



# Student Behaviour & Welfare Policy

## Procedures and Guidelines

### Rationale

Glenmore Road Public School promotes student achievement and welfare through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students. We empower our students to become self-reflective individuals who consider the rights of others. This policy relies on developing positive and respectful relationships incorporating the concepts and practices of Restorative Justice. When implementing this policy, we take into account individual student needs. Where individual student's behaviour cannot be addressed through this policy, regional support will be sought through the Learning Support Team to develop individual behaviour management plans. This policy has been updated to reflect the DoE **Inclusive, Engaging, Respectful Schools policy** 2022 and will continue to be reviewed and updated as needed.

### School Mission Statement – Student Welfare

Our rules are designed to develop students who are **RESPONSIBLE RESPECTFUL LEARNERS**. At Glenmore Road Public School we will ensure quality learning happens when:

- **Children** demonstrate behaviours in line with our three core rules of **RESPONSIBLE RESPECTFUL LEARNERS**.
- **Teachers** plan and program to the unique needs of their class group and demonstrate behaviours with children and parents that model **RESPONSIBLE RESPECTFUL LEARNERS**.
- **Parents** are in partnership with the school and reinforce the behavioural expectations of Glenmore Road Public School. Parents understand the importance of behaviour as a direct factor to success in academic, social, social, physical and moral development of their child. Parents demonstrate behaviours that model **RESPONSIBLE RESPECTFUL LEARNERS**.

### Core Expectations

#### Responsible behaviours include:

Listening, being polite, allowing others to learn, keeping corridors clean and clear, following teacher instructions, sharing the playground, playing safely and considering others, being sun safe-wearing a hat, asking a teacher before leaving a supervised area, playing by the rules, alerting a teacher of any dangerous situations, looking after your own belongings, observing pedestrian and road safety rules

#### Respectful behaviours include:

Using polite language, following adult directions, treating others the way you'd like to be treated, cooperating, including others, caring for yourself and others, observing the rules, listening to others, looking after books and equipment, being organised, moving safely around the school, placing bags on hooks, putting rubbish in the bin, including others and being polite

#### Learning behaviours include:

Allowing others to learn, being an active listener, trying your best, working quietly, following instructions, being prepared to learn, setting a good example, being a good sport, trying new activities, remaining focussed on learning activities, listening to and following instructions

### Learner Qualities

At Glenmore Road Public School the learner qualities we value and explicitly teach include **resilience, collaboration, organisation, confidence, persistence and self-reflection**.

## Classroom

When students demonstrate a core expectation relating to a school rule or a learner quality, they receive a point which is placed on the classroom electronic chart (ClassDojo).

Librarian, RFF and other specialist teachers will also record points to be added when the children return to their classroom.

## Bronze Award

When a child has earned 50 points on the electronic chart they receive their Bronze Award. These 50 points can be earned from any of the core expectations or learner qualities.

## Silver Award

When a child has earned another 50 points on the electronic chart in addition to their bronze award, they receive their Silver Award. These 50 points can be earned from any of the core expectations or learner qualities.

## Gold Award

When a child has earned another 50 points on the electronic chart in addition to their bronze and silver awards, they receive their Gold Award. These 50 points can be earned from any of the core expectations or learner qualities.

## School Medal

When a child has received another 50 points in addition to their bronze, silver and gold awards, they will be awarded their School Medal at assembly. Their photo will also be displayed on the honour board in the school hall.

## Time Frame

This process is ongoing from year to year, ensuring each student has the opportunity to eventually earn their medal and have their photo on display. In the following year, the student starts on the level they finished on in the previous year.

It is expected that most students will move between 1-3 levels in one year. Children will have to consistently demonstrate desirable behaviours to attain the school medal. When a child receives their school medal, it means they have consistently demonstrated positive social, emotional and learning behaviours.

## Playground

Each week there will be a school focus on particular desired school behaviour (for example, wearing school uniform, lunch boxes placed in the class basket, rubbish placed into the bins, listening during morning lines). Every day points will be awarded for each class and a tally kept. At the end of the term, the class/es with the most points will receive an award which may be extra play or a picnic lunch at Trumper Oval.

Positive playground behaviours are rewarded by tokens given to students to be placed in the rewards box located on the middle playground. At weekly assembly 5 names are drawn from the rewards box. These students will be invited to a morning tea with the principal the following week.

## WOW Awards

WOW awards will be given to students who demonstrate exceptional learning behaviours. These will come from the principal and are awarded at assembly. These are not a regular award and will be given as the need arises.

## Discipline System

### Classroom

In the classroom a verbal warning system is used for negative behaviour. The teacher will give a student who is displaying undesirable behaviour a warning, stating what the warning is for and reinforcing the desired behaviour they should be exhibiting. A second warning will be given if the behaviour continues. If a third warning is needed, the student will be sent to the stage supervisor for reflection and time to think. This incident will then be recorded by the supervisor in SENTRAL.

### Playground

In the playground a verbal warning system is used for negative behaviour. The teacher will give a student who is displaying undesirable behaviour a warning, stating what the warning is for and reinforcing the desired behaviour they should be exhibiting. A second warning will be given if the behaviour continues and the student will move to the orange seat (for no more than 10 minutes) to reflect on their behaviour. After this reflection time is over and the student returns to the playground if a third warning is needed, the student will be sent to the stage supervisor for time to think. This incident will be then recorded by the supervisor in SENTRAL and Restorative conversations and actions may occur.