



## **STUDENT WELFARE POLICY – 2009**

Student Welfare:

- Encompasses everything the school community does to meet the personal, social and learning needs of students.
- Is achieved through the total school curriculum and the way it is delivered.
- Incorporates effective discipline.
- Incorporates preventive health and social skills programs.
- Stresses the value of collaborative early intervention when problems are identified.
- Provides ongoing educational services to support students.
- Recognises the diversity within the school community and provides programs and support which acknowledge differences and promotes harmony.
- Recognises the role the schools play as a resource to link families with community support services.
- Provides opportunities for students to:
  - Enjoy success and recognition
  - Make a useful contribution to the life of the school
  - Derive enjoyment from their learning

**Student Welfare Directorate**  
**NSW Department of School Education**

In taking account of such demands, the Gwynneville Public School community has formulated a Student Welfare Policy, which recognises the intrinsic right of every child to a ‘rewarding and confident school life.’

To achieve these ends, the welfare program consists of a range of activities utilising developmental, preventive and support strategies having the capacity to encompass a diverse school population.

When a community such as ours shares a sense of purpose, commitment and fellowship the student welfare program does not stand as a distinct policy design but is fundamental to the ethos of the school.

As a community we hope to identify a set of established parameters that operate to guide the staff and students in satisfactorily fulfilling the variety of roles in which they operate as members of the school community.

At Gwynneville Public School, our goal is to provide effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider community. The desired outcomes of our student welfare program therefore relate to:

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

Gwynneville Public School’s student welfare program is designed for all. In order to design a just and equitable program, we must allow for a finely tuned balance between the individuals’ rights and responsibilities for all students in the school community.

## **School Rules, Rights and Responsibilities of all stake holders**

Gwynneville Public School publishes concise and clearly stated school rules. Each class teacher also establishes a set of rules that govern the operation of their classroom. The rights and responsibilities of all stakeholders are transparent for all and are published through this document, the School Discipline Policy, School Code of conduct and are displayed in all classrooms.

### **Bullying Policy**

In line with the Department of Education & Training's Anti-Bullying Policy 2006 (Unique Identified PD/2006/0316). Bullying of any sort will not be tolerated at Gwynneville Public School. As a community, we have a Zero Tolerance of any behaviour that infringes on the safety and well being of others.

### **Practices designed to recognise and reinforce student achievement**

All students at Gwynneville Public School are provided with opportunities to develop responsibility and be recognised for their achievements. These include, but are limited to:

- Running Fortnightly assemblies
- Buddy class activities
- Media publicity for specific achievements
- Item in school community newsletter
- Regular reporting to parents on student achievements
- Morning tea with the principal
- Representing the school through excursions, sporting and cultural activities

### **School attendance, punctuality to class and the playground**

It is most important that children form appropriate habits with regard to school attendance and punctuality. Children who regularly miss school or who arrive late often have difficulty following school programs and making friends. Chronic tardiness or absenteeism may be referred to the Home School Liaison Officer.

Teachers have a legal responsibility to complete a class roll. Every absence from school is recorded in this roll, including late arrival and early dismissal. Parent should send a note to the class teacher informing the school of the reason for their child's absence. If a child arrives on school grounds after the 9.10 am bell, they must report to the office to receive a late card before going to class.

Punctuality also refers to children returning to class after recess and lunch. There is a 'warning bell' that indicates it is time to go to the toilet and proceed to class lines.

The following are general playground areas and rules:

Before 8.40 am	remain seated on Cola seats
After 8.40 am	stay in the playground. Large balls (football, soccer) are not to be used. No students on fixed equipment.
Lunchtime	classes are to sit under COLA to eat lunch. At middle bell students can then play in the designated areas.
Recess	proceed to playground area

## **General Playground Rules**

- The school library is normally open four days a week, during second half for quiet board games
- Only students with money or orders can proceed to the canteen
- Some areas are deemed as Out Of Bounds for safety reasons
- Children are not to return to classrooms /hat rooms at recess or lunch times unless they are with a teacher
- Children found 'out of bounds' will sit on the Cola seats, missing out on play.
- Children are to wear a hat when playing outside. Children without hats are asked to stay under the Cola or awnings.

## **Hands Off Rule**

This rule has been introduced to eliminate the injuries that can occur when children push and shove. Often this starts as fun and ends up in tears.

Where children disobey this rule, loss of play will result. Repeated offences or an incident where another child is hurt will lead to a dropping of levels. In severe circumstances, violence will result in suspension.

## **The School Uniform**

It is expected that all students will wear the complete school uniform. The community will judge the students and the school on their dress and deportment. The school uniform is attractive and should be worn with pride, especially when students represent the school on excursions.

Hats are compulsory whenever children are playing in the playground.

Jewellery and makeup are not to be worn at school. Sensible studs or sleeper and flat signet rings may be worn. Face painting or coloured hair is not acceptable unless part of school activities.

It is preferred that students do not bring mobile phones to school. However, the staff is mindful of wanting to protect children who walk some distance to school. If for safety reasons your child has a mobile phone, they should be turned off during the day, left in bags or placed in the safe at the school.

## **SUSPENSION**

Suspension is subject to procedures set by the Department of Education and Training and consistent across all public schools. The principal, in considering and implementing a suspension, will in all cases follow the department's procedures.

### **Immediate Suspension**

Principals of government schools must suspend immediately and consistently with policy guidelines, any student who:

- **Is physically violent.**  
Resulting in pain or injury, or seriously interfering with the safety and well being of other students, staff or other persons. The matter may need to be reported to NSW police.
- **Is in possession of a firearm or prohibited weapon** (without reasonable cause)  
The matter must be reported in NSW police.
- **Uses or is in possession of, a suspected illegal substance** (not including alcohol or tobacco) or supplies a restricted substance.

## Short and Long Suspension

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will have:

- Ensured that all appropriate school student welfare strategies and discipline options have been applied and documented.
- Ensure that all appropriate support personnel available within the school system and externally have been involved.
- Ensured that discussion has occurred with the student and parent or caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- Provided a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future, and
- Recorded all action taken.

A short suspension of up to and including four school days may be imposed for the following reasons:

- **Continued Disobedience**  
This includes but is not limited to; breaches of the school discipline code, minor criminal behaviour related to the school, and use of alcohol or persistent use of tobacco.
- **Aggressive Behaviour**  
This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehavior is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including twenty school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal will consider:

- **the safety of student and staff,**
- **the merit and circumstances of the particular case, and**
- **factors such as the age, individual needs, and disability and developmental level of students.**

A long suspension of twenty days may be imposed for the following reasons:

- **Physical violence**
- **Use of possession of a prohibited weapon, firearm or knife**
- **Possession or use of a suspected illegal substance**
- **Use of an implement as a weapon or threatening to use a weapon**
- **Serious criminal behaviour related to the school**
- **Persistent misbehavior**

**N.B.** For further information please refer to Suspension and Expulsion of School Students (unique identifier PD/2002/0014/v002) produced by the Department of Education and Training 2005.

## **School Rules NOT Followed BEHAVIOUR CONCERNS**

In class behaviour consequences including time out in the classroom

Time out in adjacent class with work to complete (usually 10 – 15 minutes)

Conference with supervising Assistant Principal.

Behaviour record noted.

Letter sent home expressing concern and warning of future consequences.



Consequences applies

- Detention
- Behaviour monitoring
- Exclusion from external activities



Principal Conference

- In school time out
- Parent interview

## **School Rules followed POSITIVE BEHAVIOUR**



Individual Teacher classroom reward programs:

- School Merit Books
- Gold Card system for playground



Recognition given at fortnightly assemblies for Bronze/Silver/Gold awards and also in Newsletter



Five Playground/Assembly Gold Award collected results in large Merit Certificate at K-6 Assembly



At the end of each term Principal's Morning Tea for students at Gold level or achieving five

The Principal maintains the right to intervene at any point in accordance with current DET Student Welfare Policy.

In accordance with DET Student Welfare Policy immediate suspension will occur when a student:

- is physically violent
- is in possession of a firearm or prohibited weapon
- uses or is in possession of a suspected illegal substance or supplies a restricted substance.

# GWYNNEVILLE PUBLIC SCHOOL

## CODE OF CONDUCT

<p style="text-align: center;"><b>1. The Safety Rule</b></p> <p style="text-align: center;"><b>“I must act and play safely and allow others to act and play safely”</b></p>	<ul style="list-style-type: none"> <li>• consider other people</li> <li>• use common sense when playing</li> <li>• avoid playing on or around the steps</li> <li>• walk around the school, especially around the corners</li> <li>• only enter the classrooms during class periods</li> <li>• seek teacher’s permission before leaving the school grounds</li> <li>• remain seated with my class in the designated area when eating my lunch and morning tea</li> <li>• use the toilets for the correct purpose and not as a play area</li> <li>• play games which do not involve branding people, tackling, throwing sticks, stones or other missiles, ganging up on others, bullying, threatening or using violence</li> <li>• leave sticks and stones on the ground</li> <li>• use equipment in the proper manner</li> <li>• return all borrowed equipment</li> <li>• respond promptly to the bell</li> <li>• sit silently and listen to the teacher when the second bell rings</li> <li>• ask the teacher on duty for help if needed</li> <li>• always “think” safety</li> <li>• always cross at the pedestrian crossing observing road rules</li> <li>• play passive games (e.g. handball) on the asphalt (no running or kicking of balls)</li> <li>• leave grates in place and walk carefully on these</li> <li>• play within the school boundaries</li> <li>• observe the special rules for use of the fixed equipment</li> </ul>
<p style="text-align: center;"><b>2. The Learning Rule</b></p> <p style="text-align: center;"><b>“I must try my best to learn and allow others to learn without interference”</b></p>	<ul style="list-style-type: none"> <li>• listen to the teacher’s instructions</li> <li>• raise my hand to ask for help when I do not understand something</li> <li>• follow instructions carefully</li> <li>• wait patiently for my turn</li> <li>• listen to what others have to say during class discussions</li> <li>• raise my hand to ask permission if I want to speak</li> <li>• concentrate on my own work</li> <li>• allow others to speak without interrupting them</li> <li>• help others when requested by a teacher</li> <li>• fulfill my responsibilities for completing homework</li> </ul>
<p style="text-align: center;"><b>3. The Respect for Others Rule</b></p> <p style="text-align: center;"><b>“I must respect other people, their beliefs, their opinions and their belongings”</b></p>	<ul style="list-style-type: none"> <li>• show kindness and consideration to and for others</li> <li>• appreciate the efforts of others</li> <li>• talk kindly about others</li> <li>• treat other people as I would like them to treat me</li> <li>• understand that sometimes people may get upset</li> <li>• wait my turn when talking and listening to others</li> <li>• listen to others courteously</li> </ul>

	<ul style="list-style-type: none"> <li>• understand that people with different ideas from mine can be my friends</li> <li>• respect the privacy of others, especially in the toilets</li> <li>• help new students settle into the school</li> <li>• invite others to join in our games</li> <li>• ask permission before using other people’s belongings</li> <li>• take special care with other people’s belongings</li> <li>• always return borrowed things to their owners</li> <li>• respect the homes and gardens of our school neighbor</li> </ul>
<p><b>4. The School Environment Rule</b></p> <p><b>“I must keep my school clean and tidy”</b></p>	<ul style="list-style-type: none"> <li>• put all my rubbish in the bin</li> <li>• eat my lunch in the correct place</li> <li>• keep all my food out of the toilets</li> <li>• use the toilets correctly</li> <li>• report any damaged plumbing or toilets to the school office</li> <li>• wash my hands before and after eating, playing or toileting</li> <li>• take care of playground, buildings and equipment</li> <li>• report thoughtless people vandalizing school buildings or equipment</li> <li>• never be cruel to any animals including fish, birds, amphibians, reptiles and mammals</li> <li>• leave wasps’ nests alone</li> </ul>
<p><b>5. The Personal Care Rule</b></p> <p><b>“I must keep myself clean and tidy and play and act in a socially acceptable way”</b></p>	<ul style="list-style-type: none"> <li>• take good care of my body, my teeth and my hair</li> <li>• bring healthy foods to school (no lollies, gum or cans of drink)</li> <li>• wear correct school uniform</li> <li>• wear protective shoes, no thongs</li> <li>• wear a school hat or cap when outdoors</li> <li>• always bring a hanky or tissues to school</li> <li>• remember never to spit</li> <li>• behave courteously towards visitors</li> <li>• be orderly and polite at the canteen</li> <li>• order my lunch before school</li> <li>• leave jewellery, items of value, weapons and dangerous toys at home</li> <li>• use good manners at all times</li> <li>• co-operate during school assemblies by listening to the teacher in charge</li> <li>• play fairly with others</li> <li>• speak politely and clearly and refrain from using socially unacceptable language</li> <li>• talk over differences and avoid resorting to violent behaviours</li> <li>• consult “Peace Makers” to sort out minor problems</li> <li>• accept direction from teachers and school leaders</li> <li>• keep away from “out-of-bounds” areas, especially under buildings and down embankments</li> </ul>

# TIME OUT SLIP

Student Name ..... Class : .....

Date .....

Rule not followed:

- The Safety Rule
- The Learning Rule
- The Respect Rule
- The Respect for others Rule
- The School Environment Rule
- The Personal Care Rule

Comment:

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Teacher Signature: \_\_\_\_\_



# TIME – OUT SHEET

Student Name: ..... Class: ..... Teacher:  
.....

Date: ..... Time .....

**Circle the face that best describes how you feel now:**

Aggressive	Sad	Anxious

**I was asked to complete a time-out sheet because I was:**


**What am I prepared to do. So I can return to class:**


**Circle the face that best describes how you would like to feel:**

Confident	Happy	Satisfied

**Teacher Comment:**


**What strategies were employed BEFORE Time-Out given?**

- Verbal Warning(s)
- Relocation within room
- Tactical Ignoring
- Non-verbal cuing
- Given simple choices

**GWYNNEVILLE PUBLIC SCHOOL**

**RIGHTS & RESPONSIBILITIES OF ALL STAKEHOLDERS – 2009**

<p><b>STUDENTS HAVE THE RIGHT TO:</b></p> <ul style="list-style-type: none"> <li>• Learn and to experience success in their learning</li> <li>• Feel emotionally and physically safe in the school environment</li> <li>• Work and play in a safe, secure, friendly and clean environment</li> <li>• Respect, courtesy and honesty</li> </ul>	<p><b>STUDENTS HAVE THE RESPONSIBILITY TO:</b></p> <ul style="list-style-type: none"> <li>• Ensure that their behaviour is not disruptive to the learning of others</li> <li>• Ensure that the school environment is kept neat, tidy and secure</li> <li>• Ensure that they are punctual, polite, prepared and display a positive manner</li> <li>• Behave in a way that protects the safety and well being of others</li> </ul>
<p><b>STAFF HAVE THE RIGHT TO:</b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Teach in a safe, clean and secure environment</li> <li>• Co-operation and support from parents and colleagues</li> <li>• Expect regular student attendance and punctuality</li> <li>• Participate in policy formulation and implementation</li> <li>• Expect positive feedback and constructive advice</li> <li>• Adequate resources, professional development and management support</li> <li>• Expect co-operative and positive attitude and behaviour</li> </ul>	<p><b>STAFF HAVE THE RESPONSIBILITY TO:</b></p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour</li> <li>• Encourage cleanliness of the school site</li> <li>• Establish positive relationships with students, parents and colleagues</li> <li>• Ensure good organisation, planning and efficient use of resources</li> <li>• Report student progress to parents</li> <li>• Develop and implement curriculum initiatives that reflect the Ethos Statement, Value Statement and Mission Statement of the school</li> </ul>
<p><b>PARENTS HAVE THE RIGHT TO:</b></p> <ul style="list-style-type: none"> <li>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare</li> <li>• Be informed of their child's progress</li> <li>• Access a meaningful and adequate education for their child</li> <li>• Be heard in an appropriate forum on matters, related to the rights of their child to an appropriate education</li> <li>• Be informed of their child's inappropriate behaviour at the earliest possible stage</li> </ul>	<p><b>PARENTS HAVE THE RESPONSIBILITY TO:</b></p> <ul style="list-style-type: none"> <li>• Ensure that their child attends school</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment</li> <li>• Support the school in providing a meaningful and adequate education for their children</li> <li>• Co-operate with staff to modify their child's inappropriate behaviour.</li> </ul>

**GWYNNEVILLE PUBLIC SCHOOL**  
**SCHOOL RULES**

**1. THE SAFETY RULE**

**“I must act and play safely and allow others to act and play safely”**

**2. THE LEARNING RULE**

**“I must try my best to learn and allow others to learn without interference”**

**3. THE RESPECT FOR OTHERS RULE**

**“I must respect other people, their beliefs, their opinions and their belongings”**

**4. THE SCHOOL ENVIRONMENT RULE**

**“I must keep my school clean and tidy”**

**5. THE PERSONAL CARE RULE**

**“I must keep myself clean and tidy and play and act in a socially acceptable way”**

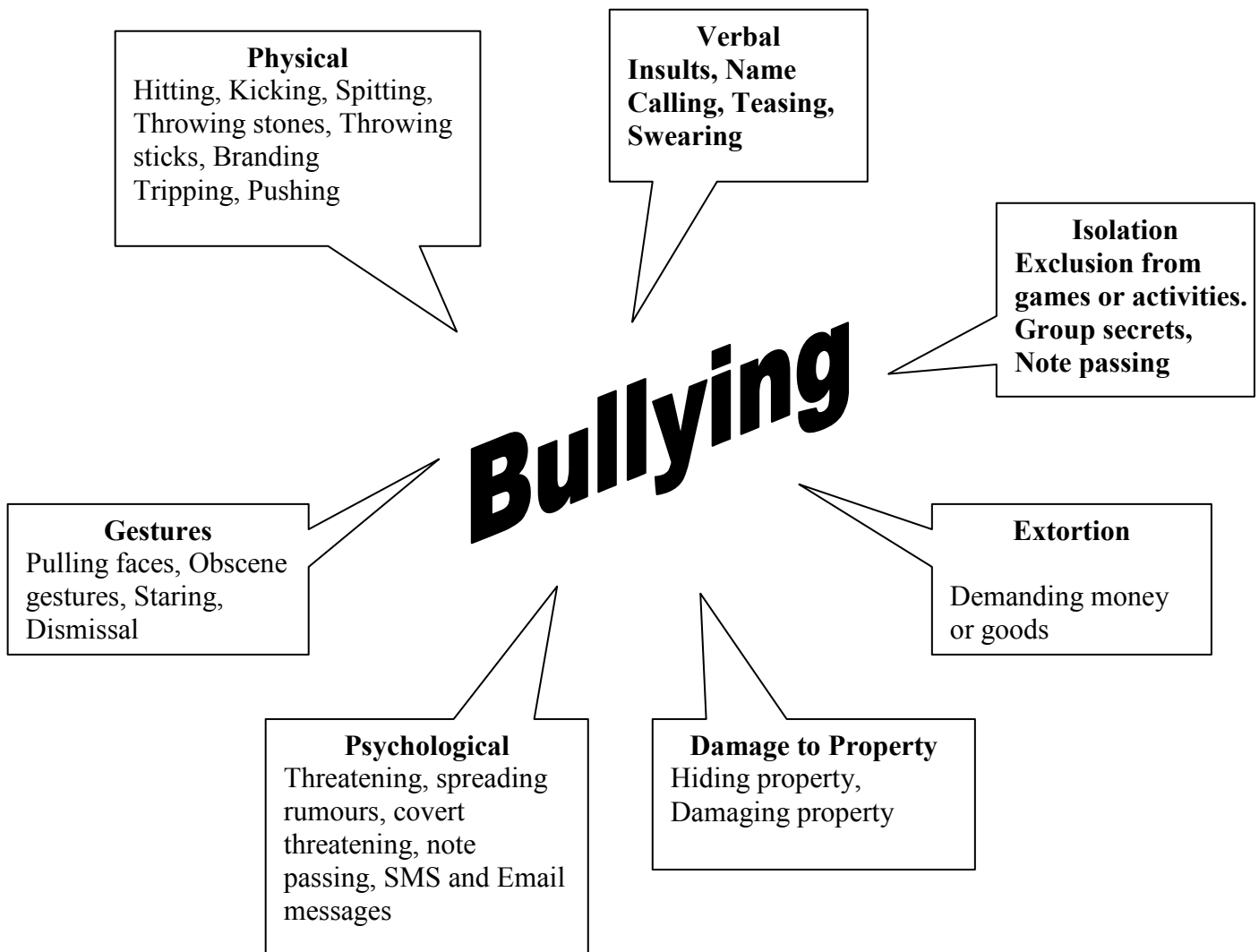
*Bullying should not have to be a part of a child's growing up. By working together, the students, teachers and parents of Gwynneville Public School can make a difference.*

GWYNNEVILLE PUBLIC SCHOOL  
**SCHOOL POLICY ON BULLYING**

*Bullying is a pattern of behaviour by one person or a group towards another or a group that is designed to hurt, injure, embarrass, upset or cause discomfort.*

**Types of Bullying:**

There are many forms of bullying but those listed below are probably the most common.



This school does not tolerate bullying or harassment.

All teachers are firmly committed to putting an end to acts of bullying. Victims of bullying will be supported. No one deserves to be bullied even if their behaviour is irritating or annoying. There are other positive and constructive ways to deal with irritating and annoying behaviour.

## **THE ROLE OF THE SCHOOL:**

The role of the school in the prevention of bullying includes:

- Sending very clear messages to students as to what is acceptable behaviour
- Consistently applying sanctions against bullying behaviour
- Creating an environment where students care for and are interested in each other
- Providing the students with skills to solve problems and avoid conflict
- Establishing links between the school and the community so that everyone knows the content of the anti-bullying program

## **COMBATING BULLYING PROGRAM – 2009**

### **Scope of the Program**

1. Identification of bullying practices which are most prevalent in the school through:
  - Committee discussion
  - Surveying the students of the school
2. Clear and consistent communication to students that bullying is not acceptable behaviour
  - Posters prepared, discussed and displayed introducing the slogan ‘Stop it Now’
  - Reinforcing the message through literature, art and musical activities
3. Developing skills so that victims can attempt to solve the problems themselves.
  - Poster presenting outlining steps that can be taken e.g.
    - ‘Stop it Now’
    - Discussing the problem
    - Ignoring the bully
    - Walking away
    - Telling someone
4. Empowerment of victims and witnesses to know when and how to report incidents of bullying and harassment:
  - Use of a poster
  - Role play situations to develop skills
5. Who are bullies?
  - Class discussions in Primary classes only on what makes a bully
  - Use of a poster to reinforce the concepts
6. Sanctions for bullying and harassment clearly outlined through the use of a poster. Teachers establish a bullying register. Principal’s register maintained.
7. Policy and Program distributed to parents of the school
8. Revisiting the program during the year through Art, Literature, Music, Debating, etc. Monitoring effectiveness of the program through observation and records of incidents of bullying.

## Staff Background Information:

Bullying is repeated intimidation, over time, of a physical, verbal or psychological nature, of a less powerful person by a more powerful person or group of people.

Many students are confused about when “dobbing” is acceptable and when it isn’t. Have at least one session about this issue, because many students will suggest “telling the teacher” as a possible alternative solution when you are problem solving.

Students and teachers alike, often frown upon asking for help from a person in authority, and yet it is a reasonable solution when used appropriately.

Most adults would report a theft or assault to a person in authority, i.e. a police officer. If someone has blocked your car in, you would probably try to solve the problem yourself first, e.g. by looking for a person who owned the car and asking for co-operation. But if that was not effective (the person may have disappeared or they may be unwilling to help), you might then request assistance from someone in authority, e.g. the manager of the car park, a police officer.

Mostly our motives are reasonable ones, in that we want the problem solved and we don’t have the power or the resources to solve it ourselves. Sometimes, however, we wish to see the “offender” punished for the infringement of a social or legal rule, just as some students do. It is worth examining your own attitudes to “dobbing” so that your students can be clear about when it is a reasonable solution.

The implications for teachers are that we:

- become role models in word and action at all times
- be observant of signs of distress or suspected incidents of bullying
- make effort to remove occasions for bullying by active patrolling during supervision times.
- take steps to help victims and remove source of distress without placing the victim at further risk
- report suspected incidents to the appropriate staff member who will follow the procedures set out in this policy

This requires that students:

- refuse to be involved in any bullying situation
- to take some form of appropriate preventative action when bullying occurs
- report the incident or suspected incident and help break down the code of secrecy

If students who might be bullied have the courage to speak out, they may help to reduce the pain for themselves and other potential victims.

## Suggested Teacher Strategies for the Teaser or Bullier

1. **Warning** - refer student to the specific rules regarding teasing and bullying
2. **Isolation** - to a defined area within the classroom or playground for the remainder of the session
3. **Removal** - from area or activity and Welfare Committee notified. Regular school based detention applied
4. **Return** - to activity or playground  
possible restricted time in playground  
continued monitoring  
possible restricted access to peers
5. **Further Incidents** Refer to Procedures for dealing with Teasing and Bullying flowchart

## **Suggested Teacher Strategies to Prevent the Likelihood of Teasing or Bullying**

### **Ensure Quality Supervision**

- **Be punctual to duty or class**
- **Remember our “Duty of Care”**
- **Maintain effective communication**
- **Be aware of “risk areas” in the school**

### **Acknowledge or Follow-up Incidents**

<b>DON'T</b>	<b>DO</b>
<ul style="list-style-type: none"><li>• Ignore</li><li>• Send children away</li><li>• Overreact to the incident</li></ul>	<ul style="list-style-type: none"><li>• <b>Be accessible</b></li><li>• <b>Give children a chance to explain</b></li><li>• <b>Treat each incident seriously</b></li><li>• </li></ul>

### **Follow School Policy and Procedures:**

- Implement procedures
- Use the suggested strategies and ideas

### **Implement a Personal System for Recording Teasing and Bullying Incidents:**

- Consider the use of a personal recording book

### **Programs:**

- Anti Bullying
- Healthy Relationships