



John Purchase Public School

Advance Together: Strive For Excellence

Wellbeing Policy

Updated 2017

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:



SCHOOL EXPECTATIONS



RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> • Care for myself, other people, property and equipment • 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 with pride • 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

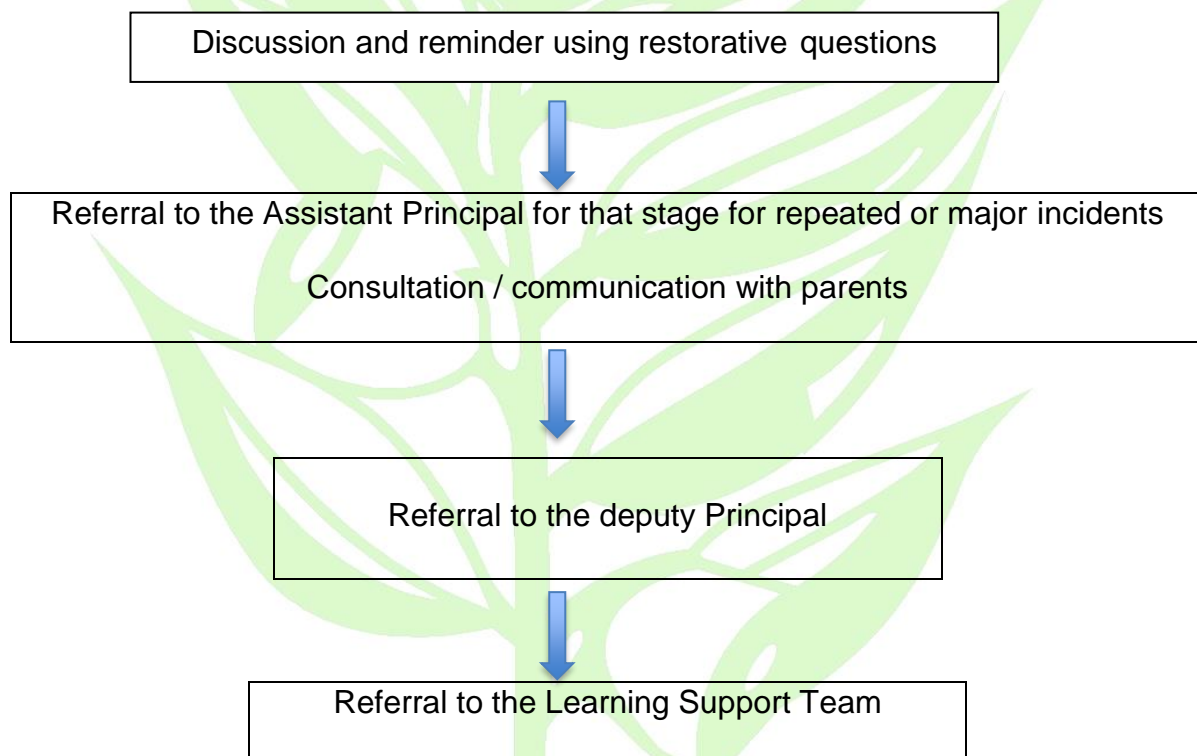
Strategies and practices to manage inappropriate student behaviour

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.

Appendices

Appendix 1: Managing Inappropriate Behaviour Sample

Appendix 2: Class Wellbeing book incident resolution recording sheet

Appendix 3: Teacher restorative resolution report

Appendix 4: Student restorative resolution incident report

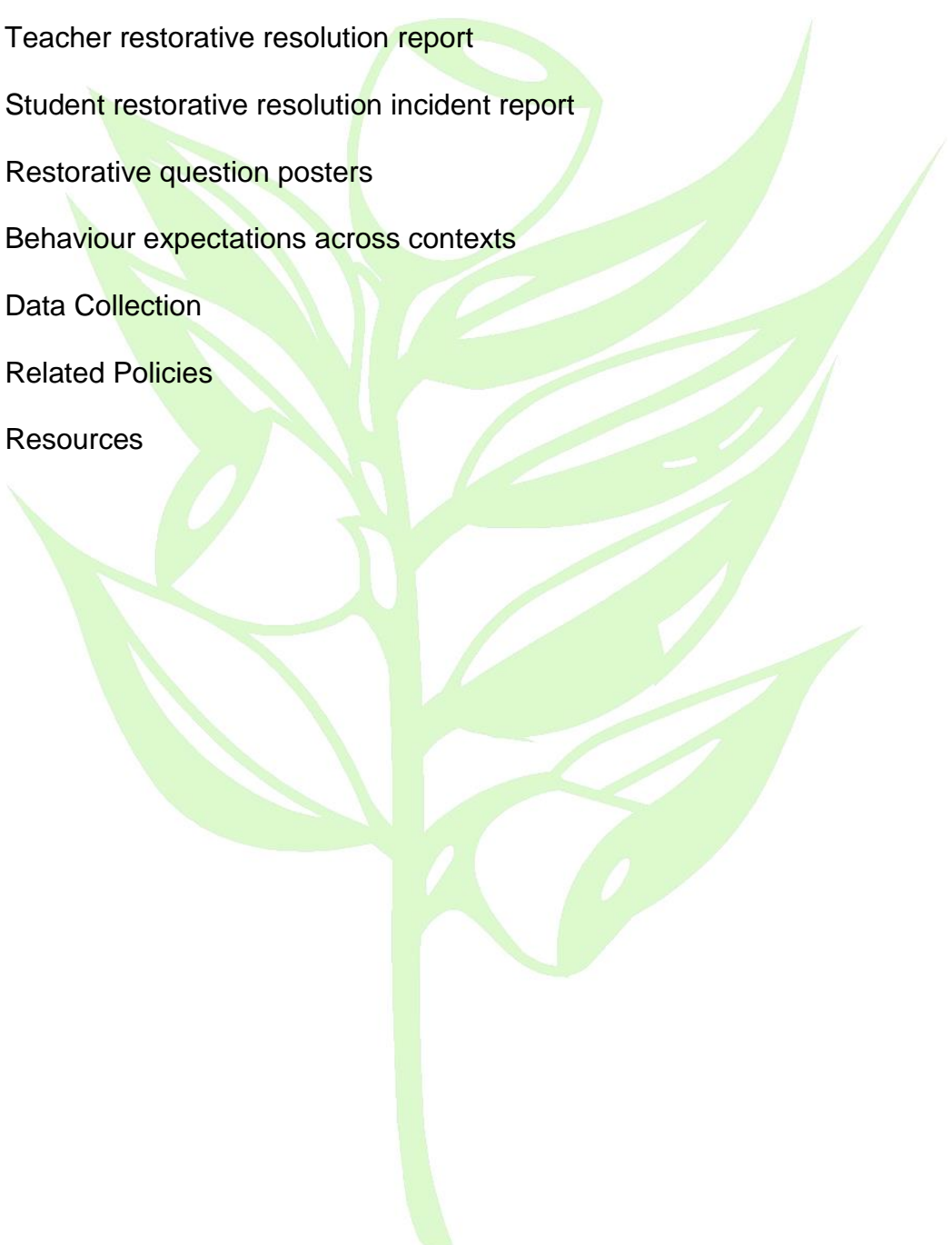
Appendix 5: Restorative question posters

Appendix 6: Behaviour expectations across contexts

Appendix 7: Data Collection

Appendix 8: Related Policies

Appendix 9: Resources



Managing Inappropriate Minor & Major Behaviour Sample

Inappropriate behaviour

Discuss with students and refer to the school's expectations: respect, responsibility and aspire.

Repeated behaviour (minor)

- Teacher discusses this with the student/s using restorative question prompts
- Teacher records this in class wellbeing book or on Synergy
- Teacher informs the class teacher of the incident if the student/s is/are not in their own class
- The assistant principal discusses this with the student/s and notifies the deputy principal
- The deputy principal, class teacher and learning support team monitors the number of incidents in wellbeing books across the school and makes recommendations if a student has 3 incidences recorded within a term

The following strategies may be used for students who require additional support in the classroom or other school contexts:

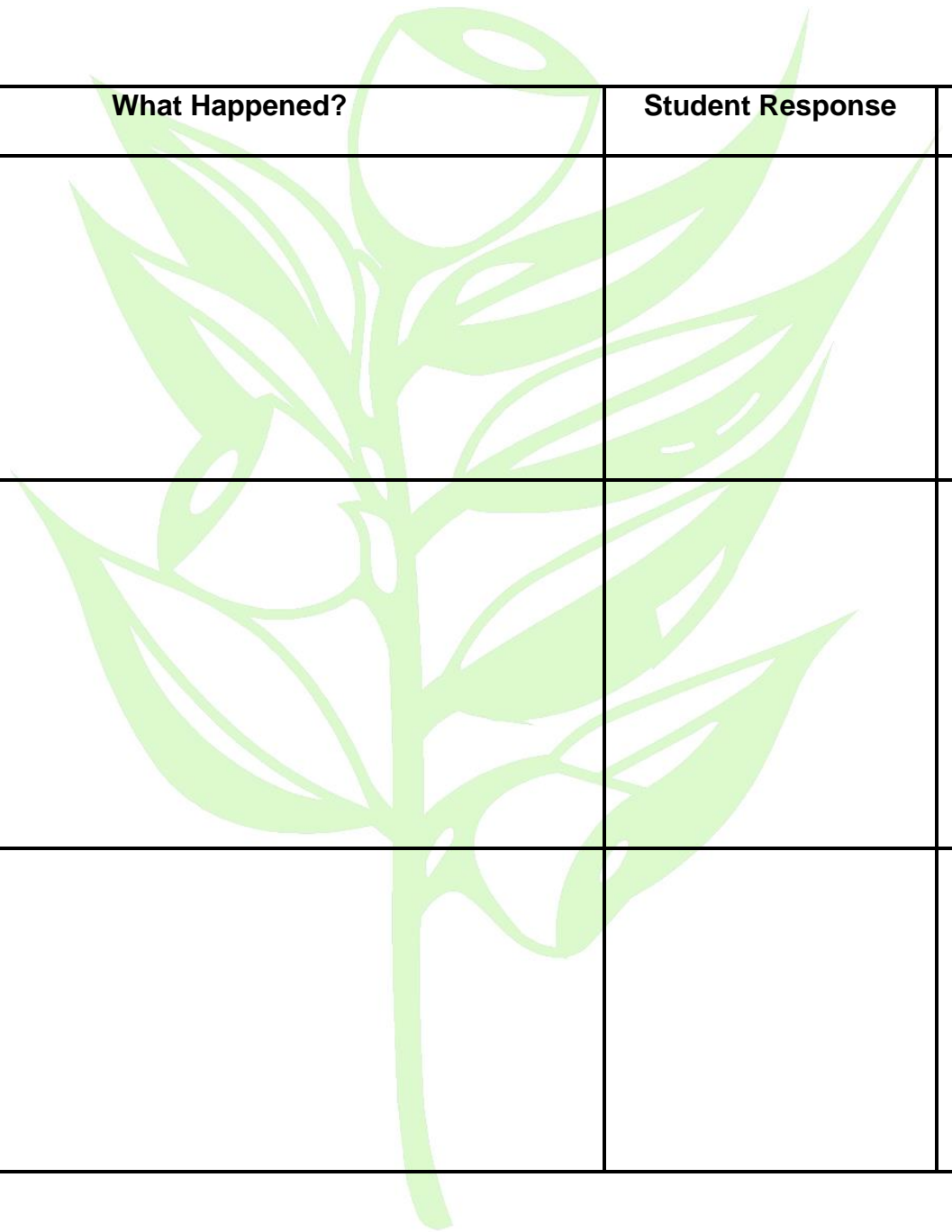
- adjustments to the classroom or other environments in consultation with parents,
- individual behaviour contracts,
- individual reward charts,
- playground contracts,
- buddy teacher support,
- social stories,
- visual supports or
- other strategies as suggested by the Learning Support Team.

Repeated behaviour (major)

- Teacher discusses this with the student/s and notifies the assistant principal immediately.
- Teacher records the incident in class wellbeing book or on Synergy
- Teacher informs the class teacher of the incident if the student/s is/are not in their own class
- The assistant principal discusses this with the student/s, the student completes a restorative practice reflection during half of a lunch break and the assistant principal contacts a parent to discuss the incident.
- The assistant principal notifies the deputy principal
- Depending on the severity of the incident, removal from the playground or classroom, a letter of concern, and/or a monitoring program may be implemented immediately
- The deputy principal, class teacher and learning support team monitors the number of incidents in wellbeing books across the school and makes recommendations if a student has 3 incidences recorded within a term

CLASS:

Week/Day/ Date/Time	Location	What Happened?	Student Response	Restorative Resolution/ How Do We Make it Right?



**JOHN PURCHASE PUBLIC SCHOOL
TEACHER RESTORATIVE RESOLUTION REPORT**

	Date of Incident:	Students involved:
What happened?		
How was it fixed?		
Teacher action		
Future Plan What would we do next time?		
Date:	Teacher:	Signature:

**JOHN PURCHASE PUBLIC SCHOOL
STUDENT INCIDENT REPORT**

RESTORATIVE PRACTICES WHEN THINGS GO WRONG / WHEN SOMEONE HAS BEEN HURT

Name:	Class:	Date:	Please circle the time of incident: Before school/ Recess/ Lunch 1/ Lunch 2/ After school / Class time	Location:
What happened?				
Which teacher did you tell about the incident?				
Who or what has been hurt or is sad?				
How can we fix it?				
What will you do differently next time?				

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?

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"> Follow teacher instructions Line up quickly and quietly when the bell rings Listen to teacher and student announcements Care for school property and the environment 	<ul style="list-style-type: none"> Students arrive after 8:25am. If arriving before 8:25am, sit quietly on the steps outside rooms 7 and 8 Enter and stay in the COLA after the 8:25am bell rings and the teacher is on duty Stay under the COLA roofline Balls stay in bags Walk or sit with friends Bikes, scooters and skateboards are walked on school grounds and are secured in the racks outside the office 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Place all rubbish in the bin 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 	<ul style="list-style-type: none"> Stay in supervised areas Wear your hat Remain seated while eating Finish eating and drinking before you play Be safe and walk on hard surfaces Only play with small balls under the COLA Go straight to class when the bell rings 	<ul style="list-style-type: none"> 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 Be proud of our school and keep it clean



BASKETBALL COURT



CANTEEN



RESPECT	RESPONSIBILITY	ASPIRE	RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Stay in supervised areas Wear your hat Big balls are only to be used in the 2nd half of lunch Finish eating and drinking before you play Walk on hard surface, unless playing a game supervised by a teacher Go straight to class when the bell rings 	<ul style="list-style-type: none"> 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 Be proud of our school and keep it clean 	<ul style="list-style-type: none"> Place all rubbish in the bin Wait at the end of your stage line Wait your turn Say "Please" and "Thank you" 	<ul style="list-style-type: none"> Stay in supervised areas Wear your hat Line up sensibly Wait behind the line until it is your turn Only buy food for yourself Walk the correct way back to your play area 	<ul style="list-style-type: none"> Eat healthy food Be proud of our school and keep it clean



K-2 PLAYGROUND



OVAL



RESPECT	RESPONSIBILITY	ASPIRE	RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Morning COLA (K – 6):

- Teacher begins duty at 8:25am.
- Students arriving before 8:25am should sit quietly on the steps near the canteen.
- No students to any classrooms and no playing.
- Students wait for duty teacher before they enter the COLA after 8:25am.
- Students play or sit under the roofline of the COLA, no running or ballgames.
- Gateway to hall annexe and classrooms are out of bounds.
- Duty teacher begins to assemble and settle students at 8:50am ready for the bell at 8:55am.

Recess/ Lunch COLA and Lunch Basketball court (3 - 6):

- Children must wear hats in unshaded areas, children without hats must play in shaded areas.
- Children must remain seated and not play while eating.
- Children wait for duty teacher before playing in basketball court- large ball games allowed here
- Small ball games only (eg handball) in the COLA. School handball rules apply.
- Gateway to hall annexe and classrooms and behind buildings are out of bounds.

- At the end of recess/lunch bell, students walk along pathways to line up outside their classrooms.

Recess and Lunch 1 Canteen (K – 6):

- Children must wear hats in this area, or stand under canteen shade to order/ collect food.
- Only handball games or eating in this area- no large balls in this area.
- Always stand behind the line and quietly wait your turn to buy from the canteen.
- Gateway to hall annexe, pathway beside library, classrooms and area outside front office and office bench are out of bounds.
- On second lunch bell at 1:05pm all students move to grass area or COLA- there is no second lunch canteen supervision.

Recess and Lunch K – 2 Grass:

- Children must wear hats in this area or play in the shade on the covered paths.
- Children sit and eat in the shade on the path before playing.
- Duty teacher checks that rubbish is in bins before dismissing slower eating children to play.
- Sandpit is closed at 1:20pm so that children have time to pack up equipment.
- No equipment or sandpit play or balls at recess.
- Equipment is open 2nd half lunch, when duty teacher arrives to supervise. Each grade takes turns to have their day on the equipment: K Mon & Thur, Y1 Tues & Fri, Y2 Wed. No equipment 1st half lunch or if no teacher on equipment duty.
- At the end of recess/ lunch bell, Kindergarten students line up under cover near K – 2 toilets, Y1 and Y2 line up outside their classrooms.

Recess and Lunch Back Oval (3 – 6):

- Students must wear hats in this area- there is no shade available.
- Students wait at back gate for the duty teacher to arrive and begin supervision of the oval.
- Fair play at all times- no tackling, grabbing or pulling.
- Large ball games permitted in this area.
- Teacher dismisses students from the oval 5 minutes before the end of recess / lunch time bell to allow time for students to get a drink etc before class.
- Students returning from the back oval, walk along demountable and fixed building back pathway and COLA. If possible, the duty teacher supervises and redirects the students from using the pathway through K-2 shade area.



AFTER SCHOOL



RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

After School

- Students must go straight home or to OOSH at 2.55pm after the school bell.
- Students exiting the front entrance walk sensibly and follow the path.
- Students crossing at the pedestrian crossing follow directions from the crossing supervisor
- Students catching the bus home wait in the bus line outside the canteen for the teacher. When the bus arrives they are to wait until told by the teacher on duty to enter the bus. When given permission to enter they must take a seat and remain seated for the entire journey.
- Students riding a bicycle, scooter or skateboard must walk these to school whilst on the school grounds and safely storing their bicycle/scooter/skateboard in the designated bike rack area. Bicycles/scooters/ skateboards and helmets are brought and stored at school at the owner's risk
- Students may not play in the school grounds after school.
- Students waiting outside the office for pick up, remain seated.
- Students being picked up along Purchase Rd, must walk directly to the kiss and drop area and remain seated until picked up within the designated seating area.
- Students should report to the office if parents / carers do not pick them up as planned.
- Play equipment cannot be used after school, as it requires direct teacher supervision.

EXTRA CURRICULAR GROUPS (eg DANCE, CHOIR, SPORT, BAND, DEBATING)

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none">• Be punctual to all rehearsals, tutorials and performances• Listen to and follow the instructions of teachers and tutors• Co-operate with and respect the rights of other students, peer leaders and adults• Display your best manners and behaviour when attending external venues• Display good sportsmanship in competitive settings• Abide by ref/umpire decisions	<ul style="list-style-type: none">• Bring all necessary equipment, costumes, uniforms etc. to all rehearsals, tutorials• Help set up and pack up neatly and safely• Be aware of and attend all practices, rehearsals and scheduled performances• Care for personal and hired equipment, costumes etc• Display commitment to the group for its duration	<ul style="list-style-type: none">• 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

ASSEMBLY

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none">• Be punctual• Listen to all announcements• Follow the instructions of teachers• Look at the person speaking on the microphone or at performances	<ul style="list-style-type: none">• Keep your hands and feet to yourself	<ul style="list-style-type: none">• Think about the announcements• Be happy to celebrate others' success



LIBRARY



OFFICE



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



TOILETS



WALKING AROUND THE SCHOOL



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



RELATED POLICIES, PRACTICES & PLANS

- Anti – bullying plan
- Attendance Policy
- Excursion Policy
- Learning Support
- Sun Safe & Extreme Hot Weather
- Student Leader Election Guidelines
- Technology Policy
- Travelling to and from school
- Bicycle, Scooter, Skateboard rider parent agreement

RESOURCES

- **School Excellence Framework**
<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>
- **Tell Them From Me**
<http://surveys.cese.nsw.gov.au/>
- **Wellbeing Framework for Schools**
https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf
- **Behaviour Code for Students**
<http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students>
- **Supported Students, Successful Students**
<http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students>
- **Student Wellbeing Literature Review**
<http://www.cese.nsw.gov.au/publications-filter/student-wellbeing-literature-review>

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.

1. Anti-bullying

<https://www.det.nsw.edu.au/wellbeing/connect/antibullying>

DoE Policy Documents

- https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/implementation_1_PD20100415.shtml
- [Bullying: Preventing and Responding to Student Bullying in Schools Guidelines](#)
 - [Bullying: Preventing and Responding to Student Bullying in Schools Planning Document](#)
 - [Anti-bullying Plan Template](#)
 - [Student Discipline in Government Schools Policy](#)

- [Core Rules for Student Discipline in Government Schools \(Behaviour Code 2014 will replace this document\)](#)
- [Suspension and Expulsion of School Students – Procedures](#)

DoE Resources

- [Peer mediation support materials \(intranet only\)](#)
 - [Legal Issues Bulletins \(LIB\)](#)
 - LIB 35: The use of mobile phones, portable computer games, recording devices and cameras in schools and TAFE NSW Institutes
 - LIB 42: Legal issues arising for staff subject to cyber bullying and related behaviour
 - LIB 55: Transgender students in schools legal rights and responsibilities
- [Anti-bullying \(intranet only\)](#)
- [Digital Citizenship](#)
- School A-Z: Practical help for parents – bullying advice for parents

2. School Uniforms

https://www.det.nsw.edu.au/policies/student_admin/uniforms/school_uniform/PD20040025.shtml?level=Schools&categories=Schools%7cstudent+administration%7cuniforms

DoE Policy Documents

- [School Uniforms in New South Wales Government Schools Guidelines](#)
- [Work Health and Safety Policy](#)
- [Sun Safety for Students Guidelines](#)
- [Code of Conduct](#)

DoE Resources

- [NSW Public Schools - Sun safety for students information sheet - clothing and uniform](#)

3. Student Participation and Leadership

<https://www.det.nsw.edu.au/wellbeing/connect/student-participation-and-leadership>

DoE Policy Documents

- [Working With Children Check Policy](#)
- [Mentoring and Supporting Students Guidelines](#)

- [Code of Conduct Policy](#)
- [Excursions Policy](#)
- [Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW institutes](#)

DoE Resources

- [Wellbeing Framework for Schools - Statement of commitment](#)
- [Student leadership: a review of effective practice](#)
- [Student leadership in schools](#)
- [NSW Public Schools - Student leadership and SRC](#)
- [NSW Public Schools - Student leadership programs for Aboriginal students](#)
- [Student volunteering and service learning](#)
- [NSW Public Schools - Student mentoring](#)

Legislation

- [Child Protection \(Working with Children\) Act 2012](#)
- [Children and Young Persons \(Care and Protection\) Act 1998](#)
- [Child Protection Legislation Amendment Bill 2014](#)

4. School Attendance

https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml?level=Schools&categories=Schools%7cstudent+administration%7cattendance

DoE Policy Documents

- [Student Attendance in Government Schools: Procedures](#)
- [Exemption from School - Procedures](#)
- [Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy](#)
- [Protecting and Supporting Children and Young People Policy](#)

DoE resources

- [Supporting Student Attendance Guidelines - The Home School Liaison Program](#)
- [Application for Home School Liaison Support](#)
- [Special Circumstance Register](#)
- [Attendance Register Codes](#)
- [Phone Intervention Program Guidelines](#)
- [NSW Public Schools – School Attendance](#)
- [Absentee Notices](#)

Succeed: Our students will be respected, valued, encouraged, supported and empowered to succeed

1. Student Behaviour and Discipline Policy

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour&level=

DoE Policy Documents

- [Behaviour Code for Students](#)
- [Suspension and Expulsion of School Students Procedures](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

DoE Resources

- [Legal Issues Bulletins \(LIB\)](#)
 - LIB 6: Power to search students
 - LIB 9: Physical restraint of school students
 - LIB 40: Collection, use and disclosure of information about students with a history of violence
 - LIB 56: Confiscation of student property
- [Positive Behaviour for Learning \(PBL\)](#)

Legislation

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Education Act 1990](#)
- [Anti-Discrimination Act 1977](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

Additional resources

- [National Safe Schools Framework](#)
- [Safe Schools Hub](#)

2. Protecting Children and Young People (child Protection)

<https://www.det.nsw.edu.au/wellbeing/succeed/protecting-children-and-young-people>

DEC policy documents

- [Collection of Students by the Department of Community Services, Procedures](#)
- [Working With Children Check Policy](#)

DEC resources

- [Allegations against Employees in the Area of Child Protection](#)
- [Child Protection \(intranet\)](#)
- [Child Wellbeing Unit \(intranet\)](#)
- [Child Protection Awareness Training \(CPAT\)](#)
- [Child Protection Annual Updates \(intranet\)](#)
- [Legal Issues Bulletins](#)
 - LIB 47: Requests for information from other government agencies
 - LIB 50: Exchanging information with other organisations concerning the safety, welfare or wellbeing of children or young people

Legislation

- [Children and Young Persons \(Care and Protection\) Act 1998](#)

Additional resources

- [Mandatory Reporter Guide](#)
- [Child Wellbeing and Child Protection – NSW Interagency Guidelines](#)

3.Student Behaviour & Discipline

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administrati on%7cdiscipline+%26+behaviour&level=

DoE Policy Documents

- [Behaviour Code for Students](#)
- [Suspension and Expulsion of School Students Procedures](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

DoE Resources

- [Legal Issues Bulletins \(LIB\)](#)
 - LIB 6: Power to search students
 - LIB 9: Physical restraint of school students
 - LIB 40: Collection, use and disclosure of information about students with a history of violence
 - LIB 56: Confiscation of student property
 - [Positive Behaviour for Learning \(PBL\)](#)

Legislation

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Education Act 1990](#)
- [Anti-Discrimination Act 1977](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

Additional Resources

- [National Safe Schools Framework](#)
- [Safe Schools Hub](#)

4. Out-of-Home Care

- https://www.det.nsw.edu.au/policies/student_serv/student_welfare/outhome/PD20100402.shtml?level=Schools&categories=Schools%7caccess+%26+equity%7cout+of+home+care

DoE Policy Documents

- [Out-of-home Care in Government Schools - Education Plan Procedures](#)

DoE Resources

- [NSW Public Schools – Out-of-home care frequently asked questions](#)
- [NSW Public Schools - Information for carers](#)
- [NSW Public Schools - Disability, learning and support](#)
- [Legal Issues Bulletin](#)
 - LIB 50 Exchanging Information with Other Organisations
 - [NSW Public Schools – Out-of-home care](#)
 - Education plan templates
 - Education plan coversheet

Legislation

- [Children and Young Persons \(Care and Protection\) Act 1998](#)
- [Education Act 1990](#)
- [Anti-Discrimination Act 1977](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

Additional Resources

- [FACS Community Services](#)
- [NSW FACS fact sheet: Education planning for children and young people in OOHC: carer's guide](#)
- [NSW Public Schools - Out-of-home Care](#)
- [Office of the Children's Guardian: NSW standards for statutory out-of-home care](#)

- [Keep Them Safe: A shared approach to child wellbeing](#)

5. Supporting students with a Disability

- https://www.det.nsw.edu.au/policies/general_man/general/spec_ed/PD20050243.shtml?query=statement+of+commitment

Assisting Students with Learning Difficulties

- https://www.det.nsw.edu.au/policies/general_man/general/learndiff/PD20060342.shtml?query=assisting+students+with+learning+difficulties

DoE Policy Documents

- [Assisted School Travel for School Students with Disability](#)
- [School Attendance Policy](#)
- [Curriculum planning and programming assessing and reporting to parents](#)
- [Excursions Policy](#)
- [Work Health and Safety \(WHS\) Policy](#)

DoE Resources

- [NSW Public Schools - Disability, learning and support](#)
- [Every Student, Every School](#)
- [Personalised Learning and Support Signposting Tool \(PLASST\) \(intranet\)](#)
- [Disability National Data Collection \(intranet\)](#)
- [Disability standards modules \(intranet\)](#)
- [NSW Centre for Effective Reading](#)
- [NSW Public Schools - Disability, learning and support resources](#)

Legislation

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Inclusion Act 2014](#)
- [Education Act 1990](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

Additional resources

- [Education Services personnel \(intranet\)](#)
- [Education Council - NCCD](#)
- [Australian Human Rights Commission - Education and disability](#)
- [Online training for special education needs](#)
- [Commonwealth Dept of Education and Training NCCD](#)

6. Positive behaviour for learning

- <http://www.pbl.schools.nsw.edu.au/>

Thrive: Our students will grow and flourish, do well and prosper.

1. Nutrition in Schools

- https://www.det.nsw.edu.au/policies/student_serv/student_health/nutrition/PD20110420.shtml

DoE Policy Documents

- [NSW Healthy School Canteen Strategy Canteen Menu Planning Guide](#)
- [Healthy School Canteens Self-Assessment Tool and Action Planner](#)
- [Anaphylaxis Procedures for Schools](#)
- [Sugar Sweetened Drink Ban for NSW Government Schools](#)

DEC resources

- [Healthy Kids](#)
- [BOSTES - PDHPE K-6 syllabus](#)
- [Local Health Districts](#)
- [Healthy Kids Association](#)
- [Healthy Eating Active Living](#)
- [Crunch and Sip](#)

2. Sun Safety for Students

- https://www.det.nsw.edu.au/policies/student_serv/student_health/student_health/implementation_3_PD20040034.shtml?level=Schools&categories=Schools%7cwellbeing%7chealth&query=sun+safety

DoE Policy Documents

- [Sun Safety for Students Guidelines](#)
- [School Uniform Policy](#)
- [Student Health in NSW Public Schools: A summary and consolidation of policy](#)
- [Guidelines for the Safe Conduct of Sport and Physical Activity in Schools](#)
- [Excursions Policy](#)

DoE Resources

- [NSW Public Schools – Sun safety](#)

Legislation

- [Work Health and Safety Act 2011](#)

Additional resources

- [Cancer Council NSW](#)
- [Melanoma Institute Australia](#)
- [SunSmart for childcare services](#)
- [SunSmart for primary schools](#)
- [Cancer Institute NSW](#)

3. Student Health

Student Health in NSW Public Schools: A summary and consolidation of policy

- https://www.det.nsw.edu.au/policies/student_serv/student_health/student_health/PD20040034.shtml

DoE Policy Documents

- [NSW Public Schools - Anaphylaxis Procedures for Schools](#)

Allergy and Anaphylaxis Management within the Curriculum P-12 Procedures

- [Enrolment of students in NSW Government Schools: A Summary and Consolidation of Policy](#)
- [Nutrition in Schools Policy](#)
- [Sun Safety for Students Guidelines](#)
- [Guidelines for the Safe Conduct of Sport and Physical Activity in Schools](#)
- [Drugs in Schools Policy](#)
- [Work Health and Safety \(WHS\) Policy](#)

DoE Resources

- [NSW Public Schools - Student health care plan and other templates, forms and letters](#)
- [NSW Public Schools - Student health](#)
- [NSW Public Schools - Translated information risk management tools](#)
- [Risk management tools - students \(intranet\)](#)
- [Enhanced enrolment procedures \(intranet\)](#)
- [Privacy \(intranet\)](#)
- [Student safety \(intranet\)](#)
- [Legal Issues Bulletins](#)
 - LIB 52: Anaphylaxis
 - LIB 64: Student health care safety alerts
 - No 35: Anaphylaxis emergency response
 - No 40: Medical emergency student previously undiagnosed with anaphylaxis

- [First aid procedures and support tools \(intranet\)](#)
- [E- learning and training \(intranet\)](#)

Legislation

- [Work Health and Safety Act 2011](#)
- [Anti-Discrimination Act 1977](#)
- [The Privacy and Personal Information Protection Act 1998](#)
- [Health Records and Information Privacy Act 2002](#)

Additional Resources

- [NSW Health](#)
- [NSW Health - Public Health Units](#)
- [NSW Kids and Families](#)

4. Drug Education

Drugs in Schools Policy

- https://www.det.nsw.edu.au/policies/student_serv/student_welfare/drug_incid/PD20020040.shtml?level=&query=drugs

DoE Policy Documents

- [Managing Drug Related Incidents Procedures](#)
- [Suspension and Expulsion of School Students - Procedures \(PD/2006/0316\)](#)
- [Student Discipline in Government Schools Policy \(PD/2006/0316\)](#)
- [Community Use of School Facilities Policy](#)
- [Community Use of School Facilities Implementation Procedures](#)
- [Code of Conduct Policy](#)

DoE Resources

- [Curriculum Support - PDHPE K-6](#)
- [Curriculum Support - PDHPE K-12](#)
- [NSW Public Schools - Drug Education](#)
- [Legal Issues Bulletins](#)
 - LIB 6 Searching students for Illegal drugs, knives, prohibited or offensive weapons
 - LIB 13 Interviews of students and staff by police and officers from Community Services in schools
 - LIB 36 Conducting fundraising activities in schools & institutes
 - LIB 42 Administration of prescribed medications

Legislation

- [Drug Misuse and Trafficking Act 1985](#)
- [Public Health Act 2010](#)
- [Liquor Act 2007](#)
- [Liquor Legislation Amendment \(Statutory Review\) Act 2014](#)
- [Poisons and Therapeutic Goods Act 1966](#)
- [Smoke-Free Environment Act 2000](#)
- [Lotteries and Art Unions Act 1901](#)

Additional Resources

- [BOSTES - PDHPE K-6 syllabus](#)
- [Quit line 13 7848](#)
- [Alcohol and Drug Information Service \(ADIS\)](#)

5. Road Safety Education

- https://www.det.nsw.edu.au/policies/curriculum/schools/road_safe/PD20020033.shtml

DoE Policy Documents

- [Excursions Policy](#)

DoE Resources

- [DEC Curriculum Support - Road Safety Education](#)
- [BOSTES - PDHPE K-6 syllabus](#)
- [Sport and physical activity in schools safe conduct guidelines: cycling, skating, skateboarding](#)
- [WHS hazards and risks: Vehicles on school ground \(intranet\)](#)

Additional Resources

- [Transport for NSW Centre for Road Safety](#)
- [NSW RMS Road Users' Handbook](#)
- [NSW bicycle laws and penalties](#)

