

# Queanbeyan Public School



**Student Welfare Policy**  
**2019**



## Rationale

At Queanbeyan Public School, we are committed to supporting students to connect, succeed and thrive at each stage of their development and their learning.

Everyone enters the world with potential. Our experiences develop our abilities and shape our expectations, which in turn colour our perceptions of the world in which we live. Developing and fostering wellbeing is the ultimate deliverable that comes with the privilege of working with children and young people in NSW public schools (NSW DEC 2015).

NSW Department of Education Code of Conduct outlines that all students:

- are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.
- will show respect for teachers, fellow students, all staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

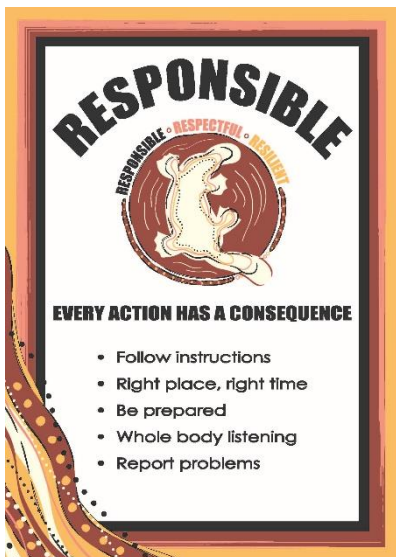
This document was written to comply with current Departmental policies and supporting documentation.

# Queanbeyan Public School Expectations

## Responsible, Respectful and Resilient

At Queanbeyan Public School we collaborate with our community to create a safe and inclusive environment that encourages respectful, responsible and resilient learners. Queanbeyan Public School is a Positive Behaviour for Learning (PBL) school.

Once a week all students focus on an expectation from the matrix.  
All setting expectations:



**Toilet expectations:**

- Use cubicle door
- Flush, wash and leave
- Use appropriate toilet
- Allow privacy
- Use break time

**General playground expectations:**

- Sit while eating
- Rubbish in appropriate bin
- School hat on or play in the shade
- Move safely to lines
- Be safe, fair and play by the rules
- Include others
- Share the space
- Be a good sport

**Playground one, two, four and five:**


- Select and use appropriate equipment



**Playground three:**



- Passive area


### Playground 6





- Sand stays in the sandpit
 






- 2 people only on hammock
 



- Gentle swinging on hammock
 



- Pack away at the end of lunch
 


- Bikes to be sat on, not stood on
 





- Bikes to be ridden, not pushed
 

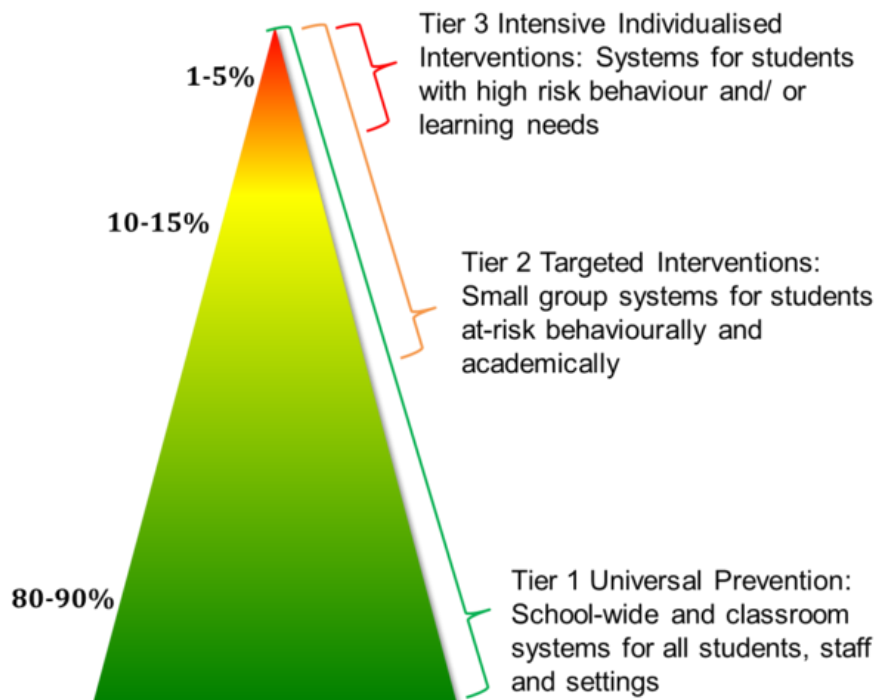





## Sequence for Student Behaviours Decision Making Matrix

July 2018

<b>Positive Behaviours</b>	<b>Responsible</b> Follow instructions Right place, right time Be prepared Whole body listening Report problems	<b>Respectful</b> Care for people, property and the environment Hands and feet to self Act and speak in kind ways Be safe Acknowledge diversity	<b>Resilient</b> Manage emotions Ignore distractions Bounce back Be a problem solver Build positive relationships	<b>Possible consequences</b> Splash tickets Verbal positive feedback Splash tank celebrations Expectation awards
<b>Teacher Managed</b>	<b>Minor Problem Behaviours</b> Physical contact, non-serious Breaching personal space Unkind behaviour Late to class Out of bounds Incorrect use of equipment Failure to follow instructions Violating dress code Cheating		<b>Possible consequences</b> Ignore, attend, praise Additional lessons on expectations Provide choice Signal/ Non verbal Send to buddy teacher Modification of environment Record incidents on a white slip and <i>abs ontrack</i> and communicate to class teacher/AP Contact or meet with parent/carer	
<b>AP Managed</b>	<b>Minor and Major Problem Behaviours</b> Bullying Incidental language and comments directed at students Repeatedly late to class Repeated disruption in class Physical contact Damage to equipment Repeated breach of expectations		<b>Possible consequences</b> Contact or meet with parent/carer Additional lessons on expectations Monitoring card Referral to Learning Support Team Restorative room Record incidents on <i>abs ontrack</i> and communicate with class teacher	
<b>DP Managed</b>	<b>Serious incidents, Major &amp; Persistent minor</b> Absconding Assault/violence Inappropriate language and comments directed at teacher Criminal behavior Repeat defiance or disruption (AP referred) Theft Ongoing harassment/bullying		<b>Possible consequences</b> Monitoring card (Level 2/3) Suspension/ expulsion Education Office intervention Risk assessment required Lesson on expectations Contact/ meet with parent/carer Lunchroom Record/communicate incidents	





### School-wide and classroom systems:

At Queanbeyan Public School all students are explicitly taught expectations for all school non-classroom settings during PBL vertical groups once a week. Students are supported to be self-aware and connect with the expectations to engage in pro-social behaviour. All teachers acknowledge the expected behaviours by engaging in meaningful conversations and handing out “splash tickets”.

The “splash tickets” are collected in the “splash tank” in the hall. When it is full all the students participate in a celebration decided upon in stages. All students thrive through being recognised and celebrated, respected and valued. At assemblies students are awarded special expectation or merit awards to positively acknowledge their achievement.

If a student has not followed the school or class expectations, the teacher writes a Communication Slip and then follows the flow chart for further action (below).

Classroom systems are individualised to suit the context. Class expectations are negotiated amongst stages or classes and all individual classes develop their own positive acknowledgement system. All staff develop positive relationships with students and partnerships with parents to support student success at school. The school has high expectations of every student.

### Targeted Interventions:

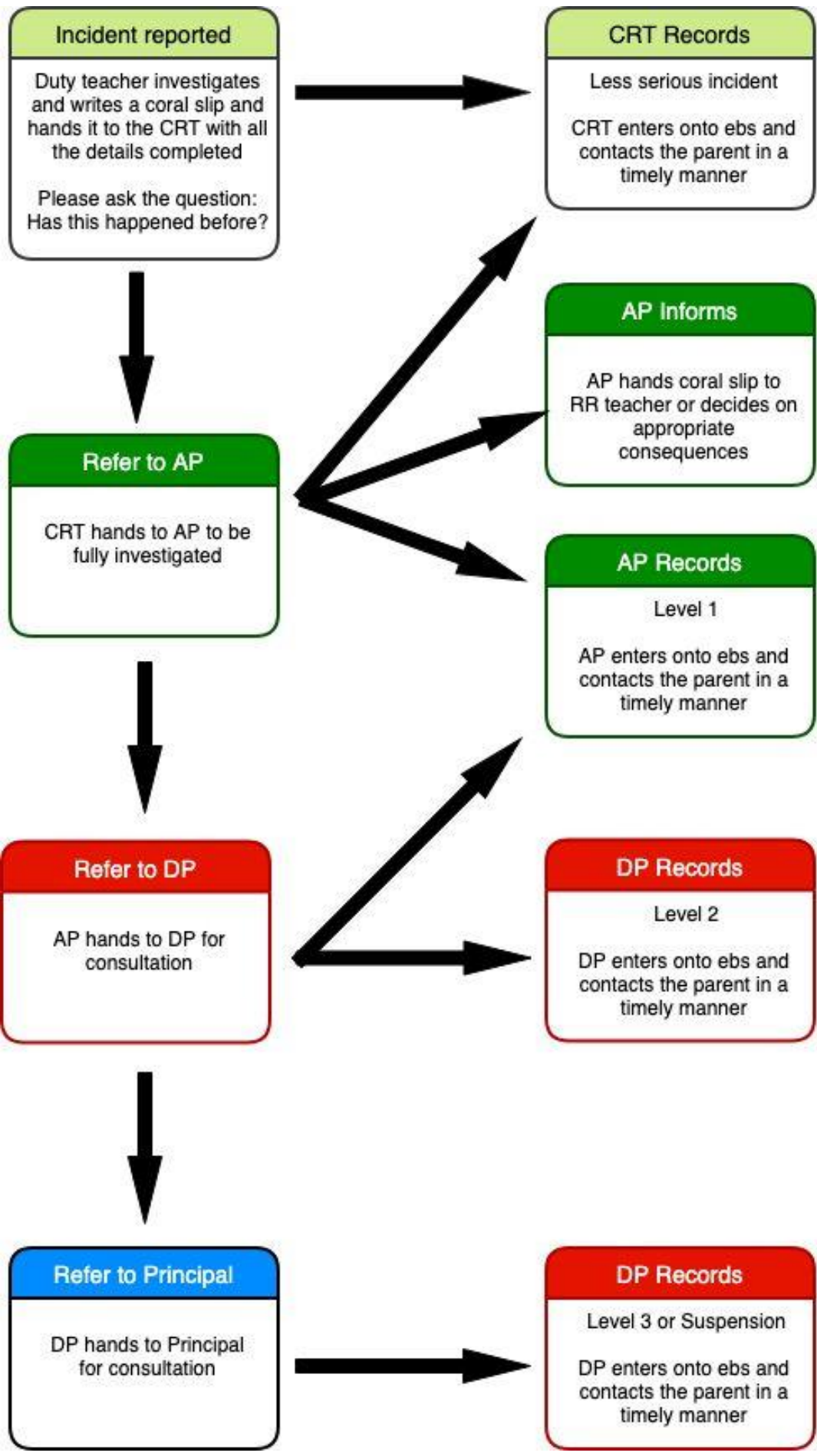
At Queanbeyan Public School, students who have been identified as Tier 2 or 3 students (via Communication Slip collection and data entry) may be referred to one or more of the following targeted interventions (see matrix above):

- Referral to Learning and Support Team (LaST) by the classroom teacher in consultation with the Assistant Principal. This may involve small group social skills programs, learning support (Dynamo Maths, Mini Lit, Phonics), welfare and/or integration funding considerations.
- Referral to the PBL team: This may result in a Functional Behaviour Assessment, Individual Student Support Program and/or a risk assessment. A playground support program such as the GEM Room or Splashdown spaces may also be appropriate.
- Lunch Room (Lunch 1): During the lunch time sessions the expected behaviour is re-taught and a restorative conversation takes place.

- Reflection Room (Lunch 2): During the lunch time sessions the expected behaviour is re-taught and a restorative conversation takes place.

#### Whole School Level System:

- Level 1- AP Managed: Repeated referrals into the restorative room for the same breach of behaviour will result in a student being placed on a Level 1 for a 3 or 5 day period. While on Level 1, the student is required to attend the *Reflection Room* during Lunch 2 each day and carry a monitoring card which clearly states the expectation they are focussing on learning. The student is responsible for the monitoring card and must present it to any teacher who has duty of care over them. The AP is responsible for calling the parents of the student (preferable) or sending home a letter in writing and recording the behaviour on ebs ontrack. See flow chart.
- Level 2- DP Managed: Repeated breaches of the expectations whilst on Level 1 will result in a referral from the AP to the DP to be placed on Level 2 for a 3 or 5 day period. Major and persistent breaches of expectations will result in a student being placed on Level 2. While on Level 2, the student is required to attend the *Lunch Room* during Lunch 1 and the *Reflection Room* during Lunch 2. The student is required to carry a monitoring card which clearly states the expectation they are focussing on re-learning. The student is responsible for the monitoring card and must present it to any teacher who has duty or care over them. The DP is responsible for calling the parents of the student (preferable) or sending a letter home and recording the behaviour and consequence on ebs ontrack.
- Level 3- DP Managed: Level 3 is in response to serious incidents or repeated breaches of the expectations whilst on Level 2. The student may be placed on Level 3 for a 3 or 5 day period. Serious incidents including but are not limited to: absconding, violence, inappropriate language or comments directed at a teacher and ongoing harassment. This is done at the discretion of the DP in consultation with the classroom teacher, AP and principal. While on Level 3, the student completes their work program in another classroom, usually with a different age group. The student is required to attend the *Lunch Room* during Lunch 1 and the *Reflection Room* during Lunch 2. The student is required to carry a monitoring card which clearly states the expectation they are re-learning. The student is responsible for the monitoring card and must present it to any teacher who has duty or care over them. The DP is responsible for sending a warning of suspension letter home to the parents or carers of the student. The DP is responsible for recording the student's behaviour on ebs ontrack. The classroom teacher is required to put in a Learning and Support Team referral for the student and to provide work for the student to complete.
- Suspension- Principal managed: In line with the 'Suspension and Expulsion of School Students- Procedures 2011', behaviours may include: continued disobedience, aggressive behaviour, inappropriate use of social networking sites, email, mobile phones or other technology will result in a short suspension of up to 4 days. Physical violence, serious criminal behaviour related to the school and persistent misbehaviour will result in a long suspension of up to 20 days. The classroom teacher is required to put in a referral to Learning and Support Team and provide work for the student to complete while on suspension. The Principal and DP have a resolution of suspension meeting with the parents and student at the end of their suspension.



# Uniform Policy

The NSW Department of Education and Training endorses the wearing of school uniform. Students are expected to maintain a neat appearance, including adhering to the requirements of the school's uniform policy.

School uniform is an important aspect of school life. It is a helpful starting point for students to build self-awareness, self-management and social responsibility. Students must wear uniform to school each day and to participate in visits and excursions out of the school. Students may wear items with or without the school logo. However, other designs, images or logos should not be displayed on any items worn to school. The school provides assistance to families to help with students wearing correct uniform.

## **School Uniform**

On school days students have the option to wear:

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| <ul style="list-style-type: none"><li>• White polo shirt (long or short sleeve)</li><li>• 'School Grey' drill pants or shorts (not baggy style)</li><li>• Grey or white socks</li><li>• Black shoes with matching laces</li><li>• Grey tights (Terms 2 and 3, not leggings)</li><li>• Maroon shorts or skort</li><li>• Lightweight dress, summer</li><li>• Pinafore/skirt/trousers in check fabric</li></ul> | <ul style="list-style-type: none"><li>• Maroon school hat</li><li>• Maroon tracksuit</li><li>• Maroon vest</li><li>• Maroon fleecy top</li><li>• Maroon polar fleece</li><li>• Maroon spray jacket or parka</li><li>• Maroon scarf, gloves, beanie or maroon/grey school beanie (terms 2 and 3)</li></ul> |
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## **Representing the School**

Students representing the school wear the correct uniform for the event/team/sport in which they are participating.

### **Hats**

School hats must be worn when students are travelling to out of school excursions or sporting events. Our school playground practice, is 'no school hat, play in the shade'. During Terms 1 and 4 school hats must be worn outside. During terms 2 and 3 school hats or school beanies must be worn outside.

### **Jewellery and Accessories**

Hair ties and headbands should be maroon, black, white or school uniform fabric. Jewellery and coloured nail polish are not part of our uniform and should not be worn to school. Watches and plain studs or small sleepers are allowed.

### **Non-Uniform Days**

During the year students may be invited to wear non-uniform clothes to school. Parents will be informed of these occasions in writing through the school newsletter or by specific notes home. These occasions may include fundraising activities and class items at assemblies.

### **Students Out of Uniform**

If students repeatedly come to school out of uniform, the school will contact parents to discuss concerns and provide the necessary assistance.