



Student Wellbeing Procedures

Ben Lomond Public School

September 2017

Incorporating Student Discipline in Government Schools.

<https://education.nsw.gov.au/policy-library/associated-documents/student-discipline-in-government-schools-support-materials.pdf>

Student welfare in government schools:

- Encompasses everything the school community does to meet the personal, social and learning needs of students.
- Creates a safe, caring school environment in which students are nurtured as they learn.
- Is achieved through the total school curriculum and the way it is delivered.
- Incorporates effective discipline.
- Incorporates preventive health and social skills programs.
- Stresses the value of collaborative early intervention when problems are identified.
- Provides ongoing educational services to support students.
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
- Recognises the role that the school plays as a resource to link families with community support services.
- provides opportunities for students to:
 - Enjoy success and recognition.
 - Make a useful contribution to the life of the school.
 - Derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents* and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching.
- Positive climate and good discipline.
- Community participation.

* Throughout this policy the term parent should be read to include caregiver.

Effective learning and teaching

Objective:

To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour.
- Identifying and catering for the individual learning needs of students.
- Establishing well-managed teaching and learning environments.
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant.

- Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.
- Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time.
- Ensuring that gender and equity issues are recognised and addressed across the curriculum.

Outcomes:

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for students:

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

Positive climate and good discipline

Objective:

To enhance school climate and discipline by:

- Maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
- Providing opportunities for students to demonstrate success in a wide range of activities.
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- establishing clear school rules which are known and understood by all school community members
- Monitoring attendance and ensuring that students attend school regularly.
- Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- Valuing difference and discouraging narrow and limiting gender stereotypes.
- Incorporating students' views into planning related to school climate and organisation.
- Establishing networks to support students and making sure that students and parents know about, and have ready access to, this support.
- Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- Providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Outcomes:

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.

- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Results for students:

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about student representative councils and other representative bodies such as the School Council.

Community participation

Objective:

To enhance community participation by:

- Building learning communities in which staff, students and parents work together for planned results.
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school.
- Acknowledging parents as partners in school education.
- Encouraging students to have a sense of belonging to the school community.
- Assisting families to gain access to support services in the community.
- Fostering close links with the wider community.
- Encouraging links between parent and student representative groups.
- Inviting parents to share their skills and experiences in the school community.
- Supporting students and their parents in making decisions about learning programs.
- Recognising students' families, cultures, languages and life experiences.

Outcomes:

- There will be strong links between students, staff, parents and other members of the wider school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

Results for students:

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

Responsibilities

Schools:

Principals will ensure that:

- A commitment to student welfare underpins all the policies and activities of the school.
- The school community reviews policies and practices related to student welfare.
- Student welfare is regularly reviewed using appropriate planning processes.
- A school discipline policy is developed and regularly reviewed.
- The review processes take into account other mandatory policies.
- Strategic issues identified in reviews are incorporated into the school plan.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process in ways which take account of the objectives in this policy.
- Participate in the school community's implementation of the Student Welfare Policy.

Staff with a specific student support role will ensure that:

- The school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- Act according to the discipline code established by the school community.
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- Participate actively in the learning and teaching process.
- Provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments.
- Practise peaceful resolution of conflict.

Parents will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.

Rationale

The concept of wellbeing and its close links with learning are not new. The NSW Department of Education developed the Wellbeing Framework for Schools to enhance our understanding of wellbeing in a contemporary and constantly changing education system.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The School Excellence Framework supports all NSW public schools in their pursuit of school excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading. Wellbeing is included as an element of the learning domain.

Aims

Ben Lomond Public School aims to help its students to develop

- a sense of enjoyment and satisfaction from learning
- an ability to communicate effectively
- a set of values to guide behaviour
- a sense of personal and social responsibility for their actions and decisions
- a sense of personal dignity and worth
- self-reliance
- a sense of cultural identity
- a feeling of belonging to and contributing to the wider community
- a caring attitude towards others
- an ability to form satisfying and stable relationships

The school aims to promote the personal development of students by providing opportunities for them to

- gain the satisfaction associated with challenge and achievement in all Key Learning Areas
- develop understanding and skills in communication and interpersonal relationships
- develop a realistic and comprehensive self-concept
- enhance their self-esteem
- develop their interests and abilities
- develop their personal values
- develop their skills in decision making
- understand their own feelings and behaviour and those of others
- positively value cultural differences
- contribute positively to the life of the school
- be able to communicate on a wider level

Staff of Ben Lomond Public School will

- Participate in the development of the school discipline policy and support its effective implementation.
- provide appropriate and challenging learning programs

- model and reinforce the school values
- offer students genuine opportunities for choice and participation in decision making
- promote and support Positive Behaviour for Learning (PBL)
- Recognise and promote student achievements at every opportunity.

Parents/ Carers

Parents are expected to support the school in the implementation of the school discipline policy.

Students

Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.

Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

Student Wellbeing Implementation

The *Well Being Framework for Schools* details how to support students to connect, succeed and thrive in an enabling school, such as Ben Lomond Public School.

https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

Uniforms

Students are encouraged to wear school uniforms to promote school identity. No student will be disadvantaged for not wearing school uniform.

Students requiring additional Learning Assistance

Students learning needs may be discussed with the School Counsellor and the Support Teacher Learning Assistance, where further intervention is required parents will be contacted to be part of the Learning Support Team to plan further intervention or support. Referral to the Snow Gums Learning Alliance Learning Support Team will be made.

See *Snow Gums Learning Alliance Learning and Support Procedures* document.

Supervision of Pupils

Ben Lomond Public School will provide effective supervision of students. During school hours students will be supervised by the teacher on duty. Supervision of students commences before school at 8.30am.

Attendance

Ben Lomond Public School will

- encourage punctual and regular attendance
- promote self-monitoring and responsibility in this area
- monitor class rolls to identify potential issues
- Provide appropriate follow up and referral as required.

For further information see *Snow Gums Learning Alliance Attendance Procedures May 2017* document.

Student Assistance Funding

No student will be disadvantaged on the basis of inability to fund extra activities. Parents can contact the school to discuss individual needs.

Behaviour Code

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. At Ben Lomond Public School we implement the NSW Department of Education Behaviour Code. <https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

Ben Lomond Public School Rules

**Play safe
Respect others
Include others
Look after equipment.**

As part of Positive Behaviour for Learning (PBL) the school values of *Respect, Responsibility, Leadership and Resilience* are explicitly taught.

Awards System

The award system of obtaining commendations to achieve Bronze, Silver, Gold and Platinum Certificates and Medallions recognises appropriate behaviour and effort. Students are required to receive ten commendations to achieve a Bronze Certificate, another ten commendations to achieve a Silver Certificate, another ten commendations to achieve a Gold Certificate and another ten commendations to achieve a Platinum Medallion.

Commendations can be earned for:

- representing the school
- helping others
- Demonstrating the school values.

Strategies for dealing with Inappropriate Behaviour

Different behaviours require different levels of intervention. It is more effective to manage inappropriate behaviour when it is first noticed or at its lowest level. The type of intervention used should be determined by the intensity, frequency and duration of the inappropriate behaviour within the learning context.

At the class level, strategies to manage inappropriate behaviour may include:

- teaching acceptable behaviours
- verbal redirection to an appropriate activity or behaviour
- cueing, eg referring a student to the class rules that might be posted on the wall
- setting limits for students by stating a positive direction first and then giving a simple choice or consequence direction
- time-out in the learning context
- evaluating individual student learning and support needs for necessary curriculum accommodations and reasonable adjustments
- meeting with parents or carers to develop appropriate intervention
- developing and implementing individual behaviour plans
- mentoring.

At the school level, strategies may include support such as:

- counselling to resolve issues and provide the student with appropriate strategies to deal with problem situations
- Programs to resolve student conflict such as peer mediation
- Detention
- Restitution or school service

- using a time-out room in extreme circumstances where a student is acting in an unsafe, hostile or aggressive manner that is directed at themselves, other people or property
- Suspension or expulsion from school consistent with NSW DEC *Suspension and Expulsion of School Students - Procedures*.

It is important that parents or carers are formally notified of:

- Serious breaches of the school rules or discipline code
- The consequences of the behaviour
- The possible consequences of any future breaches which may include suspension or expulsion in serious instances.

Logical Consequences

At all times logical consequences will be considered. So that the consequences will

- Relate to the specific behaviour
- Not be a moral judgement
- Relate to a Learning experience eg: you make a mess, you clean it up
- Be perceived as fair
- Allow the teacher to step away from anger.

See Suspension and Expulsion of students' procedures. https://education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf

Anti - Bullying

Ben Lomond Public School's Anti-bullying Plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

http://www.benlomond-p.schools.nsw.edu.au/documents/8379172/8389745/antibullying_plan_2017.doc

eSmart

Schools within the Snow Gums Learning Alliance are part of a behaviour-change initiative called *eSmart*.

eSmart Schools provides a framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cyber safe or *eSmart* environment. The *eSmart* Schools Framework is designed to help schools improve cyber safety and reduce cyber bullying and bullying.

Resources

Positive Behavioural Interventions and Supports <http://www.pbis.org/main.htm>

Building a Climate of Respect

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/build_cli_m.pdf

The School Self-Evaluation Toolkit

https://detwww.det.nsw.edu.au/directorates/schoimpro/sda/Self_evaluationtoolkit.pdf

Quality of School Life Surveys <https://detwww.det.nsw.edu.au/high-performance/surveys/quality-of-school-life>

MindMatters www.mindmatters.edu.au/

KidsMatters <http://www.kidsmatter.edu.au/>

Friendly Kids, Friendly Classrooms

<https://www.kidsmatter.edu.au/primary/programs/friendly-kids-friendly-classrooms>.