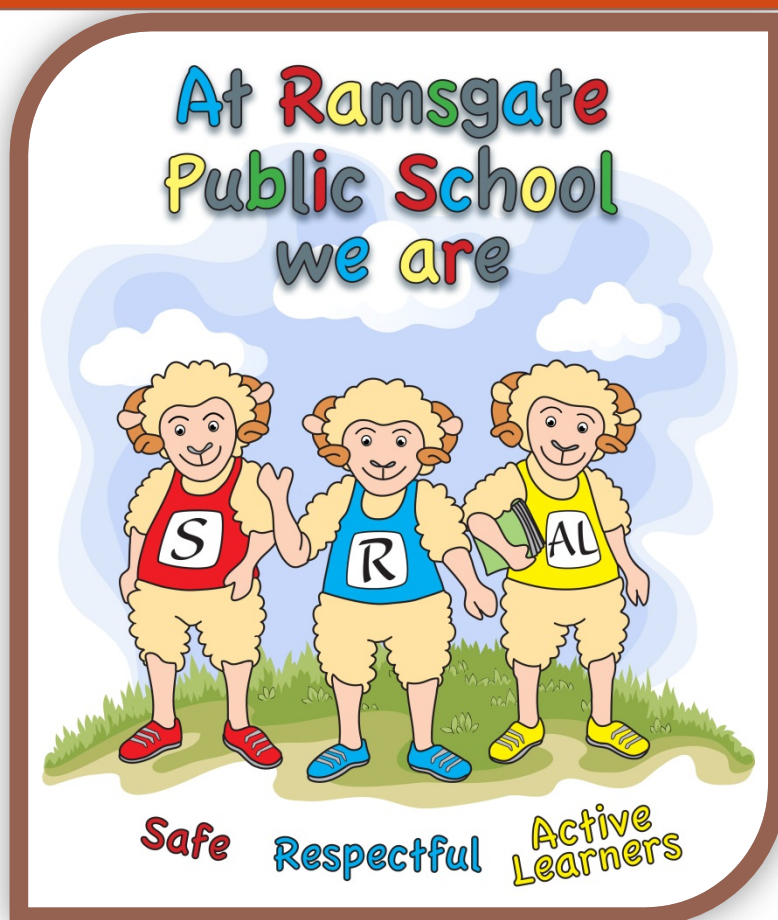


# Ramsgate Public School

## Student Well-being and Discipline Policy



Ramsgate Public School

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**Contents**

Principal’s Foreword .....	2
Student Welfare.....	3
Ram Rules.....	5
Code of Conduct for Parents .....	10
Anti-bullying Plan.....	12
Homework .....	13
Uniform .....	14
Attendance .....	15
Learning Support.....	16
Resources to support well-being.....	17



## Student Well-being and Discipline Policy at Ramsgate Public School

This policy has been developed in collaboration with the whole school community, staff, students and parent organisations.

All children in our school are equal and welcome to attend the safe, happy and learning centred environment of Ramsgate Public School. This environment is nurtured and valued by the partnership that exists between the staff, students and community. This partnership promotes mutual respect and shared responsibility. It allows students to attend a safe school where the learning environment is conducive to student application and achievement. No student will be discriminated against based on his/her disability, gender, race, sexual preference or age. The students and community of this school are proud of their environment and work actively to protect the school property and surrounding areas.



**Lorraine Simmiss-Taylor**

Principal

Ramsgate Public School

## Student Welfare

Public schools seek to provide quality education for all students, taking into account their age, background, ability and interests. Our schools help students to become self directed, life long learners who can create a positive future for themselves and the wider community. Students develop best in schools where teaching and learning occur in a context of student welfare (Student Welfare Policy, DSE Student Welfare Directorate, 1996).



Ramsgate Public School has reviewed their welfare policies and procedures using the Positive Behaviour for Learning philosophy and the following DEC documents:

- Student Welfare Policy (1996) - *PD/2002/0052/V01*
- School Discipline in Government Schools Policy (2006) - *PD/2006/0316/V03*
- School Attendance Policy (2010) - *PD/2005/0259/V06*

Ramsgate Public School provides effective learning and teaching within a secure, well managed environment, in conjunction with parents and the wider school community. The strategies that promote student welfare fall under the following categories (as per DEC guidelines):

1. Effective learning and teaching
2. Positive climate and good discipline
3. Community participation



## Effective Learning and Teaching

- Encourage students to take responsibility for their own learning and behaviour
- Identify and cater for the individual learning needs of students
- Establish well-managed teaching and learning environments
- Ensure learning activities build on prior knowledge and experiences and are socially and culturally relevant
- Provide frequent opportunities for students and parents to discuss learning programs and student behaviour and progress
- Identify key social skills and develop plans for all students to acquire them
- Ensure gender and equity issues are recognized and addressed across the curriculum.



## Positive Climate and Good Discipline

- Maximise student participation in decision making and ensure principles of equity and fairness are reflected in school practice
- Provide opportunities for students to demonstrate success in a wide range of activities
- Establish clear school rules which are known and understood by all school community members
- Monitor attendance and ensure students attend school regularly
- Value and provide opportunities for all students to develop the skills involved in positive relationships, social responsibility and conflict resolution
- Recognise the relationship between student and staff welfare and ensure that staff welfare is also a priority
- Provide opportunities for students to develop leadership experience.

## Community Participation

- Build learning communities in which staff, students and parents work together for planned results
- Acknowledge parents as partners in school education
- Encourage links between parents and school groups
- Invite parents to share their skills and experiences in the school community
- Recognise students' families, cultures, languages and life experiences.

**All stakeholders are responsible for ensuring Ramsgate Public School is a safe and happy teaching and learning environment.**

Students are responsible for acting in accordance with the school's discipline code, contributing to a caring and safe environment, participating actively in teaching and learning programs and practising peaceful resolution of conflict.



Staff are responsible for ensuring they are familiar with the welfare policy, contributing to a well-managed and safe environment and participating in the implementation of the Student Welfare Policy.

Parents are responsible for participating in the learning of their children and the life of the school, sharing responsibility for shaping their child/ren's understanding of acceptable behavior and working with teachers to establish fair and reasonable expectations of the school.



## Ram Rules

At Ramsgate Public School we are:

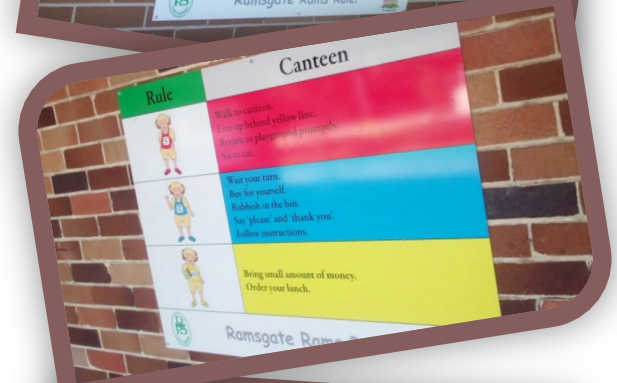
1. Safe,
2. Respectful,
3. Active learners.

These school rules are applied across all school settings. The expected behaviours for each of our rules are area specific and are clearly displayed throughout the school grounds.

Students are provided visual reminders of appropriate behaviours through large posters. Expectations regarding student behaviour is made explicitly clear to all members of the school community through use of these posters.

Students who follow the rules are rewarded. Each student has a “Rams Reward” card. Students will have their one ram on their card “signed off” each week if they have followed the school rules and not received any playground behaviour slips or crosses in the classroom. When the student has received 20 rams, they will receive recognition of that award level at the assembly. Refer to **Rewarding Student Achievement** (p.7) .

Consequences for misdemeanours are clear and displayed throughout the classrooms. Refer to **Managing Inappropriate Behaviour** (p. 8).

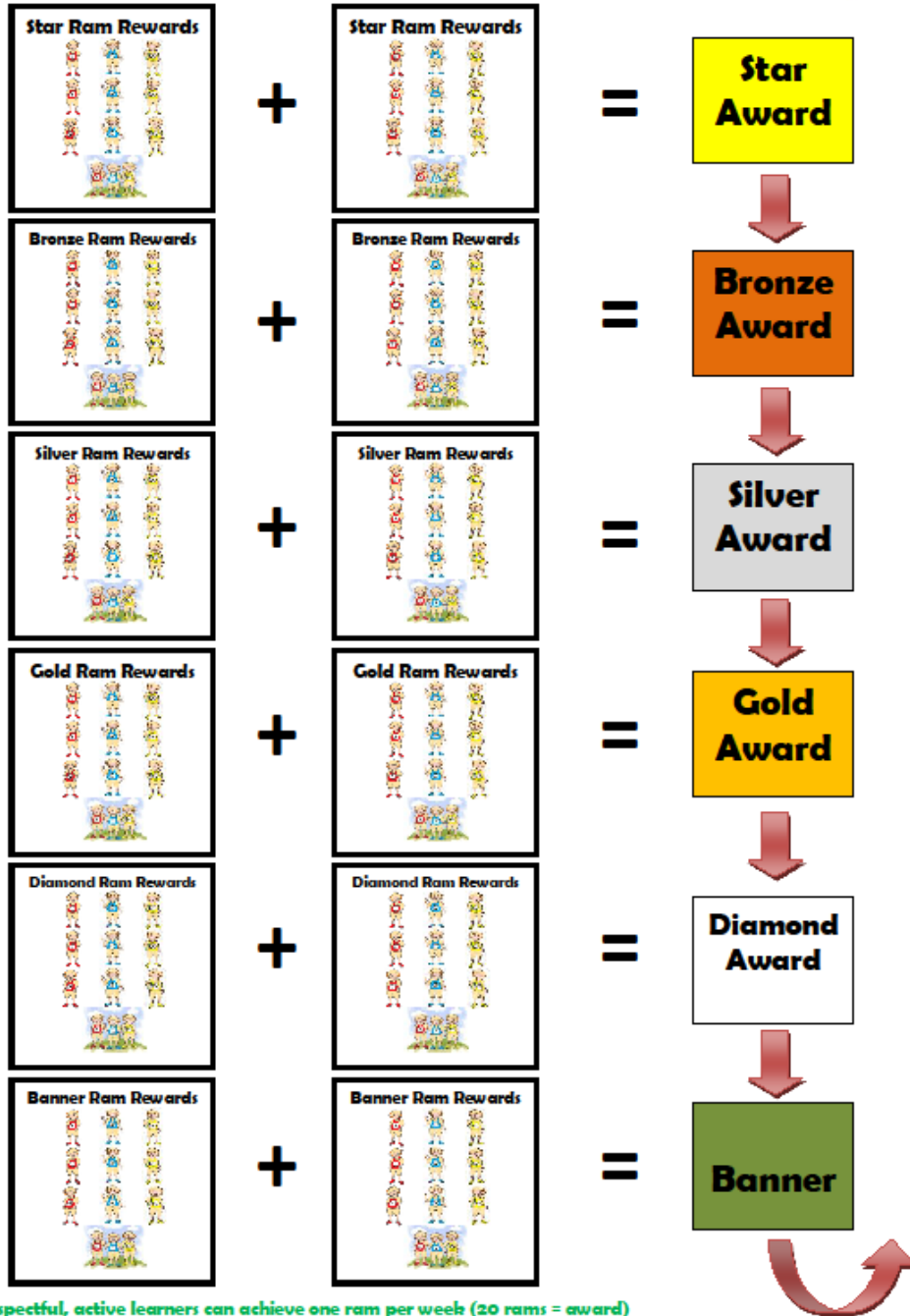


## Rewarding Student Achievement

Classroom and whole school awards



### Ramsgate Public School Ram Rewards


























Safe, respectful, active learners can achieve one ram per week (20 rams = award)



Managing Inappropriate Behaviour

**If I Break Our Classroom Rules:**

<b>1</b>	Break Class Rule		Name on board 	
<b>2</b>			Warning 	Make a good choice 
<b>3</b>			Time Out Desk (do your work) 	Think 
<b>4</b>			Time Out (teacher discretion)  Behaviour Sheet	Think 
<b>5</b>	If behaviour continues...		Time Out A.P. (sheet sent home) ASSISTANT PRINCIPAL  	Set a goal 
<b>6</b>	3 behaviour sheets OR unsafe behaviour		Level One (Restorative Meeting with A.P.)  	Rethink goal 



Ramsgate Rams Rule!



## Ramsgate Public School Playground Consequence Chart

Low Risk (a)	Low Risk (b)	Moderate Risk	High Risk
Shadow walk or time out (5-10 minutes)	Time out and behaviour recorded (10-15 minutes)	Time out, behaviour recorded and immediate referral to Executive Staff → formal restorative meeting	Immediate referral to Principal → formal restorative meeting and possible departmental action
<ul style="list-style-type: none"> <li>✗ Chewing gum</li> <li>✗ Littering</li> <li>✗ Running on the concrete before school and at recess</li> <li>✗ Refusing to play by the established rules of the game</li> <li>✗ Name calling</li> <li>✗ Teasing</li> <li>✗ Playing in the toilets</li> <li>✗ Using bad language or swearing in conversation</li> <li>✗ Misusing school equipment</li> <li>✗ Not returning school equipment</li> <li>✗ Climbing on fences, railings, verandahs, steps or seats</li> </ul>	<ul style="list-style-type: none"> <li>✗ Not listening to teacher instructions</li> <li>✗ Not following teacher instructions</li> <li>✗ Tackling, pushing, shoving, tripping in a game</li> <li>✗ Not playing safely, play fighting</li> <li>✗ Spitting</li> <li>✗ Being in a room without a teacher</li> <li>✗ Going out of bounds</li> <li>✗ Throwing sticks or rocks</li> </ul>	<ul style="list-style-type: none"> <li>✗ Repeatedly disobeying staff</li> <li>✗ Threatening other students</li> <li>✗ Stealing or breaking another person's belongings</li> <li>✗ Damaging school equipment</li> <li>✗ Verbal threatening of students</li> <li>✗ Fighting - verbal</li> <li>✗ Constantly harassing others</li> <li>✗ Persistent 'low risk' behaviour</li> <li>✗ Continually arguing with peers</li> <li>✗ Bullying</li> <li>✗ Spitting at others</li> <li>✗ Repeatedly going out of bounds</li> <li>✗ Purposefully throwing sticks/rocks at students</li> </ul>	<ul style="list-style-type: none"> <li>✗ Vandalising the school</li> <li>✗ Bringing drugs to school</li> <li>✗ Bringing illegal substances to school</li> <li>✗ Using or possessing dangerous implements</li> <li>✗ Fighting causing serious injury</li> <li>✗ Premeditated assault</li> <li>✗ Doing graffiti</li> <li>✗ Threatening staff</li> <li>✗ Swearing at staff</li> <li>✗ Abusing staff</li> <li>✗ Fighting repeated physical</li> <li>✗ Fighting, biting, kicking, punching</li> <li>✗ Leaving school grounds or areas supervised by staff</li> </ul>



Ramsgate Rams Rule!



## Ramsgate Public School Discipline Levels

Students are placed on the discipline levels as a consequence of inappropriate behaviour in the classroom, playground or during any school activity. They are placed on levels by the Stage Leader in accordance with the classroom behaviour management system and playground consequence structure. The names of students placed on levels are recorded on the whole school welfare tracking system for monitoring purposes.

Level One Reflective Meetings 1-3 lunch time meetings with an A.P.	Level Two Behaviour Card Monitor classroom and playground behaviour for 3 days.	Level Three Behaviour Folder Teacher feedback to parents for a 5 day period.	Level Four Restorative Session Meeting with A.P. and Principal. Work to be completed at the office.	Level Five Suspension Short/long suspensions as per DEC suspension procedures.
<p>The student:</p> <ul style="list-style-type: none"> <li>✗ has completed 3 classroom behaviour sheets in a term;</li> <li>✗ has displayed unsafe behaviour in the classroom (fighting, hurting others, any other behaviour deemed serious);</li> <li>✗ has demonstrated moderate risk behaviour as per the Playground Consequence Chart.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>✗ has attended 3 separate reflective meetings in a term;</li> <li>✗ will have an individual behaviour plan developed by the classroom teacher in consultation with the stage leader.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>✗ has not been a safe, respectful, active learner while on Level Two;</li> <li>✗ has not followed their individual behaviour program.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>✗ persists with inappropriate behaviour while on Level Three;</li> <li>✗ has not followed their individual behaviour program.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>✗ continues to make poor choices while on Level Four;</li> <li>✗ displays serious inappropriate behaviours as outlined in the Suspension and Expulsion of School Students Procedures (students may go directly to Level Five).</li> </ul>



Ramsgate Rams Rule!



### Code of Conduct for Parents and Visitors

During the operational hours of the school many visitors come onto the school grounds. In order to provide a safe and secure environment for students and staff, a set of procedures has been developed to ensure that all visitors to the school have the authority to be on school grounds.



Visitors include, but are not limited to:

- parent and community volunteers who assist in the school with a range of activities and programs.
- building or service contractors who come onto the school grounds to perform work.
- parents who come to collect their child/ren during school hours.
- scripture teachers.

Schools should be places where students, staff, parents and visitors to the school should feel safe and happy. Ensuring that our school remains a pleasant and safe place for all is the responsibility of all who enter the school grounds.

Parents and visitors to the school are expected to:

1. Seek permission to come on to school grounds and sign in at the front office
2. Treat all persons associated with the school with respect and courtesy
3. Follow school procedures governing entry and behaviour on school grounds, including any restrictions that may be imposed.
4. Allow staff to supervise, investigate and manage students without interference
5. Make appointments in advance rather than expecting to obtain an interview immediately

6. Raise any concerns about the school, staff or students through the correct procedures
7. Leave the grounds when requested

This Code of Conduct is intended to ensure that students, staff, parents and other visitors are not subjected to behaviours that wound their feelings, arouse anger, resentment, disgust or outrage.

Failure to abide by this Code of Conduct will lead to the provisions of the *Inclosed Lands Protection Act (1901) and its Amendments* being followed.

Examples of inappropriate behaviour include:

- Actual physical assaults or threatened physical assaults on students, staff, parents or community members at the school or during the course of school activities;
- Behaviour in a manner in the presence of students, staff, parents or other visitors to the school that causes alarm or concern to the students, staff, parents or other visitors;
- Use of offensive language (i.e. swearing) in the presence of students;
- Persistent interruptions to the learning environment of the school such as entering classrooms without permission;
- Persistent entry to the school site without permission or legitimate reason.

Any person contravening this Code of Conduct (that is, there is cause to be alarmed or concerned by their behaviour) is advised that the provisions of the *Enclosed Lands Protection (1901) and its Amendments* may be enacted without any warning. This will lead to banning from the school grounds and activities. Further action will include notification to the Police and the possible imposition of penalties, as outlined in the Crimes Amendment (School Protection) Act.

For further information, refer to the attachment ***Visitors to the School Policy (2014)***.

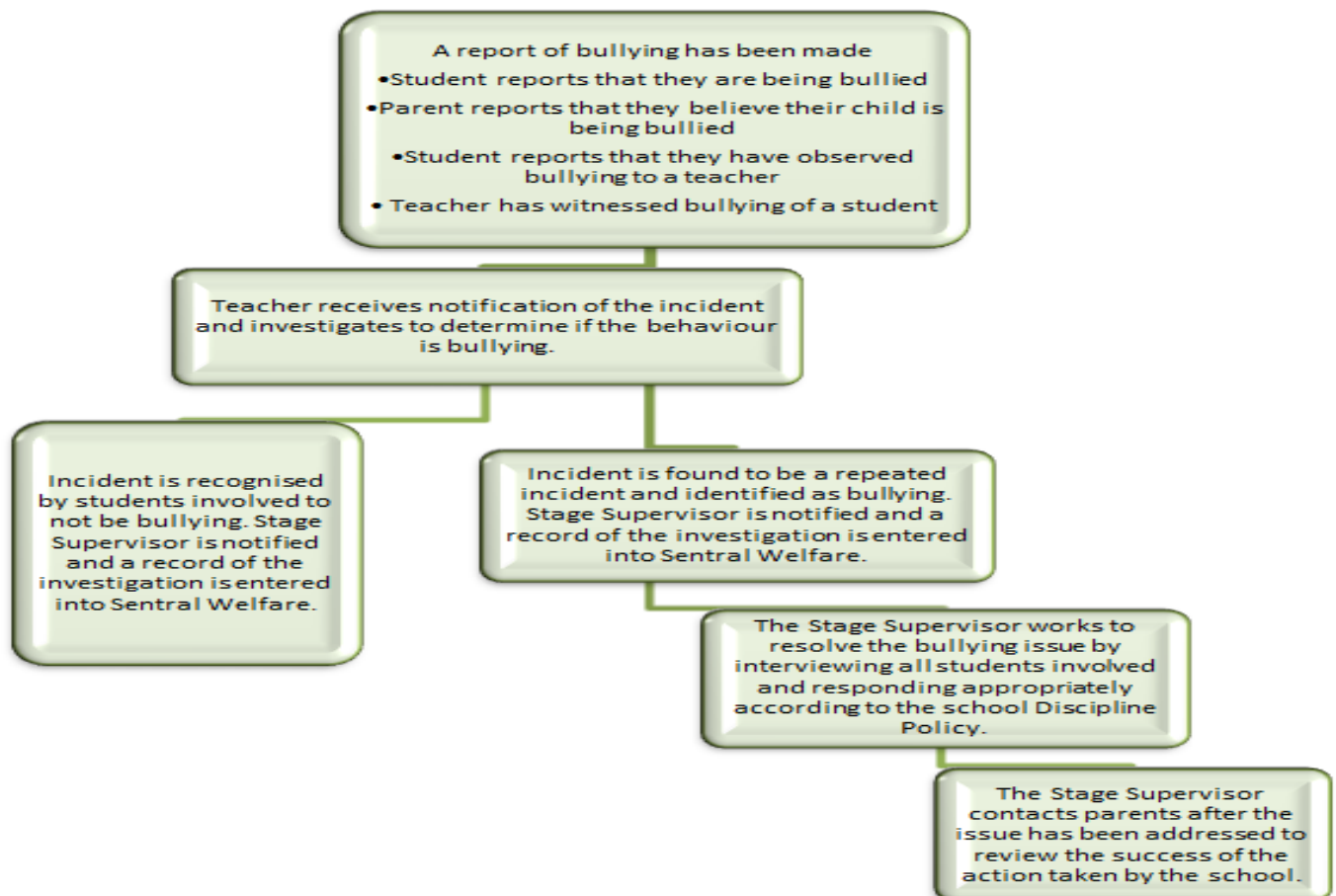
## Anti-bullying Plan

*Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.*

### Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01

At Ramsgate Public School, we expect all members of the school community to support the prevention of bullying.

The following steps will be taken in response to an allegation of bullying.



For further information, refer to the attachment ***Anti-Bullying Plan: Ramsgate Public School (2014)***.



## Homework Policy

Ramsgate Public School has developed a Homework Policy in accordance with the DEC's Homework Policy *PD/2002/0003/V02*.

Homework is provided to revise and consolidate learning that has occurred within the classroom. It also establishes habits of study, concentration and self-discipline.

Homework requirements change as the students get older; however, there is always an expectation that students will read as a component of homework. Our school's policy regarding homework also reflects the digital technologies available.

### TIME GUIDELINES FOR HOMEWORK

EARLY STAGE 1 (Kindergarten): No formal homework is set in Kindergarten; however, parents have the option to revise concepts learnt in class. Students should complete Home Reading nightly.

STAGE 1 (Years 1 and 2): approximately 10 to 15 minutes each night. Students should also complete Home Reading nightly.

STAGES 2 AND 3 (Years 3 - 6): approximately 20 to 25 minutes each night. Students should also complete Home Reading nightly.

For further information, refer to the attachment ***Ramsgate Public School Homework Policy (2012)***.



## Uniform Policy Overview

Ramsgate Public School promotes the wearing of our school uniform and is endorsed by Ramsgate Public School's Parents and Citizens Association (P&C).

In accordance with DEC's School Uniform Policy

*PD/2004/0025/V01*, our school uniforms comply

with Health and Sun-Safe guidelines. The issue of protecting students from the dangers associated with sun exposure needs to be taken seriously under occupational health and safety legislation (*Work Health and Safety Act 2011*). The school uniform includes hats. The uniform also takes into account race, gender and disability as per the *Anti-discrimination Act 1977*.

To promote and reinforce the wearing of the designated school uniform, all students have opportunities to receive "uniform awards". However, no student will have their access to learning reduced because they are out of uniform.

The P&C provide a clothing pool is for families requiring assistance. Individual objections to wearing the school uniform may include cultural/family traditions, family circumstances or financial issues.



## Attendance Policy



All students of or above the age of 6 years and below the minimum school leaving age (*Education Act 1990 - Sect 21b*) must be enrolled at, and to attend, a government school or a registered non-government school, or to be registered for home schooling under Part 7 and to receive instruction in accordance with the conditions to which the registration is subject.

Section 24 of the Act requires principals to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available for inspection during school hours by a Board inspector or by any authorised person.

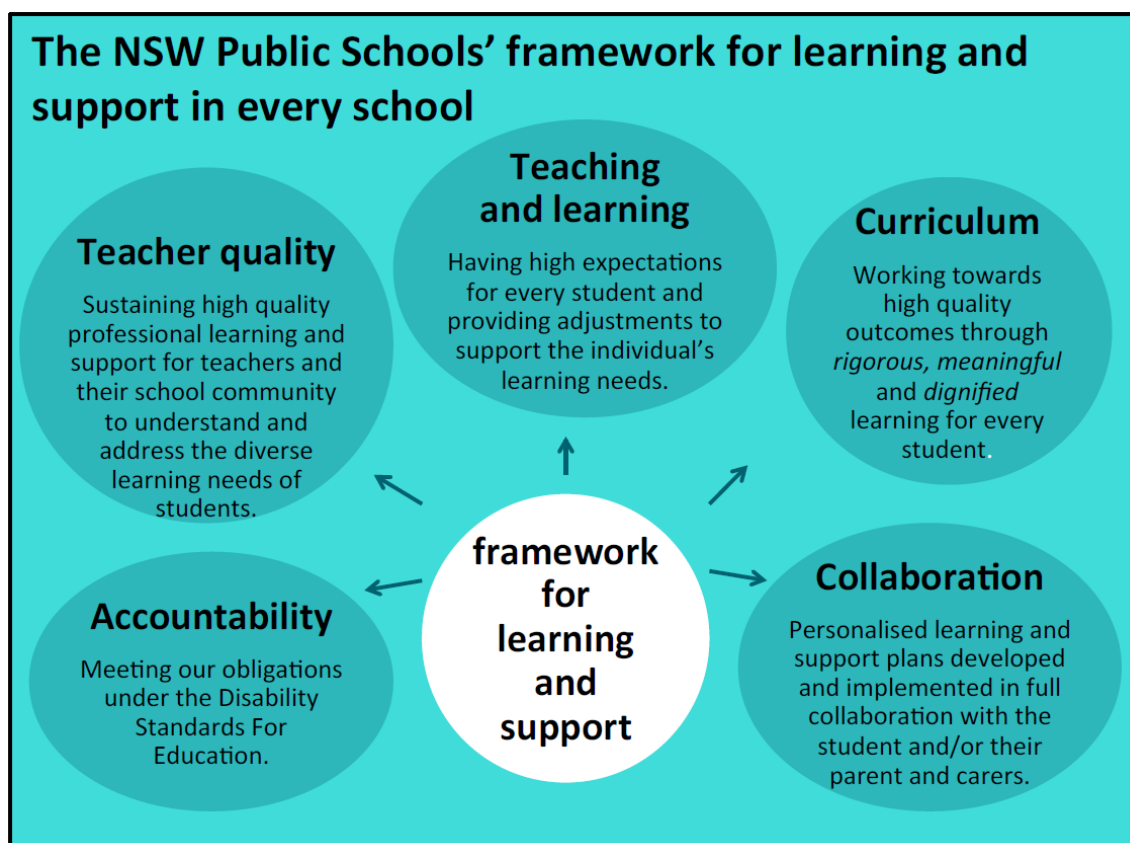
Attendance rolls are kept in accordance with *STUDENT ATTENDANCE IN GOVERNMENT SCHOOLS – PROCEDURES*. If a student is absent from school, a note explaining the absence must be produced to the school with seven school days. If a parent wishes to take their child out of school for an extended period (greater than 3 days), the parent should notify the class teacher and appropriate paperwork should be completed.

If a student demonstrates continual tardiness or absenteeism, a referral will be made to the Home School Liaison Officer and possible legal action can be taken.

## Learning Support

In order to cater for the needs of a diverse range of student learning needs, adjustments and variations to the classroom teaching program may need to be incorporated. These interventions vary from student to student and ensure that the whole school supports its teachers in supporting all student learning.

The learning support team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational adjustments. Its key personnel are Principal, School Executive Teachers, School Counsellor, Learning & Support Teacher, and can also include when appropriate the Class Teacher, School Learning Support Officer (SLSO) and outside agencies.



For further information, refer to the attachment ***Learning and Support Team Policy and Procedures (2014)***.

## Resources to Support Well-Being

Most students who have additional needs are supported well through quality teaching and learning that happens in our school. A small number of students will need highly specialised support which requires expertise and input from a range of professional areas.

Some sites to assist with meeting the needs of students are:

### *Physical needs*

<http://www.schools.nsw.edu.au/studentsupport/programs/disability.php>

<http://www.healthykids.nsw.gov.au/>

<http://www.physicalasanything.com.au/>

### *Academic needs*

<http://www.learninglinks.org.au/>

<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/>

### *Emotional needs*

<http://www.kidsmatter.edu.au/>

<http://www.kidshelp.com.au/>

<http://www.headspace.org.au/>

