

Student Wellbeing Procedures

Policy Description

Schools need to be safe and caring environments where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

'Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community.'

Student Welfare Policy (updated 2014) DEC

Rationale

Our school's commitment to wellbeing is to:

- support students to connect, succeed and thrive at each stage of their development and learning;
- provide learning opportunities that are rigorous and meaningful; and
- establish productive and supportive relationships with a strong sense of shared responsibility.

Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Responsibilities

The school is committed to providing effective learning & teaching, nurturing a positive climate and good discipline and promoting community participation.

Effective Learning & Teaching

The school is committed to establishing;

- support for students to take responsibility for their own learning and behaviour which are key features of our Positive Behaviour Engaging Learners (PBEL) program and our School Code
- well-managed teaching and learning environments with support from executive and support staff.
- professional learning for staff that focuses on identifying and catering for the individual learning needs of students.
- learning activities that build on prior knowledge and experiences and are socially and culturally relevant.
- frequent opportunities for students and their parents to discuss learning programs, student behaviour and student progress through parent-teacher interviews, student reports, open classrooms and regular communication.
- an active Learning Support Team who utilise all available resources and work to support student learning across the school including developing Individual Education Plans (IEPs).
- gender and equity issues that are recognised and addressed across the curriculum.

Positive Climate and Good Discipline

The school is encouraging;

- active student participation in decision-making through the SRC, Student Leadership Teams etc ensuring that students' views are incorporated into school planning and principles of equity and fairness are reflected in school practice.
- many opportunities for students to demonstrate success in a wide range of extra curricula activities.
- regular reviews of policies and procedures to protect the rights, safety and health of all school community members.
- a clear school code outlining behavioural expectations that is understood by all school community members.
- regular school attendance practices that are regularly monitored and encouraged.
- opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution are provided.
- opportunities demonstrating valuing and respecting differences.
- networks such as the Learning Support Team, Helping Hands, Mums for Mums and school counselling are established to support students and their families.
- a common understanding that positive relationships between students and staff is highly desirable and staff wellbeing and mindfulness is seen as a priority.
- resources and opportunities for students to gain leadership experience through our Year 5 Leadership Training Program, Peer Support Program, Class Buddy Program, a wide range of Year 6 Leadership roles and the (SRC) Student Representative Council.

Community Participation

The school is encouraging;

- learning communities in which staff, students and parents work together for planned results
- active participation by parents and community members to participate in the education of young people and in the life of the school.
- parents as partners in school education.
- a sense of belonging to the school community that exists for staff, students and parents.
- assistance given to families to gain access to support services in the community through the school newsletter and information distributed through classes and individuals.
- students and their parents to be included and supported in making decisions about learning programs.
- students' families, cultures, languages and life experiences to be recognised and valued.

Monitoring & Evaluation

The Principal, School Executive and nominated staff will supervise the implementation and regular reviews of the policy.

Avalon School Code

Our School Code was developed by students, staff and parents and outlines the standard of behaviour that everyone is expected to adhere to at Avalon Public School.

At Avalon our School Code is:

Respect - by accepting other's differences, helping each other, looking after our school environment and taking pride in ourselves and everything we do.

Responsibility - showing we are being responsible by being polite, acting safely and being in the right place, by learning all we can at school and at home, by asking for help when we need it and by being responsible for our own actions.

Personal Best - doing our personal best by listening and following instructions, by being organised and prepared, by accepting challenges and being persistent and by allowing others to learn without distraction.

In the first few weeks of the school year, students at Avalon are explicitly taught positive habits and appropriate behaviours through our Positive Behaviour Learners (PBL) program.

Each class agree on common classroom expectations, which, when followed, will make the classroom a safe and happy place to work. These expectations will be displayed in the classroom as a reminder. Students are also made aware of the consequences of inappropriate or unacceptable behaviour.

The school's expectations and consequences are clearly set out in the Discipline Policy.

Behaviour Management Strategies

At Avalon we believe that students require clear guidelines and expectations in order to function effectively in a community and to learn to their full potential.

The Behaviour Management Plan is broken into two parts:

- 1. Rewarding Positive Behaviour or 'Keeping the Code'**
eg. Avalon All Stars, House Points, Code Cards and Merit Certificates
- 2. Inappropriate Behaviour – Misconduct or 'Breaking the Code'**
including a level system to monitor and discourage negative behaviour

1. Rewarding Positive Behaviour

- Avalon All Stars

For all students K-6, teachers award Avalon 'All Stars' to students who demonstrate the expected values and behaviours of our school code. 'All Stars' provide immediate positive reinforcement for students who are doing the right thing. They are typically used as lower level rewards and as immediate positive reinforcement. These are seen as 'free and frequent' rewards and there are no restrictions placed on the number that can be distributed within any given week.

Each fortnight at our K-6 Assembly, we hold a draw where one student per grade is awarded a canteen voucher. Names are published in Wavelength.

- House Points

All students belong to one of 4 Sporting Houses – **Aringa** (green), **Coolong** (blue), **Koonawarra** (yellow) and **Warrigal** (purple). Students are awarded House Points in class or at sporting events throughout the year. They are tallied each fortnight, announced at each K-6 assembly and the house with the greatest points throughout the term participate in a House Treat afternoon in Week 10 each term.

- Uniform Awards

Students are encouraged to wear the correct uniform to school each day. Primary classes participate in a competition to ascertain which junior and senior classes uphold our uniform standards more consistently. A perpetual trophy is presented to the winning classes each fortnight at assembly and the classes who consistently win throughout the year have their class/year engraved on the trophy.

- Code Cards

A Code Card is given to any student displaying appropriate, positive behaviour in line with our three school values: **Respect, Responsibility** and **Personal Best**. They are awarded by class teachers for achievements and behaviour within the classroom and are available for support staff and for classroom teachers to use for events outside normal classroom situations eg playground behaviour, PSSA, assemblies, concerts, on excursions, at sporting events, etc.

Each classroom teacher has a quota of 10 cards per week.

The student receiving a Code Card will paste it onto the proforma located in his/her portfolio. This makes the recording of the cards a speedy process.

The code cards are cumulative i.e. they are carried over from each previous year. Students can achieve a variety of awards by accumulating Code Cards and these are recorded in SENTRAL by the Office team. Awards are presented regularly throughout each term at assemblies. See Appendix.

2. Inappropriate Behaviour – Misconduct

THE BEHAVIOUR LEVEL SYSTEM

A behaviour level system helps students to understand consequences of misbehaviour and assists teachers to be consistent and fair. The system consists of 4 levels and students may be placed on an appropriate level, following a meeting of the Behaviour Committee.

- Level 0** Every student starts at this level and most children who are co-operative and sensible remain on this level for their whole school career.
- Level 1** A student receiving **3** orange Incident Cards or **6** green Warning Cards (or a combination thereof) or **displaying serious disruptive behaviour** may be placed on Level 1.
- Level 2** A serious incident, or repeated disruptive behaviour, or failing to improve behaviour will result in a student being placed on Level 2.
- Level 3** A serious incident or a student continuing to ignore the rights of others in the school and/or if insufficient effort is made to improve behaviour will result in a student being placed on Level 3.
- Level 4** A serious incident or continued behaviour deterioration will result in a student being placed on Level 4.

If a student misbehaves or breaks school expectations, the reporting teacher will either:

1. Speak to the student and issue a **verbal** warning. Staff will always try to solve the problem and remind the student of the class/school rules relevant to their behaviour.

If the student continues the behaviour, they may be asked to walk with the duty teacher, not participate in a 'fun' class activity, 'sit out' for a short time, perform community service tasks or another appropriate sanction. If the misbehaviour has occurred in the playground at first half lunch, the teacher on duty will brief the incoming teacher.

or

2. For these repeat behaviours, or for sufficiently inappropriate initial behaviour, a '**Warning**' should be logged in SENTRAL by the teacher who observed the behaviour. '**Warnings**' may be issued for playground and classroom misdemeanours.

Logging a 'Warning' in SENTRAL

- It is important that all '**Warnings**' are logged in SENTRAL as soon as possible. This can be done individually or can be entered in bulk for multiple students.
- Recording the '**Warning**' in SENTRAL is not a consequence: it is only a method for collecting and collating data and a system of communication.
- In addition to a consequence imposed by the reporting teacher, there must be a conversation between the reporting teacher and the student to discuss the behaviour, the expectation that was not followed and strategies to prevent further incidents.
- SENTRAL is set up so that classroom teachers are automatically notified of every '**Warning**' for students in their class.

Consequences for 'Warnings'

- Must be directly related to the incident to be meaningful and effective.
- The purpose of a consequence is to give students time to reflect on why the behaviour is unacceptable and provide students with strategies to prevent incidents from reoccurring.

When are parents notified?

- Parents are not to be notified for a single **'Warning'** (only for more serious 'incidents')
- The class teacher will phone the parent only when a student has accumulated 3 **'Warnings'**.

When are executive notified?

- APs are notified through SENTRAL when a student in their stage receives 3 **'Warnings'** – a brief conversation to discuss their behaviour/school expectations would be appropriate.
- The stage DP will issue an 'Initial Warning of Misbehaviour' letter generated through SENTRAL to be sent home, signed by the parent and returned to the DP for filing.

Note: **'Warnings'** are valid for one year – but remain in SENTRAL as a record of behaviour.

Examples of 'Warnings' and Relevant Consequences

In the Classroom:

Incident	Consequence
Constant talking/disrupting others/too loud	Time out and complete a class reflection sheet
Unsafe behaviour e.g. running in classroom, not keeping hands to themselves	
Off task/not completing assigned work	Complete work at recess, lunch etc
Drawing on desk	Clean desks
Disrespectful behaviour e.g. drawing on another student's work	Apology and complete class reflection sheet
Inappropriate comments	

In the Playground:

Incident	Consequence
Out of bounds	Walk with teacher
Unsafe play where no injury results	Miss out on some playtime and complete reflection sheet
Littering	Pick up rubbish
Playing in toilets	Miss out on some playtime and complete reflection sheet
Throwing food	Pick up rubbish
Excluding others	Verbal apology
Excluding others repeat offender	Apology letter
Inappropriate language or behaviour	Apology and complete reflection sheet
Constantly not sitting down during eating time	Eat inside or in an area specified by the teacher

For more serious misdemeanours (playground or classroom) an 'Incident' is to be logged.

Examples of 'Incident' behaviours include:

- Continual disruptive classroom behaviour (after other classroom sanctions have been exhausted)
- Persistent disobedience / insolence
- Bus misbehaviour
- Inappropriate behaviour to a visitor, relief teacher, Scripture Teacher etc
- Violence or threatening behaviour
- Bullying/harassment in classroom or playground including cyberbullying
- Inappropriate mobile digital device use (as per attached Acceptable Use Policy)
- Intentionally leaving school premises
- Vandalism/ theft or destructive behaviour

Logging in SENTRAL

- It is important that all **incidents** are logged as soon as possible so consequences can be immediate.
- This is to be completed by the teacher reporting the behaviour for each student involved. This does not need to be logged individually for students and can be entered in bulk.
- There must be a conversation between the reporting teacher and student/s to discuss the behaviour, the expectation that was not followed and strategies to prevent further incidents.

Examples of restitution include:

- Cleaning graffiti, school service
- Letter of apology co-signed by the parent where appropriate.
- Assisting a teacher during playtime

How are parents notified?

- The classroom teacher is required to phone the parents as soon as practical to notify them (ideally the same day as the **incident** occurs).
- SENTRAL is set up so that classroom teachers are notified of every **incident** for students in their class.
- In some cases it may be appropriate for the student to inform their parents of an incident as a means of taking responsibility for their actions.

How are Executive notified?

- In addition, SENTRAL notifies the stage AP of the **incident** - a follow-up conversation should be had to discuss their behaviour/school expectations ASAP.

Consequences

- The AP, in consultation with the classroom teacher, will advise the student/s of the recommended restitution and enter this in SENTRAL.
- A detention supervised by the DP is the usual consequence (once the **incident** is logged in SENTRAL by the reporting teacher) and may include supervision of the restitution.
- During the detention, the student will eat lunch but will not talk or play with other children. They may fill in a Reflection Sheet, which will be sent home to be signed by the parent and returned to the DP the next day. If the sheet is not returned, the detention will continue.
- All records and the reflection sheet are retained and filed by the DP.

Note: **Incidents** are valid for one year – but remain in SENTRAL as a record of behaviour.

If a child receives 2 records of incidents within a school year:

- Once logged, there is an automatic notification in SENTRAL sent to the class teacher, AP & DP
- The DP will issue a 'Warning of Placement on Level One' letter generated through SENTRAL to be sent home, signed by the parent and returned to the DP for filing.

If further incidents are logged, the Behaviour Committee meet to discuss the consequences and an appropriate level may be imposed. The Behaviour Committee consists of a combination of class teacher, stage AP, stage DP, Principal, School Counsellor/ Psychologist.

THE BEHAVIOUR LEVEL SYSTEM

Level One

A student is placed on Level One, following a discussion with the Behaviour Committee* for:

- receiving 3 'Incidents', or
- 6 'Warnings', or
- a combination thereof, or
- displays *serious* disruptive behaviour

Examples of serious disruptive behaviour for Level One placement include:

- Verbal/physical aggression
- Bullying
- Excessive/continual bad language
- Destructive behaviour
- Persistence disobedience/ insolence/disruption
- Inappropriate mobile digital device use (as per Acceptable Use Policy)
- Bus misbehaviour
- Theft

Action

- SENTRAL automatically notifies class teacher, AP and stage DP
- Student is counselled by Deputy Principal/ Principal and the behaviour, the expectations and the consequences are discussed.

Consequences

- Where appropriate, restitution in the form of community service, school service or a letter of apology co-signed by parents will be expected.
- The student will be withdrawn from the playground at lunchtimes for a minimum of 3 days and a maximum of one week.
- During the detention period, strategies to prevent further incidents will be discussed with the student. They will complete a Reflection Sheet which is to be signed by the parent and returned to the stage DP the following day. If the sheet is not returned, the detention period may be lengthened.
- The student **will not** represent the school and **may not** attend incursions, excursions or special functions whilst on Level One.
- A Risk Assessment or parental attendance may be required for a child to attend an excursion.

Kindergarten students

- **'Warnings'** and **'Incidents'** will be logged, sanctions applied and parents notified as required by the policy
- The Level system will not apply to Kindergarten students in their first term of their school year.
- The DoE guidelines for suspension and expulsion will apply to Kindergarten students at all times.

A student remains on Level One for 2 weeks and returns to Level 0 automatically if there are no further behaviour issues.

Level Two

A student is placed on Level Two, following a discussion with the Behaviour Committee for:

- a serious incident, or
- repeated disruptive behaviour, or
- failing to improve behaviour

Action

- All incidents logged in SENTRAL automatically notify the DP of continued misbehaviour.
- The student is counselled by Deputy Principal/ Principal and the behaviour, the expectations and the consequences are reiterated.

Consequences

- A formal Caution Letter *may* be issued if necessary.
- **Parents may be called to a meeting** at which an individual daily behaviour contract is agreed to and signed by the student, parent and Principal.
- The **behaviour contract** will go to the DP at the end of each day and is to be carried by the student for two weeks. It is to be signed off by the class teacher, librarian, RFF teacher, playground teacher etc at the end of every session. A photocopy will be sent home each day for parents to view.
- The student will be withdrawn from the playground at lunchtimes for a minimum of 3 days and a maximum of one week and will complete a Reflection Sheet which is sent home to be signed by the parent and returned to the stage DP the next day.
- The counsellor may be involved if required.
- At the discretion of the Principal/Deputy Principal, the student **will not** represent the school and **may not** attend incursions, excursions or special functions.
- A Risk Assessment or parental attendance may be required for a child to attend an excursion.

A student remains on Level Two for 2 weeks and returns to Level 0 if there are no further behaviour issues (the behaviour contract may continue).

Level Three

A student is placed on Level Three, following a discussion with the Behaviour Committee for:

- a serious incident, or
- he/she continues to ignore the rights of others in the school
- insufficient effort is made to improve behaviour.

Consequences

- Student and parents may be called to a meeting with the Principal/Deputy Principal.
- The student will maintain a daily behaviour contract for 2 weeks (as per Level 1).
- School counsellor may be involved.
- A **formal caution letter** will be issued to parents.
- Period of **in-school suspension*** is determined.
- Student is withdrawn from playground and may not participate in school functions.

Students returning from an in-school suspension **will remain on Level Three for 2 weeks.*

Level Four

A student is placed on Level Four, following a discussion with the Behaviour Committee for:

- a serious incident, or
- continued behaviour deterioration

The Department of Education's policy does allow for students to be suspended immediately. If a student's behaviour reaches Level Four, suspension, exclusion or expulsion become options and the Department of Education's policy will be followed. This will be made available to parents.

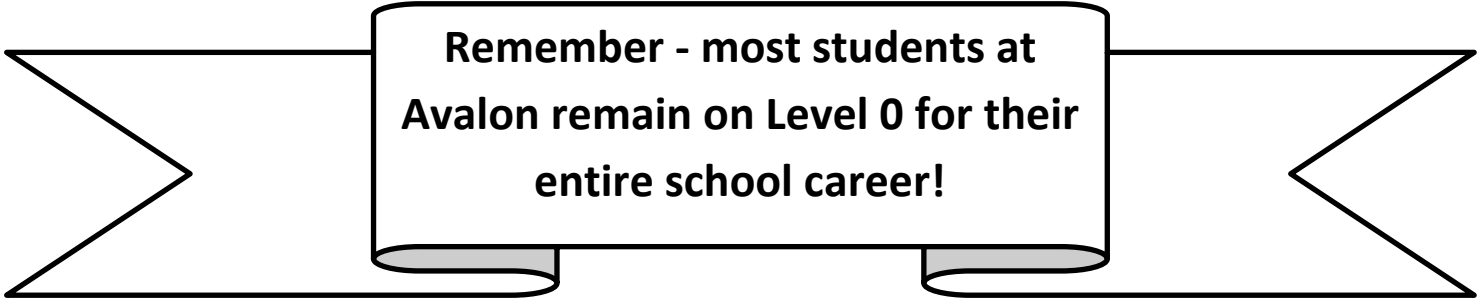
Action

- Follow the Department of Education guidelines for **suspension**.
- A **Suspension Letter** will be issued to parents.
- A student returning from suspension will maintain a **daily behaviour contract** for a period that is agreed to and signed by the student, parent and Principal. The **behaviour contract** will go to the Principal/DP at the end of each day and is to be carried by the student for two weeks. It is to be signed off by the class teacher, librarian, RFF teacher, playground teacher etc at the end of every session. A photocopy will be sent home each day for parents to view.

Reasons for suspension may include (but are not limited to):

- violence
- extreme insolence
- persistent disobedience and or disruption
- destructive behaviour
- continual harassment of other students or staff.

Students returning from school suspension **will remain on Level Four for 2 weeks**.



**Remember - most students at
Avalon remain on Level 0 for their
entire school career!**