

Tempe Public School

Wellbeing and Behaviour Policy





Dear Parents and Carers

In accordance with the NSW Department of Education's policies and procedures on Student Wellbeing, and in partnership with the school community, I am pleased to release the revised, 2018 Tempe Public School Student Wellbeing and Behaviour Policy.

This very comprehensive policy not only defines student wellbeing and the importance of the various components of a wellbeing policy, but also clearly sets out how our school will support the overall development of all students within the broader context of the school community.

This policy is carefully linked to the Tempe Public School Anti-Bullying Policy which outlines specific strategies for identifying, reporting and dealing with bullying behaviours for students, parents and staff. As Tempe Public School is a Positive Behaviour for Learning, both of these policies contain a strong focus on building and encouraging respectful relationships.

The Tempe Public School Wellbeing and Behaviour Policy plays an integral role in the school's overall approach to ensuring the safety and wellbeing of all students in an environment where effective learning can occur.

Kylie Webber

Principal

Tempe Public School

July 2018

Tempe Public School Wellbeing and Behaviour Policy

Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk. Tempe Public School provides a caring and supportive environment where academic achievement is encouraged and the uniqueness, personality and talents of the individual are valued and developed in an atmosphere which fosters tolerance, kindness and respect.

This policy was developed by a team of teachers and executives to provide information on student wellbeing and outline the processes and expectations of student behaviour. It was written in conjunction with the Wellbeing Framework for Schools and Student Discipline in Government Schools Policy from the New South Wales Department of Education and Communities. The policy was reviewed by parents and members of the community at a P&C meeting and made available on the school website.

This policy includes:

- 1.0 Contextual Statement
- 2.0 Wellbeing
 - 2.1 Teaching and Learning
 - 2.2 Learning and Support
 - 2.3 Professional Practice
 - 2.4 Effective Leadership
 - 2.5 School Planning
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 - 3.2 Strategies for Dealing with Unacceptable Behaviour
 - 3.3 Expected PBL Behaviours across the school
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1.0 Contextual Statement

Tempe Public School endeavours to promote, for all students and staff, a healthy, safe, ordered, supportive, secure and caring environment that is conducive to teaching and learning. We aim to help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. Schools need to be safe and happy places for students and their teachers. At Tempe Public School we believe our school is a place where each student can learn and grow with confidence.

Student welfare encompasses everything that the school community does to meet the personal and social needs of the students and to enhance their wellbeing. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

As a Positive Behaviour for Learning (PBL) school, Tempe Public School implements and encourages programs such as Munch and Crunch and Waste Free Wednesday to encourage respectful relationships within the school community. Our school community has also developed a statement of core values that underpin the wellbeing of all students.

These core values to support the code of behaviour are:



At Tempe Public School we are:



- SAFE
- RESPONSIBLE
- RESPECTFUL



2.0 Wellbeing

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

- Cognitive wellbeing is associated with achievement and success. It includes how information is processed and how judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
- Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for social behaviour and our empathy towards others.
- Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

At Tempe Public School these domains are addressed through programs such as PBL lessons, PBL ethos, PBL practices, PBL Reward Events, Growth Mindset lessons, Assembly Awards, Presentation Days, Drug Education, Child Protection lessons, Personal Development & Health programs, SRC, Scripture and Ethics lessons, STEAM program and Social Innovation Projects. By educating our students through these programs we are able to promote a positive wellbeing system.

Classroom teachers have their own reward system, as required, to suit the specific needs of their classroom and students. This system requires both verbal and written praise which aims to increase intrinsic motivation as the year progresses.

At Tempe Public School we endeavour to provide a positive, happy and safe learning environment in which all students apply themselves to learning and develop positive social behaviours and problem solving skills. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In doing so, students will become active and positive contributors to the society in which they live.

2.1 Teaching and Learning

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Tempe Public School aims to focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Tempe Public School implements the following programs that contribute significantly to the wellbeing of students.

Positive Behaviour for Learning is a program aimed to provide students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to improve wellbeing. These skills include resilience, assertiveness, decision making, problem solving and leadership. Multi-age groups are formed across K-6 to promote friendship and build relationships across the school.

Social Innovation Projects is a program aimed to develop students' awareness of the world they live in and their active role within it. Each Class organically develops a project that they identify as a need and work to investigate, create and educate themselves, peers and the wider community. Each class presents a Learning Showcase at the end of each semester for parents and community members.

The Student Representative Council (SRC) is coordinated by a committee which aims at improving the school and raising money for charities in our community. One student from each class is elected by fellow students each semester and is presented with a badge at an induction assembly. SRC members represent all students in the school and organise ways for students to participate and contribute to their school community in a variety of ways, including fundraising for charities. These students attend meetings each fortnight to discuss any issues.

Child Protection is taught by classroom teachers each year at a stage level to assist students in developing skills in recognising and responding to unsafe situations, seeking assistance effectively, establishing and maintaining relationships and strengthening attitudes and values related to equality, respect and responsibility. This benefits students overall wellbeing both inside and beyond the classroom.

Munch and Crunch are selected by fellow classmates and teachers each year to promote and implement the school's sustainability program.

Teachers also create lessons and activities to promote the wellbeing of students and our community throughout the year. They support events including but not limited to Harmony Day, Clean up Australia Day, ANZAC Day, NAIDOC week and Remembrance Day. Further programs implemented at our school include Sun Smart (sun safety for students), Drug Education, and Transition to School programs (primary and high school).

2.2 Learning and Support

Tempe Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed. Adjustments to the learning environment are made and documented as required. These students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning.

An Individualised Education Plan (IEP) is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program. It is required to provide additional support or an alternative or modified program, environment or curriculum. Students requiring an IEP are selected by teachers and are updated each semester and signed by the parent/carer and classroom teacher.

All Aboriginal and Torres Strait Islanders have an individualised Personalised Learning Pathway (PLP) which is updated each semester and signed by the parent/carer and classroom teacher.

Through class based and small group support, students from English as an Additional Dialect (EALD) are assisted by a specialist EALD teacher.

Other services and resources Tempe Public School has for learning and support include:

- School Counselling Service.
- Learning and Support Teachers (LaST).
- Student Learning Support Officers (SLSO).
- Anti-Racism Contact Officer (ARCO).
- Anti-Discrimination Contact Officer (ADCO).
- Anti-Bullying Policy.

Students with identified health care needs are required to have an individualised health care plan. The individual health care plan must address the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs. This is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent. This must be provided to the school by the parent/carer and updated at least annually. Health care plans are required for students:

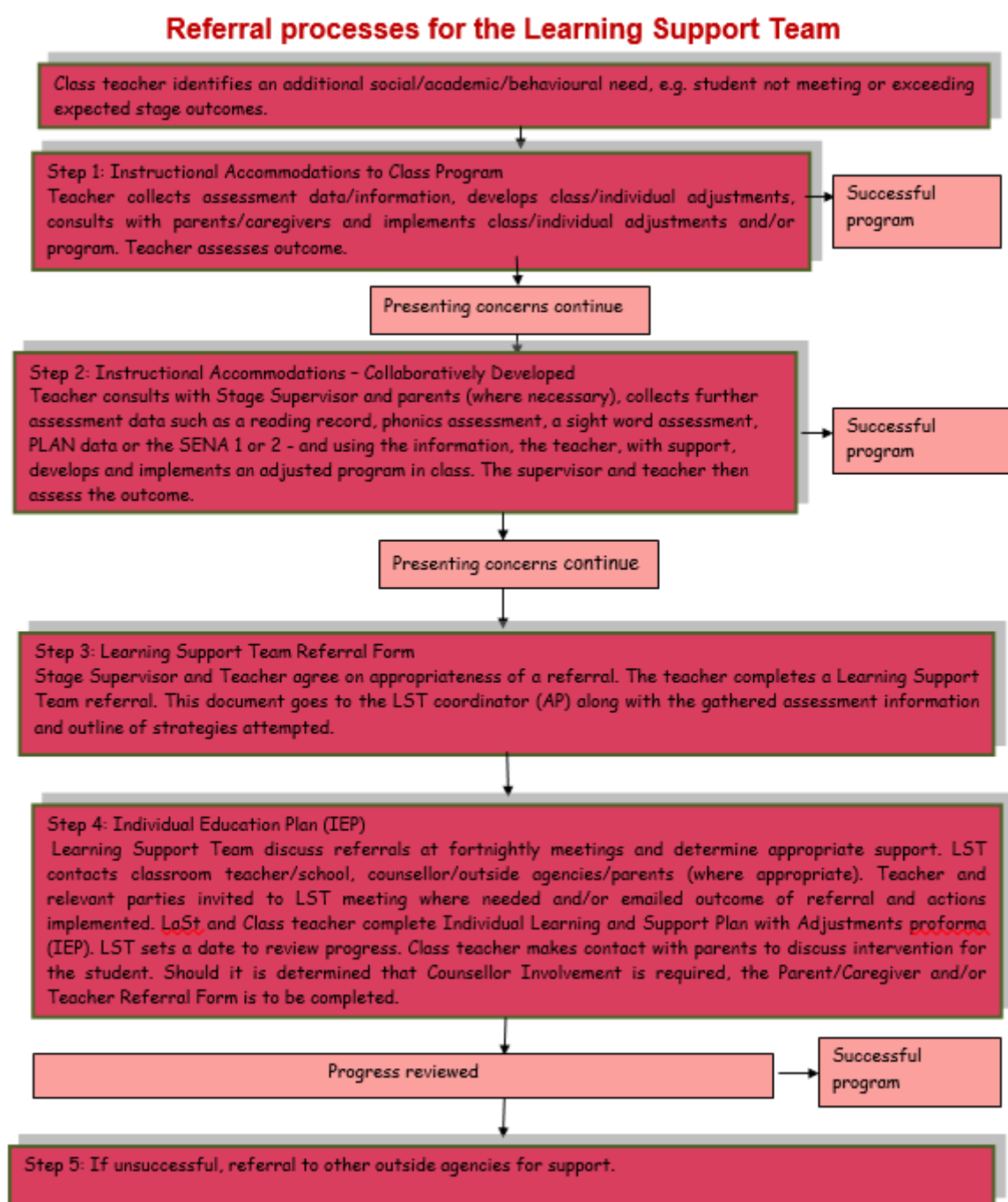
- diagnosed with asthma, epilepsy or anaphylaxis.
- who require the administration of health care procedures.

Principals are required to:

- assist students who have health support needs at school.
- have systems in place to collect health information about students at enrolment and on a regular basis.
- collect and record the immunisation status of students at enrolment.
- have systems in place to protect the health and safety of all students when they are at school or involved in school activities.
- where requested, assist with the administration of prescribed medication for a student when a medical practitioner has prescribed medication that must be administered during the school day.
- provide temporary care when a student becomes unwell at school, which may include the provision of first aid (including emergency care).

- report cases of vaccine preventable diseases, as listed on the student health website, to the local public health unit.
- not use peanuts, tree nuts or any nut products in curriculum or extracurricular activities. This does not include all food required to be labelled as "may contain traces of nuts".

Learning and Support Team Referral Process Flowchart



2.3 Professional Practice

Tempe Public School ensures that the professional practice of teaching meets the highest possible standards. All staff are required to undertake professional development sessions throughout the year to comply with legislative and policy requirements. Professional learning is linked to the needs of the students, teachers, schools and the system.

A strong culture of professional learning exists throughout the school which encourages staff to seek accreditation at the higher levels. The strategic directions in relation to professional practice for Tempe Public School require:

- all staff members to be engaged in structured professional learning practices related to personalised professional goals.
- all staff members to be engaged in professional learning practice.
- teachers to reflect on their personal goals and ability to take on leadership roles through the performance and development framework.
- all staff members to have the opportunity to be trained in the mentoring process.
- classroom programs and observations to show that professional learning opportunities have changed practice.
- 100% of teachers utilising the professional teaching standards to set learning goals and success in attaining them.

Professional development and on-going monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.

2.4 Effective Leadership

Leadership is 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.

The Principal:

- provides leadership and direction to the Welbeing and Behaviour Policy and work closely with the school community including staff, students, parents and caregivers, District Office personnel and the NSW Department of Education along with community agencies and other government bodies.
- encourages an atmosphere which allows students to achieve their personal best while learning together.
- provides support in programs related to student behaviour and attendance.
- takes appropriate and immediate action in situations where serious student behaviour concerns occur.
- presents special awards and provide publicity for the Wellbeing and Behaviour Policy as needed.
- supports all staff in the management of student behaviour.
- ensures procedural fairness.
- provides and support access to ongoing professional learning for staff.

The Assistant Principal:

- supports the Principal in providing leadership and direction to the Welbeing and Behaviour Policy.
- enlists the support of District Office personnel and New South Wales Department of Education personnel and community agencies to support students.
- encourages a school culture that caters for the development of the whole child (physically, emotionally, educationally and psychologically).
- ensures procedures and policies are followed by the staff.
- communicates issues of student behaviour with staff and parents.
- is responsible for the day-to-day organisation of the school and for the welfare of all students and staff.
- is responsible for overseeing the teaching and learning programs in the school.
- provides leadership and direction within their stages and across the school.
- encourages a school climate conducive to providing the ultimate in a student's physical, psychological, emotional and educational welfare.
- provides support in Student Wellbeing matters involving students and/ or parents and caregivers.
- provides support for teachers in managing difficult student behaviour.
- determines and implements appropriate logical consequences with the classroom teacher for inappropriate student behaviour and ensuring procedural fairness.
- is responsible for overseeing the teaching and learning programs in the school.

- assists in the establishment of a safe, healthy, clean school environment.
- provides staff support and the opportunities for professional development in the domain of Student Wellbeing.
- assists students to reflect on their own behaviour and the consequences for their actions.
- communicates issues of student behaviour to staff.
- liaises with parents and the community in regard to student behaviour.

The teacher:

- demonstrates professionalism and commitment to teaching.
- develops and maintains effective classroom management practices.
- models and explicitly teaches desired student behaviours.
- encourages students to attend school every day.
- promotes the wearing of school uniform.
- respects students' rights to courtesy, fairness and respect.
- utilises appropriate practices when conflict arises.
- supports other staff through frequent and clear communication.
- prepares and implements individual plans for students needing additional support.
- implements the school's Wellbeing and Behaviour Policy.

The student:

- is a responsible students who honours rules, regulations and the rights of others.
- strives to reach their personal best.
- are responsible for their own actions.
- deserves the trust of others, is truthful and honest.
- uses polite, respectful language and kindness to others.
- listens to the opinions of others.
- stands up for what they believe in and standing up for others.
- should be dependable, do the right thing and not expect others to do things for them.
- plays by agreed, safe rules.
- moves safely in all areas of the school.
- is aware of others' personal space.
- treats everyone fairly.
- displays resilience.

2.5 School Planning

School Excellence Framework

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leading.

The School Excellence Framework was launched in 2015 to provide a framework to support school communities as they provide high quality educational opportunities for all students. The framework, published by Public Schools NSW, identifies 14 key elements that guide the core business of excellent schools:

Learning

- Learning culture
- Wellbeing
- Curriculum and learning
- Assessment and reporting
- Student performance measures

Teaching

- Effective classroom practice
- Data skills and use
- Collaborative practice
- Learning and development
- Professional standards

Leading

- Leadership
- School planning, implementation and reporting
- School resources
- Management practices and processes

The School Excellence Framework aligns with Tempe Public School's philosophy of every child, every opportunity. The framework is about focusing on individual students' capabilities and needs by engaging them in rich learning experiences. This in turn facilitates the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

The framework guides quality learning and teaching in a number of ways. Schools are encouraged to use assessment and data to show growth and improvement in teaching and learning. This includes using assessment and data to determine whole school, class and individual teaching directions, performance levels and effectiveness.

At Tempe Public School the framework means using the literacy and numeracy progressions to track student progress from K-6.

The framework also guides quality leading. It expects all staff to have purposeful leadership roles based on their expertise. It calls teachers to drive whole school improvement and excellence by sharing with the school community innovative teaching practices and understanding of highly effective pedagogy.

Tempe Public School is serious about best practice in education and being accountable to our parent community for measureable growth and performance.

2.6 Acknowledging and Rewarding Student Achievement

Tempe Public School aims at creating a positive environment where students are acknowledged and rewarded for their behaviour, work habits and achievements. Varied forms of positive reinforcement are used for positive and appropriate behaviour across the whole school in accordance with the Behaviour Code for Students and PBL Values.

Each classroom clearly displays the class rules and expectations for students to follow. School PBL rules are displayed in the class and around the playground. This reinforces acceptable behaviour and allows students to recognise their achievements.

Class teachers employ a variety of strategies in the classroom to reward student and team effort and achievement. This includes, but is not limited to, Dojos and Smiley Faces on the board.

Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods. This includes praise, stamps, stickers and display of work in the classroom.

Whole School Positive Recognition

PBL Reward Events

Reward Events are held at the end of each term for the Sports House that has earned the most Tiger Token for the term. Previous events have been movie days, gelato parties and skateboard / scooter lessons.

Whole School Assembly (Fortnightly)

Each Friday a whole school assembly takes place to acknowledge students achievements in the classroom. Each class is rostered to chair the assembly (along with school leaders) and to showcase an item. Students who have been acknowledged for positive achievement are awarded with a merit award (2 per class). The assembly shield is also presented at each assembly to the class with the best audience behaviour.

Presentation Ceremonies

Presentation ceremonies are held in Term 4 to award students who have been recognised by the classroom teacher or extra-curricular organisers for their positive efforts throughout the year. Students are presented with sporting medals and awards for achievements made throughout the year, including book prizes.

3.0 Student Behaviour

Tempe Public School incorporates a behaviour system to incorporate consequences for students whose behaviour is unacceptable and inappropriate. Each student must follow the Behaviour Code for Students (DEC), Tempe Public School PBL Rules and Class Rules.

Department of Education and Communities Behaviour and Expectation Code and Expectations for Students

In NSW public schools students are expected to:

- respect other students, their teachers and school staff and community members.
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning.
- respect all members of the school community and show courtesy to all students, teachers and community members.
- resolve conflict respectfully, calmly and fairly.
- comply with the school's uniform policy or dress code.
- attend school every day (unless legally excused).
- respect all property and the environment.
- not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- not bully, harass, intimidate or discriminate against anyone in our schools.

3.1 Tempe Public School Code of Behaviour and Expectations

Tempe Public School is guided by values to support and encourage positive behaviour. These values are Be Safe, Be Respectful and Be Responsible.

Our Tempe values are

Safe

Responsible

Respectful

Class Code of Behaviour

At the commencement of the year classes use the school rules and the DEC School Code of Behaviour to develop the students' understanding of the school expectations. These are used as a basis for counselling students when they misbehave. Teachers have strategies to deal with minor misbehaviour in the classroom as part of their classroom management practices.

Parents and Caregivers

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children. Parents/caregivers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

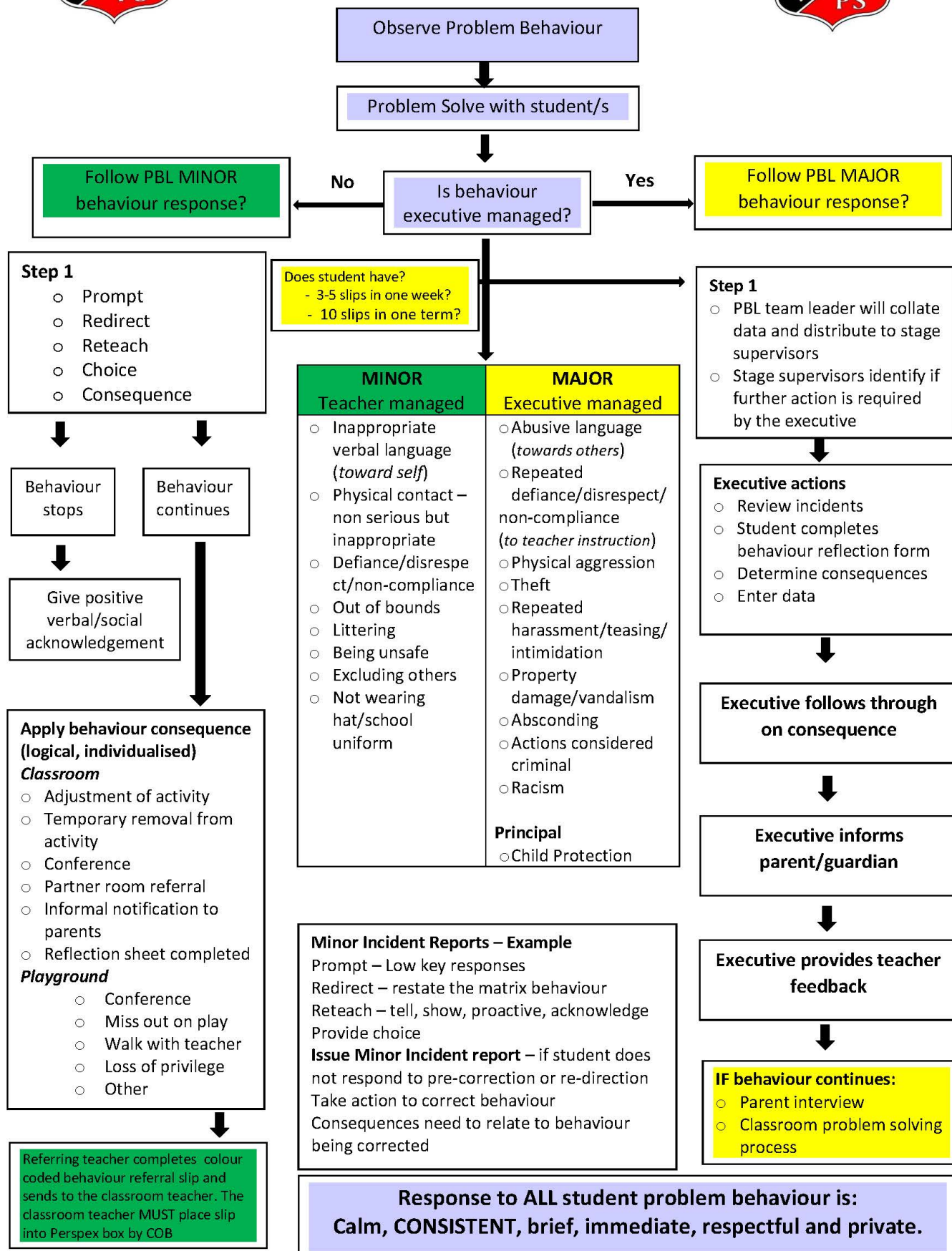
Parents and caregivers should:

- ensure that they approach the school community in a positive manner and encourage their children to actively participate in all activities.
- send their child to school in clean uniform with adequate healthy food for the school day and ensuring they have had sufficient rest the night before.
- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- engage in regular and constructive communication with school staff regarding their child's learning.
- support the school in maintaining a safe and respectful learning environment for all students.
- communicate constructively with the school and use expected processes and protocols when raising concerns.
- ensure their child's regular attendance.
- avail themselves of knowledge of school events and activities etc., via school newsletters, class dojo messages, notes sent home etc.

3.2 Strategies for Dealing with Unacceptable Behaviour



Tempe PS Behaviour Management Flowchart





Tempe Public School – Positive Behaviour for Learning Matrix



	ALL Settings	Classroom	Canteen	Library	Hall	Toilets	Office	General Hallways	Drama Area	Playground
Respectful	We listen to and follow instructions. We care for our environment. We treat school property with respect. We use polite language. We wear our school uniform.	We use inside voices. We listen to the opinions of others. We respect the classroom and the property of others.	We use polite language. We join the end of the line and wait our turn. We put rubbish in the bin.	We use inside voices. We look after books and treat school property with care. We take turns and share equipment.	We listen to and follow instructions. We sing the National Anthem respectfully. We are respectful of speakers and performers.	We think about the privacy of others. We keep the toilet area clean. We use water, soap and paper wisely.	We use polite language. We wait at the front counter to be addressed by staff.	We walk quietly. We treat school property and displays with care.	We use inside voices. We keep the area clean.	We show good sportsmanship. We share the area and take turns. We use polite language. We put rubbish in the bin.
Responsible	We are always in the right place at the right time.	We always strive to reach our personal best. We are punctual. We are responsible for our actions. We put things back where they belong.	We spend our own money. We order before the morning bell. We know what to order when we get to the front of the line.	We work cooperatively and stay on task. We return books on time. We save our work and log off computers when finished.	We take care of our belongings.	We flush the toilet after use. We wash our hands thoroughly.	We follow the instructions of staff.	We move to classrooms promptly.	We walk, sit or wait quietly.	We tell the duty teacher when someone is injured. We have a drink and go to the toilet. We take care of our belongings. We ask for a building pass before entering the building.
Safe	We move safely. We are aware of others' personal space. We keep our hands and feet to ourselves.	We walk and sit sensibly and safely. We use equipment the way it is intended to be used.	We wait patiently. We leave promptly. We are aware of others' personal space.	We stay in line to enter and exit ourselves. We are safe on the computers.	We move safely. We are aware of others' personal space.	We shut toilet doors carefully. We leave promptly after use.	We walk to and from the office.	We walk and keep to the left. We look where we are going. We place bags neatly outside classrooms.	We walk to the left on the stairs and the ramp.	We play by the agreed rules. We stay in bounds. We play safely on the equipment.

3.3 Expected PBL Behaviours across the school

4.0 References

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