



## Student Wellbeing Policy Revised 2017 (December)

### **Code of Behaviour: Be honest, Show kindness, Respect people and property.**

Student wellbeing encompasses everything the school community does to meet the personal, social and learning needs of students.

Aspects of student welfare involve

- Creating an environment that is caring and safe where student learning is valued
- Providing opportunities for students to enjoy success and recognition, contribute positively to school life and derive enjoyment from learning
- The expectation of students to develop positive behaviours and caring relationships with others
- Effective, consistent discipline for any student who does not honour the school's code of behaviour.
- Promoting early intervention with members of the school community and providing appropriate support when problems are identified
- Recognising the diversity within the school community and providing programs and support which acknowledge difference and promote harmony

### **Thinking of Others Program (TOO) - Promoting positive relationships**

At Young Public School we focus on staff consistency to promote the positive elements of student relationships, rather than targeting bullying. The few cases of bullying or aggressive behaviour that occur are responded to on an individual basis, focussing on the individual needs and issues of the students involved.

**Rationale:** Inappropriate behaviour records are analysed each term. Surveys of students are conducted annually to ascertain the extent of bullying and inappropriate behaviour. The constant focus on positive behaviours indicates that more than 95% of students reportedly have no experience of being bullied.

In our experience, the constant promotion of positive relationships between students has had a huge impact, lowering the percentage of children who complain of the way they are treated by other members of the school community.

### **Program Highlights**

- Each year the school celebrates TOO week. A wide variety of activities, including a concert, competitions and buddy activities emphasise the importance of accepting differences and relating well to all people.
- Weekly presentations at assemblies consistently reward students for "thinking of others".
- Buddy classes enable students in senior classes to team up with junior classes for lessons, activities and fun on a regular basis.
- Fundraising activities, conducted by the SRC, raise money for various charities and disaster relief. This ensures students think of others outside the school community as well.
- Playground buddies are students from the senior classes who run play activities for Stage One students three lunchtimes a week.
- All seniors are encouraged to help out around the school in some capacity or other. This assists with the development of self esteem, as well as keeping themselves and other students gainfully occupied. Students who feel useful and valued are highly unlikely to bully others.
- Harmony Day is about promoting individual, local, national and international understanding of positive relationships with one another.
- Young Public School Welfare Committee meets each fortnight to discuss individual and school based student welfare needs. These are then referred to a staff meeting as required.
- Our Bounce Back program encourage students to develop resilience through effectively responding to the challenges of life. Extensive curriculum materials support this program.

## **Commendation Scheme**

A school commendation scheme is conducted to recognise student attainment and achievement. Over time, teachers will recognise student excellence, leadership, participation, initiative, effort, unselfish and considerate behaviour, school representation and improvement.

Five commendations will earn bronze award, three bronze awards will earn a silver and two silver will earn a gold award, which will be the highest award a student can attain within the commendation scheme.

A more comprehensive explanation of the Young Public School commendation scheme is included with this policy.

## **School Chaplain**

Young Public School has available to staff and students a chaplain who is able to offer non-religious welfare support and guidance as needed. The purpose of the chaplain is to support parents and staff to care for and comfort children who are experiencing difficulty or distress, and to assist in providing a happy and safe learning environment. The children who access the chaplain do so on a voluntary basis, with the needs and situation of the child respected at all times.

## **Acceptable Behaviour and Consequences**

The following behaviours and consequences have been developed to promote recognition of a variety of student achievements.

Behaviours and achievements that are to be encouraged at YPS include:

- Following school code of behaviour, thinking of others
- Striving to do personal best in all areas
- Showing initiative, developing leadership skills, responsibility and reliability
- Excellence in all academic, cultural and sporting areas

## **Positive Consequences**

- Classroom awards – including increased responsibility, stickers and certificates
- Teacher's awards – five yellow cards earn a white teacher's award: five teacher's awards earn a commendation and a principal's pencil, which are presented at stage assemblies.
- Principal's stickers – are given daily Tuesday through Thursday from 1.50 pm – 2.30 pm. Teachers send children to the Principal's office; For Early Stage 1 students, five principal's stickers will earn a commendation. For Stage 2/3 students, five principal's stickers will earn a Teachers Award.
- Commendation scheme – these awards are made by teachers for academic, sporting and cultural achievement, improvement, honesty, leadership, citizenship and sportsmanship. Commendations lead to bronze, silver and gold awards over a period of time.
- Letters of congratulation from the Principal – sent each semester to a small number of students who have demonstrated high application, achievement and progress.
- Presentation night awards – Academic, cultural and sporting achievements are recognised at the annual presentation night
- Public Acknowledgement – student achievements are recognised in the local media, in the school newsletter, on the school website and on the school sign as appropriate.

## **Bounce Back**

The BOUNCE BACK! Wellbeing & Resilience Program addresses the environmental building blocks and the personal skills for fostering resilience in children and young people. The program focuses mainly on the teaching of coping skills to help children and young people respond positively to the complexity of their everyday lives. In other words, children are taught how to 'bounce back' after experiencing sadness, difficulties, frustrations and hard times.

The core of the program is the BOUNCE BACK acronym. This acronym helps children and young people to memorise and recall 10 basic coping statements based around positive self-talk.

The program is literature-based so it can be incorporated in English lessons/Language blocks and can be linked to other key learning areas such as Society and the Environment, Health & Physical Education, Maths and Science and Technology.

## **Unacceptable Behaviour and Consequences**

### **Classroom**

- Classroom teachers handle discipline as appropriate, incorporating in class strategies.
- A buddy system of classes operates to allow time out to be provided for students experiencing behavioural difficulty.
- If a student has to use the buddy system for three or more times a term, parents are contacted and students are placed on a classroom management program which requires daily monitoring by both parents and teachers.
- If the inappropriate behaviour continues the case will be referred to the principal. This may result in one or more of the following:
  - Short term suspension
  - Counselling with the school counsellor
  - Further welfare support programs, including community health involvement
  - Further discussions with parents and a variation to enrolment conditions
  - Withdrawal of significant privileges – such as excursions, discos, activities representing the school and special functions
  - Other strategies as deemed appropriate
  - Long term suspension or expulsion

### **Playground**

Inappropriate behaviour in the playground falls under the following categories:

- Violent or threatening behaviour
- Persistent disobedience
- Behaviour including bullying, fighting, verbal harassment, littering, offensive language and being out of bounds

Generally teachers on playground duty will caution or counsel students in relation to behaviour and may impose less severe penalties such as time out or assisting with playground cleanliness.

- Students who demonstrate serious violations of any of the above categories may be withdrawn from the playground for two lunchtime periods. Further non-compliance may result in longer periods of withdrawal. If a child is placed on detention a letter is sent to the parents to advise them of their child's behaviour. Parents return a portion of this note to indicate that they have been made aware of the problem, and to state whether or not they desire to discuss the issue with staff.
- If a high level of inappropriate behaviour continues the case will be referred to the welfare committee and ultimately the principal. Strategies for dealing with persistent playground problems are the same as those listed for persistent poor classroom behaviour.

### **Inappropriate behaviour: General**

In an effort to promote support between home and school, parents will be notified of serious inappropriate behaviour by direct contact or letter. This will include the use of offensive language, violence, being in possession of a suspected illegal weapon, or engaging in any form of criminal behaviour.

### **Bullying**

Bullying - either verbal, physical, social, cyber or psychological - is not acceptable at our school. Any behaviour related to bullying is handled within the above framework and strategies to ensure appropriate behaviour at all times. The data kept on student behaviour is analysed each term by the school's welfare team and appropriate action on an individual, group grade stage or whole school basis is taken as is deemed necessary.

Students who are ever on the receiving end of inappropriate behaviour are made aware (through our social skills program and through our PD Health programs) of strategies they should follow to obtain help. All students are encouraged to report any incident to any member of staff. Issues will then be investigated by staff/welfare team and school procedures as mentioned above will be implemented. Students are also encouraged to assist and look out for each other.

## Special Welfare Support Programs

- **Earlstart (Transition to School)**

After initially being funded by Families First, in 2002, Young Public School has continued its Transition to School Program. It involves better communication and improved co-operation between Young Community Health, Pre-School and Child Care Centres and Young Public School to ensure a positive and smooth start for all children who will be commencing Kindergarten the following year.

The program operates during Term 3 and 4 with teachers attending information nights at the Pre-School centres, pre-schoolers attending school for morning visits, Orientation Day and the Earlstart program.

All children who will be commencing Kindergarten are invited to attend the Earlstart sessions, depending on their individual needs. During this time they will become familiar with the school environment, staff, routines, activities and expectations.

The Earlstart Transition to School Program will be a tool in enabling early identification of students with special needs. It will also provide the opportunity for referral of these students to health and community services within the Families First network.

- **Transition Y6 → Y7**

Year six students from all Young district public schools benefit from a Middle Schools Program, which is aimed at making the transition from primary to secondary school as stress-free as possible. This program involves the students completing a five week unit of work at the high school, as well as attending a variety of other high school activities and information sessions. The familiarisation of children with the high school staff, environment and routines ensures that the students approach this next stage of their education in a much more positive manner. Students also have the opportunity to meet and work with their future peers prior to commencing secondary school.

- **Mentoring**

A mentoring program, which aims to provide consistent, individual attention to children in need, has been implemented by the Welfare Committee. Suitable community members have been trained to be mentors to students who experience significant difficulties in a range of areas. Students meet with their mentors in class time for one or two half hour sessions per week. The time may be spent in conversation, playing games, assisting with schoolwork, sharing stories etc. Should significant issues arise, the Itinerant Teacher for Behaviour, or the Welfare Coordinator are to be contacted.

- **Student Representative Council**

An SRC has been formed to enable students from Years 2 to 6 to make and implement suggestions which focus on improving the management and environment of our school.

It also plans and conducts fundraising activities for selected charities and relief funds.

The students learn correct meeting procedure, how to be a good representative of their class and gives them a feeling of ownership and pride in their school. The SRC meets three times a term.

- **Playground Peer support – Peer Mentoring**

Senior students provide support to students in Stage 1 who need some assistance in developing good habits in play and social situations. Student mentors are trained to assist with suitable play activities and provided with the necessary equipment.

### **Responsibilities for Implementation of the Student Wellbeing Policy**

The success of any policy is dependant on all parties accepting responsibility for its implementation.

Stakeholders in this policy are

- Students
- Staff
- Parents and caregivers

The implementation of the Young Public School Welfare Program is assisted greatly by the constant support, advice and practical help given by the staff of the Young Community Health. Many students have benefited from the programs and counselling that have been offered to them. Alignment of expectations between home and school is essential to achieve the best possible outcomes for the Young Public School community.