

The Sir Henry Parkes Memorial

PUBLIC SCHOOL



LEARNING SAFETY RESPECT

Student Wellbeing and Engagement Guidelines



Endorsed by:

The Sir Henry Parkes Memorial Public School Parents & Citizens Association
The Aboriginal Education Consultation Group
School Staff

Updated November 2017

Reviewed and Updated November 2017

Review November 2018

Table of Contents

1. Statement of Purpose
2. Recognising Individual Differences
3. Behaviour Code for Students
4. A Shared Responsibility
5. Promoting Positive Student Behaviour
6. Student Behaviour and Discipline
7. The Sir Henry Parkes Memorial Public School Classroom Behaviour Flowchart
8. The Sir Henry Parkes Memorial Public School Playground Behaviour Flowchart
9. Behaviour Levels and Consequences
10. Anti-Bullying
11. Responsible Use of Technology
12. Cyber-bullying

1. STATEMENT OF PURPOSE

The Sir Henry Parkes Memorial Public School's commitment to wellbeing is for our school to support our students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn. In achieving our goal we adopt Restorative Practices that provide a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community. Our school focus is on the development teaching, learning and engagement. We are a 'Positive Behaviour for Learning' (PBL) school, taking a school-wide, systematic and proactive approach to explicitly teach expected behaviours.

Through our Student Wellbeing and Engagement Guidelines we aim to:

- Provide a safe, inclusive and supportive school environment that is free from bullying and any form of discrimination that contributes to their wellbeing and optimising learning experiences.
- Ensure learning experiences and opportunities develop and shape the character and wellbeing of our students.
- Develop character by promoting mindfulness (self -regulation and behaviour), curiosity, courage, resilience, ethics and leadership as they grow and develop.
- Give voice to our students, being active learners and developing strong character qualities that will enable them to succeed, thrive positively throughout life.
- Maintain high, clear expectations for all students and incorporate strategies to promote positive behaviour and effective learning.
- Provide clear procedures for dealing with unacceptable behaviour to enable teachers to teach in a purposeful and non-disruptive environment.

Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

Student wellbeing is enhanced when schools connect and draw on the expertise, contribution and support of communities. Community engagement maximises how students connect, succeed and thrive.

2. RECOGNISING INDIVIDUAL DIFFERENCE

At The Sir Henry Parkes Memorial Public School, we acknowledge that not all students have the same wellbeing and discipline needs and that accommodation and adjustments may be required to our Wellbeing and Engagement Guidelines from time to time to cater for the needs of these students.

Students who may need these accommodations include;

- Students with disabilities.
- Students with behaviour disorders including, but not limited to- Reactive Attachment Disorder (RAD), Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD).
- Students who register on the Autism Spectrum.

Such accommodations and adjustments that may be made include (but are not limited to):

- Reducing the number of days on Time Out.
- Contacting parents as required to keep them informed of their child's behaviour.
- Implementing Behaviour Management plans (BMP) to assist students to develop the strategies needed to monitor and regulate their own behaviour.
- Creating visual supports including timetables and social stories.
- Providing additional support programs to identified student needs, including boxing, woodwork, the Rainbow Room (indoor games) and structured outdoor games.

3. BEHAVIOUR CODE FOR 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.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- 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

Safety

- 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

Engagement

- 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

The principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issue Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgement. In this context the NSW Government and the Department of Education will support the authority and judgment of principals and school staff at the local level.

4. A SHARED RESPONSIBILITY

STUDENTS	STAFF
<p>Rights</p> <ul style="list-style-type: none"> • I have the right to be happy and safe at school and to have my property respected. • I have the right to work without inappropriate disturbance. • I have the right to expect that school expectations will be reasonable and for our wellbeing. • I have the right to expect school to be a clean and healthy environment. • I have the right to express myself politely and to be listened to by others. • I have the right to expect co-operation from others in the school. • I have the right to travel safely to and from school, on excursions and sporting activities. <p>Responsibilities</p> <ul style="list-style-type: none"> • I have the responsibility to demonstrate mutual respect, by being well-mannered, including others and keeping my hands and feet to myself. • I have the responsibility to follow playground rules designed to ensure a safe, clean and happy environment. I have the responsibility to keep the school environment free from illegal drugs, tobacco and weapons. • I have the responsibility to report bullying and know that it includes physical and verbal harm, deliberately excluding others from a group, ganging up, setting up embarrassing experiences, taking, hiding or damaging other people's property. I have the responsibility to uphold school expectations and understand them and why they are important. If I don't understand the school's expectations I will seek clarification. • I have the responsibility to cooperate with others in the school, follow teacher's instructions and respond positively to requests from teachers and authority figures such as bus drivers, excursion personnel and parent helpers. 	<p>Rights</p> <ul style="list-style-type: none"> • I have the right to feel like a valued member of a professional collegiate environment. • I have the right to work in a healthy, safe and clean environment. • I have the right to expect students to behave in accordance with the Student Wellbeing Policy. • I have the right to be given quality support in the teaching and learning process by colleagues, including support staff and the School Administration. <p>Responsibilities</p> <ul style="list-style-type: none"> • I have the responsibility to conduct myself in a professional manner and abide by established Codes of Conduct in the Public Service and Management Employment Act, the Anti-Discrimination Act, the Workplace Health and Safety Act, the Education Act and Dignity and Respect in the Workplace Charters. • I have the responsibility to build and maintain positive relationships with children, parents and colleagues throughout the school. • I have the responsibility to contribute to the provision of a caring, well managed, safe and fair quality learning environment for all students, fellow staff and parents. • I have the responsibility to use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.

PARENTS	VOLUNTEERS AND VISITORS
<p>Rights</p> <ul style="list-style-type: none"> • I have the right to be treated without prejudice, intimidation or harassment in a just and consistent environment. • I have the right to know that my child is taught and learns in a supportive environment. • I have the right to be informed about my child's progress. • I have right to know that my child will be respected and appreciated as an individual in an environment where recognition and success are valued. <p>Responsibilities</p> <ul style="list-style-type: none"> • I have the responsibility to actively participate in the school community and support the learning of my children. • I have the responsibility to share responsibility for shaping my children's understanding about acceptable behaviour and ensuring their wellbeing. • I have the responsibility to maintain open respectful communication with teachers to maintain a caring, well managed, safe and fair quality learning environments for all students, fellow staff and teachers. • I have the responsibility to: <ul style="list-style-type: none"> - ensure my child's attendance and punctuality. - ensure my child is prepared with the proper equipment. - ensure my child wears the school uniform • I have the responsibility to report issues which do not foster a safe and healthy environment where all members feel secure. • I have the responsibility to encourage effort, to promote self-worth, and self-confidence of my child. 	<p>Rights</p> <ul style="list-style-type: none"> • I have the right to be treated without prejudice, intimidation or harassment in a just and consistent environment. • I have the right to feel welcome at our school. <p>Responsibilities</p> <ul style="list-style-type: none"> • I have the responsibility to actively participate in the school community and support the learning of the students at our school. • I have the responsibility to report issues which do not foster a safe and healthy environment where all members feel secure. • I have the responsibility to interact positively with school staff and students. • I have the responsibility to maintain and uphold confidentiality of students and staff at all times both within the school and wider community.

5. PROMOTING POSITIVE STUDENT BEHAVIOUR

At The Sir Henry Parkes Memorial Public School, all students are encourage and supported to be actively engaged in school life and to develop and maintain respectful relationships and experience a sense of belonging to their school and community.

We collectively work to achieve this through:

- Whole school class merit system using 'Henrys' (Positive Behaviour for Learning)
- Contact parents/carers to share good news of appropriate behaviour and learning success via positive letter home. **(Appendix 1)**
- Rewarding students with Merit Awards (3 per class per assembly) and Principal Awards (when appropriate) at whole school assemblies.
- Reward Days at the end of each term.
- Learning and Support Teacher assistance
- Funding support to assist students with learning difficulties and disabilities.
- Reading Recovery
- Parents are consulted and contribute to planning to support their child's individual learning needs.
- School Chaplain
- School Counsellor
- End of the year annual Presentation Day.
- Individual Learning Plans (IEPs) developed by the classroom teacher in consultation with the Learning and Support Teacher and parents/carers. **(Appendix 2)**
- Behaviour Management Plans (BMPs) developed by the classroom teacher in consultation with the relevant Stage Assistant Principal and parents/carers. **(Appendix 3)**
- Personalised Learning Plans (PLPs) for Aboriginal students developed by the classroom teacher in consultation with the Aboriginal Education Officer (AEO) and parents/carers. **(Appendix 4)**
- Adjustments to the learning environment and curriculum are made on an individual basis.
- Crunch 'n' Sip Program.
- Sun Safety.
- Health Care Plans.
- Structured lunch time activities including supervised games, boxing group and the woodwork group.
- Rainbow Room board games
- Department of Education anti-bullying units embedded in class programs.
- Safe on Social Media- Cyber Safety programs
- Seasons for Growth
- Drum Beat

6. STUDENT BEHAVIOUR AND DISCIPLINE

At The Sir Henry Parkes Memorial Public School, all staff foster engagement in learning by setting high standards of behaviour and discipline. There is a whole-school systematic approach in place to respond to behavioural challenges in a supportive environment where all students accept responsibility for their actions and develop understanding and skills to keep themselves and others safe.

The Sir Henry Parkes Memorial PS Values:

- **Respect**
- **Learning**
- **Safety**



These values were developed through a consultative process between students, staff and parents in 2015 as part of the school's Positive Behaviour for Learning (PBL) processes.

It is expected that at our school:

- All students strive towards the values and standards of behaviour outlined in our values and expectations
- These values and standards are explicitly taught and regularly reinforced by all teaching and non-teaching staff both in the classroom and in the playground
- These values and standards of behaviour are modelled at all times by all staff
- These values and standards are clearly displayed in all classrooms
- The values form the platform for the school's student recognition scheme
- The school rules underpin the school's discipline processes and strategies
- All student behaviour (positive or otherwise) will be related back to these values and standards

Positive Behaviour for Learning

At our school, all students participate in the explicit teaching of positive behaviours embedded within Positive Behaviour for Learning (PBL). This program is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing. PBL emphasises proactively and explicitly teaching positive behaviour and pro-social skills, rather than just reacting to inappropriate. The approach involves establishing a three tiered continuum of behaviour supports, which intensifies as required to meet the needs of each student. The first tier is focussed on universal prevention, the second tier involves interventions that focus on students with additional academic or social and emotional learning needs, and the third tier involves working intensively with a small number of students who experience chronic academic and behavioural difficulties.

Restorative Practice

The Restorative Practices explicit framework is inextricably linked to the Quality Teaching Framework and includes the following set of questions to be asked by students, teachers and parents.

When Things Go Wrong

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you may do to make things right?

When Someone Has Been Hurt

- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The process is empowering as it takes students from the past to the present and gives them hope for the future. It makes things right and heals any harm that has been done.

A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard and through this participatory process students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships.



Restorative Practices Circle Time:

Restorative thinking is a significant shift from punishment-oriented thinking. People, including students, who are invited into restorative dialogue are sometimes confused by the concept of “making things right.” Their default response to the question “What can we do to make things right?” often has to do with punishment. It is said that “children live what they learn.” When what they have learned is that troublesome behaviour demands a punishment-oriented response that is how they will live. But restorative practices invite different ways of responding. These new ways must be learned through experience.

Restorative Practices build community and can help set things right when the integrity of the community is challenged by harmful behaviours.

When people come together for restorative interactions they sit in circles.

Circle dialogue is a fundamental element of restorative dialogue. Classroom circles support the two main goals of restorative practices: building community; and responding to harms through dialogue that sets things right. Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member--students, teacher, parent volunteers, School learning support officers--feel that they are *seen, heard, and respected*.

The Stronger Smarter Philosophy

The Stronger Smarter philosophy honours a positive sense of cultural identity, and acknowledges and embraces positive community leadership, enabling innovative and dynamic approaches and processes that are anchored by high-expectations relationships. High-expectations relationships honour the humanity of others, and in so doing, acknowledge strengths, capacity and human rights to emancipating opportunities.

The Stronger Smarter philosophy advocates and supports school and community leadership to facilitate whole school change by working collaboratively to address complex challenges with strength-based approaches. This is the foundation of the work of the Stronger Smarter Institute.

Dr Chris Sarra explains the Stronger Smarter philosophy as follows:

It is a fundamental human right of our children to have an education that makes them stronger, in a way that enables them to develop a rich and positive sense of their own cultural identity; and smarter, in a way that enables them to participate in a modern society as any other Australian would. If schools only seek to make Indigenous children smart, without developing any positive sense of cultural identity, then we do little more than assimilate them into the mainstream. In this circumstance we all lose.

Bounce Back Program

'Bounce Back' is an evidence-informed program built on Positive Psychology, Cognitive Behaviour Therapy, and Social and Emotional Learning. Ten curriculum units use children's literature, thinking tools, and cooperative learning strategies plus a variety of cross-curricular classroom activities to help students:

- develop positive and prosocial values, including those related to ethical and intercultural understanding.
- develop self-awareness, social awareness and social skills.
- develop strengths, skills, and attitudes to being successful.

Encouraging and Reinforcing Positive Behaviours and Relationships

Teacher Managed Strategies

Classroom teachers use a range of strategies and resources to encourage positive behaviours. These may include:

- Handing out 'Henry's' for positive behaviours
- Stickers, special jobs and responsibilities
- Individual incentive schemes alongside Behaviour Management Plans
- Communication with home about achievement and progress
- Verbal and non-verbal praise
- Identifying positive behaviours through class discussions (PBL lessons, circle time, restorative conversations and role plays as part of explicit teaching)
- Feedback

Whole School Rewards System

A consistent reward system operates throughout the school based on Positive Behaviour for Learning based on the accumulation on 'Henry's'.

Mindfulness

All staff have participated in 'mindfulness' professional learning. Classroom teachers use the 'Smiling Mind' program as a general supplement and support to the everyday curriculum. The 'Smiling Mind' program may:

- Reduce stress and increase resilience
- Encourage participants to focus on the present moment when engaged in set activities
- Provide a grounded start to the day/session
- Encourage focussed attention
- Increase levels of empathy with fellow students

Other Programs

The school also implements a range of other programs to build students' personal and social skill development. Some of the more common programs include:

- Learning and Support Team
- Drug Education program
- Child Protection program
- Student-led assembly program
- School Counsellor
- Home School Liaison Officer
- School Chaplain

Recognising and Reinforcing Student Achievement

All students in our school are expected to cooperate with other students, staff, parents and visitors to our school. We recognise that all students learn at varying rates, however we expect all students to produce work of a standard that is their highest.

All students are recognised. They begin each term with the right to attend 'Rewards Day' which occurs on the last day of each term. Misbehaviour of a serious nature may result in exclusion from Rewards Day. Students who work hard and behave appropriately may be rewarded from our 3 tiered recognition system:

TIER 1: Classroom Rewards

A consistent reward system operates throughout the school based on Positive Behaviour for Learning based on the students being awarded 'Henry's' for displaying positive behaviour.

TIER 2: Henrys

50 Henrys – Bronze 'Brag Tag'

100 Henrys (additional 50 Henrys) – Silver 'Brag Tag'

150 Henrys (additional 50 Henrys) – Gold 'Brag Tag'

200 Henrys (additional 50 Henrys) – Personal Best Badge

250 Henrys (additional 50 Henrys) - Platinum recipients will be awarded a wrist band, their choice of book provided by our school Principal and morning tea.

TIER 3: School Awards

Merit Award

- To recognise special positive behaviour/effort/achievement
- 3 awarded for each class at each assembly
- Reason for merit to be written clearly on certificate

Principal's Award

- Any teacher may put forward the name of a student who is deserving of a Principal's Award due to outstanding behaviour or academic effort/work

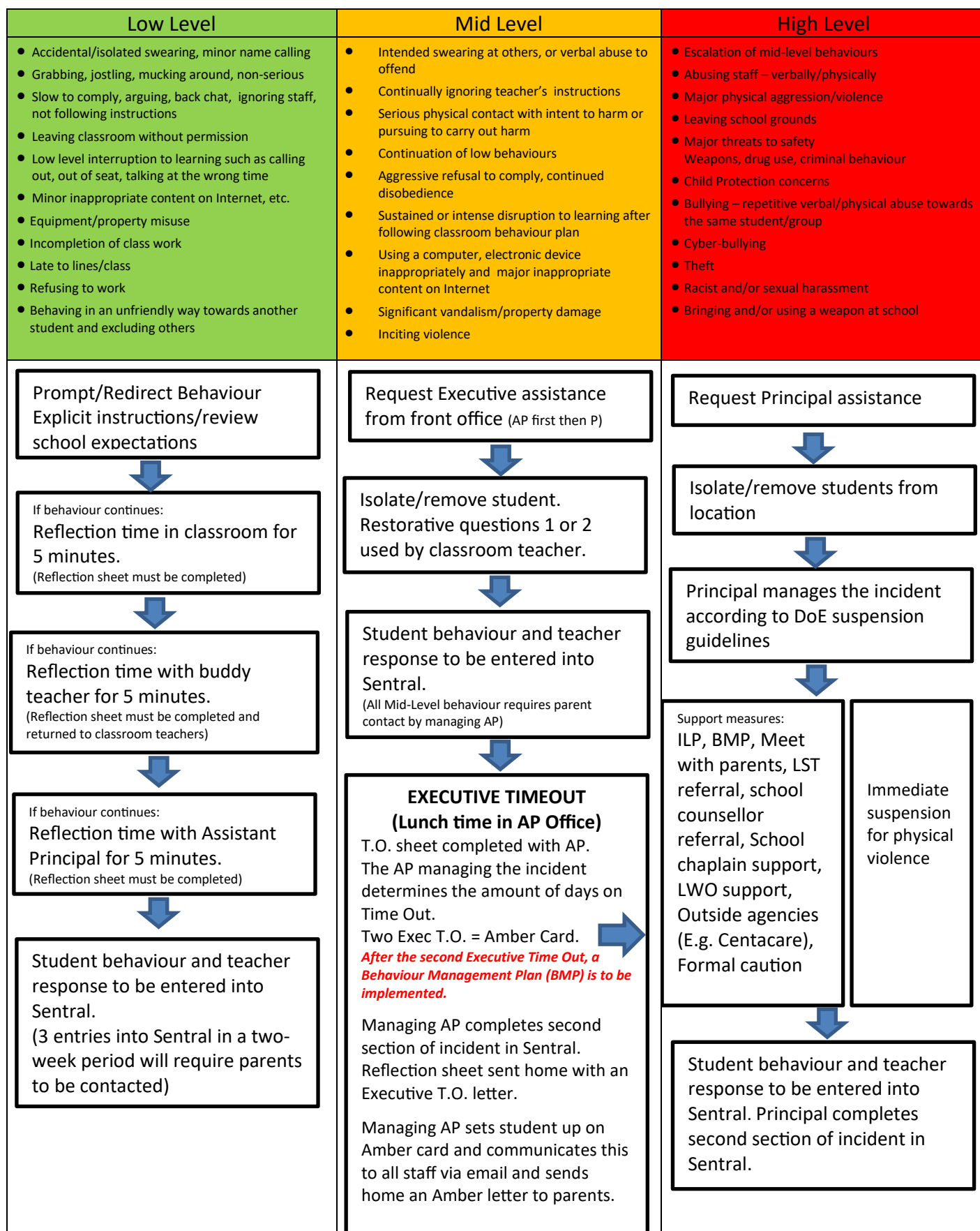


Quantity: 3*250pcs, 0.76mm, glossy laminated, 4+4 color print, transparent signature panel, hole

Other Ways Students Are Recognised and Rewarded

- Personal acknowledgement from a teacher (Eg: Stickers, encouraging comments, thumbs up, other positive signs)
- Acknowledgement of student achievement in the school newsletter
- ‘Positive letter’ sent home acknowledging a student’s behaviour
- Communication books between teachers and parents as appropriate to individual student needs
- Recognition at whole school assemblies
- End of year presentation awards and trophies
- Students being sent to the Principal’s office/Assistant Principal or another class teacher for acknowledgement and praise
- Display of student work in various locations around the school
- Sporting awards for both in school and PSSA achievements
- Acknowledgement of student participation and achievement in the extra-curricular activities undertaken
- Newsletter and Facebook recognition
 - Learning in classrooms on a weekly basis
 - Information about daily events in our school
 - PSSA sporting teams
 - Students participating in extra-curricular activities.
 - Students who represent at a state level individually in sport and/or academic team and individual events.
 - Team coaches of PSSA sporting teams are to inform the office of game results and provide a team photo.
 - It is the Sport’s Coordinator’s role to inform the office of student achievements at whole school sporting events including athletics, cross country and the swimming carnival, including students participating at these events at a regional and state level. These results must be obtained from the official source e.g. Primary Schools Sports Association.

7. THE SIR HENRY PARKES MEMORIAL PS CLASSROOM BEHAVIOUR FLOW CHART



All teachers are expected to wear the school lanyard with the Restorative questions 1 and 2 card displayed daily. Assistant Principal supports the classroom teacher to devise appropriate strategies to target negative behaviour.

THE SIR HENRY PARKES MEMORIAL PS PLAYGROUND BEHAVIOUR FLOW CHART

Low Level	Mid Level	High Level
<ul style="list-style-type: none"> Accidental/isolated swearing, minor name calling Grabbing, jostling, mucking around, minor unsafe behaviour Slow to comply, arguing, back chat, lying, ignoring staff, not following instructions Taking of hats Not wearing hats/Not being in the shade Equipment/property misuse Late to lines/class Littering Out of Bounds Running on cement, unsafe play during games and on equipment, etc. Being in the school building/classroom without a Red Card. Playing in the toilets 	<ul style="list-style-type: none"> Intended swearing at others, or verbal abuse to offend Serious physical contact with intent to harm or pursuing to carry out harm Aggressive refusal to comply, continued disobedience Continually harassing or disrupting others Significant vandalism/property damage Inciting violence Repeated minor behaviours offences Making rude or threatening gestures Continually ignoring teacher's instructions 	<ul style="list-style-type: none"> Abusing staff – verbally/physically Major physical aggression/violence resulting in injury or serious interferences with safety or wellbeing of other students, staff or visitors Encouraging fights- bystander behaviour Serious threats to students, staff or visitors Intentionally leaving school grounds Major threats to safety- weapons, drug use, criminal behaviour Child Protection concerns Bullying – repetitive verbal/physical abuse towards the same student/group Theft Racist and/or sexual harassment
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Prompt/Redirect Behaviour Explicit instructions/review school expectations</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>If behaviour continues: Time out on Yellow Spot for 5 minutes. (Reflection with teacher on dismissal)</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Student behaviour and teacher response to be entered into Sentral- Classroom teacher to be notified. (3 entries into Sentral in a two-week period will require parents to be contacted)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><i>All teachers are expected to wear the school lanyard with the Restorative questions 1 and 2 card displayed daily. Assistant Principal supports the classroom teacher to devise appropriate strategies to target negative behaviour.</i></p> </div>	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Recess Time Request Executive assistance from office via Behaviour Assistance card in playground folder (AP first then P)</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Lunch Time Send students immediately to AP office or AP if roaming. Managing AP completes second section of incident in Sentral.</p> </div> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Student behaviour and teacher response to be entered into Sentral. (All Mid-Level behaviour requires parent contact by managing AP)</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">EXECUTIVE TIMEOUT (Lunch time in AP Office)</p> <p>T.O. sheet completed with AP. The AP managing the incident determines the amount of days on Time Out. Two Exec T.O. = Amber Card. <i>After the second Executive Time Out, a Behaviour Management Plan (BMP) is to be implemented.</i></p> <p>Managing AP completes second section of incident in Sentral. Reflection sheet sent home with an Executive T.O. letter.</p> <p>Managing AP sets student up on Amber card and communicates this to all staff via email and sends home an Amber letter to parents.</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> <p>Request Principal assistance</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> <p>Isolate/remove students from location</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> <p>Principal manages the incident according to DoE suspension guidelines</p> </div> <p style="text-align: center;">↓</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 60%;"> <p>Support measures: ILP, BMP, Meet with parents, LST referral, school counsellor referral, School chaplain support, LWO support, Outside agencies (E.g. Centacare), Formal caution (BMP and Amber Card)</p> </div> <div style="border: 1px solid black; padding: 5px; width: 35%; text-align: center;"> <p>Immediate suspension for physical violence</p> </div> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>Student behaviour and teacher response to be entered into Sentral. Principal completes second section of incident in Sentral.</p> </div>

8. BEHAVIOUR LEVELS AND CONSEQUENCES

Blue Level

All students at The Sir Henry Parkes Memorial Public School are expected to maintain high standards of behaviour at all times. All students who enrol at our school will start on a Blue level and they will stay on Blue level if they maintain their positive behaviour. Blue level indicates that the student is being respectful, safe and a responsible learner. Students who have remained on a Blue level for an entire term will be entitled to attend Rewards Day. All students will start each new term on a Blue level unless they have unresolved behavioural issues from the previous term. Other levels will only be used if students do not follow the code of behaviour and make inappropriate choices in decision making.



Level	Behaviours	Consequence
Green	Low level behaviours	<ul style="list-style-type: none"> • Sentral entry • Parent contact after 3 entries into Sentral within a 2 week period. • Teacher entering the incident into Sentral must tag the relevant classroom teacher.
Amber	Mid-Level behaviours	<ul style="list-style-type: none"> • Student placed in Time Out at lunch time for a minimum of 1 day. Additional days will be allocated at the discretion of the Assistant Principal managing the incident. • Reflection sheet to be completed (Appendix 5) • Copy of Reflection sheet to be sent home by the Assistant Principal to parents letting them know that the student has attended Time Out (Appendix 6) • Two Executive Time Outs= Amber Card • Amber letter sent home stating the Amber level conditions. (Appendix 7) • 'Amber Card' will be used to monitor behaviour. K-2 for 3 days and Year 3-6 for 5 days. Students must display acceptable behaviour for the number of days, which will be validated by the duty and classroom teacher. It is the student's responsibility to inform the duty teacher that they are on an Amber card. Completed Amber Cards will be stored in the AP office. • Students cannot participate in any school representative activities whilst suspended or on an Amber Card. <i>It will be at the Principal's discretion as to whether the student can attend curriculum based activities.</i>
Red	High Level behaviours	<ul style="list-style-type: none"> • Parents will be informed and a meeting will be requested. Support measures put in place. • Formal caution (depending on severity of incident) - Amber Card and BMP implemented. • Suspension from school in line with the DoE Suspension Policy. <p>RIGHT OF THE PRINCIPAL <i>Depending upon the individual circumstances, the Principal can skip stages and apply necessary consequences at their discretion. Continued disobedience or aggressive behaviour will result in fast tracking along this continuum, and may consequently lead to suspension and or expulsion.</i></p>

Classroom Reflection Times

Providing students with classroom reflection time allows students the opportunity to reflect on their behaviour and the impact that it had on the people around them. Students displaying inappropriate behaviour in the classroom, will be prompted and redirected to display the appropriate behaviour. If this does not occur, the following process will occur:

- students will be asked to go to a specific area in the classroom that is allocated for reflection time. Students will then complete a reflection sheet. After 5 minutes, they discuss their reflection with the classroom teacher and return to learning.
- If the behaviour continues, the student will be sent to their buddy teacher for 5 minutes- a reflection sheet must be completed and returned to the classroom teacher.
- If the behaviour continues, the student will be sent to the Assistant Principal for 5 minutes – a reflection sheet must be completed.

All staff at our school will follow the classroom/playground flowchart that clearly outline the steps in the process.

Executive Time Outs

Time Outs provide students with an opportunity to reflect on their behaviour choices and work with the Assistant Principal to plan for better choices in the future. This is a structured session, the length of which will be determined by the Assistant Principal to ensure the student has the appropriate opportunity to learn from the experience. The reflective Time Out sheet will be photocopied and sent home each time a student is placed in Executive Time Out. It is the responsibility of the teacher who has reported the incident to contact the parent/carer on the day the incident occurred.

9. ANTI-BULLYING

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying can be classified as:

- Physical
- Verbal
- Social
- Psychological

Single incidents and conflict or fights between equals, whether in persons or online, are not defined as bullying. However, these conflicts still need to be addresses and resolved. The Sir Henry Parkes Memorial Public School utilises the NSW Department of Education's website <https://antibullying.nsw.gov.au/> and 'Bullying. No Way! Website <http://bullyingnoway.gov.au/>.

Prevention

The Sir Henry Parkes Memorial Public School recognises that it has a responsibility to create organisational and leadership practices that support all students. These will be regularly reviewed and updated. The following whole school strategies are in place to prevent bullying behaviour at our school:

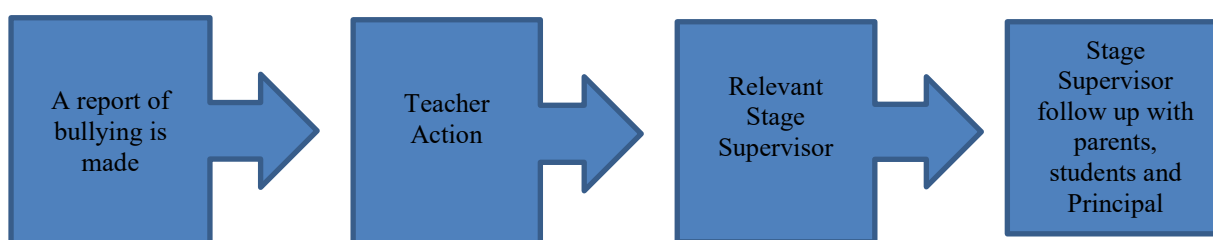
- Implementing a whole school approach based on the Bounce Back Program.
- Developing student leadership skills through structures such as the Student Representative Council, Positive Behaviour for Learning program, School Leaders, and House Captains.
- Clear communication of our school's anti-bullying policies and procedures to students and parents through the newsletter, information brochures and ongoing regular discussions with all stakeholders.
- Maintaining records on Sentral detailing student behaviour and monitoring of students involved in bullying behaviours. Reporting systems put in place will be used to track student behaviour in order to ensure that students can be monitored in cases of repeat offences.

Early Intervention

At Sir Henry Parkes Memorial Public School, students who are identified as being at risk of developing long-term difficulties with social relationships, and those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour, will be involved in one or more of the following:

- Referral to the Learning Support Team, School Counsellor, implementation of Behaviour Management Plan (BMP), regular interviews with parents/caregivers, Amber Card (if appropriate), reflection of behaviours as per Restorative Practices and the Cyber bullying program.

Response Process



Encouraging students to report bullying is essential, as bullying cannot be reduced without the reporting of incidents. The action of bystanders to become 'upstanders', (students who witness bullying behaviour and report or act on it appropriately) is critical. Students are taught and expected to immediately report incidents of bullying behaviour to a teacher. Support will be provided for any student who has witnessed bullying behaviour.

A teacher and/stage supervisor/ or the principal will immediately deal with the situation including meeting with the victim/victims of the bullying incident, the student/students identified as engaging in the bullying behaviour and contact the parents/carers. **The Assistant Principal will contact the parents one week, one month and one term after the issue has been resolved to review the success of the response and ascertain whether any further action is required.**

If the bullying persists:

- Additional counselling from Principal/School Counsellor, parent involvement, implementation of a Behaviour Management Plan and suspension may be required.
- All incidents of bullying will be dealt with quickly and effectively to ensure the safety and wellbeing of all students.
- In any cases where there are Child Protection issues or ongoing concerns for any student's safety or wellbeing, the Principal will contact the Child Wellbeing Unit and/or Community Services where appropriate. Incidents which involve assaults, threats, intimidation, harassment, illegal weapons, or substances will always be reported to the police and the School Safety and Response Unit.
- In any cases where the school has any doubt about whether an incident should be reported to the police, the Principal will contact the School Safety and Response Unit to seek advice.

10. RESPONSIBLE USE OF TECHNOLOGY

Information Communication Technologies (ICTs) have an integral role in the teaching and learning programs throughout our school. Students will use a variety of devices, access the internet, the school network and students own Department of Education email accounts. The responsible and safe use of technology requires all students to agree to and sign and acceptable use of school computers and the school network form at the beginning of each academic school year. Students who do not agree to sign this form cannot access programs that require the use of the internet.

Students must not bring their own devices or electronic equipment to school. Students who require a mobile phone to contact parents/carers after school, must hand these devices into the school office at the beginning of the school day and collect at the end of the school day. These phones are brought to the school at the students own risk and the school will accept no liability for any loss, damage or theft of the phone.

The appropriate use ICT is monitored by the classroom/supervising teacher. It is an expectation that all students will use ICT in a safe, responsible and ethical manner. Students are required to use acceptable language when sending and responding to emails and should close the window and inform their classroom teacher immediately if they accidentally access inappropriate material.

All students in Year 1-6 will have their own private secure password. This password is not to be shared with other students to prevent students logging in under another student's name; however, it must be shared with the student's teacher. Students who change their password without notifying the teacher will have their access denied for one week.

Students who do not use ICT in a safe, responsible and ethical manner will have their access privileges denied for one week and the classroom teacher will refer to the classroom or playground flow chart for disciplinary consequences.

Cyber-Bullying

Cyber-bullying will not be tolerated and consequences will be put in place as identified in the classroom and playground behaviour flowcharts. Cyber-bullying also includes cyber-bullying that has occurred outside of school due to the impact that this has on students wellbeing and therefore their ability to actively participate and engage with their peers and the curriculum.

The following consequences will occur if students do not follow the above guidelines:

<p>First offence Access denied for one week.</p>	<ul style="list-style-type: none"> • Loss or unauthorised changing of password • Inappropriate use of language when writing and receiving emails • Deliberately accessing another student's email account • Deliberately accessing inappropriate material
<p>Second offence Warning letter</p>	<ul style="list-style-type: none"> • Loss or unauthorised changing of password • Inappropriate use of language when writing and receiving emails • Deliberately accessing another student's email account • Deliberately accessing inappropriate material



The Sir Henry Parkes Memorial



PUBLIC SCHOOL



LEARNING SAFETY RESPECT



Guess What?

Today was a FANTASTIC day!

Dear _____

_____ had a great day in _____.

Your child,

Class Teacher

Date



The Sir Henry Parkes Public School proudly stands on ~~Takumbul~~ land
75-79 Wood St Tenterfield NSW 2372 • 02 67361401 • sirhparkes-p.admin@det.nsw.edu.au
• www.sirhparkes-schools.nsw.edu.au



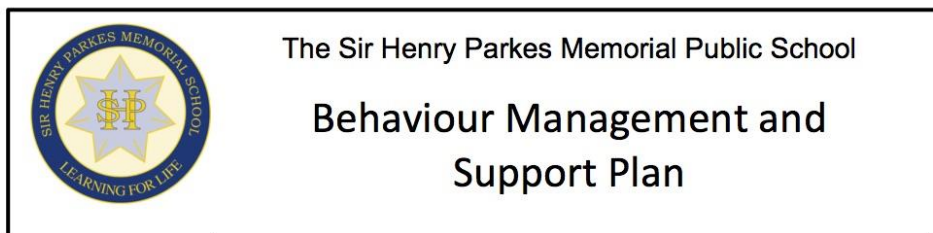
Individualised 5 Weekly Learning Plan- Literacy and Numeracy

Name:	Class /Year:	Date:
Teacher:	Review Date:	Plan created by:

Area of need	Current Cluster/Level	Expected Cluster/Level	Working towards (SMART goal)	Strategies	Assessment	Evaluation

Name	Role	Signature	Date
	Parent		
	Class Teacher		
	Assistant Principal		
	Learning and Support/ Intervention		

Appendix 3



Student:		School: The Sir Henry Parkes Memorial PS
Date of Birth:		Principal:
Grade:	Class:	Teacher:
Planning team:		
Interests		
Known Triggers <ul style="list-style-type: none">•		
Intervention Strategies <ul style="list-style-type: none">•		
Expected positive behaviours _Student will; <ul style="list-style-type: none">• These expectations reflect the school values of Learning, Safety and Respect . .		

Roles and Responsibilities		
Student's Goals:	Action	Consequence
•		
What:	Who:	When:
Ensure that all teachers are aware of the behaviour plan		Immediately
Ensure that the work set in class is within his capabilities, offering the appropriate level of challenge		Every lesson
Regular contact with parents/carers to implement consistent strategies across home and school and report and celebrate positive behaviours		Every 5 weeks
Date reviewed:	Date of next review:	
Prepared by: _____ (Class Teacher)		
Class Teacher signature:	Assistant Principal signature:	
Parent signature:	Principal signature:	
Outcome of Review:		



The Sir Henry Parkes
Memorial Public School

PERSONALISED LEARNING PLAN



STUDENT'S NAME: **Jaimee Chamberlain**



Personalised Learning Plan
CONTACT DETAILS

Student: _____ D.O B. _____

Address _____

Primary contact: _____ Relationship: _____

Home phone: _____ Mobile: _____

Other contact: _____ Relationship: _____

Home phone: _____ Mobile: _____

Emergency contact: _____ Relationship: _____

Home phone: _____ Mobile: _____

Siblings: _____

Special needs: _____

Medication: _____

Personalised Learning Plan
2017

Term	Goal	Achieved
1		
2		
3		
4		

This is to be made into identity card/license with school logo. Looks like an ID card.

Personalised Learning Plan

All About Me
I am from <i>tribe/people.</i>
My family is.
My pet's name is
I live
What I do in my free time
The four most important people in my life are
What I would like to do or be when I grow up.
I like being called
Favourite sport to play
Favourite sporting team to watch
Favourite TV show and movie
Favourite colour
Favourite meal
Favourite band
Things I like about school
My Strengths (Student)
Things that I do really well at in school
Things that I do really well at home
Strengths (Parents)
Things that your child does really well
Strengths and skills you have that could help your child.
Strengths (Teacher)
Two things that you are interested in are
Two things that your child does really well in at school

The Sir Henry Parkes Memorial PUBLIC SCHOOL



LEARNING SAFETY RESPECT

Restorative Reflection Sheet

<p><u>What happened?</u></p> 	<p style="text-align: center;">Restorative Questions I</p> <p style="text-align: center;"><i>When things go wrong.</i></p> <p>What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?</p> <p style="text-align: right; font-size: small;"> REAL JUSTICE www.iirp.org www.realjustice.org </p>
<p><u>How were you feeling at the time?</u></p> <p> Confused Angry Annoyed Excited <u>(Other)</u> _____ </p>	
<p><u>Who did it affect?</u></p> <p> Student _____ My Group Whole Class Teacher Me </p>	
<p><u>How did it affect them?</u></p> <p> Feelings Learning Teaching Body </p>	
<p><u>What do you need to do to make things right again?</u></p> 	
<p><u>Name:</u></p> 	<p><u>Teacher:</u></p> <p><u>Date:</u></p>

The Sir Henry Parkes Memorial

PUBLIC SCHOOL



LEARNING SAFETY RESPECT

EXECUTIVE TIME OUT LETTER

Monday December 15, 2017

Dear _____

_____ completed a time out today with a member of the school executive team (Assistant Principal/Principal) due to the following behaviour:

The purpose of an executive time out is to support your child in making positive choices. This will include a reflection of the displayed behaviours to discuss strategies for demonstrating responsible behaviour next time. The reflection sheet that your child completed is attached to this letter.

This letter is simply to inform you of what is happening with your child at school. The teacher who was first informed of or witnessed the incident will have contacted you by now.

Our school believes in keeping parents informed about their child's behaviour at school. We value your support in providing a safe, caring and respectful learning environment for them and all members of our school community.

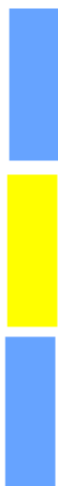
Yours sincerely,

Executive Member

The Sir Henry Parkes Public School proudly stands on Yakkambul land
75-79 Wood St Tenterfield NSW 2372 • 02 67361401 • sirhparkes-p.admin@det.nsw.edu.au
• www.sirhparkes-schools.nsw.edu.au

The Sir Henry Parkes Memorial

PUBLIC SCHOOL



LEARNING SAFETY RESPECT

K-2 AMBER LETTER

Dear Parents/Carers

Today your child _____ completed an executive time out at lunch time and has been placed on an Amber Card for 3 days.

For 3 days your child will be expected to display appropriate positive behaviours both in the playground and in the classroom. Each session, teachers will be required to sign off on your child's behaviour. If your child does not achieve a completed day of positive behaviour then they will remain on the Amber Card for an extra day until 3 days of appropriate behaviour is displayed. (The 3 days do not need to be consecutive). It is the student's responsibility to inform the playground duty teacher that they are on an Amber Card. Please be aware that any student who is on an Amber Card cannot participate in any school representative activities. It will be at the Principal's discretion as to whether the student can attend curriculum based activities. If your child is not permitted to be involved in an activity, the classroom teacher will inform you.

This letter is simply to inform you of what is happening with your child at school. The executive member who is working with your child while they are on Amber level will contact you today.

Our school believes in keeping parents informed about their child's behaviour at school. We value your support in providing a safe, caring and respectful learning environment for them and all members of our school community.

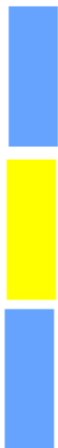
Yours sincerely,

_____ Executive Member

The Sir Henry Parkes Memorial Public School proudly stands on Yalambud land
75-79 Wood St Tenerfield NSW 2372 • 02 67361401 • sirhenryparkes-p.school@det.nsw.edu.au
• www.sirhenryparkes-schools.nsw.edu.au

The Sir Henry Parkes Memorial

PUBLIC SCHOOL



LEARNING SAFETY RESPECT

Years 3-6 AMBER LETTER

Dear Parents/Carers

Today your child _____ completed an executive time out at lunch time and has been placed on an Amber Card for 5 days.

For 5 days your child will be expected to display appropriate positive behaviours both in the playground and in the classroom. Each session, teachers will be required to sign off on your child's behaviour. If your child does not achieve a completed day of positive behaviour then they will remain on the Amber Card for an extra day until 5 days of appropriate behaviour is displayed. (The 5 days do not need to be consecutive). It is the student's responsibility to inform the playground duty teacher that they are on an Amber Card. Please be aware that any student who is on an Amber Card cannot participate in any school representative activities. It will be at the Principal's discretion as to whether the student can attend curriculum based activities. If your child is not permitted to be involved in an activity, the classroom teacher will inform you.

This letter is simply to inform you of what is happening with your child at school. The executive member who is working with your child while they are on Amber level will contact you today.


Our school believes in keeping parents informed about their child's behaviour at school. We value your support in providing a safe, caring and respectful learning environment for them and all members of our school community.

Yours sincerely,

_____ Executive Member

The Sir Henry Parkes Memorial Public School proudly stands on Yalambud land
75-79 Wood St Tenerfield NSW 2372 • 02 67361401 • sirhenryparkes-p.school@det.nsw.edu.au
• www.sirhenryparkes-schools.nsw.edu.au

Appendix 8

Blue Level		
<p>All students at The Sir Henry Parkes Memorial Public School are expected to maintain high standards of behaviour at all times. All students who enrol at our school will start on a Blue level and they will stay on Blue level if they maintain their positive behaviour. Blue level indicates that the student is being respectful, safe and a responsible learner. Students who have remained on a Blue level for an entire term will be entitled to attend Rewards Day. All students will start each new term on a Blue level unless they have unresolved behavioural issues from the previous term. Other levels will only be used if students do not follow the code of behaviour and make inappropriate choices in decision making.</p>		
Level	Behaviours	Consequence
Green	Low level behaviours	<ul style="list-style-type: none"> • Sentral entry • Parent contact after 3 entries into Sentral within a 2 week period. • Teacher entering the incident into Sentral must tag the relevant classroom teacher.
Amber	Mid-Level behaviours	<ul style="list-style-type: none"> • Student placed in Time Out at lunch time for a minimum of 1 day. Additional days will be allocated at the discretion of the Assistant Principal managing the incident. • Reflection sheet to be completed • Copy of Reflection sheet to be sent home by the Assistant Principal to parents letting them know that the student has attended Time Out • Amber letter sent home stating the Amber level conditions. • 'Amber Card' will be used to monitor behaviour for 5 days. Students must achieve 5 days of acceptable behaviour that is validated by the duty and classroom teacher. It is the student's responsibility to inform the duty teacher that they are on an Amber card. • Class teacher to store completed Amber Cards in their classroom. • Students cannot participate in any school representative activities whilst suspended or on an Amber Card.
Red	High Level behaviours	<ul style="list-style-type: none"> • Parents will be informed and a meeting will be requested. Support measures put in place. • Formal caution (depending on severity of incident) - Amber Card and BMP implemented. • Suspension from school in line with the DoE Suspension Policy. <p>RIGHT OF THE PRINCIPAL <i>Depending upon the individual circumstances, the Principal can skip stages and apply necessary consequences at their discretion. Continued disobedience or aggressive behaviour will result in fast tracking along this continuum, and may consequently lead to suspension and or expulsion.</i></p>

Executive Time Outs

Executive Time Outs provide students with an opportunity to reflect on their behaviour choices and work with the Assistant Principal to plan for better choices in the future. This is a structured session, the length of which will be determined by the Assistant Principal to ensure the student has the appropriate opportunity to learn from the experience. The reflective Time Out sheet will be photocopied and sent home each time a student is placed in Time Out. It is the responsibility of the teacher who has reported the incident to contact the parent/carer on the day the incident occurred.



Classroom Flowchart



All teachers are expected to wear the school lanyard with the Restorative questions 1 and 2 card displayed daily. Assistant Principal supports the classroom teacher to devise appropriate strategies to target negative behaviour.



Playground Flowchart

