

# **WESTLAWN PUBLIC SCHOOL**



## **Student Wellbeing Procedures**

Created November 2022

### **Encouraging Positive Behaviour**

**Westlawn Public School is a Positive Behaviour for Learning (PBL) School**

**Endorsed by**

Westlawn Public School Parents & Citizens Association

School Staff

Student Representative Council

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# STUDENT WELLBEING PROCEDURES

## ACHIEVEMENT AND BEHAVIOUR

The Student Wellbeing Procedures of Westlawn Public School provides the programs, structures and support to ensure that all students achieve high standards of Learning, Respect and Safety.

Westlawn Public School is a “Positive Behaviour for Learning” (PBL) school, taking a school-wide, systemic and proactive approach to explicitly teach expected behaviour.

### INTRODUCTION:

Wellbeing goes beyond just welfare needs of a few individual students. Our wellbeing process aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

The Westlawn Public School (WPS) commitment to our students, parents and members of the community is that our school will provide 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.

We believe the creation of a positive and safe learning environment best enables students to learn and engage at school. This requires student behaviour, learning and wellbeing to be integrated and delivered as a whole-school, coordinated approach. Developing positive behaviours and behaviour self-regulation skills in all students from an early age will lead to a safer learning environment for all, and will equip our students with the social skills needed in later life. Children and young people display behaviours which span across a continuum from positive, inclusive and respectful behaviours to complex, challenging and unsafe behaviours.

All school expectations, Wellbeing and PBL, also exist for off-site activities and align with department policy and procedures. These procedures apply to ***all NSW Government schools (excluding preschools) and student behaviour:***

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- if the student’s conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff
- when using social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

### STUDENT WELLBEING AT WESTLAWN PUBLIC SCHOOL WILL:

- create a safe, caring school environment in which students are nurtured as they learn
- provide honest, open communication across the school community
- provide opportunities for students to enjoy success, make a contribution to the life of the school and derive enjoyment from their learning
- develop leadership and citizenship skills
- include preventative health and social skills programs
- stress the value of collaborative early intervention when problems are identified
- provide ongoing educational accommodations to support student needs
- recognise the diversity within the school community and provide programs and support which acknowledge difference and promote harmony
- recognise the role that the school plays as a resource to link families with community support services
- include effective intervention and behaviour management strategies
- follow a school-wide awards system
- establish high standards of behaviour

## WESTLAWN PUBLIC SCHOOL EXPECTATIONS

At Westlawn Public School we follow the three expectations of:



Pebbles the Turtle  
is our PBL Mascot

### Be a Learner

We try our best.

We are resilient.

We focus on our work.

We take responsibility and make good choices.

### Be Respectful

We know the difference between right and wrong.

We are polite and use good manners.

We follow staff instructions.

We wear our school uniform every day.

### Be Safe

We move appropriately.

We are in the right place at the right time.

We report problems.

We keep our hands and feet to ourselves.

The overarching goals of PBL as a wellbeing framework include:

Link to PBL: <https://pbl.schools.nsw.gov.au/about-pbl/overview-of-pbl.html>



Our PBL weekly focus for School Settings (Appendix 8) will be introduced on Mondays at assembly with follow up in classroom lessons and reminders given by Year 6 leaders at assembly.

## **LEARNING PLATFORM:**

Westlawn Public School community believe that quality teaching and learning will be most effective when:

- students are challenged and extended in a supportive and caring environment
- students are valued and respected as individuals, with positive relationships based on mutual respect and trust fostered in the school community
- an understanding of the learning process is embedded in quality teaching practice
- students are motivated to learn through experiences which are relevant, practical and offer a high level of engagement
- students are provided with clear, explicit instruction and success criteria
- high expectations of students to continually improve as learners
- the teaching and learning process reflects the continual assessment of student learning
- student reflection and meaningful dialogue is promoted in focused, positive classrooms

Our Student Wellbeing Policy aims to promote effective learning and improve the quality of school life. Our students will:

- Be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- Be respected, valued, encouraged, supported and empowered to succeed.
- Grow and flourish, do well and thrive.

***This can only be achieved in partnership with parents and the wider school community.***

## **CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS**

Students in NSW government schools are provided with a high-quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core expectations for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These expectations are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core expectations and the successful education of their children.

These core expectations are an integral part of our policy and are reflected throughout.

### **THE CORE RULES**

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class expectations, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect and resolve conflict respectfully, calmly and fairly
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. Link to the full copy of the Behaviour Code for students:

<https://policies.education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

## **Our Wellbeing Procedures:**

- 1. Westlawn Public School Code of Behaviour for students**
- 2. Strategies to promote positive behaviour for effective learning**
- 3. Recognising and reinforcing student achievement**
- 4. Levels for Behaviour Choices at WPS**

### **1. WESTLAWN PUBLIC SCHOOL BEHAVIOUR CODE FOR STUDENTS**

Westlawn Public School is committed to providing safe and responsive learning environments for all students. We teach and model the behaviours we value in our students.

At Westlawn Public School, students are expected to:

- Follow school and class rules and follow the directions of all staff
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, staff 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
- Acknowledge that being violent or bringing weapons, illegal drugs, alcohol or tobacco into our school is not tolerated
- Support others in our school to feel safe by excluding bullying, harassment, intimidation or discrimination

*Westlawn Public School implements teaching and learning approaches to support the development of skills needed by students to meet the school's high standards of respectful, safe and engaged behaviour.*

### **2. STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR FOR EFFECTIVE LEARNING**

In addition to positive rewards, our system incorporates strategies to support students and to encourage positive behaviour. Whenever possible staff will provide students with regular and ongoing positive feedback through:

- Regular assessment and reporting procedures
- Encouraging comments and non-verbal gestures
- Verbal acknowledgement of effort
- Consistent and caring behaviour
- School award/reward system

### **SUPPORT FOR STUDENTS**

Students who experience difficulty with social interactions are assisted through a range of support measures including:

- Student Support Plans
- Learning and Support Team
- Social Skills Programs
- School Counsellor
- Rock and Water Program
- Wellbeing Lessons
- Daily check-ins
- Mindfulness activities
- Zones of Regulation instruction
- Positive Behaviour for Learning instructional lessons

**The Principal, in consultation with parents, Learning and Support Team and staff members, will discuss support for students attending any school activity if necessary.**

A range of options for managing inappropriate behaviour is available to support students. Some of these strategies are used by teachers in classrooms and others are implemented within the levels. Our school adopts the following strategies:

- Warning
- Teacher directed time out space within classroom - needs to be included in individual plans
- Alternate learning space in buddy room - needs to be included in individual plan
- Monitor through Sentral
- Reflection Room
- Counselling
- Social skills training/Social Stories
- Community Service
- Possible loss of privilege
- Behaviour Management Plan (BMP)
- PBL- Classrooms Systems of Support Responding to Behaviour (Appendix 1)

*These strategies assist students who have made choices resulting in a breach of the school expectations or School Code of Behaviour.*

### **3. RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT**

Green Level means you are a student who is consistently contributing positively to school life.

All students in our school are expected to cooperate with staff and other students and work to a high standard. At the start of each term all students will have the opportunity to attend the Green Rewards Day (*see Appendix 4*) at the end of each term. Students will receive recognition (maximum of 4 points) each week when they demonstrate they are consistent learners, responsible and safe both in the classroom setting and non-classroom settings.

As a PBL school, teachers at WPS explicitly teach expected behaviours covering the many different school settings. PBL has the expectations of: **Everyone, Everywhere, Every time**. This is reinforced by both our formal and informal recognition system outlined below.

#### **PBL THREE-TIERED RECOGNITION SYSTEM**

##### ***Tier 1 - CLASSROOM AWARDS/REWARDS***

As developed and implemented by the classroom teacher. These classroom awards/rewards are many and varied and individually designed to complement the teaching style and strategies utilised by the teacher. Teachers are also able to award 5 student commendations and 1 Student of the Week award each week of each term and these are presented at school assemblies.

Student of the Week Award

- students must have displayed respect, responsibility and safe behaviour throughout the week.
- recipient of this award and the commendations must be recorded on Sentral by the classroom teacher.

### **Tier 2 - DAILY ASSEMBLY AWARDS**

Each classroom collects Wow Cards that are issued by all staff during the day. Students may receive Wow Cards if they have demonstrated positive behaviour/effort/achievement. This also forms part of the whole school PBL rewards system.

- At morning assembly 2 students from each class are acknowledged by a staff member for **wearing full school uniform** and will receive a WOW card from school leaders
- At morning assembly 2 students from infants and 2 students from primary are acknowledged by an SLSO for showing **safe play** by receiving a WOW card
- At morning assembly 2 students in each class are acknowledged by teachers for showing **respectful behaviour** by receiving a WOW card
- These awards are added to class boxes for the class draws on Thursday for a Snapstick
- School Leaders will collect Wow Cards from rooms on Thursday afternoon and a draw is made at assembly on Friday morning from each Wow Card stage box for a canteen voucher or a special surprise. One name is drawn from each stage box.

Remember Wow Cards can be issued at any time to students.

The purpose of a Wow Card is to reinforce positive behaviour immediately.

Short term casual appointments, canteen manager and volunteers are invited to administer the Wow Cards in their setting.

### **Tier 3 - SCHOOL AWARDS**

The School awards are those given for special effort in various areas of achievement (e.g. academic, social, cultural and sporting). They are earned by the students and;

- students are to realise the hierarchy of awards in the school (Appendix 2)
- school community should be made aware of the status and importance of the school awards

### **Awards**

- An **Assembly Trophy** is presented to the class displaying exemplary behaviour for that week. It is awarded at Friday assembly which allows the winning class a bonus day on the playground equipment.
- **Commendation Award** - Presented by classroom teacher for positive effort, behaviours and achievement within the school community
- **Teacher Award** - Presented after receiving 10 Commendation Awards
- **Bronze Award** - Presented after receiving 20 Commendation Awards
- **Silver Award** - Presented after receiving 30 Commendation Awards
- **Gold Award** - Presented after receiving 40 Commendation Awards
- **Diamond Award** - Presented after receiving 50 Commendation Awards
- **Principal's Award** - Presented after receiving 60 Commendation Awards
- **Principal's Badge of Achievement** - Presented after receiving 70 Commendation Awards

### **Year 6 students**

**Award of Excellence and Medallion** - Presented when a Year 6 student fulfils all set criteria pertaining to the award presented at the end of the year. (*Appendix 3 for criteria*)



#### **4. LEVELS FOR BEHAVIOUR CHOICES AT WPS**

##### **GREEN LEVEL**

At WPS all students commence each term on Green Level. When students follow the school expectations they stay on Green Level. A Green Level Reward Event will be held at the end of each term and is a reward for students who follow our school expectations on a daily basis. Green Level Reward Event activities will vary depending on the points accrued by each individual student (See Appendix 5).

##### **REFLECTION ROOM**

Reflection room enables students an opportunity to reflect on their behaviour and be provided with strategies to support positive choices. This is a structured session guided by staff to ensure the student has the appropriate opportunity to reflect on the PBL expectations. Parents/Caregivers will be contacted by the staff member who recorded the incident if a student is placed on Reflection. Please note that it is usually executive staff who will be rostered for duty in Reflection to support students.

The Reflection Room is only to be used for clear breaches of the school expectations. Teachers will develop strategies to deal with misbehaviour in the classroom as part of their classroom management practices. The Reflection Room is **not** to replace classroom strategies but to support them.

Each student needs to be recorded on Sentral for reflection or a clear note written to the staff member supervising reflection. A student who is not on the Sentral Reflection list or if no note has been sent by the teacher will not be supervised in reflection and will return to the playground. Students will reflect on their behaviour using a variety of strategies. (See Appendix 6 and 7 for examples)

#### **WESTLAWN PS LEVELS OF BEHAVIOUR**

##### **GREEN LEVEL**

All students start on Green Level at Westlawn Public School.

Green Level means that the student is following our school expectations:

***Be A Learner Be Respectful Be Safe.***

##### **Green Level Rewards Point System**

Students will be given the opportunity to participate in an End of Term rewards activity based on the total number of points attained through the term. Activities can be selected based on the total number of points accrued each term. The more points a student has, the greater range of activities the students are able to choose. Activities are to be organised at the beginning of each term.

1. Each student will start on Green Level at the beginning of each term.
2. Each student will be allocated 5 points each week by their classroom teacher.
3. Where school expectations have not been met, students may be awarded between 1-4 points.
4. Points will be tallied at the end of each week and recorded.

(See Appendix 4 and 5 Green Level Points System)

### **BLUE LEVEL**

Teacher warning and redirection if needed. An immediate consequence may also be given.

1. Teacher to speak to student about PBL expectations regarding the incident and give immediate appropriate consequences if necessary e.g. picking up papers if rubbish is left behind.
2. Teacher judgement regarding the need for Sentral entry.
3. Complete the student's Sentral register accurately if required with **notifications** being sent to the classroom teacher.

### **YELLOW LEVEL**

A student will be placed on Yellow Level if they repeatedly demonstrate poor behaviour choices and do not follow PBL expectations.

1. Students can be placed in Reflection for repeated incidents. The teacher who places a student on Reflection needs to contact the parent/carer to notify them of the incident and reflection time occurring, and that continued inappropriate behaviour will result in Red level.
2. All students required to attend Reflection from the beginning of lunch will sit on the seat on the library veranda and wait for the Teacher.
3. Students will sit quietly and eat their lunch.
4. During Reflection, the student will be reminded of the school's PBL expectations and reflect on their behaviour with the staff member.
5. Return to Green Level after completion of Reflection Room time with no further indiscretions.

### **RED LEVEL**

This is a major incident that has been recorded on Sentral by the teacher who has witnessed the incident. The teacher will also contact Parents/Carers to inform them of an incident and that the matter has been referred to Executive for follow up.

1. Parents will be informed and an interview may be requested with Executive Staff and/or School Principal.
2. A Behaviour Management Plan may be reviewed or put in place in consultation with parents and the Learning and Support Team.
3. A formal warning of suspension letter **may** be issued/or suspension.

Further indiscretions while on Red level will result in one of the following consequences to be determined in consultation with the Principal.

Consequences are far more serious and **may** involve:

1. The issuing of a formal warning of suspension letter
2. In-school suspension
3. Notice of suspension

Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school. Suspension can be a critical safeguard if student behaviour poses a risk to the safety, health, learning and wellbeing of others. In some situations, a principal may decide that a suspension is the most appropriate response. (Student

Behaviour Procedures K-12 NSW Dept of Education Policy 2022) <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>  
<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/my-child-is-suspended> -Parent link

- Before returning to school the student and parents/carers must attend a suspension resolution meeting to have input in the development/review of a plan to assist the student to modify their behaviour. The classroom teacher of the student on Red Level provides the necessary plans (Behaviour and/or Risk Management Plan) that will support the student.
- Parents/Carers are provided with written documentation of behaviour plan and resolution meeting minutes.
- Continued inappropriate behaviour or repeated negative incidents recorded on Sentral may result in temporary or permanent loss of badge or temporary or permanent removal from position. This decision would be in consultation with Stage Assistant Principal, Deputy Principal, Principal and parents /carers
- If a student is suspended from school, after the successful completion of a resolution meeting the student will return to Green Level on the Rewards System after one week of no incidents.

### **Expulsion**

Expulsion is when the principal and Director, Educational Leadership tell a student they must leave the school and not return. An expulsion is a serious matter. Your school will make every effort to support your child before a decision to expel is made. Principals can expel students for serious behaviours of concern and support plans to assist in managing their behaviours have not worked.

### **Parent Link**

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/what-do-i-need-to-know-if-my-child-is-expelled->



**NOTE: All behaviours listed in our guidelines are as a guide only and in every case; context, age of the student, special circumstances, any disabilities and other factors will be taken into account.**

### **INAPPROPRIATE CLASSROOM & PLAYGROUND BEHAVIOUR**

All teachers are to follow the WPS Behaviour Consistency Guide for managing behaviour and minor or major incidents in the classroom and playground. These behaviours are to be recorded on the school monitoring system (Sentral) for teachers, executive staff, Learning and Support Team and for the PBL team to monitor for possible trends and follow up.

At the commencement of the year, class teachers will teach and explain the WPS Consistency Guide relevant to their stage and class expectations. These should be used as a basis for guiding and redirecting students to encourage positive behaviour.

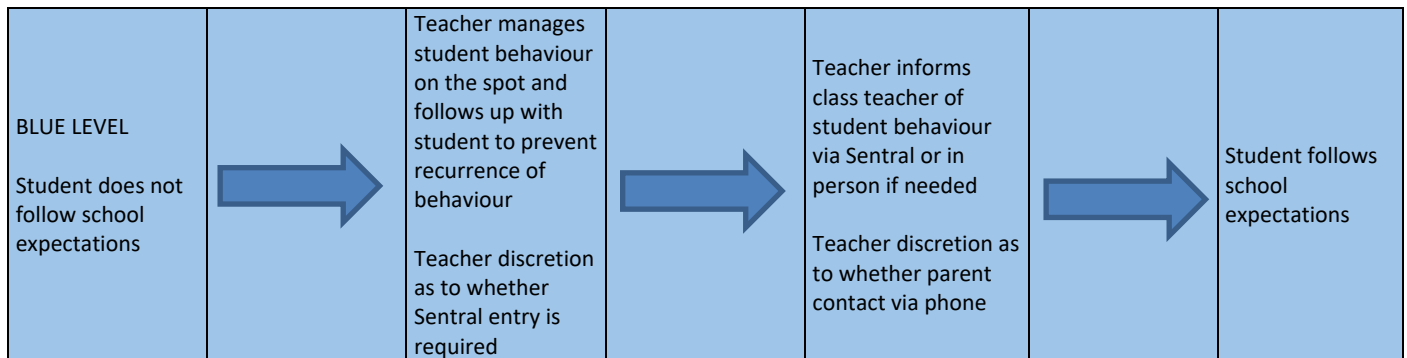
## Level Flowchart

All staff will follow the flow chart for Negative Incidents and Behaviour Consistency Guide. These need to be followed both in the classroom and playground. These behaviours are to be recorded on Sentral for teachers and the PBL team to monitor for ongoing behavioural data.

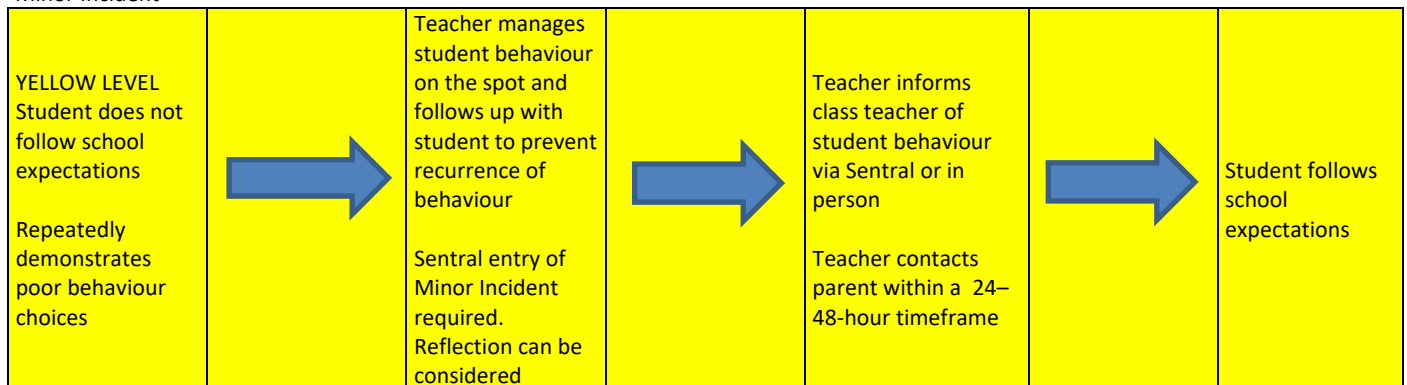
Negative incidents can be registered on our Sentral system as one of the following:

1. Teacher Managed Behaviour
2. Minor Incident
3. Major Incident

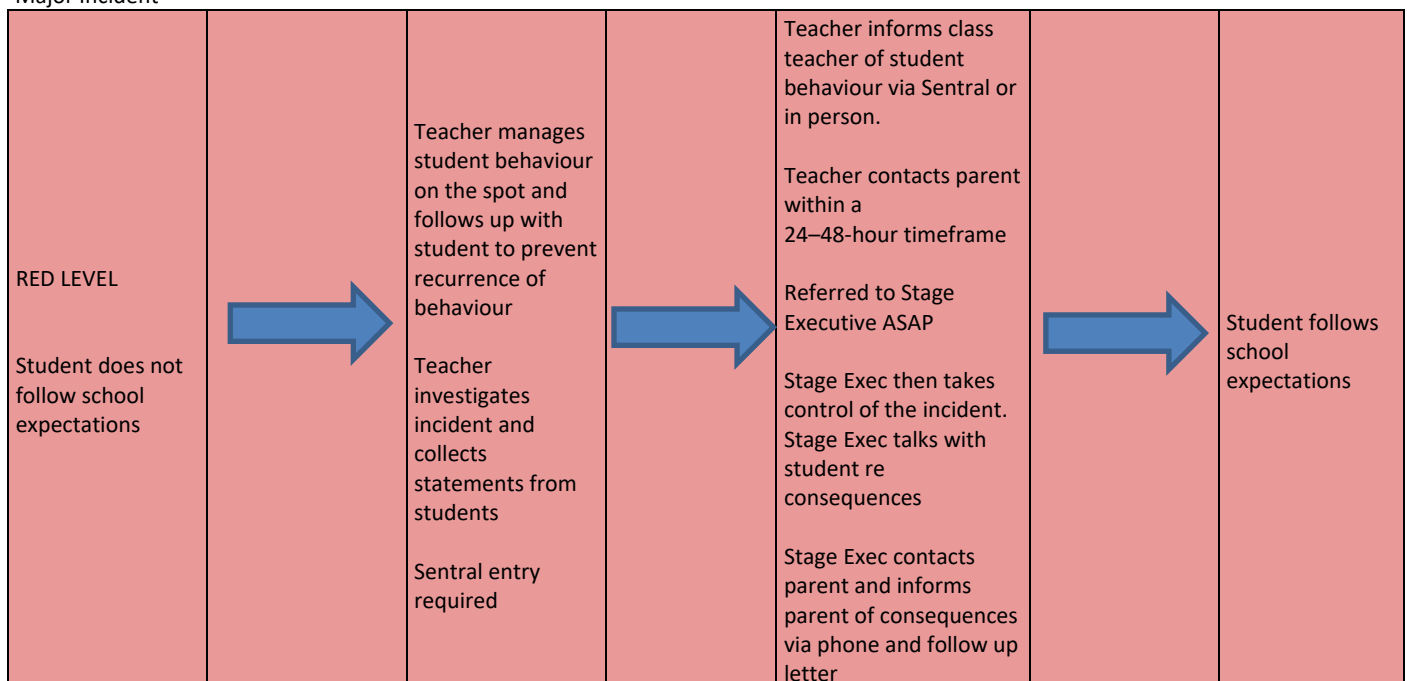
### Behaviour



### Minor Incident



### Major Incident



WESTLAWN PUBLIC SCHOOL  
POSITIVE BEHAVIOUR FOR LEARNING

The Westlawn Way  
'Everyone, Everywhere, Every time'  
BEHAVIOUR CONSISTENCY GUIDE

Response to all student problem behaviour is *calm, consistent, brief, immediate, respectful and private*

☀ *Expected behaviour (Praise)*

☀ *Teacher to correct- Sentral Record - Behaviour*

☀ *Sentral Record –Minor -teacher managed and phone call to parent*

☀ *Sentral Record – Major -teacher managed, phone call to parent, then referred to executive*

<p><b>Physical Contact/Violence/ Aggressive Play</b> Keep hands and feet to ourselves. Unintentional or minor contact Non-serious but inappropriate physical contact – pushing, shoving, grabbing Intentional and forceful physical contact – punching, hitting, kicking, scratching Inappropriate touching of self/ others</p>	<p><b>Disruptive Behaviour</b> Allow others to learn Off task behaviour affecting the learning of other students Continued interruption of other students' learning Off task behaviour affecting whole class learning Repeated interruption of other students' learning Consistent, deliberate behaviour affecting whole class learning</p>	<p><b>Verbal Abuse</b> Use respectful language Indistinct mutterings under breath Isolated lack of respect in manner Repeated lack of respect and or challenging manner Swearing amongst peers Swearing as an exclamation Using words that are of a racist/sexual/embarrassing/nature Swearing abusively at peers/staff Persistent challenging manner</p>
<p>Continuing persistent behaviour posing unacceptable risk to a person's learning and/or wellbeing: Anti-Social Behaviour Treat students and staff in a respectful manner Isolated name calling, one-off put downs, inappropriate tone Name calling, put downs and intimidation of other students Rude gestures, drawing offensive words or pictures Repeated name calling, teasing and put downs Deliberate exclusion and or intimidation</p>	<p>Continuing persistent behaviour posing unacceptable risk to a person's learning and/or wellbeing: Out of Bounds Be in the right place at the right time Careless wandering Repeated presence in an out of bounds area Absconding Intentional evasion of supervision Not returning to classroom after break</p>	<p>Continuing persistent behaviour posing unacceptable risk to a person's learning and/or wellbeing: Moving Safely Move in the appropriate manner Walk, Walk, Walk Moving inappropriately Continuing to move inappropriately after redirection Moving in a way that affects the safety of other students/staff Repeated refusal to follow safety instruction and/or caused injury to self and other student</p>
<p>Continuing persistent behaviour posing unacceptable risk to a person's learning and/or wellbeing: Non-Compliance Be respectful and follow staff directions Eye rolling, muttering under breath, ignoring staff instructions, not wearing a hat or correct uniform One-off ignoring of staff instructions and/or not following expected behaviours across all school settings Continued repeated refusal to follow staff instructions Refusal to follow school expectations across all settings</p>	<p><b>Property Misuse</b> Use all school equipment safely and respectfully Careless use or accidental breakage of property/equipment/technology Discarding of rubbish inappropriately Accidental breakage of property Reckless misuse of property /equipment/technology Intentional breakage or damage of property equipment/technology through destructive use Graffiti, vandalism or stealing.</p>	<p><b>Mis-use of Technology</b> Be a learner and use technology appropriately and at the right time One-off accessing low level sites. use at wrong time Failing to follow instructions re technology use Changing desktop pictures /setup of technology Sharing inappropriate sites with other students Listening to music without direction Stealing technology from school Accessing very inappropriate sites Filming without permission Posting comments to sites</p>
<p>Continuing persistent behaviour posing unacceptable risk to a person's learning and/or wellbeing: Toilet Use Use the toilet facilities safely Playing in, shouting in or misusing the toilets facilities Careless use of toilet facilities Accidental breakage of property in toilet Reckless misuse of property /equipment/technology Intentional breakage or damage of the toilet facilities (toilets, toilet area, soap, basins, floor) through destructive use</p>	<p>Continuing persistent behaviour posing unacceptable risk to a person's learning and/or wellbeing: Dishonesty Honest interactions with peers and staff Not disclosing important information Intentional dishonesty Stealing school property or that of others Repeated intentional dishonesty</p>	<p>Continuing persistent behaviour posing unacceptable risk to a person's learning and/or wellbeing: Refusal to participate in learning Be a learner and start all tasks as requested Slow to comply or begin learning tasks Refusal to begin learning tasks Refusal to remain on task Repeated /persistent refusal to begin learning task or remain on task</p>

## **WESTLAWN PRIMARY SCHOOL ANTI-BULLYING PLAN**

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### **School culture and inclusion**

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

### **Staff communication and professional learning**

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour

### **New and casual staff**

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour

### **Partnerships with families and community**

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

### **Website**

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following documents are published on our school's website:

**NSW Anti-bullying website** <https://antibullying.nsw.gov.au/>

### **Behaviour Code for Students**

<https://policies.education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

### **Communication with parents**

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Information for parents/carers:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers>

### **Support for wellbeing and positive behaviours**

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE) and PBL learning sequences.

### **Communication with students**

Our school will provide information to students to help promote a positive school culture where bullying is not acceptable and to increase student's understanding of current behaviour expectations (PBL) and how our school addresses all forms of bullying behaviour.



## PBL- Classrooms Systems of Support Responding to Behaviours



### Techniques for teacher to manage behaviours in the classroom

#### BLUE Level Behaviours

<u>Technique</u>	<u>Explanation</u>
<u>Proximity Control</u>	The strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength, helping the student to control impulses.
<u>Signal</u> <u>Non-verbal Cue</u>	Non-verbal techniques such as sustained eye contact, hand gestures or finger snap suggest that the teacher is aware of the behaviour and is prepared to intervene if it continues.
<u>Ignore</u> <u>Praise</u>	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of the student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behaviour, attention and praise are then provided.
<u>Correct and Replace</u>	In the proximity of the student using a low calm tone, identify the inappropriate behaviour of the student and state the correct/expected behaviour.

**If the simple techniques above do not result in the desired behaviour, more direct instructional approaches can be used.**



- 1. Calm**
- 2. Consistent**
- 3. Brief**
- 4. Immediate**
- 5. Respectful**

<u>Teacher Response</u>	<u>Words/Actions an adult can use</u>
<u>Prompt</u>	<ul style="list-style-type: none"><li>● Provide verbal and/or visual cue</li></ul>
<u>Redirect</u>	<ul style="list-style-type: none"><li>● Brief, clear verbal reminder of the expected behaviour</li><li>● Restate the expected behaviour from the matrix</li></ul>
<u>Reteach</u>	<ul style="list-style-type: none"><li>● State and demonstrate the matrix behaviour</li><li>● Have student demonstrate</li><li>● Provide immediate feedback</li></ul>
<u>Provide Choice</u> <u>(re-engage or have a consequence applied)</u>	<ul style="list-style-type: none"><li>● The statement of two alternatives-the preferred or desired or a less preferred choice (logical consequence)</li><li>● Give the student a choice and get a response</li><li>● Apply logical consequence if preferred behaviour not demonstrated</li></ul>
<u>Conference</u>	<ul style="list-style-type: none"><li>● Describe the behaviour of concern</li><li>● Describe the alternative behaviour\tell why the alternative is better</li><li>● Practice</li><li>● Provide feedback</li></ul>



# Westlawn Public School



## Award Hierarchy

- An **Assembly Trophy** is presented to the class displaying exemplary behaviour for that week. It is awarded at Friday assembly which allows the winning class a bonus day on the playground equipment.
- **Commendation Award** - Presented by classroom teacher for positive effort, behaviours and achievement within the school community
- **Teacher Award** - Presented after receiving 10 Commendation Awards
- **Bronze Award** - Presented after receiving 20 Commendation Awards
- **Silver Award** - Presented after receiving 30 Commendation Awards
- **Gold Award** - Presented after receiving 40 Commendation Awards
- **Diamond Award** - Presented after receiving 50 Commendation Awards
- **Principal's Award** - Presented after receiving 60 Commendation Awards
- **Principal's Badge of Achievement** - Presented after receiving 70 Commendation Awards

### Year 6 students

**Award of Excellence and Medallion** - Presented when a Year 6 student fulfils all set criteria pertaining to the award presented at the end of the year (See next appendix for criteria).

### Be a Learner

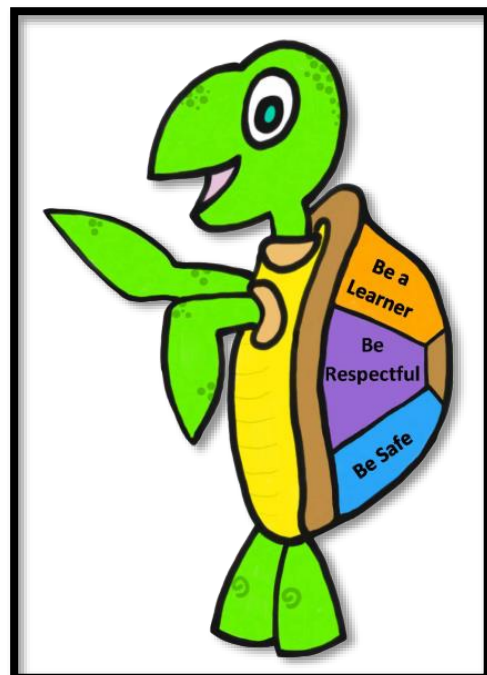
We try our best.  
We are resilient.  
We focus on our work.  
We take responsibility and make good choices.

### Be Respectful

We know the difference between right and wrong.  
We are polite and use good manners.  
We follow staff instructions.  
We wear our school uniform every day.

### Be Safe

We move appropriately.  
We are in the right place at the right time.  
We report problems.  
We keep our hands and feet to ourselves.



## Appendix 3



# Westlawn Public School Award of Excellence



As a Year 6 member of our school, you now have the opportunity to work towards achieving Westlawn Public School's highest award – the Award of Excellence (AOE). To earn this award students must satisfy set criteria over the course of the year. Successful students will receive their AOE medallion on Presentation Day.

Name:

Class:

### Academic Performance

*These criteria are compulsory.*

- Homework  One project per term completed

**Homework:** A minimum requirement of 90% completion and submission of weekly homework per term is necessary (i.e. 9 out of 10 weeks homework per term). Parents must provide written explanations for incomplete or late homework outside of this minimum requirement.

**Research Projects:** Each research project must be completed to a satisfactory standard according to the criteria and submitted on time.

### The Westlawn Way -following our school's PBL expectations.

Students at Westlawn Public School are expected to show exemplary behaviour, a positive attitude and excellent manners at all times and across all school settings including the classroom, playground, assembly, Sport/PE and offsite activities. Students demonstrate this by following our school's PBL expectations.

#### **Be A Learner**

- We try our best.
- We are resilient.
- We focus on our work.
- We take responsibility and make good choices.

#### **Be Respectful**

- We know the difference between right and wrong.
- We are polite and use good manners.
- We follow staff instructions.
- We wear our school uniform every day.

#### **Be Safe**

- We move appropriately.
- We are in the right place at the right time.
- We report problems.
- We keep our hands and feet to ourselves.

Students who receive **4 or more recorded minor incidents** or are **placed on a level** will not be eligible for the Award of Excellence.

## **School Citizenship**

All of the following criteria must be met.

- Uniform  Year 6 Duties (sports shed, canteen and Infants' Sport Assistant)
- Peer Support Group Leader  Kindergarten Buddies

**Uniform** – Students are to wear the correct uniform each day. This includes white socks for girls and grey socks for boys. Boys and girls both wear white socks on sports days. Children should wear the school hat as part of their uniform. Parents must provide a written explanation if students are unable to wear their uniform. Students are expected to have their shirts tucked in at assemblies and on special occasions when representing the school at official functions.

**Year 6 Duties** – All students will have rostered duties throughout the year. These duties include primary sport shed, infants sport umpiring and canteen duties. School Captains, School Vice-Captains, House Captains, House Vice-Captains, SRC Representatives and Library Monitors have ongoing duties throughout the year. All students will be monitored closely by Year 6 teachers to ensure they are fulfilling their roles and duties.

**Peer Support Group Leader** – Students will be given the role of Peer Support Leaders for a group of children from K-5. Students will need to perform this role according to the written criteria.

**Kindergarten Buddies** – Students will be assigned a Kindergarten student who they will support in their transition to school.

## **Participation**

Students are expected to participate in **two** of the categories

- Choir / Band / Guitar / Dance
- Sports Fun Days / Sports Gala Days
- Public Speaking Competitions
- Participation in at least one carnival (Swimming, Cross Country or Athletics)

## **Community Representation**

Students are expected to participate in one of the following community events as a Westlawn representative:

- Anzac March / Vietnam Veterans Ceremony / Jacaranda March of Youth

## Appendix 4



# Westlawn Public School

## Green Level Rewards Day

Positive Behaviour for Learning (PBL) provides a framework for our school to support the wellbeing of every student. It is an evidence based, positive, social, student focused approach to behaviour that involves the whole school community. It involves everyone, everywhere, every time.

Every child will be entitled to attend rewards day on a point scale system each school term. Rewards will be announced in the school newsletter at the beginning of each term. Student voice will be important and SRC will take class suggestions to an SRC meeting at the beginning of each term for suggestions of activities.

Each student will receive 5 points at the beginning of each week for 8 weeks with a maximum of 40 points achievable each term. Each week students have the opportunity to retain all 5 points depending on a student's behaviour. Points are tallied, recorded and displayed on a class chart at the end of each week. If students are absent and parents have contacted the school with a justified reason, this will not affect points.

Students who:

- Receive 40 points can select any activity in the table.
- Receive 39-30 points can select any activity in the 39-30 bracket.
- Receive 29-21 points can select any activity in the 29-21 bracket.
- Receive less than 20 points can select from the Less Than 20-point list only.

A date and time will be set for each term for all students to participate. Every teacher will be directed to an activity for that period. (These roles will be rotated around each term)

### Examples of Possible Activities

<b>40 points</b>	<b>39-30 points</b>	<b>29-21 points</b>	<b>20 or less points</b>
<ul style="list-style-type: none"><li>• Free BBQ</li><li>• See Park</li><li>• Picnic</li><li>• Water Play</li><li>• Bring your wheels to school</li><li>• Lunch in the meeting room</li><li>• Slime making</li></ul>	<ul style="list-style-type: none"><li>• Cooking</li><li>• Robotics</li><li>• Movies and popcorn</li><li>• Art session</li><li>• Rock painting</li><li>• Karaoke</li><li>• Lego Building</li><li>• STEM activities</li></ul>	<ul style="list-style-type: none"><li>• Gardening</li><li>• iPad session</li><li>• Sport session</li><li>• Bingo session</li><li>• Chalk artwork</li><li>• Charades</li><li>• Origami</li></ul>	<ul style="list-style-type: none"><li>• Colouring in</li><li>• Library time</li><li>• Gameboards</li><li>• Puzzle play</li><li>• Paper Plane Competition</li></ul>

## Points Criteria




POINTS	BEHAVIOURS/CONSEQUENCES
<p><b>5 points:</b> Model students who <b>have consistently demonstrated positive choices in all settings at all times</b></p>	<p><b>No points deducted</b>                      This student:</p> <ul style="list-style-type: none"> <li>• Has followed all PBL expectations</li> <li>• Has completed all work</li> <li>• No negative entries on school database</li> </ul>
<p><b>4 points:</b> A student who is consistently <b>trying to demonstrate</b> PBL behaviours and attitudes <b>in all settings</b> most of the time</p>	<p><b>1 point deducted</b>                      This student:</p> <ul style="list-style-type: none"> <li>• Has had one teacher managed incident recorded on Sentral (Classroom teacher to deduct points)</li> </ul>
<p><b>3 points:</b> A student who has often required prompting and redirecting to demonstrate PBL behaviours and attitudes <b>in all settings</b></p>	<p><b>2 points deducted</b>                      This student:</p> <ul style="list-style-type: none"> <li>• Has had 1 BLUE Level incidents recorded on Sentral (Executive staff to inform classroom teacher to deduct points)</li> </ul>
<p><b>2 points:</b> A student who has frequently required prompting and redirecting to demonstrate PBL behaviours and attitudes <b>in all settings</b></p>	<p><b>3 points deducted</b>                      This student:</p> <ul style="list-style-type: none"> <li>• Has had 1 YELLOW Level incident recorded on Sentral and received a reflection. (Executive staff to inform classroom teacher to deduct points)</li> </ul>
<p><b>0 point:</b> A student who has demonstrated little or no PBL behaviours and attitudes despite prompting and redirecting <b>in all settings</b></p>	<p><b>5 points deducted</b>                      This student:</p> <ul style="list-style-type: none"> <li>• has been suspended (Executive staff to inform classroom teacher to deduct points)</li> <li>• has had multiple YELLOW incidents</li> </ul>

Reflection Room Worksheet



You have been placed in the Reflection Room for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.

NAME: ..... CLASS: ..... DATE: .....

<p align="center"><b>What Happened?</b></p>	<p align="center"><b>How did you feel?</b></p>  <p align="center">How do you think the other person felt?</p>  <p align="center">How do you feel now?</p>  <p>Teacher's note:</p>	<p align="center"><b>Next time?</b></p> <p>Teacher's note:</p>
<p>my goal is:</p>		

**Appendix 6**

**Appendix 7**



**REFLECTION ROOM WORKSHEET – Senior**

You have been placed in the Reflection Room for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.

NAME : ..... CLASS :.....DATE :.....

What happened that caused you to be here today?

.....  
.....  
.....  
.....

Why did you act in this way?

.....

Who was affected by your behaviour (students/staff)?

.....  
.....

What will you do in the future to act in a safer or more appropriate way?

.....  
.....  
.....

Who did this behaviour affect and how could you make this better?

.....  
.....

**Which ones do you need to work on?**

At Westlawn we follow a set of expectations. We are:

- A learner
- Respectful
- Safe

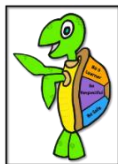
My goal is to

.....  
.....  
.....

Student .....

Teacher .....

## Appendix 8



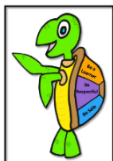
## The Westlawn Way



### WESTLAWN PUBLIC SCHOOL EXPECTATIONS MATRIX DRAFT

Expectation	All Settings	Morning Assembly	Bag Area	Eating Time	Library Lunch time	Bus Lines	Toilets	Playground	Moving Around (corridors, stairs office, hall)
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>* We try our best.</li> <li>* We are resilient.</li> <li>* We focus on our work.</li> <li>* We take responsibility for our actions. / We make good choices.</li> </ul>	<ul style="list-style-type: none"> <li>* When the bell goes, stop talking</li> <li>* Walk no Talk to the lining up area</li> <li>* Listen to messages</li> <li>* Make eye contact</li> </ul>	<ul style="list-style-type: none"> <li>* Be quick</li> <li>* Be organised with your possessions</li> <li>* Follow instructions</li> <li>* Be ready for learning</li> </ul>	<ul style="list-style-type: none"> <li>* Follow all instructions</li> <li>* Eat your lunch</li> <li>* Put your rubbish in the bin at the right time</li> </ul>	<ul style="list-style-type: none"> <li>* Know your day in the library</li> <li>* Know the limit on library numbers ( 30 students in the library)</li> <li>* Computers are for research use /educational games – Mathletics, Reading Eggs, Scratch ( no music) ABCYa</li> <li>* Know your logins</li> </ul>	<ul style="list-style-type: none"> <li>* Know which bus is your bus</li> <li>* Sit in your bus line</li> <li>* Know how to get on and off a bus</li> </ul>	<ul style="list-style-type: none"> <li>* Use the toilet area, water and supplies responsibly</li> <li>* Use the toilet in break time, not learning time</li> </ul>	<ul style="list-style-type: none"> <li>* Use equipment and quiet games areas correctly</li> <li>* Know and follow the rules of the game</li> <li>* Be a problem solver</li> <li>* Encourage others to join in</li> </ul>	<ul style="list-style-type: none"> <li>* Be a positive role model</li> <li>* Arrive at school and leave school in an orderly manner</li> <li>* Be ready for learning (no matter the learning space)</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>* We are mindful of our actions.</li> <li>* We are polite.</li> <li>* We follow staff instructions.</li> <li>* We help others.</li> </ul>	<ul style="list-style-type: none"> <li>* Sit in two lines/no talk</li> <li>* Face the front</li> <li>* Be ready to listen to messages</li> <li>* Say good morning to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>* Speak in a calm and quiet way</li> <li>* Respect your own and other students' belongings</li> <li>* Respect other students' space</li> <li>* Keep the bag area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>* Sit quietly</li> <li>* Use your manners</li> <li>* Be ready to listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>* Use a quiet voice</li> <li>* Treat library property with care</li> <li>* Return property to its rightful place</li> <li>* Respect other students' space</li> </ul>	<ul style="list-style-type: none"> <li>* Sit quietly</li> <li>* Use your manners</li> <li>* Be ready to listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>* Use a quiet voice</li> <li>* Treat property with care</li> <li>* Respect other students' space</li> </ul>	<ul style="list-style-type: none"> <li>* Know when to stop and calm down</li> <li>* Follow staff instructions</li> <li>* Borrow and return equipment the right way</li> </ul>	<ul style="list-style-type: none"> <li>* Walk no talk in lines, entering rooms , hall, using stairs, corridors and office</li> <li>* Wait quietly for assistance at office</li> <li>* Be an active participant in the hall activities</li> <li>* Enter learning paces quietly</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>* We move sensibly.</li> <li>* We are in the right place at the right time.</li> <li>* We report problems.</li> <li>* We keep our hands and feet to ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>* Move appropriately to your lining up area</li> <li>* Sit down with legs crossed in two lines</li> </ul>	<ul style="list-style-type: none"> <li>* Place your bag appropriately in the space</li> <li>* Walk / no play</li> </ul>	<ul style="list-style-type: none"> <li>* Sit in the right eating place</li> <li>* Do not move around</li> </ul>	<ul style="list-style-type: none"> <li>* Walk no talk</li> <li>* Be in the library only when it is your day</li> </ul>	<ul style="list-style-type: none"> <li>* Sit in the right bus line</li> <li>* Wait quietly</li> <li>* Technology stays in your bag</li> <li>* Move on and off the bus safely</li> </ul>	<ul style="list-style-type: none"> <li>* Flush, wash and leave straight away</li> </ul>	<ul style="list-style-type: none"> <li>* Sit on silver seats in the right place in morning before 8.25am</li> <li>* Wear a hat or play in the shade</li> <li>* Move appropriately on cement</li> <li>* Handballs only in the morning</li> <li>* Stay in bounds at all times</li> </ul>	<ul style="list-style-type: none"> <li>* Keep to the left</li> <li>* Have teacher permission</li> <li>* Use the right stairs</li> </ul>





## The Westlawn Way



### WESTLAWN PUBLIC SCHOOL EXPECTATIONS MATRIX DRAFT

Expectation	Before Morning Bell	Canteen	Offsite activities	Bike and Scooter Racks	Lining Up after breaks	Hall	Office
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>*Move appropriately to the correct area</li> <li>*Keep all electronic devices in your bag</li> </ul>	<ul style="list-style-type: none"> <li>* Line up in a single line outside the canteen area</li> <li>* Know what you want to buy and have your money ready</li> </ul>	<ul style="list-style-type: none"> <li>* Be quick</li> <li>* Be organised with your possessions</li> <li>* Follow instructions</li> <li>* Be ready for learning</li> </ul>	<ul style="list-style-type: none"> <li>* Place your bike/scooter in the correct rack</li> <li>* Collect your bike/scooter quickly and calmly</li> <li>* Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>* When the bell goes, stop talking</li> <li>* Walk no Talk to the lining up area</li> <li>* Follow all instructions</li> <li>* Make eye contact</li> </ul>	<ul style="list-style-type: none"> <li>*Wait for your teacher</li> <li>*Follow instructions</li> <li>*Enter Quietly</li> </ul>	<ul style="list-style-type: none"> <li>*Be quiet</li> <li>*Know what your need to ask</li> <li>*Follow instructions</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>*Talk quietly with others</li> <li>*Use your manners</li> <li>*Respect your own and other students' belongings</li> <li>*Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>* Wait quietly</li> <li>* Use your manners</li> <li>*Follow instructions from the canteen monitors and canteen staff</li> </ul>	<ul style="list-style-type: none"> <li>* Speak in a calm and quiet way</li> <li>* Respect your own and other students' belongings</li> <li>* Respect other students' space</li> <li>* Keep the bag area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>* Use your manners</li> <li>* Respect other student's property</li> <li>* Respect other student's space</li> </ul>	<ul style="list-style-type: none"> <li>* Sit in two lines/no talk</li> <li>* Face the front</li> </ul>	<ul style="list-style-type: none"> <li>*Sit quietly</li> <li>*Face the front</li> </ul>	<ul style="list-style-type: none"> <li>*Wait quietly</li> <li>*Use your manners</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>*Stay seated until the teacher is on duty</li> <li>*Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>* Walk calmly to the canteen window</li> <li>* Move away when finished</li> <li>* Sit down to eat</li> </ul>	<ul style="list-style-type: none"> <li>* Place your bag appropriately in the space</li> <li>* Walk / no play</li> </ul>	<ul style="list-style-type: none"> <li>*Walk your bike/scooter through the school gate in single file</li> <li>*Wear your helmet</li> </ul>	<ul style="list-style-type: none"> <li>* Move appropriately to your lining up area</li> <li>* Sit down with legs crossed in two lines</li> </ul>	<ul style="list-style-type: none"> <li>*Move appropriately</li> <li>*Sit with your legs crossed</li> <li>*Keep you hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Walk, don't run!</li> <li>*Return to classroom or playground when finished</li> </ul>