



Student Wellbeing Policy

Maroubra Bay Public School

What is wellbeing?

It has long been acknowledged that wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person's life.

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

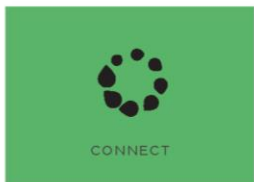
Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people.

Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.

Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

The Wellbeing Framework



CONNECT



SUCCEED



THRIVE

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.

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

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

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

“This includes strengthening their cognitive, physical, social, emotional and spiritual development.” NSW DEC Wellbeing Framework

Wellbeing at Maroubra Bay Public School

The wellbeing of students, staff and community is at the core of our programs and purpose.

The teaching of respectful relationships towards each other and to the community and environment is seen in programs including ballroom dancing, the class garden program, the mindfulness program and in general class teaching programs. A dedicated K-6 fitness program for all students, combined with an increased focus on representative sport, allows all students to gain the necessary skills and succeed on the sporting field.

Staff have high expectations for all students and teach the core values of respect, responsibility and care. These values are reflected in the school's award system and in all situations across the school. Appropriate behaviour is taught and expected, with clear consequences for misbehavior communicated to all.

Close ties exist with the staff and the community, with strong attendance at all community and fundraising events. These positive relationships are the foundation for strong connections between students and staff.

Teaching & Learning Wellbeing

Whole school fitness activities are planned and implemented throughout the year. The school has a very strong ballroom dancing program which encourages and supports student wellbeing. Acceptance and inclusivity are the strengths of these programs.

Mindfulness is taught in Years One to Four each year. The program teaches students how to: Build resilience, Develop self-regulation, Increase self-awareness, Practice positive relationship skills, and strengthen problem solving skills.

Learning & Support

As an inclusive school, we support students who experience difficulties self-managing their behaviour. We aim to be proactive by developing positive behaviour management plans. The class teacher with support from the parents, team leader, PBL Team and/or Learning Support Team will develop a plan to target behaviour. The IBMP will include an acknowledgement plan and a crisis plan if needed. Strategies will include providing motivation, scaffolding and celebrating success. Records will be kept with regular reviews to monitor the plan.

Students with identified learning needs benefit from personalised learning and support. Aboriginal students have an individual personalised learning pathway.

Students with identified healthcare needs have an individualised health care plan. Parents are consulted and contribute to the planning to support their child's individual learning. Adjustments to the learning environment are made and documented as required.

Assessment of student achievement informs individual learning.

Professional Practice

Professional learning is linked to the needs of the students, teachers, schools and the system. All staff undertake mandatory training to comply with legislative and policy requirements.

Behaviour Expectations

Maroubra Bay Public School utilizes the Positive Behaviour for Learning principles under the three core values of Respectful, Responsibility and Caring.

The following policy is based on the above beliefs and the following principles:

- good behaviour is expected;
- there are consequences for positive and negative behaviour;
- there are levels of discipline; and
- a standardised approach is used by all staff to reward positive behaviour and resolve problems that arise.

It is based on developing student responsibilities, encouraging respect and creating good conditions for effective teaching and learning.

This wellbeing policy covers:

- the values that underpin our school decisions
- strategies to promote good discipline and effective learning within the classroom and playground
- practices designed to recognise and reinforce student achievement
- strategies for addressing unacceptable behaviour.

Core Value Code in all settings

Respect

- Follow staff directions
- Speak politely
- Wear your uniform with pride
- Walk sensibly and quietly

Responsibility

- Be an active participant
- Do your personal best
- Be responsible for your actions
- Be prompt

Care

- Care for others
- Care for yourself
- Care for property

At the beginning of each new school year, all teachers at Maroubra Bay Public School will reinforce the core values of the school. They will explicitly outline the expectations for each core value through lessons taught each week. Teachers will use the School's Expectation Matrix as the foundation for implementing The Student Welfare Policy across the school.

Behaviour

Staff at Maroubra Bay Public School take into consideration the individual needs of a student when dealing with unacceptable behaviour. In doing so, decisions regarding strategies and consequences for students with a disability are made in accordance with the Disability Discrimination Act and the Disability Standards for Education.

Counselling & Wellbeing Services

The school counsellor is an experienced psychologist who works part time in a number of local schools. They complement and enhance the work of teachers by strengthening schools' student welfare provisions and providing counselling and psychological assessment of students with specific needs. Their collaboration with teachers in classrooms is designed to improve student learning outcomes.

Parents or caregivers are involved from the outset of referral to the school counsellor.

Parents may make referrals through consultation with the principal the Principal, teacher or by contacting the counsellor directly.

Restorative Questioning

Inappropriate student behaviour will be explored through questions based on the Restorative Practice when they are removed from class. They are:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?).

The questions therefore emphasise the importance of harm and its impact on relationships. They are: open ended, respectful, thinking questions rather than feeling ones which tend to evoke stronger emotional responses. The process has the potential to develop empathy and avoids asking the WHY (why did you do that) question.

Maroubra Bay Public School is committed to developing healthy, positive relationships between teachers, students, parents and the wider community through dialogue and respect.

Sentral Welfare Records

Any behaviour incidents or sequences that result in a Form A being sent home to parents will be formally logged into the school's Sentral welfare recording system by Assistant Principals. The following details will be recorded:

- Name of student/s involved
- Date of the incident/s
- Which school rule was broken
- Details of the incident
- Location of the incident
- Consequences for the student/s involved

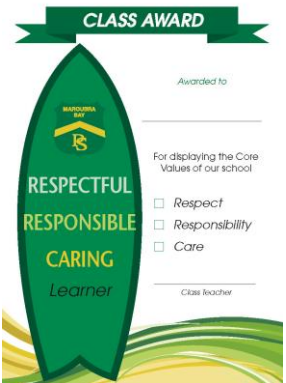



It is the responsibility of the executive staff members to monitor the Sentral welfare records and identify patterns of behaviours that are unacceptable.



Expectation Matrix

I have a responsibility to be a:	All Settings	Hall	Playground	Canteen	Toilets	Garden
Respectful Learner	<ul style="list-style-type: none"> Follow staff directions Speak politely Wear your uniform with pride Walk sensibly and quietly 	<ul style="list-style-type: none"> Use the hall area appropriately Listen to the speaker Use manners when receiving awards Sing the national anthem proudly Remove hats 	<ul style="list-style-type: none"> Share school equipment Use polite language Play by the agreed rules Walk to class lines at the end of lunch 	<ul style="list-style-type: none"> Wait your turn quietly Speak in a friendly manner Use polite language 	<ul style="list-style-type: none"> Respect others privacy Keep yourself and the area clean 	<ul style="list-style-type: none"> Stay on the garden path Follow teacher instructions Only visit with an adult Leave the garden as you found it
Responsible Learner	<ul style="list-style-type: none"> Be an active participant Do your personal best Be responsible for your actions Be prompt 	<ul style="list-style-type: none"> Clap sensibly Walk in the hall 	<ul style="list-style-type: none"> Put rubbish in the bin Use equipment safely Help and cooperate with each other Stay in bounds 	<ul style="list-style-type: none"> Line up in the correct line Have your money ready Make healthy food choices Spend your own money 	<ul style="list-style-type: none"> Follow toilet procedures Turn off taps Move away from the toilets after use 	<ul style="list-style-type: none"> Turn off the garden hose Be waterwise Use the bins for all the litter Know where the children are at all times
Caring Learner	<ul style="list-style-type: none"> Care for others Care for yourself Care for property 	<ul style="list-style-type: none"> Offer seats to visitors Show gratitude to presenters Keep hall clean 	<ul style="list-style-type: none"> Include and accept others Wear your hat 	<ul style="list-style-type: none"> Help direct younger students to correct line 	<ul style="list-style-type: none"> Report problems to teachers 	<ul style="list-style-type: none"> Care for the environment Don't feed the chickens Look after the plants
I have a responsibility to be a:	Transitions	Learning Areas	Office	Bus	E-learning	
Respectful Learner	<ul style="list-style-type: none"> Walk sensibly and quietly Walk in two lines Follow teacher instructions 	<ul style="list-style-type: none"> Be an active listener Follow teacher instructions 	<ul style="list-style-type: none"> Speak politely and quietly Use polite language 	<ul style="list-style-type: none"> Follow teacher instructions Speak quietly and politely in bus lines and on the bus Greet and thank the bus driver 	<ul style="list-style-type: none"> Only engage in positive communication Use technology correctly Respect each other's perspective 	
Responsible Learner	<ul style="list-style-type: none"> Be prompt Keep to the left on the stairways 	<ul style="list-style-type: none"> Cooperate and participate in class activities Return equipment in the same condition as you found it 	<ul style="list-style-type: none"> Be prompt Complete your message responsibly 	<ul style="list-style-type: none"> Check the bus before leaving for any belongings Stay in your seat 	<ul style="list-style-type: none"> Only visit appropriate websites Stay on correct website 	
Caring Learner	<ul style="list-style-type: none"> Consider other classes 	<ul style="list-style-type: none"> Use kind words Share equipment Look after the classroom 	<ul style="list-style-type: none"> Greet adults in the office 	<ul style="list-style-type: none"> Include and accept others Let younger students and adults off bus first 	<ul style="list-style-type: none"> Report inappropriate comments Be aware of how others may interpret messages 	

Positive Reinforcement of Behaviour

<p>Level One Bronze Award</p>	<p>Teachers will distribute a half class set of Core Value Bronze awards each week</p>	<p>Bronze Core Value Award</p>  <p>The image shows a green award certificate with a ribbon at the top that says 'CLASS AWARD'. Below the ribbon is a green leaf-shaped graphic containing the text 'RESPECTFUL', 'RESPONSIBLE', and 'CARING' in yellow, with 'Learner' written below it. To the right of the graphic, there is a line for 'Awarded to', a line for 'Name Surname', and a line for 'Date'. Below these are three checkboxes: 'Respect', 'Responsibility', and 'Care'. At the bottom right, there is a line for 'Class teacher'.</p>
<p>Level Two Silver Award</p>	<p>Once a student receives <u>ten</u> Bronze Core Value awards, they are presented with a Silver Award and a value pencil at the weekly assembly. The names will also be published in the school newsletter.</p>	<p>Silver Award</p>  <p>The image shows a silver award certificate with a ribbon at the top that says 'SILVER AWARD'. It features a green leaf-shaped graphic on the left with the text 'RESPECTFUL', 'RESPONSIBLE', and 'CARING' in yellow, and 'Learner' below it. On the right, there is a line for 'Awarded to', a line for 'Name Surname', and a line for 'Date'. Below these is a signature line for the 'Principal' and a small portrait photograph of a student.</p>
<p>Level Three Morning Tea</p>	<p>Once students receive 2 Silver Awards they are eligible for a morning tea with the Principal in Week 10 of each term.</p>	 <p>The image shows a tall glass of pink smoothie with a strawberry on the rim. In front of the glass are several pieces of fruit: a banana, two strawberries, a kiwi, and a slice of kiwi.</p>
<p>Level Four Badges for Excellence</p>	<p>Once a student receives <u>4</u> Silver Awards over a whole year, they are presented with a 'Core Value Badge' for excellence in the school core values. These badges will be presented at the end of Year Presentation Assembly.</p>	 <p>The image shows a circular gold badge with a banner across the middle that says 'CORE VALUES'. The words 'CORE VALUES' are also written around the top and bottom inner edges of the circle. There are four gold stars arranged in a circle around the banner.</p>

Anti-Bullying

Why we need a strategy

Bullying behaviour can happen in all social contexts within our community. It is best to address bullying in the social environment where it happens. In a child or young person's life, this is often their school.

Understanding bullying

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is ongoing and repeated.
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

What bullying is not

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

Preventative approaches

Whole school approach- four key strategies

1. *School wide anti-bullying policies* - NSSF identifies nine points that school anti-bullying policies should address (see the National Safe Schools Framework). It is important that awareness of anti-bullying policies are promoted within the whole school community including informing parents and carers about what the school is doing and how incidents are being handled.
2. *Focus on preventing bullying in key environments*-classroom management and rules strongly associated with a reduction in bullying. Teachers play a key role here. Positive relationships between teachers and students increase willingness of students to seek help for bullying. Opportunities for creative play (such as through improved playground & landscaped areas) during breaks with good teacher supervision associated with reduced bullying.

3. *Promoting a culture of reporting*- although only a minority of those experiencing bullying actually seek help especially when it is online due to a fear of removal of electronic devices. Ideally acts as a deterrent and also tracks extent and nature of bullying and effectiveness of anti-bullying programs.

4. *Partnering with parents and carers*- regular newsletters, consultation on policies, after-school clubs to support parents of at-risk students, open door policy for access to staff.

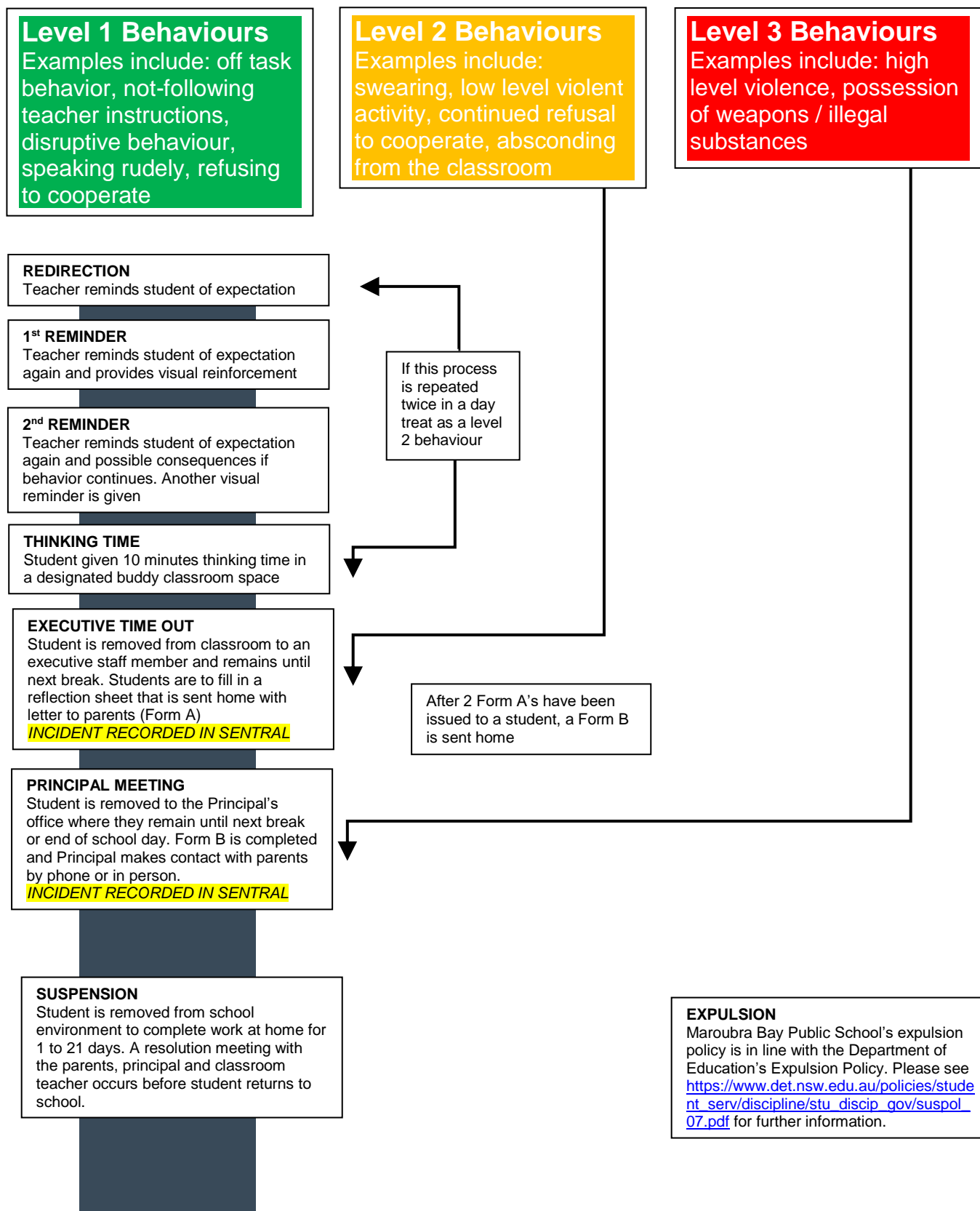
How do we monitor bullying at Maroubra Bay?

- A. All staff in the classroom and in the playground implement the expectations matrix of behaviours. We have clear rules and consequences as well as lots of space for creative play and appropriate supervision.
- B. In the middle of each term all students K-6 participate in a survey to help identify what is happening in each class. Teachers explain what bullying is and children can report what has been happening to them over the past two weeks. In K-2 this may be a class discussion and in 3-6 an individual paper survey. Teachers review and compare with colleagues and use PBL lessons to address any concerns.
- C. All students in Years 1-4 attend Mindfulness lessons in term two. These lessons help with the social and emotional learning and assist with helping students listen to their own body.
- D. Executive staff use the schools internal recording system SENTRAL to monitor misbehavior, including bullying, at school. Aggressors and victims are both referenced so that patterns can be tracked.
- E. All staff and students are encouraged to use proper names when interacting at school. The use of nicknames and slang is discouraged in order to create a respectful and accepting workplace.
- F. Teachers attend professional learning in areas of social and emotional learning to better understand the issues around bullying in students. The KidsMatter program is regularly reviewed at staff professional learning.
- G. Develop open communication strategies with home and school so that bullying can be tracked and addressed. This is particularly important with online bullying through social media that may be occurring on the way home or on weekends between students. The school uses the NSW Police Youth Liaison Officer to address these issues if appropriate.

Strategies for Inappropriate behaviour

Staff at Maroubra Bay Public School take into consideration the individual needs of a student when dealing with unacceptable behaviour. In doing so, decisions regarding strategies and consequences for students with a disability are made in accordance with the Disability Discrimination Act and the Disability Standards for Education.

Classroom Procedures



Playground Procedures

Level 1 Behaviours

Examples include: No hat, littering, running in COLA or top playground, not abiding by rules of the game, name calling, teasing, climbing trees

Level 2 Behaviours

Examples include: out of bounds, low level violent activity (for example pushing, tackling), damaging school equipment, repeatedly not following teacher instructions

Level 3 Behaviours

Examples include: possession of weapon / illegal substances, threatening / swearing at staff, vandalism, leaving school grounds, high level violent activity (punching)

VERBAL REMINDER

Teacher reminds student of expectation

TEACHER SHADOW

Student shadows teacher for period of time to give them an opportunity to talk and discuss the school expectations

If this process is repeated twice in a break treat as a level 2 behaviour

TIME OUT

Student is removed from area to sit on silver seats in front of Hall until end of break period.

At Executive's discretion after investigating incident

FORM A

If student is in TIME OUT twice in a week then Form A is completed and sent home by Executive. Student is off playground for up to one week and will complete reflection sheet.

INCIDENT RECORDED IN SENTRAL

REMOVAL FROM PLAYGROUND

Student is removed to the Principal's office where they remain until end of break or end of school day. Form B is completed and Principal makes contact with parents by phone or in person.

INCIDENT RECORDED IN SENTRAL

SUSPENSION

Student is removed from school environment to complete work at home for 1 to 21 days. A resolution meeting with the parents, principal and classroom teacher occurs before student returns to school.

EXPULSION

Maroubra Bay Public School's expulsion policy is in line with the Department of Education's Expulsion Policy. Please see https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/suspol_07.pdf for further information.

Maroubra Bay Public School

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Request for Parent Assistance - Form A

Dealing with Unacceptable Behaviour

Child's name _____ Class _____ Date _____

Dear _____

This letter is to tell you about your child's behavior at school. We believe that if you know your child has had difficulty meeting school expectations and you know about the consequences that apply, then we are able to work together to improve the situation.

The problem: _____

Our action: _____

Any further consequences: _____

Please discuss this matter at home and help us improve your child's understanding of, and attitudes about, acceptable behaviour.

Name
Assistant Principal

Matthew Ackerman
Principal

Request for Parent Assistance – Form A

(Please return this portion to the school office)

I have received the Request for Parent Assistance Form A and I have discussed this matter with my child.

Parent / Carer's Signature: _____ Date _____

Child's Signature: _____

If you would like to discuss this matter with us, please do not hesitate to contact the school.

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Request for Parent Assistance - Form B Dealing with Unacceptable Behaviour

Child's name _____ Class _____ Date _____

Dear _____

At present your son/daughter is causing us concern. We are addressing this ongoing problem that your child has been experiencing and we feel the need to meet with you to discuss further action.

The nature of the problem is:

Name
Assistant Principal

Matthew Ackerman
Principal

Request for Parent Assistance – Form B

(Please return this portion to the school office)

Child's name _____ Class _____

I have received the Request for Parent Assistance Form B and will coordinate with the school to arrange a meeting.

Parent / Carer's Signature: _____ Date _____

Maroubra Bay Public School Behaviour Reflection Sheet



Name _____

Class _____

Which of our Core Values do you need think about? (circle)



Draw or write about your behaviour. What happened?

How did your behaviour affect others?

Draw or write what you need to do differently from now on.

Maroubra Bay Public School – Term Bullying Survey

Class _____

Please rate how you feel about these statements;

	Always	Sometimes	Never
I feel safe in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stand up for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stand up for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New students are welcomed by other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the past two weeks, how often have you seen this happen in your school?

	Often	Sometimes	Never
I have been bullied by another student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have seen other students bullied by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid doing things I like because of bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students seek help from an adult to stop bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students seek help from a peer to stop bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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I have seen other students bullied by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid doing things I like because of bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students seek help from an adult to stop bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students seek help from a peer to stop bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>