



# STANWELL PARK PUBLIC SCHOOL

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## STANWELL PARK PUBLIC SCHOOL

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### STUDENT WELFARE POLICY

#### CONTEXT:

This document provides a framework for effective learning and teaching within secure, well-managed environments in partnership with parents and the wider school community.

#### OBJECTIVES AND OUTCOMES

- Effective learning and teaching.
- Positive climate and good discipline.
- Community participation.

The following is a contextual document relating to the direct needs of Stanwell Park Public School closely aligned to the Student Welfare Policy of the NSW Department of Education. Policies that also affect the welfare of students at Stanwell Park Public School include Emergency Evacuation Procedures, WH&S policy, Excursion policy, Student Access to the Internet policy and the Anti-Bullying policy.

#### AIMS:

- to create a safe, caring school environment in which students are nurtured as they learn.
- to provide opportunities for students to enjoy success and recognition, make useful contributions to the life of the school and derive enjoyment from their learning.
- to establish clear school rules and expectations for behaviour which are known and understood by all.

#### LEGAL OBLIGATIONS AND DUTY OF CARE:

All schools are required to plan for the safety of staff, students and visitors. Therefore, the workplace has a duty of care to ensure that all educational activities are conducted safely with appropriate levels of supervision.

#### PROCEDURES:

Duty of care will be provided at Stanwell Park PS by staff vigilantly adhering to and implementing the following school based statements and policies:

- NSW Department of Education Behaviour Code for Students

- General School Procedures and Routines
- Positive behaviours for learning matrix
- Positive recognition procedures
- Disciplinary procedures
- Personal Development Programs
- School Assembly Procedures and Routines
- Playground Procedures
- Planning Room Procedures

## NSW Department of Education Behaviour Code for Students



NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### ***In NSW public schools 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 in 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
- Not bully, harass, intimidate or discriminate against anyone in our schools

**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.**

## Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to 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, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- 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 behavior 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

## **GENERAL SCHOOL PROCEDURES AND ROUTINES**

Students, parents and staff at Stanwell Park Public School will help promote a safe and secure school environment by adhering to the following procedures.

General Reminders:

The following behaviours are unacceptable in the playground or the classroom:

- fighting, tackling, bullying, pushing, teasing
- throwing dirt, stones or sticks
- bike riding, roller blading, skateboard riding
- climbing up trees, poles, on buildings, railings
- playing rough or dangerous games - body contact sports are not permitted
- playing in or around the toilet block
- taking other students belongings
- no games involving kicking in the top playground area
- no running on any cement or bitumen surfaces or through gardens
- school hats are to be worn at all times when children are out of doors
- grassed area in front of C Block is used for quiet play only – no running

Children without hats go to the weather shed

The following items are not to be brought to school:

- chewing gum
- knives, weapons of any description
- medication unless taken to the office for administration
- matches and lighters
- objects made of glass
- personal valuables - game boys, mp3 players etc.
- mobile phones unless taken to the office for storage during school hours

Out of Bounds Areas:

- going under or behind any of the school buildings
- all classrooms, bagrooms, storerooms before school, recess and lunch (unless directly supervised by a teacher)
- the carpark and driveways

# POSITIVE BEHAVIOURS FOR LEARNING MATRIX

Stanwell Park PS	Respect	Safety	Engagement
All settings	<ul style="list-style-type: none"> <li>✓ Be polite and use good manners</li> <li>✓ Be honest</li> <li>✓ Take care of school property</li> <li>✓ Wear school uniform</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk on concrete</li> <li>✓ Right place – right time</li> <li>✓ Hands and feet to self</li> <li>✓ Actively help others and report problems</li> <li>✓ Think before you act</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attend school every day (unless legally excused)</li> <li>✓ Arrive at school on time</li> <li>✓ Have high expectations for yourself at all times</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>✓ Follow teacher instruction</li> <li>✓ Take turns</li> <li>✓ Listen to others and respect their opinions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use equipment with care</li> <li>✓ Enter only when a teacher is there</li> <li>✓ Move with care</li> </ul>	<ul style="list-style-type: none"> <li>✓ Try your best</li> <li>✓ Persevere with tasks even if they are challenging</li> <li>✓ Be prepared for learning</li> <li>✓ Actively participate in learning</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>✓ Allow privacy</li> <li>✓ Keep toilets clean</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use during breaks</li> <li>✓ Use and leave</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wait your turn</li> </ul>
Eating Areas	<ul style="list-style-type: none"> <li>✓ Sit quietly and eat until dismissed by the teacher</li> <li>✓ Speak nicely to others</li> <li>✓ Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>✓ Stay in the eating area</li> <li>✓ Ask the teacher to go to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make healthy choices</li> <li>✓ Join in positive conversations</li> </ul>
Playground Grass Area	<ul style="list-style-type: none"> <li>✓ Speak kindly to others</li> <li>✓ Resolve conflicts by considering the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play games that safe</li> <li>✓ Stay in bounds</li> <li>✓ Wear a school hat</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cooperate with others</li> <li>✓ Value the interests and opinions of others</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>✓ Look and listen</li> <li>✓ Sit quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Move with care</li> </ul>	<ul style="list-style-type: none"> <li>✓ Applaud appropriately</li> </ul>
Lining Up Areas	<ul style="list-style-type: none"> <li>✓ Look and listen</li> <li>✓ Wait quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk to class area</li> <li>✓ Hold belongings safely</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be on time and wait quietly</li> <li>✓ Listen carefully to messages</li> </ul>
Bus	<ul style="list-style-type: none"> <li>✓ Board the bus sensibly</li> <li>✓ Speak nicely to others</li> </ul>	<ul style="list-style-type: none"> <li>✓ Stay seated at all times</li> <li>✓ Hop on and off the bus when it has stopped</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consider other passengers and interact positively with others</li> </ul>

## POSITIVE RECOGNITION PROCEDURES

Positive recognition		Description	Type	Consequences
	Individualised feedback that reinforces school behaviour code	Free and frequent (daily)	<ul style="list-style-type: none"> <li>✓ In class immediate acknowledgement of behaviours and learning progress</li> <li>✓ Individual teachers may also implement their own class based system e.g. Class Dojo</li> <li>✓ Students will be encouraged to share work and individual learning successes with their peers, other classes and the Principal wherever possible</li> </ul>	
Academic merit awards	Intermittent (Weekly)	<ul style="list-style-type: none"> <li>✓ Merits (<b>stand alone academic acknowledgement</b>). Given out each week at assembly. Class size determines no. of awards per wk.  <ul style="list-style-type: none"> <li>&lt; 19 = 2 awards</li> <li>19-24 = 3 awards</li> <li>25 + = 4 awards</li> </ul> </li> <li>✓ Respect, Safety, Engagement awards (<b>accumulate toward Strong and Long awards</b>) Given out each Friday after Recess at communication assembly. No restrictions – teacher discretion applied. Regular tracking by staff ensures consistency. Students can be recognised demonstrating these core values in various settings including but not limited to, the classroom, the playground, Library and RFF. Playground recognition will be monitored in playground folders and the Principal, Librarian and RFF teacher will present additional awards to that of classroom teachers.</li> </ul>		
School value awards				
Bronze Silver Gold	Strong and Long (accumulative over terms)	<ul style="list-style-type: none"> <li>✓ Bronze is achieved when a student receives <b>5</b> School value awards. Certificate and ribbon presented at assembly.</li> <li>✓ Silver is achieved when a student receives <b>10</b> School value awards. Certificate and ribbon presented at assembly</li> <li>✓ Gold is achieved when a student receives <b>15</b> School value awards. Certificate presented at assembly. Gold recipients will be invited to an afternoon tea with the Principal at the end of the year.</li> </ul> <p><b>N.B</b> Strong and Long awards will be put on hold if a student has demonstrated moderate level (or higher) behaviour. Student must demonstrate acceptable behaviour for two weeks before this award can be presented – review made by Principal in consultation with staff. Student and parents will be notified.</p>		

## Disciplinary procedures

Description	Type	Consequences
Recorded incident in class or playground folder	Low level behaviour management	<ul style="list-style-type: none"> <li>• Warning from teacher.</li> <li>• Students receive two in class warnings. The third occurrence of inappropriate behaviour results in student being sent to Stage supervisor.</li> <li>• Playground incidents are monitored and recurring behaviour will result in student being sent to Stage supervisor.</li> </ul>
Violent or overly aggressive physical, verbal or emotional behaviour  Repeated low level behaviour	Moderate level behaviour management	<ul style="list-style-type: none"> <li>• Student sent immediately to Stage supervisor who will then record incident on Sentral database.</li> <li>• Stage supervisor will contact parents via telephone and discuss incident</li> <li>• Student will spend one lunch time in Reflection Room</li> <li>• Student becomes ineligible for Strong and Long awards until appropriate behaviour has been consistently demonstrated for a duration of two weeks. Review made by Principal in consultation with staff.</li> </ul>
Repeated moderate level behaviour	High range moderate behaviour management	<ul style="list-style-type: none"> <li>• Student sent immediately to Stage supervisor who will then record incident on Sentral database and notify Principal.</li> <li>• Principal will contact parents and arrange a meeting.</li> <li>• Student will spend two lunch times in the Reflection Room</li> <li>• Implementation of individual behaviour plan</li> </ul>
Serious instances of misbehaviour that impact on the safety or welfare of students or staff including but not limited to: extreme violence, possession of a firearm, prohibited weapon or knife, use or in possession of suspected illegal substance	Extreme level behaviour management	<ul style="list-style-type: none"> <li>• Procedures followed as outlined in the current NSW Department of Education <i>Suspension and Expulsion Procedures</i> document</li> </ul>

## DISCIPLINARY PROCEDURES

## **PERSONAL DEVELOPMENT PROGRAMS**

Stanwell Park have a number of ongoing Personal Development Programs: Peer Support, Child Protection, Student Representative Council, the Class Buddy System, School Responsibilities (flag, bell, lunches, assemblies etc), Leadership Opportunities (sport, captains etc), and Anti-Bullying Programs. The programs aim to:

- foster school unity and pride;
- create a caring and sharing school community;
- develop responsibility, self-management and self-direction;
- strengthen concepts of cooperation, consideration and tolerance;
- develop interpersonal relationships particularly between pupils of different stages and ages; and
- involve students in decision-making processes.

### ***Class Buddy System***

A class buddy system is an important part of our school's Personal Development Program. The basis of the system is that younger children will be able to identify with a buddy in an older class. This provides security to younger children and responsibility to older leaders of our school. These are usually K/6, 1/5 groupings.

Activities include:

- Buddy reading, computer, writing, speaking and listening;
- Helping in art/ craft, dance and physical education groups;
- Class visits to view completed work; and
- Sharing special days e.g. picnics, walks, Easter activities.

### ***Student Representative Council***

The student representative council are a group of children who are elected representatives from years, K - 6. Two representatives from each class are elected to serve for two terms, allowing greater representation in each class. The children meet during their lunch hour to discuss safety, fund raising and school issues. The group are an integral component of the decision making process.

### ***Stage, Cross-stage Activities***

Activities include Fundamental Movement Skills, sport sessions, assemblies, camps etc.

### ***Peer Support***

The peer support program operates every year. It aims to reinforce caring and responsible attitudes in peer relationships. This program highlights cooperation and respect for all individuals and promotes student leadership and guidance. Possible topics of study are:- Peer Pressure, Bullies, Friendship and Families. It also provides a solid leadership-based program for our Year 5/6 students before their transition to High School. A Peer Support Leadership camp is held in Term one every year.



## **SCHOOL ASSEMBLY PROCEDURES AND ROUTINES**

Whole school communication assemblies occur at recess daily. A formal assembly, for which parents are invited, occurs on Monday afternoons.

### **Assembly Awards**

As outlined in the *Positive recognition procedures* are awards presented to students each week for a variety of reasons determined by class teachers and/or the principal. Birthday Awards are presented to recognise and celebrate an individual's special day. It allows the whole school to participate in the celebration. Certificates, ribbons, recognition in school assemblies and acknowledgement in the school newsletter are just some of the means that school staff maintain positive work habits and a positive school tone.

### **Values Awards**

As outlined in the *Positive recognition procedures* are awards presented to students each week for a variety of reasons in line with our core values – Respect, Safety and Engagement. These awards are determined by class teachers and/or the principal. Values awards are presented at the Friday communication assemblies. Students are responsible for collecting these awards and submitting them to the Principal when they have attained 5, 10 or 15 for our Long and Strong awards.

### **Assembly Behaviours**

Students are expected to adhere to the Positive behaviour for learning matrix with staff diligently monitoring this.

## **PLAYGROUND PROCEDURES**

### **Before School**

Teacher on duty as organised by the Duty Roster. As teachers are not on duty until 8.30am, students are not to arrive before this time as supervision is not provided. Children arriving at school before 8:30am are to be booked into the Out Of School Hours Care Program or remain seated on the silver seats in the top playground area.

### **8:30 - 9:00**

- Children may move from the silver seats to play when released by duty teacher.
- Tennis balls or basket balls only at this time.
- Children are to remain in the top playground area only.
- At the 9:00am bell children move to their classroom area and line up to enter the classroom.
- Children are not to enter the classroom without a teacher.

**Recess - 11:00 - 11:20** - Teacher on duty as indicated by the Duty Roster

- Children move to the top playground area (unless wet weather procedures apply).
- Tennis balls, basketballs and skipping ropes are permitted only.
- 11:20 bell rings, children move to the assembly area in the top quadrangle.

**Lunch - First Half - 1:05 - 1:30** - Teacher on duty as indicated by the Duty Roster

- All children to move in an orderly manner to the lunch area -
  - Terms 2 and 3 - top asphalt area.
  - Terms 1 and 4 – The Undercover area.
- No equipment at all during the eating of lunch.
- People who have ordered lunches collect them from the teacher on duty at the bell area.
- Children remain seated while eating lunch.
- Children leave lunch area only after the teacher dismisses them at approximately 1:20pm.
- All children remain in the top playground area.

**Second Half Lunch - 1:30 - 2:00** - Teacher on duty as indicated by the Duty Roster

- Play in the top and lower playground areas.
- Children move to the lower playground only when the teacher on duty permits.
- Soccer and touch football to be played in the bottom playground only.
- Use of the Library is permitted each day when the Librarian is present (Mon, Tues, Wed and Thurs).
- All sports equipment needs to be returned to sports store when the bell rings.
- Bell rings at 2:00pm to end lunch and children line up at their class areas.

### **Wet Weather**

Teachers will be notified when wet weather affects normal routines. The Assistant Principal will determine when wet weather duties apply.

- Children remain in the classroom during wet weather. Classes may make use of the covered area between buildings or the Undercover if not too windy (teacher discretion).
- Teachers to use the buddy system to provide supervision