

# ***Millers Forest Public School***

## ***Student Welfare Policy***

***2021-2024***



# MILLERS FOREST PUBLIC SCHOOL

*Think. Grow. Achieve*

## Vision Statement

At Millers Forest Public School, we support our students to fulfil their potential through quality learning opportunities. We provide a positive, nurturing environment through best practice teaching and education programs which engage students and enhance outcomes. In doing so we are strengthening students' cognitive, physical, social, emotional and ethical development. MFPS provides students with a wide range of educational, social, sporting, extra-curricular and community programs that present dynamic opportunities to complement classroom learning. Our school is committed to promoting the highest standards of behaviour, driven by high expectations for learning. MFPS celebrates the diversity of our students, families and the wider community. We are dedicated to developing safe, respectful and committed learners.

## References

*(NSW Department of Education and Communities | Wellbeing Framework for Schools)*

## Aims of the Student Welfare Policy

- Create a happy, safe, nurturing, learning environment
- Provide quality learning in which all students develop fully and go forward with confidence
- Develop a sense of responsibility in all students K-6
- Encourage students to continually strive for excellence
- Encourage students to respect the rights of others
- Encourage students to develop resilience
- Promote a sense of self-worth and pride in the school community
- Work in partnership with home-school stakeholders
- Provide clear guidelines for parents, students and staff

## Core Rules

All teachers and students in NSW DoE public schools have the right to be treated fairly and with dignity in an environment free from discrimination, bullying, harassment, intimidation and victimisation.

All students in NSW are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform and dress code policy.

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- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

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

When parents enroll their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.

*(School Discipline in Government schools 2019)*

#### **Policy link – Student Discipline in Government Schools**

<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/student-discipline-in-government-schools-support-materials.pdf>

#### **Policy link – Suspension and Expulsion of School Students – Procedures 2011**

[https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/suspol_07.pdf)

#### **School Universals/Rules: POSITIVE BEHAVIOUR FOR LEARNING (PBL)**

##### **Be Respectful - Be a Learner - Be Safe**

Millers Forest Public School implements a program consisting of three universal values that apply to all students, all the time, in all settings. Positive Behaviour for Learning is a system that supports teaching and learning across the school. At MFPS we value;

Safe, respectful behaviours and positive learning attitudes.

With the above values underlying all aspects of our Welfare Program, students at Millers Forest are provided with opportunities to explore community values, build positive relationships, improve decision making skills and bounce back from adversity. Our teachers consistently promote our school values to build a positive, nurturing environment that supports effective quality teaching K-6. Effective learning takes place when morale is high, when students and teachers feel secure and when a high value is placed on working together. Parental support is vital to develop a partnership that encourages support and growth across the home-school community. Millers Forest Public School aims to cater for our student's social, academic and emotional development which builds relationships between all people.



## **School Universals/Rules**

At Millers Forest Public School  
our expectations are clear and positive.

### ***Be Respectful***

**Follow all adult instructions**

**Use friendly talk**

**Be kind and considerate**

### ***Be a Learner***

**Be ready- be on time**

**Do your best**

**Listen carefully**

### ***Be Safe***

**Walk on hard surfaces**

**Keep your hands and your feet to yourself**

**Use all equipment safely**

### **Practices to recognise and reinforce student Achievement and Leadership**

Millers Forest Public School recognises and encourages the important role student's play in the leadership of the school. Student leadership roles are an integral part of the running of our school. In preparation for each calendar year, students and teachers K-6, elect representatives, while additional positions are appointed. The positions available for election are;

- School Captains
- Premier Sporting Challenge Leaders
- Virtues Leaders
- Sports Shed Monitors
- Junior A.E.C.G. executives

The roles of a leader include, but are not limited to;

- Hosting school morning assemblies
- Hosting formal Monday afternoon assemblies
- Thanking visitors and guests
- Organising school sporting, fitness and Premier's Sporting Challenge events
- Planning and organising Aboriginal projects and events
- Accepting gifts or prizes on behalf of the school
- Supporting other students
- Representing the school and community at events

## Strategies to Promote Positive Behaviour and Effective Learning

*These support students' personal, social and learning needs and include:*

- \* PBL approach to preventing negative behaviour
- \* School-wide explicit PBL teaching program
- \* Behaviour self-management as promoted by the Principal and all staff
- \* Playground Monitoring
- \* Representative Sport
- \* Learning Assistance Program and the COVID Intensive tutoring scheme
- \* Debating and Public speaking
- \* Home Reading
- \* Anti- Racism Contact Officer
- \* Choir
- \* Drumming
- \* Protective Behaviour programs such as the Anti Bullying Program and the Child Protection Program
- \* Incorporating the Embrace Virtues program into the PBL program

### **Positive Student Management is promoted by strategies that recognise student achievement**

- \* Positive reinforcement by staff
- \* Green trees, bronze, silver, gold, diamond and Badge of Excellence awards, and incentives.
- \* Sports achievement
- \* Regular ongoing coaching, support and mentoring with parents
- \* Modeling of consistent and caring behaviour by staff
- \* Presentation Day recognition
- \* Community based programs
- \* Monthly 'Q' Awards
- \* P&C incentives and events
- \* Education Week Awards
- \* Gateway Learning Community Education Week Awards

### **Strategies for Dealing with Unacceptable Behavior**

If there is a significant issue the teachers or Principal will take students through the Virtues Guidance or Correction questions and discuss with the student/s the expectations of our school's PBL universals: BE RESPECTFUL - BE A LEARNER - and BE SAFE.

Students who do not follow the agreed school rules and threaten the safety of others, may receive correction through the following strategies:

Teacher counselling

- \* Loss of privilege/s
- \* Implementation of a Behaviour Plan
- \* In-class time out
- \* Time out from playground activities
- \* Behaviour Letter communication to parents
- \* Counseling
- \* Virtues Guidance and or Correction
- \* Social Skills Training and or Seasons for Growth
- \* Processes to deal with reported racism and racist incidents
- \* Outside agency support such as G. P's, child psychologists etc
- \* Suspension
- \* Expulsion

#### **Virtues correction**

Please be .... **kind** to....  
What would help you to be **peaceful**  
with each other?  
What would be a **kind** way to say  
that?  
Be ..... **cooperative** now.

Parents will be notified of serious breaches of the school rules or Behaviour Plan breaches and informed of the consequences applied. They may be invited to be involved in negotiating a plan to address the concerns.

### **Consequences after Warning of Suspension**

If a child is given a warning of suspension letter, the following consequences may apply:

1. Playground or classroom monitoring as required.
2. A discussion with the principal concerning expected behaviours and possible consequences.

### **Consequences after Suspension**

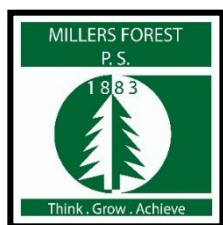
If a child is suspended, the following consequences may apply.

- 1) Classroom Monitoring to occur, as determined by the Principal, for Suspension due to Classroom Incident/s or continued inappropriate behaviours
- 2) Participation in excursions and school events will be subject to negotiations between the Principal, Classroom Teacher and Parent if warranted
- 3) Nominations for School Captain – If suspensions have occurred, nominations for school captain may see a student be ineligible to be nominated.

### **All Members of our school community have the following**

#### **Rights & Responsibilities:**

| <u><b>Rights</b></u>  | <u><b>Responsibilities</b></u>   |
|---|--|
| <ul style="list-style-type: none"><li>● To be treated with courtesy, respect fairness, and to be valued as a person</li><li>● To have a safe and caring environment.</li><li>● To be provided with a quality learning program.</li><li>● To be supported in learning.</li><li>● To be full participating citizens of Millers Forest Public School</li></ul> | <ul style="list-style-type: none"><li>● To treat others in a fair and decent way</li><li>● To act in a caring and safe way towards people, property and the environment.</li><li>● To be an active participant in the quality learning program.</li><li>● To behave in a way that supports learning</li><li>● To contribute in a positive way to the success of Millers Forest Public School</li></ul> |



# Millers Forest Public School

## Think. Grow. Achieve.

The following pages provide some information about Miller's Forest Public School's

PBL System and Code of Conduct, including the PBL stands for Positive Behaviour for Learning.

### PBL - Expectations

|                      |  |
|----------------------|--|
| <b>Be Respectful</b> | ❖ Follow all adult instructions        |
|                      | ❖ Be kind and considerate              |
|                      | ❖ Friendly talk                        |
| <b>Be a Learner</b>  | ❖ Do your best                         |
|                      | ❖ Listen carefully                     |
|                      | ❖ Be ready - Be on time                |
| <b>Be Safe</b>       | ❖ Keep your hands and feet to yourself |
|                      | ❖ Walk on hard surfaces                |
|                      | ❖ Use all equipment safely             |

### Code of Conduct

As a part of the PBL process, we have established three values - *Be Respectful, Be a Learner and Be Safe* which form the basis of our School Code of Conduct (attached). Within these values, are three clear rules or 'expectations' we expect in all areas of our school.

**PBL (Positive Behaviour for Learning)** - PBL is a whole school approach for behaviour management. Our PBL rules explicitly teach behaviour expectations to achieve consistency of behaviour choices throughout the school. Our PBL program is continuing to be implemented along-side the Embrace Virtues Program. Each Monday morning a new PBL focus will be introduced for the week. This PBL focus will be explicitly taught and reinforced throughout the year.

**School Awards and Rewards System** - Students receive 'Green Trees' for demonstrating the expected behaviors from our school's PBL Expectations. These 'Green Trees' must be kept and added to a personal chart which is kept in class. Students accumulate their 'Green Trees' and progress through levels which receive an award and reward. (Outlined in table below)



PBL Green Tree Rewards  
Bronze Chart



## Green Trees














|    |    |    |    |   |
|----|----|----|----|---|
| 1  | 2  | 3  | 4  | 5   |
| 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15  |
| 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | Congratulations<br>You've achieved Bronze<br> |

Achievements are in a specific level order:

Bronze, Silver, Gold, Diamond and Badge of Excellence

Awards are achieved through receiving 'Green Trees' for following our Code of Conduct.

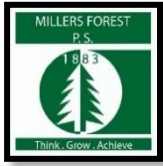
# Our PBL Rewards System

| Whole School Rewards System  |  |                                      |                     |  |
|---|--|--------------------------------------|---------------------|--|
| <br>Step 5                     | <br>Badge of Excellence | Achievements                         | Reward              | <p>❖ The Badge of Excellence will be awarded as each child achieves it at a special presentation where parents are invited.</p> <p>❖ Green Trees are accumulated by students and added to their individual charts kept in their classrooms.</p> <p>❖ Once they have collected enough Green Trees to fill their chart, they are to give the chart to their class teacher to proceed to the next level.</p> <p>❖ Once a level has been achieved they will receive a corresponding award which will be awarded.</p> |
|   |  | 25 Green Trees                       | Badge & Certificate |  |
| <br>Step 4                    | <br>Diamond            | 50 Green Trees<br>=<br>Diamond Award | Party               |  |
| <br>Step 3                   | <br>Gold              | 50 Green Trees<br>=<br>Gold Award    | Book                |  |
| <br>Step 2                   | <br>Silver            | 50 Green Trees<br>=<br>Silver Award  | Mystery Item        |  |
| <br>Step 1                   | <br>Bronze            | 25 Green Trees<br>=<br>Bronze Award  | Ice cream           |  |

**N.B. - During extenuating circumstances such as COVID levels may change.**



# Millers Forest Public School



## PBL Expectations

**Think. Grow. Achieve.**

|  |  |
|--|--|
|  | <h3>Be Respectful</h3> <ul style="list-style-type: none"><li>❖ Follow all adult instructions</li><li>❖ Be kind and considerate</li><li>❖ Friendly talk</li></ul>           |
|  | <h3>Be a Learner</h3> <ul style="list-style-type: none"><li>❖ Do your best</li><li>❖ Listen carefully</li><li>❖ Be ready - Be on time</li></ul>                            |
|  | <h3>Be Safe</h3> <ul style="list-style-type: none"><li>❖ Keep your hands and feet to yourself</li><li>❖ Walk on hard surfaces</li><li>❖ Use all equipment safely</li></ul> |



# Millers Forest Public School

## PBL Weekly Focus

| Weeks   | Code of Conduct Rule | Weekly Focus                         |
|---------|----------------------|--------------------------------------|
| Week 2  | Be Respectful        | Follow all adult instructions        |
| Week 3  | Be Safe              | Keep your hands and feet to yourself |
| Week 4  | Be a Learner         | Do your best                         |
| Week 5  | Be Respectful        | Be kind and considerate              |
| Week 6  | Be Safe              | Use all equipment safely             |
| Week 7  | Be a Learner         | Listen carefully                     |
| Week 8  | Be Respectful        | Friendly talk                        |
| Week 9  | Be Safe              | Walk on hard surfaces                |
| Week 10 | Be a Learner         | Be ready - Be on time                |

# Millers Forest Public School Whole School Behaviour Plan

|               |                                 | YELLOW (Warning)   | ORANGE (Time out/walk and talk)   | RED (Letter home)  |
|---------------|---------------------------------|--|---|--|
| Be Respectful | ❖ Follow all adult instructions | <ul style="list-style-type: none"> <li>Bringing banned items to school</li> <li>Constantly not wearing a school hat in the playground</li> </ul>   | <ul style="list-style-type: none"> <li>Out of bounds</li> <li>Back chatting or arguing with a teacher</li> <li>Refusing to follow teacher instructions</li> <li>Using a raised voice at a teacher</li> <li>Leaving the class without permission</li> <li>False accusations</li> </ul> | <ul style="list-style-type: none"> <li>Purposeful lying</li> <li>Possession and/or use of weapons</li> <li>Possession of drugs or alcohol</li> </ul> |
|               | ❖ Be kind and considerate       | <ul style="list-style-type: none"> <li>Pushing-in to get in lines</li> <li>Excluding others from activities</li> <li>Distasteful or unfriendly gestures and/or facial expressions</li> </ul> | <ul style="list-style-type: none"> <li>Bullying behaviour</li> <li>Intimidating behaviour</li> <li>Bullying online</li> </ul>   | <ul style="list-style-type: none"> <li>Escalated, repeated behaviours that cause class evacuation</li> <li>Swearing</li> </ul>                       |
|               | ❖ Friendly talk                 | <ul style="list-style-type: none"> <li>Disrespectful comments</li> <li>Unfriendly tone</li> </ul>  | <ul style="list-style-type: none"> <li>Teasing</li> <li>Swearing</li> <li>Intentional disrespectful comments in person or online</li> </ul>   | <ul style="list-style-type: none"> <li>Threatening others</li> <li>Repeated disrespectful comments</li> </ul>  |
| Be a Learner  | ❖ Do your best                  | <ul style="list-style-type: none"> <li>Messy work</li> <li>Rushing work</li> <li>Avoiding class work</li> </ul>  | <ul style="list-style-type: none"> <li>Refusal to work</li> <li>Defacing others work</li> <li>Participating in the use of unapproved online sites and games</li> </ul>  | <ul style="list-style-type: none"> <li>Destruction of others work</li> </ul>   |
|               | ❖ Listen carefully              | <ul style="list-style-type: none"> <li>Talking when others talk</li> <li>Calling out</li> <li>Disrupting classmates</li> </ul>   | <ul style="list-style-type: none"> <li>Disrupting entire class</li> </ul>   | <ul style="list-style-type: none"> <li>Running away from a teacher or adult</li> </ul>   |
|               | ❖ Be ready - Be on time         | <ul style="list-style-type: none"> <li>Being late to lines or class</li> </ul>   | <ul style="list-style-type: none"> <li>Avoidance and/or refusing to come to lines or go to class</li> </ul>   |  |

|                |  |   |   |   |
|----------------|--|---|---|---|
| <b>Be Safe</b> | ❖ Keep your hands and feet to yourself | <ul style="list-style-type: none"> <li>• Rough play</li> </ul>  | <ul style="list-style-type: none"> <li>• Intentional physical contact</li> </ul>  | <ul style="list-style-type: none"> <li>• Physical aggression or violence such as forceful pushing, slapping, kicking, tripping, punching, hitting, biting, fighting, chocking</li> </ul>  |
|                | ❖ Walk on hard surfaces                | <ul style="list-style-type: none"> <li>• Running on cement or pavement</li> <li>• Moving unsafe in and around the school</li> </ul> | <ul style="list-style-type: none"> <li>• Unsafe or inappropriate climbing</li> </ul>  | <ul style="list-style-type: none"> <li>• Leaving school premises without permission</li> </ul>  |
|                | ❖ Use all equipment safely             | <ul style="list-style-type: none"> <li>• Not sharing equipment</li> <li>• Not putting equipment away</li> </ul>                     | <ul style="list-style-type: none"> <li>• Unsafe use of equipment</li> <li>• Using toilets inappropriately</li> <li>• Improper online use at school</li> </ul> | <ul style="list-style-type: none"> <li>• Stealing</li> <li>• Throwing resources or equipment</li> <li>• Purposeful destruction of property</li> <li>• Graffiti</li> <li>• Posting inappropriate content online at school</li> </ul> |

#### Possible Consequences:

Repeated red behaviours may be considered as appropriate action for suspension.

Automatic suspension may occur for behaviour outlined in DoE Suspension and Expulsion Policy.

Teachers and executive staff will use their discretion to consider each incident on a case by case basis, deciding what is appropriate for each individual student.