



Education

Guyra Central School

Wellbeing Procedures
June - 2024



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What is wellbeing?

In very broad terms, wellbeing can be described as the quality of a person's life. Wellbeing needs to be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.

Wellbeing in schools is for all students. A focus on wellbeing goes beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

The Wellbeing Framework for Schools: *Connect, Succeed, Thrive* in an enabling school environment.

The NSW Wellbeing Framework for schools is a statement of what is valued as excellence in student wellbeing in NSW public schools. It supports schools to create a planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focus on early intervention. This includes strengthening students' cognitive, physical, social, emotional and spiritual wellbeing domains of development. Schools will achieve this through planning and decision-making at the local level to meet the needs of their students.

<https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools>

Guyra Central School Connects, Succeeds and Thrives in the following ways

- Focusing on Positive Behaviour for Learning (PBL). Safe respectful behaviour
- PBL focus at Wellbeing and whole school assemblies and presented in the newsletter
- Visual displays reminding students of PBL values and expected behaviours
- Reinforcing "Right place, Right time, Right thing, Ask"
- Empowering students to be involved in their own learning through supportive classrooms and explicit teaching
- Rewarding students who consistently exhibit core values of Pride, Respect and Responsibility
- Annual Presentation Days
- Notifying parents of successes and positive behaviour
- Displaying student work in the classrooms and corridors.

NSW Department of Education Behaviour code for students

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 the best of their ability, to

- show respect to other students, their teachers, school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

From DEC Behaviour Code for students

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf>

Telephone interpreter service

If you would like to discuss this document with the Principal and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

Guyra Central School is a Positive Behaviour for Learning (PBL) School

PBL Core Values: Pride, Respect, Responsibility

Right Place
Right Time
Right Thing
Ask

GUYRA CENTRAL SCHOOL PBL BEHAVIOUR MANAGEMENT PROCESSES

Students at Guyra Central School are expected to consistently demonstrate the school's values of Pride, Respect and Responsibility by doing the right thing, in the right place at the right time.

Level A

All students begin on this level. When on Level A, students can represent the school, attend rewards activities, attend extracurricular activities and performances and enter the draw for the canteen vouchers. The award and discipline levels will be considered as a continuum.

Students will receive the following points for the following awards

Primary

Snowburst (Primary) = 1 point

Merit Award (Primary), Uniform Award, Attendance Award, Good Sport Award = 2 points

Assistant Principal Award/Guess Who Award = 3 points

Secondary

PBL reward token = 1 point

25 PBL Tokens = Bronze Award, 50 PBL Tokens = Silver Award, 100 PBL Tokens = Gold Award

Head Teacher Award = 3 points

Points will be accumulated throughout each year and students will receive the following awards, based on the number of points they accumulate. All students will start on zero points at the beginning of each year.

Primary Awards

- 10 Snowburst = Prize box
- Weekly "Guess Who" award
- Assistant Principal Awards at K-6 assemblies
- Good sport award
- Rewards afternoons Week 5 and Week 10 of each term
- Class Merit cards presented at K-6 assemblies
- House points
- Attendance awards
- Uniform awards
- Class attendance awards.

Secondary Awards

- Rewarding students with certificates at assemblies when they receive a specified number of points towards Bronze, Silver and Gold Awards
- Head Teacher Awards at assemblies for school and community service
- Act of Kindness draws at assembly with the reward being a canteen voucher
- Rewards afternoons once a term
- Sporting ribbons, age championships, attendance, special performances, competitions are linked into these awards.
- Students will be issued PBL Reward Tokens for continual effort at school. Students collect PBL Reward Tokens that can be redeemed by students.

GUYRA CENTRAL SCHOOL PBL BEHAVIOUR MANAGEMENT PROCESSES

If the behaviour is unacceptable, teachers will follow the PBL behaviour management flow chart.

In School or on a School related activity, if a student breaches the Department of Education Behaviour Code for students, the following processes will occur:

Is the Behaviour Teacher, Executive or Deputy Principal/ Principal Managed?

TEACHER MANAGED

<u>Classroom</u>	<u>Classroom Teacher</u>	<u>Playground</u>
<p>Unsatisfactory Behaviours</p> <ul style="list-style-type: none"> ● Language/Swearing (Low level - not directed at anyone or disrupting learning) ● Lateness ● Incomplete classwork ● Lack of preparedness ● Calling out ● Put downs ● Teasing ● Throwing ● Disrupting the learning of others ● Refusing to follow a reasonable request ● Writing on the school property in class ● Misuse of school technology ● Dishonesty ● Playful rough play ● Leaving a lesson without permission. ● Out of bounds. <p>If deemed as a dangerous or critical incident, the teacher sends another student to get AP/HT and or DP.</p>	<p>Interventions may include</p> <ul style="list-style-type: none"> ● Use re- directional strategies ● Proximity control ● Non-Verbal cues to correct behaviour ● Verbal warning to student ● Conference with student ● In class modified seating ● Take-up time ● Reflection desk ● Timeout/detention with teacher and recorded on Sentral ● 2 incidences in 2 weeks = phone call to parents from classroom teacher/teacher. <p>If inappropriate behaviour continues</p> <ol style="list-style-type: none"> 1. Use intervention/s above 2. Written warning - name on the board 3. Cross against name = 5 mins timeout with the teacher 4. 2nd cross against name = 10 mins timeout with teacher 5. 3rd cross, sent to an AP/HT. <p><small>**These warnings are an accumulation of any inappropriate behaviour, as outlined in the left column. (Not one warning for each of the behaviours). **You may choose to allow students to work off crosses.</small></p>	<p>The duty teacher will</p> <ol style="list-style-type: none"> 1. Provide a warning to student/s and redirect inappropriate behaviour. 2. If student behaviour continues, student will be required to walk with teacher or sit in a reflection seat in the playground (Primary). This behaviour is recorded on Sentral by the teacher on duty. 3. If the student continues behaviour or refuses to follow teacher's directions, this behaviour becomes Executive managed. Request Executive support.

LEVEL B: EXECUTIVE MANAGED (Assistant Principal/Head Teacher)

LEVEL B unsatisfactory behaviours may include but are not limited to

- Continual refusal to follow reasonable request/instruction after 3 warnings
- Intimidation/Harassment
- Anti-social behaviour (pushing another student, rough play - tackling)
- Continual minor infractions
- Swearing at another student
- Minor threats to another student
- Uniform repeated incidents (monitored daily)
- Continuing misbehaviour
- Dangerous classroom practices
- Persistently out of bounds.

Assistant Principal/Head Teacher Interventions may include

- Interview with the student
- Mediation between students
- Referral to LST members, Counsellor, ARCO or Mandatory Report (if required).

Primary

- 2 Executive Detentions
- 2 day HT monitoring card (Primary do not have a monitoring card for Level B)
- 2 days on the Banned List (Students on the banned list are unable to attend extra curricular activities for the number of days specified)
- Students need to get their monitoring cards signed each lesson/session by the teacher on duty or the classroom teacher
- Primary students report daily to the detention room to get their card signed.

*If cards are not signed, the student will need to complete an extra day of monitoring.

** One monitoring card cross = 1 additional detention.

*** Two monitoring card crosses = move up a Level or re-start Level B.

Secondary

- Executive Detentions
- 5 day HT monitoring card
- Students need to get their monitoring cards signed each lesson/session by the teacher on duty or the classroom teacher
- Secondary students hand in monitoring card to office at the end of each day or to the DP/HT the following morning.

N.B. If the classroom teacher sends a student to the AP/HT, the student will then remain with the AP/HT for at least the remainder of the lesson/session.

Level B letter sent electronically or with student (primary) - Executive responsible may or may not contact parent depending on the circumstances & recorded on Sentral & tracking sheet (secondary).

Compliance

Executive detention completed successfully - student **returns to Level A**. Student completes the monitoring card and **returns to Level A**.

If the student is non-compliant, they will be placed on Level C.

LEVEL C: EXECUTIVE MANAGED (Assistant Principal/Head Teacher)

LEVEL C unsatisfactory behaviours may include but are not limited to

- Continued non-compliance on Level B
- If student refuses to attend executive detention and/or 2 negatives for 1 period or 4 negatives for 1 day (secondary) whilst on their HT monitoring card
- Truancy
- Aggressive language
- Inciting/encouraging a fight
- Minor theft/vandalism
- Rough play resulting in minor injury
- Mobile phone.

Assistant Principal/Head Teacher interventions may include

- Interview with the student
- Mediation between students
- Ready to Play/Learn Plans
- Referral to LST members, Counsellor, ARCO or Mandatory Report (if required).

Primary

- 3 Executive Detentions
- 3 days on Monitoring Card (Year 1-2 students monitoring card for in class)
- 3 Days on the Banned List
- Students need to get their monitoring cards signed each lesson/session by the teacher on duty or the classroom teacher
- Primary students report daily to the detention room to get their card signed.

*If cards are not signed, the student will need to complete an extra day of monitoring.

** One monitoring card cross = 1 additional detention.

*** Two monitoring card crosses = move up a Level or re-start Level C.

Secondary

- Executive detention
- Up to 1 day withdrawal
- Monitoring card 5 days
- Secondary banned list for 5 days (Students on the banned list are unable to attend extra curricular activities for the number of days specified).

Students need to get their monitoring cards signed each session by the teacher on duty or classroom teacher. If cards are not signed the student will need to complete an extra day of monitoring.

Secondary students hand in monitoring card to office at the end of each day

- Level C letter sent electronically or with student and/or parents contacted electronically/phone.

N.B. If the classroom teacher sends a student to the AP/HT, the student will then remain with the H.T/A.P for at least the remainder of the lesson/session.

Level C letter sent electronically or with student and/or parents contacted electronically/phone.

Record on Sentral & tracking sheet (secondary).

Compliance

HT Withdrawal completed successfully - student then completes monitoring card/s and **returns to Level A.**
If the student is non-compliant, they will be placed on Level D.

LEVEL D: DEPUTY PRINCIPAL MANAGED

LEVEL D unsatisfactory behaviours may include but are not limited to

- Continued disobedience after HT/AP intervention
- Aggressive behaviour and/or language
- Swearing at or verbal abuse towards a staff member
- Bullying
- Racism
- Misuse of technology e.g. viewing inappropriate material on a computer/use of phone
- Major threats to another student.

These behaviours can also result in a Formal Caution to Suspend being issued.

DP interventions may include

- Interview with the student
- Mediation between students
- Ready to Play/Learn Plans
- Referral to LST members, Counsellor, ARCO or Mandatory Report (if required)
- Backtrack
- Outside Agencies
- Parents contacted for Formal Caution to Suspend and formal letter.

Primary

- Up to 1 day withdrawal
- 4 detentions
- 4 days on a Monitoring Card
- 4 days on the Banned List
- Students need to get their monitoring cards signed each lesson/session by the teacher on duty or the classroom teacher
- Primary students report daily to the detention room to get their card signed
- Student Leadership position may be jeopardized (including handing in of badge).

*If cards are not signed the student will need to complete an extra day of monitoring.

** One monitoring card cross = 1 additional detention.

*** Two monitoring card crosses = move up a Level D - Caution to Suspend or re-start Level.

Secondary

- Up to 1 day withdrawal
- Executive detention
- 5 days on a Monitoring Card
- 10 days on the Banned List
- Students need to get their monitoring cards signed each lesson/session by the teacher on duty or the classroom teacher
- Students hand in monitoring card to office at the end of each day
- Student Leadership position may be jeopardized (including handing in of badge).

Level D letter sent electronically or with student and/or parents contacted electronically/phone.

Record on Sentral & tracking sheet (secondary)

N.B. If the HT/AP sends a student to the DP, the student will then remain with the DP or support services, if required.

Compliance

DP Level D – Satisfactory completion of DP withdrawal and monitoring card student **returns to level A**
If the student is non-compliant, they will be placed on Level E and referred to the Principal.

CAUTION TO SUSPEND

To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the department's [Behaviour Code for Students](#) and the school behaviour support and management plan.

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

A formal caution to suspend must

- be in writing, via email or post, on school letterhead
- be provided to the student and their parents or carers
- outline the behaviour/s of concern
- provide clear behavioural expectations for the student consistent with the [Behaviour Code for Students](#)
- clearly outline the timeframe/expiry date for the formal caution
- highlight the importance of parents or carers in working with the school when managing student behaviour
- provide parents or carers the opportunity to meet with appropriate school staff and a key contact
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- indicate if the caution applies to more than one educational setting
- be documented on the department's in-house data system or approved third-party system.

For students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week, formal cautions automatically apply to both settings. If warranted, this can be negotiated between the principal of the home school and the principal supervising the special program and should occur as soon as possible before a formal caution is issued.

(from DEC's Suspension & Expulsion Procedures <https://education.nsw.gov.au/policy-management-schools/revised-policies/student-behaviour/suspension-and-expulsion>)

LEVEL E: PRINCIPAL MANAGED
Level E (return from suspension)

LEVEL E

Principals CAN suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

(from DEC's Suspension & Expulsion Procedures <https://education.nsw.gov.au/policy-management-schools/revISED-policies/student-behaviour/suspension-and-expulsion>)

Principal interventions may include

- Suspension
- Risk assessment for suspension for violence
- Interview with the student
- Referral to LST members, Counsellor, Mandatory Report (if required), interagency support
- Tutorial Centre
- Outside agencies
- Expulsion
- Return from Suspension Resolution Meeting with Principal, Student and Parents or Careers
- Recommend Counsellor referral
- **Secondary:** DP 5 days monitoring card and 15 days banned list
- **Primary:** 4 days monitoring card and banned list
- Student Leadership position may be jeopardized (including handing in of badge).

EXPULSION FROM SCHOOL

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances a principal can consider expelling a student from the school.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

The principal and Director, Educational Leadership can consider expelling a student from a particular school on the following grounds

- serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful
- unsatisfactory participation in learning for students aged 17 years and over, where
 - a student is at risk of receiving an 'N' determination (non-completion of course requirements for this course) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

(from DEC's Suspension & Expulsion Procedures <https://education.nsw.gov.au/policy-management-schools/revised-policies/student-behaviour/suspension-and-expulsion>)

