



Hinton Public School



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“Every little one counts”

Student Welfare and Wellbeing Policy 2017

Context

Children at Hinton Public School are expected to display acceptable behaviour at all times. We are proud of our school and hope that this pride will be displayed at all times by the children by: wearing the school uniform with pride; respecting all who belong to Hinton Public School; obeying Hinton School rules; being responsible for personal behaviour and through the care of the buildings, grounds and equipment.

This policy is to be read in conjunction with Hinton Public School's School Uniform Policy.

Positive Behaviour is reinforced by:

- ✓ Reward and consequence system – Dojo points.
- ✓ Student of the Week Award.
- ✓ Regular telephone calls home or Letters of Appreciation.
- ✓ Opportunities to participate in Zone sporting events, to permit selection in Zone sporting teams.
- ✓ Participation in extra curricula events.
- ✓ Participation in district events.
- ✓ Participation in Education Week performances, Years K to 6 excursions, in-school events.
- ✓ Opportunity to be exposed to cultural performances within the school.
- ✓ Main assemblies conducted by School Leaders.
- ✓ School Parliament to be conducted by the School Leaders.
- ✓ Merit Certificates awarded at weekly assemblies.
- ✓ Restitution being an option.

Wellbeing – Connect, Succeed, Thrive

Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.

Wellbeing can be described as the quality of a person's life and is considered against a background of how we feel and function across the following domains.

Domain	Description	Implementation at Hinton
Cognitive wellbeing	Associated with achievement, success, motivation and persistence to achieve.	Focus on Higher Order Ways to Learn, Minds Wide Open, Dojo points, awards, IEPs, PLPs, Learning and Support, Risk assessments
Emotional wellbeing	Related to self-awareness, emotional regulation, coping, resilience and self-reflection.	Goal setting, monitoring and reflecting on learning
Social wellbeing	Related to connectedness, empathy and positive relationships.	Upheld through school motto <i>Every little one counts</i> . Students encouraged to support worthy causes (Stewart House), buddy system
Physical wellbeing	Related to feeling safe and healthy including nutrition, preventative health care, physical activity, safety and security.	Morning 'Wake Up' fitness (Terms 2 & 3), Child Protection, healthy eating, Life Education lessons, Crunch n Sip
Spiritual wellbeing	Related to our sense of meaning and purpose including our connection to culture, religion or community and includes the beliefs, values and ethics we hold	Weekly Special Religious Education lessons, Connect to Country (culture), Aboriginal and Australian days of significance observed, multi-cultural perspectives.

BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Hinton Public School Rules and Responsibilities (Playground)

Rule	How to Keep It
<p>Stay in permitted areas.</p> <p>Be in the right place at the right time.</p>	<ul style="list-style-type: none"> ❖ School times are 9.30am – 3.30pm ❖ Supervision commences at 9.00am. Students are to arrive at this time or use the OOSH facility. ❖ Remain at school between arrival and dismissal times ❖ Stay out of buildings unless you have permission from a teacher ❖ Move promptly and wait for the buses in the correct area
<p>Be Safe - keep hands and feet to yourself – keep me to me.</p>	<ul style="list-style-type: none"> ❖ No body contact sports to be played ❖ Walk on concrete areas ❖ Equipment caught on the roof or trees are to be left there until supervising teacher is advised. ❖ Avoid actions which may cause injury in the playground or on fixed equipment. Kindergarten student use the fixed equipment after receiving explicit instruction on remaining safe while using it. ❖ Playground incidents and disputes are to be reported to and resolved by the teacher on duty. ❖ Bicycles / scooters etc are to be walked in the school grounds. They are to remain in the bicycle rack. ❖ Toys and games are only to be brought to school with teacher permission. ❖ While travelling on buses remain seated and behave appropriately <p>Out of Uniform Days Shoes: enclosed Tops: appropriate logo and shoulders must be covered Hats: broad brimmed only</p>
<p>Show respect to:</p>	<ul style="list-style-type: none"> ❖ All staff members, parents, visitors and bus drivers ❖ Your fellow students; be courteous, considerate and use appropriate language. ❖ The property of others. Leave other people's property alone. ❖ School property. Take care of school equipment and return it to its proper place.
<p>Earn your school a good name.</p>	<ul style="list-style-type: none"> ❖ Wear the correct school uniform. Sleepers or stud earrings and watches may be worn. No other jewellery. ❖ Demonstrate appropriate, positive behaviour at school, on excursions, at sporting / cultural events, on the buses on the way to and from school and walking to and from school. ❖ Play sport fairly ❖ Do your best in all school activities (in and out of

	the classroom) ❖ Always be honest and trustworthy ❖ Keep our playground and classroom clean and tidy
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Hinton Public School Reward System

Classroom Reward System:

Each classroom teacher will reward / deduct student's Dojo points for:

Positive behaviour	Negative behaviour
❖ On task	❖ Off task
❖ Helping others	❖ Distracting others
❖ Doing your best	❖ Less than best
❖ Right time right place	❖ Wrong time wrong place
❖ Positive words positive actions	❖ Negative words negative actions

Classroom Behaviour – Dojo Rewards

- Awards are given to students who reach
- 25 - Dojo points - certificate
- 50 - Dojo points - certificate
- 75 - Dojo points - certificate
- 100 - Dojo points – Prize Pool Award

Weekly Assembly Awards:

Each teacher will recognise outstanding achievement of children, during the weekly school assembly, by presenting up to four Merit Awards. These Merit Awards reflect outstanding attitude, aptitude and application towards classroom and/or school activities or citizenship.

Rewards Day

A rewards day will be held each term for students who have been awarded Student of the Week. Activities will be decided by the staff.

Presentation Night Merit Awards:

Each student is presented with a special school Merit Certificate. Each class is entitled to book prizes, based on the 3 A's – application, attitude and aptitude on a pro rata basis. Book vouchers or book prizes are presented to the students at the Presentation Night.

Hinton Public School Consequence System

The school reserves the right to contact the parents at any time to discuss a student's behaviour. In addition:

- For students displaying aggressive and/or violent behaviour, parents (or emergency carers) will be contacted. Students may be suspended immediately, in accordance with the Department of Education's Suspension Policy, receive a suspension caution and / or a risk management / behaviour plan will be developed.
- A student will be removed from the playground if circumstances warrant it and for the safety of themselves and other children.

Yellow Slip Discipline Code:

- Negative behaviour will warrant a yellow slip and in extreme cases, parents will be informed. Students who display this behaviour may be suspended in accordance with the Department of Education's Policy.

A Yellow Slip will be issued by the teacher dealing with the matter as a result of repeatedly breaking rules, including but not limited to:

- Repeatedly disrupting lessons (turning more than '3 faces')
- Disobedience, insolence, intimidation
- Persistently being in the wrong place
- Discriminatory and/or bullying behaviour
- Swearing in class/playground
- Being rude and/or disrespectful to teachers/visitors and bus drivers
- Wilful damage of property
- Dangerous play
- Other inappropriate behaviour

Yellow slips are to be recorded on SENTRAL by the issuing teacher. Parents are notified when a student has turned 3 (red) faces and sent to a buddy class.

Each term the student reverts to zero yellow slips to try again...we all make mistakes!
This refers to the following table as the rewards day is regarded as a separate program.

Repeat offenders will be identified at the end of each term and reviewed for further assistance from the Learning Support Team.

One yellow slip*	Sit outside the staffroom (if the child is involved in an organised day and is on any yellow slip, it will be at the discretion of the Learning and Support Team if the child is to attend).
Two yellow slips*	Sit outside the staffroom for two lunchtimes.
Three yellow slips*	Sit outside for three lunchtimes. Letter posted or telephone call home to request a parent interview. A formal suspension caution may be generated. Refer to the Learning Support Team.
Four yellow slips*	Loss of privileges. Sit outside the staffroom all recesses and lunchtimes for five school days. A student's exclusion from school representation will result if after intervention, behaviour support and parental contact, their behaviour is not consistent with the school rules and / or Student Behaviour Code.
Five yellow slips*	Student suspended for up to three days. Behaviour monitored using a 'Return from Suspension Monitoring Form'

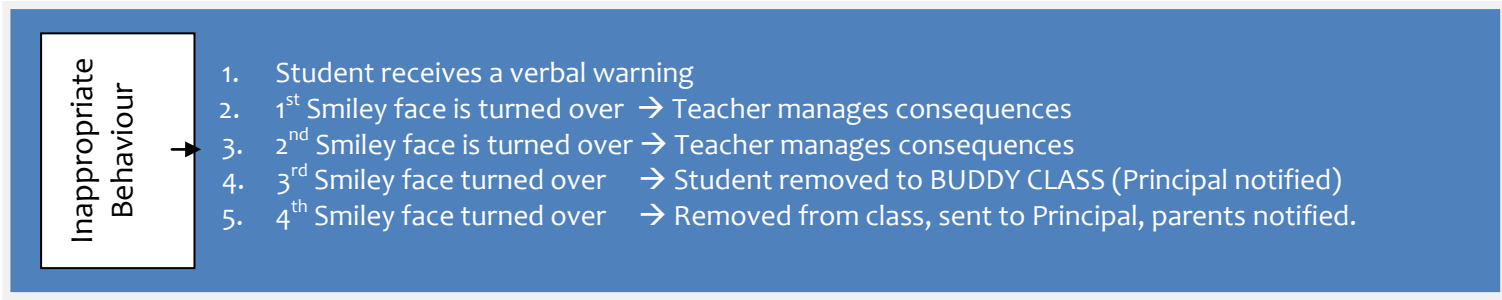
***Depending upon circumstances and the severity of the rule broken, students may be placed on a higher level after consultation with staff and parents. Students are also given the opportunity for restitution, in consultation with staff, students and parents.**

Suspension and Expulsion:

The Department of Education provides a guideline for the suspension and /or expulsion of a student. The procedures are only used as a last resort when a student's behaviour is so unacceptable that it is in the best interests of the school and/or student to remove the student from the school, for a period of time or completely. However, a principal **must** suspend immediately and consistently with policy guidelines any student who is physically violent that results in pain or injury (matter may be reported to Police); in possession of a firearm or prohibited weapon or knife without reasonable cause (matter must be reported to Police) or uses or is in possession of a suspected illegal substance or supplies a restricted substance.

Consistent Behaviour Management System

Steps:



How:

- ❖ All teachers to have similar charts up in room.
- ❖ Children have smiley faces turned over for negative behaviour, attention seeking or behaviour not consistent with classroom rules.
- ❖ Cards cannot be turned back until the beginning of the next day
- ❖ Teachers may send student to Buddy Class immediately if necessary (inform Principal)
- ❖ Teachers to record children who have been sent to Buddy Class (3rd smiley face turned) or removed from class (4th smiley face turned) in Sentral each day.

Student sent to Buddy Class procedure

- ❖ Referral to buddy class sheet should accompany student
- ❖ Buddy class is to be used for a maximum of 10 minutes or until the students has sufficiently 'calmed down' and completed the form
- ❖ Principal called if student refuses to move to buddy class

Suggestions for implementation

- ❖ Class must negotiate class rules so they know what is expected
- ❖ Display must be very visible – front of class
- ❖ Do not give repeated warnings. You must be prepared to follow through
- ❖ Do not get into a power play with children. The less said when turning a card the better
- ❖ Avoid 'emotionalising' the behaviour
- ❖ Use positive talk – avoid 'don't'
- ❖ When providing options the last option given is the preferred one.
- ❖ Use this – that strategies. See t-drive *Behaviour Resources*.
- ❖ Be very consistent with what you're monitoring e.g calling out, non-compliance.
- ❖ Look for reasons as to the behaviour. Is the work at the appropriate level for the student? Is there a home/playground connection? Is there a teacher / student power play occurring? Are they tired / sick?
- ❖ Can the behaviour be ignored? Is it affecting others? If not, then it may be left to a private discussion with the child during a break.
- ❖ Have positive rewards and comments/praise ready e.g. classroom awards (6:1 ratio- six positives for every negative).
- ❖ Students are still developing self-control (thoughts, actions and words) and self-awareness. Avoid using an 'adult brain' when responding to and correcting negative behaviour.