



Education &  
Communities

# Kenthurst Public School Student Wellbeing and Discipline Policy







Dear Parents and Carers,

In accordance with the NSW Department of Education's policies and procedures on Student Wellbeing, and in partnership with the school community, I am pleased to release the 2017 Kenthurst Public School *Student Wellbeing and Discipline Policy*.

This very comprehensive policy not only defines student wellbeing and the importance of the various components of a wellbeing policy, but also clearly sets out how our school will support the overall development of all students within the broader context of the school community.

This policy is carefully linked to the Kenthurst Public School Anti-Bullying Plan which outlines specific strategies for identifying, reporting and dealing with bullying behaviours for students, parents and staff.

The Kenthurst Public School *Student Wellbeing and Discipline Policy* plays an integral role in the school's overall approach to ensuring the safety and wellbeing of all students in an environment where effective learning can occur.

This policy will be reviewed regularly and if you have a concern or suggestion about the policy please contact the school or your child's class teacher.

Caron Dodd and PBL Committee

Kenthurst Public School  
December 2016



# Kenthurst Public School

## Student Wellbeing and Discipline Policy

Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk. Kenthurst Public School provides a caring and supportive environment where academic achievement is encouraged and the uniqueness, personality and talents of the individual are valued and developed in an atmosphere which fosters tolerance, kindness and respect. The ethos of the school is encapsulated in the school's values 'Respect, Responsibility and Personal Best'.

This policy was developed by a team of teachers and executives to provide information on student wellbeing and outline the processes and expectations of student discipline. It was written in conjunction with the *Wellbeing Framework for Schools* and *Student Discipline in Government Schools Policy* from the New South Wales Department of Education and Communities. The policy will be reviewed by parents and members of the community at a P&C meeting and made available on the school website.

### **This policy includes:**

#### **1.0 Contextual Statement**

#### **2.0 Wellbeing**

- 2.1 Teaching and Learning
- 2.2 Learning and Support
- 2.3 Professional Practice
- 2.4 Effective Leadership
- 2.5 School Planning
- 2.6 Acknowledging and Rewarding Student Achievement
- 2.7 Kenthurst Public School Award System

#### **3.0 Student Behaviour and Discipline**

- 3.1 Kenthurst School Code of Behaviour and expectations
- 3.2 Strategies for dealing with unacceptable behaviour in the classroom
- 3.3 Strategies for dealing with unacceptable behaviour in the playground (for students who do not comply with Students' Code of Behaviour)
- 3.4 Playground Rules

#### **4.0 Referenc**



## 1.0 Contextual Statement

At Kenthurst Public School our vision is to encourage our students to strive for excellence, to be self-directed learners, work cooperatively, to have concern for others and to be skilled in problem solving, communication and decision making. The school is characterised by a warm, friendly environment and a strong supportive community. Schools need to be safe and happy places for students and their teachers. At Kenthurst Public School we believe our school is a place where each student can learn and grow with confidence.

Student Welfare encompasses everything that the school community does to meet the personal and social needs of the students and to enhance their wellbeing. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Our school community has developed a **statement of purpose**:

*“To create an environment that encourages personal best in learning, positive values and relationships, reflecting respect and care for our school community.”*

This is underpinned by three core **values** which support the wellbeing of all students:



## 2.1 Wellbeing

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

- Cognitive wellbeing is associated with achievement and success. It includes how information is processed and how judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
- Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

At Kenthurst Public School these domains are addressed through programs such as PBL lessons, Bounce Back, Child Protection and SRC. By educating our students through these programs we are able to promote a positive wellbeing system.

Classroom teachers have their own reward system, as required, to suit the specific needs of their classroom and students. This system requires both verbal and written praise which aims to increase intrinsic motivation as the year progresses.

At Kenthurst Public School we endeavour to provide a positive, happy and safe learning environment in which all students apply themselves to learning and develop positive social behaviours and problem solving skills. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. Students will become active and positive contributors to the society in which they live.



## 2.2 Teaching and Learning

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Kenthurst 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.

Kenthurst Public School implements the following programs that contribute significantly to the wellbeing of students through:

**PBL lessons** are taught by classroom teachers to demonstrate school expectations for each location in the school. These lessons each have a specific focus which prepares students with the information needed to display positive behavior throughout Kenthurst Public School. These lessons are reinforced throughout the whole year.

**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.

**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 will be implemented in 2017 and taught in each classroom by the classroom teacher to ensure students are thriving by accessing the information relevant to their stage.

The **Student Representative Council (SRC)** is coordinated by teachers, which aim to improve the school and raise money for charities in our community. Two students from each class are elected by fellow students each semester and are 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.

Teachers also create lessons and activities to promote the wellbeing of students and our community throughout the year. They support events including (but not limited to) Harmony Day, ANZAC Day and Remembrance Day. Further programs implemented at our school include Peer Reading, Sun Smart, Buddy System and Transition to School

## 2.3 Learning and Support

Kenthurst Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed. Adjustments to the learning environment are made and documented as required. These students are identified by staff and allowed additional support with the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning.

All Aboriginal and Torres Strait Islanders have an individualised Personalised Learning Pathway (PLP) which is updated each semester and signed by the parent/carer and classroom teacher.

Other resources Kenthurst Public School has for learning and support include:

- School Counselling Service
- Reading Recovery teacher
- Learning and Support Teacher (LaST)
- Student Learning Support Officers (SLSO)
- Anti-Bullying Plan

Students with identified **health care** needs are required to have an individualised health care plan. The individual health care plan must address the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs. This is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent. This must be provided to the school by the parent/carer and updated at least annually.

Health care plans are required for students:

- Diagnosed with asthma, type 1 diabetes, epilepsy or anaphylaxis.
- Diagnosed as being at risk of an emergency.
- Who require the administration of health care procedures.

Principals are required to:

- Have systems in place to collect health information about students at enrolment and on a regular basis.
- Collect and record the immunisation status of students at enrolment.
- Have systems in place to protect the health and safety of all students when they are at school or involved in school activities.
- Where requested, assist with the administration of prescribed medication for a student when a medical practitioner has prescribed medication that must be administered during the school day.
- Provide temporary care when a student becomes unwell at school, which may include the provision of first aid (including emergency care).
- Report cases of vaccine preventable diseases, as listed on the student health website, to the local public health unit.
- Not use peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include food labelled as "may contain traces of nuts"

## 2.4 Professional Practice

Kenthurst Public School ensures that the professional practice of teaching meets the highest possible standards. All staff are required to undertake professional development sessions throughout the year to comply with legislative and policy requirements. Professional learning is linked to the needs of the students, teachers, schools and the system.

A strong culture of professional learning exists throughout the school which encourages staff to seek accreditation at the higher levels. The strategic directions in relation to professional practice for Kenthurst Public School require:

- All staff members to be engaged in structured professional learning practices related to personalised professional goals.
- All staff members to have the opportunity to be trained in the mentoring process.
- All staff members to be engaged in professional learning practice.
- Teachers to reflect on their personal goals and ability to take on leadership roles through the performance and development framework.
- Classroom programs and observations to show that professional learning opportunities have changed practice.
- All teachers utilising the professional teaching standards to set learning goals and success in attaining them.

Professional development and on-going monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.

## 2.5 Effective Leadership

Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.

The Principal:

- Provides leadership and direction to the Welfare and Discipline Policy and work closely with the school community including staff, students, parents and caregivers, District Office personnel and the NSW Department of Education along with community agencies and other government bodies.

- Encourages an atmosphere which allows students to achieve their personal best while learning together.
- Provides support in programs related to student behaviour and attendance.
- Takes appropriate and immediate action in situations where serious student behaviour concerns occur.
- Presents special awards and provide publicity for the Wellbeing and Discipline Policy as needed.
- Supports all staff in the management of student behaviour.
- Ensures procedural fairness.
- Provides and support access to ongoing professional learning for staff.

The Assistant Principal:

- Provides leadership and direction within their stages and across the school.
- Encourages a school climate conducive to providing the ultimate in a student's physical, psychological, emotional and educational welfare.
- Provides support in Student Wellbeing matters involving students and/ or parents and caregivers.
- Provides support for teachers in managing difficult student behaviour.
- Determines and implements appropriate logical consequences with the classroom teacher for inappropriate student behaviour and ensuring procedural fairness.
- Is responsible for overseeing the teaching and learning programs in the school.
- Assists in the establishment of a safe, healthy, clean school environment.
- Provides staff support and the opportunities for professional development in the domain of Student Wellbeing.
- Assists students to reflect on their own behaviour and the consequences for their actions.
- Communicates issues of student behaviour to staff.
- Liaises with parents and the community in regard to student behavior.

The teacher:

- Demonstrates professionalism and commitment to teaching.
- Develops and maintains effective classroom management practices.
- Models and explicitly teaches desired student behaviours.
- Encourages students to attend school every day.
- Promotes the wearing of school uniform.
- Respects students' rights to courtesy, fairness and respect.
- Utilises appropriate practices when conflict arises.
- Supports other staff through frequent and clear communication.
- Prepares and implements individual plans for students needing additional support.
- Implements the school's Student and Wellbeing Policy.

The student:

- Strives for the highest personal achievement.
- Should be dependable, do the right thing and not expect others to do things for them.
- Deserves the trust of others, is truthful and honest.
- Understands that it is not all about them, bounce back and has another go.
- Shows understanding and kindness to others.
- Works helpfully with other people in a team or at play.
- Honours rules, regulations and the rights of others.
- Stands up for what they believe in and standing up for others.
- Treats everyone fairly.
- Sees things how others see them.
- Displays resilience.

## 2.6 School Planning

### School Excellence Framework

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leading.

The School Excellence Framework was launched in 2015 to provide a framework to support school communities as they provide high quality educational opportunities for all students. The framework, published by Public Schools NSW, identifies 14 key elements that guide the core business of excellent schools:

#### Learning

- Learning culture
- Wellbeing
- Curriculum and learning
- Assessment and reporting
- Student performance measures

#### Teaching

- Effective classroom practice
- Data skills and use
- Collaborative practice
- Learning and development
- Professional standards

#### Leading

- Leadership
- School planning, implementation and reporting
- School resources
- Management practices and processes

The framework is about focusing on individual students' capabilities and needs by engaging them in rich learning experiences. This in turn facilitates the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

The framework guides quality learning and teaching in a number of ways. Schools are encouraged to use assessment and data to show growth and improvement in teaching and learning. This includes using assessment and data to determine whole school, class and individual teaching directions, performance levels and effectiveness.

At Kenthurst Public School the framework means using the literacy and numeracy continuum to track student progress from K-6. It also means deeply analysing NAPLAN and report card data and making improvements to the current reading comprehension benchmark system.

The framework also guides quality leading. It expects all staff to have purposeful leadership roles based on their expertise. It calls teachers to drive whole school improvement and excellence by sharing with the school community innovative teaching practices and understanding of highly effective pedagogy.

Kenthurst Public School is serious about best practice in education and being accountable to our parent community for measureable growth and performance. It is serious about meeting the expectations of the School Excellence Framework and the influence it has on whole school planning and the milestones that indicate the achievements and successes.



## **2.7 Acknowledging and Rewarding Student Achievement**

Kenthurst Public School aims at creating a positive environment where students are acknowledged and rewarded for their behaviour, work habits and achievements. Varied forms of positive reinforcement are used for acceptable behaviour across the whole school in accordance with the Behaviour Code for Students and School Values.

Each classroom clearly displays the class rules and expectations for students to follow. School rules are displayed in the class and around the playground. This reinforces acceptable behaviour and allows students to recognise their achievements. Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods.

### **Whole School Positive Recognition**

#### **Kenthurst Keys**

Class teachers issue Kenthurst Keys in the classroom and playground to reward student and team effort and achievement. Two keys are drawn each Monday assembly to reward positive behaviour. Students receive an award from the reward rubric.

#### **Merit Awards**

Merit awards are issued each Monday by teachers to recognise positive behaviour in the classroom and in the playground. These merit awards are categorised as Respect, Responsibility and Personal Best.

#### **Whole School Assembly (Fortnightly)**

Fortnightly on Thursday a whole school assembly takes place to acknowledge students who have received a Bronze or Silver Award.

Each term a Gold Assembly is held to recognise students who have achieved a Gold Award or Gold Pin.

#### **Awards Ceremony**

The Awards Ceremony is held in Term 4 to award students who have been recognised by the classroom teacher or extra-curricular organisers for their positive efforts throughout the year. Students are presented with a certificate for achievements made throughout the year.

## 2.8 Kenthurst Public School Award System

To assist teachers in achieving a positive learning environment, Kenthurst Public School has a school award system which is based around the core values (see page 16). The values are categorised into respect, responsibility and personal best. These awards are distributed in class and in the playground and can be accumulated throughout the years. The class has a display of the school values in the room. It is the responsibility of students to keep their awards in a safe place.

### Free and Frequent Reward



Kenthurst Keys are rewarded daily to individual students in the classroom and on the playground.

### Whole School Award System Flowchart

Class Merit Award issued to 2 students in each class at Monday Morning Assembly.



4 Merit Awards.



1 Bronze Award presented at Whole School Assembly (Thursday fortnightly).



4 Merit Awards.



1 Silver Award presented at Whole School Assembly (Thursday fortnightly).



4 Merit Awards.



1 Gold Award and Gold Key Pin at Awards Assembly (Last week of each Term).

### 3.0 Student Behaviour and Discipline

Kenthurst Public School incorporates a discipline system to incorporate consequences for students whose behaviour is unacceptable and inappropriate. Each student must follow the **Behaviour Code for Students (DEC), Kenthurst Public School Rules and Class Rules.**

#### **Department of Education and Communities Behaviour and Expectation Code and Expectations for Students**

*In NSW public schools students are expected to:*

- *respect other students, their teachers and school staff and community members*
- *follow school and class rules and follow the directions of their teachers*
- *strive for the highest standards in learning*
- *respect all members of the school community and show courtesy to all students, teachers and community members*
- *resolve conflict respectfully, calmly and fairly*
- *comply with the school's uniform policy or dress code*
- *attend school every day (unless legally excused)*
- *respect all property and the environment*
- *not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools*
- *not bully, harass, intimidate or discriminate against anyone in our schools*

### 3.1 Kenthurst Public School Code of Behaviour and Expectations

Kenthurst Public School is guided by values to support and encourage positive behaviour. These values are Respect, Responsibility and Personal Best. Students must follow these expectations displayed on the matrices.

#### **Respect**

Kindness and consideration for others

Celebrate differences

Show respect for yourself and others

Take pride in yourself and your school

#### **Responsibility**

To be an engaged learner

Be a good role model

Show resilience

Consider the safety of yourself and others

#### **Personal Best**

Always strive to achieve your best

Be actively involved in school life

Set goals and endeavour to achieve them

Be a team player

### **Class Code of Behaviour**

At the commencement of the year classes use the school rules and the *DEC School Code of Behaviour* to develop the students' understanding of the school expectations. These are used as a basis for counselling students when they misbehave. Teachers have strategies to deal with minor misbehaviour in the classroom as part of their classroom management practices.

### **Parents and Caregivers**

The critical role of parents and caregivers 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. Parents/caregivers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents and caregivers should:

- ensure they approach the school community in a positive manner and encourage their children to actively participate in all activities
- send their child to school in clean uniform with adequate healthy food for the school day and ensuring they have had sufficient rest the night before
- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours
- engage in regular and constructive communication with school staff regarding their child's learning
- support the school in maintaining a safe and respectful learning environment for all students
- communicate constructively with the school and use expected processes and protocols when raising concerns
- ensure their child's regular attendance

## **3.2 Strategies for Dealing with Unacceptable Behaviour in the Classroom and Playground**

Note 1: Teachers will follow the step by step process monitoring student behavior on the Student Behaviour Management Flowchart.

Note 2: Department of Education and Communities suspension and expulsion guidelines will be enforced as required in managing student behavior.

Non Classroom Settings and Routines

Expectation	All settings	Movement	Toilets	Playground	Canteen	Office/Staffroom	Bus Lines	Assemblies
<b>Respect</b>	Kindness and consideration for others	Follow the teacher's directions	Keep the toilet clean and tidy	Fairplay	Stand in line	Knock and wait for instructions	Follow teacher instructions	Be silent entering, leaving and during assemblies
	Celebrate differences	Be mindful of personal space	Report broken equipment	Include others	Be mindful of personal space	Be aware of visitors	Be mindful of personal space	No hats
	Show respect for yourself and others	Move quietly during class time	Be water wise	Listen to others point of view	Show good manners	Use appropriate manners	Look out for your bus buddies	Listen carefully
	Take pride in yourself and your school			Look out for younger students	Put rubbish in bins	Demonstrate appropriate behaviour		Keep eye contact with speaker
				Listen to teacher directions		Wait your turn		Face the flag for the anthem
				Keep playground tidy				
				Put equipment away				
<b>Responsibility</b>	To be an engaged learner	Keep to the left	Use the toilets and leave	Stay in bounds	Wait your turn	Address people appropriately	Stay in your bus lines	SRC to be prepared and model appropriate behaviour
	Be a good role model	Use the correct stairs	Flush and wash hands	Be aware of playground timetable	Walk quietly and sensibly to and from the canteen	Walk quietly and safely	Listen for your bus number	Sit still, listen and participate
	Show resilience	Walk quietly and safely	Use toilet paper responsibly	Play fairly	Use the canteen if you have money	Wait for teacher/office staff directions	Keep your belongings with you	Wait silently to exit assembly
	Consider the safety of yourself and others	Wait for teacher instructions to exit	Use the toilets in breaks	Be a good sport			Mobile phones to be used for parent contact	
			Eat in the playground	Play safely			Put rubbish in bins	
				Be responsible for equipment				
				Eat on the seating				
				Ask permission to retrieve balls				
<b>Personal Best</b>	Always strive to achieve your best	Be in the right place at the right time		Make positive play choices to keep our playground safe and happy	Have appropriate money	Enter these areas quietly and calmly	Be a good role model	Sing to the best of your ability
	Be actively involved in school life	Enter and exit the hall calmly and quietly			Help younger students	Speak clearly	Cooperate with other students and teachers	Join in
	Set goals and endeavour to achieve them				Buy food for yourself only			
	Be a team player				Try to buy healthy food			

## Classroom Setting and Routines

Kenthurst Expectations		Movement in and around the classroom	Whole class	Group work	Independent work & Personal organisation	Classroom toilets ES1
<b>Respect</b>	<p>Kindness and consideration for others</p> <p>Celebrate differences</p> <p>Show respect for yourself and others</p> <p>Take pride in yourself and your school</p>	<p>Follow the teacher's directions</p> <p>Be mindful of personal space</p> <p>Move quietly during class time</p> <p>Move quietly and carefully in bag area</p> <p>Ask permission to leave the classroom</p>	<p>Respect other speakers</p> <p>Listen carefully to instructions</p> <p>Raise your hand to speak</p> <p>Demonstrate the 5Ls</p> <p>Look, Lips, Listen, Legs, Lap</p> <p>Keep eye contact with speaker</p> <p>Accept contribution</p> <p>Equal opportunities</p> <p>Empathy/ tolerance/ turn taking</p>	<p>Work within your space</p> <p>Work quietly</p> <p>Value others contributions</p> <p>No putdowns</p> <p>Take turns</p> <p>Be respectful of other people's equipment</p> <p>Be respectful of other people's ideas</p> <p>Include everyone</p> <p>Use inside voice</p>	<p>Work within your space</p> <p>Work quietly</p> <p>Take pride in yourself</p> <p>Respect for own belongings &amp; those of others</p> <p>Use inside voice</p>	<p>Keep clean and tidy</p> <p>Be water and soap wise.</p> <p>Report broken equipment</p> <p>Report empty soap or toilet roll dispenser</p>
<b>Responsibility</b>	<p>To be an engaged learner</p> <p>Be a good role model</p> <p>Show resilience</p> <p>Consider the safety of yourself and others</p>	<p>Move safely within the room</p> <p>Move quietly</p> <p>Walk</p> <p>Wait for teacher instruction</p> <p>Look after the working space</p> <p>Clean up after yourself</p> <p>Pick up things you knock over</p> <p>Put your chair in</p> <p>Put your belongings into your bag</p> <p>Hang up your bag</p>	<p>Sit still, listen and participate</p> <p>Be an active participant</p> <p>Observe class rules</p> <p>Ask questions to confirm understanding</p> <p>Use equipment correctly and safely</p> <p>Be resilient when things don't go your way</p> <p>Use the internet sensibly</p>	<p>Get involved</p> <p>Stay on task</p> <p>Demonstrate good teamwork skills</p> <ul style="list-style-type: none"> <li>• Try to get along</li> <li>• Allow others to speak</li> <li>• Help others in the group</li> <li>• Fulfil your role in the group</li> <li>• Manage your time</li> </ul> <p>Be responsible for your equipment</p> <p>Be responsible for own belongings &amp; those of the school or others</p> <p>Be resilient when things don't go your way</p> <p>Use the internet sensibly</p>	<p>Stay on task</p> <p>Take responsibility for your learning-</p> <ul style="list-style-type: none"> <li>• By completing tasks</li> <li>• Be positive</li> <li>• Manage your time</li> </ul> <p>Help to maintain classroom order</p> <p>Be responsible for your equipment</p> <p>Be responsible for own belongings &amp; those of the school or others</p> <p>Be resilient when things don't go your way</p> <p>Use the internet sensibly</p>	<p>Close the door</p> <p>Use toilet paper responsibly</p> <p>Flush the toilet</p> <p>Wash hands</p> <p>Put paper towel in the bin</p> <p>One person only in the toilet cubicle</p>
<b>Personal Best</b>	<p>Always strive to achieve your best</p> <p>Be actively involved in school life</p> <p>Set goals and endeavour to achieve them</p> <p>Be a team player</p>	<p>Try your best at all times</p> <p>Work as a team to keep room tidy</p> <p>Stay focused</p>	<p>Cooperate with other students and teacher</p> <p>Be a good citizen</p> <p>Work towards goals</p> <p>Get involved in interest groups</p> <p>Eg. band, choir, dance</p> <p>Use appropriate conversational language for the setting</p> <p>Do your own work</p>	<p>Do your best as a team player</p> <p>Do your best in your role within the group</p> <p>Participate in discussion</p> <p>Always have a go</p> <p>Cooperate with other students and teacher</p> <p>Use appropriate conversational language for the setting</p> <p>Do your own work</p>	<p>Be proactive – organised</p> <ul style="list-style-type: none"> <li>• have your equipment</li> <li>• remember homework</li> </ul> <p>Strive to achieve your personal goals</p> <p>Wear your school uniform</p> <p>Pride in appearance</p> <p>Be actively involved in class</p> <p>Cooperate with other students and teacher</p> <p>Use appropriate conversational language for the setting</p> <p>Do your own work</p>	



# Student Behaviour Management Flowchart

## Minor Behavioural Concerns

Verbal Warning  
Prompt / Redirect / Reteach / Choice / Consequence

Apply Behaviour Consequence

**Playground**  
Time out or walk with teacher  
5 minutes in "Time Out Zone"  
2<sup>nd</sup> Warning regarding related behavior  
Recorded on PBL clipboard  
Reflection Room  
Incidents recorded on PBL clipboard are discussed the following lunchtime in Reflection Room  
Executive to decide whether student receives a warning or a Detention Letter goes home  
Executive to enter referral on Student Tracking And Reporting System (STARS)

**Classroom**  
Sad Face or X  
Put name on board with a sad face ☹ or X next to it.  
2x Sad Face or XX  
Time-out with buddy class (send with time-out slip)  
3 x Sad Face ☹ or XXX  
Time-out in Supervisors classroom (send with time-out slip)  
Supervisor will decide on consequence, caution/ note home  
Executive to enter referral on Student Tracking And Reporting System (STARS)

## Major Behavioural Concerns

- Inform student of rule violation
- State expected behaviour
- Apply behaviour consequence

**Playground**  
Teacher records major incident or unresolved minor incident on PBL clipboard  
Reflection Room  
Incidents recorded on PBL clipboard are discussed the following lunchtime in Reflection Room with executive

**Classroom**  
Time out with Executive (send with time-out slip)  
Supervisor will decide on consequence, caution or letter home  
Executive to enter referral on Student Tracking And Reporting System (STARS)

- Executive Actions
- Decide whether student receives a warning or a letter home
  - Provide teacher with feedback
  - Enter related behaviour incidents onto Student Tracking And Reporting System (STARS)
  - Inform parents

4 x Detention Letters home per semester results in these actions:  
Students will be removed from the playground for the following amount of time:  
ES1 and S1 - 5 consecutive days  
S2 and S3 - 10 consecutive days  
All students do not attend PSSA, incursions, excursions or any extra-curricular activities within this semester.

## Critical Incident

Principal informed

Teacher and principal investigate incident fully

Consequences implemented by Principal

Principal to inform parents and record on Student Tracking And Reporting System (STARS)

\*Instant In-School/External Suspension Stage 2 and 3  
Physical and/or verbal aggression towards staff or students  
as per Department Of Education Policy



## Student Behaviour Management Flowchart

Is the Behaviour Minor, Major or Critical?		
Minor (Teacher Managed)	Major (Executive Managed)	Critical (Principal Managed)
<ul style="list-style-type: none"><li>• Out of bounds</li><li>• Unsafe playing in the playground</li><li>• Leaving the classroom</li><li>• Un-cooperative</li><li>• Refusal to follow teacher instructions</li><li>• Name calling, teasing or put downs</li><li>• Littering</li></ul>	<ul style="list-style-type: none"><li>• Using foul language</li><li>• Consistent bullying</li><li>• Inappropriate use of school technology</li><li>• Inappropriate touching of others</li><li>• Vandalism</li><li>• Stealing</li><li>• Any repeated and ongoing Minor Behaviour</li></ul>	<ul style="list-style-type: none"><li>• Leaving school grounds without permission</li><li>• Verbally aggressive</li><li>• Physically aggressive</li><li>• Violence, swearing and hitting staff and/or students</li><li>• Any repeated and ongoing Major Behaviour</li><li>• DOE POLICY</li><li>• LAST</li></ul>



## 3.4 Playground Rules

- Always walk on the asphalt.
- No hat, no play.
- Always walk bikes in the school grounds and across the crossing.
- Always be supervised inside all rooms.
- Consistently follow school rules.
- No students allowed in classrooms during recess and lunch time.

### **Before School (8.50am – 9.15am)**

- Students remain seated outside the Learning Centre prior to 8:50am as there is no teacher on active duty.
- School bags are placed in designated class areas and when the bell rings students return immediately to the playground.
- Tennis balls or handballs only can be used to play handball.
- Teacher on morning duty is to encourage students to go straight to class when 9.15am music plays.

### **Recess (11.20am – 11.45am)**

- Students are to remain seated while eating.
- Tennis balls or handballs only can be used to play handball areas.
- Students can use large balls provided on the field and basketball court.
- No large balls are to be brought from home.
- Students are to play in designated areas only.

### **Lunch (1.10pm – 2.00pm)**

- The same rules apply as for recess.
- Students to sit at designated area during eating time. It is the class teacher's responsibility to ensure that the area where their class is eating is left clean.
- Students must wait to be dismissed after eating time by the playground duty teacher.
- Students are to wear a hat at all times. Any student not wearing a hat or wearing the incorrect hat must sit in their designated area (K-2 under the COLA; 3-6 outside the library seats).
- No food or drink is to be taken into sandpit or onto oval or ball court.
- Footballs and soccer balls can only be used on the grassed area. No contact sport.

**After School (3.20pm – 3.50pm)**

- Students catching a bus must go straight to their bus line and sit down.
- Students waiting to be picked up must go straight to waiting line.
- Bus students and waiters are not to eat OR play any ball games.
- Parents to supervise and exit school grounds in a timely manner.
- Students **MUST** be picked up by 3.35pm or their name will be recorded on the late pick up sheet.

**Wet Weather or Oval Out of Bounds**

- Executive to decide wet weather. Decision needs to be final and communicated to the office.
- If inside classrooms for recess and/or lunch teachers to buddy up and ensure they get a break by supervising each other's class.
- If playing outside students must stay in designated areas (quadrangle and under hall COLA).
- If oval is out of bounds students can only play handball on the concrete quadrangle areas. NO big ball games are to be played in the quadrangle.

## 4.0 References

- Department of Education and Communities. *Behaviour Code for Students*. Retrieved from: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students>
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