Student Welfare Policy

2023

The Bega Valley Public School Student Welfare Policy is informed and guided by various policies and procedures of the NSW Department of Education.

Inclusive Engaging and Respectful Schools (IER)

Inclusive, Engaging and Respectful schools ensures every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school.

The Inclusive, Engaging and Respectful schools package includes three new policies that help our school manage the diverse spectrum of student needs to improve outcomes for all students in every public school across New South Wales.

The new policies, framework and procedures aim to strengthen the engagement and participation of all students, including those with disability, complex and challenging behaviours and additional needs. They provide more support to teachers and also ensure all students, teachers and staff are safe in school.

These new policies, framework and procedures will help ensure that best practice is consistent across all our schools.

The Inclusive, Engaging and Respectful schools package includes:

- [Inclusive Education Policy for Students with disability](#)
- [Student Behaviour Policy and Procedures](#)
- [Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy](#)

https://education.nsw.gov.au/student-wellbeing/whole-school-approach/inclusive--engaging-and-respectful-schools

Behaviour Code for Students
https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf
NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools, 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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

The Wellbeing Framework for Schools
https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-school-approach/Wellbeing_Framework_for_Schools.pdf
This framework is focused on strengthening the cognitive, physical, social, emotional and spiritual development of students. It works on the key concepts of *Connect*, *Succeed* and *Thrive*.
Schools play an important role in supporting and promoting the wellbeing of students. Bega Valley Public School is focused on providing quality role models, learning experiences and a safe environment to allow students the opportunity to succeed, thrive and contribute positively to the wider community.

Alice Springs Education Declaration
https://www.dese.gov.au/uncategorised/resources/alice-springs-mparntwe-education-declaration
The Alice Springs (Mparntwe) Education Declaration for Young Australians (December 2019) states that "Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives."

Our student welfare policy is aimed at supporting all students in working towards achieving the goals of the Alice Springs (Mparntwe) Education Declaration. These Goals are:
1. The Australian education system promotes excellence and equality.
2. All young Australians become: successful and lifelong learnings, confident and creative individuals, active and informed members of the community.

Student Behaviour Strategy
https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-strategy
Behaviour support and management is critical to creating engaging and effective classrooms. Key reform directions include:
- An integrated system of learning and wellbeing
- Targeted support for vulnerable student cohorts
- Building capacity across the workforce through embedded and continuing professional learning
- Commissioning behaviour services to deliver improved outcomes

Rationale
At Bega Valley Public School, we believe in the values of Respect, Responsibility, Cooperation and Friendship. Bega Valley Public School is committed to a shared vision to create quality-learning opportunities for all students.

The beliefs, core values and student outcomes provide the scaffold for our Student Welfare Policy. The Policy is guided by our values to ensure that our school provides a positive and supportive learning environment where all students achieve a high standard of self-discipline, personal conduct and social responsibility.
The Student Welfare Policy encompasses all that the school community does to meet the personal, social and learning needs of our students through quality teaching, learning and engagement.

At Bega Valley Public School, it is our intention that every student can learn and play in a safe and caring environment. Through our student welfare policy, we aim to do the following:

- Create a positive environment within our school so that staff and students can work together.
- Create a caring school environment where the rights and responsibilities of individuals are recognised and respected.
- Establish a set of rules that protect the rights of all individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules.
- Establish procedures so that conflicts can be resolved in a positive, non-violent manner.
- Work in partnership with parents, caregivers and teachers to resolve concerns related to student behaviour.

Practices

Our commitment to our beliefs is demonstrated in our policies and practices. We have,

- Strategies to promote student achievement in learning.
- Practices to recognise and reinforce student achievement and progress.
- Strategies for dealing with unacceptable behaviour.

We:

- Liaise with parents, supportive community agencies and build teams to approach problems.
- Have a Learning and Support Team, comprising the Principal/Executive, the School Counsellor and Learning and Support Teacher; other relevant staff.
- have school expectations of behaviour which are:
- Stated positively.
- Short, simple and clear in purpose.
- Developed in consultation with the students and school community.
- Taught explicitly through a school wide lesson scope and sequence.
- A reflection of community beliefs and principles.
- Displayed around the school.
- Enforceable and consistently enforced.
- Supported by comprehensive behaviour management plans in every class.

The aim is to promote understanding and to foster student self-discipline. There is an acknowledgement system to reinforce positive behaviour.

The core values are:

- Respect
- Responsibility
- Friendship
- Co-operation

We promote these values and communicate these expectations through:

- Explicit class teaching/learning programs.
- School Promotion such as Newsletters, Facebook, School Stream and the School webpage.
- Classroom and playground management programs.
- Assembly presentations.
- Parent/Teacher and Student/Teacher meetings.

Implementation and Framework

The framework for the behaviour management policy is based on PBL (Positive Behaviours for Learning). The process focuses on improving a school's ability to teach and support positive behaviours for all students by utilising the PBL program. The implementation is supported by other initiatives including 'Berry Street', 'Smiling Minds', 'What Works Best' and 'Visible Learning'. PBL includes school-wide procedures and processes intended for:
ALL students, ALL staff, ALL community members in ALL settings.
Implementation:

- School values and expectations are displayed in prominent positions throughout the school.
- <u>Explicit</u> teaching of the values and expectations.
- Reinforcement of core values and rules after school breaks.
- Identification of out of bounds areas and instructions for safe play in the playground.
- Inclusion of 'Student Voice' regarding wellbeing and behaviour matters communicated through Student Parliament processes.

Core Values

Our Core Values Matrix clearly defines the <u>expected</u> behaviours for all areas of our school. These are categorised into the four values of Respect, Responsibility, Cooperation and Friendship. Students at Bega Valley Public School are expected to display these behaviours whilst at school and in the community.

Bega Valley PS	Respect *Treat others, ourselves and the environment fairly.*	Responsibility *Be in control of your actions and choices.*	Co-operation *Engage positively in all aspects of school.*	Friendship *Interact in a positive manner with others.*
All Areas	• Listen actively e.g. 5L's. • Use good manners • Look after people, property and the environment • Use appropriate voice volume • Speak at appropriate times	• Think before you act • Be in the right place at the right time • Be prepared • Move appropriately in all settings • Report unsafe behaviour	• Follow instructions	• Follow rules in games • Speak nicely
Transition	• Walk • Maintain physical space • Stay to the left		• Move directly to destination	
Playground	• Play safe	• Play appropriate games. • Wear a hat • Return equipment • Walk on hard surface	• Be inclusive in games • Play by the rules	• Share equipment
Canteen	• Be patient • Wait quietly	• Put rubbish in the bin • Eat your own food	• Buy for yourself	• Manners
Assembly	• Eyes on the stage or speaker • Clap at appropriate times • Acknowledge the traditional custodians	• Enter and exit quietly.	• Sit in designated area	• Value success by clapping
Bus		• Line up sensibly	• Remain in seat.	
Toilet		• Flush and wash	• Allow privacy	

Acknowledgement Strategies

At Bega Valley Public School, we recognise that <u>feedback</u> is vital in providing a strong incentive for promoting positive student behaviour. It is important that students are frequently acknowledged for displaying the school values to ensure that they strive to achieve their personal best at school and beyond.

Acknowledgement strategies are also effective for building a sense of school community and further enhancing and reinforcing students' understanding of the school's core values of Respect, Responsibility, Co-operation and Friendship.

Ideally, positive feedback should outweigh negative feedback (minimum 4:1). To be most effective, positive feedback should be provided as per the continuum of reinforcers:

- Level 1 – Free and frequent (all staff to use every day)
- Level 2 - Short Term intermittent (awarded occasionally)
- Level 3 – Strong and Long Term (term or annual).

At Bega Valley Public School, individual and whole school acknowledgement strategies will follow the structure outlined below:

Free and Frequent
Values Tokens and Class Dojo

Values tokens will be given out frequently to students with an emphasis on the school's core values when in the **playground**. When teachers distribute tokens in the playground, they will explain to the student the core value he/she is displaying. These tokens will then be collected by each class to contribute to the whole school acknowledgement system.

In the **classroom**, teachers will use Class Dojo to record this feedback. Teachers will explain to the student the core value he/she is displaying at the time of receiving the point. Points are cumulative, students choose from the stage based menu at each point interval.

Note: Feedback to students for demonstrating positive behaviour does not have to accrue a Dojo or token on every occasion. Verbal and non-verbal acknowledgment strategies linked to our core values are also effective and necessary to encourage desired behaviours.

Short Term Intermittent
PBL Menu

When a student collects 20 points, they will receive a 'positive postcard' or Gana News certificate to take home with a short note from the teacher outlining the positive behaviours or learning the student has demonstrated in the classroom. 'Gana' is a local Aboriginal word meaning good.

Additionally, students can redeem their points from the Stage based menu (created in collaboration with students and staff as part of Quality Start Menu is based on 20, 40, 60, 80, 100+ points). Teachers will keep track of student progress. Points are cumulative, when a student reaches 20 points they choose from the appropriate menu. They do not go back to zero. Students will be acknowledged at the fortnightly PBL assembly by their teacher e.g. "(name) received a positive postcard home this week".

Long Term
Whole School Targets

Each week a Student Parliament representative will collect class tokens from each class. They will record the number and adjust the visual display in the library. All students will be involved in an acknowledgement day at set intervals. At fortnightly PBL assemblies, progress will be discussed with the whole school.

Behaviour Management

Behaviour that is contrary to the positive behaviours outlined in our core values matrix will

Managed Behaviours	Minor Behaviours	Major Behaviours
Dealt with by teacher at the time (Prompt, Redirect, Reteach, Provide Choice)	Follow Playground/Classroom Flowchart ROC -1 day	ROC and further action
- Not wearing hats - Taking other peoples hats - Littering - Out Of Bounds (O.O.B.) - Minor disputes e.g. mean talk, interfering with others/games/learning, excluding peers, not taking turns - Playing unsafely e.g. running on the concrete - Playing unsafely with objects e.g. sticks - Unintentional swearing	- Repeated **Managed Behaviours** - Ignoring teacher instructions - Disruptive behaviour including verbal misconduct. - IT misconduct - Late - Possess prohibited items - Sexualised behaviours - Non-directed swearing - Vandalism	- Violence – physical, sexual, throwing objects intending to harm. - Aggressive language/ swearing/threats - Aggressive behaviour (as it aligns to the suspension policy) - Stealing - Vandalism - Intimidation

result in strong action, particularly behaviour that is detrimental to self, others or to the achievement of high quality teaching and learning.

The common unacceptable behaviours above have been categorised into managed, minor and major so the consequences and procedures for dealing with such behaviours is consistent across the school.

Dealing with Unacceptable Behaviour

Our procedures for dealing with inappropriate or unacceptable behaviour involve a tiered approach that responds to student needs based on the severity or frequency of the behaviour. Procedures may involve the following:

Incident Reporting
Behaviour incidents requiring follow up or further actions are recorded as Negative Incidents on Sentral.

Time Out/ROC (Reflection/Opportunity/Communication)
Following a range of strategies designed to teach and support students to develop and display positive behaviour teachers may use time out. This could include short thinking time in a designated space in the student's own class or with the teacher on duty during break time for playground incidents. Continued or major inappropriate behaviours may result in students attending ROC Time for a period of 1 to 2 days where they can reflect on their behaviour, have an opportunity to learn the positive behaviour and complete additional

consequences when necessary that are logical and respectful. **==This is used as a response for playground behaviour.==**

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ROC
Reflection, **O**pportunity to learn positive behaviour and **C**ommunication

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Suspension
Suspension can be a critical safeguard if student behaviour poses a risk to the safety of others. Consistent with the Department of Education Student Behaviour Policy, the following behaviours may result in suspension from Bega Valley Public School:

- causes actual harm to any person; or
- poses an unacceptable risk to health and safety, and/or the wellbeing of any person.
- Behaviours of concern could include physical violence and psychological abuse. Other examples may include
- bullying (see Bullying of Students - Prevention and Response Policy)
- drugs in schools (see Drugs in Schools Policy)
- knives in schools (see Knives in schools Legal Bulletin).

https://education.nsw.gov.au/policy-library/policies/pd-2006-0316

https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-06.pdf

We aim to minimise the use of suspension to avoid exclusion and disengagement. Alternative supports and resources will be utilised to support student behaviour.

Bullying
The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying is 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. Cyber bullying refers to bullying through information and communication technologies (ICT).

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Conflict or fights between equals or single incidents are not defined as bullying.

Incidents of bullying are considered unacceptable major behaviour at Bega Valley Public School and will be dealt with appropriately. For further information regarding the NSW Department of Education policy on Bullying:
https://policies.education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy

Students Absconding/Leaving School Grounds without Permission
If a student does leave the school grounds staff will first encourage the student to return to safety within the school grounds. If this is not successful and the student continues to put

themselves at serious risk of harm by refusing to return to school grounds or proceeds out of direct sight of a staff member, the parent/carer will be contacted as soon as possible and advised that the student is no longer in the care of the school. It is Bega Valley Public School's policy to NOT chase or pursue a student who has left the school grounds. At all times the school will endeavour to provide supervision.

Restrictive Practices

A restrictive practice is any action that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. **Restrictive practices should be person centred, the least restrictive option for the shortest time, reduced and eliminated where possible, monitored, and reviewed regularly**. Schools must plan the use of restrictive practices unless it is an emergency or crisis situation, or response to unintentional behaviour

The safety of every child and young person in our schools is our top priority. When a student feels safe they are free to achieve the most out of life at school.

Ensuring the safety of every student, teacher and staff while respecting the rights or freedom of movement of students requires a balanced approach that is supported by the Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy, as well as Restrictive Practices Planning Procedures.

Physical Restraint
Physical restraint at Bega Valley Public School is always a last resort and follows the principles and guidelines set out in:

- The Restrictive Practices Framework
- The Restrictive Practices Reduction and Elimination Policy
- *The Physical Restraint of School Students – NSW DET Legal Issues Bulletin #9, June 2012.*

Any decision taken by staff to physically restrain a student should be exercised only in those circumstances where there is a real and immediate threat of injury to a person and there is no other practical way of preventing the likely injury. Staff must not jeopardise their own safety in such situations. Staff should only physically intervene if they are confident they can do so without being injured.

Physical restraint may be used in response to an emergency or crisis situation where there is imminent risk of harm to a child or others. This must be in accordance with the school's duty of care obligations and relevant training. Physical restraint is only permitted when all less-restrictive methods of intervening have been exhausted. When physical restraint is used, it is used in a way as to allow the person an opportunity to calm down at their own pace, and to assist the process of re-establishing a therapeutic rapport and relationship. The Principal must follow the reporting procedures outlined in the Restrictive Practices Reduction and Elimination Policy following the use of physical restraint in an emergency or crisis situation. This includes notifying parents/carers of the use of the physical restraint on the same day as the incident.

When planning the use of a recommended physical restraint as part of an individual student plan, decision-making must be guided by the six principles in the Restrictive Practices Frame-work.

The principles are:
• person-centred
• least restrictive
• for the shortest time
• reduced and eliminated where possible
• monitored and
• reviewed regularly.
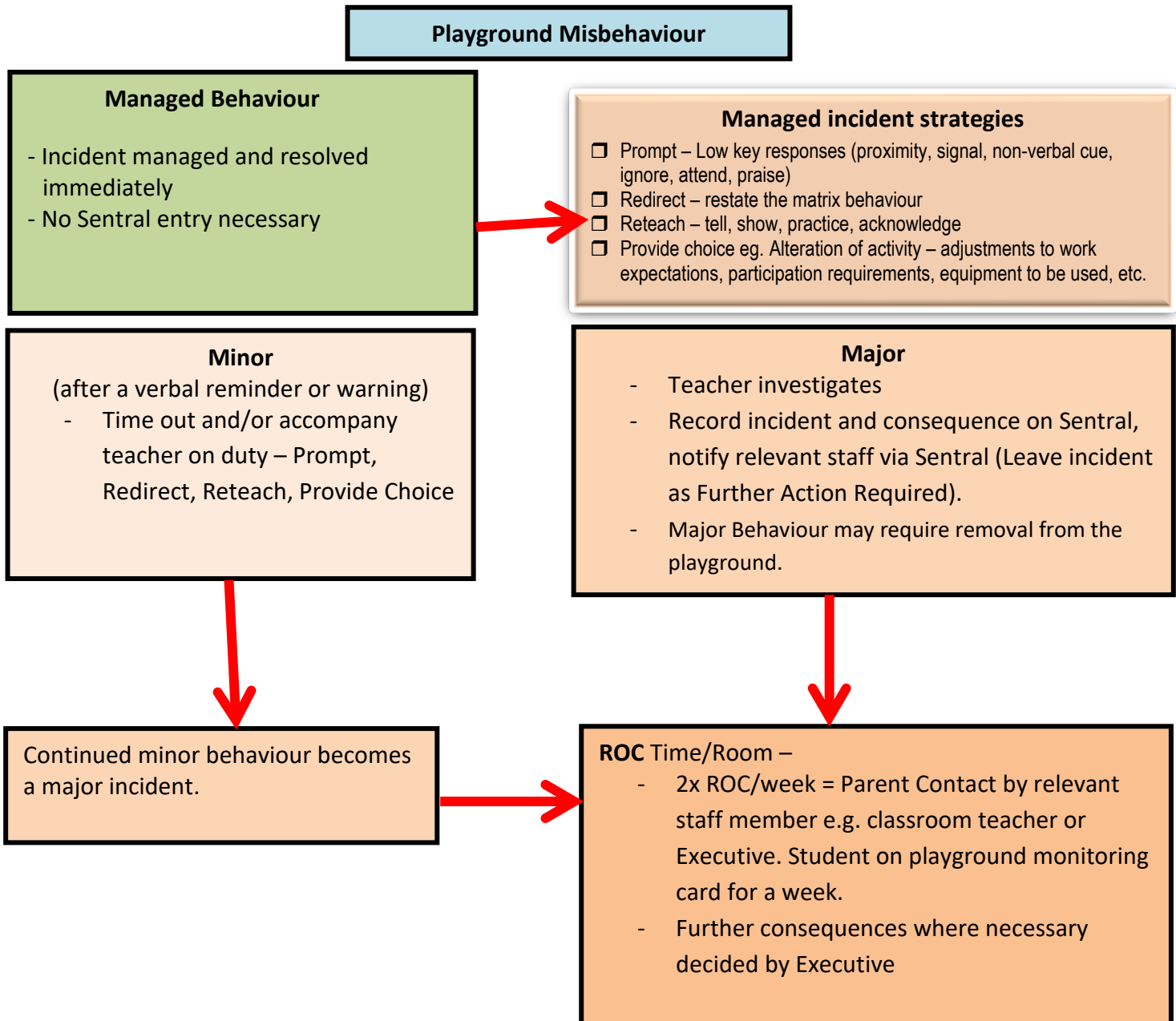 When using a physical restraint, it is important to remember that:
• The safety and wellbeing of the child or young person must be considered both in planning and applying the physical restraint.
• Physical restraint may cause or contribute to injury or discomfort, especially if used incorrectly

Individual Behaviour Management Plans & Risk Assessments

There are some students at Bega Valley Public School that may require a Behaviour Response Plan (BRP), Individual Behaviour Support Plan (IBSP) and a Risk Assessment to support their individual needs. When a BRP, IBSP or Risk Assessment is implemented, assessment data from a range of available sources is used to inform the development of these plans. Behaviour Management Plans and Risk Assessments are developed to provide guidance and assistance to staff so that they can understand and support student behaviours and to promote a safe learning environment. The focus is always on preventative and proactive strategies to enable students to develop the use of positive and socially acceptable behaviours.

BVPS Behaviour Management Flowchart – Playground

Playground Misbehaviour

Managed Behaviour

- Incident managed and resolved immediately
- No Sentral entry necessary

Managed incident strategies
- ☐ Prompt – Low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- ☐ Redirect – restate the matrix behaviour
- ☐ Reteach – tell, show, practice, acknowledge
- ☐ Provide choice eg. Alteration of activity – adjustments to work expectations, participation requirements, equipment to be used, etc.

Minor
(after a verbal reminder or warning)
- Time out and/or accompany teacher on duty – Prompt, Redirect, Reteach, Provide Choice

Major
- Teacher investigates
- Record incident and consequence on Sentral, notify relevant staff via Sentral (Leave incident as Further Action Required).
- Major Behaviour may require removal from the playground.

Continued minor behaviour becomes a major incident.

ROC Time/Room –
- 2x ROC/week = Parent Contact by relevant staff member e.g. classroom teacher or Executive. Student on playground monitoring card for a week.
- Further consequences where necessary decided by Executive

BVPS Behaviour Management Flowchart – Classroom

Managed Behaviour
- 1st incident – restate positive behaviour
- 2nd incident – warning: reminder of acceptable behaviour (see core values matrix)
- 3rd incident – timeout or alternative strategy (5-10 minutes) in classroom.

If this procedure is successful, student is to continue in own class.

If unsuccessful:

Minor
- Teacher records as a Negative Incident on Sentral
- Student sent to timeout class/teacher (teacher to specify time frame)
- If this procedure is successful, student to return to own class.

If unsuccessful:

Major

Stage Supervisor intervention, ensure Supervisor is notified in Sentral incident and Further Action Required is selected.

Supervisor is responsible for determining what further action is required and updates Sentral incident with action taken

Major - repeated
- Executive to investigate further and implement alternative strategies with student and classroom teacher.
- Appropriate staff member to contact home and arrange meeting regarding future expectations.

Meeting outcomes and discussion to be communicated with all parties and may include development of IEP, individual behaviour management plan, referral to learning and Support Team.
Sentral updated with details and outcomes.

Note: major behaviour to be dealt with immediately. Move to step 3.