Student Welfare and Discipline Policy
CONTENTS

- School Hours, Pupil Supervision and School Canteen.

- School Attendance and Home/School Communication.

- Medical Emergencies, Administering Medicine and Immunisation

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- Learning Support Team

- School Values and Beliefs

- Practices Designed To Recognise Student Achievement and Promote Effective Learning

- Strategies To Address Appropriate and Inappropriate Behaviours

- Behaviours Resulting In Consequences, Follow Up Process and Monitoring

- Anti Bullying
Established in 1852, Seaham Public School has a long history of service to its community. For most of that time the school was a one teacher school but over the years a rapid growth in enrolments has occurred as new subdivisions have opened up.

Seaham School has always been very environmentally aware and we have won several special awards and recognition for our efforts in Environmental Education.

Seaham Swamp and the Cattle Egret breeding grounds are of particular significance to our pupils. We have adopted the Cattle Egret as our school logo.

What makes Seaham Public School so Special?

Our school is an organisation created for the benefit of children; a place where they are educated in a caring, supportive environment.

At Seaham School, excellence in the basic skills is promoted with each child being encouraged to develop to his/her potential.

Our teaching staff is a dedicated group, guiding the academic, social and physical growth of each child. In this task the community and staff work together to achieve our goals.

Creative and Practical Arts

While there is an emphasis on the acquisition of the basic skills, Seaham Public School also promotes sporting and cultural growth. Children have the opportunity of becoming involved and to compete in a wide variety of sports.

Seaham Public School promotes cultural growth. We have a School Choir and children have the opportunity to perform in dance as well as singing in School Musicals and to become involved in Starstruck.

Pupils of Seaham School have won acclaim in Writing, Debating and Public Speaking and each year our pupils compete very successfully in the Hunter Region Math's Competition. Seaham School provides a balanced curriculum in the Key Learning Areas:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment
- Personal Development, Health and Physical Education
OFFICIAL SCHOOL HOURS
AND PUPIL SUPERVISION

8.30 am  Playground supervision
9.00 –11 am  Session One
11.00-11.25 am  Recess
11-25-12.40 pm  Session Two
12.40-12.50 pm  Eating Lunch
12.50-1.15 pm  1st half Lunch
1.15-1.40 pm  2nd half Lunch
1.40-3.00 pm  Session Three

When arriving late for school, students are required to go to the school office for a note, with a parent/carer or a note explaining their lateness. When parents/carers are needing to collect their children early from school, they must first come to the school office to sign their children out of school, where they will receive a note to the class teacher.

In the interest of pupil safety, we urge all parents in private cars to only drop off and pick up pupils in Still Street at the front entrance to the school. Children exit via the pedestrian gate. Parents are asked not to block this exit with vehicles. There are two staff only car parks. There is a concrete path from the Kinder building through the car park where the children can enter or exit school. The other car park near the school canteen is out of bounds for children and parking. Still street can become very congested and a dangerous area when cars park. A safe alternative for parents is to park in the Warren Street car park, across the road from the school, where parents are able to walk over to collect their child.

Bus children and those who walk home via Warren Street, are taken by a teacher and supervised onto the bus or across the road.

SCHOOL CANTEEN

Our school canteen operates for lunches on Mondays, Wednesdays and Fridays. It is a modern facility and conforms to the Department of School Education & Communities policy by selling nutritious food.

Lunches orders are placed in a box in the child’s classroom.

The canteen’s profits are used to provide extra resources for our pupils. Canteen workers are volunteer parents.
SCHOOL ATTENDANCE

Government legislation requires that students of school age (5 before 1 August), attend school and that parents or care providers are obligated to ensure that attendance. Teachers are responsible for daily monitoring of attendance.

Written Notes

When children are absent from school a written (or verbal phone message) explaining the absence is needed on the day or when the child returns to school.

Unexplained Absences

Recently the Department of School Education & Communities has been concerned about rising levels of truancy across the state. The Department’s response to this problem is to direct all school Principals to advise parents within two days of an unexplained absence, that the child has been absent on a particular date and request the reason for that absence.

HOME/SCHOOL COMMUNICATION

1. Written Communication

Parents are asked to provide a written note in the following instances:

· explaining the reason for a child’s absence from school (as outlined above)
· explaining the reason for a child being late to school.
· indicating a change of address, phone number, scripture group etc
· inability to join in sport/games
· medical condition
· requesting medication to be administered (form to be completed)
· permission to leave school grounds.

2. School Newsletter

Every Thursday the Seaham School Newsletter is sent home via the eldest child in each family. It is also uploaded weekly to our website. www.seaham-p.schools@nsw.edu.au

As the Newsletter contains much information on school activities, parents are advised to look for the Newsletter each week.

On other occasions class teachers may send notes home with information concerning activities in that class.
MEDICAL EMERGENCY

If a child becomes ill at school or has been involved in an accident at school, we make every endeavour to contact parents. For this reason parents are asked to supply current telephone numbers at home and at work and those of a ‘contact person’ nominated by parents in case of emergency.

If parents cannot be contacted and the child is in need of medical attention, an ambulance will be called to transport the child to hospital. All children enrolled at this school are automatically covered by Ambulance Cover arranged by the school.

Minor abrasions are treated by staff and communicated with the child’s teacher so further observation can occur.

ADMINISTERING MEDICINE TO SCHOOL PUPILS

The Department of School Education & Communities has issued a policy concerning medication to be given at school.

Only **Prescription Medications** can be administered. Medications must be in their original packaging from the Pharmacy to verify that it is a prescription medication.

Prior to medication being accepted, parents/carers need to fill in an **indemnity form**, which is available at the school office. All medicines are to be clearly labelled with the child’s name, class and dosage. Medications are to be taken to the **office** upon arrival at school.

IMMUNISATION CERTIFICATES

Children beginning in Kindergarten must present an Immunisation Certificate at the time of school enrolment.

The Immunisation Certificate:

- reminds and encourages parents to have their child immunised against diseases which can be prevented by immunisation.

- helps identify children who have not been immunised. This means that if there is an outbreak of an infectious disease, such as measles or whooping cough in a school, children who are **not** immunised will have to stay home during the outbreak. This is for their own protection and protection of family and friends.
KINDERGARTEN ENROLMENT

Children who will attain the age of five years prior to 1st August in that year may be enrolled at school at the beginning of the school year.

The enrolment of eligible children in the kindergarten year is to commence on the second day of the school year. **Parents must produce a Birth Certificate and Immunisation Certificate to complete enrolment.** Please note that children can only be enrolled under their name on their birth certificate, unless a statutory declaration is provided by the enrolling parent indicating that the child has had no contact with the other parent and his or her whereabouts are unknown.

Whilst it is the intention that children be enrolled at the beginning of the year, parents who choose to enrol eligible children after the beginning of the year may do so up to the end of Term 2.

Children who attain the age of five years after 31st July, and eligible children not enrolled by the end of Term 2 must await enrolment to the beginning of the following year.

THE SCHOOL RULES

Our school will be a safe and happy place if we follow our School Rules.

1. Show respect for the rights and feelings of all school community members.

2. Respect and care for all school building, school property and the property of others.

3. Move sensibly in the school at all times.

4. Stay within the set boundaries in our school.
The Learning Support Team (LST) at Seaham consists of the Principal, the school counsellor, the Learning and Support Teacher (LAST), executive staff members and all classroom teachers.

The team supports the following students:
- Students with a diagnosed disability integrated into regular classrooms.
- Students identified as falling below stage outcomes.
- Students achieving band 1 in NAPLAN literacy and numeracy.
- Students with identified behaviour concerns.

The process for teachers identifying students who may require additional support includes:
- Firstly making contact with parents to discuss concerns. This may also help to indicate if any home or family factors are contributing to the issue.
- Complete LST teacher referral and ask parents to complete parent referral form if they have any concerns. (See appendices). Completed forms need to be taken to stage meetings and relayed to executive.
- Attend LST meeting and act on any follow up outlined during the meeting.

The process for executive identifying students who may require additional support includes:
- Record welfare minutes from stage meeting and collect LST referral forms ensuring that all relevant material is included and parent permission has been sought.
- Share this information with the Principal at the next executive meeting or sooner if there is an identified risk.

The process for the Principal identifying students who may require additional support includes:
- Share information with the counsellor at the next formal LST meeting or sooner if there is an identified risk.
- Act on follow up and work with parents, teachers and the executive to ensure any identified strategies are implemented and monitored.
- Organise and manage LST meetings for specific students.
**SCHOOL VALUES AND BELIEFS**

The student welfare procedures and practices that operate at Seaham Public School are designed to promote effective learning for all students in a happy and safe environment. These policies and practices are underpinned by the school rules which were derived from extensive community consultation and discussion with the entire school community: Students, Teachers, Parents and Community.

<table>
<thead>
<tr>
<th>At Seaham Public School we value:</th>
<th>At Seaham Public school we believe:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality Teaching And Learning</strong></td>
<td>We enjoy and value learning</td>
</tr>
<tr>
<td></td>
<td>We have high expectations for all</td>
</tr>
<tr>
<td><strong>Quality Relationships</strong></td>
<td>We respect ourselves and others</td>
</tr>
<tr>
<td></td>
<td>We talk and listen</td>
</tr>
<tr>
<td><strong>Quality Citizenship</strong></td>
<td>We look after our environment</td>
</tr>
<tr>
<td></td>
<td>We get involved in school</td>
</tr>
<tr>
<td></td>
<td>We celebrate our successes</td>
</tr>
</tbody>
</table>
Our school values and beliefs encourage the members of our school community to contribute in a productive and positive way to realise our values and school vision. Some roles and responsibilities are as follows:

<table>
<thead>
<tr>
<th>VALUE: Quality Teaching and Learning</th>
<th>We enjoy and value learning - We have high expectations for all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Should</td>
<td>Teachers should</td>
</tr>
<tr>
<td>• Try their best at school at all times.</td>
<td>• Give lesson that are needs driven and relevant</td>
</tr>
<tr>
<td>• Evaluate and reflect upon their learning.</td>
<td>• Encourage students to be actively involved in their learning</td>
</tr>
<tr>
<td>• Be in the right place at the right time.</td>
<td>• Be innovative</td>
</tr>
<tr>
<td>• Use resources effectively</td>
<td>• Foster positive contact with parents</td>
</tr>
<tr>
<td>• Model positive attitudes to school</td>
<td>• Evaluate and reflect upon their teaching</td>
</tr>
</tbody>
</table>

NOTE: School Rules to be displayed in every classroom and around the school.

NOTE: Responsibility of Principal to monitor teaching and learning in the classroom and programs to ensure strategies are implemented.

NOTE: Regular inclusion in school newsletter, P&C and other parent meetings.
## Quality Relationships

<table>
<thead>
<tr>
<th>We respect ourselves and others</th>
<th>We talk and listen</th>
</tr>
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<tbody>
<tr>
<td><strong>Students should</strong></td>
<td><strong>Teachers should</strong></td>
</tr>
<tr>
<td>• Be respectful of others and their personal space.</td>
<td>• Communicate openly and honestly.</td>
</tr>
<tr>
<td>• Use appropriate language</td>
<td>• Model positive relationships</td>
</tr>
<tr>
<td>Be polite and well mannered</td>
<td>• Be aware of and follow the DET Code of Conduct.</td>
</tr>
<tr>
<td><strong>Parents should</strong></td>
<td><strong>Parents should</strong></td>
</tr>
<tr>
<td>• Model positive attitudes to school</td>
<td>• Ensure regular student attendance</td>
</tr>
<tr>
<td>Attend parent /teacher interviews</td>
<td></td>
</tr>
</tbody>
</table>

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## Quality Citizenship

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<th>We look after our environment</th>
<th>We get involved in school</th>
<th>We celebrate our successes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should</td>
<td>Teachers should</td>
<td>Parents should</td>
</tr>
<tr>
<td>- Keep our environment clean and tidy</td>
<td>- Participate in extra curricular activities</td>
<td>- Value school uniforms</td>
</tr>
<tr>
<td>- Wear school uniform and hats</td>
<td>- Recognize student achievement fairly and consistently</td>
<td>- Attend P&amp;C Meetings, Canteens, Working Bees, assemblies, excursion where possible.</td>
</tr>
<tr>
<td>Participate in school activities</td>
<td>- Follow and support school policies and procedures</td>
<td>- Provide for the physical, medical and emotional needs of their child</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Support school policies and procedures</td>
</tr>
</tbody>
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**NOTE:** School Rules to be displayed in every classroom and around the school.

**NOTE:** Responsibility of Principal to monitor teaching and learning in the classroom and programs to ensure strategies are implemented.

**NOTE:** Regular inclusion newsletter, P&C and other parent meetings.
STRATEGIES TO PROMOTE POSITIVE BEHAVIOURS

- Commendations or recognition at assemblies, special school occasions and in structured and semi-formal situations
- Regular ongoing contact with parents or caregivers, in person, by letter or by telephone
- Engagement of Leadership Program where senior students are given specific roles in the playground. In 2012 their specific roles are:
  * Organize playground activities
  * Support younger students
- Recognition in the local community by individual or group participation in special events.
- Public acknowledgement, through the local media, of school and individual student achievements
- Reporting each semester. Teachers giving regular and positive feedback to students on an individual needs basis eg. Seaham Public School Merit System* stickers, class awards, monitoring bookwork, praise and ‘put up’ dollars**.

*Seaham Public School merit System – Students work through bronze, silver and gold award cards.
At the beginning of each year each student receives a bronze merit card. On the cards are 30 individual merits. Students earn merits for work and behavior both in and out of the classroom. Teachers inform the students in their class of how they can earn merits. All teachers can award merits to any student. When the merit card is complete the student receives an award at assembly and the appropriate reward. Rewards are held at regular times throughout the year. Students then progress onto the next level.

REWARDS
Bronze – held twice a year usually late term 1 or early term 2 and late term 2.
  - Small reward eg. Morning tea with the Principal
Silver – held twice a year usually late term 3 and late term 4.
  - Movie afternoon held at school.
Gold – held once a year end of term 4.
  - Excursion paid for by students eg. Movies or ten pin bowling.

If a child arrives during the year the class teacher will observe work habits and behavior and then place the child at the level they feel is appropriate.

**‘put up’dollars are given out to reward behaviour which directly or indirectly makes another person feel good about themselves or helps them in some way. During each term these dollars can be used to purchase items and attend special school functions.

STRATEGIES TO ADDRESS INAPPROPRIATE BEHAVIOURS

If a student’s behaviour is deemed inappropriate, the teacher in charge needs to take immediate action with the student. These steps should include;

- Reminder of rule and redirection.
- Reminder of rule and explanation of possible consequences.
- In class/ Playground time out.
- Buddy class time out (Executive support)
- Formal ‘Follow up’ on Tuesday or Thursday in follow up room.

In most cases a behaviour monitoring card will need to be completed and forwarded to the executive. The following lists behaviours which would lead to consequences. Behaviours from list 1 may not result in the completion of a behaviour monitoring card. Behaviours from list 2 and 3 should be recorded on a monitoring card. Behaviour from list 3 could result in a suspension warning or suspension.
Seaham Public School

Behaviours of Consequence (BoC)

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
<th>List 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Littering</td>
<td>Refusing to follow directions of staff</td>
<td>Violence</td>
</tr>
<tr>
<td>Out of bounds</td>
<td>Teasing another student</td>
<td>Bullying another student</td>
</tr>
<tr>
<td>Possible unsafe play</td>
<td>Repeated out of bounds</td>
<td>Deliberate unsafe play</td>
</tr>
<tr>
<td></td>
<td>swearing</td>
<td>Offensive behaviour</td>
</tr>
<tr>
<td></td>
<td>Unsafe play</td>
<td>Swearing at staff</td>
</tr>
<tr>
<td></td>
<td>Arguing/backchatting</td>
<td>Swearing at another student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vandalism school property</td>
</tr>
</tbody>
</table>

What happens to Behaviour monitoring cards once completed by teacher.

1. Classroom and Playground Behaviour monitoring cards forwarded to executive before lunch (if possible) or before the end of the school day and filed into black behaviour folder. If behaviours are from lists 2 or 3 (BoC) Principal will be informed and ‘follow up’ will occur at next break or before and formally in the follow up room on Tuesday or Thursday.

2. Serious Incidents or a continuation of incidents may result in communication with parents, suspension warning or suspension. It may also result in that student being suspended from his or her position of responsibility for a period of time while the behaviour is monitored.

N.B. If serious AND urgent incidents occur, e.g. students at risk of harming themselves or others, then Principal to be informed immediately and teacher to take action required to prevent harm of student or students.

Specific responsibilities of Executive staff

Executive staff are required to collect any behaviour monitoring cards, determine what (BoC) applies and liaise with Principal if required.

The Principal, or person relieving as Principal, has the right to immediately suspend a student according to current DET Suspension and Expulsion Procedures.

‘Follow Up’

‘Follow Up’ provides students the opportunity to reflect on their behaviour immediately and to have input from an executive staff member during this process. A follow up room will be available on Tuesday and Thursday. Students who display behaviours from list 2 or 3 (BoC) will be asked to attend this room.

‘Follow Up’ is viewed as part of the school’s response to maintaining an effective learning environment and good discipline throughout the school.
ANTI - BULLYING POLICY

Seaham Public School along with the NSW Department of Education and Training rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environment at Seaham Public School. This policy and the outlined consequences applies to all student bullying behaviour, including cyberbullying.

Definition: 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 can involve humiliation, domination, intimidation, victimization and all forms of harassment including that based on sex, race or disability, Conflict or fights between equals or single incidents are not defined as bullying.

Bullying another student is a ‘List 3’ behavior of consequence (BoC) which can result in a suspension warning or suspension.

APPENDICIES

1. Behaviour Monitoring Card
2. Notification of inappropriate behaviour letter
3. Suspension Warning letter
4. Suspension Letter
5. Learning Support Team Referral (Teacher)
6. Learning Support Team Referral (Parent / Caregiver)
SEAHAM PUBLIC SCHOOL

BEHAVIOUR MONITORING

Student Name: _________________________  Class: _______________  Date: _______________

Classroom / Playground / Library / Bus / Other:

Behaviour of Concern:

(Please circle)

**List 1**  **List 2**  **List 3**

Littering                      Refusing to follow directions of staff  Violence
Out of bounds                  Teasing another student                 Bullying another student
Possible unsafe play           Repeated out of bounds                 Deliberate unsafe play
Swearing                       Offensive behaviour
Unsafe play                    Swearing at staff
Arguing/backchatting           Swearing at another student
                                Theft
                                Vandalism school property

Details: ___________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Follow up:

_____________________________________________________________________________________

Interview/ witness notes attached:  Yes / No  Staff name: ________________________________

*All teachers have access to behavior monitoring cards in the classroom and the playground. These cards are forwarded to school executive for follow up (as per the monitoring process). All incidents are recorded on class lists. This lists and monitoring cards are stored in the Principal’s office for future reference and monitoring.*
（Insert Date）

Dear ___________________

I am writing this letter to inform you that ____________ behaviour at school recently has been unacceptable.

(Record behaviours of concern)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please discuss this with _______________ and reinforce with him/her that should his/her behaviour not improve a suspension warning or suspension may occur.

If you would like to discuss this matter further please contact the school to make an appointment.

Regards,

Craig Partridge
Principal
Formal Warning of Suspension: (Insert Behaviour of Concern)

(Insert Date)

Dear ________________

I am writing this letter to inform you that today I have formally warned ____________ that his/her behaviour at school recently has been unacceptable and should it not improve he/she will be suspended from school.

______________ has been withdrawn out of the playground and counselled by our school executive on how to behave more appropriately.

(Record behaviours of concern)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please discuss this warning with __________ and reinforce with him/her that should his/her behaviour not improve he/she will be suspended.

If you would like to discuss this matter further please contact the school to make an appointment.

Regards,

Craig Partridge
Principal
Notice of (Short/Long) Term Suspension

Dear ____________

This is to inform you that I have today suspended your child ____________ from Seaham Public School, consistent with the procedures of the Department of Education and Training for suspension and this school’s discipline code.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours, which led to the suspension, and to accept responsibility for changing their behaviour to meet the school’s expectations in the future. It also allows us time to plan appropriate support for ____________ to assist with a successful return.

___________ has been suspended for (Insert Behaviour). He/She has been suspended for _____ school days. He/She is to return to school on at (Insert time and date) for a suspension resolution meeting with the Principal.

Details of the incidents are as follows:
(Insert Details of incident here)

As a result of suspension, both you and I are required to do certain things.

I will:
• Seek your assistance and work with you in an attempt to resolve the matter.
• Hold a resolution meeting with you at the earliest possible time to discuss how the matter might be resolved.
• Arrange an interpreter for you if necessary.
• Provide you with a copy of the school discipline code and the Department's suspension and expulsion procedures (attached).

You are expected to:
• Assist me in resolving the matter
• Contact the school as soon as possible to arrange a time to discuss how the matter might be resolved
• Let me know if you need an interpreter
• Arrange a support person to accompany you to the meeting if you wish
• Be responsible for the supervision, care and safety of ____________ while on suspension
• Ensure that ____________ is aware that he is not to enter onto school grounds without my permission, except to attend the resolution meeting.

The school expects that ____________ will continue with his studies while suspended. His/Her class teacher will provide you with activities for ____________ to do at home whilst he/she is suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal. You may wish to contact Maitland School Education Area Office on 49313500 to discuss the appeal procedures.

Regards,

Craig Partridge
Principal