Lindsay Park Public School

Student Wellbeing Statement

Fair Discipline Code

“Learning for Living”
Student Wellbeing Statement

Lindsay Park Public School is a school that strives to provide opportunity and excellence. Its purpose is to provide a quality education in a challenging, supportive and caring learning environment in order for our students to be successful learners, experience wellbeing and build positive relationships.

The wellbeing of our students is integral to our commitment to the development of the whole child. Lindsay Park provides a harmonious environment which is accepting and supportive of students from a variety of socio-economic, cultural and religious backgrounds. The curriculum within each key learning area encourages students to be proud of their heritage and accepting of other cultures. The culture at Lindsay Park is marked by respectful relationships, with each individual taking responsibility for her own actions.

Our School believes that the following will create a positive and successful learning community:

- That the prime purpose of students being at school is to learn.
- Acknowledging individual differences and providing opportunities for all students to learn and succeed.
- Students learn most effectively in a safe, challenging and nurturing environment in which staff, students and parents can take pride in and celebrate achievement.
- In the importance of communication, cooperation and respect between parents, students and staff.

At Lindsay Park Public School we:

- Ensure that there is a high level of expectation so that students realise their full potential.
- Provide equity of access to a broad and enriching curriculum to all learners.
- Provide for the care and safety of all students.
- Implement structures that promote pastoral care.
- Pursue quality practice and management of programs and services.
- Develop respectful relationships between home and school, student and staff.
- Encourage students to be responsible for their own behaviour and choices.
- Empower students to become self-motivated, lifelong learners.

The Core Values

The NSW Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

- Integrity
- Excellence
- Respect
- Responsibility
- Cooperation
- Participation
- Care
- Fairness
- Democracy
Values are taught in the classroom to help our students to:

- develop a love of learning
- pursue excellence and high standards
- develop care and respect for themselves and others
- take pride in their work
- exhibit a strong sense of fairness and social justice have respect for and understanding of Australia's history including the cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia, and Australia as a multicultural society
- actively participate as citizens.

There are a number of policies, strategies and programs that are relevant to student wellbeing that the school is implementing. They include but are not limited to the following:

- Fair Discipline Code
- Core Rules in NSW Government Schools
- Anti-bullying Strategy
- Recognition and Achievement Policy
- Uniform Policy
- Anti-Racism Policy
- Attendance and Enrolment Policy
- Secure Internet Browsing and Email Policy
- Workplace Health and Safety
- Suspension and Expulsion of School Students
- Reporting to Parents Policy

**UPSTANDERS CODE**

Led by our Student Representative Council the 'Upstanders Code' has been introduced into our school. It defines our attitude to bullying, empowers our students and provides a framework to maintain a focus on this issue.

**Understand why bullies bully**
**Practise being kind and including others in games**
**Support any targets of bullies**
**Tell a teacher or parent if you know someone is being bullied**
**Ask yourself, ‘Would I want people to treat me like that?’**
**Notice any children who may need a friend like you**
**Do the ‘right’ thing and stop hurtful actions and teases**
**Encourage your friends to use ‘put-ups’ instead of ‘put-downs’**
**Respect people’s differences**
Fair Discipline Code

A safe learning environment covers the physical and cyber spaces students engage in for school activities. By applying consistent school-wide rules and consequences that are:
- collaboratively developed with students and the broader school community;
- clearly explained;
- positively enforced;
- rewarding of good behaviour;
- providing pastoral care for students;
- maintaining a physical space, including cyber environment that maximises staff and student safety;
- supporting staff wellbeing.

Lindsay Park Public School aims to achieve the best learning outcomes for each child.

Core Rules

The NSW Government has defined a set of core rules for all Department of Education and Communities schools. These are:
- 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
- no illegal drugs, alcohol or tobacco
- peaceful resolution of conflict
- adherence to the standards of dress determined by the school community
- compliance with all school rules and the Fair Discipline Code.

Inclusive of those listed above Lindsay Park Public School students are expected to:
- Care for self and others;
- And,
- Care for their environment.

The Role of Parents and Carers

When parents enrol their children at our school they enter into a partnership with the school staff. This partnership is based on mutual respect and a level of shared responsibility. The partnership aims at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

The precise character of the partnership between parents, teachers and students will be unique to each student. There are, however, certain expectations in common to all such partnerships.

The school expects parents and carers to play a role in the implementation of this policy by:
- Advocating for their child;
- Helping the school to understand their children’s needs;
- Informing the school of circumstances which may affect their children’s learning or behaviour at school;
• Assisting their children to understand what is required of them at school;
• Working with the school to resolve difficulties that may arise;
  And
• Supporting their children to be successful learners by encouraging good attendance, punctuality and engagement with their learning activities.

**The Role of Teachers**

The role of teachers is to teach and guide learning, while safeguarding the well being and right to learn of all students. Teachers:

• Ensure a safe and secure environment;
• Foster mutual respect and positive relationships, centred around their positive relationship with each child;
• Maintain a classroom and school environment conducive to good learning;
• Provide active supervision of students at all times;
• Provide a dynamic, challenging learning program;
• Will ensure that the class is aware of their expectations;
• Foster understanding of choice and consequence;
• Model and reinforce the values which underpin harmony in a diverse society;
  And,
• Listen to and respond to the concerns of the students;

Discipline is best when all parties have clear expectations about the behaviours, which are acceptable. For our students this means that they have an understanding of their rights and responsibilities.
Rights and Responsibilities of the Student

<table>
<thead>
<tr>
<th>You have the right to a safe school</th>
<th>You have a responsibility to make our school a safe and friendly place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This means that Lindsay Park Public School should provide safe classrooms, equipment and rules to ensure your safety at school.</td>
<td>This means you do not hurt, intimidate or bully other students. You also need to use equipment carefully. You should follow school rules and wear the correct uniform.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You have the right to a quality education at school.</th>
<th>You have a responsibility to work to the best of your ability.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This means that you should be able to learn and perform to the best of your ability.</td>
<td>This means you need to actively listen, ask questions to clarify meaning, participate willingly and work well.</td>
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<thead>
<tr>
<th>You have the right to express yourself and to be an individual at school.</th>
<th>You have the responsibility to accept others, respecting their opinions, beliefs and values.</th>
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<tbody>
<tr>
<td>This means that you may talk freely about your ideas and feelings, when appropriate and without hurting others and that you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.</td>
<td>This means that you do not bully other students for any reason.</td>
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<table>
<thead>
<tr>
<th>You have the right to tell your side of the story</th>
<th>You have a responsibility to tell the truth.</th>
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<tbody>
<tr>
<td>This means that your side of the story will be heard, if you are accused of breaking a rule.</td>
<td>As hard as it can be at times, answering the ‘what happened’ question honestly will mean the problem can be sorted quickly. Not being honest causes more problems and makes things worse.</td>
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<thead>
<tr>
<th>You have the right to learn without being disturbed.</th>
<th>You have a responsibility to allow others to work without being bothered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This means that others should not interfere with your learning, disturb the learning space or hurt your feelings.</td>
<td>This means that you are a positive member of your class and you do not disturb or interfere in the learning of others.</td>
</tr>
</tbody>
</table>

It is essential that all students develop an understanding that they own, and are responsible for their behaviour. It is one of our aims to develop in all students a clear understanding of the ways in which their behaviour affects themselves and others. It is then equally essential that the owner of the behaviour understands the consequences which follow from the behaviour.
Strategies to promote Good Discipline and Effective Learning

Lindsay Park Public School aims to develop a school climate supportive of positive behaviour, efforts to build positive interactions, appropriate instruction, and ongoing close supervision. The impact of this is in part to reduce or prevent behaviour problems from growing to crisis proportions and requiring disciplinary consequences. Creating a caring school community and climate. We strive to create and implement programs and procedures that attend to patterns of good communication and problem solving, having clear patterns of authority and decision making, procedures for developing and implementing rules and helping students feel they belong and are welcome.

Our school encourages effective discipline by:

- Efforts to build positive adult-student relationships.
- Supporting and growing parental involvement in the school.
- Character education/consistent school values. Our school curriculum and organization features and promotes the development of fundamental values in children.
- Early identification and intervention of students deemed “at risk
- The development of mediation skills and strategies in our students.
- Bullying prevention and intervention strategies and programs.
- Developing conflict de-escalation skills through specific training for staff and students.
- Implementation of a clearly defined school-wide discipline program that has a common terminology and consistent approach to discipline across school staff.
- Positive office referrals/recognition. Programs that “catch students being good” and identify, reward, and celebrate individual students for appropriate behaviour (e.g., attendance, being on-time, improving grades, meeting behaviour goals).
- Having a clean and positive physical environment.
- Providing appropriate curriculum based on Board of Studies requirements and DEC guidelines, policies, programmes and strategies to address the needs of each student;
- Encouraging the presentation of this curriculum in a way which motivates and encourages the active participation of children in the learning process;
- Actively teaching the values of our school system;
- Supporting children in achieving success in learning;
- Providing recognition and reward for positive achievements and behaviour through a system of class and playground merit awards;
- Celebrating achievement;
- Recording all discipline concerns and taking appropriate actions including notifying the student’s parents where warranted; and
- Maintaining a small number of easily understood rules which are fair, clear and consistently applied.

The following are examples of programs that have been introduced to support good mental health in students.

**Buddy Classes** – Each senior student is paired with a Kindergarten student, with the older student supporting and working with the younger child. The aim of this program is to build and strengthen relationships throughout the school, provide good role-modelling, and build care, respect and tolerance with, and for, each other.

**Student Council** - The Lindsay Park Student Representative Council plays an important role in the school’s decision making structure. It provides a vehicle for the important ‘student voice’ to be heard in an official capacity. The SRC also provides opportunities for its
members to develop leadership skills and give them the opportunities to represent their
class and the wider community. Members are given the opportunity to think and act in a
manner which benefits a wide range of people within the school.

**Special Interest Groups** – A range of enrichment and extension programs, activities and
groups provide opportunities for students to engage in activities which extend their thinking
and help build relationships through common interests.

**Transition Programs** – The school provides transition programs at key points such as
starting Kindergarten, moving into Year 3 or Year 7 to assist students and parents
successfully coping with change.

**Leadership Programs** – All Year 6 students are encouraged to take on a wide variety of
leadership roles as part of their senior school responsibilities. As example, these roles
include: ICT Peer Leaders, House Captains, School Captains and Library Monitors.

**Anti-bullying Strategy** – Each year all of our students will participate in a range of
programs and initiatives that are designed to develop their capacity to deal with issues and
to reduce the opportunity for a situation to occur in the first place.

**Student Support Team**

Students who continue to experience relational difficulties or exhibit anti-social behaviours
are offered additional support and skill development by members of the Learning Support
Team which includes:

- School Counsellor;
- Learning Support Teacher;
- Assistant Principals;
- Reading Recovery Teacher;
- Class Teachers;
  And
- Where necessary referral to outside government or private agencies or
  providers.

**Student Merit Reward System**

**Assembly Awards**

Each week certificates are given out in recognition of achievement and or positive social
actions. These are standalone awards that are promoted in our newsletter.

**Class Awards**

Each class teacher will also issue merit certificates and Principal Awards as part of their
classroom management program.

**End of Year Awards**

The penultimate assembly is the School Presentation Assembly. At this assembly a number
of students receive awards for their success in one or more aspects of school life. The award
schedule is reviewed each year to ensure that the awards are current to the needs of the
students and the school.
Management of Unacceptable Behaviour

Discipline is dependent on the effective treatment of the actual problem, not the symptoms of the problem, or the child’s reaction to it.

Detention
- Detention is defined as half of the lunch break, usually the first half.
- A student can only be placed on detention by a member of the School Executive.

Step System
1. The school operates a step process in response to unacceptable behaviour by a student. This step system does not preclude other strategies to be used instead of the step system or in tandem with the step process.
2. The placement of the student on a step is designed to inform the student that his/her behaviour is unacceptable. During this time the School Staff in conjunction with the child’s parents will work to resolve the issue.
3. It is possible to progress from Step 1 to Step 3 for repeated misbehaviour or to be placed on a step lower than 1 in the first instance depending on the circumstances of the event and the need’s of the student.
4. Students are not required to move along a path from Step 3 or 2 to 1.
5. The length of time a student is placed on a Step Level is either as per the table or at the discretion of the School Executive depending on the circumstances of the matter and the needs of the student concerned.

Examples of other strategies in dealing with unacceptable behaviour.

- Phone calls to parents.
- Part Lunch or Recess detention
- Counselling by members of the staff
- Parent interviews
- Withdrawal from regular programs and placement under alternate teacher supervision to work on their class work or individual program
- School service activity
- Restitution
- Daily monitoring
- Problem solving/contracting.
- Mini-courses or skill modules
- Counselling.
- Coordinated behaviour plans
- Behaviour contracts
- Conduct improvement card
- Restrictions on areas allowed for lunch and recess
- Withdrawal of privileges to attend excursions or other activities organised by the school
- Suspension warning letter
- Short and Long suspension
- Expulsion
### Step Descriptions

<table>
<thead>
<tr>
<th>Step</th>
<th>Reason for the level</th>
<th>Concerns</th>
<th>Decided by</th>
<th>Consequences at this level</th>
</tr>
</thead>
</table>
| 1    | Misbehaviour and or aggressive behaviour. At the discretion of the School Executive | Concern for the learning and or welfare of the student and other students in the school. | Class Teacher in consultation with relevant Assistant Principal | 1. Counselling by teacher  
2. Parents informed by telephone, interview or written notification  
3. Restitution to be made where appropriate and applicable  
4. Student is placed on Step 1 for 3 days. |
| 2    | Persistent misbehaviour and or violent behaviour. At the discretion of the school executive | Concern for the learning and or welfare of the student and other students in the school. | Assistant Principal in consultation with class teacher | 1. Counselling by Assistant Principal  
2. Parents receive written notification  
3. Assistant Principal contacts student’s parents.  
4. Student placed on detention.  
5. Participation in excursions, performances, workshops or PSSA events whilst on Step 2 at the discretion of the Principal.  
6. Restitution to be made where appropriate and applicable  
7. Student is placed on Step 2 for 5 days. |
| 3    | Persistent misbehaviour and or aggressive while on a step. Significant misbehaviour and or violent aggressive behaviour. At the discretion of the school executive | Concern for welfare and/or safety of other students or staff, through acts of harm, aggression or disobedience. | Assistant Principal in consultation with Principal | 1. Counselling by Assistant Principal  
2. Parents receive written notification and are requested to attend school meeting.  
3. Withdrawal from playground at recess and lunchtime.  
4. No participation in excursions, performances, workshops or PSSA events whilst on Step 3.  
5. Restitution to be made where appropriate and applicable  
6. Other action as determined by Principal  
7. Student is placed on Step 3 for a minimum of 5 days. |
Step Notification

Dear

I am writing to inform you that _____________ has been placed on Step ___ today. _____________ will remain on Step ___ for the next ______ school days.

_______________ was placed on a Step for the following reasons.

Please speak to _____________ about this matter, and, if you have any question, please do not hesitate to contact me. Please see over for the consequences for being placed on a Step Level.

Yours sincerely,

************************************************************************************

Step Letter Placement Response

Please respond to this letter, if only to tick the box below to let me know you received it.
- Letter received and I will talk to my child about the matters referred to in the letter.
- Letter received and I will contact you by phone or make an appointment to discuss the matter.
- Letter received and I wish to make the following comments:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

...... ................................Signed           ........................................ Date