

# Bellinghen Public School Welfare Policy



Revised 2021



**WE ARE  
SAFE**

**WE ARE  
RESPECTFUL**

**WE ARE  
RESPONSIBLE**

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 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.

Respect other students, their teachers and school staff and community members.

Strive for the highest standards in learning.

Comply with the school's uniform policy or dress code.

Follow school and class rules and follow the directions of their teachers.

Resolve conflict respectfully, calmly and fairly.

Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.

## SCHOOL VISION

At Bellingen Public School, on Gumbaynggirr land, we create and promote a positive and inclusive learning environment, where all students are excited about learning and all student learning needs are valued, understood and catered for.

We strive to empower all students to achieve their best, build their emotional, social and physical well-being, to become lifelong learners and responsible citizens ready to meet the challenges of the future.

We nurture and maintain relationships built upon trust, empathy, respect and high expectations. We embrace and celebrate the diversity within our community and value the strong partnerships that exist to enhance the culture of our school. Our school highly respects these partnerships as we share a commitment to and responsibility for ensuring a safe, collaborative, compassionate and quality learning environment for all.

By working together, we ensure that learning is meaningful, relationships positive and individuals successful.

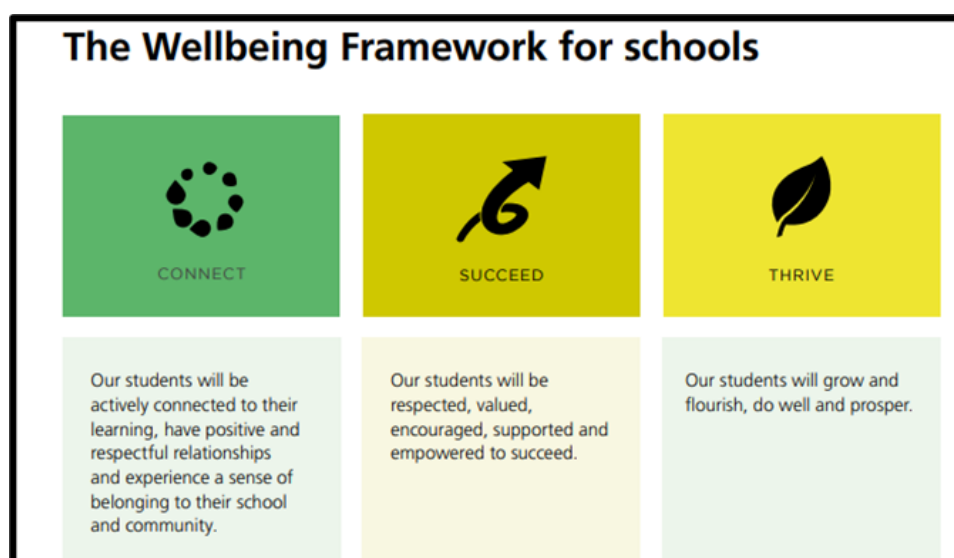
Bellingen Public School is committed to supporting its students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Our shared understanding of wellbeing:

- is that it is dynamic and integral to learning;
- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities;
- recognises the importance of developing and shaping the character of the individual;
- is multidimensional and interrelated;
- takes into account the context of children's and young people's lives and uses both objective and subjective measures;
- incorporates the views and perspectives of children and young people themselves throughout the different stages of development;
- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes;
- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.

(NSW Department of Education Wellbeing Framework for Schools)

### The Wellbeing Framework for Schools



# Connect, Succeed, Thrive in an enabling school environment

(NSW Department of Education Wellbeing Framework for Schools)

CONNECT	<p>Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.</p> <p>Students are self-directed, take initiative and grasp opportunity. Students contribute to the learning of other students and to the school community more broadly.</p> <p>Students have a strong sense of meaning and purpose.</p> <p>Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.</p> <p>Students are recognised and celebrated.</p> <p>Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.</p> <p>The school has high expectations for every student. Parents and the broader community support and enable the aspirations of every student</p>
SUCCEED	<p>Students are succeeding in their learning.</p> <p>Students strive toward and achieve meaningful goals.</p> <p>Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.</p> <p>Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.</p> <p>Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.</p> <p>Staff enable success by personalising student learning and supporting students to achieve.</p> <p>Staff enable success by contributing to a positive, supportive and encouraging learning environment.</p> <p>Parents and the broader school community actively participate in supporting and reinforcing student learning.</p>
THRIVE	<p>Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. Students are self-directed, take initiative and grasp opportunity.</p> <p>Students contribute to the learning of other students and to the school community more broadly.</p> <p>Students have a strong sense of meaning and purpose.</p> <p>Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.</p> <p>Students are recognised and celebrated.</p> <p>Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.</p> <p>The school has high expectations for every student.</p> <p>Parents and the broader community support and enable the aspirations of every student</p>
ENABLING SCHOOL ENVIRONMENT	<p>Students are recognised, respected and valued.</p> <p>Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.</p> <p>Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities. Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.</p> <p>Resources are used to best meet individual and collective student need.</p> <p>The school environment is a safe and healthy place to be.</p> <p>Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.</p> <p>Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.</p>

## Achieving school excellence in wellbeing

- Bellinghen Public School has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.
- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Individuals care for self, and contribute to the wellbeing of others and the wider community.
- The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students.
- Quality teaching and effective professional practice are evident in every learning environment.
- Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

## STUDENT ATTENDANCE

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnerships with parents are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

The Department of Education outlines expectations and responsibilities for parents, school staff and parents in the *Student Attendance in Government Schools Procedures*. Please contact the school office if you would like a copy.

As part of the Procedures parents must ensure:

- their children of compulsory school age are enrolled in a government or registered non-government school or, registered with the Board of Studies, Teaching and Educational Standards (BOSTES) for Home Schooling.
- their children who are enrolled at school attend every day the school is open for instruction.
- they provide an explanation for absences to the school within 7 days from the first day of any period of absence through means such as telephone call, written note, text message or email. The 7 day timeframe for explaining absences is a requirement of the *Education Act (1990)*.
- they work in partnership with the school to plan and implement strategies to support regular attendance at school. This includes communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.

# BELLINGEN PUBLIC SCHOOL WIDE EXPECTATIONS CODE OF CONDUCT

The student discipline code and learning environment at Bellinghen Public School is designed to promote effective learning for all students in a happy and safe environment. This discipline code seeks to nurture and maintain a school environment that values:

## **WE ARE SAFE**

We are safe at all times  
We care for property and equipment  
We are in the right place at the right time  
We keep hands, feet, mouth and objects to ourselves

## **WE ARE RESPECTFUL**

We include all  
We are kind and caring  
We respect the environment  
We are fair; we share, and we have fun  
We speak politely and with kindness to all

## **WE ARE RESPONSIBLE**

We are on time  
We follow instructions  
We allow others to learn  
We are ready and prepared  
We take ownership of our learning  
We accept and learn from our mistakes







## BELLINGEN PUBLIC SCHOOL 'WELLBEING' – BEHAVIOUR MATRIX



ALL AREAS						
WE ARE SAFE		WE ARE RESPECTFUL			WE ARE RESPONSIBLE	
<ul style="list-style-type: none"> <li>We are in the right place at the right time.</li> <li>We walk on hard surfaces.</li> <li>We walk quickly, quietly, directly and on the left.</li> <li>We keep hands, feet, mouth and objects to ourselves.</li> <li>We care for property and equipment.</li> <li>We use good hand hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>We speak politely and with kindness to all.</li> <li>We are fair- we share, we have fun.</li> <li>We include all and show empathy for others.</li> <li>We respect ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>We respect the environment.</li> <li>We are kind and caring.</li> <li>We follow instructions.</li> <li>We are active listeners.</li> <li>We put our rubbish in the bins.</li> <li>We wear our school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>We are on time.</li> <li>We follow instructions.</li> <li>We allow others to learn.</li> <li>We are ready and prepared.</li> <li>We take ownership of our learning.</li> </ul>	<ul style="list-style-type: none"> <li>We accept and learn from our mistakes.</li> <li>We are responsible for our actions and behaviour on excursions.</li> </ul>		
Play Areas	Classroom	Canteen	Assemblies	Office	Home time	Toilets
We wear a school hat. We line up in right place. We stay in bounds. We sit while eating. We wait for teachers. <b>Morning</b> We arrive after 8:30am and sit in shelter.	We sit quietly and wait. We keep our hands to ourselves. We respect personal space for others. We follow instructions. We take turns. We take our hats off inside. We are courteous towards and listen to <b>everyone</b> – adult or student.	We use our own money. We line up and wait for the teacher. We use the central stairs.	We walk in quiet, straight lines. We sit quietly and wait. We leave assemblies quietly.	We use a class or playground pass. We follow instructions to go to the office.	We walk out of the school. We arrive on time to bus lines. We check out/check with teacher if leaving bus lines. We use the crossing. We meet parents in a safe place. We walk our wheels out of the school.	We leave food outside. We use a class pass during learning time. We make sure we wash our hands. We go in a toilet by ourselves.
We play fairly. We include others. We play on the right oval. We use equipment appropriately. We keep hands and feet to ourselves. We wait our turn.	We respect personal space for others. We follow instructions. We take turns. We take our hats off inside. We are courteous towards and listen to <b>everyone</b> – adult or student.	We speak politely and use our manners. We follow instructions. We do not ask others for money. We clean up. We eat our food in the shelter.	We take our hats off. We listen and show eye contact. We are respectful audience members. We ignore distractions.	We quietly wait our turn. We follow staff instructions. We speak politely.	We keep our hands and feet to ourselves. We follow teacher and bus driver instructions. We wait for the teacher to cross at Music Room gate. We are polite and use our manners.	We respect other's privacy. We leave the toilets clean, ready for others. We use, flush, unlock, wash and go. We go to the toilet in break times.
We care for wildlife. We talk to a teacher if there is a problem. <b>Morning</b> We sit in the shelter and wait for the bell. We drop off our bag and go straight to the shelter. We wait for the teacher before playing.	We are on time. We participate in learning.	We only buy for ourselves. We order lunch before school. We accept if something is unavailable. We accept if we don't have enough money.	We sit and stand quietly. We are active listeners during assembly. We sing the school song and national anthem proudly. We accept that we don't always get an award. We accept we don't get to sit where we like.	We greet visitors politely. We enter the office calmly. We communicate clearly.	We wait our turn. We sit in our own bus line. We wait for our bus to be called. We sit where we can make good choices.	We accept that some-times we have to wait. We keep toilets clean and tidy – clean up our own mess. We ignore distractions.
WE ARE RESPONSIBLE						



## BEHAVIOUR CODE incorporating BPS Rules

School rules are prominently displayed in all classrooms and learning areas of the school~

***We are Safe***

***We are Respectful***

***We are Responsible***

<b><i>In NSW public schools students are expected to:</i></b>	<b><i>Bellingen Public School Rules</i></b>	<b><i>Code of conduct</i></b> <i>As a student of Bellingen PS I will: -</i>
<ul style="list-style-type: none"> <li>Follow school and class rules and follow the directions of their teachers</li> <li>Resolve conflict respectfully, calmly and fairly</li> <li>Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools</li> </ul>	<b>We are Safe</b>	<ul style="list-style-type: none"> <li>Model and follow departmental, school and/or class codes of behaviour and conduct</li> <li>Negotiate and resolve conflict with empathy</li> <li>Take personal responsibility for behaviour and actions</li> <li>Care for self and others</li> <li>Avoid dangerous behaviour and encourage others to avoid dangerous behaviour</li> <li>Take care of school property.</li> <li>Ask permission before using the property of someone else.</li> <li>Attend school every day (unless legally excused)</li> <li>Arrive at school and class on time</li> <li>Be prepared for every lesson</li> <li>Come regularly to school at the right time.</li> </ul>
<ul style="list-style-type: none"> <li>Respect other students, their teachers and school staff and community members</li> <li>Respect all property</li> <li>Not bully, harass, intimidate or discriminate against anyone in our schools</li> </ul>	<b>We are Respectful</b>	<ul style="list-style-type: none"> <li>Treat one another with dignity</li> <li>Speak and behave courteously</li> <li>Cooperate with others</li> <li>Develop positive and respectful relationships and think about the effect on relationships before acting</li> <li>Value the interests, ability and culture of others</li> <li>Take care with property</li> <li>Follow instructions.</li> <li>Be constructive not destructive.</li> </ul>
<ul style="list-style-type: none"> <li>Strive for the highest standards in learning</li> <li>Comply with the school's uniform policy or dress code</li> <li>Attend school every day (unless legally excused)</li> </ul>	<b>We are Responsible</b>	<ul style="list-style-type: none"> <li>Dress appropriately by complying with the school uniform or dress code</li> <li>Actively participate in learning</li> <li>Aspire and strive to achieve the highest standards of learning</li> <li>Take responsibility for myself.</li> </ul>

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, and will be dealt with under the schools' Anti-bullying' and Suspension and Expulsion Policies.

## AWARDS

Awards will be handed out at stage assemblies each fortnight. These awards aim to give specific feedback and acknowledgement to the students of how they have, for example, improved, contributed positively to the school community, demonstrated responsibility or being a safe, respectful learner etc.



### STUDENT OF THE MONTH (SOM)

















Class teachers recognise the special qualities in students and nominate two students per month for this award. Student of the Month Certificates will be awarded at the Whole School Assembly and the successful students' photo will be published in the School Newsletter.

**Criteria** - for outstanding attitude and citizenship at school

### ATTENDANCE AWARD

Our Attendance Award each term recognises those children who have attended school each term for more than 96% of the time. Students with 100% across the year will be recognised at Presentation Day.

### OTHER STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

-  Ongoing feedback to students for appropriate behaviour (particularly the three school rules)
-  Staff modelling of consistent, caring and controlled behaviour
-  Commendations and recognition at assemblies, in the weekly newsletters and at special occasions
-  Regular contact with parents and caregivers
-  Verbal praise and recognition
-  Participation in PSSA competitions, inter-school debating, chess and public speaking and other local or state opportunities
-  Recognition of students with special needs, remediation and programs for gifted and talented students
-  Student Self Evaluation
-  **Second Step** – K-6 evidence-based Social Emotional Learning (SEL) Program
-  **Zones of Regulation**
-  **Student Leadership** – eg: Student Representative Council, and Community of Schools events.
-  **Structured Play** – games on the oval group for Early Stage 1/Stage 1 students. 1st half lunch
-  **Tools4Learning** – Teaching self-regulation using a range of sensory-motor strategies thus enhancing and promoting student engagement and learning.
-  **Mandatory Child Protection K-6** - teaches protective behaviours to all students.
-  **Mandatory Drug Education** - defines what drugs are, their uses and associated dangers.
-  **Personal Development** - a specific program for Years 4, 5 and 6 focusing on the stages of development as puberty approaches, within the framework of the Personal Development, Physical Education and Health Syllabus

## STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

### Classroom Management of Inappropriate Student Behaviour

The classroom teacher (including the RFF teacher) plays a pivotal role in maintaining a positive classroom environment and promoting productive relationships with each student. From time to time the teacher will need to manage student behaviour which is not in keeping with the school's and/or teachers expectations. It is important that the teacher understand their role in restoring the student's behaviour to a more acceptable standard. All teachers are asked to use the school's agreed 'classroom procedures' when managing student's behaviour (See following pages).

It is an expectation that teachers will enforce fair and firm discipline procedures to maintain the class' learning focus. Where consequences (eg: class time out) are applied, the individual teacher is responsible for following through and managing the restorative process. Giving control over to another teacher to discuss the inappropriate behaviour does little to change the relationship between teacher and student. In extreme or serious circumstances, the student may be referred immediately to the Assistant Principal, then Principal.

### Playground Management of Inappropriate Student Behaviour

All staff members must be vigilant when supervising the playground to ensure a safe and respectful school environment. All staff members should carry the orange playground bag and wear a fluorescent vest. From time to time students will need to be reminded of rules and expectations. Consequences for inappropriate behaviours will range depending on severity and context. Where incidents are minor, students should be reminded of rules by the teacher dealing with the incident and where appropriate have immediate consequences to reinforce better choices. Where the behaviour is major or serious, teachers will need to apply the schools policies and procedures (refer to Classroom and Playground Procedures). It is the supervising teacher's responsibility to follow through with an appropriate investigation and referral where necessary. This may involve interviewing students after the play period has ended. Serious behaviour infringements must be referred to the stage Assistant Principal.

### Classroom and Playground Procedures

Bellinghen Public School proactively and systematically works towards the reduction and prevention of unacceptable student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, all students should experience predictable and consistent consequences. All students at Bellinghen Public School are encouraged to show behaviours that keep with our school expectations of being **SAFE, RESPECTFUL** and **RESPONSIBLE**.

PLAYGROUND					
Behaviour Level and Consequence	Typical behaviours		Possible Consequences	Teacher Responsibilities	Assistant Principal Responsibilities
<b>Minor</b> Infringements of school expectations - counselling by the teacher, low level consequences and restitution Deal with issue in playground	<ul style="list-style-type: none"><li>Running on the concrete</li><li>Kicking balls under the cover</li><li>Littering</li><li>Excluding others</li><li>Disobedience</li><li>Dangerous use of equipment</li></ul>	<ul style="list-style-type: none"><li>Lying</li><li>No hat</li><li>Rough play</li><li>Out of bounds</li><li>Littering</li><li>Inappropriate use of digital devices</li><li>Inappropriate language</li></ul>	<ul style="list-style-type: none"><li>Counselling /Discussion</li><li>Face it, <u>Fix</u> it, Forget it</li><li>Shadowing</li><li>Lunch/Recess time out</li><li>Record incident in diary</li><li>Time out in visible area</li></ul>	<ul style="list-style-type: none"><li>Give logical consequences</li><li>Redirect behaviour</li><li>Monitor behaviour</li><li>Teach positive behaviour</li><li>Praise/reward positive behaviour</li></ul>	<b>NIL</b> <div><b>PRINCIPAL</b> Ensure school policies and procedures are followed Support Stage APs Apply DET suspension policies where necessary</div>
	<b>Moderate</b> Infringements of school expectations - counselling by teacher recording of behaviour and restitution Deal with issue during lesson breaks, seeking APs assistance/advice.	<ul style="list-style-type: none"><li>Continued dangerous use of equipment</li><li>Continued aggressive play</li><li>Continued inappropriate language</li><li>Inappropriate touching</li><li>Continued disobedience</li><li>Spitting at someone</li><li>Stealing</li><li>Continued inappropriate use of digital devices</li><li>Verbal abuse (racial, sexual etc)</li></ul>		<ul style="list-style-type: none"><li>Communication with classroom teacher</li><li>Sentral notification</li><li>follow up conversation with executive</li><li>Shadowing</li><li>Students of concern identified at LST meeting, executive and communications meeting</li></ul>	
<b>Major</b> Infringements of school expectations - investigation by the teacher and/or school executive, recording of behaviour, enforcement of consequences and restitution Emergency-Need assistance immediately.	<p>Physical violence</p> <ul style="list-style-type: none"><li>Vandalism</li><li>stealing valuable items</li><li>Intentional damage of equipment</li></ul>		<p>Sentral notification to stage AP</p> <ul style="list-style-type: none"><li>Parent</li><li>Interview (face to face)</li><li>Time off playground with executive and classroom teacher</li><li>In school suspension</li><li>Suspension</li><li>Expulsion</li><li>Students of concern identified at LST meeting, executive and communications meeting</li><li>In class/playground monitoring card.</li></ul>	<p><u>Sentral notification completed</u> and sent to AP and Principal</p> <ul style="list-style-type: none"><li>Teacher/Executive/ Student conference</li></ul>	<ol style="list-style-type: none"><li>Teacher/Executive/ Student conference</li><li>Sentral database entry</li><li>Parent interview/ phone call/ interview, as appropriate. Discuss goals and strategies</li><li>Principal to consider / manage suspension</li><li>Complete referrals to Distract Office and counsellor</li><li>Monitor and manage Risk Assessment</li></ol>

**NIL**

**PRINCIPAL**

Ensure school policies and procedures are followed  
 Support Stage APs  
 Apply DET suspension policies where necessary

CLASSROOM				
Behaviour Level and Consequence	Typical behaviours		Possible Consequences	Teacher Responsibilities
<b>Minor</b> Infractions of school expectations - counselling by the teacher, low level consequences and restitution Deal with issue in playground	<ul style="list-style-type: none"> <li>Answering back</li> <li>Calling out</li> <li>Defiance</li> <li>Disrespect towards teacher</li> <li>Disrupting others and inciting problems</li> <li>General swearing</li> <li>Lack of effort</li> </ul>	<ul style="list-style-type: none"> <li>Misuse of school or personal equipment</li> <li>Put downs</li> <li>Throwing items across the room</li> <li>Unauthorised quick absence from the class</li> <li>Use of mobile</li> </ul>	<ul style="list-style-type: none"> <li>Moving down flowchart</li> <li>Counselling /Discussion</li> <li>Lunch/Recess time out</li> <li>Parent contact</li> <li>Record incident in diary</li> <li>Time out in visible area</li> <li>Face it, <u>Fix</u> it, forget it.</li> </ul>	<ul style="list-style-type: none"> <li>Give logical consequences</li> <li>Redirect behaviour</li> <li>Monitor behaviour</li> <li>Teach positive behaviour</li> <li>Praise/reward positive behaviour</li> </ul>
<b>Moderate</b> Infractions of school expectations - counselling by teacher recording of behaviour and restitution Deal with issue during lesson breaks, seeking APs assistance/advice.	<ul style="list-style-type: none"> <li>Constant misbehaviour- repeated warning behaviours.</li> <li>Continual misuse of personal or school property.</li> <li>Continual/long unauthorised absence from class</li> <li>Inappropriate/continual use of mobile phones</li> <li>Persistent defiance-disruption</li> <li>Swearing- persistent or with intent to hurt</li> <li>Throwing items with intent to hurt.</li> <li>Touching others inappropriately</li> <li>Vandalism</li> <li>Verbal abuse directed at teacher/student</li> <li>Spitting at another person</li> </ul>	<ul style="list-style-type: none"> <li>Exit</li> <li>Sentral notification</li> <li>Names moved down Flowchart</li> <li>Students of concern identified at LST meeting, executive and communications meeting</li> <li>Follow up conversation with executive</li> </ul>	<ul style="list-style-type: none"> <li>Give logical consequences</li> <li>Teacher dealing with the incident to contact parent within 24 hours</li> <li>Inform classroom teacher</li> <li>Sentral notification completed</li> </ul>	1. Sentral notification discussed with teacher by Executive 2. Executive discuss possible action/recommendation with teacher 3. Support CT where necessary 4. Ensure appropriate follow up if necessary, e.g. Risk Assessment, IEP, Behaviour Plan 5. Monitor improvement 6. Refer to LST when appropriate
<b>Major</b> Infractions of school expectations - investigation by the teacher and/or school executive, recording of behaviour, enforcement of consequences and restitution Emergency-Need assistance immediately.	<ul style="list-style-type: none"> <li>Consistent misbehaviour- repeated warning behaviours.</li> <li>Constant misuse of personal/ school property/property damage</li> <li>Extreme misuse of equipment e.g. throwing tables, chairs</li> <li>Extreme sexualised behaviour, including the use of mobile phones</li> <li>Physical violence (e.g. fighting)</li> <li>Possession of drugs</li> <li>Refusal to go</li> </ul>	Sentral notification to stage AP Parent Interview (face to face) Time off playground with executive and classroom teacher In school suspension Suspension Expulsion Students of concern identified at LST meeting, executive and communications meeting In class/playground monitoring card	<ul style="list-style-type: none"> <li>Sentral notification completed and sent to AP and Principal</li> <li>Teacher/Executive/ Student conference</li> <li>Sentral database entry</li> <li>Parent interview/ phone call/ interview, as appropriate. Discuss goals and strategies</li> <li>Principal to consider/manage suspension</li> <li>Complete referrals to Distract Office and counsellor</li> <li>Monitor and manage Risk Assessment</li> </ul>	1. Teacher/Executive/ Student conference 2. Sentral database entry 3. Parent interview/ phone call/ interview, as appropriate. Discuss goals and strategies 4. Principal to consider/manage suspension 5. Complete referrals to Distract Office and counsellor 6. Monitor and manage Risk Assessment

**PRINCIPAL**  
 Ensure school policies and procedures are followed  
 • Support Stage APs  
 • Apply DET suspension policies where necessary



## Classroom and Playground Procedures

All students at Bellinghen Public School are encouraged to show behaviour in classrooms that are in keeping with our school expectations of being  
**Safe, Respectful, Responsible.**

Possible Consequences for breaches of school wide expectations.

Inappropriate behaviours may result in any of the following consequences depending on severity, frequency and context.

- Counselling - teacher and students discuss better behaviours and consequences.
- Exit - student is removed from normal class setting - either in a quiet area of the classroom or in another class.
- Recording in playground folder and Sentral
- Parents contacted by letter/phone
- Suspension Warning - Parents are informed by phone or letter
- Suspension
- Restorative Conferences - 'Face it, Fix it, Forget it'
- Teacher administered detention
- Check In with Teacher/Assistant Principal
- Lunch-time "Time-Out" - SENTRAL
- Community service activities, such as picking up litter or repairing damage to school facilities
- In school suspension
- External suspension (short: 1-10 days; long: 11-20 days)
- In extreme circumstances -
  - Cancellation of Enrolment
  - Expulsion

These consequences are applied after investigating individual cases, and taking in to account all known circumstances, including previous student actions and based on the principal drawing a "reasonable belief" around the actions that have or have not occurred in specific incidents.


Bellinghen Public School seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour

### TIME OUT

Time Out will occur in the Library from 11:15 - 11:40am each day, under the supervision of an executive staff member. A Time Out register will be kept to record all students involved and the reason for the Time Out on Sentral.

## Consistent Classroom Management System

All classrooms at **Bellinghen** Public School will operate a **Consistent Behaviour Management System** within all classrooms. This system aims to promote a positive and safe environment for all.

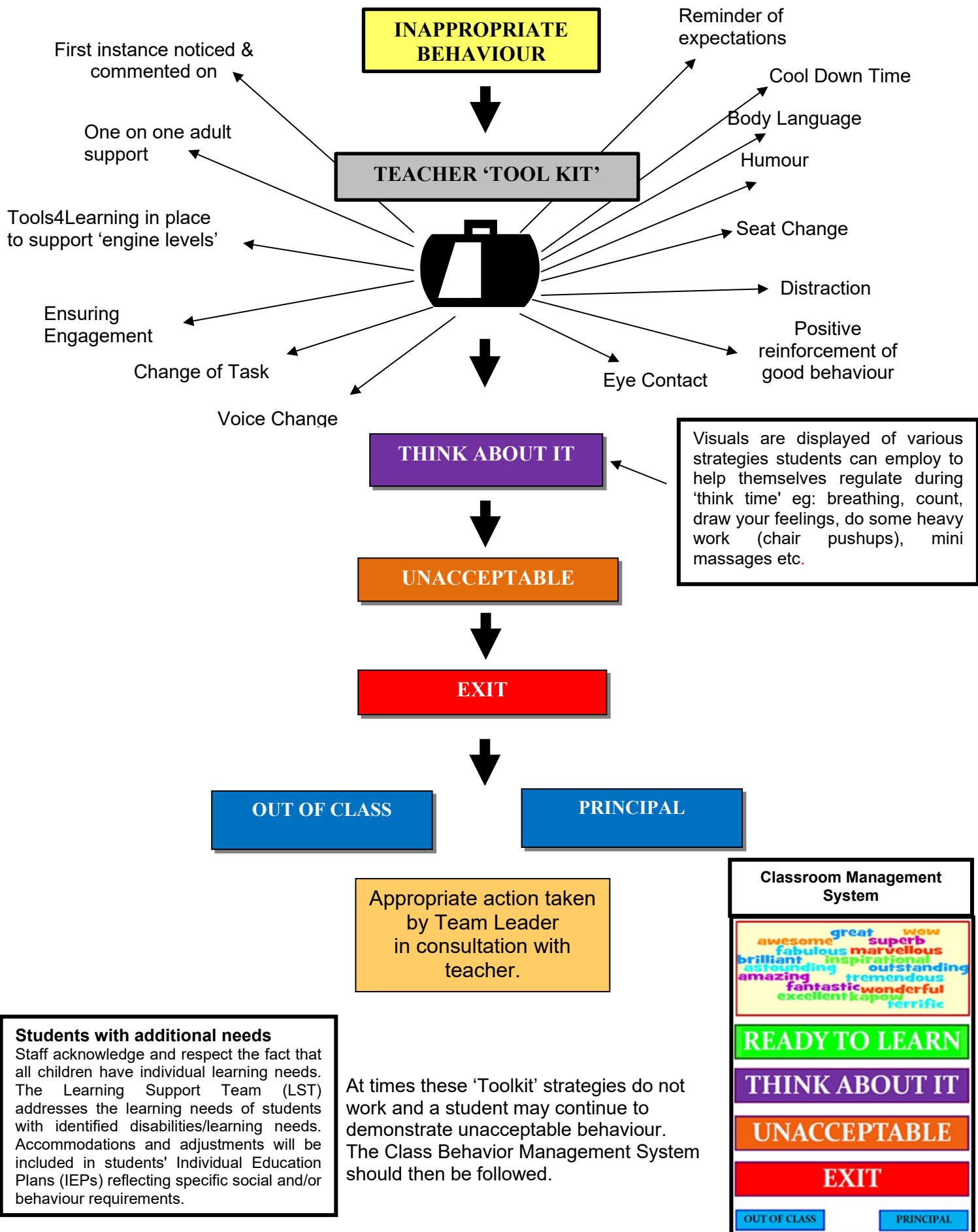
LEVEL	COMMENTS QUESTIONS/DIRECTIONS	CONSEQUENCES
	<b>AWESOME!</b> <b>Possible Prompts –</b> <ul style="list-style-type: none"> <li>Great work</li> <li>Well done</li> <li>You are being Safe/Responsible, showing Respect etc.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards, praise, stickers, awards, call home 😊.</li> <li>Choices in learning</li> <li>Feeling good</li> <li>Having friends</li> <li>Enjoying school</li> </ul>
READY TO LEARN	<b>STUDENTS START AT THIS LEVEL AT THE START OF EACH SESSION</b> <b>Possible Prompt –</b> <ul style="list-style-type: none"> <li>Great work – you are staying on task!</li> </ul>	<ul style="list-style-type: none"> <li>Rewards, praise, stickers, awards</li> <li>Choices in learning</li> <li>Feeling good, having friends</li> <li>Enjoying school</li> </ul>
THINK ABOUT IT	<b>Behaviour NOT showing Respect/Safety or Responsibility</b> <b>Possible Prompts –</b> <ul style="list-style-type: none"> <li>What is your job?</li> <li>Do you need to change you behaviour/thinking?</li> <li>Are you interrupting the learning of others?</li> <li>What are you choosing to do?</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring</li> <li>Redirecting</li> <li>Rule reminder</li> </ul>
UNACCEPTABLE	<b>Behaviour NOT showing Respect/Safety or Responsibility</b> <b>Possible Prompts–</b> <ul style="list-style-type: none"> <li>What is your job?</li> <li>Do you need help?</li> <li>What are you seeking?</li> <li>Are you choosing time out?</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring</li> <li>Redirecting discussion</li> <li>In class timeout</li> <li>Possible recess/lunchtime discussion</li> <li>Contact parent/carer</li> </ul>
EXIT	<b>Behaviour NOT showing Respect/Safety or Responsibility</b> Student is directed to have time out in buddy class. Teacher writes out 'Exit' slip. Student returns to room after time out. <b>Possible Prompts–</b> <ul style="list-style-type: none"> <li>You are choosing inappropriate behaviour</li> <li>You do not have the right to do that</li> <li>Exit to buddy class</li> <li>Thank you for taking Exit –let's get back to work.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour recorded on Sentral</li> <li>Exit in Buddy Class</li> <li>Possible lunchtime plan, discussion with teacher</li> <li>Parents informed</li> </ul>
OUT OF CLASS PRINCIPAL	<b>Behaviour NOT showing Respect/Safety or Responsibility</b> Students who continue to not show Respect, Safety or Responsibility are removed from class for rest of the day. <ul style="list-style-type: none"> <li>Please wait quietly while ..... or .....is called to remove you from the room.</li> </ul>	<ul style="list-style-type: none"> <li>Removal from class by executive</li> <li>Recorded on Sentral</li> <li>Parents informed</li> <li>Possible suspension/loss of privileges</li> <li>Removed from playground</li> </ul>

★TEACHERS MAY MOVE STRAIGHT TO TIME OUT/EXIT IF THERE IS A SERIOUS INCIDENT★



# CLASSROOM MANAGEMENT

Teachers use a variety of appropriate management procedures (see below) in class to assist if the teaching and learning program is disrupted by inappropriate student behaviour.



## SUSPENSION

In accordance with the NSW Department of Education and Training “Suspension and Expulsion of School Students Procedures” (2004), principals must suspend immediately any student who:

- is physically violent. Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and wellbeing of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to the police.
- is in possession of a firearm, prohibited weapon, or knife. The matter must be reported to the NSW police immediately.
- uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

Short suspension may be imposed for:

1. **Continued Disobedience.** This includes but is not limited to, breaches of the school discipline code such as: refusal to follow staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
2. **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.

Principals will impose a long suspension for:

1. **Physical Violence:** Which results in pain or injury, or which seriously interferes with the safety and wellbeing of other students and staff;
2. **Use or possession of a prohibited weapon, firearm or knife;**
3. **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;
4. **Serious criminal behaviour related to the school:** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member;
5. **Use of an implement as a weapon;**
6. **Persistent or serious misbehaviour.** This includes, but is not limited to:
  - repeated refusal to follow the school discipline code;
  - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
  - making credible threats against students or staff;
  - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

### PRINCIPAL'S DISCRETION

The principal may impose special sanctions or vary these procedures to respond appropriately to special or emergent situations that may develop with regard to a student's behaviour. This will take the form of a negotiated behaviour plan. The development of the behaviour plan is done in consultation with all relevant stakeholders, including the student and their parent /caregiver, the school Learning Support Team and Stage Leader.



# BELLINGEN PUBLIC SCHOOL

## Attendance Policy



### **Rationale:**

- The NSW Department of Education requires that children of school age (six-seventeen years) are required to be in full-time attendance at a government (or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption).

### **Aims:**

- To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.
- To improve the overall attendance of all students

### **This will be achieved by:**

- Improving our monitoring of non-attenders (students with Unexplained Absences or extended periods of unjustified Sick leave)
- Increasing the number of non-attending students returning to school
- Decreasing the amount of school missed by low/non-attending students
- Encouraging parents to explain prolonged absences appropriately

### **Implementation:**

- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.
- Absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Illness is reasonable grounds for an absence - shopping excursions/birthday parties are not.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to provide a written note, advise the school via a phone call, email or through the Skoolbag app when an absence has occurred.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded each morning by teachers and are lodged electronically via Sentral. This information is then available to the Department of Education.
- The NSW Department of Education and enrolment auditors may seek student attendance records.
- The principal has a further responsibility to ensure that unexplained absences are followed up initially by the class teacher via a phone call or note. If no response is forthcoming then the principal, or delegate, sends a letter seeking an explanation for the day or days unexplained (this process is also used for high levels of absenteeism requiring explanation).
- The principal, or delegate, will contact parents of students with high levels of unexplained or unjustified absences, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised with the Home School Liaison Officer (HSLO). Unresolved attendance issues will be reported by the principal to the HSLO requesting intervention strategies such as attendance plans be implemented.
- Student attendance and absence figures will appear on student semester one and semester two reports.
- Aggregated student attendance data is reported to the NSW Department of Education and the wider community each year as part of the school's annual report.

## **APPENDIX A**

### **ANTI BULLYING PLAN**

This is available as a separate document on request.