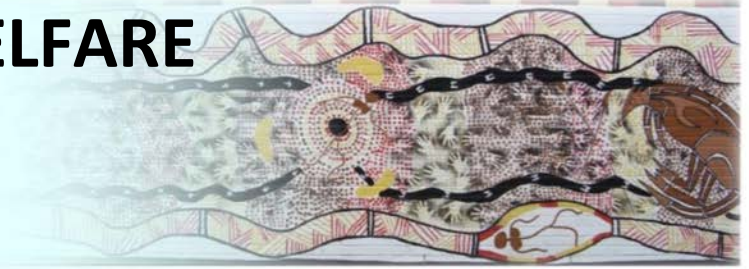




# STUDENT WELFARE POLICY



## Rationale:

- The student welfare procedures and practices that operate at Karuah Public School are designed to promote effective learning for all students in a happy and safe environment. Karuah Public School is a PBL (Positive Behavior for Learning) school.
- These policies and practices are underpinned by the school values and beliefs. These values and beliefs were derived from extensive community consultation and discussion with the entire school community: Students, Teachers, Parents and Community.

At Karuah Public School we value:	At Karuah Public school we believe:
<b>RESPECT</b>	Respect looks like: <ul style="list-style-type: none"> <li>• Listening attentively.</li> <li>• Following instructions the first time.</li> <li>• Speaking politely to all and at all times.</li> <li>• Honesty with yourself and others.</li> <li>• Keeping hands and feet to yourself.</li> </ul>
<b>RESPONSIBILITY</b>	Responsibility looks like: <ul style="list-style-type: none"> <li>• Looking after self and others.</li> <li>• Looking after belonging and our school environment.</li> <li>• "Have a go" by being an active participant.</li> <li>• Making good choices.</li> </ul>
<b>PRIDE</b>	Pride looks like: <ul style="list-style-type: none"> <li>• Wearing full school uniform.</li> <li>• Being prepared.</li> <li>• Doing your personal best.</li> <li>• Being a team player.</li> <li>• Showing sportsmanship.</li> </ul>

- Our school values and beliefs encourage the members of our school community to contribute in a productive and positive way to realize our values and school vision. Some roles and responsibilities are as follows:

<b><u>VALUE: RESPECT</u></b>		
<b>We enjoy and value learning We have high expectations for all</b>		
<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"> <li>1. I can listen</li> <li>2. I can follow instructions</li> <li>3. I can control what I do and say</li> <li>4. I can raise my hand and wait</li> <li>5. I can work quietly</li> </ol>	<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"> <li>1. I can listen</li> <li>2. I can follow instructions</li> <li>3. I can control what I do and say</li> <li>4. I can raise my hand and wait</li> <li>5. I can work quietly</li> </ol>	<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"> <li>1. I can listen</li> <li>2. I can follow instructions</li> <li>3. I can control what I do and say</li> <li>4. I can raise my hand and wait</li> <li>5. I can work quietly</li> </ol>
<p><i>Students should</i></p> <ul style="list-style-type: none"> <li>• Be respectful of others and their personal space.</li> <li>• Use appropriate language</li> <li>• Be polite and well mannered</li> </ul>	<p><i>Teachers should</i></p> <ul style="list-style-type: none"> <li>• Communicate openly and honestly.</li> <li>• Model positive relationships</li> <li>• Be aware of and follow the DET Code of Conduct.</li> </ul>	<p><i>Parents should</i></p> <ul style="list-style-type: none"> <li>• Model positive attitudes to school</li> <li>• Ensure regular student attendance</li> <li>• Attend parent /teacher interviews</li> </ul>

**VALUE: RESPONSIBILITY**

**We enjoy and value learning We have high expectations for all**

<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"><li>1. I can listen</li><li>2. I can follow instructions</li><li>3. I can control what I do and say.</li><li>4. I can raise my hand and wait</li><li>5. I can work quietly</li></ol>	<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"><li>1. I can listen</li><li>2. I can follow instructions</li><li>3. I can control what I do and say</li><li>4. I can raise my hand and wait</li><li>5. I can work quietly</li></ol>	<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"><li>1. I can listen</li><li>2. I can follow instructions</li><li>3. I can control what I do and say</li><li>4. I can raise my hand and wait</li><li>5. I can work quietly</li></ol>
<p>Students should</p> <ul style="list-style-type: none"><li>• Try their best at school at all times.</li><li>• Evaluate and reflect upon their learning</li><li>• Be in the right place at the right time.</li></ul>	<p>Teachers should</p> <ul style="list-style-type: none"><li>• Give lesson that are needs driven and relevant</li><li>• Encourage students to be actively involved in their learning</li><li>• Be innovative</li><li>• Use resources effectively</li><li>• Foster positive contact with parents</li><li>• Model positive attitudes to school</li><li>• Evaluate and reflect upon their teaching</li></ul>	<p>Parents should</p> <ul style="list-style-type: none"><li>• Model positive attitudes to school</li><li>• Ensure regular student attendance</li><li>• Attend parent /teacher interviews</li></ul>

**VALUE: PRIDE**

**We look after our environment We get involved in school**

**We celebrate our successes**

<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"><li>1. I can listen</li><li>2. I can follow instructions</li><li>3. I can control what I do and say</li><li>4. I can raise my hand and wait</li><li>5. I can work quietly</li></ol>	<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"><li>1. I can listen</li><li>2. I can follow instructions</li><li>3. I can control what I do and say</li><li>4. I can raise my hand and wait</li><li>5. I can work quietly</li></ol>	<p>Follow Aussie 5 Rules at all times.</p> <ol style="list-style-type: none"><li>1. I can listen</li><li>2. I can follow instructions</li><li>3. I can control what I do and say</li><li>4. I can raise my hand and wait</li><li>5. I can work quietly</li></ol>
<p><i>Students should</i></p> <ul style="list-style-type: none"><li>• Keep our environment clean and tidy</li><li>• Wear school uniform and hats</li><li>• Participate in school activities</li></ul>	<p><i>Teachers should</i></p> <ul style="list-style-type: none"><li>• Participate in extracurricular activities</li><li>• Recognise student achievement fairly and consistently</li><li>• Follow and support school policies and procedures</li></ul>	<p><i>Parents should</i></p> <ul style="list-style-type: none"><li>• Value school uniforms</li><li>• Attend P&amp;C Meetings, Canteens, Working Bees, assemblies, excursion where possible.</li><li>• Provide for the physical, medical and emotional needs of their child</li><li>• Support school policies and procedures</li></ul>

### **Aims:**

- Reinforcement of positive behaviours through PBL daily lessons.
- 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
- 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. PBL awards are presented within the community at Raymond Terrace Market Place.
- Reporting each semester. Teachers giving regular and positive feedback to students on an individual needs basis eg. Stickers, class awards (class dojo), monitoring bookwork, praise, blue certificates and its reward system incorporating zooper doopers, canteen vouchers, PeBbLes badge and Gift voucher.

### **Implementation:**

- Students follow PBL code of behavior. Students understand the behavior consistency guide and the whole school matrixes.
- If a student's behavior is deemed inappropriate, teachers need to take action with the student. According to the Behaviour Consistency Guide these steps should include:
  - Reminder of rule and redirection. (green)
  - Reminder of rule and explanation of possible consequences. (green)
  - In class/ Playground time out. (green)
  - Buddy class time out (Exit for classroom breach - yellow)
  - Planning Room (red)
  - Principal notification (black)

Students have a yellow and red card notification system. Yellow and red cards are recorded in the school behaviors management system. Consequences are decided according to the behavior consistency guide.

Students have knowledge and understanding of the behavior consistency guide and whole school matrixes. This is through daily PBL lessons delivered by the classroom teacher.

<p><u>Physical Violence / Aggressive Play</u></p> <p><b>Yellow</b> rough play grabbing clothing playing with sticks</p> <p><b>Red</b> hitting open handed kicking tripping shoulder barging pushing headlock hair pulling scratching branding/pegging inciting violence throwing objects throwing to ground pursuing to strike choking hitting to harm biting spitting at someone punching pinching</p> <p><b>Black</b> self harm producing a weapon extreme violence violence against a staff member</p>	<p><u>Arguing / Back Chat</u></p> <p><b>Green</b> muttering under the breath mimicking / mocking</p> <p><b>Yellow</b> refusal to comply swearing disrespectful comments threatening</p> <p><b>Red</b> swearing directed aggressively swearing abusively</p>	<p><u>Teasing / Intimidating</u></p> <p><b>Green</b> licking name calling social exclusion</p> <p><b>Yellow</b> ganging up vilification put downs spreading rumours harassment</p> <p><b>Red</b> cyber bullying verbal abuse threatening harm to others exposure racist remarks</p> <p><b>Black</b> dacking</p>
<p><u>Defiance</u></p> <p><b>Green</b> Slow to comply with request</p> <p><b>Yellow</b> refusal to follow instructions refusal to complete work repeated inappropriate behaviour rude gestures out of bounds out of seats on the bus wearing incorrect uniform</p> <p><b>Red</b> self removal without permission playing a banned game ongoing refusal to follow an instructions lying</p> <p><b>Black</b> threatening staff leaving school grounds truancy</p>	<p><u>Destruction Of Property</u> (expectation of property being replaced by parent)</p> <p><b>Green</b> destruction of own property</p> <p><b>Yellow</b> reckless misuse of equipment</p> <p><b>Red</b> graffiti destruction of other’s property</p>	<p><u>Inappropriate Use Of Equipment / Resources</u></p> <p><b>Green</b> climbing (trees, walls, poles) sport/play equipment</p> <p><b>Yellow</b> toilets computers</p> <p><b>Red</b> invading privacy in the toilet</p> <p><b>Black</b> theft / stealing fraud</p>

**Key:**

**Green = teacher correction procedure**

**Yellow = teacher’s discretion regarding referral to planning room**

**Red = teacher intervention / planning room**

**Black = Principal**

**\*\*\* Continuing to repeat yellow behaviours (3 a term) will result in a red card \*\*\***

**Red Behaviour Cards continued.**

1. Classroom and Playground Behaviour monitoring cards forwarded to Principal before lunch (if possible) or before the end of the school day. Once received, Students attend planning room to discuss incident and plan so that future issues are avoided.
  
2. Red notification will result in:
  1. Letter to Parents
  2. Withdrawal from play at lunch time and recess
  3. Nonattendance at reward activity if a red cards is received.

**N.B.** If serious or an urgent incident occurs, 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.**

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

#### **Evaluation:**

- This policy will be reviewed every five years, or when issues arise, and amended where necessary in consultation with staff and community.

NSW Department of Education – School Uniform Policy

<https://education.nsw.gov.au/policy-library/policies/Studentwelfarepolicy>

## **APPENDICIES**

1. Serious Incident Report
2. Aussie Five rules
3. Principal's Warning Letter
4. Buddy Classrooms – Exit Strategy



## SERIOUS INCIDENT REPORT

**School:**

**School code:**

**School telephone number:**

**Principal:**

**School Education Group:**

**School Education Director & Phone No:**

**Date of incident:**

**Time of incident:**

**Type an 'X' below to indicate any of the following which apply:**

<input type="checkbox"/> Death to routines	<input type="checkbox"/> Drugs	<input type="checkbox"/> Serious disruption
<input type="checkbox"/> Injury with medical attention damage	<input type="checkbox"/> Weapon	<input type="checkbox"/> Major property
<input type="checkbox"/> Police	<input type="checkbox"/> Violence	<input type="checkbox"/> Media contact <b>OR</b>
<input type="checkbox"/> Other outside agency contact	<input type="checkbox"/> Intruder	<input type="checkbox"/> Expected media

**Is this a follow-up report for a previously reported incident?** YES / NO

**Key issue<sup>1</sup>**

**Enter a brief description of the incident**

**Describe action taken**

<sup>1</sup> The key issue indicates the impact on the system which may be different from the subject matter of the incident. Draft Version, Reviewed August, 2018

# Aussie Five

**1.**I can listen.

**2.**I can follow instructions.

**3.**I can control what I do  
and say.

**4.**I can raise my hand  
and wait.

**5.**I can work quietly.



Planning Room Notification

Dear

Dear.....

Today your child ..... attended Planning Room for an incident that occurred during the .....session on ..... 2016

Below is a report of the incident. At the bottom of this page is a sign off slip for you to complete and return to school.

Thank you for your support.

Mrs .....(Principal)

Name: ..... Class: ..... 2018

Incident Report:

Principal/Teacher Sign:

Dear Mrs .....

Re: .....

I have read the above report and the comment and I agree/disagree with what has been reported.

I would/wouldn't like to discuss this matter further with you.

Parent Comment:

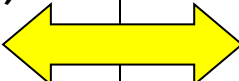
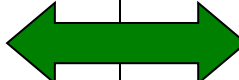
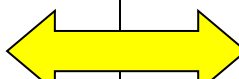


## Appendix 4



### **Buddy Time Out Classrooms**

Students can be sent to the buddy classroom when displaying inappropriate behaviour - ie. after 3 warnings. Please send some work with the student that will not require assistance.

Kindergarten (Mrs Edwards)		Year 4/5 (Mrs Henry)
Year 1/2 (Mrs McGowan)		Year 5/6 (Mr Lawless)
Year 2/3 (Miss Druce)		Year 3/4 (Miss Murray)

#### **Executive Staff**

Name	Position
Julie Hubbard	Principal
Megan Saffioti	Assistant Principal
Shaye Moss	Instructional Leader – Behaviour Management on Friday's
Kath Henry Heath Lawless	Relieving Assistant Principal Monday – Wednesday