Mount Hutton Public School.

“Safe, Respectful Learners”

Student Welfare and Management Policy
Mount Hutton Public School
Student Welfare and Management

Mount Hutton Public School is a Positive Behaviour for Learning (PBL) school which seeks to meet the individual needs of all students by establishing and maintaining a positive school climate that in turn allows all students to access the best quality educational programs.

Mount Hutton Public School aims to be a safe, positive, and successful school for all students and staff where student learning and achievement is paramount. Mount Hutton Public School will achieve these aims through:

The Department of Education and Communities Student Welfare Policy.  
The Department of Education and Communities Anti Bullying Policy.  
Occupational Health and Safety Act 2006  
NSW Child Protection Legislation.  
Mount Hutton Public School’s Student Welfare and Management Policy.

Effective Learning & Teaching

Aims

At Mount Hutton Public School we strive to enhance effective learning and teaching by:

- students playing an active role in the learning process;
- effective support provided to classroom programs;
- the learning experiences of students affirming their individuality and be positive and satisfying;
- building on and developing skills to assist with student transition into high school.

Outcomes

- students participate in decisions about their own learning;
- students pursue a program of learning relevant to their needs and aspirations;
- students develop an understanding of themselves as well as skills for positive, socially responsible participation;
- students work towards competencies which enhance the quality of their relationships with others;
- students feel valued as learners.
Positive Climate and Good Discipline

Aims

Mount Hutton Public School strives to develop a positive school climate and good discipline through the:

- well being, safety and health of students and other community members being a priority in all school policies, programs and practices;
- principles of equity and justice being evident in school plans, programs and procedures;
- The school providing clear guidelines for student behaviour which are known by staff, students and parents.
- disciplined, ordered and cohesive school community where individuals take responsibility and work together;
- inclusive school environment which affirms diversity and respects difference.

Outcomes

- students are safe in the school environment;
- students know what is expected of them and others in the school community;
- students are able to learn without disruption from inappropriate behaviour;
- students are provided with appropriate support programs;
- students participate in the social and academic programs of the school;
- students value difference and display tolerance;
- students are respected and supported in all aspects of schooling.

Community Participation

Mount Hutton Public School is one of five schools which make up the Waiyarang Community of Schools. Other schools in our local community include Windale Public, Wiripaang Public, Hunter Sports High and Lakeside Special School.

Aims

Mount Hutton Public School seeks to enhance community participation by:

- developing strong links between students, staff, parents and other members of the school community and specifically the Parents and Citizens Association (P&C)
- parents and community members participating in the education of young people and sharing the responsibility for shaping appropriate student behaviour;
Supporting School Documents

Mount Hutton Public School
2014 Information Booklet

Thinking about a great school for your child in 2015?

Mount Hutton P.S.
Is a place of learning where everyone feels safe, respected and valued

Expectations of our School Community

Safety
- We keep our hands and feet to ourselves.
- We are in the right place at the right time.
- We move slowly and safely at all times.
- We use equipment safely.

Respect
- We look after our school environment.
- We are honest and kind.
- We always use manners.
- We wear our school uniform proudly.

Learning
- We follow instructions.
- We strive for quality.
- We make positive choices.
- We are always organized and prepared.

This is in line with N.S.W. Core Values and Values Education Policy documents.
The curriculum, goals, plans and actions of the school reflecting the
needs and aspirations of students and the wider school community.
students, parents and teachers perceiving that the learning and
teaching programs in the school are relevant and beneficial;
staff facilitating parent and community involvement in a range of school
activities.

Outcomes

- students are supported by parents and community participation in
  school activities;
- students value the school as an integral part of the community;
- students and their families understand how to gain access to relevant
  support services in the wider community;
- Students are partners with parents and teachers in the teaching and
  learning processes in the school.

Mount Hutton Public School
Management Code

At Mount Hutton Public School we believe that all students have a right to
learn in an environment that is safe, positive, encouraging and rewarding. A
strong commitment from staff in the belief that all students can learn to make
responsible and good choices is paramount to our student’s successes.

As a staff we believe that programs developed to meet students physical,
psychological, social and educational needs will allow our students to reach
their potential with advanced skills in these areas, and interact with their
peers in more meaningful ways. Our school discipline policy involves a
commitment to educational and social growth by:

The staff

At Mount Hutton Public School we believe that a positive school climate is
best supported by a staff who consistently model appropriate behaviours for
both student learning and social interactions. Staff are committed to providing
quality educational opportunities for all students in supportive, encouraging
and motivating environments.

The students

At Mount Hutton Public School the individual educational and social needs of
our students are our key priority. Our aim is to provide all students with
positive learning opportunities that guide them in accepting “an opportunity
for social, emotional and academic growth”. Students are taught,
encouraged, and supported in developing their abilities to make responsible and good choices.

The community
Mount Hutton Public School enrolls new students at various times throughout the year and as such our school community and student population is constantly changing. It is our belief that each member of the collaborative team plays a vital role in contributing to our student’s successes and growth.

Partnerships
Parents may be involved in the development of Individual Learning Plans for students and regular reviews will take place throughout the year.

The school rules, rights and responsibilities:
Our school rules are expressed in a positive way clearly outlining the expected student behaviour. Our core rules are clearly displayed throughout the school to remind students and staff of our shared aims.

Promoting Good Discipline and Effective Learning
The staff will:

- develop individual student plans with outcomes in key learning areas;
- develop and implement classroom programs that meet the individual learning needs of each student with an emphasis on literacy and numeracy;
- develop individual targets for learning positive behaviours and social skills that are consistently supported by all staff across the school;
- liaise with classroom teachers from home schools to clearly communicate expectations of students and staff and to ensure student progress is generalising across environments;
- participate in Learning Support Teams that will review all student programs on a regular basis (once per term);
- share knowledge, programs and expertise across the school on a regular basis;
- evaluate classroom programs and student progress against identified learning outcomes;
- provide positive role models for students;
- maintain a positive classroom atmosphere that is supportive, rewarding and encouraging to all students.
The students will:
- actively participate in classroom programs and decisions about their own learning;
- follow the school rules.

The school community will:
- be aware of school processes of assessment and reporting of student achievement;
- be encouraged to participate in school wide programs to support student learning;
- support the communication processes in the school e.g. newsletters; communication books; review meetings.

Recognising and Reinforcing Student Achievement

The staff will:
- Relate to students in a positive way demonstrating qualities of empathy, genuineness, positive regard, concreteness and acceptance;
- provide a positive role model to students in the way they relate both to students and other adults;
- provide classroom experiences that focus on individual student success, are highly motivating and emphasise learning;
- provide a classroom environment that visually reinforces student’s achievements through constantly updated displays of student work;
- promote the concept that learning is fun, maintaining a positive approach and a genuine sense of humour;
- provide each student with clear expectations of behaviour both around the school and in the classroom. School rules are clearly displayed in the school and in the classroom and are consistently and explicitly taught and reinforced;
- consistently follow the school’s PBL guidelines.

The students will:
- know and state the rules of the school and how to follow the rules;
- be able to state expectations of behaviour in the school and classroom;
- establish personal goals and targets in collaboration with their teacher;
- participate in the schools behaviour management program in a fair, honest and non-competitive way.
WE ARE LEARNING WHEN WE:

- Listen to instructions
- Follow teacher and aide directions
- Participate in class
- Are confident
- Attempt all class work
- Participate in activities
- Are considerate
- Use confidence
- Are co-operative

WE SHOW RESPECT WHEN WE:

- Use ‘build ups’ and not ‘put downs’
- Are positive
- Listen to others
- Are considerate
- Include others
- Value others
- Look after property
- Are co-operative
- Use our manners
- Are honest
- Are co-operative

WE ALLOW EVERYONE TO FEEL SAFE WHEN WE:

- Are friendly
- Stay out of arguments
- Ask for help when we have a problem
- Are co-operative
- Help others
- Are confident
- Follow the rules
- Use equipment appropriately
- Wear protective equipment when required

OUR POSITIVE SCHOOL LEARNING RULES
The school community will:

- be aware of and actively support the rules of the school;
- collaboratively develop individual learning plans for each student with the teacher;
- regularly participate in reviews of students programs towards goals and achievements of set targets;
- support the work of the school by consistently reinforcing expectations of behaviour and achievement in the school, to and from school and on excursions or outings with the school.

Promoting Positive Behaviour

The school focuses on a model of promoting positive behaviour. Staff recognise that students will develop skills to interact more appropriately with peers and adults when provided with opportunities to develop and practice these skills in a positive school environment.

Positive behaviour is promoted and encouraged in the school through:

- strong positive classroom interactions;
- a focus on recognizing positive values and achievements;
- an emphasis on modeling and teaching pro-social behaviours.

Responsibility Levels

Mount Hutton Public School operates a whole school, student recognition program which has been designed to help encourage and teach positive student behaviour. Students who consistently display positive behaviours qualify for “blue”, “bronze”, “silver” and “gold” levels certificates which are presented at Friday assemblies. Students who reach gold level qualify for the Gold level picnic in Term 4.

Classroom Behaviour

The development of improved social skills and enhanced work habits are a key focus on classroom programs. Classroom teachers design programs to support students learning in these areas that:

- reflect the philosophies of the school;
- meet the individual needs of students;
- reflect the individual philosophies and strengths of teachers.

Classroom programs form part of a whole school approach that recognizes student achievement for following both school rules and individual goals.
Playground, Sporting and Excursion Behaviour

Students’ behaviour in and around the school is supported using the same philosophies as classroom programs. Students are expected to display the same appropriate on-task classroom behaviours in the playground, at sport and on excursions. Students are taught the rules for safe playground, excursion and sporting behaviours and are rewarded for demonstrating achievement in this area.

Incident Reporting

All aspects of the school’s welfare and discipline policy form part of the school’s processes for incident reporting. Episodes of extreme behaviour are recorded on the School’s Incident Report form and kept on file in the principal’s office.

Transport Behaviour

Some students at Mount Hutton Public School are transported to and from school on a daily basis by Public Transport Services. It is expected that students follow the same rules and expectations whilst on transport.

Bus transport Rules

- we remain seated at all times;
- we cooperate with the driver;
- we treat all members of the public with respect;
- we do not eat or drink in the bus;
- we follow our school rules.

Students absconding/leaving school grounds without permission.

Mount Hutton Public school is situated in a commercial and residential area. Infrequently, students will choose to leave the school premises without permission. When a student leaves the school grounds, initial attempts are made by staff to encourage the student back into the grounds. If the student refuses this request or proceeds out of direct sight of the staff member, the parent/carer is contacted as soon as possible.
and advised that the student is no longer in the care of the school. If the parent / carer and emergency contact person is uncontactable, the police will be notified. Mount Hutton Public School's policy is to NOT chase or pursue students who have left the school grounds.

**Dealing with Unacceptable Behaviour**

Students attend Mount Hutton Public School due to their difficulties in acquiring the skills necessary for socially appropriate behaviour at school. Because of this, Mount Hutton Public School is committed to a positive approach to managing behaviour of students at school that is focused on teaching students the skills to manage their own behaviour.

The focus of programs in the school is on learning to manage behaviour within a school and classroom context to enable successful participation in the future years of schooling and as a successful member of the wider community. Mount Hutton Public School has developed a range of strategies in dealing with unacceptable behaviour that operate on ‘least to most’ principles.

**Individual Planning and Functional Assessment**

Some students at Mount Hutton Public School may have an individual education plan (IEP) designed using functional assessment procedures and principles. This approach attempts to identify underlying student behaviour and provide students with positive and proactive alternatives to problem behaviour. Individual risk assessment plans are developed to provide guidance and assistance to staff to manage student behaviours and to assist in promoting a safe environment for all.

The emphasis at Mount Hutton Public School is always on preventative and proactive strategies to enable students to experience the use of positive socially acceptable solutions to behaviour.

A component of each student's behaviour support plan is a process for dealing with problem behaviour when it occurs. Students with extremely challenging behaviour should also have a behaviour management plan detailing the process to be followed in extreme and unsafe behavioural episodes. Any behaviour management plan will be developed in consultation with parents and carers.

**Classroom Approaches**

Most behaviour is generally dealt with by classroom teachers within the classroom. Teachers use a range of strategies to support students’ behaviour. Classroom teachers are expected to detail processes for each
student in dealing with unacceptable behaviour.

**Time Out / Civics / Buddy class**

Following the range of strategies designed to teach and support students to develop improved behaviours, teachers may use time away from positive reinforcement or loss of privilege. Students may lose access to school based rewards for inability to follow school and classroom rules. Time out (usually in a ‘buddy class’) occurs when students are extremely disruptive. Time out is supervised by an adult at all times.

**Referral to Principal / Assistant Principal**

Students can be referred to the principal or assistant principal when ‘buddy classroom’ and ‘time-out’ strategies have been unsuccessful. Teachers should generally indicate to the principal the nature of the problem behavior and the desired outcome. A range of consequences may result from a referral to the principal/assistant principal. It is generally understood that time with the school executive involves a loss of some privileges.

**Communication Booklets**

Parents and carers may be at times requested to sign and comment in a Daily Communication Book individually designed to help monitor their child’s progress and keep staff informed of any change in circumstances.

**In-school suspension**

In-school suspension results from persistent failure to follow school rules. In-school suspension is often used as an alternative to suspension as it is generally understood by the school that students have the best chance of developing appropriate skills within the school context. It also recognises that for some student’s time at home may be counter productive to the school aims and programs. In-school suspension does not necessarily involve complete isolation from other students and may be for only partial periods of the school day. It is generally understood that in-school suspension involves the loss of some school privileges.

**Suspension**

Mount Hutton Public School may use suspension under the Department of Education and Training Guidelines. Suspension from Mount Hutton Public
School is generally for:

- extreme or persistent acts of violence;
- extreme or persistent verbal abuse;
- serious destruction of property.

When a student is suspended from Mount Hutton Public School it is generally understood that their behaviour has been extreme or persistent. A revision of the student’s plan to ensure that all aspects of the plan are adequately addressing the student’s needs. The suspension resolution meeting is conducted with the student, parents, school counsellor, principal, and class teacher, prior to the student returning to school.

**Child Protection**

Staff recognise that a small number of students who attend Mount Hutton Public School may have difficulty in developing and maintaining appropriate relationships with peers and adults. Students may on occasions seek advice and attention from staff and to not provide this could be viewed as rejection and potentially damaging to students. Such instances are seen as part of the overall program of teaching improved relationship skills and it is generally recognised that on some occasions staff will need to provide such attention. Staff at the school undertake training in Child Protection procedures on an annual basis to ensure their understanding of their responsibilities under child protection legislation.

**Physical Restraint**

Students at Mount Hutton Public School infrequently display behaviours that put themselves and others at serious risk of harm. It is acknowledged that staff from time to time may be required to physically restrain students to prevent injury to both the student and others. It is a last resort.

Physical restraint at Mount Hutton Public School follows the principles and guidelines set out in:

- Professional Assault Response Training (PART).
- Non Violent Crisis Intervention (NVCI) Training.

**Want to find out more?**

For further Information contact the school principal during school hours on (02) 49488085.