



KOOTINGAL PUBLIC SCHOOL

***Caring, Learning and Achieving
Together***

Student Welfare Policy

Kootingal Public School Student Welfare Policy

Introduction

At Kootingal Public School the staff, parents and students work together in partnership to provide a quality education for all students. At Kootingal Public School we are committed to making our school a place where every student can learn and grow with confidence. We are committed to ensuring our school is a safe and happy place where our students are *Caring, Learning and Achieving Together*.

Aim

Through the implementation of this policy it is expected that Kootingal Public School students will be safe, supportive and effective learners.

Section 1

Positive Behaviour for Learning Matrix

PBL Values	All Areas	Sports Court	Sandpit	Hall	Canteen	COLA / Verandah	Toilets / Wash Sheds	Administration Building	Equipment	Bus Lines	Oval
Safe	<ul style="list-style-type: none">• Be sun smart – wear a hat• Keep hands, feet and objects to yourself• Follow teacher instructions	<ul style="list-style-type: none">• Play by the rules of the game• Play without aggression	<ul style="list-style-type: none">• Keep arms and legs above the sand	<ul style="list-style-type: none">• Place your bag down where instructed• Walk in the hall at all times• Sit on your bottom in your lines• Stay seated and wait for teacher's instructions to leave the hall• Leave hall by walking under the walkway• When taking chairs to and from the hall, carry them in front of you with legs facing the ground	<ul style="list-style-type: none">• Walk to and from the canteen• Wait for friends in the playground• Only spend your own money• Line up and wait your turn to be served• Leave as soon as you get your food	<ul style="list-style-type: none">• Ask teacher if you need to go on to the verandah• Walk• Quiet games• Sit to eat• Walk around games	<ul style="list-style-type: none">• Use toilet, wash hands, then leave• Eating and playing in the playground only• Only 1 child per cubicle	<ul style="list-style-type: none">• Sit and wait quietly in chairs provided• Sit or lay on beds in sick bay	<ul style="list-style-type: none">• Walk in and around equipment• Use equipment as instructed by the teacher• One person slide and bars at a time• Hands must stay on equipment at all times• Swinging by hands only on the monkey bars	<ul style="list-style-type: none">• Sit down on the stage and wait• Walk at all times• Stay in assigned area• Walk to bus in lines following teacher• Enter bus when instructed by teacher• Ask to go to the toilet or wash sheds	<ul style="list-style-type: none">• Play non-tackling games• Play in stage groups• Eat before going to the oval• Stay where you can be seen• Kick balls on oval only
Supportive	<ul style="list-style-type: none">• Speak politely• Include others• Use correctly and share school equipment• Take turns• Report issues to teacher on duty immediately• Share space• Assist others• Follow teacher instructions			<ul style="list-style-type: none">• Applaud children who have received an award or being recognised for something special	<ul style="list-style-type: none">• Speak quietly to your friends while you are waiting in line		<ul style="list-style-type: none">• Flush toilet when finished• Turn off taps and bubblers when finished	<ul style="list-style-type: none">• Walk quietly			
Effective Learners	<ul style="list-style-type: none">• Put rubbish in the bin• Follow teacher instructions• Accept consequences• Be honest and fair in your actions and decisions	<ul style="list-style-type: none">• Share space• Return equipment	<ul style="list-style-type: none">• Toys out and cover sandpit• Shoes and socks on quickly when instructed	<ul style="list-style-type: none">• Listen to those who are speaking and give eye contact• Shake hands and say thankyou if you are given an award• Participate and join with any activities• Sing the National Anthem and School Song with pride (facing the front, hands by your side)• Stand without speaking	<ul style="list-style-type: none">• Say please and thankyou• Give eye contact to the person serving you and speak clearly• Know what you would like to buy and have your money ready when you get to the window	<ul style="list-style-type: none">• Wait for teachers to dismiss you from eating time• At eating time, come to COLA and sit and stay• At assembly time, come to COLA and sit and stay quietly in lines• Line up quickly at bell• Walk to verandah• Sit quietly waiting for the teacher• Place bag on hook and exit verandah	<ul style="list-style-type: none">• Whistle blows, 'toilets, wash hands and drink' and move quickly to lines• Move quickly to class when bell goes• Bubblers for drinking only• Taps for washing hands only	<ul style="list-style-type: none">• Always ask Mrs Caslick / Mrs Dunn if you need to see the Principal• Use top door to enter building if you need to go to sick bay / office• Go to the double glass door (staffroom) for assistance in / from the playground	<ul style="list-style-type: none">• Move into school grounds quickly and quietly• Put your belongings in your bag• Have bus pass ready• Be on time for bus lines• Know your afternoon routine	<ul style="list-style-type: none">• Participate• When whistle blows, stop play and leave the oval• Have a plan for play	

Section 2

Kootingal Public School Expectations

These expectations are consistent across the school, be it in the classroom or playground, and they are denoted by colours:

1. Follow teacher instructions
2. Hands, feet and objects to yourself
3. Accept consequences
4. Report issues to teacher immediately
5. Show concern for others

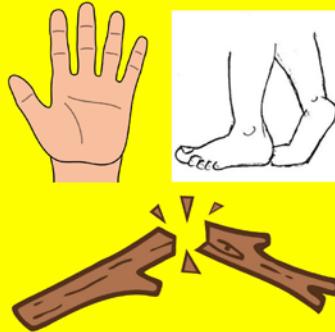
Follow teacher instructions



Report issues to teachers immediately



Keep your hands, feet and objects to yourself



Show concern for others



Accept consequences



Section 3

Strategies to Promote Positive Behaviour for Learning

At Kootingal Public School we recognise that positive behaviour for learning is an essential component of our Student Welfare Policy. Consequently, the following core practices are employed to promote positive behaviour:

1. Positive Behaviour for Learning (PBL)

- Positive Behaviour for Learning (PBL) is an initiative of Kootingal Public School to support the teaching and learning of behavioural expectations within our school. A major part of PBL is the values that underpin our school's philosophy regarding behavioural expectations.



2. Play is the Way

- Play is the Way is a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language.

3. Kootingal Public School Awards System

- Our awards system is a levelled system that is consistently applied throughout the school. It consists of Bronze, Silver, Gold, Merit and Medallion levels.

Section 4

Kootingal Public School Awards System

- ★ 5 Bronze Awards = Silver Award
- ★ 5 Silver Awards = Gold Award
- ★ 3 Gold Awards = Merit Badge
- ★ 2 additional Gold Awards = Medallion
- ★ Weekly Assembly – Three Bronze Awards plus a PBL Bronze award per class.
- ★ Major Term Assemblies – Four Silver Awards per class
- ★ Bonus Bronze Award each term if students are not recorded with a negative behaviour referral.
- ★ If students are not recorded for the year, they receive one extra Bronze Award.
- ★ Bronze Awards are also given at the discretion of the Principal.

Section 5

Practices to Recognise and Reinforce Student Achievement

At Kootingal Public School we are committed to ensuring that individual student success and achievement is acknowledged in a range of ways. We believe that awards and rewards should be consistently and fairly applied avoiding gender or cultural bias.

The practices and procedures used in recognising and reinforcing student achievement include:

- Provision of ongoing positive feedback to the student.
- Weekly Bronze awards
- Monthly Silver awards
- Bright Star Moments
- Student of the Month
- Class-based awards/rewards
- House Points Competition – throughout each year, students from the three sporting houses (Gill, Wilson and Dwyer) compete for the much prized House Points Trophy. Students can earn house points from any teacher for behaving in a manner consistent with our school's expectations.
- Acknowledgement of special student achievements in weekly newsletter.
- Use of media to promote special student achievement.
- End-of-year Presentation of class/stage awards and other sponsored/special awards.
- Provision of special privileges and responsibilities.
- Student-led clubs
- Games Day

Section 6

Strategies for Managing Unacceptable Behaviour

At Kootingal Public School a wide range of strategies are employed to manage behaviour that does not meet with our values and expectations. Our philosophy is to understand and support a students and his/her behaviour.

Consequences for Unacceptable Behaviour

Below is a range of consequences used to manage behaviour not meeting our expectations:

- Discussion with the student
- Time out
- Loss of privilege
- Student letter to parents explaining their behaviour
- Teacher/parent conference
- Teacher/student/Principal conference
- In-class isolation (time-out) ... Must be within view of the teacher
- Social skill training
- Monitoring cards
- Formal Caution
- Detention
- Inschool isolation
- Suspension
- Expulsion

For those students who repeatedly infringe the rights of others and/or break school expectations, an interview with parents will be arranged and a referral to the Learning and Support Team may be considered.

Consequences for Breaking School Expectations in the Classroom

At Kootingal Public School, a traffic light system is used to demonstrate to students the progress of their behaviour in the classroom.

Green Light

All students commence on green at the start of every session.

Teacher notices negative behaviour.

1. Warning / Reminder – Teacher states behaviour related to the 5 expectations and states the next consequence.



Amber Light

2. Name on the traffic light chart in the Amber section



Red Light

3. Time Out – (away from the other students but within the classroom). Behaviour recorded on a behaviour referral. This may involve withdrawal from a class activity, class detention with the teacher, catching up work in own time or any other suitable consequence related to the expectation.
4. Repeat offenders are referred to their supervisor.



Learning and Support Referral Process

	Steps	Teacher	Assistant Principal	Principal
Phase 1		Student not meeting social, academic or behavioural expectations.		
	1	Teacher implements adjustments and ILP. Parent contact made. Presenting problem continues.		
	2	Teacher consults supervisor, LaST, fellow teachers, parents as appropriate.		
		Presenting problem continues.	Presenting problem continues.	
	3	Referral to Learning Support Team. Attach documentation of ILP as well as what else has been tried and how it went.	Referral to Learning Support Team.	Referral to Learning Support Team.
Phase 2		<ul style="list-style-type: none"> ○ Counsellor referral ○ Outside agency ○ LaST support ○ Case meeting 		
	1	Case manager		
	2	Letter to Parent		
	3	Action Plan developed by Team		
	4	Feedback to Class Teacher & Parents		
	5	Monitor Interventions		
	6	Paperwork Filed		

Behaviour Referral

Date: / /

Morning Session 1 1st Break Session 2 2nd Break Session 3 Bus

Oval	COLA	Hall	Sports court	Sandpit	Cricket nets	Verandah	Equipment	Handball wall	Front gate
Classroom	Excursion	Lines	Car pit	Library	Toilets	Wash sheds	Sports shed	General Playground	Canteen

Offender/s:

Others involved:

Predominant Behaviour – Please tick the worst behaviour.

Safe

- ☐ Alcohol
- ☐ Entering school buildings at unauthorised times
- ☐ Unsafe play
- ☐ Being in an out of bounds area
- ☐ Throwing sticks, rocks, sand, berries etc. at others
- ☐ Bringing dangerous objects to school eg knife
- ☐ Physically hurting others
- ☐ Smoking
- ☐ Leaving school grounds
- ☐ Intimidation, bullying behaviour
- ☐ Playing in toilets

Supportive

- ☐ Calling others hurtful names
- ☐ Inappropriate talk / discussion / Swearing
- ☐ Interfering with others' property
- ☐ Not reporting issues immediately

Effective Learners

- ☐ Refusal to follow instructions
- ☐ Annoying others playing
- ☐ Lying
- ☐ Stealing
- ☐ Lack of respect for school property / facilities / others' property
- ☐ Disrupting others' learning
- ☐ Not accepting consequences
- ☐ Unfair actions / decisions
- ☐ Insolence to staff member / voluntary workers
- ☐ Lateness to lines / ignoring bell signals to stop playing after being warned

Action Taken by Teacher

Timeout	Discussion	Referral to supervisor
Parent contacted	OTHER consequence: (eg. apology, apology letter)	Buddy Teacher

Teacher Comment – Please explain circumstance and specify additional behaviours that occurred with predominant behaviour:

Teacher:

Action by Supervisor

Discussion	Detention	Parent Notified	Modified Playground / Classroom	Monitoring Card	Meeting with Parents	In school Isolation	Suspension	Referral to the LST Team
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Supervisor comment:

Supervisor:

Date recorded on RISC:

By:

Detention Procedures

1. Complete a Behaviour Notification Slip for infringements.
2. Slip goes to Executive.
3. Executive member advises child of detention details (when, where, duration etc.)
4. Executive member completes details in the Detention Folder and the brief letter informing parents as to the reasons why the child was placed on detention. Folder located in the Principal's office.
5. Note in the Detention Folder those who do report to detention. An additional day may be served.
6. Detention activities will include:
 - Executive reviews rights and/or expectations which have been infringed
 - Child completes the 4W form
 - Child may be asked to perform school community work where appropriate
7. Letter is photocopied for student file and sent home same day as Detention.

NOTE: The primary purpose of detention is to provide the child with the opportunity to take responsibility for his/her behaviour.

Behaviour Monitoring Cards

There are three levels of Behaviour Monitoring Cards. They are:

- Green
- Amber (Yellow)
- Red

Student is placed of a Behaviour Monitoring Card as a result of continuous inappropriate behaviour.

Each card is differentiated by the level of monitoring. The Green Behaviour Monitoring Card is monitored by the classroom teacher. The Amber Behaviour Monitoring Card is monitored by the respective Assistant Principal. The Red Behaviour Monitoring Card is monitored by the Principal.

The student presents the card to their classroom teacher during class time and the playground duty teacher during morning, first and second breaks.

Behaviour is recorded through a tick and cross method against the prescribed criteria. A cross indicates time out of the playground and a behaviour referral.

The card is sent home for families to see each day. While a student is on the Monitoring Card there is a loss of privileges, for example, unable to represent the school at Sporting or Cultural events, Discos, etc.

It is the responsibility of the student to have the card signed daily by a parent and to ensure the card is at school every day.

If a student does not meet the expectations of the card, he or she may attract further consequences, such as another Monitoring Card, In-School Exclusion, Parent Interviews or Suspension.

Students returning from suspension return on a Red Behaviour Monitoring Card.

Inschool Exclusion Procedures

Kootingal Public School uses inschool exclusion as a strategy to minimise continual disruption to the school by the offending student. This is a step usually reserved when other strategies are ineffective.

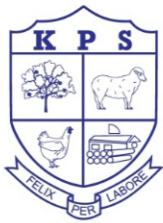
Inschool exclusion is a student removed from the classroom and playground and he/she is under the direct supervision of an executive member, usually the Principal.

1. Student has a record of continual disruption to the school.
2. Executive member contacts family to advise of inschool exclusion indicating
 - a. Record of behaviours leading to exclusion
 - b. Duration of exclusion
 - c. Procedures of the exclusion period
 - d. Executive member who is supervising the student
 - e. Work requirements for the student.
 - f. Inability of the student to participate in extra curricular activities during the period of exclusion.

The classroom teacher provides work for the student during the period of exclusion.

The student will not participate in any extra curricular activities during the period of exclusion.

Formal Caution



Kootingal Public School

Caring, Learning and Achieving Together

Denman Avenue, Kootingal NSW 2352 Telephone: 02 6760 3332 Fax: 02 6760 3064
Email: kootingal-p.school@det.nsw.edu.au Website: www.kootingal-p.schools.nsw.edu.au

Formal caution

This letter is to confirm our conversation about your child, _____ of Year 1, behaving inappropriately. In particular he has breached the school discipline code (or school rules) by:

If this behaviour continues, _____ may be suspended from school in accordance with the Department of Education and Communities' *Suspension and Expulsion of School Students – Procedures*. A copy of the *Suspension and Expulsion of School Students - Procedures* is available on the Department's "Policies" Internet web site at the address:

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/implementation_2_PD20060316.shtml?query=suspension. You can also request a copy from the school.

This matter has been discussed with _____ and he understands what is expected in future. We will continue to work together to resolve these issues.

Please sign the slip below and return it to school with _____.

Yours sincerely

Cara Cracknell
Principal

Formal caution

I have discussed this matter with _____ and noted the warning of suspension.

I would like an interview to discuss how to support _____. ☐ Yes ☐ No

Signed (Parent): _____

Name: _____

Date: ____ / ____ / ____

Return to: Mrs Cara Cracknell

Suspension Procedures

1. In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.
2. Before a suspension is imposed, with the exception of the cases outlined in point 3 or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will:
 - a. ensure that appropriate personalised learning and support strategies and discipline options have been applied and documented
 - b. ensure that appropriate support personnel available within the school system and externally have been involved
 - c. ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
 - d. develop, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour
 - e. provide a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
 - f. record all action taken.
3. In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff.
4. Principals must suspend immediately and consistently with these procedures (including procedural fairness) any student who:
 - a. **is physically violent:** Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and wellbeing of others, is to be suspended immediately. The matter must also be reported to the School Safety and Response hotline on 1300 363 778 where advice will be provided on managing and reporting the incident.
 - b. **is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):** Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.
 - c. **uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:** The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.
 - d. **engages in serious criminal behaviour related to the school:** The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.

Procedures

1. The decision to suspend must be taken by the principal, or in the principal's absence, the person performing the principal's role (relieving principal).
2. The principal should convene a meeting during which the student is informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student's response must be considered before a decision to suspend is made. Where long suspension is being considered, the student must be able to have an appropriate observer of their choosing present at the formal disciplinary interview.

Notification

1. A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school. The principal must ensure that adequate supervision is provided for that student at school until those arrangements are made.
2. Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification. Reasonable steps must be taken to ensure that the notification is delivered, if necessary in an alternative form. This may apply when parents have difficulty reading or understanding English due to cultural factors and/or disability. Suspension notification letters are available in a number of languages on the departmental website.
3. Where there are difficulties contacting parents or providing notification, departmental support staff such as the Aboriginal community liaison officer may be able to assist.
4. In all cases, the notification must include:
 - a. notice of the suspension
 - b. the date and probable duration of the suspension
 - c. the category and specific reasons for the suspension
 - d. the clear expectation that the student will continue with studies while suspended and, in the case of a long suspension, that a study program will be provided
 - e. the importance of parents cooperatively working with the school in resolving the matter
 - f. parents responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the principal
 - g. information concerning appeal rights and other appropriate government or community agencies available to provide assistance where necessary.
5. When a student is subject to special transport arrangements, the provider of the transport should be notified of the suspension by the principal following notification to the parents.
6. At the time of the suspension or expulsion notification, parents must be provided with the abridged version of this document (see Appendix 16), as well as the school's discipline code and information about appeal rights.
7. If consideration is being given to proceeding to expulsion from the school, or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to all or any government schools, the initial notification of suspension or formal warning should make this intention clear.

Post Suspension Procedures

1. The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.
2. If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period. Where it is not possible to resolve a suspension by the due date, the Director, Public Schools NSW must be notified and alternative steps taken by the principal, in consultation with the Director, Public Schools NSW, to resolve the suspension and facilitate the student's return to school. Clear documentation should be provided to the Director, Public Schools NSW indicating why the suspension cannot be resolved.
3. If a student does not have a parent who can attend a suspension resolution meeting, the principal should ensure that the student is fully informed about the resolution meeting and encourage the student to nominate a support person to be present.
4. In the case of a long suspension, a suspension resolution meeting must be convened at the earliest opportunity. The recommendations of the school counsellor and any recommendations from the school learning support team should be discussed. Referral to the school counsellor must be considered if this has not already occurred.
5. The principal must ensure that the suspension is recorded in ERN and that all relevant documentation is retained on file at the school. All documents must be made available to the Director, Public Schools NSW on request.
6. A full record should be made of the outcomes of the suspension resolution meeting. This should be retained on a file at the school. A copy should be provided to the student and the parents.
7. Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.
8. The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed. See the Department's website address:
https://detwww.det.nsw.edu.au/adminandmanage/ohands/safeworklearn/riskmanage/stdnt_behaviour/index.htm
9. If the issues cannot be addressed before the final day of the suspension, the principal must refer the matter to the Director, Public Schools NSW who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to impose a second long suspension.
10. If the student's behaviour is violent, reference can be made to the Department's *Guidelines for the Management of Health and Safety Risks to Schools Posed by a Student's Violent Behaviour* at: <https://detwww.det.nsw.edu.au/media/downloads/directoratesaz/legalservices/lis/familylawguide/mhsguidelines.pdf>

Reference: https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf