

# Nambucca Heads Public School

## Wellbeing and Discipline Policy

Revised November 2020





## School Vision Statement

Nambucca Heads Public School is an outstanding school. We are proud of our strong culture of excellence, effort and collaboration. We work together to ensure every person in our learning community feels welcomed, valued, included and heard. Our quality learning design, high expectations and supportive environment enable our students to be resilient, persistent and confident learners.

## Wellbeing Overview

This policy is based on the NSW DEC Wellbeing Framework for Schools (2015) which is committed to creating quality learning opportunities for students. This requires an integrated approach to strengthening their cognitive, physical, social, emotional and spiritual development.

It is underpinned by the documents that combine to make the **Core Rules for Students in NSW Public Schools**. These documents include but are not limited to:

- Student Welfare Policy
- Suspension and Expulsion of School Students
- School Attendance Policy
- Student Discipline in Government Schools Policy



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.



## Student Welfare

Our school environment enables the growth and development of students. We will strive for excellence in teaching and learning. We connect on many levels to build trusting and respectful relationships for our students to succeed in a predictable learning environment.

## Staff Responsibilities

- Provide a safe and stimulating environment for learning
- Ensure effective supervision of students at all times
- Be punctual and observant during playground duties
- Promote positive relationships that respect and accept individual differences and diversity
- Model and foster respectful relationships at all times within the school community
- Use effective, consistent and appropriate processes and procedures to address behavioural issues and conflict
- Act according to the DEC Code of Conduct



## Parent Responsibilities

- Ensure that their child attends school every day, unless sick or excused
- Support the school's uniform policy by ensuring their child wears the correct uniform
- Model and encourage respectful relationships at all times within the school community
- Engage with and respond to school communication in a timely manner
- Work with teachers to maintain a quality learning environment for all

## Student Responsibilities

- Attend school on time, regularly, in correct uniform
- Be prepared for learning with equipment and work to their best ability
- Contribute to a caring, safe learning environment for students, staff and parents
- Represent our school with pride and sportsmanship
- Take responsibility for their actions
- Follow school rules, procedures and values



## Student Welfare

The school is committed to providing support to students experiencing difficulties in their personal lives.

Student welfare is managed by the Learning and Support Team. Its goal is to support the achievement of the school's vision for student wellbeing. This is achieved through:

- Developing and delivering a coordinated approach to student welfare/case management
- Supporting attendance procedures
- Developing individualised learning plans
- Referrals to the school counsellor or other external agencies as required
- Developing processes within the school for the early intervention of students in need and at risk
- Supporting the Student Wellbeing Committee to identify and develop processes for the delivery of programs
- Supporting the Student Wellbeing Committee in identifying the needs of the school in order to maximise the provision of support to students
- Establishing effective partnerships with community agencies and service provider



## Anti-Bullying

At Nambucca Heads Public School we are committed to creating a welcoming and inclusive culture. An important part of wellbeing is that students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

*The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the department.*

## Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Conflict or fights between individuals or single incidents are not defined as bullying.

All members of the school community contribute to the prevention of bullying behaviours by modelling and promoting appropriate behaviour and respectful relationships.



The Bullying of Students - Prevention and Response Policy sets out the requirements for preventing and responding to student bullying in NSW government schools. In accordance with this policy, our school implements an Anti-bullying Plan that is developed collaboratively with students, school staff, parents, caregivers, and the community.

Bullying has three main features – it:

- involves a misuse of power in a relationship
- is ongoing and repeated, and
- involves behaviours that can cause harm

Some behaviours, while not bullying, are conflicts that still need to be addressed and resolved. Examples include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence



## Digital Citizenship

A policy governing student use of digital devices and online services applies in all NSW public schools. The policy includes the digital device restriction for primary schools.

The goal is to empower students, teachers and parents with practical advice, based on current research, to guide them in making informed decisions about how children and young people engage and conduct themselves online.

NSW public schools teach students to be responsible digital citizens as they explore the possibilities of the digital world. We are equipping and empowering NSW students, teachers and parents with the skills and knowledge to minimise the risks and maximise the opportunities of our digital future by

- supporting teachers to model best practice and to actively teach the skills to be a good digital citizen
- providing advice and guidance to parents and carers on how to best support and care for their children when online
- encouraging students to be safe and responsible when online and to be positive contributors to a digital society.

The Digital Citizenship website provides practical advice to students, teachers and parents on the responsible use of technology, addressing safe and ethical online behaviour. Articles and resources are linked to the NSW and Australian Curriculum.

# School Digital Device Policy

## Portable Electronic Devices and Mobile Phones at Nambucca Heads Public School

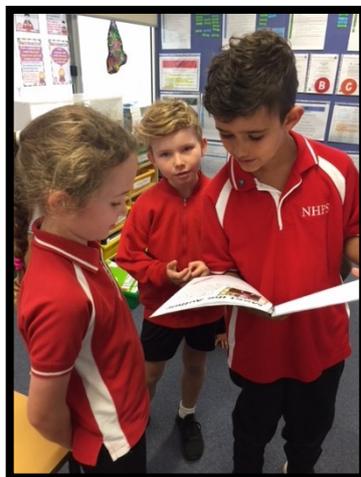
Students are only permitted to bring a mobile device to school with approval from the Principal. If students are given approval to bring a device to school they are only allowed to use it with approval from the Principal. The phone will be given to the front office for safekeeping when the student arrives at school and can be collected from the office at 3pm (not before).

If a phone or other device is used at school or brought to school without permission, teachers will confiscate the device and give it to the student's Stage leader. Parents will then be required to collect the mobile from school and the incident will be treated as a behaviour management issue. As with any behaviour management issue, the school will follow our Wellbeing Policy processes and the student may need to participate in a detention or be suspended if the behaviour continues.



Technology in the form of mobile phones, iPods, iPads, tablets, smart watches and any other electronic devices with internet access are not permitted on excursions or overnight camps in Primary School. If your child wishes to bring a camera for photographs, it must be a digital camera only.

At Nambucca Heads Public School we encourage future focused learning. This often includes the use of technology. NHPS has purchased more than 130 laptops and iPads for our students over the past 3 years to ensure that students have access to the technology required to maximise learning progress. Students at Nambucca Heads Public School do not need to bring personal mobile devices to school to enhance learning.



# School Digital Device Policy

## How the Process works:

1. Parents who feel that their child requires a mobile phone at school for safety reasons can fill out an application form via the front office. There are very few examples of when a primary aged child will need a mobile phone during their school day. Some acceptable examples are: a child needs to call home after getting to a bus stop or whilst walking home from a bus stop, or a child with special needs has a tablet that they bring to school.
2. The principal will decide if the reasons given are sufficient and if so, will approve.
3. If approval is given and a child needs to make a phone call during the day they can do this from the front office on the school landline. If the child needs to access a number from their phone they will be allowed to access their phone to get the number under supervision and the phone will be returned to the safekeeping location.



# Attendance

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

## Arriving at school and class on time

- ensures that students do not miss out on important learning activities scheduled early in the day
- helps students learn the importance of punctuality and routine
- gives students time to greet their friends before class
- reduces classroom disruption.

Lateness is recorded as a partial absence and must be explained by parents.

## Days missed = years lost

A day here and there doesn't seem like much, but...

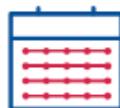
When your child misses just...

they miss weeks per year

and years over their school life

**1** day per fortnight

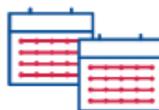
= **4** weeks



= Over **1** year missed

**1** day per week

= **8** weeks



= Over **2.5** years missed

## Attendance

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age.

On occasion, your child may need to be absent from school. Justified reasons for student absences may include

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance e.g. attending a funeral.

Following an absence from school caregivers must ensure that they provide the school with a verbal or written explanation for the absence within 7 days.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness.

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

For more information see this website: <https://schoolsequella.det.nsw.edu.au/file/51561b22-712a-4e98-9873-6a14eae6cac1/1/english-compulsory-school-attendance-parent-brochure.pdf>

## Attendance

### Nambucca Heads Public School Process

- Class rolls are marked every morning.
- If a student is marked absent, a text message will be sent from the school's roll marking system to the caregiver's phone with an option to respond with the reason for the absence.
- If the school has had no contact after 3 consecutive days of absence the NHPS Learning and Support Coordinator will be notified to follow up directly with the student's family.
- At the end of each week an attendance report identifies any students with unexplained absences. The family will be sent a school letter requesting a reason for non attendance.

Students who arrive after 8:55am should present to the Front Office to be signed in before going to their classroom.

If a student is required to leave early, parents should sign in at the Front Office. The child will be signed out early and a staff member will collect them from their classroom. Parents are not permitted to collect children from classrooms.



# Attendance

## Resolution of attendance difficulties

Students with ongoing attendance concerns are referred to the school Learning and Support team where attendance is monitored and improvement supported.

If attendance does not improve the family is invited to meet with the school to develop an Individual Attendance Improvement Plan. This plan is developed by the school and the family to support improved attendance.

If attendance shows no evidence of improvement additional actions may be undertaken through the Home School Liaison Program and the Learning and Wellbeing Officer.



# Uniform

The wearing of school uniforms by students helps to build self-confidence and a sense of connection with their community. We expect students to wear their uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

	<b>SUMMER UNIFORM</b>	<b>WINTER UNIFORM</b>	<b>SPORTS UNIFORM</b>
<b>BOYS</b>	Red & white school shirt, black shorts, white socks and black shoes	Red & white school shirt, black long pants and red V neck jumper or zip-up jacket, white socks and black shoes	Red & white school shirt and black shorts, white socks and joggers
<b>GIRLS</b>	Red & white school shirt, black culottes or shorts, white socks, black shoes	Red & white school shirt, black long pants and red V neck jumper or zip-up jacket, white socks and black shoes; joggers are fine	
<b>HATS</b>	Black school bucket hat (available at office). Hats are a compulsory part of our uniform. We have a "No Hat, No Play" policy		

## Jewellery and Makeup

Students should not wear makeup to school. Small and simple items of jewellery can be worn but students are discouraged from wearing expensive and unsafe jewellery e.g. dangly earrings, long necklaces.



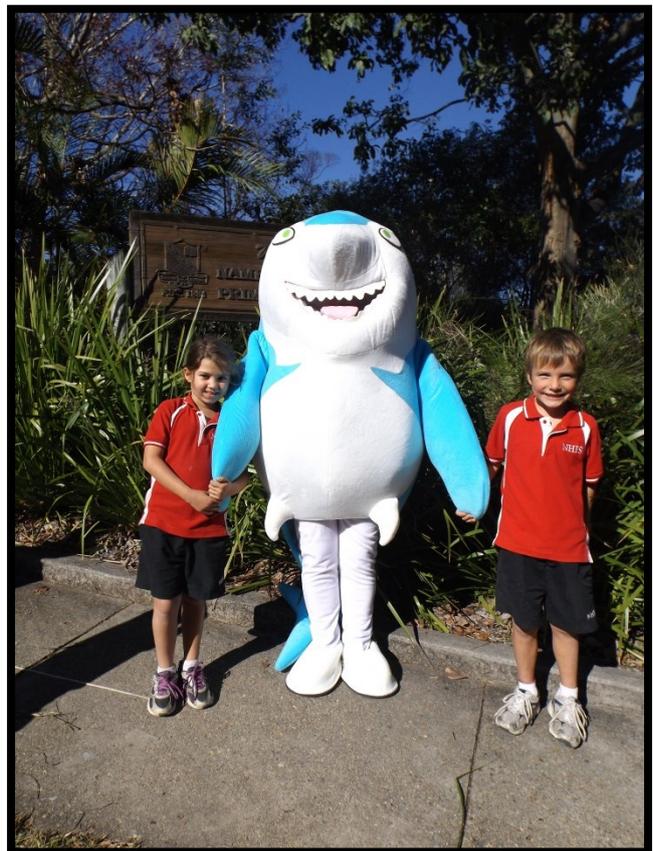
## Acknowledging Student Achievement

Our school believes strongly in the value of acknowledging positive student behaviour, work habits and achievements. We consistently encourage all students to strive to uphold our School Values.

Teachers reinforce and encourage these values in a variety of ways. These include verbal and non-verbal reinforcement, including but not limited to; praise, stamps, WinBins, Gotchas, and displaying quality work.

Each classroom clearly displays School Values and class expectations.

Positive Behaviour for Learning (PBL) is integral to the school positive acknowledgement system.



# Positive Behaviour for Learning

**PBL is an evidence-based whole school systems approach that:**

- Addresses the diverse academic and social needs of every student to support them to be successful
- Supports students in early childhood settings through to senior years of schooling
- Enables schools to establish a continuum of supports that are intensified to meet the needs of every student
- Is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- Establishes positive social expectations for all in the school community
- Provides a framework for the school and its community to collectively support the wellbeing of every student

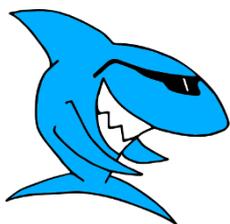


# Our School Values



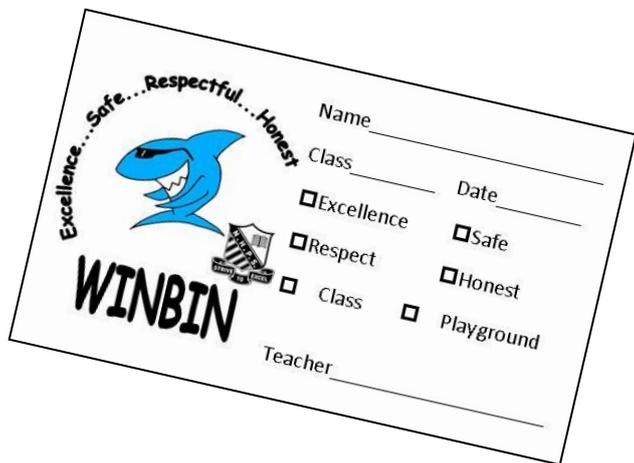
## Our PBL Mascot

Seemore Shark is the school mascot.



## WinBin System

Students receive WinBins as immediate acknowledgement of positive behaviour. The WinBins are collected and drawn during whole school assemblies. Students receive a draw from the prize box.



## Gotcha System

Students receive Gotchas for acknowledgement of ongoing demonstration of specific School Values.





### Gotcha Tracking

- 5 = Certificate
- 10 = Blue Badge
- 15 = Certificate
- 20 = Bronze Badge
- 25 = Certificate
- 30 = Silver Badge
- 35 = Certificate
- 40 = Gold Badge
- 45 = Certificate
- 50 = Ruby Badge
- 55 = Certificate
- 60 = Onyx Badge
- 65 = Certificate
- 70 = Diamond Badge

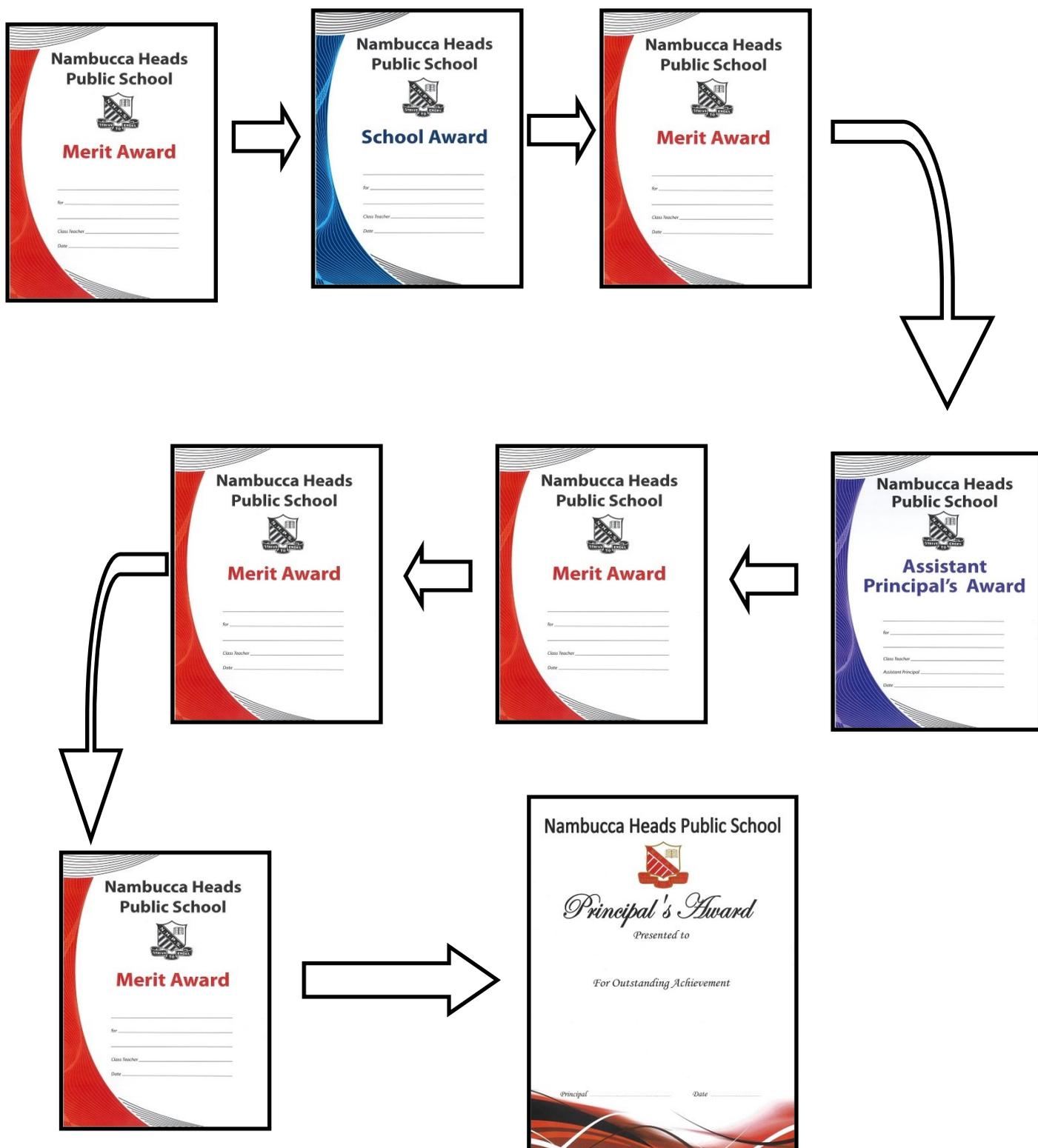




# Merit Awards

Awards are presented to students at Stage assemblies for effort and achievement.

School, Assistant Principal and Principal Awards are presented at Friday whole school assemblies.



# School-Wide Behaviour Management Process

At NHPS communication slips are used by staff to record information from incidents in the classroom and playground. They are used to communicate information between staff members to support students emotionally and behaviourally. This information is used by the PBL team to identify and track behavior trends and design school-wide lessons specific to the needs of students.

If student behaviour is high level and putting others at risk, the steps below can be skipped and the Stage Leader should be notified immediately. Otherwise, the steps below are followed.

- 1. First warning - Verbal**
- 2. Second Warning - Name written on the board**
- 3. Third Warning - In class timeout**
- 4. Stage Leader Timeout**



# Behaviour code for students

## NSW public schools

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
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- 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.

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 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

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 will back the authority and judgment of principals and school staff at the local level.

# School-Wide Behaviour Management Process

Suspension and expulsion from school are strategies schools use within the context of schools' student wellbeing and discipline policies.

Suspension is not intended as a punishment. Suspension allows time for school staff to plan and/or review learning and behaviour supports to assist a student engage positively with school and learning.

In some cases, suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff.

Schools and the government school system work with parents, the student and specialist staff or other agencies, where appropriate, to assist a suspended student re-join the school community as quickly as possible.

[https://policies.education.nsw.gov.au/policy-library/associated-documents/leaflet\\_1.pdf](https://policies.education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf)

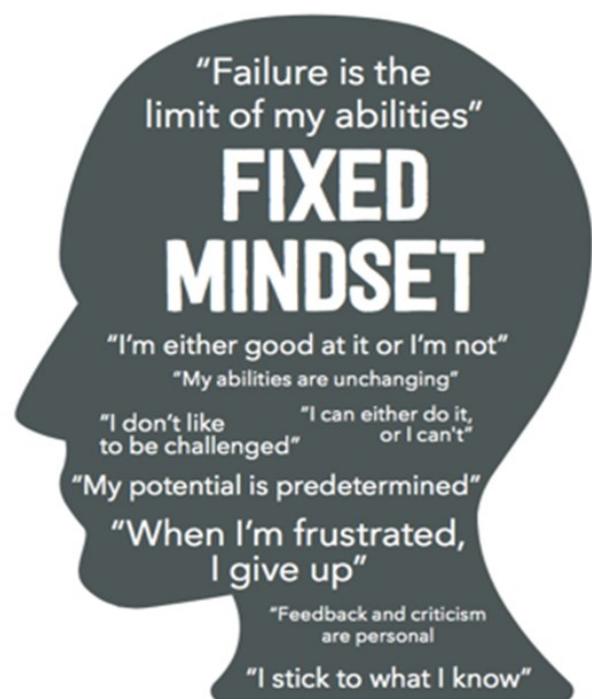
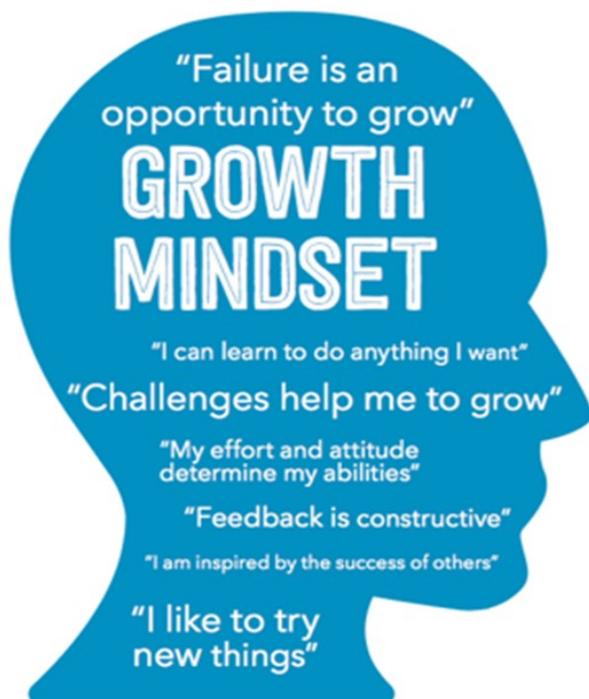


## Social and Emotional Learning

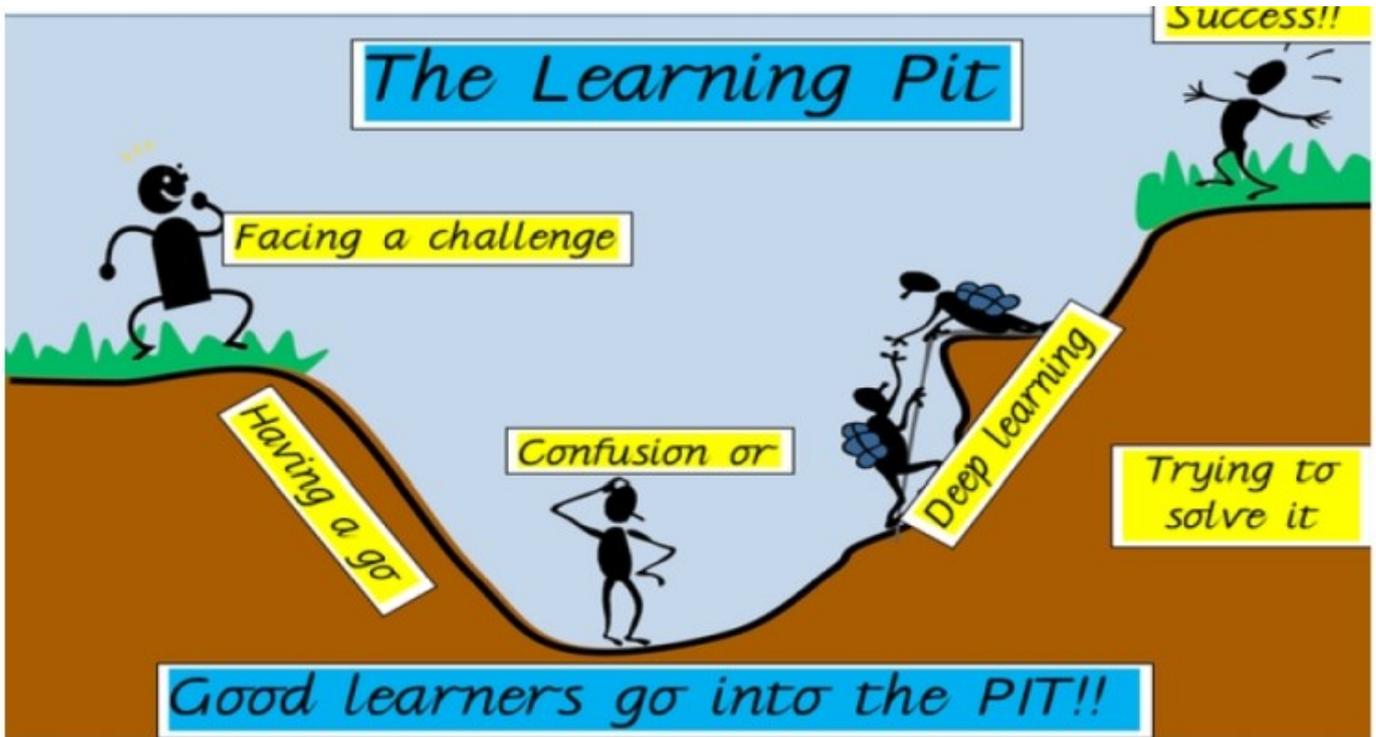
NHPS has developed a Social and Emotional scope and sequence to support students in becoming resilient, persistent and confident learners.

Social and emotional learning is learning how to manage feelings, manage friendships and solve problems. These are essential life skills that support wellbeing and positive mental health. Social and emotional skills promote student's ability to cope with difficulties and help to prevent mental health problems.

Social and emotional learning provides practical skills that all children can learn and apply to everyday situations. Teaching children social and emotional skills helps to promote resilience – the capacity to cope and stay healthy in spite of the negative things that happen through life.



# Social and Emotional Learning



# The Wellbeing Framework for School

The NSW Department of Education and Communities (DEC) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The DOE commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.



## Learning Opportunities

To support the development of the whole child NHPS has implemented a range of specialised programs.

NHPS has a dedicated sports teacher who teaches each class every week. Through targeted lessons students are taught a range of sporting skills and provided opportunities to prepare for carnivals and sporting events. Through this designated role the school also accesses sporting development programs and visits from sporting teams.

To support fitness all teachers run morning movement with a focus on the 12 fundamental movement skills.

In the playground students have opportunities to be involved in the structured play of sporting games, inside passive play (crafts, reading, puzzles and games), outside passive play (digging in the dirt, cars, trains, dinosaurs) and opportunities to participate in dance group and sports training.

NHPS has integrated Science outcomes into the English Scope and Sequence to promote language skills and engagement across the curriculum.



## Learning Opportunities

NHPS works with the Coffs Harbour Conservatorium of Music to deliver small group and individual lessons on guitar, keyboard and vocal.

Every year NHPS holds a whole school musical to provide opportunities for performance and creative arts.

NHPS has two dance groups that work on developing skills through the year and participate in eisteddfods and perform at school events. We also have an Indigenous dance group who learn cultural dances.

Aunty Edrica is our Gumbaynggirr language teacher. She works across the school to teach language and works with staff to support embedding culture into lessons and school practice.

From 2021 NHPS will have a dedicated Visual Arts teacher who will teach every class for one hour every week. Students will be exposed to a range of art techniques.





