

Woodport Public School Wellbeing and Discipline Procedures 2020

Contents

Contextual Statement	2
Woodport Public School Core Expectations	3
Student Wellbeing	4
Promoting Positive Behaviour at Woodport Public School	6
Acknowledging and Rewarding Positive behaviour and Achievement	7
Managing Inappropriate Behaviour	8
Responding to inappropriate Behaviour	10
Appendix 1 School-wide Matrix	12
Appendix 2 Major and minor behaviours	13
Appendix 3 Reflection time	15
Appendix 4 Sun protection strategies	17

Woodport Public observes NSW Department of Education policies. The procedures outlined in this document align with expectations stated in:

- Student Discipline in Government Schools Policy
<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>
- The Wellbeing Framework for Schools
https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf
- Behaviour Code for Students
<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>
- School Excellence Framework
<https://education.nsw.gov.au/policy-library/associated-documents/framework.pdf>

Contextual Statement

The Student Wellbeing policy and procedures at Woodport Public School is underpinned by the Positive Behaviour for Learning framework. The learning community of Woodport Public School has been involved in the development and implementation of this strategy to ensure that the policy and procedures included are relevant to the specific needs of our students, teachers and parents. The school community has established a set of shared values and common language that sets out the expectations of student involvement and behaviour at school. These values are embedded in all teaching and learning practices and form the framework for all school policy and procedures on behaviour management and student wellbeing.

Student wellbeing at Woodport Public School:

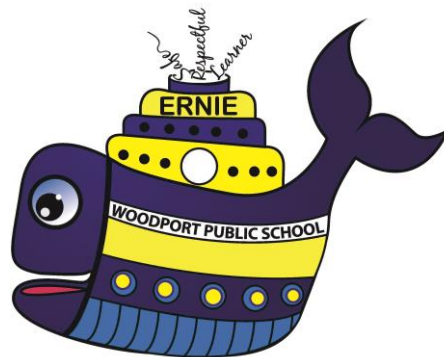
- encompasses everything the school community does to meet the personal, social and learning needs of the students
- creates a safe, caring school environment in which students are nurtured as they learn
- is embedded through the school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventative health and social skills programs
- values collaborative early intervention when issues are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides inclusive programs and support which acknowledge differences and promotes harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
 - enjoy success and recognition
 - make useful contributions to the school community and activities
 - derive enjoyment from their learning

Woodport Public School Core Expectations

Our school community has developed a statement of core expectations that support Positive Behaviour for Learning and play an integral role in the structures and function of the Woodport Public School Wellbeing and Discipline Procedures. The core expectations underpin the interactions between members of our broader school community, aiming to guide our students in the development of positive and acceptable behaviours and attitudes.

Safe

working together to
create and maintain a
safe, positive
environment



Respectful

having respect for
yourself, others and
the school
environment

Learner

participating fully in
all school activities
and working to
achieve a personal
best

Student Wellbeing

OVERVIEW

Students learn most effectively in a positive, safe and calm environment. Our discipline system has been designed to help achieve this predictable environment. We aim to have clearly defined expectations, rewards and procedures, which enable students to connect, succeed and thrive in order to develop ownership of their behaviour and wellbeing.

At Woodport Public School:

- Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety.
- The whole school approach to Positive Behaviour for Learning ensures that the wellbeing needs of all students are targeted so that they can connect, succeed and thrive. At Woodport Public School, the comprehensive, integrated and evidence based strategy of Positive Behaviour Learning is 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 community members contribute to the leadership of the school and have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Individuals care for themselves and contribute to the wellbeing of others.
- Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help build social and emotional skills which in turn nurture other positive, caring and respectful relationships.
- There is a heightened awareness of, and commitment to, culturally sensitive, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels to maintain equity in learning.
- As a NSW Department of Education public school, our commitment to wellbeing is to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn. All staff undertake mandatory training to comply with legislative and policy requirements.

Rights and responsibilities that promote positive wellbeing

Community Participation

- acknowledging parents as partners in school education
- encouraging parents and community members to actively participate in the education of students and in the life of the school
- sharing a commitment to provide opportunities for students to take responsibility for their actions and develop respectful relationships
- acknowledging learning programs as relevant and beneficial

Student Rights

Students at Woodport Public School have the right to:

- learn and reach their potential
- be proud of their school
- feel safe in the classroom and playground
- participate and contribute in a fair and supportive environment
- be heard and treated fairly by the whole school community
- be accepted for individual differences and diversity, irrespective of gender, race, religion or ability
- be recognised for their individual endeavors and excellence

Student Responsibilities

Students at Woodport Public School are expected to:

- attend school on time, regularly and in correct school uniform
- be prepared with correct equipment for all school activities and events
- treat everyone with courtesy, kindness and respect
- follow the school rules, procedures and values
- take responsibility for their actions and accept consequences

- represent our school with pride and sportsmanship

Staff Responsibilities

Staff at Woodport Public School will:

- provide a stimulating and safe learning environment for all students
- ensure effective supervision of students at all times
- be punctual and vigilant when carrying out playground duties
- promote positive relationships that respect and accept individual differences and diversity
- model and foster respectful relationships at all times within the school community

Parent Responsibilities

Parents are expected to:

- ensure that their child attend school every day, unless sick or excused from school
- to read and be supportive of the Woodport Public School Wellbeing and Discipline Policy
- support the Woodport Public School Uniform Policy by ensuring their child wears the correct school uniform
- support their child in all aspects of learning
- model and encourage respectful relationships at all times within the school community
- be aware of and respond to school communication

Promoting Positive Behaviour at Woodport Public School

Woodport Public School is a Positive Behaviour for Learning (PBL) school.

PBL is a whole school approach to supporting the learning and wellbeing needs of all students. Our school PBL matrix communicates consistent core expectations that support students in connecting, succeeding and thriving.

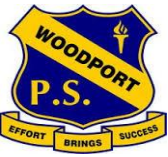
Safe	<ul style="list-style-type: none">• hands and feet to self• stay in designated area (right place, right time)
Respectful	<ul style="list-style-type: none">• polite talk• listen to others• accept responsibility for actions
Learner	<ul style="list-style-type: none">• participate• follow instructions• personal best

All staff, students and community members are expected to be safe, respectful learners. See appendix 1 for the complete Woodport Public School PBL matrix.

Acknowledging and Rewarding Positive Behaviour and Achievement


Our school believes in the value of acknowledging and rewarding positive student behaviour, work habits and achievement. We consistently encourage all students to strive to uphold our core expectations – to be safe, respectful learners.

Teachers use a variety of strategies to reinforce and encourage expected behaviours and attitudes. These include positive verbal and non-verbal feedback and praise. Below is an overview of the Woodport Public School positive reward scheme.



Positive Reward Scheme

Free and Frequent



- ✓ Ernie points (Ernies). Awarded in the playground and classrooms. Collated on Class Dojo and/or award chart
- ✓ You Can Do It points embedded in Ernie point collection system. Students receive points for displaying the 5 Keys to Success behaviours – getting along, organisation, resilience, persistence and confidence

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- ✓ Use Ernie points to purchase a reward from the Ernie Reward menu each term. Rewards may be received in-class and/ or on the timetabled PBL Rewards Day

Intermittent

- ✓ Individual in-class systems including house/ table points
- ✓ Merit certificates – K-2 = 2 per class per week; 3-6 = 3 per class per week
- ✓ You Can Do It certificates – K-6 = 1 per class per week
- ✓ Student of the week - 1 per class per week
- ✓ The Principal's gold book

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Long and Lasting

- ✓ House/ sports trophy presented at end of year
- ✓ 3 x merit certificates = 1 Effort Brings Success (EBS) certificate
- ✓ 4 x Effort Brings Success (EBS) certificates = Effort Bring Success (EBS) plaque presented at end of year
- ✓ Recipient published in school newsletter

At the end of each academic year, students may be recognised at the Annual Presentation Day for their consistent effort and/ or outstanding achievement in Key Learning Areas.

Managing Inappropriate Behaviour

Effective behaviour management enables and enhances student learning and is based on a fair, consistent approach to behaviour management. NSW Public Schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our 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 is a high priority for Woodport Public School. 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.

Safe

- model and follow departmental, school and/or class codes of behaviour and conduct
- negotiate and resolve conflict with empathy
- take personal responsibility for behaviour and actions
- care for self and others
- avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Respectful

- 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

Learners

- 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

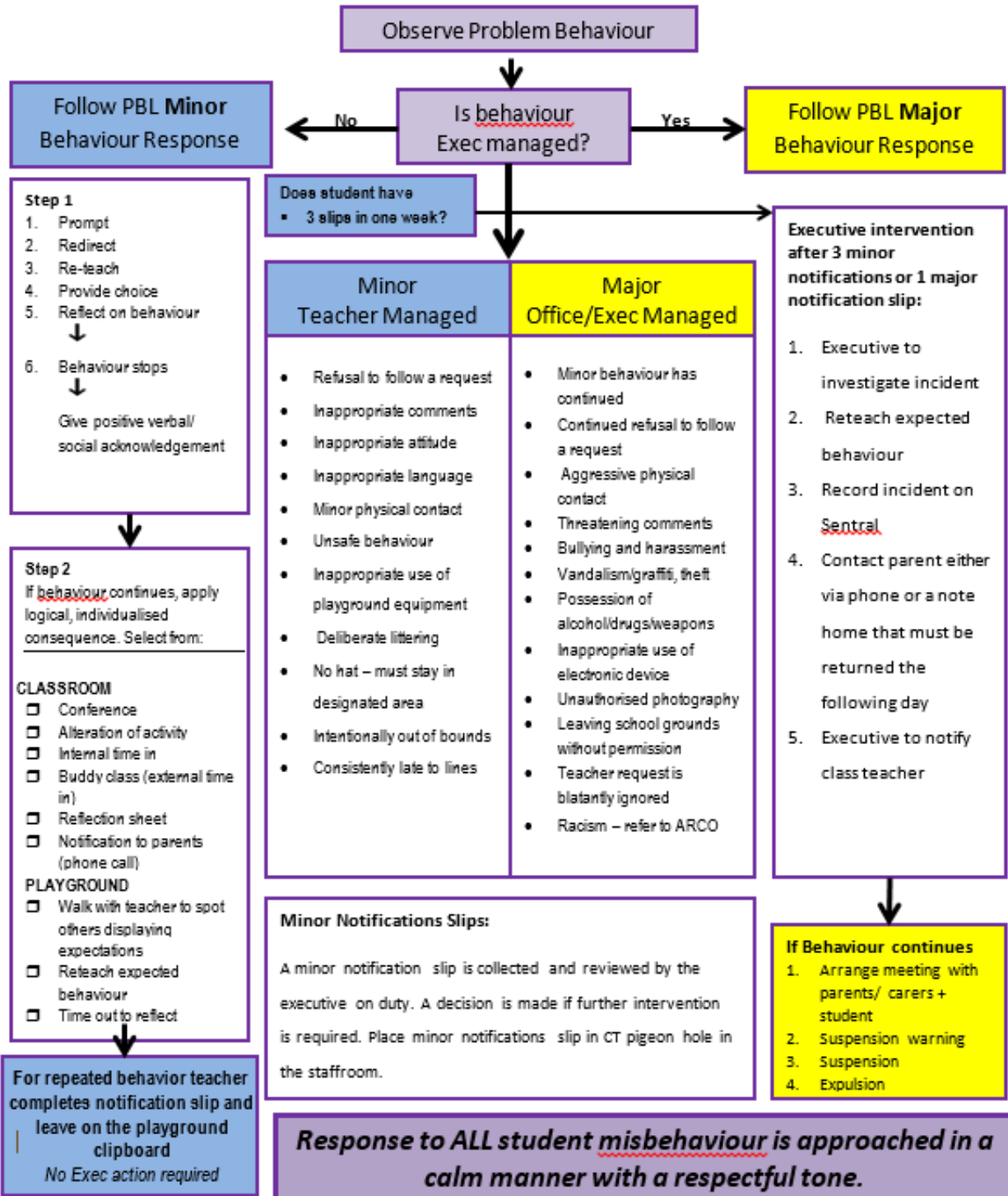
Classroom reflection sheet – see Appendix 3

Responding to Inappropriate Behaviour

In line with the NSW Department of Education policy, Woodport Public School Teachers follow a documented procedures flowchart to address and correct inappropriate behaviour.

See appendix 2 for definitions of the minor and major behaviours listed in the procedure.

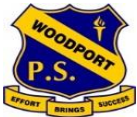
WPS Behaviour Management Flowchart



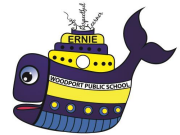
Appendix 1

	Safe	Respectful	Learner
School Wide	<ul style="list-style-type: none"> *Hands and feet to self *Play in designated area. *Right place, right time 	<ul style="list-style-type: none"> *Polite talk *Listen to others *Follow instructions 	<ul style="list-style-type: none"> *Participate *Personal best * Accept responsibility for actions
Morning Assembly	<ul style="list-style-type: none"> *Walk to assembly *Sit in line *Hands and feet to self 	<ul style="list-style-type: none"> *Listen carefully *Arrive on time *Line up at the end of the line 	<ul style="list-style-type: none"> * Be polite * Follow teacher and leaders instructions * Exit assembly quietly
P1	<ul style="list-style-type: none"> *Walk on concrete *Hands and feet to self *Right equipment, right area, right way 	<ul style="list-style-type: none"> *Polite talk when playing *Agree on rules before you start *Respect gardens 	<ul style="list-style-type: none"> *Include others *Follow teacher instructions *Be on time
P2	<ul style="list-style-type: none"> *Food free zone *Hands and feet to self *Stand behind blue line when waiting for teacher. 	<ul style="list-style-type: none"> *Agree on rules before you start *Move off quickly when first bell rings * Return equipment to shed on whistle time. 	<ul style="list-style-type: none"> *Include others *Use appropriate language *Right ball, right area, right way
P3	<ul style="list-style-type: none"> *Right equipment, right area, right way * Hands and feet to self * Wait for teacher at P3 Wait Zone 	<ul style="list-style-type: none"> *Follow teacher Instructions *Food free zone *Use yarning circle appropriately 	<ul style="list-style-type: none"> *Include others *Play fairly *Return equipment promptly
Hall	<ul style="list-style-type: none"> *Walk on the wooden floor *Pack away 	<ul style="list-style-type: none"> *Listen to others *Enter and exit quietly 	<ul style="list-style-type: none"> *Participate actively * Follow instructions
Library/ Computers	<ul style="list-style-type: none"> *Walk to activity *Line up outside quietly *food free zone 	<ul style="list-style-type: none"> *Speak quietly *Treat books and equipment with care *keep area tidy 	<ul style="list-style-type: none"> *Follow teacher instructions *Listen to others *only used approved sites and games
Office	<ul style="list-style-type: none"> *Walk quietly *Enter by the correct door 	<ul style="list-style-type: none"> *Polite talk to office staff *Wait your turn 	<ul style="list-style-type: none"> *Know your message
Toilets	<ul style="list-style-type: none"> *Hands and feet to self *Flush, wash and go *Walk at all times 	<ul style="list-style-type: none"> *Quiet voice *Stay in your own space *Care for amenities 	<ul style="list-style-type: none"> *Sign toilet book *Use only paper and water needed
Canteen	<ul style="list-style-type: none"> * Queue behind marked line * Stand in line * Wait your turn 	<ul style="list-style-type: none"> *Use manners * Keep off benches and screens * Order before 9:00 am 	<ul style="list-style-type: none"> * Know what you want to buy * Buy for yourself * Have money ready
Bus Line	<ul style="list-style-type: none"> *Keep hands feet to self *Sit quietly 	<ul style="list-style-type: none"> *Listen to teachers 	<ul style="list-style-type: none"> *Know your stop
Transitions	<ul style="list-style-type: none"> *Walk to the left on stairs and paths *Carry equipment safely and correctly *Walk 	<ul style="list-style-type: none"> *Move quietly *Classes stay in lines * 	<ul style="list-style-type: none"> *Follow/listen to instructions *Right place right time
Sports Shed	<ul style="list-style-type: none"> *Stand in line *Hold equipment *Hands and feet to self 	<ul style="list-style-type: none"> *Wait your turn * Use manners *Take care of others 	<ul style="list-style-type: none"> * Know what you want *Return equipment on time *Listen to teacher and house monitors instructions
Kiss n Drop	<ul style="list-style-type: none"> *Stay in the designated area. *Hands and Feet to Self *Toys and games in bags 	<ul style="list-style-type: none"> *Polite, quiet talk. *Keep walkway clear. *Listen carefully 	<ul style="list-style-type: none"> *Right place, right time. * Look and wait for car to stop *Walk to enter car curbside.
Before School	<ul style="list-style-type: none"> *Sit on steps *Hands and feet to self *Walk on P1 	<ul style="list-style-type: none"> *Sit sensibly and quietly *Be aware of others *Polite talk 	<ul style="list-style-type: none"> *Wait to be dismissed by the teacher *Follow teacher instructions *Bell rings at 8:25am

Appendix 2



Years 3 – 6 Reflection Time



Name: _____ Date: _____ Class: _____ Teacher's Name: _____

As a student, my job is to:	This looks like:
Put my hand up.	<ul style="list-style-type: none">• Putting my hand in the air and waiting to be called upon.
Do my best.	<ul style="list-style-type: none">• Presenting my work to the best of my ability.• Giving it a go.
Be safe.	<ul style="list-style-type: none">• Walking quietly inside and outside the classroom.• Keeping my hands and feet to myself.• Sitting on my chair properly (6 feet on the ground!).• Considering the safety and happiness of others.• Items are to be used respectfully and responsibly.
Use my inside voice.	<ul style="list-style-type: none">• Speaking quietly.
Use my manners.	<ul style="list-style-type: none">• Saying please and thank you.• Using appropriate language in the classroom.• Waiting my turn.• Speaking clearly and properly to all adults and peers.
Listen	<ul style="list-style-type: none">• Looking at the person who is talking.• Sitting or standing still.
Respect others and their property.	<ul style="list-style-type: none">• Responding politely to others. Not rolling eyes or back chatting.• Putting <u>all</u> borrowed items back.• Asking before I use.

Keeping in mind your job as a student:

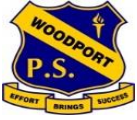
What happened? _____

Which job did I not do? _____

What should I have done? _____

What will I do next time? _____

Student: _____ Supervisor: _____



Years 1 – 2 Reflection Time



Name: _____ Date: _____ Class: _____ Teacher's Name: _____

Positive Behaviour for Learning	This looks like:
<p style="text-align: center;">Be Safe</p>	<ul style="list-style-type: none"> • Following the rules • Keeping my hands and feet to myself • Moving quietly and sensibly around the classroom • Using equipment with care
<p style="text-align: center;">Be Respectful</p>	<ul style="list-style-type: none"> • Speaking politely to everyone • Raising my hand to answer and ask a question • Asking before I use someone else's equipment • Returning borrowed equipment
<p style="text-align: center;">Be Ready to Learn</p>	<ul style="list-style-type: none"> • Listening carefully to others • Presenting my work to the best of my ability • Giving it a 'red hot go' • Allowing others to learn

What happened?

What will I do next time to make it better?

Student: _____ Supervisor: _____

Appendix 3

Sun protection strategies

Sun protection for students and staff

Summer is just around the corner

With Australia having one of the highest rates of skin cancer in the world, it is timely to remind students and staff to protect themselves from skin cancer.

In NSW UV conditions are 'very high' or 'extreme' throughout summer. During daylight saving, it's best to seek shade where possible between 11am and 3pm.

Enhancing current practice

In addition to successful sun protection strategies already operating in NSW public schools, schools may wish to consider:

- 1) Increasing awareness of UV by embedding the free SunSmart UV Alert onto their school's website. This widget can be downloaded at:
<http://www.sunsmart.com.au/uv-sun-protection/uv/uv-widget>

The widget shows the daily sun protection times for locations throughout NSW. Sun protection measures are recommended when the UV Index is 3 and above. It is important to remind staff and students that you can still get burnt on cool or cloudy days – so think UV, not heat.
- 2) Including the following image in school newsletters (and other communication tools such as the school website) during daylight saving months (and especially during summer) to actively promote sun protection.

The image can be copied and pasted directly from this factsheet.



3) Encouraging staff to:

- promote sun smart behaviour by modelling sun protection strategies (Slip, Slop, Slap, Seek, Slide)
- incorporate age appropriate activities into classroom practice during daylight saving months

Further information can be found at:

- NSW Department of Education:
<https://education.nsw.gov.au/student-wellbeing/health-and-physical-care/sun-safety>
- Cancer Institute NSW:
<https://www.cancerinstitute.org.au/how-we-help/cancer-prevention/skin-cancer-prevention>
- Cancer Council NSW:
<https://www.cancer council.com.au/cancer-prevention/sun-protection/>

For more information contact:

Louise Carey - Health and Wellbeing team
louise.carey9@det.nsw.edu.au

Cancer Council SunSmart team on 9334 1761
sunsmart.schools@nswcc.org.au

¹Cancer Council Australia; <http://www.cancer.org.au/about-cancer/types-of-cancer/skin-cancer.html> ² Armstrong BK, Kricger A, How much melanoma is caused by sun exposure? Melanoma Research 1993; 3:395-401