



Vaucluse Public School
~ est. 1858 ~

STUDENT WELFARE POLICY

Our Purpose

Learning is the primary purpose of the school and the welfare of all is best served when that purpose is achieved. It is our responsibility to ensure an ordered and safe environment where students feel secure and become successful and confident learners and where all members of the school community are treated fairly and with respect.

Our PBL school rules are:

1. Be Safe
2. Be Respectful
3. Be a Learner

Our School Expectations

While at school, students learn and progress to the best of their ability, behaving in ways that support a safe, harmonious, learning environments for all, and which reflect positively on themselves and the school. They act in keeping with the *Core Rules in NSW Government Schools and The Values We Teach*, as represented in school and class rules.

Students should:

- Cooperate with the school and classroom rules which reflect our values,
- Always show respect for teachers, other school staff, helpers and visitors,
- Treat one another with dignity and respect,
- Attend school every day unless legally excused, and are in class on time and prepared to learn,
- Work to the best of their ability and stay on task.
- Allow and encourage others to work to their ability and stay on task,
- Display self-control,
- Behave safely, considerately and responsibly always, including when travelling to and from school,
- Move safely, considerately and responsibly around the school,

- Seek teacher assistance when necessary for difficulties in class or playground,
- Know and use socially accepted conventions as defined in our Bounce Back Program,
- Listen when others are speaking,
- Follow instructions,
- Proceed to lines and lessons promptly,
- Are polite, well-mannered and courteous to others,
- Keep classrooms and school spaces clean and tidy,
- Care for property belonging to themselves, the school and others,
- Understand appropriate behaviour and its relationship to time and place,
- Recognise that behaviour is a choice and all behaviour has 'real-world' consequences,
- Maintain a neat appearance, in line with the school dress code.

For many students the school is the first major experience with a social institution, and it is here they will learn the social skills necessary to operate successfully in the world. The school, together with parents, has a role to play in teaching values, social skills and an understanding of appropriate behaviours.

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 will:

- Ensure a safe and secure environment where basic needs are met,
- Foster mutual respect and positive relationships, centred around their positive relationship with each child,
- Maintain a classroom and school environment conducive to learning,
- Always provide active supervision of students,
- Provide interesting and challenging learning programs,
- Involve parents and communicate with them about progress and behaviour,
- Make expectations clear and explicit,
- Foster understandings about behaviour choices and consequences,
- Model and reinforce the values and qualities which underpin harmony in a diverse society,
- Maintain routines and minimise disruption to lessons for any reason, including behaviour management,
- Model and encourage appropriate forms of behaviour,
- Listen to the cares and concerns of students,

- Caution or constrain students for their own safety and the safety of others,
- Take appropriate disciplinary action, when necessary,
- Foster self-esteem and positive self-concepts,
- Recognise and affirm desirable behaviour,
- Always act with consistency and fairness.

The Role of Parents

The school expects parents to play a role in the implementation of this policy by:

- 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,
- Helping their children to understand what is required of them at school,
- Working with the school to resolve any difficulties that may arise,
- Supporting their children to be successful learners through good attendance, punctuality and engagement with all learning activities, including homework.

Classroom Strategies

Behaviour management is achieved through a comprehensive approach that includes building positive relationships with each child and utilising a range of educational, organisational and responsive strategies.

The school rules, class rules and visual timetable should be displayed in all classrooms. The initial responsibility for management within the classroom rests with the individual teacher.

Class rules are to be established democratically by the class and the teacher at the commencement of the school year. These rules are to be displayed openly, using positive language. In K-2 and the Support Unit class teachers will use and display the 5 Ls of lovely listening:

- **Look:** Use your eyes to make eye contact with the speaker,
- **Listen:** Focus your ears on what the speaker is saying,
- **Lips:** Keep your lips together to show you are not interrupting,
- **Lap:** Keep your hands on your lap to avoid distracting behaviours,
- **Legs:** Keep your legs still or crossed to maintain focus.

Proactive & Preventive Strategies

Be prepared!

Prior careful planning allows for a low stress, high challenge, learning environment with:

- Appropriate and interesting learning activities,
- Variety of activities and pace,
- Provision for the full range of abilities, different learning styles and pace of working.

A plan for classroom management minimizes behaviour situations and includes:

- A strategic seating plan in the classroom,
- Harmonious working groups,
- Provision for good sight and hearing,
- Expectations made explicit,
- Classroom rules framed in positive terms and displayed prominently,
- Known signal for gaining instant attention,
- Strategies for responding consistently in all circumstances,
- Efficient routines for all lesson types,
- Established places for all equipment and routines for cleaning up,
- Active and mobile supervision of students' activities and learning.

The systematic teaching of values, social skills and desired behaviours makes expectations explicit through:

- Modelling,
- Role plays,
- Rehearsal or practice of desired behaviours.

Catch them being good! (Positive Affirmation and Reinforcement)

Frequent Explicit Feedback - Accentuate the positive!

- Descriptive language *"You really thought about that before you answered. Well Done!"*
- Constructive criticism *"I want you to try and improve your neatness."*
- Self and peer affirmation. Encourage students to notice and praise their own and others' achievements.
- System for regular feedback to parents.

Recognition of Desired Behaviour - Use in conjunction with explicit feedback.

- Skills tokens, stickers, merit awards, house points Make sure students know how they can qualify,

- Incentive program. Using any tokens, points, stickers etc, equals individual, group, or class reward.

Reactive Strategy – Traffic Light System

Green Light

- Each student's name is laminated and placed on a green light. This is reflective of positive behaviour.

Orange Light

- If a classroom rule is broken, the student's name is moved to the orange light.

Red Light

- If negative behaviour continues, they are moved to the red light.

Progressing through the Traffic Light System

- If the behaviour continues after movement to the red light – students are moved to their buddy class.
- Appropriate behaviour is rewarded by moving back down the lights to green. All students begin on green at the commencement of every session. In any incident of a student's moving to the orange or red traffic light the expectation is that teachers support students to move back to the green as quickly as possible.
- If the student is sent to their buddy class, the teacher must notify their supervising Assistant Principal. This information must be logged onto LMBR Student Welfare by the teacher. The supervising Assistant Principal will notify the parent of the incident as soon as possible.
- If a pattern of disruptive behaviour occurs, the teacher in collaboration with the Assistant Principal uses the Learning and Support Checklist to guide further action and referral to the Learning and Support Team.
- Teachers are expected to regularly discuss with the class expectations of behaviour,
- Teachers may also need to consider (in developing support for the student) whether individual student's needs are required to be communicated at Stage meetings, Whole Staff Administration Meetings or Learning and Support Meetings.

Discipline problems are less likely to occur when lessons are well prepared and appropriate to the students' level.

Playground Strategies

A similar range of preventative, diversionary and reactive strategies apply.

- The social skills program and reminders about rules and values apply equally to the playground,
- Students are taught to be assertive and use “I” statements:
 - *“I don’t want to be I want to be left alone. I want to play with my friends/get on with my work.”*
- Students are taught to be assertive and use the STAND anti-bullying strategy,
 - **STAND** - Stay calm. Try to Ignore. Ask to Stop. Never Fight. Duty Teacher for assistance.
- High mobility and visibility of teachers on playground duty,
- Early intervention and diversion of situations before they develop further,
- Visible and prompt attention to student complaints/concerns,
- Counselling of/discussion with students about values, rules and appropriate behaviours as needed,
- Time to reflect or cool down by walking with the teacher or sitting on the Silver Seat (5 mins Max)
- Removal from the playground and referral to a member of the executive in the office with a:
 - **Orange Card** - for persistent behaviour that intrudes significantly on the rights of others and fails to respond to intervention strategies above
 - **Red Card** - for physical violence or behaviour that represents a serious risk to safety:
 - For extreme disruption or disobedience to staff
 - For extreme verbal abuse
 - For illegal activities
 - For three orange cards
- Time Out – Sensible Thinking Room - students think & plan more appropriate behaviour for the future in line with restorative practices and with letter home to inform parents of the incident,
- Extended Time Out with Executive - students spend time with executive reflecting on their behaviour,
- Meeting with Parents - a letter goes to parents requesting interview to discuss behaviour,
- Short and /or Long Suspension when students do not respond positively to these strategies,
- Expulsion.

Reactive Playground Flowchart

Early Stage 1

If behaviour is deemed to be violent or dangerous, student is to be sent to the red lounges in the office administration area.

Stage supervisor will be called by office staff.

Stage 1

If behaviour is deemed to be violent or dangerous, student is to be sent to the red lounges in the office administration area.

Stage supervisor will be called by office staff.

Stage 2 & 3

If a student is seen to be breaking the rules, 1 warning is issued (orange traffic light). If the behaviour reoccurs the teacher will direct the student to shadow the teacher on duty (red traffic light) or to sit on the silver seats for a 15-minute period.

If behaviour is deemed to be violent or dangerous, student is to be sent to the red lounges in the office administration area. Stage supervisor will be called by office staff.

There will be a “time-out” area on the steps in the K - 2 area. Years 3 - 6 will sit students on the silver benches. Time-out should be imposed for minor breaches. Length of time-out will be at the discretion of the teacher on duty and will reflect the circumstances.

Playground Guidelines

Before School | Morning, 8:50am – 9:20am

- All teachers are deemed as on duty within the school,
- Parents are not permitted to leave students unsupervised prior to 8:45am in accordance with Department of Education guidelines,
- **All students** to play in top playground,
- K - 2 area, classrooms, play equipment and bush track are out of bounds,
- Students and teachers to promptly be at designated class-meeting area.

Recess, 11:20am – 11:45am & Lunch, 1:15pm – 2:05pm

- Rules must be reiterated constantly in the classroom and at assemblies,
- Playground duty should be an ‘active’ duty with the teacher moving around all

sections of the patrolled area and include periodic checking of the toilets and other “blind” areas with the aim of anticipating and preventing incidents,

- All complaints of inappropriate playground behaviour are to be followed up thoroughly by the teacher on duty.

The teacher must be punctual in attending duty.

The teacher should NEVER leave the playground unsupervised. If the relieving teacher is late or additional assistance is required a message should be sent to an Assistant Principal.

Promptness in collecting class from playground after recesses is essential.

Canteen

Students are expected to:

- Line up
- Wait your turn
- Use your manners
- Buy only for yourself
- Rubbish in the bin

Teachers' Roles in Playground Supervision

Playground Duty

Recess: Teachers to be prompt to class meeting areas.

Lunch: All students eat with grade teacher in designated eating area. Teacher to check cleanliness of eating area and dismisses students.

School Award System

Class Merit Certificates

These certificates are issued by teachers for sustained effort and achievement. The award of class merit may be for:

- Cooperative behaviour,
- Achievement in any Key Learning Area,
- Helping other students in need,
- Class citizenship,
- Taking initiative,
- Helping the teacher,
- Homework,

- Consistent effort,
- Improvement,
- A good contribution to a class activity,
- A good performance in a class task,
- A special contribution to the appearance of the school,
- Class leadership,
- A contribution to a whole school activity.

These certificates to be issued at the fortnightly K-2 or 3-6 assembly on the basis of four per class.

Teachers from Library, SAKG and Hebrew also nominate students for fortnightly awards.

Principal's Awards

The principal will award a K - 2 student and a 3 - 6 student with a certificate recognising their contribution to the school community.

School Certificates and Banner

Students who receive three Class Merit certificates receive a School Merit certificate. When students have three School Merit certificates, they receive a School Banner at their fortnightly assembly.

School Medallion

A School Medallion is awarded to students who receive three banners. These are presented each year at the K - 6 presentation day in Term 4 and the student's parents are invited to attend.

Behaviour Expectations

Inside School Buildings

- You need teacher permission to be in all school buildings,
- Walk quietly through corridors,
- Use your inside voice,
- Be considerate of people working,
- Keep left on stairs and in corridors,
- Carry balls,
- No eating inside.

Soccer Pitch

- No eating,
- School hat on – Play on!

- Speak respectfully – Kind supportive language only,
- Always remember the teacher is there to help,
- Look after school equipment and the school environment.

Top Playground

- The Bush Track and behind VOOSC is out bounds,
- Hat on - Play on! Or sit on the silver seats,
- Please don't use the fixed equipment if it's raining,
- Keep our playground clean – Put rubbish in the bin,
- Please do not kick big balls against the buildings,
- Stay seated while eating,
- Put lunchboxes in your tubs,
- Speak respectfully – Kind supportive language only,
- Always remember the teacher is there to help,
- Look after school equipment and the school environment,
- Please do not play in the toilets,
- Please keep of the grass if it has been raining.

Out of Bounds Area

- Inside buildings, unless accompanied by a teacher,
- Toilets, except for proper purpose,
- Behind or under buildings,
- On roofs,
- Gardens,
- Outside school grounds. Ask a teacher if you need to go out of the grounds,
- K-2 playground in the morning,
- Bottom playground is only for K- 2 play,
- No students K - 2 on Bush Track walk without a teacher.

At end of lunch all students and teachers report to the class assembly point.

Relief

Teachers who know in advance that they will not be able to carry out their duty (due to excursion, leave etc) should arrange/negotiate with another teacher to ensure the duty is covered.

Wet Weather

Teachers are to be in their rooms at 8:50am ready to meet students and supervise them until school commences. Wet weather is signalled by a message over the intercom.

Students remain in the classroom and teachers revert to wet weather playground roster.

If it begins to rain during recess/lunch the duty teacher rings the bell three times and students return to classrooms. Teachers also return to classrooms and arrange to share supervision of classes with a neighbouring teacher.

Vaucluse Public School Welfare Policy

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