Wellbeing Policy

Strive to Learn
Introduction

Gwandalan Public School strives to provide students with opportunities to become self-directed, life-long learners, where they can develop skills that enable them to create a positive future for themselves and become confident members of the community. Gwandalan Public School is a place where every student can learn and grow with confidence.

This policy encourages effective teaching and learning strategies, a positive climate, good discipline and effective communication. Above all, Gwandalan Public School believes that the best schools are those where teaching and learning is centred on students’ well-being. It will continue to strive for positive home-school relationships, quality teaching and learning programs where students can function in a safe and secure learning environment.

Outcomes of the Welfare Policy

Implementation of the Welfare Policy will result in a number of positive outcomes for the school community. These outcomes include the following and have been adapted from the Department of Education & Training Student Welfare Policy:

**Outcomes of Effective Teaching and Learning Strategies**

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.
- Students will develop competencies which enhance the quality of their relationship with others and develop an understanding of themselves as well as skills for positive, social and responsible participation.
- Students will demonstrate respect for all through the explicit teaching of the Department of Education and Communities Core Rules and Values.
- Students will demonstrate positive habits of the mind by using the keys to success of organisation, confidence, getting along, persistence and resilience as taught through the *You Can Do It!* Program.

**Outcomes of Providing a Positive Climate and Good Discipline**

- The well-being, safety and health of students and other community members will be a priority in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for positive behaviours which will be known by staff, students and parents.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will value its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

**Outcomes of Community Participation**

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of students and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.
Rights and Responsibilities

**Students**

*All students have the right to:*

- Learn and to experience regular success in their learning
- Feel emotionally and physically safe in the school environment
- Work and play in a safe, secure, friendly and clean environment.
- Respect, courtesy and honesty

*All Students have the responsibility to:*

- Manage their own behaviour and follow the school rules.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of themselves and others.
- Participate in the teaching and learning process

**Staff**

*All staff has the right to:*

- Respect, courtesy and honesty
- Teach in a safe, clean and secure environment
- Teach in a purposeful and non-disruptive environment
- Co-operation and support from parents and colleagues
- Expect regular student attendance and punctuality
- Participate in policy formation and implementation
- Expect positive feedback and constructive advice
- Adequate resources, professional development and management support
- Expect co-operative and positive attitude and behaviour

*All Staff have the responsibility to:*

- Model respectful, courteous and honest behaviour
- Encourage cleanliness of the school site
- Establish positive relationships with students, parents and colleagues
- Ensure good organisation, planning and efficient use of resources
- Report student progress to parents
- Develop and implement curriculum initiatives that reflect the Ethos Statement, Value Statement and Mission Statement of the school
- Act in accordance to the [Code of Conduct Policy](#)

**Parents**

*All parents have the right to:*

- Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child’s health and welfare.
- Be informed of their child’s progress.
- Access a meaningful and adequate education for their child.
- Be heard in an appropriate forum on matters related to the rights of their child for an appropriate education.
- Be informed of their child’s inappropriate behaviour at the earliest possible stage.

*All parents have the responsibility to:*


• Ensure that their child attends school.
• Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
• Ensure that their child is provided with appropriate materials to make effective use of the learning environment
• Support the school in providing a meaningful and adequate education for their children.
• Cooperate with staff to modify their child’s inappropriate behaviour

Practices to Enhance Effective Teaching and Learning, Good Discipline and Community Participation

The implementation of the Welfare Policy includes practices and strategies that will be used within the school setting in order to enhance effective teaching and learning practices. Some of these strategies are:

• Use of clear and consistent school rules
• Use of clear and consistent classroom rules developed each year by teachers
• Use of clear and consistent playground routines and procedures
• Providing relevant curriculum activities
• Providing remediation/extension activities as needed
• Developing and implementing programs that promote positive self-esteem in students
• Providing counselling support as required

Procedures for Resolution of Complaints

From time to time parents may wish to complain about a school discipline issue. Any such complaints will be dealt with confidentially and effectively. The majority of complaints that arise need never take the form of a formal complaint. The Principal and teachers are available to discuss and resolve these concerns in informal ways.

Where a solution has not been reached through informal means and the person wishes to make a formal complaint, the procedures outlined in the NSW Department of Education and Training document Responding to Suggestions, Complaints and Allegations will be implemented. Relevant documents are available from the school or on the Department of Education and Communities Website.
The School Discipline Code

Practices to Promote a Positive Climate and Good Discipline

A clear understanding of the expected standards of behaviour both at school and while attending school events is important in creating a positive climate and good discipline. The school discipline code makes those expectations clear to students, staff and the community.

School Rules

The Core Rules

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Gwandalan Public School rules are based on the principles of Choice Theory and Restorative Justice, which seek to allow students to take responsibility for their own actions. “It wasn’t my fault.” or “They made me do it” are not acceptable excuses. All students are responsible for their own actions.

A safe and happy environment is promoted when students follow the school rules:

Show Respect

This means –
- We speak nicely to each other
- We take care of our property and others
- We keep our school clean
- We are careful we do not hurt others

Let Everyone Learn

This means –
- We do not stop anybody from learning
- We work without interrupting others
- We listen to each other
- We do as teachers ask

Play Safely

This means –
- We walk on the concrete
- We wear a hat outside
- We do not play contact games
- We stay in bounds
- We are careful with equipment
- We are careful not to hurt others or disrupt their games

These rules will be displayed in all areas of the school and will be reinforced regularly by all staff. In addition to the school rules there are specific classroom practices and playground rules.
Classroom Rules are developed by the individual teacher and should be established at the beginning of each year. These will be stated positively and clearly displayed in the classroom. Classroom rules need to reflect Gwandalan Public School Rules. These should be stated positively, closely linked to school rules and clearly displayed in the classroom for constant referral. There should be a maximum of 5 classroom rules to ensure they can be remembered and followed by students. Classroom rules will be reviewed and reinforced regularly. A copy of the classroom rules will be placed in Teaching and Learning Programs and checked by Supervising Teacher (Assistant Principal) every term.

Every classroom should encourage positive behaviours through:

- Positive reinforcement of acceptable behaviour displayed by other students as a role model
- Descriptive praise e.g., I like the way you are sitting in your seat, putting up your hand, etc
- Stickers, stamps and ticks etc…
- Class merit certificates or awards
- Class incentives
- Assembly recognition
- Program Achieve ‘You Can Do It’ Social and Emotional Learning Program

Classroom responses to unacceptable behaviour may include:

- Rule reminder
- Warnings
- Time out in classroom
- Time Out in Buddy Class (note will be sent home to parents)
- Make up time/completed work
- Counselling
- Referral to Grade Supervisor
- Parent/caregiver contacted
- Developing an Individual Behaviour Plan
- Compiling a Risk Assessment and Risk Management Plan

Management of Serious Classroom Incidents

It is expected that teachers will implement strategies to manage students in the classroom, including provision of class awards and incentives. However, from time to time, students may demonstrate additional needs or challenging behaviours. In these circumstances, a Learning Support Plan and/or Behaviour Management Plan will be developed in consultation with the Stage Supervisor and/or Learning Support Team.

For students with high risk behaviours, a Risk Assessment and Risk Management Plan will be developed in consultation with the Assistant Principals and/or Principal. All staff (including casual staff) working with the student will be informed of the plan and the strategies on the individual management plan will be followed. Copies of Individual management plans need to be sent to the Principal and should be filed, for easy access by all staff, on the School’s Common Drive under Welfare.

For other serious incidents, the Classroom Teacher will notify Stage Supervisor through an incident report. The Stage Supervisor/Principal will examine and take the appropriate actions. Record of classroom incidents will be kept on a centralised recording system and a paper copy filed in the Welfare files.

Referrals to planning room are for playground behaviours and whole school programs only e.g., assembly, carnivals, performances etc. If a teacher is having difficulty managing a student’s behaviour and has tried all the above strategies then he/she should discuss the matter with their supervisor and seek further assistance through the Learning Support Team referral system.
Negative Classroom Behaviour

Buddy Class Flow Chart

**Warning**
Name on the blackboard etc…
After 3 warnings

Remove child from activity or situation
**Sit quietly 10 minutes**
Return to class group
or
if behaviour continues, student to attend Buddy Class

**Buddy Class**
for remainder of session.

At the end of session student returns to his/her class. If behaviour continues send student to supervisor
A student may only visit Buddy Class once per day, any further incidents send student to your supervisor

**Supervisor**
Supervisors will decide consequence. **Only supervisors can refer students to planning room for classroom behaviours.**

**Principal**
The Principal will decide appropriate consequences
Playground Practices

Gwandalan Public School endeavours to maintain a safe and secure environment for students to play and interact.
For additional information on playground procedures see Playground Policy.
Students are expected to:

- Play in the correct areas
- Keep hands and feet to yourself
- Play safely without interfering in others games
- Speak nicely to each other
- Use equipment safely
- Wear a hat or play under COLA and in the courtyard
- Ask the teacher for help if you cannot solve a problem

Management of Playground Incidents

1. Teacher will warn student that their behaviour is inappropriate, using Restorative Justice Questioning (see appendix) if the student persists with the behaviour(s) the teacher may ask the student to restate school rule, sit out for 5 to 10 minutes, apologise, walk with teacher, confiscate equipment or for more serious incidents attend Planning Room (lunch time)
2. The playground teacher will record student behaviour as a safety concern to self or other or an immediate action required on the centralised recording system, print off the letter to parents (for immediate actions only) and request that the student attend a Planning Room session to consider more appropriate behaviour.
3. Persistent non-compliance with negative playground practices may result in the temporary removal of playground privileges and supervision in non-playground areas or having a Playground Monitoring card that the playground teacher needs to sight and sign to verify the student has been playing safely and sensibly.
4. The standard school and Department of Education and Training procedures will be followed for persistent non-compliance with school rules or where there is aggressive or violent behaviour.

Eliibana

Eliibana is located near the courtyard. It is a quiet area for students who have been identified as vulnerable by teachers and supervisors. Students who are recommended for Eliibana need to be brought to the attention of their supervisor for inclusion in this setting.

Supervision of students in Eliibana is provided by SLSOs under the supervision of the playground duty teacher in the courtyard.

N.B. Students who are identified as vulnerable can include those who are physically, medically or are subject to overstimulation on the playground.

Development and Recognition of Student Achievement

At Gwandalan Public School positive practices for the promotion of self-discipline, self-esteem and acceptable behaviour will include the following strategies:

- Classroom responses to acceptable behaviour may include descriptive praise, stickers, stamps, ticks, class merit certificates or awards etc…
- Fortnightly assembly certificates for Special and Best Work
- ‘You Can Do It’ certificates at fortnightly assemblies
- ‘You Can Do It’ Rainbow Reward Days – held at least once a term for students who maintain their Rainbow Reward Card
- Attendance and homework awards at the end of year
- Rewards such as verbal affirmation, special privileges, helper status etc…
• Celebration of achievement through the weekly school newsletter
• Awareness of school student welfare policy by all members of the school community
• Encouragement of high expectations
• Consistent, fair approaches to discipline
• Recognition of sporting achievement and participation
• Parent contact through – newsletter, phone calls, parent/teacher meetings, three way conferencing, parent helpers, P&C
• Community involvement
• GPS YCDI Star Tokens for recognition of positive classroom and playground behaviours
• GPS YCDI Star Tokens BBQ every Term for K-2 and 3-6 class for demonstrating positive behaviours during morning assemblies.
• Sporting House Points for participation in Sporting Carnivals
• Semester 1 Academic Assembly
• Term 3 Recognition Assembly for Creative Arts and Sport
• Yearly Assembly
• Hat Lotto – Daily draw at Morning Assembly
• Focus of the week – to focus on school values and You Can Do It foundation skills
• Gifted and Talent Programs
• University of New South Wales Testing
• Newcastle Permanent Mathematics Testing
• School Leadership Opportunities e.g., School Leaders, Sporting House Leaders

These programs provide incentive for students to work to the best of their ability and also become a regular communication tool between home and school

**Strategies for Dealing with Serious Incidents of Unacceptable Behaviour in the Playground**

Examples of unacceptable behaviours include, but are not restricted to, the following examples:

• Physical violence /aggressive behaviour (including verbal abuse)
• Persistent name calling /teasing
• Persistent non-compliance with teacher requests
• Threatening students and /or teachers
• Swearing
• Stealing
• Damage to school property
• Leaving school grounds without permission

Students who continue to display unacceptable behaviour may be suspended. This will occur after all student welfare and discipline strategies have been implemented. Parents/caregivers will be informed in writing via a Suspension Warning that suspension is a likely outcome if the student continues to display the unacceptable behaviours.

**Planning Room**

The PLANNING room is a room for students to plan for positive behaviour with executive teachers. The aim is to build and repair behaviours through using ‘Rethink Sheet’ based upon You Can Do It strategies and ‘Restorative Justice’ questioning techniques. The ‘Rethink Sheet’ informs parents of behaviours as well as plan for positive behaviour management.

Planning Room notifications to parents/caregivers will be sent home by the staff member who has placed the student in the planning room indicating the reason and time the student is to spend in the room. These are to be signed and returned to school. Further incidents will carry the appropriate consequences of continued unacceptable behaviour and of like further consequences should that behaviour continue.

Any student who has been referred to the planning room for immediate action behaviours on two (2) or more occasions during one Term or ten week period prior to the event will risk being
excluded from school activities and / or events such as excursions. This can include; school discos, sporting team visits/representation, reward days/activities, Farewell to Year 6 and Year 6 graduation and excursions. This will be done in consultation with the student’s parents/caregivers. It may also result in the student being separated from other students during recess and lunch for a period of one week.

After attending Planning Room, a student will be required to participate in an individual or group social skills program before returning to the playground. This program would be developed in consultation with the class teacher, executive teachers and Learning Support Team. In some cases, the student may have a Playground Monitoring Card that the playground teacher needs to sight and sign to verify that the student has been playing safely and sensibly.

Repeated unacceptable behaviour will be monitored by stage supervisor and class teacher. Referral to the Learning Support Team will occur if inappropriate behaviour continues on a consistent basis despite intervention by the class teacher and grade supervisor.

Students who continue to display unacceptable behaviour may be suspended. This will occur after all student welfare and discipline strategies have been implemented. Parents/caregivers will be informed in writing via a Suspension Warning that suspension is a likely outcome if the student continues to display the unacceptable behaviours.

**Parent Interviews**

If a student is persistently breaching the school discipline code and this is indicated by three referrals to the Planning Room in a Term, then a member of the school executive may initiate a parent interview. Parents will be invited to attend a meeting at the school to discuss concerns about their child’s behaviour. Attempts will be made to provide support and assistance to the family in the management of the behaviour. This may include referral to the Learning Support Team which could result in referral to the School Counsellor or recommendation that additional assistance be sought, such as assessment by a medical practitioner or therapist.

Where a student’s requirements cannot be met by school resources, the Learning Support Team may involve a member of the Regional Student Services Team to assist with planning for the student’s needs.

**Behaviour Monitoring Card**

As a result of parent interviews where there is concern about persistent student non-compliance, students may be placed on a Behaviour Monitoring Card. The student is required to have the card signed throughout the day by class, RFF, library and playground teachers. The card is then taken home for the parents to sign and comment on the day’s behaviour. The student is responsible for ensuring the card is completed and signed. The card is returned the following day. Monitoring cards are usually only a short term arrangement to enable effective communication between parents and the school. If there is no evident improvement in student behaviour then further sanctions may be required.

**Management of More Serious Incidents**

While it is expected that teachers will implement strategies to manage students, some students may have additional needs and/or challenging behaviours that require further intervention. In these circumstances a Learning Support or Behaviour Management Plan will be developed in consultation with the Learning Support Team and/or an executive staff member.

For students with at-risk behaviours a Risk Assessment will be developed in consultation with the Classroom Teacher, Assistant Principal and/or Principal. All staff working with a student (including casual staff) where there is a serious risk that a classroom incident may occur, will be informed. The procedure on the Individual Risk Assessment Plan will be followed.

For other serious incidents, a record of the behaviour will be completed and the student referred to the Planning Room. The Planning Room teachers will examine and recommend appropriate action to the Assistant Principals or Principal.
Risk Assessment of Student Behaviour

From time to time the behaviour of individual students may cause concern because of a risk to their safety and /or the safety of others. In these circumstances a Risk Assessment will be developed and implemented.

Procedures for the Implementation of an Individual Risk Assessment

A referral is made to the Learning Support Team that may recommend a safety assessment for an identified student or group of students. Referral may also be made directly to Assistant Principals and/or the Principal.

The Assistant Principal and/or the Principal will convene a Risk Assessment meeting, bringing together all relevant stakeholders, for a formal risk assessment panel. Participants may include the class teacher, other teachers, parents/carers, School Counsellor. In circumstances where all stakeholders are unable to meet at one time they will be consulted throughout the assessment and planning process.

Standardised assessment procedures will be followed using forms specifically developed for this purpose. After the assessment of behaviours a risk assessment may be developed. Individual plans will detail strategies for implementation including classroom and playground management and communication.

Excursions and Out of School Events

Refer to the Department of Education and Training policy for excursions and other visits. Gwandalan Public School will implement the procedures outlined in this document for all school excursions.

A formal safety assessment and management plan may be required for individual students or groups of students for a proposed excursion. Action will be taken to ensure that all students are able to participate in school excursions, however, in circumstances where it is determined that the safety of the student(s) or others may be compromised; the school will provide appropriate and alternative educational content on the school premises.

Occasionally students are selected to participate in off campus events such as dance and choir performances, visits to local nursing homes or shopping centres and representative sport. These are not related to achieving syllabus outcomes but promote the school in the community. Attendance at any off campus event to represent the school is a privilege and only students with an excellent behaviour and attendance record will be considered for these events (unless special consideration has been sought and granted e.g., for a student who has had a long illness).

As part of the welfare and discipline policy, outings may occur from time to time as incentive awards for students who achieve behaviour or attendance milestones. These will follow the same procedure as all excursions as outlined in the Department of Education and Training policy for excursions and other visits. However, these events will target particular students who meet requirements according to the school’s behaviour and welfare policy and parents will be informed of the conditions for attending these events as required.

Only students who display sensible, reliable behaviour will be invited to participate in school events (as listed above) or excursions. Parents will be notified if their child is in danger of losing their invitation to participate in an excursion due to inappropriate behaviour. The decision to exclude a student will be made by the Principal and/or executive teacher in consultation with the classroom teacher. Any student who has received a suspension or has been referred to the planning room for immediate action behaviours on two (2) or more occasions (Lost their Rainbow Reward Card due to behaviour) during one Term or ten week period prior to the event/excursion will risk being excluded from the events and /or excursions.
Strategies for Dealing with Persistently Unacceptable Behaviour

Students who continue to display unacceptable behaviour may be suspended. This will occur after all student welfare and discipline strategies have been implemented. The NSW Department of Education and Training Procedures for the Suspension and Expulsion of School Students will be implemented.

POLICY AND PROCEDURES FOR SUSPENSION AND EXPULSION OF STUDENTS

All students at Gwandalan Public School have a right to be safe and happy so they can learn and develop to their optimum capacity. This forms the core of the Gwandalan Public School’s Good Discipline and Effective Learning Policy. The following guidelines describe the implementation of the NSW Department of Education and Training’s Procedures for the Suspension and Expulsion of School Students used at Gwandalan Public School.

General Principles

- The safety and welfare of students, staff and other students in the school is the primary consideration.
- The full range of student welfare and discipline options available will have been implemented prior to a suspension being imposed except where the Principal determines that a student should be suspended immediately due to the following reasons:
  - The safety of students or staff because of violence.
  - Use of, or possession of, a prohibited weapon, firearm or knife.
  - Use of an implement as a weapon or threatening to use a weapon.
  - Possession of a suspected illegal substance.
  - Serious criminal behaviour related to the school e.g., malicious damage to property.

Procedures for Suspension of Students

Immediate Suspension for Violence, Threat of Violence, Presence of Weapons or Drugs

The Principal (or acting Principal) will interview the student and issue the appropriate suspension. These are as follows:

- Short suspension – up to and including four days for Aggressive Behaviour or Continued Disobedience
- Long Suspension – more than four days to a maximum of 20 days for Physical Violence; Use or possession of a prohibited weapon, firearm or knife; Possession or use of a suspected illegal drug; Use of an implement as a weapon or threatening to use a weapon; Serious criminal behaviour related to the school or Persistent misbehaviour.

(Refer to NSW Department of Education and Training Procedures for the Suspension and Expulsion of School Students Procedures 2011).

The Principal will interview the student and issue the appropriate suspension. These are as follows:

- Immediate suspension for possession of weapons or drugs according to the NSW Department of Education and Training Procedures for the Suspension and Expulsion of School Students Procedures 2011

For violence or threatened violence (including fighting):

- In-school suspension on recommendation of Assistant Principal or Principal where circumstances warrant e.g., child protection issues.
- Short suspension – up to and including four days
- Long Suspension – more than four days to a maximum of 20 days
Every effort will be made to resolve suspensions quickly and expediently, however, in some circumstances, the maximum suspension time may need to be implemented e.g., to secure additional resources to support the student.

The principal will ensure that the implementation of these procedures takes into account factors such as the age, individual needs and developmental rate of the student. Alternative sanctions may be required if, for instance, the student:

- Is in early years (Kindergarten, Year 1 and 2) and is still learning appropriate behaviours
- Has an identified disability and learning new skills requires intensive instruction
- Is at risk of harm if a suspension is issued
- Is on a program where absence from school will be detrimental e.g., behaviour plan

**Other reasons for suspension**

In circumstances other than those listed above, suspension will only occur after the Principal has ensured:

- that all appropriate school student welfare strategies and discipline options have been applied and documented
- that all appropriate support personnel available within the school system and externally have been involved
- that discussion has occurred with the student and parent or caregiver regarding the misbehaviour(s) that the school considers unacceptable and which may lead to suspension

The Principal may also suspend, consistent with the procedures above, any student who, among other things, is continually disobedient or demonstrates aggressive behaviour. This includes students who:

- in their relationships with staff are continually disobedient, insolent or engage in verbal harassment and abuse
- disrupt and prevent the learning and teaching of others
- engage in criminal behaviour related to the school will be notified to the police. The Principal will deal with this behaviour as an internal disciplinary action.

Suspension of students in categories mentioned in this section will occur only after school based intervention has failed.

Suspension is a time for the student to reflect on behaviour and for the school to plan support for the student. The support plan will be in consultation with the student, staff and family. The plan will ensure a SAFE RETURN to school for the student and staff.

For suspension procedures refer to the NSW Department of Education and Training *Procedures for the Suspension and Expulsion of School Students*. Parent/caregivers have a right to appeal a suspension decision. This may be done by requesting an interview with the Principal or in writing.

**Communication**

Students will be reminded of this policy at the beginning of the year and at regular intervals throughout the school year in classes and at whole school assemblies.

Parents/caregivers will be informed of the policy via the school newsletter, website and parent information sessions. Newly enrolled students will receive a copy of the summary of this policy in the School Handbook. Written and verbal communication regarding individual student behaviour will occur according to the procedures in this document and the NSW Department of Education and Training *Procedures for the Suspension and Expulsion of School Students*. A copy of this document will be made available to parent/caregivers as required.

All staff will receive a copy of this and any related policies.
**Documentation**

The following documents are to be kept on file:

1. Copy of the policy and procedures and the NSW Department of Education and Training *Procedures for the Suspension and Expulsion of School Students*
2. Playground and classroom behaviour notification slips
3. Database of individual student incidents
4. Records of interviews
5. Copies of warning letters to parent/caregivers
6. Copies of suspension letters
7. Suspension register
8. Resolution of suspension minutes
9. Any other notes, documents and records as provided by third parties eg. District letters, emails, reports from other students, parent letters etc.

**Resolution of Suspensions**

The Principal or Executive will convene a suspension resolution meeting which will include the parents/caregivers, student and any other significant personnel. This meeting will outline and document the basis upon which the suspension will be resolved.

Processes followed will be according to the NSW Department of Education and Training *Procedures for the Suspension and Expulsion of School Students*.

A post suspension Risk Assessment/ Support Plan will be written and followed for each child.

**Expulsion from School**

The NSW Department of Education and Training *Procedures for the Suspension and Expulsion of School Students* clearly articulates the processes to be followed for expulsion of students. Following the exhaustion of all avenues of support and intervention, the Principal may recommend expulsion in accordance with these policy guidelines.

**Review**

The Learning Support Team will evaluate the needs of students and will make recommendations to the school executive for implementation. Parents and carers will be kept informed of changes and additions to the school policy as these occur.

**Gwandalan Public School Anti-Bullying Policy**

Inappropriate behaviours that affect the delivery of quality teaching and learning and interfere with the well-being of students are not accepted at Gwandalan Public School. All members of the school community have a responsibility to maintain a safe and happy environment, free from all forms of bullying, harassment and discrimination.

All members of the school community have a responsibility to report bullying behaviour, promote positive relationships within the school community and support students to resolve incidents when bullying occurs.

Students will:

- report incidents of bullying and harassment to their class teacher or duty teacher
- know that their concerns will be responded to by school staff
- be provided with support if they are a victim, bully or bystander
- engage in learning experiences that address understanding and skills relating to the development of positive relationships, safety, gender equity, discrimination, bullying and harassment.
- behave appropriately, respecting individual differences and diversity

Parents and Caregivers have a responsibility to:

- support their children in all aspects of their learning
• be aware of the school Anti Bullying Plan and assist their children in the understanding of bullying behaviour
• support their children in developing positive responses to incidents of bullying consistent with the school Anti Bullying Plan
• support all students of the school to deal effectively with bullying through the strategies of the Anti-Bullying Plan

Teachers will:
• respect and support students in all aspects of their learning
• model appropriate behaviour
• respond in an appropriate and timely manner to incidents of bullying according to the school Anti Bullying Plan

The school executive will:
• inform the school community about the School Discipline Code, Anti Bullying Plan and Anti-Bullying Policy
• oversee the development of teaching programs that provide students with strategies to respond appropriately to incidents of bullying behaviour, including the responsibilities of bystanders and observers
• provide parents, caregivers and students with information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour and their role in resolving incidents of bullying
• follow up complaints of bullying, harassment and intimidation

For further information see Gwandalan Public School Anti-Bullying Policy

Gwandalan Public School’s Learning Support Team

Gwandalan Public School hold Learning Support Team meetings every week, to discuss and plan for effective learning of all students. Members of Gwandalan Public School’s Learning Support Team include: all executive staff; Principal and Assistant Principals, Learning and Support Teacher, Welfare Teacher, School Counsellor and teachers. The Learning Support Team’s responsibilities include and are not limited to:

• catering for students who experience difficulties in basic areas of learning and behaviour
• assisting with the identification of additional learning and support needs to ensure that the educational needs of students are being met.
• working collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identifying specific learning and support needs
• planning, implementing, modelling, monitoring and evaluating teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
• providing direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
• providing professional specialist advice, supporting and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms. Effectively work in partnership with families to maximise learning opportunities for students at school and at home
• providing professional specialist advice and assistance about students with additional learning needs to the school’s Learning and Support Team, and
• assisting with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.
Referral Process for Learning Support

Students not meeting social/academic/behavioural expectations
- Check Pupil Record Cards for past history

Teacher implements class/individual program

Presenting problem continues
- Consultation with the parent/carers

Teacher consults grade supervisor

Successful Program

Presenting problem continues

Grade supervisor and teacher agree on appropriateness of referral. Consultation with parent. Teacher to complete referral form for Learning Support Team.

Learning Support Team discusses referrals and prioritise. Meeting with Classroom Teacher and Learning Support Team appointed.

Classroom Teacher and Learning Support Team have a round table on the child and come up with strategies to try or if Counsellor referral is needed. Classroom teacher bring child’s file to meeting.

Class Teacher reports progress and Learning Support Team reviews interventions at a set date.

Successful Program

Successful Program

Unsuccessful
Gwandalan Public School Uniform

Gwandalan Public School is proud of their school uniform. The uniform instils pride in being part of the community. For further information regarding our uniform, please see Gwandalan Public School Uniform Policy.

A number of procedures are in place at Gwandalan Public School to ensure that students are protected from harmful UV rays as much as possible.

- Students are expected to wear the school broad brimmed hat outdoors as part of the school uniform.
- Students who do not wear their hat will be expected to play under cover areas e.g., COLA and Courtyard, or attend the computer room or Library at lunch time.
- All members of staff will provide positive role models for students by wearing appropriate sun protection when outdoors.
- Sun protection will be taught as part of the PDHPE syllabus.
- Where possible, outdoor activities, such as Physical Education and Sport will be scheduled with peak UV times in mind.

Use of Personal Mobile Devices and Similar Device in Schools

All personal mobile devices should be left in the office for safe keeping and be picked up at the end of the day.

Personal Mobile Devices can include, but are not limited to:

- Mobile telephones
- Portable computers and games
- MP3/4 Players
- IPods
- Cameras
- iPads or similar

Use of the above technological devices must be for personal safety reasons only and reflect the core values of respect, responsibility, care and fairness. NO photography or recording of other students is permitted. Possession of a technological device at school is at the owner’s risk and not the responsibility of the school. Confiscation of the devices may occur if used inappropriately.

Inappropriate use of a mobile phone would include:

- Disruption or likely disruption to the learning environment
- Threatening the safety of any person or
- In breach of any law.