



STUDENT WELLBEING: GOOD DISCIPLINE AND EFFECTIVE LEARNING PROCEDURES

Kensington Public School
A Positive Behaviour for Learning School



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Introduction

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Public schools help students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community.

For this to occur, Public schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student well-being.

Schools need to be safe and happy places for students and their teachers. Student well-being is enhanced when all members of the community participate in the learning programs and life of the school.

At Kensington Public School (KPS) we endeavour to provide children with a supportive and caring environment, which encompasses everything the school community does, to meet the personal, social, and learning needs of students.

The Student Wellbeing, Good Discipline and Effective Learning Policy is the sum total of all the policies, structures and activities which are planned and implemented by the school to promote student wellbeing. Our programs and procedures are developmental, preventative and remedial in order to enhance the optimal development of all students academically, emotionally, socially and physically.

The staff at Kensington Public School, believe that a caring school community is fundamental to student wellbeing.

We recognise that:

- Parents and families have the prime responsibility for the wellbeing of their children;
- The general community shares responsibility for the welfare of young people;
- The NSW Department of Education and other community agencies support the school in this task;
- KPS places an emphasis on student wellbeing;
- Student wellbeing is the responsibility of all teachers; and
- It is the school's responsibility to develop and implement programs for student wellbeing, informed by school-based data.

**Throughout this policy the term parent should be read to include caregiver.*

KPS follows the Wellbeing Framework for schools

The framework:



CONNECT

Focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities.

Takes into account the context of children's and young people's lives and uses both objective and subjective measures.



SUCCEED

Recognises the importance of developing and shaping the character of the individual.

Incorporates the views and perspectives of children and young people themselves throughout the different stages of development.

Acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.



THRIVE

Is multidimensional and interrelated.

Considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes.

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.

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

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Connect, Succeed, Thrive in an Enabling School Environment

CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

What does the Wellbeing Framework mean for schools?

There are strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes. All schools are required to have a planned approach to wellbeing in place that incorporates the elements of the Wellbeing Framework.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- 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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

Positive Behaviour for Learning (PBL)

The underlying principles of Kensington Public School's Student wellbeing programs and procedures are embedded in Positive Behaviour for Learning (PBL).

PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of ALL students to support them to be successful
- supports students in early childhood settings through to senior years of schooling
- enables schools to establish a continuum of supports that are intensified to meet the needs of ALL students
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of ALL students.

When implemented well:

- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour
- students feel safe and cared for at school. Their parents, family and community are more involved in their school
- unproductive and challenging behaviour can be significantly reduced for most students.

This problem solving approach has four key elements:

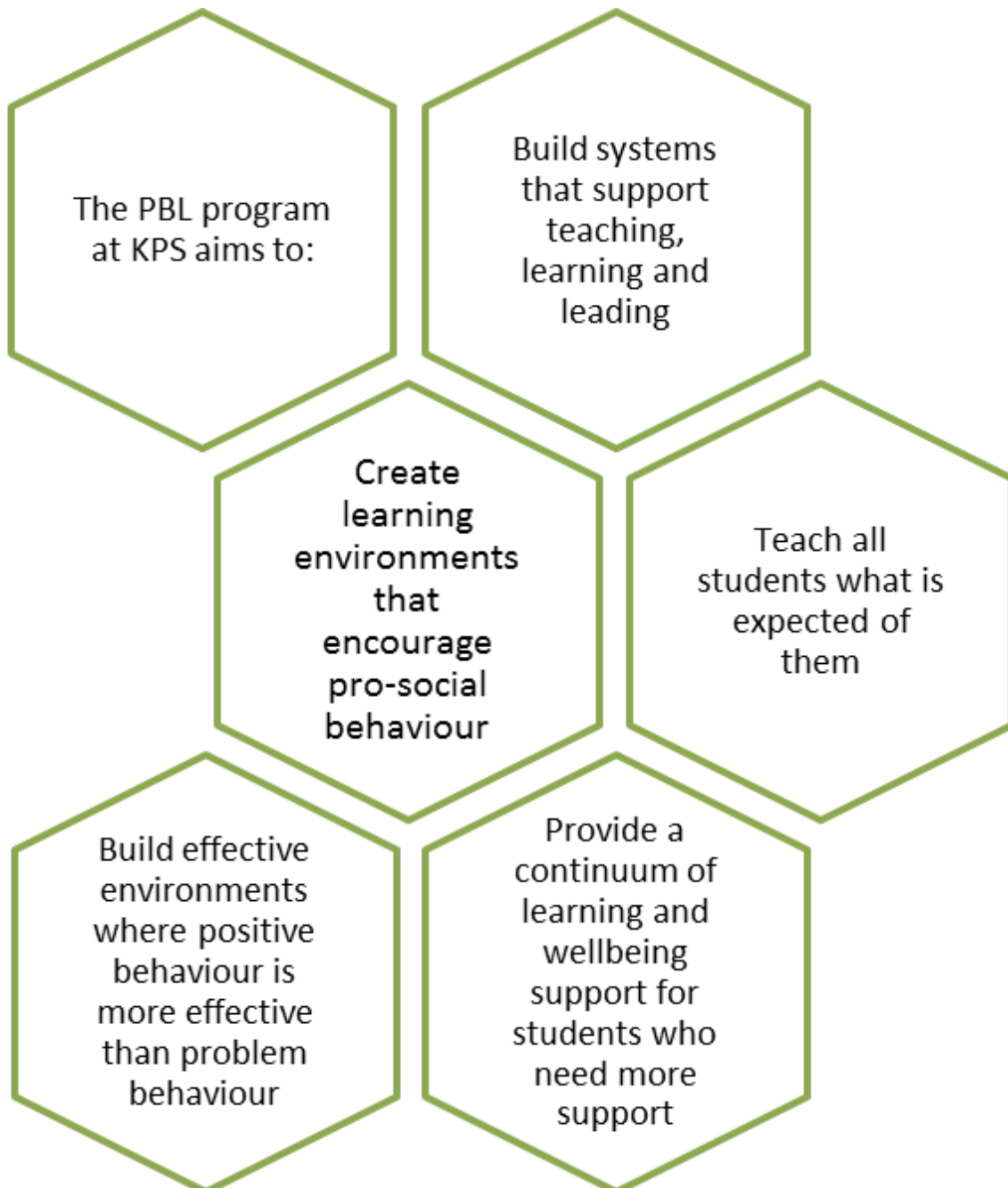
Outcomes: Academic, social-emotional and behavioural achievements for all students.

Systems: Policies and procedures that support all staff to enable the accurate and durable implementation of the practices.

Data: The information that is used to identify the current status, the need for change and the effects of interventions.

Practices: The evidence-based interventions and strategies that are taught to students.

Goals for Positive Behaviour for Learning



A Summary of Positive Behaviour for Learning at Kensington Public School

1. Behaviour Expectations

All students, staff and community members of Kensington Public School are supported by and committed to three core values: Honour, Knowledge and Community. These values were developed through intensive consultation with all key stake holders and underpin the behaviour expectations for various school settings including: classroom, playground, hall, canteen, library, corridors and before and after school transitions. General expectations which apply at all times are described as 'all settings.'

Behaviour expectations are outlined in three matrices, which are included in this document and are visible in the school environment. All behaviour expectations are positively worded, to ensure consistent communication of how students are expected to behave. At times, teachers will refer to the matrices as part of their teaching of expected behaviour.

2. Rewarding Positive Behaviour

Our school applies a range of strategies to reward positive behaviour. These include:

- Specific and timely positive feedback (Eg. Thank you for walking in Area 3, you are helping to keep others safe)
- Tangible rewards linked to our core values (stickers, merit awards)
- Cumulative rewards (Dojo ticks)
- Student nominated awards (Student of the Month)

3. Responding To Inappropriate Behaviour

KPS staff refer to the DoE Student Behaviour Code, KPS Behaviour Management Flowchart and Behaviour Definitions when making decisions about the most appropriate response to inappropriate behaviour. At the forefront of all behaviour response is the re-teaching of expected behaviour and the support of student reflection. Behaviour may be documented via the Momentum database, so as to ensure clear communication amongst staff and to support appropriate interventions for repeated or serious misdemeanours.

4. Teaching Positive Behaviour

In following the goals of PBL, KPS staff regularly re-teach expected behaviour at the point of need. Staff have participated in professional learning which has developed their ability to analyse behaviour data and plan for relevant behaviour instruction. Weekly Student Wellbeing sessions focus on core concepts including Child Protection, Drug Education, Road and Sun Safety and Peer Support, as well as providing instructional time to target behavioural needs.

We show **Community** when we:



Before/After School	Playground	Corridors	Hall	Canteen	Library	All settings
Stay off the playground equipment so that OOSH can use it	Pick up any rubbish we see	Wait your turn when walking through doorways	Respectfully applaud the achievements of others	Use only your own money	Welcome guests and school volunteers	Show kindness to others
Walk (not ride) our bikes and scooters on school grounds	Include others in our games	Help others when needed	Look at and listen to speakers	Eat your own food without sharing	Return books by their due date for others to borrow	Behave in a safe, sensible manner
Allow others to move safely to their class lines and/or pick up areas	Share playground equipment with others	Greet others and respond when greeted	Keep the hall clean for everyone to use	Waiting our turn in the line	Return books to the correct shelf if you are not borrowing	Keep hands, feet and objects to ourselves
	Keep the toilets clean and free from rubbish or toilet paper					Always ask before borrowing from others and always return borrowed equipment
	Place lost items in the Lost Property boxes					

团结:



课前 / 课后	操场	走廊	礼堂	餐厅	图书馆	设备
在没有允许下不可以私自使用操场娱乐设备，让托管班使用	看到垃圾请捡起来	在门口等候别人通过	尊重以及为他人的成就鼓掌	使用自己的钱	欢迎嘉宾和志愿者们	对别人要大方
在学校区域推行自行车和滑板车	包涵游戏中的每个人	帮助别人当别人需要的时候	注视和聆听演讲者	吃自己的食物	在到期日前及时归还图书，以便别人借阅	注意安全和礼节
安全的前往班级或者接送区域	分享操场设备	打招呼并给予回应	保持礼堂的干净整洁	排队时耐心等待	把你不需要借阅的书籍放回正确的架子	注意自己的言行，不可推搡
	保持厕所的干净整洁					当问别人借东西时需要礼貌询问并及时归还
	把丢失的东西放回失物招领处					

We show Knowledge when we:



Before/After School	Playground	Corridors	Hall	Canteen	Library	All settings
Stay in Area 1 between 8.30-8.50am	Follow the rules or rosters of the game that we are playing	Walk on the left of the stairs and in the corridors	Only walk to keep everyone safe	Choose healthy options for food and drink using the traffic light system	Walk sensibly	Only enter a room with a teacher present
Sit down outside the Library if we are at school before 8.30am	Walk in Area 3	Place zipped bags and hats on hooks	Use an indoor voice	Place our lunch orders before 9am	Use an indoor voice	Be in the right place at the right time
Play only when a teacher is on duty	Wear a hat or sit in the shade	Hold the door open to let others through		Line up against the wall so that walking paths aren't blocked	Navigate the Library Enquiry system correctly	
Go directly to our pick up areas at 3pm	Sit down to eat recess and lunch before playtime in the correct areas	Only use corridors during learning time		Only visit the canteen if we are genuinely there to purchase	Return our library books to the Returns Box before school	
	Wash our hands after using the toilets	Travel in groups of three to the toilets and for messages				

知识:



课前 / 课后	操场	走廊	礼堂	餐厅	图书馆	设备
8:30-8:50 间在地点 1 汇合	遵守操场墙上的游戏规则	左立右行	只走别跑，保证别人的安全	尽量选择健康的食物和饮品	慢走	只能在教室里有老师的时候进入
如果在 8:30 前到校 请在图书馆坐下	只走别跑	把书包拉好，帽子挂在钩子上	轻声说话	在 9 点前预约好午餐	轻声说话	在正确的时候在正确的地方
在老师照看下玩耍	戴好帽子或者呆在阴凉处	当别人通过门时扶住门		请沿着墙走，防止过道堵塞	正确使用图书馆的查阅系统	
放学后直接去地点 3 等待放学	在正确的地方坐下吃零食和午餐	在上课时间不要从过道走		只在需要的时候前往餐厅	在开始上学前把需要归还的图书馆书籍放入回收箱	
	厕后洗手	三人成行去厕所或是通知消息				

We show Honour when we:



Before/After School	Playground	Corridors	Hall	Canteen	Library	All settings
Move quickly and quietly to our class lines and/or pick up areas	Seek teacher support if we cannot resolve problems sensibly and positively	Use a quiet voice in the corridors	Take care of the hall equipment and return it to the correct place	Join the end of the line and wait our turn	Use a quiet voice so that others can work in the library	Display good manners towards each other
Wait until 9.00 to enter corridors or hang up our bags	Stop play as soon as the transition music begins	Keep the floor clear of bags, hats, jumpers and lunch baskets	Sing the National Anthem and our school song with respect	Speak politely to the people who work in the canteen	Care for books by always keeping them in a library bag	Follow the directions of teachers
	Return all playground equipment to the correct locations	Let adults through the doors first	Sit quietly with legs crossed and hands in laps and display good audience manners		Show patience when waiting to borrow	Take care of school equipment and our belongings
	Sit in the shade if we do not have our own school hat				Keep the library clean	Wear the correct school uniform with pride
	Allow others to use the toilets in privacy					

荣誉:



课前 / 课后	操场	走廊	礼堂	餐厅	图书馆	设备
安静地迅速地等待区域前往教室	如果自己不能正确解决问题的时候，请及时寻求老师的帮助	轻声说话	保护好礼堂设备，并在使用完后放置整齐	主动排在队末，并耐心等待	使用正确的音量交流，以免在图书馆打扰别人	彼此展示良好的习惯
等待至 9 点才可进入过道并放置自己的书包	当听到提示音乐时及时停止活动	把书包、帽子、餐盒放置整齐	用心吟唱国歌和校歌	对餐厅的工作人员礼貌	爱护书籍，保证它们总在你的图书包里	听从老师的教诲
	使用完后把操场设备及时放归原位	让大人们优先通过	双腿盘坐，双手放好，做一个有素质的观众		在等待时展现自己的耐心	保护好学校设备以及属于我们的一切
	如果没有戴帽子，请坐在树荫下				保持图书馆的整洁	自豪地穿着正确的校服
	允许别人去上厕所					

KPS Rewards System

At KPS, we are always eager to acknowledge our students as they grow into responsible and productive members of the community. We do this in many ways throughout our classrooms and in the playground.

In the mainstream classroom: Students receive **1 or 2 ticks** at a time for positive behaviour. Teachers will explicitly state what the positive behaviour is and which of the three school values it links to (Honour, Knowledge or Community).

For example: Honour - Being helpful, showing respect for others, taking responsibility

Knowledge - Effort and/ or academic achievement

Community - Helping classmates, effective teamwork

These ticks are recorded on Class Dojo, which teachers will set up to align with the three school values.



House Points: May be awarded by classroom and support staff. They do NOT connect with the tick system.

Support Staff: Do NOT use the tick system. Reward students with values stickers and/or your own personal rewards system.

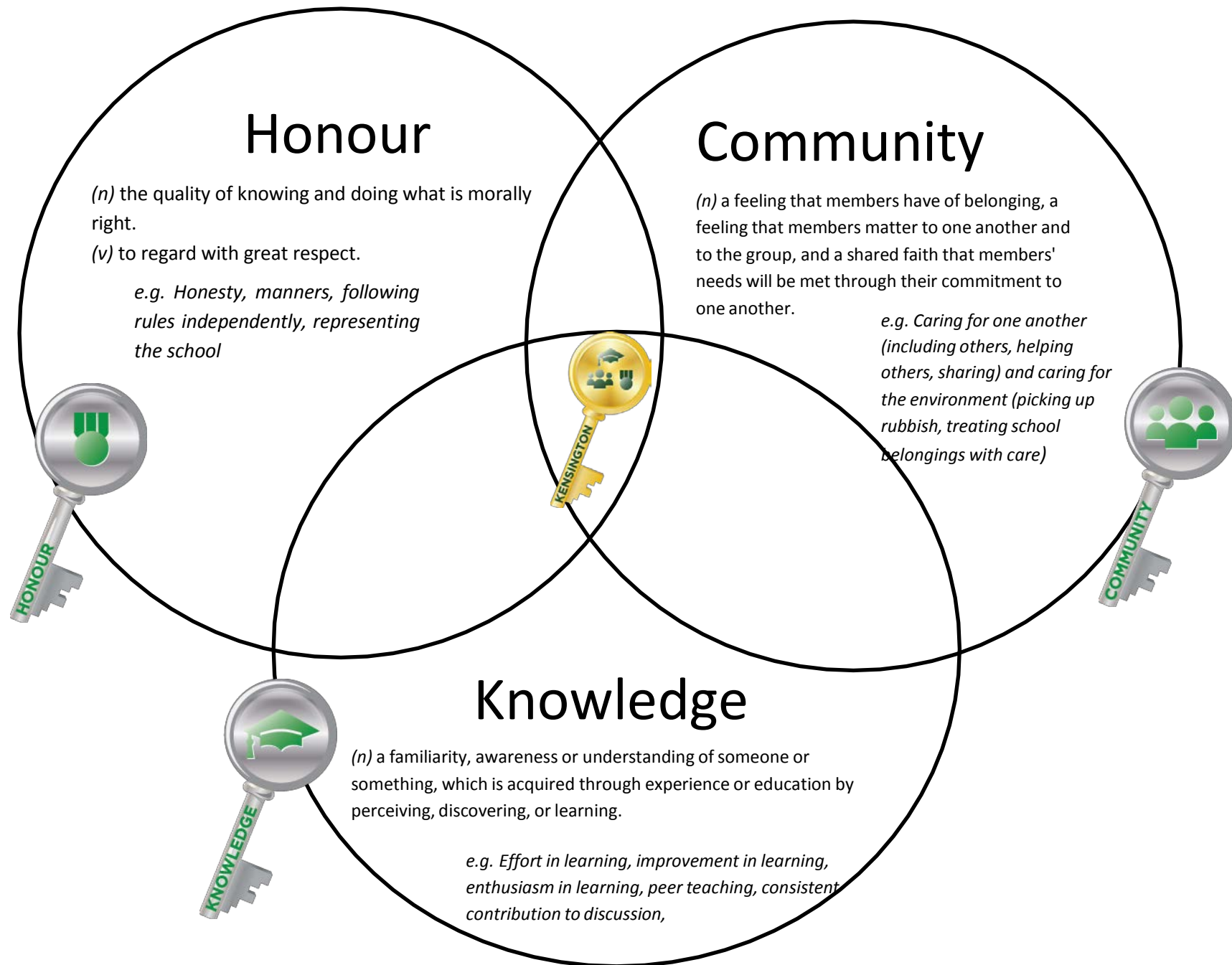
The Keys to Kensington: As students achieve each level, they may choose from the three 'Keys to Kensington'- silver badges which represent our three school values. Throughout the year, students strive to achieve all three keys, which they may proudly wear on their school hats. A student who achieves all three badges then works towards the highest reward - a gold Merit Key, which will be presented at our end of year Presentation Day Assembly.

How your child can achieve the Keys to Kensington:

How many ticks	Reward	Approximate timeline (top achievers)
100 ticks	First Silver Value Key	Early Term 2
175 ticks	Second Silver Value Key	Early Term 3
225 ticks	Final Silver Value Key	Early Term 4
250 ticks	Gold Merit Key	Finalise during Term 4, Week 6

In the playground: Students are rewarded for displaying **Honour, Knowledge and Community** with values stickers. These are NOT connected to the tick system.

Defining the Values of Kensington



Student Guide to the Keys to Kensington

Your class teacher will reward you with 1-2 ticks for showing the values of *Honour, Knowledge* and *Community*.

At each Silver Level you can choose one of the school values keys, which you can wear proudly on your school hat. Once you have collected all three, you are eligible to work toward the Gold Level Merit Key which will be presented at Presentation Day.

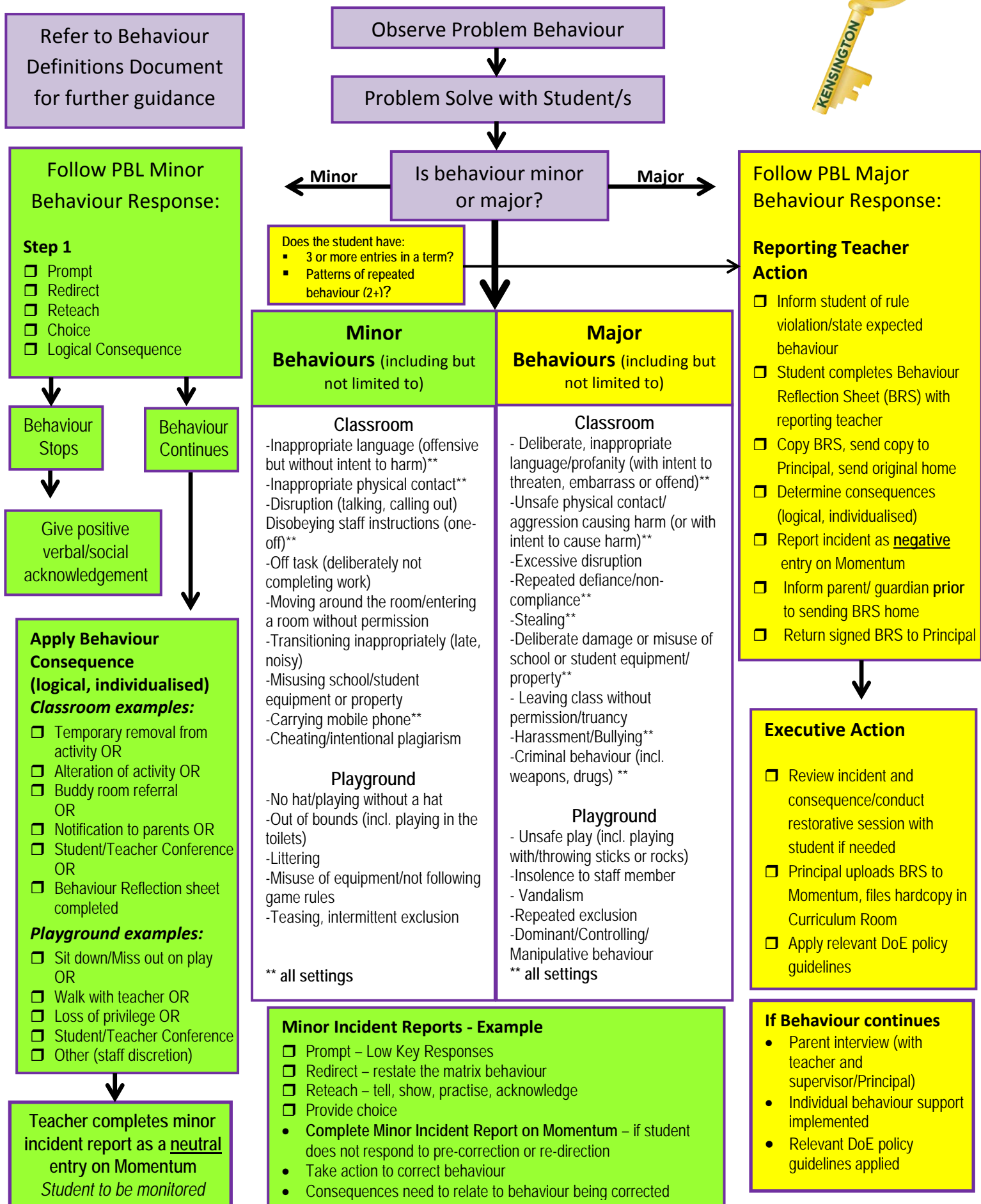
Value Stickers

Don't forget that teachers are looking to reward you in the playground as well! If you are spotted showing Honour, Knowledge or Community you may be rewarded with a special Value Sticker which shows everybody what a star you are!

When you reach	You will receive your
100 ticks	First Silver Value Key
175 ticks	Second Silver Value Key
225 ticks	Final Silver Value Key
250 ticks	Gold Merit Key

Belief Statement: A cultural aspect of KPS is that **all** teachers share responsibility for **all** students.

KPS Behaviour Management Flowchart



Response to ALL student misbehaviour is:

Calm Consistent Brief Immediate Respectful Private Discretionary

Minor Behaviours - Continuum of Response


Response to all student misbehaviour is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful/Private
- Specific

Teacher Response	Description of Response
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the expected behaviour from the matrix.
Reteach	State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback.
Provide choice (re-engage or have a consequence applied)	The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence). Pause after providing the choice and when the student chooses wisely, provide positive feedback.
Apply logical consequence	Consequence is applied if student does not choose desired behaviour.
Conference	Have a private conversation with the student to problem solve together to plan how the student can meet the expectations. Describe the alternative behaviour. Tell why the alternative is better. Practise. Provide feedback.

Behaviour Definitions - Kensington Public School

Behaviours which do not align with our core values, *Honour, Knowledge and Community* include:

	Minor	Major
Inappropriate language	<p>Low intensity, but inappropriate:</p> <ul style="list-style-type: none"> • Accidental, one-off profanity in the heat of the moment and not directed at anyone • One-off minor name calling (no profanity) • Inappropriate but without intent to cause harm 	<p>Verbal message is deliberately abusive:</p> <ul style="list-style-type: none"> • Deliberate profanity directed towards adults or other students • Racist/sexist comments • Sustained name calling or name calling involving profanity
Inappropriate Physical contact/aggression	<p>Non-serious, but inappropriate physical contact:</p> <ul style="list-style-type: none"> • Arguing over a game or play equipment • Pushing, shoving, grabbing, kissing • Picking up or carrying students • Taking hats from others • Play fighting, wrestling, body contact games 	<p>Serious and/or intentional physical contact where injury or harm is likely to occur:</p> <ul style="list-style-type: none"> • Rough play with the intent to hurt • Throwing harmful objects ie. sticks, rocks OR deliberately throwing objects directly at others (including large balls) • Deliberately hurting others eg. Hitting, kicking, pinching, pulling hair, punching, biting, spitting
Disruption	<p>Low intensity, but inappropriate:</p> <ul style="list-style-type: none"> • Talking at inappropriate times (eg. During assemblies, when teacher is talking) • Running in inappropriate areas (eg. Inside rooms or corridors, in Area 3) • Running through other students' games 	<p>Persistent behaviour that causes disruption to school activities:</p> <ul style="list-style-type: none"> • Excessive and persistent talking, calling out, making noises at inappropriate times • Frequently and deliberately interrupting other students' games

Disobedience/Defiance	<p>Brief, low-intensity disrespect:</p> <ul style="list-style-type: none"> • Not following staff direction (one- off) • Not sitting during eating time • Moving off to play before being dismissed • Playing without a hat • Entering out of bounds areas and/or school buildings unsupervised • Kicking a ball above head height and/or kicking a ball that is larger than hand size • Wearing of non-uniform items (one-off) 	<p>Sustained refusal or ignoring of teacher directions/school rules:</p> <ul style="list-style-type: none"> • Repeatedly not following teacher instructions • Running away from staff when spoken to • Repeatedly/deliberately refusing to comply with uniform requirements • Leaving school grounds without permission • Lying to incriminate or blame others
Inappropriate transition	<p>Low intensity but impacting on learning time:</p> <ul style="list-style-type: none"> • Not responding quickly and appropriately to the bell • Making excessive noise when transitioning • Running in corridors • Not bringing correct equipment to lesson 	<p>Deliberate misuse of transition time:</p> <ul style="list-style-type: none"> • Truancy/absconding • Playing instead of transitioning • Visiting areas of the school not directly needed for transition
Property misuse	<p>Low intensity misuse of school/student property:</p> <ul style="list-style-type: none"> • Littering • Playground equipment misuse (eg. Cricket nets, skipping ropes, balls, climbing equipment) • Climbing trees • Pulling on pole padding • Playing in the toilets • Running through garden areas/damaging plants 	<p>Deliberate damage/misuse of student/school property:</p> <ul style="list-style-type: none"> • Misuse of ICT equipment • Stealing • Vandalism • Using equipment which requires supervision without permission eg. Smart board, sports equipment, hall equipment

Behaviour Reflection Sheets

Staff consult the Department of Education Behaviour Code for Students, KPS Behaviour Flowchart and Behaviour Definitions when responding to negative behaviours. The focus at KPS is to promote reflective, restorative practices which promote a sense of responsibility and teach students to consider how their actions affect others. Students who engage in Major Behaviours or those who maintain a pattern of consistently inappropriate (Minor) behaviours may be asked to complete a Behaviour Reflection Sheet. During this time, the reporting teacher will encourage the student to reflect on the impact of their actions and what they would do differently next time. A logical consequence may also be applied. Parents will be contacted when a BRS has been completed and will be asked to sign and return the sheet the following day.

Records of Behaviour

Staff at KPS use Momentum software to record examples of student behaviour. All records are confidential and used solely for the purpose of tailoring intervention and implementing student support. The data collected is only accessible by KPS staff and is interpreted to identify patterns of behaviour and areas within the school requiring intervention. No information recorded on Momentum will be communicated to external agencies unless there is a legal or ethical obligation to do so.

Staff consult the Department of Education Behaviour Code for Students, KPS Behaviour Management Flow Chart and Behaviour Definitions when making their decision as to how an entry will be recorded:

Neutral entry: Minor level behaviour which staff wish to monitor for continuance or patterns of repetition. Staff will use their discretion as to whether parents are contacted at this level. A pattern of repeated behaviour (3 or more) indicates reflection is necessary and a Negative entry may be documented.

Negative entry: Major level behaviour which warrants the implementation of a Behaviour Reflection Sheet. Parents will always be contacted at this level. Parents of students who receive 3 negative entries within a term will be asked to attend an interview with the Principal, relevant executive. Students at this level may be excluded from the next occurring school activity. Should the unacceptable behaviour continue, the student may receive a 'Formal Warning Letter of Suspension.'



Kensington Public School Behaviour Reflection Sheet K-2



Teacher's Name: _ Parent Contacted ☐ Entered on Momentum ☐

Student's Name: _ Class: _____ Date: _____

Behaviour Reflection (Please circle) Classroom/Playground

Student was asked to complete a Responsibility Reminder with _____

Teacher's signature_

Student Reflection

What happened:

School value not followed: Honour Knowledge Community

How do you think this made the teacher and your schoolmates feel?

What I will do next time to make it right:

Dear Parent/Guardian,

Your child displayed unacceptable behaviour at school today. He/she was given a warning and reminded of the rule/s that was not being followed. As a consequence he/she spent time away from the class/playground.

Please sign this letter to acknowledge that you have been made aware of this incident and return it to the principal.

Parent/Guardian signature: _____ Date: _____



Kensington Public School Behaviour Reflection Sheet 3-6



Teacher's Name: _

Parent Contacted ☐ Entered on Momentum ☐

Student's Name: _

Class: _

Date: _

Behaviour Reflection (Please circle) Classroom/Playground

Student was asked to complete a Responsibility Reminder with _____

Teacher's signature_

Student Responsibility Reminder

What happened :

How others were affected by my actions:

School value not followed: Honour Knowledge Community

Reason for this rule:

What I will do next time to make it right:

Dear Parent/Guardian,

Your child displayed unacceptable behaviour at school today. He/she was given a warning and reminded of the rule/s that was not being followed. As a consequence he/she spent time away from the class/playground.

Please sign this letter to acknowledge that you have been made aware of this incident and return it to the principal.

Parent/Guardian signature:

Date:

Kensington Public School: Personal Play Plan



Student's Name: _____ Class: _____

Target Value: Honour Knowledge Community

Focus Rule:

Goals:

1. _____

2. _____

3. _____

Alternative 'safe' activities negotiated with teacher:

- _____
- _____
- _____

Duration of PPP: _____

Between: _____ and _____

Name: _____

WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Alternative Recess Activity					
Teacher sign					
Alternative Lunch Activity					
Teacher sign					
Comments					

WEEK 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Alternative Recess Activity					
Teacher sign					
Alternative Lunch Activity					
Teacher sign					
Comments					

Playground Information

Duty of Care: Due to the high volume of students accessing playground space, all staff apply the principles of active supervision when on duty. This involves walking a circuit of the area of responsibility, including toilets and out of bounds areas.

First Aid: All illnesses and injuries should be reported by students to staff, who will take appropriate action. In the majority of cases, students are referred to the teacher on First Aid duty (recess & lunch). Minor injuries are treated and those requiring further medical assistance will be seen by St John's Ambulance qualified staff member. Parents will be notified where necessary and will always be notified in the event of a head injury. In serious cases medical assistance (usually by ambulance) will be obtained. This cost is covered by the school's insurance. It is extremely important that all emergency contact phone numbers are current.

Applicable to all areas

- No hat, no play - children sit under the big tree in Area 1 or under the veranda in Area 3. No spare hats are available for hygiene reasons.
- Adults enter toilets only in emergencies.
- Students are allowed to use all areas but generally Yrs 3-6 use Area 1 and K-2 use Area 2 & 3..
- When the music begins all students must stop play, go to the toilet and assemble in lines before the final bell.
- No "Bull Rush" or similar games are allowed for safety reasons.
- Library is open before school and at 1.25 Monday - Thursday for quiet reading and board games.
- On Mondays all students assemble for K-6 assembly under the COLA after lunch - 1.45pm.

Area One: Main playground area – with the netball court, sandpit and cricket nets

- Equipment may be used at recess and lunch (includes balls, ropes).
- Teachers on duty should check that only the rostered grades are using the sandpit, table tennis and cricket nets.
- No large balls are allowed except basketballs and netballs and games must be monitored carefully.
- Two handball advisors are rostered on in Area 1 each recess and lunch
- Sand pit only used by K-2 students at lunchtime

Area Two: Playground equipment and area in front of the double gates

- Climbing equipment is only to be used at 2nd half recess and 2nd half lunch, by classes for that rostered day. Timetables displayed in each classroom.
- Climbing equipment is not to be used if it has been raining.
- Please be diligent and ensure only safe use of equipment.

Area Three: Playground between two buildings and garden area along Doncaster Ave.

- This is a passive area - no running in this area.
- Canteen located here

Duty times:

8:30am: One person on duty in Area 1 - all students in this area

Recess: 11.00 – 11.15 Area 1 and 3 open

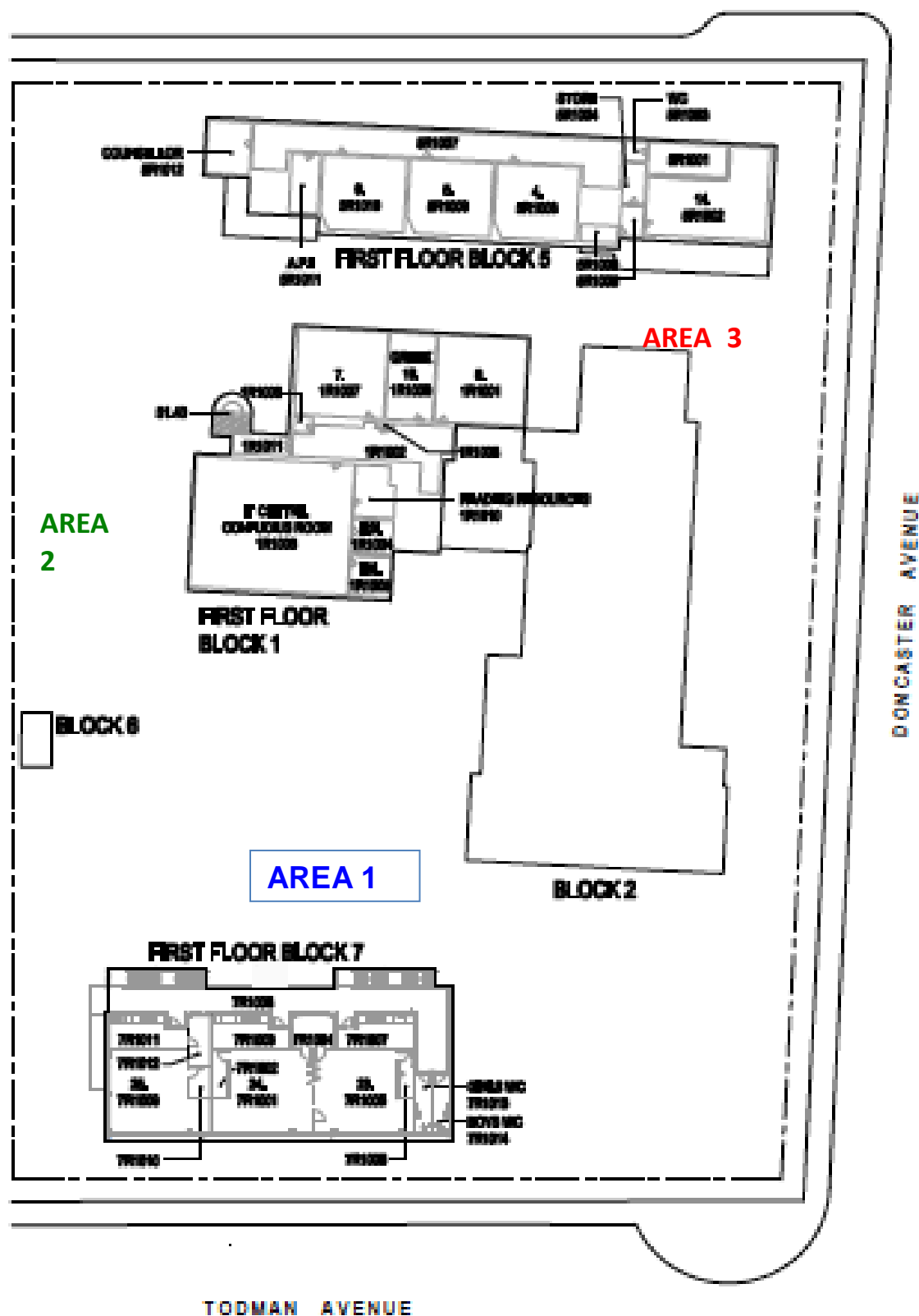
11.15 - 11.30 Area 1, 2 and 3 open

Lunch: 1.00 Class teachers supervise lunch eating in the classroom.

1.10 Teachers are to send the children outside. If they are still eating, students go outside with their lunch boxes. Area 1 and 3 open

1.25 Area 1, 2 and 3 and library open

BOWRAL STREET



Safe
Use of

KENSINGTON PUBLIC SCHOOL MAP
FIRST FLOOR 14 JUNE 2011

Playground Activities Roster

Basketball

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RECESS	YEAR 5 GIRL	YEAR 6 GIRLS	YEAR 5 GIRLS	YEAR 3 BOYS	YEAR 4 BOYS
LUNCH	YEAR 6 BOYS	YEAR 5 BOYS	YEAR 4 BOYS	YEAR 3 GIRLS	YEAR 4 GIRLS

Table Tennis

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RECESS	YEAR 4 GIRLS	YEAR 5 GIRLS	YEAR 6 GIRLS	YEAR 4 BOYS	YEAR 5 GIRLS
LUNCH	YEAR 4 BOYS	YEAR 6 BOYS	YEAR 5 BOYS	YEAR 4 GIRLS	YEAR 6 BOYS

Cricket Nets

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RECESS	YEAR 6 BOYS	YEAR 4 BOYS	YEAR 5 BOYS	YEAR 4 BOYS	YEAR 3 BOYS
LUNCH	YEAR 5 BOYS	YEAR 3 BOYS	YEAR 6 BOYS	YEAR 3 GIRLS	YEAR 4 BOYS

Area 2 Equipment

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RECESS	YEAR 6	YEAR 4	YEAR 2	YEAR 1	KINDER (Term 2 onwards)
LUNCH	YEAR 5	YEAR 3			

Equipment Safety Reminders:

- We walk on and around the equipment
- We face the ladder as we climb down
- We keep our feet off the parallel bars
- We only use the monkey bars if we can reach them

Handball Rules (Student Version)



1. No 'Spooks', 'Deals', 'Joke Shots', 'Footsies' or 'Grabs' (rolling footsies are allowed)
2. No "Jinx" or "Quits"
3. Up to 3 'Slack' serves allowed
4. If there are more than 4 players the 2nd and 3rd reserve or volunteers are Referees.
5. Referees from Yrs 4-6 will wear yellow vests and will be on duty each recess and lunch.
6. Poison – 2 minute limit
7. No Poison if only 1 person in
8. 'Saves' allowed only when you are about to get out
9. Draw up courts if not enough
10. Small courts have between 4 – 8 players
11. Big courts have between 8 – 14 players
12. No Back-offs
13. Play-ons must go over lines
14. Ask your group if 'Rolls to Death' are allowed (Can't pick up)
15. No teaming up on small squares
16. Gravity shots are allowed (have to see open palm)
17. King's choice allowed on big courts
18. 'Headers' allowed on the full
19. Mini bounce is allowed below the ankle
20. Funny bounce is allowed
21. No pick up on double touch

**Always
play
fairly**

**Only
positive
comments**

Referees can report to the teacher on duty any student who is not following the rules.

Kensington Sandpit Rules

- The sandpit is only for K-2 students.
- Sand stays **in** the sandpit!
- Keep your shoes **on**.
- Respect other users' sand buildings and space.
- Do not walk over the sandpit cover.
- Share all sandpit equipment.
- Pack all equipment into correct containers and return to the Wet Area when finished.
- Teachers will instruct children to cover the sandpit at the end of lunchtime. Room 25 is responsible for checking that this has been done.

A Guide to Games in Our Playground

Area	Game	Equipment
1B (COLA)	Handball Skipping	Tennis ball High bounce ball Skipping rope
1A (Green netball courts)	Basketball Soccer One Hand Touch	Basketball Tennis ball
2	Handball Skipping	Tennis ball High bounce ball Skipping rope
3	Hoops	Hoola Hoops

Lunches

KPS promotes healthy eating choices. Students are encouraged to bring nutritious food from home or order from our canteen, which aligns with the Nutrition in Schools Policy. Students who come to school without adequate food will be given a 'Lunch Order Request' by their teacher. The canteen will then provide a sandwich and a piece of fruit and the student will be asked to reimburse the canteen the following school day. Contact will be made with parents who regularly send their child to school without adequate food.

Lunch Order Request (Canteen Record)

_____ of class _____ does not have lunch today. Could you please provide a sandwich and piece of fruit. Thank you!

Regards,

_____ (Class Teacher)

Date _____



Lunch Order Payment (Parent Copy)

Your child _____ of class _____ was provided with a sandwich and a piece of fruit from the school canteen today.

Please pay \$ _____ directly to the canteen tomorrow.

Thank you!

Date _____



Student of the Month Procedures

Rationale: The Student of the Month (SOM) program acknowledges students for upholding the school values, motivates students to strive for success, includes the wider community in celebrating student achievement and values student voice and input.

Description: Each month, one student per class will be nominated by their peers to receive the SOM award at their K-2 or 3-6 assembly. The nominations will be linked directly to school values. Parents will be invited to these special assemblies. During the weeks when SOM awards are presented, there will be no merit awards or class item (K-2). No more than 10 students per class, per year will receive this accolade. Each SOM will have their photo displayed in the school hall until the next SOM assembly.

Selection process: Teachers will explicitly teach the criteria for selection (not unlike SRC representatives). Students use their grade-specific nomination form to nominate a peer who they think is deserving of the award. Teachers will review the results and make the overriding decision with reference to data obtained from Momentum, the Class Dojo Tick system and the Conduct Book to ensure that the candidate is eligible. In order for a student to be chosen, specific examples must be identified about the candidate's participation in the school across the three school values. On the rare occasion where there is a specific discrepancy between the student nominations and perceived eligibility, the Learning and Support Team (LaST) will make the final decision. A student may receive the award more than once within a year but not in consecutive months.

Assembly: During the SOM assembly, an empty row of chairs will be set up in front of the parents. The principal or assistant principal will present the awards. Once the recipients receive their awards, they will sit in the empty chairs. The students and their families will then be asked to leave the hall first, and will go out to the green-wall in Area1 for their group photo. This will be included in the following week's newsletter. Individual file photos of each student will be displayed in the hall frames until the next SOM assembly. These recipients will then be added to the honour board frames and new photos will be put up.

Student of the Month Flowchart

Teacher

- Class teachers explicitly teach the criteria for selecting a Student of the Month
- Students use the class nomination sheet to nominate a peer for the award
- Teacher collates results and finalises the winner (based on own observation and Momentum Data)

Teacher

- Teacher clicks on Student of the Month email link and enters recipient's name and 2-3 sentences describing their achievement
- Student of the Month to be submitted to Student Wellbeing Team by the Friday of each nomination week

SWT

- Student Wellbeing Team prints awards for each class, principal signs and gives to assembly coordinator
- Student Wellbeing Team forwards recipient list to Chris who emails families
- Pictures of recipients put up in the hall by Student Wellbeing Team



KPS Student of the Month ES1

Circle the name of the person you think deserves to
be Student of the Month

I think this person deserves Student of the Month because they
have shown this value (circle one)

Honour

By being
respectful
and
responsible

Knowledge

By doing
their
personal
best

Community

By being
kind to
others



KPS Student of the Month 1-6

Write the name of the person in our class that you think deserves to be Student of the Month

Circle which of our school values you think this person upholds

Honour Knowledge Community

How do they do this? Give some examples

Student Wellbeing Lessons

Rationale: The total wellbeing of the child is an important responsibility within the school curriculum. Therefore, Kensington Public School provides a curriculum, which not only caters for intellectual development, but also includes the areas of social, emotional and physical development and welfare.

Teachers aim to:

- provide children with factual information about their bodies, leading to respect for, and care of, their own bodies.
- instil confidence to seek help if an unhealthy situation arises.
- provide the social mechanisms to make their own decisions regarding total control of their own bodies.

Learning Experiences: Children will be expected to develop their social skills by absorbing and disseminating information, while undertaking the program.

Learning Outcomes: As the result of an ongoing program, children will have control of feelings within their own bodies, and care for and nurture others' feelings.

Each term students participate in a different focus unit:

Term One: Child Protection (Parent permission must be obtained before children participate in the Child Protection program.)

Term Two: Peer Support

Term Three: Drug Education

Term Four: Safety (Sun safety and road safety)

Throughout each term, teachers also implement target lessons based on social, emotional and physical needs that arise. These include strategies for developing positive social relationships, dealing with bullying behaviours, developing resilience, understanding feelings and solving conflict.

Bullying Prevention

Bullying Prevention Policy

Rationale: Kensington Public School is an inclusive environment, where diversity is acknowledged and individual differences are respected.

Kensington Public School rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the department.

Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.

Partnerships with parents, caregivers, students and the wider community are central to the success of this process.

The policy applies to all students bullying behaviour, including cyberbullying, on and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

Context

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be

- **Verbal** eg name calling, teasing, abuse
- **Physical** eg hitting, punching, kicking,
- **Social** eg ignoring, excluding, alienating, making inappropriate gestures
- **Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions
- **Cyber** eg malicious SMS and email messages, inappropriate use of mobile phones, social networking

What to do if

You suspect your child is being bullied:

- Consult “what is bullying?”
- Speak to classroom teacher

If your child is being bullied:

- Listen carefully to your child;
- Stay calm;
- Get accurate details
- Give your child strategies to cope and practice these strategies with your child
- Encourage your child to be proud of their and others’ differences, particularly those with special needs;

If your child is bullying others:

- Initially you may be defensive and unbelieving
- Find out all the facts preferably from the school. Speaking to other parents rarely provides the full story and can stir up a lot of unnecessary concern
- Talk to your child but do not blame
- Emphasise that bullying is not acceptable in your family.

For more information please visit these sites:

- Bullying No Way:
<http://www.bullyingnoway.gov.au/>
- SchoolAtoZ:
<http://www.schoolatoz.nsw.edu.au/wellbeing/behaviour/bullying-advice-for-parents1>
- Kids Helpline 1800 55 1800
<https://kidshelpline.com.au/parents/parentline-services/>

Kensington Positive Behaviour: Bullying Action Plan

Incidents of Bullying

- Bullying behaviour observed and/or
- Reported

Teacher Intervention

- Follow PBL major behaviour response
- Follow up strategies/ programs used by teachers in classrooms

Resolved

- Positive acknowledge of changed behaviour

Unresolved

- Parent interview with teacher supervisor/principal
- LaST referral for Counsellor intervention

Further Incidents

- Individual behaviour support
- Relevant DoE policy guidelines applied

Unresolved Incidents or Physical Violence resulting in a serious injury to student

- Principal intervention and in-school or out of school suspension
(see current DoE Suspension Policy)



Kensington Public School Bullying Prevention Plan

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At Kensington Public School, quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment. Partnership with parents, caregivers, students and the wider community is central to the success of this process.

At Kensington Public School it is our aim to provide a Bullying Prevention plan supported by practices that aim to:

- Ensure that all members of the school community are treated with respect
- Foster better relationships
- Encourage staff and students to take positive steps to avoid hurting others
- Reduce/eradicate bullying at Kensington Public School
- Promote healthy relationships
- Build a school culture valuing honour, knowledge and community

What bullying is

Bullying is repeated behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

There are four broad types of bullying:

Direct physical bullying:

- includes hitting, kicking, tripping, pinching and pushing or damaging property.

Direct verbal bullying:

- includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Indirect bullying:

- is often harder to recognise and can be carried out behind the bullied person's back.
- It is designed to harm someone's social reputation and/or cause humiliation.
- Includes: lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

Cyberbullying:

- is direct verbal or indirect bullying behaviours using digital technologies.
- This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.
- Sharing others private information without permission.

DID YOU KNOW?

57% of the time, bullying stops in less than 10 seconds when a bystander intervenes.
(Craig & Pepler, 1997)

What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

Mutual conflict:

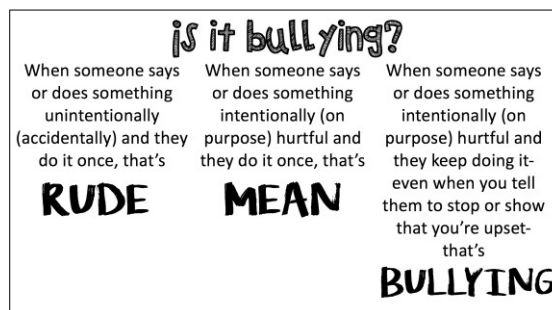
- involves an argument or disagreement between people but not an imbalance of power.
- both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike:

- is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts

- single episode acts of nastiness or physical aggression are not the same as bullying.
- if someone is verbally abused or pushed on one occasion they are not being bullied.
- nastiness or physical aggression that is directed towards many different people is not the same as bullying.
- however, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.



We are all responsible for preventing bullying

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Bullying Prevention Plan.
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Bullying Prevention Plan
- report incidents of bullying

Parents and caregivers have the responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Bullying Prevention Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

DID YOU KNOW?

13 is the minimum legal age for social media accounts including Facebook, Instagram, Snapchat and YouTube. 41

Care and Supervision of Students

Duty of Care

The duty of care owed by the Department through its staff to students arises directly from the special relationship between teachers and students. It derives from the fact that students from 6 to 17 years of age are required by law to attend school and parents are required to send them to school.

The duty of care is a duty to take reasonable measures to protect students against risks of any harm, which reasonably could have been foreseen. The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could reasonably have been foreseen.

Generally speaking the younger the student the higher the standard of care the Courts will expect to be exercised. A teacher's duty of care will arise whenever there is a teacher/student relationship and not just when the teacher is assigned for supervision duties. A special culture exists at KPS, where each and every teacher takes responsibility for the wellbeing of every student.

Teachers are required to be on duty at their schools half an hour before school commences in the morning. The duty of care must be exercised from the time the school formally accepts the presence of students half an hour before classes begin until they safely depart the school after normal classes finish.

This plan is designed to put in place arrangements that are reasonable to protect students against injury.

Inclosed Lands Act

Schools are specifically defined as "enclosed lands" and are covered under this Act.

Entry to the school grounds is a privilege, not a right. All visitors (tradespeople etc.) are to report to the office when they arrive at the school, as do parents/carers entering the grounds outside of the normal school commencement or concluding times, to receive a visitor's pass.

Before School Safety

The safety of students before 8.30am is the responsibility of parents and caregivers until the supervision by teachers starts.

No teacher is on duty before 8.30am and no child should be at school before this time, unless attending an extra-curricular lesson. In the event of such attendance, it is the responsibility of parents and carers to ensure their child is adequately supervised prior to the commencement of the lesson. The co-operation of parents is essential to ensure the safety of students in this matter. The best time for students to arrive at school is approximately 8.50am.

All students from 8.30 – 9.00 am must wait in Area 1, where the teacher is on duty. No child should be in any other area, for any other reason. At 8.50am, specialist support teachers will be rostered to provide additional supervision in Area 1. Playground equipment may not be used.

In wet weather, students wait under the COLA with the teacher on duty, who will direct them inside if necessary.

After School Safety

No students are to remain at school after 3.00pm unless they are waiting to be picked up. Ball games are not permitted after school as this has resulted in numbers of children leaving late to walk home or catch buses. KPS OOSH has use of the playground and all equipment from 3.00 and all other students and parents should vacate at this time, unless waiting for a specific purpose. An executive staff member will walk a circuit of the playground, encouraging students to leave the premises.

If waiting to be picked up, all students must wait inside the school fence near the Doncaster Ave gate (waiting gate). They must not play, but watch for parents' arrival so parents do not need to leave their car. All other students and families are asked to exit via the Todman Avenue and Bowral Street gates to ensure a clear thoroughfare for children entering cars.

Parents taking children across roads are asked to observe all safety rules and apply common sense. What you feel is safe when you are with your child (ren), may not be for an unaccompanied child who follows / copies you. Calling to children to cross roads from the opposite side is **NEVER** safe. **Always use the crossings.**

At 3.20pm. all children who are still waiting to be collected will be brought inside, where they can be supervised by the teacher on duty. After 3.30pm parents/guardians will be contacted and if unavailable, emergency contacts will be notified. Children who are not collected after a reasonable time will be handed over to the Police.

Homework Class

Homework Class operates Monday, Tuesday, Thursday only, and runs from 3.00pm to 4.15pm for a fee. Should you need longer care contact directly KPS OOSH or Squiggler.

Staff meetings are held every Wednesday, 3.00pm to 4.00pm, so staff are not available, except in an emergency. Children not picked up before 3.15pm can be collected from the library, on Wednesdays.

Emergency Contact

It is vitally important that the school be notified of any changes to all family and emergency contact addresses and phone numbers or changes to afternoon pick up arrangements as soon as they occur. An updated emergency form must be completed. These are available at the office or via the Skoolbag app.

These directions are to ensure the safety of all students. Parents who ask children to act contrary to these instructions create difficulties for their child(ren) and the school and place their child(ren) at risk.

Students leaving school outside designated times

Students are not to leave the school grounds before being 'signed out' in the Student's Leave Book (Admin office) by a parent/caregiver. Students may leave with parents/carers following special events within the school attended by relatives. Eg. Multicultural Day, Walkathon, Carnivals. Parents must advise the child's class teacher of their intention to take the child home before they may leave, and have their name marked off the roll.

Assisting Students to Travel Safely to and from School

The appropriate behaviours for travelling to and from school are listed below. They are to be discussed with all students on a regular basis.

- All students are to cross Doncaster & Todman Avenues at the pedestrian lights
- Parents are to be made aware of the No Standing zones around the school and park in designated areas when coming to collect their child/ren.
- Children who walk home are to leave the school premises as soon as practicable after school is finished. Educational programs in the Health, Personal Development and Physical Education KLA will include bus safety, bicycle safety and road safety to ensure both their own safety and that of other students when travelling to and from school.

Students have a responsibility to behave in appropriate ways and to ensure both their own safety and that of other students when travelling to and from school.

Parental Responsibility

Parents have a responsibility to discuss safe practices with their children, and to set appropriate examples in and around the school. Whilst you and your child may be safe, other students who copy your behaviour may be placed in danger. It is a parent's responsibility to ensure their child/ren's safe journey to and from the school grounds. Reminders are sent home regularly in the School Newsletter to inform parents of school rules and procedures.

It is all parents' responsibility to observe the rules of the road and parking notices at all times.

Emergency Procedures

In the event of a serious accident occurring which requires evacuation or staying indoors (lockdown), the procedures set out in the Emergency Management Plan are to be followed. These procedures are displayed near the doorway of every room in the school:

- a. Evacuation from site
- b. Evacuation from classrooms
- c. Lockdown

Additional Policies

Please refer to the following school and Department of Education policy documents for additional information:

1. [Enrolment Policy](#)
2. [Attendance Policy](#)
3. [School Uniform Policy](#)
4. [KPS Emergency Management Plan](#)
5. [Student Discipline in Government Schools Policy](#)
6. [Online Communication Services: Acceptable Usage for Students policy](#)
7. [Anti-Racism Policy](#)

Useful Websites

Kids Matter

<http://www.kidsmatter.edu.au/>

Positive Behaviour for Learning

<http://www.pbl.schools.nsw.edu.au/>

Racism. No way!

<http://www.racismnoway.com.au/>

School A-Z: Practical help for parents – bullying advice for parents

<http://www.schoolatoz.nsw.edu.au/wellbeing/behaviour/bullying-advice-for-parents1>

Evaluation of School Practices

The Student Wellbeing Team aims to implement systematic evaluation processes to ensure that wellbeing practices at KPS meet student needs and required legislation. They are committed to:

1. Working collaboratively with staff to ensure that processes are clearly communicated and consistently implemented
2. Conducting internal staff and student evaluations utilising tools including the PBL TFI, action plan reviews and Survey Monkeys
3. Engaging with the wider community via Tell Them From me surveys
4. Supporting the professional development of staff through data analysis sessions and explicit behaviour lesson planning, at least annually

Frequently Asked Questions

Why do children travel in groups of threes?

Students are sent to the toilets and on messages in groups of threes to promote safety. In the event of an accident or emergency, one student can send for help whilst the other student can remain with their peer.

My child has lost their hat. What do I do?

Please visit the Lost Property area, which is located in between the primary toilets. Lost items are organised according to type. Items with names will be returned to students at the end of each term. Items without names will be donated to the Uniform Shop for purchase as second hand. Please ensure all items sent to school are clearly labelled with your child's name.

I am visiting the school- do I need to sign in at the office?

Yes. All visitors to our school outside of drop-off and pick-up times are required to sign in at the main office. Whilst on site, please follow the instructions of all staff, including directions to evacuate in the event of an emergency.

I am a parent volunteer. Do I need a Working With Children Check?

Yes. All people who are employed or engaged in child-related work in NSW Department of Education Schools are required to have a Working With Children Check. Please see the Working With Children Check policy for further information.

What does 'Nut Free' mean?

We have a number of students severely allergic to nuts. We ask parents to exclude ALL NUT PRODUCTS (including peanut butter & nutella). Please help us to safeguard these children at school by observing this precaution.

Why can't I enter corridors/classrooms outside of learning time?

For safety and security reasons, we ask that all parents remain outside of school buildings unless accompanied by a staff member, for a particular purpose.

Why can't my children play on the fixed equipment before/after school?

KPS OOSH has exclusive use of the Area 2 playground equipment before and after school. Unfortunately, there can be no assurance that any other students accessing the equipment will be adequately supervised. All students are expected to leave the school grounds or move to their pick-up area promptly at 3.00 pm.

I think my child is being bullied. What should I do?

Please refer to the KPS Bullying Prevention Plan and Parent Information Pamphlet, which contain information regarding the definition of bullying as well as similar behaviours which require intervention but are not bullying. If you have further questions or concerns always contact your child's class teacher.

Frequently Asked Questions (cont.)

I have a concern regarding my child's wellbeing. Who do I speak to?

Your child's class teacher is always the best first contact if you have questions or concerns relating to your child's wellbeing. If needed, your child's teacher may refer the matter to relevant executive staff or support personnel within the school.