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LIVE – LEARN – CARE

Principal: Craig Partridge Assistant Principals: James Eagleton, Deb Bowman

SEAHAM PUBLIC SCHOOL



Student Welfare and Discipline Procedures

(Updated T3 2022)

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SEAHAM PUBLIC SCHOOL

Established in 1852, Seaham Public School has a long history of service to its community. For most of that time the school was a one teacher school but over the years a rapid growth in enrolments has occurred as new subdivisions have opened up.

Seaham School has always been very environmentally aware and we have won several special awards and recognition for our efforts in Environmental Education.

Seaham Swamp and the Cattle Egret breeding grounds are of particular significance to our pupils. We have adopted the Cattle Egret as our school logo.

What makes Seaham Public School so Special?

Our school is an organisation created for the benefit of children; a place where they are educated in a caring, supportive environment.

At Seaham School, excellence in the basic skills is promoted with each child being encouraged to develop to his/her potential.

Our teaching staff is a dedicated group, guiding the academic, social and physical growth of each child. In this task the community and staff work together to achieve our goals

Creative and Practical Arts

While there is an emphasis on the acquisition of the basic skills, Seaham Public School also promotes sporting and cultural growth. Children have the opportunity of becoming involved and to compete in a wide variety of sports.

Seaham Public School promotes cultural growth. We have a School Choir and children have the opportunity to perform in dance as well as singing in School Musicals and to become involved in Starstruck.

Pupils of Seaham School have won acclaim in Writing, Debating and Public Speaking and each year our pupils compete very successfully in the Hunter Region Math's Competition. Seaham School provides a balanced curriculum in the Key Learning Areas:

English

Mathematics

Science

Human Society and Its Environment

History

Geography

Personal Development, Health and Physical Education

Creative and Performing Arts

OFFICIAL SCHOOL HOURS
AND PUPIL SUPERVISION

8:30 am	Playground supervision
9:00—11:35 am	Session One
11:35—12:35 pm	Break One
12:35—1:35 pm	Session Two
1:35—2:00 pm	Break Two
2:00—3:00 pm	Session Three

When arriving late for school, students are required to go to the school office for a note, with a parent/carer or a note explaining their lateness. When parents/carers are needing to collect their children early from school, they must first come to the school office to sign their children out of school, where they will receive a note to the class teacher.

Children exit via the pedestrian gate. Parents are asked not to block this exit with vehicles. There are two staff only car parks. There is a concrete path from the Kinder building through the car park where the children can enter or exit school. The other car park near the school canteen is out of bounds for children and parking. Still street can become very congested and a dangerous area when cars park. A safe alternative for parents is to park in the Warren Street car park, across the road from the school, where parents are able to walk over to collect their child.

Bus children and those who walk home via Warren Street, are taken by a teacher and supervised onto the bus or across the road.

SCHOOL CANTEEN

Our school canteen operates for lunches on Mondays, Wednesdays and Fridays. It is a modern facility and conforms to the Department of School Education & Communities policy by selling nutritious food.

Lunches orders are placed in a slot near the canteen entrance.

The canteen's profits are used to provide extra resources for our pupils. Canteen workers are volunteer parents.

SCHOOL ATTENDANCE

Government legislation requires that students of school age (5 before 1 August), attend school and that parents or care providers are obligated to ensure that attendance. Teachers are responsible for daily monitoring of attendance.

Written Notes

When children are absent from school a written (or verbal phone message) explaining the absence is needed on the day or when the child returns to school.

Unexplained Absences

Recently the Department of School Education & Communities has been concerned about rising levels of truancy across the state. The Department's response to this problem is to direct all school Principals to advise parents ***within two days of an unexplained absence***, that the child has been absent on a particular date and request the reason for that absence.

HOME/SCHOOL COMMUNICATION

1. Written Communication

Parents are asked to provide a written note in the following instances:

- explaining the reason for a child's absence from school (as outlined above)
- explaining the reason for a child being late to school.
- indicating a change of address, phone number, scripture group etc
- inability to join in sport/games
- medical condition
- requesting medication to be administered (form to be completed)
- permission to leave school grounds.

2. School Newsletter

Every Thursday the Seaham School Newsletter is sent home via the eldest child in each family. It is also uploaded weekly to our web page. www.seaham-p.schools@nsw.edu.au

As the Newsletter contains much information on school activities, parents are advised to look for the Newsletter each week.

On other occasions class teachers may send notes home with information concerning activities in that class.

MEDICAL EMERGENCY

If a child becomes ill at school or has been involved in an accident at school, we make every endeavour to contact parents. For this reason parents are asked to supply current telephone numbers at home and at work and those of a 'contact person' nominated by parents in case of emergency.

If parents cannot be contacted and the child is in need of medical attention, an ambulance will be called to transport the child to hospital. All children enrolled at this school are automatically covered by Ambulance Cover arranged by the school.

Minor abrasions are treated by staff and communicated with the child's teacher so further observation can occur.

ADMINISTERING MEDICINE TO SCHOOL PUPILS

The Department of School Education & Communities has issued a policy concerning medication to be given at school.

Only **Prescription Medications** can be administered. Medications must be in their original packaging from the Pharmacy to verify that it is a prescription medication.

Prior to medication being accepted, parents/carers need to fill in an **indemnity form**, which is available at the school office. All medicines are to be clearly labelled with the child's name, class and dosage. Medications are to be taken to the **office** upon arrival at school.

IMMUNISATION CERTIFICATES

Children beginning in Kindergarten must present an Immunisation Certificate at the time of school enrolment.

The Immunisation Certificate:

- reminds and encourages parents to have their child immunised against diseases which can be prevented by immunisation.
- helps identify children who have not been immunised. This means that if there is an outbreak of an infectious disease, such as measles or whooping cough in a school, children who are not immunised will have to stay home during the outbreak. This is for their own protection and protection of family and friends.

KINDERGARTEN ENROLMENT

Children who will attain the age of five years prior to 1st August in that year may be enrolled at school at the beginning of the school year.

The enrolment of eligible children in the kindergarten year is to commence on the second day of the school year. **Parents must produce a Birth Certificate and Immunisation Certificate to complete enrolment. Please note that children can only be enrolled under their name on their birth certificate, unless a statutory declaration is provided by the enrolling parent indicating that the child has had no contact with the other parent and his or her whereabouts are unknown.**

Whilst it is the intention that children be enrolled at the beginning of the year, parents who choose to enrol eligible children after the beginning of the year may do so up to the end of Term 2.

Children who attain the age of five years after 31st July, and eligible children not enrolled by the end of Term 2 must await enrolment to the beginning of the following year.

BUS TRAVEL

Children who travel to and from school by bus are required to have a school opal card. Buses arrive in the morning from 8:30am. Students exit the bus safely on Seaham Road and walk up the path to the supervised playground area. In the afternoon students assemble under the COLA and move to designated bus lines when asked by the supervising teacher. The three buses are *Brandy Hill, East Seaham* and *Glen Oak*.

Bus monitors are elected at the start of each year. Their role is to

- Lead bus lines down to the bus in the afternoon.
- Monitor bus behavior, record and report incidents to the Principal.
- Reward positive behavior on the bus.

Students must abide by the NSW code of conduct and behave in a responsible and appropriate manner.

POSITIVE BEHAVIOUR LEARNING (PBL)

IMPLEMENTATION

The planning for PBL at Seaham commenced during 2015. This involved forming the PBL working group (all SPS staff), timetabling PBL meetings, allocating staff roles, gathering data and forming an action plan. During 2016 meetings, data and observation drove discussions around areas of concerns and processes that required improvement.

PURPOSE STATEMENT and CORE VALUES

Our core values were established and signage helped teachers to reinforce these values. Our core values include



Non Classroom SETTINGS

The team worked on specific positive behaviours for non classroom settings in our school. The settings were determined from staff observation and data from behaviour notifications. The matrix outlines these settings and the behaviours expected under the core values heading.

Expectation		Non Classroom Settings and Routines					
		All Settings	1.Lining Up (End of break)	5.Handball Areas	4.End of Day Routine	4.Lining Up (End of day)	3.Moving on Paths
Respectful	<ul style="list-style-type: none"> - Positive talk - Wear correct uniform - Stop, look and listen 	<ul style="list-style-type: none"> -Hands and feet to yourself -Facing the front 	<ul style="list-style-type: none"> -Use positive talk. -Move to the end of the line when you are out. 	<ul style="list-style-type: none"> -Hand and feet to yourself -Respect your property 	<ul style="list-style-type: none"> -Hand and feet to yourself -Respect your property (bags on back) 	<ul style="list-style-type: none"> -Hands and feet to yourself. -Use positive talk. 	<ul style="list-style-type: none"> -Hands and feet to yourself
Responsible	<ul style="list-style-type: none"> - Be prepared - Hands and feet to yourself - Right place, right time 	<ul style="list-style-type: none"> -2 straight lines -hold personal equipment still -return sports equipment - stop playing on first bell -Be in line by second bell 	<ul style="list-style-type: none"> -Follow the roster. -Play by the rules -Find a teacher if you need help. 	<ul style="list-style-type: none"> -Assemble with teacher at 2:55. -Walk quietly in two lines with teacher to assembly area. -Line up in class lines. (refer to moving to and from assembly area) 	<ul style="list-style-type: none"> -From class lines students dismissed 1. After school care (silver seat) 2. Parent pickup (small cola) 3. Late parents (picnic bench) 3. Walkers (front gate, back gate) 4. Bus lines (Signage) East Seaham Glen Oak Brandy Hill 	<ul style="list-style-type: none"> -When moving to another area walk on paths at all times. -Right place right time. -Keep to the left. 	<ul style="list-style-type: none"> -Walk to lines on paths -Two even lines starting at blue dots. -Right place right time by second bell. -Wait for teacher instruction (no talking) -Leave in two straight lines. -No talking.
Learner	<ul style="list-style-type: none"> - On task - Be persistent - Listen to instructions 	<ul style="list-style-type: none"> -Quiet and ready to listen 	<ul style="list-style-type: none"> -Read and know the rules. 	<ul style="list-style-type: none"> -Quiet and ready to listen on second bell. 		<ul style="list-style-type: none"> -Heads up and look where you are going. 	<ul style="list-style-type: none"> -Watching the person in front of you. -Listen to instructions.

Non Classroom SETTINGS (Cont.)



PBL- Positive Behaviour Learning

SEAHAM PUBLIC SCHOOL: EXPECTATIONS TEACHING MATRIX
<i>VISION statement : Live with respect, learn to your potential and care for others.</i>

Expectation	All Settings	Non Classroom Settings and Routines					
		Bus	Moving to assembly area	Standing at assembly (COLA)	Toilets	Garden Area	Safety around Others
Respectful	<ul style="list-style-type: none"> - Positive talk - Wear correct uniform - Stop, look and listen 	<ul style="list-style-type: none"> - positive talk to driver, bus monitors and other students -Respect the bus driver as part of our school community -Feet and bags on the floor 	<ul style="list-style-type: none"> -Hands and feet to yourself 	<ul style="list-style-type: none"> -Hands and feet to yourself -Stop look and listen at second bell 	<ul style="list-style-type: none"> -Look after bathroom fixtures. -The toilet area is a quiet space. -Respect the privacy of others. 	<ul style="list-style-type: none"> -Hands and feet to yourself. -Positive Talk. -Respect the environment. 	<ul style="list-style-type: none"> -Keep food and drinks to yourself. -Respect Personal Space. -Hands and feet to yourself. -Sanitise after handling money.
Responsible	<ul style="list-style-type: none"> - Be prepared - Hands and feet to yourself - Right place, right time 	<ul style="list-style-type: none"> -Sit quietly -Stay in your seat until your bus stop - consider other peoples' rights by keeping your hands and feet to yourself -have bus pass ready -wait, watch and walk after the bus has gone 	<ul style="list-style-type: none"> -Move on first bell -Walk to lines on paths -Walking around the gardens. -Two even lines starting at blue dots. -Right place right time by second bell. 	<ul style="list-style-type: none"> -All toys on ground or in pocket -Two even lines starting at blue dots. -Facing the speaker Wait for teacher instruction (no talking) 	<ul style="list-style-type: none"> -Wash your hands with soap. -We walk to and from toilets. -Food free zone. -Hands and feet to yourself. 	<ul style="list-style-type: none"> -Right place, Right time (trucks). -Move on first bell. -Return equipment. -Keep Uniform dry. 	<ul style="list-style-type: none"> -Wash hands before eating. -Be smart with 'Hands games' (Tipping clothes). -Keep yourself clean. -Keep your personal toys to yourself. -Use your own drink bottle instead of bubblers.
Learner	<ul style="list-style-type: none"> - On task - Be persistent - Listen to instructions 	<ul style="list-style-type: none"> - listen to and follow bus drivers' instructions 	<ul style="list-style-type: none"> -Follow teacher instructions. 		<ul style="list-style-type: none"> -Be quick. -Use the toilets during break time. 	<ul style="list-style-type: none"> -Heads up, and know what's in front. -Listen to instructions. 	<ul style="list-style-type: none"> -Be Smart with Games (Wash hands before & after) -Move to correct spot at end of day.

Classroom SETTINGS

During 2021 teachers determined, through consultation with students and the PBL team, behaviour expectations specific to their classroom. These matrix look different in each classroom but consistently use the PBL expectations of **Respectful, Responsible and Learner**.

Zones of Regulation

During term 4, 2021, Zones of regulation was introduced to support students in identifying and regulating their emotions. Teachers worked with students during 'Zones' lessons to help them identify strategies that could help if they were in a zone that was not optimal for their learning and wellbeing.



STUDENT PASSPORTS

Each student receives a passport/ contract which rewards and reinforces behaviour from the school's core values. To reach their goals students monitor their own behaviour and in conjunction with their teacher and one other teacher tick off their goals if all agree. When students have achieved every area from their passport they are rewarded with a grade badge which is presented during our special PBL assembly.

STUDENT LEADERSHIP

Students who wish to be elected as a school leader must have achieved their year five PBL badge by the term four special PBL assembly. Leadership opportunities include school and vice captains, parliamentarians, house captains and bus monitors. New enrolments in year five will have their passport marked based on information from previous school.

IMPACT OF NEGATIVE BEHAVIOUR ON PBL PROCESS

PBL Grade Badge

Short Suspension— Loss of PBL badge or passport freeze for 10 school weeks.

2nd Short Suspension—Loss of PBL badge or not eligible to receive PBL badge in that calendar year.

Long Suspension— Loss of PBL badge or not eligible to receive PBL badge in that calendar year.

Leadership Positions (Captains, Ministers, bus monitors and sport captains)

Short Suspension— Loss of position and probation for 10 school weeks.

2nd Short Suspension—Loss of position.

Long Suspension— Loss of position.

Handball PBL Requirements

Handball rules are outlined and displayed in the main handball court area.

Misbehaviour related to handball resulting in follow up may result in 10 day ban from all handball areas.

SEAHAM LEARNING SUPPORT TEAM

The Learning Support Team (LST) at Seaham consists of the Principal, the school counsellor, the Learning and Support Teacher (LAST), executive staff members and all classroom teachers.

The team supports the following students;

- Students with a diagnosed disability integrated into regular classrooms.
- Students identified as falling below stage outcomes.
- Students achieving band 1 in NAPLAN literacy and numeracy.
- Students with identified behaviour concerns.
- Students with attendance concerns.

The process for teachers identifying students who may require additional support includes:

- Firstly making contact with parents to discuss concerns. This may also help to indicate if any home or family factors are contributing to the issue.
- Discuss with your stage supervisor and complete LST teacher referral. (See appendices).
- Stage supervisor and/or classroom teacher to attend LST meeting to discuss referral.
- Counsellor to prioritise and advise if parent referral is required.

The process for executive identifying students who may require additional support includes:

- Discuss concerns with classroom teacher and refer teacher to process outlined above.
- Attend LST meeting with completed teacher referral/s.
- Support the classroom teacher with follow up advised by LST team.

The process for the Principal identifying students who may require additional support includes:

- Support classroom teachers and executive with above process.
- Act on follow up and work with parents, teachers and the executive to ensure any identified strategies are implemented and monitored.
- Organise and manage LST meetings for specific students.

The process for identifying students at significant risk of harm:

- Teachers to document and report information relating to risk of harm to students promptly to the Principal.
- Principal collates information and utilises the Mandatory Reporter Guide for further action which may include:
 - Contacting parents/ carers.
 - Accessing LST to manage monitoring of situation.
 - Contacting Child Wellbeing Unit.
 - Reporting to Family and Community services.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOURS

- Commendations or recognition at assemblies, special school occasions and in structured and semi-formal situations
- Regular ongoing contact with parents or caregivers, in person, by letter or by telephone
- Engagement of Leadership program through the school parliament. Elected senior students take on leadership roles as captains and vice captains and ministers as part of the school parliament. *** Students in year 5 are required to earn their PBL grade badge before they can apply for senior leadership positions.*
- Recognition in the local community by individual or group participation in special events.
- Public acknowledgement, through the local media, of school and individual student achievements
- Reporting each semester. Teachers giving regular and positive feedback to students on an individual needs basis.

***PBL (Positive Behaviour Learning) - A part of the PBL process at Seaham Public School all students work towards the completion of their PBL grade contract. This contract contains expected behaviours linked to our school values. When completed students receive their grade badge at the special PBL assemblies held each term.*

STRATEGIES TO ADDRESS INAPPROPRIATE BEHAVIOURS

If a student's behaviour is deemed inappropriate in the **Playground**, the teacher in charge needs to take immediate action with the student. These steps should include;

- Reminder of rule and redirection.
- Reminder of rule and explanation of possible consequences.
- Playground time out.
- Sent to designated 'Reflection Room' area
- Formal 'Follow up' in the Reflection room.

If a student's behaviour is deemed inappropriate in the **Classroom**. Refer to Behaviour consequences, classroom chart.

In most cases a notification of negative will need to be entered in Sentral which is monitored by executive. The following lists behaviours which would lead to consequences. Behaviours (minor or major) should be recorded in Sentral. Behaviour from the major list could result in a suspension warning or suspension.

Behaviours of Consequence (BoC)

Minor

Cheating/plagiarism
Dress Code violation
Fractional truancy
Inappropriate language
Late to class

Mild disruption
Non compliance
Physical contact
Property misuse

Major

Absconding
Criminal behaviour
Defiance
Disruption
Forgery or theft
Harassment
Physical aggression
Property damage

N.B. If serious AND urgent incidents occur, e.g. students at risk of harming themselves or others, then Principal to be informed immediately and teacher to take action required to prevent harm of student or students.

Specific responsibilities of Executive staff

Executive staff are required to monitor behaviour notifications on Sentral, determine what (BoC) applies and liaise with Principal if required.

The Principal, or person relieving as Principal, has the right to immediately suspend a student according to current DET Suspension and Expulsion Procedures.

'The Reflection Room'

Behavior notifications recorded in Sentral may result in time in the Reflection room which provides students the opportunity to reflect on their behaviour immediately and to have input from an executive staff member during this process. The Reflection room will be available during break 1 and 2. Students attending may receive a notification letter for parents to sign which should be returned the following day

'Reflection' is viewed as part of the school's response to maintaining an effective learning environment and good discipline throughout the school.

APPENDICIES

1. Notification of inappropriate behaviour letter
2. Suspension Warning letter
3. Suspension Letter

Seaham Public School

Principal: Craig Partridge

Assistant Principals: James Eagleton - Deb Bowman

Notification of Inappropriate Behaviour

The reflection room is used as a strategy to address inappropriate behaviours. As stated in our ***Student Welfare Policy***, if a student's behaviour is deemed inappropriate in the playground or classroom they may be referred to our reflection room.

_____ (***name***) attended the reflection room on _____ (***date***).

They were asked to attend because _____

Please discuss this with your child and sign below. _____ needs to report to the reflection room again on the following school day and hand in this signed record. Failure to report back with the signed notification will result in the process being repeated.

Signed Parent/ Carer

Please contact me if you have any questions regarding this notification.

Craig Partridge
Principal

Seaham Public School

Principal : Craig Partridge

Still Street,

Seaham NSW 2324

Phone: (02) 49886234

Fax: (02) 49886435

Formal Warning of Suspension : (Insert Behaviour of Concern)

(Insert Date)

Dear _____

I am writing this letter to inform you that today I have formally warned _____ that his/her behaviour at school recently has been unacceptable and should it not improve he/she will be suspended from school.

_____ has been withdrawn out of the playground and counselled by our school executive on how to behave more appropriately.

(Record behaviours of concern)

Please discuss this warning with _____ and reinforce with him/her that should his/her behaviour not improve he/she will be suspended.

Please also be aware that *'the school reserves the right to suspend a student's participation in sporting activities if their behaviour is inappropriate in any school activities'*.

If you would like to discuss this matter further please contact the school to make an appointment.

Regards,

Craig Partridge
Principal

Seaham Public School

Principal: Craig Partridge

Still Street,
Seaham NSW 2324
Phone: (02) 49886234
Fax: (02) 49886435

(Insert Date)

Notice of (Short/Long) Term Suspension

Dear _____

This is to inform you that I have today suspended your child _____ from Seaham Public School, consistent with the procedures of the Department of Education and Training for suspension and this school's discipline code.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours, which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows us time to plan appropriate support for _____ to assist with a successful return.

_____ has been suspended for (Insert Behaviour) . He/She has been suspended for _____ school days. He/She is to return to school on at (Insert time and date) for a suspension resolution meeting with the Principal.

Details of the incidents are as follows:

(Insert Details of incident here)

As a result of suspension, both you and I are required to do certain things.

I will:

- Seek your assistance and work with you in an attempt to resolve the matter.
- Hold a resolution meeting with you at the earliest possible time to discuss how the matter might be resolved.
- Arrange an interpreter for you if necessary.
- Provide you with a copy of the school discipline code and the Department's suspension and expulsion procedures (attached).

You are expected to:

- Assist me in resolving the matter
- Contact the school as soon as possible to arrange a time to discuss how the matter might be resolved
- Let me know if you need an interpreter
- Arrange a support person to accompany you to the meeting if you wish
- Be responsible for the supervision, care and safety of _____ while on suspension
- Ensure that _____ is aware that he is not to enter onto school grounds without my permission, except to attend the resolution meeting.

The school expects that _____ will continue with his studies while suspended. His/Her class teacher will provide you with activities for _____ to do at home whilst he/she is suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal. You may wish to contact Maitland School Education Area Office on 49313500 to discuss the appeal procedures.

Regards,

Craig Partridge
Principal