



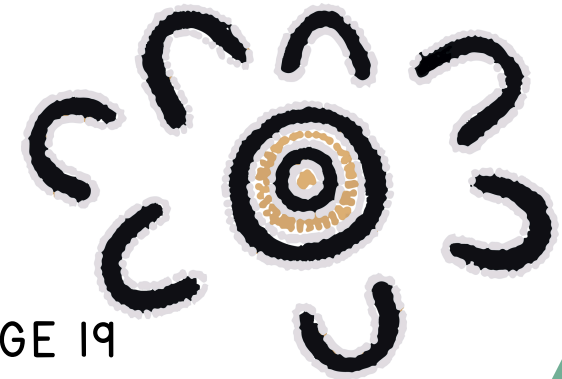
HELENSBURGH PUBLIC SCHOOL

STUDENT WELFARE POLICY

UPDATE 2024

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STATEMENT OF PURPOSE: OUR COMMITMENT TO WELLBEING

Helensburgh Public School's commitment to wellbeing is for students to connect, succeed and thrive at each stage of their development and learning. The aim is to provide planned learning experiences that are challenging, meaningful and engaging, and ensure that all students continually improve through a strong school evaluation process.

Teachers play an important role in providing quality learning experiences that develop and shape students' learning, character and wellbeing. The school's goal is for students to develop a love of learning and demonstrate positive values by: promoting high expectations, academic effort and a growth mindset, providing children opportunities to have an active voice in their learning, planning student leadership initiatives, delivering social skills programs that support resilience and ethical decision making and providing positive partnerships with parents and carers. Our school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning. Students, teachers, support staff and members of the wider school community aim to have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.



Expectation	Acceptable	Unacceptable
Be safe	<ul style="list-style-type: none"> • Look after your belongings • Keep to appropriate areas and play safely • Walk on the concrete / asphalt • Store bags neatly • Enter/remain in the classroom with permission • Use road rules and travel to and from school safely • Wear a school hat and your school uniform • Play ball games in the correct area • Use technology responsibly - bring mobile phones to the office 	<ul style="list-style-type: none"> • Being out of bounds • Leaving the school without permission • Playing dangerously or aggressively • Running on the concrete and walking areas • Running through school gardens, breaking tree branches or digging holes in the ground
Be respectful	<ul style="list-style-type: none"> • Be polite and cooperative • 5Ls - Listen to the person speaking • Use equipment appropriately and return on time • Look after school property and gardens • Place rubbish in the bin Use the toilets sensibly • Move sensibly and quietly around the school • Be an up stander and report issues to the teacher • Respect for all class members - including teachers and visitors • Use technology responsibly 	<ul style="list-style-type: none"> • Rudeness, teasing and swearing • Graffiti • Throwing rubbish on the ground • Physical aggression, bullying, threatening behaviour • Disrespect for people and property • Interference with others games and activities • Being dishonest • Racist or sexist comments • Sending hurtful messages
Be a learner	<ul style="list-style-type: none"> • Be a confident, resilient learner - have a growth mindset • Feel proud of your positive behaviour • Arrive at school on time • Try your best and follow instructions • Be a team player • Be organised and complete your tasks • Reflect on your learning and act on feedback 	<ul style="list-style-type: none"> • Not listening to teacher directions • Disrupting others • Not having equipment ready. • Not trying • Being disrespectful

Promoting Positive Learning, Wellbeing and Behaviour Strategies

Learning Support Team

The Learning Support Team uses a process of identification, referral, communication, action and review in supporting students' learning and wellbeing. The Learning Support Team meets once a week to discuss student referrals and develop actions for students. This may be for students who require either remediation, extension or support for their social, behaviour, physical and emotional needs. Meetings include the Learning Support team, referring teachers and any other appropriate staff. The Learning Support Team and referring teachers are committed to providing personalised support and ensuring there is clear and on-going communication with parents and carers about their child's progress.

Students who are identified as having a disability or having significant learning needs are provided personal learning and support plans. The school has an early intervention approach and currently provides individual and small group literacy and numeracy interventions. Depending on the need and circumstance, strategies can be developed to support the cognitive, physical, social, emotional or behaviour needs.

Quality Teaching

Weekly stage based professional learning is part of the school's strategic plan. Teachers use short planning cycles and teaching sprints to identify need, plan evidence based teaching strategies and evaluate their impact. Assistant Principals work collegially with teachers to support teacher professional learning at a school, stage and an individual level.

Promoting Positive Learning, Wellbeing and Behaviour Strategies

Attendance

Helensburgh Public School follows NSW Department of Education policy and procedures to support student attendance. This includes strategies of : regular communication about student attendance guidelines, positive reinforcement at a school (fortnightly class award), a daily SMS system to contact parents, and an attendance flowchart for teachers outlining the process to support students with poor attendance.

Parent Communication

Parent information session and parent/teacher interviews occur in Term 1 to provide early opportunities to share information, provide feedback and in some cases jointly develop specific strategies to support student learning and wellbeing. Parents and teachers are encouraged to organise both informal and formal meetings throughout the year based on need to ensure strong partnerships are formed. Parent education workshops and the social media platform of Seesaw are used with the aim of making the learning in every classroom visible to parents and carers.



Character Education and Creating a Positive School Climate

- School rules, values and social skills are taught from K-6 in Term 1 to set high expectations for positive behaviour.
- The Friendly Schools social emotional learning curriculum is implemented K-6 to increase students' self awareness, self management, social awareness, relationship skills and social decision making.
- The importance of reporting issues are regularly communicated to the school executive, teachers, parents and students. Anti-bullying strategies are developed in accordance with the school's action plan.
- The Year 6 Buddy Program supports Kindergarten students transition to primary school and provides senior students with opportunities to be responsible role models.
- A playground focus linked to the school's behaviour expectations and reward system are communicated to teachers, parents and students.
- The SRC, Green Team and School Leaders provide students with an active voice to identify needs, plan actions and develop strategies.
- Structured playground games, school library (used as a quiet play area at recess) and extra curricular activities are organised to support student engagement and diversity.
- A range of community based events are planned to support a positive school culture. These include: Harmony Day, Education Day, Grandparents Day, Book Week Parade, Easter Hat Parade and NAIDOC week.

Promoting Student Recognition and Achievement

Helensburgh Public School believes that acknowledging good student behaviour is vital to promoting a positive school learning environment. The school has a whole school reward system, based on short term and long term goals, and is both individualised and whole school. By teaching students to strive for their personal best, our aim is for students to be active, resilient and responsible citizens. The following system is in place to encourage the expected positive behaviours in students and to create a positive learning environment to maximise learning.

Classroom Rewards System

Each classroom teacher uses their own award system to motivate students and to create a positive learning environment. Students will receive class-based awards by moving up the traffic lights throughout the day. Visiting teachers, such as scripture, library, casual and RFF teachers will give out Friendlies to encourage the expected behaviours.

Achievement Award Certificates for Classroom Success

Teachers give out 3 achievement awards at a fortnightly whole school assembly. Examples of targeted behaviours include listening, organisation, getting along with others and effort. Each student will be given 2 friendlies for merit certificates achieved.

Promoting Student Recognition and Achievement

Friendly Ticket Draw at Assembly

Friendlies are collected in a class Friendlies Box to be used in a weekly stage prize draw and in the whole school Prize Wheel twice a term at K-6 assemblies. Two winners from each stage are drawn. Winners spin the Friendlies Prize Wheel to secure a prize.

Playground Rewards System

Positive playground experiences stem from students having a clear understanding of what is expected of them. At HPS we have a friendly focus for behaviour and the playground expectations are explicitly taught based on the whole school focus. Students displaying appropriate and targeted behaviours in the playground are rewarded with Friendlies by the teachers on duty. Students then put their Friendly into the class box to await the weekly stage prize draw or K-6 Assembly Friendly Prize Wheel draw.

Attendance Awards

A class attendance award is given, at the fortnightly assembly, to the class with the best attendance. The class receives a certificate and an iceblock reward.

Positive Behaviour Reward Overview

Individual Student Rewards

Class Based Rewards

A reward system is used by each teacher to reward positive behaviour choices. These are to be used in conjunction with the traffic light display.

Achievement Awards

Achievement Awards are given to students every assembly. Each student receives two friendlies for their award.

ACE Awards

ACE stands for Attitude, Conduct and Effort. These awards are presented to four students from each class in Terms 1-3. An overall ACE award is presented to one student from each class in Term 4.

Friendlies

Friendlies are given to students in the display the friendly focus. These friendlies are collected and placed into a weekly Stage prize draw and also into a whole school prize wheel draw at each assembly.

Class Rewards

Attendance Award

Each fortnight, an award is presented to the class with the highest attendance. This class also receives ice blocks.

Secret Teacher Award

At each assembly, a secret teacher watches for a class who displays good behaviour choices. This class receives ice blocks as a reward.

Whole School Rewards

End of Term Celebration

At the end of each term, students participate in a reward day that celebrates positive behaviour and student achievement.

Sporting House Points

House are rewarded to students for participation and positive behaviour during each of the sporting carnivals. A winning house trophy is rewarded at the end of Term 4.

Promoting Student Recognition and Achievement

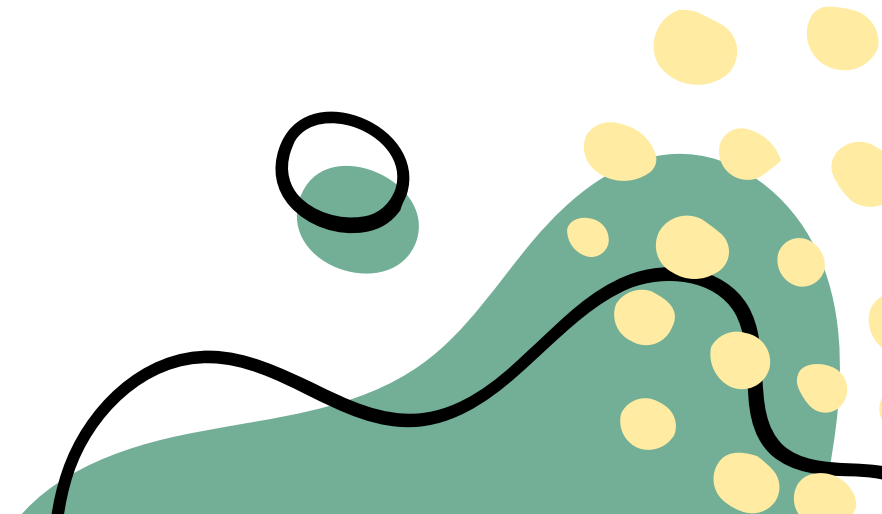
NSW Public Schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Behaviour Code for Students: Student Actions

- Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.
- We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.



Strategies To Manage Student Behaviour

Teachers in the Classroom (see Classroom Behaviour Flowchart):

- are responsible for implementing the School Classroom Behaviour Management Flow Chart;
- are to ensure that all students in the class are aware of the class and school rules, the rewards and the consequences;
- are to be consistent in applying class rules, rewards and consequences;
- are to record incidents on School Bytes; and
- are to promptly communicate any concerns with the student's teacher and/or stage supervisor.

Teachers in the Playground (see Playground Behaviour Flow Chart):

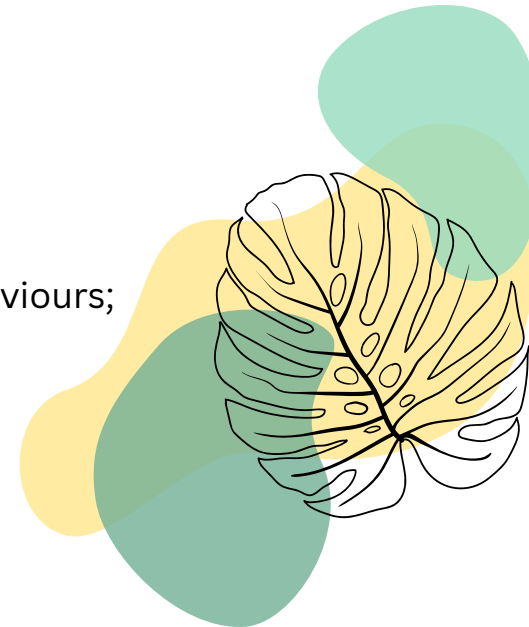
- are to actively supervise and intervene quickly when they witness any unsafe or unfriendly behaviours;
- are to apply fair and appropriate “on the spot” consequences
- record any students who need “reminding of the rules” in School Bytes; and
- will follow the Playground Behaviour Management Flow Chart.

Reflection Room

In the Reflection Room students are guided to reflect on their behaviour choices. Students are given the opportunity to develop skills they need to help improve the choices that they will make in the future and to develop their understanding of the responsibilities they have, as a member of the Helensburgh Public School community. Students are explicitly taught the school expectations so that they have a clear understanding of acceptable and unacceptable behaviour.

Procedures for Out of School Activities

Students demonstrating undesirable/unacceptable behaviour of a serious nature at any out of school activity will have the incident recorded in School Bytes and referral to the executive.

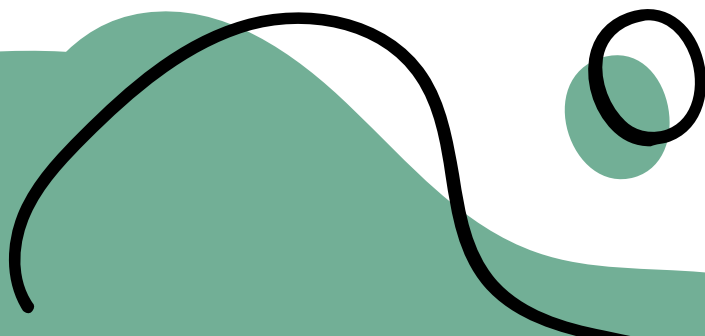


Strategies To Manage Student Behaviour

Procedures for Bus & Bike

Students aged 10 or older, who have documented parental permission, are allowed to ride to school each day. These students must follow NSW Road Safety Guidelines ie. They must wear a helmet and follow road rules. Please see the HPS Bike Policy.

Students demonstrating undesirable behaviour of a serious nature while travelling on school buses or riding bikes to and from school will have incidents recorded in School Bytes, with further consequences decided by Executive teachers. Students who place themselves and others at risk may be prohibited from riding their bikes to school until such time that assurances can be provided by the parent that the student is now able to operate their bike safely and obey all school and road rules.



Student Behaviour and Management Systems

Minor Behaviours - Teacher Managed:

- Out of bounds
 - Calling out
- Classroom disruption
- Assembly disruption
- Off task, lack of effort to complete school work, not following directions, in the wrong place, lateness without a good reason
 - Inappropriate tone/attitude
 - Inappropriate comments
- Unsafe play e.g. rough games, wrestling
 - Playing in toilets
- Out of uniform without a good reason
 - Littering
- Interfering with other peoples games e.g. taking equipment, deliberately running through games
- Un-sportsmanlike behaviour e.g. cheating, tripping, name-calling
 - Teasing
- Swearing – low intensity instance of inappropriate language
- Defiance – brief failure to respond to teacher instructions or rude behaviour

Major Behaviours - Executive Managed:

- 3 or more minor behaviours within 2 weeks
- Rudeness to teachers, other staff or parent helpers including “back chat”
 - Threats
 - Hurting others
 - Physical violence
 - Bullying
 - Deliberate disobedience
 - Deliberate dangerous play
 - Retaliation
 - Vandalism
 - Theft – knowingly taking another person’s property
 - Forgery – knowingly forges parent signature or uses another students log in
- Truancy or partial truancy- Student leaves school grounds or classroom without permission or stays out of class/school without permission
 - Spitting on or at others
- Being a bystander to bullying behavior/not telling the truth to the teacher as witness to bullying and/or encouraging bullying behavior e.g. laughing
- Direct swearing or verbally aggressive to another person
 - Harassment - student delivers disrespectful messages (verbal, cyber or by gesture) that includes threats and intimidation, obscene gestures, pictures, racist comments or written notes

Managing Student Classroom Behaviour

All students are reset back to green at lunch and recess.

Positive Behaviour

All students start on green traffic light.



Students move up the traffic lights when they display positive behaviour choices. Teacher awards students with classroom reward.



If students continue to display positive behaviour choices, they continue to move up the traffic lights. Teacher awards students with classroom reward.

Traffic Light Display



Minor Misbehaviour

Teacher Managed

Students should return to the green light at anytime, when positive behaviour is displayed.



1st Warning: I've had my first warning – time to refocus.



2nd Warning: I've had my second warning – get back on track.



3rd Warning: I've had my third warning =
TIMEOUT in class



4th Warning: I've had my fourth warning
TIMEOUT in buddy class



5th Warning: I've had my fifth warning =
TIMEOUT in the Assistant Principal's class

Major Misbehaviour

Executive Managed

Student is sent to the executive for timeout. Principal is notified of the issue. Executive record incident on School Bytes.



Executive investigate incident and decide on appropriate consequence. Parent/carers and classroom teacher are notified.



Student behaviour is monitored. If necessary, the student will be referred to the Learning Support Team and a meeting will be organised with parents/carers.

If student is violent: teacher immediately calls office and asks for assistance from Executive staff. Incident is followed up by executive or principal to contact parents. A Learning Support referral is determined and a plan developed for the student.

HPS Playground Behaviour Management Flowchart

Minor Behaviour - Teacher Managed



Prompt, redirect, teach. Behaviour improves, students are positively acknowledged



Minor behaviour continues. Teacher discusses issue with student and walks with teacher on duty. Teacher records minor issue on School Bytes.



If a student has 3 Minor issues on School Bytes within 2 weeks they will receive a reflection. Executive required to contact parent/carer.

Major Behaviour - Executive Managed



Teacher speaks to the students involved and witnesses. Teacher records the incident on School Bytes and notifies relevant Assistant Principal.



Assitant Principal investigates incident and, if required, places student on reflection. The incident is communicated to parents and relevant teachers. A meeting may be organised to discuss.



Executive decides if a Learning Support Referral or extra monitoring is required in consultation with the parent/carer.

If the student behaviour is severe or continues:

Principal will be involved in determining consequences, which may result in suspension and will be referred to the Learning support team if necessary.

Student Responsibility at Helensburgh Public School

Student Responsibilities

Students are expected to:

- have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding;
- have positive and respectful relationships with each other, their teachers and the community;
- are supported to strive toward and achieve meaningful goals;
- are provided with opportunities to succeed, and success is celebrated in a way that is meaningful to the student;
- are recognised and celebrated;
- are provided with opportunities to build connections, a sense of belonging and self-worth;
- achieve success by contributing to a positive, supportive and encouraging learning environment;
- with identified learning needs benefit from personalised learning and support;
- with Aboriginal heritage have an individualised personalised learning pathway; and
- with identified health care needs have an individualised healthcare plan.

Staff Responsibility at Helensburgh Public School

Staff Supporting A Positive Learning Environment

Staff are expected to:

- enable success by contributing to a positive, supportive and encouraging learning environment;
- deliver meaningful, engaging and rewarding learning experiences;
- consistently implement the agreed strategy to create a positive teaching and learning environment;
- undertake mandatory training to comply with legislative and policy requirements;
- monitor students and implement adjustments to the learning environment as required;
- use data from student assessments to inform teaching;
- acknowledge students for displaying positive behaviour;
- recognise and celebrate individual achievement and success; and
- communicate expectations through visible signage, lessons, newsletters and our school website.



Parent and the Community Commitment

Parents are expected to:

- actively participate in the school and help children develop positive connections;
- actively participate in supporting and reinforcing student learning;
- support and enable the aspirations of students;
- speak positively to children about school and their schooling;
- communicate promptly anything that may affect your child's learning to the classroom teacher
- endeavour to resolve issues respectfully and at an appropriate time;
- follow up and support the school with suggested action plans or appointments, if required;
- be respectful in all communication - we work best as a team; and
- respect the code of conduct for the use of social media

