



HUNTERS HILL PUBLIC SCHOOL

**STUDENT WELFARE AND SCHOOL
DISCIPLINE CODE**

2024

RATIONALE

A student's educational development involves experiences that develop an understanding of self and a respect for other individuals. Through social interactions students begin to appreciate rules about acceptable and unacceptable behaviour. This development of responsible self-direction is achieved in an environment where cooperation and mutual respect between teachers, students, and parents is encouraged and sought. The students acquire moral values based on principles that promote care and concern for others, while accepting themselves as worthwhile people with unique individual talents that need to be realised.

Hunters Hill Public School places great importance on the development of a student's self-esteem, self-discipline, and responsible self-direction. Through opportunities provided to students for decision making, displays of initiative, and acceptance of responsibility, self-esteem and self-discipline are promoted.

AIM

Hunters Hill Public School aims to provide a safe, caring, and stimulating environment in partnership with students and parents/caregivers to ensure all students can learn effectively and grow with confidence in a positive school climate of mutual respect and support.

OBJECTIVES

To enhance a positive school climate of mutual respect, support, and good discipline by:

- developing and implementing policies and procedures to protect the rights, safety and health of all members of the school community;
- establishing clear school expectations which are known and understood by all members of the school community;
- monitoring attendance and ensuring that students attend school regularly;
- valuing and providing opportunities for all students to develop the skills required for positive relationships, social responsibility, problem solving and dispute resolution;
- valuing difference and discouraging narrow and limited gender or cultural stereotypes;
- incorporating students' views into planning related to school climate and organisation;
- establishing networks to support students and making sure that students and parents/caregivers know about, and have ready access to, this support;
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils and peer support programs;
- maximising student participation in decision-making and ensuring that principles of equity and fairness are reflected in school practice; and

- providing opportunities for students to demonstrate success in a wide range of activities.

To enhance effective teaching and learning by:

- encouraging students to take responsibility for their own learning and behaviour;
- identifying and catering for the individual learning needs of students;
- establishing well-managed teaching and learning environments;
- ensuring that learning activities build on prior knowledge and experiences, and are socially and culturally relevant;
- providing opportunities for students and their parents/caregivers to discuss learning programs and student behaviour and progress;
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time; and
- ensuring gender, cultural, disability and equity issues are recognised and addressed across the curriculum.

To enhance community cooperation by:

- building a learning community in which staff, students and parents/caregivers work together for planned results;
- encouraging parents/caregivers and community members to participate actively in the education of students and in the life of the school;
- acknowledging parents/caregivers as partners in school education;
- encouraging students to have a sense of belonging to the school community;
- assisting families to gain access to support services in the community;
- fostering close links with the wider community;
- inviting parents/caregivers to share their skills and experiences in the school community;
- supporting students and their parents/caregivers in making decisions about learning programs; and
- recognising students' families, cultures, languages, and life experiences.

OUTCOMES

- The wellbeing, safety and health of students and other community members will be priorities in all school policies, programs, and procedures.
- Principles of equity and justice will be evident in school plans, programs, and procedures.
- The discipline code of the school will provide clear guidelines for expected behaviour which are known by staff, students, and parents/caregivers who have contributed to their development.
- The school will be a disciplined, ordered, and cohesive community where individuals take responsibility and work together.

- The school will reflect the values of its community, in keeping with Department requirements, and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects differences.
- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.
- There will be strong links between students, staff, and parents/caregivers and other members of the community.
- Parents/caregivers and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans, and actions of the school will reflect the needs and aspirations of students and the wider school community, in keeping with Department requirements.
- Students, parents/caregivers, and staff will perceive that the teaching and learning programs in the school are relevant and beneficial.
- Staff will facilitate parent/caregiver and community involvement in a range of school activities.

Context

Hunters Hill Public School seeks to provide quality education for all students, taking account of their age, background, ability and interests. The school strives to help students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community.

For this to occur, schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Student welfare encompasses everything the school community does to meet the personal, social, and learning needs of students. At Hunters Hill Public School the achievement of positive student welfare is supported through quality teaching and learning practices, recognition of student achievement, a clear school discipline code which is consistently and fairly implemented, and initiatives such as:

- the Learning and Support Team;
- the specific teaching of behaviour expectations;

- a consistent language to describe expectations of student behaviour;
- printed reminders of behaviour expectations around the school;
- the 'Bounce Back' program;
- peer support;
- student buddies;
- the Student Representative Council; and
- participation in extra-curricular opportunities.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation, and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

Within our school community, each member is recognised as an individual with potential skills, abilities and gifts, which need to be shared and developed. This occurs in a cohesive, supportive, safe, fun, happy, and stimulating environment where creativity and flexibility are encouraged and respected.

Our policy defines the rights and responsibilities of students, staff, and parents so that the whole school community is able to cooperate and support the policy guidelines. The Student Welfare and School Discipline Code is available to all families of the school on the school website.

Our Student Welfare and School Discipline Code sets out a balanced approach recognising student achievement and managing unacceptable behaviour. It is based on developing student responsibility, encouraging respect, and creating optimum conditions for effective teaching and learning.

Teachers ensure that student rights and responsibilities are discussed with their classes at the beginning of, and throughout, each year to facilitate maximum understanding. Students identified as experiencing emotional and/or behavioural difficulties of a long- or short-term nature receive additional support and care such as:

- the Learning Support Team referral process;
- counsellor intervention;
- individual wellbeing and behaviour management processes;
- mentoring and/or 'buddy' interventions; and
- structured playtime activities/supervision.

The public schools of NSW exist to provide a first class education for all young people. The public system has three overriding priorities:

- raising educational standards and levels of achievement;
- the provision of quality education for all; and
- the care and safety of the students in its charge.

Core Rules

All students in government schools are expected to:

- attend every school day, unless they 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 or dress code policy;
- behave safely, considerately and responsibly, including when travelling to and from school;
- show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously, following instructions, and cooperating during learning activities;
- treat one another with dignity and respect; and
- care for property belonging to themselves, the school, and others.

Behaviour that infringes on the safety of others, such as harassment, bullying, and illegal or anti-social behaviour of any kind, will not be tolerated.

Core Values

Hunters Hill Public School has three core values that are reflected in the school's policies and procedures. They guide the learning experiences that are provided for students and also the relationships between the school and its community.

RESPECT	<ul style="list-style-type: none">- Others, yourself and property.- Act in a safe and caring way.- Treat others how you want to be treated.- Work together to learn together.
RESPONSIBILITY	<ul style="list-style-type: none">- Implement the school 'I can' statements.- Own your choices and actions.- Take responsibility for your learning.- Take responsibility for your belongings.
RESILIENCE	<ul style="list-style-type: none">- Accept the challenge and have a go.- Bounce back.- Have another go.- Take pride and strive for your personal best.

Recognition of Student Achievement

At Hunters Hill Public School we believe in 'catching students doing the right thing'. The use of praise and recognition for effort and achievement is integral to the school's aim of having students perform to their personal best.

Positive student behaviour is encouraged to enhance learning outcomes. Positive behaviour lessons are explicitly taught in the classroom and all school contexts. Positive behaviour language is used when addressing student behaviour, as consistency is the key.

Students demonstrating our expectations and values are acknowledged through school award and recognition processes.

School Awards and Student Recognition

Student achievement should be acknowledged in meaningful, consistent and appropriate ways.

Teachers regularly and consistently provide ongoing verbal praise and positive feedback to students as well as operate individual class-based acknowledgement and incentive initiatives.

All awards are related to our three core values: Respect, Responsibility and Resilience.

Good Work Awards (K-2)	<ul style="list-style-type: none">- Each week, teachers of K-2 classes may send up to five students per week to the principal for recognition of 'good work'.- Students will discuss their work with the principal and receive a 'Principal Award' sticker.- Names of students visiting the principal will be read out at the following week's K-2 assembly and students will have a group photograph taken.- Photographs and student will appear in the fortnightly newsletter.
Amity Values Awards	<ul style="list-style-type: none">- Are distributed by teachers who observe students demonstrating our core values (classroom/playground).- Are not recorded as being received.- Are distributed based on teacher observation 'at the time' and not on a model of equal distribution.- Each staff member may distribute up to a maximum of ten per week.- Should not be sought every time a core value is demonstrated, but considered as a bonus when 'caught'.- Five awards may be exchanged (with the class teacher) for a blue Merit Award which will be handed out at assembly.

Merit Awards (blue/white)	<ul style="list-style-type: none"> - White awards are distributed at K-2 assemblies (two per class per week) and 3-6 assemblies (six per class per fortnight). - White class awards are recorded as being received. - White awards are distributed on a class-based model of equal distribution*. - White awards are also awarded randomly at the end of assemblies to recognise a designated number of students observed to be demonstrating best assembly manners. These are not recorded. - Five merit awards (blue and/or white) may be exchanged, via the school office for a Certificate of Merit. <p><small>*Until the end of the year when all students have received the same number of merit awards and there remains insufficient time for all students to receive another. This would also vary for students not enrolled for a full year.</small></p>
Certificate of Merit	<ul style="list-style-type: none"> - Certificates of Merit are awarded at fortnightly whole school assemblies. - Are recorded as being received. - Names of award recipients will be published in the fortnightly newsletter. - Parents will be invited to attend the presentation assembly (COVID restrictions allowing). - Five Certificates of Merit may be exchanged (via the school office) for a Principal Pin.
Principal Pin	<ul style="list-style-type: none"> - Pins and certificates are awarded at fortnightly whole school assemblies. - Are recorded as being received. - Names of award recipients will be published in the fortnightly newsletter. - Parents will be invited to attend the presentation assembly (COVID restrictions allowing). - There is no limit to the number of Principal Pins that can be received.
Annual Awards	<ul style="list-style-type: none"> - Are special awards recognising academic and sporting achievement, effort, citizenship, participation, cultural talents or achievements, and other such endeavours worthy of special recognition. - Are presented at the annual school Presentation Day.

Students are required to keep track of their awards and bring them to their class teacher or the school office, as appropriate, as they become eligible for each award.

Responsibilities of Students

Students are expected to:

- respect other students, their teachers, and school staff and community members;
- follow school and class rules, and follow the directions of their teachers;
- strive for the highest standards of learning;
- respect all members of the school community, and show courtesy to all students, teachers, and community members;
- resolve conflict respectfully, calmly, and fairly;
- comply with the school's uniform policy or dress code;
- attend school every day (unless legally excused);
- respect all property;
- not be violent or bring weapons, illegal drugs, alcohol, or tobacco into our schools; and
- not bully, harass, intimidate, or discriminate against anyone in our schools.

At Hunters Hill Public School we support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect:

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships, and think about the effect on relationships before acting.
- Value the interests, abilities and culture of others.
- Take care with property.

Safety:

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour, and encourage others to avoid dangerous behaviour.

Engagement:

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Schools take strong action in response to behaviour that is detrimental to self or others, or to the achievement of high quality teaching and learning.

Responsibilities of Parents/Caregivers

When parents enrol their children in school they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between school staff, students, and parents or carers is an important feature of student welfare and discipline in schools.

Parents are expected to:

- Actively support, explain, and reinforce school values and rules to students.
- Support the school and its programs.
- Encourage students to have a sense of belonging to the school community.
- Share the responsibility for developing socially acceptable behaviour.
- Instil respect and love of learning.
- Communicate with the school to maximise access and participation.
- Follow school routines and procedures.
- Ensure punctuality and attendance of students.
- Be responsible for the wellbeing of students – food, clothing, shelter, routines.
- Provide relevant health (physical and mental) and medical information.

Responsibilities of Teachers

Teachers are expected to:

- Operate within the guidelines of the Student Welfare and School Discipline Code.
- Contribute to the provision of a caring, well-managed, and safe environment for all students, staff, and parents.
- Provide opportunities for students to experience success and recognition.
- Develop effective mechanisms for integrating behaviour management, conflict resolution, and support for students experiencing difficulties.
- Be a positive role model for students.
- Liaise openly with parents, community members, staff members, and students.
- Provide quality teaching and learning programs.
- Facilitate and participate in all school student wellbeing initiatives.
- Recognise diversity within the school community, and provide programs and support that acknowledge difference and promote harmony.

Practices to Manage Inappropriate Student Behaviour

5 Step Behaviour Consequences

Examples of Behaviour for Automatic Placement at Step 5
 Serious verbal or physical abuse that causes harm to another, absconding from school ...

Step 5:
 Go to the office to see P.
 Possible warning/suspension.
 Parent contact (by AP/P as most appropriate) and possible LST meeting.

Examples of Behaviour for Automatic Placement at Step 4
 Aggressive behaviour – verbal or physical, outright refusal to cooperate, defiance ...

Step 4:
 Time out with AP Supervisor until next break.
 Class teacher and AP discuss during break.
 Class teacher to complete 'Pink Slip', record in Sentral and note in classroom behaviour log.
 Class teacher to contact parent/carer.

For repeated behaviour at this level ...
 AP and CRT discuss strategies to manage and improve student behaviour, and create a management plan.
 Copy to parents at/after contact.

Step 3:
 Time out in buddy class (maximum 10 minutes).
 Class teacher to complete 'Pink Slip', record in Sentral and note in classroom behaviour log.*
 If inappropriate behaviour continues after buddy class, continue to Step 4.

Examples of Behaviour for Automatic Placement at Step 3
 Inappropriate language, mild teasing, rough conduct, intentional damage to property ...

Step 2:
 Third occurrence of Step 1 behaviour.
 Five minutes time out.
 Record in classroom behaviour log.*
 If inappropriate behaviour continues after time out, continue to Step 3.

Examples of Step 1 and Step 2 Behaviours
 Interrupting others, calling out, off task, out of seat, annoying ...

Step 1:
 Verbal Warnings x 2.
 Coloured 'good choices' faces.

*Parent contact to be made every third entry by CRT (or AP at their discretion).

'Pink Slips' MUST be forwarded as required on the day of the incident.

Student refusal to leave classroom as requested or go to time out → Contact office for P to escort. Immediate Positive Behaviour Support. CRT to contact parent/carer.

HHPS Behaviour Management Processes - Classroom Behaviour				
Behaviour	Classroom Teacher	Time out Buddy Teacher	Assistant Principal	Principal
Low-level behaviours: Eg interrupting, calling out, off task, out of seat, annoying	1. Verbal warning x2 (<i>Classroom behaviour visuals</i> - yellow and red). 2. Third occurrence: 5 minutes time out in classroom. 3. If behaviour continues after time out in classroom, complete 'Pink Slip' and send for time out in buddy class (max 10 minutes). This must be recorded in classroom behaviour book – <i>Contact parent/carer every third entry**</i> 4. Follow up with student conference	1. Sit student in allocated spot in classroom and monitor behaviour. 2. Send student back to class with 'Pink Slip'. 3. Teacher to keep slip in behaviour book.		
Mid-level behaviours: Eg teasing, inappropriate language, rough conduct, intentional damage to property, repeated low-level behaviours	1. Verbal warning x1 OR complete 'Pink Slip' and send for time out in buddy class (max 10 minutes). 2. Same day: Enter incident into 'Sentral'. <i>Contact parent/carer every third entry**</i> . Also record in classroom behaviour book. 3. Follow up with student conference AND loss of play, catch up on work, restorative action, if necessary.	1. Sit student in allocated spot in classroom and monitor behaviour. 2. Send student back to class with 'Pink Slip'. 3. Teacher to keep slip in behaviour book.		
High-level behaviours: Eg aggressive behaviour, spitting, outright refusal to cooperate or defiance, repeated mid-level behaviours	1. Send student with 'Pink Slip' for time out with supervisor until break time. 2. Same day: Enter Incident on 'Sentral' and classroom behaviour book. 3. Follow up with student conference AND loss of play, catch up on work, restorative action, if necessary. 4. Contact parent/carer		1. Supervise student until break time. 2. Discuss behaviour with student. 3. Decide on further course of action (eg Positive Behaviour Support, loss of privileges, restorative action)	
Serious Incident: Eg serious verbal or physical abuse that causes harm to another, absconding from school, repeated high-level behaviours	1. Send for assistance (with an EMERGENCY CARD) via office – send student. 2. Same day: Enter on 'Sentral' and note in behaviour book.		Follow up as per School Discipline Code and Department policy.	

HHPS Behaviour Management Processes – Playground Behaviour				
Behaviour	Duty Teacher	Class Teacher	Assistant Principal	Principal
Low-level behaviours: Eg out of bounds, littering, running on concrete	1. Give immediate consequences such as time out on silver seat, walk with teacher or collect rubbish.	Intervention and consultation as required.	Intervention and consultation as required.	Intervention and consultation as required.
Mid-level behaviours: Eg teasing, annoying, swearing, rough conduct including pushing, damage to property, repeated low-level behaviours	1. Give immediate consequences such as time out on silver seat, walk with teacher or collect rubbish. 2. Advise classroom teacher via 'Pink Slip'. 3. Same day: Enter on 'Sentral' and record in PLAYGROUND - behaviour management book.	Collect 'Pink Slip' and keep for documentation. Conference with student.	To be notified at weekly stage meeting. Call parent/carer on third entry in PLAYGROUND behaviour book and apply further consequences as required. Eg Positive Behaviour Support, restorative action.	Intervention and consultation as required.
High-level behaviours: Eg physical violence and aggression (including spitting), repeated mid-level behaviours	1. Give immediate time away from all parties involved. Send for assistance if required. Advise relevant AP via 'Pink Slip'. 2. Same day: Enter incident on 'Sentral'. 3. Follow up with student in 'Positive Behaviour Support'	Conference with student.	Collect 'Pink Slip' and keep for documentation. Facilitate attendance at Positive Behaviour Support.	Intervention and consultation as required.
Serious Incident: Eg serious verbal or physical conduct or abuse that causes harm to another, repeated high-level behaviours	1. Send for assistance (with EMERGENCY CARD) via office. 2. Same day: Enter incident on 'Sentral'.			Follow up as per School Discipline Code and Department policy.

Positive Behaviour Support

Positive Behaviour Support (PBS) is designed as a strategy to help students manage their behaviour.

Students discuss their behaviour, the effects of their behaviour on themselves and others, and develop a plan for future more positive actions. PBS is supervised and facilitated by school executive staff (or their delegate in exceptional circumstances) over the course of the lunch break each day.

PBS is not a punishment, but rather a consequence designed to help and support a student to change their behaviour.

Parents/caregivers will be contacted via a note or a phone call if their child is undertaking PBS. If a note is sent home it must be signed by a parent/caregiver and returned to the PBS supervisor.

Students will undertake PBS for two days, followed by three days on a playground monitoring card (if the reason for their undertaking PBS is related to playground behaviour). If the reason for undertaking PBS is related to classroom behaviour, following discussions with the classroom teacher regarding the inappropriate behaviour and ways of successfully moving forward, usual classroom behaviour management processes will apply.

Individual students may be placed on a playground monitoring card for a longer period of time if required.

When on a 'playground card' students:

- collect their playground card from the PBS supervisor;
- select an area in which to play, or walk with the teacher, and briefly outline their responsibilities in the playground and their expected behaviour;
- take their playground card to the duty teacher and briefly explain what their plan is for play time;
- play, or walk with the teacher, as agreed with the PBS supervisor;
- have their playground card signed by the duty teacher (who will note any concerns) at the end of play time; and
- return their playground card to the PBS supervisor for record and follow up next lunch time as appropriate.

NB: For the purposes of this document Positive Behaviour Support (PBS) refers to in-school initiatives and strategies to support positive student behaviour. It does not refer to a particular program named Positive Behaviour Support.