actions, to a member of staff
 - To care for and look after your environment which includes no littering
 - To always wear the correct school uniform with pride
 - To show good behaviour when:
 - travelling to and from school
 - at school
 - on excursions
 - To treat teachers with consideration and respect
 - To play sport fairly and to follow the Player's Code of Conduct
-
- To always obey your teachers and abide by all classroom rules
 - To listen carefully and follow instructions
 - To be attentive in class and not interrupt the education of classmates
 - To complete class work and homework neatly, carefully and on time
 - To strive to do your best and improve your skills with the help of your teachers
 - To participate well in everything that you do
 - To ask for assistance when needed
-
- To look after your own belongings
 - To always be honest
 - To leave other people's property alone
 - To hand in lost property
 - To take care of all your school's equipment

RIGHTS & RESPONSIBILITIES cont'd

RIGHTS

4. **Everyone has the right to be treated with respect**

5. **Everyone has the right to make decisions for themselves**

6. **Everyone has the right to feel safe at school**

RESPONSIBILITIES

- To be kind and friendly
 - To always be courteous and polite
 - To speak politely without using hurtful language
 - To show tolerance and consideration towards each other, especially with their cultural, physical and religious differences
 - To show co-operation and respect to the school captains, prefects and councillors
 - To display respect and pride for our *School Song* and *National Anthem*
-
- To act responsibly at all times
 - To make appropriate decisions
 - To stop & think about the consequences of any decisions
-
- To act safely at all times
 - To always be in the right place at the right time
 - To play in a safe and friendly way and always wear a hat outdoors
 - To be punctual and never miss school without permission
 - To leave prohibited materials at home (dangerous toys, weapons, tobacco, alcohol and drugs.)

1.2 SCHOOL RULES

Sylvania Heights is a safe and happy school because:

1. We respect the rights of others to learn

- Let others get on with their work
- Concentrate on your own tasks
- Listen carefully
- Move quietly and sensibly around the school

2. We co-operate with others & strive to do our best at all times

- Listen to teachers & visitors
- Try to work hard at all times
- Ask the teacher if you need help
- Complete all work neatly & carefully
- Be a willing helper
- Respect Captains & Councillors
- Co-operate with group leaders

- Be a good ‘team’ member
3. **We care for & respect others, their property & the school community**
 - Be tolerant
 - Leave other people’s property alone
 - Keep our school neat & tidy
 - Look after all school property
 - Take care of borrowed books & sport equipment
 4. **We are responsible, courteous and polite**
 - Return borrowed equipment promptly
 - Be polite and well behaved in canteen lines
 - Don’t forget to say “Please,” and “thank you”
 - Turn all taps off fully
 - Communicate with respect
 5. **We play in a safe and friendly way**
 - Act safely at all times
 - Keep to the left when on all stairways
 - Don’t bring anything to school that could hurt yourself or others
 - Move safely on the asphalt
 - Play games with no physical contact
 - Play without teasing & fighting
 - Only small balls at recess and before school
 - No hat, no play
 6. **We stay in the right place at the right time**
 - Be punctual
 - Sit on the lunch seats until the 9.00am bell
 - Stay in bounds – car parks are out of bounds
 - No one is to be inside a building without a teacher
 - Remain in the correct playground
 - Remain seated while eating your lunch
 - Do not leave school without permission

1.3 CLASS RULES

Specific rules pertaining to each classroom, are to be established at the beginning of each year. Each class will devise their own set of rules taking input from both the class teacher and the students. The finalised rules will be displayed in that classroom.

Each set of class rules should include the following:

- Appropriate behaviour towards others
- Listening to others
- Following directions carefully & promptly
- Asking the teacher before leaving the room
- Completing work without disturbing others
- Keeping hands and feet to oneself
- Movement in the classroom (eg. walking)
- Showing respect to staff members, school helpers & members of the community
- Respectful communication

1.4 RULES RELATING TO SCHOOL ACTIVITIES & EXCURSIONS

These are included in the school curriculum for enrichment of programs and all students are expected to attend such activities which have been arranged by teachers. A high standard of behaviour is expected of the students at all times because, at such events, they are representatives of the school. Students should be well groomed and, unless otherwise stated, full school uniform (in an undamaged condition) should be worn.

Failure to comply with the school's accepted code of behaviour may result in disciplinary action and possible prevention of the student being involved in future excursions or other 'out of school' activities.

1.5 RULES RELATING TO TRAVEL

Whether on an excursion, travelling to and from sporting events or travelling to or from school, students are expected to behave in an appropriate, orderly manner, stressing politeness and moving efficiently as a group (ie. no stragglers).

Accepted road safety rules apply.

1.6 STUDENT REPRESENTATIVE COUNCIL

The SRC consists of one boy and one girl councillor from each class in Year 1 to Year 6. They are elected at the beginning of the year by each class and retain their position for the whole year, if they so desire. In addition, all school captains and prefects are automatic members of the SRC.

Meetings are held on a regular basis during lunch times, with the assistance of delegated teachers.

All students can take their wishes / complaints / ideas to any councillor. Councillors are required to attend all meetings and communicate the issues discussed, with their class. Throughout the year, various responsibilities are also given to councillors.

1.7 ATTENDANCE

It is a requirement that parents ensure their child/children arrive at school at the commencement of each school day or prior to the school bell. Direct supervision of the playground commences at 9am

School Hours: 9.20am – 3.25pm

Kindergarten (first 5 weeks only) 9.20am - 2.55pm

Parents are required to notify the school in writing, whenever their child is absent for any reason. This note should be provided for part of full day absences and sent with the child on return to school. If possible, prior notice of absences would be appreciated. Frequent absences or lateness without a reasonable excuse, are to be reported to the Principal.

No student is to leave the school grounds without the approval of the principal

This approval will only be forthcoming if the student is accompanied by a parent or carer. Students will only be released to another adult with prior written permission of the parent or carer. These students must be collected from the office. A “green” permission note will be completed by a parent and given to the class teacher.

1.8 HOMEWORK POLICY

The purpose of homework is learning. Homework is important for all ages, as it helps students build on what they have already learnt in the classroom, and prepares them for the next stage in their learning. Homework can take many forms eg. home reading, collecting pictures. Homework helps to bridge the gap between home and school. It is a vital part of the home – school relationship which supports young people while they learn. Homework is set regularly to reinforce in the student’s mind a habit of setting aside a short period of time each evening, so that they can develop a study routine.

At the commencement of the school year, each class teacher will establish their own homework policy, which will outline homework expectations and due dates. Students and parents will receive a copy of the Class Homework Policy.

The word duration is important, for students work at different speeds and abilities. To make a student work for an hour on a 10 minute assignment is counter-productive. If a student is experiencing difficulty with any aspect of the homework set, he/she will require the assistance of a parent. We suggest the parent explain the problem in writing, to the class teacher.

Suggested duration of Homework

GRADE

| | |
|-----|--|
| K-1 | informal homework with no set daily time limit |
| 2 | 20 minutes made up of a combination of formal and informal tasks |
| 3 | 30 minutes made up of a combination of formal and informal tasks |
| 4 | 40 minutes made up of a combination of formal and informal tasks |
| 5 | 50 minutes made up of a combination of formal and informal tasks |
| 6 | 60 minutes made up of a combination of formal and informal tasks |

These times indicate the maximum time that needs to be devoted to homework each night. Project work may extend over many weeks. It should be able to be completed in the set period if the student devotes reasonable application each evening. Project work should not be left until the last moment. (SEE HOMEWORK POLICY FOR FURTHER INFORMATION)

1.9 SCHOOL UNIFORM

The school community endorses the compulsory wearing of school uniform.

All students must be properly attired. If students are not able to wear the proper school uniform due to appropriate circumstances, a note must be written to the Principal explaining the reason. Proper school uniform is required to be worn on all activities outside the school unless otherwise advised.

Weather conditions determine when school uniform changes are to occur. eg from summer to winter uniform. This will be advertised in the newsletter.

All articles of clothing are to be clearly labelled. Lost property is located in the office area for Primary students and in the Assistant Principal's office for Infant students.

The wearing of a school hat is compulsory with the following of the rule, 'NO HAT, NO PLAY'. Students without hats will be sent to a designated shade area and not permitted to play. This is part of the School Sun Safe Policy.

We do not encourage the wearing of jewellery. Studs may be worn if your child has pierced ears. To reduce the risk of injury, all jewellery is to be removed prior to competition sport.

1.10 PROHIBITION OF ILLEGAL DRUGS, ALCOHOL, TOBACCO & WEAPONS

Students are prohibited from smoking, consuming alcohol and using illegal drugs. Any student found using or carrying such substances on the way to school, at school, on the way home from school, or on an organised school activity, will be suspended immediately. Where a student or other person is found with a weapon or weapons in their possession, the principal will be informed immediately. The Principal may contact the police. The student will be suspended.

A weapon includes any object that a teacher or principal believes has as its sole purpose to harm or injure another person. The principal may allow some items on school premises if he/she believes them to be for another purpose. eg a knife for eating lunch.

PROMOTING GOOD HEALTH

1.11 SICK OR INJURED CHILDREN

In the case of sudden illness or an accident at school, sport or excursions, every effort will be made to contact parents immediately. In serious cases, if neither parent or caregiver can be contacted, an ambulance will be called, and the student taken to the nearest hospital. Further effort will be made to inform parents or caregivers.

Injuries or illnesses considered of a minor nature will be dealt with in the school clinic by designated staff. Teachers will complete a "yellow" form with the required treatment listed.

IT IS IMPORTANT FOR PARENTS TO INFORM THE SCHOOL OF CURRENT PHONE NUMBERS WHERE FAMILY MEMBERS MAY BE REACHED.

The school should also know of any physical problems a student may have that would lead to additional concern. The best place for children who are not well is AT HOME being cared for in the appropriate fashion. The school does not have the resources to care for sick children. The health of other students

may be at risk if infections are given the opportunity to spread through the school population. Parents are requested to inform the school if their child is seriously ill or injured and will be absent.

1.12 MEDICATION

Should your child need to take medicine, antibiotics, nasal sprays etc, whilst at school, this should be discussed with the principal before being sent to school. Please refer to the school policy on medication at school.

All medication is to be clearly labelled with the student's name, class and dosage. Only the amount needed for one day's usage should be sent to the office where it will be administered by designated staff.

MEDICATION IS NOT TO BE KEPT IN SCHOOL BAGS.

It would be appreciated if parents could time the administering of medicines to before and after school, as most antibiotics have an eight hour cycle.

NUT PRODUCTS/NUTELLA

Sylvania Heights is a 'nut free zone'. This policy has been introduced to support students who have a severe allergic reaction to products containing nuts. Parents are requested to refrain from sending any lunch, snacks, birthday cake or treats to school that may contain traces of nuts.

SUPPORT

No student will be discriminated in a negative fashion because of a medical condition. This is particularly relevant in the case of any student who suffers from a severe reaction due to an allergic response. Individual medical plans will be written with parents, teachers and health professional to meet the special needs of students with medical conditions

PART 2

STRATEGIES TO PROMOTE GOOD DISCIPLINE & EFFECTIVE LEARNING

Good discipline and effective learning are the result of a co-operative and communicative school community, which aims to promote positive attitudes and relationships, and a strong commitment to education within its members.

Strategies used to achieve these aims include:

- The provision of appropriate curricula to meet the needs of each student.
- Supporting students in achieving success in learning with programs that are relevant and varied, including the provision of appropriate support programs.
- Recognising and reinforcing student achievement through school – based awards and rewards, commendations at assemblies and through the newsletter.
- Provision of integrated programs which develop self discipline, self review, communication and responsible decision making such as:
 - Buddy Classes
 - Life Education
 - Student Representative Council
 - Public Speaking
 - Award and Level System
 - Peer Mediation

- The development of a School Discipline Code – a small number of easily understood rules which state the expected behaviour of students, can be monitored and consistently and fairly, applied.
- Exercising sound and practical behaviour management techniques such as:
 - giving simple directions
 - expecting students to comply and follow directions
 - regularly noticing and commending students for complying with rules and directions
 - avoiding the use of ridicule, embarrassment or ‘put downs’
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by moving about the room and supervising work
 - refocusing and redirecting attention when students become restless or inattentive
 - having a plan for managing behaviour disruptions
 - following up any significant behaviour disruptions
- Staff modelling of consistent, caring and controlled behaviour
- Staff attendance at relevant training and development programs
- Utilizing the expertise of the School Counsellor and specialist support staff.
- Discussion with parents and caregivers of their roles in managing student behaviour and working collaboratively in promoting acceptable student behaviour
- Students arriving at school clean and tidy, appropriately attired in school uniform, having had adequate sleep and a healthy breakfast, to enable them to perform well during the day.
- Parents and caregivers will set down and pick up their children in nominated safe areas.

PART 3

PRACTICES TO RECOGNISE & REINFORCE STUDENT ACHIEVEMENT

As we strive to nurture each student towards self-discipline we, as staff, will always model consistent and caring behaviour and provide various forms of positive reinforcement to encourage appropriate and acceptable conduct. The use of positive feedback is more effective in the management of behaviour than negative comments or consequences. It is important to acknowledge students who are doing the right thing.

At Sylvania Heights Public School we do this by using:

- Verbal and visual encouragement
- Stickers and stamps
- Classroom achievement charts
- Notes to parents
- Meetings with parents –interviews
- Display of student’s work around the school
- Co-operative learning activities
- Peer recognition through buddy classes
- Peer recognition & support
- Recognition of achievements through the school weekly newsletter, daily and weekly assemblies
- Visiting the Grade Supervisor and Principal with work
- Badges – captains, prefects, class captains, house captains, councillors & library monitors
- Social Skills Program
- Student Profile folders (bi-annually)
- Student Tracking Sheet
- Yearly Participation Profile
- Yearly reports to parents
- Birthday recognition
- Class performances at weekly assemblies
- Principal’s letters of commendation

AWARDS

- Class house point system
- Assembly ‘house point’ recognition
- Class Weekly awards
- Homework of the Week Award
- Annual Speech Day
- Sporting achievement awards/ribbons
- Student of the Week award
- White, Silver & Gold Star certificates
- Platinum Medals

RESPONSIBILITIES

- Student Representative Council – councillors
- School Captains, Prefects, Class Captains, House Captains, Library Monitors
- Daily Sport Equipment Monitors –Year 5 students
- Running of weekly assemblies – Year 6 students
- Recycling monitors
- Greenhouse monitors

SPECIAL DAYS & EVENTS may include.....

- Easter Hat Parade
- Book Week
- School Discos
- Inter – school Competitive Sport
- School Swimming/Athletics Carnivals
- Zone, Area and State Carnivals
- School, Zone and Area Cross Country
- Community visits eg. Senior Citizens
- Sutherland District Music Festivals
- World Environment Day
- Life Education Program
- P & C activities eg. Fireworks Night
- Headstart
- Participation in Ashton’s Book Club
- Special visiting performers
- Dance instruction at lunch time
- Dental talks
- Kindergarten Orientation Day
- Community Carols Night
- Anzac Service
- Education Week
- Public Speaking
- Excursions
- Grandparents’ Day
- Star Search
- School Choirs
- School Band
- Year 6 Mini Fete
- Reverse Christmas Tree
- Green Up / Clean Up Australia
- Family Life Talks
- Trivia Quiz
- K.O.A.L.A.
- Visits to local hospital
- Visits to local Library
- Yearly ‘A-Thon’
- Wheelathon
- Year 6 Farewell Evening

CHARITIES may include.....

- Red Cross
- Cancer Council
- Stewart House
- Jump Rope for Heart
- Life Education
- Sutherland Hospital

COMPETITIONS may include.....

- R.S.L. Anzac competition
- Various story writing events
- Art competitions
- State English, Maths and Science Competitions
- Area Public Speaking
- Library Competitions

3.1 THE SCHOOL AWARD SYSTEM

Apart from weekly merit awards presented at school assemblies, our school operates a school award system.

The objectives of this award system is to encourage and reward students who display strengths in the following areas:

- * responsible behaviour
- * positive initiative
- * diligence
- * positive attitude
- * unselfishness
- * improvement
- * participation
- * class work – application & achievement
- * citizenship
- * consistency
- * school spirit

1. Each class teacher is issued with 10 white cards per week. Specialist and visiting teachers may also be given a designated number of white cards.
2. When 5 white cards are earned they can be exchanged for a Silver Certificate from the class teacher.
3. Whenever 5 Silver Certificates are earned they can be replaced by a Gold Star Certificate which will be presented by the Principal. Silver Certificates can accumulate across calendar years. This means that students over a period of years can gain enough Gold Awards to qualify for a Platinum Award.
4. Three Gold Certificates will earn a Platinum Medallion which will be presented at the Annual Presentation Day held at the end of each year.

3.2 TICKET SYSTEM

To encourage co-operation and responsible behaviour specifically outside the classroom, a ticket system will operate.

1. All members of staff may issue tickets to students displaying the above behaviours.
2. Students record their name and class on issued tickets.
3. Tickets are placed in either the Infants or Primary box.
4. Students who have earned tickets will receive acknowledgement at Assembly.
5. 2 tickets will be drawn from each box on a weekly basis.
6. Students select a small reward.
7. Each week begins with an empty box.

PART 4. STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

- At the beginning of each Year, the students will be reminded of the SCHOOL'S DISCIPLINE CODE
- The School Rules and the consequences for breaking these rules will be discussed
- Each class will devise their own set of CLASSROOM RULES and display them in the room

4.1 Consequences for breaking playground rules.....

1. A warning given for minor offences
2. Intervention interview
3. Student may be given timeout in a designated playground or class location
4. Student maybe placed on a colour level for inappropriate behaviour. Their name and the reason for this action, will be recorded
5. Possible consequences are listed on the colour level page
6. Notification to parents when a student reaches orange level but is an option for consideration if a child is on yellow level.
7. 'Green Slip' communication to class teacher to provide information about a playground incident.

4.2 Consequences for breaking classroom rules.....

Each class will devise a set of classroom rules
Each teacher will discuss the consequences of breaking these rules
Strategies that may be employed are:

- Intervention Interview
- Colour level placement
- Time out area
- Behaviour target sheets
- Sent to grade supervisor
- Placed on a colour level

4.3 Restitution.....

Restitution is an opportunity for a student who has made a mistake to make full reparation & enables the student to reclaim self respect through personal effort

- Students who damage school property may be asked to repair or replace damaged items
- Students who have seriously misbehaved may be required to perform safe & reasonable community service for the school

4.4 Suspension & Expulsion from School

The Principal has the right to suspend any student in the case of serious misbehaviour. This authority rests with the Principal who may exercise this right in order to resolve a particular problem or incident.

Suspension is a strategy that can be employed as part of the School's Welfare Policy and Discipline Code.

The purpose of any suspension is to create a period of time when all parties can seek a resolution of the problem

The Department of School Education has guidelines which must be followed by the school

These guidelines are available through the School Principal.

Where possible, the school seeks to use early intervention strategies to work with parents, students and specialist assistants to avoid the need for suspension.

There are however, cases where suspension may occur IMMEDIATELY:

- Any student intentionally causing injury or threatening serious violence against another student or a teacher
- Any student in possession of a prohibited weapon or using, or threatening to use, any item or instrument as a weapon
- Any student who, in their relationship with staff or members of the school community, is persistently disobedient, insolent or engages in verbal harassment and abuse
- Any student whose behaviour is criminal or there is evidence of a suspected crime. Students, like the rest of the community are subjected to criminal law and will be reported to Police Services
- Any student in possession of a suspected illegal substance. Schools must be places which are absolutely free of illegal drugs.
- Cyber bullying

Only the Principal can decide that a student should be suspended and for how long.

RESOLUTION OF COMPLAINTS

The procedures outlined in the Department's Memorandum 'Resolution of Formal Complaints' will be followed when dealing with complaints.

The procedures are as follows:

Receiving a formal complaint

A formal complaint may be either in writing or orally. Upon receipt of a written complaint, the Principal or Grievance Officer is to:

- Provide a copy of the written complaint to the staff member who is the subject of the complaint
- Provide a copy of these procedures to the complainant and the staff member/s concerned

Upon receipt of an oral complaint, the Principal or Grievance Officer is to:

- Discuss the complaint with the complainant to identify the key issues and desired outcomes
- Provide or arrange assistance to enable the complaint to be set out in writing
- Ensure the complainant sign this document to indicate agreement
- Provide a copy of this document to staff member/s concerned
- Provide a copy of these procedures to the complainant and the staff member/s concerned

Responding to a complaint

At the time the staff member/s receives the complaint, he or she is to be informed that a written response is to be provided within 7 working days and that an interim verbal response is not required.

Resolution of a complaint

The focus of effective complaint resolution is conciliation. This may be achieved by facilitating a meeting between the relevant parties or by discussing the issue with the parties separately. Any other person who is able to assist should be consulted. All parties have the right to be accompanied by a support person during any discussions.

Typically the outcomes of successful conciliation may be that:

- The parties resolve their differences, or
- The complaint is withdrawn, or
- A reasonable compromise is agreed upon

If a satisfactory outcome is not achieved, further conciliation may take place in an effort to resolve any outstanding issues before moving to the next step. This step should be completed within 12 working days of receiving a formal complaint.

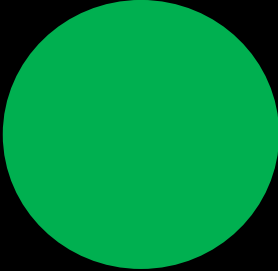
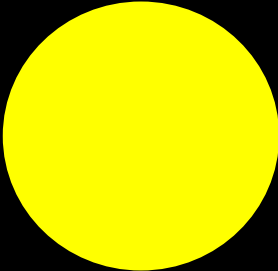
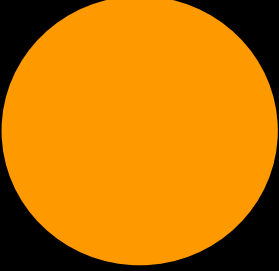
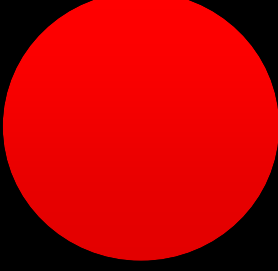
Decision

Where the complaint has not been resolved through conciliation, the Principal or Grievance Officer must make a decision after considering:

- The substance of the complaint
- All relevant information and
- Any relevant policy

The decision may include one or more of the following:

1. dismissal of the complaint
2. conclusion that the complaint has been substantially resolved
3. issue of a directive or warning
4. referral of the matter to the District Superintendent

| | | |
|---|--|---|
|  | Anticipated Behaviour | Potential Consequences |
| | Plays in a cooperative manner Assists fellow students who are upset Helps keep our environment clean Plays sensibly Plays in the correct areas Follows the directions of the teacher Helps others to join in games and activities | Acknowledgement by the duty teacher Duty Teachers will also distribute a reward in the form of a token to be called a 'Ticket' which go into a prize draw at weekly assemblies |
|  | Warning (examples) | Potential Consequences |
| | Teasing Out of Bounds, in sight Disrupting others Telling tales to get others into trouble Arguments Exclusion of others from group games Environmental damage, eg. Littering, damaging gardens Racism | Intervention interview Apology to injured party Restitution of a complementary nature Counselling from duty teacher Community service Green slip Behaviour card Counselling by ARCO |
| <i>Repeated offences increase mild behaviour to moderate level and will be recorded.</i> | | |
|  | Growing Concern (examples) | Potential Consequences |
| | Swearing or being abusive to others Out of Bounds-out of sight, e.g. Entering classrooms without permission Physical aggression towards others eg pushing, shoving ,punching, kicking etc Rudeness towards adults Unhygienic actions e.g. spitting Misuse of toilets Misuse of technology cyber bullying Racism | Green slip with referral to a member of the executive Counselling Time out Community service Loss of privileges Record entered on ESR Welfare Referred for welfare support Counselling by ARCO referral to senior executive |
| <i>Repeated offences increase mild behaviour to moderate level and will be recorded.</i> | | |
|  | Major concern (examples) | Potential Consequences |
| | Fighting- serious acts of violence Serious disrespect to a teacher Leaving the school grounds Use of an object to threaten others Refusal to follow a teacher's instruction Possession of an illegal drug or misuse of a legal drug Racism, harassment. Biting Misuse of technology cyber bullying Racism | Immediate intervention and removal from common areas. Parents notified immediately Suspension Police involvement Recorded on ESR Welfare Referred to student welfare support Counselling Counselling by ARCO (Anti-Racism Officer); referral to senior executive |

* EDUPRO is a database system we use to record matters of student welfare
This is an extract from the Anti Bullying Policy

THE 7 R'S

AT SYLVANIA HEIGHTS PUBLIC SCHOOL

RECOGNISE

Individuals understand that he or she has done the wrong thing

RESPONSIBILITY

An individual accepts the responsibility for their action or decision

REMORSE

An individual expresses regret for their action or decision

RESPONSE

An individual accepts that there is often a consequence that follows their action or decision

RECONCILIATION

Often an act of reconciliation needs to be made between individuals to repair relationships

REDEMPTION

We move on. An individual is encouraged to learn from their experience. We forgive and if necessary provide on going support.

RECIPROCITY

We agree that all children at Sylvania Heights Public School are treated with dignity and respect. Teachers can expect the same in return.

Sylvania Heights Public School

Student Mobile Phone Policy

Introduction

As a communication device mobile phones, when used appropriately, offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. However, mobile phones have the capacity to have a negative impact on the learning environment and the safety and well being of students.

This policy aims to establish guidelines for the use of student mobile phones within the school environment and aims to set out the responsibility of staff, parents and students.

What Is Inappropriate Use?

The use of mobile phones in schools should not automatically be of concern. It is only if a mobile phone is used inappropriately that action will be necessary.

Generally, a mobile phone will be used inappropriately if it:

- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school, or
- threatens or is likely to threaten the safety or well being of any person, or
- is in breach of any law.

Inappropriate use of mobile phones will include students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the phone. This type of misuse will be dealt with under the Student Welfare / Discipline Policy and Anti-Bullying Policy.

Guidelines For Use

1. Once at school the phones should be turned off while students are in class or on the playground. Phones that ring or beep during the school day disrupt the learning environment. In the first instance the student will be warned, asked to turn the phone off and their name will be recorded on the 'Edupro' program.

If this occurs more than once the phone will be given to the Principal and parents will need to collect the phone from school. The phone will be turned off and kept in a secure storeroom.

2. Students must not lend a phone to another student for use as a phone, for text messaging or for use as a camera or video recording device. The student who owns the phone will be held responsible for its use.

Responsibility for Mobile Phones

Students bring mobile phones to school at their own risk – the school and school staff members will not accept any responsibility for any loss or damage to mobile phones or for investigating loss or damage.

Related Technology

The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, walkman, ipods and similar devices. The school strongly encourages parents not to allow these items to be brought to school.

Introduction and Reinforcement of Mobile Phone Policy

- Teachers will discuss this policy with classes upon ratification.
- When inappropriate use is detected it will be dealt with in terms of the policy, thereby reinforcing the policy.
- The community will be made aware of the policy in the week newsletter, Chalkboard.
- The policy will be published in the handbook given to all new enrolments.

Future Directions

If there is an increase in the inappropriate use of mobile phones within the school a register of student mobile phone numbers may be established to assist in dealing with student welfare related incidents that involve bullying, intimidation and/or harassment.

Ratified by Staff

Ratified by the P&C

Ratified by School Council

Special Thanks to Beverley Hills Public School and Wirreanda Public School in their provision of models for this policy statement

Policy evaluation: 2011

Dennis Burke
Principal

STRATEGIES TO RECORD

STUDENT BEHAVIOUR

CLASSROOM MANAGEMENT BEHAVIOUR CARDS

Each student has a behaviour card on which is recorded any negative behaviours related to the playground or classroom. Teachers keep these cards in an index box on their desk. Any teacher throughout the school may record an incident on a student's card.

Any negative level changes will be recorded on the card *by the supervisor*. Students begin a new card each year, however cards are retained for record purposes.

Behaviour Card Example:

| John Brown | | Class 3X – 20... | |
|------------|---------------------|--|----------|
| DATE | BEHAVIOUR | CONSEQUENCES | TEACHER |
| 12/04/06 | Excellent behaviour | Merit Award | J Bloggs |
| 01/06/06 | Swearing | Intervention interview | N idea |
| 18/06/06 | Swearing | Warning/community service Yellow level | J Bloggs |
| 19/06/06 | Fighting | Orange level | S Smart |
| 28/06/06 | Steady behaviour | Return to Green | S Smart |

PLAYGROUND MANAGEMENT

Edupro Data Entry Green Slips

Edupro data entry slips are kept in the playground bags. These slips are for the teacher on duty to record inappropriate behaviours of a *moderate* or *severe* nature. The slips will be placed in the supervisor's pigeon hole at the end of the duty. If warranted, the supervisor will enter the information onto edupro and manage the behaviour before forwarding the slip to the class teacher who will attach the slip to the student's behaviour card.

Behaviours have been categorised by staff as Yellow (Little Trouble), Orange (Middle Trouble) and Red (Big Trouble).

-

Intervention Interview

- What did you do?
- Did you make a good choice or a bad choice?
- Are you making it better or worse?
- Do you want things to get better or worse?
- What will you do differently next time?
- Do you need help?
- Who might you ask?



Useful prompts for the classroom and playground

- You have a choice about how you use your voice.
- You are responsible for your behaviour. You own your behaviour.
- Was it up and clean? Or down and dirty?
- Do you want him/her to get into trouble? Or out of trouble?
- What does being good look like? Sound like?
- We build people up we don't knock them down.