



STUDENT WELFARE POLICY

Rationale:

Thrive Through Opportunity

Our school's mission is to create a school community of positive relationships, enabling students to become self-directed lifelong learners and developing each individual's potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is about equity: we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

In order to achieve our school's mission, we provide quality education for all students, taking account of their age, background, ability and interests in an environment that is safe, supportive, respectful and promotes student wellbeing. A strong emphasis is placed on whole school practices and initiatives that promote a partnership between the school and community

Woodland Road Public School is committed to maintaining high standards of positive student welfare practices and evidence based, effective behaviour management strategies to maximise the success of every student.

This policy is to be read in conjunction with the following NSW Department of Education policies:

[Student Discipline in Government Schools Policy \(2006\)](#)

Other related Departmental policies include:

[The Disability Discrimination Act \(1992\)](#) and [The Disability Standards for Education \(2005\)](#)

[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](#)

Woodland Road Public School is committed to a positive approach to student discipline. Practices should foster student engagement in learning, set clear boundaries, recognise appropriate behaviour and manage inappropriate behaviour fairly.

Statement of Principles: This policy is based on the following principles:

- ✚ Students are expected to follow the school rules
- ✚ Students are supported to follow the school rules and manage their behaviour
- ✚ There are consequences for positive and negative behaviour
- ✚ There are levels of disciplinary action
- ✚ A school wide system exists and is applied consistently by all staff
- ✚ Staff implement a proactive approach to student welfare
- ✚ Students with specific needs require individualised support



Rights and Responsibilities:

Student Rights:

Students at Woodland Road Public School have the right to:

- a safe and caring school environment;
- learn in an environment free of disruption, harassment and discrimination;
- be treated with respect;
- be part of relevant decision making within the school ;
- opportunities catered to appropriate levels of need;
- be recognised for their academic, sporting and social achievements and
- work with teachers in following the school's Welfare Policy.

Student Responsibilities:

Students at Woodland Road Public School have the responsibility to:

- 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;
- 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;
- Attend school every day (unless legally excused);
- arrive at school and class on time;
- be prepared for every lesson;
- actively participate in learning, and
- aspire and strive to achieve the highest standards of learning.

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



Parent and Carer Rights:

Parents and Carers at Woodland Road Public School have the right to:

- have their children safe and happy at school;
- be treated with respect and dignity by all members of the school community;
- be informed of their child's welfare, including changes in behaviour, attitude and effort;
- be informed when their child seriously breaches the school rules or demonstrates ongoing behavioural concerns;
- work in partnership with their child and staff to promote responsible behaviour;
- expect the school to connect parents and children with appropriate community agencies where needed;
- teachers who provide learning/educational programs that cater for their child's needs;
- expect that their child's learning will not be disrupted by the actions of other students;
- access to appropriate support agencies, such as a school counsellor when requested, and
- discuss issues with Woodland Road Public School staff.

Parent and Carer Responsibilities:

Staff at Woodland Road Public School have the responsibility to:

- support the School Welfare and Discipline Policy and the behaviour management procedures employed;
- support the School Anti-bullying Plan;
- support their child in taking responsibility for their actions;
- inform the school of any issues/incidents related to their child's welfare;
- ensure that their child attends school regularly and on time;
- assume the greater responsibility for their child's behaviour as they travel to and from school;
- ensure that children arrive at school prepared with the necessary equipment, suitable school uniform and appropriate food;
- work in partnership with the school staff;
- ensure that their child is punctual to all school activities;
- treat all members of the school community with respect and dignity;
- be cooperative in all dealings with the school;
- abide by the school's mission statement and vision, and
- ensure that no illegal substances, alcohol, tobacco or weapons are brought to school or school events.



Staff Rights:

Staff at Woodland Road Public School have the right to:

- be treated with respect by all members of the school community;
- work in an environment free from harassment, discrimination and intimidation
- teach in cooperative and safe environments;
- expect parents and carers to work with their children to develop socially acceptable behaviour in partnership with the school;
- make decisions on dealing with inappropriate behaviours as they occur within the guidelines of this policy, and
- access support from the DoE and school executive, where appropriate.

Staff Responsibilities:

Staff at Woodland Road Public School have the responsibility to:

- abide by the [Department of Education's Code of Conduct](#)
- engage in personal or professional conduct that upholds the reputation of the Department;
- apply the Department's policies and procedures;
- act ethically and responsibly;
- treat all members of our school community with respect and dignity;
- provide learning programs that cater for the needs of the students in their care;
- communicate effectively & sensitively with parents on matters relating to their child's welfare;
- collegially support whole school decisions, initiatives and systems;
- provide a happy, safe, engaging and motivating learning environment free from disruption, harassment and discrimination;
- consistently follow the school's behaviour management procedures;
- recognise and reward students for their achievements and endeavours across all areas of the school curricula;
- implement a range of strategies to support students displaying inappropriate behaviour;
- actively supervise students in their care;
- display class rules and ensure that they are adhered to;
- display and implement an individual class management system;
- keep accurate records of rewards issued to students;
- abide by the school's mission statement and vision;
- implement the School Welfare and Discipline Policy and the school [Anti-bullying Plan](#); and
- mandatory report when concerned about the well-being of a student.

Discipline Code (School Rules):

The Department of Education sets core rules for all students attending school in New South Wales.

These rules are outlined below:

- 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 school
- Not bully, harass, intimidate or discriminate against anyone in our school

Woodland Road Public School's three school rules are:

- Be Safe
- Be Respectful
- Be a Learner

Positive Behaviour for Learning (PBL)

Woodland Road Public School is operating at a tier one universal PBL (Positive Behaviour for Learning) level. PBL is an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. Observable behaviours that comply with the school rules are provided to students in the form of a Positive Behaviour for Learning Matrix.

Woodland Road Public School
POSITIVE BEHAVIOUR MATRIX Revised 2016

SCHOOL RULES	ALL AREAS	OFFICE	TOILETS	CANTEEN	ASSEMBLIES	HALL	OUTDOOR AREAS	EXCURSIONS / SPORT
	<ul style="list-style-type: none"> ☉ Keep hands and feet to yourself ☉ Follow instructions ☉ Move appropriately ☉ Use furniture and equipment correctly ☉ Be in the right place 	<ul style="list-style-type: none"> ☉ Walk straight to the office and back quietly 	<ul style="list-style-type: none"> ☉ Keep area clean 	<ul style="list-style-type: none"> ☉ Wait in line 	<ul style="list-style-type: none"> ☉ Walk ☉ Listen 	<ul style="list-style-type: none"> ☉ Use the small steps and nails ☉ Return equipment 	<ul style="list-style-type: none"> ☉ Be sun safe ☉ Play suitable games 	<ul style="list-style-type: none"> ☉ Follow road rules ☉ Stay alert
	<ul style="list-style-type: none"> ☉ Speak and act kindly ☉ Move appropriately ☉ Be tidy ☉ Look and listen ☉ Wait your turn ☉ Include others ☉ Share equipment ☉ Be tolerant 	<ul style="list-style-type: none"> ☉ Remove your hat 	<ul style="list-style-type: none"> ☉ Respect peoples' privacy 	<ul style="list-style-type: none"> ☉ Spend your own money 	<ul style="list-style-type: none"> ☉ Hat off ☉ Sing proudly ☉ Sit with your legs crossed 	<ul style="list-style-type: none"> ☉ Follow instructions 	<ul style="list-style-type: none"> ☉ Play fair 	<ul style="list-style-type: none"> ☉ Be proud ☉ Be a role model
	<ul style="list-style-type: none"> ☉ Follow instructions ☉ Look ☉ Listen ☉ Complete given tasks 	<ul style="list-style-type: none"> ☉ Speak clearly 	<ul style="list-style-type: none"> ☉ Use ☉ Wash hands ☉ Leave 	<ul style="list-style-type: none"> ☉ Spend wisely ☉ Make healthy choices 	<ul style="list-style-type: none"> ☉ Participate 	<ul style="list-style-type: none"> ☉ Participate 	<ul style="list-style-type: none"> ☉ Make good choices ☉ Follow game rules 	<ul style="list-style-type: none"> ☉ Work together

These behaviours are explicitly taught and reinforced with students on a daily basis and form the language used to reinforce positive behaviour that promotes learning.



Strategies and practices to promote positive student behaviour

In the classroom:

Teachers recognise and reward students who display positive behaviour in a variety of ways. Practices will differ amongst classrooms, depending on the interests and needs of the students within the class. Rewards may include:

- Verbal praise
- Stickers/stamps
- Tokens (elaborated on in whole school approaches)
- Class Dojo points
- Positive communication with home (phone call, postcard, Class Dojo message)
- Negotiated whole class (short, intermediate and long term) reward systems
- Max and Millie assembly recognition awards
- Manners awards

In the playground:

Students are rewarded for following the school rules on the playground by receiving Playground Tokens. These tokens are collected throughout the week and prizes are drawn for each class every Friday.

Students are supported in the playground through:

- Visible supervising staff in all areas utilising communication devices
- Visual expectations and rules
- Transition music and speaker announcements
- The implementation of the *PBL Playground* to support targeted areas (courtyard) and targeted students. Whole school procedures for the PBL Playground can be found [here](#). (also see appendix 1.)

Whole School Reward Systems:

- **Rainbow Awards**
All students at Woodland Road Public School earn tokens for displaying positive behaviour. These tokens accumulate to Rainbow Awards. For every 10 tokens a child adds to their token book, they move up a colour on a rainbow chart. Upon reaching the highest level, Gold, the student is invited to an afternoon tea with the principal and receives a Gold Award badge and certificate at a nominated whole school assembly.
- **Token Prize Draw**
Each Friday, class teachers draw a student's name from the class playground token bucket. This student receives a prize and entry for themselves and a select friend to the PBL playground for the week.
- **Merit Awards**
Merit awards, Writer's Awards and Manners awards are handed out at whole school and foyer assemblies.
- **Max and Millie rewards**
Max and Millie, the school mascots, are awarded to the most respectful class each assembly. The winning class' chosen song is played before the bell for the designated fortnight.



Other stand-alone awards:

- Kindness awards
- NAIDOC awards
- Premier's Sporting Challenge awards
- Premier's Reading Challenge awards
- Presentation Day awards (Class Awards, DUX, Sporting Achievement awards, Attendance Awards, Principal's Awards, participation awards in extra-curricular activities)

Strategies and practices to manage student inappropriate behaviour

Woodland Road Public School's Behaviour Management Policy provides clear and explicit examples of negative behaviours that do not coincide with the school's Positive Behaviour for Learning expectations. This policy acknowledges inappropriate behaviour, response accountability and consequences. It will also provide opportunities for restoration and support to learn expected behaviour. This policy has been constructed in consultation with staff, students and the community.

Woodland Road Public School implements a consistent, whole school levelled behaviour management system in the following manner:

Platinum Level: Platinum Level rewards outstanding behaviour. Students must remain on Level 0 throughout the term to achieve an award. Students who remain at Platinum Level for the year have a special reward/excursion at the end of the year.

Level 0: All students will begin at Level 0 at the beginning of the school year or upon enrolment at Woodland Road Public School.

Level 1: Warning Level. Students and teachers work together to support positive behaviour choices.

Level 2: Students, teachers, Executive and parents work together to support positive behaviour choices. Students at this level or higher will not be permitted to attend excursions and/or school events.

Level 3: Executive/LST intervention is in place to support students and parents.

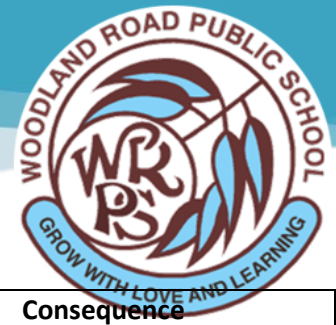
Level 4: Pre-Suspension or Suspension warning

Level 5: Suspension in accordance with the Department of Education's Suspension and Expulsion Policy

The Department of Education's Suspension and Expulsion Policy can be accessed [here](#).

Levels are not linear. A student may move from Level 0 to any level at any time based on their behaviour.

All students on negative levels will return to Level 0 upon completion of their level.



	Behaviour	Action & Accountability	Consequence
Level 5 – Suspension <i>In accordance with the Department of Education's Suspension and Expulsion guidelines</i>	Incidents of negative behaviour may include, but are not limited to: Repeated short suspensions Possession of a weapon/illegal substance Serious physical violence In accordance with the Department's Suspension and Expulsion guidelines.	Executive will contact parents and inform of long suspension. Principal will inform the Director of a long suspension/multiple short suspensions. Executive will record details in Sentral.	Short suspension – decision on duration is made at the Principal/Delegate's discretion. Long Suspension – time is dependent on the behaviour and the decision is made at the Principal/Delegate's discretion. The student may be monitored upon their return to school with a Blue Card or equivalent. At the completion of the suspension, the student will return to Level 0.
Level 4 – Pre Suspension <i>In accordance with the Department of Education's Suspension and Expulsion guidelines</i>	Incidents of negative behaviour may include, but are not limited to: Repeated Level 3 offences Persistent defiance Violent or aggressive behaviour that results in injury Serious threats against the wellbeing of others	Class Teacher and Executive will be involved in regular communication regarding the child's behaviour. Executive will make a recommendation to the principal on a suitable course of action. Executive and principal will impose a pre-suspension. Executive will contact parents to advise of the decision. Parent will receive a pre-suspension letter. LaST intervention – Class Teacher to consult with executive and LaST to develop/evaluate Behaviour Support Plan (BSP). Executive will record details in Sentral.	Pre-Suspension – student will remain in the office during play times for a maximum of 10 days. Student will remain on level 4 for 10 days after which, they will return to level 0. The student may be monitored for a period of time with a Blue Card or equivalent. Students are not permitted to attend sporting events, excursions, incursions, school events or Gold Award rewards whilst on this level.
Level 3	Incidents of negative behaviour may include, but are not limited to: Repeated Level 2 offences Serious/ongoing bullying Major property damage/vandalism Violent behaviour towards staff, peers or members of the community that does not cause	Class Teacher and Executive will arrange a meeting with the student's parents to discuss the behaviour and strategies to support positive behaviour. LaST intervention – Class Teacher to consult with executive and LaST to develop a BSP. Class Teacher will record details in Sentral.	Student will be placed on a maximum of 5 days of reflection during full lunch time (excluding meal and break time) Student will remain on Level 3 for 10 days after which, they will return to level 0. The student may be monitored for a period of time with a Blue Card or equivalent. Students are not permitted to attend

<p>Level 2</p> <p>Repeat reflection?</p>	<p>Incidents of negative behaviour may include, but are not limited to:</p> <p>Repeated Level 1 offences that disrupt the rights and needs of others</p> <p>Intentional bullying/harassment of others</p> <p>Targeted verbal abuse/offensive gesturing</p> <p>Aggressive/intimidating behaviour</p> <p>Minor theft</p> <p>Minor property damage</p>	<p>Class Teacher to inform Executive.</p> <p>Class Teacher and Executive will conference with the student about behaviour choices and refer to the school's PBL matrix.</p> <p>Class Teacher will inform the student's parents of their placement on this level and the reasons before a note is sent home.</p> <p>Class Teacher will notify the LaST of the child's placement on level 2.</p> <p>Class Teacher will record details in Sentral.</p>	<p>After consultation, the student will be placed on a maximum of 5 days of reflection during first half lunch time (excluding meal and break time)</p> <p>Student will remain on Level 2 for 10 days after which, they will return to level 0.</p> <p>The student may be monitored for a period of time with a Blue Card or equivalent.</p> <p>Students are not permitted to attend sporting events, excursions, incursions, school events or Gold Award rewards whilst on this level.</p>
<p>Level 1</p> <p>warning system?</p> <p>Where does it fit?</p> <p>Reflection?</p>	<p>Incidents of negative behaviour may include, but are not limited to:</p> <p>Failure to follow instructions and school routines (e.g. bells)</p> <p>Inappropriate language</p> <p>Being in the wrong place</p> <p>Minor physical or verbal behaviour that does not consider the rights or needs of others</p> <p>Inappropriate play that is dangerous to oneself or others</p>	<p>Teacher will conference with the student about behaviour choices and refer to the school's PBL matrix of expectations.</p> <p>Teacher will record the incident on Sentral. The teacher will inform the student's parents of their placement on this level before a note is sent home.</p>	<p>Teacher and student will negotiate an acceptable consequence based on the behaviour and the needs of the student. Consequences are based on restorative practice.</p> <p>Student will remain on Level 1 for 5 days after which, they will return to level 0.</p>
<p>Level 0</p>	<p>Student continually follows the school rules and expectations.</p>	<p>Class teacher to record positive incidents on Sentral.</p> <p>Regular communication regarding positive behaviour is made through Dojo, postcards, phone calls etc.</p>	
<p>Platinum Level</p>	<p>Student has remained on Level 0 for the whole year.</p>	<p>Class Teacher to record achievement of Platinum Level in Sentral.</p>	<p>Students at Platinum Level will be invited to a reward/excursion at the end of the year.</p>



Strategies to manage inappropriate behaviour may include, but are not limited to:

Teachers may enforce the following behaviour management strategies as a result of inappropriate behaviour. The teacher and/or Executive will determine the appropriate strategy based on relevant contextual information regarding the child and the behaviour.

- Warnings/reminders and time outs
Student will receive two verbal warnings before a time out from the activity.
- Classroom restorative practice
This may include alternate times to complete tasks, social skill building activities
- Time off the playground
- Loss of privileges
This may include identified play time, loss of Dojo points etc.
- Exclusion from school and sporting events, including excursions
- Playground monitoring card
Students will be closely monitored on identified expectations whilst in the classroom/playground.
- Right to Return to playground
Students will be limited on their play time, pending positive behaviour choices. Students earn their play time back through demonstrating specified expectations.
- PBL Playground Reflection
Students who repeatedly display inappropriate behaviour on the playground will be required to attend Reflection on Fridays at lunch time.
- Reflection Room
Dependent on the level a student reaches, student will be required to attend [Reflection Room](#) during play times.
- Referral to Executive staff, Learning and Support Team, DoE and outside agencies
- Contact with parents and carers
- Behaviour Support Plan
- Personal Learning and Support Plans
- Suspension
- Expulsion