MORGAN STREET
PUBLIC SCHOOL

WELFARE POLICY

2010
(Revised)
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WELFARE

• Rationale
• Welfare Statement
• Aims
• Principles
• Role of Welfare Manager / Committee
• Teacher Referral Procedures
WELFARE

RATIONALE
Education involves the growth and development of the whole person. The Welfare policy provides the framework for student learning. It is also the focus for monitoring the effect of all that happens in the school and the well being of each student.

Learning is enhanced when students are valued as individuals and find their experiences at school satisfying, relevant and beneficial.

WELFARE AT MORGAN STREET PUBLIC SCHOOL

- encompasses everything that the school community does to meet the personal, social and academic needs of students, staff and community and to enhance their well-being
- is reflected in the way a school community demonstrates care, ensures security and provides opportunities for contribution, success, recognition and enjoyment
- is fostered through the total school curriculum and the way it is delivered
- focuses on developmental and preventative strategies in all areas of student need and provides support for students with special needs
- involves close liaison between parents, staff, community personnel and students

AIMS
The stated aim of Morgan Street Public School in Welfare is

- to foster a secure and caring learning environment where the rights, beliefs, and values of all are to be respected, and the needs of staff and students are identified and targeted for development.

Through the student welfare program, the school aims to lead children towards

- a sense of responsibility appropriate to age and development so that each will grow beyond the imposed discipline of the school to gain self-control and self-discipline
- respecting the rights and property of others
- accepting responsibility for their actions through appropriate consequences
- an understanding of the need for rules and an appreciation of the principles underlying them
- an awareness of the need to understand human relationships
PRINCIPLES
The principles underlying this document have to do with the rights and responsibilities of students, staff and parents / caregivers.

Our rights include:

Students
All have the right to work, play and learn in a friendly, safe and helpful school.

Staff
All have the right to work in a friendly, safe and satisfying school which is supported by the school community.

Parents / caregivers
We all have the right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Our responsibilities include:

Students
All have a responsibility to respect self, others and property; to be actively involved and supportive in their own and others learning; and to accept the consequences of their choices and actions.

Staff
All have a responsibility to provide a duty of care to students, to teach in a stimulating, safe and enjoyable learning environment that caters for individual circumstances, to communicate with and be supportive of staff and caregivers and continue to develop professionally.

Parents / caregivers
All have a responsibility to support the school through contributing positively, communicating effectively, respecting staff and providing for children so that they come to school nourished, dressed and equipped to adequately handle the challenges before them.
ROLE OF THE WELFARE COMMITTEE & LEARNING SUPPORT TEAM

The Welfare Committee and LST has been established to assist Morgan Street Public School achieve its stated aim in Welfare. The LST and Welfare Committee will work towards achieving this aim by carrying out the following functions:

- supporting the staff and children of MSPS
- encouraging close relations between class teachers and support staff
- attending meetings
- discussing student referrals
- recommending and discussing intervention and suitable strategies
- setting an agenda for interventions when necessary
- holding review meetings for submissions
- prioritising submissions where necessary
- allocating and timetabling STL and Support Staff
- liaising with the School Counsellor and Itinerant Staff e.g. ISTB
- liaising with parents
- arranging meetings for parents to discuss children working with STLD & DSC
- initiating further action, if necessary
- encouraging the staff to use the MSPS Welfare Policy as a valuable resource
- leading review of the current policy at appropriate times
- providing an educative function for children.

TEACHER REFERRAL PROCEDURES

Teachers are able to seek intervention for children through submission and referral.

Intervention may be sought for:

- Learning difficulties
- Behaviour
- Self esteem
On site staff include the STL and School Counsellor. The STL is accessed through submissions that are called for on a regular basis. The School Counsellor is accessed by teachers submitting a referral which identifies the need according to learning difficulty, behaviour or self esteem. Parental permission must accompany the School Counsellor referral form.

Further support may be obtained through discussion with the School Counsellor and Welfare Committee and LST. Outside agencies and DET personnel may have involvement with particular cases. Examples such as behaviour, vision, hearing, speech and attendance involve specialist teachers and departmental officers.
LEARNING SUPPORT

- Accessing support
- Learning Support Team
- STL Flow Chart
- Counsellor Flow Chart
LEARNING SUPPORT

Learning support is offered for students who exhibit a need for assistance with their learning or social behaviour. This need may be identified by student, teacher or parent.

ACCESSING SUPPORT

To access support for students who require remediation class teachers should complete a submission form. This referral will identify details about the student’s current learning and what remediation is thought necessary. The submission will be processed by the Welfare manager / committee and the STL. The process for intervention is identified in the STL flow chart.

Teachers or parents may also seek assistance through counsellor intervention for learning difficulties or social factors affecting learning. The counsellor can provide observation, assessment and counselling. Any Counsellor intervention requires written parental permission. The process for intervention is identified in the counsellor flow chart.

THE LEARNING SUPPORT TEAM

A Learning Support Team exists for each student. It is made up of:

- Classroom teacher
- Support Teacher
- Immediate supervisor
- Parent of the child

Through consultation between the various team members, a program of work suitable to the child’s needs can be devised.
## STUDENT SUPPORT BY STL SUBMISSION

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTION</th>
<th>PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>▪ Recognise a learning difficulty in a student or group of students</td>
<td>Class Teacher, Parent</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Referral</td>
<td>▪ Complete a submission specifying skills needed and current strategies being used.</td>
<td>Class Teacher</td>
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<tr>
<td></td>
<td>▪ Hand to Support Teachers</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Consideration</td>
<td>▪ Gather all submissions</td>
<td>Support Teacher</td>
</tr>
<tr>
<td></td>
<td>▪ Ascertain number of sessions required and available on timetables of support personnel</td>
<td>Support Teacher</td>
</tr>
<tr>
<td></td>
<td>▪ Prioritise submissions relating to literacy, numeracy, gross &amp; fine motor</td>
<td>Support Teacher</td>
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<tr>
<td></td>
<td>▪ Draft timetable for discussion &amp; recommendation.</td>
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<tr>
<td>Intervention</td>
<td>▪ Provide support for nominated groups according to timetable.</td>
<td>STL</td>
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<tr>
<td></td>
<td>▪ Support group can be withdrawal or class located.</td>
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<td></td>
<td>▪ Letters to parents of students on program advising support teacher involved, KLA and offer of an interview if required.</td>
<td>STL</td>
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<td></td>
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<tr>
<td>Feedback</td>
<td>▪ Regular discussion between support and class teachers</td>
<td>STL / class teacher</td>
</tr>
<tr>
<td></td>
<td>▪ Copy of STL Program to class teachers</td>
<td></td>
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<tr>
<td></td>
<td>▪ Evaluation by class teacher at end of period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Evaluation by Support teacher at end of period</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>File</td>
<td>▪ Record of intervention on class list itemising support provided e.g. spelling, comprehension, numeration</td>
<td>STL / Executive</td>
</tr>
<tr>
<td></td>
<td>▪ Record intervention on database.</td>
<td></td>
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<td></td>
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<tr>
<td>Monitor</td>
<td>▪ New submissions required 3 times each year.</td>
<td>STL</td>
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<tr>
<td></td>
<td>▪ Staff notified of program timing and evaluations required.</td>
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<tr>
<td>Continuation</td>
<td>▪ Class cohort database, with results of testing, provided to staff. STL interventions included.</td>
<td>Executive / STL</td>
</tr>
<tr>
<td></td>
<td>▪ Support teachers test</td>
<td>STL</td>
</tr>
</tbody>
</table>
# STUDENT SUPPORT BY COUNSELLOR REFERRAL

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTION</th>
<th>PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>▪ Recognise a class or playground behaviour that is causing concern.</td>
<td>Class Teacher</td>
</tr>
<tr>
<td></td>
<td>▪ Complete a referral form for behaviour, learning difficulty, self esteem. (electronic form available – Teacher shared Counsellor Referrals).</td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>▪ Discuss with supervisor.</td>
<td></td>
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<tr>
<td></td>
<td>▪ Send letter to parents for counsellor intervention.</td>
<td>Class Teacher</td>
</tr>
<tr>
<td></td>
<td>▪ Hand referral and parent permission to Principal / LST.</td>
<td>Principal / LST</td>
</tr>
<tr>
<td></td>
<td>▪ Consider referrals at Executive Meeting, then taken to Learning Support meeting.</td>
<td>Executive</td>
</tr>
<tr>
<td></td>
<td>▪ Prioritise referrals for intervention.</td>
<td>Counsellor</td>
</tr>
<tr>
<td></td>
<td>▪ Discuss and elaborate where additional information is available.</td>
<td>LST</td>
</tr>
<tr>
<td></td>
<td>▪ Permission must be available from parent for intervention.</td>
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<td></td>
<td>▪ Set counsellor agenda.</td>
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<td></td>
<td>▪ Consideration of observation and recording, interview of student, assessment of student through testing using appropriate instrument.</td>
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<tr>
<td></td>
<td>▪ Feedback provided for class teacher. Oral feedback and written report available.</td>
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<td></td>
<td>▪ Report on days’ agenda to Principal.</td>
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<td></td>
<td>▪ Feedback to parent in arranged interview.</td>
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</tr>
<tr>
<td></td>
<td>▪ File written report in student class folder.</td>
<td>Class Teacher</td>
</tr>
<tr>
<td></td>
<td>▪ File copies of report in counsellor reports files.</td>
<td>Principal/Counsellor</td>
</tr>
<tr>
<td></td>
<td>▪ Monitor student referrals by: class teacher, supervisor, Principal, counsellor, LST</td>
<td>LST/Counsellor</td>
</tr>
<tr>
<td></td>
<td>▪ Include referred students on agenda for follow up where required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Provide continuity of reports through class lists of referrals to new teachers in following year on database printout.</td>
<td>Executive</td>
</tr>
</tbody>
</table>
DISCIPLINE

• Belief Statement
• Classroom Management Strategies
• Playground Management Strategies
• School Leadership Guidelines
• School Uniform
DISCIPLINE

BELIEF STATEMENT
The management of school discipline is based on: Rights, Responsibilities, Rules and Routines. Staff is encouraged to acknowledge positive behaviour as a basis for implementing the 4 Rs.

Morgan Street staff believe that:

- classroom management strategies are a priority
- individual differences must be taken into account when disciplining children
- many forms of behaviour management should be used to correct or manage the behaviour of children
- the school and the home must establish close liaison and co-operation in an effort to manage a child’s behaviour

CLASSROOM MANAGEMENT STRATEGIES

Classroom Environment

- Classrooms should be attractive, stimulating, neat and well organised.
- Display the work of the children and change it regularly.
- Have materials readily accessible.
- You set the example. e.g. tidy desk, neat board work.
- Have a functional room plan and think carefully about seating students.
- Expect the children to keep the room neat and tidy. e.g. putting resources away, tidying room before leaving, picking up things off floor.
- Think of the safety aspects of the environment and remind children of them. e.g. cassette, computer cords.
- Allow for healthy work noise as distinct from disruptive noise.
- Minimise movement of students in class.

Lessons

- Aim work at the ability and interest level of your children.
- Cater for all learning styles and vary lessons accordingly.
- Teach in achievable steps.
- Have lessons fully prepared.
- Make sure all necessary resources have been collected.
- Have extension or other work ready for early finishers.
- Encourage co-operative learning to enhance self-esteem.
Rules and Routines

- Establish rules and routines early.
- Make sure that classroom rules and expectations are clear to all students.
- Give children ownership of rules, responsibilities and thus the consequences.
- Phrase rules in a positive way. e.g. “Put your hand up if you wish to speak.” instead of “Don’t call out.”
- Establish a clear, concise plan of action for rule misdemeanours of which children are aware.
- Communicate your rules, routines and consequences with parents.

Communication and Interaction

- Acknowledge children regularly
- Be fair and consistent.
- Always look for the positive.
- Be aware of body language. (Yours and theirs)
- Show courtesy and respect.
- Avoid sarcasm and/or humiliating the child.
- Display a sense of humour.
- Be patient and understanding.
- Address the behaviour, not the child.
- Use preventative measures.
- Teacher modelling of expected standards is important.
- Anticipate problems. Be a "Kid Watcher".
- Know your children. e.g. which ones have hearing difficulties etc.

Consequences - Classroom Situations - Positive

- Positive reinforcement - verbal
- Stickers
- Class certificates - Happygrams, Certificates of Appreciation
- Free time to choose an activity
- Merit and Achievement Certificates
- Publication in newsletter
- Material rewards - Class BBQ, lunch passes, Frog Day
- Peer Recognition Certificates
- Letters of appreciation posted home
Consequences - Classroom Situations - Negative

- Gentle but clear reminder of inappropriate behaviour.
- Firm reminder, behaviour recorded in class register.
- Writing out classroom rules, responsibilities and consequences
- Tidying of classroom
- Letter of apology for unacceptable behaviour noted by parents
- Time out - student isolated within room.
- Time out - colleague’s classroom - arranged prior and both parties aware of roles.
- Time out of playground to catch up on missed work. Time allowed for eating, toilet and some play
- Inform parents - arrange meeting
- Targeted behaviour contract
- Withdrawal of privileges - sport, enrichment groups, minor excursions.
- Placement in Behaviour Management Program
- Withdrawal from normal school situation
- Suspension
- Referral to Alternative Behaviour Program
- Expulsion

Note - Teachers should keep a record of any classroom incidents they deem serious enough for inclusion. This written record is invaluable for parent interviews and as a source of information for the School Counsellor. It is also imperative that parents are continually informed along the way.
## CLASSROOM MANAGEMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTION</th>
<th>PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiation</td>
<td>- Formulate a classroom management policy which includes statements about Rights, Responsibilities, Rules, Routines and Consequences.</td>
<td>Classroom Teacher&lt;br&gt;Students</td>
</tr>
<tr>
<td>Communication</td>
<td>- Inform parents of Classroom Management Policy</td>
<td>Teacher / Parents</td>
</tr>
<tr>
<td>Identification</td>
<td>(Positive)</td>
<td>Teacher / Students</td>
</tr>
<tr>
<td>Identification</td>
<td>(Negative)</td>
<td>Teacher / Students</td>
</tr>
<tr>
<td></td>
<td>- Celebrate students’ successes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students identified as exhibiting unacceptable behaviour</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>- Organise strategies to guide students to improve their behaviour.</td>
<td>Teacher / Supervisor / Colleague / Parents</td>
</tr>
<tr>
<td></td>
<td>- Inform parents.</td>
<td></td>
</tr>
<tr>
<td>Notification</td>
<td>- Liase with parents regarding your concern of their child.</td>
<td>Teacher / Parents / Counsellor</td>
</tr>
<tr>
<td>Feedback</td>
<td>- Share decision making in respect to students' pathways.</td>
<td>Teacher / Supervisor / Counsellor / Parents</td>
</tr>
<tr>
<td>File</td>
<td>- Record students’ positive and negative behaviours.</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
PLAYGROUND MANAGEMENT STRATEGIES

Rules & Routines
Rather than list a set of behaviours, our school expects children in the playground to behave in a way which ensures their own safety, the safety of others and accord appropriate respect. This has implications for where they play, what they play, with whom they play and how they conduct themselves. The behaviour will reflect the rights and responsibilities mentioned earlier in this document.
Morgan Street has adopted **PROUD** to assist both teachers and students

- **P**lay safely and sensibly
- **R**espect everyone
- **O**wn your behaviour
- **U**se your manners
- **D**o your best!

Bell times (See Welfare folder – Casual teachers note)
Before 8.30  Children seated with bags in designated areas
  8.40  Children are allowed to put bags or possessions on verandah and play sensibly.
  8.55  Morning assembly begins
  11.00  Recess
  11.20  Recess ends. Children assemble in designated areas.
  12.30  Lunch.
  Children supervised by class teacher in classrooms or lunch areas.
  1.20  Lunch ends. Children assemble in designated areas.
  3.00  3 - 6 classes dismissed from classrooms
  3.00  K - 2 classes supervised dismissal from class areas.
  Bus and bike students to designated points for dismissal or supervision.

Playground positives
Acknowledgements of positive playground behaviour
  at morning and other assemblies
  through class mention
  in school newsletter

Executive support
Minor Infringements - to be handled by teacher on duty

- Out of bounds
- Squabbling, teasing among students
- Interfering in others’ games
- Disobeying a school rule or teacher request.
- Swearing or inappropriate language among students
- Littering
- Unsafe play
- Minor rudeness or disrespect
- Interfering with others’ property
- Throwing objects in playground
- Minor pushing & kicking
- Minor acts of vandalism

Major Infringements - referred to executive

- Fighting
- Bullying - physical & verbal harassment / exclusion
- Acts of violence towards another child or adult
- Swearing at or belittling a student, teacher or another adult
- Absconding from playground or classroom
- Repeated infringements of a minor nature
- Destruction of school property / graffiti / starting fires
- Drug - possession and abuse
- Inappropriate sexual conduct - physical or verbal
- Theft
- Carrying weapons

Consequences

- **Minor infringements** handled by teacher on duty.
- Record in playground journal
- Monitoring journal and appropriate counselling.
- Advise parents
- **Major infringements** in Behaviour Management Flow Chart
MSPS School Map—Inbounds & Out of bounds Areas

Key

- Out of bounds  * All steps, verandahs and areas beneath stairwells are out of bounds.
- In bounds  * Map reflects designated play times.
STUDENT LEADERSHIP GUIDELINES

WHO IS ELIGIBLE FOR NOMINATION?

All students wanting to nominate for a student leadership position (School Captains, SRC Representatives, House Captains, and Library Monitors) need to have earned a minimum of 2 P.R.O.U.D. Awards prior to nomination. New students to the school will need to follow the same guidelines.

SCHOOL CAPTAINS

- Year 5 students nominated
- Nominated students need to deliver a short speech to the whole school prior to voting.
- Years 3 – 6 students and all staff to vote
- Staff votes worth double
- If more than 8 girls and 8 boys are nominated, the Year 5 cohort will cull the numbers with a peer vote

SRC

SRC representatives to be elected from Years 2 – 6 and voted for by their class

- A boy and a girl from each class is to be elected if it is a single grade class.
- 1 representative is to be elected from a 2/1 composite class.
- In other composite classes if the two elected representatives are from the same grade, then a third representative can be elected from the other grade.
- Students may be nominated if they have held the position in previous years.
- Students who are elected House Captains may nominate for SRC

HOUSE CAPTAINS

- House Captains and Vice Captains to be elected from Stage 3 students (Year 5 and / or 6).
- No Junior House Captains to be elected.
- School Captains can be nominated for this position.
- Voting to take place at the end of the year ready for the next year.
- Years 3 – 6 students to vote.

LIBRARY MONITORS

- Year 5 students who meet the nomination criteria make an application to the librarian
- The interested students spend time in the library with the librarian and current library monitors to learn the skills needed
- The librarian makes the final decision

CAN STUDENTS BE REMOVED FROM LEADERSHIP ROLES?

- If a student reaches Step 3 (as stated in the Behaviour Management section of the Welfare policy) in any term they will be removed from their leadership role
- In an event of a serious incident where a student is placed on level 3 or above at any time during the year, they will be removed from their leadership role
SCHOOL UNIFORM
As part of the school discipline policy the issue of school uniform is addressed. School uniform at Morgan Street includes both the clothing worn and personal appearance of students. The wearing of school uniform has been raised with parents through surveys related to changes in uniform that have taken place. In each survey the parent community has overwhelmingly supported the concept that uniform should be compulsory and it should be worn on any official occasion where students represent Morgan Street.

The provision of an alternative uniform for boys and girls allows a range of clothing in school colours to be worn for everyday wear.

Uniform requirements are listed in the Morgan Street Information Book.

As well as clothing, Morgan Street Public School is asking children to present themselves in a manner that is appropriate to the occasion. This relates to grooming and the wearing of jewellery.

The issue of jewellery is addressed from a safety aspect and as such the wearing of rings, necklaces, earrings and chains can put their safety and others at risk. Coloured hair that is an unnatural colour is not suitable for school.

The wearing of hats is to be encouraged all year round.
No hat - no oval.
BEHAVIOUR MANAGEMENT

- Rationale
- Program
- Links to Discipline
- Management Flow Chart
**BEHAVIOUR MANAGEMENT**

**Rationale**
At Morgan Street we attempt to foster a safe and caring learning environment where the rights of all individuals are respected. However, at times, some children do not adhere to these principles and may be involved in incidents of physical or verbal abuse of others. Consequently, a behaviour management program has been established for these children.

**Program**
The program exhibits the following features.

- It runs for five - ten days for each referral.
- The child is withdrawn from the playground for the first twenty minutes of the lunch period.
- During these sessions the children are encouraged to develop strategies to handle anger.
- They will also work towards an individual crisis management plan to assist them cope in stressful, and potentially volatile situations.
- During the second half of lunch the children are monitored in a designated area of the playground.
- At the conclusion of the five - ten days, students will have constructed a crisis action plan to which they are committed. Should a situation present itself at school this plan is to be used.
- The action plan is stated on the student’s Graduation Certificate which is taken home.
- A modified K - 2 program operates.
Links To Discipline

Students who are referred to the Playground Management program will have engaged in unacceptable behaviour.

This table links the Behaviour Management Program to the Discipline section of the Welfare Policy. It is a guide to managing behaviour and may not suit all situations or students.

<table>
<thead>
<tr>
<th>Discipline Step</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>1</td>
<td>• Time Out of playground for 5-10 mins</td>
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<tr>
<td>2</td>
<td>• 1 lunchtime withdrawal. Student to complete a ‘positive choice’ proforma</td>
</tr>
<tr>
<td>3</td>
<td>• 3-5 days lunchtime withdrawal - letter to parents</td>
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<td></td>
<td>• Withdrawal from PSSA Sport for that week</td>
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<tr>
<td>4</td>
<td>• Full week withdrawal - morning, recess and lunchtime. Interview with parents - additional strategies put in place to help student return to playground</td>
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<tr>
<td></td>
<td>• Negotiated withdrawal or non-inclusion in enrichment opportunities</td>
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<tr>
<td></td>
<td>• Withdrawal from minor extra-curricula excursions during the disciplinary period</td>
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<td></td>
<td>• Withdrawal from Barrier selection trials</td>
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<tr>
<td>5</td>
<td>• Step 4 consequences</td>
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<td></td>
<td>• Suspension – Short / Long Term</td>
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## BEHAVIOUR MANAGEMENT PROGRAM

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTION</th>
<th>PERSONNEL</th>
</tr>
</thead>
</table>
| Identification | • Students identified as exhibiting unacceptable behaviour through playground register, teachers nomination, student survey as need arises.  
               • Survey material collated and analysed.  
               • Present findings to Executive, Welfare Committee  
               • Incident Report | Class Teachers  
               Students involved |
| Notification | • Liase with parents by letter, informing them of their child's involvement in the program.  
               • Staff notification of students | AP |
| Placement  | • Children placed in the program for 3-5 days | AP |
| Intervention | • Organise strategies to guide teachers in support of nominated students.  
               • Students given strategies to cope through teaching program.  
               • Students given strategies to cope through supervised play. | AP |
| Feedback   | • Share decision making in respect to students' pathways at welfare meetings and staff meetings. | Teachers |
| File       | • Record of students who enter and leave the program on database. | AP |
| Monitor    | • Track student behaviour.  
               • Look to Links with Discipline Policy regarding consequences | AP |
APPENDICES

- STL Submission
- Role of the STL
- Counsellor Referral – Parent Permission
- Role of School Counsellor
- Classroom / Playground Behaviour Register
MORGAN STREET PUBLIC SCHOOL
Student Support Submission (STL)

Class ____________________________________________  Target Group

Frequency ________________________________________

Key Learning Area ________________________________

Basis of Identification _____________________________

Submission Date _________________________________

Specific skills the Support Teacher will focus on:
___________________________________________________________________________
___________________________________________________________________________
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Evaluation
Support Teacher
___________________________________________________________________________
___________________________________________________________________________
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Class Teacher
___________________________________________________________________________
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ROLE OF THE STL

The role of the Support Teacher Learning includes:

- assisting class teachers to identify children with learning difficulties
- assisting the class teacher to meet the needs of the identified children
- working collaboratively with the class teacher to provide the most effective learning environment for children on the STL program
- maintaining a consultative role with the parents of children on the STL program
- documenting each child’s progress effectively so that subsequent learning can be planned in response to assessments and evaluations
- supporting the early intervention mode in order to assist class teachers to foster positive attitudes towards learning experiences
- helping familiarise parents with the learning processes at school so that their contributions as parent helpers are enhanced.
MORGAN STREET PUBLIC SCHOOL
REFERRAL TO SCHOOL COUNSELLOR

For completion by CLASS TEACHER

NB. A copy of this referral form may be given to, or discussed with, the parent/caregiver.

Please complete the relevant sections

This referral is for Learning Difficulties Behaviour Self Esteem

Student’s Name: ____________________________

Date of Birth: _______ Class: _____ Year: _____ Referral Date: _______

Parent’s/Guardian’s name __________________________________________

Address: __________________________________ Phone no: __________

Reason for referral


Academic skills (Comment on reading, spelling, number etc)


Language skills (Comments on expressive & receptive language, fluency)


Physical skills (Gross motor, fine motor)


Does the student wear glasses? ________________
Behaviour social & emotional

Student’s strengths

What strategies/interventions have been tried so far and with what success?

What outcome(s) would you like from this referral?

Teacher’s name: ______________________
Signature: ___________________________ Date: _______

For completion by Welfare Coordinator

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature: ___________________________

Date: ___________________________
REFERRAL TO SCHOOL COUNSELLOR

For completion by PARENT OR CAREGIVER

Privacy Notice: This information is being obtained to assist the school Counsellor in providing support for your child. It may, as appropriate, be provided to others members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the school counselor.

Dear _______________________

The school counsellor, ____________________________, visits our school regularly and we would like him/her to see ________________________________.

School counsellors do intellectual and/or academic assessments to help determine the reason for a student’s learning difficulties, and to provide suggestions to assist in overcoming these difficulties. School counsellors also assess the behaviour difficulties a student may be having and support them and their teachers and parents in the areas of behaviour management, anger management and social skills development. They may also provide counseling and individual support for students.

The school counsellor will contact you after seeing your child and will be pleased to talk to you about the results of any tests used and any concerns you may have.

Please comment on any concerns you have

__________________________________________________________________________________________

Please list any previous assessments, and attach reports if possible (eg medical practitioner, psychologist, speech therapist)

__________________________________________________________________________________________

Is there anything else you would like the school counsellor to know at this stage?

__________________________________________________________________________________________

What would you hope to happen as a result of the school counsellor seeing your child?

__________________________________________________________________________________________

I have read the Privacy Notice and give permission for the school counsellor to:

1. Carry out assessment and counseling as required ______ Yes / No
2. Contact the authors of the reports I have provided ______ Yes / No
3. Exchange information with these agencies ______ Yes / No
4. I wish to speak to the school counsellor before he/she sees my child ______ Yes / No

Parent / Caregiver’s signature: _______________________________ Date: ________________
ROLE OF THE SCHOOL COUNSELLOR

The role of the school counsellor involves three aspects. They include:

**Assessment**
- providing psycho-educational assessment and interpretation of the referred students’ learning and adjustment difficulties
- working with teachers, students and parents.

**Counselling**
- providing individual and group counselling in areas of academic achievement, personal, social and emotional development of students, parents and teachers
- referring to outside agencies or consulting with them where appropriate.

**Consultation**
- providing individual / team consultation to schools with regard to matters of student welfare
- providing a psychological perspective on matters where it is sought by school personnel
- acting as a resource person

Teachers who wish to have students in their class assessed or seen by the school counsellor must present referral forms and written parental permission to the Welfare Manager / Committee. Students may be referred for academic, behavioural or self esteem reasons.

Parents may refer their child to the school counsellor. It will then be necessary for teachers to complete a teacher referral form to assist the school counsellor gather important student information.
## CLASSROOM & PLAYGROUND BEHAVIOUR REGISTER – Negative

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<th>Behaviour / Incident</th>
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