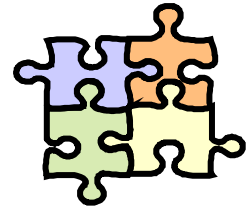


Welfare and Management Policy



2010





Karningul School Student Welfare and Management

Karningul School 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.

Karningul School aims to be a safe, positive, and happy place for all students and staff where student learning and success is paramount. Karningul School will achieve these aims through:

The Department of Education and Training Student Welfare Policy.
The Department of Education and Training Anti Bullying Policy.
NSW Child Protection Legislation.
Karningul School Student Welfare and Management Policy.

Effective Learning & Teaching

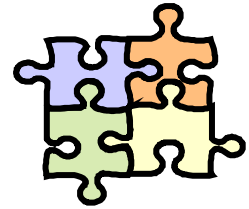
Aims

Karningul School strives 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 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

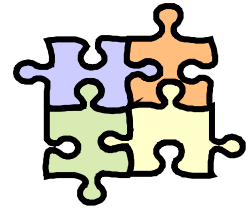
Karningul School strives to develop a positive school climate and good discipline through the:

- 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;
- 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

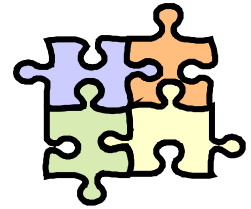
Karningul School seeks to enhance community participation by:

- 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.





Karningul School Student Management Code

At Karningul 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 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 Karningul 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

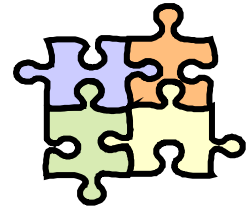
At Karningul the individual educational and behavioural needs of our students are our key priority. Our aim is to provide all students with positive learning opportunities that guide them in accepting "an opportunity for change". Students are taught, encouraged, and supported in developing their abilities to make responsible and good choices.

The community

Karningul 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 will be involved in the development of Individual Education Plans for students and regular reviews will take place throughout the year.



The rules, rights and responsibilities:

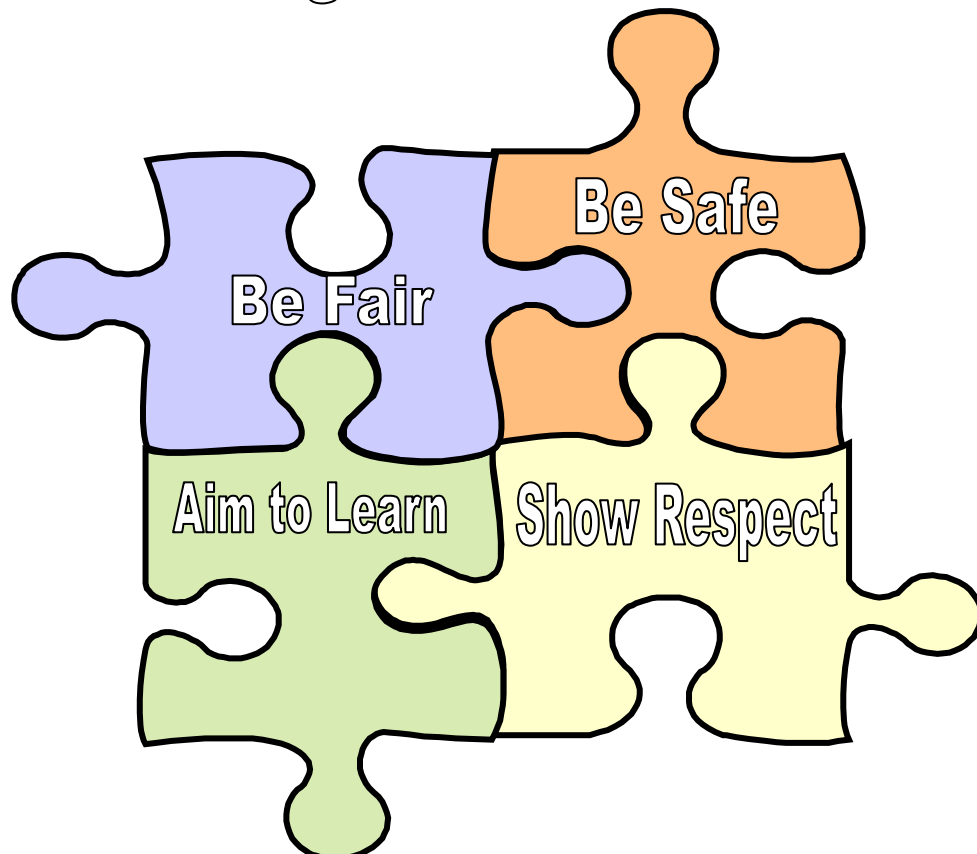
Karningul School is one of 11 new schools established in 2001 to cater for students who have a documented pattern of behavioural difficulties, which despite intensive interventions over an extended period of time have not been effectively resolved.

The primary aim of Karningul School is to return students to their regular school setting 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 Karningul 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:

Karningul School Rules



We allow every-one to be fair and safe when we:

Are friendly
Stay out of fights
Ask for help when we have a problem
Are co-operative
Help others
Are confident
Follow the rules

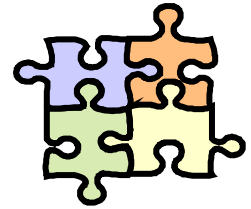
We show respect when we:

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

We can all aim to learn when we:

Listen to instructions
Trust others
Follow our contracts
Are cooperative
Earn our rewards
Participate in activities
Are considerate
Use confidence
Don't interrupt people when they are speaking
Are co-operative





Promoting Good Discipline and Effective Learning

The staff will:

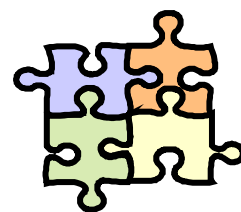
- develop individual student plans with outcomes in key learning areas;
- develop and implement classroom programs that meet the individual learning needs of each student with an emphasis on literacy, numeracy and PDHPE;
- develop individual targets for learning positive behaviours and social skills 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 (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:

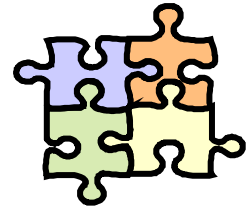
- Relate to students in a positive way demonstrating qualities of empathy, genuineness, positive regard, concreteness and acceptance;
- provide a positive role model to students in the way they relate both to students and other adults;
- provide classroom experiences that focus on individual student 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 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;
- collaboratively 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:

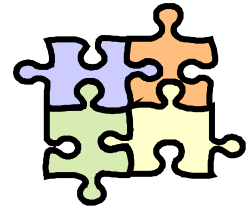
- reflect the philosophies of the school;
- meet the individual needs of students;
- reflect the individual philosophies and strengths of teachers.

Classroom programs form part of a whole school approach that recognizes 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 Karningul 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. Students are rewarded through school programs for their behaviour 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;
- 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.

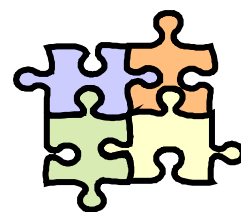
To assist staff in consistently managing student behaviour, we have developed a 'whole school management system'. This system is based on research in applied behaviour analysis and cognitive behaviourist approaches. The plan clearly outlines appropriate management of both acceptable and unacceptable behaviour. (refer page 12). It is expected that all staff follow the plan.



	Student							Day					Date		
	Off Task	Swearing	Loud Noises	Put Downs	Bullying	Non-Compliance	Personal Space	Other	Warnings	Do your best/Try Hard	Stay in the Right Place	Acceptable Language	Following Directions	Being Fair and Safe	Bonus Points 
Classes	Check Behaviours (x)							(w)	Positive Behaviours						
Morning Session									Bag	Book	Lunch	Uniform	Bonus <input type="text"/>	<input type="text"/>	
Session 1 Breakfast (Assembly)									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bonus <input type="text"/>	<input type="text"/>
Session 2 (Goals) Fitness									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bonus <input type="text"/>	<input type="text"/>
Session 3 (Numeracy) Maths									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bonus <input type="text"/>	<input type="text"/>
Recess 1 (Assembly)															
Session 4 (Literacy) Reading									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bonus <input type="text"/>	<input type="text"/>
Lunch (Assembly)															
Session 5 (KLA's)									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bonus <input type="text"/>	<input type="text"/>
Recess 2 (Assembly)															
Session 6 (Pastoral Care) Star Sheets (Assembly)									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bonus <input type="text"/>	<input type="text"/>

Warning 1		Time Out 1 <input type="radio"/>
Warning 2		
Warning 3		Time Out 2 <input type="radio"/>
Warning 4		
Buy Back		Time Out 3 <input type="radio"/>
Buy Back		

Teacher Comment	Daily Point Tally
	Clean Sheet <input type="text"/>
	Goal Achieved <input type="text"/>
	<input type="text"/>
	Total Day Points



Dealing with Unacceptable Behaviour

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

The focus of the 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.

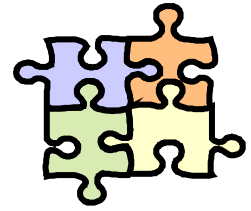
Karningul School has developed a range of strategies in dealing with unacceptable behaviour that operate on 'least to most' principles.

Individual Planning and Functional Assessment

All students at Karningul School 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 Karningul 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 violent and challenging behaviour should also have an emergency plan detailing the process to be followed in extreme and unsafe behavioural episodes.



Positive Points Program and Check System

The 'Positive Points Program' and 'Check 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. A significant component of the program is support from parents. Each day the Communication book goes home with a copy of the student's 'check sheet' and a comment from staff. We encourage all parents to sign the book and make a positive comment if appropriate. This partnership ensures the greatest success for all students.

Points are counted at the end of the day and at the end of the week all points are tallied and rewards handed out at school assembly.



STUDENT POINTS AWARDS

140 Points = Merit Award + \$2 Voucher
160 Points = School Award + \$3 Voucher
180 Points = Principal Award + \$3 Voucher

PRINCIPAL AWARD

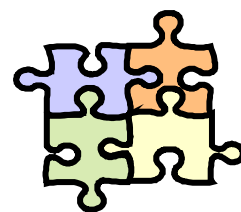
\$3 Voucher, photo on the Board of Excellence - The Principal can award this prize at any time for excellence in academic or social behaviour

SCHOOL AWARD

3 School Awards = Principal Award
Student of the week will receive a School Award and a \$3 canteen voucher as well as their photo on the Board of Excellence

MERIT AWARD

6 Merit Awards = Principal Award
Merit Awards can be earned during the day for out-standing effort and contributing to a safe school



ANTI-BULLYING PLAN

Policy Statement against Bullying

Public schools are inclusive environments, where diversity is affirmed and individual differences are respected.

- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment
- The focus of quality education is for students to learn and grow with confidence
- Students develop best in schools where teaching and learning occur in a context of student welfare
- The wellbeing, safety and health of students inform school policies, programs and practices
- Partnership with parents, caregivers, students and the wider community is central to the success of the process

Definition of Bullying Behaviour

Bullying can be defined as intentional, **repeated** behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships.

Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimization of others.

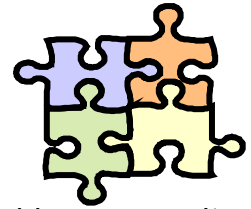
Bullying behaviour can be:

- **Verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **Physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **Social** eg ignoring, excluding, ostracizing, alienating, making inappropriate gestures
- **Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Statement of Purpose

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.



Students, teachers, parents, caregivers and members of the wider community can expect:

- that students will be safe at school, free from fear of bullying, harassment, intimidation and victimization;
- to be involved in the collaborative development of the school Anti-bullying Plan;
- to know what is expected of them and others in relation to the Anti-bullying Plan; and
- all students to be provided with appropriate support when bullying occurs.

Students, teachers, parents caregivers and members of the wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community;
- contribute to the development of the Anti-bullying Plan and support it through words and actions; and
- actively work together to resolve incidents of bullying behaviour when they occur.

Each group within the school community has a specific role in preventing and dealing with bullying.

Students can expect to:

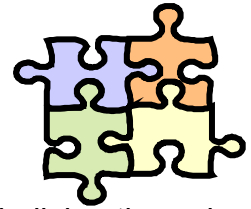
- know that their concerns will be responded to by school staff;
- be provided with appropriate support (for both the subjects of and those responsible for their behaviour); and
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- follow the school Anti-bullying Plan; and
- respond to incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning;
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour;
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan; and



- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

Schools have a responsibility to;

- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and the playground;
- inform students, parents, caregivers and the community about the School Discipline Code or School Rules and Anti-bullying Plan;
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers;
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour; and
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children's follow-up complaints of bullying, harassment, intimidation and victimization.

Teachers have a responsibility to:

- respect and support students in all aspects of their learning, model appropriate behaviour, respond in an appropriate and timely manner to incidents of bullying, according to the school Anti-bullying Plan

Managing Bullying

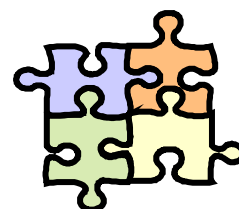
Strategies to Prevent Bullying

- Highlight *No Go Tell*
 - > Say **No**: be assertive not aggressive. Tell the bully how their actions make you feel.
 - > Choose to ignore or **Go** away
 - > **Tell** someone who can give you support;
- Implement Child Protection and Social Skills
- Encourage staff vigilance and action (eg. recording significant offences) in classrooms, at assemblies, moving to and from classrooms and on the playground
- Raise community awareness; and
- Gather and record data

Strategies to Manage Bullying

Students:

- implement 'Strategies to Prevent Bullying'
- abide by the students' Code of Behaviour and the school's Values



- report any form of bullying to teachers or adults; and
- participate in programs outlines above

Staff:

- support both the bully and the victim;
- listen to concerns;
- implement the Student Welfare Policy for dealing with inappropriate behaviour including Restorative Practices;
- encourage students to inform staff - telling is not dobbing;
- continually monitor in order to review and renew school policies as appropriate; and
- provide ongoing and regular communication.

Parents / Caregivers:

- maintain contact with school staff; and
- support their children in developing positive responses to incidents of bullying consistent with the School's Anti-bullying Plan.

Monitoring and Evaluating

Each term, the Executive and staff at Karningul School will review check sheets to monitor the level of bullying across the school identifying:

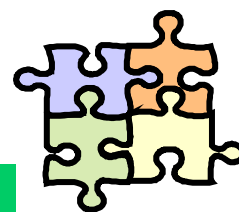
- groups of, or individual bullies;
- types of bullying; and
- playground areas of concern.

References

- Anti-Bullying Plan for Schools 2007
- Student Discipline in Government Schools
- The Student Welfare Policy 1996
- www.bullyingnoway.com.au
- www.det.nsw.edu.au/antibullying
- www.kidscape.org.uk/

This policy was ratified by Karningul School in T2 2009

Policy to be reviewed as part of the school's three-year cycle.



CYBER BULLYING

Definition:

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety—either psychologically or physically—or their property, reputation or social acceptance on more than one occasion. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. **People who use the internet, email, intranets, phones or similar technologies to bully others are cyber bullies.**

Rationale:

Bullying in any form is unacceptable. **Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying will not be tolerated at any level, and consequences exist for students who choose to bully.**

Aims:

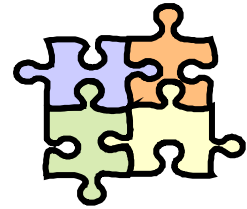
- To reinforce within the school community what bullying is (including cyber bullying), and the fact that it is unacceptable
- Everyone within the school community to be alert to signs and evidence of cyber bullying and to have a responsibility to report it to staff whether as observer or victim
- To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators
- To seek parental and peer group support and cooperation at all times

Implementation

- Parents, teachers, students and the community will be aware of the school's position on cyber bullying. Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying
- The school will adopt a four-phase approach to bullying

1. Primary Prevention:

- Professional development for staff relating to all forms of bullying including cyber bullying, harassment and proven counter measures
- Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable
- Community awareness and input relating to bullying (including cyber bullying), its characteristics and the school's programs and response
- Provide programs that provide resilience, life and social skills, assertiveness, conflict resolution and problem solving
- A student bullying survey and playground survey will be administered and acted upon twice annually
- Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber bullying
- All students to be provided with individual and confidential computer and network log-ins and passwords. Processes to be put in place to ensure



tracking of student activity on the school's computer equipment and network.

- The use of mobile phones by students will be limited with consequences to be implemented for any students who use mobile phones inappropriately
- The curriculum to include anti-bullying messages and strategies
- Staff and students to promote the philosophy of "No Put Downs"
- A vigilant and accountable playground duty roster for teachers will be put in place
- Effective and structured activities available to students at recess and lunch

2. Early Intervention:

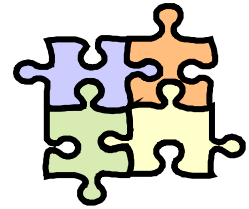
- Encourage students and staff to report bullying incidents involving themselves or others
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying
- Regular monitoring of student traffic on school's computer networks to identify potential problems
- Parents encouraged to contact school if they become aware of a problem
- A designated safe and quiet place for children to access at recess and lunch times
- Public recognition and reward for positive behaviour and resolution of problems

3. Intervention:

- Once identified, each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented
- Parents to be contacted
- Students and staff identified by others as bullies will be informed of allegations
- Both victims and bullies will be offered counseling and support
- Removal of cyber-bullies from access to the school's network and computers for a period of time. Loss of privilege to bring a mobile phone to school for students who bully via SMS or similar telephone functions.
- If student bullying persists, parents will be contacted and consequences implemented consistent with the school's Welfare and Discipline Policy

4. Post Violation:

- Consequences for students will be individually based and may involve:-
 - exclusion from class
 - exclusion from playground
 - school suspension
 - withdrawal of privileges
 - ongoing counseling from appropriate agency for both victim and bully
- Reinforcement of positive behaviours
- Support structures



- Ongoing monitoring of identified bullies
- Rewards for positive behaviours

Evaluation:

This school policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year cycle review.

This policy was last ratified by Karningul School in

July 2009

References: Safe Schools are Effective Schools booklet
www.curriculum.edu.au/mindmatters
S428-2007 Cyber Bullying - Updating th Student Code of Conduct
www.bullyingnoway.com.au
<http://www.sofweb.vic.edu.au/wellbeing/safeschools/bullying/cyberbullying.htm#H3N400026>

