

## Doncaster Gardens Primary School

### Student Wellbeing and Discipline Policy

#### Philosophical Basis:

Doncaster Gardens Primary is committed to creating and maintaining a child safe environment. Everyone has the right to learn in a safe and harmonious environment. The rights, responsibilities and rules, which form this policy, reflect the values of the Doncaster Gardens Primary School community. The classroom programs and school environment should assist in the development of self-discipline, encourage self-esteem and social skills, and promote social cohesion amongst the members of the wider school community. In order for students to be able to work independently on schoolwork and homework, and to stay on task in order to learn key skills and knowledge and be successful, it is vital that they are able to:

- be **confident** in beginning new work or continuing when an assignment becomes challenging.
- **persist** when the work is frustrating or boring.
- be **organised** in their management of assigned class work and homework.
- **get along** and work cooperatively with others, by managing conflict and anger and following important rules.

Each of these in turn will promote a “positive mindset for achievement” and **resilience**.

#### Guidelines:

The Wellbeing and Discipline Policy will:

- Develop self-discipline and self-esteem
- Be reflected in the Student Code of Conduct
- Be developed through proactive programs
- Aim to provide student wellbeing with a high profile within the school community
- Promote the foundations of achievement and social-emotional behavioural well-being ie confidence, persistence, organisation, getting along with others, and resilience
- Ensure that all new teachers and integration aides are trained in Restorative Practices and Circle Time, and that refresher programs are conducted at least every three years.
- Promote the cultural safety of Aboriginal children.
- Promote the cultural safety of children from culturally and/or linguistically diverse backgrounds.
- Promote the safety of children with a disability.
- Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

#### Implementation:

The Student Code of Conduct will be:

- Made available to every new family at the beginning of every year or issued to new students when they enroll.
- Reinforced formally and informally through classroom discussion and community service visits eg. Police Schools’ Involvement Program.
- Reinforced by appropriate behaviour modelling.
- Implemented through the ‘Buddy’ system involving children in Foundation and Year 5.
- Enhanced by the accessing of appropriate Professional Development as deemed necessary eg “Friendly Kids, Friendly Classrooms”, Bully Busters, Peer Support and Peer Mediation.
- Supported by the implementation of age and stage appropriate social skills programs.
- Supported on an ongoing basis by Restorative Practices and Circle Time.

#### Evaluation:

- Classroom interaction of teachers, visitors and children will be monitored by the leadership team.
- Teachers will observe the calibre of behaviour of children in playground and at sport.
- Appropriate questionnaires will be used as deemed necessary.
- Student surveys will be conducted annually.

First Ratified: Unknown

Reviewed: October 2016

- Comments regarding student wellbeing will be noted from the responses to the parent opinion survey.
- This policy will be reviewed annually as part of the policy review cycle.