

# Pottsville Beach Public School

## Wellbeing Guidelines

### Respect – Safety – Participation

"The most powerful consequence for changing behaviour is positive feedback."

#### Rationale

Pottsville Beach Public School promotes student achievement and wellbeing through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students. We empower our students to become self-reflective individuals who consider the rights of others. The Wellbeing Guideline relies on developing positive and respectful relationships incorporating the concepts and practices of Restorative Justice. When implementing the Wellbeing Guidelines, we take into account individual student needs. Where individual student's behaviour cannot be addressed through the guide, regional support will be sought through the Learning Support Team to develop individual behaviour management plans. This Guideline includes the Leadership Guidelines and the Any-Bullying Guidelines.

#### Responsibilities

All members of our school community are responsible for ensuring that high standards of behaviour are maintained.

##### **The Principal is responsible for:**

- Providing a safe, secure and harmonious work environment for students and staff
- Ensuring the Wellbeing Guidelines is communicated to all school community members
- Consistent implementation of the Wellbeing Guidelines across the school

##### **The Executive are responsible for:**

- Ensuring the Wellbeing Guidelines is implemented in all classes and that all teachers are informed of procedures
- Communicating with parents / carers within the Wellbeing Guideline.

##### **Teachers are responsible for:**

- Supporting the effective implementation of the Wellbeing Guidelines by explicitly teaching the PBPS Values, the Student Rights and Responsibilities and the Behaviour Expectations Matrix
- Displaying the PBPS Values in the classroom at all times
- Implementing school wide merit systems to reinforce positive behaviour
- Communicating with parents / carers within the Wellbeing Guideline.

##### **Parents are responsible for:**

- Supporting the school in the implementation of the Wellbeing Guidelines
- Letting teachers know of any issues that may be affecting their child's behaviour – the more we understand about what may be happening for our students, the more we can support them

##### **Students are responsible for:**

- Following the PBPS Values, the Student Rights and Responsibilities and the Behaviour Expectations Matrix
- Demonstrating respect for themselves, fellow students, teachers, other staff and school visitors

# Student Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p><b>You have the right to feel safe and secure at school.</b> This means that the school will provide safe class rooms, equipment and rules to ensure your safety and sense of well-being. You will be treated respectfully by other students and staff.</p>	<p><b>You have a responsibility to make our school a safe and friendly place.</b> This means you:</p> <ul style="list-style-type: none"> <li>• are friendly, respectful and caring towards other students</li> <li>• use equipment carefully</li> <li>• follow school rules and wear the correct uniform.</li> </ul>
<p><b>You have the right to a quality education at our school.</b> This means you are able to learn and perform at the best of your ability. Class programs will help you think well, understand clearly and produce high quality work.</p>	<p><b>You have a responsibility to work to the best of your ability.</b> This means you need to actively listen, ask questions to clarify meaning, participate willingly and work well.</p>
<p><b>You have the right to learn without being disturbed.</b> This means that others will leave you alone to get on with your learning. Your property will be respected.</p>	<p><b>You have a responsibility to allow others to work without disturbing them.</b> This means that you stay focussed on your work and allow others to get on with theirs. You will respect your own property and the property of others.</p>
<p><b>You have the right to your own opinions, beliefs and values.</b> This means that you may express your point of view appropriately and be able to give reasons. Your religious and cultural beliefs are respected.</p>	<p><b>You have a responsibility to respect the opinions, beliefs and values of others.</b> This means that you;</p> <ul style="list-style-type: none"> <li>• are tolerant of other's beliefs and values</li> <li>• learn to understand / accept other views</li> </ul>
<p><b>You have the right to tell your side of the story.</b> This means you will be given the opportunity to tell what happened. The restorative justice questions will mostly be used.</p>	<p><b>You have a responsibility to tell the truth.</b> As hard as it can be at times, answering the "what happened" question honestly will mean the problem can be sorted quickly. We applaud the courage it takes for you to tell the truth!</p>
<p><b>You have the right to be yourself.</b> This means you will be treated fairly and respectfully by all because you are you!</p>	<p><b>You have a responsibility to accept others.</b> This means that you:</p> <ul style="list-style-type: none"> <li>• are friendly and respectful to others</li> <li>• will report bullying if you become aware of it happening.</li> </ul>

# Behaviour Expectations Matrix









Values	All Areas	Transition	Classrooms	Hall	Library/ICT	Toilets	Playground
<b>Respect</b>	<p>Use appropriate voice, gestures and body language.</p> <p>Wear school uniform in a neat and tidy fashion.</p> <p>Follow teachers' instructions immediately.</p> <p>Obtain permission to use other people's property.</p>	<p>Walk quietly around the school so others can continue learning.</p> <p>Bus: Walk quietly to bus lines. Sit and wait for the teacher's instructions.</p> <p>Walk quietly to the bus as directed.</p> <p>Maintain safe and respectful behaviour on the bus at all times.</p>	<p>Behave politely and courteously at all times.</p> <p>Use appropriate voice, gestures and body language.</p> <p>Be an active listener.</p> <p>Look after your peers.</p> <p>Look after your and the school's property.</p>	<p>Sing our National Anthem and School Song with pride.</p> <p>Remove hat when entering.</p> <p>Be an active listener.</p> <p>Show encouragement and appreciation for others.</p>	<p>Work quietly.</p> <p>Take care of the library books.</p> <p>Leave the library tidy.</p> <p>Return library books each week.</p> <p>Look after school property.</p> <p>Use computer equipment properly.</p> <p>Follow the PBPS Digital Code of Honour and the BYOD Charter.</p>	<p>Allow for privacy of others.</p> <p>Clean up after yourself (flush the toilet).</p> <p>Stay in your own cubicle.</p>	<p>Invite others who want to join in.</p> <p>Share equipment.</p> <p>Use polite language.</p> <p>Use Fair Play – decide on rules of a game before you play and follow the rules.</p> <p>Stand in an orderly line at the canteen. Use good manners when speaking to the canteen staff and line up quietly.</p>
<b>Learner/ Participant</b>	<p>Be equipped, prepared and ready to learn.</p> <p>Allow others to learn.</p> <p>Start and complete work promptly.</p>	<p>Return to class promptly.</p> <p>Be ready for the next task and wait quietly for the next lesson to begin.</p> <p>Always be with a partner when leaving the room.</p> <p>Always take the shortest way to and from your room when walking to different parts of the school.</p>	<p>Be equipped, prepared and ready to learn.</p> <p>Take pride in all your work, do your best.</p> <p>Take responsibility - ask for help.</p>	<p>Show appropriate audience manners.</p> <p>Clap politely to share and celebrate others.</p> <p>Listen carefully to information.</p>	<p>Be equipped and follow instructions.</p> <p>Use computers appropriately.</p> <p>Return and borrow library books.</p> <p>Use the computer equipment.</p> <p>Follow the PBPS Digital Code of Honour and the BYOD Charter.</p>	<p>Follow toilet procedures.</p> <p>Return to class promptly.</p>	<p>Use strategies to solve any problems first then report to a teacher if you are still worried.</p> <p>Learn new games and activities.</p>

# Behaviour Expectations Matrix

Values	All Areas	Transition	Classrooms	Hall	Library/ICT	Toilets	Playground
<b>Safety</b>	<p>Move in a quiet, orderly way.</p> <p>Play sensible, appropriate games in safe areas.</p> <p>Be in the right place at the right time, doing the right thing.</p>	<p>Walk with my class group in two lines.</p> <p>Carry equipment carefully.</p> <p>Line up in the correct area and sit still and quietly while waiting for a teacher.</p> <p>Walk on the left side of stairs and corridors.</p> <p>Bus: Walk quietly to bus lines. Sit and wait for the teacher's instructions.</p> <p>Walk quietly to the bus as directed.</p> <p>Maintain safe and respectful behaviour on the bus at all times.</p>	<p>Use all equipment safely and carefully.</p> <p>Move carefully around the room, being aware of your surroundings.</p> <p>Be in the right place at the right time, doing the right thing.</p> <p>Make sure you are with a teacher when in the classroom.</p> <p>Ask for permission before leaving the classroom.</p>	<p>Enter and exit the hall in a safe, orderly manner.</p> <p>Sit in 2 lines and be an active listener.</p>	<p>Move in a quiet, orderly way.</p> <p>Line up before entering.</p> <p>Walk.</p> <p>Alert teacher to any inappropriate sites.</p> <p>Only go to sites that are approved by the teacher.</p> <p>Follow the PBPS Digital Code of Honour and the BYOD Charter.</p>	<p>Wash hands.</p> <p>Keep water in the sink.</p> <p>One person per cubicle.</p> <p>Turn off taps and bubblers.</p> <p>Use the correct toilets for your stage.</p> <p>Use toilet paper appropriately (don't be wasteful).</p> <p>Respect the facilities.</p> <p>Only go into the toilets to use them.</p> <p>Go with a partner to the toilet.</p> <p>Limit toilet usage during class time.</p>	<p>Use equipment safely.</p> <p>Participate in approved games in the right playground.</p> <p>Stay in approved areas.</p> <p>Keep hands and feet to yourself.</p> <p>Alert teacher to any dangerous situations.</p> <p>Only go to sick bay with a pass.</p> <p>Sit down to eat and remain seated until told to play by the teacher on duty.</p> <p>Keep the playground clean and tidy during playtime. Put any rubbish that you see in the bin.</p> <p>Classrooms and buildings are out of bounds during playtimes.</p>

# Wellbeing Guidelines – Award System

Pottsville Beach Public School values student achievement and rewards positive student behaviour. As part of this Guidelines, a student Award System has been implemented to value and recognise positive behaviours. It is anticipated that this scheme is cumulative and moves with the student through their primary school experience. Students and parents will share responsibility for collecting awards and returning them to the classroom or school office when target amounts have been achieved.

<p><b>5 STAR AWARDS =</b></p>  <p><b>Handed to class teacher</b></p>	<p><b>BRONZE AWARD</b></p>  <p><b>Distributed in class except Kindergarten receive first at Assembly</b></p>
<p><b>3 BRONZE AWARDS =</b> (NB: Student of the Week Award is equivalent to 1 Bronze Award)</p>  <p><b>Handed to class teacher</b></p>	<p><b>SILVER AWARD</b></p>  <p><b>Distributed at Stage Assemblies</b></p>
<p><b>3 SILVER AWARDS =</b></p>  <p><b>Handed to class teacher</b></p>	<p><b>GOLD AWARD</b></p>  <p><b>Distributed at Stage Assemblies</b></p>
<p><b>3 GOLD AWARDS =</b></p> 	<p><b>MEDALLION</b></p>  <p><b>End of Year Assembly</b></p>

- Class teacher's role – Class teachers carefully monitor and support students to gather their first 5 STAR awards. Class teachers may develop their own system so that STAR awards are given consistently.
- Trading Awards – Students staple awards together and hand to class teacher (Star Awards & Bronze Awards) or post in the office (Silver Awards and Gold Awards). The corners will be cut and they will be returned after presentation at the next assembly. It may not always be practical to present awards at an assembly if the awards are delivered too close to the next assembly week. It will be the responsibility of the Deputy Principal to monitor and organise the printing of awards and presentation of Gold Awards and Medallions at assemblies.
- Student of the Week Awards are given at Stage Assemblies and = 1 Bronze award.

## Wellbeing Guidelines – Restorative Justice

Pottsville Beach Public School uses a Restorative Justice approach to modify student behaviour. It has been developed with one specific goal in mind; to support and facilitate the building of healthy relationships. It has been proven beyond doubt that when individuals live in healthy relationships with significant others, there is abundant personal growth, capacity for character building and high level achievement in all areas of endeavour.

**Negative student behaviour will be explored through the use of the Restorative Questions. 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.

On the playground the questions are used verbally by the teacher on duty to discuss the behaviour. During class, the students respond to the questions through writing. The questions can be used by teachers and students to resolve any issues, however minor, to ensure students feel they have been heard.

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

## Wellbeing Guidelines – Classroom

Levelled behaviour expectations lead the Wellbeing Guidelines and consequences of behaviour. The classroom and playground teacher intervention levels are outlined below. However, as necessary, specific student designed programs may be developed to encourage positive behaviour at school.

# Wellbeing Guidelines – Classroom

	Level of teacher intervention	Examples of Behaviour	
<b>Level 1 – Verbal Redirection</b>	<ol style="list-style-type: none"> <li>1. Direct student to start doing the desired behaviour</li> <li>2. Use vicarious praise</li> <li>3. Increase ratio of praise (positive or neutral)</li> <li>4. Give positive feedback</li> </ol>	<ul style="list-style-type: none"> <li>• Insolence</li> <li>• Disrupting learning of others</li> <li>• Not completing work</li> <li>• Refer to Behaviour Expectation Matrix for acceptable behaviour</li> </ul>	
<b>Level 2 – Reminders</b>	<ol style="list-style-type: none"> <li>1. If a student does not comply with an instruction, they will be given a reminder.</li> <li>2. The <b>second</b> time they do not comply they will get <b>another reminder</b>.</li> <li>3. If they still do not comply, they will be directed to the classroom 'time-out' area (teacher's discretion maximum of 15 minutes)</li> </ol>		
<b>Level 3 – On return from 'time-out'</b>	<ol style="list-style-type: none"> <li>1. If a student does not comply with an instruction, they will be given a <b>reminder</b>.</li> <li>2. If they still do not comply, they will be directed to 'time-out' in a different class for the rest of the session where they will be required to reflect on their behaviour and fill in a <b>Behaviour Reflection Section</b> of the <b>Behaviour Reminder Card</b>.</li> <li>3. On return to class, the teacher will conference with the student and then complete the <b>Behaviour Reminder Section</b> of the <b>Behaviour Reminder Card</b>. (Teacher to take a copy and attach to Sentral)The sheet will then be sent home and they will need to be signed by parent/carer and then returned to school. (Class teacher to retain)</li> <li>4. Teacher to record incident on <b>Sentral Welfare</b> and contact parent/carer if this is the second Behaviour Reminder Card for the term(or if the student does not return the <b>Behaviour Reminder Card</b>)</li> </ol>		
<b>Level 4 – On return to the classroom</b>	<ol style="list-style-type: none"> <li>1. If non-compliance continues, the student will be given only <b>one</b> reminder. If misbehaviour continues after this, they will be sent to the Assistant Principal for further time out.</li> <li>2. Student will discuss <b>Behaviour Reminder Card</b> with the Assistant Principal.</li> <li>3. <b>Mini-Team</b> (Principal, Assistant Principal, classroom teacher, LaST) discusses further action</li> <li>4. Assistant Principal to call parent/carer.</li> <li>5. Incident to be recorded on <b>Sentral Welfare</b> by Assistant Principal.</li> </ol>		<p><u>Instant Classroom Behaviour Reminder Card and entry at Level 4:</u></p> <ul style="list-style-type: none"> <li>• Verbal abuse</li> <li>• Aggressive Behaviour</li> <li>• Extreme Insolence</li> <li>• Absconding</li> <li>• Unsafe use of equipment</li> <li>• Inappropriate language</li> <li>• Misuse of school technology or social media</li> </ul>
<b>Level 5 – Suspension/ Behaviour Contract</b>	<ol style="list-style-type: none"> <li>1. If a student receives <b>three Behaviour Reminder Cards</b> (classroom and playground combined), in one Term, or the student has displayed Level 4 behaviour, the student, parent/carer, Assistant Principal/Deputy Principal will have an interview and the student will be placed on a <b>Behaviour Contract</b>. The Principal will use their discretion to exercise the <b>DEC Suspension Guidelines – Student Discipline in Government School Suspension and Expulsion of School Students – Procedures</b>.</li> </ol>		
	<p>If student is suspended:</p> <ol style="list-style-type: none"> <li>1. The school will put in place strategies to support the student on return to school</li> <li>2. On return to school, the student, parent/carer, Assistant Principal/Deputy Principal and Principal will attend a Return from Suspension meeting to discuss strategies and behaviour expectations.</li> <li>3. Student will be placed on a <b>Behaviour Contract</b> (see next column)</li> </ol>	<p>If student is not suspended:</p> <ol style="list-style-type: none"> <li>1. Student will be placed on a <b>Behaviour Contract</b> which is signed by the student, parent/carer, teacher and Assistant Principal. The aim of the contract is to provide positive feedback to the child to support them to achieve the desired behaviour. The contract will be monitored by the Assistant Principal for a pre-determined time (5-10 school days)</li> <li>2. The student will be required to have "Reflection Time" in another classroom. (Students will complete classwork in the reflection classroom)</li> <li>3. The time spent in the other classroom will be determined by the Executive. Students will still be on a behaviour contract during this time.</li> <li>4. Student may be excluded from the classroom, playground, excursions, camps and school functions. This will be at the discretion of the <b>Executive</b> and with parental consultation.</li> <li>5. Suspension from school may be implemented after this period if behaviour has still not improved. Individual student needs will be taken into account.</li> </ol>	

# Wellbeing Guidelines – Playground

Level of teacher intervention		Examples of Behaviour
<b>Level 1 – Verbal Redirection</b>	<ol style="list-style-type: none"> <li>1. Direct student to start doing the desired behaviour</li> <li>2. Use vicarious praise</li> <li>3. Increase ratio of praise (positive or neutral)</li> <li>4. Give positive feedback</li> <li>5. Student shadows teacher especially if student is agitated and may not be able to control their own behaviour</li> </ol>	<ul style="list-style-type: none"> <li>• playing out of bounds</li> <li>• running dangerously</li> <li>• unsafe play on equipment</li> <li>• Refer to Behaviour Expectation Matrix for acceptable behaviour</li> </ul>
<b>Level 2 – Reminders</b>	<ol style="list-style-type: none"> <li>1. Students receive <b>two reminders</b></li> <li>2. Students are reminded that if unwanted behaviour continues they will receive a 'time-out'</li> <li>3. Inform next teacher on duty of incidents</li> </ol>	
<b>Level 3 – 'Time-Out'</b>	<ol style="list-style-type: none"> <li>1. Students are given '<b>time-out</b>' seated in view of the teacher/ or walk beside teacher, for a maximum of 10 minutes</li> <li>2. Inform next teacher on duty of incidents</li> </ol>	
<b>Level 4 – Playground Behaviour Card</b>	<ol style="list-style-type: none"> <li>1. If unwanted behaviour continues on return from 'time-out', student will receive a <b>Playground Behaviour Reminder Card</b></li> <li>2. Teacher to discuss the <b>Restorative Justice</b> questions with the student *Teacher sends for a member of the executive if the student is not compliant after discussing the questions.</li> <li>3. Teacher on duty who issues the <b>Playground Behaviour Reminder Card</b> must enter details on <b>Sentral Welfare</b> and inform the class teacher (Teacher to take a copy and attach to Sentral). The card will then be sent home and they will need to be signed by parent/carer and then returned to school. (Class teacher to retain)</li> <li>4. Teacher on duty may issue <b>Playground Behaviour Reminder Card</b> instantly.</li> </ol>	<u>Instant Playground Behaviour Card:</u> <ul style="list-style-type: none"> <li>• Verbal abuse</li> <li>• Aggressive Behaviour</li> <li>• Absconding</li> <li>• Unsafe use of equipment</li> <li>• Inappropriate language</li> </ul>
<b>Level 5 – Serious / violent behaviour</b>	<ol style="list-style-type: none"> <li>1. Teacher sends for a member of the Executive to collect the student</li> <li>2. <b>Playground Behaviour Reminder Card</b> issued and <b>Behaviour Reflection Section</b> completed by student</li> <li>3. <b>Mini-Team</b> (Principal, Assistant Principal, classroom teacher, LaST) discusses further action and <b>the principal will use their discretion to exercise the DEC Suspension Guidelines – Student Discipline in Government School Suspension and Expulsion of School Students – Procedures</b></li> <li>4. Assistant Principal to call parent/carer.</li> <li>5. Incident to be recorded on <b>Sentral Welfare</b> by Assistant Principal.</li> </ol>	<u>Instant Playground Behaviour Card:</u> <ul style="list-style-type: none"> <li>• Targeted / Extreme verbal abuse</li> <li>• Targeted / Extreme physical violence/abuse</li> <li>• Targeted / Extreme insolence</li> </ul>
<b>Level 6 – Suspension/ Behaviour Contract</b>	<ol style="list-style-type: none"> <li>1. Refer to Level 5 of Wellbeing Guidelines - Classroom</li> </ol>	
<b>Level 7 – Playground Inclusion Program</b>	<ol style="list-style-type: none"> <li>1. If unwanted behaviour continues during the period of the Behaviour Contract, the student will participate in the Playground Inclusion Program – See following page.</li> </ol>	

## Bus Expectations

Students are expected to proceed to bus lines after the bell in an orderly fashion and sit with a partner and wait for teacher direction. When moving to the bus, students walk calmly with their partner and enter the bus two at a time. Students sit on a seat and make way for others to sit. If students can not find a seat they stand holding on to the back of a seat or a pole. Students must remain seated wherever possible facing the front. No students are to stand at the front of the bus near the driver. Students should follow the bus driver's instruction and need to remain quiet on the bus to allow the driver to concentrate. Students must exit the bus safely after it has stopped.

Inappropriate bus behaviour will follow the **Wellbeing Guidelines – Playground**. Use of Restorative Practice questions to be employed in these situations.



# Wellbeing Guidelines – Playground Inclusion Program

## Overview

This program is designed for use with students who are having difficulty displaying appropriate behaviours in the playground. These children are referred to the program when they have not demonstrated improvements while on a Behaviour Contract or have been on more than two Behaviour Contracts in one term.

## The Program

The program aims at getting students integrated back onto the playground without any restrictions through the completion of staged and monitored time slots. The right to return to the playground must be earned. The ultimate aim is a safe and happy playground environment for all students.

Prior to each stage interval there will be supervised sessions of game skills development, socialisation and fair play activities. Given acceptable progress in these sessions limited presence in the playground may be permitted.

The students will go onto the playground each day with a "Licence to Play" card with the time allowed on the playground written on the card. The card must be shown to the teacher on duty for permission to be on the playground. At the end of the allotted time the teacher marks the box that corresponds to the observed behaviour being exhibited. One point is lost for each instance of inappropriate behaviour. The card is returned by the student to the Office so that the following day's actions can be determined.

Time in the playground will increase in 5 minute blocks given acceptable behaviour is displayed. Any inappropriate behaviours exhibited during the time on the playground will result in an immediate penalty. The first infringement will be a time-out for a specified time in a place of the supervising teacher's choosing (in close contact). A second infringement will mean that the student is removed from the playground the following day to work on game skills development, socialisation and fair play activities. All behaviours will be recorded daily on the licence to play.

**POTTSVILLE BEACH PUBLIC SCHOOL**



**Licence to Play**

\_\_\_\_\_ is able to join in play activities for  minutes while the following rules are being followed:

- Follow instructions
- Use polite language
- Keep hands and feet to yourself

Date: ..... Signed.....

Points lost:    0            1            2  
                  WOW!    Time out    Off Playground

**POTTSVILLE BEACH PUBLIC SCHOOL**



**Licence to Play**

\_\_\_\_\_ is able to join in play activities for  minutes while the following rules are being followed:

- Follow instructions
- Use polite language
- Keep hands and feet to yourself

Date: ..... Signed.....

Points lost:    0            1            2  
                  WOW!    Time out    Off Playground