

Picton Public School

Student Wellbeing Policy



Safe Respectful Learners

Rationale

All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, the Picton Public School Student Wellbeing Policy incorporates comprehensive and inclusive strategies that create an environment with clearly defined roles, responsibilities and behavioural expectations.

Picton Public School is committed to providing a safe, supportive and responsive learning environment for all students in which they demonstrate Safe, Respectful, Learner (SRL) behaviours and expectations. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for safe, respectful and engaged learners. We will take action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

NSW Department of Education is committed to creating quality learning opportunities for all students which includes strengthening their cognitive, physical, social and emotional wellbeing. Cognitive wellbeing is associated with achievement and success. Emotional wellbeing relates to self-awareness, emotional regulation and resilience. Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. Physical wellbeing is associated with the extent to which we feel physically safe and healthy. This commitment to wellbeing aims to see schools supporting students to connect, succeed and thrive. Promoting the learning, safety and wellbeing of all students is the foundation of the Picton Public School Student Wellbeing Policy.

Responsibilities

All members of the Picton Public School community are responsible for the behaviour and wellbeing of its students. Teachers, parents and carers work as partners in education to provide children with a productive, safe and harmonious environment. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between school, students and parents/carers is integral in ensuring successful implementation of the Picton Public School Wellbeing Policy.

Principal and executive are responsible for:

- Providing a safe, respectful learning environment for all staff and students
- Ensuring the Student Wellbeing Policy is communicated to all school community members
- Ensuring the Student Wellbeing Policy is consistently implemented in all classrooms across the school
- Ensuring all teachers are informed and familiar with the procedures and guidelines within the Student Wellbeing Policy
- Communicating with colleagues, parents/carers in line with the guidelines of the Student Wellbeing Policy

Teachers are responsible for:

- Supporting and effectively implementing the Student Wellbeing Policy by explicitly teaching the SRL Lessons, Student Rights and Responsibilities, Behavioural Expectations Matrix, Playground Matrices and relevant social skills program
- Ensuring classroom practices, management systems and rewards programs reflect the content and beliefs of the Student Wellbeing Policy
- Displaying playground matrices, school rules, behaviour code and rewards system in the classroom
- Implementing and upholding the expectations defined by the school wide merit system and behaviour code as outlined in the Student Wellbeing Policy

- Communicating with colleagues, parents/carers in line with the guidelines of the Student Wellbeing Policy

Parents are responsible for:

- Supporting the implementation of the Student Wellbeing Policy
- Supporting the learning programs of the school
- Working as a partner in education with the school and sharing responsibility for the learning process and management of children's behaviour
- Recognising the right of all students at school to be safe
- Maintaining open lines of communication between home and school via discussions, meetings and interviews with teachers and/or executive arranged at a mutually convenient time

Students are responsible for:

- Following the Student Wellbeing Policy, Student Rights and Responsibilities, Behavioural Expectations Matrix and the Playground Matrices
- Modelling safe, respectful learner behaviour in line with the school rules

Student Rights & Responsibilities

	Rights	Responsibilities
SAFE	<p>You have the right to feel safe and secure at school This means:</p> <ul style="list-style-type: none"> Teachers will supervise you in all areas including the classroom and playground Teachers will enforce the school rules to keep you safe You will not be made to feel unsafe by other students and will be given strategies to deal with bullying or misbehaviour, if it occurs You will practise emergency procedures regularly 	<p>You have the responsibility to make our school a safe and friendly place This means you:</p> <ul style="list-style-type: none"> Follow school rules in all areas Listen to teacher's instructions and directions Report any misbehaviour or bullying to teachers Use equipment and resources carefully Follow safety instructions in case of emergency
RESPECTFUL	<p>You have the right to feel respected at school This means:</p> <ul style="list-style-type: none"> Students and teachers will treat you kindly and speak to you respectfully Teachers and students will welcome your participation in activities You will not be judged and will be accepted regardless of your differences Teachers will listen and hear my side of the story You will be given opportunities to attend opportunities and events 	<p>You have the responsibility to respect and accept students, staff and parents This means you:</p> <ul style="list-style-type: none"> Are friendly and caring towards others and consider their feelings Include others in activities and games Be polite and use appropriate language Accept the decision made by staff when all sides have been investigated Act responsibly and sensibly when representing the school
LEARNER	<p>You have the right to a quality education at school This means:</p> <ul style="list-style-type: none"> Your classroom will be organised with work provided to you at your level of learning Your learning area will be settled and well structured so that you are able to concentrate Teachers will listen to, and respect, your opinions The learning activities given to you will be stimulating, varied and achievable You will be accepted for your individual learning ability Teachers will acknowledge you for doing the right thing and being a good school citizen 	<p>You have the responsibility to work to the best of your ability This means you:</p> <ul style="list-style-type: none"> Try your best to complete the work that is given to you Allow others to work to the best of their ability without disruption Listen carefully to instructions and information Question politely and accept the decision made Understand that all students learn at different rates Are a role model to others and help them understand the rules of the school

Behaviour Matrices

Each area across the school has an individual behavioural expectations matrix for students. Teachers at Picton Public School explicitly teach the expectations within each area during Safe Respectful Learner (SRL) lessons as part of the PDHPE teaching and learning program.

The specific behaviour expectations are outlined in the matrices below.

Picton Public School Behaviour Expectations Matrix

	All Areas	Classroom	Library/Computer Lab	Hall	Asphalt	Grass
SAFE	<ul style="list-style-type: none"> I can keep my hands and feet to myself I can be in the right place at the right time 	<ul style="list-style-type: none"> I can ask for permission before leaving the room I can walk quietly into a classroom I can only be in the room with the teacher's permission 	<ul style="list-style-type: none"> I can report any issues with the computer / software / apps to the teacher asap I can report inappropriate access to the teacher immediately (cyber safety) I can enter front door quietly when directed by the teacher 	<ul style="list-style-type: none"> I can be with a teacher at all times I can move sensibly I can stay away from the yellow lines 	<ul style="list-style-type: none"> I can walk on the asphalt I can play with hand balls only I can play in the correct areas I can wear a school hat in the sun 	<ul style="list-style-type: none"> I can play ball games safely I can wait behind the yellow line for the teacher on duty I can wear a school hat in the sun
RESPECTFUL	<ul style="list-style-type: none"> I can listen to and follow teacher instructions I can speak politely to everyone 	<ul style="list-style-type: none"> I can respect the learning of others. I can listen to and value the ideas of others I can look after my property and that of others 	<ul style="list-style-type: none"> I can return equipment / books borrowed to the correct location I can keep all food and drinks outside I can handle equipment with care 	<ul style="list-style-type: none"> I can take my hat off in the hall I can sing the national anthem and school song with pride I can enter and exit the hall sensibly 	<ul style="list-style-type: none"> I can follow the rules of the game I can return equipment to the correct place I can put my rubbish in the bin I can cooperate and include others in the game 	<ul style="list-style-type: none"> I can follow the rules of the game I can respect school and my peers equipment I can show good sportsmanship I can cooperate and include others in the game I can play fairly
LEARNER	<ul style="list-style-type: none"> I can try my best in all that I do I can allow others to learn 	<ul style="list-style-type: none"> I can use the resources in the room to help with learning I can try my best to improve my learning I can ask for help and 'Never give up' 	<ul style="list-style-type: none"> I can remember my login details and ask for help if necessary I can only print with teacher's permission I can do research/homework tasks during the breaks 	<ul style="list-style-type: none"> I can keep my eyes to the front during assembly I can participate in activities to the best of my ability 	<ul style="list-style-type: none"> I can move to lines when the music starts I can look after my belongings I can learn the rules of the game 	<ul style="list-style-type: none"> I can move to lines when the music starts I can look after my belongings I can learn the rules of the game I can support others to play the game

Picton Public School Behaviour Expectations Matrix

	COLA	Canteen Area	Toilets	Transitions	End of Day	Excursions/Events
SAFE	<ul style="list-style-type: none"> I can use the hoops for half court games only I can stay on the grass area in front of the COLA I can stay out of the carpark I can use the sandpit equipment correctly 	<ul style="list-style-type: none"> I can play quiet and/or sit down games only I can keep clear of roller doors and chairs I can play away from people in canteen lines 	<ul style="list-style-type: none"> I can walk in and out of the toilets I can wash my hands when finished I can leave my food and drink outside I can use the toilets only when needed 	<ul style="list-style-type: none"> I can walk on the paths I can walk sensibly in my class line I can wait quietly in the right place for my teacher 	<ul style="list-style-type: none"> I can walk promptly to the area where I need to be I can stay seated near the teacher when waiting for a top bus I can wait patiently in lines when waiting for a bottom bus I can wait sensibly in the correct area for my parents 	<ul style="list-style-type: none"> I can follow instructions given by teachers and staff I can follow the rules of the venue I can stay with my assigned group I can stay in my seat when travelling on transport
RESPECTFUL	<ul style="list-style-type: none"> I can ask for permission to collect a ball from the carpark I can pack up the sandpit equipment at the end of afternoon tea I can respect others' property and belongings 	<ul style="list-style-type: none"> I can wait in canteen lines patiently I can speak politely towards the canteen staff and other students I can respect events that may be on inside the hall 	<ul style="list-style-type: none"> I can allow others to have privacy I can keep the toilets clean for others I can move calmly and sensibly in the toilets 	<ul style="list-style-type: none"> I can walk quietly around the school I can knock and wait to be invited into a room I can allow room on walkways for others 	<ul style="list-style-type: none"> I can use a calm voice when speaking to peers, parents and teachers I can stay out of the garden areas 	<ul style="list-style-type: none"> I can listen to teachers, venue staff and/or presenters I can wear required uniform or clothing proudly I can interact with other students and community members politely
LEARNER	<ul style="list-style-type: none"> I can share the space in the sandpit and COLA I can move to lines when the music starts I can wait safely in my class lines at bell time 	<ul style="list-style-type: none"> I can listen to the canteen staff I can pick up rubbish and keep the area neat and tidy I can wait safely in my class lines at bell time 	<ul style="list-style-type: none"> I can turn the taps off when finished I can put my rubbish in the bin 	<ul style="list-style-type: none"> I can walk with purpose I can pick up rubbish that I pass I can return to learning promptly 	<ul style="list-style-type: none"> I can keep my mobile phone in my bag while waiting to be picked up I can be aware of other students on the bus I can stay seated on the bus 	<ul style="list-style-type: none"> I can participate in the activities of the day I can use an appropriate voice level for the venue

Behaviour Management System

The behaviour management system provides clear and explicit examples of behaviours that do not represent the expectations of our school wide Safe, Respectful, Learner positive behaviour system. This system acknowledges inappropriate behaviour choices, student misconduct and the consequences of those choices. It aims to provide opportunities to support the learning and practice of expected behaviours. The system will be implemented in a consistent manner across all grades to help build a safe and supportive learning environment for all students.

This system is levelled and will be implemented in the following manner:

Level 1	Warning Level Students will be given the opportunity to reflect upon their behaviour choices and will be provided with support and guidance in the learning and practice of expected behaviours.
Level 2	Reflection Students will reflect upon their behaviour choices. The school staff and executive work with students to develop a more positive direction for their behaviour choices in line with the Wellbeing Policy.
Level 3	Reflection 3 The school and parents/carers work together to determine a positive direction for the student.
Level 4	Warning of Suspension The school and parents/carers work together to devise a plan of positive behaviour for the student.
Level 5	Suspension The school and parents/carers meet to discuss behaviour concerns and follow up action. A risk management plan and/or daily behaviour monitoring card is implemented to support improved behaviour.

Level One – Warning Level

Action	Consequence
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Acting or playing in a manner that is dangerous to oneself and/or others • Knowingly being in or playing out of bounds • Inappropriate language • Failing to follow staff instructions • Disruptive behaviour • Absconding and/or failing to return to class • Repeated entries in the playground folder • Failing to follow behaviour matrix expectations 	<ol style="list-style-type: none"> 1. Teachers will speak to the student about the behaviour choices he/she has made and the impact of those choices. 2. Student will be supported in making more appropriate behaviour choices and practicing expected behaviours. 3. Teachers will reinforce school behaviour expectations and explain to the student what will happen if these expectations are not met. 4. Teachers will record the incident on SENTRAL. 5. Teacher will send note home to parent / carer informing them of their child's placement on Level One, the reasons why they have been placed on this level and how the student can work towards meeting school behaviour expectations. Teachers contact parents by phone prior to sending home a letter. 6. Student remains on Level One for five (5) school days (excluding absences). Students are expected to demonstrate positive behaviour choices during this time reflecting expected school behaviours. 7. Lack of noticeable improvement in expected school behaviours or continued student misconduct can progress to Level Two.

NOTE: These are only examples of behaviours that can result in students being placed on Level One and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Level Two - Reflection

Action	Consequence
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Repeated breaches of Level One behaviour • Physical contact and/or targeted rough play • Direct swearing targeted at others • Damage to school or other students' property • Inappropriate online activity 	<ol style="list-style-type: none"> 1. Investigating teacher will record the incident on SENTRAL. 2. School executive will send note home to parent / carer informing them of their child's placement on Level Two, the reasons why they have been placed on this level and how the student can work towards meeting school behaviour expectations. School executive contact parents by phone prior to sending home a letter. 3. School executive will inform student's parents of the placement of their child on Level Two and the reasons for this placement. 4. Student will be placed on one (1) day of full lunch time reflection. Students will take part in reflective practices during these sessions designed to develop a positive behaviour plan that reflects the school behaviour expectations. 5. Student will remain on Level Two for five (5) school days. 6. Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Level Three.

NOTE: These are only examples of behaviours that can result in students being placed on Level Two and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Level Three – Reflection 3

Action	Consequence
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Repeated breaches of Level Two behaviour • Initiating, encouraging or participating in a fight • Intentional bullying and/or taunting of others (including online bullying) • Stealing • Vandalism • Racism and/or discrimination • Absconding from school grounds • Repeated or extreme inappropriate online activity or use of technology 	<ol style="list-style-type: none"> 1. Investigating teacher will record the incident on SENTRAL. 2. School executive will send note home to parent / carer informing them of their child's placement on Level Three, the reasons why they have been placed on this level and how the student can work towards meeting school behaviour expectations. School executive contact parents by phone prior to sending home a letter. 3. School executive will inform student's parents of the placement of their child on Level Three and the reasons for this placement. 4. Student will be placed on three (3) days of full lunch time reflection. Students will take part in reflective practices during these sessions designed to develop a positive behaviour plan that reflects the school behaviour expectations. 5. Student will remain on Level Three for five (5) school days. 6. Student may lose the opportunity to attend excursions or represent the school whilst on Level Three. 7. Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Level Four.
<p>NOTE: These are only examples of behaviours that can result in students being placed on Level Three and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.</p>	

Level Four – Warning of Suspension

Action	Consequence
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Repeated breaches of Level Three behaviour • Extremely aggressive behaviour towards staff, students and community members • Serious threatening of another student, staff member or community member • Swearing at a teacher – a direct verbal assault 	<ol style="list-style-type: none"> 1. Investigating teacher will record the incident on SENTRAL. 2. School executive will send note home to parent / carer informing them of their child's placement on Level Four, the reasons why they have been placed on this level and how the student can work towards meeting school behaviour expectations. School executive contact parents by phone prior to sending home a letter. 3. School executive will inform student's parents of the placement of their child on Level Four and the reasons for this placement. 4. A meeting will be held between parents/carers, a member of the executive and the student to discuss behaviour concerns and devise an Individual Behaviour Plan (IBP) for improvement. 5. Student will be placed on five (5) days of full lunch time reflection. During these reflective sessions students will be supported in the development of a positive behaviour plan that reflects the school behaviour expectations 6. Student will lose the opportunity to attend excursions or represent the school whilst on Level Four. 7. Daily behaviour monitoring card will be completed to monitor behaviour choices whilst on Level Four. Where there has been a noticeable increase in the practice of expected school behaviours students will be removed from Level Four after ten (10) school days. 8. Student will remain on Level Four for ten (10) school days. 9. Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Suspension.

NOTE: These are only examples of behaviours that can result in students being placed on Level Four and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Level Five - Suspension

Action	Consequence
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Repeated breaches of Level Four behaviours • Is in possession of a prohibited or illegal substance • Is in possession of a prohibited weapon • Is violent or threatens serious physical violence • Engages in criminal activity related to the school • Extreme vandalism 	<p>The Principal (or delegate) will:</p> <ul style="list-style-type: none"> • Interview the student/s involved in the incident • Inform parents/carers by phone of suspension • Provide parents/carers with written confirmation, detailing the reasons and duration of the suspension • Provide parents with a copy of the school behaviour code and departmental suspension policy • Provide work to be completed by student during the suspension period • Schedule a suspension resolution meeting with parents/carers, classroom teacher and student <p>The Principal may impose:</p> <ul style="list-style-type: none"> • Short suspensions of up to and including four school days or long suspensions of up to and including twenty school days. For long suspensions, the Principal or school executive will contact the school safety and response hotline and Director Educational Leadership (DEL). <p>Resolution:</p> <ul style="list-style-type: none"> • A suspension resolution meeting will be held prior to the student being allowed to return to school. Where necessary, a risk management plan will be developed prior to the student commencing back at school. • Daily behaviour monitoring card will be completed to monitor behaviour choices upon return from suspension • If no resolution is possible, a further suspension will be imposed and the matter referred to the Director Educational Leadership (DEL). • In the case of a long suspension, the school counsellor will develop a report to support the student's return to school.

NOTE: All actions carried out at this step will be in line with the Department of Education Suspension Policy.

Positive Behaviour System

Picton Public School's positive behaviour system is a whole school approach to support and create a positive and safe school climate in which all students can learn and thrive. This support system assists all students to achieve academic and social success. The positive behaviour system is linked to the Safe Respectful Learner (SRL) program and is a trade up system of awards. Class Citizenship Awards fall outside of this system.

SRL
Token

SRL Tokens

- SRL Tokens do not feed into the trade up system of awards
- Can be rewarded at any time including the classroom, playground and assembly
- Students are responsible for writing their name and class on the token and placing into the communal collection point
- Two tokens are drawn each Monday morning at assembly for a canteen voucher

SRL
Award

SRL Award

- Presented at stage assemblies on a weekly or fortnightly basis

