

Cobar Public School
Welfare and Discipline Policy



Overview

In context of this policy, school welfare and disciplinary strategies encompasses everything the school community does to support the personal and social needs of students and enhance wellbeing. Cobar Public School is a Positive Behaviour for Learning (PBL) school. Our aim is to become a school community of responsible, respectful learners. Our school welfare and disciplinary policy reflects a PBL based approach to behavioural incidents, whilst still maintaining the state policies for serious misdemeanours.

School Support

Every staff member undertakes Child Protection training, anaphylaxis training, Non-violent Crisis intervention training as well as first aid/CPR training.

Staff with specific support roles include:

- School Counsellor
- Principal
- 3 Assistant Principals (one for each stage group)
- Learning and Support Team - LST
- First Aid Coordinator
- Learning and Support Teachers - LaST
- Student Representative Council – SRC
- PBL Leadership Team

Welfare Groups

The following groups exist for the welfare and support of students.

PBL Team

The Positive Behaviour for Learning team is responsible for ensuring the smooth introduction of PBL to the school and its long term future. The team analyse data, creates explicit lessons and monitors the implementation across the whole school whilst assisting in strategies for behaviour management and positive reinforcement. It involves staff, students and community members.

Learning Support Team

The Learning Support Team is a whole school approach to supporting students with particular needs. It operates in conjunction with Every Student, Every School (ESES), an initiative providing learning and support for students with a disability, learning difficulties or behaviour support needs. It provides a forum for discussion which ensures that programs and intervention with students are based on best practice. The team consists of all teachers

of any particular student, the executive staff, the LAST and the Instructional Leader. The team takes referrals regarding issues of learning, behaviour, social welfare and medical issues. The team coordinates the implementation of learning and welfare programs.

Student Representative Council:

The student's council consists of students elected by the student body. Elected members include School Captains and Vice Captains along with other interested and elected students. A teacher assists with the co-ordination of the SRC. The SRC plays an integral role in items such as PBL rewards day, shining day, school discos and carnivals.

School Counsellor:

The school has one school counsellor who is on site 3 days per fortnight. Students are able to speak to the counsellor via a referral through learning and support or discussions in consultation with the parents / teacher.

First Aid co-ordinator:

Students are able to receive first aid through first aid officer. The responsibility of the first aid officer is to administer general first aid to students and determine whether further attention needs to be sought. Teachers/ staff can refer a student to the first aid office (in the Student Services building) by filling out a yellow information slip.

Staff can also assist in referring families or providing information to specialist support such as speech pathology, hearing tests and other specialist support services.

CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

CORE VALUES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

The Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

The core values are:




INTEGRITY	Being consistently honest and trustworthy.
EXCELLENCE	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
RESPECT	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
RESPONSIBILITY	Being accountable for your individual and community's actions towards yourself, others and the environment.
COOPERATION	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
PARTICIPATION	Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
CARE	Concern for the wellbeing of yourself and others, 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.

Behavioural expectations and reinforcements

Cobar Public School has a set matrix of behavioural expectations that all students are required to follow to be considered responsible, respectful learners (see page 6 for behaviour expectations). Staff teach behavioural expectations to all students K-6. These expectations are taught in structured lessons as well as weekly focus points. Data collected from SENTRAL provides us with information on which areas positive and negative incidents are occurring. Based on these results and student patterns, decisions can be made on positive or negative consequences and welfare support systems that need to be put in place.

The school has a behaviour scope and sequence (see page 7) which details examples of positive and negative behaviours from classroom managed to executive managed behaviours. The top tier of behaviour requires executive or principal managed behaviours and may result in our disciplinary framework, Level System, being implemented (see page 8). Although a tiered system, in some cases the student's behaviour may result in being placed on a level which bypasses earlier levels. This will be decided by the executive and will take into consideration the type of behaviour, previous behaviour, risk posed by the student and the welfare needs of other students.

School Wide expectations

EXPECTATIONS	ALL SETTINGS	COLA 1	QUAD	Oval	Library	Back Pavers	Cola 2- 3	Toilets & Bubblers
 <p>Responsible</p>	<ul style="list-style-type: none"> -Use equipment for its purpose -Stay in bounds -Wear a school hat outdoors -Be honest -Walk safely around the school 	<ul style="list-style-type: none"> -Canteen line to wait for SRC -Ask for a toilet pass -Return equipment 	<ul style="list-style-type: none"> -Ball play under spanline -Use bubblers sensibly 	<ul style="list-style-type: none"> -Play safely -Play fairly -Resolve problems peacefully and calmly 	<ul style="list-style-type: none"> -Keep desks, bookshelves and floor space tidy -Walk on each step using the hand rail 	<ul style="list-style-type: none"> -Ask to use the toilets -Return equipment -Move with your group around pathways 	<ul style="list-style-type: none"> -Ask for a toilet pass during recess and lunch -Care for the environment 	<ul style="list-style-type: none"> -Flush the toilet after use -Wash hands -Take turns using the bubblers
 <p>Respectful</p>	<ul style="list-style-type: none"> -Use a polite voice -Do as you are asked -Keep your hands to yourself -Wear school uniform -Share equipment 	<ul style="list-style-type: none"> -Open and close gates properly -Accept direction from staff and school leaders 	<ul style="list-style-type: none"> -Line up quietly -Keep our quad clean -Include others in games 	<ul style="list-style-type: none"> -Care for the environment 	<ul style="list-style-type: none"> -Treat books and games with care -Hats off inside 	<ul style="list-style-type: none"> -Open and close gates properly -Care for equipment 	<ul style="list-style-type: none"> -Resolve problems peacefully -Sit on seats at tables 	<ul style="list-style-type: none"> -Respect people's privacy -Keep toilets clean
 <p>Learners</p>	<ul style="list-style-type: none"> -Be prepared for learning -Participate to the best of your ability -Listen to instructions 	<ul style="list-style-type: none"> -Be on time to lines at the end of break times - When in lines: Show 5 L's (listen, look, lips closed, hands in lap, legs crossed) 	<ul style="list-style-type: none"> -Hands up and wait to be dismissed 	<ul style="list-style-type: none"> -Follow the set rules of the game you're playing. 		<ul style="list-style-type: none"> -Line up at gate in two lines 	<ul style="list-style-type: none"> -Follow the rules of the game 	<ul style="list-style-type: none"> -Use break times to go to the toilet and have a drink -Be water wise

Cobar Public School – Whole school Behaviour Sequence



HIGH LEVEL MISBEHAVIOUR Immediate Exec or principal Referral	BEHAVIOUR REFERRED TO EXECUTIVE/PRINCIPAL -Vandalism of school property -Abscond from school grounds/classroom -Physical violence -Direct swearing at staff -Theft against staff or peers -Using objects as weapons -Severe anger outburst (throwing furniture, screaming) -Possession of illicit items (lighters, drugs, weapons)	POSSIBLE STRATEGIES/CONSEQUENCES -Time in RTR -Loss of privellages -LST referral -Behaviour plan/program adjustments -Remove student/class from danger until exec arrives -Lockdown procedure -Suspension -Police phoned -Level placement -Parent meetings -Sentral entry -Mediation -Expulsion
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MEDIUM LEVEL MISBEHAVIOUR Teacher managed & exec notified	GROSS OR CONTINUED DISTURBANCES -Consistently displaying low-level behaviours listed below -Throwing objects -Refusal to follow directions -Swearing (indirect) -Inappropriate pictures/writing -Verbal abuse towards others (name calling/swearing) -Bringing a banned item to school repeatedly	POSSIBLE STRATEGIES/CONSEQUENCES -Phone call to parents /meeting -Sent to time out/thinking space -Sent to buddy room -Refer to exec for RTR time -Discussion of behaviour /thinking time during play time -Speak to exec about further strategies -Revise PBL expectations with student one on one (check for understanding) -Program/seating adjustment if ongoing -Apology to peers/staff -Mediation with peers -Sentral entry -LST referral
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LOW-LEVEL MISBEHAVIOUR Teacher Managed	MISBEHAVIOURS -Distracting others during work time -Talking out of turn/over the top of others -Being on the playground with no hat -Running on cement -Continually getting out of seat in class -Out of bounds / not following footpaths -Inappropriate use of equipment (swinging on chair, tapping pens, flicking items) -Purposefully not completing work	BANNED ITEMS -Chewing gum -Bringing own footballs to playground -Undeclared electronics/mobile phones -Other items at executive discretion	POSSIBLE STRATEGIES/CONSEQUENCES -Verbal redirection -Non Verbal redirection (finger to lips, pointing to work, teacher movement, name on board) -Sitting on silver seats/dots (playground) -Sentral entry -Verbal reminder of expectation/DEMONSTRATE expectation -Alternative seating (moved away) -Loss of good choice reward time -Catching up work/ discussion of behaviour in play time
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POSITIVE BEHAVIOUR Whole School	RESPONSIBLE -Maintaining a clean and safe environment -Wearing you school hat outside -Stay in bounds -Ask for a toilet/bubbler pass during breaks -Being helpful by taking on extra jobs in the classroom and school	RESPECTFUL -Being polite and well mannered -Following instructions from staff -Co-operating with peers -Taking turns and being patient -Listening carefully -Taking care of equipment	LEARNERS -Being prepared for class -Completing classwork -Borrowing and returning library books -Helping your peers -Being punctual to class and lines	POSSIBLE RECOGNITION -Verbal praise -Good egg cards -Merit awards -Badges -Positive body language (e.g thumbs up, high five, smile). -Show work to another teacher -Ernie’s Eyes – PBL reward Day -Stamps -Stickers -Phone call home -Prize box/class reward
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COBAR PUBLIC SCHOOL LEVEL SYSTEM

Level A Top Behaviour

All students start at this level every term unless determined otherwise by the principal.

Level B—1st offence

Students have the opportunity to redeem themselves. No loss of privileges. Letter posted home and follow-up phone call. Student cautioned and is given strategies to address behaviour. Student level recorded at Learning Support Team meeting. No further misdemeanours, after 2 weeks student returns to Level A.

Level C—2nd offence

Playground privileges are withdrawn for 2 days or longer at principal or executive discretion. Attend Responsible Thinking Room (RTR) during this period. Privileges become at risk. A letter posted home with follow-up contact to organise an interview. Risk management plan developed/reviewed. Student level recorded at Learning Support Team meeting. No further misdemeanours after 2 weeks, student returns to Level B.

Level D—3rd offence

Referral to Learning and Support Team.

Alternate classroom program implemented for 3 days. Playground privileges are withdrawn for 3 days or longer at principal or executive discretion. Attend Responsible Thinking Room (RTR) during this period. Social privileges suspended for 1 week period at principal or executive's discretion. Return of future privileges will be determined and discussed with parent and student at first point of contact. Inclusion depends on the student's ability to abide by the school rules and discipline framework. No further misdemeanours after 2 weeks, student returns to Level C. **Continued non-compliance at this level will lead immediately to Level E.**

Level E— Short Suspension

Short suspension of up to 4 days enacted. Re-entry meeting with parent/carer held prior to or on day of re-entry. On return to school student returns to Level D and attends Responsible Thinking Room (RTR) for negotiated length of time. No further misdemeanours after 2 weeks, student returns to Level C. **Continued non-compliance will lead to another suspension.**

Level F— Long Suspension

Long suspension of up to 20 days enacted. Re-entry meeting with parent/carer held prior to or on day of re-entry. On return to school student returns on Level D and attends Responsible Thinking Room (RTR) for negotiated length of time. No further misdemeanours after 2 weeks, student returns to Level C. **Continued non-compliance will lead to another suspension.**

CPS Merit Award System

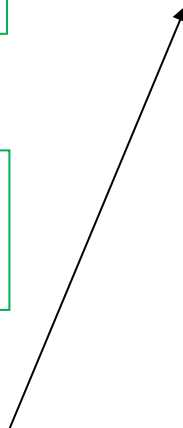
Good egg cards are handed out by teachers to students following the PBL expectations. When they are handed out, the teacher should tell the student why they are



Collecting **10x** good egg cards = one merit award



Merit awards are collected to receive a special award. Shining Day awards also count as a merit award.



Special Awards

Merit Awards = Special Awards

5	=	Achievement
15	=	Outstanding Achievement
25	=	Champion
50	=	Distinction
75	=	High Distinction
100	=	Excellence
125	=	Platinum
150	=	Bronze
175	=	Silver
200	=	Gold
225	=	Opal
250	=	Ruby
275	=	Emerald
300	=	Sapphire
325	=	Topaz
350	=	Amethyst
375	=	Rhodium
400	=	Diamond
425	=	Jade

Students have the responsibility of maintaining records of their own Good Egg Cards, Merit and Special awards. Merit award folders are available from the front office for \$5.50

Students will be responsible for presenting Good Egg Cards, to the classroom teacher for exchange for merit awards. Merit Awards are handed to Assistant Principal for exchange for Special Awards. Special awards are printed in the newsletter and presented at fortnightly assemblies by the principal. Merits and good egg cards do not have an expiry date and can be accumulated through a student's time at school.

Collection of Merit Awards to continue over entire school life at CPS.