Dear Parents and Carers

I am excited to deliver the revised Sans Souci Student Well-being and Discipline Policy which has been developed in consultation with the school community and is underpinned by the Department of Education and Community's policies and procedures on School Welfare.

This policy outlines how we will promote and maintain student welfare in our school. We have aimed to have clearly defined rules, rewards and procedures which will allow students to develop responsibility for their own behaviour. An award system for rewarding and acknowledging positive behaviour and achievement in the classroom forms an important part of the policy. In addition, the Policy contains clear procedures for classroom management based on fairness, consistency and a strong foundation of our nine core values.

The Sans Souci Public School Student Well-being and Discipline Policy follows on from the development of the Sans Souci Public School Anti-Bullying Policy. Both policies are complementary and together play a key role in our planning for student well-being and learning.

The Sans Souci Public School Student Well-being and Discipline Policy supersedes previous Sans Souci Public School welfare documents and focuses on fostering respectful relationships throughout the school community.

The Policy has been operating this year and its clear guidelines have contributed to effective and positive behaviour management within the school. If at any time you have a concern about the Policy and how it is implemented, please contact the school to discuss the matter.

We trust that this Policy, together with our Anti-Bullying Policy will guide our students in the development of positive behaviours and respectful attitudes and relationships.

Ray Pooley
Principal
San Souci Public School
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Contextual Statement

Student well-being at Sans Souci Public School:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventative 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 inclusive programs and support which acknowledge differences and promotes harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
  - enjoy success and recognition
  - make useful contributions to the life of the school
  - derive enjoyment from their learning
Sans Souci Public School Core Values

Our school community has developed a statement of core values that play an integral role in the structure and function of the Sans Souci Public School Student Well-being and Discipline Policy. These core values underpin the interactions between members of our broader school community, aiming to guide our students in the development of positive and acceptable behaviours and attitudes.

Responsibility
ENCOURAGING students to be accountable for their behaviour and learning
EMPOWERING students as they develop a link between their own actions and the consequences

Participation
PARTICIPATING fully in all school activities

Honesty
BEING CONSISTENTLY HONEST and trustworthy in actions and words

Fairness
TREATING OTHERS FAIRLY, honestly and without prejudice

Tolerance
ACCEPTING and understanding our cultural diversity

Caring
CONCERN for the well-being of self and others

Respect
HAVING RESPECT for yourself, others and the school environment

Excellence
ENCOURAGING individuals to strive for personal excellence and acknowledging achievement

Cooperation
WORKING TOGETHER to achieve common goals, support others and using peaceful conflict resolution
Student Welfare

OVERVIEW
Students learn most effectively in a positive, safe and calm environment. Our discipline system has been designed to help achieve this predictable learning environment. We aim to have clearly defined rules, rewards and procedures which will allow students to develop ownership of their behaviour.

Student well-being “encompasses everything the school community does to meet the personal, social and learning needs of students” (Student Welfare Policy, DSE Student Welfare Directorate, 1996)

The Sans Souci Public School Student Well-being and Discipline Policy has been developed in conjunction with the DEC’s guidelines on developing a Student Welfare Policy. Our core values are reflected in all aspects of this policy.

It is underpinned by the documents that combine to make the Core Rules for Students in NSW Public Schools. These documents include but are not limited to:

- Student Welfare Policy (1996)
- Suspension and Expulsion of School Students - Procedures Student Welfare Directorate (2011)
- School Attendance Policy - Exemption from school - Procedures (2011)
- Student Discipline in Government Schools Policy (2006)
- Values in NSW Public School (2004)

Strategies to promote student welfare, consistent with Departmental guidelines are:

Effective Learning and Teaching
- Students are encouraged to take responsibility for their learning and behaviour
- Identifying and catering for the individual learning needs of students through establishing well managed teaching and learning activities and environments
- Regular opportunities are provided for students and their parents to discuss learning programs, student behaviour and progress
- Student welfare programs are coordinated to develop social skills that enhance the quality of their relationship with others

Positive Climate and Good Discipline
- Maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- Providing opportunities for students to demonstrate success in a wide range of activities
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- Establishing clear school values which are known and understood by all school community members
- Monitoring attendance and ensuring that students attend school regularly
- The school’s Well-being and Discipline Policy and Anti-Bullying Policy provide clear guidelines for behaviour
- Providing opportunities for all students to develop the skills that foster positive and respectful relationships, social responsibility, problem solving and conflict resolution
- Providing student leadership opportunities through the Student Representative Council (SRC), school leadership team, sport house leaders, Bully Busters, library monitors and class buddies

Community Participation
- Acknowledging parents as partners in school education
- Encouraging parents and community members to actively participate in the education of students and in the life of the school
- The school community shares a commitment to provide opportunities for students to take responsibility for their actions and develop respectful relationships
- The school community acknowledges learning programs as relevant and beneficial

Student Rights
Students at Sans Souci Public School have the right to:
- learn and reach his or her potential
- be proud of their school
- feel safe in the classroom and playground
- participate and contribute in a fair and supportive environment
- be heard and treated fairly by the whole school community
- be accepted for individual differences and diversity, irrespective of gender, race, religion or physical ability
- be recognised for their individual endeavours and excellence
Student Responsibilities
Students at Sans Souci Public School are expected to:
• attend school on time, regularly, in correct school uniform
• be prepared with correct equipment for all school activities and events
• treat everyone with courtesy, kindness and respect
• follow the school rules, procedures and values
• take responsibility for their actions and accept consequences
• help students who are being bullied
• speak out against bullying and unacceptable behaviour
• represent our school with pride and sportsmanship
• behave in a non-aggressive way towards everyone

Staff Responsibilities
Staff at Sans Souci Public School will:
• provide a stimulating and safe learning environment for all students
• ensure effective supervision of students at all times
• be punctual and vigilant when carrying out playground duties
• promote positive relationships that respect and accept individual differences and diversity within Sans Souci Public School
• ensure that all Sans Souci Public School policies are implemented
• model and foster respectful relationships at all times within the school community

Parent Responsibilities
• Ensure that their child attends school every day, unless sick or excused from school
• To read and be supportive of the Sans Souci Public School Anti-Bullying Policy
• Support the Sans Souci Public School Uniform Policy by ensuring their child wears the correct school uniform
• Be supportive of the Sans Souci Public School Student Well-being and Discipline Policy
• Support their child in all aspects of learning
• Model and encourage respectful relationships at all times within the school community
• Be aware of and respond to school communication

School Rules
These rules apply to all school activities including: excursions, sporting and cultural activities and travelling to and from school.
• Be in the right place
• Hands and feet to yourself
• Treat others with respect
• Listen to and follow instructions
• Respect property

Classroom Rules
Every teacher will negotiate with the class, a set of class rules (based on our school values and rules). These rules will be clearly displayed within the classroom and will apply to the areas of:
• Learning
• Respect
• Communication
• Safety
• Movement.

students are encouraged to take responsibility for their learning and behaviour
Acknowledging & Rewarding Student Achievement

Award System for Positive Behaviour and Achievement in the Classroom

Our school believes strongly in the value of acknowledging and rewarding positive student behaviour, work habits and achievement. We consistently encourage all students to strive to uphold our School Values.

- Excellence
- Respect
- Tolerance
- Responsibility
- Caring
- Cooperation
- Honesty
- Fairness
- Participation

Teachers use a variety of ways to reinforce and encourage these attitudes and values. These include verbal and non-verbal reinforcement that includes but is not limited to; praise, stamps, stickers and displaying quality work in the classroom and at assembly.

Each classroom clearly displays class rules and expectations and utilises a class-based ‘Smiley Reward Chart’ which is used to acknowledge and reward positive behaviour, attitude and achievement that demonstrates School Values within the class and in other learning activities.

Teachers award ‘Smiley’ tokens during learning activities and students trade each of these tokens in for a sticker on the class sticker chart. At the end of each term, 25% of the students from each class who have accrued the most stickers are invited to an end of term treat such as a lunchtime disco, ‘Smiley’ picnic, lunchtime movie or pizza lunch.

K-2 Smiley Award Lucky Dip
K-2 students who have received ‘Smiley’ awards during the week deposit their tokens into the Smiley Draw for the K-2 weekly assembly. The names of 2 students are drawn out each assembly and the winners select a small prize.

Whole School Award System
In addition, a whole school system of cumulative awards is used from Kindergarten to Year 6. Each week at assembly, awards are given by teachers for completion of quality work, as well as behaviour and attitude that exemplify our School Values. These awards are presented to students in the form of red certificates. When a student has received three red certificates, they hand them to their class teacher and will then be awarded a ‘Principal’s Award’, again presented at assembly and acknowledged in our Newsletter. For every three red certificates, the students will receive another Principal’s Gold Certificate.

The awards can be accumulated throughout the school year. Students are responsible for the safe keeping of any certificates and awards they receive and for presenting them to their class teacher for the next level of award. Teachers will keep a record of all red and gold certificates/awards given throughout the year and the two students who have accrued the most red and gold certificates in total in each class will each be awarded a Principal’s Medal at the annual Presentation Day in Term 4.

Key Learning Area (KLA) Awards
From early in Term 4, classroom teachers from Years 1-6 will recognise achievement across all six KLAs in the form of special Certificates of Merit, presented in the final six weekly assemblies. During these assemblies, teachers will award each student in their class a certificate recognising effort and achievement demonstrated by the student in a KLA.

ENGLISH
MATHEMATICS
SCIENCE AND TECHNOLOGY
CREATIVE AND PERFORMING ARTS
HUMAN SOCIETY AND ITS ENVIRONMENT
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
Whole School Award System Flowchart

**Red Certificates (Terms 1-3)**
Each class teacher awards these at weekly assembly as follows:
- K-2 teachers present 3 weekly awards including at least one Quality Work and one Values award
- 3-6 teachers present 4 weekly awards including at least one Quality Work and one Values award

**Principal's Gold Certificates**
When a student accrues 3 Red Merit Certificates, he/she is awarded a Principal’s Gold Certificate

**Principal's Medals**
The two students from each class with the most Red and Gold Certificates are awarded Principal's Medals at the school's annual Presentation Day

**Community Language Awards**
From the beginning of 2012, the Greek Community Language teachers will award certificates at weekly assemblies. These certificates may not be included in the whole school award system but the student from each stage who accrues the most Community Language certificates will receive the Stage Community Language Award at the annual Presentation Day.

**PSSA Sport Awards**
The awards for PSSA team sports, PSSA Swimming, Cross Country and Athletics Carnivals, overall Champion Sports Boy and Girl awards for each carnival, school sport and leisure sport will be presented during term assemblies.

**Recognising Student Achievement at the SSPS Annual Presentation Day**
The annual Sans Souci Public School Presentation Day is a wonderful opportunity to recognise student achievement across a broad range of areas such as: academia, performing arts, band, sport, community language and citizenship. In addition to the overall awards, each classroom teacher nominates class-based awards as follows:
- Principal's Medals for the two students who accrue the most Red and Gold Certificates
- One award for academic achievement
- One award for consistently demonstrating School Values
Managing Inappropriate Behaviour

Classroom Behaviour Management Procedures

Good discipline optimises and supports student learning and is based upon a fair and consistent approach to classroom behaviour management. Teachers use a consistent three warning system that allows students time to rectify inappropriate behaviour. Persistent inappropriate behaviour results in a classroom time out and, if needed, a supervisor time out. If a student is sent to a supervisor's classroom, parents will be informed of the situation via a behaviour letter sent home. This letter will be signed by the teacher and supervisor and needs to be signed by a parent and returned the next school day. A second letter within the same school term will require parents to attend a meeting with the class teacher and stage supervisor. The following flowchart outlines the school's classroom management procedures.

Persistent Student Misbehaviour - Executive Procedures

If a student continues to display inappropriate behaviour after the second behaviour letter and subsequent meeting involving parents, student, teacher and Executive teacher; another letter will be sent home requesting a meeting with the Deputy Principal and/or Principal. At this meeting, a formal caution (warning of suspension) will be issued via a letter.

The flow chart below outlines Executive procedures for persistent or serious student misbehaviour.

- 2 behaviour letters home in a term or serious misbehaviour
- Inform appropriate Executive staff member / Stage supervisor
- Letter sent to parents informing them of the serious or persistent misbehavior and requesting an interview with Assistant Principal or Deputy Principal
- The third letter sent to parents in a term results in a follow-up meeting and a Formal Caution (Suspension Warning letter) from Principal
- Any subsequent inappropriate behaviour will result in student being referred to the Principal

Display Core Values and Class Rules
Jointly constructed class rules and school-wide visual warning system clearly displayed in all classrooms and learning spaces

Inappropriate Behaviour
Extreme behaviour (eg. violence) - notify the Principal, as suspension policy may be utilised.

First Warning Given
Name on board

Repeat of Inappropriate Behaviour
Up to 2 more formal warnings recorded on board

Classroom Time Out
- Each room has a specific time out location with time out duration and expectations clearly displayed
- Each time out recorded by teacher in Class Discipline Folder
- Student rejoins group after successfully completing time out

Breach of Time Out Procedures
- Send to Supervisor/Buddy Class for time out
- Recorded on Sentral by supervisor
- Duration can be up to the end of a learning session
- If sent to buddy class, teacher to inform supervisor

Complete Behaviour Letter to Send Home
- Record of letter sent home kept in Discipline Folder in classroom and marked off on class list with date
- Letter sent home signed by teacher and supervisor
- A second letter during the same term will request a parent interview
Playground Behaviour Management Procedures

At Sans Souci Public School we have an ongoing commitment, through our Learnscapes and other initiatives, to create a playground that is both interactive and engaging for our students. Such initiatives include fixed play equipment for K to 2, a rubberised netball court, an improved grassed oval and the establishment of a passive play zone (PPZ) where students are able to play quiet games.

Bully Busters are rostered daily to solve low level bullying incidents after teacher referral. In addition, regular team competitions such as netball and soccer are coordinated by teachers. As a result of these initiatives, incidents of serious playground misbehaviour have been reduced.

It is the responsibility of the teacher on duty to carry the playground folder and report inappropriate playground behaviour on the Playground Behaviour Tracking Sheet. The teacher should circle and complete all details in each box to assist in the keeping of accurate playground data. It is noteworthy that some behaviour may only require a warning rather than an entry on the Playground Behaviour Tracking Sheet. The data is reviewed daily by a member of the Executive.

There are four behaviour categories:

A. Non-compliant, not following instructions
B. Rough/unsafe play - dangerous actions in games/against others
C. Bullying behaviour - teasing/swearing/intimidation/threats
D. Physical Violence - fighting/kicking/hitting/throwing projectiles

Consequences
Consequences for inappropriate playground behaviour include:

1. Warning
2. Name on tracking sheet
3. Time out
4. Referral to Assistant Principal or Deputy Principal

The teacher on playground duty may require a student to walk beside him/her for a short time (5 to 10 minutes) if the incident is such that the student would benefit from some time out.

For incidents referred to an Executive member of staff, the student may be put on restricted play and the incident will be recorded on our centralised computer system. During restricted play, a student may play within a designated area, supervised by an Executive teacher. A student in restricted play may have one friend with him/her in the restricted play area.