The Student Welfare Policy is underpinned by the You Can Do It! Program and incorporates strategies to recognise and reinforce positive student behaviour. The vast majority of KSPS students comply fully with school expectations and rules.

Policy sections detailing support and actions should students make inappropriate behavioural choices are included so that the school’s processes and student consequences are transparent and fair.

KSPS strives to uphold our mission:

**To provide a stimulating, rich and relevant education for each of our students through quality teaching and life-long learning practices in a positive, safe and supportive environment.**

The strong partnerships between students, staff and parents enable all KSPS students to achieve their very best in all areas of school life.
1. Rationale
Students at Kotara South Public School are provided with a high quality education enabling them to learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

The school encompasses and utilises the philosophy of the ‘You can do it’ program and the five keys to success in all areas of student welfare.

The ‘You can do it’ Program is a school-home-community approach to help young people achieve to the best of their ability and experience positive social-emotional well-being. Teachers provide explicit lessons based on the five social-emotional capabilities or Keys to Success: confidence, persistence, organisation, getting along and resilience.

2. Definition
Welfare encompasses school community practices that meet the personal, social and learning needs of students by providing:

- positive academic environments that encourage all students to reach their potential
- safe and harmonious environments that promote success
- behaviour management based on the ‘You can do it’ program, current research and best practices.

3. School Rules
At Kotara South Public School we treat others as we would like to be treated ourselves.

We are always:

Organised
- We attend school each day
- We are in lines and to class on time
- We stay within bounds

Confident
- We wear full school uniform with pride
- We do as we are asked and follow instructions
- We try new activities and speak up for ourselves
Resilient
- We stay calm, cool and collected when faced with a challenging situation or when someone is not being nice
- We control ourselves by not fighting or not staying away from others for too long when we are upset
- We calm down in a reasonable time after being upset

Persistent
- We look after our own, others and the school’s property
- We try our best
- We follow class rules

Getting along with others
- We act in a safe and considerate way at school and when travelling to and from school
- We speak and act in a kind and friendly way
- We work and play fairly
- We show respect for other students, teachers, parents and school staff because we are all responsible for our own actions.

4. Promoting positive student behaviour
All students will be encouraged to behave in a positive manner by providing:
- assembly awards
- gold, silver and bronze assembly awards – presented by the Principal
- team reward days and awards
- classroom rewards-stickers, certificates, YCDI grids
- playground rewards
- verbal praise, smiles, gestures
- visits to other classrooms, Assistant Principals and Principal
- names in weekly newsletter
- interest in students via positive teacher/student relationships
- inviting and supportive classroom where students engage in significant learning
- encouragement to take pride in themselves, their work, their appearance and their school
- positive classroom management strategies
- ‘You can do it’ program strategies.

5. Recognising and reinforcing student achievement
All students will be recognised and encouraged to achieve highly by:
- displaying student work
- annual Presentation Days, Celebration Days/Evenings, Education Week, Naidoc Assemblies
- visits to other classrooms, Assistant Principals and Principal with quality work
- awards and recognition at weekly assemblies, visits to other classrooms, Assistant Principals or Principal
- participating in University competitions, sporting competitions, public speaking and debating competitions
- notifying parents
- displaying photos of students
- articles in the newsletter
- explicit explanation by teachers of high expectations.

6. Managing inappropriate student behaviour
Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
Strategies implemented to manage inappropriate student behaviour:
- staff and students being prompt
- mentoring programs
- discussions with students
- written recording of behaviour in classroom or playground behaviour books
- open lines of communication between staff, parents and students
- time out with a buddy teacher
- sanctions such as rethink room, time out, removal from activity
- social skills program
- letters to parents and parent interviews
- counselling or referral to school executive and/or Learning Support Team
- Behaviour Management Plans
- health assessment referrals
- health care plans
- class discussions/circle time to address and discuss social issues
- regional behaviour support.

In the classroom:
Note on the blackboard the following sanctions:
- Step 1. Warning – name and 1 cross
- Step 2. Name + 2 crosses (optional in class time out/rethink time)
- Step 3. Name + 3 crosses – (buddy class time out – complete Rethink Sheet) name recorded in class behaviour book
- In extreme situations where student/teacher welfare is compromised, send for Assistant Principal/Principal. Assistant Principal/Principal will consider options such as time out, withdrawal from play time, withdrawal to work in another classroom or school area, contact parents (phone or letter).

Behaviour book offences are monitored and recorded by the Assistant Principal. Severe incidents will automatically be reported to the Principal.

In the Playground:
The duty Teacher will:
- provide a warning
- have student accompany them on duty
- remove from play to sit in a supervised area (red spot)
- repeated incidents or major incidents to be recorded in behaviour book and sent to Assistant Principal to record and monitor
- serious incidents are referred to the Principal with written details
- behaviour books to be monitored by Assistant Principal
- follow up with parents and/or Rethink room at the discretion of the executive.

Serious Misbehaviour
- an Executive member of staff to be contacted immediately
- parents contacted by Assistant Principal or Principal
- school’s response to be determined and recorded by Learning Support Team.

Suspension
Serious or ongoing misbehaviour may result in either a short suspension or a long suspension. If a student is suspended and/or if there is an ongoing pattern of unacceptable behaviours (supported by documentation) the student may not be permitted to represent the school or
participate in school privileges such as excursions or special programs. School leadership privileges may be reviewed if a student demonstrates a pattern of unacceptable behaviours recorded through school documentation.

In the event of a suspension the student cannot return to school until a resolution meeting convened by the Principal or delegate, involving relevant staff (the classroom teacher, Assistant Principal), parent or guardian and student has been conducted to develop a strategy to facilitate the student’s successful return to school. Parents/guardians are responsible for supervision during a period of suspension.

For further information refer to the DEC Student Suspension and Expulsion Policy.
At

Kotara South Public School

Be Confident
Be Resilient
Be Persistent
Be Organised
Get Along

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING
Roles and Responsibilities

Class Teachers will:
- provide a happy and safe classroom environment
- maintain a positive and caring attitude towards students
- develop a comprehensive classroom management plan within the school guidelines
- identify educational and welfare needs for all students
- provide relevant educational and welfare programs for all students
- update professional knowledge and expertise in student welfare programs and strategies
- develop specific programs for children with special welfare and behavioural needs in collaboration with the Student Welfare Committee, executive staff and support personnel
- report to executive staff about specific students or behaviour programs
- communicate with parents about welfare and behavioural concerns of their children
- ensure they are familiar with the Student Welfare and Discipline policy
- contribute to a caring, well-managed, safe environment for all students, fellow staff and parents
- provide effective learning and teaching opportunities within both classroom and playground situations
- cater for individual needs of students and provide specific support for children
- refer students to the Learning Support Team and/or counsellor.

Student Welfare Coordinator (Assistant Principal) will:
- work co-operatively with Principal, Student Welfare Committee and staff to develop a happy and safe school environment
- analyse and organise playground routines and procedures to meet student and staff needs
- lead the school Student Welfare Committee
- convene and schedule Student Welfare meetings when necessary
- coordinate Student Welfare programs and inform staff
- monitor and document positive and negative behaviour of students in the playground
- assist children with behavioural problems to take responsibility for their behaviour and develop effective strategies to meet their needs
- liaise with Student Welfare Committee, duty teachers and class teachers to develop and monitor effective programs for children with behaviour problems
• report to and consult with the Principal about student welfare issues and student behaviour
• report to and interview parents in collaboration with Principal when necessary
• liaise with the school counsellor and support personnel to develop specific programs or strategies to address student welfare issues or incidents
• in consultation with class teacher, refer children to the school counsellor through school procedures.

**Student Welfare Committee will:**
• identify and target students at risk
• meet regularly to discuss student welfare issues and monitor student behaviour
• investigate options, discuss and organise programs for children with behavioural problems
• organise fun days and special activities to reward children and celebrate positive behaviour
• continually monitor and evaluate student welfare policy and procedures
• conduct student review meetings with students, teachers and parents.

**The School Counsellor will:**
• support students and teachers
• assess students needs
• counsel students referred by class teacher and/or student welfare coordinator
• investigate intervention options and recommend programs and strategies for class teachers
• report to teachers and parents about referred children
• refer children and families to other agencies
• provide updated professional development to teachers
• prioritise workloads and demands in consultation with the Principal.

**The Principal will:**
• maintain a high profile in the management of student behaviour
• maintain ultimate responsibility for the well-being of all children
• oversee effective implementation of the school Student Welfare Policy and procedures
• support teachers in implementation of classroom and playground management plans
• consult with teachers on specific student welfare or discipline issues
• work co-operatively with the Student Welfare Coordinator (Assistant Principal) to investigate and act on student welfare issues and incidents and behavioural problems of students
• meet mandated Child Protection requirements
• liaise with parents and initiate interviews about specific students or incidents
• instigate action on serious student welfare and dangerous behaviour
• ensure that a commitment to student welfare underpins all policies and activities of the school
• ensure that student welfare is regularly reviewed in consultation with the community.

**The Learning Support Team will:**
• consist of the Principal, Assistant Principals and school counsellor
• meet on a fortnightly basis to discuss identified children and review in-school processes
• suggest further intervention by school or community personnel
• report major concerns to Assistant Principal or Principal to be followed up
• discuss with class teachers concerns and strategies to be implemented.

The learning support team is a whole-school planning and support mechanism. It is formed to address the learning needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.
The team assists teachers to plan class programs to meet the specific learning needs of all students, including those who experience difficulties in learning. It co-ordinates the development, implementation, monitoring and evaluation of learning support plans.

All requests for support additional to that which can be provided within school resources are made through the Learning Support Team. A prime function of a learning support team is to ensure that the needs of students in the school are being met by available resources.

**Whole-school planning**
The learning support team may consider the implications for whole-school planning issues. These include:
- coordination of resources within and outside the school
- program planning and implementation, assessment and reporting
- collaborative approaches to develop programs and support mechanisms for students with disabilities and special learning needs.

### Classroom Discipline Plan

**Within Class:**
A classroom discipline plan consists of:
- **RULES** that students must follow at all times
- **POSITIVE RECOGNITION** that students will receive for following the rules
- **CONSEQUENCES** that will result when students choose not to follow the rules.

**Teach your classroom discipline plan:**
- explain to students why you need rules
- explicitly teach the rules
- explain how you will positively recognise students who follow the rules
- explain why there are consequences
- teach the consequences
- begin reinforcing students who follow the rules as soon as you've taught the lesson
- display the school rules
- display your discipline plan in the classroom
- provide a copy of your classroom/school rules to parents.

Conference students to establish a clear understanding that:

**Focus** – good/inappropriate behaviour is something they **choose**

**Focus** – if they choose inappropriate behaviour they also **choose** the consequences.

- names and strokes should be removed at the end of each session
- each new day is a fresh start
- consequences need to be understood by students and followed through
- class teachers keep a dated record of all incidents that require action in the classroom behaviour book.

**In The Playground:**
When on duty, it is essential that teachers are visible, mobile and alert. Students need to know where teachers are and that teachers are in charge. Teachers need to know where the children are and what they are doing. We need to care and be fair.
Planning Room

- students who receive multiple behaviour book entries will be required to attend the Planning Room supervised by a nominated executive staff member.
- Planning Room activity for students will be completing a rethink sheet
- class teachers will be advised of children being placed in the Planning Room by an executive staff member
- Planning Room executive to maintain records of rethink sheets
- students who have been placed in Planning Room will eat their lunch at the beginning of the lunch break and then report to the Planning Room. Students will be released from the Planning Room five minutes before the end of lunchtime to allow the student to visit the bathroom and/or have a drink of water.

Additional Support

Learning Support Team: The Welfare Committee and classroom teachers can identify students for referral to the L.S.T.

Mentor Teacher: is a staff member (allocated by the Assistant Principal/Welfare Committee) who is willing to work more closely with an individual student and support them, to encourage class work and playground participation (playground playgroup activities). The mentor teacher will report incidents of concern or positive occurrences to the Welfare Committee and class teachers.

Parental Involvement: When incidents occur, parents may be consulted to try to resolve the issue. In the event of a major incident, parents must be notified.

Classroom/Playground Behaviour Books: Are a record for teachers to document discipline issues that arise in any area of the school. This documentation is returned to the Assistant Principal each week for review.

Playground Equipment: During second half of lunch sporting equipment is provided for students to engage in structured play (eg. hoops, balls, cars, sandpit toys etc).

Suspension and Expulsion Procedures

Kotara South Public School will follow the Department of Education and Training Suspension and Expulsion of school student’s policy 2011.

Suspension is seen as one of many strategies utilised by the school to deal with the discipline of students. The decision to suspend a student will be made by the Principal. The Principal will ensure correct procedures are followed. A suspension process sheet will be completed for every student suspended.

If a student receives more than 2 short suspensions in any twelve month period or a long suspension the School Education Director (SED) will be advised.

Other than serious circumstances outlined below, suspension will occur after the Principal has:
- ensured that appropriate support personnel available within the school system and applied and documented
- ensured that appropriate support personnel available within the school system and externally have been involved
• ensured that discussion has occurred with the student’s parents or carers regarding specific misbehaviour, which the school considers unacceptable and which may lead to suspension
• developed, in conjunction with the school’s learning support team or appropriate personnel, appropriate strategies to assist the student to manage inappropriate behaviour
• provided a formal written caution letter detailing inappropriate behaviours, as well as clear expectations of what is required of the student in the future
• recorded all action taken.

Suspension
Suspension highlights for the student and the parents the unacceptability of the student’s behaviour and the parents’ responsibility for remediation of that behaviour. The school, and the public school system, will work in partnership with parents in assisting the student to rejoin the school community. This will include the provision of counselling and access to appropriate support behaviour programs.

Short Suspension
Short suspensions may be imposed for the following reasons and will be reported in the following categories:

1. **Continued Disobedience.** This includes, although is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or use of tobacco.
2. **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal will consider:
• the safety of students and staff
• the merit and circumstances of the particular case
• factors such as the age, individual needs, any disability and developmental level of students.

Long Suspension
The Principal can impose a long suspension for:
• **Physical violence** - which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
• **Use or possession of a prohibited weapon, firearm or knife** - when the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
• **Possession or use of a suspected illegal substance** - not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

The Principal may also impose a long suspension for:
• **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon, in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted to cause injury to a person.
• **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

• **Persistent misbehaviour:** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

The Principal may impose either a short suspension (of up to and including four days) or a long suspension of up to and including twenty days.

**Mobile Phones**
Mobile phones are not appropriate for school. They are an expensive item that risks damage or loss in the school environment.

Should a situation arise where a student may need a mobile phone after school, it must be left turned off in the office in the morning and retrieved after school in the afternoon.

Child safety and protection is one of our prime responsibilities and problems may occur if children are making and receiving unsupervised phone calls or taking unsupervised and unsolicited photos at school.

If students use mobile phones inappropriately the Principal will determine appropriate action depending on the circumstances. Action can include:
- banning students from using mobile phones during the course of the school day
- requiring students to hand in their mobile phones to the office at the beginning of the day for collection when students go home.

**Inappropriate use**
- sending and receiving phone calls and SMS messages, playing games on the phone during class learning time
- sending or receiving inappropriate calls or messages on the mobile phone
- photographing students at school or on excursions using a mobile phone.

**Security**
Students and parents will be reminded at regular intervals that students bring mobile phones to school at their own risk. The school will not accept any responsibility for any loss or damage to mobile phones.
The Department of Education and Communities defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

At Kotara South Public School we do not tolerate any form of bullying, including cyber bullying. All members of our school community are expected to model and promote appropriate behaviour and respectful relationships.

PROCEDURE FOR NOTIFICATION OF BULLYING BEHAVIOUR:
1. Student or parent reports the incidents to the class teacher;
2. The incidents are reported to the school executive (Assistant Principals or Principal as appropriate);
3. The relevant school executive meets with students and discusses issues and resolution;
4. If appropriate, parents are notified of the issues and resolution and asked to meet with school if necessary; and
5. Principal is notified at each step and involved in resolution if required.

CONSEQUENCES FOR BULLYING BEHAVIOUR:
1. Student referred to Assistant Principal, School Counsellor and/or Principal for bullying behaviour;
2. Parents/Carers notified by phone or in writing of their child’s bullying behaviour and asked to attend a meeting to discuss the matter if deemed necessary;
3. Student dealt with in accordance with our intervention systems which may include any or all of the following: Rethink Room, referral to the Principal or suspension if the matter is of a serious and/or ongoing manner; and
4. Ongoing monitoring of the student in accordance with our intervention systems.

STRATEGIES IN PLACE TO STOP AND PREVENT BULLYING BEHAVIOUR:
- Positive modelling by staff, students and parents to maintain a school culture of mutual trust and respect.
- Each class participates in examining and learning about school and classroom rules. PD/Health/PE and the ‘You Can Do It’ program include anti-bullying activities that promote positive friendships and interactions between peers. They also reinforce what students should do if they feel they are being bullied at school.
- Students learn about Cyber bullying during computer technology lessons at the beginning of each school year.
- Ongoing talks and discussions in class and at assemblies to all students to promote positive friendships and interactions.
- ‘You Can Do It’ signage around the school and assembly awards will help promote a bully-free environment. Student posters and ads are other ways the students will have ownership of the program therefore learning by example.