STATEMENT OF PURPOSE

Geurie Public School nurtures students through a variety of proactive programs to ensure that the core values of integrity, respect, honesty, excellence, responsibility, cooperation, participation, care, fairness and democracy are imbedded in all school practices.

As a school community we continue to:

• develop skills and positive attitudes to life long learning;
• harness the latest technology to assist us to excel in teaching and learning;
• develop partnerships based on mutual respect and shared goals;
• treat each other positively and respectfully in a safe environment; and
• build morale and the school profile.
The major elements of Geurie Public School policy focus on school processes to:

- Support student learning in safe and secure environments,
- Provide appropriate learning experiences and material for all students,
- Provide access to appropriate services,
- Provide communication links for students and parents/carers/supervisors,

Provide appropriate management strategies for maintaining student discipline.

Through Geurie Public School’s student welfare program the school aims to help students develop enjoyment from learning, communication skills, socially acceptable values, responsibility, dignity, self worth, self reliance, cultural identity and a caring attitude towards others.

Student Welfare encompasses all activities, strategies and resources utilized by members of the Geurie Public School community to enhance the well being of students. Teachers are committed to valuing each and every student enrolled in our school by helping all students to develop a strong sense of value through learning and effective engagement in the school and broader community.

Self discipline is an essential component of student welfare. Students need to know what constitutes appropriate behaviours and students must respect the rights of others to function and learn in a mutually supportive environment. If students behave inappropriately, consequences will be applied in such a way as to focus on building understanding and providing opportunities for restitution wherever possible.

All students enrolled in Geurie Public School may expect to participate as fully as is possible in the school’s curriculum with consideration being given to the safety and well being of all students. Quality curricula will often provide solutions to welfare and discipline issues.

During the school term, students are required to apply themselves with sustained effort, engaging in teaching and learning activities as instructed by their teachers. The school will provide assistance in situations where the counsellor, home school liaison officer or other student support staff are required or requested. Student participation will be reviewed regularly. Educational actions will be undertaken to support students, who are demonstrating lower than expected engagement in learning activities. Such actions may include development and implementation of personalised learning plans.

“All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, discrimination and victimization. To achieve this, all schools will maintain high standards for student behaviour.”

DET Student Welfare 2007
MY RIGHTS

1. I have the right to be **happy** at school.
2. I have the right to feel **safe and secure** at school.
3. I have the right to expect **my property** to be safe.
4. I have the right to **learn all I can**.
5. I have the right to be **helped with any problems** I might have at school.
6. I have the right to have a **pleasant, clean and healthy school and grounds**.
7. I have the right to be **treated as an individual** with respect and politeness.
8. I have the right to **make decisions and express opinions** that concern me.
9. I have the right to expect that the local community will **support and have pride in our school**.

MY RESPONSIBILITIES

1. - to play fairly and show good sportsmanship
   - to respect others’ feelings by not teasing or bullying
   - to make school a happy place
2. - to avoid any action or place that may be dangerous to myself or others
   - to not use or possess any illegal drugs, alcohol, tobacco or weapons
   - to tell a responsible person of any danger I find
   - to obey all school rules and help others to do the same
   - to respond to all reasonable requests from staff
3. - to keep my hands and feet to myself
   - to take good care of my own and other people’s property
   - to care for buildings, furniture, grounds and all equipment
4. - to be well behaved in class and not disturb others
   - to do my best at all times
   - to keep up with my work in class and also with homework
   - to attend school regularly and be punctual
   - to cooperate and work with my teacher and class mates
5. - to speak to my teacher if I have a problem
   - to understand that others may also need help
6. - to care for my school environment, by keeping it clean, tidy and free from litter
   - to return equipment to the correct place
7. - to learn self control and ignore silly people
   - to treat others fairly, politely and with respect
   - to listen when others speak
8. - to express my point of view politely, in the right place and time
   - to think about my choices
9. - to behave in a way which will bring credit to our school
   - to present myself in a clean and tidy manner
   - to wear my school uniform with pride
   - to represent the school to the best of my ability.
SCHOOL RULES

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

✓ Maintain a neat appearance, including adhering to the requirements of the school's uniform policy.

✓ Behave safely, considerately and responsibly, including when traveling to and from school.

✓ Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

✓ Treat one another with dignity and respect.

✓ Care for property belonging to yourself, the school and others.
Expectations of students during breaks and in the playground

Morning 8:30am—9:00am
- On arrival bags should be placed in class lines
- No use of footballs, basketballs or soccer balls on bitumen area
- Children are to play on bitumen area
- Tennis ball games, e.g. handball—can be played on bitumen area
- A teacher must be present in rooms if children are to go inside
- Bicycles—children to walk bicycles into school grounds and place bikes at racks and leave bike area promptly
- Lunch orders—placed at the canteen on Mondays

RECESS
- On being dismissed from class children are to promptly collect food from bags and leave the classroom / wet area / hallway
- Recess food is to be eaten on the back verandahs or grass areas
- If the canteen is open, lines are to be orderly—no pushing or letting others into line
- Bitumen and area in front of the classroom block is out of bounds
- No hat—no play in the sun! - Children must play on the verandah if they don't have a hat

LUNCHTIME
- Collect lunches promptly from bags and sit in the weather shelter
- Children are to leave lunch areas only after being dismissed by teacher who will check the cleanliness of area (approx 1:15pm)
- Children are not to enter buildings
- Games can be played on the field or bitumen areas
- No hat—no play in the sun! - Children must play on the verandah if they don't have a hat
- Grassed area in front of administration block and tree planting area is out of bounds
- Children exhibiting aggressive and outlandish behaviours are to sit in a designated area

AFTERNOONS
- On being dismissed, children are to leave in an orderly fashion
- Bike riders to walk bikes out of school grounds
- Children walking home are to leave the grounds promptly
- Children waiting for parents are to wait on the front lawn or weather shelter
- Children waiting are not to play games with sports equipment

NB The stairs are out of bounds to students. All students are to use the ramp.
Strategies for dealing with unacceptable behaviour

When unacceptable behaviour is considered minor which is in the 1 to 3 category of misdemeanors it will be dealt with by teacher concerned. These misdemeanors include:-

<table>
<thead>
<tr>
<th>MISDEMEANOR</th>
<th>CONSEQUENCES (Might include)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling out in class/disruptive noise</td>
<td>1-3</td>
</tr>
<tr>
<td>Out of seat without permission</td>
<td>1-3</td>
</tr>
<tr>
<td>Littering—classroom</td>
<td>1-2</td>
</tr>
<tr>
<td>Late to class</td>
<td>1-2</td>
</tr>
<tr>
<td>Swinging on chair</td>
<td>1-2</td>
</tr>
<tr>
<td>Running in building</td>
<td>1-2</td>
</tr>
<tr>
<td>Running on verandah, asphalt, ramp</td>
<td>1-2</td>
</tr>
<tr>
<td>Out of bounds</td>
<td>1-3</td>
</tr>
<tr>
<td>Unauthorised visit—office/sick bay</td>
<td>1</td>
</tr>
<tr>
<td>Whistling—inappropriately</td>
<td>1-2</td>
</tr>
<tr>
<td>Littering—playground</td>
<td>1</td>
</tr>
<tr>
<td>Ignoring bell</td>
<td>1</td>
</tr>
<tr>
<td>Late to assembly</td>
<td>1</td>
</tr>
<tr>
<td>Not telling the truth</td>
<td>1-5</td>
</tr>
<tr>
<td>Refusal to do/complete task</td>
<td>2-4</td>
</tr>
<tr>
<td>Refusal to assist with clean up</td>
<td>2-3</td>
</tr>
<tr>
<td>Leaving classroom without permission</td>
<td>2-4</td>
</tr>
<tr>
<td>Interference of other pupil’s work</td>
<td>4</td>
</tr>
<tr>
<td>Climbing fences/trees/buildings</td>
<td>3</td>
</tr>
<tr>
<td>Interference in others games</td>
<td>2-4</td>
</tr>
<tr>
<td>Failure to return sports’ equipment</td>
<td>2-3</td>
</tr>
<tr>
<td>Playing in toilets</td>
<td>2-3</td>
</tr>
<tr>
<td>Teasing/Bullying</td>
<td>2-3-4</td>
</tr>
</tbody>
</table>

Refusal to do/complete task 2-4
Refusal to assist with clean up 2-3
Leaving classroom without permission 2-4
Interference of other pupil’s work 4
Climbing fences/trees/buildings 3
Interference in others games 2-4
Failure to return sports’ equipment 2-3
Playing in toilets 2-3
Teasing/Bullying 2-3-4

Misdemeanors 4—6 will be referred to the Principal

Stealing 4-6
Lack of self-control 4
Refusal to follow directive 4
Throwing stones 5-6
Leaving playground without permission 2-4
Violence:
  - throwing stones 3-6
  - destructive use of equipment 5-6
  - verbal threat 5-6
  - offensive language 5-6
  - actual physical hurt 5-6
  - unprovoked physical hurt 5-6
Use/possession of:
  - alcohol, illegal drugs 5-6
  - weapons 6

- Remind of school rule
- Involvement of parents/caregivers
- Withdrawal from play
- Behaviour modification contracts
- Completion of assigned task
- Loss of privileges
- Detention
- Unable to attend excursion or represent school
- Counseling—School Councillor (with parent permission)
- Counseling—School Councillor (with parent permission)
- Behaviour Management Plan—Support Teacher Behaviour
- Suspension
- Expulsion

Should these measures not ensure the required change in the behaviour the child will be referred to the Principal
**Strategies to promote discipline and effective learning**

- provide appropriate curriculum to meet the needs of each student
- support children in achieving success in learning
- develop a small number of easily understood rules which are fair, clear and consistently applied
- discuss with parents their role in promoting acceptable student behaviour
- attend appropriate support programs, eg counselling, remediation, speech pathology, occupational therapy
- provide programs that develop self-discipline, self evaluation, communication and conflict resolution skills

**Practices designed to recognize and reinforce student achievement**

- the use of merit certificates, awards and other appropriate school based rewards
- ongoing regular contact with parents, eg letter, telephone, chat
- fostering positive relationships to promote public acknowledgment of the school and individual student achievements
- modelling of consistent manners, respect and caring by staff
- **CLASSROOM** Individual or group reward systems  
  Praise and encouragement  
  Class awards—including student of the week  
  Stickers, stamps, privileges
- **ASSEMBLIES** Performance Awards  
  Achievement Awards  
  Class Awards  
  Principal’s Award  
  Special academic and sporting awards  
  Student of the Week Award
- **PLAYGROUND** Win Bin  
  Incentive prizes  
  Privileges
- **CANTEEN** Good manners
Suspension, exclusion and expulsion from school

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

As long as the behaviour is unacceptable, the student’s continued enrolment will be in jeopardy.

The Principal will suspend, consistent with the procedures, any student who commits the following offences:

**Possession of a suspected illegal substance**

The Government firmly believes that schools must be places which are absolutely free of illegal drugs.

Suspension is to occur immediately if the substance is being touted, held out or passed off by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is in fact illegal.

Under arrangements made with the NSW Police Service, the substance will be identified within 48 hours of the material being handed to the police by the school principal. The cost of the identification to be charged to the Department of School Education; the Police Service will hold the substance pending any legal action.

**Violence**

Any student intentionally causing injury or threatening serious violence against an other student or a teacher is to be suspended immediately.

**Possession of a weapon**

Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately.

**Persistent disobedience**

The relationship between student and teacher should be based on mutual respect.

Students who, in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, are to be suspended.

**Criminal behaviour**

If behaviour is criminal or there is evidence of a suspected crime, the Police Service will be notified by the school.

Students, like the rest of the community, are subject to the criminal law.
The authority of the Principal

The Principal has the right to lead the establishment of effective learning environments in their schools.

Their responsibility involves ensuring the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment.

In this context, and consistent with policy, the Principal has the authority to suspend, exclude or recommend expulsion. Expulsion can only be approved by the Minister on the recommendation of the Director-General, following the principal’s submission.

Consistent with legislation and government policy, the principal has the authority to determine the conditions for a student’s continued enrolment.

The Principal will exercise this authority having regard to his responsibilities to the entire school community and the principles of procedural fairness and natural justice.

While the principal may delegate responsibilities with regard to student discipline to the staff, and cooperate with other members of the school council in determining local discipline policy, he/she remain ultimately accountable to the Director-General for the effectiveness of school discipline.

The responsibilities of parents

Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning.

The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers.

Working through their school council and duly constituted parent organisation, parents will be encouraged to contribute to the development of the School Discipline Policy. Subsequently, parents will be expected to support the school in the application of the policy and also, themselves, adhere to the school’s code of conduct.

There must be a partnership between parents, teachers and students to teach and promote socially responsible behaviour.
PROCEDURES TO FOLLOW

CLASS MISBEHAVIOUR

The class teacher has a BEHAVIOUR BOOK that serves as a student behaviour record and a communication tool for parents. Any teacher will write notes about a student who exhibits unreasonable, aggressive and/or disruptive behaviour during school time.

The procedure in place is:

- The teacher may warn the student up to three (3) times to obey instructions. The method is used to help the student correct their behaviour. If the student continues to misbehave then the behaviour is written into the Behaviour Book, the student placed in Time Out during their lunchtime and a courtesy note sent home to parents. Three/four entries over a short period of time may lead to a Warning Letter being sent to parents.

- If a student harms or bullies another student in any way then the action will be noted in the Behaviour Book, a courtesy note sent home to parents and also recorded as a school incident. The student will be given Time Out during their lunchtime. Blatant aggressive acts towards a teacher or student will result in suspension.

A LETTER OF WARNING

This is a letter sent home as a result of too many entries in the Behaviour Book in a given period. It is at the teacher’s discretion after consultation with the Principal when a warning letter is sent home.

If the student’s behaviour does not improve then a second letter will be sent and this will be a SUSPENSION WARNING.

SUSPENSION

This will occur after a SUSPENSION WARNING letter has been sent to the student’s parents and if the student’s behaviour has not improved or IMMEDIATELY in serious incidents as determined by the principal. Suspension processes must follow the Department of Education and Training policy guidelines.
SUMMARY OF BEHAVIOUR POLICY

Behaviour book entries

Continuing inappropriate behaviour

Inappropriate behaviour continues – suspension warning letter

Confirmation of inappropriate behaviour – suspension up to 20 days

RE ENTRY MEETING AFTER SUSPENSION:
The student and parents will meet with the principal to discuss future strategies and procedures concerning the students behaviour and learning.
**Student Welfare**

In order to more quickly deal with any student breaking the school rules we have devised in consultation with a parent group a form of swift notification for parents. Parents want to know if their child is behaving inappropriately at school so, if necessary, they can act further on the issue. Remember, however, that these notes are courtesy notes used as a communication tool. The school would already have established and put in place consequences for misbehaviour.

Parents are asked to sign and return notes to school to acknowledge that they have seen them. If teachers feel that a parent interview is necessary it will be noted on the form.

Any students repeatedly placed on detention will also follow the normal course of the school discipline code which can lead to suspension and even expulsion following the Department of Education and Training guidelines.

The list of no tolerance resulting in detention includes the following:

- **No swearing**
- **No back chatting**
- **No name calling**
- **No teasing**
- **No kicking**
- **No pushing**
- **No hitting**
- **No weapons**
- **No vandalism**
- **No throwing objects**
- **No bullying**
- **No stealing**
- **No refusal of staff instruction**

We ask that all parents strongly support this system to make our school secure and safe for all members of the school community.

The school does have the services of a school counsellor who assists with specific testing to help us establish individual work programs and access funding for teachers aides who work with individuals and groups. The counsellor also works with individual students in helping resolve personal issues so that they can better cope with their lives or schooling.

The school has access to other agencies to assist children with behavioural problems.

Staff are always willing to discuss student progress but we do ask parents to arrange an interview time.
Anti-Bullying Policy

Geurie Public School is a school community that stands up against bullying. We have identified bullying in schools and society as a concern and that we need to provide a safe and happy learning environment for all students.

**Definition:**
A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly.

**Rationale:**
The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

**Aims:**
- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community be alert to signs of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and cooperation at all times.

**Implementation:**
- Parents, teachers, students and community will be aware of the school’s position on bullying.
- The school will adopt a four-phase approach to bullying.

**A. Primary Prevention:**
- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- To provide programs that promote reliance, life and social skills, assertiveness, conflict resolution and problem solving.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
**Anti-Bullying Policy**

**B. Early Intervention:**
- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact school if they become aware of a problem.
- Students able to access the classroom with permission as a safe and quiet place.
- Public recognition and reward for positive behaviour and resolution of problems.
- “The Principal will be informed of all bullying incidents”.

**C. Intervention:**
- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school’s Discipline Policy.

**D. Post Violation:**
- Consequences for students will be individually based and may involve:
  - exclusion from class
  - exclusion from playground
  - school suspension
  - withdrawal of privileges
  - ongoing counselling form appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Classroom meetings.
- Support Structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.

Consequences for staff will be individually based and may involve:
- counselling
- a period of monitoring
- a formal support group
- disciplinary actions.

* Refer to the school’s “Reports of Bullying” flow chart.

**Evaluation:**
This policy will be reviewed with whole staff, student, parent and community input as part of the school’s five-year cycle.
Anti-Bullying Policy

Name: ________________________________
Class: ________________________________
When did the bullying happen?
_________________________________________________________
Where did it happen?
_________________________________________________________

What happened?
☐ Physical violence
☐ Verbal abuse
☐ Destroying/taking others property
☐ Speaking rumors/writing offensive material about others
☐ Threatening behaviour
☐ Isolating others from a group
☐ Sexual harrassment

Comment (if necessary): ________________
________________________________________
________________________________________
________________________________________

Witness: _______________________________
________________________________________

Student/Parent/Teacher Signature
Reports of Bullying Flow Chart

Playground

- Playground slip
  -Filed

- Time out or equivalent punishment

- Resolution
  - Incident filed

- Unresolved

Principal

- Parent Letter
  - Filed

- Further Action for repeated offences
  - Filed

- Parent Interview
  - Documentation

- Counselling

Classroom

- Behaviour book
  - Depending on type and number of entries

- Timeout
  - Discuss issue

- Resolution

- Unresolved
You can control what happens by following the action plan:

If you are being bullied or harassed in the playground...

- take a deep breath,
- look directly into the eyes of the person attempting to bully you,
- speak in a firm, clear voice and say loudly, “Stop that, I don’t like it!”,
- go directly to your teacher (or the playground teacher on duty if you are in the playground) if the attempts to bully you don’t stop and report what happened.

Any further incidents of bullying or threatening behaviour by the same person may result in him/her.....

- sitting in the time-out area in the playground or classroom,
- being on detention to consider more appropriate behavior,
- being referred to the Principal,
- having parents contacted by the school and informed of the bullying behavior.

If you witness bullying behaviour always challenge/report it.

Remember ...it’s up to you!
Take control of the situation.
When students, parents and staff work together we create a safe and caring environment.

Students! You can control what happens by ....

- following the action plan,
- not retaliating with physical or verbal bullying,
- telling an older person.

Parents! You can control what happens by ......

- watching for signs of distress in your child,
- listening to your child,
- giving assurance and support,
- discussing the action plan with your child,
- advising your child to tell a staff member,
- informing your child’s class teacher of suspected bullying,
- attending interviews at school.

Staff! You can:

- be role models in words and actions,
  - ensure students feel safe and valued in the classroom,
  - are listened to,
- be observant of signs of distress or suspected incidents of bullying,
- encourage students to ask for help when needed,
- report bullying to another teacher.