



# Student Welfare Policy

## Implemented 2019

### **DEFINITION**

“Student welfare encompasses everything that the school community does to meet the personal, social and learning needs of students. Schools create a safe, caring school environment in which students are nurtured as they learn, places where every student can learn and grow with confidence.”

(Student Welfare Policy, Introduction, NSW Department of Education, 2018)

Our School Welfare Policy supports effective learning and teaching within secure, well-managed environments, in partnership with parents/carers and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching.
- Positive climate and good discipline.
- Community participation.

(Student Welfare Policy, Context, NSW Department of Education, 2018)

### **INTRODUCTION**

The Student Welfare Policy is a framework for our school community to review student welfare, determine key issues for action and develop and implement student welfare actions and initiatives.

This process involved:

- A review of student welfare, including discipline at JRPS
- Determining key action issues
- Developing action plans for student welfare
- Implementing student welfare actions and the school's discipline policy
- Reviewing student welfare within the JRPS's ongoing planning and reporting processes
- Incorporating preventative health and social skills programs

(Student Welfare Policy, Introduction, NSW Department of Education, 2018)

# Rationale

Our School Welfare Policy is guided by and adheres to the NSW Department of Education 'CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOL'.

*"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, co-operation, 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 state-wide 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."*

(Department of Education and Training Memorandum, 2006)

## THE DoE CORE RULES

All students in NSW government schools 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 co-operating 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.

# Rationale: Effective learning and teaching

## For Students and for Staff

To enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour.
- identifying and catering for the individual learning needs of students.
- establishing well-managed teaching and learning environments.
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant.
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time.
- ensuring that gender and equity issues are recognised and addressed across the curriculum
- Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Jasper Road Public School aims to focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

## **RESULTS**

Students will:

- participate in decisions about their own learning.
- pursue a program of learning relevant to their needs and aspirations.
- develop an understanding of themselves as well as skills for positive, socially responsible participation.
- develop competencies which enhance the quality of their relationships with others.
- Jasper Road Public School implements the following programs that contribute significantly to the wellbeing of students.
- Bounce Back is a program aimed to support children and adults to develop a stronger sense of wellbeing and to be more resilient, confident and successful. This program may be utilised in classrooms by the teacher to ensure students are thriving by accessing the information relevant to their stage.
- The Student Representative Council (SRC) is coordinated by a committee which aims at improving the school and raising money for charities in our community. One student from each class is elected by fellow students each semester and is presented with a badge at an induction assembly. SRC members represent all students in the school and organise ways for students to participate and contribute to their school community. These students attend meetings each fortnight to discuss any issues.
- Child Protection is taught by classroom teachers each year at a stage level to assist students in developing skills in recognising and responding to unsafe situations, seeking assistance effectively, establishing and maintaining relationships and strengthening attitudes and values related to equality, respect and responsibility. This benefits students overall wellbeing both inside and beyond the classroom.

# Rationale: Positive climate and good discipline

## For Students

To enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
- providing opportunities for students to demonstrate success in a wide range of activities.
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- monitoring attendance and ensuring that students attend school regularly.
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- valuing difference and discouraging narrow and limiting gender stereotypes.
- incorporating students' views into planning related to school climate and organisation.
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support.
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

## For Staff

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of 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

## For Parents

- Encourages parents to share the responsibility for shaping their children's understanding about acceptable behaviour
- Encourages parents to work with teachers to establish fair and reasonable expectations of school.

## **RESULTS**

Students will:

- be safe in the school environment.
- know what is expected of them and of others in the school community.
- be able to learn without disruption from unruly behaviour.
- be provided with appropriate support programs.
- contribute to decision making in the school.
- participate in all aspects of school life as equals.
- value difference.
- be respected and supported in all aspects of their schooling.
- know and understand their school's organisation and know about student representative councils and other representative bodies such as the School Council

# Rationale: Community participation

## For Students

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate 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 and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities

## For Staff

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results.
- encouraging parents and community members to participate actively in the education of young people and in the life of the school.
- acknowledging parents as partners in school education.
- encouraging students to have a sense of belonging to the school community.
- assisting families to gain access to support services in the community.
- fostering close links with the wider community.
- encouraging links between parent and student representative groups.
- inviting parents to share their skills and experiences in the school community.
- supporting students and their parents in making decisions about learning programs.
- recognising students' families, cultures, languages and life experiences.

## **RESULTS**

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

# Professional Practice

**Our Jasper Road Public School teachers, SLSOs and SAS have certain basic professional responsibilities to develop good, acceptable practice. These include:**

## **School and classroom culture**

- Develop school and classroom routines or structures that have clear boundaries of acceptable and professional student/teacher interaction.
- Implement Department and school guidelines that help prepare and plan such educational activities as excursions. Professional behaviour and supervision levels need to respond to the age of students and the educational context.
- Know the school's student welfare and discipline policies and use behaviour reinforcement strategies that follow these policies.
- Respond to provocative behaviour by students, parents or members of the school community in a non-confrontational, calm manner to help defuse difficult situations. Seek support from colleagues or supervisors where needed. In extreme situations the principal can call police to protect staff and students. Strategies including the use of Inclosed Lands Protection Act 1901 and obtaining Apprehended Violence Protection Orders can also be used.

## **Care and discipline of children**

- Report and document incidents involving physical restraint of students or violence involving students. This provides important information if an allegation is made about the related conduct of a staff member.
- Actively supervise students when on playground duty.
- Clearly instruct and carefully supervise students operating equipment.
- Provide correctional feedback on student work in a constructive way.
- When confiscating personal items, such as mobile phones or hats, ask students to hand them to you. Only take items directly from students in circumstances where concern exists for the safety of the student or others and your own safety is not jeopardised by this action.
- When playing physical sport with children, consider the physiques of students, along with the relative ages and stages of development of all participants.

## **Teacher-student relationships**

- Participate in social contact with a student only after obtaining informed consent of the student and the parent (and principal where appropriate); such contact includes meetings, sporting events or electronic communications, e.g. emails and text messages.
- When acting as a student's mentor, develop a relationship with clear professional boundaries that cannot be misinterpreted as a personal, rather than a professional, interest in the student.
- If a student develops a 'crush' on you, inform a supervisor, so independent, sensitive advice and support are available.
- Praise and recognise all students when appropriate, so they all feel fairly treated.
- Physically contact students in a way that makes them comfortable, e.g., shaking hands, a congratulatory pat on the back, or with very young students by gently guiding them or holding their hand for reassurance or encouragement.
- When students, particularly very young children, are hurt and seek comfort, it is appropriate to provide reassurance by putting an arm around them.
- Be alert to cues from students about how comfortable they are in your proximity and respect individual needs for personal space. If teachers physically contact students in class demonstrations, such as PE or drama lessons, explain the activity involved and what you will do.
- Be aware of cultural norms that may influence interpretation of your behaviour towards students.

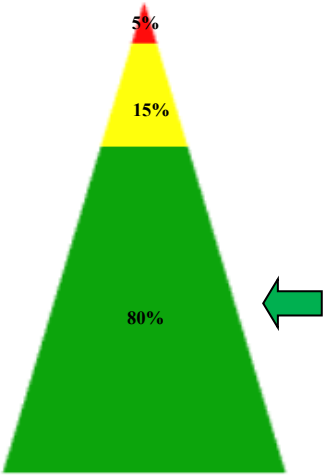
## **Interaction with students with identified needs**

- Be especially sensitive interacting with students who may have poor 'boundaries' for appropriate behaviour after being traumatised by physical, emotional or sexual abuse, because they may misinterpret your actions.

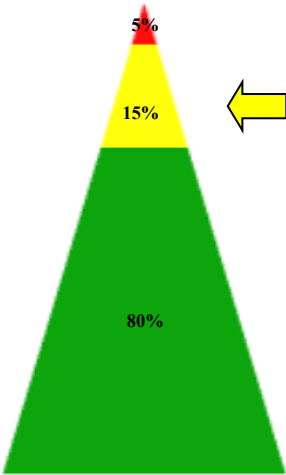
<https://education.nsw.gov.au/about-us/jobs-and-opportunities/school-careers/teachers/professional-responsibilities-for-teachers>

# Tiered Intervention

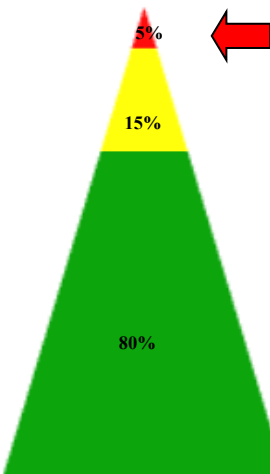
## Universal Strategies to support Teaching, Learning and Behaviour.

	Teaching and Learning	Behaviour
	Literacy and Numeracy blocks Best Start 2 Assessments School Wide Assessment Timeline Reports twice per year Weekly Stage Professional Learning Planning time Support programs Transition programs (K, Year 6) Ongoing Professional Learning (Staff meetings, SDDs, External Providers) Provision of appropriate resources Induction Program	PBL – School Wide Expectations Weekly PBL focus Weekly lesson on focus area: SEL Recognition opportunities, assembly, playground certificates Signs displayed around school to remind students about expected behaviour Anti-Bullying Policy SENTRAL School Welfare Policy Schoolzine App

## Targeted Strategies to support Teaching, Learning & Behaviour.

	Teaching and Learning	Behaviour
	ESL Support LaST Support Aboriginal Learning & Support PLPs for Aboriginal students IEPs for students with additional needs Learning & Support Team Speech Pathology School Counsellor SLSOs to support Literacy/Numeracy HSLO Case Meetings	Action Plans Chaplain Detention SLSOs Counsellor HSLO Interest Groups External Services Behaviour Modification Plans

## Intensive supports for Teaching, Learning & Behaviour

	Teaching and Learning	Behaviour
	Counsellor Testing PLPs / IEPs Learning & Support Team Referrals to support services Speech Pathology HSLO	RISK Assessments PLPs HSLO Counsellor External Services Nirimba Support Individual Funding Support Learning & Support Team Behaviour Modification Plans



# Teacher Management

At Jasper Road Public School, we believe effective Teacher Management Strategies build a professional outlook for teachers and create a positive and safe learning environment for students.

We believe that exemplary Teaching and Learning practice is the 'keystone' to a happy classroom and is strongly supported by Professional Understanding, Organisation, Classroom Management and Behaviour Management.

Whilst some of these areas may not appear to come directly under Welfare, they impact heavily upon it. Teachers need to establish a class group with conscious planning, skill, positive leadership and management and a clear understanding of the school culture and departmental policies.

Teachers need to take specific action in the normal course of their duties to enhance or protect the welfare of their students. Such action is designed to:

- maintain a school and classroom climate conducive to learning
- ensure a safe and secure environment where basic needs are met
- encourage appropriate forms of behaviour
- protect students from harm

These outcomes are more likely to be achieved when those who teach, advise and counsel students:

- provide interesting and challenging learning programs
- model and reinforce the qualities and values which the school aims to develop and foster
- listen with empathy to the cares and concerns of their students
- respond to questions and provide information and guidance as necessary
- offer students genuine opportunities for choice and participation in decision making
- establish a firm and transparent code of school behaviour
- caution students for the sake of their own safety and that of others, and take appropriate disciplinary action when necessary.

The following suggestions may be useful to reduce the escalation of behavioural incidents.

- Review the incident as soon as possible. Try to deal with the incident as quickly as possible once the student has calmed down.
- Actively listen. Take time for the student to tell you his or her side of the story. Paraphrase and use eye contact to demonstrate that you are listening. Note that students who are alcohol-affected may shut down when confronted by an authority figure. Sometimes, a walk around the school with the student can help him or her to relax and begin talking. The teacher may encourage the student to draw his or her story.
- Use non-threatening questions. Ask questions that focus on "how" and "what" instead of "why." Open-ended questions may be most useful. Questions should be asked in a calm, quiet tone using slow, short, concise phrases.
- Try not to blame. Focus on teaching the right behaviour or a replacement behaviour. For example, ask "How can we avoid this problem the next time?" or "What behaviour would have worked better than hitting?" Consider using roleplay, modelling, and rehearsing to teach a new behaviour. Present new ideas in a concrete way, one at a time. Remember that ideas may need to be reinforced and re-taught several times.
- Show personal interest in the student. End the review of the incident with a positive comment or a personal question. Follow up with the student and other classroom teachers in order to reinforce the new skill that is desired.



# Positive Behaviour Program

Jasper Road Public School's Merit System recognises a wide range of student achievements and is cumulative.

## Class Recognition System

Each teacher has his or her own class recognition system in place. This may include things like stickers, table points, student of the day, charts etc. Each teacher will record their recognition system within their teaching and learning program and classroom management checklist.

## Classroom Merits

Jasper Rd Public School is a Positive Behaviour for Learning (PBL) school. All students are expected to follow our four expectations at all times:

- Jasper Road Learners are SAFE
- Jasper Road Learners are TEAM PLAYERS
- Jasper Road Learners are ACHIEVING
- Jasper Road Learners are RESPECTFUL

- **I AM SAFE**
- **I AM A TEAM PLAYER**
- **I AM ACHIEVING**
- **I AM RESPECTFUL**



# School Expectations

The School Expectations provide a framework to promote appropriate student behaviour at Jasper Road Public School. It incorporates school expectations and associated rights and responsibilities of all students. It is expected that the school discipline code will be displayed in every room.

The School Discipline Code is designed to encourage each student to develop responsibility for his or her own behaviour.

It is an expectation that:

- Teachers have the right to teach
- Children have the right to learn
- Teaching and learning occurs in a safe, orderly environment.
- All members of the school community will be treated equitably according to the policy.

## General Class and Playground Safety Expectations

### Safe

- I play and work in the right area
- I look where I am going
- I walk/wheel always following all staff directions
- I wear my school hat
- I report unsafe behaviour
- I sit and eat my food and then place the rubbish in the bin
- I know that learning involves making mistakes and that I can and will learn from them

### Team Player

- I listen to and follow teacher directions the first time
- I include others
- I share with others
- I move around the school sensibly
- I report problems to the teacher
- I ensure that others are included
- I know that I need to be thoughtful of others and careful when running and playing games
- I know that some students may have mobility problems and I will support and help them as needed
- I know not to touch other children's wheelchairs
- I report unsafe behaviour
- I celebrate others' achievements

### Achieving

- I know that it is my responsibility to learn
- I play sensibly
- I like to learn new games and activities
- I place rubbish in the bin
- I visit the toilet BEFORE the end-of-play bell rings
- I ask before I go to the toilet and take a friend
- I know the purpose of play is to allow activities that help to keep us healthy and allow others to do so.
- I take pride in my work

### Respectful

- I follow teacher directions the first time
- I play fairly
- I am kind and polite to others
- I am a good sport, show respect and am a great learner
- I look after school and others' property
- I know that all children have the right to be safe when playing
- I always use kind and positive words
- I always keep our school undamaged by me, clean and tidy
- I have a growth mindset
- I keep hands, feet and other objects to myself

# Positive Behaviour Program

STAR Expectations are identified each week by staff, with students being nominated for STAR Certificates. Students move through the positive behaviour STAR levels, announced at K-2 or 3-6 Assemblies, where their successes are applauded by their peers, teachers and the school community. The ultimate level is Super Star.

**The Award system builds as follows:**

**5 Star Certificates = 1 Shooting Star Certificate**  
**5 Shooting Star Certificates = 1 Shining Star Certificate**  
**5 Shining Star Certificates = 1 Super Star Certificate**

Each Super Star Award is also accompanied with a different coloured STAR badge, starting with the Green Badge. Students, who have worked through the STAR levels to reach Super Star, are recognised at the end of each semester in a Super Star Assembly and receive a STAR badge. Students that receive a star badge will also be entitled to a predetermined prize.

Once they have reached Super Star level, the system starts again from the initial Star Award level, so students can aim for their next Star Badge, in the ascending order of Green, Yellow, Blue and finally Red.

- Playground recognition of positive behaviour: Students are handed a "You are a Star!" Certificate. This is deposited into an assembly box and four are drawn out for canteen vouchers at each assembly
- Each teacher has his or her own class recognition system in place. This may include things like stickers, table points, student of the day, charts etc. Each teacher use this system to write **Star** recognition certificates.
- Other Star recognition certificates may be given for:
  - Waste Free lunches
  - Band participation, effort and achievement
  - Completion of environmental work / Arbors
  - Excursion STAR values
- There are several ways of achieving **Shooting Star** certificates
  - 1/ Exchange 5 Star recognition certificates
  - 2/ Receive one from assembly
- There are several ways of achieving **Shining Star** certificates
  - 1/ Exchange 5 Shooting Star certificates
  - 2/ Receive one from the Principal
- **Super Star** certificates and medals are awarded after exchanging five Shining Stars. Once a student has reached Super Star level, the system starts again from the initial Star Award level. Students can aim for their next Star Badge, in the ascending order of Green, Yellow, Blue and finally Red.



Jasper Road P.S. ... Star Expectations for Positive Behaviour

**Star Recognition**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

\*I AM SAFE ☐ *Teacher or Exp.:* \_\_\_\_\_

\*I AM A TEAM PLAYER ☐ *Date:* \_\_\_\_/\_\_\_\_/\_\_\_\_

\*I AM ACHIEVING ☐

\*I AM RESPECTFUL ☐

Jasper Road P.S. ... Positive Behaviour for Learning

*I am now a ...*

**Shooting Star**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

\*I AM SAFE ☐ *Teacher or Exp.:* \_\_\_\_\_

\*I AM A TEAM PLAYER ☐ *Date:* \_\_\_\_/\_\_\_\_/\_\_\_\_

\*I AM ACHIEVING ☐

\*I AM RESPECTFUL ☐

Jasper Road P.S. ... Star Expectations for Positive Behaviour

*I am now a ...*

**Shining Star**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

\*I AM SAFE ☐ *Deputy Principal: Mrs. Kelly Higgins*

\*I AM A TEAM PLAYER ☐ *Principal: Mr. Greg Thomas*

\*I AM ACHIEVING ☐ *Date:* \_\_\_\_/\_\_\_\_/\_\_\_\_

\*I AM RESPECTFUL ☐

Jasper Road Public School

**Super Star**

AWARDED TO: \_\_\_\_\_

Name: \_\_\_\_\_

IN RECOGNITION OF ACHIEVING THE POSITIVE BEHAVIOUR SUPER STAR LEVEL

*Mr. Greg Thomas* *Mrs. Kelly Higgins*

Principal Vice-Principal



# Fair Discipline Policy

This policy sets up a procedure to meet the needs of students and the school community through consistent consequences and record keeping in accordance with government policy and procedures of DoE.

## Black

Individual teachers have their own behaviour systems put into place both in the classroom and playground and must use this before relying on yellow notifications.

## Yellow Notification

A yellow notification records the behaviour of the student and the steps taken **by the Teacher**. Yellow Notifications should only be recorded after the issue has been dealt with by the teacher.

When a student is issued a Yellow Notification in the classroom or playground, the following actions occur:

- The teacher informs the Assistant Principal that a Yellow Notification has been issued and explains the steps taken in adjusting the behaviour.
- Parents / carers are contacted about the student's behaviour within 48 hrs by the issuing teacher.
- Yellow Notifications are entered onto SENTRAL by the issuing teacher.
- Students are warned about future consequences.
- Students **may** be required to complete time off the playground.

## Orange Notification

If a student continues to disrupt the class and/or displays repeated inappropriate behaviour in the playground the student may be issued an Orange Notification **by the Assistant Principal**.

When a student is issued an Orange Notification the following actions occur:

- Parents are contacted about the student's behaviour within 48 hrs by the AP.
- Orange Notifications are entered onto SENTRAL by the issuing Assistant Principal.
- Students **will** be required to complete time off the playground with the Assistant Principal.
- The student **may** not be allowed to participate in school excursions, PSSA sport and any activities that require school representation.

## Red Notification

If a student continues to display inappropriate behaviour in the classroom or playground the student may be issued a Red Notification **by the Principal or Deputy Principals**.

When a student is issued a Red Notification the following actions occur:

- A letter is sent home informing the parent about the student's behaviour within 48 hrs.
- An interview may be requested to discuss consequences for inappropriate behaviour.
- A Behaviour Modification Plan is completed by the classroom teacher.
- The student may be placed on a behaviour sheet to monitor behaviour and this report is signed off by the teacher and parent each day.
- The student **is not** allowed to participate in school excursions, PSSA sport and any activities that require school representation for a period of time. This has been developed to monitor students whose behaviour may put their own or others' safety in jeopardy before excursions are undertaken. This system allows the Principal and the Student Welfare Team to make informed decisions about the WHS issues of taking these students on an excursion or sending to represent the school at sport.
- The student is off the playground for a period of time at the discretion of the Principal depending on the misdemeanour.
- Support agencies such as School Counsellor may be called for support of the student and their behaviour.

**\* In the case of inappropriate behaviour, the school reserves the right to place the students on an appropriate level or suspend the student immediately in the case of severe behaviour. This will be at the discretion of the Principal.**

# Fair Discipline Policy

Suspension is not intended as a punishment. Suspension allows the student time to think about and accept responsibility for what he or she has done. It allows time for the school to plan an intervention to help the student participate more effectively in his or her education. It also allows the school, the student and the parents/carers the opportunity to work collaboratively and provide support. Finally, it permits the school to plan and prepare to implement any risk management measures required in the particular case. In the result of a suspension, a risk management will be completed by the classroom teacher.

## Short Suspension

In cases where a range of appropriate student welfare and discipline strategies have been implemented and have been unsuccessful in resolving the inappropriate behaviour or the Principal determines the behavior of the student is of a type that warrants immediate suspension, the Principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported on the following categories:

- Continued Disobedience:  
This includes, but is not limited to, breaches of the school discipline code such as: refusals to obey staff instructions, defiance; disrupting other students; use of alcohol or repeated use of tobacco.
- Aggressive Behaviour :  
This includes, but is not limited to, breaches of the school discipline code such as: physical violence and placing students and/or staff in unsafe situations.

## Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is of an extreme nature, the Principal may choose to impose a long suspension of up to and including twenty-one school days.

Immediate long suspension may be the result of:

- behaviour that involves violence
- assaults which result in physical injury; sexual assault; fraud; extortion; cybercrime; serious threats; substantial property damage or theft. If the principal considers a student's behaviour is criminal, it must be reported to the police.
- assaults, weapons and illegal drugs
- Long suspension incidents must be reported to the School Safety and Response Hotline.

# Playground Behaviour

- If negative consequences are required due to playground behaviour, the duty teacher should complete appropriate actions. If the classroom teacher is not directly involved in the decision making process, the duty teacher will record the incident and inform the classroom teacher and AP of any action taken.

## **BLACK: Teacher Managed Playground Behaviours:**

- Not following teacher instructions
- Out of bounds
- Running on hard surfaces
- No hat
- Incidental inappropriate language
- Playing in toilet
- Dropping litter
- Playing with equipment in wrong area
- Playing unfairly
- Playing with sticks and rocks
- See "Student version Playground expectations"

### **ACTION**

- Teacher deals with behaviour using appropriate strategies that may include, exclusion from play, time out. etc.
- Concerns regarding this behaviour **MAY** be communicated for follow up with student, teacher and/or parents.

## **YELLOW & ORANGE: Notifications of Offences Include:**

- Consistently breaking common rules
- Disrespect towards others
- Physical aggression
- Bullying
- Misuse of property
- Antagonising others
- Inappropriate language with intent
- Repeated out of bounds
- Spitting on the ground or towards other people

### **ACTION**

- Duty Teacher discusses incident with the student to determine appropriate strategies for improving behaviour.
- Duty Teacher records appropriate notification level on SENTRAL (within 48 hours of incident)
- Parent informed via either a telephone call or letter.
- Duty Teacher informs the classroom teacher and **MUST** refer Orange notification to Assistant Principal for evaluation of behaviour
- Assistant Principal to discuss with classroom teacher if repeated behaviour occurs.



# Playground Consistency

## 4 Behaviour levels Playground

**Red** - **DP REFERRAL**  
- **P REFERRAL**

### MAJOR INCIDENTS

- Consistently breaking 'moderate behaviour'
- Physical violence with intent (Punching)
- Racism / Theft
- Vandalism
- Sexually inappropriate behaviour
- Dangerous objects as a weapon
- Absconding
- Physical aggression

**Orange** - **AP REFERRAL**

### MODERATE INCIDENTS

- Consistently breaking 'minor incidents'
- Disrespect towards others (teasing)
- Intentional rough play (pushing/ shoving /tackling)
- Misuse of equipment / property
- Antagonising others
- Inappropriate language with intent
- Physical aggression

**Yellow** - **Teacher CENTRAL**

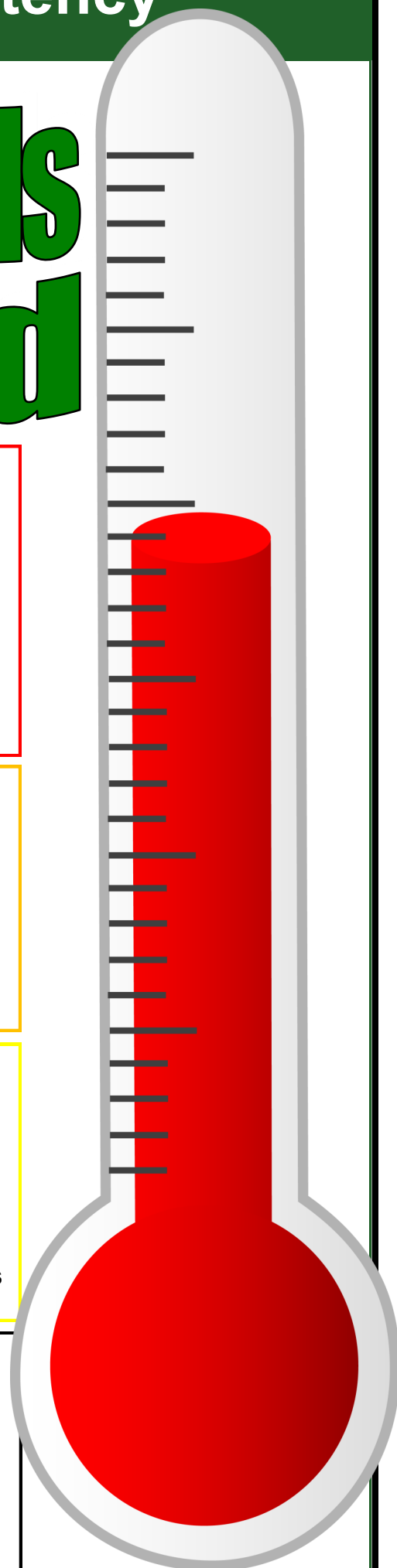
### MINOR INCIDENTS

- Repeatedly not following teacher instructions
- Repeatedly purposefully interfering in others games
- Repeatedly playing in the toilet/wasting toilet paper
- Repeatedly out of bounds
- Repeatedly playing unsafely
- Repeatedly dropping litter
- Repeated inappropriate language / antagonising others

**Black** - **Teacher**

### INCIDENTAL

- Not following teacher instructions
- Incidental inappropriate language
- Inappropriate play; in toilets, running, playing unfairly
- Misuse of property
- Antagonising / out of bounds
- Work refusal





# Classroom Behaviour

Classroom management strategies should be implemented to monitor and control inappropriate behaviour in the classroom. Teachers should employ the following guidelines in accordance with legislation, government policy and procedures of the Department of Education and Training.

## Fair Discipline Policy

If negative consequences are required due to classroom behaviour, the teacher should complete appropriate actions before speaking with their supervisor.

### **BLACK: Teacher Managed Behaviours:**

- Avoiding work
- Calling out
- Disruptive behaviour
- Incidental Swearing
- Disrespect towards a teacher, fellow student
- Not following school rights and responsibilities
- Deliberating antagonising etc.

#### **ACTION**

- Teacher deals with behaviour using appropriate strategies.
- Concerns regarding this behaviour **MAY** be communicated for follow up with student, teacher and/or parents.
- Student consequences should **NOT** include leaving the classroom or having behavioural consequences dealt by another teacher

### **YELLOW & ORANGE: Notifications of Offences Include:**

- Repeated teacher managed breaches
- Continued disobedience
- Swearing with intent.
- Property damage
- Classroom bullying
- Teasing
- Low level violence
- Racial abuse

#### **ACTION**

- Teacher deals with behaviour using appropriate strategies to improve the behaviour.
- Teacher records Yellow notification on SENTRAL (within 48 hours of incident)
- Incident **MAY** be discussed with the Assistant Principal for evaluation of behaviour
- Parent informed via either a telephone call or letter.
- Assistant Principal **MUST** be referred to if repeated behaviour occurs.

# Classroom Consistency

## 4 Behaviour levels Classroom

**Red** - **DP** REFER-  
**RAL** - **P** REFERRAL

### MAJOR INCIDENTS

- Consistently breaking 'moderate behaviour'
- Physical violence with intent (Punching)
- Racism
- Vandalism
- Dangerous objects as a weapon
- Absconding
- Theft

**Orange** - **AP**  
**REFERRAL**

### MODERATE INCIDENTS

- Consistently breaking 'minor incidents'
- Inappropriate language
- Disrespect towards the teacher
- Teasing
- Out of bounds within the room
- Disrespect towards other students

**Yellow** - **Teacher**  
**CENTRAL**

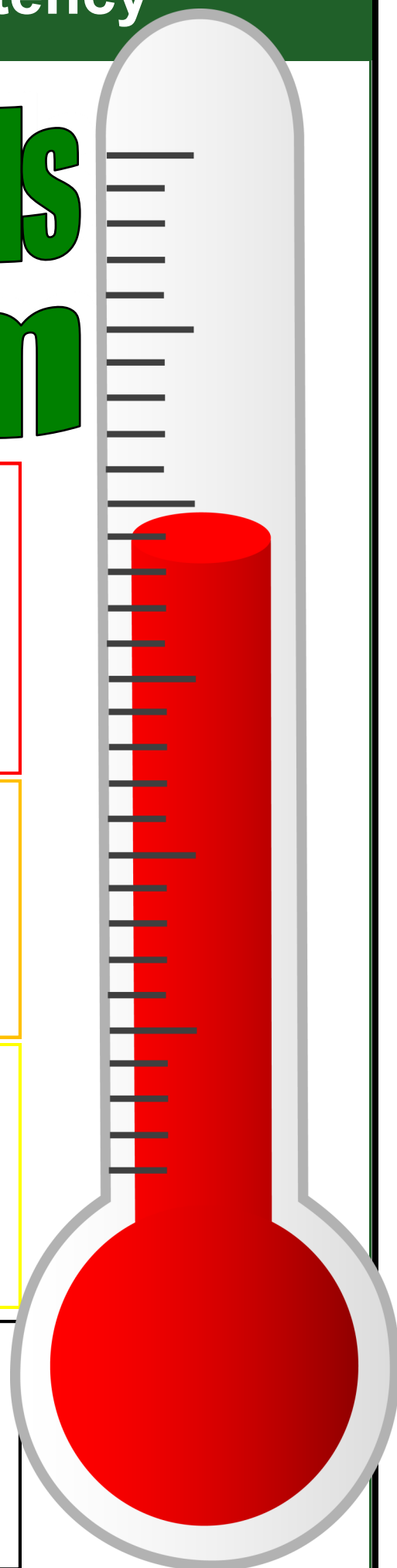
### MINOR INCIDENTS

- Repeated not following teacher instructions
- Inappropriate language
- Repeated work refusal
- Repeated misuse of property
- Deliberately antagonising
- Repeated out of bounds in the room

**Black** - **Teacher**

### INCIDENTAL

- Not following teacher instructions
- Calling out
- Running
- Misuse of property
- Antagonising
- Work refusal



# Classroom Procedures

## JASPER ROAD PUBLIC SCHOOL- CLASSROOM

### ACTION

Consistently breaking 'moderate behaviour'  
Physical violence with intent (Punching etc)  
Racism  
Vandalism  
Dangerous objects as a weapon  
Absconding  
Inappropriate language towards a teacher  
Theft

MAJOR

DP / PRINCIPAL



### CONSEQUENCE

HUSH card sent to office if incident is in classroom  
Short and long suspensions  
Time off Playground at DP/P discretion  
Referral to Learning Support Team  
Referral to DP/Principal  
Sentral  
Parent meeting  
Social stories / Action Plan / PLP/ BP / IEP

Consistently breaking 'minor behaviour'  
Inappropriate language  
Disrespect towards the teacher  
Teasing  
Out of bounds within the room  
Disrespect towards other students

MODERATE

AP



Parent notification  
Sentral  
Time off Playground at AP discretion  
Referral to AP  
Making reparation to the community: picking up rubbish; sharpening ES1 or library pencils; walking with a duty teacher looking for students who are following JRPS expectations for a purple card; reading a book during library at lunchtime, several lunch times  
Social stories / Action Plan

Repeated not following teacher directions  
Inappropriate language  
Repeated misuse of property  
Repeated work refusal  
Deliberately antagonising  
Repeated out of bounds in the room

MINOR

TEACHER



Handled by teacher  
Sentral  
Action Plan / PLP/ BP / IEP  
Reflection time- written/verbal  
Community service Discussion- STAR expectations  
'Walk and talk'  
Parent / carer contact

Not following teacher directions  
Incidental inappropriate Language  
Misuse of property  
Work refusal  
Antagonising

INCIDENTAL

TEACHER



Handled within class  
Action Plan (as needed)  
Reflection time- written/verbal  
Community service  
'Walk and talk'  
Discussion- STAR expectations  
Informal discussion with parent/carers

# Playground Procedures

## JASPER ROAD PUBLIC SCHOOL- PLAYGROUND

### ACTION

Consistently breaking 'moderate behaviour'  
Physical violence with intent (Punching)  
Racism  
Vandalism / theft  
Sexually inappropriate behaviour  
Dangerous objects as a weapon  
Absconding  
Inappropriate language towards a teacher  
Repeated physical aggression

MAJOR

DP / PRINCIPAL



### CONSEQUENCE

Sentral  
HUSH card sent to office if incident is in playground  
Short and long suspensions  
Time off Playground at DP/P discretion  
Referral to Learning Support Team  
Referral to external agencies  
Parent meeting  
Social stories PLP/ BP / IEP

Consistently breaking 'minor behaviour'  
Disrespect towards others (Teasing)  
Intentional rough play (Pushing/Shoving/Tackling)  
Misuse of equipment/property  
Antagonising others  
Inappropriate language with intent  
Physical aggression

MODERATE

AP



Sentral  
Parent notification  
Time off Playground at AP discretion  
Time Out  
Referral to AP or Deputy/Principal  
Making reparation to the community: picking up rubbish; sharpening ES1 or library pencils; walking with a duty teacher looking for students who are following JRPS expectations for a purple card; reading a book during library at lunchtime, several lunch times  
Social stories

Repeatedly not following teacher instructions  
Repeatedly purposefully interfering in others games  
Repeatedly Out of Bounds  
Repeated inappropriate language / antagonising others  
Repeatedly playing in toilet/wasting toilet paper  
Repeatedly dropping litter

MINOR

TEACHER



Handled within playground or classroom after incident as needed  
Sentral  
Action Plan  
Reflection time- written/verbal; Community service  
'Walk and talk' Discussion- STAR expectations  
Parent / carer contact

Not following teacher directions  
Incidental inappropriate Language  
Inappropriate Play: in toilets; running on hard surfaces; playing unfairly  
Misuse of property including No hat  
Dropping litter  
Work refusal  
Deliberately antagonising  
Out of bounds

INCIDENTAL

TEACHER



Handled within playground or classroom after incident as needed  
Action Plan (as needed)  
Reflection time- written/verbal  
Community service  
'Walk and talk'  
Discussion- STAR expectations  
Informal discussion with parent/

# Playground Procedures

Our School Expectations	JASPER ROAD PUBLIC SCHOOL COURTS
I am safe.	I look where I am going I walk/wheel on pathways I wear my school hat I use equipment for its intended purpose I play in the right area
I am a team player.	I include others I share with others I take my concerns to the teacher on duty
I am achieving.	I use the court on my allotted day I visit the toilet BEFORE the end-of-play bell rings
I am respectful.	I play fairly I am kind and polite to others I am a good sport I look after school and others' property

Our School Expectations	JASPER ROAD PUBLIC SCHOOL FIXED EQUIPMENT
I am safe.	I walk/wheel on pathways I look where I am going I wear my school hat I use the equipment for its intended purpose
I am a team player.	I wait for the teacher to arrive before using the equipment I include others I share with others I take concerns to the teacher on duty
I am achieving.	I use the equipment on my allotted day I visit the toilet before the end-of-play bell rings
I am respectful.	I play fairly I am kind and polite to others I look after school property I wait my turn I do not have food or drink

Our School Expectations	JASPER ROAD PUBLIC SCHOOL TOILETS
I am safe.	I do not play in the toilets I do not take food or drink into the toilets I wash my hands before leaving the toilets
I am a team player.	I keep the toilets clean and litter free I use the toilets, paper and soap appropriately
I am achieving.	I use the toilet during breaks, not during class time
I am respectful.	I consider the privacy of others I look after school property

Our School Expectations	JASPER ROAD PUBLIC SCHOOL WALKWAYS-STAIRS ENTRY-EXIT POINTS
I am safe.	I walk/wheel on all hard surfaces I keep to the left I look where I am going I walk up/down steps one at a time
I am a team player.	I give way to others I walk/wheel calmly and sensibly
I am achieving.	I move promptly to class I walk and look as I approach a corner
I am respectful.	I consider the personal space of others I walk/wheel quietly so others can learn I am kind and polite to others

Our School Expectations	JASPER ROAD PUBLIC SCHOOL Balcombe Heights Oval Play
I am safe.	I look where I am going I walk/wheel across the road following all staff directions I wear my school hat I report unsafe behaviour I keep away from the fixed equipment I play in the right area
I am a team player.	I include others I share with others I report problems to the teacher on duty I ensure that others are included I know that while there is a big space I need to be thoughtful of others and careful when running I am an upstander
I am achieving.	I play sensibly I like to learn new games and activities I place rubbish in the bin I visit the toilet BEFORE the end-of-play bell rings I ask before I go to the toilet I know the purpose of the Balcombe Heights Play is to allow play that helps to keep us healthy and allow others to do so.
I am respectful.	I follow teacher directions the first time I play fairly I am kind and polite to others I am a good sport I look after school property I know that all children have the right to be safe when playing

Our School Expectations	JASPER ROAD PUBLIC SCHOOL PLAYGROUND
I am safe.	I look where I am going I walk/wheel on hard surfaces I wear my school hat I use equipment appropriately I play in the right area
I am a team player.	I include others I share equipment I take my concerns to the teacher on duty
I am achieving.	I play sensibly I place rubbish in the bin I visit the toilet BEFORE the end-of-play bell rings
I am respectful.	I play fairly I am kind and polite to others I am a good sport I look after school and others' property

Our School Expectations	JASPER ROAD PUBLIC SCHOOL CANTEEN
I am safe.	I line up behind the yellow line I make healthy choices
I am a team player.	I line up calmly I wait for my friends away from the canteen I play away from the canteen
I am achieving.	I queue behind the line I think about what I want to buy before I make it to the front of the queue I try to ensure I have the right amount of money
I am respectful.	I am polite to the people serving I am kind and polite to others in the queue I wait my turn

**\* It is a school expectation that the School PBL lesson rubric is taught weekly for a minimum of 10-15 minutes. This is to ensure a consistent approach to the promotion of positive behaviour and to set up a procedure to meet the needs of students and the school community.**

# The School Counsellor

## **The Counsellor's role at Jasper Road Public School is to:**

- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- Work with teachers to establish fair and reasonable expectations of the school.
- Develop effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.
- Support staff and parents/caregivers regarding behaviour management programs for children.
- Provide individual and/or group counselling for students at risk.
- Liaise and consult with outside agencies in case management plans.
- Provide professional development for staff.
- Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- Refer parents to outside agencies when and where necessary.

## **Parents/carers are encouraged to:**

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.
- The counsellor is available to speak with parents as well as students about matters of a personal nature. If you wish to speak to the counsellors, appointments can be made by ringing the school.

# Behaviour Modification Plan

Target Behaviour	Replacement Behaviour
Eg. What do you want the behaviour to look like (Goal)	Eg. What behavior do you want to replace (Negative)
Behaviour Minimisation	
Eg. What will you change to help achieve the target behavior?	
Early Warning Signs	
Eg. What signs does the child show before displayed negative behavior?	
Early Intervention	
Eg. How can you minimise the behaviour escalating?	
Managing Behaviour	
Displaying Positive Behaviour	Displaying Negative Behaviour
Eg. Positive Rewards	Eg. Consequences



# Classroom Action Plan

Attention Signal	Specific Class Rules
	Rules are observable, measureable and positively stated
Positive System	
Eg. Free and Frequent, Clear and Specific	
Consequences	
Eg. Clear and Specific, Natural and Logical, Fair	
Classroom Procedures	
Eg. How do students gain teacher attention, work in groups, store belongings	
Communicating the Plan	
To Students	To Visitors

## Risk management plan proforma

### Health and Safety Directorate

<b>Name of workplace:</b>		<b>Name of workplace manager:</b>				
<b>Risk assessment focus:</b>						
Location/activity	Hazard identification type/ Causes	Current Controls	<u>Risk Matrix Score</u>	Elimination or Control Measures	Who	When
Relevant additional information reviewed and attached:			Yes	No	Date: _____ Communicated to: _____	
Plan prepared by: _____			Position: _____			
Prepared in consultation with: _____						
<b>Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.</b>						

\*Note assessments of risk vary with the particular circumstances (eg. nature of the workplace, student group)