



# *John Purchase Public School*

*Advance Together: Strive For Excellence*

## **Student Wellbeing Policy Guidelines and Procedures**

### **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 expectations
- strategies and practices to promote **PBL - Positive Behaviour for Learning**, 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 addressed in this document. *The Wellbeing Framework* assists 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 further develop through application and relevant experiences (Dweck, 2006).

This framework provides support structures that clarifies parent, student and staff roles and responsibilities. It targets procedures to support students through clearly stated expectations and processes. The school expectations are important components which have been 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 practices 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 Department of Education Policy. It encourages ongoing communication with staff, students and parents to find resolutions that develop positive social skills and encourage student resilience.

This Framework supports the school community in building the capacity of students to become lifelong learners. It acknowledges that as 21<sup>st</sup> Century learners, students benefit by 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.

## 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 expectations 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

- make a commitment to knowing, valuing and caring for every student
- participate in the development of the *Student Wellbeing Policy Guidelines and Procedures* document and support its effective implementation.
- affirm positive student behaviours and consistently employ the John Purchase Public School awards.
- support students in resolving issues - for example through thinking time, circle time, and use of restorative questions. Restorative Practices encourage respectful, responsible and resilient relationships.
- record incidents on **STARS - Student Tracking and Recording System** and note trends of improving/declining behaviour.
- make a referral to the stage supervisors if follow up is required.

## School Expectations

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



# SCHOOL EXPECTATIONS



RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"><li>• <i>Care for myself, other people, property and equipment</i></li><li>• <i>Speak to others in a polite and positive way</i></li><li>• <i>Discuss and resolve conflict</i></li><li>• <i>Allow others to learn</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Attend school, be punctual and be prepared</i></li><li>• <i>Wear full school uniform with pride</i></li><li>• <i>Be safe</i></li><li>• <i>Do what is right</i></li><li>• <i>Be responsible for the choices you make</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Try to achieve your best</i></li><li>• <i>Bounce back</i></li><li>• <i>Be an active learner</i></li><li>• <i>Have a growth mindset</i></li><li>• <i>Encourage others</i></li></ul>

**Behaviour Expectations across outdoor/ play areas**  
**All classrooms out of bounds before school, at recess, lunch and after school**



## BEFORE SCHOOL



## COLA AT RECESS AND LUNCH



RESPECT	RESPONSIBILITY	ASPIRE	RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Line up quickly and quietly when the bell rings</li> <li>Listen to teacher and student announcements</li> <li>Care for school property and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Students arrive after 8:25am. If arriving before 8:25am, sit quietly on the steps outside rooms 7 and 8</li> <li>Enter and stay in the COLA after the 8:25am bell rings and the teacher is on duty</li> <li>Stay under the COLA roofline</li> <li>Balls stay in bags</li> <li>Walk or sit with friends</li> <li>Bikes, scooters and skateboards are walked on school grounds and are secured in the racks outside the office</li> </ul>	<ul style="list-style-type: none"> <li>Be a good friend, include others and be kind</li> <li>Bounce back when things don't go your way</li> <li>Be proud of our school and keep it clean</li> </ul>	<ul style="list-style-type: none"> <li>Place all rubbish in the bin</li> <li>Follow the rules of the game</li> <li>Play fairly</li> <li>Keep your hands and feet to yourself</li> <li>Share the space with others</li> <li>Care for school property and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stay in supervised areas</li> <li>Wear your hat</li> <li>Remain seated while eating</li> <li>Finish eating and drinking before you play</li> <li>Be safe and walk on hard surfaces</li> <li>Only play with small balls under the COLA</li> <li>Go straight to class when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Be a good friend, include others and be kind</li> <li>Play cooperatively</li> <li>Demonstrate good sportsmanship</li> <li>Accept winning and losing graciously</li> <li>Bounce back when things don't go your way</li> <li>Be proud of our school and keep it clean</li> </ul>



## BASKETBALL COURT



## CANTEEN



RESPECT	RESPONSIBILITY	ASPIRE	RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> <li>Follow the rules of the game</li> <li>Play fairly</li> <li>Keep your hands and feet to yourself</li> <li>Share the space with others</li> <li>Care for school property and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stay in supervised areas</li> <li>Wear your hat</li> <li>Big balls are only to be used in the 2nd half of lunch</li> <li>Finish eating and drinking before you play</li> <li>Walk on hard surface, unless playing a game supervised by a teacher</li> <li>Go straight to class when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Be a good friend, include others and be kind</li> <li>Play cooperatively</li> <li>Demonstrate good sportsmanship</li> <li>Accept winning and losing graciously</li> <li>Bounce back when things don't go your way</li> <li>Be proud of our school and keep it clean</li> </ul>	<ul style="list-style-type: none"> <li>Place all rubbish in the bin</li> <li>Wait at the end of your stage line</li> <li>Wait your turn</li> <li>Say "Please" and "Thank you"</li> </ul>	<ul style="list-style-type: none"> <li>Stay in supervised areas</li> <li>Wear your hat</li> <li>Line up sensibly</li> <li>Wait behind the line until it is your turn</li> <li>Only buy food for yourself</li> <li>Walk the correct way back to your play area</li> </ul>	<ul style="list-style-type: none"> <li>Eat healthy food</li> <li>Be proud of our school and keep it clean</li> </ul>



## K-2 PLAYGROUND



## OVAL



### RESPECT

- Place all rubbish in the bin
- Listen to the teacher's instructions
- Care for others and their property
- Wait for the teacher before you play on the equipment
- Care for school property and the environment

### RESPONSIBILITY

- Stay in supervised areas
- Wear your hat
- Remain seated while eating
- Finish eating and drinking before you play
- Play safely and take turns
- Walk to class when the bell rings
- Take all your belongings when leaving the playground

### ASPIRE

- Be a good friend, include others and be kind
- Bounce back when things don't go your way
- Be proud of our school and keep it clean

### RESPECT

- Follow all teacher instructions
- Follow the rules of the game
- Play fairly
- Keep your hands and feet to yourself
- Share the space with others
- Care for school property and the environment

### RESPONSIBILITY

- Stay in supervised areas
- Wear your hat
- Line up at the gate until the teacher arrives
- Finish eating and drinking before going to the oval
- Use equipment and spaces safely
- Walk on the correct pathways back to class

### ASPIRE

- Be a good friend, include others and be kind
- Play cooperatively
- Demonstrate good sportsmanship
- Accept winning and losing graciously
- Bounce back when things don't go your way
- Keep the oval clean



## AFTER SCHOOL



### RESPECT

- Follow all teacher instructions
- Wait in the bus line and enter the bus when the teacher tells you to
- Offer your seat to members of the public. Otherwise, remain seated for the entire journey
- Leave the bus clean
- Say "Thank you" to the driver when leaving the bus

### RESPONSIBILITY

- Walk and exit sensibly using the correct pathways
- Bikes, scooters and skateboards are walked when leaving the school grounds
- Follow all directions from the school crossing supervisor
- Wait in an approved area to be picked up by your parent, sibling or carer
- Sit quietly in the 'Kiss and Drop' zone or outside the office, for your parent, sibling or carer to collect you

### ASPIRE

- Go straight home or to OOSH when the 2:50pm bell rings
- Playing in the school grounds and on the equipment only happens under teacher supervision
- Go to the office if your parent, sibling or carer do not collect you as planned
- Wait quietly and remain seated if waiting outside the office
- Be proud of our school and keep it clean



# EXTRA-CURRICULAR GROUPS

## RESPECT

- Be punctual to all rehearsals, tutorials and performances
- Listen to and follow the instructions of teachers and tutors
- Cooperate with and respect the rights of other students, peer leaders and adults
- Uphold all JPPS expectations when attending external venues
- Display good sportsmanship in competitive settings
- Abide by the important decisions of the judge, referee or umpire

## RESPONSIBILITY

- Bring all necessary equipment, costumes and uniforms to all rehearsals, tutorials, performances and competitions
- Help set up and pack up neatly and safely
- Be aware of and attend all practices, rehearsals, competitions and performances
- Care for personal and hired equipment and costumes
- Display commitment to the group
- Behave responsibly on public transport and in the community at large

## ASPIRE

- Participate for learning and enjoyment
- Work equally hard for yourself and your group
- Be a good team member
- Have fun and improve your skills
- Be humble in success and gracious in defeat, including congratulating the winning team
- Be a positive role model





# ASSEMBLY



## RESPECT

- Follow instructions
- Sing the school song and National Anthem with pride
- Look at the speaker or the performance
- Listen to all announcements
- Allow others to be heard
- Clap respectfully when it is appropriate
- Acknowledge the success of others
- Observe ANZAC & Remembrance services in silence

## RESPONSIBILITY

- Be punctual and be prepared
- Wear your school uniform with pride
- Line up quickly and quietly
- Give everyone their own personal space
- Sit or stand still
- Set a good example for others
- Walk quickly and quietly to receive your award or to perform
- Use the small stairs provided
- Leave the assembly quietly

## ASPIRE

- Think about the spoken messages
- Prepare items or messages with care
- Speak clearly and confidently when using the microphone
- Participate in the celebration or commemoration of special occasions



## LIBRARY



## OFFICE



RESPECT	RESPONSIBILITY	ASPIRE	RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> <li>Follow the teacher's instructions</li> <li>Wait quietly when lining up outside the library</li> <li>Use quiet voices inside the library</li> <li>Be patient and polite when waiting to borrow books</li> </ul>	<ul style="list-style-type: none"> <li>Treat books, materials and equipment with care</li> <li>When browsing, place books back in the correct location</li> <li>Return library books and materials by the due date</li> <li>When using computers, be safe online</li> </ul>	<ul style="list-style-type: none"> <li>Read the books you borrow</li> <li>Aim to read a variety of books by different authors</li> <li>Read for learning and enjoyment</li> <li>Recommend enjoyed books to others</li> </ul>	<ul style="list-style-type: none"> <li>Be polite</li> <li>Enter and leave quietly</li> <li>Stop at the front desk and communicate your message clearly</li> <li>Consider others in sick bay</li> <li>Only staff are to enter the photocopying room, the pigeon hole area and the staffroom</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to the office with messages</li> <li>Enter and leave through the front door</li> <li>Follow staff members' instructions</li> <li>When leaving the office, go directly back to class or a supervised area</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently</li> <li>Be proud of successfully delivering your message</li> <li>Be proud to bring your awards to the office</li> </ul>



## TOILETS



## WALKING AROUND THE SCHOOL



RESPECT	RESPONSIBILITY	ASPIRE	RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> <li>Respect other people's privacy</li> <li>Respect the environment by using paper and soap wisely</li> <li>Leave the toilets clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Leave food outside the toilets</li> <li>Flush the toilet</li> <li>Wash your hands</li> <li>Leave the toilet as soon as you have washed your hands</li> </ul>	<ul style="list-style-type: none"> <li>Use the toilets during break times</li> <li>Encourage others to do the right thing</li> <li>Return promptly to class or the playground</li> </ul>	<ul style="list-style-type: none"> <li>Keep to the left</li> <li>Share the pathway</li> <li>Move quietly while others are learning</li> <li>Care for school property and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stay in supervised areas</li> <li>Be safe and walk on hard surfaces</li> <li>Always walk with a buddy</li> <li>Stay in bounds and use the correct pathways</li> </ul>	<ul style="list-style-type: none"> <li>Consider your safety and the safety of others</li> <li>Be proud of our school and keep it clean</li> </ul>

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

The policy guidelines and procedures 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.

### **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 those from the *Friendly Schools Plus* program, in Term 1 each year. Concepts explored in the lessons may be revisited throughout the year, as the need arises. School expectations are displayed, referred to, explicitly taught and discussed. Class rules which support the school expectations may also be negotiated within class groups.

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

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.

Students from Year 2 to Year 6 are represented in the SRC (Student Representative Council) by one member of their class. 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 expectations.

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

Kindergarten 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' the following year.

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 award 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 *Purchase Pride* 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 class awards to students for following the school expectations. When students have collected ten class 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 bronze level 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:** Upholding the school expectations **Respect**, **Responsibility** and **Aspire** across all areas of the school.

Implementation of restorative justice across our school community

Class rules are negotiated by the teacher and class students based on the JPPS expectations and the restorative practice framework.

## **BRONZE LEVEL**

10 class awards = Bronze award  
1<sup>st</sup> Principal's morning tea

## **SILVER LEVEL**

20 class awards = Silver award  
Awarded at K-6 assembly

Purchase Pride awards reinforce the school's expectations:

- Respect,
- Responsibility
- Aspire

These are traded for badges.  
10 Purchase Prides = 1 Purchase Pride badge

## **GOLD LEVEL**

30 class awards = Gold award  
Awarded at K-6 assembly

## **BRONZE MEDALLION LEVEL**

40 class awards = Bronze Medallion  
Awarded at K-6 assembly +  
Principal's morning tea – end of the term for students only

## **SILVER MEDALLION LEVEL**

50 class awards = Silver Medallion  
Awarded at K-6 assembly

## **GOLD MEDALLION LEVEL**

60 class awards = Gold Medallion  
Awarded at K-6 assembly

## **PLATINUM MEDALLION LEVEL**

75 class awards = Platinum Medallion  
Awarded at K-6 Assembly  
Principal for a day

## Strategies and practices to manage inappropriate student behaviour

The PBL Action Flowchart guidelines below show how inappropriate behaviour may be managed.



# PBL Action Flowchart - John Purchase Public School

**Proactive Strategies (teacher managed)**

**Expectations**

Use:

- PBL expectations matrix
- PBL lessons
- PBL signs
- Friendly Schools Program

**Organisation**

- Seating plans
- Visual timetables
- Quality teaching
- Develop routines
- Display PBL rules
- Develop classroom rules based on the school's expectations

**Teacher Actions**

- Close proximity
- Model positive behaviour
- Acknowledge positive behaviour
- Teach and re-teach expected behaviours
- Non-verbal cues
- Firm and positive
- Praise and reward appropriate behaviours
- Follow through with consequences
- Use Restorative Practices

**Minor Behaviours (teacher managed)**

**Examples may include:**

- Rough/unsafe play (pushing, shoving, tripping, grabbing, poking, pinching, taking other's belongings)
- Running on hard surfaces (unless engaged in supervised activities)
- Playing without a hat in unshaded areas
- Playing with sticks/stones
- Not following teacher's instructions
- Out of bounds (including before and after school)
- Littering
- Kicking dust/throwing sand
- Being unkind to others
- Sharing food/money
- Disrespectful behaviour (talking back, not telling the truth, talking in assembly)
- Other breaches of school expectations

**ACTIONS**

1. I observe a minor problem behaviour.
2. I give a verbal warning.
3. I observe a minor problem behaviour repeated.
4. I ask students involved questions using Restorative Practices.
5. I complete a yellow slip.
6. I give the yellow slip to the relevant classroom teacher/s ASAP.
7. I enter the incident into STARS in the behaviour tab.
8. Classroom teacher/s will follow up with student/s if necessary.

**Major Behaviours (teacher/executive managed)**

**Examples may include:**

- Violence (aggression with intent) including threatening, biting, punching/hitting/slapping, kicking, spitting, hair pulling, scratching, tackling, restraining, throwing sticks/stones
- Abusive or intimidating language
- Harassment/Bullying (repeated) including exclusion and cyber bullying
- Damaging school property
- Sexual language/behaviour
- Stealing
- Racism
- Cruelty to animals
- Smoking/drugs
- Weapons
- Other breaches of school expectations

**ACTIONS**

1. I observe a major problem behaviour.
2. Send anyone who is injured to sickbay.
3. Talk to the students involved using Restorative Practices.
4. Refer incident to the AP ASAP. AP may ask you to complete a 'Teacher Restorative Resolution Report' (blue) and Student Incident Report (green).
5. AP will talk to the students involved using Restorative Practices if needed. AP will involve DP if necessary.
6. AP will contact parents.
7. AP will record incident into STARS and inform classroom teacher/s.

Notwithstanding the above, the Department of Education *Student Discipline in Government Schools Policy* does allow for children to be suspended immediately, in some cases. These may include 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 Education *Student Discipline in Government Schools Policy* be followed. Parents can access the departmental policy.

# When Things Go Wrong

We ask ...



***What happened?***

***Who or what was hurt?***

***How can we fix it?***

# Restorative Questions for when something has gone wrong

- What happened?
- What were you thinking (at the time)?
- What are you thinking now (or since)?
- Who has been affected by what you did?
- What do you need to do to make things right?
- What will you do differently next time?

# Restorative Questions for when someone has been hurt

- What did you think when you realised what happened?
- How have you or others been hurt (impact)?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?