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Sans Souci Public School Student Wellbeing Policy



Sans Souci Public School

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Student Wellbeing Policy

The NSW Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work they do every day with students, from preschool students beginning their education journey, to senior students preparing for further education, employment and adult life.

In recent years however, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people will grow and function, continue to change. We need to be responsive to numerous influences as we deliver public education now and into the future.

There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels so that where a child or young person lives and goes to school does not shape their learning outcomes.

In this context, our understanding of wellbeing needs to be contemporary and forward-focussed. An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Educators need to understand the potential wellbeing has, to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

The themes that will drive wellbeing in our public schools into the future are Connect, Succeed and Thrive. Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

Student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

SOURCE: NSW DEPARTMENT OF EDUCATION AND COMMUNITIES | THE WELLBEING FRAMEWORK FOR SCHOOLS



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Contextual Statement

STUDENT WELLBEING AT SANS SOUCI PUBLIC SCHOOL:

- encompasses everything the school community does to meet the cognitive, physical, social, emotional and spiritual development of students
- creates a safe, caring school environment in which students are supported as they learn
- is achieved through the school curriculum and the way it is delivered
- incorporates positive behaviour for learning (PBL) practices
- promotes proactive health and social skills programs
- ensures early intervention strategies are in place to provide a smooth transition for Preschool to Kindergarten and from Year 6 to High School
- fosters relationships with outside agencies to provide ongoing educational services to support students and their families
- recognises the diversity within the school community and provides inclusive programs and support which promotes harmony
- is individually tailored to meet students' needs through the Learning and Support Team Network and;
- provides opportunities for students to connect, succeed and thrive.



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Sans Souci Public School Core Values

The school community has developed a statement of core values that play an integral role in the structure and function of the Sans Souci Public School Student Wellbeing Policy. These core values underpin the interactions between members of our broader school community, aiming to guide our students in the development of positive and acceptable behaviour and attitudes.

Responsibility

ENCOURAGING students to be accountable for their behaviour and learning
EMPOWERING students as they develop a link between their own actions and the consequences

Participation

PARTICIPATING fully in all school activities

Honesty

BEING CONSISTENTLY HONEST and trustworthy in actions and words

Tolerance

ACCEPTING and understanding our cultural diversity and gender



Fairness

TREATING OTHERS FAIRLY, honestly and without prejudice

Caring

CONCERN for the well-being of self and others

Excellence

ENCOURAGING individuals to strive for personal excellence and acknowledging achievement

Cooperation

WORKING TOGETHER to achieve common goals, support others and using peaceful conflict resolution

Respect

HAVING RESPECT for yourself, others and the school environment

Student Wellbeing Framework

CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

Students learn most effectively in a positive, engaging and safe environment.

The school's wellbeing procedures have been designed to support positive behaviour for learning. The school has clearly defined rules, rewards and procedures which will enable students to develop self-awareness and regulate their own emotions and behaviours.

'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.'

**NSW DEPARTMENT OF EDUCATION & COMMUNITIES
THE WELLBEING FRAMEWORK FOR SCHOOLS**

Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

STUDENT RIGHTS

Students at Sans Souci Public School have the right to:

- learn and reach their potential
- be proud of their school
- feel safe in the classroom, playground & online
- participate and contribute in a fair and supportive environment
- be heard and treated fairly by the whole school community
- be accepted for individual differences and diversity, irrespective of gender, race, religion or physical ability
- be recognised for their individual endeavours and excellence.

STUDENT RESPONSIBILITIES

Students at Sans Souci Public School are expected to:

- attend school on time, regularly and in agreed school uniform
- be prepared with correct equipment for all school activities and events
- treat others with courtesy, kindness and respect
- follow the school rules, procedures and values
- take responsibility for their actions and accept consequences
- use technology in accordance with the Department's Communication Devices and Associated Services Policy
- speak out against bullying and unacceptable behaviour
- represent the school with pride and positive sporting conduct
- behave in a non-aggressive way towards everyone.

STAFF RESPONSIBILITIES

Staff at Sans Souci Public School will:

- provide an engaging and safe learning environment for all students
- ensure effective supervision of students at all times
- be punctual and vigilant when supervising students in the playground
- promote positive relationships that respect and accept individual differences and diversity within Sans Souci Public School
- ensure that all Sans Souci Public School wellbeing procedures are implemented
- model and foster respectful relationships at all times within the school community and online.

PARENT RESPONSIBILITIES

Parents at Sans Souci Public School are expected to:

- ensure that their child punctually attends school every day, unless sick or exempt from school
- to read and be supportive of the Sans Souci Public School Anti-Bullying Policy
- support the Sans Souci Public School Uniform Policy by ensuring their child wears the agreed school uniform
- be supportive of the Sans Souci Public School Student Wellbeing Policy
- support their child in all aspects of learning
- model and encourage respectful relationships at all times within the school community and online
- be aware of and respond to school communication in a timely and respectful manner.

SCHOOL RULES

The following school rules apply to all school activities including: incursions/excursions, sporting and cultural activities and travelling to and from school.

- Be in the right place
- Hands and feet to yourself
- Treat others with respect
- Listen to and follow instructions
- Respect property

CLASSROOM RULES

Every teacher will negotiate with the class, a set of class rules (based on our school values and rules). These rules will be clearly displayed within the classroom and will apply to the areas of:

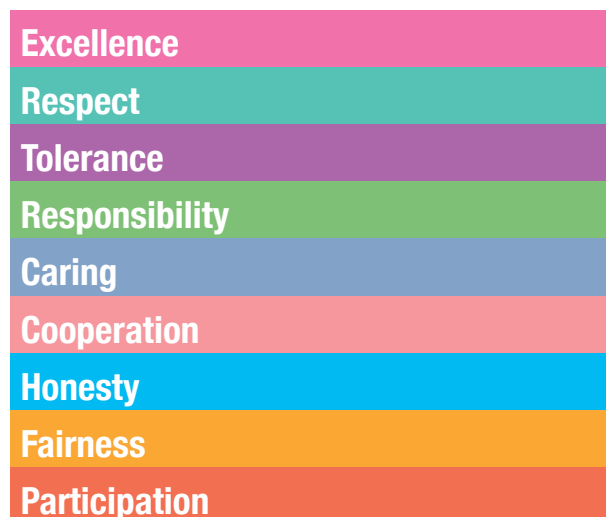
- Learning
- Respect
- Communication
- Safety



Acknowledging & Rewarding Student Achievement

Award System for Positive Behaviour for Learning (PBL) in the Classroom

Our school believes strongly in the value of acknowledging and rewarding positive student behaviour for learning. We consistently encourage all students to Connect, Succeed and Thrive and uphold our School Values.



Teachers use a variety of ways to reinforce and encourage these attitudes and values. These include feedback that includes but is not limited to; written or verbal feedback, stamps, stickers and sharing and/or displaying quality work in the classroom and at assembly.

Each learning space clearly displays class rules and expectations and utilises a class-based reward system that acknowledges positive behaviour for learning that demonstrates the School Values.

Teachers acknowledge positive behaviour for learning through a points system. At the end of each term, 25% of the students from each class who have accrued the most points are invited to an end of term reward.

K-2 Smiley Award Lucky Dip

The names of two students who receive class points during the week are drawn out at each assembly and the winners select a small prize.

3-6 Assembly

At Friday assembly each teacher chooses two students from their class to receive a reward token. Students then go into a draw. The class displaying the best conduct is awarded the weekly trophy.

Whole School Award System

A whole school system of cumulative certificates/awards is used from Kindergarten to Year 6. Each week at assembly, quality work, merit and school values certificates/awards are presented. When a student has received three red or blue certificates/awards, they hand them to their class teacher and are awarded a gold Principal's Award at the next assembly.

The certificates/awards are accumulated throughout the school year. Students are responsible for the safe keeping of any certificates and awards they receive and for presenting them to their class teacher for the Principal's Award.

Teachers keep a record of all red, blue and gold certificates/awards given throughout the year and the two students who have accrued the most certificates/awards in each class will be awarded a Principal's Medal at the annual Presentation Day in Term 4.

Learning Area Awards

From early in Term 4, classroom teachers from Years 1-6 will recognise achievement across all learning areas in the form of special Certificates of Merit, presented in the final six weekly assemblies. During these assemblies, teachers will award each student in their class a certificate recognising effort and achievement demonstrated by the student.

PSSA Sport Awards

The awards for PSSA team sports, PSSA Swimming, Cross Country and Athletics Carnivals, overall Champion Sports Boy and Girl awards for each carnival, school sport and leisure sport will be presented during a Sports Assembly each term.

Language Awards

The Language teachers will award certificates twice per term. These certificates will be included in the whole school award system.

Recognising Student Achievement at the SSPS Annual Presentation Day

The annual Sans Souci Public School Presentation Day is an opportunity to recognise student achievement across a broad range of areas. Two students who receive the most certificates/awards in each class receive a Principal's Medal. There will also be up to three teacher nominated awards per class.

Managing Positive Behaviour for Learning

Classroom Behaviour Management Procedures

A fair and consistent approach to classroom behaviour management optimises and supports student learning. Teachers use a consistent three warning system that allows students time to rectify inappropriate behaviour. Persistent inappropriate behaviour results in a classroom time out and, if needed, time out with a supervisor. If a student is sent to a supervisor's classroom, parents will be informed of the situation via a behaviour letter sent home and the incident will be recorded in a school database. This letter will be signed by the stage supervisor and needs to be signed by a parent and returned the next school day. A second letter within the same school term will require parents to attend a meeting with the class teacher and stage supervisor. The following flowchart outlines the school's classroom management procedures.

Display Core Values and Class Rules

Jointly constructed class rules and school-wide visual warning system clearly displayed in all classrooms and learning spaces

Inappropriate Behaviour

Extreme behaviour (eg. violence) - staff will notify the Principal, as suspension policy may be utilised

First Warning Given

Name on board or behaviour chart

Repeat of Inappropriate Behaviour

Up to two more formal warnings recorded on board or behaviour chart

Classroom Time Out

- Each room has a specific time out location with agreed time out duration and expectations clearly displayed
- Student rejoins group after successfully completing time out

Breach of Time Out Procedures

- Send to Stage Supervisor/Buddy Class for time out
- Recorded on school database by supervisor
- Duration can be up to the end of a learning session
- If sent to buddy class, teacher to inform Stage Supervisor

Complete Behaviour Letter to Send Home

- Record of letter sent home on school database
- Letter sent home signed by Stage Supervisor
- A second letter during the same term will request a parent interview to discuss strategies to encourage positive behaviour for learning.

Persistent Student Misbehaviour - Executive Procedures

If a student continues to display inappropriate behaviour after the second behaviour letter and subsequent meeting involving parents, student, teacher and Executive staff member; another letter will be sent home requesting a meeting with the Deputy Principal and/or Principal. At this meeting, a formal caution (warning of suspension) may be issued via a letter.

The flow chart below outlines Executive procedures for persistent or serious student misbehaviour.

Two behaviour letters home in a term or serious misbehaviour

Inform appropriate Executive staff member/Stage supervisor

Letter sent to parents informing of the serious or persistent misbehavior and requesting an interview with Assistant Principal or Deputy Principal

The third letter sent to parents in a term results in a follow-up meeting and a Formal Caution (Suspension Warning letter) from Principal

Any subsequent inappropriate behaviour will result in student being referred to the Principal

Playground Behaviour Management Procedures

At Sans Souci Public School there is an ongoing commitment to create a playground that is safe and engaging for students. Facilities include fixed play equipment for K-2, synthetic grass areas, a netball court, synthetic soccer fields and athletics track, a large grass oval and two Passive Play Zones (PPZ) where students may play quiet games. Clear signage and playground markings indicate out-of-bounds and safe-movement areas.

Bully Busters (peer mediators) are rostered on a daily basis, to model and encourage positive playground behaviour and interactions. In addition, team competitions such as netball and soccer are coordinated by teachers during break times to foster positive social interactions in the playground.

It is the responsibility of the teacher on duty to carry a playground bag for their designated playground zone. These bags contain resources, including Playground Management Procedures.

For incidents referred to an Executive member of staff, the student may be placed on restricted play and the incident will be recorded on the school database. During restricted play, a student may play within a designated area as directed by an Executive teacher. A student on restricted play may have one friend in the restricted play area.

The Sans Souci Public School Playground Management Procedures are clearly displayed throughout the school. Students are aware of the three behaviour categories:

MINOR

Teacher resolves behaviour with a Restorative Practices conversation. Student shadow teacher during a conversation for up to 5 minutes.

MODERATE

Teacher sends student to Time Out bench and enters incident on the school behaviour database. Teacher completes a behaviour slip which is given to the relevant Assistant Principal/Stage Supervisor.

MAJOR

Teacher requests Executive Staff member support. The student should be removed from the playground and referred to the Principal/Deputy Principal.

(Please refer to the SSPS Playground Procedures for additional information)

we create a playground that is both interactive and engaging for our students





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