STUDENT WELFARE AND DISCIPLINE

We focus on assisting students to:

- relate to others and themselves in **safe** ways
- focus on successful academic skills so that they come to see themselves as **smart**
- be **prepared** for learning and use learning to prepare for the future.

**SAFE**

We believe that everyone has the right to feel safe all of the time and aspire to achieve a safe and secure learning environment through:

- safety issues informing all our decision-making
- a continuous review of communication strategies
- a continuous review of risk management strategies for all students and activities
- actively teaching about safety issues and safe practices
- emphasising that we all work towards taking responsibility for our behaviour
- being aware of, tolerating, and valuing difference as well as what we have in common
- emphasising respectful relationships with each other and with students.

**SMART**

We aspire to reach positive learning outcomes through:

- focusing on literacy and numeracy skills and literacy across all Key Learning Areas (KLAs)
- recognising individual learning preferences and teaching towards strengths
- developing creativity and imagination
- providing relevant individual and group learning experiences
- implementing an Individual Learning Program (ILP), including Risk Management Plans, for each student
- acknowledging effort and achievement.

**PREPARED**

We aspire to be **prepared** for learning and use learning to prepare for the future through:

- a continuous investigation of alternatives which work
- providing innovative and motivational programs that assist students to make safe life choices
- encouraging goal-setting and perseverance in reaching goals
- teaching and modelling how to work to fix things after we have made a mistake
- implementing a professional learning program for each staff member
- maximising available staffing and learning resources
- developing effective relationships with carers, parents, care agencies, home school staff and other support staff.
### Fowler Road School

#### CONTEXT

<table>
<thead>
<tr>
<th>Effective learning and teaching</th>
<th>Positive climate &amp; good discipline</th>
<th>Community participation</th>
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<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td><strong>Students value lifelong learning.</strong></td>
<td><strong>The well-being, safety and health of school community members inform all plans and practices.</strong></td>
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<td></td>
<td><strong>Effective support is provided for classroom programs and school practices.</strong></td>
<td><strong>Principles of equity and justice are evident in school plans and practices.</strong></td>
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<td></td>
<td><strong>Learning experiences of students affirm their individuality and are positive and satisfying.</strong></td>
<td><strong>We have clear guidelines for behaviour, outlined in School Rules, which are known by school community members.</strong></td>
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<td><strong>Students have evidence that they can learn, change and succeed.</strong></td>
<td><strong>The school community focuses on individuals taking responsibility and working together.</strong></td>
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<td><strong>Students have evidence of success in a wide range of activities.</strong></td>
<td><strong>The school appreciates the values of its community and welcomes community participation in the life of the school.</strong></td>
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<td><strong>Results for students</strong></td>
<td><strong>Students participate in decisions about their own learning and pursue learning programs relevant to their needs &amp; aspirations.</strong></td>
<td><strong>The school is inclusive, affirming of diversity and respects difference.</strong></td>
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<td><strong>Students develop understandings of themselves and skills for socially responsible participation.</strong></td>
<td><strong>Students learn without disruption.</strong></td>
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<td><strong>Students develop understandings and competencies to look after their environment, people and animals and their environment.</strong></td>
<td><strong>Students contribute to decision-making and have the opportunity to participate in school life as equals.</strong></td>
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<td><strong>Students develop understandings and knowledge necessary for a safe and healthy lifestyle.</strong></td>
<td><strong>Students value difference as well as what individuals have in common.</strong></td>
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<td><strong>Students feel valued as learners.</strong></td>
<td><strong>Students are respected and supported in all aspects of their schooling.</strong></td>
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<td><strong>Students develop safe coping strategies for challenging situations.</strong></td>
<td><strong>Students know and understand the school's organisation and avenues for student participation and decision-making.</strong></td>
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<td><strong>Students achieve success.</strong></td>
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<td><strong>School Strategies</strong></td>
<td><strong>ILPs reflect ways students are encouraged to take responsibility for their learning and behaviour.</strong></td>
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<td><strong>ILPs cater for individual circumstances and identify key academic and social benchmarks and plans for all students to acquire them, or make progress towards them, over time.</strong></td>
<td><strong>Students value difference as well as what individuals have in common.</strong></td>
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<td><strong>Teaching and learning programs address personal and social issues such as relating to others, personal safety, child protection, drug education HIV/AIDS, education, sex education, and care for people and animals in/and the environment.</strong></td>
<td><strong>Students are respected and supported in all aspects of their schooling.</strong></td>
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<td><strong>Learning activities build on prior knowledge and are socially and culturally relevant.</strong></td>
<td><strong>Students know and understand the school's organisation and avenues for student participation and decision-making.</strong></td>
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<td><strong>Equity issues are addressed across the curriculum.</strong></td>
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<td><strong>The learning environment reflects thoughtful and respectful teaching and learning practices.</strong></td>
<td><strong>Students are respected and supported in all aspects of their schooling.</strong></td>
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<td><strong>Students, their parents/carers and other relevant professionals regularly discuss programs and progress with school staff.</strong></td>
<td><strong>Students know and understand the school's organisation and avenues for student participation and decision-making.</strong></td>
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EFFECTIVE LEARNING AND TEACHING

THE WAYS WE RELATE
- The ways we relate to students ensure their participation in decision-making about their learning and behaviour and encourage them to take responsibility for their learning.
- The ways we relate to students demonstrate our beliefs in the dignity of all students, that all students can learn, that there is a real possibility of behaviour changing, and are based on the principles of equity and fairness.

PRACTICES
- The work that we give students is relevant, appropriate to their abilities, in the context of BOS syllabus documents, is well-prepared, flexible and provides opportunities to experience success.
- Class and school activities provide opportunities for students to gain leadership experience.
- Strategies to develop respectful interpersonal relationships, social responsibility, problem solving and dispute resolution are embedded across all areas of ILPs.
- Classroom practices value difference and diversity.
- Academic, social and behaviour strategies are fully integrated across all areas of each student's ILP.
- Students' ILPs identify ways of relating appropriately to adults and other students and the strategies to be used for each student to develop these skills.
- The PD/H/PE KLA is used as a focus to address such issues as interpersonal relationships, anti-discrimination, equity, personal growth, child protection, safety, drug education, sex education, HIV/AIDS education and care for people, animals and the environment.
- Students' ILPs identify key academic, social, behaviour and health outcomes and reflect plans for students to acquire them, or make progress towards them, over time.
- To ensure that learning activities meet the needs of the students, the school has developed and implemented specific statements on each of the KLAs.
- Classroom practices are reflected upon and developed through professional learning practices to ensure that students' learning activities are meaningful, at an appropriate ability level and are socially and culturally relevant. Classroom practices are supported by school policy statements on Assessment, Reporting, and Equity.
- Staff accountability is promoted through the implementation of a school statement on Ethical Behaviour.
- A school policy statement on Communicating with Parents/Carers ensures that there are frequent opportunities for students, their parents/carers and other relevant professionals to discuss students' progress.
POSITIVE CLIMATE AND GOOD DISCIPLINE

THE WAYS WE RELATE

The ways we relate to members of the school community demonstrate appropriate, respectful, professional and personal interactions. This helps to maximise students' participation in decision-making about their behaviour. We believe that respectful relationships with students promote positive change in behaviour. Modelling and facilitating appropriate interactions help students to learn how to relate appropriately to others.

PRACTICES

- At Fowler Road we focus on the use of encouragement, recognition of effort and feedback on all aspects of students' ways of learning and relating.
- Issues in the management of student behaviour are embedded throughout each student's ILP.
- Each student has a Risk Management Plan outlining risks, the possible impact of risks and strategies to minimise risks. These are continuously reviewed and shared with all staff.
- We give clear messages about behaviours that are valued and recognise students' attempts to "get it right".
- Class teachers develop their own classroom management practices in the context of the school's overall policies. This varies according to the needs of the student group but can involve 'Fowler Road money', time on desired class and individual activities, concrete reinforcement and special awards. Teachers work to provide students with convincing evidence of effort, progress and achievement. Where high frequency concrete awards are seen as appropriate, usually at the commencement of the program, plans are put in place to adjust the avenues of recognition to reflect the general practices of home schools.
- One strategy that is used to reflect real life community practices is to have students move away from disputes and spend time in other classrooms. This can give students some time away from escalating situations and may involve completing required tasks in the other class. By giving students the opportunity to practise different ways of relating and calm down in another situation, they are able to see themselves, and be seen by others, as behaving in more appropriate ways. Visits to other classrooms are negotiated between teachers and the class teacher is informed as soon as possible of the entry/exit of a visiting student to ensure continuity of care of students.
- Fowler Road Money, assembly awards, and special awards are used as whole school strategies.

RECORDS

Teachers note the day's events and issues arising. If important incidents occur then an incident report is completed.

COMMUNITY PARTICIPATION

THE WAYS WE RELATE

A guiding principle for our school is that the support of parents/carers is essential in helping students develop different patterns of behaviour.

PRACTICES

- Parents/carers are involved in the referral of their child to the program.
- Before a child can come to Fowler Road consent from parents/carers is needed.
- Parents/carers also complete enrolment forms and have the school program explained.
- Parents/carers are informed about their child's progress in all areas.
- Parents/carers are invited to contact the school at any time to discuss their child's progress.
- Parents/carers are invited to be involved in the formal student reviews held each year and are required to complete forms relating to the transport of their child.
- Parents/carers participate in school based health initiatives including checking of sight, hearing, children's diet, inoculations, dental hygiene and issues such as whole school focus on eliminating lice.
- Parents/carers are invited to attend the parent/carers interviews held each year.
- Parents/carers are also involved in the student management practices of the school, including:
  - receiving communications about students' behaviour
  - receiving students' award cards given at Assembly each week
  - making possible reimbursement for damage at the school
  - bringing their child to school if the child needs to be taken off transport for misbehaviour
  - collecting their child from school should it be necessary
  - involvement in the resolution of a suspension.
Communicating with parents/carers is critical to quality learning. Some ways we do this are as follows.

- Each teacher communicates with the parents/carers of students in his/her class in some way at least once each week. This can be by phone, a meeting, a fax, weekly reports or communication notes and books. All communications need to be done with the consideration that they could be distributed widely in the public domain. Consequently, they need to be worded in a professional manner keeping in mind issues of confidentiality and privacy.
- Important dates of events are included in the school Newsletter.
- Parents/carers are informed in writing about any change to school routine.
- Parents/carers are involved in the suspension process and working out ways to make changes.
- Parents/carers' interviews are held each year to discuss students' progress and to involve parents/carers in the school community.
- Specific permission notes are required from parents/carers for designated excursions and sporting outings.
- Formal reports and work samples are given to parents/carers twice each year.
- A school Newsletter is mailed home at each fortnight term.
- Information on the complaints process, including complaints about discrimination, is included in the Newsletter each term.
- Parents/carers are invited to participate in the school's Annual Reporting and Planning processes.
- The school's Annual Report is sent home to parents and carers.
- Specific programs are designed to assist parents/carers at home, e.g., getting ready for school in time.
- Courses for parents/carers are promoted by the school.
- School strategies are implemented to inform students and parents of available support networks.

**EVALUATION**

Parents and students are involved in an evaluation of the school program before exiting.

**HOME SCHOOLS**

The support of home schools is essential in helping students develop different patterns of behaviour.

- Home schools are involved in the referral of students to the program.
- The Fowler Road counsellor visits referring home schools to explain the program and assist with transition.
- Home schools are informed about students' progress through school visits, faxes, email and phone calls.
- Home schools are invited to contact the school at any time to discuss students' progress.
- If a student is suspended from Fowler Road or the home school, the applicability of the suspension to both schools is negotiated on a case by case basis.
- Home schools are invited to be involved in the formal student reviews held each year.

Communicating with home schools is critical. Some ways we do this are as follows.

- Each teacher communicates with home schools of students in his/her class in some way at least once each week. This can be by phone, a meeting, a fax, email, or communication notes and books. A proforma or report could be sent to the home school with the student, given to the driver or posted.
- Home school teachers and support staff are invited to visit Fowler Road to see the student in a different context and to strengthen the links between the schools.
- Important dates of events at Fowler Road are included in the school Newsletter.
- Home schools are asked to send home their Newsletter to stay connected with students and families.
- Home schools are informed in writing about changes to school attendance.
- Learning Support Teams from home schools meet with the Fowler Road Learning Support Team.
- Home schools receive the Fowler Road school Newsletters each fortnight.
- Home schools receive a copy of students' semester reports.
- Specific programs can be designed to assist home schools manage students.
- Home schools are involved in a follow-up evaluation 4-8 weeks after students have returned full time to their home schools.
SCHOOL BEHAVIOUR MANAGEMENT

- The safety and well-being of all students and staff is our most important goal.
- We see bullying as unsafe and unacceptable behaviour.
- We focus on acknowledging students who work to keep safe.
- We see learning, behaviour, consistency and flexibility as complexly related.
- We work with students to set realistic and achievable behaviour and learning goals and to do their best to work towards achieving these goals.
- To assist students to reach their goals we talk through expectations, give reminders about quality work/behaviour they have done and encourage students to build on their previous work/behaviour.
- Teachers develop their own classroom management strategies in the context of our school focus on working to help students be safe, smart and prepared.

SCHOOL RULES

- The School Behaviour Management Plan, including the School Rules, is displayed in each classroom.

*We all have the right to be safe.*

- Look after our things
- Be friendly and fair
- Be safe
- Cooperate with staff
- Be in the right place
- Do my best work
- Use polite language

FOR KEEPING THE RULES

- Earn encouragement and recognition
- Make good friends
- Be happier with ourselves and others
- Choose activities in the classroom
- Have special responsibilities
- Be a welcome visitor to other rooms
- Earn 'Fowler Road Money' to trade
- Participate in community activities
- Get awards at Assembly
- Get a Special Award sticker
- Choose from the prize box after 5 Special Awards
- Have a ‘Keeping Safe’ letter sent home

NOT KEEPING THE RULES

- Be shown the things we need to do to keep the rules
- Talk about why it is important to keep the rules
- Be reminded about times we kept the rule and how we did this
- Take time away from the area and make a plan to keep the rule
- Not earn Fowler Road money to trade
- Not have special responsibilities
- Not participate in community activities if we are unsafe
- Find ways to try to fix things – like apologising, cleaning up, repairing things, doing quality work
- Spend time in the Activity Room to calm down
- Have a note sent home so that others can help us try to keep the rule
- Be warned about suspension
- Be suspended if we use physical violence
- Be suspended and the police will be called if we have illegal drugs or knives or weapons at school

On enrolment, all students and parents/carers are made aware of the School Rules and related consequences including urgent responses to safety issues such as time-out and physical restraint.
Fowler Road School

- School Rules are understood by all school community members through teaching/learning activities, a work booklet for students and reminders of rules in each school newsletter.
- School practices which promote the School Rules involve developing a school culture where:
  - learning attempts and achievements are valued, acknowledged, displayed and promoted
  - safety and concern for others are seen as critical – behaviours are specifically taught and attempts to display these behaviours are facilitated and acknowledged
  - respectful communication is valued, facilitated, specifically taught and recognised
  - co-operation is valued, opportunities to display co-operation between a range of students and between students and staff are facilitated and attempts to display respectful co-operation are recognised
  - respectful and safe relationships are valued, facilitated, specifically taught and recognised
  - the school environment is well cared for and appropriate resources are provided to achieve an environment that is worth looking after – attempts to look after our school and the things in it are facilitated, specifically taught and acknowledged.

BEHAVIOUR IN THE PLAYGROUND

- The playground area includes the asphalt and grassed area at the back of the wooden classrooms.
- Three staff are rostered on duty before school and three at recess to supervise the playground area.
- Staff are active in games to facilitate student participation. Games popular at home school are introduced and practised.
- There needs to be one staff member who has an overview of the playground area.
- Staff on duty acknowledge helpful behaviour of students through allocating vouchers.
- Students are able to stay in one classroom with supervision.
- If a student breaks school rules while on the playground they receive one warning; if behaviour continues they are asked to sit on the seats for half to two minutes before returning to play; if they fail to do this or the inappropriate behaviour continues they go to the seats near the principal's office for an allocated time.
- Unsafe behaviour should automatically result in the remainder of recess being spent on the seats near the office. The principal needs to be informed of violent incidents.
- Executive staff supervise the Recess Room, the seats near the office and access classrooms and the playground.
- Staff should be ready for students to enter class at 9.00am and at 11.00am and not wait for the bell.

BEHAVIOUR ON TRANSPORT

- On enrolment parents are informed about the importance of appropriate student behaviour on transport.
- Each year, drivers and escorts attend meetings at the school.
- Drivers have students arrive at the school at 8.40am assuming good traffic conditions. They are asked to arrive at 12.30pm to collect students. All staff, including available aides, escort the classes to transport. Students not leaving at this time move to a designated classroom away from the transport area.
- Rostered staff should be ready for duty at 8.40 am or when students first arrive from transport. Students need to put their bags into class before going onto the playground.

If students behave on transport they may get ‘Fowler Road Money’ and/or an award at Assembly. If students misbehave on transport any of the following may be used:
- warning by the driver
- driver informs parents of the difficulty
- driver informs staff who also give students a warning and talk about the need for safe behaviour
- students lose transport for one day and parents/carers are informed of this by the driver or school staff – students are able to come to school if parents can transport them
- suspension may be involved for persistent unsafe behaviour on transport.

INJURIES

- Injuries to staff members or students are recorded by staff in the injury book and reported to the principal. This may also involve notifying Work Cover and/or completing an insurance claim form or completing Accidents to Students reports.
- First aid should be provided by the allocated first aid person who records the type of first aide given in the injury book.
- Parents/carers need to be informed of an injury to their child and the first aid provided.

VIOLENCE
Fowler Road School

- Students who are physically violent, resulting in pain or injury, or who seriously interfere with the safety and well-being of other students, staff or other persons, will be placed on a long suspension.
- All staff need to familiarise themselves with our OH&S policies including 'safe mode' and 'crisis' strategies.
- A Risk Management Plan is developed for each student. All staff need to familiarise themselves with these plans in order to help themselves and others stay safe.
- Staff need to check the 'alert list' students and be aware of specific issues with students including violence.

Urgent Responses to Safety Issues

- Staff may, on occasion, need to physically move or stop a student from hurting others or themselves and provide a safe space for the student to regain control of their behaviour. This action is only used when safety becomes an imperative.
- Staff should not use physical restraint if there is a risk that they will get hurt. Staff do not use physical restraint unless the number of people required to restrain the student safely are present.
- Consideration needs to be given to the level of intrusion for the student, the history of the student and the possibility that the student will see physical restraint, including time-out, as abusive, whatever the intention.
- There is a range of ways to hold a student and staff are trained in safe practices so that the chances of students or staff being hurt are minimised. Staff use the least restrictive restraint required to ensure safety.
- It is generally unsafe to physically restrain a student in the classroom or the playground. The student should be taken to the Activity Room as a safe place.
- Any physical restraint must be done in the presence of another staff member and, providing students are not hurting themselves, they should not be restrained once safe in the Activity Room.
- Time in the Activity Room is only to be used to ensure safety. It must not be used as a consequence for non-violent inappropriate behaviour. Students placed in the Activity Room are to be supervised at all times and, unless extremely unsafe, accompanied by staff.
- Another staff member observes outside the Activity Room.
- Be aware of having female staff member to assist male staff member.
- Give student opportunity to talk about what happened as soon as he/she seems settled or every 3 minutes. Appropriate staff need to help the student make a plan of how to fix things once the student is settled.
- Ensure student’s name, length of time of restraint and staff involved are entered into school diary.

Use of Suspension

- Suspension as a strategy has not resulted in significant behaviour change for our students. Consequently, it is used sparingly. Students who are physically violent, resulting in pain or injury, or who seriously interfere with the safety and well-being of other students, staff or other persons, will be placed on suspension. The matter may need to be reported to NSW Police.
- Students who have illegal drugs, knives or weapons at school will be placed on a long suspension. The matter must be reported to the NSW Police.
- For behaviour that does not involve physical violence, concerns with student behaviour are discussed with parent/carers and a formal written caution is sent to parents/carers before suspension takes place.
- Students need to have the opportunity to hear and respond to allegations about their behaviour before a suspension takes place. For the safety of students and staff at school and on transport, this may need to take place by phone. If a student is suspended from Fowler Road or the home school, the applicability of the suspension to both schools is negotiated on a case by case basis.
- Suspensions follow the guidelines including: giving parents a copy of the School Rules Policy; a copy of the information on suspension including information on the right to appeal; and work for students while they are on suspension. If students have more than 2 short suspensions in the previous 12 months Area Office is notified and a report prepared. All long suspensions must be notified to Area Office and a report prepared. The Director's approval is required if a student is to receive more than two long suspensions in 12 months.
- Suspension letters and pro formas are available in the suspension folder. One copy of the suspension letter is kept in the student’s file and a copy given to the counsellor. Paper records are kept and recorded and transmitted electronically each semester.

School Counsellor

- A school counsellor is available two days each week to provide support. The Newsletter reminds parents that they are invited to contact the counsellor to discuss confidentially any issues/concerns they may have.