



Kiama Public School

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KPS Welfare Procedures

Rationale

- To support students in making wise choices.
- The school aims for a consistency of classroom management strategies for all teachers.
- Positive Learning Behaviours are followed; a Level System is used in all classrooms and in the playground for consistency.
- Management strategies are consistent and fair, respect the individuality of children, and provide for clearly defined expectations of work and behaviour.
- Classroom rewards are indicators of good classroom behaviour. Rewards can include positive praise, stickers, awards and the use of the “Class Dojo” interactive point system.

Our School Values

Respect, Responsibility and Resilience

Our School Rules

All students of Kiama Public School are expected to:

Respect	Responsibility	Resilience
Care for others and themselves. Keep hands and feet to themselves. Listen to those who are speaking.	Follow directions and instructions. Work and play in a safe and friendly way. Take care of belongings, equipment, and their school.	Bounce back. Stick with it. Give their best. Adopt a Growth Mindset.

At Kiama Public School we promote these values and responsibilities via our School Rules for every student, parent, voluntary worker, staff member or visitor.

RIGHTS AND RESPONSIBILITIES

Rights and responsibilities are reciprocal. To get it, you have to give it.

Students have the RESPONSIBILITY to:	Students have the RIGHT to:
Display respectful, courteous and honest behaviour.	Be treated with respect, courtesy and honesty.
Ensure that they are punctual, polite, prepared and display a positive attitude.	Work in a positive environment conducive to learning.
Ensure that their behaviour is not disruptive to the learning of others.	Learn in a purposeful and supportive environment.
Behave in a way that protects the safety and wellbeing of others and ensure that the school environment is kept neat, clean and safe.	Work and play in a safe, friendly and clean environment.
Belong to our school and community.	Wear full school uniform including a school hat and black shoes.
Express themselves in a socially and acceptable manner and respect the opinion of others.	Express themselves at appropriate times and in an appropriate manner.

Staff have the RESPONSIBILITY to:	Staff have the RIGHT to:
Model respectful, responsible and resilient behaviour.	Be treated with respect
Ensure that the school environment is kept neat, tidy and secure.	Teach in a safe, secure and clean environment.
Ensure good organisation and planning.	Teach in a purposeful and non-disruptive environment.

Establish positive relationships with students and parents and report student progress.	Have cooperation and support from parents in matters relating to their children's education and behaviour.
Be vigilant about students' behaviour and ensure all are aware of the school's policy.	To be the first point of contact if there is an issue or concern with one of their students.

Parents have the RESPONSIBILITY to:	Parents have the RIGHT to:
Model respectful, responsible and resilient behaviour.	Be treated with respect.
Ensure that the physical and emotional condition of their child is at an optimum for effective learning. Ensure that their child attends school everyday equipped and ready to learn (adequate sleep, lunches, stationery, water, hat, uniform, attitude) and inform the school of any concerns.	Be informed about educational and behaviour programs.
Work in partnership with staff to support educational programs and inform staff of individual students' issues that may impact on their learning.	Be informed of their child's progress and other issues that may impact on their learning.
Support the school by ensuring and encouraging their children to follow the school values and model the importance of education for their children.	Feel supported by the school to ensure their children follow the school values.

Strategies for Dealing with Unacceptable Behaviour

The prevention of misbehaviour is our ultimate goal. Predicting the likelihood of an incident and proactively acting to ensure students have the best possible opportunity to do the right thing is the best option.

For some minor offences, consequences may include a reprimand or a short isolation within the classroom or playground.

Some immediate strategies could include:

- Reminding the student of the appropriate behaviour.
- A short time out on a seat in the playground or classroom.
- Redirecting the student.
- Helping students resolve the conflict between them.
- Moving the student away from the issue.
- Positively reinforcing students, around the misbehaving student, who are doing the right thing.

The school discipline system will be followed in all cases of unacceptable behaviour that includes formal lunchtime detentions, loss of privilege or counselling. In more serious cases, in-school or out of school suspensions will be used.

Parents will be notified in writing of detention cases, informed of the consequence being applied and of additional consequences for any future breaches of school rules.

Additional serious offences may lead to students being:

- Required to carry out works or services to repair or compensate for damage caused.
- Excluded from student leadership positions, depending upon the level students are placed on.
- Suspended from school for consistent disobedience, violence, possession of illegal substances or weapons. [Students may be suspended for persistent disobedience and suspended immediately for violence, threats of violence, use of weapons and use of illegal or suspected illegal substances. Periods of suspension may be short (1-4 days) or long (up to 20 days)].
- Excluded from our school.

If a serious offence occurs, the student may be sent to the Assistant Principal in charge of discipline, or the Principal immediately, and accelerated through the levels and consequences.

Variations may occur due to the nature of individual students and groups of students.

When a student moves up a level all consequences apply.

Students stay on a level for one week. Levels can be carried forward to the next term.

Year 5 students who have been on detention in that specific school year are excluded from being nominated as school captain. There are also prerequisites and expectations re. behaviour for other student leadership positions.

At Kiama Public School we apply the following consequences:

LEVEL	ACTION		CONSEQUENCE/EXCLUSION	COOLING OFF PERIOD
	Classroom	Playground		
0	Name on board and two crosses.	Two entries on playground warning board.	Warning A STOP, THINK AND DO sheet may be filled out with the executive responsible for that grade.	
1	Name on board with three crosses in one day or 3 times within a week.	Three entries on playground board IN ONE TERM. Major incidents may incur instant detentions.	One day detention at lunchtime. Letter to parents informing them of behaviour and action taken. (Classroom instances recorded daily, playground record cleared each Term). All students return to zero at the end of Term.	5 COOLING OFF DAYS 5 incident free days result in a cleared record.
2	Repeat of ANY inappropriate behaviour WITHIN COOLING OFF PERIOD or more serious behaviour.		Two days detention at lunchtime. Letter to parents informing them of behaviour and action taken. Exclusion from school reward activities for one week including representing the school in events.	5 COOLING OFF DAYS
3	Repeat of ANY inappropriate behaviour WITHIN COOLING OFF PERIOD or more serious behaviour.		Three days detention at recess and lunchtime. Exclusion from school reward activities for one week including representing the school in events. Letter to parents requesting interview with assistant principal and/or classroom teacher. (A playground/classroom behaviour card may be used).	5 COOLING OFF DAYS
4	Repeat of ANY inappropriate behaviour WITHIN COOLING OFF PERIOD or more serious behaviour.		An in school or out of school suspension for 1-4 days. Four days detention before school, at lunchtime and recess. Exclusion from school reward activities for one week including representing the school in events. Immediate communication to parents regarding suspension and re-entry to school. Letter/phone call home to parents requesting interview with various school personnel.	

Appendix

Examples of anti-social and unsafe behaviours.

Anti-social and unsafe behaviours are unacceptable at school, for instance:

- Chewing gum is a banned item.
- Throw only balls and Frisbees in the correct place at the right time.
- Non-contact in sport only.
- Physical contact as an act of aggression.
- Swearing is not acceptable in this context.
- Bullying is not acceptable in this context.
- Harassment is not acceptable in this context.
- Walk only on concrete.

Examples of minor/major offences and actions.

Minor

- Dropping papers.
- Running on the concrete.
- Out of bounds.
- Rough play.

Teachers are proactive on playground duty and interact positively with students to prevent inappropriate behaviours from escalating through redirection, walking with the teacher, time out and discussing/resolving conflict.

Teachers attempt, where possible, to apply logical consequences for inappropriate playground behaviour. Eg: Drop a paper, pick it up; cool down time by sitting out or walking with teacher.

Teachers are actively involved in implementing common sense strategies to empower students to choose appropriate behaviours thus avoiding an escalation of unacceptable behaviours.

Major

A student may be placed on the warning board for the following reasons:

- Violence (threatened or actual).
- Disrespect.
- Threatening the good order of the school by refusing to follow the school's Behaviour Procedures.
- Threatening the safety or wellbeing of a student, member of staff or other person
- Bullying or Harassment.
- Consistent minor behaviour breaches.
- Interfering with the rights of other students to learn or teachers to teach.
- Showing persistent and willful inattention or indifference to school work.

Classroom Management Strategies

Preventing Disruptions

Academic and social behaviours are taught, changed, and strengthened by similar instructional strategies (i.e., model, prompt, monitor, and reinforce).

Effectively managed classrooms are orderly (relatively speaking), with a minimum of student misbehaviour and reasonable levels of time on task. Effective classroom managers are more skilled at preventing disruptions from occurring in the first place, according to J. S. Kounin (1970). Kounin identified specific approaches to keep students focused on learning and reduce the likelihood of classroom disruption.

These included:

- “Withitness.” Communicating that you know what the students are doing and what is going on in the classroom.
- Overlapping. Attending to different events simultaneously, without being totally diverted by a disruption or other activity.
- Smoothness and momentum in lessons. Maintaining a brisk pace and giving continuous activity signals or cues (such as standing near inattentive students or directing questions to potentially disruptive students).
- Group alerting. Involving all the children in recitation tasks and keeping all students “alerted” to the task at hand.
- Engaging and differentiated work. Providing activities that offer variety and challenge.

Positive Classrooms:

- Hold and communicate high behavioural expectations.
- Recognise any and all positive actions. You can do this with something as simple as your verbal praise, or you can use a tangible reward like a token, stickers, achievement award, or whatever you feel will show the students that what they are doing is positive.
- Model positive behaviour.
- Use nonverbal communication, which includes physical distance and personal space, eye contact and facial expressions, gestures and body movements, (Bucalos & Lingo, 2005; Franklin, 2006) to discipline and positively reinforce behaviour.
- Build meaningful and genuine relationships with and among students and promotes positive classroom behaviour (Emmer et al.,2006;Mitchem,2005;Spencer & Boon, 2006).
- Foster an acceptance of individual differences and friendships.
- Establish a classroom environment that is based on mutual respect. Show students that you are an open, caring, welcoming, respectful, culturally sensitive, understanding, nonjudgmental, and honest person whom they can trust by using the strategies described.
- Use age-appropriate strategies to teach, discipline, and interact with students (Ferko,2005).
- Have teachers who get to know and demonstrate a personal interest in students.
- Establish clear rules and procedures, and instruct students in how to follow them; give primary-level children and those with low socioeconomic status, in particular, a great deal of instruction, practice, and reminding.
- Make clear to students the consequences of misbehaviour.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self- monitoring skills.
- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities; give students feedback and reinforcement regarding their behaviour.
- Create opportunities for students (particularly those with behavioural problems) to experience success in their learning and social behaviour.

- Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
- Make use of humour, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.
- Use group influence to promote good behaviour and decrease misbehaviour by using group-oriented systems. Group-oriented management systems have several advantages over traditional methods: they foster cooperation among members; they teach responsibility to the group and enlist the class in solving classroom problems; they are adaptable to a variety of behaviours and classrooms; and they give students a positive method of dealing with the problems of peers.