

Hammondville Public School



Student Wellbeing and Discipline Policy

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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. Hammondville 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 discipline. 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.

This policy includes:

1.0 Context 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

2.6 Acknowledging and Rewarding Student Achievement

2.7 Hammondville Public School Award System

3.0 Hammondville Public School Code of Behaviour and Expectations

3.1 Positive Behaviour for Learning Teaching Matrix

1.0 Context Statement

Hammondville 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, life long 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 Hammondville 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) and White Ribbon school Hammondville Public School encourages respectful relationships within the school community. Our school community has three core values that underpin the message to our school community regarding student welfare and behaviour. These are:

Be Safe

Be Respectful

Be a Learner

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 pro-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 Hammondville Public School these domains are addressed through programs such as Peer Support, Assembly Awards, Life Education, SRC, Scripture and PBL. By educating our students through these programs we are able to promote a positive wellbeing system.

Classroom teacher's utilise their own reward system (for example Class Dojo), and also use the school passport, 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 Hammondville 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. Hammondville 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.

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

Peer support 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. Year 6 students are trained and mentored by teachers to lead this whole-school program in Term 3. Peer Support empowers young people to support each other and contribute positively to society.

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. 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.

Hammondville Public School is a **White Ribbon** school which aims at building greater equality and respect between students and the wider community. White Ribbon core values include:

- Courage – courage in facing challenge and finding creative, innovative solutions.
- Integrity – ethical, honest and accountable to all.
- Respect – compassionate, honouring and acknowledging difference and upholding dignity.
- Collaboration – working collaboratively to drive positive social change.
- Leadership – leaders in driving lasting, positive, normative change.

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, National Ride2School Day, ANZAC, NAIDOC week and Remembrance Day. Further programs implemented at our school include Life Education and Transition to School (Kindergarten and high school).

2.2 Learning and Support

Hammondville 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 Learning Plan (ILP) 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 ILP 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 Hammondville Public School has for learning and support include:

- School Counselling Service.
- Reading Recovery (RR) teacher.
- Learning and Support Teachers (LaST).
- Student Learning Support Officers (SLSO).
- Anti-Racism Contact Officer (ARCO).
- Anti-Discrimination Contact Officer (ADCO).
- Anti-Bullying Plan.

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:

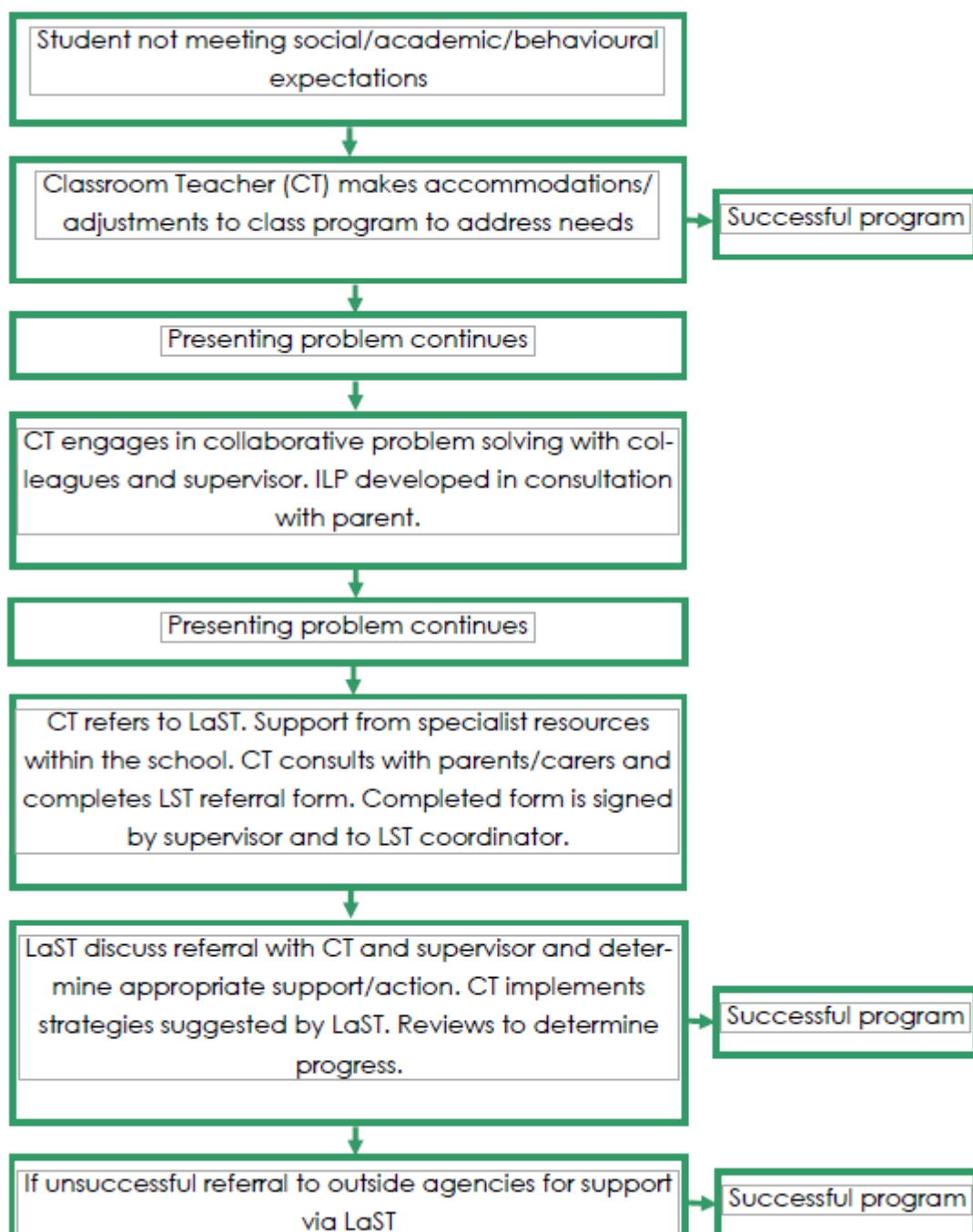
- diagnosed with asthma, type 1 diabetes, epilepsy or anaphylaxis.
- diagnosed as being at risk of an emergency.
- who require the administration of health care procedures.

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 food labelled as "may contain traces of nuts".

Learning and Support Team Referral Process Flowchart



2.3 Professional Practice

Hammondville 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 Hammondville Public School require:

- all staff members to be engaged in structured professional learning practices related to personalised professional goals.
- all staff members to have the opportunity to be trained in the mentoring process.
- 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.
- 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 Welfare and Discipline 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 Discipline 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:

- 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.

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 Student and Wellbeing Policy.

The student:

- strives for the highest personal achievement.
- should be dependable, do the right thing and not expect others to do things for them.
- deserves the trust of others, is truthful and honest.
- understands that it is not all about them, bounce back and has another go.
- shows understanding and kindness to others.
- works helpfully with other people in a team or at play.
- honours rules, regulations and the rights of others.
- stands up for what they believe in and standing up for others.
- treats everyone fairly.
- sees things how others see them.
- 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 Hammondville Public School's philosophy of safe, respectful learners. 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 Hammondville Public School the framework means using the literacy and numeracy continuum to track student progress from K-6. It also means deeply analysing NAPLAN and report card data and making improvements to the current reading comprehension benchmark system.

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.

2.6 Acknowledging and Rewarding Student Achievement

Hammondville 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 acceptable behaviour across the whole school in accordance with the Behaviour Code for Students and School Values.

At Hammondville we encourage and reward student achievement through:

- use of passport books
- student achiever awards
- school assemblies
- special days including presentation day
- extra curricular activities including dance, sport and choir
- publicising student achievement through local media and the school 'Herald'
- providing gifted and talented opportunities in sport, debating and public speaking
- participation in the 'Tournament of the Minds' competition
- class based merit certificates
- school certificates of achievement.

Certificate of Achievement Levels

Passport books - ten stickers on one page equals one small certificate

Five small certificates equals one large green award- presented at the school assembly

Three large green awards equals one large white award - presented at the school assembly

3.0 Student Behaviour and Discipline

Hammondville Public School implements a Positive Behaviour for Learning philosophy in which the schools core values are:

- Be Safe
- Be Respectful
- Be a Learner

The PBL program involves regular teaching of expected behaviours and a behaviour flowchart which guides teachers and staff through the planned consequences for unacceptable behaviour.

Hammondville Public School also abides by the **Department of Education 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.

Teachers follow the classroom continuum of response outlined below to manage minor classroom issues and the Student behaviour management processes to determine if a more significant response is required.



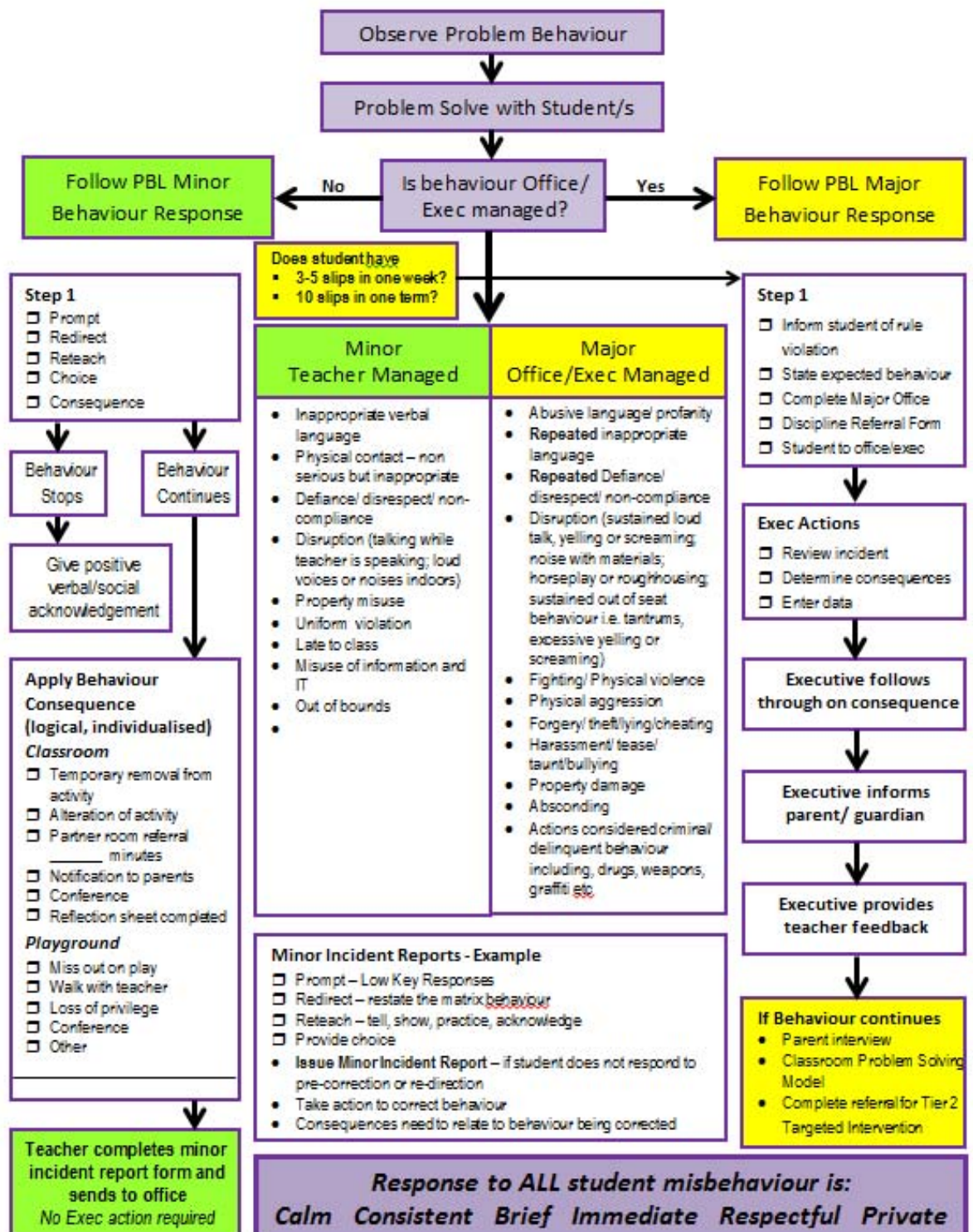
Minor Behaviours Continuum of Response

1. *Calm*
2. *Consistent*
3. *Brief*
4. *Immediate*
5. *Respectful*

Teacher Response	Words/Actions an adult can use
<i>Prompt</i>	Provide verbal and/or visual cue.
<i>Redirect</i>	Restate the matrix.
<i>Reteach</i>	State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback.
<i>Provide Choice</i> <i>(re-engage or have a consequence applied)</i>	<ul style="list-style-type: none"> • The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence) • Give the student a choice and get a response • Apply logical consequence if preferred behaviour not demonstrated
<i>Conference</i>	Describe the problem. Describe the alternative behaviour. Tell why the alternative is better. Practise. Provide



Student Behaviour Management Procedures



3.1 PBL Teaching Matrix

Schoolwide Behaviours Expectations Matrix

Teaching Matrix		Settings				
		Walkways	Stairs	Toilets	Area 1 (Kindy)	Area 2 (Stage 1)
Expectations	Be Safe	<ul style="list-style-type: none"> - Walk at all times - Use the pathways - Stay in your class lines 	<ul style="list-style-type: none"> - Move left if others are using the stairs - Hold the rail and your belongings - Make sure laces are tied up - Walk 	<ul style="list-style-type: none"> - Walk when in the toilets - Always be sensible - Keep water in sinks - Shut doors carefully 	<ul style="list-style-type: none"> - Walk on the concrete - Stay where the teacher can see you - Wear a hat - Hands and feet to yourselves - Use the equipment correctly 	<ul style="list-style-type: none"> - Walk on the concrete areas - Sit quietly on the seats - Stay in bounds - All children must wear hats to play
	Be Respectful	<ul style="list-style-type: none"> - Move quietly - Value other's personal space - Listen to the teacher - Be respectful of other students' learning 	<ul style="list-style-type: none"> - Hands and feet to yourself 	<ul style="list-style-type: none"> - Flush! Clean up your mess - Always wash your hands - Always turn taps off - Respect people's privacy 	<ul style="list-style-type: none"> - Put all your rubbish in the bin - Use your manners - Be a kind friend to others 	<ul style="list-style-type: none"> - Put rubbish in the bin - Listen and follow instructions - Play safely with equipment and return it - Line up at first bell, seated at second bell - Hands and feet to yourself
	Be a Learner	<ul style="list-style-type: none"> - Set a good example for others - Return to class quickly - Follow the teachers instructions 	<ul style="list-style-type: none"> - Follow the teacher's instructions when using the stairs 	<ul style="list-style-type: none"> - Remember personal hygiene - Set a good example for others - Return quickly to class or playground 	<ul style="list-style-type: none"> - Line up when the bell goes - Pack up the sandpit 5 minutes before the bell at lunch 	<ul style="list-style-type: none"> - Follow the rules of the game being played - Play nicely and include others - Take turns

Schoolwide Behaviours Expectations Matrix

Teaching Matrix		Settings				
		Area 3 (Stage 2&3)	Area 4 (Stage 2&3)	Canteen	Library	Office
Expectations	Be Safe	<ul style="list-style-type: none"> - Walk on the concrete areas - Sit quietly on the seats - Sit on seats to eat - Stay in bounds - All children must wear hats to play - Hands and feet to yourself 	<ul style="list-style-type: none"> - All children must wear hats to play - Stay in bounds - Play games that are safe - Use equipment carefully - Speak to the teacher if there is a problem 	<ul style="list-style-type: none"> - Line up in one line - Always walk - Return quickly to your playground - Place your rubbish in the bin 	<ul style="list-style-type: none"> - Line up quietly outside the library and wait for the teacher - Move sensibly - Use and carry equipment safely 	<ul style="list-style-type: none"> - Go to the front office first - Listen to ALL instructions - Move sensibly - Have permission to be at the office
	Be Respectful	<ul style="list-style-type: none"> - Co-operate - Listen and follow instructions - Play safely with equipment - Return all equipment - Put rubbish in the bin 	<ul style="list-style-type: none"> - Help others to be fair - Use polite language - Toilet at first bell, seated at second bell - Share equipment - Include others 	<ul style="list-style-type: none"> - Wait your turn - Stand behind the marked walkway - Use "please" and "thank you" when being served - Buy your own items 	<ul style="list-style-type: none"> - Care for everyone's property - Return all borrowed equipment after use - Use a quiet voice when speaking - Use a library bag when borrowing books - Clean your work area before leaving 	<ul style="list-style-type: none"> - Wipe feet before entering - Remove hats - Wait patiently at the counter - Say "excuse me" and wait your turn - Use "please" and "thank you" when being served
	Be a Learner	<ul style="list-style-type: none"> - Follow the rules of the game being played - Set a good example for others - Take turns - Show sportsmanship 	<ul style="list-style-type: none"> - Follow the rules of the game being played - Set a good example for others - Take turns - Show sportsmanship - Help others 	<ul style="list-style-type: none"> - Count your money - Know what you want to buy - Be ready to order 	<ul style="list-style-type: none"> - Be prepared and ready to learn - Do your best at all times - Ask for help when needed - Allow others to learn 	<ul style="list-style-type: none"> - Practise good manners - Use a quiet inside voice

Teaching Matrix

		Settings				
		Hall				
Expectations	Be Safe	<ul style="list-style-type: none"> - Enter quietly with a teacher or with permission - Make sensible choices about whom you sit near - Sit still - Walk around carefully - Follow instructions 				
	Be Respectful	<ul style="list-style-type: none"> - Show appreciation to award recipients and clap sensibly - Use manners whilst collecting awards - Sing and stand appropriately for School Song and National Anthem - Enter and exit the hall quietly 				
	Be a Learner	<ul style="list-style-type: none"> - Listen carefully - Ask and answer questions 				