

Gladesville Public School

Student Wellbeing and Engagement Guidelines

Updated 2019



Gladesville Public School implements teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, engaged and safe behaviour. The school values of Respect, Integrity, Care, Compassion, Fair Go and Excellence ensure that students are respectful, engaged and safe. Students and the community are guided by the NSW Department of Education's Behaviour Code for Students NSW Public Schools.

At Gladesville Public School, the following strategies, practices and responsibilities reflect the various national and state education reforms which prioritise student wellbeing. These strategies and revised procedures have been developed through an extensive process of parent consultation, staff professional development and engagement with evidence-based research and teaching practice. A list of the documents used to support the creation of school procedures, practices and teaching and learning programs is below. Supporting documents listed below are attaches to this document.

Strategies to support Positive Student Engagement

To support student engagement, wellbeing and safety, the following will be explicitly implemented, communicated, monitored and reviewed annually.

- Scope and sequences for PDHPE
- Explicit teaching and learning programs
- Ongoing staff professional learning
- Parent professional learning through information evenings
- Explicit and consistent classroom and playground behaviour management practices including processes for student consequences (supporting document)
- Awards system and recognition of student achievement (supporting document)
- Systematic recording processes to monitor inappropriate behaviours
- Anti-Bullying Plan (supporting document)
- Student leadership and service opportunities including SRC, school and sport leadership teams, leadership committees, class leaders (supporting document)
- Regular student assemblies with a focus on presenting explicit information which promotes anti-bullying and a positive school culture
- Communication guidelines to ensure concerns are addressed in a timely manner
- Provision of programs by external agencies to support teaching and learning relevant to school priorities. These may include; Resilience Doughnut, Brighter Thinking, Interrelate, SEAL (Social, Emotional and Attitudes for Learning), Police Youth Liaison Officer Cyber Safety presentations, Harmony Day, NAIDOC Day, Harmony Day, National Day for Action Against Bullying- Bullying No Way

Supporting Evidence

- PDHPE K-10 Syllabus
- The Wellbeing Framework for schools-NSW Department Education
- Behaviour Code for Students- NSW Department of Education
- Wellbeing Centre for Education Statistics and Evaluation (CESE) Document
- NSW Department of Education Strategic Plan 2018-2022
- NSW Anti-Bullying Strategy
- National Safe Schools Framework
- Student Wellbeing Hub

Reviewed February 2019

Responsibilities

Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Each stakeholder has a shared responsibility to ensure that every child is respected, respectful, engaged and safe.

Student Responsibility

Engagement / Learning

- Demonstrate commitment to learning through regular attendance and participation in school activities
- Show pride in all aspects of school life, embrace opportunities and encourage others to do so
- Respond to feedback as self-regulated learners who have a growth mindset and show perseverance and passion towards learning

Respect

- Value the interests, ability and culture of others
- Develop positive relationships based on respect and honesty
- Treat one another with kindness, empathy, compassion and dignity

Safety

- Model and follow school expectations and core values
- Are upstanders who do their best to support, protect and help others
- Make safe choices, take responsibility for their actions and resolve conflict in a calm and respectful manner

Parent Responsibility

- Behave respectfully and in a manner which models and reinforces the school core values and expectations
- Communicate with the school regarding any concerns linked to student wellbeing
- Work in partnership with the school to ensure policy, procedures and guidelines are maintained
- Encourage and support regular attendance at school
- Respect the NSW Government School and Community Charter

Teacher and Staff Responsibility

- Ensure whole school strategies are implemented to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning
- Create inclusive learning environments that celebrate difference and diversity, recognising, respecting and responding to identity and cultural background
- Work in partnership with parents and students to ensure policy, procedures and guidelines are maintained
- Communicate with parents/caregivers regarding any concerns linked to student wellbeing

Gladesville Public School

Playground Behaviour Management Flowchart

Teach → Prompt → Redirect / Choice → Consequence → Reteach/Reflect



Low Level/Warning – Teacher to address	Action required – Teacher	Student consequence process
<ul style="list-style-type: none"> - Not wearing a hat - Unsafe use of play equipment - Not playing cooperatively - Not playing safely 	<ul style="list-style-type: none"> - Reminder of expectations - Move to another area 	<ul style="list-style-type: none"> - Informal conference with duty Teacher - Return to play
Minor incident – Teacher to address	Action required - Teacher	Student consequence process
<ul style="list-style-type: none"> - Repeated low level/warnings - Littering (deliberate) - Playing in toilets - Out of bounds - Anti-social play such as deliberate exclusion, unfair play, teasing, verbal annoyance 	<ul style="list-style-type: none"> - After discussing expectations, walk and talk with the teacher for alternate strategies - 5 minutes Yr K/1 - 5-10 minutes Yr 2-6 - Teacher to discreetly record incident, Assistant Principal to record in Sentral (digital recording system) 	<ul style="list-style-type: none"> - Reflection with the teacher on duty - Return to play
Major incident – Assistant Principal to address	Action required – Teacher followed by Assistant Principal	Student consequence process
<ul style="list-style-type: none"> - Repeated minor incidents over day/week - Back chatting (aggressive) or persistent disobedience (refusing to follow staff requests) - Inappropriate language/rude gestures - Inappropriate physical contact such as pushing or shoving - Bullying behaviours or continuous/ongoing anti-social play such as deliberate exclusion, unfair play, teasing, verbal annoyance 	<ul style="list-style-type: none"> - Take a moment, when calm, discuss expectations, walk and talk with the teacher for alternate strategies - 5 minutes Yr K/1 - 5-10 minutes Yr 2-6 - Reflective session with the Stage Assistant Principal - Stage Assistant Principal to record incident in Sentral (digital recording system) for ongoing monitoring 	<ul style="list-style-type: none"> - Reflective session with Stage Assistant Principal (as soon as possible) - Copy of reflection sheet is sent home to be signed – if not returned within 3 days, follow up phone call - Possible playground monitoring card
Serious incident – Deputy Principal/Principal to address	Action required – Teacher followed by Deputy Principal / Principal	Student consequence process
<ul style="list-style-type: none"> - Serious defiance - Violence/physical aggression - Repeated bullying - Racism - Harassment - Intimidation - Absconding 	<ul style="list-style-type: none"> - Use assertive language to diffuse the situation - Send for assistance if required, otherwise, inform the Deputy Principal or Principal of the situation - Separate students / keep an eye on students involved - The incident needs to be reported on SENTRAL by the Deputy Principal - Follow the DoE discipline and suspension procedures 	<ul style="list-style-type: none"> - Reflective session with Deputy or Principal (straight away) - Phone call to parents - Copy of reflection sheet is sent home to be signed – if not returned within 3 days, follow up phone call - Possible suspension

Gladesville Public School

Classroom Behaviour Management Flowchart

Teach → Prompt → Redirect / Choice → Consequence → Reteach/Reflect



Low Level/Warning – Teacher to address	Action required – Teacher	Student consequence process
<ul style="list-style-type: none"> - Out of seat - Calling out or talking out of turn - Off task - Misuse of property 	<ul style="list-style-type: none"> - Reminder of expectations - Use classroom behaviour management strategies 	<ul style="list-style-type: none"> - In class behaviour management consequence (e.g. Traffic light system) - Return to task
Minor incident – Teacher to address	Action required - Teacher	Student consequence process
<ul style="list-style-type: none"> - Repeated low level/warnings - Teasing - Minor disrespect of property (graffiti, deliberate breakage, theft) - Bothering/annoying behaviours - Back chatting - Disrespecting others 	Teacher applies at least three strategies, eg: <ul style="list-style-type: none"> - Planned ignoring - Prompt – visual or verbal cue - Redirect - Provide choice - Re-teach – tell, show, practise - Conference - Time out 	<ul style="list-style-type: none"> - In class behaviour management consequence (e.g. Traffic light system) - Return to task
Major incident – Assistant Principal to address	Action required – Teacher followed by Assistant Principal	Student consequence process
<ul style="list-style-type: none"> - Repeated minor incidents - Physical aggression or annoyance that could cause harm - Refusal to follow teacher request - Bullying behaviours or continuous teasing/annoyance - Major disrespect of property (vandalism, deliberate breakage, theft) - Swearing and disrespectful behaviour - Inappropriate use of technology 	<ul style="list-style-type: none"> - Time out in class/neighbouring classroom - Discuss expectations, talk about alternate strategies - Reflective session with the Stage Assistant Principal - Stage Assistant Principal to record incident in Sentral (digital recording system) for ongoing monitoring 	<ul style="list-style-type: none"> - Time out in class/neighbouring classroom - Discuss expectations / alternate strategies - Reflective session with Stage AP - Copy of reflection sheet is sent home to be signed – if not returned within 3 days, follow up phone call - Possible behaviour book/contract
Serious incident – Deputy Principal/Principal to address	Action required – Teacher followed by Deputy Principal / Principal	Student consequence process
<ul style="list-style-type: none"> - Physical aggression or annoyance causing harm - Violence - Repeated bullying/cyberbullying - Intimidation - Absconding - Serious theft - Forgery - Racism 	<ul style="list-style-type: none"> - Use assertive language to diffuse the situation - Send for assistance if required, otherwise, inform the Deputy Principal or Principal of the situation - Deputy Principal or Principal gather information regarding incident and record incident in Sentral (digital recording system) for ongoing monitoring - Follow the DoE discipline and suspension procedures 	<ul style="list-style-type: none"> - Reflective session with Deputy or Principal (straight away) - Phone call to parents - Copy of reflection sheet is sent home to be signed – if not returned within 3 days, follow up phone call - Possible suspension

Gladesville Public School Playground Expectations



Top Playground

Before School	<ul style="list-style-type: none"> - Place bags in the designated area and move quickly to supervised areas - Inside buildings is out of bounds unless wet/extreme weather - Passive play on the grass near GOOSH cottage - Use designated handball courts for ball games – small ball games only - Once you have arrived, stay in the School grounds - Ask a teacher for help if your ball exits the grounds - Move safely and quickly towards your line or classroom when the bell rings - Show respect to others during Friday morning Values Assembly
Recess	<ul style="list-style-type: none"> - Stay seated while eating - Play in the designated area and move quickly to supervised areas - Inside buildings is out of bounds unless wet/extreme weather - Passive play on the cottage grass - Use designated handball courts for ball games – small ball games only - Move safely and quickly towards your line when the bell goes
Lunch	<ul style="list-style-type: none"> - Wait to be dismissed by teachers, before moving safely and sensibly to the bottom playground - Out of bounds after eating time. If you still have food, eat in the Fed Shed

Bottom Playground

Before School	<ul style="list-style-type: none"> - Out of bounds before the bell goes
Recess and Lunch	<ul style="list-style-type: none"> - Stay seated while eating - Play in the designated area and move quickly to supervised areas - Inside buildings is out of bounds unless wet/extreme weather - Area behind demountable buildings and carpark is out of bounds - Use designated handball courts for ball games – small ball games only - Move safely and quickly towards your line when the bell goes
FED shed	<ul style="list-style-type: none"> - Keep balls away, except during PE lessons or sports training - Silver seats are for sitting and passive play - Avoid gymnastics activities - Move and play sensibly to consider the safety of others
Equipment	<ul style="list-style-type: none"> - Ensure a teacher is supervising before using the equipment - Monkey bars are only used by students who can reach the first bar from the platform without jumping - Slide downwards on the pole and slippery dip front facing
Peace garden	<ul style="list-style-type: none"> - Passive play only - Respect the fountain by not climbing on, or throwing things in the water - Stay out of garden beds and off tree branches
Multipurpose court	<ul style="list-style-type: none"> - Respect teacher's decision - Use designated goals or netball rings
Oval	<ul style="list-style-type: none"> - Wait at the stairs for a teacher before playing on the oval - Keep off the stair railings and keep stairways clear - Maximum of three games at a time - Respect Teacher's decision regarding safe play - Keep off the goal posts - Stay away from gates near the oval - Stay out of garden beds and off tree branches
Cricket nets	<ul style="list-style-type: none"> - Cricket games have priority in this area - This area may be used for passive activities when not being used for cricket
Help Centre	<ul style="list-style-type: none"> - Respect borrowed property and return at the end of lunch

Other Areas

Computer Lab and Library	<ul style="list-style-type: none"> - Wait for a teacher before coming into this space - Keep food and drinks outside - Before leaving, return books and equipment and tidy your area
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General Expectations

Safety	<ul style="list-style-type: none"> - Move and play sensibly to consider the safety of others
Hats	<ul style="list-style-type: none"> - Wear a hat when playing outside - Play in shaded areas if you do not have a hat: like the COLA, under the trees or the GOOSH verandah
Toilets	<ul style="list-style-type: none"> - Keep food and drink out of the toilets - Leave the toilet block clean and tidy - After using toilets, wash your hands and return straight to the playground
Rubbish	<ul style="list-style-type: none"> - Keep grounds tidy by placing rubbish in the bin
General Assistance	<ul style="list-style-type: none"> - Seek a teacher in high-vis vest if you require any assistance
Sick bay	<ul style="list-style-type: none"> - Minor treatments (involving band aids, scrapes, etc) see the teacher on duty - Only go to sick bay if given the 'First Aid Card' from the teacher on duty
Car Park	<ul style="list-style-type: none"> - Always out of bounds for students, unless supervised for recycling duties
After School	<ul style="list-style-type: none"> - Move safely and quickly to meet parents/carers, GOOSH, after school activity or to exit the grounds - Ensure you are not interfering with GOOSH activities - Seek teacher or office assistance if you are unsure of who is collecting you or parent/carer is running late

Behaviour code for students

NSW public schools

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:

- 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
- 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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: 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.

Respect

- 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

Safety

- 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

Engagement

- 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.