

## Student Welfare and Management Policy & Behaviour Code 2017

NGLC 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 quality educational programs.

NGLC aims to be a safe, positive, and happy place for all students and staff where student learning and success is paramount. NGLC will achieve these aims through the implementation and adherence to the NSW Department of Education Public Schools 2017 Wellbeing Framework and associated policies.

### Effective Learning & Teaching

**Aims:** NGLC strives to enhance effective learning and teaching by:

- students playing an active role in the learning process;
- effective support provided with classroom programs;
- learning experiences affirming individuality, positivity and satisfaction;
- building on and developing skills to assist wherever possible student reintegration into mainstream settings.

#### 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:** NGLC strives to develop a positive school climate and good discipline through the:

- wellbeing, 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;
- Check System of the school providing clear guidelines for 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

**Aims:** NGLC seeks to enhance community participation by:

- developing strong links between students, staff, parents and other members of the school community;
- parents and community members participating in the education of young people and sharing the responsibility for shaping appropriate student behaviour;
- 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;
- 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.

## NGLC Student Management Code

At NGLC 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 return to their home schools 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 NGLC 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 NGLC the individual educational and behavioural 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 change". Students are taught, encouraged, and supported in developing their abilities to make health and responsible choices.

### The community

NGLC enrolls 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 are involved in the development of Individual Education & Transition Plans for students and regular reviews and consultation take place throughout the year.

### The rules, rights and responsibilities:

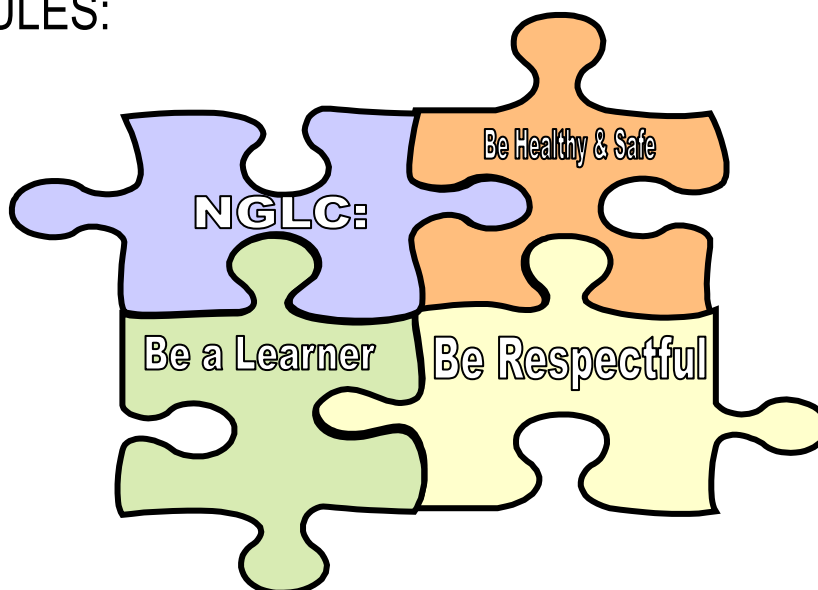
NGLC caters for students who have a documented pattern of behavioural difficulties, which despite intensive interventions over an extended period of time have not been effectively resolved.

The primary aim of NGLC is to return students to their regular school setting or other least restrictive environment with significantly improved abilities to learn and interact with their peers in positive ways.

Our expectations of students do not differ from those of a regular school although our time frames for achievement may. Staff at NGLC are constantly providing students with “an opportunity for change” with many chances to practice and refine the behavioural skills required to enable students to successfully return to their home school.

Our school rules are expressed in a positive way clearly outlining the expected student behaviour:

## NGLC RULES:



### NGLC Behaviour Code

<b>We allow everyone to be healthy and safe when we:</b>	<b>We show respect when we:</b>	<b>We can all aim to learn when we:</b>
<ul style="list-style-type: none"> <li>• Are friendly</li> <li>• Stay out of fights</li> <li>• Ask for help when we have a problem</li> <li>• Are co-operative</li> <li>• Help others</li> <li>• Are confident</li> <li>• Follow the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'build ups' and not 'put downs'</li> <li>• Are positive</li> <li>• Listen to others</li> <li>• Are considerate</li> <li>• Include others</li> <li>• Are confident</li> <li>• Look after property</li> <li>• Are co-operative</li> <li>• Use our manners</li> <li>• Are honest</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to instructions</li> <li>• Trust others</li> <li>• Follow our contracts</li> <li>• Are cooperative</li> <li>• Earn our rewards</li> <li>• Participate in activities</li> <li>• Are considerate</li> <li>• Use confidence</li> <li>• Don't interrupt people when they are speaking</li> <li>• Are co-operative</li> </ul>

## 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, numeracy and PDHPE;
- 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;
- 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.

## **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;
- 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 behaviour management programs.

### **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.

### **The community will:**

- be aware of and actively support the rules of the school;
- develop individual behaviour management plans for each individual 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, in the taxi, on excursions or outings and in their home 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 skills and achievements;
- an emphasis on modeling and teaching pro-social behaviours.

## **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 recognises student achievement for following both school rules and individual goals.

## **Playground Behaviour**

Students' behaviour in and around the school is supported using the same philosophies as classroom programs. Students are taught the rules for safe playground behaviour and are rewarded for demonstrating achievement in this area.

## **Transport Behaviour**

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

## **Transport Rules**

- we remain seated at all times;
- we cooperate with the driver;
- we leave our seatbelt on;
- we do not eat or drink in the taxi or school bus;
- we do not yell out to members of the public from transport;
- we follow our school rules.

## **Whole School Behaviour Support**

Helping students to succeed in behaving appropriately can be difficult and challenging. Like all forms of teaching it requires skill, persistence, and knowledge. Successful teachers in this field need to be positive, creative, and perceptive; think ahead, anticipate possible 'failures' and to act to avoid these.

To assist staff in consistently managing student behaviour, we have developed a 'whole school management system'. This system is based on research in applied behaviour analysis and cognitive behaviourist approaches. The plan clearly outlines appropriate management of both acceptable and unacceptable behaviour. It is expected that all staff follow the plan.

## **Encouragement Program**

The program has been designed to help encourage and teach positive student behaviour. The program monitors a students' effort, application and behaviour over a period of one week. All students are part of the program and receive a Tally sheet on which they reflect on their own behaviour and effort and rate their performance. Staff and students rate student behaviour each lesson. Points are tallied each day and are exchanged for tangible rewards and / or attendance at special school activities.

## **Dealing with Unacceptable Behaviour**

Students are enrolled at NGLC due to their difficulties in acquiring the skills necessary for socially appropriate behaviour at school. Because of this, NGLC 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. NGLC has developed a range of strategies in dealing with unacceptable behaviour that operate on 'least to most' principles.

## **Individual Planning and Assessment**

All students at NGLC have an individual behaviour support plan 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.

The emphasis at NGLC 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 violent and challenging behaviour should also have an emergency plan detailing the process to be followed in extreme and unsafe behavioural episodes.

## Classroom Intervention 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 process for each student in dealing with unacceptable behaviour:

- **Time Out / Loss of privilege**

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 the range of school rewards for inability to follow school and classroom rules. Time out from classroom activities when students are extremely disruptive may be used. Time out is supervised by an adult at all times. It is generally understood that 'time-out' involves a loss of privileges. Students cannot earn access to privileges when they are not engaged in classroom activities.

- **Referral to Principal**

Students are referred to the principal when classroom and 'time-out' strategies have been unsuccessful. Teachers to the principal the nature of the problem behaviour and the desired outcome. A range of consequences may result from a referral to the principal. It is generally understood that time with the school principal involves a loss of some privileges.

- **Phone contact with parents**

Parents are considered equal partners in student's educational and behavioural programs. The principal and staff may make contact with parents through the course of the school day to discuss a student's behaviour, clarify any home circumstances that may contribute to the behaviour and discuss possible solutions.

- **In-school consequences**

In-school organised consequences results from persistent failure to follow school rules and/or extreme acts of violence or property destruction. "In-school" consequences 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.

- **Encouragement Program and Points System**

The 'Encouragement Program' and 'Points System' is administered by all teachers in the school and is flexible to cater for the specific needs of both individuals and changing class populations. All aspects of the program are negotiated with each individual student.

## Parental Support

A significant component of the program is support from parents. This partnership ensures the greatest success for all students. During review time, students work with their teacher to develop their behaviour goals. Students take their book to each period where they rate their behaviour at the end of each day. Points are tallied at the end of the day.

## Suspension

North Gosford Learning Centre is a NSW D of E school facility required to adhere to all departmental policies and procedures. At times students may exhibit unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time. The NSW D of E "*Suspension and Expulsion of School Students - Procedures*" are followed when this action is required.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students in the class. In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. Where appropriate NGLC will work with home school staff and parents to develop alternative student welfare strategies, link with key internal and external personnel and modify risk and behaviour management plans.