



PUBLIC SCHOOL

WELLBEING POLICY

“Excellence in education in a caring environment”

Statement of Purpose

Rainbow Street Public School aims to provide “Excellence in education in a caring environment” in order to help students become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. Our school recognises values and celebrates the diversity in all our students’ cultural backgrounds, abilities and interests.

Our Student Wellbeing Policy sets reasonable limits in which students can work and play. It continually and consistently reinforces positive behaviour. This enables all students to feel happy and safe at school.

Our Student Wellbeing Policy encompasses our school values, school rules, merit scheme, discipline policy and anti-bullying plan.

Roles and Responsibilities of Staff, Students and Parents/Carers

At Rainbow Street Public School we will ensure quality learning happens in all environments of the school when:

Students:

- *Understand our Core Values of Caring, Learning and Effort.*
- *Demonstrate behaviours in line with our Core Values.*

Teachers:

- *Understand and demonstrate behaviours that model our core values of Caring, Learning and Effort.*
- *Understand, plan and program to the unique needs of the student body.*

Parents/Carers:

- *Understand the core values and school rules of Rainbow Street Public School.*
- *Work with their children and the staff towards achieving our core values of Caring, Learning and Effort.*

NOTE:

- *In striving to achieve a positive resolution, all participants have the right to have their opinions heard, acknowledged and acted upon within a collaborative environment.*
- *Rainbow Street Public School works under and within the Welfare Guidelines of the NSW Department of Education. Please refer to the following:*
<https://www.det.nsw.edu.au/index.htm>

Rainbow Street
Public School

School Values

Caring

We care for ourselves, others
and our school.

Learning

We are here to learn.

Effort

We do our best.

Rainbow Street Public School

School Rules

1. Bullying will not be tolerated.
2. Listen and follow instructions.
3. Respect people, property and our environment.
4. Be kind, caring and considerate.
5. Act safely.

Implementation

The behaviours below will support the school values and implement the school rules in each environment of the school.

Consistent Implementation of the following by all staff is crucial to the success of the policy.

IN THE CLASSROOM

- ❖ Follow the rules as established by individual teachers in collaboration with students.
- ❖ Follow the 5 L's (refer to sheet at back of policy)
- ❖ Do your best work.
- ❖ Show respect for people and equipment.
- ❖ Raise your hand and wait to be called upon.

BULLYING WILL NOT BE TOLERATED

IN THE PLAYGROUND

NO RUNNING ON THE ASPHALT

NO HAT – PLAY IN THE SHADE

- ❖ Be where you should be, doing what you are supposed to be doing.
- ❖ Report all problems to the teacher on duty.
- ❖ Be safe with yourself and others in all areas of the playground.
- ❖ Play fairly and consider others.
- ❖ Treat the environment respectfully.

BULLYING WILL NOT BE TOLERATED

AT THE CANTEEN

- ❖ Wait politely to be served in a line.
- ❖ Keep canteen area clean and put rubbish in the correct bin.
- ❖ Use your best manners.
- ❖ Keep your voice down when lining up at the canteen.
- ❖ Move away from the canteen once you have been served.

BULLYING WILL NOT BE TOLERATED

MOVING AROUND THE SCHOOL

- ❖ No running.
- ❖ Keep to the left on the stairs, walkways and corridors.
- ❖ Go where you have to go quickly and quietly.
- ❖ Always travel with a buddy.
- ❖ Be respectful of our environment.

BULLYING WILL NOT BE TOLERATED

REPRESENTING THE SCHOOL

- ❖ Represent and participate with pride.
- ❖ Play fairly and be a good sport in word and action.
- ❖ Respect supervising adults.
- ❖ Be respectful of property.
- ❖ Stay within the field boundaries.

BULLYING WILL NOT BE TOLERATED

PUPIL WELLBEING PLAYGROUND POSITIVE BEHAVIOURS

Rainbow Tickets

All staff have a number of 'rainbow tickets' and it is up to them how many they award during a duty. Students are to be responsible for their tickets; they must write their name on the ticket and then place them in the classroom 'rainbow tickets container'. On Thursday afternoon these will be collected and all will be taken to a weekly morning assembly where a (K-2) and (3-6) draw will take place. Used tickets will be disposed of and recycled.

Principal's Sticker

* Principal Awards can also be earned at Principal's discretion e.g. quality work, honesty, caring for others.

PUPIL WELLBEING PLAYGROUND NEGATIVE BEHAVIOURS

Level One – Verbal Instruction

One off - inappropriate behaviour e.g. running, stick play, taking other children's equipment, out of bounds.

One warning given before time out.

Teacher On Duty

Spoken command – ensure student understands that a warning has been given and that they understand the consequences of not taking notice.
Ensure that students are listened to.
Understand that early intervention may well stop an escalation of action. Participants need to feel that they have been heard and that natural justice has occurred.

Level Two – Short Time Out

A repeated misdemeanour e.g. repeats of the above or bad language, toilet play, rough play.

Students are directed to sit in time out for a maximum time of 10 minutes.

Sitting in time out is designed as a time of reflection and calming down period, not a punishment.

Time Out Area

Teacher on duty monitors time out area by using note book in 'duty bag'.

Students may be noted at Thursday's staff meeting by Executive staff member for their misbehaviour.



Level Three – Long Time Out

Persistent misdemeanours e.g. repeat short time out plus antagonistic arguments.

Teacher on duty counsels student and directs the student to sit in Time-Out again. Teacher then completes a behaviour form and at the end of duty places it in the pigeon hole of their stage Assistant Principal (AP).

ebs entry completed by the teacher.

Reflection

Executive staff work with students from their Stage.

ebs entry updated by the AP.

Parents are contacted by the AP.

Violence, extreme disobedience, swearing at an adult are **immediately** dealt with by the Principal or Stage Assistant Principal. Teacher on duty sends card to Principal or is replaced by another staff member and escorts student/s to the Principal. Students constantly experiencing difficulty in behaving need early referral to the Learning Support Team.

**PUPIL WELLBEING CLASSROOM
POSITIVE and NEGATIVE BEHAVIOURS**

Level One

Individual teacher classroom management programs and rules are devised with student involvement. The programs will target positive and negative behaviours. Expectations are displayed in the learning spaces.

Built into each program will be some concrete form of positive affirmation recognising positive behaviours.

Built into each program will be the understanding that each student has moved through the classroom management program, e.g. 3 warnings to alter their negative behaviour before they are referred to the relevant Stage Assistant Principal.

Whole-school Rainbow Award system will operate concurrently with the classroom system.

Classroom Teacher

Within the first few weeks of school parents receive information about the classroom management program.

Classroom teachers implement classroom management program. Support teachers will implement their management plan. Upon transgression teachers will complete a classroom referral slip and send student to Stage Assistant Principal.

Classroom teachers are able to reward their students with rainbow stickers. Support staff are encouraged to develop their own system of positive rewards with consultation with the teacher.

Level Two

If student does not modify/change their behaviour, then after three warnings they will be sent to the Stage Assistant Principal.

The Stage Assistant Principal records the time, date and brief record of incident in ebs so that the AP can monitor behaviour and number of incidents.

ebs Entry – Stage Assistant Principals

Student counselled by AP, and required to complete reflection activities.

A letter may be sent home informing of visit to AP. The AP dealing with the incident will determine if it warrants a letter home.

Further steps are at the discretion of the AP. They may also look at other intervention for ongoing issues, e.g. referral to the Learning Support Team, enter into ebs.

Level Three

Persistent and/or unacceptable behaviour in class, student sent to AP.

AP determines student consequence as an 'off playground' time of reflection. AP determines the number of days depending on the severity of incident.

Reflection - Stage Assistant Principals

Entry made in ebs by Stage AP.

Contact made with parents. A meeting is held with the class teacher, Assistant Principal and parents to discuss behaviour and strategies to support the student. Meeting notes recorded in ebs.

APPENDIX A
RESPONSIBILITIES OF STAFF, PARENTS/CARERS AND RESOURCES REQUIRED

CLASSROOM TEACHERS

1. Develop and implement class rules and management program in collaboration with students.
2. Set up in-class positive reinforcement and consequences program.
3. Inform parents/carers of rules and management program in first few weeks of school year.
4. Implement whole-school reward system, Rainbow Stickers.
5. Ensure consistency of practice.
6. Teachers are required to carry a duty bag on playground duty which will contain rainbow tickets, behaviour note books and notification cards. Completed 'behaviour slips' are to be placed in the pigeon hole of the stage AP in charge of the student(s) involved in incidents.
7. Enter behaviour referrals in ebs.

PARENTS/CARERS

1. Talk with their children about classroom rules and class management program, sign acknowledgement slip and return to school.
2. Engage in active conversation with staff on student's behaviour and the consistent implementation of the policy.

STAGE ASSISTANT PRINCIPALS

Support teaching staff in discipline and welfare through:

1. At beginning of year provide behavioural slips for each class. The rainbow merit certificates will also be given to staff.
2. Reflection time with students.
3. Update behaviour referrals in ebs.
4. Ensure new staff have access to and understand the Rainbow Street Public School Wellbeing Policy.
5. Ensure student welfare is a component of Stage Meeting Agendas.
6. Advise the whole staff of students' behaviour management plans.
7. Monitor implementation of policy. Review policy annually or as required.

APPENDIX B

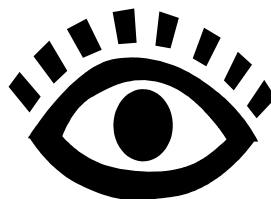
The 5 Ls as referred to on page 4.

Five Ls To Help You Learn

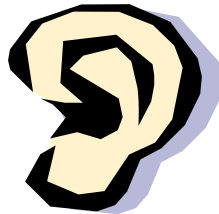
1. Lips



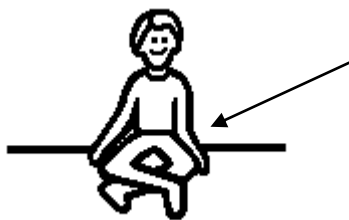
2. Look



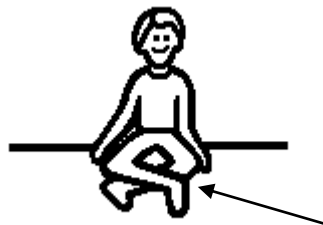
3. Listen



4. Lap



5. Legs



Rainbow Award System



Statement of Purpose:

The Rainbow Street Public School Rainbow Award System aims to positively recognise, value and celebrate students' achievement in following of our five school rules.

Our Rainbow Award System sets reasonable and reachable goals in which students can travel on their 'Journey Over The Rainbow'. It continually and consistently reinforces positive behaviour. This enables all students to feel secure and happy while at school.

Our Rainbow Award System encompasses the Rainbow Street Public School Wellbeing Policy, which includes our school values, school rules, discipline policy and anti-bullying plan.

Roles and Responsibilities of Staff, Students, and Parents/Carers:

Students:

- Understand our Core Values of Caring, Learning and Effort.
- Demonstrate behaviours in line with our Core Values.
- Understand and demonstrate our School Rules.

Teachers:

- Manage Rainbow Award System.
- Stickers are never removed; this means that stickers cannot be withdrawn after being earned.
- Award stickers to recognise appropriate behaviour, effort and achievement in learning, following school/class rules, caring for others, social skills, positive attitude to learning, using initiative. This list is not exhaustive but allows for rewards for all positive behaviour.

Parents/Carers:

- Work with their children towards achieving our Core Values of Caring, Learning, and Effort and our School Rules.

Implementation:

- A 'Rainbow' sticker can be given out by the classroom teacher and support staff working with the class. Students earn 'rainbow coloured stickers' at the discretion of their classroom teacher for consistently following our Core Values and School Rules.
- The earning of rainbow coloured stickers should aim to be a daily occurrence with a target of approximately **four per week**. There should be a minimum two per week in order to 'journey over one rainbow' within a year, four per week would mean one 'Journey Over The Rainbow' per semester being the targeted goal. If teachers who have students who are not meeting this standard, this should be drawn to the attention of their supervisors. Rainbow coloured stickers and certificates to be provided to staff.

- As with real rainbows, Rainbow Street Public School’s Rainbow Award System has seven arches. Each arch has ten rainbow-coloured stickers to be collected. At the completion of an arch, students receive a certificate from their teacher in the colour of the arch that they just completed.
- Once students have collected all seven arches (seventy stickers), their journey over the rainbow will be complete and their ‘Rainbow Award’ chart will be laminated and presented to them at an assembly along with a medal of merit in recognition of their successful journey.

School Values	School Rules
Caring: We care for ourselves, others, and, our school.	1. Bullying will not be tolerated.
Learning: We are here to learn.	2. Listen and follow instructions.
Effort: We do our best.	3. Respect people, property, environment.
	4. Be kind, caring, and, considerate.
	5. Act safely.

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