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Blakebrook Public School

Student Wellbeing Policy

Encouraging Positive Behaviour

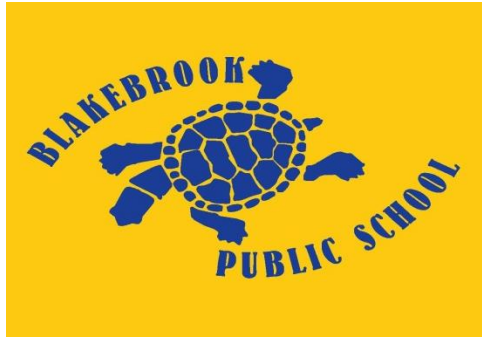
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Endorsed by:

Blakebrook Public School P & C Association (17 February, 2015)

Blakebrook Public School staff (27 January, 2015)



STUDENT WELLBEING POLICY

The Student Wellbeing Policy of Blakebrook Road Public School provides the programs, structures and support to ensure that all students achieve high standards of self-discipline, personal conduct and social responsibility.

BPS is a “Positive Behaviour for Learning” (PBL) school, taking a school-wide, systemic and proactive approach to explicitly teach expected behaviour.

Introduction

Student wellbeing encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Wellbeing Policy, procedures and programs of this school emphasise the value of prevention and early intervention.

Student wellbeing at Blakebrook Public School will:

- Create a safe, caring school environment in which students are nurtured as they learn.
- Include effective discipline and behaviour management strategies.
- Include preventative health and social skills programs.
- Stress the value of collaborative early intervention when problems are identified.
- Provide ongoing educational services to support students.
- Recognize the diversity within the school community and provide programs and support which acknowledge difference and promote harmony.
- Recognize the role that the school plays as a resource to link families with community support services.
- Provide opportunities for students to enjoy success make a contribution to the life of the school and derive enjoyment from their learning.
- Develop leadership and citizenship skills.

SCHOOL VALUES / RULES

This policy is based on the values and beliefs of the school community.

These are expressed as BLIMPS.

- **Blakebrook is**
 - **Learning**
 - **Inclusive**
 - **Mindful**
 - **Positive**
 - **Safe**

LEARNING PLATFORM:

Our school and its community believe that quality teaching and learning will be most effective when:

- An understanding of the learning process is embedded in quality teaching practice.
- Students are motivated to learn through experiences which are relevant, practical and offer a high level of engagement.
- Students are encouraged to achieve their personal best as learners and their success is celebrated.
- Students are challenged and extended in a supportive and caring environment.
- The teaching and learning process reflects the continual assessment of student learning.
- Student reflection and meaningful dialogue is promoted in focused, positive classrooms.
- Students are valued and respected as individuals, with positive relationships based on mutual respect and trust fostered in the school community.

Our Student Wellbeing policy aims to promote effective learning and improve the quality of school life for our students in the following focus areas:

- Effective learning
- Positive climate and good discipline
- Community Participation

This can only be achieved in partnership with parents and the wider school community.

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 rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules 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 rules and the successful education of their children.

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

THE CORE RULES

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 rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- 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.

Our Wellbeing & Discipline Policy has four sections:-

- Our Code of Behaviour and School Rules
- Strategies to promote good discipline and effective learning
- Recognising and reinforcing student achievement
- Strategies for dealing with unacceptable behaviour

BLAKEBROOK PUBLIC SCHOOL CODE OF BEHAVIOUR

STAFF RIGHTS AND RESPONSIBILITIES

1. I HAVE A RIGHT TO EXPECT COURTESY AND RESPECT FROM STUDENTS

It is my responsibility to respect students, to treat them fairly and with dignity. It is my responsibility to be consistent when enforcing rules of conduct and to teach socially responsible behaviour.

2. I HAVE A RIGHT TO TEACH WITHOUT DISRUPTION

It is my responsibility to provide students with quality teaching programs and to cater for individual student needs, capabilities and aspirations.

3. I HAVE A RIGHT TO EXPECT COURTESY AND RESPECT FROM PARENTS

It is my responsibility to ensure that communication with parents in regard to their child's educational progress and behaviour is informative, honest and purposeful.

4. I HAVE A RIGHT TO EXPECT PARENTS AND THE COMMUNITY TO BE APPRECIATIVE AND SUPPORTIVE OF THE SCHOOL AND MY PROFESSIONAL CONTRIBUTIONS

It is my responsibility to demonstrate quality teaching and to develop my professional abilities. It is my shared responsibility to work in consultation with parents and the community in achieving the school's purposes.

5. I HAVE A RIGHT TO WORK IN A SAFE AND SECURE ENVIRONMENT

It is my responsibility to provide a safe and secure environment for my students, colleagues and visitors.

BLAKEBROOK PUBLIC SCHOOL CODE OF BEHAVIOUR

STUDENT RIGHTS AND RESPONSIBILITIES

1. **I HAVE A RIGHT TO GO TO SCHOOL AND TO ENJOY SCHOOL**
It is my responsibility to follow school rules and behave in an acceptable manner in the classroom, playground, on excursions, at sporting or other activities and while travelling to and from school.
2. **I HAVE A RIGHT TO LEARN**
It is my responsibility to listen to and follow instructions, complete tasks to the best of my ability and to not interrupt other students in their learning.
3. **I HAVE A RIGHT TO FEEL HAPPY, SAFE AND SECURE AT SCHOOL**
It is my responsibility to play safely, behave sensibly and help care for others.
4. **I HAVE A RIGHT TO BE RESPECTED AND TO BE TREATED FAIRLY**
It is my responsibility to treat other people with respect and fairness.
5. **I HAVE A RIGHT TO KNOW MY BELONGINGS ARE RESPECTED**
It is my responsibility to respect other people and their belongings and the property of the school.
6. **I HAVE THE RIGHT TO A PLEASANT AND CLEAN SCHOOL**
I have the responsibility to help keep my school pleasant and clean.

BLAKEBROOK PUBLIC SCHOOL CODE OF BEHAVIOUR

PARENT RIGHTS AND RESPONSIBILITIES

1. I HAVE A RIGHT TO EXPECT THAT MY CHILD WILL RECEIVE A QUALITY EDUCATION

It is my responsibility to promote the values of education and to ensure my child attends school.

2. I HAVE A RIGHT TO EXPECT THAT MY CHILD WILL BE HAPPY, SAFE AND SECURE AT SCHOOL

It is my responsibility to develop my child's understanding and attitudes about socially acceptable behaviour at school and whilst travelling to and from school.

3. I HAVE A RIGHT TO EXPECT THAT MY CHILD WILL BE TREATED WITH RESPECT, FAIRNESS AND DIGNITY

It is my responsibility to model and teach behaviour that is fair to others and respect others.

4. I HAVE A RIGHT TO EXPECT THAT THE SCHOOL MEETS THE NEEDS OF THE STUDENTS AND THE COMMUNITY

It is my shared responsibility to work in consultation with teachers and the community in achieving the school's purposes and to participate in school activities.

The BLAKEBROOK BLIMPS



SYSTEM OF CONSEQUENCES FOR BEHAVIOUR CHOICES AT BPS

There are three levels: Green, Amber or Red

GREEN LEVEL

All students at Blakebrook Public School are expected to maintain high standards of behaviour at all times. All students who enrol at the school will start on Green level and they will stay on Green level if they maintain their good behaviour. Green level indicates that the student is a cooperative, tolerant student who works with others and participates in the opportunities provided by the school. Students who have remained on Green for a whole term will be entitled to attend the Green Day activities. All students will start each new term on Green unless they have unresolved behavioural issues from the previous term.

Other levels will only be used if children do not follow the code of behaviour and make inappropriate choices in decision making.

AMBER LEVEL

Students who are placed on Amber level will not be entitled to attend the term Green Day. Students can be placed on Amber if they:

- Are placed in Planning Room for three separate incidents within a term.

WHAT WILL HAPPEN TO STUDENTS AT AMBER LEVEL?

- A letter will be sent home by the Principal to parents letting them know that the student's behaviour has been unsatisfactory (Appendix 3).
- Staff will be notified of any students on Amber Level in staff meeting to ensure that support can be offered in the classroom and playground and transitioning around the school.
- Students will have a conversation with the Principal and told of the consequences of their behaviour.
- Parents will be asked to discuss with students.
- A conduct card may be used to monitor behaviour. Students will remain on Amber for the remainder of the term.
- Any student on Amber level will automatically miss out on the Green reward day at the end of the term and/or any excursion or event relevant to the student's class.
- Students will be cautioned and parents notified that repeated offences may lead to Red Level.
- A further planning room entry within a week of being placed on Amber will result in Red Level.

PLANNING ROOM

Planning room provides students with an opportunity to reflect on their behaviour choices and work with the Principal to plan for better choices in the future (Appendix 4 & 5). This is a structured session, the length of which will be determined by the Principal to ensure the student has the appropriate opportunity to learn from the experience. Loss of play at lunch and afternoon tea break will be determined by the Principal.

RED LEVEL

WHAT WILL HAPPEN TO STUDENTS AT RED LEVEL?

- Parents will be informed and an interview requested
- Loss of play at lunch (number of days to work through planning sheet determined by the Principal)
- A class or playground behaviour book may be implemented
- No Green Day – Return to Amber one week after completion of Planning Room time with no further indiscretions
- No outside venue attendance unless negotiated by the Learning and Support Team
- One Planning Room entry within a week back on Amber will result in a return to Red Level

Further indiscretions while on Red Level will result in one of the following consequences, to be determined in consultation with the principal. Consequences are far more serious and may involve:

- Warning of suspension
- In-School Suspension
- Short Suspension 1-4 days
- Long Suspension 5-20 days

At this level there are no in or out of school privileges for the remainder of the term and a full behaviour monitoring card is to be implemented. Parents are informed and involved in a plan.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

In addition to merits, our level system incorporates negative consequences for students whose behaviour is unacceptable. These consequences result from students making poor choices and resulting in a breach of the school rules or School Code of Behaviour. A detailed description of the behaviours and consequences applicable to each level described above is included in the tables in this policy. The tables also indicate personnel involved.

Whenever possible staff will provide students with regular and ongoing positive feedback through:

- Regular assessment and reporting procedures
- Encouraging comments and non-verbal gestures
- Verbal acknowledgement of effort
- Consistent and caring behaviour

A range of options for managing unacceptable behaviour is used within our behaviour management plan. Some of these strategies are used by teachers at a class level and others are implemented within the levels. Our school adopts the following strategies:

- Meet and greet
- Redirection
- Warning/Reprimand
- Loss of privilege
- Planning Room
- Time out within classroom
- Time out in buddy class
- Reclassification on levels
- Counselling
- Social skills training
- Restitution
- Individual behaviour plans
- Suspension
- Expulsion

The school has clearly defined the types of behaviour that are unacceptable and the consequences. They fall into 3 categories:

- Inappropriate Classroom and Playground Behaviour
- Unacceptable Behaviour – Planning Room
- Behaviour of a More Serious Nature – Planning Room

A detailed list of behaviours is included in this section.

INNAPPROPRIATE CLASSROOM & PLAYGROUND BEHAVIOUR

All teachers are to have their own behaviour monitoring system in the classroom and playground for minor inappropriate behaviour.

Teachers will develop strategies to deal with minor misbehaviour in the classroom as part of their classroom management practices. Planning Room is to be used for clear breaches of the school rules or the School Code of Behaviour. Planning Room is not to replace classroom strategies but to support them. It is to be used for serious misbehaviour, continual disobedience or repeated uncooperative behaviour.

At the commencement of the year, classes should use the school rules and The Blakebrook Blimps to formulate a set of class rules. These should be used as a basis for counselling students when they misbehave.

Exit strategies can be used if a teacher needs support or child needs removing from regular class activities. Only the Principal will make the decision to place a student in Planning Room or on a level.

UNACCEPTABLE BEHAVIOUR – PLANNING ROOM

Students in Planning Room will be required to complete a worksheet that focuses on identifying behaviour, restitution and identifying strategies to ensure no repeat of the poor behaviour choice. It will ask students to make judgments about their behaviour in regard to the school rules and School Code of Behaviour.

3 Planning Room referrals in a school term	=	Amber Level and a letter to parents
1 Planning Room referral within a week of being placed on Amber	=	Red Level and a letter/phone call to parents requesting an interview.

BEHAVIOUR OF A MORE SERIOUS NATURE:

Students who engage in more serious misbehaviour eg. stealing, defiance, misconduct on excursion, will result in a letter being sent home notifying parents. A repeated offence within 1 week (i.e. another Planning Room Referral), will result in automatic placement on Red Level.

OFF SITE ACTIVITIES

Sport: Students who are removed from off-site sport will be required to attend Planning Room. Students removed from off-site sport are required to remain at school for sport for the next sport day. Appropriate behaviour will allow the student to return to off-site sport the following week. Subsequent misbehaviour will result in the issuing of Red Level and the inability to participate for the remainder of the term.

General Excursions: Whilst excursions are planned as an integral component of class curriculum, attendance is a privilege not a right for all students. Students with a history of poor behaviour (i.e. level placement) are only permitted to attend any excursion after negotiation between the class teacher, Stage Supervisor and the Principal.

Bus Behaviour: At our school we value and teach safe and sensible bus behaviour. If a notification is received from the bus operator of inappropriate behaviour, then the student(s) involved may be placed in the Planning Room. If more serious misbehaviours occur the consequences are at the discretion of the principal.

The Principal, in consultation with attending teachers, has the final veto on student attendance at any school activity – on or off site.

Positive Behaviour for Learning - Expectation Matrix



Blakebrook PS is:	Bus Lines	Canteen	Adventure Playground	Toilets	Lunch Area	Assemblies	Playground	Office
Learning	Listening to instructions	Use manners	Follow instructions	Follow instructions	Make healthy choices	Follow instructions	Play fairly Be sun safe	Follow instructions
Inclusive	Letting others play	Consider others	Share equipment	Consider others	Consider others	Make sensible choices	Share and encourage Be aware of others	Use manners
Mindful	Sitting quietly	Be clean and tidy	Be aware of others	Be water wise	Be green and clean	Look and listen	Use equipment correctly	Knock and wait quietly
Positive	Taking turns	Wait your turn	Wait your turn	Be punctual	Be kind and respectful	Be kind and respectful	Be kind and respectful	Check with the duty teacher
Safe	Putting bags in lines	Sit quietly and eat	Use equipment correctly	Be hygienic	Sit and enjoy your lunch	Keep hands and feet to yourself	Walk on hard surfaces	Walk and speak quietly