

Partners in Learning

Junior Campus
Sternberg Crescent

Phone: 6205 7566
Fax: 6205 7563

Senior Campus
Wheeler Crescent

Phone: 6205 6200
Fax: 6205 6199

WANNIASSA SCHOOL

MANAGING SCHOOL SUCCESSFULLY

A STUDENT AND PARENT GUIDE

INTRODUCTION

Wanniassa P-10 School is one in which the students, teachers, administrative staff members and parents work together in a mutually caring and harmonious environment. To achieve the best educational and personal outcomes for all our students, we have developed a whole school student management policy for the classroom and the playground.

Students need to recognise that they control and are responsible for making appropriate choices in their behaviour. They also need to be aware of and understand that there are consequences for inappropriate or dangerous behaviour. We believe that all students have a right to feel safe and free from harassment at all times, and to be treated with courtesy, fairness and respect. No student has the right to interrupt the learning of another student or the teaching by any teacher.

As well as documenting students' rights and responsibilities, our policy provides the students with a clear understanding of the consequences of inappropriate behaviour. The school uses the restorative approach to deal with student behaviours to develop a new perspective and rebuild their self-esteem. An important component of this process is recognition of positive and acceptable student behaviour. This is reinforced through the integration of the values program within the school community.

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STUDENT CODE OF CONDUCT

At Wanniasa School we have high expectations that students will:

- Always do their best and be the best they can be
- Present their work to the best of their ability
- Listen to the teacher and other students
- Respect and obey all reasonable requests by members of staff and all other people in a position of responsibility
- Challenge themselves and be fully prepared to learn and participate
- Be punctual and attend school every day unless sick or involved with urgent family business
- Wear uniform as determined by the school community at all times
- Support the school values program
- Discourage bullying
- Move quietly throughout the school and look after our school and keep it clean
- Take care to ensure their own and others' safety.
- Have respectful classroom, playground and assembly behaviour, showing good manners
- Respect their own and other people's property
- Support sustainability and recycling
- Reject involvement in the use of alcohol, tobacco, illegal drugs or the use of weapons in all school activities.
- Abide by the school ICT Code in relation to computer access.

STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • TO BE SAFE AND HAPPY AT SCHOOL • TO BE SHOWN COURTESY, FAIRNESS, RESPECT 	<ul style="list-style-type: none"> • TO SHOW COURTESY, FAIRNESS, RESPECT AND CONSIDERATION TO <u>ALL</u> MEMBERS OF THE SCHOOL COMMUNITY
<ul style="list-style-type: none"> • TO LEARN, AND NOT BE DEPRIVED OF OPPORTUNITIES BY THE BEHAVIOUR OF OTHERS 	<ul style="list-style-type: none"> • TO COOPERATE IN CLASS • TO DO YOUR BEST • TO BE IN THE RIGHT PLACE AT THE RIGHT TIME • TO ASK POLITELY FOR HELP WHEN NEEDED • TO HAVE ALL THE NECESSARY BOOKS AND EQUIPMENT FOR SCHOOL • TO RESPECT THE RIGHTS OF OTHERS TO TEACH AND LEARN
<p>TO HAVE A PLEASANT, CLEAN AND HEALTHY ENVIRONMENT</p>	<ul style="list-style-type: none"> • TO KEEP THE CLASS ROOMS AND PLAYGROUND CLEAN AND IN GOOD CONDITION • NOT TO SMOKE, DRINK OR USE ANY OTHER ILLEGAL DRUGS AT SCHOOL
<p>TO EXPECT YOUR PROPERTY TO BE SAFE AT SCHOOL</p>	<ul style="list-style-type: none"> • TO RESPECT AND CARE FOR THE PROPERTY OF OTHERS • NOT TO BRING VALUABLE ITEMS (SUCH AS LARGE SUMS OF MONEY, MOBILE PHONES, IPODS, COMPUTER GAMES) TO SCHOOL

VALUES PROGRAM

Our Junior Campus has an extensive values program that runs from kindergarten through to year 6 where students are encouraged to reflect upon their own actions and how they align with our focus values.

The values that are focussed on are 'The Nine Values for Australian Schooling.' They are: Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility and Understanding. The program also looks at elements of what it means to be resilient.

Each fortnight a new value is introduced to the school community at the assembly. The unit who is running the assembly choose the way they wish to introduce the value. This might be done through a song, role play, video etc. Students know that teachers are on the lookout for students displaying the focus value and if they are caught doing this, they are then given a ticket to go in the 'values box.' A winner is drawn at each fortnightly assembly. All students who have tickets in the box are acknowledged on the 'values wall' in the school's front office. When a student has received five values tickets, they will be awarded a prize.

Focus values are addressed on morning lines, in classrooms and in teaching units. The language of the values program is integrated into the conversations between staff and students.

If students' thoughts are focussed on how they can be displaying all or any of these values they will not have a mindset towards bullying and harassment.

A RESTORATIVE APPROACH

When managing student behaviour, teachers at Wanniasa School take a restorative approach. Through this approach students involved in incidents are given the opportunity to reflect on what happened and how their actions affected other students involved. Students are encouraged to talk about the consequences of their actions and how they can 'right' any wrong that has occurred. This also acknowledges the victim and allows them to share their thoughts and feelings.

Through this process students are able to discuss their problems or difficulties and the discussion usually results in a positive outcome. There are occasions

however where incidents may result in further staff intervention. This method is specifically used with the playground Thinking Room process.

CLASSROOM MANAGEMENT

Teachers are responsible for classroom welfare and they use consistent behaviour management routines which are based on Education Department/School Policy Guidelines of social justice, gender equity and behaviour policy.

Teachers negotiate with students the specific rules for a class or unit environment. Fortnightly class meetings on rules and other matters affecting the group are a timetable priority. This further empowers class School Representative Council (S.R.C.) members to influence/highlight school-wide issues at S.R.C. meetings.

For the majority of students, individual classroom management strategies, skills and techniques utilised by different teachers, are usually sufficient. The chart (*in appendix a*) is a visual representation of the following procedure for non-compliant students.

NON-COMPLIANT BEHAVIOUR

In The Classroom STAGE 1

- First warning (What are you doing? What should you be doing?)
- Second warning, e.g. rule reminder (You know the unit/class rules).
- Third incident 'time-out' in class time out area, possibly with a behaviour plan to be completed.
- Continued disruption – Removal from Unit to time-out in another unit. Teachers establish time-out arrangements in other units at the commencement of the year.
- Where a student continues to display unacceptable behaviour while in time-out, a referral to the supervising executive staff member will be made by the class teacher. Parents may be contacted at this time.
- Further unacceptable behaviour will result in a referral to the Principal or delegate. Parents will be contacted at this stage in order to work in partnership to resolve the problem.

Stage 2

Unacceptable behaviour may lead to an in-school suspension. The student will work in a designated place (an isolated part of the school, or another unit). Parents will be involved in discussions with:

- Teachers
- The Principal/Deputy Principal or delegate
- The Special Needs Team
- Other Agencies e.g. Itinerant Behaviour Management and Child Adolescent Unit.

The student and his/her parent/s will be notified that further failure to modify behaviour will lead to out-of-school suspension.

The student may be re-entered into class once they take ownership and recognise they are responsible for their own appropriate behaviour. The consequences of unacceptable behaviour need to be agreed between teacher and student/s before returning to class.

Stage 3

Further disruptive, non-compliant or dangerous behaviour will incur an out-of-school suspension from school. Parents and student will need to satisfy the Principal or delegate that a plan for improved behaviour has been formulated before the child returns to his/her class.

Stage 4

If the offending student fails to modify his/her behaviour after suspension, other system-wide arrangements will be considered.

If the behaviours are of a serious nature the Principal/Deputy Principal or Delegate will exercise their discretion and may take actions bypassing some or all of the above stages. For example: drug related behaviour; serious violence etc.

VIOLENCE

Physical violence – fighting or assault – will result in immediate action; in serious cases an in-school or out-of-school suspension. Threats of violence,

intimidation and supporting or encouraging violence (such as setting up fights) will result in removal from the playground or an out-of-school suspension where there is serious provocation.

In cases of persistent, extreme violence or unsafe behaviour, an individual student behaviour program will be formulated by the Special Needs team working with the teacher and student's parent. This could include restricted playground boundaries and/or alternate recess and lunch times and/or separate teaching arrangements away from the class group.

PLAYGROUND

The school has a legal duty of care for all students for the whole school day, including recess and lunch times.

- No student is to leave the identified playground boundaries without written parental approval and teacher consent.

The playground is a shared resource for all students. To ensure that every student has the right to choose an appropriate area for recess and lunch, certain areas are designated for a range of activities on a rostered basis.

To ensure the safety of all students:

- Broad-brimmed or sun-smart hats to be worn at all times.
- All rubbish is to be placed in bins/recycling containers provided.
- Throwing of any dangerous objects including rocks, sticks and tanbark is unacceptable.
- Games involving tackles or continual harsh physical contact are banned.
- Bullying is not tolerated and students are encouraged to inform a teacher if it occurs.
- Trees, shrubs and wildlife in the playground should be treated with care.

Where an infringement is minor, the duty teacher will resolve it. If a 'cooling off period' or playground timeout is required, the teacher can nominate a timeout area in the playground where the student can sit, such as the silver seats.

If one of the following behaviours is exhibited, a student will be sent to the Thinking Room.

'Playground Thinking Room Checklist'

- Physical Fighting/tackling
- Throwing sticks, rocks, tanbark
- Loud swearing, abusive language and/or verbal harassment
- Bullying
- Harassment, sexual, racial or group
- Repeated playing of banned games

THINKING ROOM PROCEDURES

1. The thinking room is situated in Yellow Unit or an alternative unit.
2. At 1:30pm any student waiting to attend detention will line up outside the Thinking Room.
3. The duty teacher will escort the student into the Thinking Room.
4. A student sent from the playground after 1:30pm will go directly to the Thinking Room. However, if it is after 1:45pm, the student will have to report to the Thinking Room the next day to complete his/her session.
5. While in the Thinking Room, the student completes a *Behaviour Agreement* with the teacher on duty. Conversations between the teacher and student are aimed at restoring the situation. Through this approach, students involved in incidents are given the opportunity to reflect on what happened and how their actions affected other students involved. Students are encouraged to talk about the consequences of their actions and how they can 'right' any wrong that has occurred. This also acknowledges the victim and allows them to share their thoughts and feelings. A restorative process may involve verbal or written apologies if necessary. The student is given strategies to engage more positively with others.
This *Agreement* (top half) is collected and recorded onto the student behaviour management system. The lower half of the *Agreement* is given to the student by the classroom teacher to be taken home and signed by a parent or carer. This slip should then be returned to the class teacher who will keep this as a record in a playground behaviour folder. If a student fails to return this slip, the classroom teacher will notify the executive teacher who will then contact the parents.
6. Should the student be late, disruptive or fail to attend, they will be expected to make up the time at a later session.
7. After the student has completed the *Behaviour Agreement* he/she is to sit quietly until released when the bell rings.

8. If a student is sent to thinking room a second time during any one term, they will be required to do one additional lunchtime session to reflect on their actions. If a student is on detention for a third time a further two thinking room sessions will be required. Thinking Room sessions are a cumulative process over one term. The process restarts at the beginning of each term.

TOILETS

Toilets and entrances to toilets are not play areas. Every student has an equal right to expect that toilets will be clean, safe and provide reasonable access and privacy. Students are expected to behave in an appropriate way in toilets.

MOVING BETWEEN HOME AND SCHOOL

Behaviour whilst travelling to and from school creates an impression in the community. Positive and well mannered student behaviour enhances the school's good reputation.

HARASSMENT

Harassment is any form of behaviour through which one student, or a group of students, becomes the victim or victims of the actions of another student or group of students.

Harassment includes:

- bullying; (verbal and physical)
- sexual harassment;
- racial harassment;
- ability harassment;
- personal harassment;
- deliberate isolation and
all other forms of harassment.

No form of harassment is acceptable and occurrences will be dealt with promptly by school staff. Any student who believes he or she is being harassed should immediately take his or her complaint to the duty teacher,

class teacher or the Sexual Harassment or Anti Racial School Contact Officers.

Most forms of harassment are covered by Commonwealth and ACT laws and the school will refer cases of harassment to the relevant legal agency if necessary.

THEFT

Theft is a very serious matter, and will be dealt with promptly by school staff. Students are encouraged not to bring items of value such as large sums of money, mobile phones, iPods etc. to school. If necessary, mobile phones may be stored in the school safe.

Repeated theft will be referred to the Counsellor and the Principal. Parents will be advised that further theft will lead to their child’s referral to the Special Needs Team or Police.

OFFENSIVE LANGUAGE

If students use offensive language directed to a teacher the matter will be dealt with by executive staff and may result in suspension. Students using offensive language in the playground will be referred to the thinking room.

TRUANCY

Parents will be notified of any truancy from class or school. An attendance monitoring system is in place for any student at risk. Your child’s teacher or a member of executive will contact parents if a student is absent for periods greater than 3 days to ascertain the reason for the absence. Referrals to Family Services may be appropriate and will be managed by the Principal or Delegate.

LATENESS TO SCHOOL

If students are late on a regular basis without legitimate reason, contact will be made with parents and follow up procedures put into place to monitor

future arrival times. Students in year 4-6 arriving after 9.00am are required to complete a late note at the Front Office for record keeping purposes.

VANDALISM

Vandalism includes graffiti, wilful damage to all school property and damage to the property of students and staff. A student who vandalises property will be automatically required to compensate the person or the school, repair the damage or participate in school community service.

DISCOS

School and SRC discos are managed by the same rules as general school behaviour – reasonable behaviour and courtesy to peers, parents and staff. Discos are a privilege, not an automatic right. The school executive reserves the right to exclude a student if that student regularly exhibits inappropriate social behaviour.

Teachers and parents give their time on a voluntary basis to supervise discos, and if a student does not behave in an acceptable manner, then parents will be contacted to collect their child. This decision would be made jointly by Executive staff and teachers.

EXCURSIONS AND CAMPS

Students must appreciate that attendance on excursions or camps is not a right but a privilege. Attendance must be earned through appropriate behaviours in school. If a student is to be excluded from an excursion or camp, staff will consult with the Principal and the parents will be advised.

Students are expected to exhibit school behaviours when on excursions and during school organised activities.

On day excursions students are expected to wear school uniform unless the organising teacher advises otherwise.

On overnight excursions the school will provide written advice about expected behaviour and consequences for inappropriate behaviour. In cases of persistent non-compliant behaviour prior to camps, a school executive

may exclude a student from participation. Teachers voluntarily give their time to organise and supervise camps and excursions, and if a student does not behave in an acceptable manner, then parents will be contacted to collect their child.

BRINGING UNACCEPTABLE MATERIAL TO SCHOOL

Any kind of weapon, substance, inappropriate literature and other materials which are harmful and/or illegal are unacceptable at school. Such materials will be confiscated, placed in safekeeping to be collected in person by a parent or legal guardian. Illegal materials will be passed to the Australian Federal Police. Any action taken depends on the type of unacceptable material brought to school.

BUSES

The standard of behaviour on school and route buses is the same as is expected at school. The school works with ACTION to ensure that all students have pleasant and reasonable conditions during bus journeys to and from school. ACTION has the right to stop students, whose behaviour is unacceptable, from using school and route buses, and the school will support ACTION in this matter.

BIKES

The school provides a secure enclosed bike area near Orange Unit. Students should use this bike area to house their bicycle. The area is locked between 9.15am to 2.55pm for safety reasons. Student should chain their bikes to the rack with a padlock. Please note that the school will not be responsible for bikes at school.

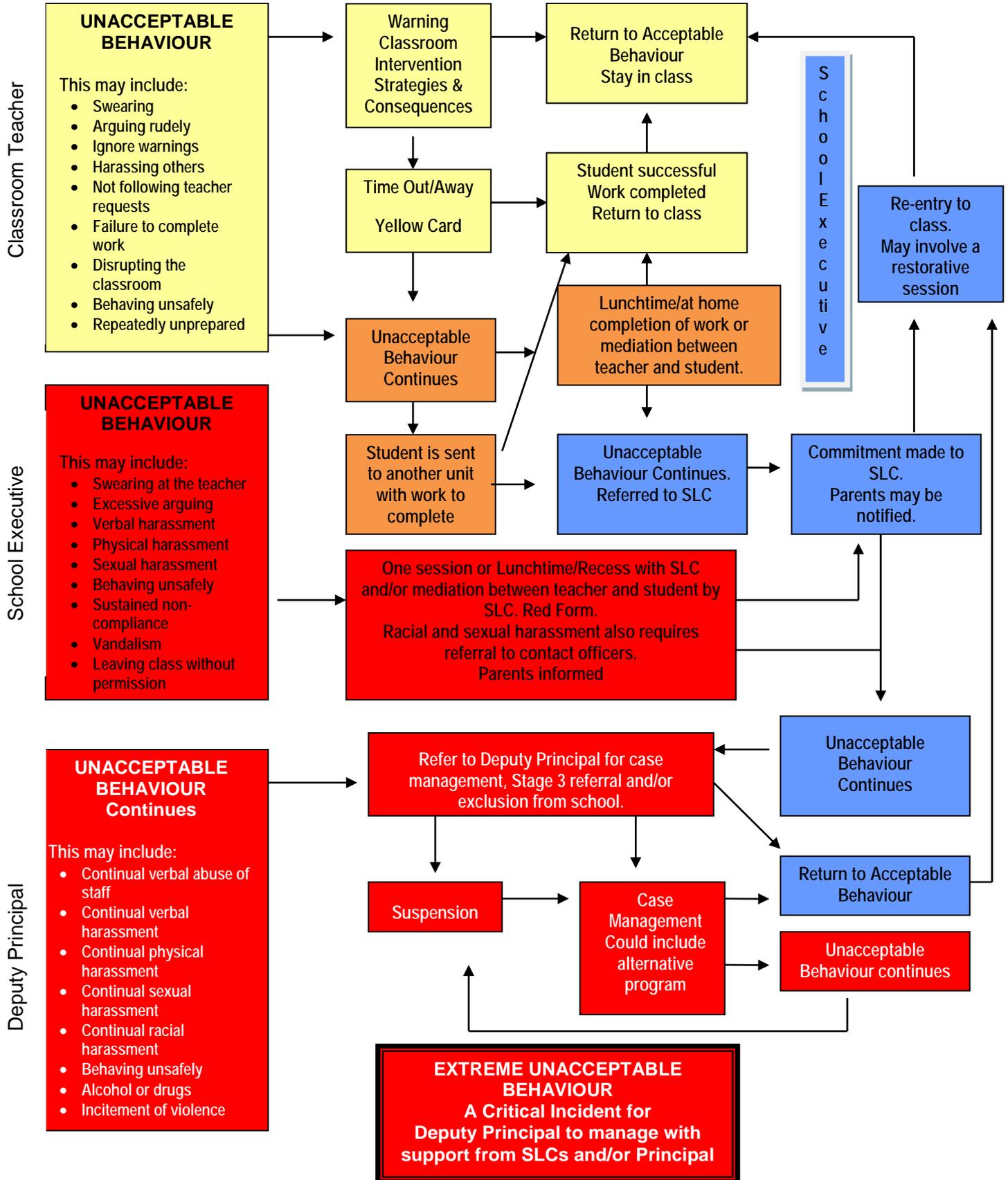
Students should not ride bikes around the school before/during/after school hours because of the risk of accidents to themselves or to other people. As ACT law requires, all students should wear bike helmets riding to and from school.

Scooters and skateboards should be brought to school. They are banned from classrooms and passageways.



Overview of Classroom Behaviour Management Junior Campus

It is the responsibility of the classroom teacher, with the support of the School Executive, to ensure all students are engaged, challenged and achieving success during their lessons.



Restorative Practices are always a priority



Overview of Playground Behaviour Management Junior Campus

It is the responsibility of the Duty teacher, with the support of the School Executive, to ensure all students are safe and supervised with duty of care during playground sessions.

