

TIGHES HILL PUBLIC SCHOOL



WELLBEING POLICY 2014

Revised 2016 & 2020

TIGHES HILL PUBLIC SCHOOL – STUDENT WELLBEING POLICY

RATIONALE

Student Wellbeing underpins the functionality and responsiveness of our school in assisting students to meet their learning, social and personal needs. It involves recognising, valuing, developing and celebrating each student as a valued contributor to our school, our community and society as a whole.

To achieve the goals of Public Education and Tighes Hill Public School, the provision of a safe and disciplined learning environment is paramount. Creating and maintaining a learning environment that enables learning, limits disruption, motivates students towards excellence and values the contributions of each stakeholder is pivotal in its success.

Tighes Hill Public School has developed a School Discipline and Wellbeing Code that meets the requirements of the *NSW DEC Guidelines and Procedures* and the *Values in NSW Schools Policy* to ensure that all children are provided with a safe, secure and functional learning environment.

VALUES, GOOD DISCIPLINE AND EFFECTIVE LEARNING

Tighes Hill Public School will provide students with opportunities to explore the values that lie behind diverse community attitudes to political issues and social concerns. Values are taught explicitly in classrooms through our wellbeing messages, and the activities and relationships of our school and its community. The Tighes Hill Public School Core Values influence how people communicate, work together and make decisions. They are reflected in the policies and procedures of our school and the DEC.

Tighes Hill Public School believes that each student has the right to learn in an environment that encourages fulfilment of personal potential. When an environment is based on respect, responsibility and quality, students will learn self-discipline, accountability, mutual trust, self-motivation and work together with teachers, other students and the school community to create a climate for effective learning. Tighes Hill Public School recognises that the Core Values of our school and the NSW DoE are taught in all classrooms and school communities. Reflection, explicit teaching and discussion of these values are essential for students.

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Core Values

Rights and Responsibilities

THPS Wellbeing Policy aims to create a safe, happy, secure and functional learning environment for teachers, students and the community.

The Core Values of ***RESPECT, RESPONSIBILITY AND QUALITY*** underpin the foundations of the THPS welfare structure.

Students have the right to:

learn in an environment that is safe, positive, encouraging and supportive of intrinsic motivation

learn without disruption from unruly behaviour

be respected and supported in all aspects of their schooling

be heard and be able to express opinions

be valued by individuals

Students have the responsibility to:

be cooperative and considerate of others

demonstrate quality in their work participate in all class activities

use and share equipment responsibly and respectfully

act in a manner that is safe and displays respect and responsibility

know what is acceptable behaviour and the consequences of unacceptable behaviour

show respect for all staff members, fellow students, school community members and the wider community

learn and demonstrate the THPS Core Values (*Respect, Responsibility & Quality*)

The Core Values at THPS will be explicitly taught and demonstrated to the students. Each Core Value will be embedded into all school settings from classroom to playground to school functions and out-of-school activities.

Students will be encouraged and supported to display the Core Values.

At Tighes Hill Public School we:

Respect

- Display self-pride
- Use good manners
- Follow instructions
- Value differences and the rights of others
- Care for equipment and the environment

Responsibility

- Act safely
- Be organised
- Own our choices
- Allow others to learn and play

Quality

- Complete classwork on time and to a high standard
- Strive for excellence at all times
- Be a positive school citizen
- Display school pride

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WELLBEING PROGRAM AND SYSTEM OF RECOGNITION

The Tighes Hill Public School Wellbeing System will operate at full capacity and with substantial impact upon student behaviour and achievement when staff, students and parents are fully aware and supportive of all processes, procedures and consequences, either positive or negative. The Wellbeing System will also facilitate regular communication between teacher, student, parent and school.

- Our goal is to create a learning environment where students are engaged and successful.
- Schools should teach, support, and encourage students to be “self-managers.”
- Students should not depend on or expect rewards to meet basic behaviour and work expectations.
- Students should develop the ability to sustain and expand the skills they learn in school to life experiences beyond school.
- By implementing a classroom reward system that is class-based rather than individual, students will build cooperative skills and become accountable for their behaviours. Rewards and awards will acknowledge the behaviour not the student.
- Accepting ownership of the behaviours exhibited is paramount in being a reflective and effective learner and member of our community.

Procedures, Processes and Recognition

- **Class Dojo**

The class works cooperatively to earn a nominated number of Dojo points towards a negotiated class reward. Class rewards will be 30 minutes in duration and may be chosen from an approved list, including:

Free play/free time, playground playtime, sport time, garden time, computer time, Creative Cave, STEaM time, games or viewing time.

- **Choices Chart**

The Choices Chart is a visual cue for students to promote self-regulatory behaviours. The chart has 3 levels – *Leading the way*, *Ready to learn* and *Stop, think, do*. Each day, students begin at Ready to learn. Teachers may move students after articulating the reason for the move or students may move themselves after discussion with the teacher.

- **Weekly Class Assembly Awards**

- **Core Value Awards and Recognition Assembly**

Awards for students who fulfil the values of Respect, Responsibility and Quality are handed out at the end of term ***Recognition Assembly***. Class members may nominate their peers to receive a Core Value Awards.

- **Recognition Board**

Teachers add work samples, photos or transcripts to the recognition board in hallway.

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FAIR DISCIPLINE CODE

The Core Values of our school are to be displayed in all settings throughout the school and community. Classroom and playground behaviour are guided by the explicit expectations within these Core Values.

The students, staff and community at Tighes Hill Public School know these values and understand their role, rights and responsibilities in maintaining a high standard of behaviour that exhibits the Core Values in relation to self, school and the wider community.

Inability to self-regulate, maintain and monitor behaviour choices will lead to consequences. The students, staff and community of Tighes Hill Public School understand that consequences will occur when behaviour does not support or demonstrate our Core Values.

The School Discipline Code provides procedures for dealing with unacceptable behaviour.

Dealing with unacceptable behaviour includes:-

In the Classroom	In the Playground
Warning	Warning
Movement on the Choices Chart to <i>Stop, think, do</i>	<i>Stop, think, do</i> with teacher
Teacher enforced consequence (time out, restitution during play time, etc)	Teacher enforced consequence (time out, restitution during play time, shadowing teacher)
Parent Notification (email, face to face, phone call)	Incident recorded on SENTRAL
Incident recorded on SENTRAL	Referral to stage Assistant Principal – removal from playground
Referral to stage Assistant Principal	Parent Notification (email, face to face, phone call)
Referral to Principal	Referral to Principal
Short or Long Suspension	Short or Long Suspension

Suspension

The Department of Education and Community has clear guidelines and procedures to for responding and dealing with unacceptable behaviour. Suspension highlights the need for students and parents to devise a course of action to remediate behaviour that is of a highly unacceptable level, repeated offences or persistent non-compliance.

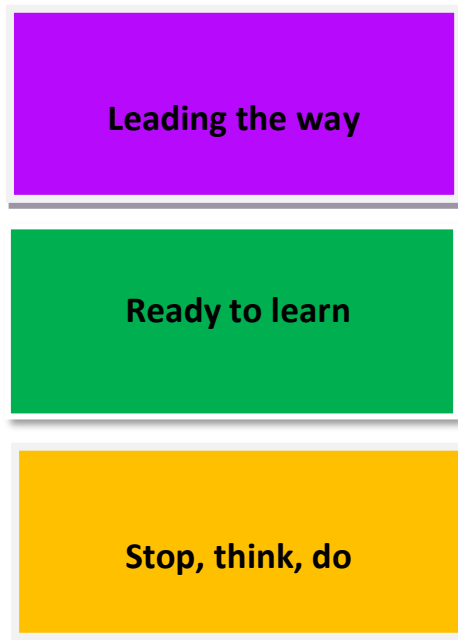
Any student who commits the following offences and places the safety of themselves, other students or staff at risk will be suspended:

Persistent disobedience, swearing/ foul language; Violence; Violence causing harm to another; Criminal Behaviour; Possession of illegal drugs/ alcohol; Possession of a weapon, as set out on DEC-Suspension and Expulsion of School Students Procedures 2009.

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Tighes Hill Public School Classroom Choices Chart

The Choices Chart is a visual monitoring system for students and teachers. At the beginning of the year, teachers and students will create posters that outline the classroom expectations for *Ready to learn* and *Leading the way*.



- All students begin the day on ***Ready to learn***.
- If a student exceeds the behavioural expectations for *Ready to learn*, the teacher may move the student along the chart to ***Leading the way***. Teachers will explicitly discuss this with students.
- If a student does not meet the behavioural expectations for *Ready to learn*, the teacher may move the student to ***Stop, think, do***. Teachers will counsel students regarding the better choices they can make. Once students have shown behaviour change, the teacher will return them to *Ready to learn*.
 - If there is no behaviour change, teachers enforce a consequence, contact the students' parents (face to face, email or phone call) and the incident is recorded in SENTRAL. Teachers evaluate the incident and decide whether it is categorised as a minor or major behaviour.
 - If the behaviour persists students are referred to the stage's Assistant Principal. The student, teacher and Assistant Principal meet together to discuss the incident. A meeting with the student's parents may also be necessary.
**If the student's behaviour is categorised as major, direct referral to the Assistant Principal is required. See flowchart on the next page.*
- Students may move themselves along the chart, after discussion with the teacher.

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Levels of behaviour

Minor Behaviours	<i>Consequences</i>	Major Behaviours	<i>Consequences</i>
<i>Dealt with by the teacher, unless repeated</i>	Classroom	<i>Referred to AP or Principal</i>	Referral to principal.
Unsafe play Swearing	Conference with teacher	High level verbal abuse	Implementation of Student
Disturbing others Exclusion	Temporary removal from activity	Repeated / continued minor behaviours	Discipline in Government Schools
Out of bounds Littering	Temporary removal from classroom	Verbal abuse at an adult	Policy.
Lying Pushing	Alteration of activity	Aggressive behaviour	
Hitting Kicking	Restitution - completion of work	Sustained bullying	
Verbal abuse Not listening	during break time	Property damage	
Incomplete work Disobedience	Loss of privilege	Intimidating behaviour	
	Notification to parents		
<i>Anti-social behaviour such as:</i>	Time out	<i>Referred to Principal</i>	
Inciting problems		Physical abuse towards a teacher*	
Inciting problems affecting other students		Sexual behaviour*	
Defiance	Playground	Weapons*	
Refusal	Miss out on play	Stealing*	
Attitude	Walk with the teacher		
	Restitution - cleaning up playground		

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Levels of behaviour flowchart



Major behaviours marked with an * result in direct referral to the principal and the application of the Student Discipline in Government Schools Policy.

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STUDENT LEARNING AND SUPPORT PROCEDURES

LEVEL ONE: Classroom Management

- Students experiencing difficulty with their behaviour/learning are catered for by the class teacher. This could involve:
- Simplifying instructions, using prompting/cues, corrective feedback
- Making adjustments to classroom activities and physical setting eg: pre teaching, resource modification, giving extra time, seating placement
- Individualised instruction, explicit teaching, practice of skills
- Monitoring and self-assessment, providing feedback and positive/negative consequences
- Regular parent contact and involvement (IEP/PLP development)

LEVEL TWO: Collaboration

- Teachers collaborate with supervisor and colleagues at stage meeting, outlining current support/adjustments they have implemented and any assessment data they have gathered ie: IEP, PLP, PLAN, Behaviour Plan, Observation records and/or
- Seek informal feedback/support from other relevant support staff ie: LAST, teacher from previous year or School Counsellor (every 2nd Thursday 8:15am Learning Support CAFE)
- Continue communication with parents

LEVEL THREE: Support from School Resources

- After Level 1 & 2 actions have been implemented and the classroom teacher still has concerns a referral to the Learning Support Team is made
- Parent is contacted and given a parent referral form (both lodged in LST spot in staffroom)
- The classroom teacher then caters for the student with support from the Learning Support Team. Support may come from LAST, counsellor, or other team members
- A review meeting may be necessary for ongoing management of some students

LEVEL FOUR: Out of School Resources

- The Learning and Support Team seeks the support from out of school services. This may involve an individual program developed with consultation and support from any of the following:
 - Disabilities Program Consultant or Student Welfare Consultant
 - AP Learning and Support
 - Support Teacher Hearing or Vision
 - Out of Home Care Teacher
 - Speech Pathologists and/or other Health Professionals
 - Alternate School Setting (short term placement)

Students are referred to Level 4 after extensive intervention by the school support staff or specialist support. Program monitoring and evaluation may be shared by program personnel with the Learning Support Team and classroom teacher.

ROLE OF THE LEARNING SUPPORT TEACHER

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The *Learning and Support Teacher* will, through the school's learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.

The *Disability Standards for Education 2005* provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The *Learning and Support Teacher* will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on:
 - how best to cater for the diverse learning needs in their classrooms, and
 - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

In undertaking their work the *Learning and Support Teacher* will not be used to provide relief for teachers/executive or to establish a separate class.

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Tighes Hill Public School Learning Support Referral Form

This form is filled in at Level 3 of the Student Learning Support Procedures Flowchart

Student Background – please fill out the relevant sections below			
Student name		Year/class	
Date of birth		Referring teacher	
ATSI/LOTE		Referral date	

Literacy – Creating Texts											
CrT1				CrT2				CrT3			
Crafting ideas	Text forms and features			Crafting ideas	Text forms and features	Vocabulary		Crafting ideas	Text forms and features	Vocabulary	
CrT4				CrT5				CrT6			
Crafting ideas	Text forms and features	Vocabulary		Crafting ideas	Text forms and features	Vocabulary		Crafting ideas	Texts forms and features	Vocabulary	
CrT7				CrT8				CrT9			
Crafting ideas	Text forms and features	Vocabulary		Crafting ideas	Text forms and features	Vocabulary	Generic indicators	Crafting ideas	Text forms and features	Vocabulary	Generic indicators
CrT10				CrT11							
Crafting ideas	Text forms and features	Vocabulary	Generic indicators	Crafting ideas	Text forms and features	Vocabulary	Generic Indicators				

Numeracy – Additive Strategies			
AdS1 Emergent Strategies	AdS2 Perceptual Strategies	AdS3 Figurative (imagined units)	AdS4 Counting on (by ones)
AdS5 Counting back (by ones)	AdS6 Flexible strategies with combinations to 10	AdS7 Flexible Strategies with 2-digit numbers	AdS8 Flexible strategies with 3-digit numbers and beyond

Please indicate all the areas below that the student is showing difficulty ☐ or strength ☒

Academic					
Reading independently		Writing		Speaking	
Reading aloud		Copying from the board		Listening	
Comprehension		Generating ideas		Answering questions	
Following directions		Completing tasks		Participating in discussions	
Retaining information		Staying on task		Asking questions	
Has difficulty with sequence		Problem solving		Numeracy	
Comments:					
Behaviour					
Talking		Lacks anger control		Leaves seat	
Calling out		Fighting		Swinging on chair	
Disturbs learning environment		Defiant		Throwing objects	
Easily distracted		Moody		Touches others	
Distracts others		Teases and harasses		Swearing	

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Comments:

Welfare

Does not bring equipment		Late to school		Appears tired or listless	
Inappropriate responses		Late to class		Poor hygiene	

Comments:

Social and Emotional

Shouts		Does not hold eye contact		Cannot read body language	
Continually argues		Poor attention skills		Fidgets continually	

Comments:

Physical and Health

Sight		Hearing		Gross motor	
				Fine motor	

Comments:

What strategies have been tried so far? Level 2 Learning and Support Procedures

Class:

Stage meeting:

LST Café:

What outcomes would you like from this referral?

LST Comments/Recommendations

Teacher signature: _____

Supervisor signature: _____