

# CHILLINGHAM PUBLIC SCHOOL

## STUDENT WELFARE POLICY

### Student Welfare:

- Encompasses everything the school community does to meet the personal, social and learning needs of students and to enhance their wellbeing;
- Is achieved through the total school curriculum and the way it is delivered;
- Incorporates effective behaviour;
- 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 programs and support which acknowledge difference and promote harmony;
- Recognises the role schools play as a resource to link families with community support services and
- Provides opportunities for students to:
  - enjoy success and recognition;
  - make a useful contribution to the life of the school and
  - derive enjoyment from their learning.

*NSW Department of School Education*

Chillingham Public School exists to provide a first-class education for all its students.

When parents enrol their children, they enter into a partnership with the school. This partnership must strive to create in the children, an understanding of appropriate public behaviour. Such understanding should lead the students to develop responsibility for their own behaviour.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student and to communicate with parents about the educational progress and behaviour of each student.

When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

**Date:** September 2019

### Aims:

- To create a safe, caring school environment in which the students are nurtured as they learn.
- To encourage students to take responsibility for their own learning and behaviour.
- To encourage parents to share the responsibility for shaping appropriate student behaviour.
- To develop socially responsible students.
- To develop students who value themselves as learners.
- To implement a school behaviour policy.

### Responsibilities:

**THE PRINCIPAL** will ensure:

- a commitment to student welfare underpins all the policies and activities of the school;
- the school community reviews policies and practices related to student welfare;
- student welfare is regularly reviewed;
- a school behaviour policy is developed and regularly reviewed and
- other policies and practices in the school are regularly reviewed to ensure they meet the needs of all students in the school.



**TEACHING & SUPPORT STAFF** will:

- ensure they are familiar with the Student Welfare Policy and the School Behaviour Policy;
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents and
- develop effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

**STUDENTS** will be encouraged to:

- act according to the behaviour code established by the school community;
- contribute to the provision of a caring, safe environment for fellow students, staff and parents;
- participate actively in the learning and teaching process;
- provide their views on school community decisions using agreed upon processes and
- practise peaceful resolution of conflict.

**PARENTS** will be encouraged to:

- participate in the learning of their children and the life of the school;
- share responsibility for shaping their children's understanding about acceptable behaviour and
- work with teachers to establish fair and reasonable expectations of the school.

**School Uniform:**

It is expected that all students will wear the complete school uniform. The school uniform is simple, affordable and attractive and should be worn with pride, especially when students represent the school on excursions. Wearing the school uniform promotes positive community perceptions of public education. All students are provided with their first school uniform (shirt, shorts and hat) free of charge.

Hats are compulsory whenever children are playing in the playground. All students will wear a broad brimmed hat when outdoors. If students do not have a broad brimmed hat, they will be restricted to the undercover areas during recess and lunch play periods.

Students are encouraged to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Students must wear closed in shoes (preferably black joggers) and white socks each day to protect their feet and enable them to participate safely in daily play and sport activities. Joggers provide the support and flexibility required for play on the grass playground and the fixed equipment.

Uniforms can be purchased from the office at any time.

Makeup is not to be worn to school and inappropriate jewellery is a health and safety risk, so only sensible studs or sleepers and flat signet rings may be worn.

Chillingham Public School's Student Welfare Policy incorporates:

**Wellbeing**  
**Behaviour Policy**  
**Behaviour Management Plan**  
**Suspension & Expulsion Procedures**  
**Student Supervision Plan** and  
**Parent & Visitors' Code of Conduct**

**Reference:**

Anti- Racism Policy PD2005/0235/V05  
Behaviour Code for Students  
Bullying: Preventing and Responding to Student Bullying in Schools Policy PD2010/0415/V01  
Drugs in Schools Policy PD2002/0040/V04  
School Attendance Policy PD2005/0259/V07  
School Uniform Policy PD2004/0025/V01  
Student Discipline in Government Schools PD2006/0316/V03  
Student Welfare Policy PD2002/0052/V01  
Suspension and Expulsion of School Students - Procedures 2011 PD2006/0316  
The Wellbeing Framework for Schools 21/04/15\_ 16531

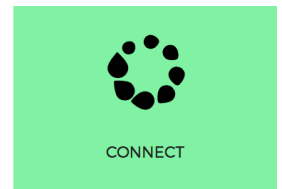
# CHILLINGHAM PUBLIC SCHOOL

## WELLBEING FRAMEWORK

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well – our potential to flourish (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

At Chillingham Public School these domains are addressed through programs such as Bees Knees Awards, Values Awards, Assembly Awards, Random Act of Kindness Awards (RAK), Drug Education, SRC and Ethics. By educating our students through these programs we are able to promote a positive wellbeing system.

Classroom teachers have their own reward system, as required, to suit the specific needs of their classroom and students. This system requires both verbal and written praise which aims to increase intrinsic motivation as the year progresses.



At Chillingham Public School, we endeavour to provide a positive, happy and safe learning environment in which all students apply themselves to learning and develop positive social behaviours and problem solving skills. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In doing so, students will become active and positive contributors to the society in which they live.

The DEC commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

### Teaching and Learning

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Chillingham Public School aims to focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life. Learning experiences and opportunities include:

- Daily Gratitude Statements
- Bag Tag reminders for what to bring each day
- Classroom Readiness reminders for how to be ready to learn
- Values Program
- Friendly Kids, Friendly Classrooms program to teach social skills
- Healthy Canteen



### Learning and Support

Chillingham Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed.

Adjustments to the learning environment are made and documented as required. Students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning. Students' progress is monitored and discussed at Staff Meetings.

Referral to the School Counsellor is also available.

### Professional Practice

Chillingham Public School ensures that the professional practice of teaching meets the highest possible standards. All staff are required to undertake professional development sessions throughout the year to comply with legislative and policy requirements. At Chillingham Public School, professional learning is linked to the needs of the students, teachers, school and the system.



A strong culture of professional learning exists throughout the school which encourages staff to seek accreditation at the higher levels.

Professional development and on-going monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.

### **Effective Leadership**

Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Chillingham Public School encourages active participation in a number of ways including:

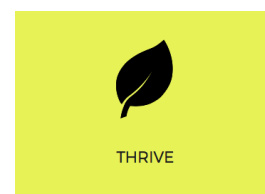
- School Leaders – School Captain, Sports Captains
- Student Representative Council (Years 1-6)
- Publishing student work in the school newsletter
- Displaying student work around the school
- Recognising student achievement at assemblies
- Performing and presenting work

#### Staff

- Professional Learning (PL)
- Leading Professional Learning
- Roles and Responsibilities
- Australian Institute for Teaching & Learning

#### Parents

- Parents & Citizens (P&C)



### **School Planning**

#### **School Excellence Framework**

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leading. It identifies the key elements that guide the core business of excellent schools:

The School Excellence Framework aligns with Chillingham Public School's philosophy of each child, each opportunity. The framework is about focusing on individual students' capabilities and needs by engaging them in rich learning experiences. This in turn facilitates the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

- School Plan
- EAfS Action Plan
- Performance Development Plans (PDPs)
- Parent Interviews



# CHILLINGHAM PUBLIC SCHOOL

## BEHAVIOUR POLICY

**Purpose:** To promote and foster the development of self esteem and positive behaviour.

**Date:** April 2019

### Aims:

- To establish a framework for behaviour and communicate this structure to the school community.
- To encourage the students in their understanding of appropriate and inappropriate behaviour.
- To ensure recognition is given to those with acceptable, positive behaviour and general good manners.
- To ensure students are aware that continuing unacceptable, inappropriate behaviour is their choice and will result in specific consequences.
- To maintain uniform behaviour procedures and practices across the school.

The underlying philosophy of this policy recognises that:

- Students accept responsibility for their behaviour;
- Teachers and parents play an integral part in assisting students to develop positive and acceptable behaviour patterns and
- Consequences for wrong choices need to be consistent throughout the school and provide an opportunity for the student to modify and improve their behaviour in the future.

### The Expectations of Good Behaviour in NSW Public Schools:

NSW public schools have the following requirement of all students:

- sustained application to learning;
- respect for other individuals and their property;
- courtesy to other students, to teachers and to community members;
- due respect for teachers;
- no violence, discrimination, harassment, bullying or intimidation;
- no weapons, illegal drugs, alcohol or tobacco;
- peaceful resolution of conflict;
- adherence to the standards of dress determined by the school community and
- compliance with all school rules and the School Behaviour Policy.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

### School Rules

- display acceptable behaviour at all times, including when travelling to and from school;
- take pride in my school by wearing my uniform, representing my school proudly and helping to care for the playground and buildings by keeping them neat and tidy;
- respect others;
- play safely and fairly;
- attend school regularly and take part in class and other school activities to the best of my ability;
- look after personal and school property and
- take responsibility for my own actions.

# CHILLINGHAM PUBLIC SCHOOL

## BEHAVIOUR MANAGEMENT PLAN

### Strategies to Promote Good Behaviour & Effective Learning:

- develop easily understood rules which are fair, clear and consistently applied;
- create a safe and challenging environment;
- involve parents in promoting acceptable student behaviour;
- provide a curriculum which is appropriate;
- communicate high expectations;
- provide appropriate support programs eg counselling, remediation and
- recognise effort and success.

### Practices Designed to Recognise & Reinforce Achievement & Appropriate Student Behaviour:

- social reinforcers, ie the attention a student gets from the teacher eg verbal and non-verbal praise and commendation;
- activity reinforcers, ie special things students might “get to do” as a reward for good behaviour eg getting free time, being a line leader;
- tangible reinforcers, ie physical objects students might get as a reward for good behaviour eg stickers, merit certificates at assemblies;
- visit to Principal for recognition;
- acknowledging student achievements in the local media and in school newsletters;
- ongoing parent contact and
- modelling of consistent and caring behaviour by staff.

### Strategies for Dealing with Inappropriate Behaviour:

Students have the right to be treated fairly and with dignity.

For minor breaches, consequences may include:

- reprimand (non verbal and verbal);
- simple ‘distraction’ method (move the student);
- behaviour reflection;
- writing a letter of apology.

For serious breaches, or consistently inappropriate behaviour, consequences may include:

- individual Behaviour Modification Program;
- being sent to the Principal;
- parent interview;
- school counsellor intervention;
- suspension or expulsion in serious instances.

*\*The Education Act 1990 allows schools to include in their behaviour policies a requirement that students who have caused property damage, or who have seriously misbehaved, perform reasonable work or service for the school.*

To monitor the frequency and severity of inappropriate behaviours, a running record of incidents will be maintained.

### Excursions & Sporting Events

- When students are representing the school, attending any activity organised by the school or under the auspices of the school, student behaviour should be consistent with school rules.
- A student’s exclusion from school representation and excursions will result if, after intervention, behaviour support and parental contact, their behaviour is not consistent with the school rules.
- The decision on exclusion will be made by the principal, based on the documentation available.





# SUSPENSION & EXPULSION OF SCHOOL STUDENTS

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parents' responsibility for remediation of that behaviour.

The school and the public school system will work in partnership with parents in assisting the student to rejoin the school community.

Suspension is subject to procedures set by the Department of Education and consistent across all public schools. The principal, in considering and implementing a suspension will, in all cases, follow the department's procedures.

## Immediate Suspension

Principals of government schools **must** suspend immediately and consistently with these procedures (including procedural fairness), any student who:

- **is physically violent.** Resulting in pain or injury, or seriously interfering with the safety and wellbeing of others. The matter must be reported to the School Safety and Response Hotline on 1300 363 778.
- **is in possession of a firearm, prohibited weapon or knife** (without reasonable cause). The matter must be reported to NSW Police Unit and the School Safety and Response Hotline.
- **Uses, supplies or is in possession of, a suspected illegal substance** (not including alcohol or tobacco) **or supplies a restricted substance.** The matter must be reported to NSW Police Force immediately and the School Safety and Response Hotline.
- **engages in serious criminal behaviour related to the school.** The matter must be reported to NSW Police Force immediately and the School Safety and Response Hotline.

## Short and Long Suspension

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will have:

- held a formal disciplinary interview with the student;
- ensured appropriate personalised learning and support strategies and discipline options have been applied and documented;
- ensured all appropriate support personnel available within the school system and externally have been involved;
- ensured discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension;
- developed, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour;
- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future and
- recorded all action taken.

In some circumstances, the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff.

A **short suspension** of up to and including 4 school days may be imposed for the following reasons:

- **Continued Disobedience**  
This includes, but is not limited to, breaches of the school behaviour code such as: refusal to obey staff instructions, defiance, disrupting other students; and use of alcohol or repeated use of tobacco.
- **Aggressive Behaviour**  
This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, damaging the property of the school or students, bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.



Where the behaviour involves cyberbullying, the school's anti-bullying programs are to be implemented. Advice should be sought from the School Safety and Response Hotline on 1300 363 778 as to whether the police should be informed.

If the principal decides to impose more than two short suspensions on a student in any twelve month period, the Director Public Schools NSW must be advised.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal will consider:

- the safety of students and staff;
- the merit and circumstances of the particular case and
- factors such as the age, individual needs, any disability and developmental level of the student.

The principal must ensure the suspension is recorded in ERN and all relevant documentation is retained on file at the school and made available to the Director, Public Schools NSW on request.

A **long suspension** of up to 20 days may be imposed for the following reasons:

- **Physical violence**
- **Use or possession of a prohibited weapon, firearm or knife**
- **Possession or use of a suspected illegal substance**
- **Use of an implement as a weapon or threatening to use a weapon**
- **Serious criminal behaviour related to the school**
- **Persistent or serious misbehaviour**

All incidents must be reported to the School Safety and Response Hotline on 1300 363 778 as soon as possible. The Director Public Schools NSW must be advised of the suspension, including its probable duration within two school days of the suspension being imposed.

*For further information refer to: Suspension and Expulsion of School Students – Procedures PD/2006/0316*

**Date:** March 2018





# CHILLINGHAM PUBLIC SCHOOL

## STUDENT SUPERVISION PLAN

**Purpose:** To ensure the protection, safety and welfare of the students of Chillingham Public School.

**Date:** February 2019

**Implementation:**

### **SUPERVISION BEFORE SCHOOL**

- Supervision is provided for half an hour before the commencement of classes ie. from 9:00am to 9:30am.
- Access to fixed playground equipment and particular areas of the school grounds is restricted to ensure effective supervision is provided.
- Access to library is limited to the library monitors and students who are returning and/or borrowing books.
- Students must not enter classrooms unless given permission by a teacher.
- Playground games are minimised to assure the safety and wellbeing of the students.
- Parents are reminded of the hours of supervision in the first School Newsletter of the year and at regular intervals throughout the year.

### **SUPERVISION DURING RECESS BREAKS**

- Direct supervision is provided during recess breaks.
- The students remain seated in the eating area for the first 10 minutes of recess to provide the students with time to eat their morning tea.
- Students usually play cricket, ball games, croquet, bocce, handball, skipping, etc during recess.

### **SUPERVISION DURING LUNCH BREAKS**

- Direct supervision is provided during both halves of lunch.
- The students remain seated in the eating area for the first 20 minutes of lunch.
- The Duty Teacher remains in the eating area with the students during this time.
- Students may play on the fixed equipment with the permission of the Duty Teacher.
- Students usually play cricket, ball games, croquet, bocce, handball, skipping, mini golf, soccer, etc during lunch.

### **SUPERVISION AFTER SCHOOL**

- Students are not to leave the school ground, or sporting venues, before normal school finishing time (3:30pm), unless parental permission has been obtained.
- When the students are dismissed from their classrooms at 3:30pm, they proceed to their bus lines and are escorted to their buses by the Duty Teacher.
- Students who walk home are crossed at the crossing by the Duty Teacher.
- Students who are picked up by their parents remain in the school grounds, in view of the Duty Teacher, until their parents come to collect them.
- Students who ride bicycles, put on their helmets and walk their bicycles to the road's edge before mounting and riding home on the correct side of the road, or along the footpath. Those who need to cross the road, walk their bikes across at a designated crossing, under the supervision of the Duty Teacher. Bike riders wait until the buses have departed to ensure a safer trip home.

### **SUPERVISION OF STUDENT TRAVEL**

- Teachers regularly reinforce school rules and expected student behaviour relating to travelling to and from school and school activities, both during classroom teaching and learning activities and at school assemblies.
- Parents are notified if their child repeatedly breaches the school rules or is not travelling safely to or from school.



## **SUPERVISION DURING TEACHING & LEARNING ACTIVITIES & WHOLE SCHOOL ACTIVITIES**

- Students are supervised during all teaching and learning activities that occur within classrooms, within the school grounds, at sporting venues and other locations of teaching and learning activities eg. excursions.
- All excursions involving water activities or overnight stays are accompanied by a member of staff who possesses current training in cardio-pulmonary resuscitation, emergency care and anaphylaxis.
- All other excursions and sporting activities are accompanied by a member of staff who has undertaken emergency care and anaphylaxis training.

## **SCHOOL ATTENDANCE & PUNCTUALITY TO CLASS**

- It is most important students form appropriate habits with regard to school attendance and punctuality. Students who miss school or who arrive late often have difficulty following school programs and making friends. School attendance patterns are established by Year 2.
- Chronic tardiness or absenteeism will be referred to the Home School Liaison Officer.
- Punctuality also refers to students returning to class after recess and lunch.
- Teachers have a legal responsibility to complete a class roll.
- Every absence from school is recorded in the Class Roll, including late arrival and early dismissal.
- Parents must inform the school of the reason for their child's absence within 7 days of the absence.



# EVERY DAY COUNTS

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4



Give your child every chance to succeed...

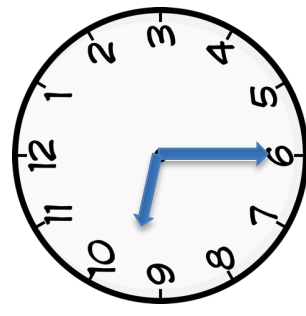
**Every day counts!**

# EVERY MINUTE COUNTS

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1½ weeks per year	Nearly ½ year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2½ weeks per year	Nearly 1 year of school
½ hour a day	½ day of learning a week	4 weeks a year	Nearly 1½ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2½ years of learning

Your child's best  
 learning time is at the  
 beginning of the day...

**Check the time**  
**school starts**  
**DON'T BE LATE!**



# CHILLINGHAM PUBLIC SCHOOL

## PARENT & VISITORS CODE OF CONDUCT

An engaged community who share and live our school beliefs and values; and who support our endeavours, is critical in helping us to build and maintain an effective school. Appropriate conduct on school grounds by everyone is central to ensuring we achieve this goal. Our staff and students work to a Code of Conduct and this document is intended to provide similar guidelines for parents and visitors.

This Code is not intended to comprehensively address every situation but is a general guide only.

**Date:** February 2019

### **Aims:**

- To provide a set of general principles to guide parents and visitors in their interaction with staff, students and other parents of Chillingham Public School;
- To communicate the School's expectation as to how parents and visitors conduct themselves when on School grounds; and
- To explain how parents and visitors can direct their concerns.

### **Personal behaviour**

Parents are our students' biggest role models. Accordingly, the School expects a high standard of personal behaviour from parents and visitors when on school grounds, including but not limited to such things as:

- Refraining from offensive, insulting or derogatory language or conduct on school grounds. This includes wearing clothing with offensive language or insignia.
- Department of Education facilities are strictly non-smoking. Please refrain from smoking within sight of the boundary of the school property.
- Not possessing on school grounds, or attending school grounds if affected by alcohol or any other intoxicant.

### **Interaction with staff, other parents and students**

Parents and visitors are expected to interact civilly with staff, students and other parents at all times. Abusive language, raising your voice, insulting or violent behaviour to **anyone** on school grounds is not appropriate.

It is not appropriate to discipline another parents' child whilst on school grounds. Physical contact can be an assault and is a serious matter.

### **Communication and the potential for conflict**

In some circumstances parents are required by law to advise the School of areas of potential conflict, such as parenting and family court orders.

Whilst there is no obligation to inform the school of other situations where parents may be in dispute (e.g. separation or other Court Orders in place between parents or people at the school) any information received of this nature will be treated in strict confidence.

In any event, the School expects parents to behave lawfully on School grounds and observe the terms of any order, obligation or undertaking they may be subject to.

The School does not exist to police parents and visitors' conduct.

