



STUDENT WELLBEING HANDBOOK 2023



Reviewed and updated by staff and community May 2023.

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Introduction

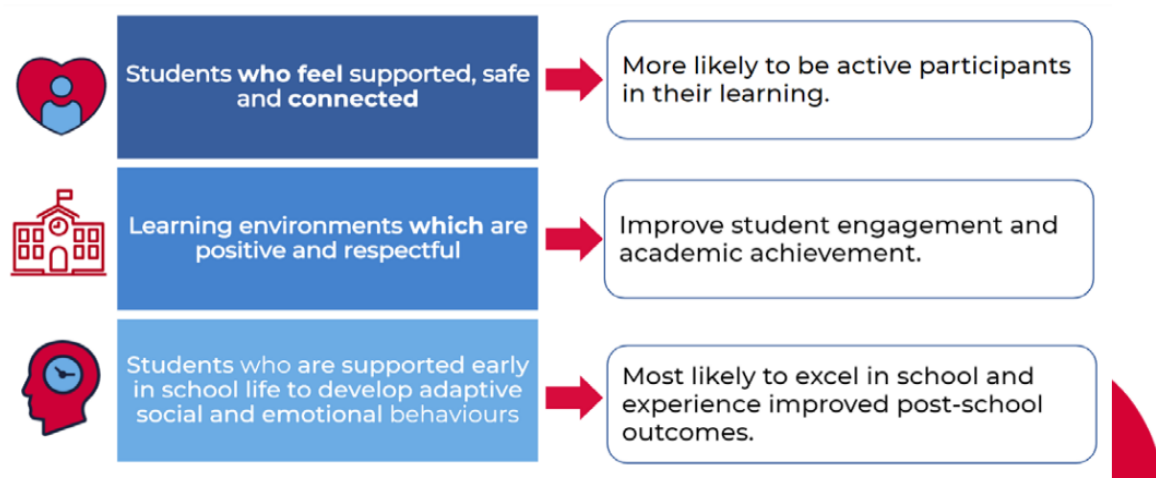
At Kensington Public School (KPS) we endeavour to ensure that our students thrive by building authentic school-family-community partnerships, providing students with a supportive and caring environment. We teach students, through a rigorous and meaningful curriculum, the skills to develop their emotional intelligence and build positive and healthy identities and successful collaborative relationships with others.

Our programs and procedures are student-centered, supportive and developmental in order to enhance the optimal development of all students academically, emotionally, socially and physically.

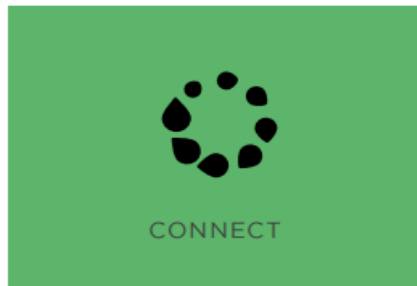
The staff at Kensington Public School, believe that a caring and collaborative school community is fundamental to student wellbeing.

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 the latest evidence-based teaching and learning practices and by school-based data.



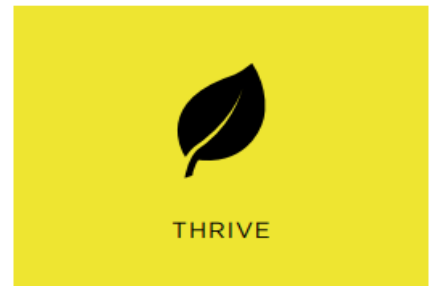
KPS Follows the DoE Wellbeing Framework for Schools



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.

- Our shared understanding of wellbeing:
- is that it is dynamic and integral to learning
 - focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
 - recognises the importance of developing and shaping the character of the individual
 - is multidimensional and interrelated
 - takes into account the context of children's and young people's lives and uses both objective and subjective measures
 - incorporates the views and perspectives of children and young people themselves throughout the different stages of development
 - considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
 - acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.

[Link: The Wellbeing Framework for Schools](#)

Social and Emotional Learning

In the NSW Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. Through the process of Social-Emotional Learning (SEL) students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes.

SEL develops understanding and skills to:

- nurture a positive sense of self
- promote respectful relationships
- build capacity to manage emotions, behaviours and interactions with others.



Further guidance and information from **CASEL organisation**, endorsed by the NSW Department of Education, with key information relating to social and emotional learning, can be found at the following link: [Fundamentals of Social and Emotional Learning](#)

Zones of Regulation

The **Zones of Regulation** is a framework based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The program is designed to help children better understand their emotions, sensory needs and thinking patterns. The children develop a shared language and understanding of their emotions and learn different strategies to cope and manage their emotions based on which colour zone they're in. Students also learn how to recognise their own triggers, read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

By implementing the **Zones of Regulation** tools and teaching the core concepts across the school, we aim to create an open culture around the discussion of mental health and wellbeing.



[Link: Zones of Regulation](#)

Student Wellbeing Lessons

KPS staff regularly teach and re-teach expected behaviour as a preventative strategy and 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 PDHPE sessions align with the Department of Education's curriculum and focus on core concepts, including Child Protection, Drug Education, Road and Sun Safety and Peer Relations. Teachers also implement target lessons to meet behavioural needs and teach social and emotional needs explicitly through our **Focus of the Fortnight**.

Each term students participate in a different focus unit:

Term One: Positive Relationships

Term Two: Safety of Self and Others

Term Three: Making Healthy Choices

Term Four: Coping with Change

(Students in Stage 3 also participate in units on Cyber Safety and Managing Self)

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.

[Link: Positive Behaviour for Learning \(PBL\).](#)

Guide to the Kensington School Values

All students, staff and community members of Kensington Public School are supported by and committed to three core school values: **Honour, Knowledge** and **Community**.

These values were developed through intensive consultation with all key stakeholders and underpin the behaviour expectations for various school settings including: classroom, playground, hall, canteen, library, corridors and before and after school transitions.

The school values are explicitly taught to students at the beginning of each year, and examples are revisited throughout the year to maintain a shared language and reflect on expectations.



KPS Reward System

At our school 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 to foster intrinsic motivation. To celebrate achievement, students are also encouraged through a variety of rewards including:

- Specific and timely positive feedback (Eg. Thank you for walking, you are helping to keep others safe)
- Tangible rewards linked to our core values (Value Stickers, Merit Certificates)
- Cumulative rewards (House points, Value Awards - see more information below)
- Student nominated awards (Student of the Term)

Value Awards

Class teachers acknowledge positive behaviour by rewarding students with 1-2 ticks for showing the values: **Honour**, **Knowledge** and **Community**. Teachers explicitly state what the positive behaviour is and which of the three school values it links to.

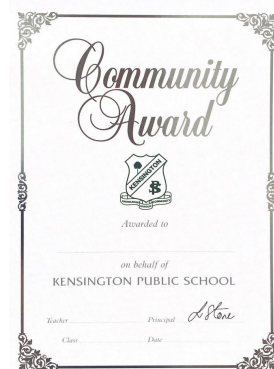
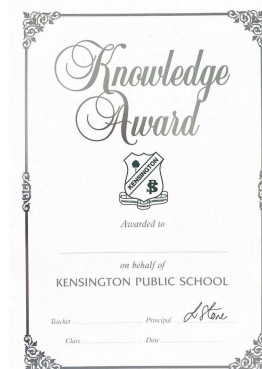
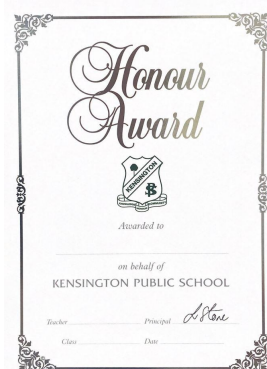
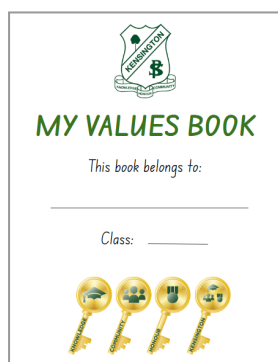
For example:

Honour - taking pride in work, listening actively, following instruction

Knowledge - personal best effort, contributing to class discussion, demonstrating a growth mindset

Community - helping classmates, effective teamwork, showing respect for others

The ticks are recorded using a sticker or stamp in a student's individual **KPS Values Booklet**. Once **75 ticks** have been awarded for demonstrating one of the school values, students receive the correlating **silver value certificate** at their weekly assembly. Students work towards achieving all three silver value certificates over the course of the year.



Please note: Some classes across the school choose to use Class Dojos as a supplementary way to track student ticks, whilst other classes may use Class Dojo for immediate feedback according to their individual class reward systems.

Merit Certificates

Each week, K-2 and 3-6 students attend assemblies to communicate and credit student achievement in line with the school values. Merit certificates are awarded to students by their class teachers each week in assembly. Students who receive Merit certificates are recognised in the school newsletter.

Value Stickers

Students are rewarded with Values stickers on the playground and in the classroom to acknowledge positive behaviour, linked to the Focus of the Fortnight. Teachers and/or students write the student's name and class on the peelable sticker backing. The student places this in a Stage PBL box, located outside the library. These act like a raffle ticket. Every second Friday one ticket per stage is pulled out and successful students may choose from a selection of wellbeing rewards: a piece of sporting equipment, fidget toy or a stationery item.

House Points

House points are awarded by any teacher or support staff at any time. A tally of House points from each class is collected by House Captains each week. The winning House is announced and celebrated during weekly assemblies.

Student of the Term

Rationale: The Student of the Term (SOT) 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 term, one student per class will be nominated by their peers to receive the SOT award at a special assembly. Parents will be invited to view these special assemblies. During the weeks when SOT awards are presented, there will be no merit awards. Each SOT will have their photo displayed in the school hall until the next SOT assembly.

Selection process: Students will nominate a peer who they think is deserving of the award, providing specific examples about the candidate's participation in the school across the three school values. Teachers will review the results and make the overriding decision with reference to data obtained from Sentral and other teachers. A student may receive the award only once within a year.

Assembly: The Principal will present the awards to recipients during the SOT assembly. Once the recipients receive their awards, the students and their families will leave the hall for a group photo. This will be included in the following newsletter. Individual file photos of each student will be displayed in the hall frames until the next SOT assembly.

Student Leadership and Student Voice

At KPS, students are given many opportunities to develop their leadership skills.

Leadership roles include:

- School Captains and Vice Captains
- House Captains, Performing Arts Leaders, Environmental Leaders, IT Leaders
- Library Monitors
- SRC Representatives
- Kindergarten Buddies

Student Leadership Roles

Rationale: Leadership is encouraged for all students; from classroom helpers to leadership teams. Student leaders develop student presence and voice within the school community to demonstrate citizenship throughout the school and across the wider community.

Description: School leadership positions at KPS include School Captains, Vice Captains, House Captains, Performing Arts Leaders, IT Leaders and Environmental Leaders. School leaders act as representatives at whole-school events where KPS is represented to the wider community (ANZAC Day assembly, sports carnivals, etc.). They independently investigate and develop other potential leadership opportunities, meeting as the need arises to organise events and develop self-devised leadership roles.

Selection process: Candidates self-nominate using a supplied nomination form. The form relates to four criteria: Initiative, Positive Impact, Community and School Improvement. Eligible candidates are considered at an executive meeting with Stage Three teachers who determine whether the candidates have or have not met the specific criteria through the use of the KPS Leadership Rubric. In cases where a candidate has presented with behaviour that has breached the DoE Behaviour Code for Students, the Principal and school staff reflect upon personal, social and learning needs. The four school student executive positions are elected by students in Years 2-5 as well as staff. Each person has one vote. The four students with the highest number of votes are elected as the Student Leadership Team. The Student Leadership Team can be any combination of genders, the ratio is determined by the election results. The process of selection for nomination and elections for House Captains, Performing Arts Leaders, IT Leaders and Environmental Leaders is conducted after the School Captains and Vice-Captains have been nominated.

Eligible Candidates

Students are eligible for nomination for leadership positions if:

- Respect themselves and others, including school property
- Complete all school work to the best of their ability
- Act and speak honestly and politely to their peers, school staff and community members
- Engage in safe, friendly play and cooperate by working with other students and teachers
- Show consideration to the feelings and differences of others
- Always uphold the KPS values of Knowledge, Honour and Community
- Wear their school and performance uniform with pride and participate in all relevant school activities to their best ability
- Are willing to speak in public, address an audience, etc.
- Participate actively in school activities
- Are positive role models at all times

Ineligible Candidates

A student will be ineligible for nomination if:

- They have had to complete three or more Behaviour Reflection Sheets whilst in Year 5. This is the same for all leadership roles including House Captains and Vice Captains, Performing Arts and Environmental Leaders.
- They have been reported to the Principal for misbehaviour whilst in Year 5 which has warranted Principal support for the behaviour issue involving parent meetings.
- They have been reported to the Principal for exhibiting behaviour that has breached the DoE Behaviour Code whilst in Year 5 which has warranted Principal Support for the behaviour issue involving parent meetings.
- At any stage during their leadership tenor, any elected student is in breach of these guidelines, they will be replaced by the student with the next highest number of votes, after two warnings. Parents will be informed of all warnings.
- It is at the Principal's discretion if a candidate has completed three Behaviour Reflection Sheets in Year 5 and shown an improvement in behaviour whether they will be allowed to run.

Student Representative Council (SRC)

Rationale: The SRC is made up of two representatives from each class Years 2-6. This ensures that the voice of all students is heard as students work together to discuss and vote on student initiatives across the school.

Description: Each term, two students per class will be nominated by their peers to be the class SRC Representatives. Parents will be invited to view a special badging ceremony at the beginning of each term. SRC members attend a fortnightly meeting during lunch time and report important communications back to their classes.

Selection process: Students self-nominate for the position of SRC and are voted upon in their classrooms by a show of hands. Students hold the position of SRC for one term in a year.

Managing Behaviours of Concern

KPS staff refer to the following documents and resources when making decisions about the most appropriate response to support students and resolve challenges arising from inappropriate behaviour:

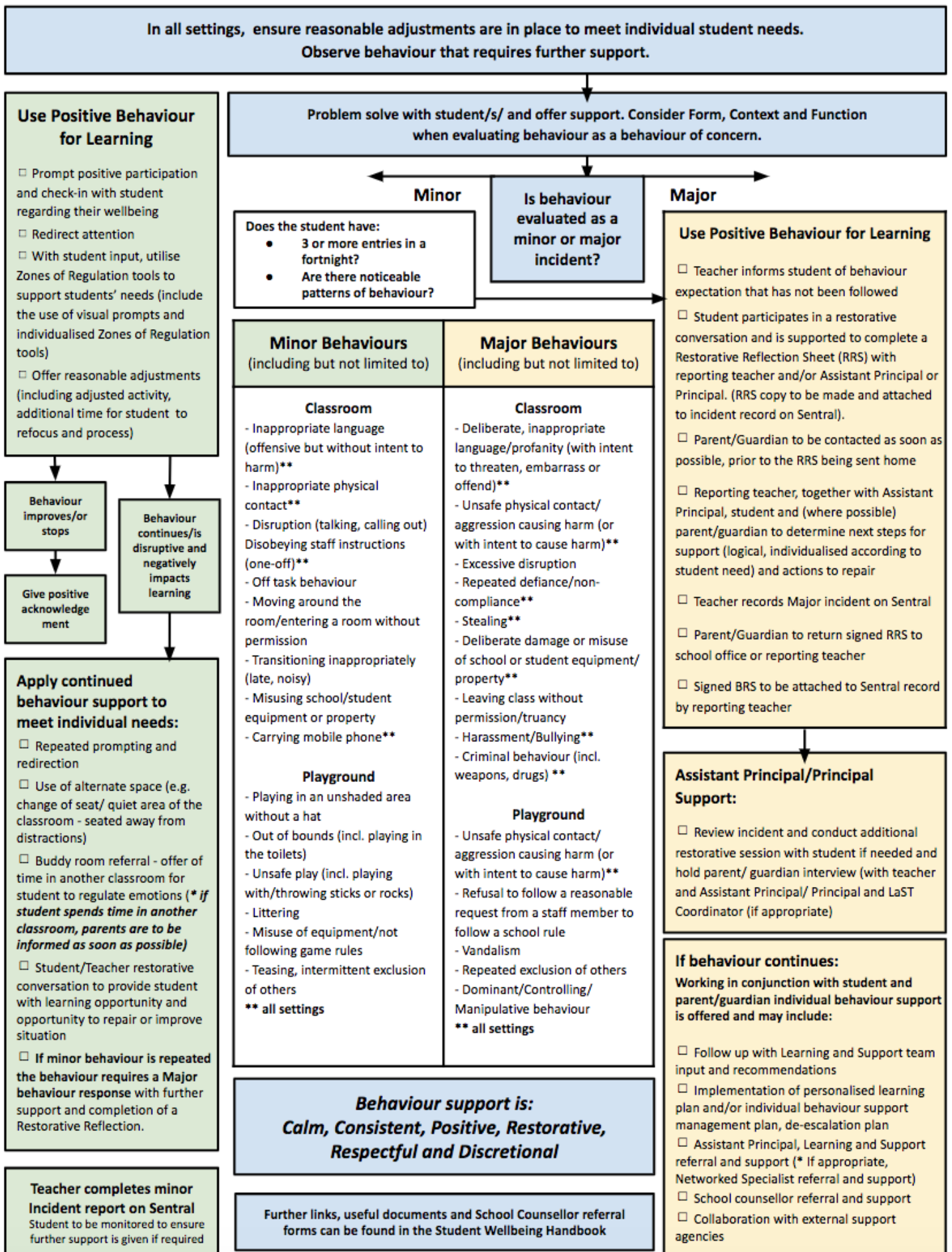
- [DoE Behaviour Code for Students](#)
- **KPS Behaviour Support Management Flowchart** (p13)
- [The Care Continuum](#)
- [Student Behaviour Policy](#)
- [Inclusive Education Policy](#)
- [Restrictive Practices Policy](#)

At the forefront of all behaviour support and response is the implementation of [reasonable adjustments](#) and [restorative practices](#) and an evaluation of the ***Form, Context and Function** of behaviours of concern that may be demonstrated and the re-teaching of expected behaviour. To support positive behaviour at school, staff follow the **Care Continuum** and practise school-wide prevention, early intervention and targeted support and individual intervention and support strategies.

***Form, Context and Function:** Behaviour occurs in response to a mixture of biological, psychological and social conditions that may not be immediately obvious. The **Form** of behaviour is the observable manifestation (What are they actually doing?). The **Context** of behaviour includes the environmental setting and the personal circumstances that influence an individual response (Where does the behaviour occur and what happens immediately before and after?). Less obviously, the **Function** is the underlying cause (What is the purpose of the behaviour?).

Behaviour may be documented via the **Sentral** database, so as to ensure clear communication amongst staff and to support appropriate interventions for repeated or serious behaviours of concern.

KPS Behaviour Management Flowchart



Restorative Practice & Restorative 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 and a sense of responsibility. These practices teach students to consider how their actions affect others and how they can work to resolve situations.

Students who engage in Major behaviours or those who maintain a pattern of consistently inappropriate (Minor) behaviours may be supported to participate in a restorative conversation and complete a restorative Reflection Sheet. During this time, the reporting teacher will encourage the student to reflect on the impact of their actions and think about what they would do differently next time. A logical consequence may also be applied. Parents will be contacted when a Restorative Reflection Sheet has been completed. Parents will be asked to discuss the behaviour of concern with their child and will be asked to sign and return the sheet the following day.

Records of Behaviour

Staff at KPS use the Sentral 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 that require intervention. No information recorded on Sentral is 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 and KPS Behaviour Support Management Flowchart when making their decision as to how an entry will be recorded.

Minor Level Behaviour is that 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) over a short period of time indicates reflection is necessary and parents will be contacted at this time.

Major level behaviour is that which warrants the implementation of a restorative conversation and the completion of a Restorative Reflection Sheet. Parents will always be contacted at this level. Parents of students who receive 3 entries within a term will be asked to attend an interview with the Principal and/or relevant executive to collaboratively work towards finding a

support practice to improve behaviour. Further support may be sought for input to develop a Behaviour Support Plan. Parents are invited to contribute towards any plan. Should the behaviour of concern warrant further action, in line with [Student Behaviour Procedures K - 12](#), Principals should consider all of the information available to them when considering the next steps.

Principals may provide a student and their parents or carers with a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. In certain circumstances, the Principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated. The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports. It is critical that this time is used by the school to implement any further supports or reasonable adjustments needed by the student. This may involve seeking assistance from external specialists or Delivery Support to provide further adjustments and tailor positive behaviour supports to engage the student with their learning. Before issuing the formal caution, principals must attempt to contact the student's parent or carer to inform them of the formal caution and encourage partnership in the process of engaging support for their child's learning.

For further information, please refer to our School Behaviour Support and Management Plan which will be reviewed and updated annually :

[Link: KPS School Behaviour Support and Management Plan](#)

Kensington Public School
Restorative Reflection Sheet K-2



Managing Teacher's Name: _____ Date: _____ Time: _____

Student's Name: _____ Class: _____ Parent Contacted:

Behaviour Reflection. Occurred (Please circle) Classroom/Playground/Scripture/Toilets

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 behaviour/s of concern at school today. They were given:

- a prompt for positive behaviour expectations and a reminder of the rule/s that was not being followed
- time to reflect on their behaviour
- a restorative conversation: _____

Please sign this letter to acknowledge that you have been made aware of this incident and return it to the principal and if you would like to discuss this further, please contact the school at a suitable time.

Parent/Guardian signature: _____ Date: _____

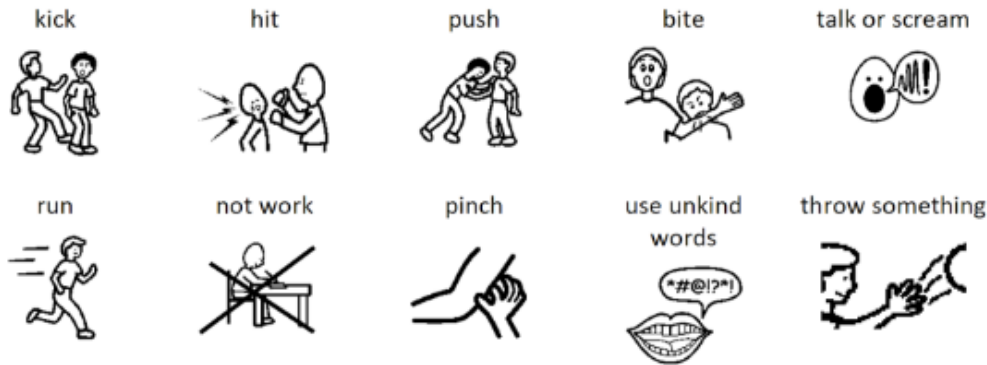


Kensington Public School- Visual Restorative Reflection Sheet

Managing Teacher's Name:	Parent Contacted <input type="checkbox"/>
Student's Name:	Date:
Class:	Time:
Behaviour Reflection. Occurred (please circle): Classroom/ Playground/ Scripture/ Toilets	

My behaviour:

Other:



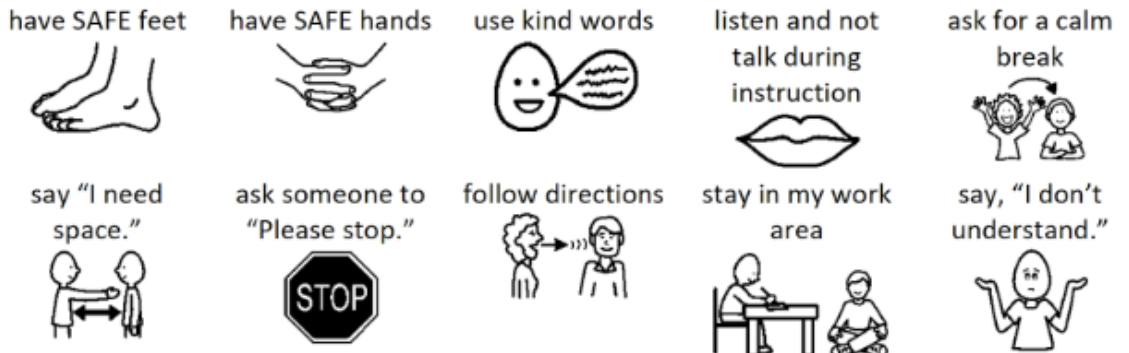
I made my peers feel:

Other:



Next time I can:

Other:



When I show positive behaviour:

Other:



Dear Parent/Guardian,

Your child displayed a behaviour/s of concern at school today. They were given:

a prompt for positive behaviour expectations- and an explanation of the rules/s that were not being followed

time to reflect on their behaviour of concern

a restorative conversation: _____

Please sign this letter to acknowledge that you have been made aware of this incident and return it to school with your child. If you would like to discuss this further, please contact the school to arrange a suitable time.

Parent guardian signature : _____ Date: _____

**Kensington Public School
Restorative Reflection Sheet 3-6**



Managing Teacher's Name: _____ Date: _____ Time: _____

Student's Name: _____ Class: _____ Parent Contacted:

Behaviour Reflection. Occurred (Please circle) Classroom/Playground/Scripture/Toilets

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 behaviour/s of concern at school today. They were given:

a prompt for positive behaviour expectations and an explanation of the rule/s that was not being followed

time to reflect on their behaviour

a restorative conversation: _____

Please sign this letter to acknowledge that you have been made aware of this incident and return it to the principal and if you would like to discuss this further, please contact the school to arrange a suitable time.

Parent/Guardian signature: _____ Date: _____

Bullying Prevention

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. This applies to all student 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.

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.

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

Kensington Public School Anti-Bullying Action Plan

Kensington Public School is an inclusive environment, where diversity is acknowledged and individual differences are respected. Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department of Education.

At Kensington Public School, quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment. Executive staff are committed to establishing evidence based approaches and strategies that promote a positive climate where bullying is less likely to occur. Partnership with parents, caregivers, students and the wider community is central to the success of this process.

Bullying is...

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

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.
- 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.

Bullying is not...

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. The following are inappropriate behaviours but do not meet the definition of bullying:

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 requiring action as per school behavior management procedures.**

What to do if...

Your child is being bullied

- Listen calmly and get the full story
- Reassure your child
- Ask your child what they want to do – and what they want you to do
- Contact your child's classroom teacher
- Discuss and practise strategies to respond to bullying
- Never approach the child who has bullied
- Access further help for them if necessary (see resources below)

Your child is bullying others

- Focus on positive solutions
- Talk with your child
- Explain why bullying is unacceptable
- Teach conflict resolution skills
- Discuss the behaviours with the classroom teacher
- Access further help for them if necessary (see resources below)

Your child has seen bullying

- Encourage your child to talk about what has happened
- Talk about being a supportive bystander/upstander
- If your child tells you that the bullying is continuing or increasing, contact their classroom teacher
- Access further help for them if necessary (see resources below)



Ask



Listen



Talk



Share



Tell

More information and resources available at:

antibullying.nsw.gov.au

kidshelpline.com.au

bullyingnoway.gov.au

1800 55 1800

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 Anti-Bullying 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 Anti-Bullying 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 Anti-Bullying Plan, assist their children in understanding bullying behavior and support their children in developing positive responses to incidents of bullying
- report incidents of school related bullying behaviour to the school
- work collaboratively and respectfully with the school to resolve incidents of bullying when they occur

For further information please click on the following links:

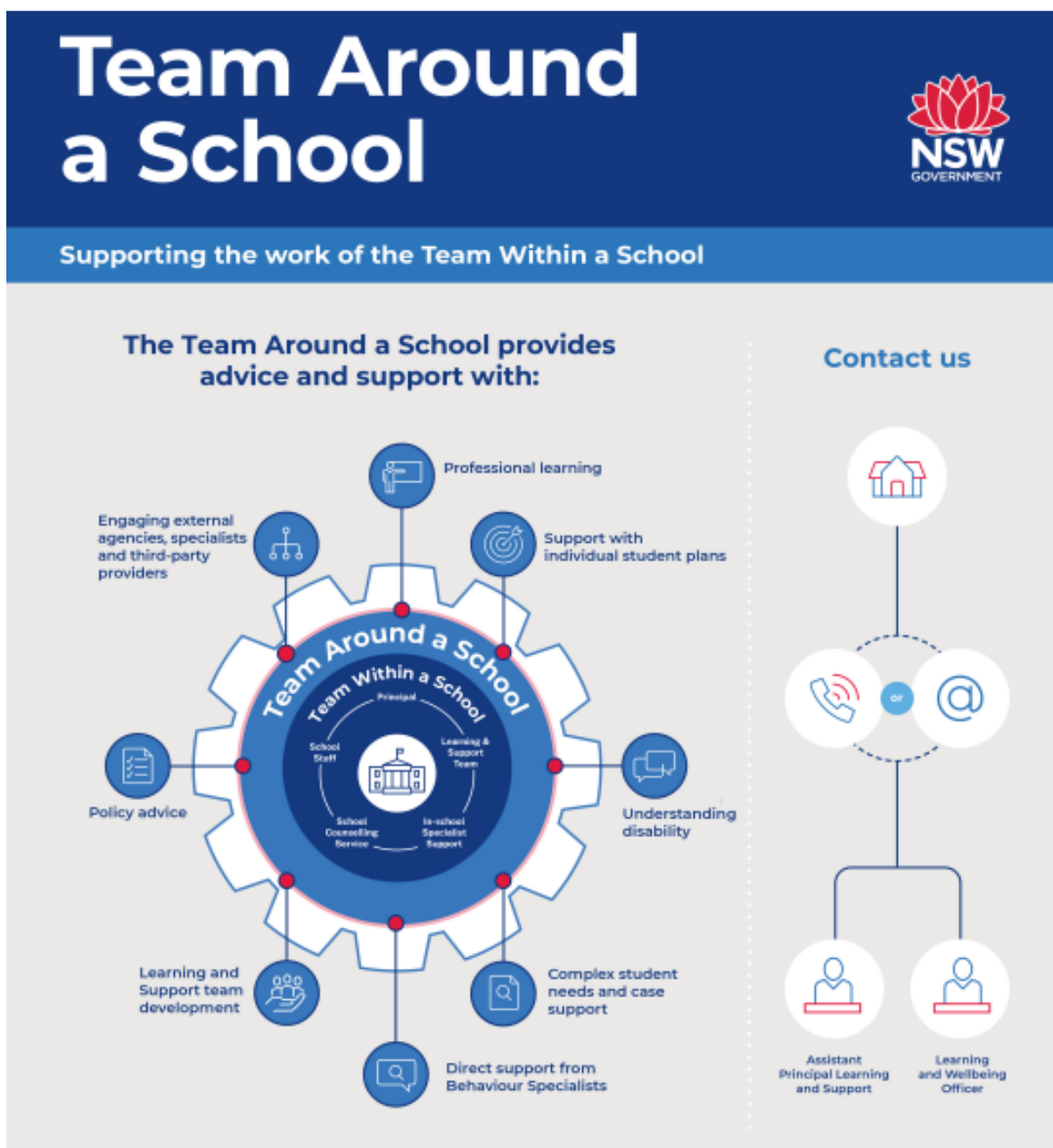
[Bullying of Students - Prevention and Response policy](#)

[Link: KPS Anti-Bullying Plan](#)

Accessing Further Support

At times, further guidance may be required to offer specialised services and support for individual students. Access to behaviour support is available through Delivery Support teams as a *Team Around a School* approach. Principals and LaST (Learning and Support teams) activate this support through contacting their Assistant Principal Learning and Support (APLaS) or Learning and Wellbeing Officer (LWO).

Team Around a School is a coordinated system-wide approach that utilises the skills and expertise of specialist staff to support schools through a dedicated team.



Learning and Support Team (LaST)

The school LaST plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the supports required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.

Every school has a learning and support team. All referrals from teachers or parents/carers are discussed by the team and resources and further referrals to outside agencies are developed to support teachers, students and families.

School Counselling Service

The school counselling service can:

- support students who are worrying about school work, friends, getting in trouble at school or feeling down
- help parents and carers make decisions about your child's education
- assess a student's learning and behaviour help teachers and students identify and address disabilities that may affect learning
- liaise with other agencies regarding student wellbeing.

A teacher may recommend the service by referring a student to the school's Learning and Support Team. As a parent or carer, you may refer your child directly to the school counselling service. Students can also self-refer to the service. Students and parents can contact the school counsellor directly through the school. Parents and caregivers are informed about referrals and give permission for the referral to proceed. Principals may also refer a student to the school counselling service for assistance.

Child Wellbeing Unit

The Department's Child Wellbeing Unit provides advice and support for appropriate local responses and assistance to schools for matters of Child Wellbeing. The school may request a Department of Education Assistant Principal of Wellbeing to contact outside agencies such as the Family Referral Service (FRS) to provide further support outside of the school

Care and Supervision of Students

School Community Charter

Strong, positive community and school partnerships are fundamental in supporting student wellbeing. The School community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools.

[Link: School Community Charter](#)

[Link: KPS Code of Conduct Parents, Carers and Community](#)

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 (volunteers, 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. Students who arrive before 8.30am must remain seated outside the Library. All students from 8.30 – 9.00 am must wait in Area 1, where the teacher is on duty. 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 3.00pm and all other students and parents should vacate at this time, unless waiting for a specific purpose.** At 3.10pm a bell will ring to signal that all visitors should vacate 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 3.15pm, all children who are still waiting to be collected will be brought into the main corridor (on Wednesdays they will be taken to the library), where they can be supervised by available staff. At 3.30pm parents/guardians will be contacted and if unavailable, emergency contacts will be notified.

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). 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' via the front 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- 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. Parents are to be aware of the No Standing zones around the school and park in designated areas when coming to collect their child/ren or when using the Pick Up Zone.

Assisting Students to Travel Safely to and from School - School and Student Responsibilities

Educational programs in Personal Development, Health and Physical Education (PDHPE) include bus safety, bicycle safety and road/pedestrian safety. All 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. Appropriate behaviours are discussed with all students on a regular basis.

School Pick Up Zone

Our Pick Up Zone has been designed to make it easier and safer for our community to collect children. In order for it to remain successful, all families are reminded to adhere to the following:

1. Please display your child's name on your visor. If you do not have a sign, you are welcome to email the office and we will prepare one for you.
2. As per road signage, you may remain in the standing zone for up to 2 minutes.
3. You must remain inside your vehicle at all times.
4. Reversing your car in a school zone is unsafe and illegal.
5. Stopping in the No Stopping Zone at the corner of Doncaster Avenue and Todman Avenue is illegal and impedes traffic turning the corner. This also results in the crossing being blocked, preventing our students and others from crossing safely. Please only join the queue if there is space before the No Stopping Zone, otherwise complete another circuit and join the end when there is room to do so.
6. Please cross only at the designated crossings. NEVER attempt to cross in front of cars in the Pick Up Zone.
7. Please cooperate and follow all staff requests as our priority is student safety.

Randwick Council works with local schools (including KPS) to ensure the cooperation of all community members. Rangers regularly patrol the areas surrounding our school and will issue fines for non compliance.

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 _____



Uniforms

School hats are a requirement for all outdoor school activities. Students without a hat must play in an appropriately shaded area, as directed by a teacher. For hygiene reasons, no spare hats are available and students are not to lend each other hats.

Attendance and Absences from School

As per the DoE Student Attendance in Government Schools Procedures, parents must ensure:

- Their children of compulsory school age are enrolled in a government or registered non-government school or, they are registered with the Board of Studies, Teaching and Educational Standards (BOSTES) for Home Schooling.
- Their children who are enrolled at school attend every day the school is open for their instruction.
- They provide an explanation for absences by means such as a telephone call, written note, SchoolZine message or email to the school within 7 days from the first day of any period of absence.
- They work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school

Useful Websites and Links

[Parents and Carers Behaviour Support Toolkit](#) (*this toolkit, provided by the DoE, provides further information about how parents and carers can work in collaboration with the school)

Kids Matter

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

Positive Behaviour for Learning

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

Fundamentals of Social and Emotional Learning

<https://casel.org/fundamentals-of-sel/>

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>

Office of the e-safety Commissioner

<https://www.esafety.gov.au/>

[Link: Further DoE information for parents and carers relating to student wellbeing](#)

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 or lunchbox. 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 (WWCC). KPS requires all volunteers to provide their WWCC to the office. 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 for 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.

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.

What happens if my child soils themselves at school?

In the event that uniforms are soiled, we will endeavour to provide a clean replacement. Please wash and return as soon as possible. If your child has a toileting accident and does not have a spare pair of clean underwear, we will provide an emergency pair.

Can my child bring a mobile phone or communication device to school?

Students are allowed to have mobile phones or communication devices for safe travel to and from school but must switch these off and hand in to the office upon arrival at school. All students and their parents are required to read and acknowledge the KPS Acceptable Usage Guidelines. Phones are not permitted to be used during school hours. Parents who wish to pass on a message to their child are asked to do so via the front office.

What do I do if my child is feeling unsafe online?

The Office of the e-safety commissioner is a useful resource to support families with safe online and Internet usage. We encourage our families to follow the recommended age limitations for social media, including Instagram and Facebook (which is 13 years of age). Inappropriate use of online software and platforms at school will be managed via the whole-school disciplinary procedures. Issues occurring outside of school hours (including cyberbullying) may require police intervention.

What happens if I am running late to pick up my child?

Students who are not collected upon the dismissal bell are instructed to go to the Pick Up Zone on Doncaster Avenue where staff can safely supervise them until their parents/carers arrive. If you know before 3pm that you will be delayed, please call the front office on 96633955 so that a message can be given to your child. Wherever possible, please contact the school by 2.30pm as this allows us ample opportunity to pass on your message. Students who have not been collected by 3.15pm will be supervised in the main corridor (Mondays, Tuesdays, Thursdays and Fridays) of the Library (Wednesdays). From 3.30pm, parents and/or emergency contacts will be called.

What time are the different school gates open?

Gate 1 Doncaster Avenue (nearest the canteen): This gate is open from 3pm and is only for students accessing the Car pick Up Zone. To ensure the safety of our students, adult pedestrians are asked NOT to use this gate until after 3.15pm.

Gate 2 Doncaster Avenue (nearest the basketball court): This gate is open from 6am to allow access to KPSOOSH, before school activities and the administration office.

Gate 3 Bowral Street and Gate 4 Todman Avenue: Both gates are open from 8am to allow pedestrian access for school drop off. These gates are locked at 9.15am. Volunteers exiting after this time should exit via Doncaster Gate 2. Both gates are open from 2.45pm to allow pedestrian access for school pick up. Please note, at times the opening of gates may be delayed for unforeseen reasons. We appreciate your understanding and patience. You are always welcome to enter via Gate 2 Doncaster Avenue on these rare occasions. Please always ensure gates are closed as you enter and exit.