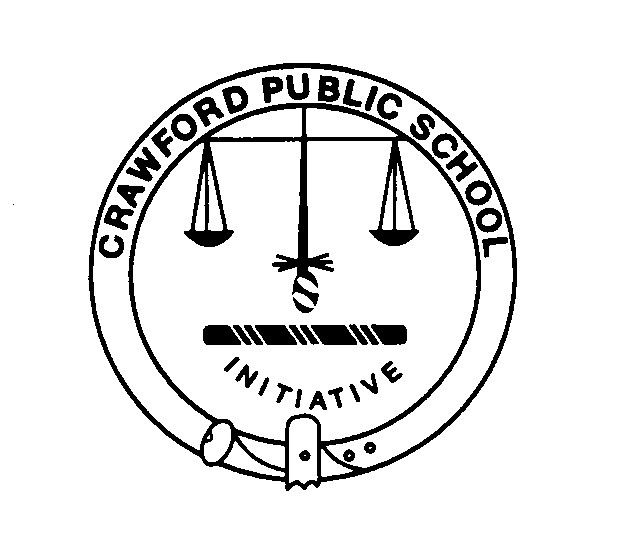
Student Welfare Policy



Crawford Public School

**(Reviewed as at August 2017) Next review August 2018**

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**Rationale**

Crawford Public School exists to provide a quality education for all students in the school’s care. The Student Welfare Policy is the umbrella policy that governs all policies, structures and practices that are planned and implemented within the school. It is designed to guide individual development in the context of society through recognisable stages of development towards critical and perceptive thinking, mature judgement, responsible self-direction, moral autonomy and an understanding that learning is a lifelong process.

The welfare policy contains two key elements:

* provision of a safe and caring learning environment.
* continually raising educational standards and the expectations of educational achievement.

**Mission Statement**

A cooperative school community promoting and recognising initiative, individual worth and achievement; within an environment that promotes safety, honesty, personal responsibility and respect for oneself, others and property.

Crawford provides: Quality Education in an Innovative and Caring Environment. We are a Positive Behaviour for Learning (PBL) School with the expectations of: Safe Respectful, Learners.

**Values**

The New South Wales (NSW) Government recognises the importance of the following core values to all school communities. These values represent the aspirations and beliefs of the Australian community as a nation including its desire for equity, excellence and the promotion of an empathetic, civil and just society. They are common to a wide range of secular and religious world-views and are intrinsic in almost all cultures.

The Core Values are:

**Integrity**  being consistently honest and trustworthy.

**Excellence** striving for the highest personal achievement in all aspects of schooling, individual and community action, vocation and life-long learning.

**Respect** holding in high regard oneself and others, lawful and just authority and diversity within Australian society including accepting the rights of others to hold different or opposing views.

**Responsibility** being accountable for one’s individual and one’s communities actions towards oneself, others and the environment.

**Cooperation** working together to achieve common goals, providing support to others and engaging in the peaceful resolution of conflict.

**Participation** being a proactive and productive individual and group member; having pride in and meaningful contribution to the social and economic wealth of the community and the nation.

**Care** concern for the well-being of yourself and others including demonstrating empathy and acting with compassion.

**Fairness** being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

**Democracy** accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

The importance of all of these core values is reflected in the school’s mission statement: **‘…respect for self, others and property.’**

**Student Rights and Responsibilities**

The fundamental human rights which Crawford Public School promotes are:

* Happiness
* Safety
* Choice
* Respect
* Opportunity

Equality of opportunity means that all students have the access to the skills base and knowledge pool that are necessary to exercise effective control over their lives by becoming active participants in the following educative processes:

* Learning
* Social
* Economic
* Technological
* Organisational
* Political

**Code of Behaviour**

A behaviour code is most effective when all stakeholders have a clear understanding of which behaviours are appropriate and those which are not. Developing an understanding of the difference between these behaviours, in an environment in which students feel safe and comfortable, is a primary focus of the school.

It is essential that all students develop an awareness that they own and are responsible for their behaviour. It is equally essential that the student understand the consequences which follow from their behaviour (be it appropriate or inappropriate), within the institutional and organisational context of Crawford Public School, as this may differ from the context in which the student operates elsewhere.

Consistent inappropriate behaviour will result in referral of the student and, if necessary, removal of the student from the environment where the issue has arisen. This intervention will remain in place until an appropriate means of returning the student to that environment (with appropriate support structures in place) has been negotiated.

Referrals by teachers will range from informal in the first instance where support for management strategies will be sought from supervisors. Further, formal action (if necessary) will be discussed between the referring teacher, supervisor, Learning Support Team, Deputy Principal and Principal.

Consistent appropriate behaviour will be recognised through the school merit system. The School Merit Award System is integral to the Code of Behaviour and the directing of students toward the achievement of expected behaviours.

To enable the Code of Behaviour to operate equitably and fairly the school pledges to:

* Encourage students to value the personal dignity and worth of themselves and others.
* Create and maintain positive relationships within the school community.
* Promote in students a respect for the values and laws which are embraced by Australian society.
* Promote national pride and inspire in students a common sense of purpose.
* Foster in students a feeling of belonging to the school and its community.
* Demand responsible and appropriate student behaviour and develop practices which enable students to identify and prevent irresponsible and inappropriate behaviours.
* Encourage students to develop self-discipline by accepting responsibility for their own behaviour.

***‘Fair discipline is dependent on the effective treatment of the actual problem, not the symptoms of the problem, or the student’s reaction to it.’***

The NSW Government’s public school system has the following requirements of all students:

* Sustained application to learning.
* Respect for self, others and property.
* Courtesy and respect to other students, teachers and community members.
* No engagement (active or passive) in violence, discrimination, harassment, bullying or intimidation.
* No weapons, illegal substances, alcohol and/or tobacco on or near school premises.
* Peaceful resolution of conflict.
* Adherence to the dress standards determined by the school community.
* Compliance with school rules and all facets of the Code of Behaviour.

**Positive Behaviour for Learning**

**“Student Voice” and Positive Behaviour for Learning @Crawford Public School.**

In 2014, students will be empowered and encouraged to participate in the decision making process through being active members of the school’s PBL Leadership Team or ‘Student Voice Committee’. They will support the school’s implementation efforts through their input into: the reviewing and the implementation of the school-wide expectations (encompassing the core values in NSW public schools) and matrix; determining rewards or acknowledgements available to students and delivering peer awards; developing and presenting social skills lessons to their peers and demonstrating how to be responsible role models.

Through their participation in the development and implementation of our school’s expectations and matrix, the student leaders will explore the values that lie behind diverse community attitudes and work towards building and strengthening the partnerships between home and school. This is reflective of all PBL training where it encourages PBL teams/schools to develop expectations that encompass the values/ beliefs/attitudes of all members of a school community. Crawford Public School developed the school wide expectations that respectfully acknowledges and are inclusive of these diverse values. The school’s core values/expectations guide the learning experiences of all students.

Students have the opportunity to be directly involved in the teaching of these expectations through creating, promoting and delivering social skills lessons to all students, via assemblies (role plays, student panel discussions, etc), photos, DVDs, as well as student led programs such as peer support. In doing so, they participate directly in making the values explicit in a range of learning contexts. They share and promote a common experience, common language and common vision.

In addition, our students will develop partnerships with the local community by seeking local business support and participation, particularly in the rewarding of students’ positive behaviours. They will assist their school-based “student voice” coordinator, to develop an action plan that incorporates their roles/responsibilities and provides opportunity for them to share exemplary practices with parents, caregivers and other schools within the region.

**“Students have the power to get their peers to follow them in a way adults can only dream of …”**

**Student Voice - CPS triangle**

**Public Leadership**

* School Leaders “Lead Student Voice”
* PBL Leadership Team
* Public Occasions – meet/greet

**Peer Leadership**

* Student Focus Groups
* Leadership Training
* Gala Days – Teachers
* SRC meetings
* Assemblies
* Transition Program Leaders

**Personal Leadership**

* PBL Lessons
* Inspiring and encouraging motivating others
* Map against key features

**CRAWFORD SCHOOL EXPECTATIONS**

**School Wide.**

**Be Safe:**

* Stay in bounds
* Follow teachers’ instructions
* Play by the rules
* Keep hands and feet to yourself

**Be Respectful:**

* Listen to others
* Follow teachers’ instructions
* Treat everyone fairly
* Speak politely

**Be a Learner:**

* Always have a go
* Stay on task
* Take pride in your work
* Come to school prepared

**Lining Up Expectations.**

**Be Safe**

* Look where you are going and walk safely
* Stay in line while sitting, standing or walking
* Leave other people alone
* Listen to and follow instructions

**Be Respectful**

* Walk quietly
* Wait patiently
* Be polite to your peers and teachers

**Be a Learner**

* Be on time
* Be ready
* Be prepared.

**Playground Expectations.**

**Be Safe**

* Walk on concrete
* Keep hands and feet to yourself
* Wear school uniform
* Respond to bells appropriately
* Use equipment appropriately
* Be in the right place

**Be Respectful**

* Respect peers, teachers and school property
* Throw your rubbish in the bin
* Cooperate and use your manners
* Display good sportsmanship
* Sit down when eating

**Be a Learner**

* Be ready and on time to class
* Be a good role model
* Make the right choices
* Play by the rules
* Try to make new friends

**Toilet Expectations**

**Be Safe**

* Flush toilet and wash your hands
* Leave area clean

**Be Respectful**

* Respect the privacy of others.
* Use toilet and facilities responsibly.

**Be a Learner**

* Use toilets at appropriate times.
* Quickly and quietly.
* Be water wise.

Crawford Public School Behaviour Flow Chart

Initially teachers may use their own form of warning students within the class.

Once the flow chart commences the steps must be followed.

Follow the arrows if disruptive behaviour continues.

Verbal Reminder

A reminder to follow the school’s expectations Be SAFE, Be RESPECTFUL, Be a LEARNER

(For example. “Stop talking”, “Return to your desk”, “Your talking is disturbing others”, **This is your verbal warning”)**

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Visual Reminder

For example: Name on the board, sad face, traffic lights (yellow level behaviours)

MC900054811[1]j0234131 Time out in own classroom

j0234131The student spends up to 5 minutes (age appropriate) in time out in their own class.

Time out in buddy

MC900435987[1]The student spends up to 10 minutes to complete class task in a buddy class.

Sent to the supervisor

Orange level behaviours recorded plus a phone call home.

ADMNSUPP Sent to the Deputy Principal or Principal

For red level behaviours recorded plus a phone call home.

NB: If you are sent to time out twice in one day, you will be sent to the off class exec

**CRAWFORD PUBLIC SCHOOL BEHAVIOUR MANAGEMENT STRATEGIES AND INTERVENTIONS**

**Teaching and Learning.**

- An explicit plan for Critters, positive news home and attendance tickets should be in place and observable.

- Explicit teaching and implementation of all school wide systems (PBL systems) includes pre-corrects and positives 6:1

- Explicit teaching of CPS social skills program**.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Suggestions for managing behaviours.** | | **Suggestions for Preventing behaviours** | |
| * Tactical ignoring   Redirect   * Revising/reteaching desired behaviours/expectations * LST referral * Communication with parent/caregiver * Consultation with supervisor * Restate expectation * Active supervision * Reflection * Personal Goal Setting * Building Relationship | | * Removal of audience * Developing positive relationships (mutual respect) * Re-teaching of school rules/expected behaviours. * “Consistency” and “Certainty” of follow up. * Removal of audience * Proximity in accordance with NCI Training * Explicit instructions * Acknowledgement of appropriate behaviours. * Consultation with supervisor, counsellor for classroom or individual behaviour management ideas * LST referral * Red card to office for support. | |
| **Behaviour Level** | **Description of behaviour** | **Management** | **Consequences my include** |
| **Red Levels/ Harmful behaviours** | * Repeated orange level behaviours within consideration to reasonable time frame/intent/action * Violence/aggressive behaviour involving injury/weapon * Serious theft * Persistent disobedience * Vandalism/graffiti school property * Sexist comments/harassment | Executive in consultation with the Principal/Deputy. | Reference to current departmental policies relating to suspension.  Parent meeting/contact  Behaviour plans.  Restitution / Restoration.  suspension= loss of out of school events/excursions. |
| **Orange Level**  **Behaviour that effects an orderly environment or that interferes with the learning of others.** | * Continued disobedience * Leaving classroom without permission. * Bullying * Serious aggressive behaviour * (play fighting) * Inappropriate language/verbal abuse. * Minor vandalism * Verbal abuse * Aggressive behaviour (Pushing and tackling fighting games) * Inciting violence * Spitting at another person * Repeated yellow level behaviours * Physically annoying others.   This list is not exhaustive for the classroom and matters will also be dealt with in accordance with class behaviour management practices. | Teacher managed with support of Executive.  Teacher managed  \*Students should receive orange slip/ office referral to Supervisor if ideas for controlling behaviours have not been successful | * Quiet time in room * Timeout in Supervisor’s Office * Supervisor Parent contact (may include a letter) * Detention (playground incidents or with classroom teacher supervision for classroom behaviours) * Loss of privileges. * Behaviour report. * Behaviour Contract. * Exec +teacher +parent+ student conference. * Reference to current departmental policies relating to suspension. * Automatic referral to supervisor after three orange slips * 3 orange slips (within a ten week period before trip). = consideration of loss of out of school events/excursions. |
| **Yellow Level**  **Behaviours that effect the individual** | * Out of bounds * Out of seat and interfering with other’s learning. * Non compliance * Not responding to bells * Running on concrete * Littering * Spitting on the floor * Inappropriate language * Teasing * Play Fighting repeated offences | Teacher managed.  \* Students should only receive orange slips/office referrals to Supervisors, for yellow level behaviours AFTER at least 3 reteaching opportunities have occurred unsuccessfully and 3 consequences have been applied with no results. (Flow chart) | * Verbal reminders of appropriate behaviour. * Visual prompts to correct behaviour. * Quiet time in room * Class Detention to make up for lost time. * Loss of privileges. * Restoration/Restitution * Reflection * Remind, warn, act, approach |
| Red Card: To be issued in case of emergency only (real risk of harm to students or teacher).This is not intended to be a progressive level system of behaviour for a particular student, but is a reference for what actions/consequences are to be put in place following a particular incident. **NB:** Executive discretion will be exercised from orange level onwards. Compassion and severity issues will be taken into account on an individual basis. Principal or Relieving Principal will have the final say in all matters. | | | |

- Programming of relevant, engaging and quality lessons.

These examples of student behaviours require consideration of student’s age, capacity for understanding and intent.

**Behaviour Monitoring**

**Classroom**

Classroom behaviour monitoring will be the responsibility of all members of staff.

Each classroom teacher should keep a register of incidents that occur in their classroom. Repetitious entries concerning minor incidents and behaviour patterns should be referred to supervisor/AP.

Supervisor/AP will consult classroom behaviour register and decide on a consequence from the Moderate range. The incident and consequence will be recorded in the Supervisor/AP’s behaviour register. Repetitious entries in this register will result in the supervisor/AP referring the student to the DP/P.

The DP/P will consult supervisor/AP behaviour register and decide on a consequence from the Major range. The incident and consequence will be recorded in the DP/P’s behaviour register. Repetitious entries in the DP/P’s behaviour register will lead to referral to the *DET Policy and Guidelines for Suspension and Expulsion.*

**Playground**

Playground behaviour monitoring will be the responsibility of all members of staff.

Playground duty teachers will record those minor incidents that they believe are noteworthy in the playground folder. Playground teachers will decide on a consequence for the isolated minor incident (ie. shadow teacher, litter patrol). Repetitious entries concerning minor incidents will result in referral to the executive-on-duty.

Playground duty teachers encountering moderate incidents in the playground should refer to the executive-on-duty immediately. The executive-on-duty will decide on the level/severity of consequence. Executives-on-duty that are referred students who are repeatedly involved in moderate incidents in the playground will refer the matter(s) to the DP/P. The DP/P will then decide on the consequence.

Playground duty teachers encountering major incidents in the playground should refer to the executive-on-duty immediately. The executive-on-duty will refer the incident immediately to the DP/P. The DP/P will decide on the consequence. Repeated major incidents in the playground will result in referral to the *DET Policy and Guidelines for Suspension and Expulsion.*

**Detention (Reflection)**

Detention will be used for incidents occurring in the playground only. Referral of a student to the detention room can be made by a member of the executive only.

Teachers who encounter classroom incidents that require student(s) to be on detention and wish not to be alone in their classroom with the student(s) may accompany the student(s) to the detention room and remain with them for the duration of the detention. This is particularly pertinent if a teacher has only one student on detention (due to Child Protection issues.)

**Suspension and Expulsion**

Suspension will become a consideration for those students who are either repeatedly involved in moderate incidents or a major incident in the playground or classroom. Determination of suspension will be made by the Principal in consultation with the *DET Policy and Guidelines for Suspension and Expulsion.*

Expulsion will become a consideration for those students who are repeatedly involved in major incident in the playground or classroom. Determination of expulsion will be made by the Principal in consultation with the *DET Policy and Guidelines for Suspension and Expulsion.*

**Playground Management**

**Bell & Duty Times**

The following are the bell and duty times for Crawford Public School.

Before School 08:30am – 09:00am

(A bell will sound at 08:55am signalling the students to line up for morning assembly and then another at 09:00 to signal the commencement of the assembly.)

Eating Tme 11:00am – 11:10am

Recess 11:10am – 11:30am

(A bell will sound at 11:25am signalling the students to line up at the designated class meeting point and then another at 11:30am to signal the recommencement of class.)

Eating time 1:15pm – 1:30pm

Lunch Playtime 1:30pm – 2:00pm

(A bell will sound at 13:55 signalling the students to line up at the designated class meeting point and then another at 14:00 to signal the recommencement of class.)

Home Time 3:00pm

**NB:** Supervision is not provided before 8:30am and after 3:00pm. Parents are asked not to leave students unattended in the school grounds before 8:30am and after 3:00pm.

**Duty Teacher – Roles and Responsibilities**

The duty teacher is role is to supervise a safe and secure playground environment for the students. Their responsibility is to ensure that this environment exists through:

* constant mobility around their designated area.
* making themselves available and visible to the students in their designated area for the duration of their duty.
* tending to injured students and referring them to the office for first aid if required.
* settling minor incidents and deciding consequences.
* referring moderate or major incidents to the executive-on-duty.
* recording incidents they consider noteworthy on an Orange Slip.
* being punctual when arriving for and leaving a duty.
* making sure that their duty is covered if they know they will be attending an excursion or in-service on a day they have duty.

**Bus Duty (Power Street) And Asche Street Exit**

Bus Duty and Asche Street Exit is the responsibility of the executive rostered for that particular day. The executive will remain on duty until 3:15 or until the last bus has departed.

The executive-on-duty will also question any unattended students who are left outside the school after the last bus has departed about their pick-up arrangements. Those students whose pick-up arrangements are unsure will be accompanied back to the school office to await pick-up.

**Playground Usage**

The school playground will be in use 8:30am – 9:00am, 11:10am – 11:30am,1:30pm– 2:00pm each school day. The playground will also be in use each Friday 11:30 – 13:15 for school sport. Incursions may also take place in the school playground at prearranged times. Staff will be duly notified of these events.

Usage of the playground at times other than this will be at the discretion of the classroom teacher. Students are not to use the playground unsupervised at any time.

**Playground Equipment**

The PD/H/PE committee will be responsible for the purchase and distribution of playground equipment (ie. balls, plastic bats etc.) to each class each semester. Students are able to borrow this equipment at classroom teacher’s discretion. Use of equipment in Area B other than small balls (no bigger than a tennis ball) is prohibited. All other equipment is for use in Areas C and D.

**Merit System**

**Awards**

Students at Crawford Public School are able to proceed through an award hierarchy designed to reinforce the DET Core Values and school rules and acknowledge their adherence to these.

The hierarchy is structured as follows:

Merit Certificates (1 point) awarded by the classroom teacher in the weekly assembly.

AP’s Award (2 points) selected by the classroom teacher and awarded by an Assistant Principal to one member of the presiding class at the weekly assembly.

DP’s Award (2 points) nominated by the classroom teacher; selected and awarded to the selected student(s) by the DP on a twice-a-term basis.

P’s Award (3 points) nominated by the classroom teacher and awarded to the selected student(s) by the P on a twice-a-term basis.

Ten Point Medallion awarded to qualified students at major school assemblies (eg. open day, NAIDOC day etc.) Qualification is brought about by accumulation of 10 points worth of awards as indicated by the point value in brackets next to each award.

**Student Leadership**

Opportunities for students to display leadership within and outside the school will be provided on an ongoing basis. These will include:

* Captains and Prefects
* School Representative Council
* Peer Support
* Other Representative Opportunities

**Related Policies**

The Student Welfare Policy is the umbrella policy that governs all policies, structures and practices that are planned and implemented within the school. The following is a list of these related policies which may be necessary to refer to for more specific information on departmental and school practices. These policies are available on the DET website or on request at the school office.

* Aboriginal and Torres Strait Islander Education
* Accidents/Critical Incidents
* Administration of Prescribed Medication
* Anti-Bullying
* Anti-Discrimination
* Attendance
* Child Protection
* Discipline Code
* Duty of Care
* Emergency Procedures
* Enrolment of students
* English as a Second Language
* Excursions
* First Aid
* NSW Schools Healthy Canteen Strategy
* Gender Equity
* Gifted and Talented Students
* Health
* Homophobia in Schools
* Learning Support Team
* Multicultural Education
* Personal References
* Playground Supervision and Management
* Psychological testing
* Release of Student Information
* Religious Education
* Repetition of Students
* Road Safety Education
* Safe and Ethical Practice
* School Student Transport Scheme
* Special Education
* Student Counselling Files
* Student Leadership
* Student mentoring
* Student Placement
* Sun Protection
* Suspension and Expulsion
* Transition
* Uniform
* Values in NSW Public Schools