



KINGS LANGLEY PUBLIC SCHOOL

ENDEAVOUR TO BE A RESPECTFUL, RESILIENT LEARNER

# KINGS LANGLEY PUBLIC SCHOOL

## Wellbeing Policy



Date of Review	June 2024
Date of Next Review	June 2026



## Wellbeing Policy

### Rationale

#### Connect

- 1.1 Anti-Bullying
- 1.2 Student Leadership
- 1.3 School Attendance
- 1.4 Aboriginal Education
- 1.5 Multicultural Education
- 1.6 Anti-Racism

#### Succeed

- 2.1 Positive Behaviour for Learning
- 2.2 DET Behaviour Code for Students
- 2.3 KLPS Behaviour Matrix
- 2.4 Student Behaviour and Discipline
- 2.5 Supporting Students with Disability
- 2.6 Supporting EAL/D Students
- 2.7 Personalised Learning Support Plan/ Individual Education Plan
- 2.8 Out-of-home care
- 2.9 Protecting and Supporting Children and Young People

#### Thrive

- 3.1 Student Nutrition
- 3.2 Student Health
- 3.3 Learning Support Team
- 3.4 School Counsellor
- 3.5 Transition to Kindergarten
- 3.6 Transition to High School
- 3.7 Sun Safety
- 3.8 Drug Education
- 3.9 Road Safety Education



The Kings Langley Public School Wellbeing Policy is organised according to the Department of Education (DoE) Wellbeing Framework. This document demonstrates our commitment and alignment in accordance with DoE reforms and more specifically in alignment with supporting students to connect, succeed and thrive at each stage of their development and learning. Local decision making, along with a planned and systematic focus on the quality teaching, learning and engagement of student wellbeing should ensure the holistic development and future success of our students.

## The Wellbeing Framework for schools



CONNECT

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



SUCCEED

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



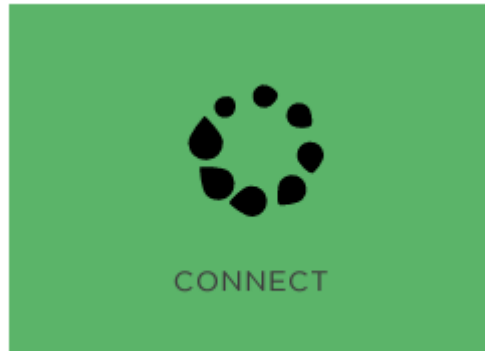
THRIVE

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

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.

The Wellbeing Framework for Schools enables schools to build on the individual strengths of students and positions them to succeed and thrive throughout life. The framework complements a range of education reforms across NSW public schools.



## 1.1 Anti-Bullying

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the student Behaviour Policy of the NSW Department of Education.

The Kings Langley Public School community has been involved in the development of this plan. The school values this input and will engage the community further through the implementation of this plan, Positive Behaviour for Learning (PBL) and the Regulate, Recharge, Restart program.

The NSW Anti-Bullying website supports school staff and students to discourage, prevent, identify and respond effectively to student bullying behaviour. See below for the website address

<https://antibullying.nsw.gov.au/>

### What is bullying?

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 in any form or for any reason can have long term effects on those involved including bystanders.

**Conflicts or fights between equals or single incidents are not defined as bullying.**



## Types of bullying

Bullying takes on many forms and can include any combination of the following:

- **Verbal** such as rude remarks, teasing, put downs, insults, name calling, threats or abusive phone calls
- **Physical** such as hitting, pushing, punching, tripping, scratching, spitting, kicking or property damage
- **Social** such as exclusion, alienating, making inappropriate gestures
- **Psychological** such as spreading rumours intentionally, making degrading comments about another's culture or social background, hiding or damaging possessions, sending malicious SMS, email messages and inappropriate content via social media, including shared images.

## Responsibilities

Everyone has a shared responsibility to reduce aggression in our society.

- No-one likes it
- No-one deserves it
- No-one needs it
- So always report it

Kings Langley Public School promotes PBL and encourages respectful relationships among all members of the school community.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider community.

School staff have a responsibility to:

- respect and support all students in all aspects of their learning
- model and promote appropriate behaviour
- respond in an appropriate and timely manner to incidents of misbehaviour and/or bullying according to the school Anti-Bullying Plan
- embed anti-bullying strategies as part of the curriculum



Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-Bullying Plan, including PBL
- behave as responsible bystanders
- report incidents of bullying according to KLPS Anti-Bullying Plan

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-Bullying Plan and help their children understand bullying behaviour
- support their children to develop positive strategies to respond to bullying through the Anti-Bullying Plan
- report incidents of school related bullying to the school and encourage students to do the same
- work collaboratively with the school to resolve incidents of bullying should they occur

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-Bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur

## Protection

The school understands that bullying can come in many forms, including cyberbullying. Regardless of what form it takes, bullying can have a detrimental impact on the wellbeing of students. It is important that the school and its community has a clear understanding as to what constitutes bullying as it is different to students experiencing conflict, social difficulties, or simply not getting on.

The commitment to reducing incidents of bullying is a responsibility shared by the entire school community. The positive relationship Kings Langley Public School has with its parent community and staff is vital in ensuring the safety and happiness of its students.



Kings Langley Public School has a number of strategies and programs to take all reasonable steps to prevent bullying. Throughout the year, as part of the PDHPE program, students complete activities to build resilience and develop in students strategies to identify and respond appropriately to bullying-type behaviours.

Kings Langley Public School's Code of Conduct and the implementation of PBL is predominantly about promoting positive behaviour for learning within the school and valuing each student. PBL data is regularly monitored to determine any trends of student behaviour that may indicate bullying. This will then be addressed in any number of ways, including a referral to LST, communication with parents, implementation of targeted action or intervention for the student demonstrating bullying behaviours and/or the victim of these behaviours.

Our Police Youth Liaison Officer comes to the school annually and speaks with students about cyberbullying and what appropriate actions to take.

Kings Langley Public School regularly communicates with the school community to promote positive behaviour and anti-bullying messages, including PBL strategies and information about the NSW anti-bullying website.

### Early Intervention

**Parents and students are advised to speak to the classroom teacher in the first instance if they have experienced any bullying behaviour.**

If a student is identified as being at risk of developing long term difficulties with social relationships, or has been identified as having previously experienced bullying or engaged in bullying behaviour, that child may be referred to the school's Learning and Support Team (LST). A range of strategies, from behavioural/cognitive assessment, individual behaviour plans or referral to outside agencies may be recommended.

### Response

Students, including bystanders, are encouraged to report any inappropriate behaviour including bullying immediately to the teacher on duty or classroom teacher. The teacher will then manage the behaviour under the guidelines of PBL. If it is deemed bullying-type behaviour, a member of the School Executive will be informed through the discipline referral forms. Parents will be contacted, if there is a repetition of such behaviour.

Parents are encouraged to report any incidences of bullying that their child has been involved in or has witnessed to the school. This will be followed up by a member of the School Executive who will speak with all students involved and provide the parent with timely feedback.



Students who have been involved in multiple bullying incidents will be referred to the LST. Other interventions, depending on each individual case, may also involve referral to the Anti-Racism Contact Officer (ARCO), referral to department and/or outside agencies, The Child Well Being Unit, behaviour guidance programs, time out from the class or playground, and in extreme cases, suspension.

Students who have witnessed bullying may also require support, such as counselling, and this will be done on an individual needs basis.

Incidents such as assaults or threats which far exceed the school's PBL structure will be reported to the police by the principal.

## 1.2 Student Leadership

Student leadership refers to the opportunities available to students to participate in decision-making and to understand their rights and responsibilities as active members of the student body. Student leadership opportunities are provided with a view towards developing communication, collaboration, critical thinking, character and citizenship.





The following leadership opportunities are available to students:

<b>Role</b>	<b>Responsibility</b>
Two School Captains Two School Vice-Captains	Meet and greet at school events, leading assemblies and assisting staff with canteen lines.
School Prefects	Leading assemblies, assisting with supervising younger students.
House Captains Two Captains and two Vice-Captains for each of the four Houses.	Organising, supporting and leading House groups for sporting carnivals.  Organising of sports equipment.
Students Representative Council (SRC) Two representatives from each class across Years 2-6. This is a semester long commitment.	Raising donations for school charities Making suggestions for school improvement.

School Captains, Vice-Captains and School Prefects are all elected from the incoming Year 6 cohort. Only Year 6 students can fill these positions. The indicative timeline below outlines the process for their election. It commences in Term 4 of the year prior to their induction into the leadership team;

- Interested students complete nomination forms and return to the coordinating teacher(s). Any student may nominate, though their application may be withdrawn should they not meet the school's expectations around student leadership.
- Stage 3 teachers and the school executive team meet to discuss the suitability of the nominations. Any student who has not adhered to the behaviour expectations set out as part of the school's Wellbeing Policy will have their nomination reviewed. Students who do not meet the school's high standards for student leadership will be removed from consideration at this point. Year 5 students vote on nominations through a secret ballot. The twelve boys and twelve girls with the highest votes will move on to the next phase of the process.



- Successful nominees will present a speech of no longer than 3 minutes at an assembly for students in Years 4 & 5. Students in Years 4 & 5, together with the current Year 6 leadership team, as well as members of the teaching staff will vote using ballot papers. The first six male and the first six female students will be notified of their success in achieving a leadership position. They will not be told which position that they have been elected to at this time.
- Sports house meetings will be held and students who have nominated to fill one of the House Captain positions will present a short speech to their house group. Students in Years 4 & 5, together with current house leaders and staff will vote for their preferred House Captain. Successful students will be notified. Please note: Students who have already been successful in obtaining a leadership position are not eligible for these positions. Students who are deemed to have not met the school's behaviour expectations will also be unable to stand for a house leadership position.
- All students who are successful in gaining a leadership position will receive their badges at the Induction Assembly.

### Selection Process: SRC Representatives

A Student Representative Council (SRC) is a group of students elected by their fellow students to represent all students in the school. SRCs work democratically to represent the student body in school decision-making and organise ways for students to participate in school life.

Early in Term 1, each class in Years 2-6 will hold an election to determine who their chosen SRC representatives (2 per class) will be. Students will be asked to nominate themselves or accept a nomination from a peer. Students not currently in a leadership position will have the opportunity to be nominated. Candidates will be asked to present a short talk for their class to provide information about themselves and explain why they feel that they would be a suitable SRC. All class members will vote for their preferred representatives in their class. Students will be reminded that the role of SRC representative is one of student service and the election should not simply be a popularity contest. This process will be completed using a secret ballot, whereby no students in the class will be privy to the tallies of votes in the classroom.

Students who are elected will receive their badge at an assembly in Term 1.



## Expectations

Leadership at Kings Langley Public School is a privilege. As such, there is a level of expectation around the behaviour and conduct of all students who are being considered for leadership positions, as well as those who are lucky enough to be elected. Students must be role models to their peers and consistently meet the school's behaviour expectations.

Students in Year 5 will be observed closely in regular school activities as well as excursions including Interschool sport and the Year 5 school camp to determine their suitability for leadership positions. Once successful in obtaining leadership positions, these students will be held to the highest standard in terms of their behaviour and conduct. All leaders and their parent/caregiver will be required to sign the Student Leadership Agreement for their position. Students who do not meet the expectations set out in this document may be suspended or potentially removed from their leadership position. Depending on the time of year and magnitude of the breach, another student may be called in to replace a student who is removed from a leadership position. This decision is at the discretion of the Principal.

### 1.3 School Attendance

This policy sets out the requirements for the attendance of students in NSW Government Schools.

Section 22 of the Education Act (1900) states that it is the duty of the parent of a child of compulsory school-age to cause the child:

- to be enrolled at, and to attend, a Government school or a registered non-government school, or
- to be registered for home schooling with the Board of Studies and to receive instruction in accordance with the conditions to which the registration is subject.

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided.

Section 24 of the Act requires Principals to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available for inspection during school hours by a Board Inspector or by any authorised person.

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.



This policy should be read in the context of *The Enrolment of Students in Government Schools: A summary and consolidation of policy (1997)* and the *Memorandum Enhanced Enrolment Procedures* (Intranet only).

## Responsibilities

### Parents and carers

- It is the duty of the parent of a child of compulsory school age to cause the child:
  - to be enrolled at, and to attend, a government school or a registered non-government school, or
  - to be registered for home schooling with the Board of Studies and to receive instruction in accordance with the conditions to which the registration is subject.
- Parents are required to explain the absences of their children from school promptly and within 7 school days to the school.

### Principals

- must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.
- must ensure the school has effective measures in place to monitor and follow up student absences.
- or their delegate will undertake all reasonable measures to contact parents promptly and within two school days of an absence being unexplained, if contact has not already been made. An absence is unexplained if parents have failed to provide an explanation to the school within 7 days.
- must ensure that for students with attendance concerns, the learning and support needs of those students are addressed in consultation with parents.
- are responsible for ensuring that when frequent absences are explained as being due to illness that:
  - consultation occurs with parents regarding the health care needs of the student.
  - medical certificates are sought for the absences.
  - where there are ongoing concerns, approval is sought from parents to contact the student's doctor so the school has all relevant information regarding the student's health care needs.
  - strategies are developed to ensure regular attendance at school.



- must ensure that school staff are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at school.
- must ensure that any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student:
  - consideration is given to the requirements of the Protecting and Supporting Children and Young People Policy.
  - all required reports are made to the Community Services Child Protection Helpline or contact made with the Child Wellbeing Unit (as required by the Mandatory Reporter Guide).

Principals have the authority to

- grant sick leave to students whose absences are satisfactorily explained as being due to illness
- accept other explanations for absence and record the absence as "L"
- decline to accept an explanation for absence and record the absence as unjustified
- grant an exemption from school attendance for periods totalling up to 100 days in a 12 month period for any one student provided certain conditions are met
- grant part-day exemptions from school for periods totalling up to 100 days in a twelve month period provided certain conditions are met
- grant exemption from enrolment for students who have completed Year 9 and have the required approval to complete their education in special circumstances through an apprenticeship or traineeship provided certain conditions are met

Directors, Public Schools NSW

- have the delegated authority to grant exemptions from attendance at school under Section 25 of the Education Act (1990) totalling up to 100 days in a 12 month period.
- support schools to maintain accurate records of student attendance in a form approved by the Minister.
- approve the participation of a student in an alternative school-based program, leading to full time attendance, prior to part day exemption from attendance at school being granted by the school principal provided certain conditions are met



### Executive Directors (Schools)

- have the delegated authority to grant exemptions from attendance at school under Section 25 of the Education Act (1990) totalling more than 100 days in a 12 month period.
- have the delegated authority to grant exemptions from attendance at school under Section 25 of the Education Act (1990), provided certain conditions are met.

### Director, Student Engagement and Interagency Partnerships

- have the delegated authority to grant exemptions from school attendance for any period of time, for students wishing to participate in employment in the entertainment industry or participation in elite arts or sporting events. Principals are also able to consider applications for exemption in these circumstances.
- Principals should contact the Director, Student Engagement and Interagency Partnerships if advice is needed on compliance with employment regulation of the Children's Guardian or exemption is sought for participation in a large-scale production.

### Monitoring, evaluation and reporting requirements

Schools, with support from attendance officers (Home School Liaison Officers and Aboriginal Student Liaison Officers), monitor the regular attendance of students and develop and implement strategies to support students with identified attendance issues.

## 1.4 Aboriginal Education

Kings Langley Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

We pride ourselves on increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

Kings Langley Public School acknowledges the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high-quality education as a platform for enriching their life chances and achieving their full potential.

In honouring the Together We Are, Together We Can, Together We Will - Maintaining a Collaborative Partnership into the Future partnership agreement, Kings Langley Public



School collaborate with the NSW AECG Inc. in the monitoring and evaluation of strategies and will report on progress in implementing this policy against outcomes and targets for Aboriginal education.

The Kings Langley Public School, Koori Klub and Aboriginal Tutoring Program aims to provide an additional support network for Aboriginal and Torres Strait Islander students. Projects such as the creation of school mascots based on the local totem animals, the yarning circle, school artworks and displays also aim to raise awareness and celebrate the school's local Aboriginal heritage. Additionally students are supported in literacy and numeracy through the Aboriginal Tutoring Program.

## 1.5 Multicultural Education

Kings Langley Public School is dedicated to providing programs which promote intercultural understanding and community harmony and those which meet the specific needs of students and families from culturally diverse backgrounds.

We pride ourselves on providing inclusive teaching and learning programs that recognise and respect the cultural, linguistic and religious backgrounds of all students and promote open and tolerant attitudes towards cultural diversity.

We are committed to supporting the specific learning needs of students from culturally diverse backgrounds through the delivery of differentiated curriculum that targets teaching and learning programs.

Kings Langley Public School promotes effective communication with parents and carers from culturally diverse backgrounds and encourages their active engagement in the life of the school.

## 1.6 Anti-Racism

Kings Langley Public School rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment of Kings Langley Public School.

Eradicating expressions of racism in learning and working environments and challenging the attitudes that allow them to emerge, is the shared responsibility of Kings Langley Public School staff.



All teaching and non-teaching staff of Kings Langley Public School contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Kings Langley Public School has a trained Anti-Racism Contact Officer who provides timely and professional responses to complaints regarding racism.

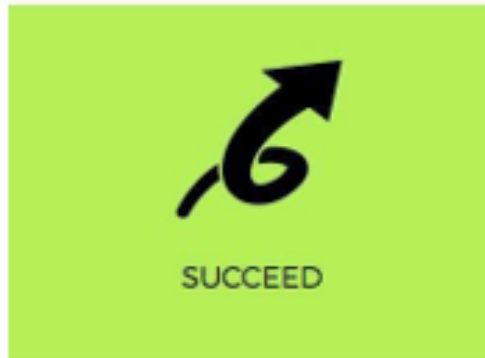
Members of the school community can make a complaint about racism, including students, parents, staff members and members of the school's wider community. Complaints of racism within the school community should be directed to the school's Anti-Racism Contact Officer (ARCO).

The principal is responsible for ensuring that the *Anti-Racism Policy* is implemented in school. Complaints regarding racism are dealt with in accordance to the *Complaints Handling Policy*.

This policy applies to all staff employed in NSW Public Schools including NSW government schools and corporate offices. It also applies to students who attend government schools and has implications for each school community.

The *NSW Anti-Discrimination Act (1977)* along with the *Commonwealth Racial Discrimination Act (1975)* make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the *Anti-Racism Policy* of the Department of Education.





## 2.1 Positive Behaviour for Learning

Kings Langley Public School has a range of programs and systems in place to support the behaviour and wellbeing of students.

- ✓ Regulate, Recharge, Restart
- ✓ PBL (Positive Behaviour for Learning)
- ✓ Tiered behaviour support system
- ✓ Emotional regulation zones

Kings Langley Public School implements Positive Behaviour for Learning (PBL) which is a framework applied to create safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The adoption and long-term implementation of efficient and effective discipline throughout the whole school environment is critical to the process.

PBL is based upon research and is proven to significantly reduce the occurrence of problem behaviours in schools. PBL is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems (Lewis & Sugai, 1999). The process focuses on improving a school's ability to teach and support positive behaviours for all students.

PBL is intended to support all students and staff across all settings. This team-based process is designed for systemic problem solving, planning and evaluation. Educators are trained in the effective behaviour management principles and practices.

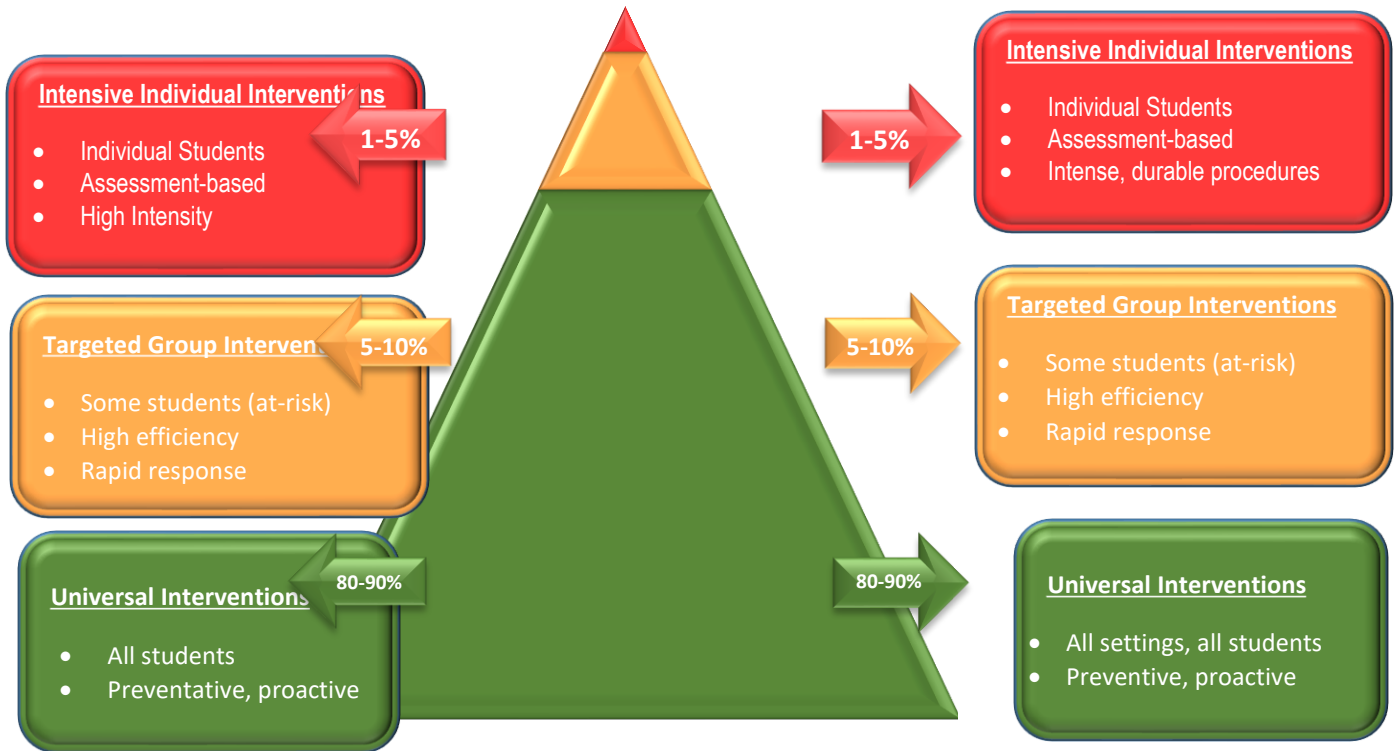
PBL logic is based upon a **three-tiered prevention model**. Attention is focused on creating and sustaining systems of support that improve both academic and social results for all students by preventing the development of inappropriate behaviour, reducing the intensity of existing problem behaviour and increasing the likelihood of academic success.



The three-tiered prevention approach includes:

### Academic Systems

### Behavioural Systems



### The Implementation Process

The process itself involves the team within the school employing effective systems, practices and data-based decision-making consistently and with fidelity. Through the implementation of this team driven process, efficiency at linking PBL with other efforts and initiatives to form a continuum of support for both staff and students. The process involves a strong focus on supporting teachers to consistently embed the teaching and monitoring of appropriate social and behaviour skills into the school day and curriculum.

When PBL is implemented effectively:

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



Teachers meet on a regular basis to discuss playground needs and concerns, behaviour management, rewards and issues arising. Regular tracking of students and behavioural concerns is undertaken during these meetings and information is used to guide and inform decisions and future directions regarding student welfare.

## 2.2 NSW Department of Education 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.

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
- 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

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and its employees.

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 expectations
- Take care of 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 will back the authority and judgment of principals and school staff at the local level.

## Kings Langley Public School - Implementation of the Behaviour Code for Students

**Kings Langley Public School's values are that students are to be Respectful, Resilient and a Learner.**

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core expectations and successful education of their children.

The Department is committed to supporting Principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.



Kings Langley Public School has modified these expectations so that they are clear and relevant to our school setting. These expectations are explicitly taught in all classrooms. This is consistent throughout the school, with all classrooms displaying and adhering to the PBL expectations. The focus is informed by data to ensure a catered approach to explicitly teach the skills needed for students to be Respectful, Resilient and a Learner.

## 2.3 Kings Langley Public School Behaviour Matrix

### KLPS Behaviour Matrix

		What do our school-wide expectations look like in all settings?							
		All Settings	Learning Space	Assembly	Office	Walkways	Playground	Toilets	Canteen
Expectations	RESPECTFUL	Move around the school safely and <u>quietly</u>  Respect others' personal space and belongings	5 L's: Legs, Laps, Listening, Looking, Lips  Follow teacher instructions	5 L's Legs, Laps, Listening, Looking, Lips  Enter and leave quietly and <u>safely</u>	Say please and thank <u>you</u>  Wait for your turn quietly	Walk on hard <u>surfaces</u>	Share play equipment and <u>spaces</u>  Follow teacher instructions	Leave the toilets <u>tidy</u>  Respect others' privacy	Say please and thank <u>you</u>
	RESILIENT	Never give <u>up</u>  Seek help when necessary	Wait for your turn <u>patiently</u>	Celebrate the achievements of others	Sit quietly while waiting for parents	Be <u>patient</u>  Keep to the <u>left</u>	Bounce back if something doesn't go your <u>way</u>  Make safe <u>choices</u>	Make safe <u>choices</u>  Wash hands with soap and water	Line up and wait for your turn <u>patiently</u>
	LEARNER	Travel in pairs when moving around the <u>school</u>  Do your best	Ask questions when <u>necessary</u>  Learn from my <u>mistakes</u>  Be <u>prepared</u>  Have a go	Be <u>determined</u> Be <u>reflective</u> Be <u>on time</u>  Know that there is always room for improvement	Be a <u>planner</u>  Clearly state what you <u>need</u>	Walk straight to your <u>location</u>	Seek help when <u>necessary</u>  Stay in bounds by <u>self-monitoring</u>  Collaborate with others	Be a <u>planner</u>  Go to the toilet during <u>break times</u>  Use water and toilet paper responsibly	Be a <u>believer</u> Self- <u>monitor</u>  Seek help when necessary

### Strategies to Promote Good Discipline and Effective Learning

Positive discipline is an essential part of a school's behaviour management plan. In formulating a behaviour management plan, school communities must be acknowledged and practices described, to foster good discipline. For example:



- The consistent use of good behaviour management technique such as:
  - giving simple instructions
  - expecting students to comply and follow directions
  - regularly noticing and commending students for complying with expectations and directions
  - avoiding the use of ridicule, embarrassment or 'put-downs'
  - encouraging on-task learning behaviour by moving about the room and supervising work
  - refocusing and redirecting attention when students become restless or inattentive
  - having a plan for managing behaviour disruptions
  - following up any significant behaviour disruptions
- The provision of appropriate curriculum to meet the needs of each student.
- The development of a school discipline code - a small number of easily understood rules which state the expected behaviour, can be monitored and consistently and fairly applied.
- Supporting students in achieving success in learning.
- Staff modelling of consistent, caring and controlled behaviour.
- Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.
- The provision of integrated programs which develop self-discipline, self-review, communication and responsible decision making, such as:
  - stress management programs
  - social skills programs
  - peer mediation
  - peer learning.
- Encouragement of respect for teachers as professional educators.
- Staff attendance at relevant training and development programs.
- The provision of appropriate support programs, such as counselling and remediation.
- Liaison with supportive community agencies to build teams.
- The knowledge and understanding of the particular needs and pressure experienced in the local community.



## K-6 Awards

“Rewards need to be fair, effective and collaborative”

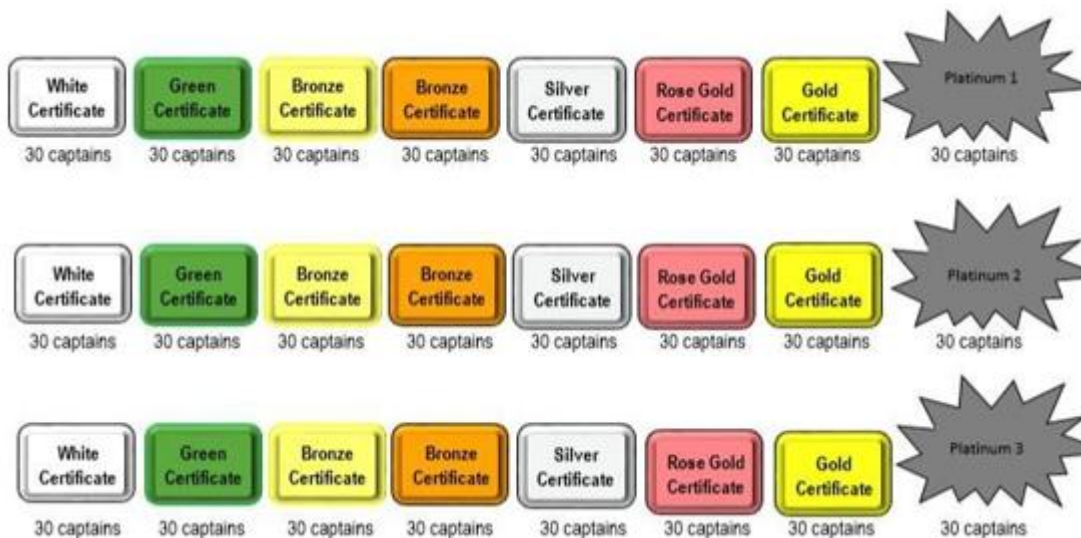
### 1. Captains

*While we encourage students to follow the expectations and do their best for intrinsic reward, we also recognise that students enjoy an external awards system.*

Captains are awarded to students for demonstrating school expectations. Teachers identify the expectation the student is receiving the captain for by discussing it with the student then circling the expectation on the captain.

*Guideline: Rewards are given throughout the week, in all classroom settings, by all staff members, as deserved.*

See below for the reward increment process. Each level requires students to receive 30 captains. When a student reaches platinum on the first occasion they receive a badge with an insert, when a student reaches platinum on the second occasion they are to receive the second insert for their badge. On the third occasion of achieving platinum the student receives the third insert for the badge.



### 2. Merit Awards

Two merit awards per class are handed out at each fortnightly assembly. These are to describe a behaviour that aligns with the school's expectations of: Be Respectful, Be Resilient and Be a Learner.



## K-6 Presentation Day Awards

### 3. Academic Achievement Award

One student is selected from each class who demonstrates outstanding academic achievement. This is awarded at the end of year Presentation Day Assembly.

### 4. Most Improved Award

A student from each class is awarded a certificate for displaying improvement in a particular area. This is presented at the end of year Presentation Day Assembly.

### 5. Teachers Award

Two students from each K-2 class, and three students from each 3-6 class are identified to receive this award at the end of year Presentation Day Assembly. Recipients are chosen for outstanding achievement and/or effort in any curriculum area.

The EAL/D and LaST teacher may award an additional Teacher Award to a student in each grade based on their dedication towards their learning in these areas.

### 6. Citizenship Award

This end of year award is presented to a student in each class for demonstrating a commitment to our school community.

## Major Presentation Day Awards (Stage 3)

### 7. DUX of the School Award

The DUX of the School Award is awarded to a Year 6 student. They are selected only on academic merit. Academic results from English and Mathematics assessments are gathered throughout the year. These scores are totaled and the student who has achieved the highest results is deemed to be the DUX of the school.





## 8. Citizenship Award (Year 6)

One student from Year 6 is selected as a recipient for the Citizenship Award. This award is given to a student who:

- demonstrates leadership
- models school expectations
- influences peers in a positive manner
- fosters love of the school
- speaks positively about the school and its community
- wears correct school uniform
- plans and makes decisions with others in a co-operative manner
- participates in school events and activities

## 9. Community Spirit Award (Year 6)

This award is endorsed by our local member. This award is presented to a student in Year 6, who demonstrates a dedication towards their school and/or community.

## 10. Julie Donovan Award (Year 6)

The prestigious Julie Donovan Award is presented to a Year 6 student who demonstrates an unwavering generosity of spirit and kindness to others.

## 11. Kings Langley Personal Best Award (Year 6)

This is awarded to a student who demonstrates excellent growth in their learning. The recipient of this award is selected by the Stage 3 team using assessment data from the end of Year 5 to end of Year 6. A Year 6 student who has demonstrated excellent academic growth during this time is selected as the recipient of this award.

## 12. Sportsperson of the Year (Years 5 and 6)

Sportsperson of the year is Kings Langley's most prestigious sporting award. We have students who achieve outstanding results in sport. These contributions are tallied to identify the sportsperson of the year.



### 13. Premier's Sporting Award (Year 6)

The Premier's Sporting Award is intended to acknowledge a Year 6 student for their:

- commitment to fair play
- achievement in their sporting discipline
- overall contribution to their school's weekly sporting program

### 14. Kings Langley Cultural Award (Year 6)

A Year 6 student who positively contributes to school culture through commitment to a range of school extracurricular activities is selected as the recipient of this award by the Stage 3 teaching team.

## 2.4 Student Behaviour and Discipline – Regulate, Recharge, Restart - Behaviour Tiered System

A behaviour support system has the sole purpose of eliminating the inconsistencies with behaviour and to ensure common language and expectations are established with students when regulating their choices inside and outside of the classroom. Below is the main purposes when establishing the behaviour support system school wide. It will:

- ensure that students feel safe with the reaction to their behaviour
- have consistent boundaries schoolwide
- feature a visual coloured system that displays where students are on the step system and where they will go to next if they make poor choices
- provide students with autonomy to regulate behaviour before moving to the next step
- support a consistent understanding for teachers of what the action should be for students who do not comply with boundaries
- provide safety for teachers to feel supported, knowing the language and the next step regardless of the behaviour
- allow students to understand the steps, allowing all staff to have a consistent behavioural system that is implemented.
- increase in green zone behaviour and positive phone calls home
- give parents an understanding of the steps taken to support their child to make the right choices through the step reflection system and opportunities to regulate their behaviour to return to green zone

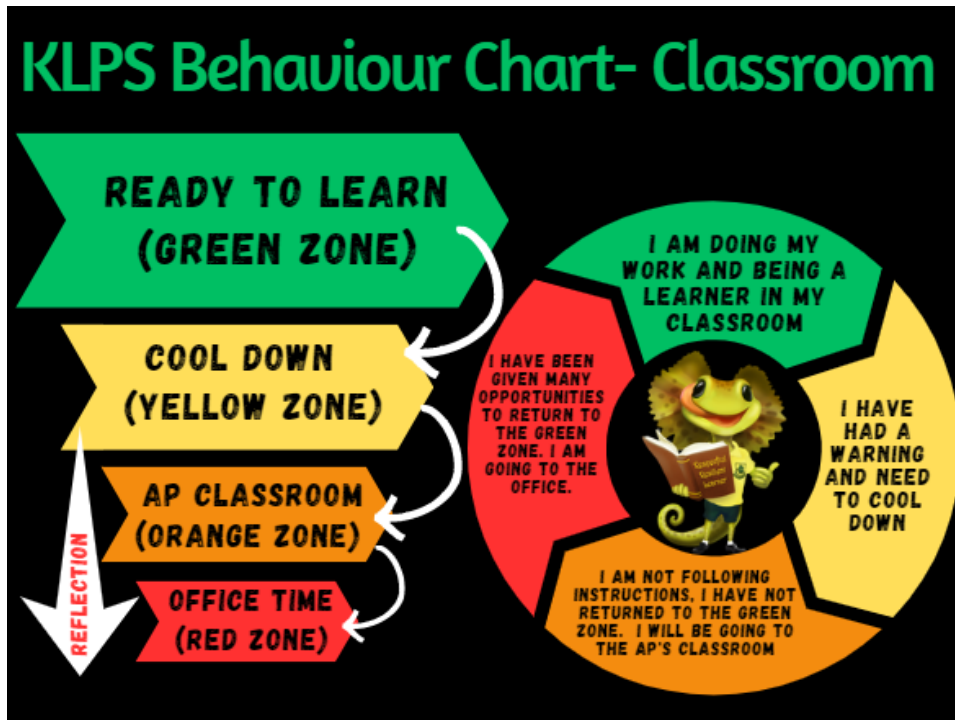


KINGS LANGLEY PUBLIC SCHOOL

ENDEAVOUR TO BE A RESPECTFUL, RESILIENT LEARNER


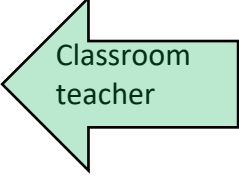

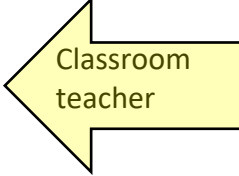
The aim of this system is to provide consistency across the school regarding teacher and student responses to behaviour and emotional regulation within each behavioural zone.

In the classroom

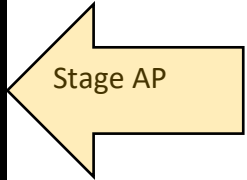




## KLPS Wellbeing Indoor Matrix

Zone	What it looks like	Outcome	Responsibility
<p><b>Green Zone</b> Ready to Learn</p>	<ul style="list-style-type: none"> <li>Being a learner</li> </ul>  <ul style="list-style-type: none"> <li>Following instructions</li> <li>Calm and on task</li> <li>Model of being a safe, respectful learner</li> </ul>	<ul style="list-style-type: none"> <li>PBL and Assembly awards</li> <li>PBL awards</li> <li>Verbal praise</li> <li>Positive phone call home</li> </ul>	 <p>Classroom teacher</p>
<p><b>Yellow Zone</b> Cool Down</p>	<ul style="list-style-type: none"> <li>Had a verbal warning and redirection</li> <li>Distracting others from learning</li> <li>Not following instructions</li> <li>Not on task</li> <li>Needing to reflect and calm down</li> <li>Using cool down resources to help to refocus</li> <li>Using emotional regulation poster to use the strategies to reach the Green Zone</li> <li>Teacher conferencing and using strategies to help regain green zone behaviour</li> <li>Returns to whole group when back to the Green Zone. If not achieved- moves to the Orange Zone</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning from the teacher</li> <li>Opportunity given to go to the Cool Down Zone and complete some of the strategies to return to the Green Zone.</li> </ul> 	 <p>Classroom teacher</p>



<p><b>Orange Zone AP Classroom</b></p>	<ul style="list-style-type: none"><li>• Not listening in Cool Down Zone</li><li>• Continued distraction from learning</li><li>• Non-compliance multiple times</li><li>• Unsafe behaviour e.g throwing a pencil in the classroom</li><li>• Disruption to the classroom</li><li>• Teasing- Name calling</li><li>• Teacher has given strategies in the Cool Down Zone and they have not been successful</li><li>• All major incidents result in moving into the Red Zone</li></ul>	<ul style="list-style-type: none"><li>• Unsuccessful strategies in the Cool Down Zone and student is continuing to effect the classroom environment</li><li>• AP provides space and reflective form to be completed</li><li>• Student remains with AP and has time to reflect/cool down and reset. AP discusses the student's responses and returns them to class. Students should be back in the Green Zone.</li><li>• Discipline referral form filled out and entered onto school system</li></ul>	 <p>Stage AP</p>
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**Red  
Zone  
Office  
Time**

- Disruptive to the lesson
- Upsetting students and not remaining on task
- Not listening to the teacher
- Not completing work
- Not able to regulate after being with the AP
- Off task, completely disruptive
- All major incidents result in moving to the Red Zone (Refusing to follow instructions, absconding, intentional destruction of property, unsafe behaviour resulting in injury)

- Student returned from AP and did not return to the Green Zone
- Reflection slip and work taken to the office where the student will remain for that session
- Depending on the level of disruption it may result in reflection time
- Reflection time at lunch with an exec who is on duty

Executive/DP

**Orange and Red Zone Reflection and Restorative Practice Questions**  
Students are directed to the form with teacher guidance.  
Tick which zone:

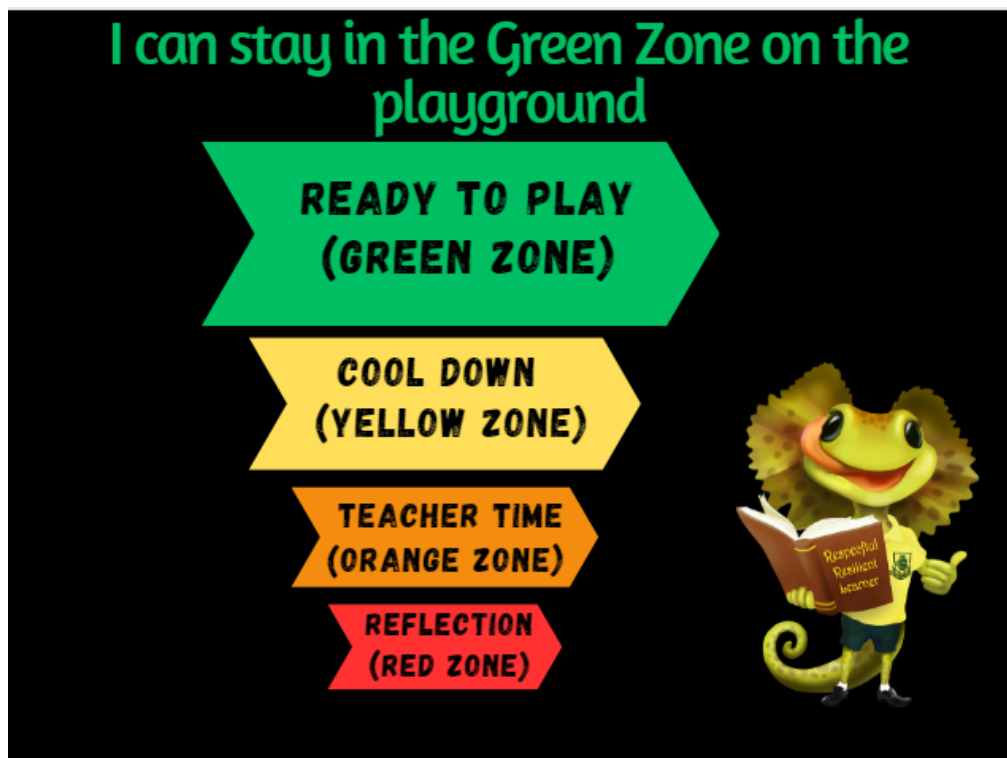
1. Were you at your best? What were you doing?	2. What were you thinking at the time?
3. Why did your behaviour affect?	
4. What could you have done differently?	5. What could you do to repair the harm?

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

- Discussion of reflection slips from classroom
- Phone call home to discuss what occurred in the steps above
- Student completes reflection time
- Steps reset after the student regulates and displays Green Zone behaviour


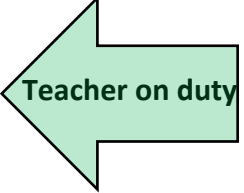
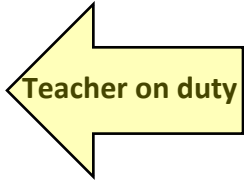


## In the playground






## KLPS Wellbeing Outdoor Matrix

Zone	What it looks like	Outcome	Responsibility
<p>Green Zone Ready to Learn</p>	 <ul style="list-style-type: none"> <li>• Playing nicely</li> <li>• Being a learner</li> <li>• Following the school rules for the area they are in</li> <li>• Model example of being a safe, respectful student</li> </ul>	<ul style="list-style-type: none"> <li>• Play with peers</li> <li>• Praise for kind behaviours</li> <li>• Look after our outdoor space.</li> </ul>	
<p>Yellow Zone Cool Down</p>	<ul style="list-style-type: none"> <li>• Verbal reminder of the expectations and how to play</li> <li>• Conversation about with the students about play and what the student may be doing is unsafe</li> <li>• Opportunity to correct the behaviour</li> <li>• Return to playing with friends after a quick reminder.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with the student.</li> <li>• Returns to the situation and changes behaviour.</li> <li>• If behaviour does not return to Green Zone behaviour, student moves to the Orange Zone and a discipline referral form to be filled out</li> </ul>	





<p>Orange Zone Teacher on Duty</p>	<ul style="list-style-type: none"> <li>Behaviour has not been rectified and student has continued with unsafe behaviours / not following school expectations within the minor behaviour system in the PBL matrix</li> <li>Conference with the teacher and have a cool down moment away from peers</li> <li>Teacher discusses with the student why they have been asked to sit down. Discusses the issue and can use questioning techniques from the restorative practice model</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with the student about why they have not changed their behaviour.</li> <li>Time away from peers discussion about how to change their behaviour again.</li> <li>White discipline referral form filled out.</li> </ul>	<p>Teacher on Duty</p> <p>DP receives white form</p>
<p>Red Zone Office Time</p>	<ul style="list-style-type: none"> <li>Unsafe behaviour</li> <li>Major behaviour on the PBL matrix</li> <li>All major incidents result in moving to the Red Zone</li> <li>Reflection and restorative practice questioning</li> </ul>	<ul style="list-style-type: none"> <li>Removal from the playground.</li> <li>Reflection and discipline referral form completed and entered onto school system</li> <li>Phone call home.</li> </ul> 	<p>Executive staff/DP</p>

**Exceptions/ Grey areas to the steps**

- ✓ Individual students may have their own behavioural plans to follow.
- ✓ Not all behaviours will follow the step system and some will need to be considered for red zone automatically.



Further breakdown of the zones:

### **Green Zone:**

The Green Zone in the classroom/playground is where students are in a state of readiness and engagement for learning and play. It is typically the main area of the classroom or playground where students participate in instructional activities and group work and is designed to promote a positive and productive learning and playground environment.

When students are in the Green Zone, they are calm, ready to learn or play and are able to participate fully in classroom or playground activities. They are engaged, focused and respectful of their peers and the teacher. This zone is characterised by a positive atmosphere of collaboration and shared learning, where students are encouraged to ask questions, share ideas and work cooperatively to solve problems and play together.

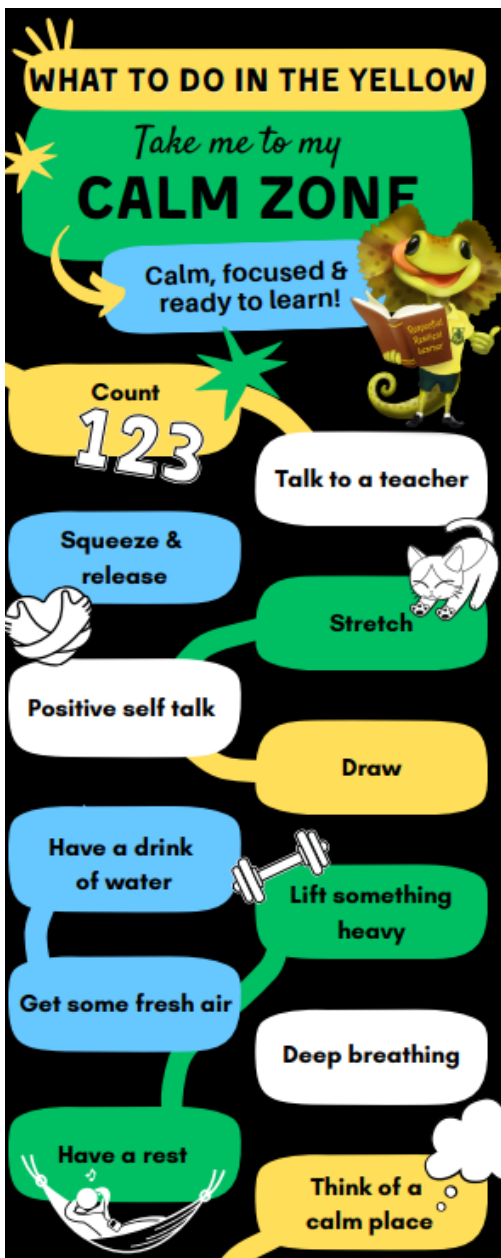
Teachers are to use a variety of strategies to promote the Green Zone, including positive reinforcement, clear expectations and opportunities for student choice and autonomy. By creating a classroom and playground culture that values and rewards positive behaviour, teachers can help students develop the skills and habits necessary for success in school and beyond.

Overall, the Green Zone is a space where learning and growth are fostered and where students can feel supported and motivated to reach their full potential.



## Yellow Zone (Cool Down):

The Cool Down Zone in the classroom or playground is a designated area where students can take a break from class activities to manage their emotions, thoughts and behaviours. It is typically a quiet and calm space that is separate from the rest of the classroom, designed to help students regulate their emotions and behaviours when they are feeling overwhelmed, anxious, or upset.



In the playground, students may be approached and supported by the duty teacher when in this zone. This support may be checking in with students, walking around with them, questioning and providing strategies to prevent situations heightening.

The Cool Down Zone in the classroom can include a variety of materials such as stress balls, sensory items like fidget toys, colouring books and quiet reading materials. The space will have the posters and restorative practice prompts that encourage students to practice mindfulness techniques and questioning to build report when behaviours occur.

The Cool Down Zone is often used as a tool for self-regulation and emotional management. When students are feeling frustrated, overwhelmed or overstimulated, they can take a break in the Cool Down Zone to calm themselves down, process their feelings and regain their focus. By providing a space where students can take a break and manage their emotions, teachers can help promote a positive classroom environment and support student success.



## Orange Zone

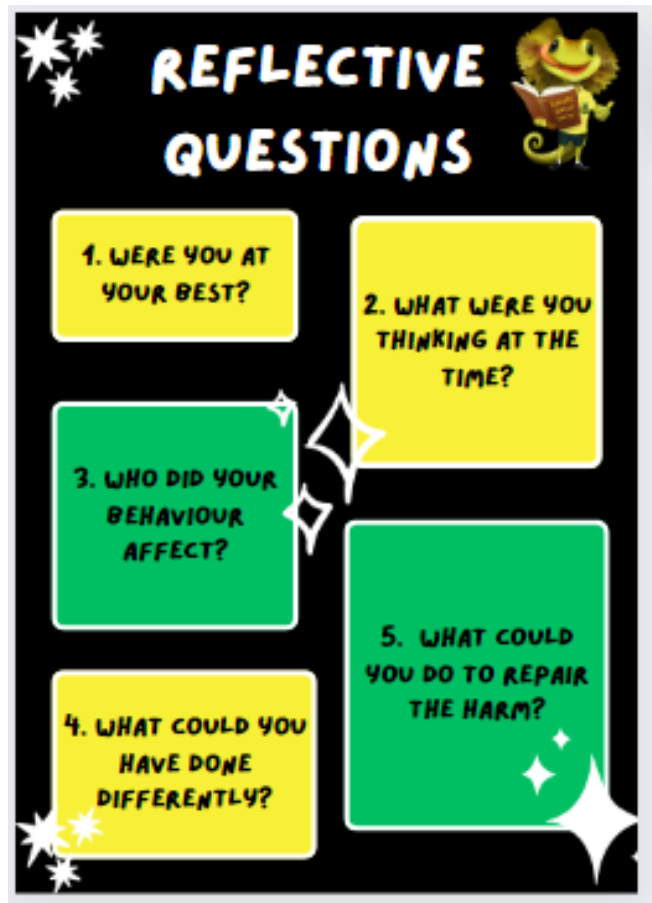
The Orange Zone in the classroom is where students are temporarily removed from the classroom due to disruptive or unsafe behaviour. It is when they may be in the stage AP's classroom and is designed to provide a safe and supervised environment for students who need a break from the classroom.

When students are in the Orange Zone, they are asked to sit quietly and reflect on their behaviour, complete a behaviour reflection sheet and speak with the AP about their actions. The goal of the Orange Zone is to provide a consequence for disruptive behaviour while also giving students an opportunity to calm down and reflect on their actions.

The AP will use a variety of strategies to promote the Orange Zone, including clear expectations and consequences, positive reinforcement for appropriate behaviour and restorative justice practices.

### Kings Langley Public School Behaviour Referral Form BE RESPECTFUL, BE RESILIENT, BE A LEARNER

Student (full name):	Date:
Class:	Time of Incident:
Victim (name and class):	
Witness/es (name and class):	
Teacher Name:	Stage Executive:
<b>INCIDENT:</b>	
<b>Location:</b>	
<input type="checkbox"/> Adventure Playground & grass	<input type="checkbox"/> Canteen quad
<input type="checkbox"/> COLA	<input type="checkbox"/> Golden Grove
<input type="checkbox"/> Grass area near pre-school	<input type="checkbox"/> Library quad
<input type="checkbox"/> Port Place	<input type="checkbox"/> Toilets
<input type="checkbox"/> Classroom	<input type="checkbox"/> Hall
<input type="checkbox"/> Library	<input type="checkbox"/> Office
<input type="checkbox"/> Excursions including sport	<input type="checkbox"/> Outside of school hours
<input type="checkbox"/> Transitions to and from classrooms, programs, etc.	<input type="checkbox"/> Online
<b>Type:</b>	
<b>Minor (Orange)</b>	<b>Major (Red)</b>
<input type="checkbox"/> Teasing	<input type="checkbox"/> Name calling
<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Racial Abuse
<input type="checkbox"/> Disrespectful Behaviour	<input type="checkbox"/> Defiance
<input type="checkbox"/> Unsafe Behaviour	<input type="checkbox"/> Disrespectful behaviour
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Unsafe behaviour
<input type="checkbox"/> Taking things with no intention to return	<input type="checkbox"/> Physical Aggression
<input type="checkbox"/> Disrupting Others	<input type="checkbox"/> Stealing
<input type="checkbox"/> Misuse of Technology	<input type="checkbox"/> Misuse of Technology /Cyberbullying
Incident details and teacher action (please be concise)	
Completed by Teacher:	
<input type="checkbox"/> Spoken to by the teacher (Yellow Zone)	<input type="checkbox"/> Formal Reflection Time
<input type="checkbox"/> Walking with the teacher (Orange Zone)	<input type="checkbox"/> Discussion with AP (classroom only)
<input type="checkbox"/> Other (please detail):	<input type="checkbox"/> Discussion with DP (playground and any location)
	<input type="checkbox"/> No other action required
Executive sign off and action:	





In the playground teachers investigate incidents, remove students from situations, use restorative questioning to build empathy and provide space and time for students to calm down and regulate emotions.

By providing a structured consequence for disruptive behaviour, teachers can help students learn to take responsibility for their actions and make more positive choices in the future.

Overall, the Orange Zone is a space where students can take a break from the classroom and reflect on their behaviour in a safe and supportive environment. By using the Orange Zone effectively, teachers can help promote a positive classroom culture and support student success.

## Red Zone:

The Red or Reflection Zone is a where students go to reflect on their behaviour and the choices they have made, with support from staff. This is usually down in the office with senior executive staff. It is designed to help students think about their actions and the impact they have on themselves and others. It occurs at lunch time and also during lesson time



**Orange and Red Zone Reflection and Restorative Practice Questions**  
Students can draw/write in the boxes with Teacher guidance.  
Tick which zone  or

1. Were you at your best? What were you doing?	2. What were you thinking at the time?
3. Who did your behaviour affect?	
4. What could you have done differently?	5. What could you do to repair the harm?

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Red Zone may also be a consequence for behaviour that is disruptive or harmful to others. Students may be directed to the Red Zone by the teacher or may choose to go there voluntarily as a way to take responsibility for their actions.

In the Red Zone, students may be asked to reflect on what led to their behaviour and what they could have done differently. This is the restorative questioning process. They may also be asked to complete a reflection sheet or participate in a restorative justice circle to repair any harm caused by their behaviour.

The Red Zone is used as a tool for promoting accountability and teaching students to take responsibility for their actions. By providing a space where students can reflect on their behaviour and the choices they have made, teachers can help promote a positive classroom culture and support students in their personal growth and development.



## Restorative questions in Reflection time

Restorative Justice (RJ) is a philosophy and practice based on a set of principles for responding to peer conflict and wrongdoing; emphasising communication without blame or shame, strengthening relationships, and social-emotional growth to build healthy learning communities.



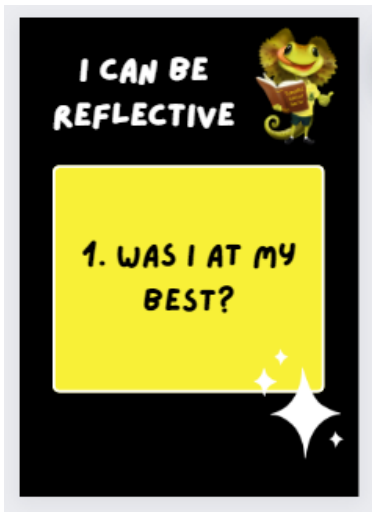
Restorative justice questions in our reflection sessions:

- builds healthier student-to-student and student-to-adult relationships based on personal responsibility, respect, and meaningful communication
- creates a safe environment with a focus on social-emotional wellbeing and academics rather than misbehaviour
- builds on school-wide strengths and competencies with a focus on developing assets in students, school staff and families
- responds to student and staff needs and supports educational and personal development
- encourages students and families to consider themselves as part of a larger community

This will lead to:

- decreases in the number of disciplinary actions that rise to an administrative level
- decreases in exclusionary discipline related to peer conflict and student misbehaviour
- increases in students reporting that they think their teachers and other adults at school believe they will be a success

This is supported within the behavioural system so that the 'Red Zone' is not seen to be space of failure or a complete disappointment, or for the child to feel neglected, ashamed or embarrassed. It provides acknowledgement that the student did not adequately regulate their emotions and continued to make irregulated emotional choices. Through the use of restorative justice questions that are displayed in classroom and office spaces, the relationships between the teachers and the students can be restored in a meaningful reflection learning space.



## 2.5 Supporting Students with Disability

The primary responsibility for meeting the learning and support needs of students with disability lies with the school and classroom teacher. The Learning and Support Team plays a key role in coordinating and planning support for students with disability and additional learning needs.

School staff are aware of their obligations towards students with disability and their parents and carers under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

School and teacher practice supports the provision of personalised learning and support for students with disability.



Resources are used in a manner that enables the school to meet the identified learning and support needs of students with disability in consultation with students and/or their parents and carers.

Kings Langley Public School participate in the annual *Nationally Consistent Collection of Data (NCCD)*. This is used when resourcing learning and behaviour programs.

## 2.6 Supporting EAL/D Students

Students with English as an Additional Language/Dialect (EAL/D) come from a diverse range of backgrounds. They enter Australian schools with varying levels of proficiency in Standard Australian English (SAE). As a result, Government uses student enrolment data to allocate extra funding to schools to support their learning needs.

An integral part of our school plan is student support. EAL/D support programs are designed to cater to the learning needs of EAL/D students in order for them to gain full access to the Australian Curriculum. Programs focus on language learning through explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of SAE. They are delivered in a fluid and flexible manner incorporating a combination of in-class support, small-group and individual withdrawal options, which are delivered by specialist teachers. Regular review of programs, professional development and resources is ongoing.

## 2.7 Personalised Learning Support Plan/Individualised Education Plan

A meeting with parent/caregivers is required to formulate and later review personalised learning and support for each child identified as needing an adjustment. This would include students in OOHC, Aboriginal students (PLP) and IEPs for students with specific needs, such as HPG, ADHD and various learning difficulties.

The first weeks of each year provide an opportunity to conduct formal and informal assessment: tests, class work and observations to gauge each student's current level of performance. Early in the year a staff meeting will be allocated to review students on the NCCD database from the previous year and to use that alongside the assessments to identify students requiring personalised learning support. Each of the students requiring an adjustment will have SMART goal(s) tailored to their particular needs for them to work towards. These can be academic, social or behavioural.





Parents are contacted to discuss the adjustments. At this time the student, their strengths, interests and needs are discussed through a process of consultation and collaboration. These plans are reactive and evolving and will not stay in place for an entire year but are directed by each student's progress. Once goals have been achieved, new goals will be set, though the depth of change in the goals will determine how often further meetings are required. After the initial meeting both parents and teacher will sign and date the document.

Communication to parents should occur throughout the year. The report writing process provides opportunities to assess a student's progress towards achieving their goal which can be communicated in the Semester 1 reports. At least one more meeting (in person or over the phone) is to be conducted often in Term 3, to discuss successes and 'where-to-next' for each student. This may include setting new goals.

By mid-Term 4 all personalised learning support plans are to be finalised.

## 2.8 Out-of-home care

Successful schooling contributes to an adult life that is personally rewarding, socially connected and economically sustained. Schools have an important role in supporting children and young people in out-of-home care to maximise their life outcomes.

Principals must ensure that children and young people in out of home care are attending government schools with:

- assistance provided to every child and young person regardless of their circumstances including their culturally and linguistically diverse backgrounds, religious or spiritual beliefs, gender and disabilities to access and participate in education on the same basis as all other students to achieve good educational outcomes
- access to the full range of school activities and programs
- information entered on the enrolment registration number (ERN) database for children or young people identified by the school as being in out of home care is updated when necessary
- consideration given in regards to reviewing the plan where there are changes in other aspects of the child or young person's life, such as a change of care placement, which may cause disruption to their schooling.

Additional support to enhance the educational outcomes of children and young people in out of home care may be provided by:

- the carer, other professional staff (for example, speech therapists) and designated non-government agencies



- other departmental staff, for example, school counsellors or learning and support teachers
- development and review of education plans conducted in collaboration with the carer, caseworker, child or young person and other, appropriate, stakeholders
- support carers and the child or young person by providing a copy of the education plan as soon as possible after it is developed and whenever it is reviewed. A copy should be provided, by the carer or school to Community Services NSW or the designated government or non-government agency with case management responsibility
- ensuring that each child or young person's education plan is kept on file, is accessible to those who need access to it and accompanies the child or young person's record if there is a change of school
- not disclosing the care status of a child or young person in out of home care, including to departmental staff, unless this is required by legislation or necessary for the safety, welfare and wellbeing of the child or young person

#### Teachers

- are expected to participate in the development and implementation of education plans for children and young people in out of home care, the annual review of such plans, and to support their effective implementation
- must maintain the confidentiality of the care status of the child or young person in out of home care except as authorised by the principal (or otherwise required by law)

#### Carers

- are expected to liaise with school and educational services staff and the caseworker to ensure their involvement in the educational planning process for the child or young person in their care

#### Out of Home Care Teachers

- work with schools and educational services staff to build the capacity of teachers and schools to support children and young people in out of home care and improve their educational outcomes
- must not disclose the care status of a child or young person in out of home care, including to departmental staff, unless this is required by law or necessary for the safety, welfare or wellbeing of the child or young person

#### Out of Home Care Coordinators

- coordinate and monitor the educational support for children and young people in out of home care in government schools



- work with educational services staff and relevant staff in other agencies, in establishing effective and efficient modes of working to improve the educational outcomes for children and young people in out of home care. This includes being a contact point for receiving information about children and young people entering out of home care and about health assessments conducted by NSW Health
- must not disclose the care status of a child or young person in out of home care, including to departmental staff, unless this is required by law or necessary for the safety, welfare or wellbeing of the child or young person

Government departments and other designated agencies

- School and educational services staff are expected to liaise with Community Services NSW or the designated non-government agency to encourage their involvement in the educational planning process for the child or young person in their care
- It is the legal duty of designated agencies that are prescribed bodies, to take reasonable steps to coordinate decision-making and the delivery of services regarding children in out of home care. Relevant information, resources and expertise must therefore be accessed and utilised to meet the needs of individual children and young people

### Monitoring, evaluation and reporting requirements

Each school will review its support to any children or young people known by them to be in out of home care to ensure that it complies with this policy.

The Executive-Director, Learning and Wellbeing will monitor the state-wide implementation of this policy.

## Protecting and Supporting Children and Young People

Kings Langley Public School staff are subject to a set of roles and responsibilities as mandatory reporters in relation to child protection including training, reporting on safety and supporting children and young people, as well as monitoring, evaluation and reporting requirements.

The legislation that governs us includes the *Children and Young Persons (Care and Protection) Act 1998*; *Crimes Act 1900*, *Privacy and Personal Information Protection Act 1998*; *Privacy and Personal Information Protection Act 1998*; *Health Records and Information Privacy Act 2002*; *Commission for Children and Young People Act 1998*; *Ombudsman Act 1974*, *Education Act 1990*.



The NSW Government recognises that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility. Keep Them Safe: A shared approach to child wellbeing provides the framework for parents, communities and government and non-government agencies to work together to support children and families.

## Responsibilities

The Principal is required to

- ensure all staff have participated in an initial child protection induction and an update during the past year
- ensure all staff are aware of the indicators of abuse and neglect of children and young people
- ensure all staff are aware of their obligation to advise the principal or workplace manager of concerns about the safety, welfare and wellbeing of children and young people that arise during the course of their work
- ensure that all staff are aware of their mandatory obligation to report suspected risk of significant harm and of the procedures for doing so

## Reporting

- use appropriate tools to inform decision making, such as the online Mandatory Reporter Guide, professional judgment or specialist advice, where there are concerns about risk of harm
- determine whether concerns about the safety, welfare or wellbeing of children or young people constitute risk of significant harm and if they do, report these to Family and Community Services
- seek advice from the Child Wellbeing Unit where there is uncertainty about whether concerns amount to risk of significant harm
- contact the Child Wellbeing Unit about the safety, welfare and wellbeing of children and young people where:
  - there are concerns about risk of harm, that do not meet the threshold of significant harm but are not trivial
  - the Mandatory Reporter Guide indicates this should be done
  - a case has been reported to Family and Community Services and did not meet the risk of significant harm threshold



- there is an observable pattern of cumulative harm that does not meet the threshold of significant harm

#### Supporting children and young people

- establish effective systems in their workplace for:
  - child protection concerns to be identified in the course of the work of staff, reported and action taken, where appropriate, so vulnerable children and young people are supported
  - reasonable steps to be taken to coordinate decision making and coordinate services to children and young people and their families with other local service providers, if required
  - collaborative work with other agencies for the care and protection of children and young people in ways that strengthen and support the family and in a manner that respects the functions and expertise of each service provider
- exchange relevant information to progress assessments, investigations and case management as permitted by law
- use best endeavours in responding to a request for a service from Family and Community Services provided that the request is consistent with departmental responsibilities and policies

All employees are responsible for

#### Training

- participate in a child protection induction and in annual updates. This includes all staff – principals, workplace managers, teaching and non-teaching staff, part-time, temporary and casual staff and those who join during the year

#### Reporting

- adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager
- adhere to mandatory procedures for reporting risk of significant harm to Family and Community Services
- ensure, where they have reported any risk of significant harm concerns to the principal or workplace manager, that the principal or workplace manager has reported those concerns to Family and Community Services



- report directly to Family and Community Services if they believe the principal or workplace manager has not reported risk of significant harm concerns to Family and Community Services and they still have concerns about risk of significant harm
- ensure that any relevant information that they become aware of, subsequent to a report being made to Family and Community Services or following contact with the Child Wellbeing Unit, is provided to Family and Community Services or the Child Wellbeing Unit respectively. If the additional information forms concerns about risk of significant harm a report must be made to Family and Community Services

#### Supporting children and young people

- cooperate with reasonable steps to coordinate service delivery and decision-making with other relevant service providers
- avoid undertaking any investigation of the circumstances giving rise to a report where risk of significant harm has been reported, without the express prior approval of the relevant Family and Community Services case officer
- inform students, including apprentices or trainees, of their right to be protected from abuse and of avenues of support if they have concerns about abuse

### Monitoring, evaluation and reporting requirements

Principals and workplace managers must maintain a workplace register of staff participation in annual updates and of inductions of new staff, or they must sight individual records of staff inductions. This applies to all staff including non-teaching staff, part-time, temporary and casual staff.

A record is to be kept of reports to Family and Community Services as confirmation that mandatory reporting requirements have been met. The report reference number should be recorded.

The record and related papers are to be retained by principals or workplace managers in secure storage and kept confidential. These records are to be provided to any successor.

Where a reference number has been provided by the Child Wellbeing Unit it must be recorded and kept.

If serious safety issues remain after a report has been made to, and accepted by, Family and Community Services, principals or workplace managers will refer the matter to the departmental regional officer responsible for student services so the case can be taken up at a senior level within Family and Community Services.



## The Working with Children Check

The Working with Children Check is an important part of the NSW Department of Education's recruitment process to prevent people who pose a risk to the safety, welfare and wellbeing of children from being employed or engaged in child-related work.

The Working with Children Check applies to all people employed or engaged in child-related work in the NSW Department of Education, in any of the following capacities:

- as a paid employee
- as a self-employed person or as a contractor or subcontractor
- as a volunteer
- as a person undertaking practical training as part of an educational or vocational course (other than as a student undertaking work experience)
- as a minister, priest, rabbi, mufti or other religious leader or spiritual officer of a religion or other member of a religious organisation

In addition to the WWCC requirements, workers who are engaged in child-related work as a paid employee of the department or as a contractor in the Assisted School Travel Program are required to meet the department's National Criminal Records Check requirements to determine their suitability for employment or engagement.



KINGS LANGLEY PUBLIC SCHOOL

ENDEAVOUR TO BE A RESPECTFUL, RESILIENT LEARNER



THRIVE

### 3.1 Student Nutrition

School nutrition plays a significant role in improving the health and wellbeing of students. Kings Langley Public School aims to promote and model healthy eating and good nutrition in school programs and activities relating to or involving food and drink. The teaching and learning programs meet the requirements of nutrition education in the Personal Development, Health and Physical Education (PDHPE) Key Learning Area from Kindergarten to Year 6.

Kings Langley Public School proudly implements the Crunch&Sip program which aims to increase the quantities of vegetables and fruits and water being consumed by our students.

Crunch&Sip is a set time during the school day for students to eat vegetables and fruit and drink water in the classroom. Students bring vegetables and/or fruit and a water bottle to school each day for the Crunch&Sip break.

Kings Langley Public School is also a *Live Life Well* school. *Live Life Well* is a joint initiative between the Department of Education and the Ministry of Health and aims to get students, more active more often and to develop healthy eating habits.

### 3.2 Student Health

Kings Langley Public School is dedicated to assisting students who have health support needs at school. Processes and systems are in place to adequately collect health information about students upon enrolment and on a regular basis to protect the health and safety of students.





An individual health care plan is created for any student with severe asthma, type 1 diabetes, epilepsy or anaphylaxis and/or diagnosed at risk of an emergency and/or requiring the administration of health care procedures. The annual review of health care plans also takes place.

Where requested, staff can assist with the administration of prescribed medication for a student when a medical practitioner has prescribed medication that must be administered during the school day.

In the instance of communicable health concerns such as head lice and chicken pox, parents/caregivers are made aware through written communication.

Although we cannot guarantee to be nut-free, all visitors to the school are asked to refrain from bringing nut products to the school. This does not include items that are labelled as “may contain traces of nuts”.

### 3.3 Learning Support Team

The Learning and Support Team (LaST) is a team of dedicated professionals who initiate whole school planning and support mechanisms for students and teachers alike. It has been formed with the purpose of addressing the cognitive, emotional, social, physical and spiritual wellbeing of students through the co-ordination, development, implementation, monitoring and evaluation of educational programs. The LaST team meet fortnightly to identify, document and monitor student progress and achievement. Each term a review is conducted to ensure students are making expected gains and additional support is identified where necessary.

The prime function of the LaST is to ensure that the needs of all students are met using a three-tiered model of support: Tier 1 – Universal (80%), Tier 2 – Targeted (15%) and Tier 3 – Intensive (5%) for students and teachers.

### 3.4 School Counsellor

Kings Langley Public School’s counsellors provide valuable support and counselling and psychological assessment for students with specific needs. Their daily work activities may include counselling students, assessing students' learning and behaviour, helping families make informed decisions about their child's education, identifying impediments to students' learning and liaising with external agencies regarding student wellbeing.



The school counselling service provides one-on-one evidence-based psychological intervention. The service may also assist through the implementation of group programs to target a specific need (e.g. anxiety, social skills) or assist with peer mediation.

The school counselling service assists Kings Langley Public School executive staff in responding to crisis and safety concerns.

All student referrals to the school counselling service are tabled at the School Learning and Support Team meetings. This includes classroom teacher referrals, parent referrals or referrals from external health professionals treating the student (e.g. Paediatricians and General Practitioners).

### 3.5 Transition to Kindergarten

Kings Langley Public School is committed to supporting students in a smooth transition into Kindergarten, as children who have a positive start to school are likely to engage and experience ongoing academic and social success.

Workshops and information sessions are conducted throughout the year to support parents to equip children as they transition to school. There are several components aimed to assist in preparing children for the commencement of school including the preschool program run by the Community Liaison Officer, a transition program in Terms 3 and 4 and the Kindergarten Orientation program later in Term 4.

The community engagement officer runs a weekly preschool program that enables parents to meet together with other parents and provide opportunity for children to engage in social interactions with other children in the school community. It also establishes strong and trusted relationships between parents and the school even before a child officially starts Kindergarten. The Community Liaison Officer also visits local preschools to communicate with parents about Kings Langley Public School and hosts visits to the school.

In late Term 2 there is an early evening parent and student session allowing both parties to visit the school, meet school staff, take part in fun activities and visit a Kindergarten classroom. An evening parent information session informs parents of the transition program and how they can support their child during this process. Kindergarten Orientation sessions welcome children starting Kindergarten the following year by providing them with the opportunity to go to a Kindergarten classroom and experience what it is like in an authentic school classroom.



During the year before Kindergarten, programs such as Ten Busy Fingers, a small group skills session and a targeted social skills program prepare students for school as well as the transition program in Terms 3 and 4. The transition program involves two sessions where children have a “Kindergarten lesson” in classrooms. For some children there may be a need to provide additional transition days and develop social stories in preparation for the orientation sessions later in the year.

Working together can make starting school an exciting time of change for children and families and help children to feel more confident and positive about school to give them a good start.

### 3.6 Transition to High School

The transition to high school is an exciting time for students and their families. It is the beginning of a whole new chapter, meeting new people and experiencing a range of different subjects and sports. It can also be an anxious and stressful time in both preparing for the move to high school and in managing the first few weeks. Kings Langley Public School is committed to supporting students to have a smooth transition into high school through a number of programs.

#### Year 6 transition program for all students

The transition to high school program provides support to students and their families. This commences with an information session early in the year to support parents in the process of applying for a high school placement for their child. High schools also offer information nights to provide parents with information regarding Year 7 at that particular high school and may offer a tour of the facility. In addition, the Community Liaison Officer will provide an information session at the P&C with handy tips for transitioning from Year 6 to 7.

Students will also be provided with a high school transition program consisting of a series of lessons aimed at developing necessary skills. This may include changing classrooms with different teachers, outlining organisation skills, learning how to make new friends and managing homework.

Many high schools have an orientation day giving students a taste of high school life which often includes a tour around the school, information about the high school and experience in various subject classes. All students at Kings Langley will also visit Seven Hills High School for the Smooth Walking program as part of a linkages program.



## Small Groups Programs

Some children require additional support and may be included in a small group program. The activities will focus on the needs of the groups and may include assistance with reducing worries about moving to high school, further developing organisational skills and role-playing and other activities around building positive friendships/relationships.

## Individual Programs

Some students require tailored programs and are provided additional experience with transition in the high school setting. This is negotiated between each school and the family to determine how to best meet the individual needs of the students.

## 3.7 Sun Safety

Schools have a responsibility to provide a safe environment for students, including providing adequate protection from the sun.

The Student Health policy requires schools to implement practices related to student health that comply with the *NSW Work Health and Safety Act 2011* (WHS Act) and that demonstrate a commitment to collaboration with parents to support the wellbeing of students.

The school community implements a range of strategies to promote sun safety which may include:

- staff are encouraged to model sun safety behaviours
- sun safety is promoted as a health and safety issue rather than as a matter of discipline. Therefore age appropriate sun safe strategies such as 'No hat, stay in the shade' are implemented
- shade is available for students at recess and lunch and in areas for outdoor teaching
- the school curriculum includes teaching students about the need for sun safety across all year levels
- hats are part of the school uniform and are a way to promote sun safety practices
- sunscreen roll-ons may be provided from home for students to use



- alternative arrangements may be made as a result of sun conditions; including closing all or part of the playground in extreme weather or scheduling outdoor activities in the shade or at times outside of peak ultraviolet radiation times where possible

### 3.8 Drug Education

Kings Langley Public School teachers implement drug education teaching as detailed in the Personal Development, Health, Physical Education (PDHPE) curriculum.

### 3.9 Road Safety Education

Kings Langley Public School teachers implement the Road Safety component of the PDHPE curriculum.

Students also participate in the *National Walk to School Day*.