

Student Wellbeing and Management



Glen Innes West Infants School

Student Wellbeing Procedures

Glen Innes West Infants School

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Education &
Communities

RATIONALE

At Glen Innes West Infants School all students and staff have the right to a safe, secure, happy and emotionally healthy school environment where their beliefs, values and culture is understood and acknowledged. Every child has the right to learn in an atmosphere of mutual trust and respect, which is conducive to on-task learning.

DEFINITION

Welfare at Glen Innes West Infants School encompasses school community practices that meet the personal, social and learning needs of all students by providing a safe and respectful environment. All members of the school environment are asked to act in a responsible and respectful manner towards others.

OUR WELLBEING PROCEDURES

1. School Rules – encompassing the core expectations of the Behaviour Code
2. Managing Student Behaviour
3. Strategies to promote positive behaviour
4. Recognising and reinforcing student achievement, positive behaviour and learning

CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high-quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core expectations for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These expectations are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core expectations and the successful education of their children.

These core expectations are an integral part of our policy and are reflected throughout.

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform policy
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers, other school staff and helpers, including following class expectations, speaking courteously and cooperating with instructions and learning activities
- Treat one another with dignity and respect and resolve conflict respectfully, calmly and fairly
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Link to the full copy of the Behaviour Code for students:

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>

1. SCHOOL BEHAVIOUR EXPECTATIONS

Students at Glen Innes West Infants School will:

- keep themselves and others safe
- move safely around the school
- be in the right place at the right time
- show pride in their school
- be kind, helpful and cooperative
- value each other
- arrive on time
- be ready to learn
- do their best

Be Safe	Be a thoughtful learner	Be Respectful	Be environmentally aware
<ul style="list-style-type: none"> • I must act and play safely and allow others to act and play safely • I have a right to play and do my work safely so I have a responsibility to allow others to play and work safely • Follow play equipment rules – one person on the slide • Stay within school grounds • Follow emergency evacuation procedures • Stay with the group/teacher on activities outside school grounds. 	<ul style="list-style-type: none"> • I have a right to learn without interference so I have a responsibility to allow others to learn without interference • Come to school every day • Listen carefully to others • Be in the right place at the right time • Try to do your best 	<ul style="list-style-type: none"> • I must respect other people, their beliefs, their opinions, and their belongings • Speak politely to others • Treat equipment carefully and thoughtfully • Take care of other people's things • Avoid bad language and put-downs • Be kind, helpful and share with others • Follow appropriate directions, instructions, and requests given to you by teachers and other adults. 	<ul style="list-style-type: none"> • I must keep my school clean and tidy • Look after outdoor areas • Keep classrooms clean and tidy • Play in sensible places in the playground • Place bags in their proper places • Leave the playground in a clean state • Reduce, reuse and recycle whenever possible.

2. MANAGING STUDENT BEHAVIOUR

Classroom Procedures

Classroom rules and expectations reflect the school behaviour expectations. They are explicitly taught to students, regularly referred to and displayed in the classroom. All staff use consistent language and reinforce rules at musters and assembly according to the weekly focus.

The classroom discipline procedures outlined below are clearly displayed.

Steps in the procedure:

1. **Rule Reminder/ Warning**
Reflect on school rules. (*Which rule are you breaking?*)
2. **Quiet Area**
Remove to **quiet area** in the classroom
3. **Principal**
Directed to Principal

Please Note:

- *Parents/carers may be contacted by the classroom teacher, or the Principal at any stage*
- *Continued disobedience and/or aggressive behaviour is referred directly to the Principal*
- *The Principal may exercise the right to suspend or expel a student consistent with DoE guidelines*

These strategies assist students who have made choices resulting in a breach of the school expectations or Behaviour Code for Students.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers>

Playground Procedures

Playground expectations also reflect the behaviour expectations at Glen Innes West Infants School. They are explicitly taught to students, regularly referred to and displayed in the appropriate area.

Steps in the procedure:

1. **Rule Reminder**
Teacher reflects on school rules with student. (*Which rule are you breaking?*)
2. **Playground Behaviour Incident Report**
Teachers enter information of playground incident into School Bytes.
Review of Playground Incident Reports
Reports reviewed weekly/fortnightly by Principal. It may be discussed in staff and Learning and Support Meetings. A decision on course of action made.

These actions may include:

- Discuss unacceptable behavior with student
- Contact parent/carer via phone or letter
- Structured play time
- Reflection
- Parent Meeting
- Referral to Learning Support Team (LST)
- The Principal may exercise the right to suspend or expel a student consistent with *DoE guidelines*

Glen Innes West Infants School - Restorative Practices (Reflection) and Levelled System

<p>MINOR BREACHES - 1</p> <p>Teacher responds at the point of need with immediate response.</p>	<p>MINOR BREACHES - 2</p> <p>Teacher responds at the point of need with immediate response. E.g sit with teacher, reflect, utilise the Redeeming Rabbit cards to support and record reflective practices.</p>
<ul style="list-style-type: none"> ● Running on gardens/concrete ● No sun safe/school hat in playground ● Out of bounds ● Breaking playground rules-for example not wearing shoes, kicking footballs in inappropriate or dangerous areas ● Littering ● Disruptive, late for lines ● Interfering in others games/work ● Throwing food – not at others ● Put down-one off ● Taking equipment from others ● Bad manners towards peers ● Unacceptable use of school equipment ● Failure to follow sensible school procedures i.e non-reporting taking action in own hands ● Fooling around at bubblers ● Eating in wrong area ● Using equipment at wrong time ● Playing in toilets 	<ul style="list-style-type: none"> ● Taking other students’ hats ● Not behaving at bus lines ● Throwing food at others ● Throwing rocks/sticks not at others ● Inappropriate touching (Minor pushing, tripping, shouldering) ● Inappropriate gestures ● Failing to follow instructions ● Disrupting assembly lines ● Inappropriate language ● Teasing or putting others down ● Spitting ● Repeated warnings of any minor breaches ● Other minor playground indiscretions
<p>REFLECTION - LEVEL 1</p> <p>Teacher records the incident on School Bytes, informs the student and applies reflection to the incident.</p> <p>Principal marks reflection roll and implements restorative practices.</p>	<p>REFLECTION - LEVEL 2</p> <p>Teacher records the incident on School Bytes and notifies the Principal. Teacher informs the student, applies reflection to the incident.</p> <p>Principal marks reflection roll and implements restorative practices. The Principal may implement formal caution of suspension at this point.</p> <p>Students on level 2 are not permitted to attend events or represent the school without the permission of the Principal.</p>
<ul style="list-style-type: none"> ● Throwing objects at others ● Tripping another deliberately ● Leaving school grounds without permission 	<ul style="list-style-type: none"> ● Throwing rocks and injuring someone ● Violence capable of causing injury ● Throwing objects in a forcible manner which also may have injured someone

<ul style="list-style-type: none"> ● Disrespect to teachers, peers, and other staff/visitors ● Vandalism (minor) ● Theft ● Bullying behaviour including both verbal and non-verbal and physical ● Serious disobedience towards staff ● Spitting on a student ● Repeated minor breaches of rules 	<ul style="list-style-type: none"> ● Physical aggression ● Possession or use of vapes, cigarettes or alcohol ● Abusive language directed at staff or student ● Repeated or extreme disobedience ● Vandalism – major ● Continual bullying ● Cyber bullying including explicit emailing and inappropriate use of IT resources at School ● Repeated Level 1 behaviour
<p>LEVEL 3 SUSPENSION – last resort</p> <p>Students are suspended in line with NSW Department of Education Policy for serious or frequent incidents. Suspensions are at the determination of the principal and may be up to 10 days.</p>	
<p>Formal caution of suspension may be given prior to suspension. K-2 – Up to 5 Days Years 3 - 6 – Up to 10 days, Additional days will be at the discretion of the DEL</p> <ul style="list-style-type: none"> ● Criminal behaviour related to the school ● Physical violence ● Possession or use of illegal substance ● Prohibited weapon, firearm, or knife ● Use of an implement as a weapon ● Persistent or serious misbehavior ● Racism 	

FURTHER EXPLANATION OF LEVELS

Level 1

Students are placed on Level 1 for a 1 session of reflection. Students will return to Level 0 after completion of reflection plus 1 week free from unacceptable behaviour at school. Students may progress to Level 2 if behaviour continues during the period of 1 week.

Level 2

Students are placed on Level 2 for a 2 sessions of reflection and two days of designated play space. Students must report to the teacher on duty and be signed off. On a Level 2 students may lose all extra privileges which includes all excursions, sporting team activities, competitions, visiting performances and any other events at the senior executive’s discretion. Students return to Level 0 after completion of reflection plus 1 week free from unacceptable behaviour at school. Parents are contacted by the Principal to inform them of Level 2 and formal caution of suspension (if warranted). Behaviour Management Plans are implemented/reviewed at this level by the classroom teacher in consultation with Principal and families.

Level 3

Students will be suspended on a Level 3. On a Level 3 students may lose all extra privileges which includes all excursions, sporting team activities, competitions, visiting performances and any other events at the senior executive’s discretion. On their return to school a documented program of improvement is implemented involving all stake holders. A loss of privileges may be part of this plan until positive behaviour is displayed. A student returning from suspension will return to level 0 with designated play space for 3 days.

Serious and ongoing negative behaviours of concern may lead to an expulsion from school according to NSW DoE policies.

Excursion and Activities

The priority for all excursions/activities is the safety and wellbeing of all students and staff. Students on excursions/activities interact with the public and are representative of their school and community. Students should be briefed on the expected standards of behaviour and the school's discipline code or school rules. Policies and procedures relating to student behaviour, including the behaviour code for students apply while on excursions/activities. Students who consistently display behaviours of concern will be involved in a meeting with their parents and the Principal to discuss **possible participation**. Students will not be able to attend if an unacceptable safety risk is determined. In this case, non-attending students will be provided with an alternative program. Students on suspension are not allowed to attend school excursions/activities.

Reflection

Reflection enables students an opportunity to reflect on their behaviour and be provided with strategies to support positive choices. This is a structured session guided by the staff to ensure the student has the appropriate opportunity to reflect on the school expectations and rules. The reflection is only to be used for clear breaches of the school expectations determined by level system Teachers will develop strategies to deal with misbehaviour in the classroom as part of their classroom management practices. Each student needs to be recorded on School Bytes for reflection by the teacher on duty. Students will reflect on their behaviour using a variety of strategies.

Suspension and Expulsion

Consequences for serious or ongoing breaches of the school rules may involve:

- The issuing of a formal caution suspension letter
- In-school suspension
- Suspension
- Expulsion

Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school. Suspension can be a critical safeguard if student behaviour poses a risk to the safety, health, learning and wellbeing of others. In some situations, the Principal may decide that a suspension is the most appropriate response.

(Student Behaviour Procedures K-12 NSW Dept of Education Policy 2022) <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Parent link <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-forparents/my-child-is-suspended>



REDEEMING RABBIT SLIP



What went wrong:
How can I redeem myself: 1. 2.
Student signature:
Staff Signature:
Date:

3. STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR FOR EFFECTIVE LEARNING

Students are assisted to develop positive social behaviours through a range of proactive strategies. These strategies may include:

- Daily check-ins
- Whole school rule focus – fortnightly rotation
- Mindfulness activities
- Developing conflict resolution/social skills training – Peer Support program, PD/H/PE curriculum
- Using Zones of Regulation to recognise and respond to emotions
- Anxiety Project to teach and foster resilience
- Referral to Learning Support Team for further assistance - behaviour assessment/support; counselling
- A complex case management strategy may need to be developed and implemented by the Learning Support Team, including interagencies and support personnel.
- Mentoring programs including supported play/structured play
- Playground monitoring
- Risk Management Plan
- Behaviour Management Plan
- Personalised Learning and Support Plans

4.RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT, POSITIVE BEHAVIOUR AND LEARNING

Students will be recognised for achievement, positive behaviour and learning in the following areas:

All Learning Environments

Prize Box – awarded to students displaying positive behaviour and effort in the classroom by the teacher/SLSO

Achievement Award – awarded to students for recognition of effort, citizenship, positive behaviour demonstration and academic achievement.

Positive Possum Award – awarded for displaying positive behaviour inside and outside the classroom these are fast and frequently given.



POSITIVE POSSUM SLIP



Name:			
Working well		Being kind	
Using good manners		Great listening	
Being helpful		Positive behaviour	
Having a great attitude		Positive or creative thinking	
Acting responsibly		Being respectful	

Sport

Sports Awards

- awarded to students for good sportsmanship, cooperation, participation, effort or skill development during fitness and sport sessions awarded twice a Term.

Attendance

Students are encouraged to attend school regularly. Positive attendance is rewarded by:

- Frequent attender awards are presented to students at the end of each term