

Mayfield East Public School



Student Wellbeing Procedures 2017



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Mayfield East Student Wellbeing Procedures

Our school staff are committed to quality learning and teaching within a safe, supported and positive environment. We assist students to become self-directed, life-long learners who can create a positive future for themselves and the wider community.

Student Wellbeing at Mayfield East Public School:

- Encompasses everything the school community does to meet the personal, social and learning needs of the students.
- Creates a safe, caring school environment in which students are nurtured as they learn.
- Incorporates effective discipline and social skill programs.
- Provides ongoing educational services to support students.
- Recognises diversity in the school community and provides programs and support which acknowledge difference and promote harmony.
- Provides opportunities for students to enjoy success and recognition, derive enjoyment from their learning and make a useful contribution to the life of the school.

The school encourages success by:

- Providing an interesting, engaging and relevant curriculum to meet the needs of each student.
- Facilitating a positive school culture where students feel valued, and develop skills which will enhance the quality of their life and their relationship with others.
- Supporting students to achieve success in their learning through our Learning Support Team including the School Counsellor and Learning and Support Teachers.
- Providing programs which develop student self-regulation, communication and responsible decision making, such as:
 - social skills programs
 - buddy program
 - peer support
 - Kindergarten transition
 - student leadership
 - High school transition
 - Extra-curricular activities
- Supporting students through parent and community participation in school activities.
- Developing easily understood rules which are fair and equitable.
- Being consistent in the reinforcement of good behaviour management techniques.
- Discussion with parents/caregivers about their role in the management and promotion of acceptable student behaviour.
- Being considerate of the particular needs and pressures experienced by young people in the local community.
- Liaising with community agencies to provide additional support.

Mayfield East Positive Behaviour System

Our three core rules are:





- **BE SAFE**
- **BE RESPECTFUL**
- **BE A HARD WORKER**

Throughout the day, all of our teachers look for examples of students who are “being safe”, “being respectful” and “being a hard worker”. This can occur in class or in the playground. The students will immediately be given one of the following awards that they can keep at home. These awards will be documented on our computer system under positive behaviours.



It is the student’s responsibility to take pride in these awards and collect them at home. They will be able to trade them in for higher award certificates in a tiered system. Bronze, silver, gold and platinum awards will be presented at Friday afternoon assemblies.

The students will be able to achieve the following levels:

• Bronze certificate – 10 awards	
• Silver certificate – 20 awards	
• Gold certificate – 30 awards	
• Platinum certificate – 40 awards	

If a student reaches platinum within a year they will receive a badge that they can wear every day from then on. Every subsequent year that they achieve this will give them another badge and further recognition. In theory, students that strive for perfect behaviour may end up with seven platinum badges by the end of primary school.

How students can obtain the awards

Students can strive to achieve the “be safe”, “be respectful” and “be a hard worker” awards by displaying the following types of behaviour in class and in the playground.

	<ul style="list-style-type: none">• Model and follow departmental, school and/or class codes of behaviour and conduct• Negotiate and resolve conflict with empathy• Take personal responsibility for behaviour and actions• Care for self and others• Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
	<ul style="list-style-type: none">• Treat one another with dignity• Speak and behave courteously• Cooperate with others• Develop positive and respectful relationships and think about the effect on relationships before acting• Value the interests, ability and culture of others• Dress appropriately by complying with the school uniform or dress code• Take care with property
	<ul style="list-style-type: none">• Attend school every day (unless legally excused)• Arrive at school and class on time• Be prepared for every lesson• Actively participate in learning• Aspire and strive to achieve the highest standards of learning

Merit Awards

Our classroom teachers acknowledge the achievement of three students each week at our Friday afternoon assembly by presenting them with a Merit Award. These awards are for outstanding effort in any area – academic, social or environmental. These students are acknowledged in our newsletter.

Treat Day

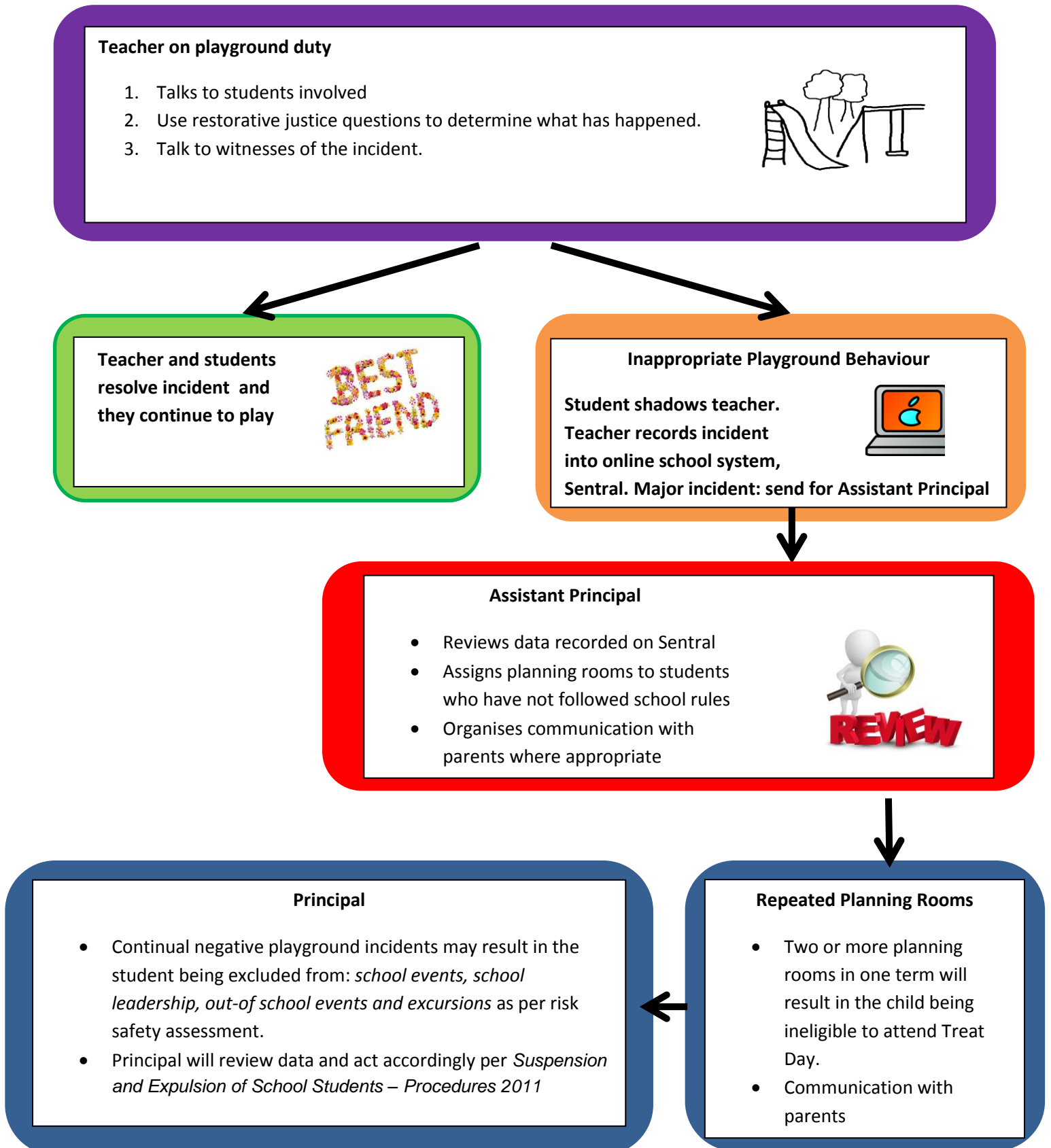
Students who demonstrate excellent behaviour will be eligible to attend Treat Day. Treat Day is held at the end of each term. Each staff member conducts a fun activity. Students are able to choose which activities they complete. This rewards students who have followed the school rules. Treat day activities may include: disco, nail painting, craft activities, sporting games, kitchen activities etc.

Student playground behaviour and discipline

The school's three core rules are:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE A HARD WORKER**

The consequences for students who break the rules within the playground can be seen in the flow chart below.



Playground Incidents

At the student level:-

1. Can I solve the problem peacefully? The student talks to their friend and can apologise if this is appropriate.
2. Report the incident to the teacher on duty if students cannot solve the problem between themselves. The teacher will have an interview with the child / children.

At the teacher level:-

1. Teacher talks to all the students involved and if needed, asks to see witnesses.
2. All teachers will approach students with the following questions:
 - What happened?
 - How did it happen?
 - How did you act in this situation?
 - Who did you think were affected?
 - How were they affected?
 - How were you affected?
 - What needs to happen to make things right?
 - If you find yourself in the same situation again, how could you behave differently?

When speaking to children, teachers will focus on identifying the behaviour or incident without blaming. They will draw out who was affected and how they were affected. The teachers will direct questions towards problem solving and how to 'make things right'.

3. The student may be written into Sentral as a negative incident by the teacher on duty. A member of the staff executive team will determine if the incident will result in a planning room.

The planning room is a time-out space conducted during both recess and lunch. In the planning room, students (with the support of a teacher), develop a plan to prevent the incident occurring again. This plan will then be photocopied and provided to the child's parents. Following this, the students participate in cooperative games to help improve their interactions with others.

Assistant Principal / Principal level:-

1. A planning room will be assigned if deemed necessary by a member of the executive team.
2. Parents will be contacted by letter or phone call. A copy of the planning sheet that the child has been involved in creating will also be sent home.
3. If a child receives two planning rooms within the same term, an Assistant Principal will contact parents to discuss ways the school can provide support. This conversation will also include the next steps to be taken if negative incidents continue. This will be aligned with the school Student Wellbeing procedures.
4. Students who have attended the planning room two or more times in one term will be ineligible to attend Treat Day.

At a parent level:-

1. Always encourage your child to tell a teacher if a problem occurs on the playground. This will then be dealt with as per this policy.
2. Listen carefully to your child about what they say has happened. Keep in mind that children don't always have the language to accurately retell events that have happened. Eg A child may say they have been punched, but when investigated thoroughly they have been bumped by another student who was running and not being careful.
3. If your child talks about the same incident or about problems with another student more than three times in a one week period, please make an appointment to see the school. This will allow the school to effectively investigate the issue and report back their findings to all involved parties.
4. It is **never** appropriate to approach other parents or students about a school related issue.

In Year 5 if a student has three or more planning rooms in one year, that student is ineligible to seek a student leadership position in Year 6.

If there is an extreme incident an Assistant Principal will investigate and ensure statements are taken from the involved students and witnesses. Very young students or students with a disability are able to have a support person with them if they wish. The Principal will then independently review the incident statements. This may lead to a suspension as per *Suspension and Expulsion of School Students – Procedures 2011*

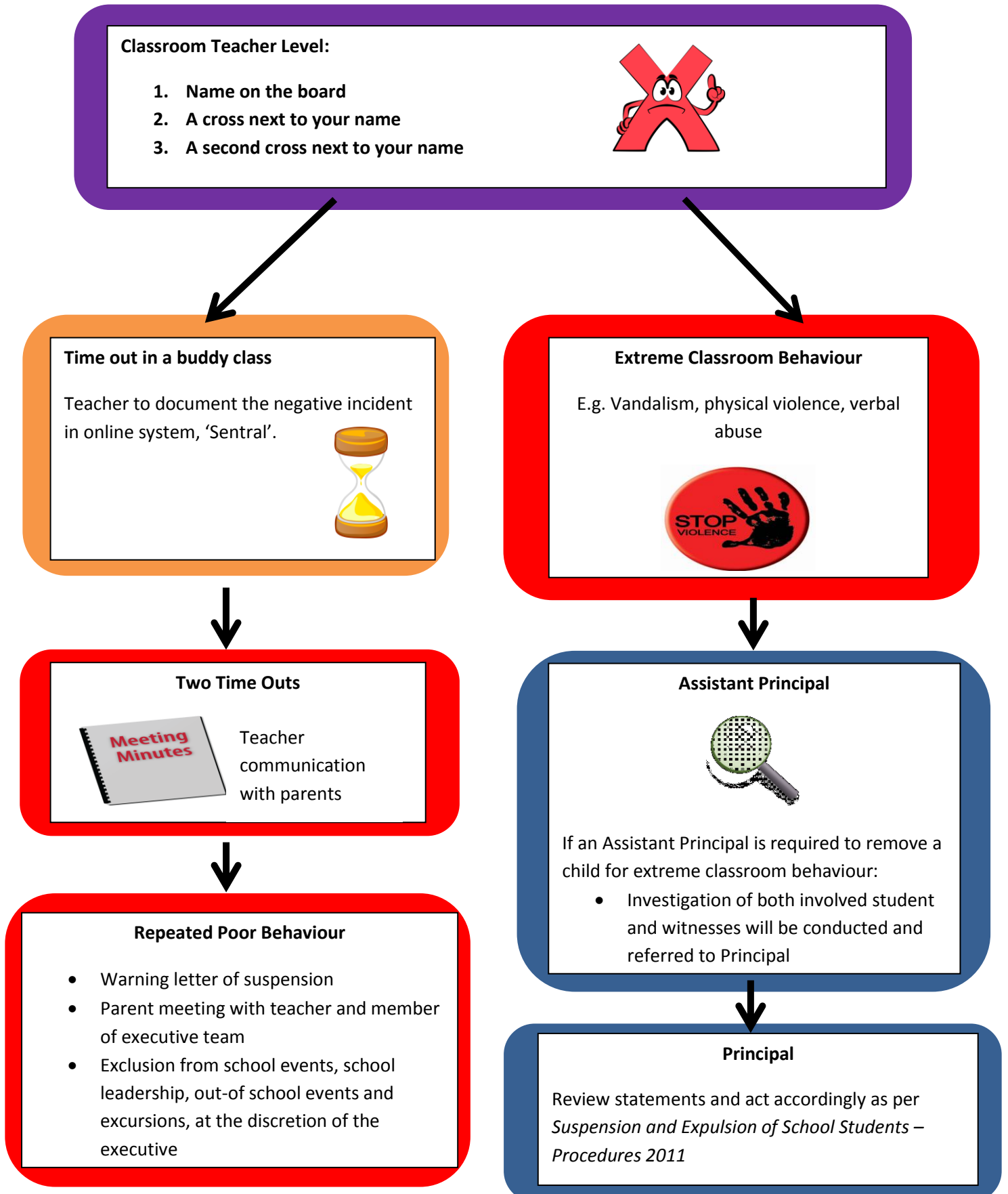


Student class behaviour and discipline

The school's three core rules are:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE A HARD WORKER**

The consequences for students who break the rules within the classroom can be seen in the flow chart below.



Classroom Incidents

At the student level:-

1. Student can modify behaviour as requested by teacher. Student can visibly see their name on the board as well as crosses should further warnings be given.
2. Students can ask to speak to the teacher privately if they have an issue that may be affecting their behaviour.
3. Students can seek permission from their teacher to speak to the Principal.

At the teacher level:-

1. Teacher gives student a verbal warning for inappropriate behaviour and writes their name on the board.
2. If the negative behaviour continues the teacher will place a cross next to the student's name. A warning will be given by the teacher stating that if the behaviour continues, a second cross will be given. If this occurs the student will be directed to go to a buddy class. This will be for a short time-out to allow the student to reflect on what has happened.
3. If students are sent to a buddy class they will take with them the work they are currently completing in class. The class teacher will record the incident into Sentral.
4. Children who receive 'time out' from their classroom two times in one term will have their parents contacted by the class teacher. The conversation will also include the next steps to be taken if negative incidents continue. This will be aligned with the Student Wellbeing procedures.

Assistant Principal / Principal level:-

1. Repeated poor behaviour will be addressed by the executive team, and will result in a meeting between the teacher, parents and a member of the executive. A member of the executive will investigate what kinds of support are available to assist the child in managing their classroom behaviour. Information will also be provided by the executive member about what may happen should the negative behaviour continue.
2. Students who require two parent meetings per term as a result of their classroom behaviour may be issued a warning letter of a suspension for continued disobedience. This letter will be issued as per the policy document. Exclusion from school events, school leadership and out of school events and excursions will also occur until the child's behaviour is acceptable and not posing a threat to any other children or staff members as per risk safety management.
3. Extreme classroom incidents will be investigated by Assistant Principal. Statements will be taken from the involved student as well as witnesses. Students are able to have a support person or staff member present during this process. The Principal will independently review the incident statements and issue a suspension as per the policy document *Suspension and Expulsion of School Students – Procedures 2011*.

At a parent level:-

1. Always encourage your child to tell you about positive things they have learnt at school.
2. Take an interest in the work samples your child brings home. Also, actively encourage completing of homework and home reading.
3. It is your responsibility to attend meetings scheduled by the school, to discuss ways to best support your child and their learning.
4. If you are concerned about any aspect of child's academic or social progress, please see your child's teacher. Teachers can be reached by email if you are unable to see them in person. If your concerns are not resolved, the next step is to contact the Assistant Principal for your child's stage. The Principal may be contacted for serious concerns that may not have otherwise been addressed.
5. It is never appropriate to approach other parents or students about a classroom related issue.