

Coutts Crossing Public School

Student Wellbeing Procedures



Coutts Crossing Public School Vision:

At Coutts Crossing Public School, on Gumbaynggirr land, we create and promote a positive and inclusive learning environment, where all students are excited about learning and all student learning needs are valued, understood and catered for.

We strive to empower all students to achieve their best, build their emotional, social and physical well-being, to become lifelong learners and responsible citizens ready to meet the challenges of the future.

We nurture and maintain relationships built upon trust, empathy, respect and high expectations. We embrace and celebrate the diversity within our community and value the strong partnerships that exist to enhance the culture of our school. Our school highly respects these partnerships as we share a commitment to and responsibility for ensuring a safe, collaborative, compassionate and quality learning environment for all.

By working together, we ensure that learning is meaningful, relationships positive and individuals successful. Coutts Crossing Public School is committed to supporting its students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age appropriate, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Programs to support positive behaviour

Smiling Minds - Mindfulness Program

Second Step - K-6 evidence-based Social Emotional Learning (SEL) Program

Zones of Regulation - Teaching self-regulation using a range of sensory-motor strategies thus enhancing and promoting student engagement and learning.

Student Leadership – eg: Student Representative Council, Peer support/buddy program

Awards system

- Cool Cards - Awarded to students by any staff members for demonstrating positive behaviours
- Merit awards - Awarded by teachers at fortnightly assemblies
- Star Awards - Awarded to students by school staff for demonstrating their commitment to our *school core values*. All students begin each calendar year with a zero balance and work hard throughout the year to earn Star Awards.
- Special Achievement Awards - Awarded to students as they accumulate Star Awards.
- Attendance Awards - Awarded for consistent, positive attendance

Coutts Crossing Public School Core Values



***SHOW RESPECT *BE RESPONSIBLE *BE SAFE *PERSONAL BEST**

Star Awards are awarded to students by school staff for demonstrating their commitment to our school core values. All students begin each calendar year with a zero balance and work hard throughout the year to earn Star Awards. As they accumulate Star Awards, additional Special Achievement awards will be presented at special award assemblies each term. Star awards may be earned in any of the following ways:

- Premiers Reading Challenge
- Spelling Bee representative
- Curriculum Award -Any KLA
- CSI Program participation
- 100 nights home reading
- Homework dedication
- Paper planes challenge winner
- Vietnam Veteran's March
- Jacaranda Float
- Remembrance Day
- ANZAC Day service
- Small Schools Big Impact Concert
- Individual Eisteddfod
- School Eisteddfod
- Peer support leader
- Outstanding effort in a KLA
- Attendance
- Sports representative (Small Schools)
- Sports representative (Clarence District)
- Sports representative (Mid-North Coast)
- Sports representative (North-Coast)
- Swimming age champion
- Athletics age champion
- Exemplary manners
- Exemplary behaviour
- Sportsmanship
- Citizenship
- Assembly/Merit Award
- Canteen award
- Office award
- Commitment to learning
- Awarded 6 cool cards
- Consistent application and effort
- Substantial Improvement

Special Achievement Awards

Bronze Award	6 star awards
Silver Award	10 star awards
Gold Award	15 star awards
Diamond Award	23 star awards

Responsibilities to ensure our school is a respectful and supportive environment for all.

The principal

- Promotes our Core Values of - Respect, Responsibility, Safety and Personal Best
- Ensures the principles of student welfare have the highest priority in the school
- Assists staff in developing strategies for addressing student needs in all activities of the school
- Ensures all staff have current training in Child Protection reporting procedures and provides staff with Professional Learning to improve teacher capacity to support student welfare
- Ensures that student welfare issues are regularly discussed and addressed at staff meetings
- Ensures this procedure is readily available to the school community

The teachers

- Promote our Core Values of - Respect, Responsibility, Safety and Personal Best
- Contribute to the provision of a caring, safe environment for all students
- Make necessary adjustments to meet the diverse needs of all students
- Ensure they are familiar with the Student Wellbeing Procedures
- Encourage positive behaviour by establishing clear, consistent, fair expectations

We treat each other with **respect**

We work in partnership to promote student learning

The parents/carers

- Are aware of the school expectations and encourage their children to learn and observe them
- Assist the school by reading and responding to school notices, newsletters and permission notes
- Assist the school by keeping staff informed on matters concerning their child's well being
- Ensure their child has satisfactory attendance at school
- Work cooperatively with classroom teachers to support the academic and social-emotional development of their child
- Encourage their children to respect the rights of others and appreciate differences in others
- Are aware of the school support services and access them as required
- Are positive and encouraging when talking about the school in front of their children

The students

- Promote our Core Values of - Respect, Responsibility, Safety and Personal Best
- Respect the rights of other children to learn and participate in school activities
- Learn and follow class and school rules
- Work to the best of their ability and engage with teachers about their learning
- Seek help when it is needed
- Participate in all school activities to the best of their abilities

We all play our part

Unsafe behaviour is not acceptable in our school

We all have the right to feel respected. Unacceptable and offensive behaviour has no place in our school.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the community differently due to aspects such as their religion or disability.
- Inappropriate and time-wasting communication.

Coutts Crossing Public School Expectations Matrix:

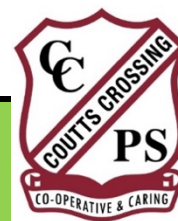
Be Safe - Be Respectful - Be Responsible - Be Your Personal Best



ALL SETTINGS							
Be Safe		Be Respectful & Be Responsible			Be Your Personal Best		
<ul style="list-style-type: none"> Keep your hands, feet and body to yourself Move sensibly and safely at all times Report problems to a teacher Be in the right place at the right time 		<ul style="list-style-type: none"> Listen to and follow instructions Speak politely to everyone Look at the person speaking to you Care for the environment 			<ul style="list-style-type: none"> Respect personal space and property Wear school uniform 		
<ul style="list-style-type: none"> Show pride in all you do Be a team player Be an active participant to the best of your ability Stay on task 		<ul style="list-style-type: none"> Accept different routines Maintain good attendance Accept differences in others Seek help when it is needed 					

	Classroom	Playground	Library	Canteen	Office	Assemblies	Toilets
Be Safe	<ul style="list-style-type: none"> Walk inside the classroom Use classroom equipment and furniture correctly Ask permission to leave the room Enter and leave quietly and safely 	<ul style="list-style-type: none"> Play safe games with others Stay in view of a teacher Walk on hard surfaces Wear a hat Sit to eat and drink Walk on steps Sit on seats Keep pathways clear 	<ul style="list-style-type: none"> Walk inside library Put books and toys away after use 	<ul style="list-style-type: none"> Wait safely on seats Walk to and from the canteen Wait quietly in line 	<ul style="list-style-type: none"> Walk in the office 	<ul style="list-style-type: none"> Walk quietly and sensibly to assemblies Wait patiently Stay seated with class, facing front 	<ul style="list-style-type: none"> Shut the door Flush the toilet after use Wash your hands Walk inside Use the toilets appropriately
Be respectful & Be responsible	<ul style="list-style-type: none"> Allow others to learn Use a quiet voice Keep your room tidy Respect each other's belongings Put your hand up Wait your turn 	<ul style="list-style-type: none"> Play fairly Be a good friend Put rubbish in the bins Share Take turns Return equipment when finished 	<ul style="list-style-type: none"> Take care of borrowed books Return books on time Use a quiet voice Share equipment 	<ul style="list-style-type: none"> Wait your turn to be served Use your manners Listen to canteen volunteers 	<ul style="list-style-type: none"> Wait quietly on the seat to be served Use your manners with office staff 	<ul style="list-style-type: none"> Listen actively and look at the speaker Ignore distractions Be a respectful audience 	<ul style="list-style-type: none"> Only one person in a cubicle Respect the privacy of others Wait your turn Keep the toilet tidy Turn off taps Use the toilet paper and soap correctly
Be your personal best	<ul style="list-style-type: none"> Be responsible for your own learning Strive for quality work Be prepared with all your equipment Complete your work Be positively involved in all activities 	<ul style="list-style-type: none"> Learn the rules Play in bounds Be a good example for others 	<ul style="list-style-type: none"> Keep the library tidy Ask for assistance if needed 	<ul style="list-style-type: none"> Go to the canteen at the right time Know how much money you have to spend Know what you want to buy Have your money ready 	<ul style="list-style-type: none"> Have notes ready to hand in Be patient 	<ul style="list-style-type: none"> Be on time Sit and stand quietly Sing the national anthem proudly 	<ul style="list-style-type: none"> Be water wise Promptly return to your class or the playground Use the toilets at appropriate time

Managing Inappropriate Behaviour



Classroom



Warning 1 – **Name on board**
(Reminder of expected behaviour)

Verbal/Physical
Aggressive, dangerous or
violent behaviour



Warning 2- **1st tally mark**
Moved to a different space
within the classroom

Immediate removal from
class, time out with Principal



Warning 3- **2nd tally mark**
Sent to buddy classroom
*Teacher complete behaviour
incident in Sentral*

Detention/Reflection
with Principal
*A formal caution may be
issued*



Sit at the 'Take a Break' seat
during play time
Student return to regular
classroom next session

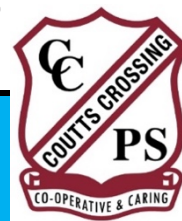
Serious incident or continued
disruptive, oppositional,
aggressive, dangerous,
violent or destructive
behaviour



If misbehaviour continues
repeat above procedure
**Detention/Reflection
with Principal**

Suspension may be issued

Managing Inappropriate Behaviour



Playground



Warning 1 –
Verbal reminder of expected
behaviour



Warning 2- 'Take a Break'
seat for remainder of lunch
OR
Walk with teacher on duty



Resolution / Detention /
Reflection



Ongoing inappropriate
playground behaviour or
multiple detentions



Alternate playground
arrangements



Verbal/Physical
Aggressive, dangerous or
violent behaviour



Immediate removal from
playground
- Principal notified



Detention / Reflection
*Formal caution may be
issued*



Serious incident or
continued aggressive,
oppositional, dangerous,
violent or destructive
behaviour



Suspension may be issued

Coutts Crossing Public School Behaviour Response Matrix



Positive Behaviour	Be safe	Be Respectful and Be Responsible	Be Your Personal Best
	<ul style="list-style-type: none"> ○ Move sensibly and safely at times ○ Keep hands and feet to yourself ○ Be in the right place at the right time ○ Make good choices 	<ul style="list-style-type: none"> ○ Listen attentively and follow instructions ○ Seek help when needed & report issues to staff ○ Act and speak in kind ways ○ Acknowledge diversity 	<ul style="list-style-type: none"> ○ Build positive relationships ○ Ignore distractions- stay on task ○ Manage emotions ○ Be a problem solver
Teacher Managed	Minor behaviour in the classroom	Minor behaviour in the playground	Possible strategies for minor behaviour
	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Disruptive (talking/not paying attention) ○ Off task-not working ○ Interruptions ○ Moving around room without permission ○ Unsettled transitioning between activities ○ Teasing/mockers peers ○ Misuse of school property 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Out of bounds ○ No hats ○ Littering ○ Running repeatedly on concrete ○ Playing in toilets/ at bubblers ○ Deliberate disobedience ○ Name calling ○ Playing with sticks/climbing trees ○ Unsafe play ○ Bossy/controlling behaviour ○ Inappropriate behaviour 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Non-verbal signal and wait time ○ Verbal reminder of expected behaviour ○ Attend to and praise ○ Provide choice and consequence of behaviour ○ Modification of environment (i.e break from activity, quiet area, change of seating position) ○ Modification of learning activity (i.e. one-step instructions, scaffold task) ○ Send to buddy class ○ Record incidents in Sentral (Detention as needed) ○ Contact parents as needed
Principal Managed	Major behaviour in the classroom	Major behaviour in the playground	Possible strategies for major behaviour
	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Repeatedly defiant or excessive non-compliance ○ Leaving class without permission ○ Defacing school property ○ Rudeness/profanity towards staff or students ○ Verbal and physical confrontation ○ Truancy ○ Dangerous behaviour (i.e. fighting, climbing, spitting, biting) ○ Cyber-bullying ○ Bullying, harassment, or racism 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Deliberate damage to property ○ Stealing ○ Insolence to staff member ○ Dangerous play ○ Physical aggression ○ Bullying, harassment, racism ○ Dangerous behaviour (i.e. fighting, climbing, biting etc) ○ Excluding others repeatedly ○ Absconding ○ Rudeness/profanity towards staff or students 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Communication with parent/carer ○ Student to spend time with principal ○ Removal from playground ○ A formal caution may be issued ○ Alternate playground activities ○ Learning & Support team referral as needed ○ All incidents recorded in Sentral (Detention as needed)
Principal Managed	Serious/ significant risk behaviour in all settings		Possible strategies for serious behaviour
	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Absconding ○ Assault/violence ○ Criminal behaviour ○ Weapon at school 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Ongoing repeated defiance ○ Ongoing repeated disruption ○ Theft ○ Ongoing harassment 	<i>Including but not limited to:</i> <ul style="list-style-type: none"> ○ Principal to assess risk and take appropriate action (ie suspension, behaviour management plan, risk assessment, parent meeting, AP Learning & Support)

Further information regarding suspension and expulsion can be found in the Department's Student Behaviour Procedures Kindergarten to Year 12:

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

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

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 judgment, 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 Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.