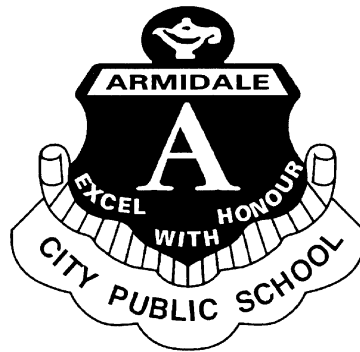


# Armidale City Public School



## STUDENT WELLBEING

### Procedures

*As a school community we seek to work together to build a culture that demonstrates care, ensures security and provides opportunities for individual contribution, success, recognition and enjoyment.*

# ARMIDALE CITY PUBLIC SCHOOL

Students at Armidale City Public School are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined, tolerant, resilient, enterprising and contributing members of the school community.

The school encompasses and utilises the philosophy of the "You Can Do It" program and the five keys to success in all areas of student welfare.

The 'You Can Do It' program is a school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional well-being. Teachers provide explicit lessons based on the five social-emotional capabilities or Keys to Success and Happiness: **Confidence, Persistence, Organisation, Getting Along and Resilience.**

The school's Student Wellbeing and Discipline Policy is supported by the DoE's Anti-Bullying policy and the school's Anti-Bullying Pplan.

## Definition:

Welfare encompasses school community practices that meet the personal, social and learning needs of students by providing:

- Positive academic environments which encourage all students to reach their potential
- Safe and harmonious environments which promote success
- Behaviour management based on the 'You Can Do It' program, current research and practices.

# CODE OF BEHAVIOUR

Children at Armidale City Public School are expected to abide by the school rules. The school rules encompass the DoE's Core Rules based on the principles of:

## Respect

- Show respect at all times for teachers, school staff and helpers by following class rules, speaking courteously and co-operating with instructions and learning activities.

## Be Fair

- Treat each other with dignity and respect by talking to others in a polite and courteous manner.

## Be Responsible

- Behave safely, considerately and responsibly and care for property belonging to themselves, the school and others.

## Participate

- Attend every school day unless they are legally excused, be in class on time and prepared to learn.

## Care

- Maintain a neat personal appearance by wearing school uniform and assist to maintain a tidy classroom and school environment.

## K-6 PLAYGROUND RULES

1. Always play safely.
2. Always be able to be seen by a teacher.
3. Always sit down when eating outside.
4. Always wear a hat outside.

## WHOLE SCHOOL RULES

### **Be Organised:**

- We attend school each day
- We get to lines and class on time
- We stay within bounds

### **Be Confident:**

- We wear full school uniform with pride
- We do as we are asked and follow instructions
- We try new activities and speak up for ourselves appropriately

### **Be Resilient:**

- We stay calm, cool and collected when faced with a challenging situation or when someone is not being nice
- We control ourselves by not fighting or not staying away from others for too long when we are upset.
- We calm down in a reasonable time after being upset.

### **Be Persistent:**

- We care for our own, others and school property.
- We try our best and don't give up.
- We follow class and school rules.
- We don't give up on new activities straight away; even if they seem difficult at first.

### **Getting Along:**

- We act in a safe and considerate way at school and when travelling to and from school.
- We speak and act in a kind and friendly way
- We show respect for other students, school staff, parents and visitors.
- We work and play fairly.

# STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR AND EFFECTIVE LEARNING

In promoting positive student behaviour and effective learning all members of the school community have rights and responsibilities.

## Student Rights and Responsibilities

All members of the school community have rights and responsibilities. The rights and responsibilities of STUDENTS at Armidale City Public School are:

- **Safety** - the right to feel safe and the responsibility to respect other people's right to feel safe.
- **Communication** - the right to express your views to others in an appropriate manner and the responsibility to listen to and consider the views of others.
- **Justice** - the right to be treated fairly and with respect by the whole school community and the responsibility to treat others fairly and with respect.
- **Learning** - the right to learn at the appropriate level in a safe and secure environment and the responsibility not to infringe upon others' rights to learn nor upon the teachers' right to teach.
- **Support** - the right to have your individual needs appreciated and addressed and the responsibility to acknowledge that other students may have special needs which deserve attention, support and understanding.

## **Parent Rights and Responsibilities**

Parents can expect to:

- Be treated fairly and with respect by the whole school community
- Be given the opportunity to express their views to others in an appropriate manner
- To be provided with timely and relevant information regarding their child's academic and social progress

Parents are expected to:

- Assist their children in understanding their rights and responsibilities.
- Send their children to school every day, on time, in a calm and receptive frame of mind with the necessary materials for their classes
- Make every effort to ensure the children are dressed in the correct school uniform
- Communicate with the school personally, in writing or by telephone to inform the school of any issues relating to the learning and wellbeing of their children
- Support parent initiatives of the School Council and P&C Association
- Support their child's learning by assisting their children with homework, returning notes promptly, supporting initiatives such as drug education, live life well, child protection, excursions, special days and attending Parent Teacher interviews.

## **Staff Rights and Responsibilities**

Staff can expect to:

- Be treated with respect and spoken to in a courteous and professional manner by all members of the school community
- Be given the opportunity to express their views to others in an appropriate manner

Staff are expected to:

- Abide by the DoE's Code of Conduct and perform their duties efficiently and effectively with integrity and objectivity
- Offer a curriculum that will challenge students to develop their capacity to apply knowledge and skills in a range of situations and meets DoE requirements.
- Develop teaching practice that motivates, challenges and involves students and develops self-confidence and self-esteem.
- Provide a safe, supportive environment conducive to participation by all members of the school community and where everyone is treated with courtesy and sensitivity.
- Foster parent and community participation in our school and pride in public education

# PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

## Strategies to Reward and Acknowledge Student Learning and Positive Behaviour.

All students will be encouraged to achieve to their potential and value learning by providing:

- Immediate acknowledgement, verbal praise, smiles and gestures
- Commendations by class teachers, for consistent effort and following school rules, issued to children.
- Regular review of student progress towards the achievement of awards, at stage meetings
- Classroom rewards—stickers, certificates
- Student names and achievements to be published in the Blue and White
- Citizenship Awards—Citizenship is being an active, thoughtful citizen who engages in civic activities which promote the spirit of co-operation, tolerance, care and responsibility. A school citizenship award is a commendation awarded to students in K-6 who display citizenship in any individual, group, class or whole school activity outside the normal school hours. These activities include participating in the Fete, Anzac Day March, Autumn Festival and Working Bees. Students can be given a commendation (in the form of a certificate) by any member of the school staff. Commendations are handed out at morning lines. Students who receive three commendations will be eligible for a bumper sticker which is presented at a K-6 Assembly. Commendations can be used from one year to the next. It does not have to be three commendations in one year. In cases where students have saved more than three commendations, only one sticker will be awarded

## Recognising and Reinforcing Student Achievement:

All students will be recognised and encouraged to achieve highly by:

- Awarding of 'YCDI' wrist bands to students demonstrating their use of the keys.
- Displaying student work in the classroom, hallways and school foyer.
- Recognition at school assemblies and annual presentation days.
- Visiting Assistant Principals and Principal with amazing work.
- Participation in University competitions, sporting competitions, public speaking, creative arts and debating competitions.
- Articles in the Blue & White.
- Explicit explanation by teachers of their expectations.

## 'YCDI' RECOGNITION SYSTEM

'You Can Do It' wristbands are awarded to recognise students who display the attributes of the 5 keys - Persistence (Purple), Confidence (Yellow), Emotional Resilience (Red), Organisation (Orange) and Getting Along (Green).

Bands will be presented by class teachers when students have displayed the appropriate attributes as recognised by teachers and peeps. This can be in class, the playground, 'YCDI' groups and other school-based activities.

Students who receive all 5 wrist bands will be awarded an Armidale City Public School 'YCDI' band in recognition of their achievements.

The different keys will be focused on in the following terms:

**Term One** - Organisation/Getting Along    **Term Three** - Persistence

**Term Two** - Confidence

**Term Four** - Emotional Resilience

## BEHAVIOUR SUPPORT

Our Wellbeing system seeks to maintain a happy, purposeful atmosphere where all in the school community can learn and where students can develop independence and responsibility. All incidents of unacceptable behaviour-both in the classroom and in the playground-will be documented on Sentral.

Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.

If a student is not utilising their 'Keys to Success', the teacher will discuss with the student the key not being effectively utilized and provide suggestions and strategies to change their behaviour and give the student the opportunity to make better decisions about their actions.

### **Strategies implemented to promote good behaviour:**

- Staff and students being prompt at all times
- Explicit explanations by teachers of their expectations
- Consistent implementation of school rules and routines
- Students must have a blue tag from the teacher to leave classroom or playground
- Recognition of positive behaviours
- Duty teachers to move around playground and be visible and alert
- Care and be fair
- Follow up of all playground/classroom incidents in a timely manner to avoid escalation
- Open lines of communication between staff, parents and students

### **Strategies implemented to manage inappropriate student behaviour**

**Focus:** Good/bad behaviour is something students choose.

**Focus:** If students choose inappropriate behaviour they also accept the consequences of their behaviour.



**Students Causing Concern** - where the teacher is concerned about the lack of cooperation and behaviour resulting in non-completion of tasks or non-compliance with rules:

**In The Playground** the teacher will:

- Engage in timely discussion between the student, class teacher and possibly the stage supervisor to develop strategies to address the behaviours causing concern.
- Have students accompany them on duty
- Remove students from play to sit in a supervised area or the Assistant Principal's room or Principal's office.
- Complete a written record of behaviour and record on Sentral to indicate action taken and whether the matter is finalised or requires further follow up.

**In the Classroom:**

Each classroom will display the discipline plan which consists of:

- Rules that the students must follow at all times based on the 5 'YCDI' keys.
- Positive Recognition that students will receive for following the rules (these are negotiated in each class)
- Consequences that will result when students choose not to follow the rules (these are negotiated in each class and can include warnings, moving the child, ignoring inappropriate behaviours > praising appropriate behaviour, short detentions, withdrawal from class activities, isolation from main group, time out desk, complete work in break time, send student to 'Buddy' teacher).

Teachers will engage in timely discussion with the student and possibly the stage supervisor to develop strategies to address behaviours causing concern.

All incidents of violent behaviour both in the classroom and in the playground will result in an immediate suspension.

### **Continuing Unacceptable behaviour, Violence and Dangerous Behaviour.**

**Students continue to cause concern if:**

- There has been no noticeable improvement in behaviour
- A pattern of non-cooperation in class or around the school is evident
- They have endangered the safety of other students
- They have failed to do something about their problems
- Their behaviour in and around the school warrants the following procedures

## Students:

- Will be interviewed by the Assistant Principal.
- Will have a letter sent home seeking early and positive support from parents or caregivers in resolving the difficulties the child has been experiencing.
- Will be placed on an in-school behaviour support program which may include a behaviour card.
- May not be allowed to take part in school functions such as excursions, social activities and representative sport.
- Will be monitored fortnightly by the Student Wellbeing Team.

## DOCUMENTATION- SENTRAL

The staff record all incidents of student behaviour and wellbeing issues on the school's computerized welfare system known as Sentral.

Misdemeanours are divided into three categories depending on severity. Information on Sentral is recorded in one of three categories:

**Minor Incidents:** Incidents that impact on classroom or playground practices but are considered to be minor breaches of rules or indiscretions by individual students.

Teachers will use normal classroom management strategies to deal with the incidents. Teachers will record on Sentral - this is to determine if a pattern is being established. Parents may not necessarily be notified for individual minor incidents.

**Major Incidents:** Behaviours that severely impact on other student's wellbeing or their learning.

Teachers will record the incident on Sentral and refer the matter to the supervisor who will determine the appropriate consequences for the behaviour (if required); establish a student welfare file for the student and refer their behaviour to the Wellbeing Committee. Parents may be contacted if students are involved in a major incident.

**Serious Incidents:** The teacher ensures the safety of all students; facilitates the administration of first aid if necessary and contacts the Principal or members of the executive. Documentation is prepared by the teacher (with witness statements - if relevant) and forwarded to the executive who will follow up with the appropriate consequence, contact the parents and enter the event onto Sentral.

Serious misbehaviours may result in either a short or long suspension. If a student is suspended and/or there is an ongoing pattern of unacceptable behaviours (supported by documentation), the student may not be permitted to represent the school or participate in school privileges such as excursions or special programs. If this is enforced, it will be for a period of 2 weeks following a short suspension and 4 weeks following a long suspension depending on the recommendation of the school's Learning Support Team and the Wellbeing Team. However, all final decisions are made by the Principal.

School leadership privileges may be reviewed if a student demonstrates a pattern of unacceptable behaviours recorded through school documentation.

**Suspensions:** If a suspension is deemed the appropriate consequence for a student's behavioural choices then the school will follow the procedures set out in the DoE's Suspension and Expulsion Guidelines.

If a student is suspended they **cannot** return to school until a resolution meeting involving the parent/carer, student, Principal and where possible the classroom teacher has been conducted to develop a strategy to facilitate the student's successful return to school.

Parents and guardians will be provided with work for their children during suspensions and students in Years 5 and 6 will be encouraged to access the Karayuna Centre (Suspension Centre) at Drummond Memorial Public School during the period of the suspension.

**Short Suspensions:** These vary in duration from 1 - 4 days, due to the severity of the offence. The student is unable to participate in school events whilst on suspension and participation in school activities will be subject to Principal's discretion for up to two weeks after they return to school.

The classroom teacher will supply work for the student to complete at home during the suspension.

The Wellbeing Team and the Counsellor will be informed of the suspension. The suspension will be recorded on the electronic suspension register on ERN and Sentral.

A copy of the resolution meeting agreement will be completed by parents, the Principal and the student on their re-entry to school.

**Long Suspension:** These vary in duration from 5 - 20 days, due to the severity of the offence. The student is unable to participate in school events whilst on suspension and participation in school activities will be subject to Principal's discretion up to four weeks after they return to school. All long suspensions must be with the approval of the Director, Educational Leadership.

An early resolution may be sought from the Principal.

The classroom teacher will supply work for the student to complete at home during the suspension. The Karayuna Centre will be notified of all long suspensions and will contact parents regarding involvement in their program.

The School Counsellor will prepare a report for the Director on all long suspensions.

When a student has been suspended for violence a risk assessment is to be completed on the students return to school and presented to staff to ensure a successful and safe return to school.

A copy of the resolution meeting agreement will be completed by parents, the Principal and the student on their re-entry to school.

## **Mobile Phones:**

Armidale City Public School has developed a policy relating to the use of mobile phones and electronic devices. This is based on the DoE's Legal Services Bulletin - February 2005 in relation to mobile phones.

School excursions:

- Staff will develop risk assessments as part of excursion planning. If staff deem that mobile phones are a security risk and/or inappropriate calls cannot be monitored, students will be asked not to bring them or to have them stored securely by staff until the completion of the excursion. (See Mobile Phone Policy 2012)

## **School Excursions:**

Students must have parental permission to attend school excursions.

Any student who has been recorded at risk for inappropriate behaviour prior to the excursion is required to have Principal permission to attend. Any student who is suspended and/or there is an ongoing pattern of unacceptable behaviours (supported by documentation) may not be permitted to attend an excursion or represent the school. Parents are to be invited to an interview to discuss the possibility of their child not attending an excursion prior to departure.

Students are expected to be in their uniform (when necessary) and represent Armidale City Public School with pride whilst out in the community on an excursion.

(For further details see Armidale City Public School Excursion Policy)

## **Attendance:**

All student attendance at Armidale City Public School is monitored as per the DoE School Attendance Policy (PD/2005/0259/V07), Student Attendance in Government Schools Procedures 2015 and Exemption from School Procedures. Regular attendance at school is essential to assist students to maximize their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

Parents are required to explain the absences of their children from school promptly and within seven days to the school.

## **HOMEWORK**

**Purpose: Homework enhances and reinforces the learning and development of students and encourages and supports parental involvement in student learning, and the home/school partnership.**

### **Aims:**

- To establish regular patterns of homework and to develop sound working habits in each student.
- To provide interesting and stimulating homework activities designed to enrich, extend and/or reinforce concepts learned at school
- To provide an opportunity for parents to become involved in their children's education, to be informed as to the curriculum content being covered at school, and to have an indication of the level at which their children are achieving.
- To support students in the development of skills, knowledge and concepts according to their own stage of development.

### **Implementation:**

Homework allows students to revise, reinforce and share work done in the classroom with their family. Homework in primary school also assists in establishing study patterns for later years. Unknown work should not be set for homework and homework should not take an excessively long time to complete. Self-directed and project work are at the student and family's discretion. School work at home should be considered in the context of rest, relaxation, recreation, family responsibilities and other activities. Homework will be marked regularly.

Any concern relating to homework should be addressed to the child's teacher. Homework should not be a source of conflict between parent and child.

Student homework application will be updated in the student's written report each term.

## **PROCEDURES:**

**Homework is generally not given on weekends or holidays.**

### **KINDERGARTEN-(10 minutes)**

Children are asked to read each school night and to learn spelling words later in the year and complete unfinished work, follow up lines of enquiry that have developed during the day, etc. We would appreciate it if you could help us in the supervision of these tasks. By working together we can develop good routines at an early age from which your child will benefit.

### **YEARS 1 AND 2-(15 - 20 minutes)**

1. A weekly homework sheet will be sent home each Monday.
2. A daily 15 minute reading session - to a parent, an older sibling, silently or to a younger child. We will ask that parents sign a "Record of Home Reading" card.
3. Spelling - each school night, revise the week's list.
4. From time to time, children will be asked to complete a writing task, undertake incidental research related to classroom topics, and complete "projects".

**Children will be trained to take responsibility for their own learning.**

### **YEARS 3 AND 4-(20 -30 minutes)**

Throughout Stage 2 it is important that children begin to accept greater responsibility for their own learning. Completing homework is an important part of this process.

1. Each class in Stage 2 will provide homework sheets each week. On these sheets there will be a list of different questions, including some NAPLAN style questions. The NAPLAN questions will be focussing more on spelling, grammar and punctuation to expose Year 3 students to NAPLAN type questions and reinforce how to complete the questions for Year 4 students. In addition to this, there will be a topic question for selected students to present to the class on the Friday of that week.
2. Mathematics homework will be the responsibility of each classroom teacher.

Homework is monitored. We also encourage parents to monitor homework.

## **YEAR 5 AND 6-(30 minutes)**

1. Homework will be recorded in diaries each day or on the weekly homework sheet.
2. It is expected all children will complete homework. If parents wish to exclude their child from any particular homework task, they are asked to initial and sign the task in the diaries.
3. Parents will be informed if homework is not being done. It would be appreciated if you would monitor your child's homework and comment if necessary.
4. In addition to regular homework, students are encouraged to read for approximately 15 minutes each evening and to engage in appropriate skills practice such as development of tables and combinations, and a review of language and spelling skills and strategies.

## **UNIFORM**

**Purpose:** A school uniform identifies children with a school, promotes student allegiance and it also acts as a means towards providing equality amongst children, regardless of socio-economic background.

### **Aims:**

- To encourage pride in 'our' school.
- To provide security and identification for children travelling to and from school.
- To encourage wearing of school uniform as it enhances school spirit and pride.

### **Implementation:**

- School community determines the standards of dress with consultation of staff, students and parents.
- Once endorsed by school community, the Principal will support the implementation of this policy but will be responsive to economic, personal and social factors.
- No student can be prevented from attending school, or placed in a position of embarrassment because he or she is not wearing a school uniform.
- The wearing of a school uniform is not compulsory, however, "adherence to the standards of dress determined by the school community" is encouraged as a result of an agreed statement of principles.
- Children in sporting teams will be required to wear the school's sport uniform when representing the school.

### **Evaluation:**

Regular evaluation should occur with the P&C of the uniform policy.

**Memorandum:** School Uniforms - Amended Policy (2001)  
The Student Welfare - Discipline Policy (2001)