

School Wellbeing and Behaviour Management Procedures





Policy Overview

Statement of Purpose

This policy was developed by a team of teachers and executive to provide information on student wellbeing and outline the processes and expectations of student discipline. It was written in conjunction with the *Wellbeing Framework for Schools*. The policy was reviewed by all staff, parents and members of the community and made available on the school website.

Rockdale Public School is committed to creating quality learning opportunities in which students connect, succeed and thrive. Student wellbeing is a priority for all staff and within all school programs. Students are encouraged to become active and empowered members of our school community.

This policy aims to communicate our focus on developing the following:

- A safe and caring school environment that is free from bullying and any form of discrimination.
- Students that are self-reliant, responsible and active citizens of our community.
- Clear expectations for student behaviour.
- Clear procedures for acknowledging student achievement and citizenship.
- Clear procedures and expectations for student supervision, attendance and uniform.

Responsibilities of the School Community

- Communicating the policy to students within the classroom.
- Discussing our expectations and appropriate behaviour and consequences with students.
- Reminding students of the expectations during school assemblies.
- Using the procedures of this policy in our interactions with students.

The Principal and School Executive will support:

- professional learning linked to the needs of the students, teachers, schools and the system.
- all staff to undertake mandatory training to comply with legislative and policy requirements.
- leadership evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.
- implemented systems to meet accountabilities relating to wellbeing policies in the school environment.
- effective use of school and system resources to support the learning and wellbeing of all students.
- Wellbeing, as an element of the School Excellence Framework, is addressed through school planning and school self-evaluation.
- a self-evaluation of wellbeing incorporates the stages of learning of the students, environmental factors and the influences and domains of wellbeing.
- the use of qualitative and quantitative evidence to inform and guide school planning for wellbeing.
- a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- all members of the school community to consistently implement the agreed strategy to create a positive teaching and learning environment.

Teachers will:

- ensure that they are familiar with all aspects of the Student Welfare procedures, Anti-bullying policy and NSW Department of Education's Wellbeing Framework
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- participate in the school community's implementation of the Student Welfare procedures
- consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning in connection to the Australian Standards of Teaching
- provide students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development
- implement whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing

Students will:

- follow the school's expectations established by the school community
- contribute to the provision of a caring and safe learning environment for fellow students, staff and parents
- actively participate in the learning process
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include Student Representative Council and school leadership team
- practise peaceful resolution of conflict using the Positive Behaviour for Learning (PBL) expectations

Parents will:

- be made aware of the Student Welfare Policy through the newsletter, information flyers, school website and information evenings
- be involved in the evaluation of the policy and asked to provide comment regarding future directions
- support the principles of the policy at home and when required to attend meetings at school



ANTI-BULLYING PROCEDURES

Core Expectations

Bullying of any kind is not acceptable in NSW schools. Rockdale Public School seeks to provide a positive culture where bullying is not accepted. This is done through initiatives, such as Positive Behaviour for Learning (PBL) and our Welfare system, which allow students to develop social and emotional skills and teachers to develop their professional understanding to help prevent and respond to incidents of bullying. At Rockdale Public School, all members of the community have the right of respect from others, the right to learn and to teach and the right to feel safe and secure in their school environment.

The NSW Anti-bullying website brings together information and resources for teachers, students, parents and carers.

For more information on anti-bullying information and strategies for NSW public schools, see the department's Bullying: Preventing and Responding to Student Bullying in Schools Policy.

<https://pre.education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy>

For information on racial bullying and anti-racism education for NSW public schools, see:

- Anti-Racism Policy
<https://education.nsw.gov.au/policy-library/policies/anti-racism-policy>
- Anti-racism education
<https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/anti-racism-education>

POSITIVE BEHAVIOUR FOR LEARNING EXPECTATIONS

Core Expectations

PBL is a school-wide behaviour initiative that employs a whole-school approach to address behaviours that take students away from effective and quality learning time.

PBL encourages positive behaviour from students within a values-based system. It also reduces the impact that problem behaviour has on student outcomes and on the school community as a whole. PBL has been shown to improve students' self-concept and motivation to learn.

Rockdale Public School's Management Policy will focus on the following Positive Behaviour for Learning (PBL) core expectations:

Be Safe

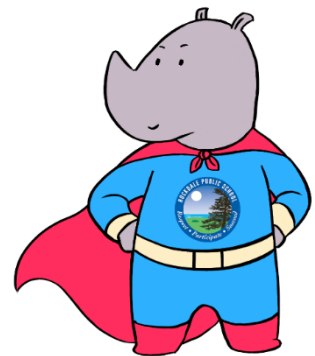
Behave safely and responsibly at all times.

Be Respectful

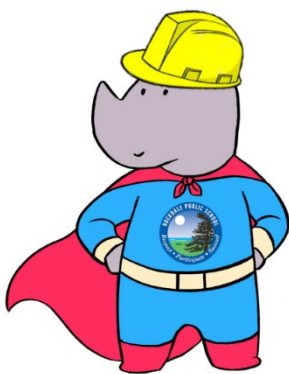
Show respect at all times for their peers, teachers, other school staff and the wider school community.

Be a Learner

Attend school every day, being in class on time and prepared to learn.



Rockdale Public School's PBL is represented through Rocky the Rhino who represents for the community the expectations.



SAFE



RESPECTFUL



LEARNER

LEARNING AND SUPPORT PROVISIONS

Rockdale Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs. These students are identified by staff and are referred to the Learning and Support Team (LST) for additional support using the school's learning and support team procedural flowchart. Adjustments to the learning environment are implemented and documented as required. Parents/carers are consulted and contribute to the planning to support their child's individual learning. This process provides all students with the opportunity to succeed and thrive.

An Individual Education Plan (IEP) is developed by the classroom teacher in conjunction with the LST, parents/carers and other stakeholders to support students with additional learning needs. This informs the planning, delivery and evaluation of an educational program. IEPs are updated each semester and signed by the classroom teacher and parent/carer. A Behaviour Support Plan (BSP) is developed for a student with additional behavioural needs.

All Aboriginal and Torres Strait Islander students have a Personalised Learning Pathway (PLP) developed by the classroom teacher. This is updated each semester and signed by the classroom teacher and parent/carer.

Students from English as an Additional Language or Dialect (EALD) backgrounds are supported by specialist EALD teachers through in class and small group support. Other learning and support services at Rockdale Public School include:

- School Counselling Service
- Learning and Support Teachers (LaST)
- English as an Additional Language or Dialect (EALD)
- Student Learning and Support Officers (SLSO)
- Family Referral Service
- Anti-Racism Contact Officer (ARCO)
- Anti-Bullying Plan

Students with identified health care needs are required to have an individualised health care plan.

REWARD SYSTEM

Rockdale Public School believes that students are rewarded intrinsically when they try their best and are motivated to succeed. This is achieved through the creation of a quality learning environment and when students are engaged in

experiences that possess intellectual quality and significance. At Rockdale Public School, intrinsic rewards are coupled with our extrinsic reward system which acknowledges students for actively demonstrating our school's core expectations and achieving success in all areas of school life.

Rockdale Public School offers all students the opportunity to achieve each step of the reward system. All students have the opportunity to receive:

- recognition in the classroom and playground through positive feedback, the PBL stamp system including tokens, coloured achievement awards and playground awards for being Safe, Respectful Learners
- merit awards presented at assemblies which recognise achievement, improvement and citizenship
- special awards for achievements when representing the school, contributions to the community, outstanding citizenship and other special events
- Principal's Awards and Medallions throughout their schooling at Rockdale PS and
- acknowledgement of their achievement in the school newsletter



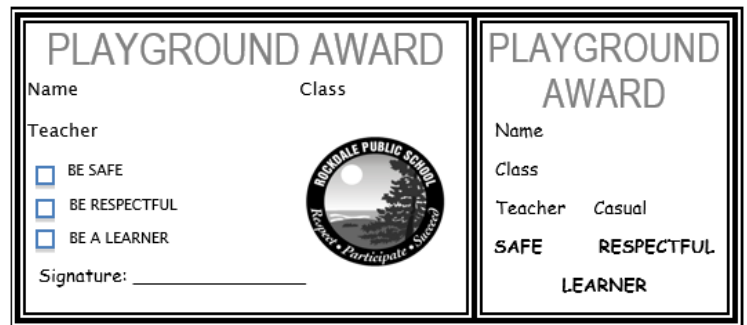
respectful learner

Achievement Award

TO: _____

FOR: _____

DATE: _____ TEACHER: _____



PLAYGROUND AWARD

Name _____ Class _____

Teacher _____

BE SAFE
 BE RESPECTFUL
 BE A LEARNER

Signature: _____

PLAYGROUND AWARD


Name _____

Class _____


Teacher _____ Casual _____

SAFE RESPECTFUL LEARNER

Name: _____ Class: _____

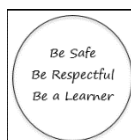


BE SAFE BE RESPECTFUL BE A LEARNER



Award date: _____

Commendation Levels



In addition to the acknowledgements outlined above, students are able to work towards the achievement of a series of commendation levels. Placement on these levels is earned by upholding the school's expectations, exemplary behaviour, outstanding citizenship and achieving their learning goals. In order to work towards the various levels, students earn different items at each level of achievement.

On reaching each level students will receive the following in commendation of their achievements (also outlined in the visual on the next page):

- 10 PBL stamps = 1 coloured Achievement Award

- 5 coloured Achievement Awards = 1 Merit Award
- 5 Merit Awards = 1 Principal's Award
- 5 Principal's Awards = 1 Principal's Medallion

Students who receive Merit and Principal Awards are presented with them at weekly assemblies. Names of students who receive awards are also published in the school's newsletter. Principal Medallions are presented at Citizenship Assemblies held each term.

Adjustments to Cater for All Learning Needs

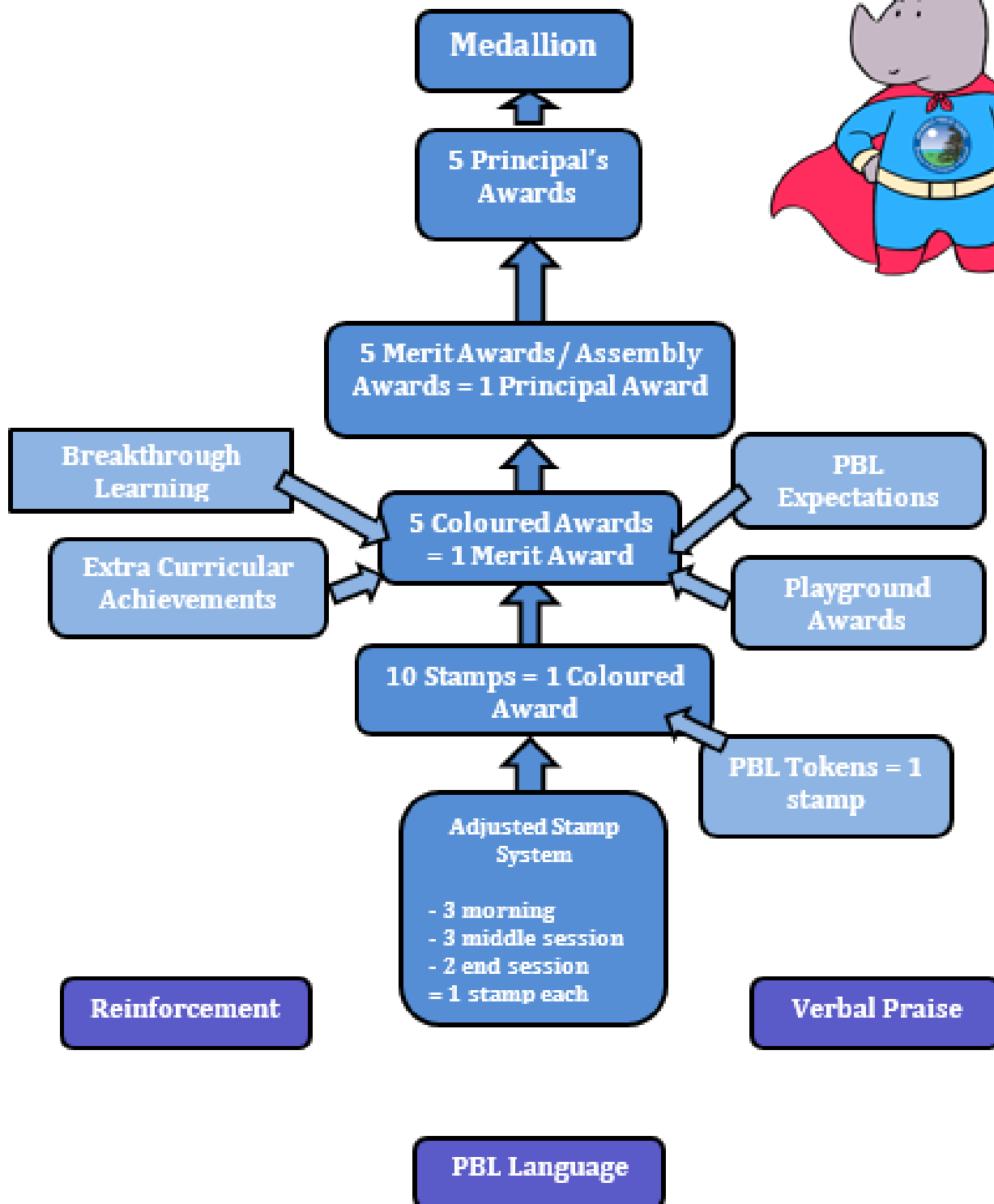
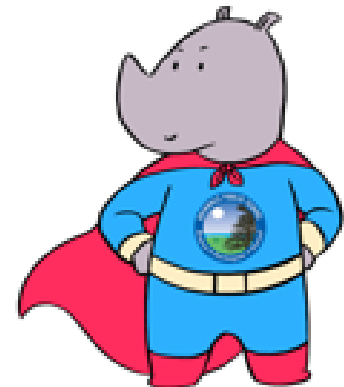
To further support individual students to achieve success, under the guidance of The Wellbeing Framework for Schools, the following adjustments may be made in consultation with the Learning Support Team, stage supervisors and/or the Principal:

- personalised learning and support for students with identified learning and/or behaviour needs
- adjustments to the learning environment and additional scaffolding and support to meet individual learning and/or behaviour needs
- ongoing individual behaviour plans or contracts which are monitored by the classroom teacher, stage supervisor and/or Principal
- referral procedures to the Learning Support Team (LST) for consideration of further support/action
- individual personalised learning pathways for Aboriginal children
- individualised health care plans for students with identified healthcare needs

Parents are consulted and contribute to the planning of these adjustments to support their child's individual learning needs.



Reward Chart



STATEMENT OF PURPOSE

Effective and quality learning by our students at Rockdale Public School is the most important aim for any action taken or strategy implemented. All students at Rockdale Public School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, it is necessary to maintain high standards of behaviour. Our school's Behaviour Management Policy aims to direct protocol when managing inappropriate behaviour, as determined by the intensity, frequency and duration of the behaviour, within the learning context.

Responsibilities

All members of our school community are responsible for ensuring that high standards of behaviour are maintained.

The Principal and members of the School Executive are responsible for:

- supporting a safe, secure and harmonious work environment for students and staff
- developing, implementing and monitoring the school's policy
- ensuring school Behaviour Management systems and procedures are implemented in all classes and that all teachers are informed of and skilled in their implementation
- communicating with parents and carers in regard to the school's Behaviour Management Policy

Teachers are responsible for:

- developing and maintaining effective classroom management practices
- modelling and explicitly teaching desired student behaviours
- respects students' rights to courtesy, fairness and respect
- effectively implementing the school's Behaviour Management Policy
- communicating with parents/carers in regard to school procedures and the Behaviour Management Policy

Parents are responsible for:

- supporting the school in the implementation of the school's Behaviour Management System and Procedures
- communicating with school staff in regard to their child's behaviour

and circumstances which may influence this behaviour.

Students are responsible for:

- striving for their highest personal achievement
- showing understanding and respect to others including other students, staff and community members on site
- honouring school expectations, rules and regulations
- demonstrating caring behaviours and avoiding engaging in any form of harassment or intimidation

Behaviour Management Procedures

Through collective responsibility for the welfare of all our students, staff are provided with procedures and structures to support consistent and fair application of protocols. These systems and expectations are communicated to the students on a regular basis through PBL assemblies, PBL lessons, class discussions and one-on-one reflections.

Staff are provided with clear and consistent language to manage behaviour that does not reflect the school's PBL expectations, both within the classroom and on the playground. The purpose of all interactions is to provide the students with the opportunity to reflect on and take responsibility for their actions, thereby learning the expected behaviour for future success.

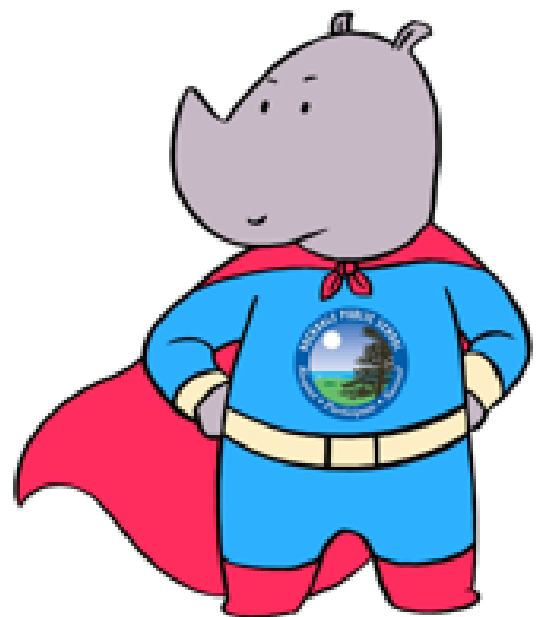
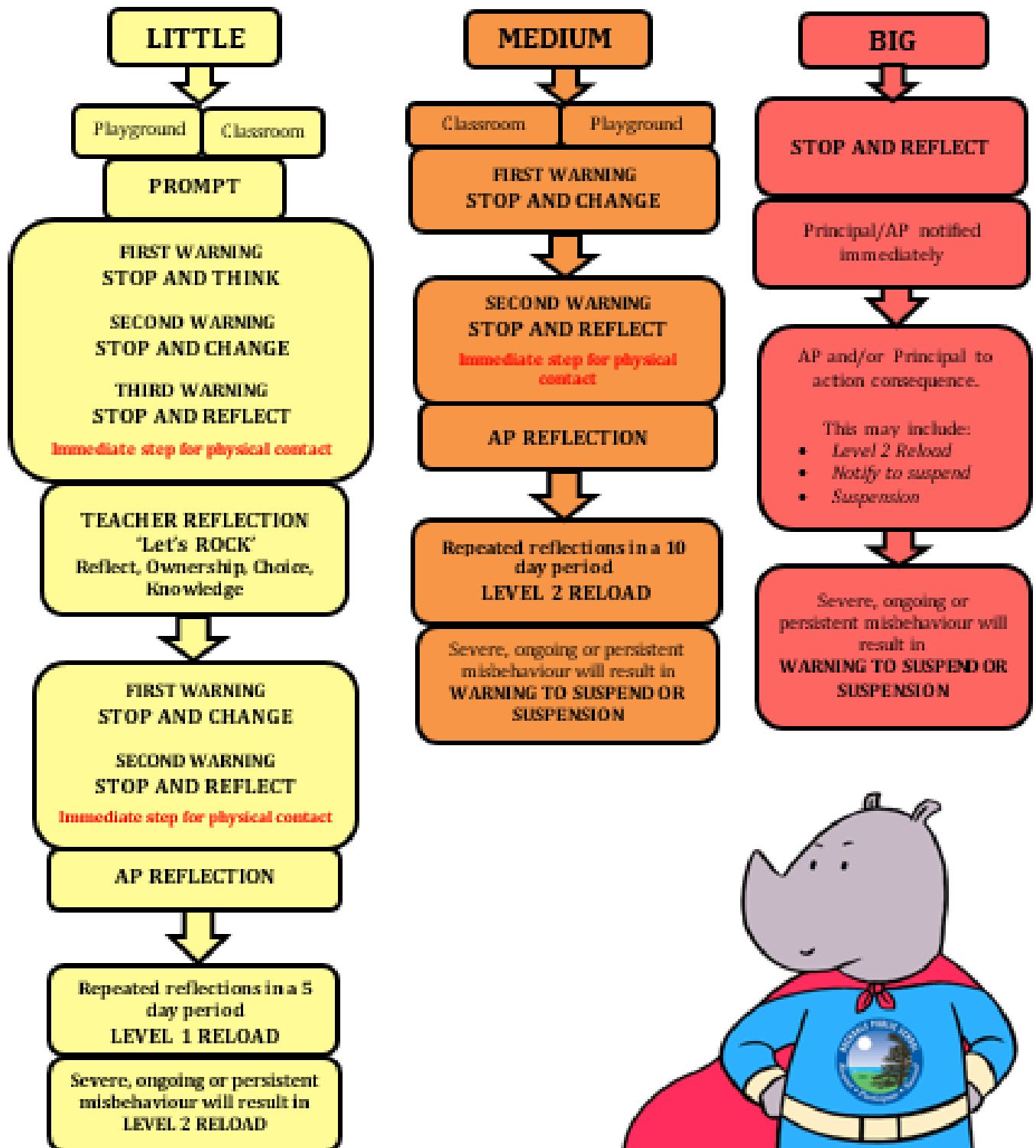
Behaviour Levels

<u>PROACTIVE STRATEGIES</u>	Little Problem	Medium Problem	Big Problem
<p>Expectations:</p> <ul style="list-style-type: none"> • Display PBL expectations • Refer to PBL matrix • Regular PBL lessons • Acknowledge positive behaviours (Student Positive Reward System) <p>Actions:</p> <ul style="list-style-type: none"> • Firm positive manner • Short directions • PBL language • Redirection • Utilise flow chart • Appropriate consequences <p>Positive Feedback:</p> <ul style="list-style-type: none"> • Reinforcement • Verbal praise • Class stamps • Assembly Awards • Positive Behaviour Reward System : <p style="text-align: center;"><i>10 stamps = Coloured Award</i></p> <p style="text-align: center;"><i>5 Coloured Awards = Merit Award</i></p> <p style="text-align: center;"><i>5 Merit Awards/Assembly Awards = Principal's Award</i></p> <p style="text-align: center;"><i>5 Principal's Awards = Medallion</i></p> <p>Playground</p> <ul style="list-style-type: none"> • Playground Award Slips • Raffle in K-2 and 3-6 assemblies 	<p>Everyone is Safe:</p> <ul style="list-style-type: none"> • Not wearing a hat • Physical contact • Out of bounds • Unsafe play (eg. play fighting, rough play, use of sticks as weapons, throwing objects, running outside of grass area) • Unsafe classroom behaviour • Jumping over silver seats • Playing in the toilets <p>Everyone is Respectful:</p> <ul style="list-style-type: none"> • Swearing • Not using manners • Social disagreements (teasing, excluding, name calling, yelling at others, taunting) • Ignoring instructions and requests • Littering • Damaging own, others or school property • Not truthful • Stealing <p>Everyone is a Learner:</p> <ul style="list-style-type: none"> • Disruptive behaviour (eg. talking at inappropriate times, calling out, disturbing other students) • Non-compliance (eg. not following teacher instructions or rules in a game) • Lateness • Being in an undesignated area without permission (absconding) 	<p>Everyone is Safe:</p> <ul style="list-style-type: none"> • Repeated physical contact including spitting • Physical contact with intent • Out of bounds in unsafe areas (eg. in buildings, out of sight, under buildings) • Continued unsafe play • Continued unsafe classroom behaviour <p>Everyone is Respectful:</p> <ul style="list-style-type: none"> • Directed and/or repeated swearing or social disagreements • Repeated ignoring of instructions and requests • Damaging own, others or school property with intent • Stealing with intent <p>Everyone is a Learner:</p> <ul style="list-style-type: none"> • Persistent 'low level' behaviour (eg. talking at inappropriate times, calling out, disturbing other students) • Repeated non-compliance (eg. not following teacher instructions or rules in a game) • Repeated absconding 	<p>Everyone is Safe:</p> <ul style="list-style-type: none"> • Verbally aggressive behaviour and language including inappropriate content (eg. with a racial or threatening nature) • Violence causing serious injury • Physical aggression/assault with intent to harm (eg. fighting, throwing furniture) • Leaving school grounds without permission • Weapon/illegal substance possession <p>Everyone is Respectful:</p> <ul style="list-style-type: none"> • Bullying • Racism • Stealing major items • Vandalism • Targeted swearing, sledging • Persistent and ongoing defiance or misbehaviour <p>Everyone is a Learner:</p> <ul style="list-style-type: none"> • Violent or unsafe disruptive behaviour • Inappropriate use of technology

* Students on Behaviour Support Plans are to follow plan adjustments.

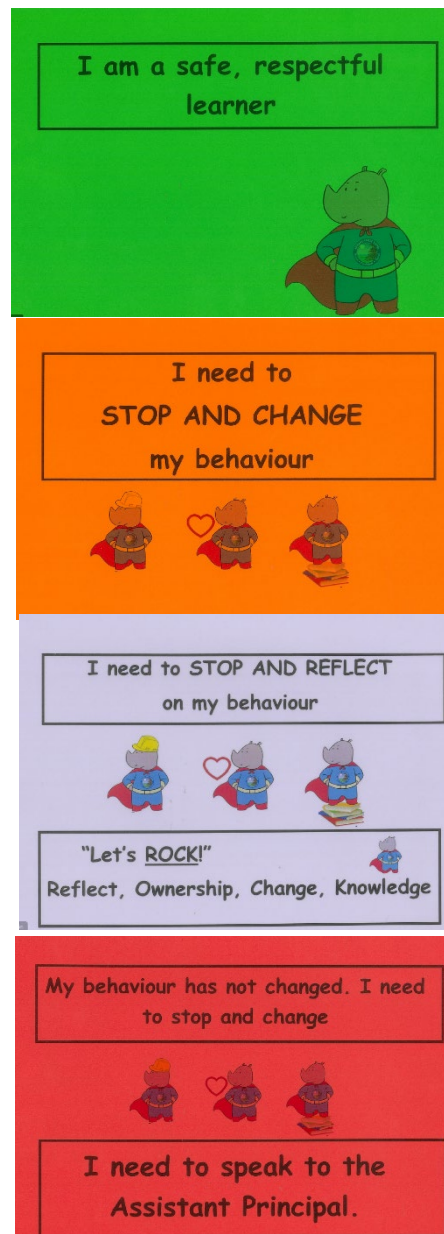


Consequence Chart



August, 2020

I am a super safe,
respectful learner just like
Rocky!



Class visual display of the consequence system to reaffirm and re-teach expected behaviours.

Management of Reflections or Reloads

Students are placed on levels as a consequence of behaviour in the classroom, playground or during any school activity that do not meet the school's PBL expectations. Levels are given following the school's Behaviour Management Policy. These levels include In-Class/On Playground Timeout, Assistant Principal

(AP) Reflection, Level 1 Reload, Level 2 Reload, warning to suspend or suspension. This process lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions.

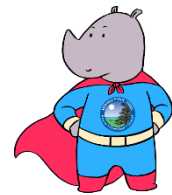
- ❖ **In-Class or On Playground Timeout level** includes a meeting with the teacher in an appropriate and timely manner from the behaviour to reflect and to teach the expected behaviour. The 'Let's Rock' model (see diagram on next page) is followed where the student is run through a series of four questions to help them identify the behaviour, the expectation, the impact on others and appropriate behaviours for the future. This is considered a teaching moment that allows students to learn from their mistakes. The incident is communicated to the class teacher and logged on Sentral to help identify any patterns in behaviour that may indicate a larger issue.
- ❖ **Assistant Principal Reflection** is a meeting with an executive in a neutral space within an appropriate and timely manner from the behaviour. Students at this level have shown behaviour that is repeated, with intent or at a degree that is harmful to others. The executive staff reflect with the student the same series of questions in more detail using a reflection sheet to record responses. The incident is logged on Sentral and parents are notified by letter.
- ❖ **Level 1 Re-load** is a two day lunch time meeting with an executive in the AP Hub. Day one is used for the reflection process as identified in the step above. Day two is used to teach the expected behaviour or skill through targeted PBL and/or social skills lessons. These skills are shared with the class teacher to reinforce during the week. The incident is logged on Sentral and parents are notified by letter.
- ❖ **Level 2 Re-load** is a three day lunch time meeting with an executive in the AP Hub. The first two days are as described in the step above. The third day is an observed integration into the playground or classroom to support the student in achieving the taught behaviour or skill. If the student shows difficulty in achieving the taught behaviour or skill, further time with the student is given to help them succeed. The incident is logged on Sentral and parents are notified by letter.

Reloads operate for the minimum period of time necessary for the student to demonstrate or understand the appropriate behavior. They are supervised by designated Stage Supervisors and students are given time

to eat their lunch and have a toilet break.

- ❖ **Warning to Suspend/Suspension** is given when severe, ongoing or persistent behaviour exists. Any such level is given by the Principal in consultation with the Stage Executive. Parents/Carers are notified through letter and a phone or face-to-face interview. The restorative procedures are communicated with the parents and students during the Return to School meeting where the actions and expectations are identified, communicated and agreed to by the Principal, parent/carer and student

Let's Rock!



Restorative Script:

Reflect on the incident

What did you do? What happened? How did you feel?

Ownership

What expectation did you break? How did it affect others?

Change

What steps can you take to change things for the better?

Knowledge

What do you know for the future so you can be a safe, respectful learner?

