

STUDENT WELLBEING PROTOCOLS & PROCEDURES

Arcadia Vale Public School

Excellence, Respect & Community

Lake Macquarie West Network

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Version Control

Version	Author	Date	Endorsee
1.1	Kim Witt <i>Principal</i>	9 September 2016	Kim Witt

Review Date

This document will be reviewed on or before September 2017.

Policy

The Student Wellbeing Protocols and Procedures set out the method in which Arcadia Vale Public School implement practices that are consistent with the Department of Education policies listed below whilst assisting in the realization of the intent of the school vision.

[Bullying: Preventing and Responding to Students Bullying in Schools](#)

[School Uniform Policy](#)

[Student Attendance in Government Schools Policy](#)

[Student Discipline in Government Schools Policy](#)

[Suspension and Expulsion of School Students Policy](#)

Student Wellbeing

The Student Wellbeing Protocols and Procedures is designed to support every student within the school and has been focused into eight sections:

1. School Vision and Values
2. School Culture
3. Behaviour Expectations
4. Learning Expectations
5. Students with Additional Needs
6. Positive Affirmation
7. Student Discipline
8. Anti-Bullying: Prevention and Response

School Vision and Values

School Vision

Arcadia Vale Public School is committed to achieving personal excellence within a respectful community focused environment.

Values

Arcadia Vale Public School has the core values of Excellence, Respect and Community.

School Culture

Arcadia Vale Public School places great value and importance on a harmonious culture that promotes a dynamic learning environment. The following aspects are core components that contribute to our school culture.

Behaviour Code

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority Arcadia Vale Public School.

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
- 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

Attendance

Regular attendance at school is essential to assist students to maximise their potential. AVPS works in partnership with parents to promote regular attendance of students. We celebrate students with 100% attendance at the end of each term and students with 100% attendance for the year receive a movie voucher.

Attendance is recorded at the beginning of each school day. A student arriving after 9.15am must report with their parent/carer to the school office to be signed in and receive a late note, this note is then given to the class teacher. A child who is unaccompanied to the office will have the absence recorded as 'unexplained absence'. A student who leaves school prior to 3.15pm must also be signed out by a parent/carer at the school office.

Parents are required to explain the absence of their children from school promptly and within 7 days of the first day of the absence. Within two school days of an absence being unexplained, the school will undertake reasonable measures to contact the parents.

Uniform

Our school uniform has been developed in consultation with the school community. Our expectation is for students to show pride in their school by wearing the correct school uniform during school hours, when travelling to and from school and when engaged in school activities out of school hours. For personal safety and general health, students must wear appropriate enclosed school shoes at all times. We encourage our students to wear full school uniform by holding a weekly lucky draw. We are a Sun-Safe school, therefore children require a hat to play on the playground.

Student Leadership

Arcadia Vale Public School encourages all students to be leaders. We elect School captains each year and implement a 'Prefecture' system to support Year 6 students who would like to be prefects to build their leadership capacity and become part of the student leadership team.

We have three sporting house teams and the students elect a captain and Vice Captain for each team.

Behaviour Expectations

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.

We expect all students to abide by the DoE Behaviour Code and respect our school rules.

School Rules

1. Give your best to all class activities
2. Show respect for yourself, others and the environment
3. Follow all teacher directions
4. Make safe choices

Learning Expectations

We recognise the individuality and varied abilities of our students and provide every opportunity to find their passion, take risks, strive to improve, succeed and learn from any setbacks.

Expectations of Staff

- All staff are caring and committed to the education and welfare of children
- Teachers will provide engaging, relevant and differentiated lessons to support and encourage student achievement
- Teachers will have high expectations of every student
- Teachers will work with children to provide a safe, pleasant and healthy environment and positive classroom climate
- Teachers will set consistent, clear classroom expectations
- Teachers will model respect, courtesy, manners and honesty
- Teachers will model enthusiasm and resilience
- Teachers will provide guidance for acceptable behaviour
- Teachers will provide students with feedback on their learning
- All parents are welcomed and informed

Expectations of Students

- Students will respect the classroom as a learning environment
- Students will engage in class activities and strive for personal excellence
- Students will take pride in the presentation of their work
- Students will let teachers know how their learning is going and seek help when they need it
- Students will respect the rights of other people to learn
- Students will help maintain a positive, safe environment for all
- Students will respect school property and the property of others
- Students will follow class rules and teacher directions

Students with Additional Needs

Our Commitment

Arcadia Vale Public School is committed to inclusive education. Some students need additional support to access the full range of educational opportunities and to achieve success. These additional learning and support needs may relate to disability or difficulties in learning or behaviour from a variety of causes.

We endeavour to provide a strong framework to support these students through:

- providing adjustments to support individual learning needs
- establishing effective collaborative partnerships with parents and other professionals
- implementing personalised learning and support plans
- sustaining Professional Learning for teachers to understand and address the diverse learning needs of students
- meeting our obligations under the Disability Standards of Education

The Learning Support Teacher

The *Learning and Support Teacher* will, through the school's learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers.

The *Disability Standards for Education 2005* provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs.

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The *Learning and Support Teacher* will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on:
 - how best to cater for the diverse learning needs in their classrooms, and
 - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

In undertaking their work the *Learning and Support Teacher* will not be used to provide relief for teachers/executive or to establish a separate class.

Learning Support Teams

The school Learning and Support Team plays a key role in ensuring that the specific learning needs of students experiencing difficulty in learning are met. These needs may be in the areas of social integration, language and communication, literacy, numeracy and/or behaviour. The Learning Support Team provides an avenue for teachers, parents or carers and support personnel to share their experience and expertise to plan and evaluate personalised adjustments. A student does not need a formal diagnosis to be referred to the team.

Personalised Learning and Support

Classroom teachers design, teach and assess lessons knowing that children have differing levels of ability and ways of learning. For this reason, teachers employ a repertoire of teaching strategies to enable all children to experience success.

In addition to this some students require a Personalised Learning Plan.

Personalised Learning plans are based on the expectation that all students can achieve personal best when they are given the right teaching and learning conditions. A Personalised Learning Plan maps a pathway for a student to achieve specific learning goals tailored to their developmental and motivational needs.

The plan is based on four key questions:

- Where is the student now?
- Where should the student be?
- How will they get to where they should be?
- How will we know when they get there?

School Counsellor

Our school counsellor works with students, parents or carers and teachers in a variety of ways.

Their work includes:

- counselling students
- assisting parents or carers to make informed decisions about their child's education
- assessing students' learning and behaviour
- assisting schools to identify and address disabilities that affect students' learning
- liaising with other agencies concerned with the well-being of students.

Our school counsellor contributes to our learning support teams. With the agreement of parents or carers, school counsellors will pass on to teachers, information that will assist them to better meet the needs of their students.

Students may refer themselves to the school counsellor or may seek an interview at the suggestion of a teacher, a parent or carer, or a friend.

Parents or carers may seek advice from school counsellors about their child's school progress, educational options, including access to special education services, behaviour and for information about help available from other agencies.

Learning and Support Team Referral

Arcadia Vale Public School Learning Support Referral Form

This form is filled in at Level 3 of the Support Flowchart

Student Background – please fill out the relevant sections below			
Student name		Year/class	
Date of birth		Referring teacher	
ATSI/LOTE		Referral date	

Literacy Continuum														
Reading texts	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Comprehension	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Aspects of writing	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Aspects of speaking	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Numeracy Continuum									
Aspect 1	Forward number	1	2	3	4	5	6	7	
	Backward number	1	2	3	4	5	6	7	
	Numerals Identification	1		2		3	4	5	6
	Counting by 10s & 100s						1	2	3
2	EAS	Emergent		Perceptual		Figurative		Counting on/back	Facile
3	Pattern and number	Emergent	Instant	Repeated	Multiple	Part wh / 10	Part wh / 20	Number pro	
4	Place value	10 as a count	10 as a unit	10s and 1s	100s, 10s & 1s	Decimal P/V	System P/V		

Please indicate all the areas below that the student is showing difficulty or strength

Academic			
Reading independently		Writing	Speaking
Reading aloud		Copying from the board	Listening
Comprehension		Generating ideas	Answering questions
Following directions		Completing tasks	Participating in discussions
Retaining information		Staying on task	Asking questions
Has difficulty with sequence		Problem solving	Numeracy

Comments:

Behaviour			
Talking		Lacks anger control	Leaves seat
Calling out		Fighting	Swinging on chair
Disturbs learning environment		Defiant	Throwing objects
Easily distracted		Moody	Touches others
Distracts others		Teases and harasses	Swearing

Comments:



Welfare					
Does not bring equipment		Late to school		Appears tired or listless	
Inappropriate responses		Late to class		Poor hygiene	
Comments:					
Social and Emotional					
Shouts		Does not hold eye contact		Cannot read body language	
Continually argues		Poor attention skills		Fidgets continually	
Comments:					
Physical and Health					
Sight		Hearing		Gross motor	
				Fine motor	
Comments:					

What strategies have been tried so far?

What outcomes would you like from this referral?

Colleague Feedback

Teacher signature: _____ Supervisor signature: _____

Health Care Needs

First Aid

Members of our school staff are permitted to render basic first aid. This is immediate, temporary treatment given by staff in case of an accident. Should medical treatment beyond first aid be required, parents are notified immediately whenever possible and/or the necessary treatment is arranged. In case of a serious accident an ambulance will be called. Every effort will be made to contact the parents as soon as possible.

Administration of Medications

All medication to be taken by children at school should be brought to the School Administration Office to be administered under the supervision of a First Aid Officer. Parents need to complete the 'Request for Administering Prescribed Medication' form at the office.

Administration of Emergency Medications

Emergency medication and the equipment needed for the medication to be administered need to be supplied by the student's parent/carer, together with written instructions from the prescribing health practitioner detailing the correct course of action. In conjunction with the parents and health practitioner, the school will then develop a Personal Health Plan.

Water Bottles

All students are encouraged to bring a water bottle to school. Water bottles filled with water are able to be used in all classrooms.

Positive Affirmation

AVPS actively promotes positive behaviour and celebrates children who work together to create a positive, productive and harmonious learning community.

Awards System

Student achievement is recognised through the presentation of merit awards each week. These awards are presented by the classroom teacher. The ratio for award distribution is 1 per 5 students in the class. In addition to this, at the end of each day classroom teachers select three students who have demonstrated our school values of Excellence, Respect and Community. These achievements are recorded at a classroom level, when students have been recognised five times they receive a Values Certificate at the school assembly.

Awards received by students at assemblies are recorded and accumulate to achieve additional awards

3 certificates = Bronze Award

6 certificates = Silver Award

9 certificates = Gold Award

12 certificates = Platinum Award

Children who achieve a Bronze, Silver or Gold award also receive a special treat. Students achieving Platinum awards will receive special recognition on Presentation Day.

Prefecture

We believe that all of our Year 6 students have the potential to be school leaders and encourage our students to aspire to leadership through our prefecture system. We clearly communicate our expectations of leadership and support our students to meet them. The following checklist is completed by students and their classroom teacher on a weekly basis. When a student has met all expectations for five consecutive weeks, they are rewarded with prefect status.

Once prefect status has been achieved, students need to show that they are continuing to meet expectations. If a student has three consecutive weeks when they are not meeting expectations, they are at risk of losing their prefecture and have two weeks to address the areas of concern. If prefecture is lost the student will need to restart the prefect process and meet all expectations for five consecutive weeks to regain their prefect status.

Discipline

Class Practice

Students are expected to engage in classroom activities in a positive manner and to give their best. It is not acceptable for children to disengage from lessons, disrupt the learning of others or classroom teaching. Each class has a traffic light system identifying green (positive behaviours), amber (warning behaviours) and red (serious unacceptable behaviours).

RED

- fighting, kicking, punching
- vandalism/graffiti
- swearing or crude talk
- bullying-

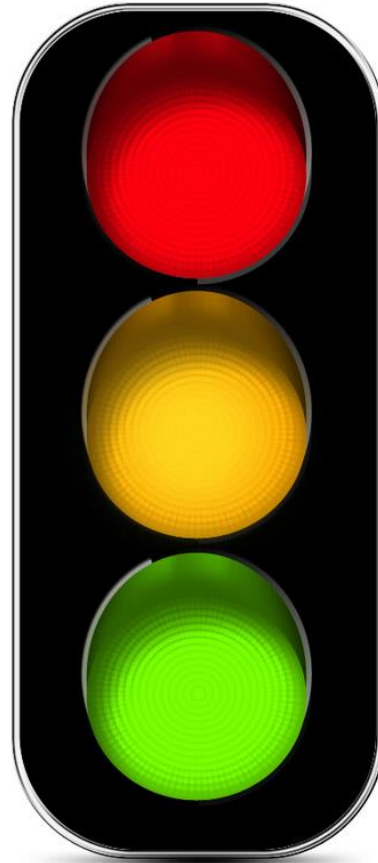
- disrespecting others
- Repeated 'amber' behaviours

AMBER

- disruption in class
- deliberately not following rules
- dangerous play
- 'hands on' behaviour
- rude gestures
- going out of bounds

GREEN

- staying on task
- following instructions
- showing respect
- moving safely around the school
- sensible behaviour
- being on time



When a child is exhibiting an amber behaviour, the teacher will let the child know the concern regarding their behaviour and suggest an alternative. If the behaviour continues the teacher will issue a second warning and again provide an alternative behaviour. If the child chooses to continue with the undesirable behaviour, the child is asked to leave the room to work in another classroom. When a child is sent to 'buddy' class they will attend R&R and receive an amber card.

A child who exhibits a serious unacceptable behaviour as identified on the red traffic light will immediately be sent to work with another teacher and will receive a red card. A red card results in three days in the R&R room.

Behaviour Chart

Student Action	Teacher Action	Consequence
<u>First inappropriate behaviour</u>		
*1 st warning		
*Remind student of class rules		
*Offer an alternative action/strategy		
<u>Second inappropriate behaviour</u>		
*2 nd warning		
*Remind student of class rules and the consequence for a third negative behaviour		
*Offer an alternative action/strategy		
<u>Third inappropriate behaviour</u>		
*Ask student to go to 'buddy class' with their work if possible.		
*Amber card		
*Time in R and R (Rights and Responsibilities Room)		
<u>Student refuses to leave the room and/or on return to class the student is not compliant</u>		
*Send for an executive staff member		
*Extended time in R and R room on the discretion of executive		
*Phone call to parent (This may be the classroom teacher or executive)		

Consequences for Inappropriate Behaviour

We encourage and affirm safe, respectful behaviour to maintain a harmonious environment for our students. When a student engages in behaviour that is unsafe, disrespectful, aggressive or violent this is addressed in our R & R Room. During the lunch break, our library is used for this purpose. The R&R room is supervised by either the Principal or the Assistant Principal. This provides an opportunity for the student and the teacher to talk through the incident and to establish what needs to happen next. All children attending the R & R room take home a note to parents explaining why they were there and the plan to address the behaviour. This time also provides an opportunity for teachers to work with students to develop skills and strategies to cope with conflict situations.

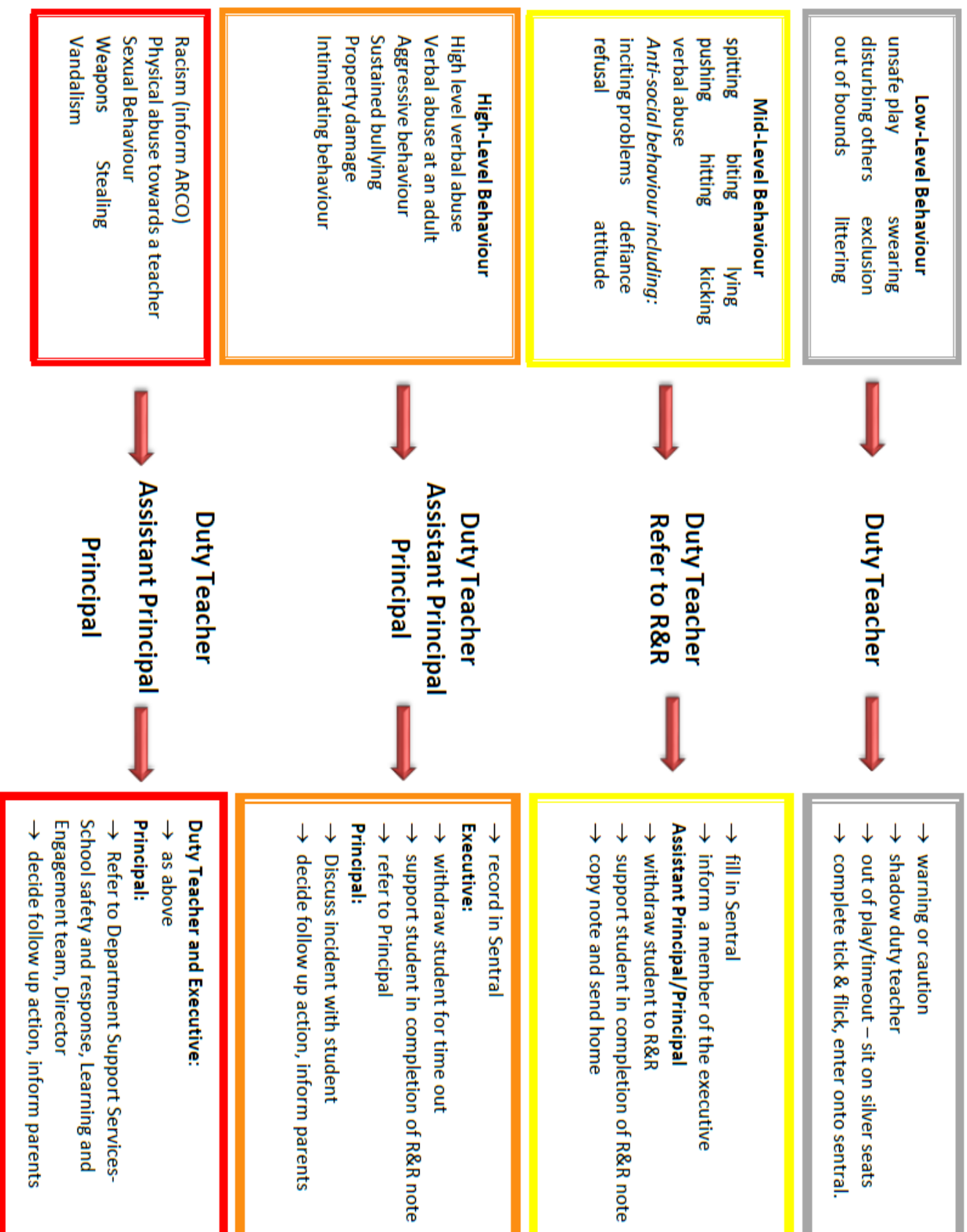
If a child is issued with an amber or red card, the card needs to be returned to school the following day with a parent signature. Receiving a red card will result in additional time off the playground, this is usually for period of three days but may be more at the discretion of the principal.

If a child needs additional support to meet expected behaviours, the child will be referred to our Learning Support Team to organise additional structures and supports.

Suspension and Expulsion

All students and staff have the right to be treated fairly and with dignity in an environment free for disruption, intimidation, harassment and discrimination. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved to be removed from the school for a period of time or completely. Suspension and expulsion are the options available in these situations. Please refer to the Department of Education Suspension and Expulsion policy.

Teacher listens to incident and determines appropriate course of





Classroom/Playground Rights and Responsibilities

Excellence, Respect and Community

Low-Level									Mid-Level							High-Level							
Unsafe Play	Disturbing Others	Disrupting Learning	Swearing	Hands-on Play	Off-Task	Exclusion	Out of Bounds	Interference	Physical Behaviour	Verbal Abuse	Inciting Problems	Defiance	Refusal	Attitude	Teasing	Disobedience	Leaving the Classroom	H/L Verbal Abuse	Aggressive Behaviour	Bullying	Property Damage/Theft	Intent to Hurt	Intimidation

This is what I was doing. (What happened?)

This is how I was feeling.



Happy



Sad



Angry



Frightened



This is what I need to do next time...

Signed: _____ Date: _____
 Student Teacher

Signed: _____ Date: _____
 Parent

Please discuss the above incident with your child. If you have any questions or comments please write them on the back of this sheet or contact the teacher who has signed above for an appropriate meeting time to discuss the issues. Ph: 4975 1181

This sheet needs to be signed by a parent/guardian and returned to the teacher the following day.



Classroom/Playground Rights and Responsibilities

Excellence, Respect and Community

Low-Level								Mid-Level							High-Level								
Unsafe Play	Disturbing Others	Disrupting Learning	Swearing	Hands-on Play	Off-Task	Exclusion	Out of Bounds	Interference	Physical Behaviour	Verbal Abuse	Inciting Problems	Defiance	Refusal	Attitude	Teasing	Disobedience	Leaving the Classroom	H/L Verbal Abuse	Aggressive Behaviour	Bullying	Property Damage/Theft	Intent to Hurt	Intimidation

This is what **I** was doing. (What happened?)

What problems did **my** actions cause?

What Can **I do** to deal with this problem in a better way?

Signed: _____ Date: _____
Student Teacher

Signed: _____ Date: _____
Parent

Please discuss the above incident with your child. If you have any questions or comments please write them on the back of this sheet or contact the teacher who has signed above for an appropriate meeting time to discuss the issues. Ph: 4975 1181

This sheet needs to be signed by a parent/guardian and returned to the teacher the following day.

Playground Supervision

Student supervision begins at 8.45am each morning. Students arriving at school prior to this are required to sit quietly just inside the entrance to the school, outside the administration block.

When arriving at school after 8.45 am, students place their bag in the assembly area and then go straight down on to the playground where they will be supervised by the teacher on duty.

During playtime at lunch and recess, if a child wishes to leave the playground to go to the toilet they must report to the teacher and receive a lanyard, indicating they have permission to leave the playground. Children who require first aid during the lunch break must also report to the supervising teacher, if the child needs to come to the office they will be issued with a pink slip.

The playground is divided into zones to ensure safe play for everyone. Students are informed of areas they are permitted to play in.

Some areas of the school are out of bounds for children. These areas are clearly defined with a red line. Students are not permitted beyond these lines.

Anti Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

AVPS rejects all forms of bullying. No student, staff member, parent, caregiver or community member should experience bullying within the learning or working environment of the school.

Preventing and responding to bullying behaviour in our school environment is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Our Anti Bullying Action Plan is available on our school website.

Staff Professional Development

The teaching staff regularly review our policies and procedures to support student wellbeing. As the need arises, Professional Learning is provided for teachers to ensure they have the skills and strategies to support students with additional needs.

Consultation

The STUDENT WELLBEING Protocols and Procedures have been developed in consultation with the following stakeholders:

Stakeholder Group	Date of Consultation	Mode
Students	25-28 August	Classroom engagement and Brainstorming
Staff	11 - 25 August	Staff meetings
P&C	1 September	Newsletter
	16 September	P&C Meeting