KINGSWOOD PUBLIC SCHOOL

Student Welfare and Discipline Policy

(revised 2012)
In the context of this school’s policy statement “Student Welfare” encompasses everything the school community does to honour the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

The “Student Welfare Program” is the sum of all policies, structures and activities which are planned and implemented by the school to promote Student Welfare.

Rationale

Australian society accepts that parents and families have the prime responsibility for the welfare of their children. Families however, share that responsibility with the general community. In sending their children to school, parents rightly expect that they will learn in a caring community concerned for their welfare.

Every teacher has a responsibility for student welfare.

Every child has the right to have his or her welfare needs addressed. Every child also has the responsibility to respect the welfare needs of the total school community and the rights of the individual should not negatively impact on the rights of the group.

Aims

In cooperation with parents and the wider community, we will work towards catering for the welfare needs of all children through learning programs, support programs and special initiatives in the three major areas of:

- General positive measures to promote the intellectual, physical, social, emotional, aesthetic and moral development of students;
- Preventative measures to ensure the safety and well being of students;
- Remedial measures to overcome specific difficulties
Policy Statement

- The school community will adopt a positive approach to cater for the welfare needs of all children in the school, promoting tolerance, enhancing self esteem and sense of cultural identity
- Teachers have the responsibility to provide appropriately challenging learning programs with an expectation that all students strive to do their best
- The school community has the responsibility of supporting the teacher in the delivery of learning programs
- Where possible, teacher will attempt to cater for the various learning styles of all children and will honour the needs of children in the learning environment so that all children experience success
- The school will provide and rigorously enforce a clear set of rules and teachers will follow procedures set by the school in reinforcing the rules
- Teachers will make children aware of their rights and responsibilities at our school and in the wider community
- Teachers will attempt to identify specific difficulties children are experiencing and, with the help of the school community and outside support services, attempt to overcome these difficulties
- All members of the community are encouraged to contribute in decision making
- Teachers will communicate with parents in relation to the welfare needs of their children
- Regular review of the “Student Welfare Policy” is important

Community Responsibility

- Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning
- It is a shared responsibility of parents and students in partnership with teachers to develop socially acceptable and responsible behaviour by students
- It is a shared responsibility of parents and students in partnership with teachers to develop socially acceptable and responsible behaviour by students
- Parents are to be made aware of the school’s expectations at the beginning of each school year and parents will be expected to support the school in the application of the policy
- If parents are unable to meet their responsibilities for the basic care of children, the school will seek to link the children and the family to appropriate support agencies
Core Rules for Students in NSW Government Schools

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

The Core Rules

All students in NSW 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 and 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.

Policy Revised 2012
The School Rules

Kingswood Public School is a Positive Behaviour for Learning (PBL) school. All students are expected to follow our three expectations:

- Be a Safe Learner
- Be a Responsible Learner
- Be a Respectful Learner

Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Students’ Responsibilities</th>
<th>Teachers’ Responsibilities</th>
<th>Parents’ Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To have the opportunity to learn</td>
<td>To learn, participate and allow others to do the same</td>
<td>To facilitate learning so that students develop their potential</td>
<td>To support children and be involved in their learning</td>
</tr>
<tr>
<td>To be respected</td>
<td>To respect others and their property</td>
<td>To treat others with respect and fairness</td>
<td>To treat others with respect and fairness</td>
</tr>
<tr>
<td>To be happy and safe at school</td>
<td>To keep others safe and happy</td>
<td>To promote a happy and safe environment</td>
<td>To ensure children are safe, clean, nourished, punctual and dressed in school uniform</td>
</tr>
</tbody>
</table>

Policy Revised 2012
Strategies to recognise and reinforce student achievement

A cumulative model focusing on recognising positive student behaviour is implemented over a year period. All Gold award recipients are invited to a morning tea with the principal.

<table>
<thead>
<tr>
<th>Student receives 5 awards</th>
<th>Student receives Supervisors award</th>
<th>Student receives another 5 awards</th>
<th>Student receives Bronze Principals Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student receives 5 awards</td>
<td>Student receives Supervisors award</td>
<td>Student receives another 5 awards</td>
<td>Student receives Silver Principals Award</td>
</tr>
<tr>
<td>Student receives 5 awards</td>
<td>Student receives Supervisors award</td>
<td>Student receives another 5 awards</td>
<td>Student receives Gold Principals Award</td>
</tr>
</tbody>
</table>

The following awards count towards Supervisors, Bronze, Silver and Gold awards:

- Assembly Awards
- Sport Awards
- Small Merit Awards
- Peer Support Awards
Strategies to Manage Inappropriate Playground Behaviour

Playground Duty Teacher

If a teacher notices inappropriate behaviour in the playground they must determine the severity of the behaviour as to whether a “Behaviour Slip” is warranted. Playground duty teachers are to record serious incidents on a “Behaviour Slip” and refer it to the Assistant Principal responsible.

Assistant Principal

The Assistant Principal maintains a record (Student Profile) for all students sent to them for misbehaviour. The profile will show the date, the nature of the incident/s and the action taken. This allows the Assistant Principal to determine what action should be taken.

The primary purpose of detention is behaviour modification, rather than punishment. It can provide the student whose behaviour is causing concern, with the opportunity to consider the consequences or their behaviour and his/her future actions.

Policy Revised 2012
The Role of a Learning Support Team

The Learning Support Team's primary purpose is to maximise the learning outcomes of all referred students.

- School Learning Support Teams plan to meet the specific learning needs of students, including those experiencing difficulties in learning.
- Members of school Learning Support Teams work together collaboratively to plan and develop programs for students experiencing difficulties in learning.
- Learning Support Teams assist teachers to employ effective teaching strategies within class programs to assist students.

The Referral Process

- A referral can be made to The Learning Support Team by either a teacher or parent. When completing the appropriate form (either teacher or parent referral), you should include as much information as possible so that the Learning Support Team has all relevant information. (see Appendix 1 and 2)
- Once completed, it should be passed onto the Learning Support Coordinator.
- The Learning Support Team will discuss the referral with the counsellor to determine whether the student requires STLA, counsellor, ESL or outside agency assistance.
Suspension and Expulsion of School Students Procedures

Options for unacceptable behaviour include suspension and expulsion.

**Short Suspension**  A student may not attend school for up to and including four days.

**Long Suspension**  A student may not attend school for up to and including twenty school days.

**Expulsion**  A student may not attend any Government School. Expulsion can only be approved by the Minister on the recommendation of the Director General of School Education.

At Kingswood Public School a range of student welfare and discipline strategies will have been implemented in most cases before a suspension is imposed.

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parent's responsibility for remediation of that behaviour. The school, parents and students will work in partnership so that the student can return to school. The school counsellor will be involved in the process and will help to put the student on special behaviour program if needed.

Suspension may be used immediately for the following:
Short suspensions of up to four days may be imposed for the following reasons and will be reported in the following categories.

**Continued Disobedience**
This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.

**Aggressive Behaviour**
This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Policy Revised 2012
Long suspensions may be imposed for the following reasons and will be reported in the following categories:

Persistent Misbehaviour

Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

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

When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.

Use of an implement as a weapon or threatening to use a weapon

When any item is used as a weapon (other than in 3 above), in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.

Possession or use of a suspected illegal substance

Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

Serious criminal behaviour related to the school

Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Policy Revised 2012
APPENDICES

Appendix 1 – Teacher Learning Support Referral
Appendix 2 – Parent Learning Support Referral
Appendix 3 – Counselling Letter
Appendix 4 – Formal Caution of Suspension Letter
Appendix 5 – Letter of Suspension
# Appendix 1 – Teacher Learning Support Referral

## REFERRAL TO LEARNING SUPPORT TEAM

(For Students in Kindergarten to Year 6)

### (A) For completion by CLASS TEACHER (Short Form)

<table>
<thead>
<tr>
<th>Reason for referral</th>
<th>Student’s Name: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom achievement (Comments on reading, spelling, number etc.)</td>
<td>[Comments]</td>
</tr>
<tr>
<td>Language skills (Comments on expressive &amp; receptive language, fluency)</td>
<td>[Comments]</td>
</tr>
<tr>
<td>Physical Skills (Gross motor, fine motor)</td>
<td>[Comments]</td>
</tr>
<tr>
<td>Behaviour/social skills/attendance</td>
<td>[Comments]</td>
</tr>
<tr>
<td>Student’s strengths</td>
<td>[Comments]</td>
</tr>
<tr>
<td>What strategies have been tried so far and with what success?</td>
<td>[Comments]</td>
</tr>
<tr>
<td>What outcome(s) would you like from this referral?</td>
<td>[Comments]</td>
</tr>
</tbody>
</table>

| Teacher’s name: ____________________________ | Signature: _____________________ | Date: ___/ ___/ ___ |

### (B) For completion by Learning Support Team

| Comments: | |
| Referral form completed by parent or caregiver is attached [ ] |

Policy Revised 2012
Appendix 2 – Parent Learning Support Referral

REFERRAL TO SCHOOL COUNSELLOR / LEARNING SUPPORT TEAM

(For Students in Kindergarten to Year 6)

For completion by PARENT OR CAREGIVER

Privacy notice:

This information is being obtained to assist the school counsellor and/or the Learning Support Team in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child.

Provision of this information is voluntary.

It will be stored securely. You may correct any personal information provided at any time by contacting the school Counsellor and/or the Learning Support Team. Please speak with the class teacher, Stage Supervisor or school counsellor if you would like assistance in completing this form.

Reasons for referral/what concerns do you have?

Development history (eg. Has your child ever been very sick or had an accident?)

Previous assessments: eg by doctor, psychologist, speech therapist (If yes, please state who, and if possible attach copies of reports)

Is there anything you would like the school counsellor/learning support team to know?

What do you hope will happen as a result of the school counsellor/learning support team seeing your child?

I have read the Privacy Notice (above) and give permission for the school counsellor/learning support team to:

1. Carry out assessment and counselling as required Yes/No
2. Contact the authors of the reports I have provided from the following agencies ____________________________ Yes/No
3. Exchange information with these agencies Yes /No

Parent/Caregiver’s name: ____________________________ Signature: ____________________________ Date ___/___/___

Contact Phone number/s: (h) ____________________________
(w) ____________________________
(m) ____________________________
Dear Parents or Caregivers,

Our Learning Support Team facilitates and coordinates a whole school approach to meeting the individual needs of students at this school.

At Kingswood Public School, as part of this team, we have the services of a School Counsellor, who assesses students’ educational progress and needs. Assessments are requested when a teacher or parent/s or caregiver/s is concerned about a child’s learning progress or emotional well being. The result of any assessment is discussed with the parent/s or caregiver/s on completion.

The Learning Support Team, in consultation with the class teacher, has requested that the School Counsellor assess your child, as they are concerned about your child’s progress or their emotional well being. Before an assessment can be undertaken, parental permission is required.

You consent is requested on the form below. Please return it to the school office at your earliest convenience. If you would like to discuss the matter further, or have any information you wish to add, please do not hesitate to contact the school office for an appointment.

Yours sincerely,

Meredith Jeff                      Norma Petrocco
Learning Support Team Coordinator  Principal

Privacy Note: This information is being obtained to assist the School Counsellor in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information at any time by contacting the School Counsellor.
To the Learning Support Team Coordinator

I hereby give my permission/ do not give my permission (please circle) for my child __________________ of class ____________ to be assessed by the School Counsellor.

Signed: ____________________________________________ Date: __________________
(Parent/Caregiver)

I have read the Privacy Note and give permission for the School Counsellor to:

1. Carry out assessment/s and counselling as required Yes/No

2. Contact the authors of the report provided by the following agencies Yes/No

__________________________________________________________

3. Exchange information with these agencies Yes/No

Parent/Caregivers Signature ________________________________ Date: ______________

Policy Revised 2012
FORMAL CAUTION

This letter is to confirm our phone conversation about your son/daughter __________ of ______ behaving inappropriately.

In particular he/she has breached the school discipline code (or school rules) by:

- 

If this behaviour continues __________ may be suspended from school in accordance with the Department of Education and Training's Suspension and Expulsion of School Students – Procedures.

A copy of the Suspension and Expulsion of School Students - Procedures is available on the Department’s “Our Policies” Internet web site at the address:


You can also request a copy from the school.

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

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

Yours sincerely,

Principal

Date:

---------------------------------------------------------------------------------------------------------------------
--------------------------------

Formal Caution

I have discussed this matter with __________ and noted the warning of suspension. I would like an interview to discuss how to support __________. (Yes or No)

Signed (Parent) ……………………………………………………
Name: ………………………………… Date: …………………..…

KINGSWOOD PUBLIC SCHOOL
Quality Teaching in a Caring Environment

Policy Revised 2012
Dear ____________________

This is to inform you that I have today suspended your child ____________________ from Kingswood Public School, consistent with the procedures of the Department of Education and Training for suspension and this school’s discipline code.

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. It allows us time to plan appropriate support for __________ to assist with a successful return.

Your child has been suspended for the following reasons:

•
•

He has been suspended for _____ days. The inclusive dates for the suspension are shown below unless the suspension is resolved earlier.

First date of suspension ________ Last date of suspension ________
As a result of your child’s suspension, both you and I are required to do certain things.

I will:

- seek your assistance and work with you in an attempt to resolve the matter
- hold a meeting with you at the earliest possible time to discuss how the matter might be resolved
- arrange an interpreter for you if necessary
- provide you with a copy of the school discipline code and the Department’s suspension and expulsion procedures (*attached*).

You are expected to:

- assist me in resolving the matter
- contact my office as soon as possible to arrange a time to discuss how the matter might be resolved
- let me know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- be responsible for the supervision, care and safety of your child while on suspension
- ensure that ______ is aware that he is not to enter onto school grounds without my permission, except to attend the resolution meeting.

The school expects that ______ will continue his/her study while suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal. You may wish to contact the school education area on 02 4724 8799 to discuss the appeal procedures.

If you need an interpreter to assist you to contact the school or the school education area office, call the Telephone Interpreter Service number 131450. This service is free of charge.

Yours sincerely

Principal

Date

Policy Revised 2012
Rationale

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying:

- devalues, isolates and frightens

- affects an individual's ability to achieve

- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

A whole school approach, involving students, parents and staff is paramount in establishing support systems to address bullying.

A committed social response is necessary to break the cycle by implementing strategies for both prevention and intervention.
Statement of Purpose

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Students, teachers, parents, caregivers and members of the wider school community can expect:

- that students will be safe at school, free from fear of bullying, harassment and intimidation
- to be involved in the collaborative development of the school Anti-bullying Plan
- to know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

Definition - Bullying

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Policy Revised 2012
Beliefs

- All children have the right to feel safe and secure in their learning environment and schools contribute enormously to building student well-being and happiness. Bullying will not be tolerated.
- It is necessary to build resilience in students to prevent disturbing long-term effects for both the target and the bully.
- Strategies for the prevention of bullying are more powerful than those used during a time of crisis.
- Strategies for prevention and intervention should be inclusive of curriculum, playground supervision, school structure considerations and the manner in which bullying incidents are dealt with.
- Laying blame and punishing bullies is usually a short term and ineffective approach and therefore responses to bullying require collective responsibility.

Responsibilities

Students have a responsibility to

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-bullying Plan
- respond to incidents of bullying according to their school Anti-bullying Plan.

Teachers have a responsibility to

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan.

Parents and caregivers have a responsibility to

- support their children in all aspects of their learning
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.
Implementation

1 Curriculum
The relationships theme of the Interpersonal Relationships strand of the PD/H/PE syllabus addresses issues associated with bullying. A bullying focus should be part of each stage’s PD/H program and address the outcomes and indicators for this strand. Skills may include conflict resolution, empathy training, assertiveness training, negotiation and mediation skills and problem solving. Bullying can be integrated wherever possible across all Key Learning Areas.

2 Student opportunities to voice concerns
Opportunities are provided for students to voice their concerns and formulate solutions. These may include class meetings, individual approaches to a teacher by students or through survey.

3 Community Awareness
At the beginning of each school year the School Discipline Policy and Anti-Bullying Plan will be sent home for parents or caregivers to discuss with their children. This is signed by parents on behalf of their child in recognition that all parties are aware of the responsibilities and procedures of both documents.

This information will also be addressed at the Meet the Teacher meetings, held at the beginning of the year and through the school newsletter when appropriate.

Parents and caregivers are encouraged to report to the class teacher any incidents of bullying concerning their child(ren) so that it can be dealt with in an appropriate and effective manner.

Parents and caregivers will be notified by the school if their child(ren) are involved in bullying behaviours, consistent with the School Discipline Policy

4 Staff Awareness
Refresher session and/or review at the beginning of each school year on the School Discipline Policy and Anti bullying Plan.

5 Playground Supervision
The role of staff in playground supervision is very important in recognising and responding to incidents of bullying. Bullying reports need to be taken seriously and dealt with promptly.
6 Monitoring and Evaluation of Plan

Ongoing monitoring of the plan will inform the need for review, but an annual review will take place as a matter of course.

Student surveys, parent and staff concerns and the frequency of bullying incidents will be the main data used to evaluate the effectiveness of the plan.

Outcomes

➢ Students will engage in responsible reporting and will take safe and sensible action as a bystander.
➢ Students will demonstrate a repertoire of self management strategies and build resilience so as to free oneself of thinking like a victim.
➢ Teachers will acknowledge that reducing bullying is a shared responsibility within and across the school.
➢ Teachers will empower students to deal with conflict in constructive ways and to develop a social conscience.
➢ Teachers will implement prevention and intervention strategies that involve the whole school.
➢ Parents, students and teachers have a shared responsibility in dealing with bullying.