



*Learning to Live
Living to Learn*

STUDENT WELLBEING POLICY

Established - 2015

Revised - 2018

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The Riverbank Public School Student Wellbeing Policy is underpinned by the Department of Education's Wellbeing Framework. All policies relevant to the RPS Student Wellbeing Policy are listed in an appendix at the end of the document and hyperlinked throughout.

Introduction:

Riverbank Public School is strongly committed to enabling all students to grow and learn to their greatest potential. In achieving our goal we adopt Restorative Practices that provide a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community.

Through our Student Wellbeing Policy we aim to:

- Promote a school culture which is happy, safe and in which all stakeholders feel valued.
- Encourage and support respectful, responsible and resilient relationships.
- Provide a nurturing environment that facilitates learning appropriate to the students' stage of development. This includes strengthening their physical, social, emotional and spiritual development.
- Maintain high expectations for behaviour and learning.
- Create a sense of identity within the school which inspires stakeholders and encourages them to aspire to greater goals.
- Equip students with knowledge and skills to help them to recognise bullying in its many forms.

The themes that will drive wellbeing in our public schools into the future are [Connect, Succeed and Thrive](#). Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

In addition to our Wellbeing Framework, student wellbeing is supported by an active Learning and Support Team to ensure students' needs are identified and supported.

Student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

Whole School Philosophy:

Restorative Practices form the relational basis for Quality Teaching and Learning at Riverbank Public School. Our Restorative Practice framework, because of its explicit nature, offers a common language and practice capable of fostering healthy relationships.

Student achievement is enhanced through Restorative Values being embedded as a way of being and learning together. Our approach fosters individual responsibility and helps develop empathy. Inappropriate behaviour or choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains.

Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students. Values contribute to all individual and group decision-making in the school community.¹

The core values of the public schools of New South Wales are:

- **INTEGRITY**- Being consistently honest and trustworthy.
- **EXCELLENCE**- Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
- **RESPECT**- Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- **RESPONSIBILITY**- Being accountable for your individual and community's actions towards yourself, others and the environment.
- **COOPERATION**- Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- **PARTICIPATION** - Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
- **CARE**- Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
- **FAIRNESS**- Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
- **DEMOCRACY**- Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

¹ Refshaug, A (2004), "Values in NSW Schools", NSW Department of Education and Training, p3

Values, Rules and Expectations:

Values, rules and expectations are consistent throughout our school environment. This supports students, staff and community in knowing what is expected of them at all times.

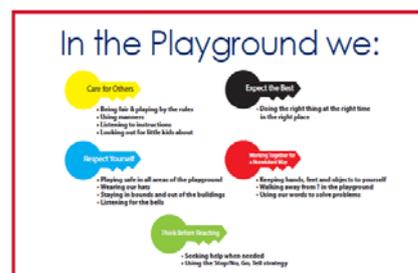
At Riverbank we aim to

- **Be Respectful**
- **Be Responsible**
- **Build Relationships**

Our school values and rules incorporate the 'Help Increase the Peace Keys' (HIP) to promote a harmonious, nurturing and challenging living and learning environment.

The HIP program offers a whole school approach to building relationships through communication, co-operation, trust building and conflict resolution.

<u>YELLOW KEY</u>	Care for Others
<u>GREEN KEY</u>	Think Before Reacting
<u>BLUE KEY</u>	Respect Yourself
<u>RED KEY</u>	Work Together for a Non Violent Way
<u>BLACK KEY</u>	Expect the Best



- We share the voice space by listening actively to others and expressing ourselves confidently.
- We follow instructions by being in the right place, at the right time, doing the right thing.
- We use build ups by saying encouraging, affirming things to others.
- We keep our hands, feet and objects to ourselves so that everyone is safe.
- We own our own behaviour because we choose how we behave.

Our Circle Programs enhance our Restorative Practice.

Values Reflected in our HIP Keys:

The HIP program offers a whole school approach to building relationships through communication, cooperation, trust building and conflict resolution. All members of staff are trained to facilitator level in this program.

GREEN KEY	
<p>Think Before Reacting by</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> playing safely playing in bounds walking in the classrooms, and school building thinking before saying or doing something showing independence and initiative
BLUE KEY	
<p>Respect Yourself by</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> telling the truth consistently (integrity) handing in property you find using appropriate language caring for the school being polite caring for your own things caring for your classroom being accountable for your actions
YELLOW KEY	
<p>Care for Others by</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> being kind, considerate and helpful sharing being friendly using build ups listening, speaking in turn speaking quietly inviting others to play
RED KEY	
<p>Work Together for a Non Violent Way by</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> listening to others' point of view being a responsible bystander using build ups keeping hands, feet, objects to yourself using positive body language actively engaging in learning cooperating in a team environment creating a safe positive climate making things right after harm has been done
BLACK KEY	
<p>Expect the best by</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> making an effort with school work completing homework asking for help when you don't understand following instructions knowing you will be listened to looking at situations in a positive way having a go, taking a risk knowing a mistake is just a 'muck-up' and we learn from it striving for excellence being committed to lifelong learning

Restorative Practices:

The Restorative Practices explicit framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

When Things Go Wrong

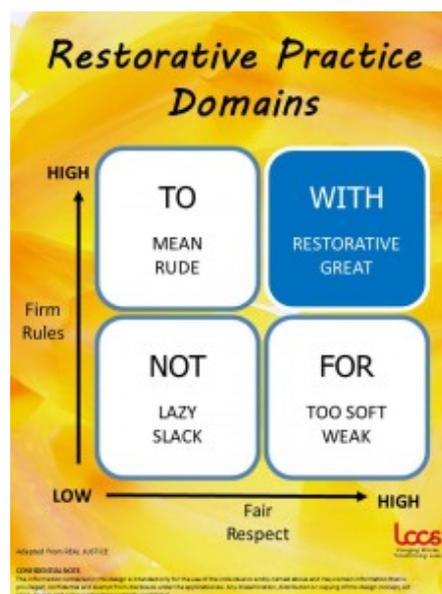
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you may do to make things right?

When Someone Has Been Hurt

- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The process is empowering as it takes students from the past to the present and gives them hope for the future. It makes things right and heal any harm that has been done.

A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard and through this participatory process students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships.



Encouraging and Reinforcing Positive Behaviours and Relationships

Teacher Managed Strategies

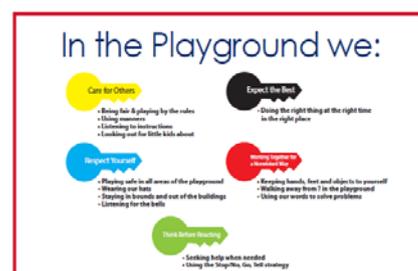
Classroom teachers use a range of strategies and resources in encouraging positive behaviours. These may include (but are not restricted to) –

- In class incentive schemes.
- Stickers, special jobs and responsibilities.
- Communication with home about achievements and progress.
- Verbal and non-verbal praise.
- Identifying positive behaviours through class discussions (circle time, restorative conversations and role plays as a part of explicit teaching).
- Class dojo's
- Feedback.

Whole School Reward System

A consistent reward system operates throughout the school. Both HIP Key certificates and classroom achievement certificates are presented at stage level assemblies.

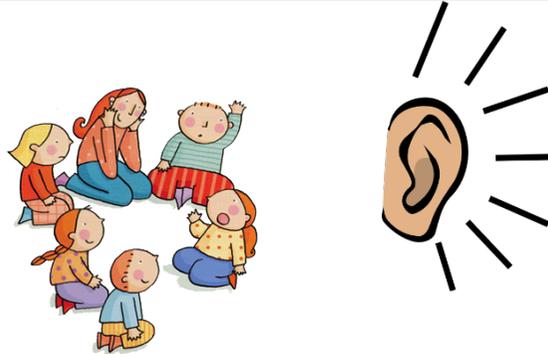
- 5 keys of any colour (5 keys)
- 5 keys of each colour (25 keys)
- 50 of any keys (50 keys)



Our School Code of Behaviour



*Learning to Live
Living to Learn*



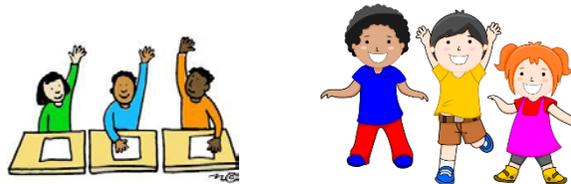
We share the voice space
by listening actively to others and
expressing ourselves confidently



We follow instructions
by being in the right place, at the
right time, doing the right thing



We use build ups
by saying encouraging, affirming
things to others



**We keep our hands, feet and
objects to ourselves**
so that everyone is safe



We own our behaviour
because we choose how we
behave

Student Managed Strategies

a. Student Parliament

Riverbank Public School has a student parliament. The parliament is run by Year 6 students who take on the roles of Speaker, Prime Minister, Treasurer, Leader of the Opposition and Ministers of Various Responsibilities. During Parliament, students have the opportunity to address the parliament and make suggestions on how to improve our school. Once the motion is brought to the parliament's attention, the minister in charge of that area takes action on the issue under the guidance of school staff.

b. School Leadership

Rationale:

Student leadership links naturally with learning about the processes of democracy and the responsibilities of citizenship. Providing opportunities and maximising the participation of students in leadership roles support these concepts and understandings. In this way, students develop their capacity to lead and influence others in a responsible manner.

School life provides many opportunities for young people to develop leadership skills. Through daily interactions with peers and teachers, shared responsibilities and by contributing to decision making forums, students at Riverbank Public School have the opportunity to become part of the school governance.

Formal student leadership and student representation programs provide important benefits for individual students and our school. Student leaders have the potential to influence the school environment and the behaviour of their fellow students by becoming advocates for positive change in the school community.

Students, who actively participate in school life and feel that they are encouraged to share their ideas and opinions, feel respected and want to make further contributions to their school.

Aim:

The aim of this policy is to ensure that all students have the opportunity to build leadership skills through equitable programs that reflect the core values taught at Riverbank Public School, including respect, responsibility and fairness. Students don't have to be school captains or house captains to be considered leaders. We encourage our students to be leaders in the classroom and playground, through their support for other students, or their involvement in academic, sporting, cultural or community events and projects.

At Riverbank Public School we encourage and provide a variety of ways for our students to become involved as leaders within the school setting. Our leadership program is a reflection of our values as a school. The school encourages these leadership roles to be spread amongst the student body. Students can take up only one of the leadership roles within a year.

c. School Mascot

**Rory the Rhino rocks because he remembers
Riverbank's Rules!**



Rory the Rhino is a peaceful mascot. He is a wise, resilient, brave and unique mascot who makes decisions for himself and helps and protects others when needed.

Managing Inappropriate Behaviour:

Behaviour Records

Comprehensive records of student behaviour serve to identify patterns and to inform future planning in supporting students.

A database (Sentral) is maintained to keep a record of both positive and negative behaviours observed in the classroom and playground.

Behaviour observation sheets are used during playground duty and significant incidents are transferred to our database.

Parent Contact

Where a staff member feels parent contact may be constructive and helpful in maintaining support for a child, parents can be contacted by phone. In the case of more serious incidents school staff, in consultation with executive, will make contact with parents and may require a formal meeting on the school site.

Whole School Consequences

Physical Behaviour

Where the severity and context of physical incidents warrants, students may be removed immediately from the playground. The intention and purpose of physical behaviour is taken into account. Restorative discussions remain an important element in dealing with physical behaviour. Teachers on duty will investigate and refer the incident to the Stage Assistant Principal. See parent contact.

Teachers are to ensure that their immediate supervisor is consulted with classroom/playground concerns prior to parent contact.

Understanding Bullying:

Bullying has three key features. It:

1. involves a misuse of power in a relationship
2. is ongoing and repeated
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. It can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex ([LGBTI](#)); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

What bullying is not

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

Dealing with a bullying incident:

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed:

- a) Restorative Practices questioning process employed.
- b) Consequences applied as per behaviour management flowchart.
- c) Individual student management plan developed if required.
- d) Information recorded on school database and referred to Stage Assistant Principal
- e) Ongoing monitoring and referral to Learning Support Team if required
- f) Referral to Senior Executive if behaviours are unable to be resolved



<http://bullyingnoway.gov.au/>

Riverbank Public School

Anti-bullying Plan 2018

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.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Riverbank Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. 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.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour Code for Students through Restorative/Circle Time - ongoing
Term 3	Anti-Bullying and Cyber Safety Incursion - Constable Bollard

1.2 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.

Dates	Communication topics and Professional learning
Term 1	Induction to new students/ staff of Restorative Framework
Ongoing	Opt-In Staff workshops on Restorative Framework

1.3. 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 in the following ways.

Induction program for new and casual staff includes;

- Riverbank Public School Wellbeing Policy
- Restorative practice workshops

2.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.

2.1 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 are published on our school's website. Check the boxes that apply.

School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

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.

Dates	Communication methods and topics
ongoing	Restorative Practice - Fortnightly through Newsletters
ongoing	Website

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).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Circle Time conducted regularly with students and staff.

Programming and teaching of PDHPE topics taught and reviewed in accordance with the Australian Curriculum.

Completed by: Riverbank School Executive Team

Date: October 2018

Principal Name : Mrs Jeanie Brown

Signature:



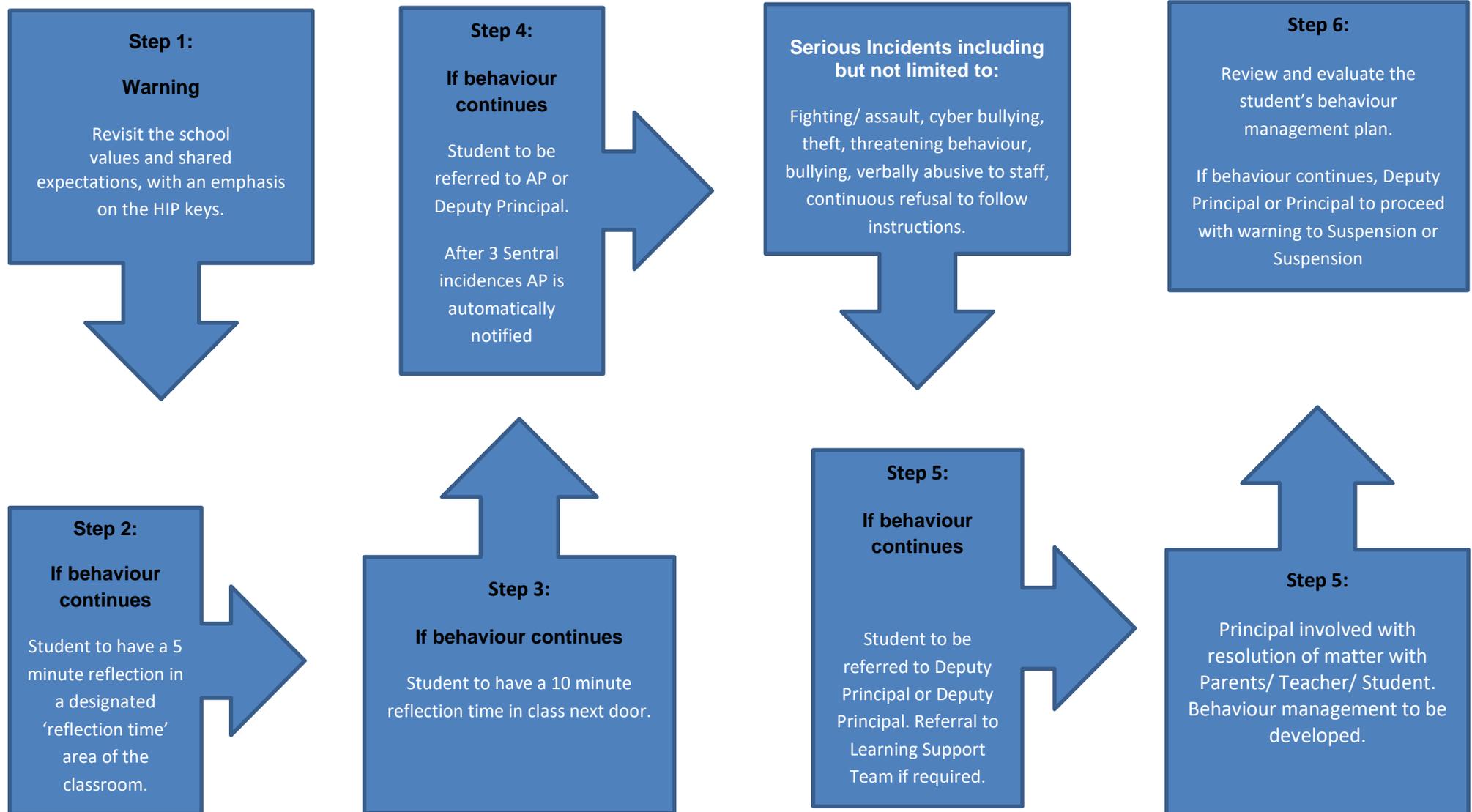
Date: 16 October 2018

Explicit Teaching of School Rules

	BE RESPECTFUL	BE RESPONSIBLE	BUILD RELATIONSHIPS
Playground	<ul style="list-style-type: none"> • Use appropriate language. • Follow adult directions. • Ensure everyone knows the rules of the game and follows them. • Let others play their games without interference. 	<ul style="list-style-type: none"> • Wear a hat • Use equipment correctly. • Play in the correct areas of the school. • Keep the playground clean. • Go to toilet and have a drink during recess and lunch. • Line up quickly. • Sit and eat in the designated areas. • Tell the teacher on duty if you notice someone who is hurt or sick. 	<ul style="list-style-type: none"> • Keep hands and feet to self. • Take turns • Include others in your activities. • Accept different skill levels without put downs. • Accept decisions of others. • Be a problem solver.
Canteen/ COLA	<ul style="list-style-type: none"> • Wait for your turn. • Use manners to canteen staff. • Line up quietly behind yellow lines and in two lines 	<ul style="list-style-type: none"> • Keep hands and feet to yourself whilst in line. • Don't share money or food with your friends. • Clean up after yourself. 	<ul style="list-style-type: none"> • Follow adult instructions. • Use manners. • Listen to others.
Toilets	<ul style="list-style-type: none"> • Ensure privacy to others. 	<ul style="list-style-type: none"> • Wash hands after using toilet. • Leave food outside. 	<ul style="list-style-type: none"> • Don't play in the toilet. • Take someone with you when going from class.
Assemblies/ Hall	<ul style="list-style-type: none"> • 5L's. • Listen to the speaker – be silent and attentive. • Sit and stand quietly when instructed. • Remove hat and put in lap. • Applaud appropriately. 	<ul style="list-style-type: none"> • Sing the National Anthem with pride. • Move quietly in lines. • Enter/exit quietly. 	
Library	<ul style="list-style-type: none"> • Look after the property in the library. • Use quiet inside voices. • Follow directions. 	<ul style="list-style-type: none"> • Walk sensibly. • Return your books and bring library bag on library day. • Put the books back in the right place. 	<ul style="list-style-type: none"> • Share library equipment.
Bus	<ul style="list-style-type: none"> • Move quietly. • Stay in your seat • Speak politely to the bus driver. 	<ul style="list-style-type: none"> • Walk sensibly. • Listen to teacher. 	

Riverbank Public School – Classroom Behaviour Management Flowchart

Restorative Practices are used to respond to incidents of bullying and unacceptable behaviours in order to repair the harm to relationships



Restorative Questions I

When Things Go Wrong

When challenging behaviour, why would the following questions consistently achieve 'fair process'?

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought about since?*
- *Who has been affected by what you did?*
- *In what way?*
- *What do you think you need to do to make things right?*

Restorative Questions II

When Someone Has Been Hurt

Why would these questions assist, those harmed by other's actions, experience 'fair process'?

- *What did you think when you realised what had happened?*
- *What impact has this incident had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

Students Rights and Responsibilities:

<u>Rights</u>	<u>Responsibilities</u>
I have the right to be happy.	It is my responsibility to respect the rights of others. It is my responsibility to treat others with understanding, not try to hurt their feelings.
I have the right to be treated respectfully and fairly.	It is my responsibility to treat others with respect. It is my responsibility to respect the authority of the school staff. It is my responsibility to be truthful and to treat others fairly.
I have the right to be safe.	It is my responsibility not to do anything which may threaten or cause danger to myself or others.
I have the right to expect my property to be safe.	It is my responsibility to not steal, damage or destroy the property of others. It is my responsibility to ask for permission to use the property of others. It is my responsibility to take care of school property.
I have a right to be educated at school.	It is my responsibility to be a responsible, respectful learner and not disturb the learning of other students.
I have the right to make decisions for myself.	It is my responsibility to make sensible decisions and to accept any consequences for my actions.
I have the right to represent my school in sporting and cultural activities.	It is my responsibility to maintain the good name of my school and represent my school dutifully. It is my responsibility to wear the school uniform neatly and correctly.

Teachers Rights and Responsibilities:

<u>Teachers have the right:</u>	<u>Teachers have the responsibility</u>
To be treated with respect by students, parents and other staff.	To treat students and other members of the school community justly and with respect.
To work in a safe environment.	To report any H&S concerns. To report any incidents of abuse and to practice negotiation skills.
To carry out my teaching as a professional	To establish and model the core values, rules and expectations.
To have access to professional development opportunities.	To participate in professional development. To share information with colleagues.
To have collegial support.	To provide guidance and support to others. To be willing to seek guidance and support from department.
To be involved in collaborative decision making and planning.	To communicate effectively and be an active participant in collegial meetings.
To have personal property respected.	To seek permission to borrow property from others. To keep personal property labelled and secured.

Suspension:

In line with [the Department of Education's Suspension and Expulsion Procedures](#), Riverbank Public School adheres to these strategies within Riverbank's Wellbeing Policy to deal with continued unacceptable behaviour. Its use highlights the parent's responsibility in taking an active role, in partnership with the school, to modify the behaviour of their child.

Before a suspension is imposed, or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will:

- ensure that appropriate personalised learning and support strategies and discipline options have been applied and documented
- ensure that appropriate support personnel available within the school system and externally have been involved
- ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- develop, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour
- provide a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in the future, and
- record all action taken.

In cases of continued unacceptable behaviour, the child may be removed from the school completely. In some circumstances, the Principal must suspend immediately any student who:

- Is violent or threatens serious physical violence
- Is in possession of a prohibited weapon
- Is in possession of suspected illegal drugs

The Principal may also suspend any student who among other things;

- Is persistently disobedient or disrespectful
- Engages in criminal activity related to the school

Suspension occurs after all appropriate school wellbeing strategies and discipline options have been applied and parents have been notified in writing. Previous unacceptable behaviours and

clear expectations of what is required of the student in future are to be discussed with parents or caregivers.

Principals may impose a short suspension of up to four (4) school days, followed by a meeting with parents to assist the student in modifying the behaviour.

Should an unacceptable behaviour continue after two suspensions, a longer suspension must be considered. Principals may impose suspensions of up to twenty (20) school days (long suspension).

With either short or long suspensions, the student will not be sent out of the school without notification being made to the parents or caregiver. An agreement should be met concerning arrangements for the collection of the student from school.

Notification must also be made to parents or caregivers in writing of;

- Warning of Suspension
- Notice of suspension
- The date and probable duration of the suspension
- The reason for the suspension
- The clear expectation that the student will continue with studies while suspended and in the case of a long suspension, that a study program will be provided.
- The importance of parental or caregiver assistance in resolving the matter
- Parental or caregiver responsibility for the care and safety of the student while under suspension;
- Other appropriate government or community agencies available to provide assistance where necessary.

Appendix

i.	The Wellbeing Framework for Schools
ii	Student Wellbeing – Literature Review CESE
iii	Supporting Student, Successful Students
iv	Bullying: Preventing and Responding to Student Bullying in Schools Policy
v	NSW Anti-Bullying Website
vi	Anti-Bullying interventions in school CESE
vii	Anti-Bullying Plan – DoE Staff Only
viii	Behaviour Code for Students
ix	Student Discipline in Government Schools Policy
X	Suspension and Expulsion of School Students Policy
xii	Suspension and Expulsion – Information for Parents
xiii	Guidelines for the Use of Timeout Strategies Including Time-out Rooms