



**MEDOWIE PUBLIC  
SCHOOL**



## STUDENT WELLBEING POLICY

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## WELCOME

Student Wellbeing at Medowie Public School encompasses everything the school community does to meet the personal, social and learning needs of the students by creating a safe, caring school environment in which students are nurtured as they learn. Our school aims to incorporate explicit lessons in PBL (Positive Behaviour for Learning) and provides ongoing educational services to support students. We recognise diversity in the school community and provide programs and support which acknowledge difference and promote harmony. Medowie Public School provides opportunities for students to enjoy success and recognition, derive enjoyment from their learning and make a useful contribution to the life of the school.

Principal: Allison Thompson



**Medowie Public School  
strives to prepare  
students to become  
lifelong learners who  
are community minded,  
respectful, responsible  
and resilient citizens.**

### Our PBL Expectations:

- **Responsible**
- **Respectful**
- **Resilient**







# ENCOURAGING

# STUDENT SUCCESS

## Medowie Public School encourages success by:

- Providing an interesting, engaging and differentiated curriculum to meet the needs of each student.
- Facilitating a positive school culture where students feel valued and develop skills which will enhance the quality of their life and their relationships with others.
- Supporting students to achieve success in their learning through access to the school's Learning Support Team including the School Counsellor.
- Providing programs to develop student self-regulation, communication and responsible decision making, such as:
  - PBL and Community PBL
  - Buddy program
  - Kindergarten Transition
  - High school transition
  - Student Representative Council
  - Student Leadership in Primary in Schools (SLIPS) program
  - Extra-Curricular activities
- Supporting students through parent and community participation in school activities.
- Developing easily understood rules which are fair and equitable as outlined by the Department of Education's 'Behaviour Code for Students – NSW Public Schools'.
- Being consistent in the reinforcement of good behaviour management techniques.
- Discussion with parents/caregivers about their role in the management and promotion of student behaviour.
- Being considerate of the particular needs and pressures experienced by young people in the local community.
- Liaising with community agencies to provide additional support.



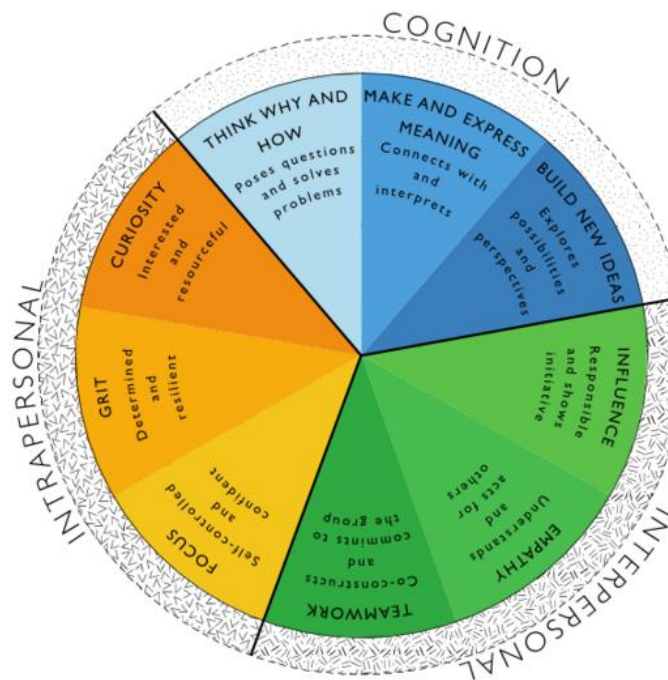


# TRANSFORMATIVE LEARNING

## Learning Disposition Wheel

### Medowie Public School and the Learning Disposition Wheel:

Critical reflection, creativity, communication and collaboration are important 21<sup>st</sup> century skills we believe our students need to be successful in the future. To cater for the needs of future focused learners our school embeds the 4C capabilities into our pedagogy for our students to improve not only their learning but also their wellbeing. Our teaching staff provide a range of experiences and opportunities for students to explore the elements of the Learning Disposition Wheel (as pictured below) so that they are aware of what self-regulated learning looks like.



The Learning Disposition Wheel highlights 9 elements segmented into three sections - cognition, intrapersonal and interpersonal skills. Every element is necessary for students to be able to learn effectively and have good well-being. The wheel is designed to assist children in being able to regulate their own behaviour by looking at each of the elements. For example, if a child is having difficulty in being able to persist and apply themselves in mathematics when they come across problem based questions, they can refer to the wheel to work out what skill they need. Working on 'grit' would allow a child to develop the stamina to persist and solve these kinds of questions. Similarly, students who are unable to regulate their emotions when they get out in a game of sport could refer to the wheel and work on 'focus' so they are able to remain in control when these situations arise.



# POSITIVE BEHAVIOUR AWARD SYSTEM

## Our Core Values

At Medowie Public School, we expect our students to be:

**RESPECTFUL**

**RESPONSIBLE**

**RESILIENT**

Throughout the day all of our teachers look for examples of students who are 'being respectful', 'being responsible' and 'being resilient'. This can occur in the classroom or in the playground. The identified students will immediately be given a PBL token. PBL tokens are placed in a container located outside the school library. There is no limit to the amount of tokens that can be handed out to students throughout the school day. Once the container is full of PBL tokens the whole school is eligible for a reward. Whole school rewards are negotiated with all classes at the commencement of each school year. The students vote on a range of rewards that are ranked from most popular through to least popular. They then become the awards for the given school year. Examples of suitable whole school rewards include, but are not limited to double lunches, out of uniform days, crazy hair days, sport afternoons, board game afternoons and discos.

A secondary PBL awards system recognises Medowie students who display our school expectations consistently and for sustained periods every school day. These awards are documented in our online management system, Sentral, under positive incidents. Three award cards will be distributed every school day by every staff member. Only students who display our school expectations consistently and for sustained periods of time will receive these awards.



It is the student's responsibility to take pride in these awards, keep them in a safe place and show them to the principal when they reach 10 awards. They will then be eligible for a certificate presented at whole school assemblies. Students will be able to achieve 'Positive', 'Behaviour', 'Learning' and 'Ultimate' PBL awards. Each certificate will also provide every student at the end of the school term with an additional reward to recognise their ongoing commitment to following our school expectations.

# INDIVIDUAL AWARD LEVELS



## Positive Award

10 Tokens

Students who receive a bronze certificate will be granted an additional 30 minutes of play at the end of the term in which they receive the award.



## Behaviour Award

+ 10 tokens  
(20 total)

Students who receive a silver certificate will be invited to a morning tea with the principal at the end of term in which they receive the award.



## Learning Award

+ 10 tokens  
(30 total)

Students who receive a gold certificate will have their name displayed in a new library book as being a 'gold student'. These students will be the first allowed to borrow this book. This will occur at the time the award is achieved.



## Ultimate PBL Award

+10 tokens  
(40 total)

Students in Years K-5 will be awarded with a badge that recognises them as an Ultimate PBL student. Students will be able to proudly wear this badge the following school year to recognise their outstanding commitment to following the school's expectations. Students in Year 6 will be presented with a medallion at Presentation Day. The principal may also reward these students with a special 'treat day' at the conclusion of the school year to be determined annually by the PBL committee.

If a student reaches the Ultimate PBL Award within a year they will receive a badge that they can wear every day from then on. Every subsequent year that they achieve this they will be given another badge and further recognition. In theory, students who strive for perfect behaviour may end up with seven Ultimate PBL Award badges by the end of primary school.

# OBTAINING AWARDS



Students can strive to achieve the 'respectful', 'responsible' and 'resilient' awards by displaying the following types of behaviour in class and in the playground. At Medowie Public School we:



- Use manners
- Speak kindly to everyone
- Look after the environment



- Move safely
- Are in the right place at the right time
- Are accountable for personal actions



- Encourage others
- Have a positive attitude
- Follow instructions

*Taken from PBL All Settings Matrix – Displayed in every classroom*

## MERIT AWARDS

Our classroom teachers acknowledge the achievement of three students each fortnight at our Friday afternoon whole school assembly by presenting them with a Merit Award. These awards are for outstanding effort in any area – academic, social or environmental. Award recipients are acknowledged in the school newsletter with a group photo.

## PRINCIPAL'S AWARD

The principal endeavours to spend time in student classrooms each school day. Whilst in the classrooms, the principal will look for students who exhibit the school expectations. A letter from the principal will be sent home to acknowledge these students and the great role models they are. These letters will be sent home by mail.



# STUDENT LEADERSHIP

## CAPTAINS & COUNCIL

### **Student Leadership at Medowie Public School:**

Students are happier and participate more effectively in their education when their ideas are listened to and their opinions valued. To prepare our students in their transition from primary to high school, there is a variety of student leadership opportunities. These include School Captains, School Councillors and House Captains. Our school will benefit from our students being involved in school organisation and planning whilst providing them with these necessary skills for life.

## SCHOOL CAPTAINS



Each year, school captains are elected by Medowie students and staff members. They maintain a student leadership role throughout the school year, leading school assemblies, the SRC, representing the school at formal functions and acting as role models for their peers. School captains must be prepared to wear full school uniform and uphold exemplary school behaviour. The process for becoming a School Captain involves the following steps:

- Year 5 students can self-nominate or be nominated by another child.
- Successful completion of the *Student Leadership In Primary Schools (SLIPS)* program is required for all Year 5 students who self-nominate or are nominated by their peers.
- Nominated students seeking to be Medowie School Captain will present a speech to a special Years 2–6 assembly.
- Nominated candidates are ineligible to stand for school captain positions if they have had 3 or more planning rooms in their current scholastic year or have been suspended in the last two school years.
- A general election will be held for all students from Years 2 – 6 and all staff. All votes are of equal value. Votes will be placed into a sealed ballot box for boy and girl nominations. The ballot box will be kept in a secure place.
- Counting will be done by a member of the P&C and the Principal. Any member of the P&C who has a child running in the election is ineligible to count the votes.
- The two female and male students who have the highest number of votes will become Medowie's School Captains.



# STUDENT COUNCIL



A School Student Representative Council is a group of students in a school, led by the school captains, who are elected by their fellow students. They represent the students in the school and organise ways for them to participate in school life. Involvement in the SRC aims to equip elected students to develop citizenship skills, have a positive involvement in the decision-making process and develop a knowledge of meeting procedures. These students participate in meetings sticking to an agenda each fortnight. Medowie Public School's SRC aims to be:

- **EDUCATIONAL** by developing skills in leadership and communication.
- **DEMOCRATIC** because every student has a voice.
- **RESPONSIBLE** for solving real problems and making real decisions.
- **SHARING** decision-making with school executive, teachers, peers and the school community.
- **CARING** about the school, what happens in it and to it.
- **FUN AND REWARDING** for everyone in the school.

There are nine councillor positions available for Year 6 students to hold. They maintain a role in the SRC for one year and must be prepared to provide reports in assemblies, assist where needed at lunch time in hall preparation, wear full school uniform, liaise with teachers to gain information for their reports and be appropriate role models for all students within the school. The process for becoming a school councillor involves the following steps:

- Year 5 students can self-nominate or be nominated by another child.
- Successful completion of the *Student Leadership In Primary Schools (SLIPS)* program is required for all Year 5 students who self-nominate or are nominated by their peers.
- Nominated students seeking to be part of the Student Representative Council will present a speech to a special Years 2–6 assembly.
- Nominated candidates are ineligible to stand for student representative council positions if they have had 3 or more planning rooms in their current scholastic year or have been suspended in the last two school years.
- All votes are of equal value during the election process. Votes will be placed into a sealed ballot box for all nominations. The ballot box will be kept in a secure place.
- Counting will be done by the Stage 3 Assistant Principal and the Principal.
- The nine students who have the highest number of votes will become the newly elected Representative Council.



# STUDENT REPRESENTATIVE POSITIONS



## Captains:

- Chair Meetings.
- Conduct Voting.
- Co-ordinate weekly and special assemblies.
- Assist classes with assembly items.
- Organise awards for assemblies.
- Make speeches e.g. welcoming/thanking people, offering gifts, accepting presentations.
- Write thank you letters on behalf of our school.
- Represent our school on special occasions.
- Control question and discussion time.

## Captains in role of Secretary / Treasurer:

- Prepare and present reports.
- Keep records of funds.
- Collect money raised, count it, record amount.
- Organise, through discussion in SRC, budget planning.
- Record minutes of each SRC meeting.
- Present minutes of previous meeting.
- Keep all records in the Secretary's book.
- Prepare a brief summary of any important items of discussion to be given to staff and classes.
- Prepare reports for the School Newsletter where needed.

## Councillor Portfolios:

### EDUCATION



### ENVIRONMENT



### ENTERTAINMENT



### TRANSPORT



### WELLBEING



### SPORT



### MULTICULTURALISM



### HEALTH



### MEDIA



# ROLES & RESPONSIBILITIES OF A COUNCILLOR



## Councillor for Education

- Report to each meeting.
- Form and organise committee when appropriate.
- Set up assemblies, meetings and return room to correct setting.
- Be responsible for the Australian and school flags and banners when required.
- Speak at assemblies about any school rule.
- Collect ideas from students on ways to improve life at school e.g. excursions, visiting speakers, problem areas identified and improved.
- Organise school foyer displays.



## Councillor for the Environment

- Report to each meeting.
- Form and organise committee when appropriate.
- Assist with grounds/gardens
- Increase school awareness of special environment days e.g. Make posters for school expectations or important days such as; Wattle, Earth, Clean up Australia Days.
- Speak at assemblies on areas of the school that need special care or cleaning up.
- Assist duty teacher to remind students to clean up assembly areas after recess and lunch.
- Make special awards for children doing the right thing.



## Councillor for Entertainment

- Report to each meeting.
- Form and organise committee when appropriate.
- Liaise with teachers regarding cultural visits, publicise as necessary with posters and reminders to children at assemblies.
- Set up rooms for special performances and assist visiting performer with equipment if necessary.
- Liaise with other organising committees, e.g., canteen, to confer when school social will be held, including special themes.



## Councillor for Transport

- Report to each meeting as necessary.
- Form and organise committee when appropriate.
- Prepare relevant items for the school newsletter.
- Prepare report for the principal if there are any issues with the buses or bikes.
- Speak at assemblies about the bus behaviour and which buses are the best behaved.
- Support important transport related events such as Walk Safely to School Day.



## Councillor for Wellbeing

- Report to each meeting.
- Form and organise committee when appropriate.
- Organise and distribute fund raising material e.g. Stewart House, Red Cross, MS Readathon, etc.
- Sell fund raising materials or assist in preparing raffle books.
- Advertise activities by posters, notices, in bulletins, announcements at assemblies.
- Work with Councillor for Entertainment on school socials, special days or functions.
- Organise school tour for new students to school.



## Councillor for Sport

- Report to each meeting.
- Form and organise committee when appropriate.
- Invite Sport Coordinator to work with the committee.
- Supervise sport storeroom – keep it tidy, check equipment, ensure gear is returned.
- Assist in running lunchtime sporting competitions.
- Assist with distribution of sporting equipment for weekly sport and school carnivals.
- Discuss PBL expectations during lunchtime games with students at assemblies.



## Councillor for Multiculturalism

- Report to each meeting as necessary.
- Form and organise a committee when appropriate.
- Prepare items for the school newsletter.
- Work with the Aboriginal Committee to promote relevant activities.
- Promote Harmony Day and Reconciliation Day through announcements and posters.



## Councillor for Health

- Report to each meeting.
- Form and organise a committee when appropriate.
- Check and assist with Canteen lines at recess and lunch.
- Liaise with canteen committee to make posters to promote new items and canteen news.
- Speak at assemblies about canteen matters.



## Councillor for Media

- Report to each meeting as necessary.
- Form and organise a committee when appropriate.
- Prepare relevant items for the school newsletter.
- Liaise with the Librarian for photo inclusions.
- Liaise with external media, through the principal.



# STAGE TWO MEMBERS OF THE STUDENT REPRESENTATIVE COUNCIL (SRC)



In addition to school captains, councillors and sport house captains, the SRC will also consist of two students from each Stage 2 class. Their role provides an opportunity for the two selected students to become skilled in all aspects of leadership, be a positive role model for other students and provide a democratic forum where all student voices can be heard. These two class positions will be determined by students self-nominating in class. Classroom teachers will determine the two class representatives from the compiled list of nominated students using the following criteria:

## **Student Representative Council (SRC) Role Description:**

- Provide a positive role model to the student body;
- Represent the student body at school and community functions;
- Coordinate and chair school and stage assemblies;
- Encourage students to take pride in their school;
- Assist any students in need when necessary;
- Willingly help school staff and community members when necessary.

## **Essential Criteria**

- Maintain exemplary standards of work and behaviour in class and school activities;
- Maintain an acceptable standard of dress and grooming in accordance with the school's uniform policy;
- Demonstrate the ability to make decisions for themselves (without influence from peers);
- Demonstrate the ability to speak confidently and spontaneously in public;
- Demonstrate school spirit and pride;
- Respect and promote inclusiveness.

## **Loss of Student Leadership Roles**

Students who have been entrusted with leadership roles are expected to uphold their roles and responsibilities. Any student leader who does not comply with the essential criteria may have their leadership position temporarily rescinded after consultation with the school executive staff. Students in serious breach of the school wellbeing policy (including three planning rooms or suspension) will have their leadership position rescinded permanently.



# HOUSE CAPTAINS



House Captains and House Vice Captains are elected each year. This is completed at the end of a school year to allow Captains and Vice Captains to be ready to start at the beginning of the new school year when they are in Year 6. These roles require students to assist in the running of sporting events including the swimming, cross country and athletics carnivals. These students are expected to be good role models for their peers by demonstrating sportsmanship, resilience, enthusiasm and determination. House Captains and Vice Captains will be elected via the following process.

- Year 5 students can self-nominate or be nominated by another child.
- Successful completion of the *Student Leadership In Primary Schools* (SLIPS) program is required for all Year 5 students who self-nominate or are nominated by their peers.
- Nominated students seeking to be a house captain or a vice captain will present a short speech to their peers in Years 2-6 during a house meeting.
- Nominated candidates are ineligible to be elected into the role of a house or vice house captain if they have had 3 or more planning rooms in their current scholastic year or have been suspended in the last two school years.
- In the event there is no Year 5 student who is eligible to stand as house captain, a Year 4 student will be eligible who fits the outlined criteria.
- Teachers coordinating the house meeting will run the election and determine the elected students.
- House Captains and Vice Captains will be awarded their badges at a whole school assembly or presentation day.

House Captains and House Vice Captains are required to assist in the coordination of weekly stage 2/3 sport. They are responsible for marking the role of their group and directing them to their correct sports rotation. Students need to role model teamwork, sportsmanship and display resilience. Elected students are also required to assist in the setting up and packing up of weekly sport activities.

# JUNIOR AECG



The Meadowie Public School Junior Aboriginal Education Consultative Group (Junior AECG) is comprised of Aboriginal and Torres Strait Islander students between the ages of 10-13. The aim of the Junior AECG is to promote improvement in school, provide a forum for and empower Aboriginal and Torres Strait Islander students through involvement in school decision making.

The Junior AECG provides advice and ideas to the school and community regarding what they want for Aboriginal students in our school.

Representatives are elected each year by all Meadowie students, both Aboriginal and non-Aboriginal. Students join the Junior AECG in primary school, are given the opportunity to join the AECG in their High School, which leads to becoming members of the Local AECG in our area.

Some of the benefits are:

- Young people can provide input into ideas that relate to Aboriginal education
- Students can develop leadership skills
- It gives young people a voice, they can express their opinions and perspectives
- Being involved encourages students to speak out about issues in our local community
- Students learn about the democratic process of elections

### **JUNIOR AECG POSITIONS**

*President:* Chairs meetings, makes speeches, prepares and plans activities, prepares items of discussion, co-ordinates with teachers.

*Vice President:* Supports the president, presents minutes of previous meetings, takes over if the president is away.

*Secretary:* Keeps records of all meetings, presents minutes of previous meetings.

*Assistant Secretary:* Supports the secretary.

### **SUPPORT POSITIONS**

School Principal

Aboriginal Community Liaison Officer

Teachers

Aboriginal Education Consultant

Members of the SRC





# STUDENT PLAYGROUND

# CONSEQUENCES

All Medowie Public School students are to follow the school's three expectations:

**RESPECTFUL**

**RESPONSIBLE**

**RESILIENT**

Students who experience difficulty following the school's expectations will be issued with a consequence. Often, many playground issues can be resolved by the students themselves. As outlined under each heading below, students, parents and staff can assist in ensuring every student, everywhere and every time follows our school expectations of being a respectful, responsible and resilient school citizen.

### **At the student level:**

1. Can I solve the problem peacefully? The student talks to their friend and can apologise if this is appropriate.
2. Report the incident to the teacher on duty if students cannot solve the problem between themselves. The teacher will have an interview with the child/children.

### **At the teacher level:**

1. Teacher talks to all the students involved and if needed, asks to see witnesses.
2. All teachers will approach students with the following questions:
  - What happened?
  - How did it happen?
  - How did you act in this situation?
  - Who did you think was affected?
  - How were they affected?
  - How were you affected?
  - What needs to happen to make things right?
  - If you find yourself in the same situation again, how could you behave differently?
3. When speaking to children, teachers will focus on identifying the behaviour or incident without blaming. They will draw out who was affected and how they were affected. The teachers will direct questions towards problem solving and how to 'make things right'.
4. Students who display minor and major negative playground behaviour will be recorded into Sentral by the teacher on duty. Teachers must inform the Assistant Principal of any physical aggression immediately. Minor and major incidents are recorded in categories. Definitions of each term can be found under the Major and Minor Behaviour Categories heading contained in this document.

# STUDENT PLAYGROUND CONSEQUENCES



## **At the Assistant Principal / Principal level:**

1. Will review recorded minor and major incidents to ensure the information recorded matches the written category. Inform teacher and student if a change is made to incident.
2. Will assign planning rooms for every three minor playground incidents recorded in one term.
3. Will assign planning rooms for every major negative playground incident.
4. Will contact parents by a letter confirming their child's attendance at planning room. A copy of the planning sheet that the child has been involved in creating will also be sent home.
5. If a child receives two planning rooms within the same term, an Assistant Principal will liaise with Learning Support Team Teacher and schedule a meeting to support the student.
6. If a child receives a further two planning rooms after the Learning Support Team Meeting, a further meeting will be scheduled. A formal warning of suspension will be issued.
7. Monitor Year 5 students with minor and major negative playground incidents. Year 5 students will be ineligible to seek any Year 6 Leadership position if they receive 3 or more planning rooms. Students and their families will be informed by letter if they are unable to be nominated for leadership positions.
8. A further major negative incident in the same term will result in a suspension being issued for ongoing inappropriate playground behaviour. If there is an extreme incident, an Assistant Principal will investigate and ensure statements are taken from the involved students and witnesses. Very young students or students with a disability can choose to have a support person with them. The Principal will then independently review the incident. This may lead to a suspension. All non-accidental acts of physical violence will result in an immediate suspension. All issued suspensions follow the Department of Education's policy guidelines '*Suspension and Expulsion of School Students – Procedures 2011*'.

## **At a parent level:**

1. Always encourage your child to tell a teacher if a problem occurs on the playground. This will then be dealt with as per this policy.
2. Listen carefully to your child about what they say has happened. Keep in mind that children don't always have the language to accurately retell events that have happened. For example, a child may say they have been punched, but when investigated they have been bumped by another student who was running and not being careful.
3. If your child talks about the same incident or about problems with another student more than three times in a one-week period, please make an appointment to see your child's classroom teacher. This will allow the school to effectively investigate the issue and report back their findings to all involved parties.
4. It is never appropriate for a parent to approach students or other parents about any school related issue. Parents need to address all concerns with their child's classroom teacher as a first priority, followed by stage supervisor and if the problem is still unresolved the principal.





## Minor Incidents

### **Inappropriate language**

Messages or use of words in an inappropriate way for the developmental age of the student (i.e. name calling, teasing).

### **Physical Contact**

Non-serious, but inappropriate physical contact (i.e. over-affectionate, patting, light tapping, etc.)

### **Non-Compliance**

*Defiance/Disrespect/Non-Compliance*

Low-intensity failure to respond to adult requests (i.e. yelling, 'no!' when asked to do something)

### **Mild Disruption**

Talking while teacher is speaking. Loud voices or noises indoors.

### **Property Misuse**

Student deliberately destroys another student's equipment/possession or work in an inappropriate way (low-intensity) i.e. scribbles on another student's page, snaps another student's pencil through rough handling.

### **Dress Code Violation**

Student wears clothing or shoes that do not fit within the school setting policies.

### **Late to Class**

Missing the beginning of class time after designated breaks.

### **Fractional Truancy**

Missing whole lessons or part lessons.

### **Cheating/Plagiarism**

Act dishonestly or unfairly in order to gain an advantage, especially in a game or examination: to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.

### **Running in a Walking Area**

Any incidence of running that is not the back playground or tree area.

### **Out of Bounds**

Any incidence of not being in the right place at the right time.

### **Other**

Other minor problem behaviour that cannot be categorised within the available definitions.



## Major Incidents

### **Physical Aggression**

Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

### **Forgery or Theft**

Student is in possession of, having passed on, or being responsible for removing someone else's property (i.e. taking someone else's personal belongings etc.). This also includes identify theft.

### **Harassment**

*Harassment/Tease/Taunt*

Student delivers disrespectful messages (verbal or gestural) to another person which includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

### **Abusive Language**

*Abusive Language/Inappropriate language/Profanity*

Messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child.

### **Defiance**

*Disrespect/Non-Compliance*

Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after the initial request has been made directly to that student.

### **Property Damage**

Any form of injury or damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property.

### **Absconding**

Within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues.

### **Criminal Behaviour**

Criminal or delinquent behaviour may include but not limited to:

- Possession or use of a prohibited weapon
- Making credible threats
- Stalking and cyber stalking
- Custody of a knife at school
- Use of technology to intimidate or harass
- Harassment and victimisation
- Criminal damage
- Vilification

# FLOW CHART - NEGATIVE PLAYGROUND INCIDENTS



## Teacher on playground duty (person wearing fluorescent vest)

1. Talks to students involved.
2. Use restorative justice questions to determine what has happened.
3. Talk to witnesses of the incident.



### Successful Resolution

Teacher and students resolve incident and they continue to play.



### Minor Playground Behaviour

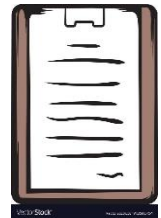
1. Teacher records incident into Sentral.
2. 3 minor playground incidents in one term will result in a planning room.

### Major Playground Behaviour

1. Teacher records incident into Sentral.
2. Two major incidents in one term will result in a Learning Support Team meeting being scheduled.
3. Contact AP immediately for acts of physical aggression.

## Assistant Principals

1. Run planning rooms and cooperative games with students.
2. Organise communication with parents and send home planning room sheets.
3. Interview all involved students in physical violence incidents.
3. Four major playground incidents in one term will result in a formal warning of suspension.



## Principal

1. Inform Year 5 students and their parents if they are ineligible to nominate for leadership positions.
2. Attend Learning Support Team Meetings that are scheduled as a result of negative playground incidents.
3. Review data and act accordingly per *Suspension and Expulsion of School Students – Procedures 2011*.





# STUDENT CLASSROOM

# CONSEQUENCES

All Medowie Public School students are to follow the school's three expectations:

**RESPECTFUL**

**RESPONSIBLE**

**RESILIENT**

Every student has the right to learn in an environment that encompasses our school's expectations. It is the responsibility of everyone including staff, students and parents, to ensure optimal learning conditions occur for all. The following steps can be employed by each group to ensure student behaviour is regulated and all class members can learn in a safe and caring environment.

### At the student level:

1. Students can modify behaviour as requested by teacher.
2. Students will receive verbal and visual warnings from their teacher to regulate behaviour. These warnings will be displayed by teachers in a place that is communicated to their class and may be displayed differently in different classroom environments.
3. Students can ask to speak to the teacher privately if they have an issue that may be affecting their behaviour and/or learning.
4. Students can seek permission from their teacher to speak to the Principal or other relevant staff they feel comfortable in discussing their current issue at a time that is mutually agreeable.

### At the teacher level:

1. Teacher gives student who needs to modify their behaviour a verbal warning and explains what the warning is for. Teacher displays the warning in a place in the classroom that has been previously negotiated with the class. Warnings will be given to students for unsafe behaviour, argumentative verbal language or behaviour that inhibits optimal learning.
2. If the negative behaviour continues the teacher will provide another warning. The teacher will again explain what the warning is for and display this warning. The student will receive three verbal and visual warnings before they are sent to a buddy class. A buddy class is another classroom within the school that the student will be sent to for time out.
3. If students are sent to a buddy class they will take with them the work they are currently completing in class. The class teacher will record the incident into Sentral and inform their stage supervisor.
4. Children who receive 'time out' from their classroom two times in one term will have their parents contacted by the class teacher. A meeting will be scheduled with the student, teacher, Assistant Principal and parents. This meeting will also include the next steps to be taken if negative incidents continue. This will be aligned with the Student Wellbeing procedures.

# STUDENT CLASSROOM CONSEQUENCES



## **At the Assistant Principal / Principal level:**

1. Two time outs in one term will be addressed by the executive team and will result in a meeting between the teacher, parents and a member of the executive. A member of the executive will investigate what kinds of support are available to assist the child in managing their classroom behaviour and liaise with learning support team teacher. Information will also be provided by the executive member about what may happen should the negative behaviour continue.
2. In consultation with the learning support team, a behaviour risk management plan and risk assessment will be developed for the student who has had two time outs in one term.
3. Students who require two parent meetings per term as a result of their classroom behaviour will be issued with a warning letter of a suspension for continued disobedience. This letter will be issued as per the policy document. Current student behaviour and risk management plans will be reviewed. Where applicable, external agencies will be utilised to assist in the review process including but not limited to the school counsellor, learning and well-being officer, doctors and psychologists. Individual student risk assessments may result in a child being excluded from in and out of school events to ensure student safety is maintained.
4. Extreme classroom incidents are investigated by Assistant Principal. Statements will be taken from involved students and witnesses. Students can have a support person or staff member present during this process. The Principal will independently review the incident and issue a suspension as per the policy document *Suspension and Expulsion of School Students – Procedures 2011*.

## **At a parent level:**

1. Always encourage your child to tell you about positive things they have learnt at school.
2. Take an interest in the work samples your child brings home.
3. Actively encourage the completion of all homework tasks and participating in home reading programs.
4. Attend meetings scheduled by the school, to discuss ways to best support your child's learning.
5. If you are concerned about any aspect of child's academic or social progress, see your child's teacher. Teachers can be reached by email if you are unable to see them in person. If your concerns are not resolved, the next step is to contact the Assistant Principal for your child's stage. The Principal may be contacted for serious concerns that have otherwise not been addressed.
6. Contact with school staff regarding incidents is to be made by phone or email. Communication with staff at morning assemblies or while they are on playground duty is not an appropriate avenue to communicate concerns. Staff will respond within 48 hours to confirm the communication has been received. A time frame will be provided to allow any needed investigation to take place. This will vary according to staff and student availability as well the number of witnesses who may need to make statements.
7. It is never appropriate to approach other parents or students about a classroom related issue. Please see your child's teacher first. If the problem is not resolved please then make an appointment to see the stage supervisor. If these two processes have been followed and there is still not a suitable resolution, please make an appointment to see the principal.

# FLOW CHART - NEGATIVE CLASSROOM INCIDENTS



## Classroom Teacher Level

Warning 1 explained and given to student.  
Warning 2 explained and given to student.  
Warning 3 explained and given to student.



## Time out in a buddy class

Teacher to document the negative incident in online system, 'Sentral' and inform Assistant Principal.



## Extreme Classroom Behaviour

Examples include:  
Vandalism  
Physical violence  
Verbal abuse



## Two Time Outs

Scheduled meeting with students, teacher, Assistant Principal and parents.



## Assistant Principal

If an Assistant Principal is required to remove a child for extreme classroom behaviour investigation of both involved student and witnesses will be conducted and referred to Principal.



## Repeated Poor Behaviour – 4 or more class time outs in a term

1. Warning letter of suspension after two scheduled parent meetings.  
2. Exclusion from school events as identified through student risk assessments.

## Principal

Review statements and act accordingly as per *Suspension and Expulsion of School Students – Procedures 2011*.



# APPENDIX

- 1) Behaviour Code for Students – NSW Public Schools
- 2) PBL All Settings Matrices
- 3) Sample Student Risk Management Plan
- 4) Blank Planning Room Sheet

# Behaviour code for students

## NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our 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
- 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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



All Settings



# RESILIENT

AT MEDOWIE PUBLIC SCHOOL WE:

- Encourage others
- Have a positive attitude
- Follow instructions





All Settings

# RESPECTFUL

**AT MEDOWIE PUBLIC SCHOOL WE:**

- **Use manners**
- **Speak kindly to everyone**
- **Look after the environment**





All Settings

# RESPONSIBLE

AT MEDOWIE PUBLIC SCHOOL WE:

- Move safely
- Are in the right place at the right time
- Are accountable for our actions



## Risk Management Plan : Medowie Public School

<b>Student:</b>	<b>Class:</b>	<b>Teacher:</b>	<b>Date: --/--/--</b>
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**Background:**  
 XXX is diagnosed XXXX. He/she exhibits physical behaviours of shouting, throwing objects and furniture when agitated. He/she absconds from the room.

Hazard Identification	Context (Cause. Task. Location)	People Affected	How Often	Severity / Comment	Risk Rank (Matrix)
<p>XXX is non-compliant and absconds regardless of teacher instruction. He/she will wander into dangerous situations without awareness and will not listen to warnings.</p> <p>XXX is unaware of the consequences of his/her behaviours (throwing objects/ tipping chairs). He/she doesn't consider the harm his/her actions can cause to himself/herself and others.</p>	<p>Transition times at school.</p> <p>Excursions and off-site activities.</p>	<p>Self</p> <p>Self Students Staff</p>	<p>Weekly</p> <p>Excursions. Twice yearly.</p>	<p>XXX becomes absorbed in issues and ignores directions. He/she is non-compliant to teacher directions. Serious injury could occur requiring hospitalisation.</p>	<b>3</b>
	<p>When agitated XXX exhibits aggressive and harmful behaviours.</p>	<p>Self Students Staff</p>	<p>Weekly</p>	<p>Physical harm requiring first aid to others in the vicinity.</p>	<b>3</b>

<p>Consulted with:</p> <p>CT</p> <p>LAST</p> <p>Stage Supervisor</p> <p>Date: --/--/--</p> <p>Plan communicated to: XXXXX</p>	<p style="text-align: center;"><b>Monitor and review</b></p> <ul style="list-style-type: none"> <li>▪ Are the controls still effective?</li> <li>▪ Have there been any changes?</li> <li>▪ Are all staff aware of controls?</li> <li>▪ Have new hazards been identified?</li> <li>▪ What further actions are required?</li> </ul>	<p><b>Signatures:</b></p>   <p><b>Reviewed: --/--/--</b>  <b>Next review date: --/--/--</b></p>
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Risk Assessment Behaviour	
<b>Hazard Identification</b>	<i>Identify the behaviour(s) that can cause harm or illness. Consider "Is the behaviour dangerous or just annoying."</i>
<b>Context</b>	<i>Consider factors contributing to the risk eg What can cause the behaviour? When and where is this behaviour likely to occur?</i>
<b>People Affected</b>	<i>Who is likely to be affected by the identified behaviour. staff, other students, visitors or the student themselves. Consider combinations of above, gender and the level of vulnerability of certain groups.</i>
<b>How Often</b>	<i>Examine the frequency and duration of the identified behaviour(s) occurring. Consider the potential for an accident to happen that may cause injury or harm to a person. Effective data collection becomes an important aspect in assessing the likelihood of the behaviour to cause harm.</i>
<b>Severity</b>	<i>Consider the severity of harm that would most reasonably be expected. Does it require first aid, medical attention? Has time from work been lost or a serious or long term injury/illness occurred? When assessing severity, the most severe category that would be most reasonably expected should be selected.</i>
<b>Comment</b>	<i>Other information relevant to the impact of the behaviour. Consider the vulnerability of others, awareness of danger, medication or other issues that impact on the control to be selected.</i>
<b>Risk Rank</b> (Using Matrix)	<i>Using the matrix below, consider how likely the behaviour will cause someone harm and the severity of the harm caused. Also consider the number of people at risk of harm.</i>

How severely could it hurt someone or how ill could it make someone?	Very likely could happen anytime	likely could happen sometime	unlikely could happen, but very rarely	very unlikely
<b>Kill or cause permanent disability or ill health</b>	1	1	2	3
<b>Long term illness or serious injury</b>	1	2	3	4
<b>Medical attention and several days of work</b>	2	3	4	5
<b>First aid needed</b>	3	4	5	6
<b>Severity</b> – is a measure of an injury, illness or disease occurring. The most severe category that would be most reasonably expected should be selected.		<b>Likelihood</b> – the potential that an accident will happen that may cause injury or harm to a person.		

IDENTIFYING HAZARDS	UNDERSTANDING CAUSES	IMPLEMENTING CONTROLS	ASSESSMENT
<p><b>Attacks using 'weapons'</b></p> <ul style="list-style-type: none"> <li>• scissors, knives</li> <li>• ball, pencils etc</li> <li>• projectiles</li> </ul> <p><b>Physical attacks</b></p> <ul style="list-style-type: none"> <li>• punching, hitting, kicking, biting, scratching, hair pulling.</li> <li>• sexual</li> </ul> <p><b>Property Damage</b></p> <ul style="list-style-type: none"> <li>• general</li> <li>• targeted (staff car/students bag)</li> </ul> <p><b>Self Harm</b></p> <ul style="list-style-type: none"> <li>• self injurious</li> <li>• drug/alcohol</li> <li>• suicide</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• verbal abuse</li> <li>• threats/ intimidation</li> <li>• invading personal space</li> <li>• stalking</li> <li>• bullying</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• obsession with guns or other weapons</li> <li>• fire related</li> <li>• incites others</li> </ul>	<p><b>Underlying Cause</b></p> <p><b>Organic</b></p> <ul style="list-style-type: none"> <li>• genetic</li> <li>• disability</li> <li>• mental health</li> </ul> <p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>• abuse</li> <li>• neglect</li> <li>• dysfunctional care</li> </ul> <p><b>Purpose of Behaviour Communication</b></p> <ul style="list-style-type: none"> <li>• inability to communicate needs/wants</li> <li>• rejecting objects/assistance etc</li> <li>• need to escape/avoid</li> <li>• threat to basic needs</li> <li>• stress anxiety <ul style="list-style-type: none"> <li>○ change in routine</li> <li>○ sensory avoidance</li> <li>○ threat to basic needs</li> <li>○ belong to the group/social</li> </ul> </li> </ul> <p><b>Social skills-</b></p> <ul style="list-style-type: none"> <li>• accepting assistance</li> <li>• accepting consequences</li> <li>• dealing with accusations</li> <li>• dealing with embarrassment</li> <li>• saying "no"</li> <li>• dealing with group pressure</li> <li>• ignoring distractions</li> <li>• boredom</li> </ul> <p><b>Failure frustration</b></p> <ul style="list-style-type: none"> <li>• curriculum failure</li> <li>• dealing with loosing</li> <li>• accepting 'no"</li> <li>• dealing with being left out</li> <li>• reacting to failure</li> </ul> <p><b>Attention seeking</b></p> <ul style="list-style-type: none"> <li>• belong to the group</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• non-compliance "Make Me!"</li> </ul>	<p><b>Focus Areas</b></p> <ul style="list-style-type: none"> <li>• Organisational systems</li> <li>• Environmental controls</li> <li>• Student Behaviour</li> <li>• Crisis Management</li> <li>• Curriculum Controls</li> <li>• Personal Management</li> <li>• Staff Welfare</li> <li>• Training &amp; Development</li> </ul> <p><b>Management Considerations:</b></p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Communication</li> <li>• Documentation</li> </ul>	
		<b>ACTION TAKEN</b>	
		<ul style="list-style-type: none"> <li>• Environmental disruption kept to minimum in home and classroom.</li> <li>• Levels of frustration mitigated by highlighting portions of work for XXXX.</li> </ul>	



## IN ALL SETTINGS

RESPECTFUL RESPONSIBLE RESILIENT

# PLANNING ROOM

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

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

What happened?

How did I feel when it happened?



Confused



Happy



Unsure



Sad



Weary



Angry



What school expectation/s do I need to work on?

### Respectful

- Use manners
- Speak kindly to everyone
- Look after the environment

### Responsible

- Move safely
- Right place, right time
- Accountable for our actions

### Resilient

- Encourage others
- Have a positive attitude
- Follow teacher instructions

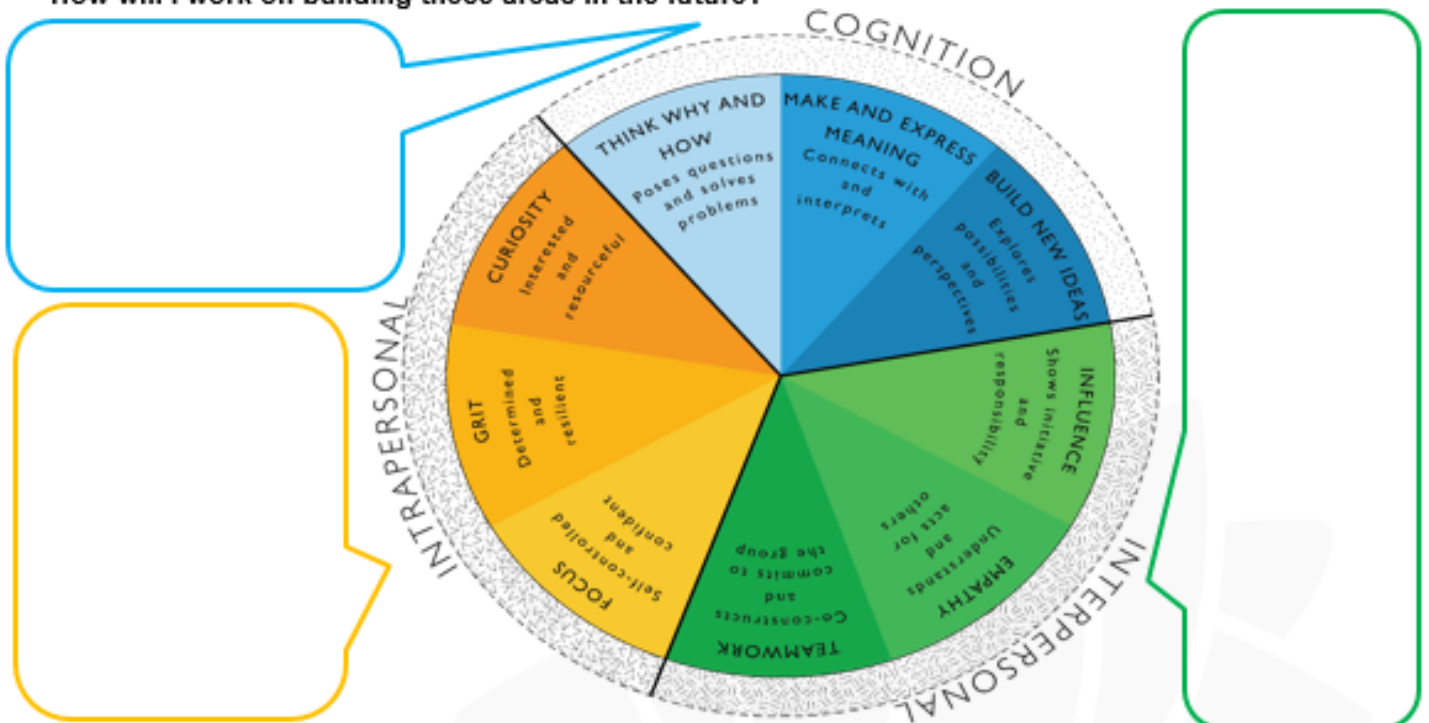
What area of the learning disposition wheel would assist me in regulating my behaviour?

**INTRAPERSONAL:** Curiosity / Grit / Focus

**INTERPERSONAL:** Teamwork / Empathy / Influence

**COGNITION:** Think Why and How / Make and Express Meaning / Build New Ideas

How will I work on building these areas in the future?



Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

