



Penshurst Public School Student Wellbeing Policy

(Revised October 2021)

RATIONALE

The mission of Penshurst Public School is to “Aim High” and be a thriving and dynamic school, a centre of growth and learning. In line with our 2021-2024 School Plan, Penshurst Public School incorporates a *Positive Behaviour for Learning* (PB4L) framework which is a universal wellbeing system that defines school-wide expectations and promotes positive behaviour.

The aim of this policy is to communicate Penshurst Public School’s commitment and procedures to ensure the wellbeing of all students. Our school believes in a strategic, integrated whole-school approach through the creation of a positive and safe learning environments which best enables students to learn and engage at school.

To support student safety and wellbeing and effectively address negative behaviour, including bullying, our school is committed to:

- the promotion of a positive learning environment where the school community feels included, connected, safe and respected
- the promotion of a welcoming school culture that values diversity and fosters positive, respectful relationships
- incorporating student voice in decision-making as a key contributor to a positive school culture
- families and communities collaborating as partners with the school to support student learning, safety and wellbeing
- involving staff, students and families in promoting positive behaviour by sharing and cultivating an understanding of wellbeing and support for positive behaviour and how this reinforces effective teaching and learning

The Student Wellbeing Policy aligns with NSW Department of Education Policies. This policy will be reviewed as required.

AIMS

Based on the *School Excellence Framework* our school aims to:

- provide a happy and safe environment in which students can learn effectively and strive towards their full potential
- define and establish clear school expectations which are known and understood by all school community members
- provide clear guidelines for a universal wellbeing management system which is known by staff, students, parents and whole school community
- ensure expectations are applied consistently, fairly and consequentially
- encourage students to accept responsibility for their own behaviour
- enable teachers to teach in a purposeful and non-disruptive environment
- provide a physically and emotionally safe environment

RIGHTS AND RESPONSIBILITIES

RIGHTS	Students' Responsibilities	Teachers' Responsibilities	Parents' Responsibilities
To have the opportunity to learn	To learn, participate and allow others to do the same	To facilitate learning so that students develop their potential	To support children and be involved in their learning
To be respected	To respect others and their property	To treat others with respect and fairness	To treat others with respect and fairness
To be happy and safe at school	To keep others safe and happy	To promote a happy and safe environment	To ensure children are safe, clean nourished, punctual and dressed in uniform

PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

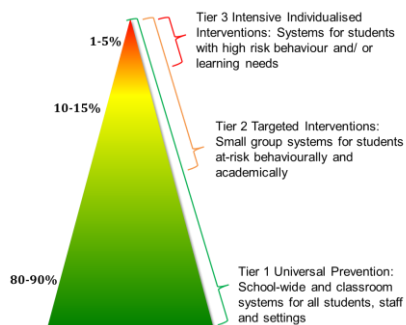
We recognise and actively encourage positive student behaviour with:

- public recognition of achievement at assemblies and in newsletters
- a cumulative award system
- visits to other teachers/ classes
- verbal praise and encouragement
- leadership roles, e.g. Student Leadership Team, Sports House Captains, SRC Representatives, Peer Support Leaders, Buddies
- Extrinsic rewards, e.g. house points, gotchas, stamps

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR FOR EFFECTIVE LEARNING

At Penshurst Public School we actively encourage positive behaviour for effective learning in the following ways:

- Ensure student welfare is a priority.
- Explain school expectations, rights and responsibilities, award systems and consequences for inappropriate behaviour to the school community at the beginning of each year and revisit when necessary.
- Implement PB4L expectations through explicit teaching of the PB4L matrix and framework.
- Recognise and promote student achievement and positive behaviour within the school and community.
- Monitor student progress and behaviour, involving the Learning Support Team when required.
- Cater for the needs of individual students
- Implement programs or systems such as Peer Support, Social Skills, Environment leaders and PB4L which develop cooperative skills and appropriate behaviour.
- Inform parents about student progress
- Promote the development of decision-making and leadership skills through participation in the Student Representative Council and associated class activities
- Provide additional support for students with learning and behavioural needs as required



The diagram shows how the PB4L continuum applies to all students. PB4L establishes strong school-wide universal systems that promote early intervention and the teaching and acknowledging of social-emotional skills.

PB4L helps schools to develop consistent systems to discourage unproductive behaviour.

Tier 2 targeted support is a team driven process. It strengthens and builds upon what has been taught to students at the universal level. Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will continue to exhibit some difficulties. These students may need additional academic and/or social-emotional support.

A smaller group of students, approximately 1-5 per cent, may need individualised and intensive Tier 3 supports as well as universal and targeted support. Schools will build upon the foundations of the school-wide system to support these students. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system.

SCHOOL EXPECTATIONS - STAR

- Be **SAFE**
- Be a **TEAM** player
- **ACHIEVE** your best
- **RESPECT** yourself and others

*These expectations are clearly displayed in each classroom and around the school through the **PB4L Learning Space Expectations and Out of Classroom Expectations Matrices**. Expectations for a specific focus area are promoted each fortnight and students following these expectations are acknowledged through our award system.*

SCHOOL RULE	EXPECTATION Examples <i>Learning Spaces</i>	EXPECTATION Examples <i>Out of Classroom Settings</i>
Be SAFE	<ul style="list-style-type: none"> ● Move sensibly around the room ● Use equipment safely ● Listen and follow instructions ● Store bags neatly 	<ul style="list-style-type: none"> ● Wear a hat outside ● Watch out for others ● Keep your hands and feet to yourself
Be a TEAM player	<ul style="list-style-type: none"> ● Cooperate with others ● Allow others to learn ● Listen to ideas of others ● Keep the room tidy 	<ul style="list-style-type: none"> ● Be a role model ● Encourage others ● Show team spirit ● Keep our school tidy
Achieve your best	<ul style="list-style-type: none"> ● Feel proud of your work and behaviour ● Use time wisely and have a go ● Listen and stay on task ● Be at school on time 	<ul style="list-style-type: none"> ● Listen to instructions ● Embrace your improvements ● Be a problem solver ● Be productive not reactive
Respect yourself and others	<ul style="list-style-type: none"> ● Accept responsibility ● Care for property of others ● Be honest in your words and actions ● Care for feelings of others 	<ul style="list-style-type: none"> ● Pick up your rubbish ● Respect school and other's property ● Share the space ● Play fairly

BEHAVIOUR EXPECTATIONS IN THE LEARNING SPACES

Students are to follow the *Learning Space Expectations* as part of PB4L. Warnings are given when students do not follow the expectations in the classroom.



PENSHURST PUBLIC SCHOOL LEARNING SPACES EXPECTATIONS

WE ARE SAFE

We create comfortable learning spaces to be ourselves and have a go.

We use our learning spaces safely and keep them tidy.

WE SHOW TEAMWORK

We are able to share ideas, be creative and work with others.

We value and support our classmates.

WE ACHIEVE

We take pride in our work and in our learning.

We aim high to achieve our best.

WE ARE RESPECTFUL

We show respect, courtesy and consideration.

We value everyone's right to learn.

As collaborative and future ready global citizens, we use our learning spaces as STAR students every day.

** Subject to modification*

WARNING ONE:

The student's name is written on the white board, with a verbal reminder of the class expectation.

WARNING TWO:

A mark is placed next to the student's name. Again, the student is reminded of the class expectation. The student is asked to reflect on his/her behaviour and can be sent to a quiet area within the classroom for a reflection time.

WARNING THREE:

A second mark is placed next to the student's name. The student is sent to the team leader for a Class Expectation Reminder (CER). This third warning turns into the CER. The student will have the opportunity to reflect on his/her behaviour through filling out a K-2 or 3-6 Class Expectation Reminder with the stage Assistant Principal. (Appendices 1 & 2)

This form will be signed by the student and stage Assistant Principal. A letter is sent home for the parent/caregiver to sign. The note is to be returned the next day. The student's name is recorded by the team leader on the Room 95 Google sheet and on Sentral. A brief written description of the behaviour is included. These three warnings are accrued in **one** day. All students start afresh at the beginning of each day.

*Note: If a student has three class Expectation Reminders in one term then the third one becomes a Reflection Time and a meeting is to be arranged with the parent/caregiver to discuss student behaviour.

Class warning 1 + Class warning 2 + Class warning 3 (turns into) = Class Expectation Reminder (student is sent to stage Assistant Principal and fills out a form and a notification letter is sent to parents).

BEHAVIOUR EXPECTATIONS OUT OF CLASSROOM SETTINGS



OUT OF CLASSROOM EXPECTATIONS

SAFETY TEAMWORK ACHIEVE RESPECT

	ALL AREAS	STAIRWELLS & TRANSITIONS	CANTEEN	GRASS	BOULEVARDE	ASPHALT	TOILETS	HALL / ASSEMBLY	ROOFTOP AREA
S SAFETY	I keep my hands and feet to myself I wear my hat outside I move to a covered area if I do not have my hat on I stay inbound in all areas	I keep to the left when walking I carry my equipment safely I watch where I am going and always stay inbounds After I finish work during recess and lunch time, I must walk down the stairs with a teacher to play the areas	I stand in line and wait for my turn I walk sensibly to and from the canteen	I use correct equipment in the right area I stay inbounds I finish my food before I go to the Grass I make sure balls stay lower than 1.5m	I keep to the left when walking I stay inbounds	I place my bag in the class lines I remain seated during eating time I only use handballs in handball court areas I use correct equipment responsibly I finish my food before I go to the Basketball Court	I go to the toilet, wash my hands and leave I keep food outside the toilet	I enter and exit the hall quietly I leave space between myself and others I walk to and from assembly I listen to teacher instructions	I only take what my teachers allows me to I make sure that furniture is never taken to the rooftop I always stay with my group I stay inbounds
T TEAMWORK	I am a positive role model I encourage others and show team spirit	I leave a space between myself and others I am in the right place at the right time I always use the same stairwell with my stage	I am patient I return to the playground promptly and sensibly	I play fairly and cooperatively I solve my problems calmly I share play areas I look after others	I place found items in the lost property box	I play fairly and cooperatively I solve my problems calmly I share play areas I look after others	I wait for my friends outside the toilets	I enjoy and celebrate our school's achievements	I consider others around me I only sit on the seats
A ACHIEVE	I aim high I follow expectations at school I am responsible for my own behaviour I wear my full school uniform correctly and proudly	I walk directly and quietly around the school I walk where I have teacher permission to be	I only go to the canteen to purchase for myself	I solve my problems calmly I report any problems to my teachers	I walk calmly and sensibly I use this area as a passive area only	I only sit on the seats I use the covered area, tables and seats as passive areas only I solve my problems calmly I report any problems to my teachers	I return to class promptly I use the toilet paper, taps and bubblers responsibly	I congratulate achievements sensibly I pay attention, actively participate and listen in assembly	I participate enthusiastically and enjoy learning in this outside space
R RESPECT	I respect property I accept differences and am considerate of others I speak politely to others I listen to and follow teacher instructions	I knock and wait at the door when delivering messages I am considerate of others I only stay on the ground level before school, during recess and lunch	I use a quiet voice and nice manners when talking I use my own money to purchase items from the canteen	I take care of my property I am a good sport I use all equipment responsibly and pack it away after use	I walk through quietly while people are working I sit while I eat I put all rubbish in the bin	I sit while I eat I put all rubbish in the bin I am a good sport I am prompt to lines when the bell rings	I give people privacy when they are using the bathrooms I use the toilet during break times I flush the toilet when finished I leave the toilet area clean	I sing the national anthem, school song and say our pledge with pride I sit and stand quietly I face the front, look and listen to all items and announcements	I behave sensibly, responsibly and respectfully I follow the instructions of the teachers I am considerate and respectful of all our neighbours

* Subject to modification

- Students who do not follow behaviour expectations in the **Out of Classroom** settings will have their names recorded online by the teacher dealing with the incident when on duty. The teacher will spend time in restorative conversation with the student at the time of the incident. A consequence for the behaviour will be determined using the Behaviour Barometer as a guide. If a Playground Expectation Reminder is issued by the teacher then this will take place with an Executive Team Member (the next time Room 95 is on) who will discuss the incident following Restorative Practice guidelines.
- Students who have been placed on Reflection Time meet with an Executive Team Member from 1.10pm to 1:50pm in Room 95. Playground Expectation Reminders will also meet with an Executive Team Member from 1:10 pm to 1:35 pm in Room 95.
- The teacher on duty will log any incidents (Playground Expectation Reminder or Reflection Time) at the time and place they occur (or straight away once the duty is completed).
- An executive member will monitor tracking sheets each term in relation to Playground Awards at the end of each term. Sentral will be used to assist this process.

Minor Incidents continue to be handled by Individual Teacher as “Once off” Behaviours

Examples of Minor Incidents	Consequences
Littering / making mess in toilet	Pick up papers / clean up mess
Talking, eating in or lateness to lines	Verbal reminder
No hat	Walk with teacher / restorative conversation
Disrupting others’ play	Sit down in playground / COLA
Lateness to class	Go back and walk
Talking in class / off task	Do task again in own time

Medium Incidents may be given an Expectation Reminder. **This is the school’s revised ‘Time Out’**. Students fill out a form (Appendices 6 or 7). A letter is sent home to parents (Appendices 3, 4 or 5).

The third Playground Expectation Reminder **in a term** URNS into a Reflection Time with the Assistant Principal.

Examples of Medium Incidents	Consequences
<ul style="list-style-type: none"> • Talking / disrupting in lines or class • Disrupting others’ play deliberately • Ignoring instructions • Inappropriate language / actions • Teasing (repeated) • Running in corridors causing harm • Leaving room without permission 	<ul style="list-style-type: none"> • Non-Award of Class or Playground Award • Class Expectation Reminder • Playground Expectation Reminder • Apology note written by student, signed by parent • Letter home to parents (with the Expectation Reminder)

Major Incidents will lead to a Reflection Time or Suspension. **This is the school’s revised ‘Detention’**.

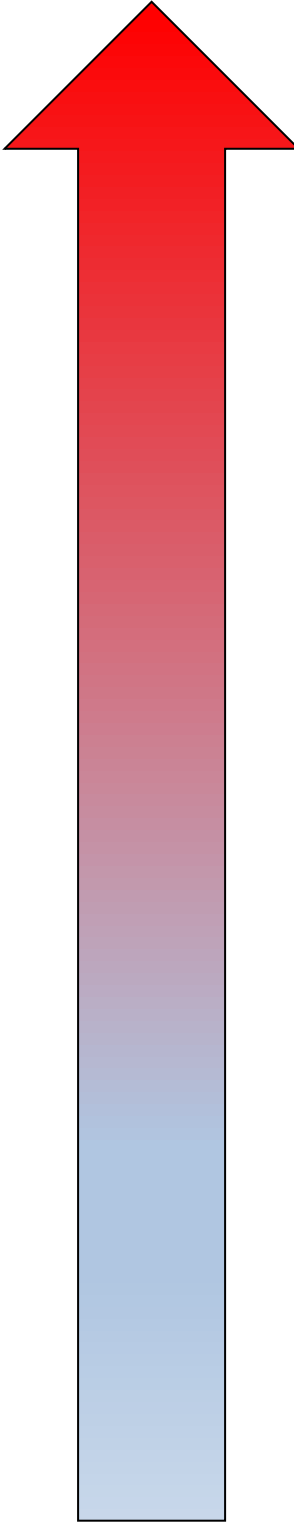
When a student receive a Reflection Time, the student is sent for a conversation around Restorative Practices with the Assistant Principal on duty (the next time Room 95 is on) and fills out a form (Appendices 8 or 9) under the supervision of the Assistant Principal. A letter (Appendices 10,11,12 or 13) is sent home.

Examples of Major Incidents	Consequences- <i>Executive Intervention Required</i>
<ul style="list-style-type: none"> • Fighting, punching, threatening behaviour • Spitting at others • Throwing objects (dangerous) • Disrespect to teachers, incl. visiting teachers • Racist behaviour • Deliberate action or speech that makes someone respond physically or verbally in a negative way • Sexual harassment • Stealing • Throwing objects to cause harm • Leaving school grounds/truancy • Damaging property / vandalism • Possession of drugs / weapons • Deliberately accessing inappropriate internet sites and/or other people’s accounts • Intentional misuse of power in a relationship that is ongoing, repeated and involves behaviour that can cause harm/bullying • Aggressive/offensive behaviour or intimidation 	<ul style="list-style-type: none"> • Reflection Time/ Letter home to parents • Parent Meeting • Apology note written by student, signed by parent • Immediate removal from playground • Follow anti-discrimination procedures • Class withdrawal • Suspension • Police Intervention • Exclusion from school excursions, functions, representative sport • Withdrawal of privileges which includes the temporary or permanent removal of leadership responsibilities and badge • Daily documentation of behaviour • Communication book • Individual Behaviour Plan • Learning Support Team referral/ intervention



BEHAVIOUR BAROMETER

A system of consequences is in place to ensure consistency in dealing with incidents of inappropriate behavior. Teachers apply professional judgement and related consequences where applicable on a case by case basis. Guidelines are given below. These may include, but are not limited to:

<p style="text-align: center;">BEHAVIOUR EXAMPLES</p> <p style="text-align: center;">Major Incidents</p> <ul style="list-style-type: none"> ● Fighting, punching, threatening behaviour ● Spitting at others ● Throwing objects (dangerous) ● Disrespect to teachers, incl. visiting teachers ● Racist behaviour ● Deliberate action or speech that makes someone respond physically or verbally in a negative way ● Sexual harassment ● Stealing ● Throwing objects to cause harm ● Leaving school grounds/truancy ● Damaging property / vandalism ● Possession of drugs / weapons ● Deliberately accessing inappropriate internet sites and/or other people's accounts ● Intentional misuse of power in a relationship that is ongoing, repeated and involves behaviour that can cause harm/bullying ● Aggressive/offensive behaviour or intimidation <p style="text-align: center;">Medium Incidents</p> <ul style="list-style-type: none"> ● Talking / disrupting in lines or class ● Disrupting others' play deliberately ● Ignoring instructions ● Inappropriate language / actions ● Teasing (repeated) ● Running in corridors causing harm ● Leaving room without permission ● Cheating (e.g. assessment task) <p style="text-align: center;">Minor Incidents</p> <ul style="list-style-type: none"> ● Littering / making mess in toilet ● Talking, eating in or lateness to lines ● No hat ● Disrupting others' play ● Lateness to class ● Talking in class / off task 		<p style="text-align: center;">CONSEQUENCES</p> <p style="text-align: center;">Major Incidents <i>Executive Intervention Required</i></p> <p>Reflection Time/ Letter home to parents Parent Meeting Apology note written by student, signed by parent Immediate removal from playground Follow anti-discrimination procedures Class withdrawal Suspension Police Intervention Exclusion from school excursions, functions, representative sport Withdrawal of privileges Documentation of behaviour Communication book Individual Behaviour Plan Learning Support Team referral/ intervention</p> <p style="text-align: center;">Medium Incidents <i>The 3rd Incident is a Reflection Time</i></p> <p>Non-Award of Class or Playground Award Class Expectation Reminder Expectation Reminder Apology note written by student, signed by parent Letter home to parents</p> <p style="text-align: center;">Minor Incidents <i>Usually Handled by Individual Teacher</i> <i>"Once off" Behaviours</i></p> <p>Pick up papers / clean up mess Verbal reminder or warning Warning that is recorded Walk with teacher / restorative conversation Sit down in playground / COLA Expectation Reminder Go back and walk Do task again in own time</p>
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SCHOOL AWARD SYSTEM

Awards are presented to individual students each week. These awards include STAR awards (in accordance with STAR expectations) and Superstar awards (awarded for Learning Areas). All award recipients are presented with their awards at assemblies and acknowledged in the school newsletter.

A cumulative model focusing on recognising positive student behaviour is implemented for all students from K-6. For example:

-First **five** awards earn a **BRONZE** award
Bronze



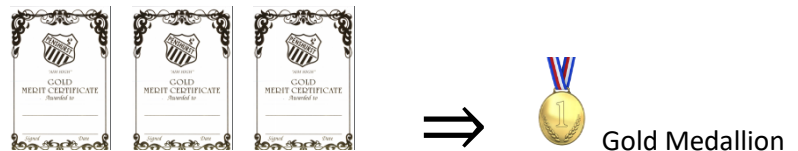
-Next **five** awards earn a **SILVER** award
Silver



-Next **five** awards earn a **GOLD** award
Gold



-Three **GOLD** awards earn a **GOLD MEDALLION**



● **Assembly Awards**

Class teachers award Superstar and STAR awards each week at assembly, depending upon the size of the class (approximately 1 award per 7 or 8 students per week)

● **Playground Awards**

The executive will issue awards at the end of each term to students who display positive behaviour in the playground. These are given out in class by class teachers

● **Class Awards**

Awards are issued at the end of each term to students who display positive behaviour in class (including Scripture)

● **Homework Awards**

Class teachers will issue an award at the end of each term to students who complete homework/home reading consistently (at least 80 %)

*RFF/EALD/NAP/SUPPORT teachers award STAR awards in consultation with classroom teacher at any time throughout the term.

AWARD PROGRESSION

- Once a Gold Award has been achieved in the year, the above process is started again.
- Class teachers will track awards (Appendix 18), but it is the students' responsibility to keep all their awards together. Awards will be signed and dated on presentation to the teacher. Sentral will assist this process
- The process is cumulative and carries on from year to year.

CLASS EXPECTATION REMINDERS

Classroom Expectation Reminders	<ol style="list-style-type: none">1. These take place in the hub of the stage Assistant Principal. These are our revised “Class Time Outs”.2. The student completes the Class Expectation Reminder form: K-2 (Appendix 1) or 3-6 (Appendix 2)3. This is filed in the Wellbeing folder.4. The Assistant Principal will complete the note home for parents: Expectation Reminder- Class or Playground (first one in the term): (Appendix 3) Expectation Reminder- Class or Playground (second one in the term): (Appendix 4) Expectation Reminder- Class or Playground (third one in the term): (Appendix 5) The third Class Expectation Reminder in a term becomes a Reflection Time.5. The AP records the Class Expectation Reminder on the <u>Room 95 Google sheet and on Sentral.</u>6. If a note is not received within two weeks then the AP will send a reminder to the parents (Appendix 16).
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PLAYGROUND EXPECTATION REMINDERS

Playground Expectation Reminders	<ol style="list-style-type: none">1. The teacher on duty records the details of the Playground Expectation Reminder on the <u>Room 95 Google sheet.</u> As is usual with playground matters, the teacher on duty is to look into what has occurred and complete any restorative practices conversations with students. Remember that if the incident is minor then other consequences can take place instead of a Playground Expectation Reminder.2. The Expectation Reminder takes place in the first part of Room 95 with the executive team member on duty. These are our revised “Time Outs”.3. The student completes the Playground Expectation Reminder form: K-2: (Appendix 6) 3-6: (Appendix 7)4. This is filed in the Wellbeing folder. The executive team member <u>transfers the details of the incident into Sentral.</u>5. The Assistant Principal will complete the note home for parents: Expectation Reminder- Class or Playground (first one in the term): (Appendix 3) Expectation Reminder- Class or Playground (second one in the term): (Appendix 4) Expectation Reminder- Class or Playground (third one in the term): (Appendix 5) The third Playground Expectation Reminder in a term becomes a Reflection Time.5. If a note is not received within two weeks then the AP will send a reminder to the parents (Appendix 16)
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Note: Where possible, students have a fresh start at the beginning of each term for Expectation Reminders. Penshurst Public School Incident Record was used for recording Class Expectation Reminders and Expectation Reminders (Appendix 19). This has been replaced by the Room 95 Google sheet and Sentral.

REFLECTION TIME SUMMARY

<p>Reflection Time (first one in a term)</p> <p>1</p>	<ol style="list-style-type: none"> 1. Teacher on duty when the incident occurs records a Reflection Time online 2. Room 95 with the executive team member on duty from the first half of lunch (exec member will ask for students in the morning) 3. Students fill in Reflection Time form (Appendix 8 or 9) 4. AP will organise a letter to go home to parents (Appendix 10) 5. Parents to sign and return to class teacher 6. Class teacher to give returned note to AP 7. Note to be filed in the Wellbeing Folder 8. If a note is not received within two weeks then the AP will send a reminder to the parents (Appendix 17) <p>If the student is a school leader (captains, vice captains, prefects, environment leaders, SRC representatives and library monitors) then the leadership title and responsibilities will be reviewed with a loss of leadership responsibilities and badge for a period of up to 4 school weeks. During this this time, the student has the opportunity to earn back the leadership responsibilities and badge by consistently following positive behaviour expectations.</p>
<p>Reflection Time (second one in a term)</p> <p>2</p>	<ol style="list-style-type: none"> 1. Teacher on duty when the incident occurs records a Reflection Time online 2. Room 95 with the executive team member on duty from the first half of lunch (exec member will ask for students in the morning) 3. Students fill in Reflection Time form 4. Exec member will organise a letter to go home to parents (Appendix 11) 5. Parents to sign and return to class teacher 6. Class teacher to give returned note to exec member 7. If a note is not received within two weeks then the exec member will send a reminder to the parents (Appendix 17) 8. 5 school week exclusion from representing the school may occur from extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. If the student is a school leader then the permanent loss of the leadership position will be seriously considered.
<p>Reflection Time (third one in a term)</p> <p>3</p>	<ol style="list-style-type: none"> 1. Teacher on duty when the incident occurs records a Reflection Time online 2. Room 95 with the executive team member on duty from the first half of lunch (exec member will ask for students in the morning) 3. Students fill in Reflection Time form 4. Exec member will organise a letter to go home to parents (Appendix 12) 5. Parents to sign and return to class teacher 6. Class teacher to give returned note to exec member 7. If a note is not received within two weeks then the AP will send a reminder to the parents (Appendix 17) 8. 2 day class and playground withdrawal in different stage AP hub and 4 day Behaviour Card. No play time for the 2 class withdrawal days and a behaviour card for the 4 days. Student goes to Room 95 during the lunch time/s it is on. He/She is to sit on the bench outside the library during all other break times. Other children may also sit on that bench. 5 school week exclusion from representing the school may occur from extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. If the negative behaviour resulting in the Reflection Times takes place only in the playground then it can be a 2 day playground only withdrawal.
<p>Reflection Time (fourth one in a term)</p> <p>4</p>	<ol style="list-style-type: none"> 1. Teacher on duty when the incident occurs records a Reflection Time online 2. Room 95 with the executive team member on duty from the first half of lunch (exec member will ask for students in the morning) 3. Students fill in Reflection Time form 4. Exec member will organise a letter to go home to parents (Appendix 13) 5. Parents to sign and return to class teacher 6. Class teacher to give returned note to exec member 7. If a note is not received within two weeks then the exec member will send a reminder to the parents (Appendix 17) 8. 3 day class and playground withdrawal in different stage AP hub and 6 day Behaviour Card. No play time for the 3 class withdrawal days and a behaviour card for 6 days. Student goes to Room 95 during the lunch time/s it is on. He/She is to sit on the bench outside the library during all other break times. Other children may also sit on that bench. 10 school week exclusion from representing the school may occur from extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. If the negative behaviour resulting in the Reflection Times takes place only in the playground then it can be a 3 day playground only withdrawal.
<p>Reflection Time (fifth one in a term)</p> <p>5</p>	<p>Principal organises a school suspension in accordance with the Suspension Policy. Parents are notified in writing. 10 school week exclusion may occur from representing the school on excursions, extracurricular activities and sporting events.</p>

Note: All students have a fresh start at the beginning of each term for ERs & RTs **except for the 5 and 10 week exclusions** which can carry over a term. Incidents are recorded in Sentral. **There is a progression of consequences for students when a Reflection Time occurs during one term.**

NOTICE OF CONCERN and NOTICE OF SERIOUS CONCERN

A Notice of Concern or Notice of Serious Concerns are issued by an executive as a result of a serious misbehaviour or ongoing issues with behaviour.

These notices enable the student, the parents and the school to consider the student's behaviour, to support the student to make the necessary changes and to understand the consequences if the behaviour continues and/or escalates. It records the unacceptable behaviour and encourages the parents to assist the student to modify their behaviour.

A Notice of Concern or Notice of Serious Concern can be issued as part of a Reflection Time, and is up to the Assistant Principal's or Principal's discretion. (Appendix 19)

PERMISSION BOOKLET

Families at the start of the year commit to the school expectations and code of conduct through signing the Permission Booklet. (Appendix 20)

PROCEDURAL FAIRNESS at PENSURST PUBLIC SCHOOL

It is common practice at Penshurst Public School that statements may be sought from various people to inform decision making and resolution. These statements, taking account of relevant materials and affording the appropriate opportunities for response, will be considered with compliance of relevant policy, procedures, guidelines or statutory provision applicable to a given situation. As this falls within a school's jurisdiction, parental consent is not required for students at Penshurst Public School for an incident statement to be provided.

Supporting Documentation

This policy is to be read in conjunction with correspondence that have previously been sent home: *Student Welfare and Discipline Procedures at Penshurst Public School* (dated: 07/11/2016); and *Penshurst Public School Merit Award System* (dated: 06/02/2017).

RESPONDING TO NEGATIVE BEHAVIOUR

K-6 STUDENTS

The consequences for students involved in unacceptable behaviour incidents or misdemeanours, which breach these behaviour expectations, will be determined according to the Student Wellbeing Policy.

Two Reflection Times in a term may lead to exclusion from representing the school in extracurricular activities, incursion, excursions, PSSA, sporting and out of school events. The period of exclusion is **5 school weeks** from the date of the second reflection.

Further referrals to Room 95 (Expectation Reminders or Reflection Times) may result in consequences as outlined in the Student Wellbeing Policy.

A 2 day class withdrawal and 4 day Behaviour Card may lead to exclusion from representing the school in extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. The period of exclusion is **5 school weeks**. A 3 day class withdrawal and 6 day Behaviour Card may lead to exclusion from representing the school in extracurricular activities, incursion, excursions, PSSA, sporting and out of school events. The period of exclusion is **10 school weeks**.

A suspension will lead to exclusion from representing the school in extracurricular activities, incursion, excursions, PSSA, sporting and out of school events. The period of exclusion is **10 school weeks**.

YEAR 6 STUDENTS IN POSITIONS OF RESPONSIBILITY

A verbal warning from the stage team leader will be given to remind the student of their responsibility.

Further lapses in their duty will result in a Room 95 referral.

FOR STUDENTS IN LEADERSHIP POSITIONS (students with badges)

- * School captains, vice captains and prefects
- * House captains and vice captains
- * Library monitors
- * SRC representatives
- * Environment Leaders

If the student is a school leader (captains, vice captains, prefects, environment leaders, SRC representatives and library monitors) and receives a Reflection Time then the leadership title and responsibilities will be reviewed with a loss of leadership responsibilities and badge for a period of up to 4 weeks. During this time, the student has the opportunity to earn back the leadership responsibilities and badge by consistently following positive behaviour expectations.

If a second Reflection Time occurs in the year then the permanent loss of the leadership position will be seriously considered.

REPLACEMENT BADGES

Each student in a Leadership position receives one badge from the school. If a student requires a replacement badge, this will occur at the student's own expense.

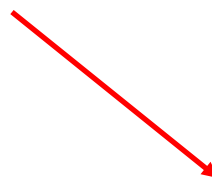
Procedural Process Flowchart for:

- ARCO (racist behaviour)
- Intentional misuse of power in a relationship that is ongoing, repeated and involves behaviour that can cause harm (bullying)

Student tells of racism/bullying complaint to the class teacher or teacher on duty



The incident is recorded in Sentral as part of the usual procedures for recording a Classroom or Playground Incident



ARCO Referral (for any racist behaviour) is selected by the teacher as a Follow Up Action for any racist behaviour

Intentional Misuse of Power in a Relationship/ Bullying is selected by the teacher as a record of the incident details



ARCO officer follows up incident with students according to ARCO training. Racist behaviour incidents can be summarised in a log with incident date and details through Sentral (Wellbeing module)

Stage Assistant Principal follows up incident with students according to school Wellbeing Policy. Bullying incidents can be summarised in a log with incident date and details through Sentral (Wellbeing module) . Email notification is received by the Assistant Principal

APPENDICES SUMMARY:

1	Class Expectation Reminder K-2	Class Expectation Reminder (student forms)	
2	Class Expectation Reminder 3-6		
3	Expectation Reminder Note 1 (Class or Playground)		Expectation Reminder (Class or Playground) (parent notes)
4	Class Expectation Reminder Note 2 (Class or Playground)		
5	Class Expectation Reminder Note 3 (Class or Playground)		
6	Playground Expectation Reminder K-2	Playground Expectation Reminder (student forms)	
7	Playground Expectation Reminder 3-6		
8	Reflection Time K-2	Reflection Time (student forms)	
9	Reflection Time 3-6		
10	Reflection Time Note 1	Reflection Time (parent forms)	
11	Reflection Time Note 2		
12	Reflection Time Note 3		
13	Reflection Time Note 4		
14	2 Day Class and Playground Withdrawal & 4 Day Behaviour Card	Behaviour Cards	
15	3 Day Class and Playground Withdrawal & 6 Day Behaviour Card		
16	Return Expectation Reminder Note		
17	Return Reflection Time Note		
18	Class Awards Tracking Sheet		
19	Notice of Serious Concern		
20	Permission Booklet		

APPENDIX 1

CLASS EXPECTATION REMINDER K-2

Name _____ Class _____ Date: _____

What happened?

How do you think your actions affected the other involved?

Which STAR area/s do I need to practise more? (tick)

<input type="checkbox"/>	Safety	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>	Achieve	<input type="checkbox"/>	Respect
--------------------------	---------------	--------------------------	-----------------	--------------------------	----------------	--------------------------	----------------

(Use S.T.A.R Classroom Matrix for assistance if needed)

Next time I can

What do you need to do to make things right?

Time:

- Morning Session
- Middle Session
- Afternoon Session
- Other: _____

Exec team member has logged this online

Executive member signature: _____ **Student signature:** _____

APPENDIX 2

CLASS EXPECTATION REMINDER 3-6

Name _____ Class _____ Date: _____

What happened?

Who has been affected by what you have done? In what way?

Which STAR area/s do you need to practise more? (tick)

<input type="checkbox"/>	Safety	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>	Achieve	<input type="checkbox"/>	Respect
--------------------------	---------------	--------------------------	-----------------	--------------------------	----------------	--------------------------	----------------

(Use S.T.A.R Out of Classroom Matrix for assistance if needed)

Next time I can

What do you need to do to make things right?

Time:

Morning Session

Middle Session

Afternoon Session

Other: _____

Exec team member has logged this online

Executive member signature: _____ **Student signature:** _____

APPENDIX 3



Penshurst Public School

Arcadia Street, Penshurst NSW 2222
Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

1st Expectation Reminder- Parent Notification Date: _____

This is for the:

- Classroom Learning Space** *(please also tick which one on the return slip)*
- Playground** *(please also tick which one on the return slip)*

Dear Parent/Caregiver,
Your child had a class expectation reminder for: _____

Date of incident: _____

Please discuss this incident with your child and sign at the bottom to show that you have read what happened. Please return this note to school tomorrow. If a child has three expectation reminders in a term then the 3rd one becomes a Reflection Time. If you would like to discuss the incident, please contact the school office to arrange an appointment.

Thank you for your assistance in this matter.

Student Name: _____ Class: _____

Mr Lie
Principal

Executive Team Member: _____



1st Expectation Reminder Return Slip

- Classroom Learning Space**
- Playground**

Name: _____

Class: _____

I have read the letter about this Expectation Reminder. I have discussed the incident with my child and understand that the third Expectation Reminder in a term turns into a Reflection Time.

Parent/Caregiver Name: _____

Signed: _____ Date: _____

APPENDIX 4



Penshurst Public School

Arcadia Street, Penshurst NSW 2222
Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

2nd Expectation Reminder- Parent Notification

Date: _____

This is for the:

- Classroom Learning Space** *(please also tick which one on the return slip)*
- Playground** *(please also tick which one on the return slip)*

Dear Parent/Caregiver,

Your child had a second class expectation reminder in a term for: _____

Date of incident: _____

Please discuss this incident with your child and sign at the bottom to show that you have read what happened. Please return this note to school tomorrow. If a child has three expectation reminders in a term then the 3rd one becomes a Reflection Time. If you would like to discuss the incident, please contact the school office to arrange an appointment.

Thank you for your assistance in this matter.

Student Name: _____ Class: _____

**Mr Lie
Principal**

Executive Team Member: _____



2nd Expectation Reminder Return Slip

- Classroom Learning Space**
- Playground**

Name: _____

Class: _____

I have read the letter about this Expectation Reminder. I have discussed the incident with my child and understand that the third Expectation Reminder in a term turns into a Reflection Time.

Parent/Caregiver Name: _____

Signed: _____ Date: _____

APPENDIX 5



Penshurst Public School

Arcadia Street, Penshurst NSW 2222
Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

3rd Class Expectation Reminder- Parent Notification

Date: _____

This is for the:

Classroom Learning Space *(please also tick which one on the return slip)*

Playground *(please also tick which one on the return slip)*

Dear Parent/Caregiver,

Your child had a third class expectation reminder in a term for: _____

Date of incident: _____

Please discuss this incident with your child and sign at the bottom to show that you have read what happened. Please return this note to school tomorrow. This third Expectation Reminder in a term has become a Reflection Time. If you would like to discuss the incident, please contact the school office to arrange an appointment. Thank you for your assistance in this matter.

Student Name: _____ Class: _____

Mr Lie
Principal

Executive Team Member: _____



3rd Expectation Reminder Return Slip

Classroom Learning Space

Name: _____

Playground

Class: _____

I have read the letter about this Expectation Reminder. I have discussed the incident with my child and understand that this third Expectation Reminder in a term has turned into a Reflection Time.

Parent/Caregiver Name: _____

Signed: _____ Date: _____

APPENDIX 6

PLAYGROUND EXPECTATION REMINDER K-2

Name _____ Class _____ Date: _____

What happened?

How do you think your actions affected the other involved?

Which STAR area/s do I need to practise more? (tick)

<input type="checkbox"/> Safety	<input type="checkbox"/> Teamwork	<input type="checkbox"/> Achieve	<input type="checkbox"/> Respect
---------------------------------	-----------------------------------	----------------------------------	----------------------------------

(Use S.T.A.R Classroom Matrix for assistance if needed)

Next time I can

What do you need to do to make things right?

Playground Area:

- Quadrangle
- Boulevard
- Grass
- Other: _____

Time:

- Before School
- Recess
- Lunch 1
- Lunch 2
- Other: _____

Executive member signature: _____ **Student signature:** _____

APPENDIX 7

PLAYGROUND EXPECTATION REMINDER 3-6

Name _____ Class _____ Date: _____

What happened?

Who has been affected by what you have done? In what way?

Which STAR area/s do you need to practise more? (tick)

<input type="checkbox"/>	Safety	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>	Achieve	<input type="checkbox"/>	Respect
--------------------------	---------------	--------------------------	-----------------	--------------------------	----------------	--------------------------	----------------

(Use S.T.A.R Out of Classroom Matrix for assistance if needed)

Next time I can

What do you need to do to make things right?

Playground Area:

- Quadrangle
- Bouevarde
- Grass
- Other: _____

Time:

- Before School
- Recess
- Lunch 1
- Lunch 2
- Other: _____

Executive member signature: _____ **Student signature:** _____

APPENDIX 8

K-2 Reflection Time Sheet

Name _____

Class _____

Date: _____

What happened?

What else could I have done?

Which STAR area/s do I need to practise more? (tick)

	Safety		Teamwork		Achieve		Respect
--	---------------	--	-----------------	--	----------------	--	----------------

(Use S.T.A.R Out of Classroom Matrix for assistance)

Next time I can

What do you need to do to make things right?

This is my commitment for making positive choices and being a STAR student.

Playground Area:

- Quadrangle
- Bouevarde
- Grass
- Other: _____

Time:

- Before School
- Recess
- Lunch 1
- Lunch 2
- Other: _____

I am a student leader (captains, vice captains, prefects, environment leaders, SRC representatives and library monitors)

RT #1: leadership title and responsibilities will be reviewed with a loss of leadership responsibilities and badge for a period of up to 4 school weeks. During this this time, the student has the opportunity to earn back the leadership responsibltiies and badge by consistently following positive behaviour expectations.

RT #2: the permanent loss of the leadership position will be seriously considered.

Executive member signature: _____

Student signature: _____

3-6 Reflection Time Sheet

Name _____ Class _____ Date: _____

1. What did you do? _____

2. What effect did your behaviour have? _____

3. Who is responsible for what you did? _____

4. How can you make up for what you did wrong? _____

Which STAR area do I need to practise more? (tick)

<input type="checkbox"/>	Safety	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>	Achieve	<input type="checkbox"/>	Respect
--------------------------	---------------	--------------------------	-----------------	--------------------------	----------------	--------------------------	----------------

(Use S.T.A.R Out of Classroom Matrix for assistance)

5. What can you do instead next time? _____

Why? _____

This is my commitment for making positive choices and being a STAR student.

Playground Area:

- Quadrangle
- Bouevarde
- Grass
- Other: _____

Time:

- Before School
- Recess
- Lunch 1
- Lunch 2
- Other: _____

I am a student leader (captains, vice captains, prefects, environment leaders, SRC representatives and library monitors)

RT #1: leadership title and responsibilities will be reviewed with a loss of leadership responsibilities and badge for a period of up to 4 school weeks. During this this time, the student has the opportunity to earn back the leadership responsibilities and badge by consistently following positive behaviour expectations.

RT #2: the permanent loss of the leadership position will be seriously considered.

Executive member signature: _____ **Student signature:** _____

APPENDIX 10



Penshurst Public School

Arcadia Street, Penshurst NSW 2222

Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

1st Reflection Time- Parent Notification

Date _____

Dear Parent/Caregiver,

Your child _____ of class _____ has received a Reflection Time for:

Date of incident: _____

Please discuss the incident with your child.

If your child is in a leadership position then the leadership title and responsibilities will be reviewed with a loss of leadership responsibilities and badge for a period of up to 4 weeks. During this this time, the student has the opportunity to earn back the leadership responsibilities and badge by consistently following positive behaviour expectations.

Please complete the slip below and have your child return it to school tomorrow. If you would like to discuss the incident, please contact the school office to arrange an appointment.

Mr Lie _____

Principal Executive Team Member



1st Reflection Time Return Slip

I understand my child, _____, of class _____ received a Reflection Time. We have discussed the incident. I understand that any position of leadership is impacted and that there is a progression of consequences for each additional Reflection Time that occurs during one term.

Parent/Caregiver Name _____ Signed _____ Date: _____

Student's Name _____ Signed _____

APPENDIX 11



Penshurst Public School

Arcadia Street, Penshurst NSW 2222

Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

2nd Reflection Time- Parent Notification

Date _____

Dear Parent/Caregiver,

Your child, _____ of class _____, has received a second Reflection Time for:

_____.

Date of incident: _____

Two Reflection Times in a term leads to exclusion from representing the school in extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. The period of exclusion is for **5 school weeks** from the date of the second Reflection Time. Your child will therefore be excluded for 5 weeks from the incident date: _____.

If the student is a school leader then the permanent loss of the leadership position will be seriously considered.

We would like a parent interview to discuss your child's behaviour. Please contact the school office to arrange an appointment. Please complete the slip below and have your child return it to school tomorrow.

Mr Lie
Principal

Executive Team Member



2nd Reflection Time Return Slip

I understand my child, _____, of class _____ received a second Reflection Time. We have discussed the incident. I am aware that my child will be excluded from representing the school in extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. The period of exclusion is for 5 school weeks from the date of the second incident. I understand that any position of leadership is impacted and that there is a progression of consequences for each additional Reflection Time that occurs during one term.

Parent/Caregiver Name _____ Signed _____ Date: _____

Student's Name _____ Signed _____



Penshurst Public School

Arcadia Street, Penshurst NSW 2222

Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

3rd Reflection Time- Parent Notification

2 Day Class and Playground Withdrawal & 4 Day Behaviour Card

Date _____

Dear Parent/Caregiver,

Your child, _____ of class _____, has received a third Reflection Time for

_____.

Date of incident: _____. He/She has been placed on a class withdrawal in _____'s learning space for two days. Three Reflection Times in a term leads to exclusion from representing the school in extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. The period of exclusion is for **5 school weeks** from the date of the incident. Your child will therefore be excluded for 5 weeks from _____ to _____.

This is a serious situation as this behaviour is frequently inappropriate and is causing concern.

Your child will be put on a behaviour monitoring card for two days during and two days after the class withdrawal. This will have to be signed each day by the class teacher and teacher on duty until his/her behaviour is deemed satisfactory.

This is a chance for your child to consider his/her inappropriate behaviour and make improvements. There is a progression of consequences for each additional Reflection Time that occurs during one term.

We would like a parent interview to discuss your child's behaviour. Please contact the school office to arrange an appointment. Please complete the slip below and have your child return it to school tomorrow.

Mr Lie
Principal

Executive Team Member



3rd Reflection Time (2 Days Class Withdrawal & 4 Day Behaviour Card) Return Slip



I understand my child, _____, of class _____ received a third Reflection Time. We have discussed the incident. I am aware that my child will therefore be excluded from extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. The period of exclusion is for 5 school weeks from the date of the third Reflection Time. I understand that my child will complete a 2 day class and playground withdrawal and 4 day behaviour card. I understand that there is a progression of consequences for each additional Reflection Time that occurs during one term.

Parent/Caregiver Name _____ Signed _____ Date _____

Student's Name _____ Signed _____



Penshurst Public School

Arcadia Street, Penshurst NSW 2222

Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

4th Reflection Time- Parent Notification

3 Day Class and Playground Withdrawal & 6 Day Behaviour Card

Date _____

Dear Parent/Caregiver,

Your child, _____ of class _____, has received a fourth Reflection Time for

_____.

Date of incident: _____. He/She has been placed on a class withdrawal in _____'s learning space for three days. Three Reflection Times in a term leads to exclusion from representing the school in extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. The period of exclusion is for **10 school weeks** from the date of the second Reflection Time. Your child will therefore be excluded for 10 weeks from _____ to _____.

This is a serious situation as this behaviour is frequently inappropriate and is causing concern. Your child will be put on a behaviour monitoring card for three days during and three days after the class withdrawal. This will have to be signed each day by the class teacher and teacher on duty until his/her behaviour is deemed satisfactory.

This is a chance for your child to consider his/her inappropriate behaviour and make improvements. There is a progression of consequences for each additional Reflection Time that occurs during one term.

Please make an interview in the next two days to speak to the principal and the class teacher.

Mr Lie
Principal

Executive Team Member



4th Reflection Time (3 Day Class Withdrawal & 6 Day Behaviour Card) Return Slip

I understand my child, _____, of class _____ received a fourth Reflection Time. We have discussed the incident. I am aware that my child will therefore be excluded from extracurricular activities, incursions, excursions, PSSA, sporting and out of school events. The period of exclusion is for 10 school weeks from the date of the third Reflection Time. I understand that there is a progression of consequences for each additional Reflection Time that occurs during one term.

Parent/Caregiver Name _____ Signed _____ Date _____

Student's Name _____ Signed _____

BEHAVIOUR CARD – 2 Day Class & Playground Withdrawal. 4 day Behaviour Card

- I can be **SAFE** → I can be a **TEAM** player
 → I can **ACHIEVE** my best → I can **RESPECT** others

Name _____ Class _____

Withdrawal Learning Space Teacher _____

****I will be attending Room 95 during the lunch time/s it is on and sitting down on the bench outside the library during all other break times. After each session the teacher will write the number that reflects my behaviour and then sign in the box.**

1=very good 2=good 3=average 4=needs improvement

SESSION	DAY 1		DAY 2		DAY 3		DAY 4	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
9:00-11:00am	😊 😞	sign:	😊 😞	sign:	😊 😞	sign:	😊 😞	sign:
Recess	Sit on green bench outside Library sign:		Sit on green bench outside Library sign:		playground		playground	
11:50-1:35pm	😊 😞	sign:	😊 😞	sign:	😊 😞	sign:	😊 😞	sign:
Lunch	Sit on green bench outside Library sign:		Sit on green bench outside Library sign:		playground		playground	
2:00 – 3:00pm	😊 😞	sign:	😊 😞	sign:	😊 😞	sign:	😊 😞	sign:



APPENDIX 15

BEHAVIOUR CARD – 3 Day Class & Playground Withdrawal. 3 day Behaviour Card

→ I can be **SAFE** → I can be a **TEAM** player
 → I can **ACHIEVE** my best → I can **RESPECT** others

Name _____ Class _____ Withdrawal Learning Space Teacher _____

****I will be attending Room 95 during the lunch time/s it is on and sitting down on the bench outside the library during all other break times.** After each session the teacher will write the number that reflects my behaviour and then sign in the box.

1=very good 2=good 3=average 4=needs improvement

SESSION	DAY 1		DAY 2		DAY 3		DAY 4	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
9:00-11:00am	😊 ☹️	sign:	😊 ☹️	sign:	😊 ☹️	sign:	😊 ☹️	sign:
Recess	Sit on green bench outside Library	sign:	Sit on green bench outside Library	sign:	playground	sign:	playground	sign:
11:50-1:35pm	😊 ☹️	sign:	😊 ☹️	sign:	😊 ☹️	sign:	😊 ☹️	sign:
Lunch	Sit on green bench outside Library	sign:	Sit on green bench outside Library	sign:	playground	sign:	playground	sign:
2:00 – 3:00pm	😊 ☹️	sign:	😊 ☹️	sign:	😊 ☹️	sign:	😊 ☹️	sign:

SESSION	DAY 5		DAY 6	
	Student	Teacher	Student	Teacher
9:00-11:00am	😊 ☹️	sign:	😊 ☹️	sign:
Recess	playground		playground	
11:50-1:35pm	😊 ☹️	sign:	😊 ☹️	sign:
Lunch	playground		playground	
2:00 – 3:00pm	😊 ☹️	sign:	😊 ☹️	sign:



APPENDIX 16



Penshurst Public School

Arcadia Street, Penshurst NSW 2222
Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

RETURN EXPECTATION NOTE - REMINDER

Date _____

Dear Parent/Caregiver,

I am writing regarding an outstanding note that _____ of class _____ took home regarding school Expectation Reminder.

When students complete an Expectation Reminder they are required to take home a note informing their parents of the reason. This note is then signed by the parents and returned to school. We feel this is important to keep parents aware of what is happening at school.

The note has not been returned to school for your child's Expectation Reminder on:

(date) _____ for (reason) _____.

Could you please complete the slip below and return it to the school as soon as possible. Thank you for your support.

Mr Lie _____

Principal Executive Team Member



.....



RETURNING LATE EXPECTATION REMINDER NOTE

I have discussed this incident with my child.

Parent/Caregiver Name: _____

Signed : _____

Date: _____

APPENDIX 17



Penshurst Public School

Arcadia Street, Penshurst NSW 2222

Telephone: 9580 3400 & 9580 7638 Facsimile: 9580 9216

RETURN REFLECTION TIME NOTE - REMINDER

Date _____

Dear Parent/Caregiver,

I am writing regarding an outstanding note that _____ of class _____ took home regarding school Reflection Time.

When students complete Reflection Time they are required to take home a note informing their parents of the reason. This note is then signed by the parents and returned to school. We feel this is important to keep parents aware of what is happening at school.

The note has not been returned to school for your child's Reflection Time on

(date) _____ for (reason) _____.

Could you please complete the slip below and return it to the school as soon as possible. Thank you for your support.

Mr Lie _____

Principal

Executive Team Member



RETURNING LATE REFLECTION TIME NOTE

I have discussed this incident with my child.

Parent/Caregiver Name: _____

Signed : _____

Date: _____

APPENDIX 19



Penshurst Public School

(temporarily based on the grounds of Peakhurst West Public School)
(entrance on) Belmore Rd, Peakhurst, NSW 2210

Telephone: 9580 3400 & 9580 7638 **Facsimile:** 9580 9216

Email: penshurst-p.school @det.nsw.edu.au

NOTICE OF SERIOUS CONCERN

Dear Parent/Caregiver,

I am writing to express my serious concern about _____ behaviour. Yesterday, _____

I seek your assistance with this matter and ask that you discuss this incident with _____. The school does not condone any form of aggression. He/She will be receiving a Reflection Time to support him/her with this.

I am confident that by working together we can resolve this problem and ensure that _____ continues to achieve at Penshurst Public School.

If this behaviour continues, it may be necessary for me to implement the New South Wales Department of Education's Suspension Policy.

Please do not hesitate to contact me if you wish to discuss this matter further.

Yours sincerely

Mr J. Lie
Principal

Date: _____

Penshurst Public School

Permission Booklet



Arcadia Street, Penshurst NSW 2222
T: 9580 3400 & 9580 7638 F: 9580 9216
Email: Penshurst-p.school@det.nsw.edu.au
Website: <http://www.penshurst-p.schools.nsw.edu.au>

This booklet covers the day to day activities for students in 2021.

- 1. Please read through this booklet carefully.**
- 2. Sign, detach and return the back page containing the permission notes to the class teacher.**
- 3. Please keep the booklet in a safe place for future reference.**

BEHAVIOUR EXPECTATIONS FOR ALL STUDENTS

Positive Behaviour for Learning (PB4L) is a program that provides clear expectations for student behaviour. All students at Penshurst Public School are required to adhere to these expectations in all learning environments. Our school behaviour expectations are based around Penshurst Public School students being STAR students

SCHOOL EXPECTATIONS - STAR

- Be **SAFE**
- Be a **TEAM** player
- **ACHIEVE** your best
- **RESPECT** yourself and others

These expectations are clearly displayed in each classroom and around the school through the Learning Spaces Expectations Matrix and Out of Classroom Expectations Matrix. Behaviour expectations for a specific focus area are promoted each fortnight and students following these expectations are acknowledged through our award system.

Please discuss the expectations clearly outlined in the Learning Spaces and Out of Classroom Matrices to ensure there is a common understanding of the expected behaviour of students at Penshurst Public School.

LEARNING SPACES EXPECTATIONS MATRIX



PENSHURST PUBLIC SCHOOL LEARNING SPACES EXPECTATIONS

WE ARE SAFE

We create comfortable learning spaces to be ourselves and have a go.

We use our learning spaces safely and keep them tidy.

WE SHOW TEAMWORK

We are able to share ideas, be creative and work with others.

We value and support our classmates.

WE ACHIEVE

We take pride in our work and in our learning.

We aim high to achieve our best.

WE ARE RESPECTFUL

We show respect, courtesy and consideration.

We value everyone's right to learn.

As collaborative and future ready global citizens, we use our learning spaces as STAR students every day.





OUT OF CLASSROOM EXPECTATIONS

SAFETY

TEAMWORK

ACHIEVE

RESPECT

ALL AREAS	STAIRWELLS & TRANSITIONS	CAANTEEN	GRASS	BOULEVARDE	ASPHALT	TOILETS	HALL / ASSEMBLY	ROOFTOP AREA
S SAFETY	I keep my hands and feet to myself I wear my hat outside I move to a covered area during play time if I do not have my hat on I stay inbounds at all times	I stand in line and wait for my turn I walk sensibly to and from the canteen	I use correct equipment in the right area I stay inbounds I finish my food before I go to the grass I make sure balls stay lower than 1m	I keep to the left when walking I stay inbounds	I place my bag in the class lines before school I use correct equipment in the right area I only use handballs in handball court areas I finish my food before I go to the basketball court	I go to the toilet, wash my hands and leave I keep food outside the toilet	I enter and exit the hall quietly I leave space between myself and others I walk to and from assembly I listen to teacher instructions	I only take what teachers allow me to I make sure that furniture is never taken to the rooftop I always stay with my group I stay inbounds
T TEAMWORK	I leave a space between myself and others I am in the right place at the right time I always use the same stairwell with my stage	I am patient I return to the playground promptly and sensibly	I play fairly and cooperatively I share play areas and look after others I am a good sport	I place found items in the lost property box	I play fairly and cooperatively I share play areas and look after others I am a good sport	I walk for my friends outside the toilets	I enjoy and celebrate our school's achievements	I consider others around me I only sit on the seats
A ACHIEVE	I walk directly and quietly around the school I walk where I have teacher permission to be	I only go to the canteen to purchase for myself	I solve my problems calmly I report any problems to the teacher on duty	I walk calmly and sensibly I use this area as a passive area only	I only sit on the seats I use the covered area, tables and seats as passive areas only I solve my problems calmly I report any problems to the teacher on duty	I return to class promptly I use the toilet, paper, taps and bubblers responsibly	I congratulate achievements sensibly I pay attention, actively participate and listen in assembly	I participate enthusiastically and enjoy learning in this outside space
R RESPECT	I knock and wait at the door when delivering messages I am considerate of others I only stay on the ground level before school, during recess and lunch	I use a quiet voice and nice manners when talking I use my own money to purchase items from the canteen	I take care of my property I use all equipment responsibly and pack it away after use I am prompt to lines when the bell rings	I walk through quietly during class time I sit while I eat I put all rubbish in the bin	I sit while I eat I put all rubbish in the bin I use all equipment responsibly and pack it away after use I am prompt to lines when the bell rings	I give people privacy when they are using the toilets I use the toilet during break times when finished I flush the toilet floor and sink areas clean	I sing the national anthem, school song and say our pledge with pride I sit and stand quietly I face the front, look and listen to all items and announcements	I behave sensibly, responsibly and respectfully I follow the instructions of teachers I am considerate and respectful of all our neighbours

Students are to follow the Learning Spaces and Out of Classroom Matrices as part of PB4L. Warnings are given when students do not follow these expectations both in and out of the classroom.

RESPONDING TO NEGATIVE BEHAVIOUR

K-6 STUDENTS

The consequences for students involved in unacceptable behaviour incidents or misdemeanours, which breach these behaviour expectations, will be determined according to the Student Wellbeing Policy.

Two Reflection Times in a term may lead to exclusion from representing the school in extracurricular activities, incursion, excursions, PSSA, sporting and out of school events. The period of exclusion is **5 school weeks** from the date of the second reflection.

Further referrals to Room 95 (Expectation Reminders or Reflection Times) may result in consequences as outlined in the Student Wellbeing Policy.

A 2 day class withdrawal and 4 day Behaviour Card may lead to exclusion from representing the school in extracurricular activities, incursion, excursions, PSSA, sporting and out of school events. The period of exclusion is **5 school weeks**. A 3 day class withdrawal and 6 day Behaviour Card may lead to exclusion from representing the school in extracurricular activities, incursion, excursions, PSSA, sporting and out of school events. The period of exclusion is **10 school weeks**.

A suspension will lead to exclusion from representing the school in extracurricular activities, incursion, excursions, PSSA, sporting and out of school events. The period of exclusion is **10 school weeks**.

YEAR 6 STUDENTS IN POSITIONS OF RESPONSIBILITY

A verbal warning from the stage team leader will be given to remind the student of their responsibility.

Further lapses in their duty will result in a Room 95 referral.

FOR STUDENTS IN LEADERSHIP POSITIONS (students with badges)

- School captains, vice captians and prefects
- House captains and vice captains
- Library monitors
- SCR representatives
- Environment Leaders

If the student is a school leader (captains, vice captains, prefects, environment leaders, SRC representatives and library monitors) and receives a Reflection Time then the leadership title and responsibilities will be reviewed with a loss of leadership responsibilities and badge for a period of up to 4 weeks. During this time, the student has the opportunity to earn back the leadership responsibilities and badge by consistently following positive behaviour expectations.

If a second Reflection Time occurs in the year then then the permanent loss of the leadership position will be seriously considered.

REPLACEMENT BADGES

Each student in a Leadership position receives one badge from the school. If a student requires a replacement badge, this will occur at the student's own expense.

AUTHORITY TO PUBLISH FORM

Penshurst PS would like to have your permission to be able to use photographs and material of your child, for the purpose of promoting our school and public education. They would be used in the following ways:

- Your child's photograph may be reproduced in colour or black and white.
- Your child's image may appear in a variety of contexts including newspapers, school bulletin, and Department of Education material.
- Your child's image may be used in media promotions and activities, and may contain a verbal report from your child with comments that may be published within the media.
- Your child may participate in surveys that have been approved by the Department of Education.
- Your child's image or your child's writing may be used within the school's intranet website.
- Your child's image or your child's writing may be used on the school's internet website without your child being named.

(It would say, for example, "Year 1 student.")

Your agreement to permit the use of images, photographs and/or writing is greatly appreciated. This authority will remain while your child is a student at this school. It can be altered at any time by writing to the Principal.

SEESAW

SEESAW is a digital online communication platform that connects home and school. It may be used to showcase student work and communication between home and school. Students are given a unique QR code to access SEESAW and only approved parents/ families can access the SEESAW class journal. Information regarding whole school activities and organisation will also be shared on this app throughout the year, but you will still need to refer to the newsletter, school website, notes, and school alerts for updated information. Images and videos from SEESAW must not be uploaded to any social media platform.



PENSHURST PUBLIC SCHOOL HOMEWORK POLICY

Please read and discuss this policy with your child and then sign it below.

Information sheet for Parents/Caregivers

Aims:

1. To provide purposeful learning experiences which allow for revision and/or consolidation extension and/or enrichment of the educational program.
2. To establish homework programs appropriate to age and individual and /or group needs.
3. To establish homework programs which further enhance the home-school partnership.
4. To establish a positive attitude to learning as a life long endeavour.

Teachers' responsibilities

1. Establishment of class homework plan
2. Provision of homework activities according to the plan
3. Monitoring of homework
4. Communication with parents

Parents' responsibilities

1. Provision of homework book/ internet/ computer (as per stage requirements)
2. Provision of a suitable homework environment
3. Supervision of homework
4. Communication with teacher

Students' responsibilities

1. Complete homework
2. Bring homework to school or submit online when required by class teacher
3. Read every night
4. Borrow a library book each week for reading
5. Discuss homework with parents

Suggested time allocations

Early Stage 1 and Stage 1	10 - 15 mins every day
Stage 2	20 - 30 mins
Stage 3	45 mins.

HOME READING

Home readers have been graded and your child's reading leveled. This is so your child can **read the book successfully with little or no help.** Could you please ensure that each book is read to you, sign the home reading sheet and return the book to school. For independent readers, library chapter books, graphic novels, online reading or newspapers are also suitable written texts for home reading.

You can help your child with reading by:

- taking an interest in what they read
- encouraging them to **predict** the story from the pictures
- asking them to **re-read sentences** when they are struggling or losing meaning
- asking them to **sound out** or guess an unknown word before you tell them
- **reading to** your child frequently
- giving them many opportunities to **read themselves**
- **praising** their reading successes

The best way to learn to read is to practise frequently.

A homework award will be issued to students at the end of each term, who consistently complete their homework and home reading. Please encourage your child to do homework.

CHILD PROTECTION PROGRAM

Personal Development, Health and Physical Education is an important learning area in the school curriculum. In Term 2 or 3, teachers will be covering Child Protection in class. The aim of the program is to develop students' confidence to build and maintain relationships, which are positive, safe and caring. The following topics will be addressed with students across the school.

*Relationships; Rights and responsibilities; Wanted and Unwanted Touching;
Caring for others; The No, Go, Tell Strategy; Safety Rules and Assertiveness*

Please note that in some lessons, reference will be made to private parts of the body using correct terms to support key messages and ideas relating to unwanted touching.

If you have any questions, please contact the teacher. Your support for this important school program is valued and appreciated.

WALKING WITHIN THE LOCAL AREA

During the school year, excursions to Penshurst Park and Olds Park, streets surrounding the school and Penshurst Shopping Centre are planned to supplement the following work being done in the classroom: Sport, Fitness and Study of the Community. These take place within school hours.

All students will walk from school and will be supervised by class or sports teachers.

This permission is valid for 2021 only.



Minecraft is an open-world game that promotes creativity, collaboration, and problem-solving in an immersive environment where the only limit is your imagination.

Minecraft: Education Edition is the educational version of Minecraft, specifically designed for classroom use. In Classroom mode, it includes a range of controls for teachers. It also comes with a number of educational add-on features, such as Code Builder and Chemistry!

Minecraft: Education Edition helps prepare students for the future workplace, building skills like collaboration, communication, critical thinking and systems thinking. The open learning environment gives students the freedom to experiment, encouraging creative self-expression, and problem solving.

School Requirements - Kindergarten 2021

Dear Parents/Caregivers,

School requirements for Kindergarten are set out below. All equipment, school uniform (including hat), lunch box and bag must be **clearly labelled** with your child's name.

Please ensure that your child has all their school requirements to bring for their **Best Start Interview**.

Equipment

- 1 x Raincoat or Umbrella (child safe)
- 1 x school hat (available from the school office or Claudines)
- 1 x library bag (this is the red bag you received at the Kindergarten Interview)
- 1 x A4 plastic button close document wallet
- 1 x pair of earphones classroom iPads (the ones that go over the head are much easier for children to use. These need to be clearly labelled with your child's name).
- 1 x roll of clear contact (this will be needed to cover class books when they are sent home in the first weeks of school. Please keep the contact at home to do this.)

These will be shared amongst class members and will be for the entire year.

- 1 x box of tissues
- 1 x container of wet ones
- 2 x rolls of paper towel
- 1 x pump pack of soap
- 1 x hand pump of sanitiser
- 4 x glue sticks (Bostik glue sticks 35g not the blue/purple coloured glue sticks please)
- 4 x white board markers (bullet point not chisel point)
- 1 x black sock (to be used as a whiteboard eraser as they are very effective)

To complete homework, your child will need the following equipment:

access to a digital device (for Seesaw), a lead pencil, scissors, glue and coloured pencils at home.

ALL EQUIPMENT IS TO BE CLEARLY LABELLED WITH YOUR CHILD'S NAME

Thank you for your support and cooperation.

Kindergarten Teachers

School Requirements Years 1 and 2

Semester 1

December 2020

Dear Parents and Caregivers,

Stage One teachers have put together a list of items that students in **Years 1 and 2** will need to start the school year. Each Stage will need some different items, so please check this list carefully. All equipment and school uniform (including hat) must be **clearly labelled** with your child's name. There will be a separate letter sent for Semester 2 requirements later in the year.

Please ensure that your child has **all** their school requirements by the start of school in 2021.

Tick	Item
	6 x HB lead pencils (these are to be replaced for new ones as needed)
	1 x 30cm wooden ruler (not bendy or metal)
	1 x small sized pencil case
	1 x packet of coloured pencils
	2 x different coloured highlighters
	1 x packet of roll-up crayons (optional)
	1 x green and 1 x red pen (no multi-coloured pens please)
	6 x whiteboard markers (non-permanent)
	1 x black Sharpie for art
	1 x whiteboard eraser
	1 x pair of student scissors
	4 x large sticks of glue – Bostik recommended (to be replaced for new ones as needed)
	2 x pads of square Post-It Notes (7.5cm x 7.5cm)
	1 x A4 plastic button sleeve folder (for home reading)
	1 x display folder (for Year 2 - to remain at school)
	2 x lined 64 page A4 Homework book for each semester (covered in clear contact)
	Labelled: <i>Semester 1 Homework</i> and <i>Semester 2 Homework</i>
	1 x roll of clear contact to be kept at home to cover school books in 2021
	1 x ear phones for an iPad
	1 x paint shirt or T-shirt
	1 x library bag (available at school for \$13.00)
	2 x box of tissues
	2 x roll of kitchen paper towel
	1 x hand pump soap
	1 x hand pump sanitiser
	2 x large packets of antibacterial wipes

We hope this makes it easier for you and for your child to begin in their new class next year.

Stage 1 Teachers

Mr Lie
Principal

Mr J Lie
Principal

School Requirements Years 3 and 4

December 2020

Dear Parents and Caregivers,

Stage Two teachers have put together a list of items that students in **Years 3 and 4** school year. Each Stage will need some different items, so please check this list ca and school uniform (including hat) must be **clearly labelled** with your child's name.

Please ensure that your child has **all** their school requirements by the start of school

Tick	Item
	1 x medium sized pencil case containing:
	4 x HB or 2B lead pencils (these are to be replaced for new ones as ne
	2 x pencil erasers (white)
	1 x pencil sharpener (barrel or enclosed only)
	1 x packet of long coloured pencils
	1 x packet of texlas and/or wind-up crayons
	3 x highlighters
	3 x large Bostik or UHU glue sticks (these are to be replaced for new o
	1 x pair of primary sized scissors
	4 x whiteboard markers
	1 x small whiteboards eraser
	2 x red pens
	2 x green pens
	2 x blue or black pens (Year 4 pen license holders only)
	1 x black fine Sharpie pen for art
	General stationery/classroom items:
	1 x A4 lined homework book (covered in contact)
	1 x 30cm plastic or wooden ruler (no metal)
	2 x packet of post-it-notes
	1 x protractor
	2 x A4 plastic student folders
	2 x paper towel rolls
	1 x packet of antibacterial wipes
	2 x boxes of tissues
	1 x hand pump sanitiser
	Technology:
	Chromebook/Netbook & charger must be carried in a case
	Headphones
	Library bag - only needed on library day (available for purchase at the :

We hope this makes it easier for you and for your child to begin in their new class ne

Stage 2 Teachers

School Requirements for Students in Year 5 & 6, 2021

Dear Parents/Caregivers,

Having the correct equipment is an important part of school life and students are responsible for bringing their equipment in each day. **Please replace items when they run out or are misplaced.**

BYOD Reminder: Penhurst Public School is a Bring Your Own Device (BYOD) school for Years 3 to 6.

Students are requested to bring their own Chromebook or laptop to school in 2021 to use for educational purposes. Having ongoing access to technology will help your child develop greater independence, increase engagement, and develop skills required to thrive in the 21st Century.

Year 5 & 6 Student Requirements List	
Own computer & headphones in carry case	1 small pencil case for items listed below:
Library bag	2 x blue pens
30cm plastic ruler (not metal or bendy)	2 x red pens
1 x clipboard	2 x HB pencils
1 x packet of post-it-notes	1 x white eraser
2 x paper towel rolls	1 x barrel/enclosed sharpener
2 x pump liquid hand wash soap	1 x primary sized scissors
2 x tissue boxes	1 x UHU or Bostik glue stick
Correction fluid is not permitted at school.	
Please ensure that all school requirements and uniform items are clearly labelled.	
	1 more pencil case for additional items below:
	Long coloured pencils
	Small packet of highlighters (light colours only)
	Small packet of white board markers
	Texas (optional)

Stage 3 Teachers

Mr Lie

December 2020

Principal

Mr Lie
Principal

PLEASE RETURN THIS PAGE ONLY TO YOUR CHILD'S TEACHER

Permission Notes



Student: _____ **Class:** _____

<p><u>BEHAVIOUR- SCHOOL EXPECTATIONS</u> <u>(STAR)</u></p>	<p>I, _____ (student) have read and discussed the <u>School Expectations (STAR)</u> with my parent/s.</p> <p>I agree to abide by the School Expectations at all times.</p> <p>I am aware that not following the School Expectations will result in consequences.</p> <p>Student signature: _____</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>
<p><u>AUTHORITY TO PUBLISH</u></p>	<p>I have read the <u>Authority To Publish Form</u> and agree to my child's name, images and/or writing to be used for the purposes as outlined above.</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>
<p><u>SEESAW</u></p>	<p>I give permission for my child, _____ to be involved in the Seesaw app during 2021. I understand that photos and work samples will be shown on Seesaw and will only be accessible to approved parents who have a child in the same class.</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>
<p><u>HOMEWORK</u></p>	<p>I have read the Homework Policy and discussed it with my child. We are aware of our responsibilities.</p> <p>Student signature: _____</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>
<p><u>CHILD PROTECTION</u></p>	<p>I give permission for my child _____ to participate in the Child Protection program.</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>
<p><u>WALKING NOTE</u></p>	<p>I give permission for my child _____ to participate in excursions within the local area during school hours to supplement work done in the classroom. I understand all students will walk.</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>
<p><u>MINECRAFT EDUCATION</u></p>	<p>I give permission for my child _____ to use Minecraft for educational purposes in the classroom.</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>

<p><u>MEDICAL INFORMATION</u></p>	<p>My child suffers a medical condition or allergies. YES NO</p> <p>If yes, please state that the condition or allergy: _____</p> <p>_____</p> <p>I have provided an Allergic Reaction Action Plan/Asthma Action Plan/Anaphylaxis Action Plan that has been completed by a doctor and will be kept up to date. YES NO</p> <p>Is any medication needed for this condition or allergy: YES NO</p> <p>I will ensure that all medication is current and within the use by date and if it expires I will replace it immediately and provide it to the school.</p> <p>If yes, please state what medication is needed for this condition or allergy:</p> <p>_____</p> <p>I will ensure that all medication is current and within the use by date and if it expires I will replace it immediately and provide it to the school.</p> <p>Parent/Caregiver's signature: _____</p> <p>Date: _____</p>
<p><u>REQUEST FOR REPORT</u></p>	<p>In some households there is a need for a second report to be sent to another parent not permanently residing with the student. If you require another parent to receive a report, please provide us with the following details:</p> <p>Name: _____</p> <p>Address: _____</p> <p>_____</p> <p>Relationship to student: _____</p>