



John Purchase Public School

Advance Together: Strive For Excellence

Wellbeing Policy

Updated 2016

Statement of Purpose

The Wellbeing Policy reflects the NSW Department of Education (DoE) commitment to creating quality learning opportunities for children to build on their individual strengths enabling them to Connect, Succeed and Thrive now and throughout life. John Purchase Public School is committed to providing a safe, secure and happy environment, which encourages each child to:

- be actively **connected** to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community;
- be respected, valued, encouraged, supported and empowered to **succeed** and
- grow and flourish, **thrive** and prosper.

This policy was developed by the John Purchase PS Wellbeing Committee, in consultation with students, staff and community. It includes:

- the school rules
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour

Wellbeing Framework

The Wellbeing Framework (DoE, 2015) underpins many of the school's beliefs, practices and processes which are outlined in this policy. The Wellbeing Framework equips schools and their communities to support students at each stage of their development through quality teaching, learning and engagement. This framework aims to connect staff, parents, students and the community. It promotes success through supportive environments and structured networks that recognise achievement and encourage students to thrive and develop a growth mindset. This framework recognises that a growth mindset views failure or mistakes as a challenge for stretching existing abilities. It acknowledges that although people differ in talents, aptitudes, interests or temperaments, *everyone* can change and grow through application and experiences (Dweck, 2006).

This framework provides support structures that clarify parents, students and staffs roles and responsibilities. It targets procedures to support students through clearly stated rules and processes. The school expectations and rules are important components, endorsed by staff, students and parents.

Positive student behaviour is at the forefront of this framework. It defines whole school, stage and individual teacher approaches that build positive relationships from Kindergarten to Year 6, focusing on developing friendships, mentors and leaders who care for and learn from one another.

The Wellbeing Framework and school practice recognise student achievement through a series of award systems that encourage students to continue to improve and strive for excellence. The framework outlines specific practices that target inappropriate behaviour and endorse the Department of School Education Policy. It stipulates the need for ongoing communication with staff, students and parents to find resolutions that develop positive social skills and encourage student resilience.

This Framework represents the vision and passion at John Purchase Public School that inspires teachers, students and the community to build the capacity of students to become life long learners. It acknowledges that as 21st Century learners, students benefit by challenging themselves and learning from their mistakes.

Student welfare encompasses everything a school community does to meet the personal, social and learning needs of students. It involves creating a safe and caring learning environment, recognises diversity and incorporates effective discipline, preventative health and social skills programs. Good discipline is fundamental to the achievement of government priorities for the public school system, to enable all students and staff to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

School Expectations

Policy and practice at John Purchase Public School is underpinned by 3 key expectations:

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none">• care for and respect other people, property and the environment• speak to others in a polite and positive way• discuss and resolve conflict• allow others to learn	<ul style="list-style-type: none">• attend school, be punctual and be prepared• wear full school uniform• be safe• do what is right• be responsible for the choices you make	<ul style="list-style-type: none">• try to achieve your best• bounce back• be an active learner• have a growth mindset• encourage others

The expectations are reinforced across school situations. Positive behaviour is modelled for students and practiced by them in class, in the playground and in other areas of the school.

This policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This policy is implemented consistent with Work Health and Safety Policy obligations and the school's Anti-Bullying Plan.

Roles and Responsibilities

Parents

- work in partnership with the school to support positive student behaviour
- commit to provide opportunities for students to take responsibility for their actions
- support the school's aim of developing socially responsible young people who are capable of making informed decisions

Students

- are expected to follow the school rules and comply with staff directions regarding discipline and appropriate behaviour
- show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation

Staff

- participate in the development of the Student Wellbeing Policy and support its effective implementation.
- support students in finding the right way- for example through thinking time, circle time, and use of restorative questions. Restorative Practices encourage respectful, responsible and resilient relationships.
- record incidents (eg on Synergy or in classroom Wellbeing Book), and note trends of improving/declining behaviour.
- make a referral to the stage supervisors if follow up is required.

School Rules

At John Purchase Public School, we are committed to providing safe, supportive and responsive learning environments. We teach and model the behaviours we value in our students.

Our school rules are based on the DoE Behaviour Code for Students and support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour. At John Purchase Public School, we:

- Attend school in full school uniform, be punctual and be prepared
- Be safe, bounce back, have a growth mindset and be responsible for the choices you make
- Care for and respect other people, property and the environment and do what is right
- Discuss and resolve conflict and speak to others politely and positively
- Every day try to achieve your best, be an active learner and enable others to learn

Strategies and practices to promote positive student behaviour

Teachers establish class routines and behavioural expectations at the beginning of the year, and teach anti bullying lessons such as from the *Friendly Schools Plus* program, in Term 1 each year. School rules and expectations are discussed, and class rules are negotiated by classes.

Teachers select from a wide range of positive behaviour management strategies, based on the needs of their particular class context, for example table points, house points, sticker charts, class trophy, verbal and non-verbal praise, communication home about achievement and behaviour, class game afternoon, to encourage and reward pro social behaviour/work application.

Restorative practice is useful in managing issues in the classroom and on the playground as it supports students to explore issues, use dialogue and negotiation, and repair relationships if things have gone wrong. Restorative Practices help to build a culture of trust, empathy and respect. Teachers are encouraged to use the language of Restorative Practices, so that students hear a consistent message in all school contexts.

The Peer Support program is a student led small group teaching and learning program generally operates in Term 2 each year. Year Six students are trained to lead a small group of younger students and cover topics that promote student wellbeing and engagement.

Students from Year 2 to Year 6 are represented in the SRC (Student Representative Council) by one elected member of their class per semester. This is a leadership role that supports student voice in the decision making of the school, for example consultation around the redrafting of JPPS school rules.

House Captains (Junior and Senior) are elected by student vote and promote team spirit at sporting carnivals and events and communicate with the school community through speaking at morning lines about sporting achievements.

Kinder Buddies are Year 5 students who support the preschool orientation process late in the prior-to-school year, and provide a familiar face for new kindergarten students as they start at 'big school'.

Buddy Classes allow each class to buddy with another class in a different stage. This provides social support for the younger classes, and leadership opportunities for the older classes. Teachers get their buddy classes together during the year for lessons, activities and events so that the students have opportunities to mix with and learn from students from other stages.

School Leaders are elected towards the end of the school year, for the following year.

Strategies and practices to recognise and reinforce student achievement

A consistent incremental reward system operates throughout JPPS. See below for a list of awards levels. Purchase Prides are handed out by teachers as a 'free and frequent' motivator for following the school's expectations for behaviour and learning: respect, responsibility and aspire. Ten Purchase Prides earn a badge. Students are applauded at a morning assembly when they receive a Purchase Pride badge, and their names are published in the school newsletter. Students also put the stubs from the Purchase Pride card into a lucky draw which is drawn each Monday morning at lines. The prize is a canteen voucher.

Teachers also hand out green 'class awards' for behaviour or achievement. When students have collected ten green awards, they receive a bronze level award. The student and their parents are invited to a special morning tea with the Principal when they receive their first award. They may have their picture taken and have their name published in the school newsletter. Students work their way up through the award levels, and can work towards the highest award level which allows the student to be "Principal for a day".

AWARDS FLOW CHART

TARGET: POSITIVE BEHAVIOUR – RESPECT for all. Implementation of restorative justice across our school community

Class rules negotiated based on JPP
Class management system based on restorative justice framework introduced by class teacher.

School award system

Purchase Pride awards recognise the school's expectations:

- Respect,
- Responsibility
- Aspire

These are traded for badges.
10 Purchase Prides = badge

BRONZE LEVEL

10 class awards = Bronze award

1st Principal's morning tea

SILVER LEVEL

20 class awards = Silver award

GOLD LEVEL

30 class awards = Gold award

BRONZE MEDALLION LEVEL

40 class awards = Bronze Medallion

Principal's morning tea

SILVER MEDALLION LEVEL

50 class awards = Silver Medallion
Principal's morning tea

GOLD MEDALLION LEVEL

60 class awards = Gold Medallion
Principal's morning tea students only

PLATINUM MEDALLION LEVEL

75 class awards = Platinum Medallion
Principal for a day trophy

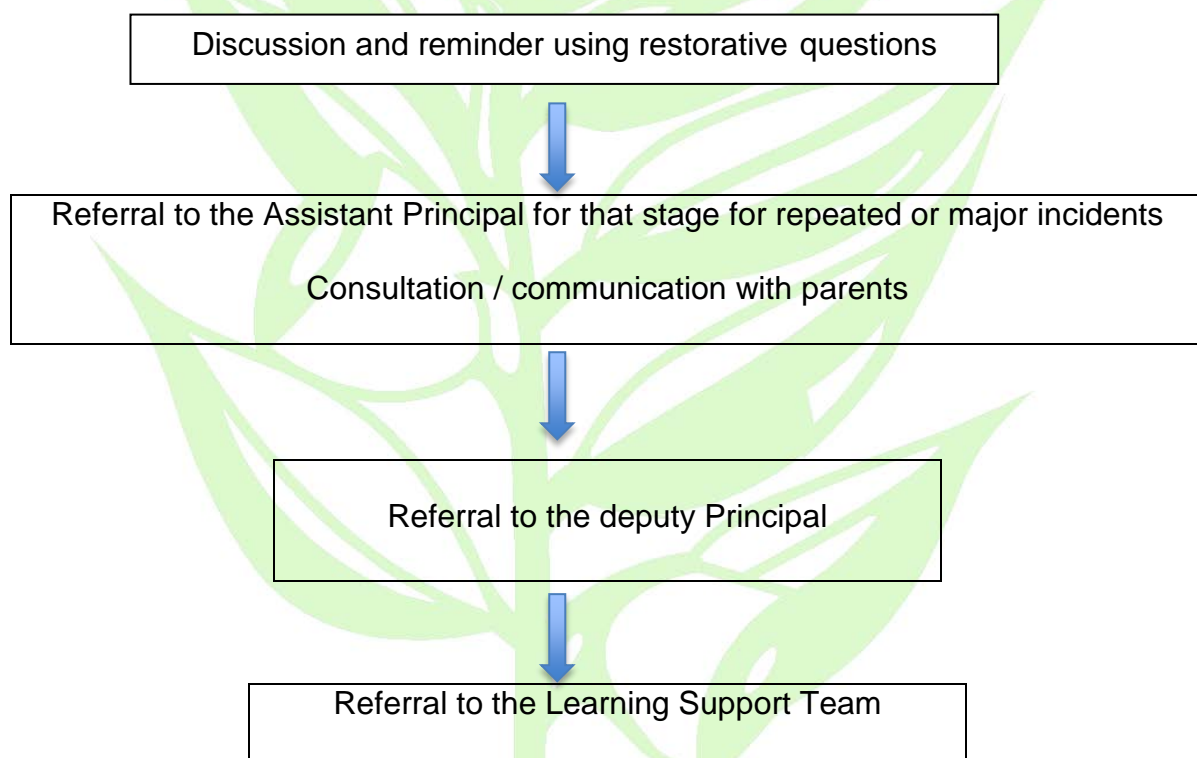
Strategies and practices to manage inappropriate student behaviour

The aim of the partnership between community members and school is to develop socially responsible young people who are capable of making informed decisions.

Each classroom can work towards their own in-class behaviour management system which is determined by class input with their teacher at the beginning of the school year. This is based on the JPPS School Rules. The rules are displayed and referred to frequently so that behaviour expectations are visible and consistent.

The flowchart below shows a sample of how inappropriate behaviour may be managed at John Purchase Public School. Restorative Practices can be used for students to reflect on their behaviour and impact on others. This includes using restorative circles if required.

Managing inappropriate behaviour sample



The flowchart above shows the processes, which may be applied to behaviour management. If a student's behaviour escalates beyond the classroom and after specific strategies have been implemented, the following may be applied: referral to the Assistant Principal, parents consulted, referral to Deputy Principal, referral to Learning Support Team (including the school counsellor). Incidents of violence will be referred directly to the Deputy Principal.

- Notwithstanding the above, Department of Education Student Welfare Policy does allow for children to be suspended immediately, in extreme cases. These may include extreme persistent disobedience, disruption and continual harassment of other students or staff and involves principal discretion.
- Violent behaviour may result in immediate suspension.
- In extreme cases, when the child's behaviour continues, suspension, exclusion or expulsion become options and the Department of School Education's policy will be followed. This will be made available to parents/carers.