**Wyong Creek Public School**

**Welfare Policy 2018**

**1. STATEMENT OF PURPOSE**

* 1. **Introduction**

Wyong Creek Public School’s Welfare Policy aims to ensure that students are provided with opportunities to experience success and enjoy learning. The policy will encourage effective teaching and learning strategies, a positive climate and good discipline policy and effective community participation and establishment of strong core values essential to responsible citizenship. Above all, our students will feel safe and secure in the school environment and make informed choices as community citizens.

* 1. **Outcomes of the Welfare Policy**

Implementation of the Wyong Creek Public School’s Welfare Policy will result in a number of positive outcomes for the school community. These outcomes include the following and have been adapted from the Department of Education & Training booklet, Student Welfare Policy, DET Core Rules 2006, Values in NSW public schools and Values for Australian Schooling.

* 1. **Outcomes of Effective Teaching and Learning Strategies**
     + Students will be active participants in the learning process.
     + Coordinated student services will provide effective support to classroom programs.
     + The learning experiences of students will affirm their individuality and be positive, satisfying and equip them with skills to be responsible school and community citizens.
  2. **Outcomes of Providing a Positive Climate and Good Discipline**
     + The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
     + The discipline code of the school will provide clear guidelines for behaviour, which are known by staff, students and parents/caregivers who have contributed to their development.
     + The students will take individual responsibility and will work together with the school community to create a disciplined, orderly and cohesive school.
     + The school will value its community and will welcome the participation of community members in the life of the school.
     + The school will be an inclusive environment which affirms diversity and respects difference.
  3. **Outcomes of Community Participation**
     + There will be strong links between students, staff, parents/caregivers and other members of the school community.
     + Parents/caregivers and community members will participate in the education of young people and share the responsibility for shaping appropriate ‘at school’ student behaviour.
     + The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
     + Students, parents/caregivers and teachers will perceive that the teaching and learning programs in the school are relevant and beneficial.
     + Staff will facilitate parent and community involvement in a range of school activities.
  4. **Practices to Enhance Effective Teaching and Learning, Good Discipline and Community Participation**

The implementation of the Wyong Creek Public School’s Welfare policy will include practices and strategies that will be used within the school setting in order to enhance effective teaching and learning practices. Some of these strategies are:

Use of clear and consistently implemented school rules

* + - Use of clear and consistently implemented classroom rules
    - Use of clear and consistently implemented playground routines
    - Setting clear limits
    - Recognising appropriate behaviour
    - Classroom Management Plans
    - Applying consistent, logical consequences to inappropriate behaviour
    - Providing relevant and engaging curriculum activities
    - Providing remediation/extension activities
    - Having High Expectations
    - Developing and implementing programs that promote positive self esteem in students
    - Providing counselling support and other specialist support
    - K-6 approach to providing students with strong values as stated in the Values in NSW public schools and Values for Australian Schooling documents.
    - Explicit and systematic teaching of rules and routines

The development and implementation of the School Discipline Code and the practices that reinforce student achievement and deal with unacceptable behaviour will enhance the positive, respectful climate, positive discipline and quality education that allows each child to learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community with strong values.

**School Discipline Code**

2. STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR, INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT.

A clear understanding of the expected standards of behaviour both at school and while attending school events is important in creating a positive climate of behaviour and respect.

Anti- bullying strategies, social skills, values and restorative justice will be taught to all students K-6 and publicized in school newsletters on a regular basis.

**Parent/caregivers** will be responsible for reinforcing the values, social skills and anti bullying strategies taught at school and promote and support Wyong Creek Public School’s school rules.

**Students** will actively engage in all lessons and incorporate learnt skills into classroom and playground

behaviour, understanding rewards and consequences for behaviour choices.

**Staff** will systematically teach values, social skills, restorative justice and anti bullying strategies; be consistent in behaviour rating decisions; apply logical consequences to behaviour that is inappropriate; follow the correct referral process; give rewards for positive behaviour in the classroom and playground and display and reinforce school rules and focus values through specific lessons and visual displaying of rules and values.

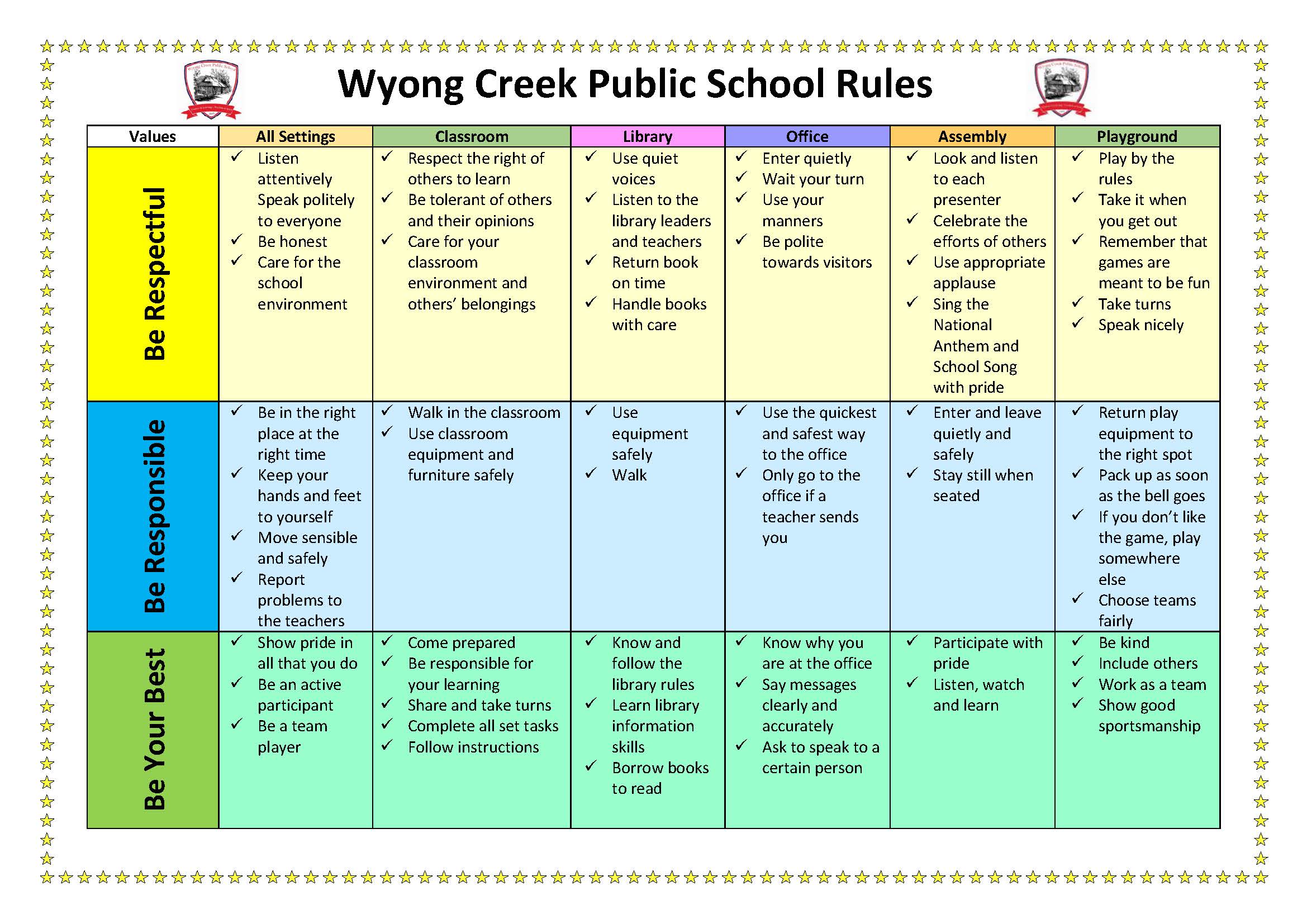
The school rules that Wyong Creek Public School have adopted align with the NSW Values in public schools and NSW DET Core Rules and the You Can Do It keys.

**NSW Values in public schools-** Integrity; Excellence; Respect; Responsibility; Co-operation; Participation; Care; Fairness and Democracy. These values are now taught within the **You Can Do It** keys of- Confidence, Organisation, Persistence, Getting Along and Resilience.

**NSW DET Core Rules: Student Discipline in NSW Government Schools-**

* Attend school every day, unless they are legally excused, and be in class on time and prepared to learn.
* Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
* Behave safely, considerately and responsibly, including when travelling to and from school.
* Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
* Treat one another with dignity and respect.
* Care for property belonging to themselves, the school and others.

**Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.**



3. STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT.

* 1. **The Ratings System**

Students will be issued with a ***STUDENT MONITORING CARD*** that is sent home, signed by parents/caregivers and returned each week. Each week, the class teacher will provide feedback to the student about his/her behaviour and review the rating. The Behaviour Card is the communication tool we utilize to inform parents of how their child is behaving at school.

Students will also be able to reflect on their behaviour for the week via the student comment. The student will be given the rating appropriate to the behaviour that is displayed that week. Relevant comments may be written on the card if necessary.

In Week 3 of Term 1, at the commencement of each year’s behaviour monitoring period, teachers will discuss their expectations with parents and students and provide explanations of ratings eg a good attitude to school is completing all my class work etc. Ratings are given for the week’s behaviour. This takes into consideration the behaviour displayed in the classroom, playground, moving around the school, lessons with support teachers- LAST, RFF, Librarian, SRE volunteers, casual teachers/guests, canteen, etc.

The behaviour rating is a communication mechanism for informing parents of how the student has behaved within the school environment for that week. Starting students on a low rating to give them something to aim for is **NOT** appropriate and starting students on a high rating and dropping them down ratings is not appropriate either. Each week stands alone.

It is most important to separate class work and behaviour when considering rating (ie performance vs application). **Ratings are for behaviour/attitude only**.

Homework cannot be considered as a factor in the behaviour rating. Homework can only be encouraged by positive reinforcement eg table points 10 for on due date, 5 for next day, stickers etc.

If a Student Monitoring Card is not returned by Friday, a rating will be given and recorded on the teacher tracking sheet and on a reminder slip that can be sent home with the child. The rating will be recorded but cannot be written on the card for that week until the card is returned. When the card is returned, teachers should write in the missed week/s rating/s.

A comment will be made on the Student Monitoring Card when a change in rating occurs informing parents/caregivers of the reason/s eg disruptive behaviour, poor behaviour in class, Library, Special Religious Education, excellent attitude all week etc. For serious or repeated incidents referral to the Principal will occur, ­not necessarily only for Rating 2.

**3.2 Record Keeping**

Teachers keep a class record of student behaviour using Student Behaviour Tracking Record proforma.

Teachers will write a balanced comment on the card weekly if possible/necessary.

Welfare notes will be filed using Sentral. Teachers are requested to scan appropriate documents.

* 1. **Specific Strategies for acknowledging positive behaviour.**

***Classroom reinforcement schedules*** – e.g. descriptive praise, stamps, stickers, etc

***Fortnightly Class Awards*** – e.g. Attendance Award, Wyong Creek Public School Award, KLA awards, etc

***Attendance Awards***- presented at the end of each term to all students who have had 0 whole day absences.

***Outstanding Attendance Awards***- presented at the annual Presentation Day Ceremony to students who have had 0 or 1 whole day absent during the school year.

* 1. Playground Practices (see also Playground Policy)

Playground Rules:

* + - Playground
    - Play by the rules
    - Take it when you get out
    - Remember that games are meant to be fun
    - Take turns
    - Speak nicely
    - Return play equipment to the right spot
    - Pack up as soon as the bell goes
    - If you don’t like the game, play somewhere else
    - Choose teams fairly
    - Be kind
    - Include others
    - Work as a team

Show good sportsmanship

* + - Do **The 5 steps**
      * 1. Look the person in the eye.
        2. Say their name.
        3. Say “Stop it!”
        4. Say “I don’t like it when you ….”
        5. Walk away.
    - Ask a teacher for help.

Students who are playing safely will be acknowledged for their good choices.

Students who experience difficulty interacting positively on the playground may be supported with an individual play skills program initiated by the classroom teacher, discussion room staff or relevant executive.

Negative playground behaviour incidents are recorded on the yellow forms and entered onto SENTRAL **by the playground duty teacher**.

3.6 Management of playground or classroom incidents

Staff will manage all incidents of inappropriate behaviour that occur within the classroom according to their Classroom Management Plan. This plan will be developed in consultation with the Principal and included in the teacher’s program. Behaviour incidents are tracked and monitored using the white classroom referral form and SENTRAL. See–Student Welfare Referrals – Process Flowchart

Playground behaviour is managed by the duty teacher and tracked and monitored using the yellow referral slip and SENTRAL. See–Student Welfare Referrals – Process Flowchart

Repeated unacceptable behaviour will be monitored. Referral to the Learning Support Team will occur after repeated incidents have been recorded for unacceptable behaviour on the playground.

**3.7 Consequences for Unacceptable Behaviour**

|  |  |
| --- | --- |
| **Behaviours** | **Sanctions** |
| * Out of Bounds * Leaving School Grounds without Permission * Physical Violence * Name Calling/Teasing/Racism * Non-compliance – refusal to follow teacher’s instructions * Bullying / Threatening * Bullying/Racism * Verbal violence * Stealing | 1st Warning and school rule reminder  2nd Time out walking with teacher  3rd Incident forms  Immediate referral to Principal. Notification to parents/caregivers. Possible rating adjustment at teacher’s discretion.  Removal from playground/classroom to Principal. Suspension will follow at Principal’s discretion under guidelines of Suspension Policy (Updated Feb 2011).  1st Warning and school rule reminder  2nd  Time out/ walking with teacher  3rd Incident form – possible rating adjustment at class teacher’s discretion/ Anti-racism officer involved  1st Warning and school rule reminder  2nd Incident form – possible rating adjustment at class teacher’s discretion  Less Serious – Immediate action by teacher – warning and school rule reminder, incident form. Follow up by classroom teacher.  Serious –- Incident form and immediate referral to Principal. Suspension may be recommended for continued instances. The Anit-Racism officer will also be involved.  Incident form and child sent to time out in playground/classroom immediately or removal from playground/classroom to Principal.  Suspension may be recommended.  Notification to Principal, parent contact, rating adjustment at teacher’s discretion, possible time out at recess and lunch. |

**3.8 Classroom Practices**

A set of classroom rules is used as the basis for each class’ behaviour management plan. Classroom rules are developed by the individual teacher and class and should be established at the beginning of each year. **Classroom rules need to reflect Wyong Creek Public School’s school rules.** These should be stated positively, closely linked to school rules and clearly displayed in the classroom for constant referral. There should be a maximum of 5 classroom rules to ensure they can be remembered and followed by students. Classroom responses to unacceptable behaviour *may* include:

* + - Positive reinforcement of acceptable behaviour displayed by other students as a role model.
    - Rule reminder
    - Warning
    - Time out in classroom
    - Time Out in Buddy Class
    - Make up time/complete work
    - Counselling
    - Referral to Principal
    - Writing an Individual Behaviour Plan
    - Use of “Peg chart”
    - Writing a Risk Assessment
    - Parent/caregiver contacted

Classroom responses to acceptable behaviour may include:

* + - Descriptive praise eg I like the way you are sitting in your seat, putting up your hand, etc
    - Stickers, stamps, ticks
    - Class merit certificates or awards
    - Class incentives

#### 3.9 Classroom Management Plans

Each mainstream and support teacher will write a classroom management plan applicable to their class/area of teaching incorporating the school rules. The plans will be included in programs and understood and followed by students and Release from Face to Face teachers, Teacher/Librarian and casual teachers.

* 1. Management of Serious Classroom Incidents

It is expected that teachers will implement strategies to manage students in the classroom, including provision of class awards and incentives. However, from time to time, students may demonstrate additional needs or challenging behaviours. In these circumstances, an Individual Learning Plan or Individual Student Management Plan will be developed.

For students with at-risk behaviours, a Risk Assessment and/or an Individual Student Management Plan (See Appendix 1) will be developed in consultation with the Principal, Learning Support Team & Learning & Support Teacher (LAST). All staff (including casual staff) that will be working with a student where there is a risk that a serious classroom incident may occur, will be informed. The procedure on the Individual Student Management Plan will be followed. Individual Student Management Plans need to be sent to the Principal who will file plans for easy access by all staff.

For other serious incidents, a white form will be completed and given to the Principal. The Principal will investigate and recommend appropriate action to the Principal. Record of classroom incidents will be kept on database-SENTRAL and paper copy filed.

**School Welfare Forms for Inappropriate Playground and Classroom Behaviour**

PLAYGROUND BEHAVIOUR REFERRAL

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name: Class: Date:** | | | |
| **Behaviour of Concern:**   * Leaving School Grounds * Bullying- Victim\_\_\_\_\_\_\_\_\_ * Aggressive Behaviour * Anti-Social Behaviour * Continued Disobedience * Stealing * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_**   **DETAILS ON BACK** | | **Area Time**  Before school  Grass Recess   * COLA Lunch 1 Lunch 2 * COLA * Eating area * Canteen After school * Toilet * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Playground teacher:** | **Playground teacher’s strategies used**   * **Warning** * **Time out on seat Other** * **Walk with teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** * **Community service \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Action: Matter resolved 🞏Yes 🞏 No**  **🞏 Entered on SENTRAL**  **🞏 Returned to Class Teacher** |
| **Class Teacher:** | **Action: 🞏 Matter resolved by class teacher🡺add details to back of form and SENTRAL, file form.**  **🞏 Matter NOT resolved by class teacher🡺add details to back of form and SENTRAL, refer to Principal for support.** | | |
| **Principal:** | **Action: 🞏 Updated on SENTRAL 🞏 Time Out 🞏 Staff meeting**  **🞏 Discussion/Planning room 🞏 Warning 🞏 Letter home** | | |
| **COMMENTS** | **Individual plan=** | | |

NB Form to be returned to class teacher for filing after actions are completed

**CLASSROOM BEHAVIOUR REFERRAL**

NB Form to be returned to class teacher for filing after actions are completed

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name: Class: Date:** | | | |
| **Behaviour of Concern:**   * Leaving School Grounds * Bullying- Victim\_\_\_\_\_\_\_\_\_\_\_ * Aggressive Behaviour * Anti Social Behaviour * Continued Disobedience * Stealing * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_**   **DETAILS ON BACK** | | **Area Time**   * Classroom 🞏 Morning session * Library 🞏 Middle session * Scripture 🞏 Afternoon session * STLA * RFF * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Class teacher:** | **Action:**  **🞏 Entered on SENTRAL**  **🞏 Phone Call home**  **🞏 Letter Home**  **🞏 Refer to Principal** | | * **Sent to buddy class**   **MAXIMUM TIME 20 MINS**  **While in Buddy Class**   * **Settled** * **Unsettled** * **Removal from playground** |
| **Principal:** | **Action: 🞏 Phone Call home**  **🞏 Letter Home**  **🞏 Interview**  **🞏 Referred to welfare committee** | | **Comments** |
|  |  | |  |

3.11 Strategies for Dealing with Serious Incidents of Unacceptable Behaviour

Parents/caregivers will be notified via the Behaviour Monitoring Card of incidents of unacceptable behaviour. Further incidents will carry the appropriate consequence and a letter will be sent home notifying parents/caregivers of continued unacceptable behaviour and of likely further consequences should that behaviour continue.

Students who continue to display unacceptable behaviour may be suspended. This will occur after all student welfare and discipline strategies have been implemented. Parents/caregivers will be informed in writing via a Suspension Warning that suspension is a likely outcome if the student continues to display the unacceptable behaviours.

**3.12 Use of personal Mobile telephones, Portable Computer Games, MP3 players/iPods, Cameras and Similar Devices in Schools by Students**

Wyong Creek Public School recognises that mobile phones may be perceived by some parents and carers as devices to improve the security and safety of their children whilst travelling to and from school. In general **students are discouraged from bringing mobile phones, portable computer games, MP3 players/iPods, cameras and similar devices to school**. Students who need to have a mobile phone will surrender the phone at the beginning of the school day to the school office. A register will be kept of students who bring their phone to the office. The student will be required to sign this. The phone will be signed out and collected as the student leaves school in the afternoon. (Refer to the Wyong Creek Public School Mobile Phone At School Policy).

The school will accept no responsibility for lost, stolen or damaged mobile phones, portable computer games, MP3 players/iPods, cameras and similar devices or for costs incurred while these items are on school premises. The same policy applies for these items whilst on school excursions.

Use of the above technological devices must be for personal safety reasons only and reflect the core values of respect, responsibility, care and fairness. NO photography or recording of other students is permitted without express permission by the teacher for educational reasons, and only if student media permission has been given. Confiscation of the devices may occur if used inappropriately.

The use of any of these devices for cyber-bullying will be dealt with through the school’s Anti-Bullying Policy and may result in a suspension. Advice may be sought from the School Safety and Response Hotline as to whether the police should be informed.

Inappropriate use of a mobile phone would include:

* Disruption or likely disruption to the learning environment
* Threatening the safety of any person or
* In breach of any law.

3:13 Uniforms

The NSW Core rules include:-

Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy. This is reflected in the Wyong Creek Public School’s Uniform policy.

3.14 Policy and Procedures for Suspension and Expulsion of Students

**All students at Wyong Creek Public School have a right to be safe and happy so they can learn and develop to their optimum capacity.** This forms the core of the Wyong Creek Public School *Good Discipline and Effective Learning Policy.* The following guidelines describe the implementation of the NSW Department of Education and Training’s *Procedures for the Suspension and Expulsion of School Students* used at Wyong Creek Public School.

* 1. General Principles

**The safety and welfare of the students, staff and other students in the school is the primary consideration.**

The full range of student welfare and discipline options available will have been implemented prior to a suspension being imposed except

Where the principal determines that a student should be suspended immediately due to the following reasons: the safety of students or staff because of violence; use of, or possession of, a prohibited weapon, firearm or knife; use of an implement as a weapon or threatening to use a weapon; possession of a suspected illegal substance and serious criminal behaviour related to the school eg malicious damage to property.

3.16 Procedures for Suspension of Students

(Refer to NSW Department of Education and Training *Suspension and Expulsion of School Students-* Procedures 2011).

The principal (or acting principal) will hold a formal disciplinary interview with the student (in line with 6.2.2 of Suspension procedures document) prior to making the decision to issue the appropriate suspension. These are as follows:

* + - **Short suspension** – up to and including four school days for Aggressive Behaviour or Continued Disobedience
    - **Long Suspension** – more than four days to a maximum of twenty days for - Physical Violence; Use or possession of a prohibited weapon, firearm or knife; Possession or use of a suspected illegal drug; Use of an implement as a weapon or threatening to use a weapon; Serious criminal behaviour related to the school or Persistent Disobedience.

Every effort will be made to resolve suspensions quickly and expediently, however, in some circumstances, the maximum suspension time may need to be implemented (ie to secure additional resources to support the student). A suspension resolution meeting will be convened by the principal at the earliest opportunity. (Procedures 6.2.3)

The principal will ensure that the implementation of these procedures takes into account factors such as the age, individual needs and developmental rate of the student. Alternative sanctions may be required if, for instance, the student is:

at risk of harm if a suspension is issued

on a program where absence from school will be detrimental (ie learning or attendance plan)

*Other reasons for suspension*

In circumstances other than those listed above, suspension will only occur after the principal has:

Ensured that all appropriate school student welfare strategies and discipline options have been applied and documented

Ensured that all appropriate support personnel available within the school system and externally have been involved

Ensured that discussion has occurred with the student and parent or caregiver regarding the misbehaviour(s) that the school considers unacceptable and which may lead to suspension

The principal may also suspend, consistent with the procedures above, any student who, among other things, is continually disobedient or demonstrates aggressive behaviour. This includes:

Students who in their relationships with staff are continually disobedient, insolent or engage in verbal harassment and abuse

Students who disrupt and prevent the learning and teaching of others

Students who engage in criminal behaviour related to the school. These actions will also be notified to the police.

Suspension of students in categories mentioned in this section will occur only after school based intervention has failed.

Suspension is a time for the student to reflect on behaviour and for the school to plan support for the student. The support plan will be in consultation with the student, staff and family. The plan will ensure a SAFE RETURN to school for the student and staff.

Parent/caregivers have a right to appeal a suspension decision. This may be done by requesting an interview with the principal or in writing.

* + 1. Communication

Students will be reminded of this policy at the beginning of the year and at regular intervals throughout the school year in classes and at whole school assemblies.

Parents/caregivers will be informed of the policy via the school newsletter and parent information sessions. Newly enrolling students will receive a copy of the summary of this policy in the school handbook. Written and verbal communication regarding individual student behaviour will occur according to the procedures in this document and the NSW Department of Education and Training the *Suspension and Expulsion of School Students- Procedures.* A copy of this document will be issued to parent/caregivers as required.

* + 1. Documentation

The following documents will be kept on file:

1. Copy of the policy and procedures and the NSW Department of Education and Training- *Suspension and Expulsion of School Students-Procedures 2011.*

2. Playground and classroom behaviour notification slips

3. Data base of individual student incidents

4. Records of interviews

5. Copies of warning letters to parent/caregivers

6. Copies of suspension letters

7. Suspension register

8. Resolution of suspension minutes

9. Any other notes, documents and records as provided by third parties eg district letters, emails, reports from other students, parent letters etc.

* + 1. Resolution of Suspensions

The principal or Grade Principal will convene a suspension resolution meeting which will include the parents/caregivers, student and any other significant personnel. This meeting will outline and document the basis upon which the suspension will be resolved.

Processes followed will be according to the NSW Department of Education and Training- *Suspension and Expulsion of School Students- Procedures 2011.*

A post suspension support plan will be written and followed for each child.

**3.16.4 Expulsion from School**

The NSW Department of Education and Training *Procedures for the Suspension and Expulsion of School Students* clearly articulates the processes to be followed for expulsion of students. Following the exhaustion of all avenues of support and intervention, the principal may recommend expulsion in accordance with these policy guidelines.

**Department of Education and Communities Student Discipline in Government Schools Key Documents and Policies that relate to this document:**

Student Welfare Policy (PD20020052)

* A framework for school communities to review
* student welfare, determine key issues for action and
* develop and implement student welfare strategies
* and initiatives. This is an overarching policy
* statement and its requirements are important to
* consider when developing a school discipline policy.
* School discipline policies need to be developed
* within a strong student welfare context.

Suspension and Expulsion of School Students - Procedures (PD20020014)

* Sets out requirements for the suspension and expulsion of students from NSW government schools.
* School discipline policies should make clear where suspension and expulsion sit within the range of consequences for inappropriate behaviour.

School Attendance Policy (PD20050259)

* Sets out the legislative requirements for attendance of students at school.
* States the responsibilities of parents and carers, principals, school education directors and regional directors.

School Uniform Policy (PD20040025)

* Requires schools to review and document school uniform or dress code requirements in consultation with their communities and to develop strategies for the wearing of school uniforms.
* Positive reinforcement and encouraging responsible behaviour are the preferred approaches for ensuring the wearing of uniforms.
* Consequences identified in the school discipline policy for non-compliance with standards of dress which have been determined by the school community, must be consistent with requirements of the *School Uniform Policy.*

Occupational Health and Safety Policy (PD20040007)

* Sets out the responsibilities of all employees regarding occupational health and safety.
* Has implications for identifying and managing hazards associated with violence and student behaviour.
* Further information on OH&S is available on the Occupational Health and Safety Directorate webpage.

***Student Discipline in Government Schools***

Guidelines for theManagement of SeriousIncidents

* Sets out the requirements for all Departmental workplaces to develop and implement emergency management plans.
* Has implications for the health, safety and welfare of all staff and students at the workplace.

Anti-Racism Policy (PD 20020235)

* Sets out the Department’s commitment that all schools will systematically address racism and implement proactive interventions to counter and eliminate racism.
* The school discipline policy should articulate the valuing of cultural and linguistic diversity and provide clear directions about the management of racism in the school.

Cultural Diversity and Community Relations Policy: Multicultural education in schools (PD20050234)

* Provides a framework for schools for the delivery ofeducational programs and services in a culturally diverse society
* The policy articulates the responsibilities of schools, regions and state office in relation to education for cultural diversity
* The policy should be read in conjunction with the *Anti-Racism Policy.*

Values in NSW public Schools (PD20050131)

* States the key values that underpin NSW public schools.
* Sets the expectation that values will be taught in NSW public schools.

Anti-bullying Plan for Schools (PD20040050)

* All government schools are required to have a plan to deal with bullying behaviour.
* The plan must be consistent with and compliment the school’s discipline policy.

Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy (PD20020006)

* Provides the legislative base for the enrolment of students in government schools.
* Has implications concerning the enrolment of students with a history of violence.
* This policy should be read in conjunction with Legal Issues Bulletin 40 and Occupational Health andSafety Requirements.

***Student Discipline in Government Schools***

Guidelines for Managing Drug Related Incidents in Schools (PD20020040)

* Outlines the actions to be taken by schools to respond to drug related incidents.
* Has implication for the use and possession of illicit drugs and legal drugs such as tobacco, alcohol and inhalants.
* Advice about the management of incidents such as misuse of over-the-counter and prescribed medications is also included.

Leading and Managing the School (PD20040024)

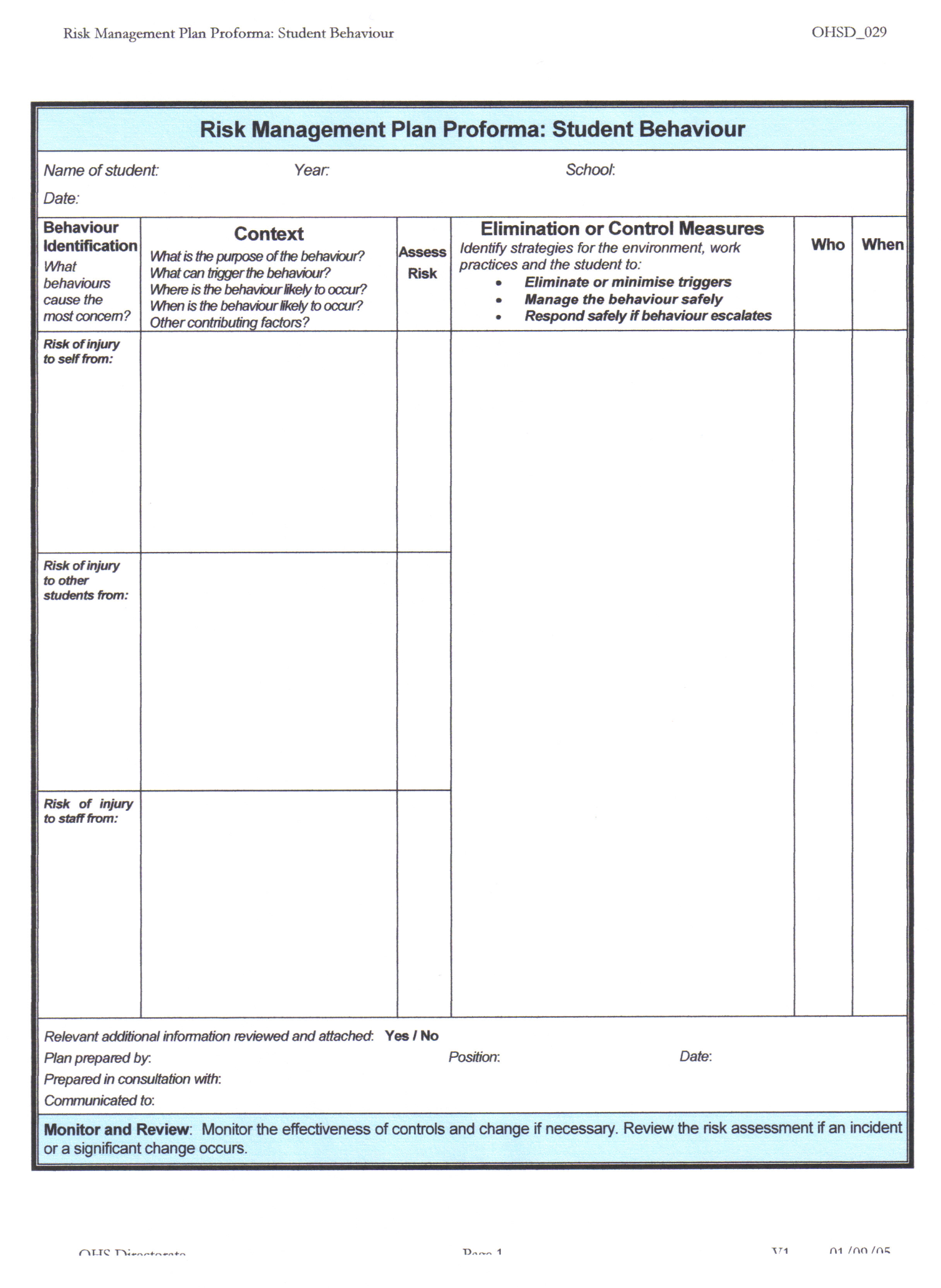
* Key accountabilities for Principals, including the requirement for a comprehensive student welfare and discipline policy which is regularly reviewed and includes the principles of procedural fairness.

People With Disabilities - Statement of Commitment (PD20050243)

* Sets out the Department’s commitment and responsibilities for people with disabilities.
* Contains links to key support documents that provide guidance in supporting students and others with disabilities.

Respect and Responsibility

* The NSW Government’s action plan for values, respect and behaviour in our schools.



Suspension Resolution Meeting (Version 1)

|  |  |
| --- | --- |
| **Student** |  |
| **Date of Birth** |  |
| **Date of Suspension** |  |
| **Length of Suspension** |  |
| **Type of Suspension** |  |

|  |
| --- |
| **Attendance at Resolution Meeting:** |
| **Issues Arising From Suspension:**  **1.**  **2.**  **3.**  **4.**  **5.**  **6.** |
| **Agreed Strategies and Conditions for Effective Resolution:**  **1.**  **2.**  **3.**  **4.**  **5.**  **6.**  **7.** |

**Suspension Resolution Meeting (From Good Practice Guide)**

|  |  |  |
| --- | --- | --- |
| Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Resolution Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Reason for Suspension: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Date of Suspension: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Last Date for Resolution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| No. of Previous Suspensions: | Short: \_\_\_\_\_\_\_\_\_\_\_\_ | Long: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| --- |
| Present at meeting: **(Insert names and titles)** |

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| **Action** | **Who** | **Follow up date** |
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| Student’s signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Parent’s signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Observer’s signature  (where relevant) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Principal’s signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Post Suspension Readmission Agreement** | | | |
| **Name:** | **Date:** | **Re-entry date:** | **D.O.B:** |
| I have participated in a successful post suspension interview for return to school. I understand that I must accept responsibility for my learning and meet the school’s expectations concerning learning, behaviour & attendance. I agree to support the Code of Conduct; Anti-Bullying Plan, and Harassment Guidelines, copies of which have been provided to me.  To help create and maintain a positive learning environment I need to: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Always do my best |  | Respect others |  |
| Show respect for property |  | Hands off to solve problems peacefully |  |
| Be honest and respectful |  | Tell a teacher if something is wrong |  |
| Follow directions – participate positively |  | Observe the safety rules |  |
| Accept the consequences of my actions |  | Arrive at school on time |  |
| Be equipped for lessons |  |  |  |

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| **Student:** | **Parent/s:** |
| **Executive:** | **Date:** |

Wyong Creek Public School Anti-bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy*of the New South Wales Department of Education and Communities.

Wyong Creek Public School’s Anti-Bullying Plan has been developed in consultation with the staff, parents, students and wider school community. Student surveys and consultative processes conducted with parents, staff and community members contributed to the development of the plan, which was ratified through the school’s P&C and School Council.

Statement of purpose

Bullying behaviour of any kind is totally unacceptable and will not be tolerated in any form at Wyong Creek Public School.

Protection

All teachers, students, parents/caregivers and members of the wider community have the right to expect that they will be free from fear of bullying, harassment, abuse and or intimidation within the learning and working environments of Wyong Creek Public School.

Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment, including that based on sex, race, disability, homosexuality or transgender.

Conflicts or fights between equals or single incidents are not defined as bullying.

Preventing and responding to bullying behaviour within Wyong Creek Public School’s working and learning environment is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

All members of the Wyong Creek Public School community will contribute to maintaining a positive climate of respectful relationships where bullying is less likely to occur by modelling and prompting appropriate behaviours.

Prevention

The following programs and strategies have been developed and implemented at Wyong Creek Public School to assist in the prevention of bullying behaviours.

Pro-active Programs and Strategies

* School Rules : clearly stated rules reflecting departmental values, including respect for self, others and the community, are taught and reinforced on a whole school basis K-6
* ‘You Can Do It’ lessons : explicit teaching of appropriate behavioural and social skills are taught specifically and sequentially on a whole school basis K-6
* ‘You Can Do It Awards: Whole school award systems are in place recognising and rewarding positive social behaviours
* Wyong Creek Public School Welfare Policy: the Welfare Policy is up-dated on a regular basis and is inclusive of the school’s Anti-bullying Plan. Staff are regularly in-serviced on amendments to the policy and a consistent approach to the prevention of bullying behaviour is employed throughout the school.
* Information regarding special needs students and students with anaphylaxis or other medical conditions is communicated to all school staff. Staff and students are made aware of additional risk factors relating to bullying of these students and take measures to ensure that students with special needs and medical conditions are treated in a fair and equitable manner, free from discrimination.
* Wyong Creek Public School Website, Newsletter & FB page: Parents receive regular up-dates and information regarding visiting performances and anti-bullying programs implemented throughout the school via the Website & Newsletter.
* Anti-Bullying Performances and Activities: Students are provided with opportunities to view performances and participate in activities specifically designed to equip them with knowledge and skills which may assist in the prevention of bullying within the school.

Re-Active Programs and Strategies

* Classroom Management Plans: are developed by every classroom teacher to support students in displaying positive behaviours in the classroom
* Individual Behaviour Management Plans: are developed to support individual students in developing positive behaviours
* Risk Assessments: are developed to identify specific areas where an individual student may put themselves or others at risk and ensure that support structures are in place to minimise the risk
* Wyong Creek Public School Welfare Policy: supports students in demonstrating appropriate behaviours. Students receive weekly ratings based on demonstration of appropriate learning and social behaviours throughout the week.
* Behaviour Monitoring Cards: instances of inappropriate social behaviours, including bullying, displayed by students throughout the week are recorded and sent home to inform parents
* Discussion Room: Students are counselled and relationships between students are examined & discussed to promote positive relationships
* Informative Brochures: Brochures outlining expectations and information relating to the school’s Anti-bullying Plan and other policies, are sent home to parents at regular intervals
* Suspension Policy: Instances of bullying behaviour are clearly addressed within the Department of Education & Communities’ Procedures for the Suspension & Expulsion of School Students’ and are followed by Wyong Creek Public School as an integral part of the school’s Welfare Policy and Anti-bullying Plan.
* Sentral: Student behaviours are recorded, tracked and monitored on Sentral, with areas for improvement targeted by the staff as a direct result of data collected.

Curriculum Support

At Wyong Creek Public school, anti-bullying messages are embedded into all Key Learning Areas and are an integral part of the curriculum K-6. The following serves to highlight some of the ways in which anti-bullying behaviours may be addressed in the classroom.

English: Debates, along with oral, written & read texts, including narrative, recount, discussion, exposition and response, may be utilised to explore and examine anti-bullying behaviours.

Mathematics: Data, based on observed anti-bullying and positive by-stander behaviours in the classroom and playground, may be gathered, graphed and monitored by students.

Creative Arts: Anti-bullying behaviours may be depicted through role-play (Drama), promoted through posters, brochures & slogans (Visual Arts), demonstrated through movement & expression (Dance) and taught through song (Music).

PD/Health/PE: Anti-bullying behaviours may be encouraged through the teaching of good sportsmanship & teamship (P.E.) and addressed through Child Protection, Interpersonal Relationships and Social Skills Programs (Personal Development).

Early Intervention and Support Structures

Early intervention strategies and programs are implemented at Wyong Creek Public School to support students who are identified as being ‘at risk’ of developing long-term difficulties with social relationships. This includes students who are identified at or after enrolment, as having previously experienced bullying, as well as those students who have engaged in bullying behaviour. Early intervention programs and strategies implemented at Wyong Creek Public School include the following:

* “You Can Do It’ lessons
* Individual Behaviour Management Plans
* Playground Monitoring Cards
* Discussion/Planning Room
* Risk Assessments
* Social Skills Programs (whole school and individual)
* Structured play opportunities
* Learning Support Team referrals/support
* School Counsellor referrals/Support
* Learning & Support Teacher (LAST) referrals/support
* Communication (letters, phone calls, interviews & consultation) with parents/caregivers

Response

At Wyong Creek Public School, the whole school community is expected to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

**Students** at Wyong Creek Public school are expected to behave appropriately at all times, follow the school Anti-Bullying Plan for reporting incidents of bullying and demonstrate appropriate by-stander behaviours.

**Teachers** at Wyong Creek Public school are expected to respond appropriately to reported bullying, follow the procedures outlined in the Anti-Bullying Plan, including procedures for communication with parents, model appropriate behaviours and support students in dealing with bullying behaviour.

**Parents** and caregivers of students at Wyong Creek Public school are expected to support and encourage their child to develop anti-bullying behaviours, model appropriate behaviours and co-operate with the school in resolving incidents of bullying behaviour involving their own child.

Procedures for Reporting

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| Student Responsibilities  1.Be aware of what bullying means and looks like  2. Employ known strategies to address the problem  3. Report instances of bullying to the duty/class teacher  4. Follow the procedures outlined in the school Welfare Policy (ie attend Discussion Room, etc)  5. Participate in support programs/interventions as required  6. Discuss the problem with your parent/caregiver | Teacher Responsibilities  1.Investigate all incidents of reported bullying as soon as possible  2. Enter incident on Sentral, nominating perpetrator/s & victim/s  3. Resolve problem through mediation &/ or refer to Principal for additional support if necessary.  4. Manage incident as per the Wyong Creek Public School Welfare Policy guidelines.  5. Monitor students involved to ensure situation is resolved  6. Provide both victim/s and perpetrators with appropriate anti-bullying support structures and/or interventions | Parent/Carer Responsibilities  1. Be aware of the definition of bullying and discuss with your child  2. Being aware of the Wyong Creek Public School Welfare Policy and the Wyong Creek Public school Anti-Bullying Plan and discuss with your child.  3. Model appropriate behavior and support the school in implementing policy procedures.\  4. Respond appropriately to letters/phone calls regarding your child and reported incidents of bullying.  5. Inform teachers of any further concerns following the implementation of policy procedures through appropriate channels  6. Support your child’s participation in anti-bullying support programs/interventions where appropriate |

Sanctions for Bullying Behaviours

Students who are the perpetrators of bullying at Wyong Creek Public School will be required to face a range of sanctions, depending on the individual situation. These may include one or more of the following:

* Loss of play
* Loss of privileges
* Communication with parents via behaviour monitoring card, letter, phone call or interview
* Notification of Concern letter sent home
* Referral to Principal
* Referral to Discussion Room
* Referral to support services and/or intervention programs
* Suspension/ expulsion in line with DEC Policy
* Notification of incident to Police/School Safety Response Hotline

Additional Information

Parents and caregivers will be provided with explicit information about the ways in which bullying incidents are managed via the Welfare Policy, which is posted on the school’s website. Additional sources of general information will include the school Newsletter, parent information sessions and brochures. This information will typically include definitions of bullying behaviours, procedures for reporting bullying and responding to bullying behaviours and advice on supporting their children when a bullying incident has occurred.

The school will immediately report to the police and to the School Safety and Response Unit all Instances of bullying or cyberbullying that appears to involve criminal behaviour such as violence, threats, intimidation, inciting violence or hacking, as outlined in the ‘Reporting Incidents Involving Assaults, Threats, Intimidation or Harassment’ guidelines, that occur on school premises. The school will also take appropriate disciplinary action, including notifying the police and the School Safety and Response Hotline, for reported instances of bullying or cyberbullying which occur off school premises and outside of school hours which are capable of having a harmful effect on staff and students.

Reported instances of bullying which fall within the guidelines of the New South Wales Mandatory Reporter’s Guide and the Child Protection up-date ‘Keep Them Safe: A Shared Approach to Child Wellbeing’ 2013, will be reported to the Wellbeing Unit or Community Services where appropriate.

Verbal and written complaints in regard to bullying will be referred to the Principal in the first instance and will be handled under the ‘Complaints Handling Policy Guidelines’, which may be accessed via the school website. Parents and caregivers may also seek advice from the Principal regarding departmental appeals processes.

Patterns of bullying will be closely monitored using data gathered on Sentral. The data will be analysed and areas for improvement will be targeted. Modifications and amendments to existing school policy, procedures and processes will be introduced, monitored and evaluated for effectiveness on an on-going basis.

Parents, caregivers and the wider community will be advised that the school’s Anti-Bullying Plan has been up-dated via the school’s Newsletter. A copy of the plan will be posted on the school’s website. Parents may also request a copy of the Anti-Bullying Plan directly from the school.

The effectiveness of the Anti-Bullying Plan will be evaluated as an integral part of the evaluation of the Welfare Policy and will be reported to the school community annually via the Welfare section of the Annual School Report.

Wyong Creek Public School’s Anti-bullying Plan will be reviewed at least every three years. The next review will take place in 2020 in response to NSW Department of Education and Communities policy up-date/amendment requirements. The review will involve consultation with the whole school community. This may include consultation through Community Forum and parent, student and staff discussion and surveys, along with consultative processes through the P&C and School Council.

Contact Details

Kids Helpline: 1800 55 1810

School Safety & Response Hotline: 1300 363 778

**Excursion and Student Welfare**

**‘Notification of Concern’**

**Most students will not receive an “*Excursion / School Representation / Special Event “Notification Of Concern” (NOC)* letter.**

At Wyong Creek Public School, a system has been developed to ensure that students who may put their own safety or the safety of other students’ or staff in jeopardy will be assessed before excursions, school representation opportunities or special events are undertaken outside or within school.  **A “Notification of Concern” letter is part of this system and is not to be used as a punishment.**

This system allows the Principal and the Learning Support Team to make informed decisions about the OH&S issues of taking these students on an excursion or allowing them to represent the school away from a more structured school setting with additional on-site support or attend special events at school in a less structured activity.

**In some cases, this may mean that the risk of a student’s participation is too great and that the student may not be allowed to go on the excursion, represent the school or attend a special event.**

The NSW Department of Education and Training Policy and Implementation Procedures state:

**10.1 Students must behave appropriately at all times on excursions.**

10.1.1 Students on excursions interact with the public and are representatives of their school and community. Prior to excursions, they should be reminded of expected standards of behaviour and the application of the school's discipline code.

* Inappropriate and concerning behaviour by students at school could lead to excursion /representation/special events ‘NOC’ letter being issued.
* ‘NOC’ letter/s will be issued within the term and remain valid for the remainder of the current term.
* The NOC will apply to every excursion/representation/ special event held within that term.
* All students will have a fresh start at the beginning of each term.
* Only students who have not followed the school’s rules and have demonstrated inappropriate behaviour and who have been referred by the Class Teacher to the Grade Principal and Principal or Deputy Principal can have a ‘NOC’ letter issued.
* If two ‘NOC’ letters have been issued, the student will be referred to the Learning Support Team. A Risk Assessment will need to be completed by the classroom teacher/Principal to determine whether the student’s attendance at the excursion / representation opportunity or special event is too great a risk to themselves and / or others.
* **A new Risk Assessment will need to be developed for each different Excursion/ Representation or Special Event. (However new ‘NOC’ letters will not need to be issued).**

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| **Breaches of school rules and inappropriate behaviours in either the classroom**  **or the playground may include, but not be restricted to –**   1. **Showing unsafe behaviour** throughaggressive behaviour or violence, bullying, not obeying or following teacher instructions, persistently out of bounds or absconding. 2. **Showing lack of respect** through inappropriate language, swearing, speaking rudely to a teacher/adult/visitor, stealing of any kind, vandalism, defacing or damaging school or other property, unacceptable attitude.  * A ‘NOC’ **will always be** accompanied by an Unacceptable Behaviour letter , Suspension Warning or Suspension letter. * Unacceptable Behaviour letters or Suspension Warnings **may** result in a ‘NOC’ being issued depending on the circumstances. * A Suspension **may** result in a ‘NOC’ letter being issued, depending on the circumstances (ie. where a student has absconded or has been continually /persistently disobedient) |

As part of the process, teacher/student/ Principal/parent conferences will be recorded.

It is important to note that students who are allowed to go on the excursion, but who display dangerous and uncontrollable behaviour while away at the excursion, will have their parents contacted and be removed from the excursion and may also have a suspension imposed.

**Excursion/Representation/Special Event ‘Notification of Concern’ (NOC) Policy: Implementation Flowchart**

**This flowchart will be followed for the issuing of any and all Excursion/Representation ‘Notification of Concern’ letters.**

***First Incidence of Unacceptable Behaviour in a Term***

Student identified by Class Teacher

Discussion with Principal

‘NOC’ appropriate

YES NO

Teacher contact parent

First NOC letter issued

with an

‘Unacceptable Behaviour’

‘Suspension Warning’ Letter or

‘Suspension’

Strategies to assist the student to improve their behaviour developed and implemented

Behaviour monitored Behaviour monitored

***Second Incidence of Unacceptable Behaviour in a Term***

Follow the above flow chart

Second ‘NOC’ issued with an ‘Unacceptable Behaviour’ / ‘Suspension Warning’ / ‘Suspension’ Letter

Referral to Learning Support Team

Risk Assessment completed by class teacher / Principal to determine the WHS risks of student attending the excursion or special event. This Risk Assessment needs to highlight the behaviours that need to change in order for the student to participate in the event and indicate support put in place to assist with the change.

Behaviour Monitored and if there is a change in the unacceptable behaviour, then student attends excursion with support & clear expectations. Parents agree to pick child up from excursion if unacceptable behaviour is displayed

***If there is no change in the unacceptable / unsafe behaviour or if the Risk Assessment indicates that the risk to the safety of the student, other students, staff or others is too great for the student to attend the excursion or special event (i.e. behaviour unpredictable or unmanageable even with added support)***

Parent Interview with Teacher/Grade Principal and or Principal to discuss / inform of exclusion from excursion.

Third ‘’NOC’ issued (which is a ‘Notification of Exclusion’)

Procedure for Addressing Inappropriate Behaviour

Teacher decides on action involving child/children

Inappropriate behaviour

Teacher verbal counselling.

What did you do? Why did you do it? What would a better choice have been?

Behaviour reported to teacher

Teacher establishes facts surrounding the events by interview

Restitution Eg. time out, service

If the student receives three Principal referrals in the space of 1 calendar year:

1. Principal interviews child about inappropriate behaviours.

2. Parents notified and arrange an interview.

3. Classroom and/or playground behaviour card may be introduced

If the behaviour does not improve as a result of these interventions

**N**

**O**

**YES**

**N**

**O**

If the inappropriate behaviour continues or is of a recurring nature

Parent made aware

Student referred to Principal

Principal informed of the behaviour

Appropriate consequences determined

Is the inappropriate behaviour of a violent or aggressive nature?

Incident referred to Principal immediately. Parent informed.

Principal consults Departmental Suspension and Expulsion Policy

Consult with/inform parents of suspension or consequences for student

**Y**

**E**

**S**

Can the inappropriate behaviour be dealt with by the teacher in the current context?

Some examples of behaviour that can not be dealt with in current context

* Threatening others
* Swearing at others
* Deliberate damage to property
* Actions that result in injury to others