Newport Public School
Student Wellbeing Policy

Policy Description

It has long been acknowledged that wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person's life.
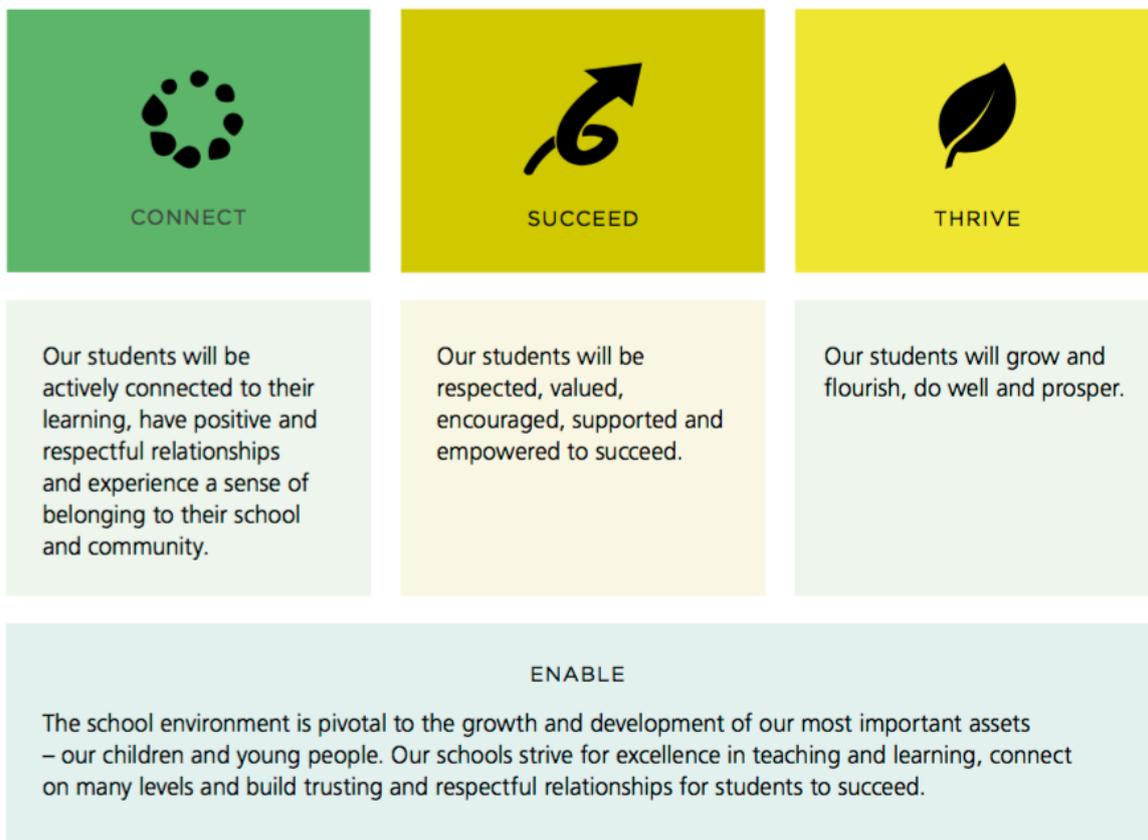
Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community. The aims and implementation details relate to effective learning and teaching, a positive climate, good discipline and community participation.

Rationale

Student Wellbeing in government schools "encompasses everything the school community does to meet the personal, social and learning needs of students". Student Welfare Policy (1996) DET, Student Welfare Directorate

Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment. Students will be active participants in their learning. Positive learning processes affirm their individuality and coordinate with student services to provide effective support for classroom programs.

[NSW DoE Wellbeing Framework for Schools](#)

CONNECT
Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

SUCCEED
Our students will be respected, valued, encouraged, supported and empowered to succeed.

THRIVE
Our students will grow and flourish, do well and prosper.

ENABLE
The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Details & Responsibilities

Effective Learning & Teaching

- Professional learning focuses on identifying and catering for the individual learning needs of students.
- Students are supported in taking responsibility for their own learning and behaviour, which are key features of our Positive Behaviour Engaging Learners (PBEL) program and our School Code (CARE). *(Appendix 1)*
- Well-managed teaching and learning environments are established with support from executive and support staff.
- Learning activities build on prior knowledge and experiences and are socially and culturally relevant.
- Frequent opportunities are provided for students and their parents to discuss learning programs and student behaviour and progress through formal interviews, reports, open classrooms and regular communication.
- An active learning support team utilises all available resources and works to support student learning across the school including developing individual education plans.
- Gender and equity issues are recognised and addressed across the curriculum.

Positive Environment and Good Discipline

- Student participation in decision making is maximised ensuring that principles of equity and fairness are reflected in school practice.
- Many opportunities are provided for students to demonstrate success in a wide range of activities.
- Policies and procedures exist to protect the rights, safety and health of all school community members.
- A clear school code outlining behaviour expectations is known and understood by all school community members.
- Regular attendance is monitored and encouraged.
- Opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution are provided.
- Valuing and respecting difference.
- Students' views are incorporated into planning related to school climate and organisation through an active school parliament.
- Networks such as the Learning Support Team, Newport Cares, the Student Assistance Scheme and school counselling are established to support students and their families.
- The relationship between student and staff welfare is recognised and staff welfare is included as a priority.
- Resources and opportunities for students to gain leadership experiences are provided through our leadership training, peer mediation, buddy programs and school parliament.

Community Participation

- Learning communities in which staff, students and parents work together for planned results are established through our School Management Teams and P & C.
- Parents and community members are encouraged to participate actively in the education of young people and in the life of the school.
- Parents, as partners in school education, are acknowledged.
- A sense of belonging to the school community exists for staff, students and parents.
- Regular assistance is given to families to gain access to support services in the community through the school newsletter and information distributed through classes and individuals.

- Students and their parents are included and supported in making decisions about learning programs.
- Students' families, cultures, languages and life experiences are recognised and valued.

Monitoring & Evaluation

The principal, school executive and nominated staff will supervise the implementation of the policy and in conjunction with the Student Wellbeing Committee, review the policy.

Positive Behaviour Management

Newport CARE Code (Appendix 1) *and Reward Flowchart* (Appendix 2)

Our School Code outlines the standard of behaviour expected by the students at Newport Public School.

At Newport we:

Cooperate by being polite, acting safely and being in the right place.

Achieve by listening and following instructions, doing our personal best, being organised and prepared and allowing others to learn without distraction.

Respect by accepting others differences, helping each other, looking after our school environment and taking pride in ourselves.

Engage by learning all we can at school and at home, asking for help when we need it, being responsible for our own actions, accepting challenges and being persistent.

The **Newport Behaviour Program** seeks to explicitly teach positive habits to develop academic, emotional and interpersonal potential. These values underpin our **School Code**.

The **Newport Behaviour Program** is designed to optimise the social, emotional and academic development of our students. The program combines *Digital Citizenship, Anti-bullying and Social Emotional* Learning.

Digital Citizenship - is about confident and positive engagement with digital technology. A digital citizen is a person with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others and create and consume digital content. It is a series of Cyber Safety lessons to develop students' understandings and safe practices when learning and communicating online.

Anti-bullying - Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Social Emotional learning combines -

- the nine values of good character as outlined in the National Framework for Values Education in Australian Schools: Care and Compassion, Doing Your Best, Fair Go, Honesty and Trustworthiness, Freedom, Integrity, Responsibility, Respect and Understanding, Tolerance and Inclusion;

- the 5 Foundations; Getting Along, Persistence, Confidence and Resilience; and Organisation.

- the 12 Habits of the Mind; Accepting Myself, Taking Risks, Being Independent, I Can Do It, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules and Social Responsibility.

CARE Awards

In 2014, a new whole school award system was introduced. In 2016 a review of this system was conducted. There are three awards (Bronze, Silver and Gold) plus a CARE Banner that a student may earn.
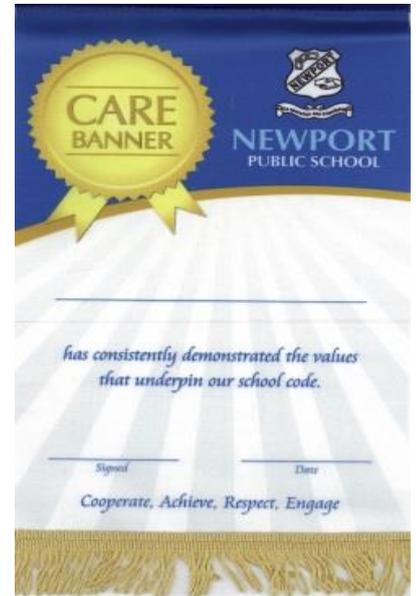
Bronze CARE Awards	Silver CARE Awards	Gold CARE Awards	CARE Banner
• Awarded in class • Each class receives 3 per week • May be awarded on a daily basis or at the end of the week • Must be recorded in Sentral	• Automatically awarded when a student earns 3 Bronze CARE Awards • Awarded in Assembly once per week	• Automatically awarded when a student achieves 3 Silver CARE Awards • Awarded in Assembly once per week	• Care Banner automatically awarded when a student achieves 3 Gold CARE Awards • Awarded in Assembly once per term • Parents invited to assembly

Whilst there are a number of awards, the only ones that class teachers need to complete and register are the Bronze CARE Awards. All others will be automatically generated and distributed at assembly.

Chook Lotto

From K-6, teachers award "chook lottos" to students who demonstrate the expected values and behaviours of our school code. Chook lotto tickets provide immediate positive reinforcement for students who are 'caught' doing the right thing. They are typically used as free and frequent lower level rewards.

Individual Class Behaviour Management

In addition to CARE Awards and Chook Lotto tickets, each class teacher will have his or her own methods to assist with classroom behaviour management within the classroom. These may include stickers, awards, point scoring, names on the board, a three strikes warning system, above/below the line chart, etc. CARE Code Rewards and Consequences flowcharts are displayed in each classroom. A consistent whole school approach is set out in these flowcharts to promote consistent behaviour expectations across the school.

If the classroom behaviour does not improve, the teacher refers to the Consequences flowchart. Newport has a "teacher buddy system" where a child can be withdrawn from the teaching/learning environment for a period of time. Upon re-entry to his/her classroom, a discussion around the restorative questions (*Appendix 4*) would occur. This "teacher buddy system" is established at the beginning of each year.

Negative Behaviour Management *See Consequence Flowchart* (Appendix 3)

For minor behaviour difficulties, students will be encouraged to correct the negative behaviour and where necessary, strategies such as time out for a short period will be implemented. Communication with parents is essential and parents will be informed as soon as it is felt necessary.

Sentral Behaviour Record

Major Incidents will be entered into **Sentral** where student behaviour can be monitored and tracked.

For more serious incidents, such as violent behaviour, an Incident Report will be filled out and given to the Grade Supervisor/Deputy Principal who will follow up the incident immediately. Children may be required to attend the Planning Room where they will reflect and plan alternative behaviours with a Grade Supervisor. We encourage school and home to work together to support each other at all times.

Planning Room

For serious misdemeanours students will be referred to the **Planning Room.** The **Planning Room** removes a student from the playground for thinking time. The student is expected to reflect on his/her behaviour, using **Restorative Questions** (Appendix 4) in a supervised environment using tools such as 'Thinking Time' (Appendix 5).

The Referral System

When required, Grade Supervisors may refer students to the Deputy Principals. The deputies will contact parents to discuss the referral and again the student is counselled. A variety of management strategies and/or consequences may be implemented. At any step, the student may have certain privileges withdrawn e.g. sporting representation, excursions, leadership badges etc. Consequences will be decided on an individual basis. All inappropriate behaviour is dealt with in a professional manner.

Suspension and Expulsion

Repeated referrals and extreme misdemeanours will result in the implementation of Departmental policy relating to **Suspension and Expulsion of Students**. These processes will be applied in situations where

previous intervention has proven unsuccessful or in cases where the behaviour is significant enough to require the suspension or expulsion of students.

Repeated referrals to the **Planning Room** and extreme misdemeanours will result in the implementation of Departmental regulations relating to **Suspension and Expulsion of Students**. At any step, the student may have certain privileges withdrawn e.g. sporting representation, excursions, leadership badges, etc. Cases will be given individual consideration.

At all times, the age/stage of the student must be considered and students with special needs will be handled with sensitivity.

NEWPORT PUBLIC SCHOOL CARE CODE

At Newport we....

Cooperate by	• Being polite • Acting safely • Being in the right place at the right time • Being truthful
Achieve by	• Listening and following instructions • Doing our personal best • Being organised and prepared • Allowing others to learn without distraction
Respect by	• Accepting others differences • Helping each other • Looking after our school environment • Taking pride in ourselves
Engage by	• Learning all we can at school and at home • Asking for help when we need it • Being responsible for our own actions • Accepting challenges and being persistent

School Code

When parents enrol their children at Newport Public School they enter into a partnership with the school staff.

This partnership is based on shared responsibility for creating in children an understanding of appropriate public behaviour and the development of self-discipline. We strive to encourage our students to develop responsibility for their own behaviour.

Appendix 2   Reward Flowchart

Appendix 3   Consequence Flowchart

Newport Public School Consequence Flowchart

Minor Incident

Classroom code violation
No Hat
Out of Bounds
Playground Disagreement

↓

Rule Reminder

↓

Greater or repeated offence

↓

Teacher records in Sentral

↓

Investigation and monitoring by Grade Supervisor

↓

Repeated Offence

Major Incident

Violence
Unsafe behaviour
Bullying

↓

Investigation and monitoring by Grade Supervisor/DP

↓

Planning room and thinking time (Parents informed)

↓

Repeated Offence

↓

Principal Involvement
Parents informed
Suspension Warning

↓

Suspension

Restorative Questions

Tell me what happened	Who has been affected by what you have done? How?
What was the problem with what you did?	What part of our CARE code was not followed?
What could you have done differently?	What do you need to do to make things right?

Appendix 5   Thinking Time

Thinking Time

Student's Name: _____   Class: _____   Date: _____

Teacher's Name: _____

School Code

Cooperate	Achieve	Respect	Engage
♦ Being polite ♦ Acting safely ♦ Being in the right place at the right time ♦ Being truthful	♦ Listening and following instructions ♦ Doing our personal best ♦ Being 11rganized and prepared ♦ Allowing others to learn without distraction	♦ Accepting others differences ♦ Helping each other ♦ Looking after our school environment ♦ Taking pride in yourself	♦ Learning all you can at school and at home ♦ Asking for help when you need it ♦ Being responsible for your own actions ♦ Accepting challenges and being persistent

This is what happened:

_____

_____

This is the part/s of the CARE Code that I wasn't following:

_____

_____

This person/people were affected by what I did (write their name/s):

_____

_____

This is what I need to do to make things right:

_____

_____

_____

Next time I will:

_____

_____