



# Bonnet Bay Public School



## Student Welfare & Discipline Policy

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Learn to Grow  
Grow to Learn

# STUDENT WELFARE POLICY

The Student Welfare Policy of Bonnet Bay Public School provides the programs, structures and support to ensure that all students achieve a high standard of self-discipline, personal conduct and social responsibility.

## Introduction

Student welfare encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition. The Student Welfare Policy of this school, stresses the value of prevention and early intervention.

At BBPS a number of life skills/pastoral care programs are incorporated under the banner of Student Welfare.

These include:

- Values Education
- Social Skills/Bounce Back
- Peer Support
- Child Protection
- Drug Education
- Buddies Program between year 6 and Kindergarten
- Restorative Practices.

## Statement of Principles

The following policy is based on the above beliefs and the following principles:

- Good behaviour is expected;
- There are consequences for positive and negative behaviour as outlined in the School Behaviour Level System;
- There are levels of discipline; and
- A standardised approach is used by all staff to reward positive behaviour and resolve problems that arise.

# ATTENDANCE

The Education Reform Act, 1990 states that it is the duty of the parent to ensure that their child is enrolled in a school and that they attend school at all times when the school is open - unless of course the child is sick.

## Maintenance of Attendance Rolls

Classroom teachers mark the roll each day.

## Absences

Parents are to provide a written explanation of student absences each time their child is absent from school. Explanation must include the date and reason for absence.

## Monitoring

Regular roll checks will be made by both the Principal and the Home School Liaison Officer (HSLO) to ensure that all students maintain an acceptable attendance pattern.

If a classroom teacher is concerned about lack of attendance or consistent lateness they should seek advice from their team leader or the Principal so that rectification measures can be taken.

A variety of strategies, which may include letters, phone calls, interviews and family support will be used to ensure an improvement in the student's attendance pattern. In more serious cases the student/family will be referred to the HSLO for the implementation of an intervention program.

## Parent Awareness of the Importance of Attendance

Throughout the year there are several opportunities to raise parent and community awareness of the need for excellent attendance and the impact of poor attendance on academic performance. These include:

- Publication of Attendance Census data when compiled in Terms 2 and 4.
- Letters to specific years, such as Kindergarten.
- Letters and attendance reports for parents of children with an attendance pattern of less than 90%.
- DET guidelines for the remediation of extended unexplained absence.
- An absence of fifteen days or more must be approved by the School Education Director.

# SCHOOL VALUES

Pivotal to the Student Welfare Policy are a set of five values and a set of student rights and responsibilities. The policy aims to ensure that all students develop this set of values. These values underpin the interactions of each student both within the school and the wider community.



**BONNET BAY PUBLIC SCHOOL STUDENTS MAKE WISE CHOICES BY UPHOLDING THESE SCHOOL VALUES**

## Care

Students will care for people and the environment.  
Our school will provide a sense of belonging and community.

## Co-operation

Students will work together and support each other.  
Our school will work to achieve common goals and restorative justice

## Integrity

Students will be consistently honest and trustworthy.  
Our school will guide students to make appropriate choices.

## Respect

Students will honour our school rules and respect the rights of others.  
Our school will acknowledge the rights and responsibilities of individuals and recognise there are consequences for all actions.

## Responsibility

Students will take responsibility by being accountable for their actions and behaviour. Our school will acknowledge responsible students and their positive actions.

# POSITIVE LEARNING BEHAVIOURS

At Bonnet Bay we make wise choices to be safe, respectful learners.



## We are safe

In the playground	In the classroom
<ul style="list-style-type: none"><li>• hands and feet to yourselves</li><li>• stay in view of the teacher</li><li>• wear a hat</li></ul>	<ul style="list-style-type: none"><li>• hands and feet to yourselves</li><li>• walk in the classroom</li><li>• use equipment safely</li></ul>

## We are respectful

In the playground	In the classroom
<ul style="list-style-type: none"><li>• play fairly</li><li>• be a good friend</li><li>• keep the playground tidy</li></ul>	<ul style="list-style-type: none"><li>• respect the rights of others to learn</li><li>• hand up and wait to be asked to speak</li><li>• be tolerant of others</li><li>• listen to others</li></ul>

## We are learners

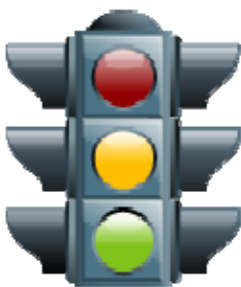
In the playground	In the classroom
<ul style="list-style-type: none"><li>• make good choices about what to play</li><li>• follow the playground rules</li><li>• be a problem solver</li></ul>	<ul style="list-style-type: none"><li>• be responsible for your learning</li><li>• complete set tasks</li><li>• come prepared</li><li>• follow instructions</li></ul>

# WELFARE AND DISCIPLINE PROCEDURES

- To support students in making wise choices.
- The school aims for a consistency of classroom management strategies for all teachers.
- *Positive Learning Behaviours* are followed, and the *Traffic Light Behaviour Level System* used, in all classrooms and in the playground for consistency.
- Management strategies are consistent and fair, respect the individuality of children, and provide for clearly defined expectations of work and behaviour.
- Classroom rewards are indicators of good classroom behaviour. Rewards can include positive praise, stickers, awards and the use of the "Class Dojo" interactive point system.

## Bonnet Bay Public School Discipline Procedures

### Traffic Lights



Traffic Lights are to be utilised in all classrooms, the Library and the Computer Lab by all members of staff, as a consistent preventative measure in reinforcing classroom behaviour expectations.

All students start the day on **GREEN**, reinforcing the displays of positive behaviour.

A student's name is only entered on the **YELLOW** light if they have failed to comply after a "Redirection" has been given and warning for the unacceptable behaviour.

If a second warning is given and inappropriate behaviour continues, the student's name is placed on the **RED** light and an entry is made in the Class Behaviour Book. The student then has to report to the STOP area for the following play session and sit for 10 minutes to reflect on his or her behaviour.

Students return back to **GREEN** at the beginning of each new session. If a student has five entries in the Classroom Behaviour Book over a two week period, a letter will be sent home to inform parents of a students' unacceptable behaviour, and the student will be placed on the **WARNING** level of the school's *Behavioural Level System* (please refer to the Student Welfare Policy). The AP or Principal will work positively in supporting the student in this process. **Classroom teachers are to contact parents if there are concerns about a students' behaviour prior to them receiving 5 reds and at all other times.**



### Some Time OFF Playground



STOP is to be used as a control measure for minor Playground and Class behaviour problems. Students are to sit in the designated STOP areas for supervision by the teacher on duty. The student on stop is to remain there for a maximum 10 minutes of playtime (after they have finished eating). The STOP sign will be displayed for a visual reminder to students as to why they are there, and to remind them to reflect on their behaviours. The teacher on duty will give the behaviour slip of any student placed on red at playtime to the classroom teacher. The slip is to be glued into the classroom behaviour book and recorded. **Please ensure that all steps of the Traffic Light process are used on the playground prior to students being placed on STOP. Automatic RED is only for serious disrespect or physical violence.**

## Behaviour Level System

The Behaviour Level System is a system that correlates behaviour with consequences. It encourages each child to behave in ways that develop self discipline in the context of our Welfare and Discipline Policy. In our school this process will operate with four levels. The expectation is that most children will be on the WISE CHOICES LEVEL most of the time.

### WISE CHOICES LEVEL

Why you are at this level	What will happen at this level?	Your Goal
Everyone starts at this level. Your behaviour is excellent.	You will make friends and get on with others. You will learn. People will respect you for being a responsible citizen of Bonnet Bay Primary School.	To play and work safely at all times. To be a good friend and student.

### WARNING LEVEL

Why you are at this level	What will happen at this level?	Your Goal
Your behaviour is unsatisfactory. You have received five reds in a fortnight. You are repeatedly causing problems in the classroom/playground. You are not showing any interest in taking responsibility for your learning or improving your behaviour.	You will be on <b>Withdrawal</b> from the playground second half lunch for one week. In this time, you will be performing School Services as directed by the Principal/Assistant Principal. A letter will be sent home to inform your parents of your unsatisfactory behaviour. Your behaviour will be monitored and reviewed regularly. You will need to discuss your behaviour with the Assistant Principal using Restorative Practice procedures. You will not participate in PSSA, excursions or performances at school.	To return to WISE CHOICES LEVEL after one week. To improve behaviour in the classroom and playground by upholding our School Values and abiding by the schools' Positive Learning Behaviours.

## WARNING OF SUSPENSION

Why you are at this level	What will happen at this level?	Your Goal
<p>Your behaviour continues to be unsatisfactory.</p> <p>You have breached the school discipline code.</p> <p>You are repeatedly causing problems in the classroom/ playground.</p> <p>You are not showing any interest in taking responsibility for your learning or improving your behaviour.</p>	<p>A warning letter giving grounds for possible suspension will be sent to your parents.</p> <p>Your parents will be asked to come to an interview with the Principal.</p> <p>At the interview you may be asked to talk about your behaviour and attitude to learning and school, your rights and responsibilities, consequences of your behaviour and future options.</p> <p>You will not participate in PSSA, excursions or performances at school.</p> <p>You will be on <b>Withdrawal</b> from the playground second half lunch for one week.</p> <p>In this time, you will be performing School Services as directed by the Principal/Assistant Principal.</p>	<p>To return to WISE CHOICES LEVEL after one week.</p> <p>To improve behaviour in the classroom and playground by upholding our School Values and abiding by the schools Positive Learning Behaviours.</p>

## SUSPENSION LEVEL

Why you are at this level	What will happen at this level?	Your Goal
<p>You have shown one of the following inappropriate behaviours: non-compliance, aggressive behaviour or physical violence. (These are all grounds for suspension as DET policy.)</p> <p>Your behaviour is unable to be tolerated.</p> <p>You have ignored all attempts to be helped.</p> <p>You are either unable to, or do not want to fit in with others at Bonnet Bay school.</p>	<p>You will not participate in school functions.</p> <p>Your parents will be notified.</p> <p>You will report to the Principal</p> <p>You will be given counselling with the school counsellor.</p> <p>A program of behaviour management will be worked out for you and discussed with you and your parents, at a resolution meeting, as per DET policy.</p>	<p>To return to WISE CHOICES LEVEL, you will need to demonstrate to the Principal, your parents and yourself that you can set behaviour goals which are realistic and to show that you want to learn.</p>

**Following a students' return to school after a suspension, students will begin on WARNING LEVEL—behaviour will be monitored.**



# SCHOOL MERIT SYSTEM

Bonnet Bay Public School encourages positive learning behaviours and reinforces this behaviour. Rewards are given for achievement, citizenship, effort and personal improvement such as:

- Encouragement and praise
- Class based rewards
- Chance Cards (for positive behaviour in the classroom and playground)
- Assembly Awards for achievement, citizenship and effort
- Values Awards
- End of year Awards
- Whole class Awards
- Class Dojo points
- Commendations at Assemblies and in the school newsletter.

## Award Structure for Assembly Awards

- 5 Assembly/Values Awards = **Principal Patch**
- 3 Principal Patches = **Bronze Medallion**
- 3 more Principal Patches = **Silver Medallion**
- 3 more Principal Patches = **Gold Medallion**
- 3 more Principal Patches = **Platinum Award**
- 1 more Principal Patch = **iTunes Voucher**



# PLAYGROUND

## Playground Areas

*Morning* – Students are supervised in the COLA (Covered Outdoor Learning Area) by the teacher on duty from 8:50am.

\*Please note: There is no direct supervision of students before this time.

*Recess* – Students eat and play at the bottom playground. Students are supervised by the teacher on duty.

*Lunch* – Students eat in the COLA and play on either the top or bottom grassed playground. Students are supervised by the teacher on duty.

## Sun Safety

All students are expected to wear a school hat at all times while outside. Bonnet Bay Public School has a 'NO HAT, NO PLAY' policy, and is a recognised SUNSAFE school.

Teachers are expected to reinforce the NO HAT, NO PLAY rule. Students without a hat should sit in a designated shade area as directed by the teacher on playground duty.

Shade is provided in all playgrounds for students with no hats.

# ANTI BULLYING POLICY

Revised February, 2015

Bonnet Bay Public School has amongst its aims:-

- the provision of an environment in which each student is personally involved, and in which each can develop as a person of integrity, social conscience and courage.

To this end, we aim to establish a community in which each student feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has a right to enjoy his or her time at school.

This community does not tolerate bullying or harassment. Respect for others is expected and encouraged.

## RIGHTS AND RESPONSIBILITIES

The following rights and responsibilities are important to our students.

### *Rights*

- to have friends;
- to feel safe at school;
- to be happy at school;
- to feel good about themselves;
- to feel confident;
- to be able to trust teachers and friends; and
- to be able to ask for help when they need it.
- to learn without being disrupted by others

### *Responsibilities*

- to care for others at school;
- to be able to work out what to do next, on their own;
- to do the best they can in everything they do at school;
- to be honest in all situations;
- to show respect towards teachers, parents and other students;
- to solve their own problems in a sensible way.
- to wear their school uniform including a school hat.

## AIMS OF THE POLICY

- To foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.
- To inform the school community about what is and what is not bullying.
- To assist students to resolve conflicts and differences without bullying.
- To encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and/or peers.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- To seek parental and peer group support and co-operation at all times.
- To educate students, teachers and parents in anti-bullying strategies.

## DEFINITION: WHAT IS BULLYING?

Bullying is a form of aggressive behaviour, which is usually hurtful and deliberate; sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most forms of bullying behaviour is an abuse of power and a desire to intimidate and dominate. (Sharp & Smith, 1994)

There are seven key elements of Bullying:

1. An intention to be hurtful.
2. This intention is carried out.
3. The behaviour harms the target.
4. The bully overwhelms the target with his or her power.
5. There is no justification for the action.
6. Action/behaviour is repeated.
7. The bully gets satisfaction/enjoyment from hurting the target. (Rigby, 1996)

**Some examples of bullying include a persistent pattern of:** 

- Hitting, pushing, kicking, spitting
- Teasing, mocking and using put-downs
- Using offensive names
- Making offensive comments about others or their families
- Hurtful looks
- Rude gestures
- Leaving someone out of a group to be mean to them
- Messing up someone's game
- Hiding, damaging, stealing someone's belongings
- Making up rumours or stories about someone
- Using threats to stop people going to the toilet or to take their money, food or other belongings
- Writing and / or sending offensive notes about someone, cyber-bullying via social media websites and personal messages.

### **Forms of Cyber-bullying**

- Flaming – heated exchange
- Harassing and threatening messages
- Denigration – sending nasty SMS, pictures or prank phone calls
- Impersonation – Using person's screen name or password eg message to hate group with personal details
- Outing or trickery – sharing private personal information, messages, pictures with others
- Ostracism – intentionally excluding others from an online group
- Sexting – sharing explicit material by mobile phone

## IMPLEMENTATION of Anti-Bullying Strategies

Students, teachers, parents and the community will be aware of the school's position on bullying which is zero tolerance.

The school will also adopt a four-point plan to anti-bullying, which includes:

- Primary Prevention
- Early Intervention
- Intervention
- Post Intervention

### Primary Prevention

- Professional development for staff related to bullying and the strategies to counteract it.
- Community awareness and input relating to anti-bullying, its characteristics and the school's programs and response. (e.g. weekly newsletter, parent forums).
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills. (e.g. Stop Think Do, Buddy Programs).
- Staff supervision of set area in playground.
- Staff supervision of children's computer usage.
- Ensure students know and understand what behaviour is acceptable.
- Consistent classroom/school rules are displayed.
- Maintain class meetings to help solve problems which arise regarding the bully and the victim.

### Early Intervention

- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours.
- Teachers refer to student welfare and discipline policy if an incident of bullying occurs.

### Intervention

- Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying are fully investigated.
- All parties are to be offered assistance and support.
- Outside school resources through counselling may be utilised if deemed necessary.
- A meeting of relevant persons is to be convened following identification of bullying behaviour. (Principal, class teacher, parents, students, other) All issues relevant to the behaviour of the student are considered.

### Post Intervention

- Bonnet Bay Public School's Student Welfare and Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.
- Possible consequences may involve:
  - ◆ Warning
  - ◆ Removal from playground for counselling with the assistant principal or principal
  - ◆ Parental contact
  - ◆ Negotiated contract
  - ◆ On-going monitoring
  - ◆ Timeout / Withdrawal from the class/ playground
  - ◆ Mediation sessions with the victim to reconcile differences
  - ◆ Referral to external agencies
  - ◆ Class/group changes
  - ◆ Behaviour guidance programs (e.g. anger management, social skills)
  - ◆ Detention
  - ◆ Suspension (in extreme cases)

## **ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED**

The student should be encouraged to:

- Tell the bully to stop. The student should state quite clearly that the behaviour is unwelcome and offensive.
- Seek help and report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.
- Staying away from the bully, or places where bullying occurs.

## **ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED**

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.

Therefore, the following suggestions should be made:

- Tell a teacher.
- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if you, the onlooking student, has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.

## **THE ROLE OF PARENTS**

The following suggestions are made to parents through print materials and at Parent Information meetings.

### **Take an active interest**

- in your child's social life
- in what is happening at school

### **Encourage your child**

- to bring friends home
- to accept and tolerate differences in others

### **Build your child's self-confidence**

- by recognising and affirming their positive qualities
- by valuing who they are.

### **Discuss with your child**

- the school's expectations about behaviour
- ways to respond if their rights are infringed

### **Encourage constructive responses**

- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name-calling won't solve the problem

### **Set an example**

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do

### **Be alert for signs of distress**

- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

## **ACT**

- If your child is being bullied at school, report it to a teacher, or the Principal.

Please remember that school is meant to be a safe and happy learning environment. Your co-operation with the school in any bullying issues will ensure the best opportunity for a positive outcome for all children.

Other support and information is available for the [NSW Dept of Health website](#), The [DET website](#) - Bullying: Preventing and responding to Student Bullying in Schools Policy and the National Safe Schools Framework -2011. [Bullying – No Way website](#) [www.bullyingnoway.com.au/ideasbox/things-work/info-manage-2-1.shtml](http://www.bullyingnoway.com.au/ideasbox/things-work/info-manage-2-1.shtml).