



Coledale Public School

Student Welfare,
Good Discipline and
Effective Learning

Student Welfare Procedures

(updated 15.11.22)



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NSW Department of Education Policies

[The Behaviour Code for Students - NSW Public Schools](#) outlines behaviour expectations for students at NSW Public Schools, including Coledale Public School. These expectations ensure that learning, wellbeing and safety are prioritised.

In accordance with the NSW Department of Education's *Student Discipline in Government Schools Policy* (<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>), these Student Welfare Procedures are consistent with the following relevant legislation:

- The Disability Discrimination Act (1992)
- The Disability Standards for Education (2005)

The following departmental policies and procedures are reflected in the following document:

- Behaviour Code for Students
- Bullying of Students: Prevention and Response Policy
- School Attendance Policy
- School Uniform Policy
- Suspension and Expulsion of School Students – Procedures
- Anti-Racism Policy
- Work Health and Safety Policy
- Student Behaviour Strategy

Student Welfare, Good Discipline and Effective Learning

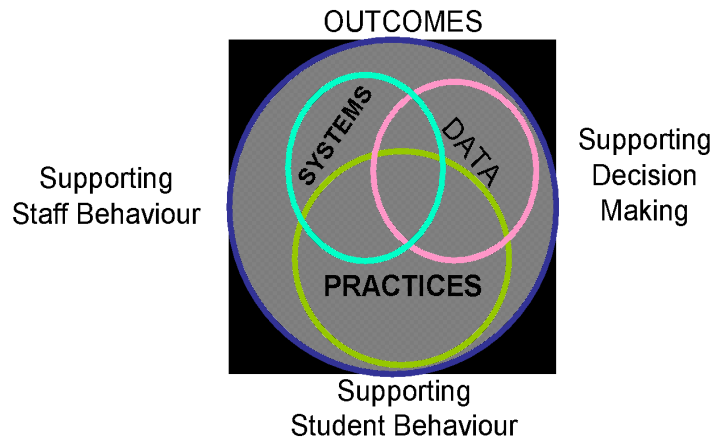
Coledale Public School is a Positive Behaviour for Learning (PBL) school.

PBL is a school systems approach to address behaviour and promote positive student academic and social outcomes and to enhance the school community as a whole. It encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

- Data is used to support decision making
- Systems are developed to support teachers
- Practices are implemented to support students

PBL Goals:

- Build systems that make it easier to teach
- Create environments that encourage pro-social behaviour
- Teach all students what is expected of them
- Provide a continuum of behaviour and learning support to students who need more support to be successful



Mission Statement

At Coledale Public School, our mission is to develop students who show respect for others and themselves and are engaged, resilient learners who act responsibly in all settings.

Matrix

The School's Behaviour Matrix is the central framework for the teaching of expected behaviours in all settings. The expected behaviours listed for individual settings are replacement behaviours and are categorised into three key values. The phrases are stated as simply as possible, making expectations easy to remember.

Show Respect	Engage in Learning	Act Responsibly
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

Coledale Public	All Settings	Playground	Equipment	Toilets	Assembly	Classroom	Pathways/ Hallways	Garden	Transport
Show Respect	<ul style="list-style-type: none"> *Speak politely *Care for others *Listen attentively *Use kind words * Wear school uniform 	<ul style="list-style-type: none"> *Hands and feet to yourself *Be friendly *Share the space * Play fairly 	<ul style="list-style-type: none"> *Share the equipment *Use equipment appropriately *Respect the equipment 	<ul style="list-style-type: none"> *Allow privacy *Wash your hands *Keep the toilet block clean *Enter and leave quietly 	<ul style="list-style-type: none"> *Show respect *Wait and listen *Applaud the efforts of others *Stay quiet between items 	<ul style="list-style-type: none"> *Speak politely *Raise your hand before speaking *Take turns *Use inside voices * Leave hats outside 	<ul style="list-style-type: none"> * Move quietly *Respect other learners 	<ul style="list-style-type: none"> *Show respect *Treat plants carefully *Take rubbish 	<ul style="list-style-type: none"> *Greet the bus driver politely *Sit quickly and quietly *Place bag on floor *Talk quietly with others
Engaged in Learning	<ul style="list-style-type: none"> * Do your best *Be positive *Be friendly *Join in activities *Accept the rules * Never give up 	<ul style="list-style-type: none"> *Accept the rules *Be positive *Be patient *Encourage others * Ask for help 	<ul style="list-style-type: none"> *Share the equipment *Invite others to play *Participate in games *Congratulate others 		<ul style="list-style-type: none"> *Sing with pride *Appreciate the learning and efforts of others 	<ul style="list-style-type: none"> * Stay focused and on task * Be ready for the day *Work to the best of your ability 	<ul style="list-style-type: none"> *Respect other learners 	<ul style="list-style-type: none"> *Care about plant needs 	<ul style="list-style-type: none"> *Obey road rules *Think and act safely *Look and wait *Be patient and wait
Act Responsibly	<ul style="list-style-type: none"> *Follow instructions *Place rubbish in bins *Speak truthfully *Look after property * Invite others to join in * Line up on the bell 	<ul style="list-style-type: none"> *Play safely *Wear school hat *Move on the bell *Be in the right place at the right time *Be responsible for yourself 	<ul style="list-style-type: none"> *Be patient and thoughtful *Play fairly *Display sportsmanship 	<ul style="list-style-type: none"> *Flush the toilets *Enter and leave quietly *Eat outside *Use toilets appropriately *Keep toilets tidy 	<ul style="list-style-type: none"> *Listen carefully *Hands and feet to yourself *Remove hats (if appropriate) *Enter and leave quietly 	<ul style="list-style-type: none"> *Follow teacher instructions *Look after classroom and personal property *Pick up after yourself *No bags in class prior to morning bell 	<ul style="list-style-type: none"> *Wait quietly *Walk safely *Keep to the left *Place bags on hooks *Keep the doors clear *Move sensibly 	<ul style="list-style-type: none"> *Walk on path *Water plants 	<ul style="list-style-type: none"> *Talk kindly to others *Keep hands and feet to yourself *Move safely *Walk sensibly to area

Celebrating Achievement

Students at Coledale Public School receive recognition for making progress and achieving academic personal learning goals .

Each student will have personal learning goals in the areas of (minimum): Literacy and Numeracy. Each student has personal learning goals in the areas of reading and numeracy (minimum): These goals should be written in conjunction with the students, be small achievable goals that are at the students point of need and achievable regularly.

Students should be able to articulate what they are working towards. Students and teachers will communicate the learning goals, acquisition and achievement via Seesaw.

Achievement of learning goals will be celebrated by wearing mufti. This encourages parents, other staff and students to ask the children what goal they achieved.

Recognition for positive behaviour

Students are acknowledged when they display positive behaviours such as those indicated in the school's behaviour matrix. Staff will make acknowledgements and announcements in the classroom and/or assemblies. In addition, students may be acknowledged for citizenship or willingness to help with school responsibilities.

Students/classes/groups of students may be acknowledged for displaying positive behaviours on excursions, at carnivals, on camp or at other school events.

Finally, school-wide positive behaviour themes that students can demonstrate may be chosen each assembly linking to wellbeing teaching units and Peer support focuses.

Classroom – Class Based Systems:

Teachers will have discretion regarding the implementation of additional class-based rewards systems. Any class-based systems will promote and reward positive behaviours as outlined in this policy. In keeping with our community's expectations and departmental policies.

Consequences for Poor Behaviour Choices

At Coledale Public School a levelled colour-coded system of discipline operates. Students, parents and teachers work together to maintain high academic and behaviour standards.

Expected Behaviour

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

Coledale Public School takes a strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Classroom Support

All students are given three warnings in the classroom. If over the course of one day students have received 3 warnings they will be sent to a designated timeout area in the classroom or in a neighbouring classroom. A behaviour reflection sheet will be completed by the student, in consultation with a teacher, if deemed appropriate by 3-6 students. If a student continues to make poor behaviour choices over the same day they will be sent to with the AP or Principal for an additional timeout. In the case of continued poor choices, or if the behaviour is deemed to be serious, the student will be sent to the Principal. All timeouts are to be recorded in Sentral by the referring teacher.

Examples of misbehaviour may include –

- Not complying with teacher's instructions
- Demonstrating disruptive behaviour
- Deliberately neglecting school work
- Showing rudeness to teachers, other staff members or parent helpers
- Lying
- Spreading rumours
- Being out of bounds
- Spitting
- Teasing, name calling or verbal put downs
- Deliberately littering
- Swearing at teachers or other students

Playground Support

Students are asked to stop their misbehaviour and rules are discussed with them. Students are given a verbal reminder. If unacceptable behaviour continues or if the behaviour is deemed by the staff member on duty to be a major incident, the student will be given a playground timeout. The incident will be recorded in Sentral and a behaviour

reflection sheet will be completed by the student, in consultation with a teacher, as soon as possible.

These behaviours may include:

- Any form of violence
- Spitting or throwing objects
- Swearing and /or disrespect
- Rough play
- Disobedience
- Bullying and teasing
- Damaging property
- Theft

Timeout strategies are not used as punishment or as a means of removing students indefinitely from the classroom. Timeout may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.

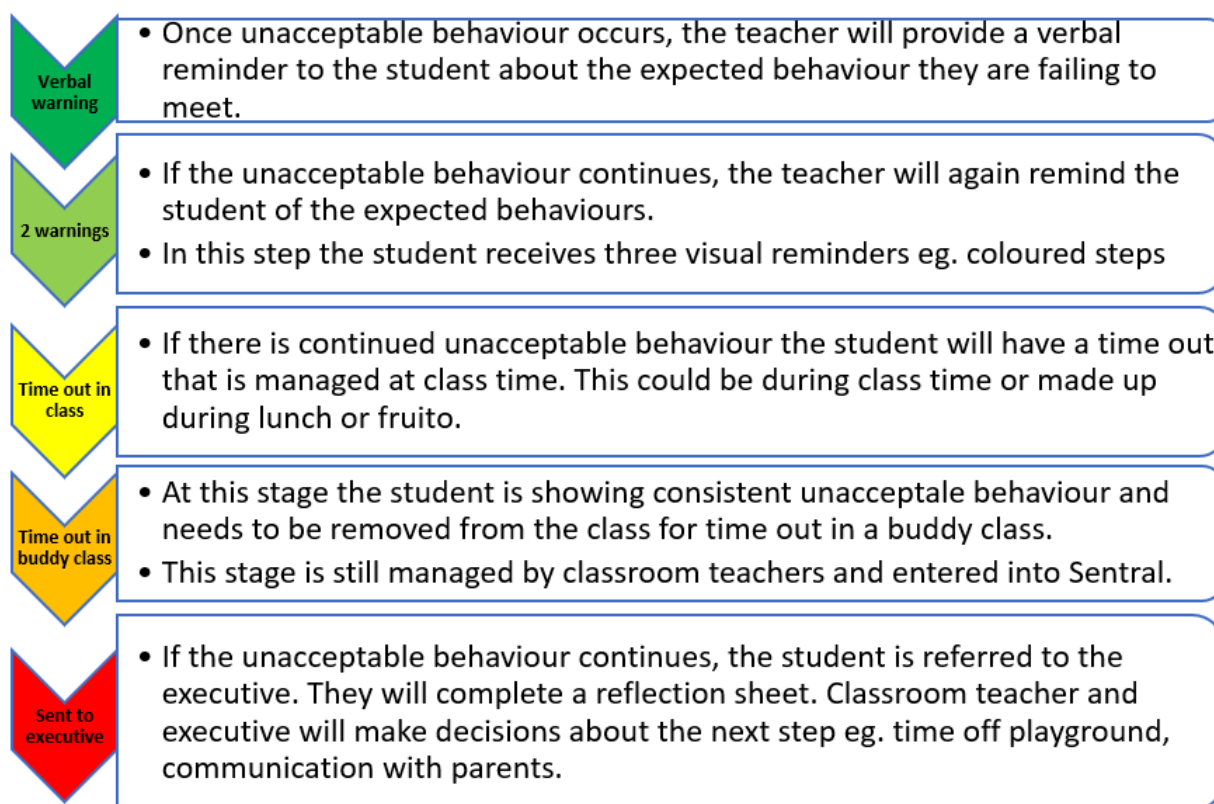
Refer to *Detention and Timeout Guidelines*

<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-04.pdf>

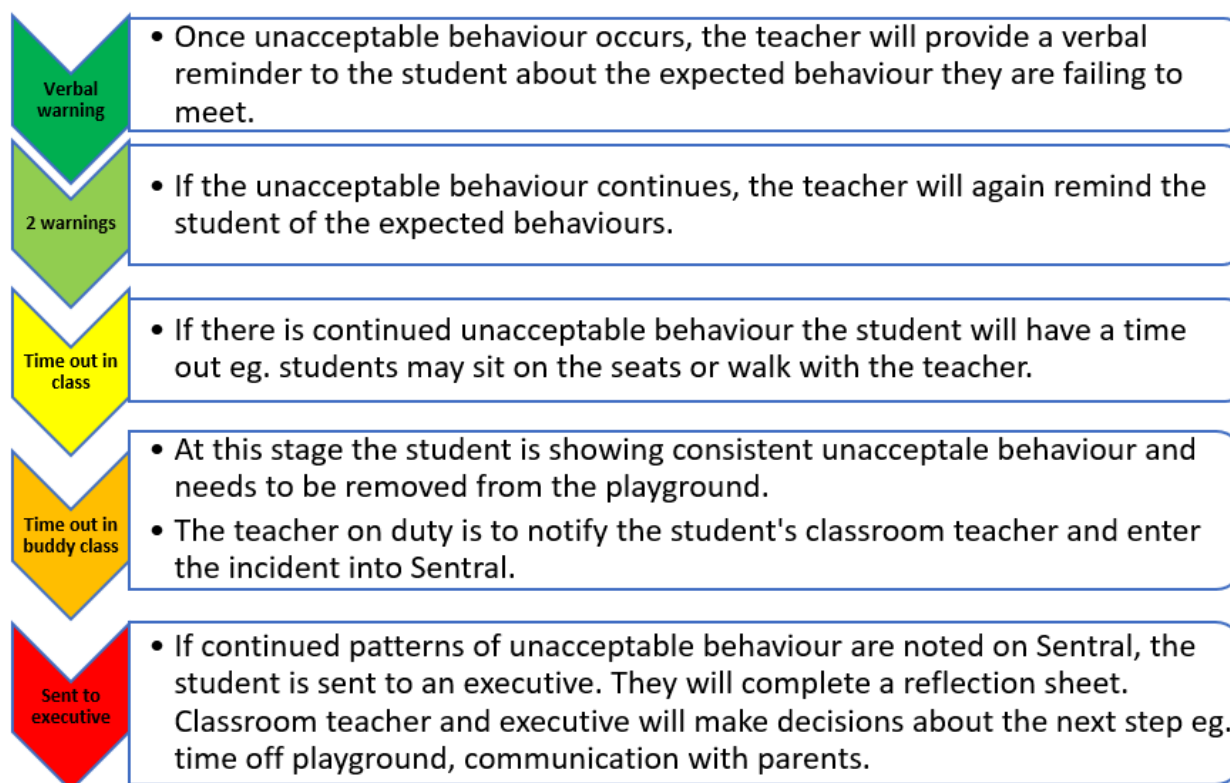
Consequence Sequence

The chart below refers to the consequence sequence that is implemented for students who continually exhibit poor behaviour choices.

Classroom Flow Chart for Behaviour



Playground Flow Chart for Behaviour



Reflection with classroom teacher or executive

Reflection time is a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.

Students who are regularly being recorded on Sentral

The school will:

- Develop an Individual Behaviour Plan and put in place a long-term plan of support for the student in consultation with their parents. This will be reviewed regularly.
- Involve the Learning Support Team and access resources/support available for the student if there is a considered need.
- Investigate additional support the student/staff may require.

Suspension

Please refer to the current DEC policy

Behaviour Definitions

Minor Behaviours: Classroom

Continual Disruption	Student disrupts other students in the classroom, preventing them from learning or completing tasks. Student continually calls out. Student continually gets out of seat.
Off task	Student continues to stay off task and not complete assigned work
Inappropriate Language	Low intensity instance of inappropriate verbal message that includes swearing or use of word in an inappropriate way, e.g. student swears as a reaction to a situation.
Unsafe in the Classroom	Running in the classroom, swinging on chairs, and inappropriate use of equipment.
Lateness	Student continually late to class after break periods.
Disrespectful Attitude	Student has a disrespectful attitude towards the teacher and/or other students.
Inappropriate Touching	Student touches other students in an intimidating or unwelcome manner.
Lying	Student lies to the teacher about their actions.
Damaging property	Student damages property belonging to the school, teacher or students.
Intimidation	Student intimidates another student or teacher.

Minor Behaviours: Playground

Out of Bounds	Student leaves the designated play area without permission.
Inappropriate Language	Low intensity instance of inappropriate or verbal message that includes swearing or use of word in an inappropriate way e.g. student swears as a reaction to a situation
Unsafe Play	Non-serious, inappropriate play e.g. standing on benches, climbing on top of the monkey bars. Use of sticks or other objects
Littering	Deliberately leaving, dropping or hiding rubbish
Disobedience	Brief or low intensive failure to follow instructions.
Fighting/Physical Contact	Student engages in non-serious, but inappropriate physical contact e.g. playfully tackling and handling, pushing, tapping.

Major Behaviours: Classroom

Lying	Student deliberately lies to a teacher about a serious incident.
Cutting hair	Student cuts another student's hair.
Intimidation	Student delivers disrespectful message to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. These include negative comments sustained or intense verbal attacks based on: race, religion, gender, sexuality, age, physical appearance, ethnic origin or disabilities.
Swearing	Student uses swearing towards either the classroom teacher or another student.
Physical contact	Actions and/or threats involving serious physical contact where injury may occur.
Deliberate disobedience/arguing	Student is deliberately disobedient to teacher. Student argues with a teacher.
Throwing Objects	Student throws an object in or around the classroom, making the environment unsafe.
Bullying	Student bullies another student by undertaking repeated and deliberate hostile behaviour, which intends to harm or hurt.
Cyber Bullying	Through the use of technology (e.g. email, text message) student bullies another student by undertaking repeated and deliberate hostile behaviour, which intends to harm or hurt.
Spitting	Student deliberately ejects liquid from their mouths.
Sexualised Behaviours	Behaviour of a sexual nature directed towards another student .

Major Behaviours: Playground

Out of Bounds	Student leaves the school grounds without permission.
Absconding	Student leaves the school grounds without permission.
Inappropriate Language	Students uses language intended to cause a student or teacher to feel intimidated, threatened or humiliated.
Dangerous Play	Actions involving dangerous play that may result in serious injury
Bullying/Harassment	Student delivers disrespectful message to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. These include negative comments sustained or intense verbal attacks based on: race, religion, gender, sexuality, age, physical appearance, ethnic origin or disabilities.
Disobedience	Failure to follow school rules and teacher direction, may be aggressive.
Fighting / Physical Contact	Actions and/or threats involving serious physical contact where injury may occur.

Severe Behaviour Definitions

Drugs and Alcohol	Student is in possession of illegal drugs or substances.
Weapon/Dangerous Object	Student is in possession of knives or guns (real or look alike) or other objects readily capable of causing bodily harm.
Vandalism/Property Damage	Student participates in an activity that results in destruction or disfigurement of school or others' property.
Danger to others	Student participates in activities that are a danger to others e.g. throwing an apple at a passing car.
Physical Assault	Extreme violent behaviour or assault on student or teacher.

Review and Revision

The NSW Department of Education released the Student Behaviour Strategy (<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-strategy/the-student-behaviour-strategy>) in February of 2021. A new student behaviour policy is set for release in Semester 2, 2021. Our school procedures will be reviewed and revised as required following the release of the new policy.

