Repton Public School
Welfare Policy
(Student Welfare and Effective Discipline Policy incorporating the Anti Bullying Policy)

Rationale

At Repton Public School we believe that students, staff and visitors to the school have a right to be engaged in a happy, safe and quality learning environment. We strive to develop and sustain effective social skills that assist in creating this environment. At Repton Public School, the students are supported in learning the skills and behaviours that create a happy, safe and engaging learning environment. Our policy is based around the NSW Department of Education and Training’s Core Rules for students in NSW Government Schools.

Key Values

- All children are valued; it is only the actions and settings that may be viewed as inappropriate
- There is a cause and a consequence for every action
- Appropriate social behaviour needs to be encouraged and appreciated
- It’s okay to make a mistake; the key is to learn from your mistakes
- Anti-social behaviours need to have a logical, fair and consistent consequence including reflecting on the problem, making things right and solving problems
- Children who are experiencing difficulty developing the social skills to operate effectively should be supported and assisted in developing these skills
- All children should be given the opportunity to make a fresh start after an event has been resolved

Five Fair Rules
(Social Skills Development)

- Show respect for myself, others and the school
- Follow teacher instructions
- Behave safely and responsibly
- Be prepared to learn
- Attend school every day

Acknowledgement and Encouragement of Positive Skills Development

- Teachers encourage and promote the development of these social skills and students’ academic achievements through verbal and non-verbal praise, stickers/stamps, win bin tickets, merit certificates and presentation night awards.
- Merit certificates at weekly assemblies will recognise students who have demonstrated how they have upheld the Five Fair Rules through their application to learning, behaviour and social interactions.
The Road to the Right Choice

- The steps involved in the development of the appropriate social skills are a guide and may not apply fully to every situation. **In some situations, the Student Welfare Committee may decide that a differentiated approach may better assist a student in their skill development.** Analysis of the behaviour tracking sheets, and behavior reflections records will assist in identifying students who need access to skill development sessions.

- Students who demonstrate inappropriate behaviours in the playground will have their name and the details of the incident recorded on the behaviour tracking sheet. These incidents may then be referred to the Welfare Committee (Principal and teachers) for further follow up. This may involve a discussion with the Welfare Coordinator (Principal) or some reflection time depending on the nature of the incident.

- During class time, teachers use assertive discipline techniques that include warnings and consequences for actions.

- Classroom behaviour is recorded in the behaviour tracking sheet may be reviewed by the Welfare Committee when necessary. Consistent inappropriate behaviour in the classroom will result in a referral to the Behaviour Reflection Sheet.

- If a student has been referred to the Principal, they may be required to participate in the Skill Development Support Program. This program will operate at negotiable times as decided by the Welfare Committee and will explicitly teach students the skills they need to make the right behaviour choices.

- **NOTE:** Any student who has been sent to the Principal or has completed a Behaviour Reflection Sheet in a term risks losing responsibilities and privileges e.g House Captain, School Captain, Vice Captain, School Leader, representing the school at functions and sporting events and/or attending excursions.

**Behaviour Reflection Protocol**

- A student may be sent to Behaviour Reflection for classroom or playground incidents. Behaviour Reflection gives students an opportunity to reflect on the incident and how they could make better behaviour choices a similar situation arises again. If a student is sent to Behaviour Reflection, the following steps are implemented:
  - During second half of lunch, the student is asked to go to the Behaviour Reflection place. They are expected to arrive at the designated place on time and be ready to honestly discuss the incident that has taken place.

  - The Principal or teacher will discuss what happened with the students, which of the Five Fair Rules they have not adhered to and how they could better deal with the situation if it was to happen again.

  - The student is then supported by the Principal or teacher in filling out a note that details why the student is there and possible strategies to assist in solving problems. If a student refuses to fill out the note to a satisfactory standard, will be required to return to Behaviour Reflection the following day to complete the task to an acceptable level.

  - This note is sent home with the student to inform parents of the issues so that they can discuss them with their child at home.

  - Parents are asked to sign the form and ensure that students return the note to the Principal the following day. Parents are encouraged to note any feedback on this form that they feel is relevant to the incident and if there are any concerns, to ring the school to discuss them with the Principal.

**References:**

- NSW Department of Education and Communities *Student Discipline in Government Schools*
- NSW Department of Education and Communities *Core Rules in NSW Government Schools*
- NSW Department of Education and Communities *Values in NSW Public Schools*
Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and the community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

The Core Rules

All students in NSW government schools are expected to:

- Attend school every day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.