

Allambie Heights Public School

RESPECT

RESPONSIBILITY

RESILIENCE

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Student Wellbeing Procedures

This Student Wellbeing Procedure is based on the total corporate structure of the Allambie Heights School community in that it is reflected in the culture, values, policy, procedures and educational programs that develop and promote the intellectual, physical, social, emotional wellbeing of each child.

Every teacher has the responsibility for the wellbeing of all students enrolled at the school.

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

Beliefs

At Allambie Heights Public School we believe that everyone:

- has the right to be safe, valued and happy
- has equal rights and responsibilities in work and play
- should act responsibly and accept responsibility for their own actions
- accept responsibility for their own learning
- strive to achieve their potential
- support each other with a spirit of friendship and co-operation

Rationale

- Parents and families have the prime responsibility for the wellbeing of their children
- The general community shares the responsibility for the welfare of young people
- It is the function of the Department of Education and other agencies to support the school in this task
- Schools, as part of the general community, have a fundamental role in student wellbeing
- Student wellbeing is basic to education and is a responsibility of all members of staff

Aims

Through the development of the Student Wellbeing Procedure at Allambie Heights Public School we will help students to develop:

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

The roles and responsibilities of

The Principal

- provide leadership and direction
- provide staff support and opportunities for professional development
- encourage a caring climate within the school
- liaise with parents and community regarding educational policy and program
- support staff, students and parents in regards to Positive Behaviour for Learners and regularly provide information to all stakeholders

The Staff

- provide challenging and interesting learning experiences
- seek to enhance the self-esteem of all students
- be sensitive to the wellbeing needs of all students
- provide support and guidance for all students

The Parents

- support the school's Student Wellbeing Procedure
- encourage the student's interest in all aspects of schooling
- participate in the philosophy of the Student Wellbeing Procedure

The Children

- actively participate in all aspects of school life
- are sensitive to the needs of others
- support and follow the school's values and expectations
- support the initiatives of the Student Wellbeing Procedure

Outcomes

Through the structure, practices and courses and the relationships formed within the Student Wellbeing Procedure, Allambie Heights Public School will contribute to the general personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement
- develop understandings 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 within a framework of broadly accepted community values
- develop their skills in decision making
- understand their own feelings and behaviour and those of others
- positively value cultural differences
- be caring and supportive of others
- contribute positively to the life of the school community

Code of Behaviour

Rationale

Discipline is the system of relationships, expectations, rewards and sanctions designed to facilitate learning and progressively develop self-discipline.

Self-discipline allows children to develop a capacity for initiative and mature judgement, so that they accept responsibility for their own actions and decisions and practise a caring attitude towards others.

Aims

- to determine and pursue acceptable forms of behaviour
- to provide a secure school environment which maximises opportunities for learning and safety
- to promote self-esteem and respect for others
- to encourage pupils to accept responsibility for their own actions and decisions
- appreciate that effective education and behaviour management are possible only when the home and school complement each other's approach
- understand and accept the consequences of acceptable and unacceptable behaviour
- understand that a flexible approach is needed to take regard of age, individual and cultural differences

Process

The school will:

- keep school values and expectations relevant
- discuss values and expectations with the children to ensure that they are fully understood
- expect acceptable standards of behaviour, punctuality and tidiness
- be consistent in enforcing values and expectations and safety regulations
- develop rapport, mutual respect and good manners
- foster self-discipline, independence and initiative, by giving choices suitable to the individual
- ensure that the children are aware of the consequences of unacceptable behaviour
- develop open communication between home and school

Procedures for Acceptable Behaviour

1. give encouragement and positive feedback and reinforcement, eg: use of Allambie Arrows and Playground Arrows
2. establish a positive relationship with the children
3. take time to listen to the child and ascertain the facts and background to issues and concerns
4. ensure that disapproval is directed towards the child's action and not the child
5. reward children for effort and improvement using the school's award system
6. provide opportunities for the children to gain recognition of their achievements both within and external to the classroom

Procedures when Behaviour is Unacceptable

1. most forms of unacceptable behaviour should be dealt with by the supervising teacher. Consequences may include:
 - loss of privileges
 - loss of free time
 - writing an apology
 - withdrawal (within Department of Education guidelines)

- Planning Room (within Department of Education guidelines)
2. should the behaviour be serious or consistent enough to cause concern, then the following procedures will be followed:
- refer to a member of the executive
 - refer to the Principal
 - make contact with child's parents to outline concerns
 - arrange parent teacher meeting
 - refer to school counsellor
 - seek placement in regional class or refer to regional personnel
 - suspension (within Department of Education guidelines).

SCHOOL VALUES and EXPECTATIONS

The following values and expectations exist for the safety and wellbeing of children within the care of the staff and the school community. The values and expectations are succinct and comprehensible for all:

Together we promote a
positive learning environment where
everybody is inspired to be their best.



Respect



Communicate
with courtesy

Allow yourself and
others to learn

Accept the rights
and differences
of others

Ever Aim High

Responsibility



Own and be
accountable for your
actions and choices

Care for yourself, others
and the environment

Encourage
others

Ever Aim High

Resilience



Aspire to be your
personal best

Challenge yourself
and learn from your
experiences

Display positive
coping skills

Ever Aim High

Safety Regulations

The following safety regulations have been adopted in conjunction with the school's values and expectations and they encompass areas of general safety and playground safety:

General Safety

1. Only play in the designated playground areas
2. Do not play in the toilet area or behind buildings
3. Do not go into classrooms or the school hall without teacher supervision
4. Teacher supervision commences at 8:40am and children are unable to be supervised before this time
5. Children are discouraged from being on school grounds prior to 8:40am. If an emergency arises and the need to arrive at school before 8.40am is essential, children need to sit quietly in the covered area near the canteen.
6. Move in an orderly manner within all school buildings

7. Children are to line up in an orderly manner at the school canteen

Playground Safety

1. Rosters for use of climbing equipment will be observed at all times
2. Children will not play in a rough and dangerous manner, eg: tackle football, branding or carry games
3. Children will not climb trees
4. Children will only play in designated areas and under teacher supervision
5. Children will not leave the school playground without permission
6. Children will respond to all bell routines
7. Children will avoid all hurtful and aggressive behaviour towards others

Management Strategies - classroom

Glasser's Ten Steps to Discipline

The following ten steps were developed by William Glasser as an effective approach to classroom management strategies for students. It is important that the steps are followed in order and are not rushed. It is a process that will take time and will mean the development of a better relationship between the student and the teacher. This process is based on the premise that:

- all children have a right to learn
- one student can not be allowed to prevent the rest of the class from learning
- that time-out and withdrawal are not to be used as punishment
- the teacher must remain calm and in control
- that all involved in the process must be treated fairly and with equity

STEP. 1 What am I doing?

Recognise what you are doing and what the student is doing and then assess the problem.

STEP. 2 Is it working?

Are the strategies you are using successful? If not, stop using it.

STEP. 3 Make a plan

If what you are doing is not working- do something different and be positive.

STEP. 4 What are we doing?

Establish in a non-confronting manner why a student is behaving in such a manner

STEP. 5 Is it working? Is it against our values and expectations?

Ask the student 'is it against our values and expectations?' If the student does not admit the disruptive behaviour you declare; 'This is what I saw. It is against our values and expectations.' Do not enter into an argument.

STEP. 6 We must work it out?

Say and mean 'We have to work it out, the behaviour can not continue' and the teacher and the student must reach a solution.

STEP. 7 Withdrawal

Remove the student to a safe but designated withdrawal area within the classroom. Movement back to the body of the class is dependant upon agreement with the teacher. The parents are notified of the disruptive behaviour and the need for withdrawal strategies to be implemented

STEP. 8 Time-out

If disruption continues to occur the student is excluded from class to a pre-arranged area until such times that the student agrees to behave in an acceptable manner and gives a commitment

STEP. 9 Suspension

The Principal is informed of the student's behaviour with accompanying documentation of the behaviour and appropriate action is taken in accordance with Departmental guidelines.

STEP.10 Referral

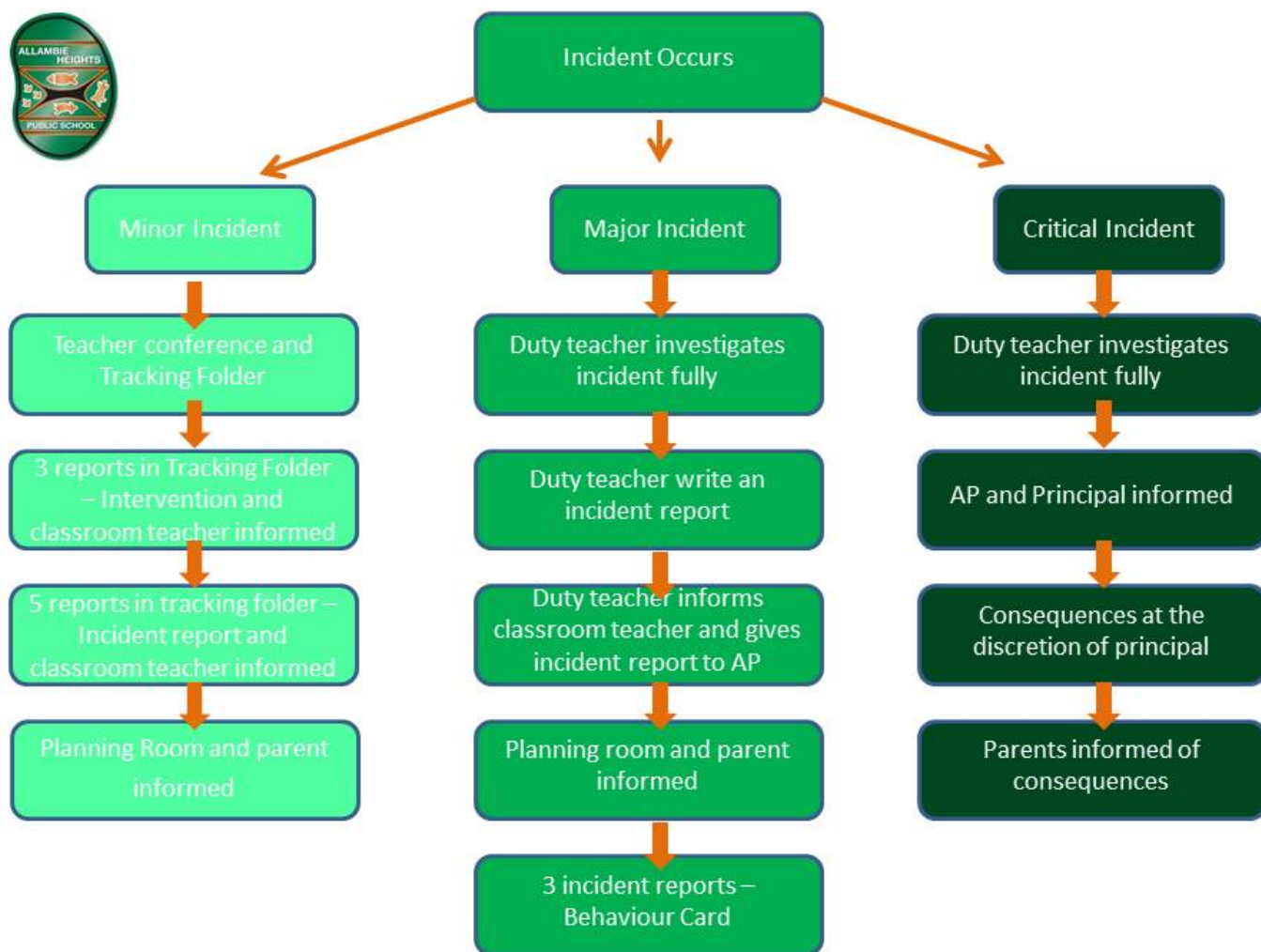
Referral to an outside agency is requested

Procedure for extreme misdemeanour - playground

- 1) Teacher on duty stops conflict or action and investigates the incident
- 2) Teacher on duty completes Incident Report (pink form)
- 3) Teacher takes Incident Report to School Executive, supervisor for child's stage of learning
- 4) School Executive to discuss strategies with students involved. Consequences are issued to prevent re-occurrence. Student attends Planning Room
- 5) School Executive to contact parents, if required. Planning Room letter sent home. Letter needs to be signed by the parents and returned to the school
- 6) Principal to report at Executive and/or staff meetings should behaviour necessitate discussion and awareness

Outcomes

- improved pupil behaviour towards one another
- increased pupil confidence and self-esteem
- improved staff-pupil-parent relationships and mutual respect
- increased parental confidence in the school's Student Wellbeing Procedure
- the school will have a positive tone and culture



MINOR

- Out of bounds
- No hat
- Pick up sticks
- Unsafe play
 - ❖ Pushing
 - ❖ Shoving
 - ❖ Kicking
 - ❖ Tripping
 - ❖ Tackling
 - ❖ Poking
 - ❖ Hat stealing
- Lying
- Name calling
- Exclusion
- Inappropriate language
- Not following eating guidelines
- Teasing
- Misuse of electronic devices(using iPod, phone, etc. during school time)
- Unfair play
- Punctuality
- Incorrect uniform
- Litter

MAJOR

- Leaving school grounds
- Using sticks as a weapon
- Aggression with intent
 - ❖ Intimidation
 - ❖ Threatening
 - ❖ Biting
 - ❖ Punching
 - ❖ Hair pulling
 - ❖ Scratching
 - ❖ Hitting
 - ❖ Slapping
 - ❖ Restraining
 - ❖ Binding
 - ❖ Spitting
 - ❖ Smacking
- Language with intent
- Stealing
- Disobeying teacher instructions
- Vandalism
- Dacking
- Misuse of technology
- ❖ Sharing inappropriate content
- Violence

Playground Tracking Sheet – Behaviour Codes

Please use the following behaviour codes to report minor incidents in the playground.

For major incidents, please record behaviour code and tick (✓) MAJOR column

RESPECT			
Behaviour	Code	Behaviour	Code
Aggression with intent	Ag	Scratching	Scr
Annoying	An	Shoving	Sh
Binding	Bd	Smacking	Sm
Biting	Bi	Spitting	Sp
Bullying	Bu	Stealing	S
Dacking	Da	Tackling	Ta
Disobeying	Di	Teasing	Te
Exclusion	Ex	Threatening	Th
Hair Pulling	HP	Toilets	To
Hat stealing	HS	Tripping	Tr
Hitting	Hi	Vandalism	Va
Intimidation	In	Violence	Vi
Kicking	Ki		
Language with intent	La		
Lying	Ly		
Name Calling	NC		
Poking	Po		
Punching	Pn		
Pushing	Pu		
Put downs	PD		

RESPONSIBILITY	
Behaviour	Code
Climbing	CI
Eating time	ET
Leaving School grounds	LSG
Litter	L
Mobile misuse	Mm
No Hat	NH
Out of Bounds	OB
Playing with Sticks	St
Punctuality	P
Spray cans	Sc
Technology misuse	TM
Uniform	U
Unsafe play	SP

RESILIENCE	
Behaviour	Code
Unfair Play	FP
Turn Taking	Tt
Meltdown	Md

INCIDENT REPORT (*Planning Room*) Date: _____

STUDENT(S) INVOLVED:

NAME: _____ CLASS: _____

NAME: _____ CLASS: _____

NAME: _____ CLASS: _____

DAY	TIME	LOCATION	TEACHER

DETAILS OF INCIDENT:

CLASSROOM TEACHER INFORMED:

INCIDENT REPORT HANDED TO STAGE A.P.

Name: _____

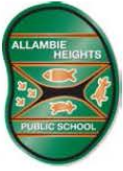
Teacher signature: _____ A.P. signature: _____

Date: _____ Date: _____

EXECUTIVE USE ONLY Planning room attendance:

A.P. on duty: _____

Date: _____



This is my plan to help me solve my problem

Name: _____

Class: _____

Date: _____



1. What I was doing

I was _____

2. What I wanted

I wanted _____

3. How I was feeling

I was feeling _____

4. What is a better way to get what I want?

I could:

a) _____

b) _____

c) _____

5. My plan to put things right:

I will _____

When? _____

Where? _____

Signed by: _____

Student

Supervising Teacher

Respect

Responsibility

Resilience



This is my plan to help me solve my problem



Name: _____

Class: _____

Date: _____



What happened:

Brainstorming:

Plan:

Signed by: _____
Student

Supervising Teacher

Respect

Responsibility

Resilience



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Dear _____

At Allambie Heights Public School we promote a positive learning environment where everybody is inspired to be their best.

Today, _____ of Class _____ attended the Planning Room for not demonstrating our school's behaviour expectations.

The incident involved: _____



This issue has now been resolved and does not require you to contact the school.



A member of the executive will contact you to discuss this incident further.

Attached is a copy of your child's plan. Please discuss this incident with your child at home, sign below and return this slip as soon as possible with your child to _____.

(Assistant Principal on Planning Room)

✂ _____

Planning Room Return Slip

I/We _____ have read the above letter and discussed this incident with _____.

Parent/Carer Name

Signature

Date

Award System Procedures

Rationale

The achievements of children deserve recognition through praise, encouragement, approval and the presentation of awards. The need for teachers to focus on and recognise positive behaviour is self evident. The development of an effective Award System that aims to recognise appropriate behaviour and balances this with an effective discipline system is vital to our positive school culture.

Aims

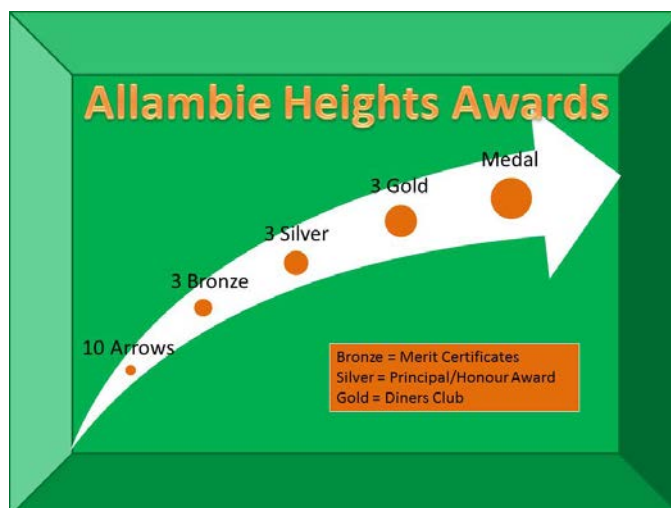
- to develop an Award System promoting appropriate student behaviour
- to develop the self image and esteem of students within a school culture that recognises the positive behaviour of all students
- to development an Award System which recognises achievement and improvement in academic, cultural and sporting areas

Process

Recognition of positive student behaviour and attitudes must occur firstly at a classroom level and it is the responsibility of teachers to be conscious of the need to focus on positive student behaviour. Encouragement of and praise to students can be conveyed through both verbal and non-verbal language and classroom management practices. At a classroom level teachers can reward children's behaviour with stars, stickers, class awards, Allambie Arrows and Bronze Merit Awards. Specialist teachers are also issued with a supply of Allambie Arrows for distribution during their lessons.

Bronze Merit Awards, allocated on a 1:10 ratio per class, are awarded at our fortnightly assembly. Each class teacher rewards 2 or 3 students at each assembly. Students can also earn Bronze Merit Awards by collecting 10 Allambie Arrows. These are traded with the class teacher (the teacher cuts the corner of each Allambie Arrow to signify it has been used) and the Bronze Merit Award is issued straight to the student.

Students collect their awards from year to year as they move their way through the school wide trading system.



Students trade their awards at the school office and these awards are present by the Principal at the fortnightly K-6 assembly.

Students who receive a School Gold Medal during the school year will celebrate this achievement with a special morning tea with the Principal at the end of the school year.

At the end of each term there will be an Honour Assembly. The purpose is to recognise high achievement or improvement. The Honour Awards will focus on a specific area that the school has enhanced during the term.

The presentation of the Annual Awards occurs at Presentation Day. Presentation Day will be for students in year 1 to year 6. The purpose of these awards is to recognise annual outstanding achievement or improvement.

Outcomes

- reduction in inappropriate student behaviour for classroom and playground
- emphasis and recognition of positive student behaviour by all staff
- recognition of academic, cultural and sporting achievement and improvement
- reduction in the number of children referred for behaviour support or action
- development of a positive school culture

Child Protection Procedures

Rationale

It is the role and the function of the school to assist in the identification of abused or at risk children and to provide preventative programs which aim to help students protect themselves from sexual assault and any other forms of abuse, and to develop positive relationships. It is also mandatory that teachers are required by legal process to notify the Principal of any disclosure of child sexual assault and for the Principal to take appropriate action as outlined in Departmental guidelines.

Aims

- to introduce the child protection curriculum throughout the school. This curriculum teaches scripted mandatory content as detailed in the NSW personal development, health and physical education (PDHPE) syllabus document
- to reduce the incidence of child sexual assault in society by assisting children to learn how to protect themselves

Process

1. all staff complete the mandatory Child Protection update through the Department of Education's MYPL training platform each year
2. all staff are reminded of their legal obligation to follow the Child Protection process should any concerns be raised about a child throughout the year
3. parents are informed at the start of term 3 that their child will be participating in the Child Protection curriculum as a part of the PDH program. Parents are informed via the grade newsletter and are advised that they can contact the PDH teachers if they have any questions

Outcomes

- the implementation of the Child Protection Curriculum for all children K-6
- yearly professional development of staff for the implementation and teaching of the curriculum and for an awareness of their legal responsibilities
- the school community has developed trusting and supportive relationships through structured teaching practices

Anti Bullying Procedures

Rationale

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behavior that gets in the way of teaching and learning at the school interferes with the wellbeing of students cannot be accepted. Students, teachers, parents, carers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

At Allambie Heights Public School every person has:

- the right to feel safe
- the right to learn and grow with confidence
- the right to be treated as an individual and with dignity
- the right to feel included

At Allambie Heights Public School we believe that all people are equal. As a school we value respect, responsibility and resilience. We aim to provide a positive learning environment where everybody is inspired to be their best.

Aims

- raise awareness of bullying as a form of unacceptable behaviour
- provide a climate which encourages respect, caring, support for others and disclosure of bullying incidents
- ensure adequate supervision and monitoring measures are in place
- follow procedures for dealing with incidents of inappropriate behavior
- provide preventative programs which teach about positive relationships, personal safety and conflict resolution

What is bullying?

Bullying can be defined as intentional, repeated behavior by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including gender, race, disability), humiliation, domination, intimidations and victimization of others.

Bullying behavior can be:

- verbal – eg: name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical – eg: hitting, punching, kicking, scratching, tripping, spitting
- social – eg: ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological – eg: spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of technology devices (including camera phones)

Bullying occurs when:

- the bully wants to hurt the other person
- the action is hurtful
- it is directed by a more powerful person or a group over someone who seems less powerful
- it is without justification
- it is repeated
- it is done with obvious enjoyment

No student at Allambie Heights Public School should be unhappy at school because there are being bullied.

Signs a student being bullied may include:

- feeling frightened
- not being able to sleep

- lack of concentration and then their school work may suffer
- the wish not to come to school
- complaints of headaches or stomach aches
- feelings of confusion and not knowing what to do about the problem
- mood swings
- physical injury
- loss of confidence

Bullying is a hidden problem because the person who is being victimised believes that if they tell anyone the situation will get worse.

What sort of person is a bully?

Bullies usually have high estimation of themselves, enjoy conflict as a means of gaining power and have good verbal skills, which enable them to talk themselves out of trouble.

It's okay to tell if you are being bullied?

In this way we can help the bully become a better person because people who bully are the ones who have the problem.

This is what happens when bullying is reported to the school:

1. the incident will be fully investigated by the classroom teacher or the grade executive
2. an incident report will be completed and the offending child will attend the Planning Room and complete a reflection sheet
3. a letter will be issued to the parents of the offending child. A copy of the reflection sheet will be sent home with the notification letter. If the matter is extremely serious, a member of the executive will phone the parents to discuss the matter
4. parents need to sign the letter and return to the school to signify they have discussed this issue with their child
5. a student may be issued with more serious consequences, eg: Orange Card (x1 or x2 weeks, warning to suspension letter, suspension or expulsion – as per Departmental guidelines).
6. the student will be closely monitored in the classroom and playground
7. the school counsellor will be involved in all steps

Eliminating bullying is the responsibility of all who make up the school community.

At Allambie Heights Public School, teachers, students and parents will work together to ensure all students feel safe, respected and appreciated so that they can reach their full potential.

Student Parliament Procedures

Rationale:

The implementation of a Student Parliament provides an opportunity for students to participate in decision making through the active involvement in a fully-functioning democratic model based on the Australian system of government. They follow procedures similar to those of the Australian Parliament, such as moving and debating motions, question time, speech making and voting.

Purpose

- to provide a forum for students to express their ideas and opinions
- to develop leadership
- to promote improvement in the school
- to promote school spirit
- to encourage ideals of commitment, community service and peer leadership
- to provide support to local, national and international charities

Expectations of Members of Parliament

- all members of Allambie Heights Public School Student Parliament are expected to set a good example to fellow students by wearing full school uniform at all times. They are also expected to maintain a high standard of conduct, attitude and citizenship. This should be demonstrated in their daily relationships and interaction with students and staff alike. In this way they will assist in the development of a school community where individuals feel secure, happy and free to strive towards their personal best in aspects of school life.
- all Ministers of Allambie Heights Public School Student Parliament are expected to consistently display positive leadership skills and respect school expectations.

Process

- the Student Parliament consists of the following positions:
 - Prime Minister
 - Deputy Prime Minister
 - Sargeant in Arms
 - Secretary
- each class is represented by two students elected by their peers to attend meetings

Responsibility of Ministers

- each Minister will report to Parliament at each session
- each Minister will undertake specific tasks
- all parliamentary decisions/recommendations affecting school operation must have the approval of the Principal before they are implemented. It is the responsibility of the Minister involved to organise an appointment to meet with the supervising teacher to discuss Parliamentary decisions/recommendations

Outcomes

- Members of Parliament will demonstrate strong leadership skills
- all Ministers of Parliament will provide an exemplary role model for all students
- students will experience the democratic process first hand
- students will have an awareness of the structure of Government and the role Parliament plays within that Government
- students will have an awareness of Parliamentary procedure
- parliamentary decisions will be seen to have an influence on school procedure and activities
- all members of Parliament can see that through the democratic process each person has the right to expression of ideas, together with the responsibility for the wellbeing of all other students