

# Bankstown South Infants School

## Welfare Procedures



As a NSW Department of Education School, Bankstown South Infants School “seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.”

Bankstown South Infants School is committed to providing a safe, supportive and responsive learning environment for everyone. The values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy shape our Welfare Policy and are a basis for our school expectations of being safe, being respectful and being a learner. They also directly impact on the strategies and procedures for promoting positive behaviour, recognising student achievement, and managing inappropriate behaviour.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high expectations for respectful, safe and engaged behaviour. The critical role of parents and caregivers is recognised as the primary influence on each child’s character and behaviour, as well as essential partners in supporting the core rules, school expectations and successful education of their children.

### **The Wellbeing Framework for Schools**

In addition to the Behaviour Code for students, this policy is informed by ‘The Wellbeing Framework for Schools’. This framework is focused on strengthening the cognitive, physical, social, emotional and spiritual development of students. It works on the key concepts of Connect, Succeed and Thrive.

**Connect:** Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

**Succeed:** Our students will be respected, valued, encouraged, supported and empowered to succeed.

**Thrive:** Our students will grow and flourish, do well and prosper. Schools play an important role in supporting and promoting the wellbeing of students. Bankstown South Infants School is focused on providing quality role models, learning experiences and a safe environment to allow students the opportunity to succeed, thrive and contribute positively to the wider community.

For further information and ‘The Wellbeing Framework for Schools’:

[https://www.det.nsw.edu.au/wellbeing/about/16531\\_Wellbeing-Framework-for-schools\\_Accessible.pdf](https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)

<https://www.det.nsw.edu.au/wellbeing/about>



## BSIS Behaviour Policy: Core Rules and Expectations

Our Rules	Classroom, Library, Hall	Playground	Toilets	Moving around the school
Be Safe	<ul style="list-style-type: none"> <li>○ Keep hands and feet to yourself</li> <li>○ Sit properly</li> <li>○ Walk while indoors</li> <li>○ Tuck your chairs in under the desks</li> <li>○ Ask permission to leave the room</li> <li>○ Use and pack up equipment safely and leave the room tidy</li> </ul>	<ul style="list-style-type: none"> <li>○ Wash your hands before eating</li> <li>○ Sit down when eating</li> <li>○ Wear a hat</li> <li>○ Stay within the playground area</li> <li>○ Sticks and rocks stay on the ground</li> <li>○ Line up sensibly at your class lines when the bell rings</li> <li>○ Follow equipment expectations</li> </ul>	<ul style="list-style-type: none"> <li>○ Walk sensibly in the toilets</li> <li>○ Keep water in the sink, and off the floors</li> <li>○ Practise good hygiene and wash your hands after using the toilet</li> <li>○ Don't climb on the toilets or slide under doors</li> </ul>	<ul style="list-style-type: none"> <li>○ Walk sensibly</li> <li>○ Go straight to where you need to go, without detours</li> <li>○ Tell the teacher if you see anything unusual</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>○ Speak nicely - use your manners and be polite</li> <li>○ Listen to the teachers and others</li> <li>○ Hands up and wait to ask questions</li> <li>○ Be respectful of others belongings</li> </ul>	<ul style="list-style-type: none"> <li>○ Keep hands and feet to yourself</li> <li>○ Be inclusive</li> <li>○ Put your rubbish in the bin</li> <li>○ Listen to the teachers on duty</li> <li>○ Use play equipment properly and fairly</li> <li>○ Share the space with others</li> <li>○ Pack away</li> </ul>	<ul style="list-style-type: none"> <li>○ Walk to and from the toilets quietly</li> <li>○ Respect others privacy</li> <li>○ Leave toilets clean and tidy</li> <li>○ Don't waste toilet paper, soap and paper towels</li> <li>○ Save water and turn off the taps</li> <li>○ Report any damage to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>○ Move quietly through the school</li> <li>○ Follow instructions</li> </ul>
Be Active Learners	<ul style="list-style-type: none"> <li>○ Be at school on time</li> <li>○ Listen actively</li> <li>○ Always try your best</li> <li>○ Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>○ Follow the rules of the game and cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>○ Go to the toilet at lunch and recess</li> </ul>	<ul style="list-style-type: none"> <li>○ Promptly get to where you need</li> <li>○ Go back to class on time</li> </ul>

## Roles and responsibilities

### Staff:

- Be familiar with the Student Welfare Policy and the School Discipline Policy and procedures
- Establish caring, well-managed and safe environments for all students that promote wellbeing and encourage cooperation
- Model and reinforce our expectations of being respectful, being safe and being a learner
- Provide effective quality learning and teaching environments that meet the needs of individual learners
- Incorporate the principles of procedural fairness

### Parents:

- Share responsibility for shaping their children's understanding about acceptable behaviour and the expectations of the school
- Ensure their children's attendance at school and arrival on time each day
- Participate in the learning of their children and the life of the school
- Support the Student Welfare Policy and help promote respect for the school, staff and fellow students

### Promoting Positive Student Behaviour and Recognising Student Achievement

Student achievement and positive behaviour is recognised and reinforced in a variety of ways throughout the school, including:

- In-school acknowledgment through work displays throughout the school,
- Assembly merit awards, student of the week awards, Principal's awards, bronze awards, silver awards, gold awards, end of year presentation awards and individual class award systems
- Public acknowledgement through social media, school newsletter and school website
- Student recognition from the Principal, and Assistant Principals
- Personal acknowledgement through constructive feedback, peer encouragement, sharing and displays in class
- Delivery and reinforcement of School Expectations and lessons
- Short term behaviour strategies to achieve a particular outcome or change in behaviour

### Bankstown South Infants School Award System

- **Student of the Week Awards** - these awards are handed out to two students in each class each fortnight at the K-2 assembly. The class teacher selects the recipient based on their performance of the school expectations.
- **Merit Awards** - these awards are handed out to four students in each class each fortnight at the K-2 assembly. The teacher chooses the recipients of these awards based on their achievements in class.
- **Principal's Awards** - these awards are handed out to two students from K-2 each fortnight at the K-2 assembly. The principal chooses the recipients of these awards based on their achievements in class on their performance of the school expectations.

## BSIS Behaviour Policy



Star student

- Star Award

Awesome!

- Class teacher decides on an in-class reward, e.g. Dojo point, special class job etc.

Ready to learn

- ✓ Be safe
- ✓ Try your best
- ✓ Actively learning
- ✓ Be respectful
- ✓ Stay on task
- ✓ Persistence



First Warning

- Student name/pictured moved to First Warning on class behaviour chart
- No Star Awards can be given on while on First warning or any of the levels below

Timeout (in class)

- Repeated behaviour, student sits out for timeout in their class for 5-10 mins

White Slip  
(immediately sent to AP)

- Immediately sent to stage AP with the filled out White Slip for 5-10 mins
- Timeout at recess
- Letter sent home to guardians
- 2<sup>nd</sup> White Slip letter and phone call home
- 3<sup>rd</sup> White Slip parent interview with AP and child referred to principal

### Reward Levels

- 20 Star Awards = 1 Bronze Award
- 1 Bronze Award + 20 Star Awards = 1 Silver Award
- 1 Silver Award + 20 Star Awards = 1 Gold Award (presented at the end of the year)

Teachers will give Star Award to students. Students will collect their Star Awards and keep them safe in a folder. Students are responsible for looking after their own awards and for handing them in. Teachers will not track star awards or store them for students. Teachers will enter and track bronze, silver, gold and assembly awards in Sentral.

### Termly Reward Afternoon

Students who have followed our school rules will participate in a special reward afternoon. Student with zero or one white slips are invited to participate each term. (White slip count resets each term)

### White Slip Consequences

See next page for consequences when 3 White Slips are received in a term, or behaviour that warrants immediate referral to behaviour levels 1, 2 and 3.

	WARNING 2 warnings then a white slip is given		CONSEQUENCES	Immediate white slip
<b>WHITE SLIP</b>	Examples from the classroom: - calling out - not following instructions - not following class rules - distracting others - late to class from break - off task repeatedly - teasing	Examples from the playground: After 2 warnings and sitting out on the playground for 5 mins or walking with the teacher - not playing nicely/fairly - running on concrete - throwing water - not following school rules - inappropriate language - teasing - playing without a hat	- immediately send student to AP - timeout at recess with an AP - letter sent home to guardians - other loss of privileges as determined by the principal - recorded on Sentral	Deliberate unsafe and disrespectful behaviour, such as: - out of bounds - rough play - pushing - serious name calling - inappropriate use of technology - violence - swearing - bullying

	STRAIGHT TO A LEVEL	CONSEQUENCES
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• 3 white slips in a term</li> <li>• Inappropriate body contact including fighting</li> <li>• Intimidation/ bullying - premeditated and has occurred more than once</li> <li>• Stealing (minor) - from student bags, small amounts of money, stationary</li> <li>• Intentional spitting or swearing directed at another</li> <li>• Leaving school grounds</li> <li>• Intentional racial/ sexist comment/ s</li> <li>• Serious misuse of technology (e.g. swearing, looking at inappropriate content)</li> <li>• Misuse of a mobile phone (e.g. disrupts learning, continued use in school hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Recess time out - 3 days</li> <li>• Restorative conversation</li> <li>• Phone call/ letter home</li> <li>• Monitoring card, usually 5 days (must be successfully completed before being taken off Level 1. 3 strikes or a white slip = 3-5 more days)</li> <li>• Excursion attendance negotiated</li> <li>• No awards until student is moved off level</li> <li>• Other loss of privileges as determined by the principal</li> </ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Overt disobedience</li> <li>• Continual harassment/ bullying/ threatening with the intent to harm</li> <li>• Damage to school property (graffiti in toilets etc.)</li> <li>• Misuse of technology that targets others</li> <li>• Inappropriate use of a mobile phone (e.g. taking photos and filming without permission, sharing inappropriate content). Depending of the content this may be a level 3 incident to be determined by the Principal</li> <li>• Persistent Level 1 behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Parent Interview</li> <li>• Recess time out - 3 days</li> <li>• No excursions</li> <li>• No awards until student is moved off level</li> <li>• Other loss of privileges as determined by the principal</li> </ul>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Wilful damage to school property - including vandalism</li> <li>• Stealing (major) - from the school (iPad)</li> <li>• Possession of weapons, drug etc.</li> <li>• Violence with deliberate intent</li> <li>• Persistent Level 2 behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Recess time out - 3 days</li> <li>• Possible suspension (principal decision)</li> <li>• Parent interview</li> <li>• Monitoring card</li> <li>• No awards until student is moved off level</li> <li>• Other loss of privileges as determined by the principal</li> </ul>