



STUDENT WELFARE POLICY

Rationale

Government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

DoE Student Welfare Policy, 2018

Statement of Purpose

At Minchinbury Public School our aim is to ensure all students learn effectively in a safe, secure and well-disciplined environment.

We believe all students should be rewarded for making appropriate behaviour choices and have consequences for making inappropriate choices. To support students to do this effectively, expectations of behaviour need to be clearly defined and communicated. Some students will need targeted support to enable them to participate respectfully and safely in our school environment.

Responsibility for self-discipline lies with all members of the school community. Students, staff and parents/caregivers must have joint responsibility for the teaching and reinforcement of discipline management strategies.

This policy reflects the set of core values set by Department of Education (DoE). These values are integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

This policy also reflects the set of core rules set by the DoE. These rules state that students are expected to:

- Attend every school 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.

Areas of Responsibility

Student Responsibilities

Students are responsible for being respectful, safe learners by abiding by the Minchinbury Public School's Student Welfare Policy and demonstrating the expected student behaviours.

Parent/Carer Responsibilities

Parents/carers are responsible for encouraging students to be respectful, safe learners by:

- accepting shared responsibility for student discipline;
- supporting student learning;
- ensuring students attend school every day unless legally excused (eg sick, family funeral, religious ceremony);
- providing a school uniform for students to wear every day;
- modelling respectful, safe behaviours whilst in school grounds;
- communicating any concerns with staff in an appropriate manner and at an appropriate time;
- supporting school and teaching staff in the presence of their children; and
- supporting student adherence to Minchinbury Public School's Student Welfare Policy.

Teacher Responsibilities

Teachers are responsible for promoting and encouraging students to be respectful, safe learners by:

- demonstrating professionalism and commitment to teaching;
- developing and maintaining effective classroom management practices;
- modelling respectful, safe learner behaviours;
- explicitly teaching expected student behaviours;
- encouraging students to attend school every day;
- promoting the wearing of school uniform;
- demonstrating courtesy, fairness and respect when dealing with students;
- supporting other staff through frequent and clear communication;
- seeking support for students demonstrating special needs with learning and/or behaviour;
- communicating with parents regarding their children's ongoing problem behaviours and progress in their management of behaviour difficulties;
- implementing strategies to prevent and respond to minor problem behaviours;
- assisting students to resolve conflict in a respectful and peaceful manner; and
- adhering to Minchinbury Public School's Student Welfare Policy.

Executive Responsibilities

Executive staff are responsible for promoting and encouraging students to be respectful, safe learners by:

- supporting students and teachers in managing and resolving behaviour issues;
- modelling respectful, safe learner behaviours;
- explicitly teaching expected student behaviours;
- demonstrating courtesy, fairness and respect when dealing with students;
- providing feedback to staff, students and parents in relation to how behaviour issues have been managed;
- communicating with parents regarding their children's ongoing problem behaviours and progress in their management of behaviour difficulties;
- implementing strategies to prevent and respond to minor and major problem behaviours;
- assisting students to reflect on their own behaviour and the consequences for their actions;
- keeping a record of all incidents with which they have dealt; and
- adhering to and monitoring implementation of Minchinbury Public School's Student Welfare Policy;

The Principal is responsible for implementing the DoE Student Discipline in Government Schools Policy and the DoE Suspension and Expulsion of School Students - Procedures.

Expected Student Behaviour (School Rules)

Minchinbury students are respectful, safe learners.

	We are respectful when we:	This means we:
Respectful	<i>Listen attentively</i>	<ul style="list-style-type: none"> • Look at people when they speak • Are quiet when someone else is speaking • Respond when needed
	<i>Speak politely and clearly</i>	<ul style="list-style-type: none"> • Make sure we can be heard and understood • Look at the person we are speaking to • Use a pleasant voice
	<i>Use good manners</i>	<ul style="list-style-type: none"> • Use common courtesies eg please, thank you • Take turns
	<i>Are kind and considerate of others</i>	<ul style="list-style-type: none"> • Are friendly • Cooperate and help others • Look after our own and others' property
Safe	We are safe when we:	This means we:
	<i>Move safely around the school</i>	<ul style="list-style-type: none"> • Think about the personal space of others • Look where we are going • Run on the grass
	<i>Eat our own food</i>	<ul style="list-style-type: none"> • Bring lunch from home or order from the canteen • Say no to offers of food • Sit to eat
	<i>Act sensibly</i>	<ul style="list-style-type: none"> • Keep hands and feet to ourselves • Choose sensible games • Wear our hats • Come straight to school
	<i>Stay in the right place</i>	<ul style="list-style-type: none"> • Keep in bounds • Play games appropriate to the playground we are in • Keep in sight of a teacher • Are on time for lines • Go directly to and from the classroom
	<i>Use equipment safely</i>	<ul style="list-style-type: none"> • Carry things in the correct way • Use things for their correct purpose • Put things away when we are finished
Learners	We are learners when we:	This means we:
	<i>Listen to and follow instructions</i>	<ul style="list-style-type: none"> • Attempt to complete our work on time • Do as we are asked
	<i>Are prepared for school</i>	<ul style="list-style-type: none"> • Bring all necessary things to school • Wear school uniform • Eat a healthy breakfast • Attend school regularly
	<i>Cooperate with others</i>	<ul style="list-style-type: none"> • Take turns • Share equipment and resources • Work together
	<i>Do our best at all times</i>	<ul style="list-style-type: none"> • Always try hard • Keep trying even when things are difficult • Have a go at everything

School Rules

- Be Respectful
- Be Safe
- Be A Good Learner

Values

Integrity: Being consistently honest and trustworthy

In school communities, evidence of this value includes: open and transparent decision making processes, consistent school policies and actions.

In classrooms, evidence of this value includes: trusting others to work independently, doing what you say you will do, teachers mark students work consistently to agreed standards, clearly explaining and enforcing rules about plagiarism.

Excellence: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

In school communities, evidence of this value includes: giving recognition to students achieving high standards, frequently encouraging and acknowledging individual improvement, celebrating school community achievements, encouraging students' awareness of broader life opportunities.

In classrooms, evidence of this value includes: reaching personal best performance, maintaining high learning expectations, setting and meeting high standards, persisting through challenges and difficulties in learning.

Respect: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

In school communities, evidence of this value includes: regarding as important the opinions of parents, implementing government education policy.

In classrooms, evidence of this value includes: accepting the right of others to hold different views to your own, listening to others without interrupting, obeying school rules, acknowledging the strengths and abilities of students, affirming cultural diversity within the school community.

Responsibility: Being accountable for your individual and community's actions towards yourself, others and the environment.

In school communities, evidence of this value includes: reflecting policy and school community needs in school rules, supporting the decisions of the school, accepting responsibility for the school's involvement in community activities, including in school rules strategies to reinforce appropriate behaviour as well as consequences for breaking rules.

In classrooms, evidence of this value includes: self-discipline, modelling expected behaviours, involvement in strategies to encourage compliance with school rules.

Cooperation: Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict

In school communities, evidence of this value includes: working together to plan a school function, addressing issues through consultation and negotiation, initiating change by involving consultation with and the representation of all stakeholders, working together to address a school issue.

In classrooms, evidence of this value includes: accepting class protocols for group work and working with others, working well with others outside immediate friendships, initiating problem solving , identify issues and possible solutions to help resolve conflict.

Participation: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation

In school communities, evidence of this value includes: communicating openly within and between different groups in the school community, encouraging and considering new ideas, forming partnerships with business and community organisations.

In classrooms, evidence of this value includes: contributing to class discussion, encouraging creative thinking about issues and problems, accepting roles in group activities.

Care: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion

In school communities, evidence of this value includes: providing early notice of students, parents and teachers experiencing difficulties, volunteering to assist in school activities, programming to actively counter bullying and harassment, implementing responsive student support systems being in place.

In classrooms, evidence of this value includes: maintaining friendly relationships making constructive and encouraging comment about other people's work, listening to others, modelling skills for positive and caring relationships.

Fairness: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice

In school communities, evidence of this value includes: addressing bullying and harassment through effective whole school programs, challenging cultural stereotypes, communicating accurately on school reports to parents about their children's progress.

In classrooms, evidence of this value includes: maintaining high expectations of everyone, encouraging and participating in open discussions about fairness and justice, planning to ensure that teaching and learning is meaningful and relevant to everyone, accepting other people and their backgrounds.

Democracy: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen

In school communities, evidence of this value includes: listening to different views on school related issues, consulting parents, staff and students about major changes, ensuring that minority groups have a voice in decision making processes, choosing appropriate processes for decision making.

In classrooms, evidence of this value includes: consulting and negotiating assignment timelines, respecting the rights and responsibilities of others, accepting responsibility for one's own learning.

Value of the month to be highlighted in newsletter, at assemblies and in class discussions.

Rewards and Positive Reinforcements

Positive Reinforcements for Demonstrating Expected Behaviours in the Classroom and Playground

Demonstrating the expected student behaviours may result in a reward or positive reinforcement. Teachers implement a range of positive reinforcements for their class. These reinforcements may vary from class to class.

School-Wide Rewards for Demonstrating Expected Behaviours in the Classroom and Playground

Demonstrating the expected student behaviours consistently over time may result in one or more of the following rewards or positive reinforcements:

Respectful Safe Learner (RSL) Cards - white

- A card is allocated to the student, and the student writes his/her name on it.
- All cards are placed in the stage boxes located in the front office.
- Every week a draw is conducted at the Monday morning assembly.
- One card is drawn from each of the stage boxes and the student who earned that card draws a prize out of the reward box.

Respectful Safe Learner (RSL) Cards - yellow

- Each fortnight a PBL focus area is targeted.
- Students following this focus in the playground may be given a yellow RSL card.
- The student writes his/her name on it.
- All cards are placed in the stage boxes located in the front office.
- At the fortnightly stage assembly a draw is conducted at the Monday morning assembly.
- One card is drawn from that stage's box and the student whose card is drawn out selects a prize out of the reward box.

Merit Awards

Awards are given to students for their demonstration of respectful, safe learner behaviours. These awards are presented on a fortnightly basis at stage assemblies.

These awards are based on merit. In most cases, these awards will not be evenly distributed amongst students in a class.

Class teachers base the number of certificates presented on the number of students in his/her class.

Number of students in the class	Number of certificates presented at an assembly
33	13
32	13
31	12
30	12
29	11
28	11
27	10
26	10
25	10
24	10
23	9
22	9
21	8
20	8
19	8
18	7
17	7
16	6

This table lists the maximum number of certificates a teacher may hand out at an assembly. A teacher may choose to hand out a portion of the certificates allocated to his/her class. However, the remaining certificates may not be carried over to another assembly.

Support staff may choose to hand out one certificate per stage per assembly. Support staff are to choose their certificate recipients.

Bronze, Silver and Gold Awards

Students can earn bronze, silver and gold awards.

Students move to the next level once they have 3 merit awards.

Students must have one respectful award, one safe award and one good learner award.

3 merit awards	Bronze certificate	Student publicly acknowledged
3 merit awards	Silver certificate	Student publicly acknowledged
3 merit awards	Gold certificate and badge	Student publicly acknowledged

In total, students need to earn 9 merit awards within one year (three in each focus area) in order to achieve a gold certificate and badge.

Honour Assemblies will be held at the end of Term 2, 3 and 4, and parents/caregivers are invited to attend.

Students who have earned a gold badge are able to wear their badge throughout their career at Minchinbury Public School.

Principal's Medallion

A student who earns three gold badge awards during his/her time at Minchinbury Public School, will receive a Principal's Medallion. This special award is presented at our annual Presentation Assembly and parents/caregivers are invited to attend. These students will also be invited to attend a morning tea with the Principal during Term 4.

Exemplary Model of a Respectful, Safe Learner Award

Any student who has received seven gold awards, ie one for each year from Kindergarten to Year 6, will be presented with an Exemplary Model of a Respectful, Safe Learner Award. This will be presented to the student at his/her Year 6 Presentation Day.

Leadership Positions

Students have the opportunity to be nominated for and elected in various official student leadership positions in our school.

These positions include:

- School Captain/Vice Captain;
- Prefect;
- Student Representative Council;
- House Captain/Vice Captain;
- Library Monitor.

Other leadership opportunities exist within the school including leading house group activities.

To be considered for election as a School Captain, Vice Captain or Prefect, students must be in Year 5 and have attained at least a bronze certificate in the year of their nomination. The nomination must be supported by the current classroom teacher and another of the student's recent classroom teachers. More information about this process is located in the *Student Leadership Handbook*.

All students representing our school in these positions must consistently demonstrate the expected respectful, safe learner behaviours.

The Minchinbury Pride Award

This award is in recognition of student pride and is awarded to a deserving class at each stage assembly. A teacher on each stage team coordinates the award for that year, liaising with colleagues to decide on a target or focus for the fortnight and collecting data to assess which class has the most students who reach the target for that period. The Minchinbury Pride Award is a trophy that remains on display in the winning class's room until the next assembly.

Reading Club Awards

Minchinbury Public School has a home reading program called *The Reading Club*. It involves students reading aloud for 10 minutes every evening from a book of their choice or their home reader.

As students read and record the books they have read, they will become members of the 25 Club, 50 Club, 75 Club, 100 Club, 125 Club, 150 Club, 175 Club, 200 Club, 225 Club and ultimately the 250 Club.

Students will receive bookmarks, ribbons or certificates for reaching each club level and should they reach the 250 Club they will receive a special Principal's Reading Award at the end of the year.

Presentation Day Awards

Awards will be given to selected students by their class teachers, support teachers and RFF teachers. These awards are focused on demonstrated achievement and/or progress in learning. These special awards are presented at our annual Presentation Assembly and parents/caregivers are invited to attend.

Year 6 Annual Awards

Five awards are presented to selected Year 6 students on an annual basis. The Principal, executive and Stage 3 teachers participate in the decision-making process for these awards.

The Dux Award

This is presented in recognition of outstanding academic achievement. The student receiving the award has achieved the highest academic results in a combination of school and external assessments. He/she has also demonstrated high academic achievement through all stages of learning and an excellent application to and enthusiasm for learning.

The Citizenship Award

This is presented in recognition of outstanding demonstration of citizenship. The student receiving the award is an exemplary citizen who has demonstrated understanding of civic responsibility, has actively contributed to school life and is consistently honest and trustworthy. He/she has also been a respectful, safe learner.

The Clive Matthew's Literacy Award

This is presented in recognition of outstanding development in literacy. The student receiving the award has demonstrated a significant improvement in reading and made an excellent effort in all aspects of learning to read. He/she has also shown an ability to critically analyse and justify opinions about texts.

The Community Spirit Award

This is presented by our local member of Parliament in recognition of excellent community spirit. The student receiving this award has consistently demonstrated an involvement in and concern for our local community. He/she has also shown ready acceptance of additional tasks that assist and support others.

The Public Education Scholarship Award

This is presented in recognition of excellent potential for success throughout his/her high school years. This may be through the student's commitment to academic studies, leadership or the arts. The student who receives this award is given a \$500 scholarship by Minchinbury Public School to assist his/her commencement of studies at a secondary public high school.

Consequences for Inappropriate Behaviour

Inappropriate behaviours will be investigated and responded to as soon as possible after the behaviour has occurred and has been brought to the attention of the teacher. In most cases, classroom / playground teachers will be able to resolve incidents of inappropriate behaviour. However, there will be occasions when executives will work with staff, students and parents to deal with and resolve incidents.

The Principal and executives will assess each incident on a case by case basis.

Violent or extreme misbehaviour will result in immediate reflection and/or suspension.

For minor inappropriate playground behaviour (white slip)

- 1. Verbal warning**
- 2. Time out**
- 3. White slip (minor)**

- White slips are used to record playground incidents.
- The purpose of the white slip is communication between the playground teacher and the class teacher.
- White slip will record; student name, class, which school rule was broken, date, time, area and staff member completing white slip.
- White slip goes to student's class teacher.
- Class teacher retains the white slip.

For major inappropriate playground and classroom behaviour (white and blue slips)

- Blue slips are used to record major inappropriate behaviours in classrooms.
- White slips (major) are used to record major inappropriate incidents in the playground.
- These slips will record; student name, class, details of inappropriate behaviour, date, time, area and staff member completing slip.
- White slips (major) and blue slips go to Stage Supervisor.
- Stage Supervisor follows up incident as necessary.

Reflection slips

- Reflection slips will be issued for repeated demonstrations of minor inappropriate behaviours and/or demonstrations of a major inappropriate behaviour.
- Reflection slips will be issued by executives.
- Reflection slips will result in a phone call to parents/caregivers, a letter home and Reflection.
- Reflection slips to be entered onto ebs by supervisor and hard copy filed in student welfare folder.

Warning of suspension

- A warning of suspension will be issued for severe inappropriate behaviours.
- A warning of suspension will be issued by the Principal.

Suspension

- Further misbehaviour will lead to a suspension from school.
- Suspensions will be issued by the Principal.

Reflection Guidelines

Reflection refers to an extended period of 'time out' where students are excluded from participating in most normal break time activities. These include playing and socialising.

Students will report to an executive and will complete reflection in the office. Students will be supervised for the period of the reflection. Students will be given permission to eat their recess or lunch, have a drink and use the toilet.

During reflection, students will be encouraged to reflect on their behaviour in various ways including through the use of a think sheet, a hassle log or post incident discussion. They will also be encouraged to discuss choice options and to consider more appropriate ways of dealing with problems or issues they encounter. They may also complete an apology or restitution activities during this time.

The time, number and frequency of reflections will vary based on the severity of the demonstrated problem behaviour.

Suspension Guidelines

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future.

Suspensions allow time for school personnel to plan appropriate support for the student to assist with successful re-entry.

In accordance with DoE's Suspension and Expulsion of School Students Procedures, the school must suspend immediately any student who:

- is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons. The matter may be reported to NSW Police.
- is, in possession of a firearm, prohibited weapon or knife (without reasonable cause). The matter must also be reported to NSW Police.
- uses, or is in possession of, a suspected illegal substance or supplies a restricted substance (including prescription drugs). The matter must also be reported to NSW Police.

The Principal may impose a short suspension of up to 4 school days for the following behaviours:

- continued disobedience – repeated breaches of the Minchinbury Public School Student Welfare Policy;
- aggressive behaviour – hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically.

The Principal will impose a long suspension of up to 20 school days for the following behaviours:

- continued misbehaviour following short suspensions;
- physical violence which results in pain or injury or which seriously interferes with the safety and well being of other students and staff;
- use or possession of a prohibited weapon, firearm or knife;
- use of an implement as a weapon or threatening to use a weapon;
- possession, use or supply of a suspected illegal or restricted substances;
- serious criminal behaviour related to the school including malicious damage.

All enquiries in reference to student behaviour or the implementation of the Minchinbury Public School Student Welfare Policy should be directed to the Principal and/or executives. Any issues arising will be addressed following the DoE's Complaints Handling Policy.

The policy will be reviewed when necessary in order to refine the processes and procedures and to address any suggestions and issues which have arisen.



Procedures for Executive Investigation of Major Problem Behaviours – Checklist

STUDENT NAME: _____

CLASS: _____

INVESTIGATING EXECUTIVE: _____

DATE: _____

CONSEQUENCE:

Reflection

Warning of Suspension

Suspension

Other

ACTION	YES / NO	COMMENT
Obtain details of the incident from the problem behaviour referral (e.g. white slip, blue supervisor referral);		
Obtain details of the incident by having conversations with or gathering statements written by the student/s involved, student witnesses and supervising teacher/s.		
Decide on the most well-supported version of events.		
Decide on the most appropriate consequences and explain this decision to the relevant student/s.		
Speak to the relevant parents, including parents of a victim (either by telephone or in person), prior to the letter going home if possible, explaining: <ul style="list-style-type: none"> • Details of the incident; • Resulting consequences; • The reasons for issuing these consequences; and • Any follow-up needed (e.g. counsellor referral, behaviour plan). 		
Construct the appropriate written notification and organise for it to be sent home to the parents.		
Provide a paper copy of this notification to: <ul style="list-style-type: none"> • The student welfare folder (stamped 'copy') • The class teacher 		

<p>Store an electronic copy of the following written notifications on ebs Central:</p> <ul style="list-style-type: none"> • Reflection slips • warnings of suspension • suspensions 		
<p>Retain all referrals and statements related to the incident in the Major Problem Behaviour Supervisor's Tracking folder.</p>		
<p>Ensure parent slip is returned and retained in the appropriate folder.</p>		
<p>Ensure student has completed reflections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> <input type="checkbox"/> 		
<p>Ensure any other consequences (e.g. restitution) are communicated to class teacher and completed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> restitution <input type="checkbox"/> withdrawal of privileges <input type="checkbox"/> <input type="checkbox"/> 		
<p>Ensure any:</p> <ul style="list-style-type: none"> <input type="checkbox"/> behaviour plans <input type="checkbox"/> behaviour cards <input type="checkbox"/> counsellor referrals <input type="checkbox"/> <p>are developed and implemented.</p>		
<p>Follow up with/monitor student as needed.</p>		

Please complete this form and place with the student records (Reflection, Warning of Suspension or Suspension) in the student welfare folder.