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Quakers Hill Public School+

Pastoral Care Policy



'Every student is known, valued and cared for in our schools'

Date of Writing	March 2020
Date of Review	March 2023



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Introduction

Student Welfare at Quakers Hill Public School is underpinned by the Wellbeing Framework for NSW public schools. *'The NSW Department of Education and Communities (DEC) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.'*

Rationale

Good discipline is fundamental to the achievement of government priorities for the public school system. In line with this, Quakers Hill Public School's Pastoral Care Policy has been developed in consultation with our local school community. The policy incorporates;

- Quakers Hill Public School Positive behavior for Learning (PBL) Expectations/School Rules
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
- strategies and practices to recognise and reinforce student achievement.
- strategies and practices to manage inappropriate student behaviour.
- the nine core values of public education
- Quakers Hill Public School Behaviour Management Framework/Step Chart – incorporating in class and playground behaviour
- Quakers Hill Public School Ant-Bullying Policy and Pla

At Quakers Hill Public School our students demonstrate the following nine values as stated in the NSW Department of Education Values in NSW Public Schools Policy.



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The core values are:

INTEGRITY: Being consistently honest and trustworthy.

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your individual and community's actions towards yourself, others and the environment.

COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

DEMOCRACY: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.



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Integrity
Responsibility
Respect
Co-operation
Fairness
Care
Participation
Excellence
Democracy



These values govern the manner in which we as a school community deal with each other and relate to all members of the community, students, staff and parents.

Through our School Pastoral Care Policy, Quakers Hill Public School aims to:

- Recognise, promote and reward positive student behaviour through a cumulative whole school process;
- Recognise and reinforce student achievement; and
- Recognise and manage inappropriate behaviour through guidelines that provide clear procedures and consequences.



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OUR PBL Expectations

At Quakers Hill Public School we are:

Safe

Responsible

Proud

Learners



Quakers Hill Public School Behaviour Expectations: ALL Settings



QUAKERS HILL PUBLIC SCHOOL

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Non-Classroom Settings

Classroom Settings

	On the field we...	On the asphalt we...	At the canteen we...	In the toilets we...	At the silver seats we...	In the library we...	When going to the office we...	When using the walkways we...	At Assemblies	In the classroom	When participating in E-Learning
Safe Students and staff are expected to model these safe behaviours.	Wear your hat Play non-contact games	Use tennis balls only WALK!	Stand quietly behind the yellow line Report problems to the teacher on duty	Use toilets appropriately Wash hands Report problems to the teacher on duty	Sit sensibly Wait in defined areas	Stand quietly and for the teacher Always walk Follow the school rules when using the internet Report problems to the teacher on duty	Always walk Have an office pass Go with a partner Go directly to the office and return directly to class	Always walk Keep to the left Walk bikes and scooters to and from school gates and bike racks Carry all items carefully	Sit quietly and listen to instructions Sit sensibly on chairs Enter and leave the hall in an orderly way. Respond to instructions quickly.	Always walk around the classroom. Keep hands and feet to yourself. Use equipment in a sensible manner.	Always sit when using technology Keep food and drink away from technology Stay away from power sources
Responsible Students and staff are expected to model these responsible behaviours.	Eat and drink before going on the field	Look after the school gardens Put all rubbish in the bin	Be polite Put all rubbish in the bin Follow teachers' instructions Order your lunch before school Only go to the canteen lines if you are going to buy something	Respect everyone's privacy Keep our toilets clean Report any problems Turn off taps after use Follow teachers' instructions	Wait quietly for the teacher Walk sensibly when moving from the silver seats Be seated before the 8:45 bell Be seated following the class bells Follow teachers' instructions	Care for books and put them back in the correct place Be a quiet, sensible library guest Respond quickly to bells Follow staff members' instructions	Be polite Be a quiet, sensible office guest Only use the front door of the office Follow staff members' instructions	Walk quietly and sensibly Stay on the walkways Walk directly to your destination Respond quickly to bells Follow teachers' instructions	Listen to the people speaking Be quiet between items Be polite to award Recipients Clap sensibly	Listen to teacher instructions When working in groups remember to take turns.	Access appropriate web-sites and applications. Share technology with peers
Proud	<ul style="list-style-type: none"> Acknowledge and encourage others who are doing the right thing Be positive and make the best of every situation Be the best you can be in everything you do 										
Learners	<ul style="list-style-type: none"> Learn how to solve problems appropriately Learn to be a good sport Learn to be tolerant of others 										



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Strategies and practices to promote positive student behaviour

Awards System

Students who display behaviour that exemplifies our school values will be recognised through a range of awards.

A **Blue Award** is issued to students for following our school rules or displaying behaviour that embodies the school's values. These awards can be given in the classroom, playground, assembly, bus lines or wherever appropriate. Each child is issued an Award booklet on enrolment in our school.

An **Assistant Principal Award** is issued when a child has received 15 Blue Awards. The child places their 15 Blue Awards in their Award booklet which they present to their class teacher who signs the front of the Blue Awards and issues an Assistant Principal Award and Quakers 45 badge with the dark blue "Imagine" sticker. The award is presented by the Assistant Principal at the following Principal's Assembly.

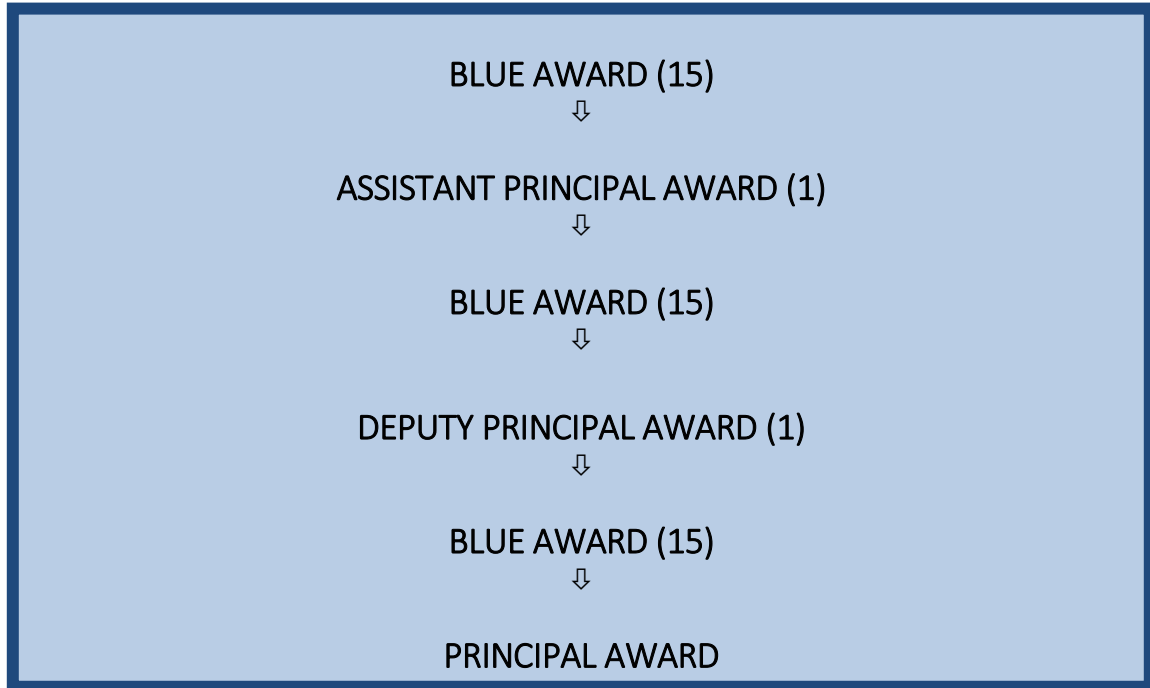
Principal assemblies are generally held twice a term in weeks 5 and 10 (usually the last week of term). Parents will be notified when their child is receiving an award.

A **Deputy Principal's Award** is issued when a child has received a further 15 Blue Awards. The child places their 15 Blue Awards in their Award booklet and presents it to their class teacher who signs the front of the Blue Awards and issues a Deputy Principal's Award and green 'Believe' sticker for their Quakers 45 badge. This is presented by the Deputy Principal at the following Principal's Assembly.

A **Principal's Award** is issued when a child has received a further 15 Blue Awards. The child presents their completed Award booklet to the class teacher who signs the front of the Blue Awards and issues a Principal's Award and the final light blue 'Create' sticker for their Quakers 45 badge. An invitation is sent home for the child's parents to attend our next Principal's Assembly. This is presented by the Principal at the following Principal's Assembly.



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GENERAL PRINCIPLES

- All staff members should be giving 3 - 5 Blue Awards a day.
- It is the responsibility of the student to collect and maintain their awards in their Award booklet and present this to their class teacher when a new award needs to be issued.
- Classroom teacher will enter award details into Sentral.
- SAO collates data from Sentral and prints certificates, twice a term.
- SAO distributes certificates to appropriate executive; Assistant Principal, Deputy Principal or Principal who will sign and then return to SAO.
- Certificates will be collected by assembly coordinators and they will organise them for distribution at the Principal's assembly.

At the commencement of each term, staff members will be issued with their Blue Awards for the term. Classes may receive different numbers for the term due to class size, number of students presenting for awards and other factors



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CAUGHT YOU BEING GOOD PROGRAM

The school's Positive Behaviour for Learning committee have implemented a caught you being good program in the playground. Supervising playground teachers can issue as many CYBG slips to students throughout their duty. These students will be demonstrating expected non-classroom behaviours. Students write their names and class on the slips and place them in the yellow letterbox near the canteen. On a Wednesday morning whole school assembly, a draw of four names will occur with each of these students receiving a reward from the canteen. Their names are published in the school newsletter going home that day.



Quakers Hill Public School

Caught You Being Good



WE ARE:

SAFE—RESPONSIBLE—PROUD—LEARNERS

Name _____

Class _____



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Strategies and practices to manage inappropriate student behaviour

All teachers will have their own strategies and practices in place for dealing with students who display inappropriate behaviour. Underpinning these strategies are the schools Positive Behaviours for Learning (PBL) strategies.

All classrooms embed the school's PBL system into their classroom practice and management procedures. At the start of each school day all students, regardless of the previous days behaviour, commence the day on the class smiley face. Students then move up the schools behaviour steps as necessary.

Daily



Behaviour

Step 6		
Step 5		
Step 4		
Step 3		
Step 2		
Step 1		

Ongoing, systematic behavior issues directed at targeted students will be dealt with under the schools Anti-bullying Plan, in line with the Department of Education's Bullying: Preventing and Responding to Student Bullying in Schools Policy.



Behaviour Management

Green	Yellow Slip	Orange Slip	Red Slip
Classroom Teacher	Classroom Teacher	Assistant Principal	Senior Executive
-Verbal Warning to student - Name on class chart	- minor behavior - 3 in 2-week period will move to orange = detention	- major behavior - 3 in 5-week period will move to red	- critical behaviour

BEHAVIOUR SLIP

Student's Name: _____ Class: _____
 Teachers Name: _____ Date: _____
 REFERRING TEACHER: _____

The following inappropriate student behaviour/s have been identified with a ✓

In Class Playground

Inappropriate Language Cheating
 Disruption Property misuse
 Late to Class Out of Bounds
 Non-compliance Area specific expectations
 Physical Contact

Specific details:

Consequence issued:
 Shadow teacher (on the playground or during activity)
 Reflection space (supervised area on playground / in classroom)
 Time away (another class)

Classroom teacher to sign this Behaviour Slip, discuss with student & display.

Teacher signature _____ Date _____

ORANGE BEHAVIOUR SLIP

Student's Name: _____ Class: _____
 Assistant Principal: _____ Date: _____

The following inappropriate student behaviour/s have been identified with a ✓

In Class Playground

Abusive Language / Profanity Repeated Cheating
 Purposeful Disruption Repeated Non-Compliance
 Repeated Area Specific Expectations Repeated Property Damage
 Defiance Repeated Out of Bounds
 Physical Aggression / Repeated Physical Contact Repeatedly Late to Assembly or Class
 Theft

Specific details:

Please sign this card and return it to the Assistant Principal by the following school day.
 We appreciate you taking the time to talk to your child about our school's expectations and his/her behaviour.

Parent / Caregiver signature _____ Date _____

RED BEHAVIOUR SLIP

Student's Name: _____ Class: _____
 Deputy Principal/Principal: _____ Date: _____

The following inappropriate student behaviour/s have been identified with a ✓

In Class Playground

Abusive Language / Profanity OR Repeated Abusive Language Repeated / Purposeful Property Damage / Destruction
 Repeated and Purposeful Disruption Repeated, Intentional Defiance / Non-Compliance
 Absconding Fractional Truancy Repeated Physical Aggression
 Forgery or Repeated Theft Criminal Behaviour
 Repeatedly Late to Assembly or Class

Specific details:

Please sign this card and return it to the Deputy Principal / Principal by the following school day.
 We appreciate you taking the time to talk to your child about our school's expectations and his/her behaviour.

Parent / Caregiver signature _____ Date _____



Quakers Hill Public School Behaviour Management Step Chart

				Step 4 - Red Slip Senior Executive	
				Step 3 - Orange Slip Assistant Principal	
				Send to Executive with Major Behaviour Slip	
		Step 2 - Yellow Slip Classroom Teacher		COMPLETE CRITICAL BEHAVIOUR SLIP FOR:	
		Conference with student and complete Behaviour Slip		<ul style="list-style-type: none"> • Abusive Language/ Profanity OR Repeated Abusive Language • Repeated and Purposeful Disruption • Repeatedly Late to Assembly or Class • Repeated, Intentional Defiance/ Non-Compliance • Repeated Physical Aggression • Repeated / Purposeful Property Damage / Destruction • Absconding/ Fractional Truancy • Forgery or Repeated Theft • Criminal Behaviour 	
Step 1 - Name on Chart Classroom Teacher		COMPLETE MAJOR BEHAVIOUR SLIP FOR:			
Re-Teach then Provide Choice		<ul style="list-style-type: none"> • Abusive Language/ Profanity / Inappropriate Language • Purposeful Disruption • Repeatedly Late to Assembly or Class • Defiance • Repeated Non- Compliance • Physical Aggression/ Repeated Physical Contact • Repeated Cheating • Repeated Property Damage • Repeated Out of Bounds • Theft • Repeated Area Specific Rules 			
Step 0 - Verbal Warning Classroom Teacher		COMPLETE MINOR BEHAVIOUR SLIP FOR:			
Prompt then Redirect		<ul style="list-style-type: none"> • Inappropriate Language • Disruption • Late to Class • Non-compliance • Physical Contact • Cheating • Property misuse • Out of bounds • Area specific rules 			
<p>1. Prompt: Provide verbal and/or visual cue</p> <p>IF THIS DOES NOT WORK, THEN:</p> <p>2 Redirect: Restate positive replacement behaviour</p> <p>IF BEHAVIOUR PERSISTS, MOVE TO STEP 1:</p>		<p>3. Re-Teach: State and demonstrate the desired behaviour. Have the student demonstrate and provide immediate feedback.</p> <p>IF THIS DOES NOT WORK, THEN:</p> <p>4. Provide Choice: Re-engage or have logical consequence applied</p> <p>IF NEGATIVE BEHAVIOUR CONTINUES ONCE THE CHOICE HAS BEEN GIVEN, MOVE TO STEP 2:</p>		<p>IF ANY MINOR BEHAVIOURS OCCUR 3 TIMES IN 2 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 3*:</p> <p>IF ANY MAJOR BEHAVIOURS OCCUR 3 TIMES IN 5 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 4*:</p>	

*Early Stage 1 EXEMPT Term 1. Teacher discretion for new students. Ongoing behaviour concerns – behaviour plan.

Quakers Hill Public School Behaviour Definitions

Teacher Managed		Teacher Managed - Behaviour Slip	AP Managed - Orange Slip 3 Behaviour Slips OR Outlined Behaviour on flow chart	Senior Exec Managed – Red Slip
LANGUAGE	Inappropriate Language	Non-purposeful use of swear words or name calling.		
	Inappropriate Language	Purposeful and repeated use of swear words or name calling.		
	Abusive Language/ Profanity / Inappropriate Language	Purposeful and repeated use of swear words, name calling or gestures towards another person. This may include negative comments on race, religion, gender, age and/or national origin, disabilities or other personal matters. OR Messages conveyed on technology and/or by social media that were composed during school hours or have interfered with an individual’s safety, learning and/or practice in a school environment.		
	Abusive Language/ Profanity OR Repeated Abusive Language	Repeatedly and purposefully uses swear words, name calling or gestures towards another person. This may include negative comments on race, religion, gender, age and/or national origin, disabilities or other personal matters. OR Repeated messages conveyed on technology and/or by social media that were composed during school hours or have interfered with an individual’s safety, learning and/or practice in a school environment.		
DISRUPT	Disruption	Non-purposeful action or words that interrupt the flow of the lesson and other students learning.		
	Disruption	Purposeful action or words that continue to interrupt the flow of the lesson and other students learning		
	Purposeful Disruption	Purposeful action or words that interrupt the flow of the lesson and other students learning.		
	Repeated and Purposeful Disruption	Repeated and purposeful action or words that interrupt the flow of the lesson and other students learning.		
LATE	Late to Assembly or Class	Late arrival to class or assembly without reason.		
	Late to Assembly or Class	Repeated late arrival to class or assembly without reason.		
	Repeatedly Late to Assembly or Class	Repeated late arrival to class or assembly without reason.		
	Repeatedly Late to Assembly or Class	Repeated, intentional late arrival to class or assembly without reason.		
NON-COMPLIANCE	Non-Compliance	Non-repeated failure to follow adult instruction when physically, socially and emotionally capable to do so.		
	Non-Compliance	Repeated failure to follow adult instruction when physically, socially and emotionally capable to do so.		
	Defiance/Repeated Non-Compliance	Repeated failure to follow adult instruction when physically, socially and emotionally capable to do so.		
	Repeated, Intentional Defiance/ Non-Compliance	Repeated, intentional failure to follow adult instruction when physically, socially and emotionally capable to do so.		
PHYSICAL CONTACT	Physical Contact	Non-repeated inappropriate contact (e.g. over affectionate, patting, light tapping). Performs an action that has the potential, without intention, to hurt themselves or others.		
	Physical Contact	Repeated inappropriate contact (e.g. over affectionate, patting, light tapping). Performs an action that has the potential, without intention, to hurt themselves or others.		
	Physical Aggression Repeated Physical Contact	Repeated actions involving serious physical contact where injury may occur (e.g. hitting, punching, kicking, hitting with an object, hair pulling, scratching).		
	Repeated Physical Aggression	Repeated, intentional actions involving serious physical contact where injury occurs (e.g. hitting, punching, kicking, hitting with an object, hair pulling, scratching).		

CHEAT	Cheating	Non-repeated dishonest or unfair actions that give an advantage in academic or physical pursuits.
	Cheating	Repeated dishonest or unfair actions that give an advantage in academic or physical pursuits.
	Repeated Cheating	Repeated dishonest or unfair actions that give an advantage in academic or physical pursuits. If the behaviour is formally recorded three times this converts to a critical behaviour within the set-time frame.
PROPERTY	Property Misuse	Non-repeated or non-purposeful damage to their own, others or school property (e.g. scribbling on another student's page, inappropriate use of toilet paper, soap and hand towels).
	Property Misuse	Repeated damage to their own, others or school property (e.g. scribbling on another student's page, inappropriate use of toilet paper, soap and hand towels.)
	Repeated Property Damage	Repeated damage to their own, others or school property (e.g. scribbling on another student's page, inappropriate use of toilet paper, soap and hand towels).
	Repeated / Purposeful Property Damage/ Destruction	Repeated, purposeful damage to their own, others or school property (e.g. scribbling on another student's page, inappropriate use of toilet paper, soap and hand towels).
OUT OF BOUNDS	Out of Bounds	Non-repeated access of assigned out of bounds areas or exiting of learning space without permission or good cause.
	Out of Bounds	Repeated access of assigned out of bounds areas or exiting of learning space without permission or good cause.
	Repeated Out of Bounds	Repeated access of assigned out of bounds areas or exiting of learning space without permission or good cause.
	Absconding/ Fractional Truancy	Repeated and intentional access of assigned out of bounds areas or exiting of learning space or school without permission or good cause.
THEFT	Theft	Possession of, having passed on, or being responsible for removing someone else's property.
	Forgery or Repeated Theft	Repeated deliberate possession of, having passed on, or being responsible for removing someone else's property.
AREA RULES	Area Specific Rules	Non-repeated actions or words that contradict area specific rules.
	Area Specific Rules	Repeated actions or words that contradict area specific rules.
	Repeated Area Specific Rules	Repeated actions or words that contradict area specific rules. If the behaviour is formally recorded three times this converts to a critical behaviour within the set-time frame.
CRIMINAL BEHAVIOUR	Criminal Behaviour	<p>Criminal or delinquent behaviour may include but not limited to:</p> <ul style="list-style-type: none"> • possession or use of a prohibited weapon • making credible threats • stalking or cyber stalking • custody of a tool/implement for use as a weapon and/or to intimidate another person/s • harassment, victimisation or vilification • criminal damage



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Classrooms and Non-Classroom Settings

Teachers will have their classroom procedures documented in their teaching programs. All classrooms will have the negotiated class rules or expectations prominently on display. Yellow and orange slips may be issued for classroom behaviours where appropriate. The class teacher will be responsible for the follow-up and consequences resulting from these slips. Slips issued for classroom mis-behaviour will not result in a playground suspension.

All classrooms at Quakers Hill Public School use time-out procedures. All classrooms display time-out procedures and have a designated time out area. Each class has a time-out buddy class. Time-out is not a sanction and is not seen as behavioural modification program per se. The time-out procedure is a cooling down period to allow either student or teacher time to calm down and avoid rising conflict. It also allows the rest of the class to work in a safe and harmonious environment free of distraction. Time-out is a consequence reinforcing that unacceptable behaviour will not be tolerated and will result in the student's removal from the group.





Responsibilities and Delegations

<p>The Principal will;</p> <ul style="list-style-type: none">• ensure staff are provided with training and development opportunities in behavior management,• make copies of the policy available for parents and students at all times,• ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures, and• evaluate and review the Pastoral Care Policy with the school community every 3 years.	<p>Parents will;</p> <ul style="list-style-type: none">• support the school in the implementation of the school discipline policy, and• reaffirm the school expectations at home.
<p>Teachers will;</p> <ul style="list-style-type: none">• support in the effective implementation of this policy,• consistently reward students for good behavior,• consistently discipline students for poor behavior in line with the policy, and• inform supervisors of breaches of the school's pastoral care policy.	<p>Students will;</p> <ul style="list-style-type: none">• follow the discipline code and school rules,• comply with staff directions regarding discipline and appropriate behavior,• show respect for teachers, fellow students, other staff and school visitors, and• not engage in any form of harassment, victimisation or intimidation.

