LENNOX HEAD PUBLIC SCHOOL
STUDENT WELFARE & DISCIPLINE

Lennox Head Public School is a happy, safe and caring school. Its harmonious school environment allows each individual child to be of paramount importance. Only the highest standards of behaviour are acceptable.

There are high expectations of every student at Lennox Head Public School. Support for them in the Learning and Welfare areas will be provided to help develop positive social attitudes.

Lennox Head Public School provides
1. programs to recognise student achievement and good behaviour
2. access to a Learning Support Team responsible for individual programs for students who are experiencing difficulty
3. early contact with parents in the case of inappropriate behaviour
4. a commitment to high academic, sporting and cultural achievement

On enrolment, parents enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect. It aims at achieving effective learning and good discipline so that the school environment is both productive and fulfilling.

THE EXPECTATIONS OF GOOD DISCIPLINE IN NSW PUBLIC SCHOOLS

NSW Public Schools have the following requirements for all students:
- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, staff and community members
- due respect for teachers • no violence, discrimination, harassment, bullying or intimidation
- no weapons

- no illegal drugs, alcohol or tobacco
- peaceful resolution of conflict
- adherence to the school standard of dress
- compliance with all school rules and the School Discipline Policy (Student Welfare, Good Discipline and Effective Learning, Ministerial Statement, p.5, 1996)

OUTCOMES:

RESULTS FOR STUDENTS

The Lennox Head Public School Discipline Policy will ensure that:
• the well being, safety and health of students is a priority
• students will be provided with appropriate support programs
• students will contribute to decision making within the school
• students will be respected and supported in all aspects of their schooling
• the discipline code will provide clear guidelines for behaviour which are known by staff, students and parents
• the school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together

RIGHTS, RULES AND RESPONSIBILITIES

Responsibilities of staff and students to help protect our rights, and to follow school rules, our responsibilities are:
- to try and work out problems in a fair way
- to help and respect each other and not to tease, bully, laugh at or hurt the feelings of others
- to be considerate of others • to try our best
- to be honest
- to co-operate
- to work and play safely
- to listen
- to be polite and use good manners
- to ask for help
- to take pride in our school
- to attend school punctually and regularly
- to keep ourselves and our school neat and tidy

RESPECT-RESPONSIBILITY-INTEGRITY
- to act sensibly in and out of school and try to bring credit to the school
- to avoid disrupting the classroom environment

**Responsibilities of parents**
The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers. We will work with parents in providing mentors and role models for desirable social behaviour and in communicating and demonstrating the benefits of co-operative behaviour. There needs to be a partnership between parents, teachers and students to reach and promote socially responsible behaviour. When the need arises, the school will seek to link the children and their families to appropriate support agencies.

**Rights at Lennox Head Public School**
Everyone has rights at Lennox Head Public School

- We all have a right to be treated fairly and with respect.
- Students have a right to achieve to the best of their ability and to work, play and learn in a friendly, safe and helpful school.
- Staff have a right to work in a friendly, safe and co-operative environment which is supported by the whole school community.
- Parents have a right to feel welcome, to remain informed and to know that our children work, play and learn in a friendly, safe and helpful school.
- Visitors have a right to feel welcome in the school and be treated with good manners.

**School Rules**
- Disruptive behaviour i.e. behaviour which prevents other pupils from proceeding with their normal activities is not permitted.
- Pupils must not run on concrete areas at any time.
- Throwing objects, except when using PE equipment in designated areas, is not permitted.
- Pupils must not leave the playground without:
  - a written note giving parent’s/caregiver’s permission;
  - in an emergency, the principal’s permission.
- Pupils are not allowed in classrooms without teacher supervision.
- Activities involving body contact which could result in injury or damage to clothing is not permitted.
- Pupils are expected to respond promptly to a teacher’s instruction.
- Pupils will display respect and courtesy at all times.

**THREE KEY VALUES**
The three Key Values of Respect, Responsibility and Integrity form the basis of our behaviour program. Behaviour expectation statements for different locations and activities are listed for each of the three Key Values. These expectations are taught explicitly as part of the class teaching and learning program.

Areas include:
- Classroom
- Playground
- Assemblies
- Toilets
- Movement around the school
- Lunch areas
- Canteen
- Office/administration
- Bus lines and travel
- Excursions

An example – Classrooms

<table>
<thead>
<tr>
<th>I will</th>
<th>I will</th>
<th>I will</th>
</tr>
</thead>
<tbody>
<tr>
<td>- display a positive attitude</td>
<td>- put my hand up to speak</td>
<td>- contribute in a positive way to help my classroom be a happy learning environment</td>
</tr>
<tr>
<td>- listen to others – one person speak at a time</td>
<td>- look after all school &amp; personal equipment</td>
<td></td>
</tr>
</tbody>
</table>
**Classroom Management**

Students not responding to Assertive Discipline approach will need individual management plans. Alternative methods of behaviour management will be explored. Supervisor, parents/caregivers and the principal will be involved as appropriate. Referrals may be made to other support agencies. If this process is not effective, suspension may apply.

**Classroom - based on Assertive Discipline**

Strategies where positive reinforcement is ineffective:

<table>
<thead>
<tr>
<th>Classroom-based on Assertive Discipline</th>
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</thead>
<tbody>
<tr>
<td>The Behaviour Policy is now consistent across the school K-6 Teachers use Purple Slips in the playground and White Slips for classroom behaviour.</td>
</tr>
</tbody>
</table>

**White Slips**

The School uses a strike system to provide students with the opportunity to modify their behaviour. When a student is not behaving in line with the School’s 3 key values, they are redirected in a positive way to the appropriate behaviour.

- Strikes are recorded for repeated behaviour.
- Redirection – Name on the board
- Strike 1 – Second redirection

<table>
<thead>
<tr>
<th>Strike 2 – Chill out in class &amp; purple slip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strike 3 – Buddy class &amp; purple slip</td>
</tr>
</tbody>
</table>

- 3 strikes in a day will result in a student spending time in the follow up room
- A weekly tally of strikes is recorded each Friday
- If a child receives 6 strikes in a week they also go to the follow up room

**Purple Slips**

- A purple slip is issued for incidents where students are repeatedly not behaving in line with the School’s 3 key values.
- A purple slip must be completed when:
  - a child has achieved 2 or 3 strikes during a day (attach white slip)
  - a child has had 2 redirections in the playground
  - a serious incident has occurred in the playground or classroom

**In the classroom**

- When a child receives 2 strikes in the classroom, they should be moved to a chill out area where they can calm down and/or contemplate their behaviour. The chill out area should contain activities to support the student settling.
- If a 3rd strike is achieved the child should be sent to their buddy class. Students are required to take work to the buddy class. While there, students should complete a reflection sheet.
- Upon the child’s return to their own class, the teacher must discuss the behaviour and expectations with the child. The reflection sheet can be a stimulus for this.

**Red Card**

- When the welfare of any person is compromised, the teacher should send a RED CARD to the office. The teacher requesting assistance is to remove other students from the “risk of harm”. The principal or a representative will respond immediately to assist with the incident and/or remove the student in ‘crisis’. They will be given the opportunity to settle in a non-confrontational environment while enquiries are being made into the severity of the situation.

**Monitoring and Recording Incidents**

Details of purple slips will be recorded in the School database for monitoring. Where appropriate, parents will be contacted by phone or letter. In the event of
receiving a letter, please discuss your child’s behaviour with them before signing and returning it to school.

The classroom teacher will contact the student’s parent/caregiver or arrange an appointment so the student’s behaviour can be discussed. The stage executive should also be included in this meeting. Teachers should liaise with the executive prior to making an appointment. Parents should be made aware that if this behaviour continues, more serious actions may be taken.

TIME OUT
- To ensure consistency and appropriate follow up of incidents within the playground, students will only be placed on FORMAL ‘Time Out’ by Executive Staff.
- Students who are required to attend the ‘Follow Up Room’ will be listed on the Day Sheet.
- Students sent to the ‘Follow Up Room’ will be allocated Time Out in 1 Hour lots.
- Students who have to attend the ‘Follow Up Room’ for Time Out will forfeit any special representation on the day they are to attend the ‘Follow Up Room’.
- If a student receives three (3) Time Outs for Playground incidents, an interview will be organised by the Principal, with the student and his/her parents/caregiver.
- Serious incidents will be referred immediately to the Principal.

Examples of Time Out that may be given to students as follows:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repeated offensive/obscene language</td>
</tr>
<tr>
<td>1</td>
<td>Repeated dangerous behaviour in playground</td>
</tr>
<tr>
<td>1</td>
<td>Non-compliance</td>
</tr>
<tr>
<td>1/3</td>
<td>Verbal/Written abuse of student/teacher/aide</td>
</tr>
<tr>
<td>3</td>
<td>Physical abuse towards student/teacher/aide</td>
</tr>
<tr>
<td>2</td>
<td>Lying/deliberately misleading a teacher/aide</td>
</tr>
<tr>
<td>3/2</td>
<td>Bullying/Bystander</td>
</tr>
<tr>
<td>1</td>
<td>Argumentative/Lack of co-operation</td>
</tr>
<tr>
<td>2</td>
<td>Vandalism</td>
</tr>
</tbody>
</table>

Additions

Excursions: Normal school rules and consequences apply.

Special Note: Situations may arise outside the scope of this policy- consequences will be at the discretion of the principal.

Children who do not have any playground or classroom detention for a term will receive a certificate of acknowledgement – A Rainbow Award.

Suspension


(A copy is available from the school if requested)

The principal will consider the safety and welfare of students, staff and other students in determining whether a student’s misbehaviour is serious enough to warrant suspension.

The full range of school student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed.

In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, and the presence of weapons or illegal drugs.

The principal may impose both a short suspension of up to and including four school days or a long suspension of up to and including 20 days.

Positive Reinforcement-Awards

- Achievement Award- weekly; one student per class.
- Dolphin Slip – showing Key Values in Playground
- Kinder-Year 1 Assembly: one per class.
- Whole School Incentive Award- ongoing; e.g. clean room, environment, lines.
- Student award at discretion of teacher.
- Green Card- at discretion of teachers.
- Special Merit Card- ten green cards or other awards. From the principal.
- Honour Student- ten Special Merit awards.
- Merit Student - 20 Special Merit awards.
- Distinction Student – 30 Special Merit awards.
- High Distinction Student – 40 Special Merit awards.
- Rainbow Award – no detention for term with very satisfactory behaviour and work habits.
A Green Card Award
1. **Classroom:** Classroom teachers will be issued with: K-2: 120 Green Cards, 3-6 150 Green Cards each term. Additional permanent or part time teachers will be issued with a pro-rata number. The teacher determines the way the cards will be issued to students. Responsibility for Issue: The teacher.

2. **Weekly Achievement Certificates:** One certificate per week for each class. Responsibility for Issue: The teacher. Presented at the Friday weekly assembly.

3. **Rainbow Awards:** Certificates issued at the end of each term for quality behaviour - the student has not received a playground behaviour slip or a cross beside their name on the board. Responsibility for Issue: The class teacher at the end of each term.

4. **Excursions:** For positive behaviour and participation. Responsibility for Issue: The teacher in charge of the excursion.

5. **Sport:**
   - **PSSA Representation:** Participation certificates approved by the principal. Responsibility for Issue: Co-ordinator for the event or activity.

6. **Cultural Activities:**
   - **School:** As approved by the principal. Responsibility for Issue: Co-ordinator for the event or activity.
   - **School Representation:** As approved by the principal. Responsibility for Issue: Co-ordinator for the event or activity.

7. **Competitions - non School Based:**
   - **University of NSW Competitions:** Certificates of Achievement, Credit, Distinction and High Distinction
   - **Other Competitions:** Prizes or awards. Certificates of Participation-approved by the principal. Responsibility for Issue: Co-ordinator for the event or activity.

8. **Weekly Junior Assembly** - one per class.

9. **Presentation Assembly Awards**

10. **Other** Consideration may be given to including other events and activities for a Green Card Award. Approval by the principal. Responsibility for Issue: Co-ordinator for event or activity.
NOTE: School Representation: A Green Card certificate will be presented to each child who represents the school in an event. Other forms of recognition received will not count as a Green Card.

Additions:

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Special Note: Situations may arise outside the scope of this policy—consequences will be at the discretion of the principal.

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Suspension Policy: Procedures for the Suspension and Expulsion of School Students.

(A copy is available from the school if requested)

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The principal may impose both a short suspension of up to and including four school days or a long suspension of up to and including 20 days.

STUDENT RESPONSIBILITIES TOWARDS ANIMALS

Students have a responsibility to not ill-treat any animals. Animals in this context means live vertebrates (fish, amphibians, reptiles, birds and mammals, excluding humans). Ill-treatment means causing pain or suffering by tormenting, beating, kicking, over-riding, wounding or overloading any animal. This prohibition applies in all situations including while at school and on school excursions and visits.

Revised 2012