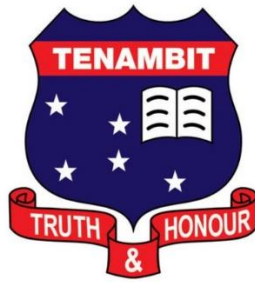


TENAMBIT PUBLIC SCHOOL



SCHOOL WELLBEING PRACTICES AND PROCEDURES

CONNECT



SUCCEED



THRIVE



Tenambit Public School is an inclusive school community with the core values of respect, responsibility and excellence.

We work together to ensure a quality education in a challenging, supportive and caring learning environment in order for our students to be successful learners, experience positive wellbeing and create strong, healthy relationships. We create environments to develop the social, emotional and academic capabilities for our students, emphasising the main beliefs of kindness to self and others, mutual respect, cooperation and fairness.

We endeavour to promote a healthy, supportive and secure environment for all and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase resilience and coping skills.

The theme of our student wellbeing policy is to lead the children towards kindness, self-reliance and self-discipline, with a strong desire to do well in all aspects of learning. We as a school community expect them to accept and respect others and to care for other people and our community.

We have a whole school approach to Wellbeing, working in partnerships with parents and caregivers, to develop and support responsible behaviour and interactions that acknowledges and protects mutual rights of staff, students and parents. We utilise the Positive Behaviour Learning initiative to contribute to making our school safe with effective teaching and learning environments that enable students to be healthy, happy, successful and productive.

Our shared understanding of wellbeing (taken from DoE Wellbeing Framework April 2015)

- ☐ is that it is dynamic and integral to learning
- ☐ focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- ☐ recognises the importance of developing and shaping the character of the individual
- ☐ is multidimensional and interrelated
- ☐ takes into account the context of the children's and young people's lives
- ☐ incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- ☐ considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- ☐ acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities



The following school programs support student wellbeing: Rock and Water, Learning Support Team, School Support Services, Resolution Room, Scripture, Bro Speak, Sista Speak, Buddy Bench, Peer Support, Student Leadership Programs, Learning Support Teachers and Interventionists, Kinder Buddies, Positive Behaviour Learning, Seasons for Growth, Social Groups/Life Skills and annual school celebrations.

We, as a school community believe:

- ☐ All students are acknowledged and valued as individuals.
- ☐ Teachers and students have a right to work in an atmosphere conducive and supportive to learning.
- ☐ Students have a right to be educated in a positive, safe, encouraging environment with expectations of care, courtesy, and respect for all.
- ☐ Students have the right to be treated equally in an environment that values and encourages tolerance, inclusion, integrity and diligence.
- ☐ Students have a right to work and play free from intimidation.
- ☐ Principal and staff have a responsibility to fairly, reasonably and consistently implement the code of conduct and the Department of Education's policies.

- ☐ The school has a responsibility to ensure that internal processes address students with specific learning needs at both ends of the scales, working with parents for the best outcome.
- ☐ To appropriately develop student's social skills, ensuring positive interactions are taking place with consideration to feelings, respect, courteous behaviour and the use of acceptable language.
- ☐ Staff present a caring attitude, and are seen as positive role models.
- ☐ Teachers, parents and students work together to provide a consistent approach to promote acceptable behaviour.

Learning and Support

Tenambit Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed. Adjustments to the learning environment are made and documented as required. These students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents/Caregivers are consulted and are given the opportunity to contribute to the planning to support their child's individual learning.

An Individualised Education Plan (IEP) is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program. It is required to provide additional support or an alternative or modified program, environment or curriculum. Students requiring an IEP are identified by teachers and each IEP is adjusted when required and updated each semester and signed by the parent/carer and classroom teacher.

All Aboriginal and Torres Strait Islanders have an individualised Personalised Learning Pathway (PLP) which is updated each semester and signed by the parent/carer and classroom teacher.

Through class based and small group support, students from English as an Additional Dialect (EALD) are assisted by a specialist EALD team.

Other services and resources Tenambit Public School has for learning and support include:

- ☐ School Counselling Service
- ☐ Learning and Support Teachers (LaST)
- ☐ Interventionist Teachers
- ☐ Student Learning Support Officers (SLSO)
- ☐ Anti-Racism Contact Officer (ARCO)
- ☐ Positive Behaviour for Learning Initiative (PBL)

Health Plans

Students with identified health care needs are required to have an individualised health care plan. The individual health care plan must address the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs. This is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent. This must be provided to the school by the parent/carer and updated at least annually. Health care plans are required for students:

- ☐ diagnosed with asthma, type 1 diabetes, epilepsy or anaphylaxis.
- ☐ diagnosed as being at risk of an emergency.
- ☐ who require the administration of health care procedures.

Acknowledging and Rewarding Student Achievement

Tenambit Public School aims at creating a positive environment where students are acknowledged and rewarded for their behaviour, work habits and achievements. Varied forms of positive reinforcement are used for acceptable behaviour across the whole school in accordance with the Behaviour Code for Students and School Values, following our PBL framework.

Each classroom clearly displays the class rules and expectations for students to follow. School rules are displayed in the class and around the playground. This reinforces acceptable behaviour and allows students to recognise their achievements.

Class teachers employ a variety of strategies in the classroom to reward student and team effort and achievement. This includes, but is not limited to, Positive Feedback, Dojos, Raffle Systems and Smiley Faces on the board. Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods. This includes praise, stamps, stickers and display of work in the classroom.

Whole School Positive Recognition

Values Awards

Values awards are issued each week by teachers to recognise positive behaviour in the classroom and in the playground. These values awards are categorised as Care for Yourself, Respect Others and Be Responsible.

School Assemblies

Each week an assembly takes place to acknowledge students who have received an award. Other awards including sporting awards and academic awards are also distributed throughout the year during special whole school assemblies.

K-2 Assembly

Infant classes (K-2) hold an assembly to recognise achievements in the classroom. Each class is rostered to chair the assembly and to showcase an item. Students who have been acknowledged for positive achievement are awarded with a Star Student Award, along with awards for Respect, Responsibility and Excellence. To acknowledge and promote home reading, students are awarded with 100 and 200 Nights of Reading Awards.

Student Behaviour and Discipline

Tenambit Public School incorporates a discipline system to incorporate consequences for students whose behaviour is unacceptable and inappropriate. Each student is expected to follow the *Behaviour Code for Students* (DoE), expected Tenambit Public School behaviours and Class Rules.

Department of Education and Communities Behaviour and Expectation Code and Expectations for Students

In NSW public schools students are expected to:

- ☐ respect 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.
- ☐ respect all members of the school community and show courtesy to all students, teachers and community members.
- ☐ resolve conflict respectfully, calmly and fairly.
- ☐ comply with the school's uniform policy or dress code.
- ☐ attend school every day (unless legally excused).
- ☐ respect all property and the environment.
- ☐ not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- ☐ not bully, harass, intimidate or discriminate against anyone in our schools.





Inappropriate behaviours may result in any of the following consequences depending on severity, frequency and context. All incidents either positive or negative, are recorded in Sentral, the school's wellbeing electronic recording system.

- Counselling - teacher and students discuss better behaviours and consequences.
 - Time-Out to Buddy Class - student is removed from normal class setting - either in a quiet area of the classroom or in another class.
 - Referral to LST- continued behaviours of concern can and should be referred to the Learning Support Team.
 - Referral for Tier 2 intervention- Classroom teacher completes student nomination form for Tier 2 intervention. This form will go to the Learning Support Team (LST) and Tier 2 Team. Once approved, teacher completes an ERASE form and begins behaviour check-up card (behaviour monitoring card).
 - Parents contacted by letter/phone.
- Following the Department of Education's policy:
- Suspension Caution - Parents are informed by phone and letter.
or
 - Suspension.

Students' social and emotional skills are developing all the time, and they need opportunities to practice them regularly. Social and emotional skills influence students' mental health and wellbeing throughout their whole lives. Students learn these skills through important relationships with their families, friends, teachers, caregivers, and peers.

Social and emotional learning is about developing the ability to care for others (Kindness), make responsible decisions, establish positive relationships, and handle challenging situations. At Tenambit Public School we see the importance of social emotional skills and have implemented a number of programs to support SEL by explicitly teaching and demonstrating the skills our students will need in their lives, as an integral component of our Positive Behaviour for Learning program. Our supplementary programs include our Peer

Support program, Rock and Water and Zones of Regulation. These programs emphasise teaching students the skills for positive relationships. Social and emotional learning is a key strategy for our school in reducing bullying and improve caring, respect and responsibility at Tenambit. When students are taught specific strategies for recognising and responding to emotions, thinking through challenging situations and communicating effectively, they are less likely to act out their frustrations inappropriately at school and elsewhere.

Anti-Bullying Plan

Bullying in any form is unacceptable. It devalues, isolates, frightens, affects an individual's ability to achieve and has long-term effects on the bully, those being bullied and the by-standers. Bullying behaviour is intentional and repeated. It is an abuse of power that causes distress, hurt or undue pressure.

Bullying behaviour can be:

Verbal-	continuous name calling, teasing, abuse, putdowns, sarcasm
Physical-	intentional hitting, punching, kicking, scratching, tripping
Social-	intentional ignoring, excluding, ostracising, alienating, gestures
Psychological-	intentionally spreading rumours, dirty looks, hiding possessions, malicious SMS and email, inappropriate contact through social media or games, inappropriate phone calls

The school will respond to concerns and provide appropriate support to students, treating each case on an individual basis, working with parents in collaboration.

Reporting:

All members of the school community (students, parents/caregivers and teachers) have the responsibility to report all forms of bullying.

The Principal and Assistant Principals will manage incidents of bullying but reports can be made to any teacher on staff.

Intervention and Support

The school implements a whole school anti-bullying program in the first term of each year. This program differentiates between bullying, disagreements and misunderstandings to enable student's understanding. Anti-bullying awareness is maintained throughout the year. In general, incidents of bullying will be dealt with in accordance with classroom and playground behaviour management procedures. Students may also be offered help which may include interviews, counselling, peer mediation or other strategies. In cases of serious or persistent bullying the Department of Education and School Wellbeing Code will be followed.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning, known as PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support them to be successful
- supports students in early childhood settings through to senior years of schooling
- enables schools to establish a continuum of supports that are intensified to meet the needs of every student
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of every student.

When implemented well:

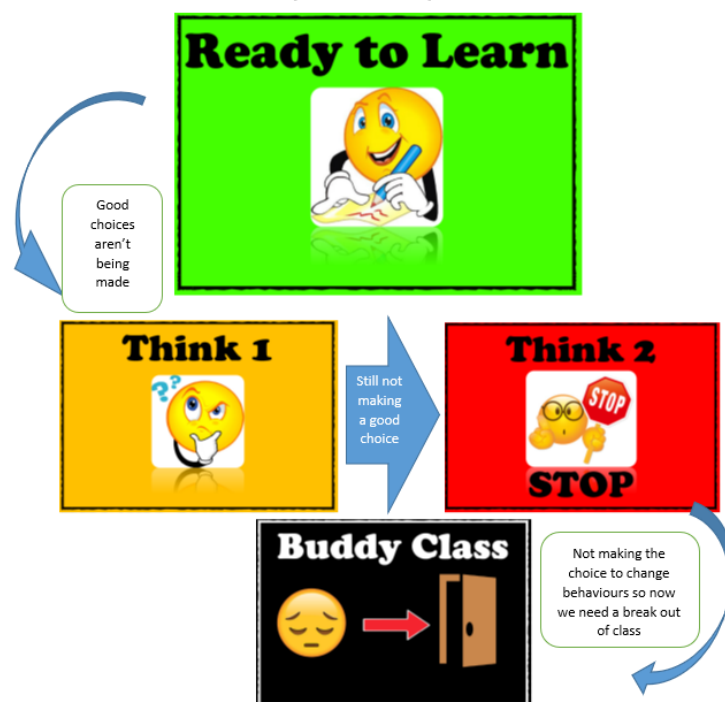
- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour
- students feel safe and cared for at school. Their parents, family and community are more involved in their school
- unproductive and challenging behaviour can be significantly reduced for most students.

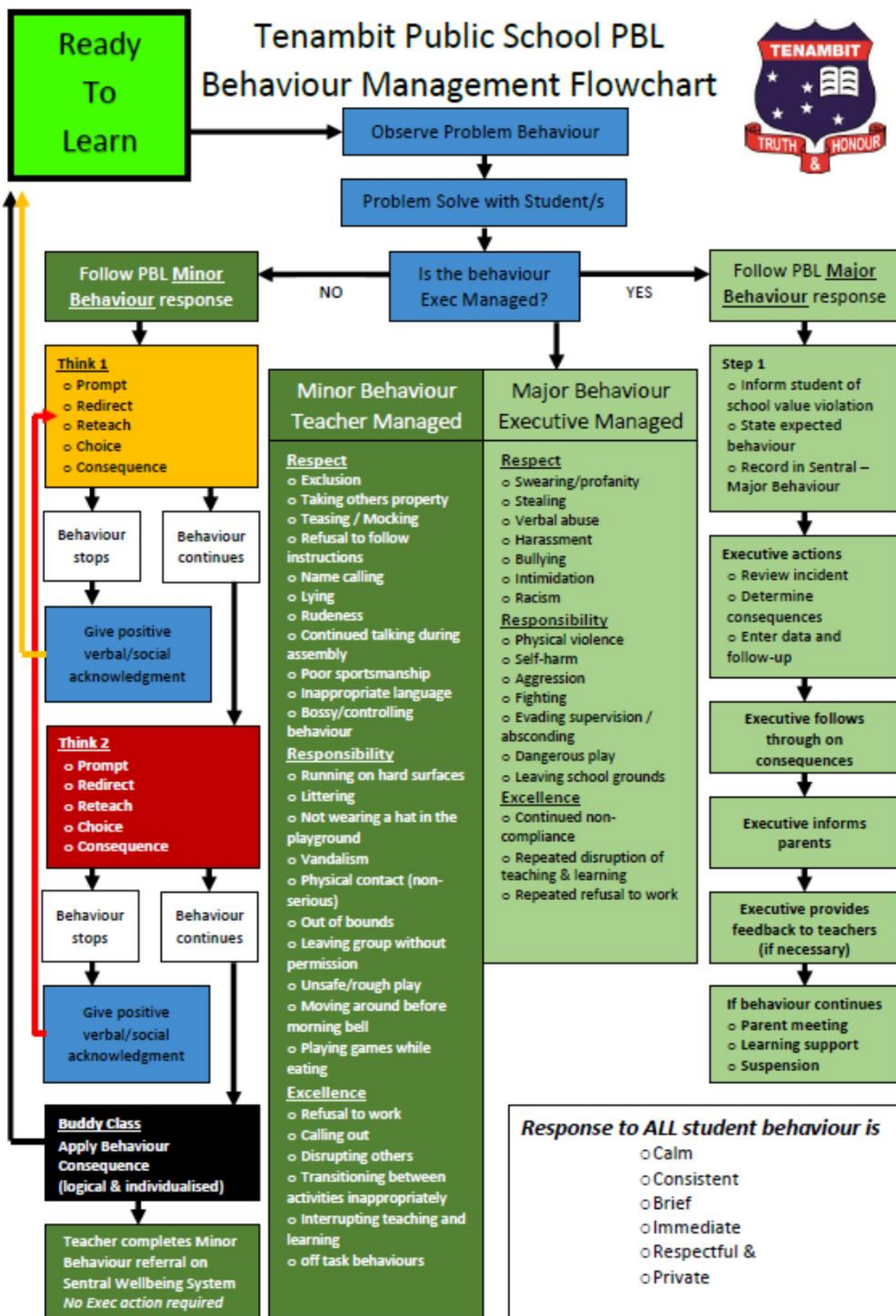
At Tenambit, we believe we must all work as a team to support our children. This is especially important when our children exhibit challenging behaviour.

The PBL Team and Tenambit Public School recognise that at times students find it difficult to identify their feelings and how to react appropriately when faced with challenging situations and conflict in the playground, classroom and wider school community. It is our goal to equip students with the strategies to better recognise and deal with feelings of frustration and anger. Students have been introduced to a wide range of strategies that they can access to self-regulate and manage conflict and situations they may find challenging appropriately e.g. getting a drink of water, taking a walk, exercise, inner coach, counting to 10. Every student has been asked to select 5 strategies that they feel that they may find useful for them and this is their emotional "tool box". It is hoped that students will learn to access their "tool kit" when needed and hence reducing the incidents of negative behaviour in the classroom and playground.

Everyone starts on 'ready to learn'

Classroom procedures:



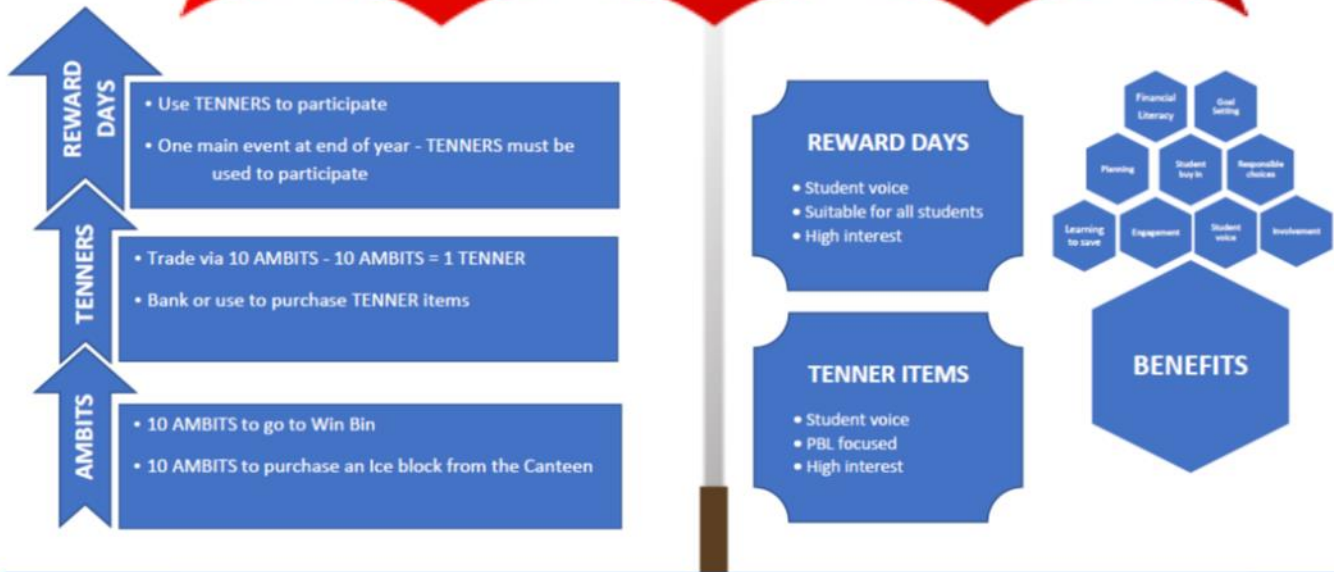


Our students have many opportunities to be acknowledged for the positive choices they make.



PBL

Positive Behaviour Learning Acknowledgement



Teachers and school staff use consistent teacher judgement in awarding AMBITS. AMBITS are given out freely to those students who demonstrate our core values, are kind to one another, help each other, follow teacher expectations, work toward goals, work well with each other, try to be better today than they were yesterday.

Suspension and expulsion

Suspension and expulsion from school are strategies schools can use within the context of schools' student wellbeing and discipline policies. Suspension is not intended as a punishment.

- Suspension allows time for school staff to plan and/or review learning and behaviour supports to assist a student engage positively with school and learning. As a school we believe we all must work in partnership to ensure a successful and happy experience in learning.
- All students have the right to an uninterrupted and safe experience at school. Sometimes students need additional support from all stakeholders to ensure this.
- Schools and the government school system work with parents, the student and specialist staff or other agencies, where appropriate, to assist a suspended student re-join the school community as quickly as possible.
- If your child is suspended, we must all work together to develop a supportive program for re-entry into the school environment. We are a team and we will all support our children to make positive choices.

Ratified by P&C 2020