



# Nulkaba Public School

## Wellbeing Policy



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## Student Wellbeing – Policy and Procedures

### **Rationale:**

Nulkaba Public School is an inclusive school community of respect, responsibility and excellence. Its purpose is to provide a quality education in a challenging, supportive and caring learning environment in order for our students to be successful learners, experience wellbeing and build positive relationships. We aim to maximise the social, emotional and academic outcomes for all our students, emphasising the principles of mutual respect, cooperation and fairness. We endeavour to promote a healthy, supportive and secure environment for all and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build students/school connectedness, and to increase coping skills. The theme of our student wellbeing policy is to lead the children towards self-discipline. They have to accept and respect others and need to care for other people and property.

A whole school approach to Wellbeing and Behaviour Management aims to develop and support responsible behaviour that acknowledges and protects mutual rights of staff, students and parents.

Our shared understanding of wellbeing (taken from DoE Wellbeing Framework April 2015)

- ❖ is that it is dynamic and integral to learning
- ❖ focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- ❖ recognises the importance of developing and shaping the character of the individual
- ❖ is multidimensional and interrelated
- ❖ takes into account the context of the children's and young people's lives and uses both objective and subjective measures
- ❖ incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- ❖ considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- ❖ acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities



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.

## **Aims:**

- ❖ The following school programs will support student wellbeing: LST, School Support Services, Planning Room, Scripture K-2, Friendly Schools Plus 3-6, Sista Speak, Buddy Bench, Peer Support, Buddy Reading programs, Interrelate, Preschool partnership, Brain gym, Zones of Regulation, Student Leadership Programs, AET, Indigenous Boys Group, Kinder Buddies, Rewards program and day, Social Groups/Life Skills, Seasons for Growth, structured play, Nearly at Nulkaba, Got it program, High school transition, Aboriginal transition camp, annual school celebrations (special assemblies, NAIDOC day).
- ❖ All students are acknowledged and valued as individuals regardless of gender, racial, cultural, physical or intellectual differences.
- ❖ Teachers and students have a right to work in an atmosphere conducive and supportive to learning.
- ❖ Students have a right to be educated in a positive, safe, encouraging environment with expectations of care, courtesy, and respect for all.
- ❖ Students have the right to be treated equally in an environment that values and encourages tolerance, inclusion, integrity and diligence.
- ❖ Students have a right to work and play free from intimidation.
- ❖ Principal and staff have a responsibility to fairly, reasonably and consistently implement the code of conduct.
- ❖ The school has a responsibility to ensure that internal processes address students with specific learning needs at both ends of the scales.
- ❖ To appropriately develop students social skills, ensuring positive interactions are taking place with consideration to feelings, respect, courteous behaviour and the use of acceptable language.
- ❖ Staff present a caring attitude, and are seen as positive role models.
- ❖ Teachers, parents and students work together to provide a consistent approach to promote acceptable behaviour.

## **Implementation:**

In line with the Wellbeing Framework for Schools the implementation of the approaches to student wellbeing at Nulkaba Public School are based on effective practices. Our school values of Respect, Responsibility and Excellence are indicative of our approach to wellbeing in our school.

Student wellbeing is a shared responsibility between school, home and the community.

The school will appoint executive staff members who will coordinate student wellbeing across the school. The school will adopt a proactive and strategic stance with issues of student wellbeing and implement school programs to support students, parents and community.

The school will endeavour to implement and maintain programs such as those outlined above to monitor and improve the well-being of students and to provide a multitude of circumstances where they can share their feelings and build support networks within the school.

## **Standards and Strategies for the management of student behaviour**

Because we have the right to feel safe, the following forms of behaviour are seen as intimidation, dangerous or unlawful and are therefore unacceptable:

- ❖ Fighting, harassment, bullying or any other form of aggressive behaviour. Nulkaba Public School does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe, caring environment which promotes personal growth and positive self-esteem for all
- ❖ Leaving school grounds or classrooms without permission
- ❖ Throwing stones or other dangerous objects
- ❖ Abuse of schools' or students' equipment/property
- ❖ Stealing
- ❖ Verbal abuse, racist or any discriminatory behaviour
- ❖ Refusal of teachers' reasonable requests
- ❖ Non-compliance with school/class rules
- ❖ Bringing weapons onto school grounds

### **Playground behaviour**

In the playground several forms of actions may occur, depending on the nature of the behaviour.

Inappropriate playground behaviour is dealt with by the duty teacher. Steps taken may include:

- ❖ Student/s walking with duty teacher
- ❖ Speaking with the child/ren about the incident and why it was inappropriate
- ❖ Removing child/ren from the situation and having time out
- ❖ Planning Room
- ❖ Incident of inappropriate behaviour recorded by the teacher and communicated with Assistant Principal
- ❖ Following incidents on the playground the teacher that has entered the incident will need to email the classroom teacher and the AP for more serious incidents.
- ❖ Any AP that is doing a notification that results in a Warning of Suspension or Suspension needs to ensure that information is also shared with administration for processing.

Persistent inappropriate playground behaviour may result/lead to Planning Room where discussions, reflections and planning for better decision making/choices takes place.

### **Classroom behaviour**

All classes at the start of the year talk about school rules and expectations and develop their own class rules based on what type of classroom they want to be a part of.

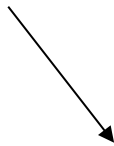
Classes all follow the same behaviour management plan for inappropriate classroom behaviour. The class teacher will discuss the inappropriate behaviour with the student and issued a warning (possible time out within the classroom). If behaviour continues after the student has been issued with a warning they are then sent to their buddy classroom for timeout/reflection time. If the behaviour continues after time out in a buddy class then the student will be sent to their Stage Assistant Principal for further discussion/planning room procedures. Teachers will keep a record of behaviours and contact parents/carers if persistent inappropriate behaviour is taking place in the classroom.

# Playground Behaviour Framework

Teacher on duty to deal with incidents using various suitable techniques for the incident that occurred.

Eg: verbal warning, redirection, shadowing for short period of time, picking up papers, etc.

Major incidents need to be investigated and then recorded straight onto Sentral under the students involved. This information is then shared with the CT and AP.



CT and AP will review incidents and look at and consider the students behaviour and then organise Planning Room if necessary.

*If incidents are serious and other techniques aren't suitable students can be sent straight to Planning Room from the playground and referral form sent later, eg Physical fight.*



AP to discuss incident with student in Planning Room and develop a plan for future behaviour.

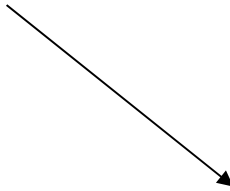
Eg: planning room, contacting parents, removal of privileges, school restitution, etc.

Also in consideration of the Stage 3 behaviour code for leadership roles during Year 5.

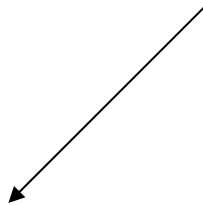
**Planning Room to be held in Exec classroom each day.**

# Classroom Behaviour Framework

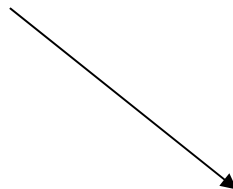
Classroom rules and responsibilities to be displayed and followed in individual classes.  
General welfare policy to be followed by classroom teacher within their own classroom.



Students who are not following the classroom rules are sent to buddy class with work for 'time out'  
- a short period of time. Buddy teacher does not need to talk to or question the student about their behaviour.



After returning to class after 'time out' if the behaviour does not improve the student is to be sent to the Stage AP. Class teacher is to document on Sentral and communicate concerns with the AP and then decide on the best approach.



Supervising teacher to enter data onto Sentral and to then Email classroom teacher and Stage AP for review. Planning Room utilized if required.

**Planning Room to be held in Exec classroom each day.**

## **Acknowledging and fostering student achievement**

The conduct of all Nulkaba students is reviewed daily. The following code is the criteria for assessing student behaviour:

- ❖ Behaves acceptably towards staff, students and school community members
- ❖ Adopts quality work habits
- ❖ Uses playground safely
- ❖ Wears full school uniform
- ❖ Participates in all school activities
- ❖ Completes all set tasks
- ❖ Contributes to the positive culture of the school
- ❖ Follows the Nulkaba Public School code of conduct

Each class will organise a structure to encourage quality work, behaviour and performance. This may include:

- ❖ Compiling classroom rules, consequences and rewards
- ❖ Education of school 'playground and classroom' rules along with the DoE code of conduct (see below)
- ❖ Monitor and record behaviours

### **Awards System**

Nulkaba Public School's reward system has 4 levels: Achievement award, School award, Principal's award and School Medallion. Students are required to gain 3 achievement awards to gain a school award, 3 school awards to receive a principal's award and 3 principal's awards to receive a school medallion. There is a pro-rata system in place for students who have a later enrolment year other than kinder.

Reasons for awards include: academic, sporting, cultural achievement, consistent effort and improvement. Awards may be given by teachers, teacher librarian, LAST, Principal or release teachers.

Students will have the opportunity to display quality work at assemblies, in class and the office foyer.

### **NSW Education: Behaviour Code for Students**

In NSW public schools students are expected to:

- ❖ Respect other students, their teachers and school staff and community members
- ❖ Follow school and class rules and follow the directions of their teachers
- ❖ Strive for the highest standards in learning
- ❖ Respect all members of the school community and show courtesy to all students, teachers and community members
- ❖ Resolve conflict respectfully, calmly and fairly
- ❖ Comply with the school's uniform policy or dress code
- ❖ Attend school every day (unless legally excused)
- ❖ Respect all property
- ❖ Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- ❖ Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### **Behaviour Code for Students: Actions**

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

#### **Respect**

- ❖ Treat one another with dignity
- ❖ Speak and behave courteously
- ❖ Cooperate with others
- ❖ Develop positive and respectful relationships and think about the effect on relationships before acting
- ❖ Value the interests, ability and culture of others
- ❖ Dress appropriately by complying with the school uniform or dress code
- ❖ Take care with property

#### **Safety**

- ❖ Model and follow departmental, school and/or class codes of behaviour and conduct (including digital use)
- ❖ Negotiate and resolve conflict with empathy
- ❖ Take personal responsibility for behaviour and actions
- ❖ Care for self and others face to face and digitally
- ❖ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

#### **Engagement**

- ❖ Attend school every day (unless legally excused)
- ❖ Arrive at school and class on time
- ❖ Be prepared for every lesson
- ❖ Actively participate in learning
- ❖ Aspire and strive to achieve the highest standards of learning

The principal and school staff; using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

### **Social and Emotional Learning (SEL)**

Students' social and emotional skills are developing all the time, and they need opportunities to practice them regularly. Social and emotional skills influence students' mental health and wellbeing throughout their whole lives. Students learn these skills through important relationships with their families, friends, teachers, caregivers, and peers.

Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. At Nulkaba Public School we see the importance of social emotional skills and have implemented a number of programs to support SEL by explicitly teaching and demonstrating the skills our students will need in their lives. Our programs include our Peer support program, Rock and Water, Kids Matter and Friendly Schools Plus. These programs emphasise teaching students the skills for positive relationships. Social and emotional learning is a key strategy for our school in reducing bullying and improve caring, respect and responsibility at Nulkaba. When students are taught specific strategies for recognising and responding to emotions, thinking through challenging situations and communicating effectively, they are less likely to act out their frustrations inappropriately at school and elsewhere.



## **LST – Learning Support Team**

The LST at Nulkaba Public School will support students with additional learning and support needs. Students in regular classes who experience difficulties in basic areas of learning and behaviour, regardless of the cause are supported through Learning and Support resources available in our school. Students may receive additional assistance in literacy, numeracy, language and behaviour.

Students do not need a formal disability diagnosis to access support through these resources. It includes support for students with significant learning difficulties, mild intellectual disability, language disorder or delay and behaviour needs. Students with autism spectrum disorders or mental health disorders who have lower level needs are also supported through these school based resources.

The school's learning and support team can assist in the identification of additional learning and support needs to ensure that the educational needs of your child are being met. The LST members include: School Principal, Executive Staff, Class Teachers, School Counsellor and school LAST (Learning and Support Teacher) staff member.

If you have any concerns about your child, please speak with your child's class teacher. A referral form may be sent home to allow further investigations and assessments to take place.

## **LAST – Learning and Support Teacher**

Learning and Support Teachers have a role within whole school initiatives to improve outcomes for students with additional learning and support needs. The role of our Learning and Support Teacher as a member of the school learning and support team is to:

- ❖ work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- ❖ plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- ❖ plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- ❖ model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- ❖ provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities
- ❖ provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- ❖ provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team, and assist with professional learning for class teachers and school learning support officers within Nulkaba

## **Conclusion: Achieving school excellence in wellbeing**

Our NPS Wellbeing Policy is in place to ensure our students, staff and school community members, Connect, Succeed and Thrive. The following statements are our goals to ensure we are providing the best possible learning environments for our students.

- ❖ The school has a compensative and integrated strategy in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.
- ❖ Students, teachers, staff and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- ❖ Individuals care for self, and contribute to the wellbeing of others and the wider community.
- ❖ Effective leadership guides the development of a highly effective school.
- ❖ The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students.
- ❖ Quality teaching and effective professional practice are evident in every learning environment.
- ❖ Teaching and learning occurs in an environment that celebrates difference and diversity and recognises, respects and responds to identity and cultural background.