

Student Welfare and Discipline Policy

Introduction

Claymore Public School strives to ensure a safe, supportive and respectful teaching and learning community to promote student wellbeing. We value the importance of student safety and well-being as essential pre-requisites for effective learning. (National Safe Schools Framework 2016)

There is a key understanding that all students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Our school's mission is to provide a vibrant learning community that is inspiring, engaging and supportive, empowering students to be confident, creative and informed individuals who contribute positively to our world.

To achieve our mission, we aim to provide a safe, supportive and respectful teaching and learning community that promotes student well-being. A strong emphasis is placed on positive, proactive whole school practices that promote a partnership between the school and the community based on shared responsibility and mutual respect.

The partnership aims to support students in becoming self-directed, responsible, lifelong learners who can create a positive future for themselves and for the wider community. We strive to achieve this through an effective social, cultural and academic curriculum, which caters for the individual needs of students.

Claymore Public School is committed to maintaining high standards of positive student welfare practices and effective discipline, working with our community to maximise the success of every student.

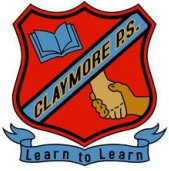
This policy is to be read in conjunction with NSW Department of Education and Communities policies: Student Welfare Policy (2014) and the Student Discipline in Government Schools Policy (2016).

Other related departmental policies include: Bullying: Preventing and Responding to Student Bullying in Schools Policy (2016), School Uniform Policy (2015), Anti-Racism Policy (2016), Work Health and Safety (WHS) Policy (2016), Behaviour Code for students, School Attendance Policy (2017), Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms (2011), Protecting and Supporting Young People Policy (2016) & Drugs in Schools Policy (2010).

Statement of Principles

This policy is based on the following principles:

- Students are expected to follow the school rules;
- Students are supported to follow the rules and manage their behaviour;
- There are consequences for positive and negative behaviour;
- There are levels of disciplinary action;
- A school wide system exists and a consistent approach is applied by all staff;



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- Staff aim to apply a proactive approach to student welfare, and
 - Some individual students present with specific needs that require individualised support.
- This policy is implemented, consistent with Work Health and Safety (WHS) Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools. Reference: NSW Department of Education and Communities: Work Health and Safety (WHS) Policy (2016).

“This school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.” Reference: NSW Department of Education and Communities: Student Discipline in Government Schools Policy (2016).

Rights and Responsibilities

A. Student Rights

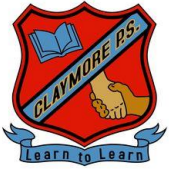
Students at Claymore Public School have the right to:

- learn in an environment free of disruption, harassment and discrimination;
- be treated with respect, dignity and kindness at all times;
- a safe and caring school environment;
- use technology, free from bullying and harassment;
- be a part of relevant decision making processes in the school;
- expect that their belongings are safe and cared for;
- learning programs catering to appropriate levels and needs;
- be well informed and participate in their assessment and learning goals;
- be recognised for their academic, sporting, civic and social achievements, and
- work with teachers in following the school’s agreed behaviour management program.

Student Responsibilities

Students at Claymore Public School have the responsibility to:

- work and learn to the best of their ability and allow other students to do the same;
- take responsibility for their own behaviour;
- respect and care for school property;
- play safely and fairly with other students;
- respect other students and their belongings;
- maintain their school merit awards in a safe place;
- attend school every school day (unless appropriate reason/permission is given) and be in class on time and prepared to learn;
- travel to and from school in a sensible and safe manner;
- display exemplary behaviour at all times, including out of school activities/excursions;
- co-operate with all school staff by following requests in a respectful manner;
- wear full school uniform with pride;
- follow all school and classroom rules;
- follow the school Anti-bullying Plan;
- report accidents, incidents or any issues that impact on their own or others’ safety, wellbeing or learning;
- abide by the core rules expected of all students in NSW Government Schools;
- abide by the school’s mission statement and vision; and
- use technology/social media appropriately, and in accordance with the Anti-bullying Plan.



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B. Staff Rights

Staff at Claymore Public School have the right to:

- be treated with respect and dignity by all members of our school community;
- work in an environment free from harassment, discrimination and intimidation;
- expect parents to work with their children to develop socially acceptable behaviour in partnership with teachers;
- expect support from all members of the school community;
- teach in cooperative and safe classrooms;
- work in a safe and harmonious school environment;
- make decisions on dealing with inappropriate behaviours as they occur within the guidelines of this policy, and
- access support from DEC and school executive, where appropriate.

Staff Responsibilities

All staff at Claymore Public School have the responsibility to:

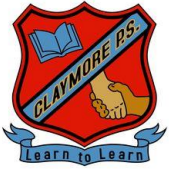
- treat all members of our school community with respect and dignity;
- provide learning programs that cater for the needs of the students in their care;
- communicate effectively & sensitively with parents on matters relating to their child's welfare;
- collegially support whole school decisions, initiatives and systems;
- provide a happy, safe, engaging and motivating learning environment free from disruption, harassment and discrimination;
- consistently follow the school's behaviour management procedures;
- recognise and reward students for their achievements and endeavours across all areas of the school curricula;
- implement a range of strategies to support students displaying inappropriate behaviour;
- actively supervise students in their care;
- display class rules and ensure that they are adhered to;
- display and implement an individual class management system;
- keep accurate records of rewards issued to students;
- abide by the school's mission statement and vision;
- abide by the DEC Code of Conduct;
- implement the School Welfare and Discipline Policy and the school Anti-bullying Plan; and
- mandatory report when concerned about the well-being of a student.

C. Parents and Carers Rights

Parents and carers at Claymore Public School have the right to:

- have their children safe and happy at school;
- be treated with respect and dignity by all members of the school community;
- be informed of their child's welfare, including changes in behaviour, attitude and effort;
- be informed when their child seriously breaches the school rules or demonstrates ongoing behavioural concerns;
- work in partnership with their child and staff to promote responsible behaviour;
- expect the school to link parents and children with appropriate community agencies where needed;
- teachers who provide learning/educational programs that cater for their child's needs;
- expect that their child's learning will not be disrupted by the actions of other students;
- access to support agencies, such as a school counsellor when requested, and
- discuss issues with staff.

Parents and Carers Responsibilities



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Parents and carers at Claymore Public School have the responsibility to:

- support the School Welfare and Discipline Policy and the behaviour management procedures employed;
- support the School Anti-bullying Plan;
- support their child in taking responsibility for their actions;
- inform the school of any issues/incidents related to their child's welfare;
- ensure that their child attends school regularly and on time;
- assume the greater responsibility for their child's behaviour as they travel to and from school;
- ensure that children arrive at school prepared with the necessary equipment, suitable school uniform and appropriate food;
- work in partnership with the school staff;
- ensure that their child is punctual to all school activities;
- treat all members of the school community with respect and dignity;
- be cooperative in all dealings with the school;
- abide by the school's Approaching Our School guidelines;
- abide by the school's mission statement and vision, and
- ensure that no illegal substances, alcohol, tobacco or weapons are brought to school or school events.

(Reference: Appendix 1 Claymore Public School- Approaching Our School Guidelines)

School Behaviour Management System

Core rules for all students in NSW Government Schools

The following core rule expectations of all students in NSW Public Schools underpin our school rules and discipline system.

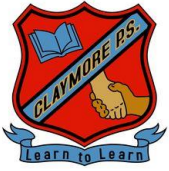
All students in NSW Government schools are expected to follow the following Behaviour Code:

- 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

Core School Rules

Our three core school rules are:

- Be Safe
- Be Respectful
- Be a Learner



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PBL

Claymore Public School implements Positive Behaviour for Learning (PBL). PBL is a process that allows for designing, implementing, and evaluating effective school-wide, classroom, non-classroom, and targeted group and individual student welfare practices and strategies. The implementation of PBL at our school underpins our Student Welfare System and is implemented with the purpose of fostering a quality learning environment for all members of the school community and maximising learning outcomes for all students. Students are explicitly taught important social and behavioural knowledge and skills to support them in being positive members of the school community, and assist them in making positive contributions to society.

PBL promotes a team based approach to student welfare practices. A PBL committee operates at our school, consisting of members that have been trained in this approach. Our school is supported by an external and internal coach.

PBL focuses on:

- a consistent approach to student engagement, welfare and discipline throughout the school;
- clear behavioural expectations for students in all areas of school life;
- application of evidenced-based interventions to teach expected behaviours;
- school wide practices that reward positive behaviours in line with the school's expectations;
- school wide practices that outline responses to problem behaviour; and
- ongoing evaluation of the effectiveness of PBL.

School Matrix of Expected Behaviours

Our school has a matrix of expected behaviours in all areas of the school. These behaviours are explicitly taught and reinforced with the students through discussions, lessons and visual reminders throughout the school, supporting students to achieve social and academic success. (Reference: Appendix 1 Claymore Public School PBIS Matrix)

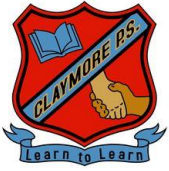
Rewarding Positive Behaviour

Classroom

Teachers reward and recognise students who follow the rules in a variety of ways through encouragement and regular feedback to students. Each teacher designs and implements a positive consequences system in their classroom, which is appropriate for the context of the class they teach. Rewards may include:

- Verbal praise
- Stickers/stamps
- Spot awards
- Raffle tickets
- Mini Awards & Merit Awards
- Whole Class Reward system.

Teachers may also use other strategies such as writing a letter or making a special phone call to parents/carers.



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Playground

Students are rewarded for positive playground behaviour by receiving Mini awards. Teachers on playground duty issue Mini awards (kept in the playground bag) at each lunch and recess break. Teachers should award three Mini awards per break.

Whole School Award System

The awards system is based on rewarding aspects of students' achievements – academic, behaviour and effort, and supports the implementation of the PBL principles. The system allows students to achieve awards and build upon these awards to achieve levels of merit. The levels include – bronze, silver and gold. Students are able to use awards issued (starting Term 2, 2013) to obtain these levels of awards. The awards system is cumulative, with records of individual students' awards being maintained at the school. Mini awards are the only awards that need to be presented for the teacher to allocate the next level, and these awards are maintained within the classroom. Teachers must maintain accurate records of awards issued using both the tracking book provided and Student Welfare database (EBS: On Track +) to support students achieving their progressive awards.

Merit Awards

Each teacher is advised to hand out merit awards each week, working on a ratio of 1 Merit award per every 6 students. Teachers issue 3 extra awards for each fortnightly school assembly.

(Reference: Appendix 3 Claymore Public School- Procedures for Awards)

Merit Award Structure

10 Mini awards = A Merit award
5 Merit awards = A Bronze award
3 Bronze awards = A Silver award
2 Silver awards = A Gold award

(Reference: Appendix 4 Claymore Public School- Merit Award System Flowchart)

Citizenship and Principal Awards

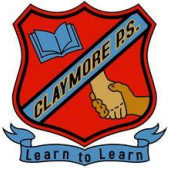
A Citizenship Award and a Principal's Award is issued to nominated students from each class at the end of term assembly. Teachers nominate students against established criteria. (Citizenship Award recipients will receive a certificate and the Principal Award recipients will receive a certificate and a badge.

Principal's Morning Tea for Achievers of the Term

A Principal's Morning Tea will be held at the end of each term for students who have achieved the Citizenship, Principal's and Gold Awards. Parents will be invited to join their children to celebrate this achievement.

Principal's Good News Letter

A Principal's Good News Letter will be issued to 1-2 students from each class every term, acknowledging their consistent application and effort towards the school's PBL expectations.



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Positive Behaviour Rewards

At the end of each term, any student who has only positive behaviours recorded on the school's computer system will have their name placed in a draw. A number of names are then drawn and students, whose names are selected, receive a prize to reward their positive behaviour demonstrated throughout the term.

Any student whose behaviour breaches school rules may have their award/s (bronze award or higher) withheld for a duration, as determined by an executive member and in consultation with the Principal. Classroom teachers to communicate to relevant executive if this may require consideration.

Students are also rewarded at various times throughout the year to recognise academic or sporting achievement, or involvement in other initiatives. One major day of recognition is the school's Presentation Day, where commitment and effort to learning, academic, sporting and citizenship achievements are rewarded.

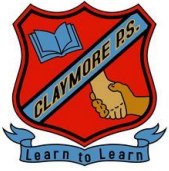
NB: Lost awards will not be replaced so students and parents/carers should store awards securely.

Consequences for Negative Behaviours

Classroom

If a student breaks a rule in class, a consistent system for negative consequences is implemented in all classrooms. This is:

1. Rule reminder: Redirection and rule reminder
2. Verbal warning: Warning and visual reminder.
3. Classroom Time Out: Student completes classroom time out and may complete time out sheet. Behaviour is recorded in the classroom Behaviour Tracking Book for later recording on EBS: On Track +.
4. Buddy Time Out: Student with continuing misbehaviour is sent to Buddy Class Teacher with Buddy Class Time Out Slip. Student completes Buddy time out (approximately 10 minutes) and may complete Buddy time out sheet. Buddy teacher adds details to Buddy Class Time Out Slip and student returns to class. Behaviour is recorded in Behaviour Tracking Book and on EBS: On Track + by the student's classroom teacher. (Note: If behaviour is concerning at Buddy Time Out: Buddy Class Teacher sends student to Supervisor/Principal with White Card or calls for assistance).
5. Supervisor Time Out: Student is sent to Supervisor/Deputy Principal with White Card for continued misbehaviour (approximately 30 minutes - one session). A student conference is held with the DP/Supervisor. Supervisor issues consequence- Reflection (or exemption, alternate or further action may be deemed appropriate). If Reflection is issued, the number of days a student will attend Reflection will depend on the severity or continued nature of their behaviour in the classroom. Supervisor enters details and consequences on EBS: On Track + and returns White Card to Classroom Teacher for filing. Classroom teacher enters details in Behaviour Tracking Book and on EBS: On Track +. Classroom Teacher ensures entry is completed on EBS: On Track +.
6. DP/Principal Support: Classroom Teacher calls for assistance from Deputy Principal/Principal if student displays continued disobedience or demonstrates serious behaviour. Classroom Teacher gives previous White Card to Deputy Principal/Principal and explains continued concerns. Deputy Principal/Principal removes student from classroom to complete an in-school withdrawal for rest of day. Classroom Teacher enters details in Behaviour Tracking Book.



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Deputy Principal/Principal enters details and consequences on EBS: On Track + and returns White Card to Classroom Teacher for filing. Classroom Teacher ensures entry is completed on EBS: On Track +. Additional consequences may be applied depending on the severity or continued nature of the behaviour displayed.

NB: Severity clause: If students demonstrate physical violence, aggressive behaviour, damage to property or other unsafe behaviours, they are referred straight to the Principal. Incidents will be investigated by principal/executive and appropriate consequences will be implemented.

(Reference: Appendix 5 Claymore Public School- Negative Consequences Chart).

Playground

If a student breaks a rule in the playground, teachers determine the appropriate response after an assessment of the incident - referring to 'Playground Management Procedures' located in the playground bags. Depending on the level of behaviours, students will be issued consequences as below:

- Teacher conference with rule reminder.
- Verbal warning.
- Time out or walk with teacher for 5-10 minutes. At this point a Yellow 'Reminder' Card is completed and playground teacher enters details on EBS: On Track + and reminder card given to classroom teacher.
- Time out or walk with the teacher for remainder of break. At this point a Blue Card is completed and given to stage supervisor. Supervisor enters details on EBS: On Track + (playground duty teacher may be required to add detail) and Blue Card given to classroom teacher. Supervisor will review the seriousness of behaviours and issue Reflection consequence/s where appropriate. The number of days a student will attend Reflection will depend on the severity or continued nature of their behaviour in the playground.
- Teacher sends for executive support by sending Orange card to office. Principal/Deputy Principal to record details from investigation and consequences on EBS: On Track +. Duty teacher will be required to add a detailed description of the event on EBS: On Track +. Principal/DP review the seriousness of behaviours and issue consequence/s where appropriate.

NB: Extreme Behaviours: If students demonstrate extreme/serious behaviours in the playground such as physical violence, aggressive behaviour, damage to property, continued disobedience, complete non-compliance or other unsafe behaviours, they are referred straight to the Principal. Incidents will be investigated by principal/executive and appropriate consequences will be implemented.

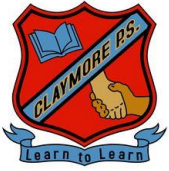
(Reference: Appendix 6 Claymore Public School- Playground Management Procedures).

Consequences for Serious Behaviour or Continued Inappropriate Behaviour

Consequences for serious behaviour will be applied following an investigation of a student's serious behaviour or following a review of data that indicates a pattern of concerning behaviours.

1. Following an investigation, a student's behaviour may be deemed as serious and higher levels of consequence (disciplinary action) for such behaviour will apply.

- Examples of serious behaviour include, but are not limited to: refusal to obey staff instructions; defiance; disrupting other students; hostile behaviour directed towards students, members of staff or other persons; damaging the property of the school or students; bullying



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(including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means; physical violence (which results in injury, or which seriously interferes with the safety or well-being of other students and staff); use or possession of a prohibited weapon, firearm or knife; and for serious criminal behaviour related to the school. Reference: Department of Education and Training: Suspension and Expulsion of School Students – Procedures (2011) for a more detailed list of serious behaviours.

2. Following a review of data, a student's behaviour may indicate concerning patterns of behaviour and higher levels of consequence (disciplinary action) for such behaviour are determined as required.

- Such higher levels of consequence (disciplinary action) include: executive conference with student/s, Reflection, in-school withdrawal, suspension warning, short suspension, long suspension or expulsion. In addition, exclusion from a school excursion, event or activity may be issued.
- The Principal is to be consulted where higher levels of consequence (higher disciplinary action) for a student's behaviour are recommended above the level of Reflection. A formal disciplinary interview must be held with the student prior to making a decision to impose a suspension or higher consequence. Reference section 6.2.2: Department of Education and Training: Suspension and Expulsion of School Students – Procedures (2011). The parents/carers should be informed about the higher levels of consequence to be issued to the student before informing the student of the consequence. This may also include informing the parent about a decision to exclude the student from participating in a school excursion, event or activity. Information is also forwarded to the Learning Support Team (LST), where discussion may lead to further recommendations aimed at supporting the student.
- NB: Students who display a pattern of concerning behaviour or serious behaviour prior to an event or excursion (including PSSA) may be excluded from participating.

Higher Levels of Consequence (Disciplinary action)

These include:

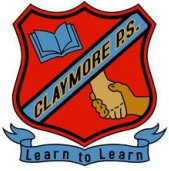
1. Executive Conference
2. Reflection
3. In-school Withdrawal
4. Suspension Warning
5. Short Suspension
6. Long Suspension
7. Expulsion

NB: exclusion from a school event may be considered at any point.

Following consultation with the Principal, a student's behaviour may be considered serious enough to progress to any level without sequentially progressing through each level.

Reflection

The purpose of Reflection is for students to reflect on their inappropriate behaviour and set goals to implement improved behaviour. Reflection involves a loss of play during the lunch break. Students are counselled about their behaviour by an executive staff member. Students complete a reflection sheet. If students have attended Reflection three times within a term, a case conference with parents/carers is recommended.



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In-school Withdrawal

In-school withdrawal involves students being withdrawn from participating in their normal classroom environment and also from the playground for an established period of time. Students complete work set by their classroom teacher in another classroom/office, as allocated by Executive or Principal. Students spend their recess and lunch breaks supervised by executive staff. Behaviour monitoring operates while students complete an in-school withdrawal.

Suspension Warning

Students will be issued with a suspension warning letter if their behaviour is deemed as highly concerning or the student has demonstrated several instances of inappropriate behaviour. A suspension warning is issued to parents/carers to advise them of the serious concerns held by the school about their child's behaviour. The letter warns parents/carers that if their child's behaviour continues to be inappropriate, then a suspension will be issued. The letter also requests parents/carers to have a discussion with their child about the importance of improving their behaviour at school.

A suspension warning may be issued in conjunction with other consequences such as Reflection or in-school withdrawal. A suspension warning is not always issued prior to a suspension being issued, as the behaviour demonstrated may warrant an immediate suspension. There may be occasions where a verbal warning of suspension is provided, if parents decline the option of the letter after verbal communication has been provided.

Suspension

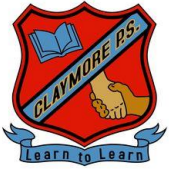
When making a decision to suspend a student, the Principal will follow the procedures consistent with the Department of Education and Training's Student Discipline in Government Schools Policy and Suspension and Expulsion of School Students – Procedures (2011).

Suspensions involve students being excluded from attending the school for a specified period of time as decided by the Principal. During the suspension period, the school will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the responsibility of parents/carers. A suspension resolution meeting must be held prior to the student returning to school.

The school can issue two types of suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

1. Short Suspension of up to 4 days
2. Long Suspension of up to 20 days.

Note: It is important to note that the Principal must report matters involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity to the **Incident Support Unit**. Principals are required to report assaults resulting in injury requiring medical attention or where police are involved, serious threats or intimidation (including cyber bullying), weapons, illegal drugs, other criminal activity. Where there is an incident that occurs when students or parents are travelling to and from school, or there is a direct relationship with the school, the incident must be reported. Where the behaviour exists out of school hours and is deemed as possibly having a harmful effect on staff and students, the Principal must notify police (where required)



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and take appropriate disciplinary action, including notifying the **Incident Support Unit**. (Reference: NSW Department of Education Incident Reporting Policy).

Expulsion

When making a decision to expel a student, the Principal will follow the procedures consistent with the Department of Education and Training's Student Discipline in Government Schools Policy and Suspension and Expulsion of School Students – Procedures (2011).

Expulsions involve students being excluded from attending the school and are not permitted to return to the same school, except under exceptional circumstances (Reference sections 8.1 and 8.2: Department of Education and Training: Suspension and Expulsion of School Students – Procedures (2011)). Expulsions are implemented when there are "serious circumstances of misbehaviour" demonstrated by a student.

Policy Information Relating to Suspensions and Expulsions

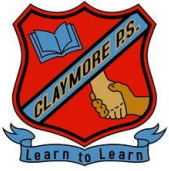
The following information has been taken directly from the Department of Education and Training: Suspension and Expulsion of School Students – Procedures (2011) and provides key information points. Parents/Carers are advised to refer to the complete policy for more information.

Suspension: Key Information Points:

- *In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.*
- *Suspension is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies.*
- *It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.*
- *The school will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.*
- *Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.*
- *In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff.*
- *For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.*
- *Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed.*
- *The Department of Education and Training Suspension and Expulsion Procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.*

Short Suspension

Short suspensions may be imposed for the following reasons and will be reported in the following categories:



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- Continued Disobedience. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.
- Aggressive Behaviour. This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider whether there has been:

- Physical violence which results in injury, or which seriously interferes with the safety or well-being of other students and staff (including sexual or indecent assault).
- Use or possession of a prohibited weapon, firearm or knife.
- Possession, supply or use of a suspected illegal substance.
- Serious criminal behaviour related to the school. This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.

Principals may also impose a long suspension for:

- Use of an implement as a weapon. When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made, or adapted to cause injury to another person).
- Persistent or serious misbehaviour. This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and well-being of another person;
 - making credible threats against students or staff; or
 - behaviour that deliberately and persistently interferes with the rights of other students to learn, or teachers to teach, including bullying, harassment and victimisation.

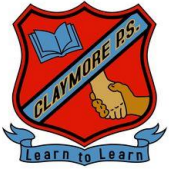
Expulsion

In serious circumstances of misbehaviour the principal may expel a student of any age from their school for continued misbehaviour.

Supporting Individual Student Needs

Adjustments for Students with High Needs or Disabilities

Students who are recognised as requiring additional support with their behaviour or have a diagnosed disability are also responsible for their behaviour within the guidelines of this policy. However, adjustments may be considered necessary and will be implemented in some cases. Individual differences will be considered and supported. Adjustments may include such action as individual behaviour management plans, increased support/supervision, involvement in structured play activities, playground restrictions, participation in support programs/activities, counsellor support, transitional attendance plans or personal teacher mentoring.



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The decision to apply an adjustment to support a student in managing their behaviour is made in consultation with the classroom teacher, supervisor and Principal. Parents/carers should be consulted prior to adjustments (such as behaviour cards/plans) being made to support the management of their child's behaviour. The supervisor should forward information to the school's Learning Support Team, at the earliest opportunity, and any recommendations actioned, following consultation with parents/carers.

All staff should be informed about implemented strategies so they can support the implementation for the student. Parents/carers should be updated about the student's progress throughout the course of the implementation of adjustments. Alternatively, parents/carers are encouraged to contact the school to seek information on their child's progress.

All students presenting with high behaviour needs will have an Individual Behaviour Management Plan. This will be developed in consultation with the classroom teacher, supervisor, Principal and parent/carer (where possible). As part of this plan, the student's behaviour is tracked regularly and modifications made to the plan as deemed necessary.

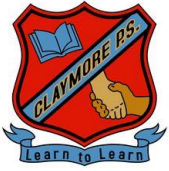
Time-out Strategies Including Dedicated Time-out Rooms:

The school implements a time-out strategy for Support Unit students in a designated time-out room (Sensory Room) within our school's Support Unit, for any student who demonstrates inappropriate behaviour that requires a temporary separation from a particular environment that may assist in supporting students to demonstrate appropriate behaviour. This time-out strategy is used as a means of calming a student during a stressful situation within a safe and predictable environment, and may be teacher directed or student directed. This time-out procedure is used for students as a strategy within their behaviour management plan following consultation with parents/carers. When a student uses the time-out room, a register of the dedicated time-out room is maintained for the individual student, and parents/carers are informed following each period of use. Registers are forwarded to the school's Learning Support Team at the end of each semester to discuss the effectiveness of the strategy for supporting individual students and the effectiveness of the strategy within the context of the school's Student Welfare and Discipline Policy. A copy of the register is also forwarded to the Director, Public Schools NSW each semester.

(Refer to Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms 2011).

Tiered Intervention Support System:

The school implements a tiered intervention support system to support teachers to address the needs of students who present with behavioural needs. The system initially involves teachers reviewing and adjusting classroom management and teaching practices, with the support of a colleague, to support enhanced management practices for all students (Tier 1), moving to the completion of the 'Classroom Problem Solving Intervention Plan' and accessing support from stage team members (Tier 2), and if further support is required, presenting the Tier 2 'Monitoring Record' to the school's Advanced Tier team for further support (Tier 3). This system supports teachers to modify and implement focused strategies to better cater for the behavioural needs of individual students to support their enhanced educational success.



Student Welfare and Discipline Policy

(Reference: Appendix 8- Claymore Public School- Process for Accessing Tiered Interventions to Support Behaviour Management and Appendix 9- Classroom Problem Solving Intervention Plan).

Review and Monitoring of Student Behaviour

Executive staff will monitor all students' behaviour on a weekly basis, by reviewing school data on EBS: On Track +. Students who have had concerning incidents or multiple contacts on EBS: On Track + for negative reasons are identified. Suggested strategies are discussed and implemented for identified students. Strategies may include such actions as: parent/carer contact, referrals to Learning Support Team, individual behaviour management plans, behaviour monitoring, increased support/supervision, involvement in structured play activities, playground restrictions, participation in support programs/activities, counsellor support, personal teacher mentoring, transitional attendance plans, and/or applications for additional support. Consultation regarding the suggested strategies should occur with the classroom teacher, supervisor, Principal and parent/carer (where possible).

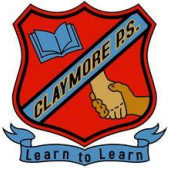
In certain instances, case conferences will be recommended. Parents/carers will be requested to attend, and work in partnership with the school to discuss strategies and develop an agreed plan to support the student. The plan should be implemented and communicated to relevant personnel as required.

Behaviour Monitoring

Behaviour monitoring cards will be implemented for students who require increased monitoring to support improved behaviours. Students will be placed on a behaviour monitoring card if school data shows a pattern of inappropriate behaviour that indicates additional support and closer monitoring is required.

The decision to implement a behaviour monitoring card for a student should be made in consultation with classroom teacher, supervisor, Principal and parent/carer (where possible). All staff should be informed about the behaviour monitoring in order to support the implementation for the student. Supervisors should also forward information to the Learning Support Team who may suggest alternative interventions/strategies for future support. Parents/carers should be informed and updated about their child's progress throughout the course of the implementation of behaviour monitoring. Alternatively, parent/carers are encouraged to contact the school to seek information on their child's progress.

A review of whether the student should continue on behaviour monitoring should occur at the end of a two week period. Each weekly card should indicate that there is a significant period of consistent appropriate behaviour. The decision to remove behaviour monitoring should be made in consultation with the Principal, supervisor and student. In some instances, students may elect to continue on behaviour monitoring as they value the process to keep them on track with their behaviour. Communication to all staff, parents/carers and the Learning Support Team should occur regarding any change to the student's behaviour monitoring.



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Additional Information:

Supporting the Wellbeing of Students: Claymore Public School understands, and places priority on the important role it plays, in supporting the wellbeing of students. The school has comprehensive wellbeing practices including the school's Breakfast Club, Mentoring Programs and a School Uniform strategy to support those students who require assistance. The school implements a Kids' Help Box to assist students to report incidents of concern and/or request support in a confidential and non-threatening manner. Our school adheres to roles and responsibilities in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements.

(Refer to Claymore Public School: Protecting and Supporting Children and Young People Policy 2017).

Anti-bullying Plan:

Claymore Public School is an inclusive environment, where diversity is affirmed and individual differences are respected. Bullying is not tolerated in NSW government schools and is not acceptable in any form. Bullying is taken seriously at Claymore Public School. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and anti-social behaviour in a secure, ordered and supportive environment. The school implements an Anti-bullying Plan. This plan supports a protection, prevention and early intervention approach in relation to student bullying. It recognises that the best outcomes are achieved by school communities working together to help prevent bullying from occurring, acting early to prevent bullying and responding in a timely and appropriate way to bullying incidents if they occur.

(Refer to Claymore Public School: Anti-bullying Plan).

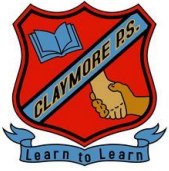
Procedures for Managing Racism:

Claymore Public School rejects all forms of racism and is committed to the elimination of racial discrimination. The school has trained Anti-Racism Contact Officers who work to support the school's commitment to anti-racism, including supporting the management of any incidents of racism if they occur. Management of incidents involves investigation, counselling, application of consequences if applicable (as per Consequences for Negative Behaviours), communication, documentation and follow up.

(Refer to Claymore Public School: Procedures for managing racism and role of Anti-Racism Contact Officers (ARCOs)).

Kindness on Purpose:

Claymore Public School is a Kindness on Purpose school. Kindness on Purpose is an evidenced based clinical program that uses acts of kindness on purpose as an access point to empathy. Research demonstrates that when children are connected to empathy they experience better educational outcomes, lower rates of bullying, lower rates of depression and anxiety and less peer social isolation. This initiative is implemented in conjunction with the school's PBL systems and practices and is supported by a clinical consultant therapist.



Student Welfare and Discipline Policy

School Uniform Procedures: Claymore Public School promotes and supports the wearing of the school uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours, recognising that it promotes a sense of unity, belonging and pride in the school. The school uniform has been developed in consultation with the school community. Regular promotion about the importance of wearing school uniform and positive reinforcement of uniform standards occurs at student assemblies and in the school newsletter. Students and families are supported with uniform supplies when requested or as needs are identified by school staff.

Student Attendance: Claymore Public School recognises that regular attendance at school is essential to assist students to maximise their educational success, and works in partnership with parents/carers to promote and support the regular attendance of students. The school implements comprehensive procedures to support and promote positive student attendance patterns, working closely with the school's Home School Liaison Officer to monitor and support individual practices and whole school procedures.

(Refer to Claymore Public School: School Attendance Procedures).

Working With Children Check Procedures: Claymore Public School implements the required Working with Children Check procedures to support the safety, welfare and wellbeing of all students. These procedures prevent people who pose a risk to the safety, welfare and wellbeing of children from being employed or engaged in child-related work.

(Refer to Claymore Public School: Working With Children Check Procedures).

Appendices:

1. Appendix 1: Claymore Public School- Approaching Our School Guidelines
2. Appendix 2: Claymore Public School- PBL Matrix
3. Appendix 3: Claymore Public School- Procedures for Awards
4. Appendix 4: Claymore Public School- Merit Award System Flowchart
5. Appendix 5: Claymore Public School- Negative Consequences chart (Teacher)
6. Appendix 6: Claymore Public School- Playground Management Procedures
7. Appendix 7: Claymore Public School- Guidelines for Tiered Interventions Support
8. Appendix 8: Claymore Public School- Process for Accessing Tiered Interventions to Support Behaviour Management
9. Appendix 9: Claymore Public School - Classroom Problem Solving Intervention Plan.
10. Appendix 10: Claymore Public School – Time Out Room Policy & Procedures
11. Appendix 11: Claymore Public School – Anti-Bullying Plan
12. Appendix 12: Claymore Public School – Procedures for Managing Racism and the Role of the Anti-Racism Contact Officers (ARCOs)

Please note that these appendices are available upon request if not attached to this document.