



WELLBEING POLICY

Introduction

The NSW Department of Education (DoE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

In recent years however, there have been changes to how children and young people learn and how teachers teach. The school environment, and the world in which our children and young people will grow and function, continue to change. We need to be responsive to numerous influences as we deliver public education now and into the future.

There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. There is targeted support at the system and school levels so that where a child or young person lives and goes to school does not shape their learning outcomes.

In this context, our understanding of wellbeing needs to be contemporary and forward-focussed. An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Educators need to understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

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 turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Rationale

What is wellbeing?

It has long been acknowledged that wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person's life.

Two major approaches to defining wellbeing relate it to our subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or our potential to flourish. While there is debate about whether one or both of these approaches to wellbeing offers the best way of understanding it, an approach that considers the whole person, and which combines feeling good and functioning well offers the most utility.

The literature sets out a range of contexts in which wellbeing is experienced. These contexts recognise that wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multi-dimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

These domains of wellbeing are helpful in describing the contexts in which wellbeing is experienced. However, to understand wellbeing more deeply we must also consider a range of other influences that contribute to wellbeing.

How can schools positively influence the wellbeing of students?

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Choice is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.

Achievement contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further engagement and effort.

Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.

Commitment to Wellbeing

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The DoE commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

To this end, schools will be enabling environments, informed and guided by legislative and policy requirements. Schools will be supported to focus on the development of quality teaching, learning and engagement. Local decision-making will invigorate school communities. Highly effective leadership will deliver on this commitment for every member of the school community.

CONNECT

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.

SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.

THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

Elements of the Wellbeing Framework

Teaching and learning

- Schools will consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning.
- Students should be provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- The child or young person's subjective view of their own wellbeing is recognised by schools, peers and parents as an important measure to inform decisions about the child or young person.
- Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Behaviour, discipline and character education

- Every school will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment.
- The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

Learning and support

- Students with identified learning needs benefit from personalised learning and support.
- Aboriginal children and young people will have an individual personalised learning pathway.
- Students with identified healthcare needs have an individualised health care plan.
- Parents are consulted and contribute to the planning to support their child's individual learning.
- Adjustments to the learning environment are made and documented as required.
- Assessment of student achievement informs individual learning.

Professional practice

- Professional learning is linked to the needs of the students, teachers, schools and the system.
- All staff undertake mandatory training to comply with legislative and policy requirements.

Effective leadership

- Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.
- The principal implements systems to meet accountabilities relating to wellbeing policies in the school environment.
- The principal effectively uses school and system resources to support the learning and wellbeing of all students.

School planning

- Wellbeing is an element of the School Excellence Framework and is addressed through school planning and school self- evaluation.
- A self-evaluation of wellbeing incorporates the stages of learning of the students, environmental factors and the influences and domains of wellbeing.
- Schools use qualitative and quantitative evidence to inform and guide school planning for wellbeing.

At Sherwood Ridge Public School our inclusive environment will support staff and parents to work together as a learning community in order to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Teaching teams are structured to support the implementation of Visible Learning and Learner Qualities while collaboratively developing learning intentions, success criteria and providing effective feedback to guide student learning.

The school's motto "From Each their Best" underpins all that we do. At Sherwood Ridge Public School:

- We have a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning.
- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Individuals care for self, and contribute to the wellbeing of others and the wider community.
- Effective leadership guides the development of a highly effective school.
- The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students.
- Quality teaching and effective professional practice are evident in every learning environment.
- Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

The Sherwood Ridge Public School Wellbeing Policy is based on the following NSW DoE documents:

- [Values in NSW Public Schools](#)
- [Behaviour Code for Students](#)
- [Code of Conduct](#)
- [Protecting and Supporting Young People Policy](#)
- [Preventing and Responding to Bullying in Schools](#)
- [Anti-Racism Policy](#)
- [Student Welfare, Good Discipline and Effective Learning: Student Welfare Policy](#)
- [Suspension and Expulsion of School Students- procedures-](#)
- [School Attendance Policy](#)
- [School Uniforms in NSW Government Schools Guidelines](#)
- [The Wellbeing Framework for Schools](#)
- [School Excellence Framework](#)
- [Work Health and safety Legislation and Regulation](#)
- SRPS Learning Support Team Policy
- SRPS Support Unit Policy (for review in 2018)
- [NSW Disability Service Act 1993](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Sun Smart Guidelines](#)

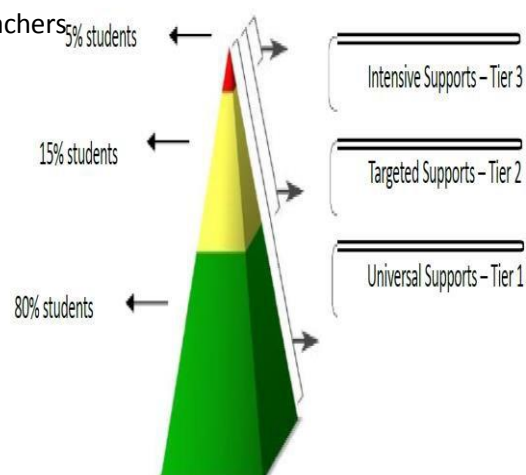
Our School's Learning Support Team Policy is inherent to our Wellbeing Policy.

The learning support team is a team of dedicated professionals who initiate whole school planning and support mechanisms for students and teachers alike

It is formed with the purpose of addressing the cognitive, emotional, social, physical, and spiritual wellbeing of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

The prime function of our Learning Support Team is to ensure that the needs of all students in the school are being met using **a three-tiered model of support** addressing Tier 1 - Universal, Tier 2 - Targeted and Tier 3 - Intensive supports for students and teachers.

Our team has a strong focus on **systems** (what we do to support adults), **practices** (what we do to support students), and **data** (to inform our decision making about systems and practices).



Rights and Responsibilities of Individuals

Role	Expectati	Rights	Accountabilities
Student	Safe	All students have a right to feel safe at school.	All students have the responsibility to play safely, behave sensibly and help and care for others.
	Respectful	All students have a right to be respected by one another.	All students have the responsibility to treat other people with respect, fairness and kindness.
	Learners	All students have a right to learn.	All students have the accountability to actively participate in all aspects of school life and take responsibility for their own learning. All students have the responsibility to focus, concentrate and work to my best potential while allowing others to do the same.
Parent	Safe	All parents and community have the right to feel safe at	All parents and community have the responsibility to act in a safe manner when on school grounds.
	Respectful	All parents and community have the right to be respected by one another.	All parents have the responsibility to model and teach respect to other people through fairness and kindness.
	Learners	All parents have the right to expect that their child will receive a quality	All parents have the responsibility to promote the values of education, ensure that their child attends school and supports their child's learning at home.
Staff	Safe	All staff have the right to work in safe environment.	All staff have the responsibility to comply with Work Health and Safety Policies and Procedures.
	Respectful	All staff have the right to be respected by others.	All staff have the responsibility to model effective leadership and respect in their interactions with staff, students, parents and community.
	Learners	All staff have the right to continuously develop their knowledge and skills.	All staff have the responsibility to participate in relevant professional development and work collaboratively with their colleagues.

STUDENT WELLBEING POLICY FOCUS AREAS

The School Wellbeing Policy has three focus areas:

1. Effective Teaching and Learning

Purpose

To enhance effective teaching and learning by:

- encouraging students to take responsibility for their own learning and behaviour,
- identifying and catering for the individual learning needs of students,
- establishing a well-managed teaching and learning environment,
- ensuring that learning activities build on prior knowledge and experiences, and are socially and culturally relevant,
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress,
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time, and
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

Products

- Students will be active participants in the learning process.
- Co-ordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Outcomes for Students

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive and socially responsible participation.
- Students will develop competencies that enhance the quality of their relationships with others.
- Students will feel valued as learners.

2. Creating a Positive Climate and School Discipline

Purpose

To enhance school climate and expectations by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice,
- providing opportunities for students to demonstrate success in a wide range of activities,
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members,
- establishing clear school expectations which are known and understood by all school community members,
- monitoring attendance and encouraging students to attend school regularly,
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution,
- valuing difference and discouraging gender stereotypes,
- incorporation of students' views into planning related to school climate and organisation,
- establishing networks to support students and ensuring that students and parents know about, and have ready access to, these services,
- recognising the relationship between student and staff wellbeing and ensuring that staff wellbeing is also a priority, and
- providing resources and opportunities for students to gain leadership experience.

Products

- The wellbeing, safety and health of students and community members will be a priority in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour, which are known by staff, students and parents who have contributed to their development.
- The school will become a more co-operative and cohesive community in which individuals take responsibility for their actions and work together.
- The school will reflect societal values and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment, which affirms diversity and respects difference.

Outcomes for Students

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected.

3. Community Participation

Purpose

To enhance community participation by encouraging:

- learning communities in which staff, students and parents work together for planned results,
- parents and community members to actively participate in the education of young people and in the life of the school,
- parents to be partners in school education and students and their parents to have a sense of belonging to the school community,
- fostering close links with the wider community,
- encouraging links between parents and student representative groups,
- inviting parents to share their skills and experiences in the school community,
- supporting students and their parents in decision making about learning programs, and
- recognising students' families, cultures, languages and life experiences.

Products

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the teaching and learning programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

Outcomes for Students

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students, parents and teachers will be partners in the teaching and learning process at the school.

SCHOOL UNIFORM POLICY

This policy on school uniform and dress code requirements has been developed in consultation with the school community. The uniform requirements for Sherwood Ridge Public School reflects school community standards and is consistent with occupational health and safety, anti-discrimination and equal opportunity legislation. To assist families in need financial support in purchasing uniforms may be available through the Student Assistance Scheme.

Context

The Department of Education supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The Department recognises that NSW has a long history of school uniforms or dress codes being decided by the local school community.

School Uniform

The school expects students to wear the uniform during school hours, while traveling to and from school, and when engaged in school activities out of school hours.

Implementing school uniform requirements

Positive reinforcement and encouraging responsible behaviour are the preferred approaches to ensuring students wear the school uniform.

Everyone has a role in setting the standards for the school. Teachers and other school staff model appropriate standards for students. They should dress in a professional manner at all times.

Suspension or expulsion solely for non-compliance with uniform requirements will not occur. Student enrolment cannot be contingent upon adherence to school uniform policy. Students should not be disadvantaged where required uniform items are not available because of circumstances beyond their control.

Responses to students who do not wear uniform must be appropriate. They should be clarified, agreed upon by the school community and documented. Responses must be fair and consistent. They must not prevent students from continued participation in essential curriculum activities except where exclusion is necessary for reasons of safety. In this situation, alternative educational activities must be provided.

SCHOOL POSITIVE ACTION (DISCIPLINE) POLICY AND PROCEDURES

1. School expectations
2. Recognising and reinforcing student achievement
3. Strategies and practices to promote positive student behaviour, effective learning and wellbeing
4. Strategies and practices to manage inappropriate student behaviour

Code of Behaviour and School Expectations

CORE EXPECTATIONS 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.

The Department is committed to supporting principals and school staff in the implementation of these expectations through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

THE CORE EXPECTATIONS

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 or dress code 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.
- 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.

SHERWOOD RIDGE PUBLIC SCHOOL EXPECTATIONS

Our school expectations are consistent with the values of Public Education in NSW.

The following expectations describe the standard of behaviour that is essential in our school.

The Positive Action for Learning (PAL) Framework is a significant approach for actively supporting student learning and for building student capacity at Sherwood Ridge Public School. PAL is a positive and proactive learning and behaviour framework. At SRPS we want our students to be actively engaged in their learning.

Data is used to evaluate our systems and practices so that purposeful, successful and multi-dimensional strategies are employed and appropriate enhancements and interventions are put in place with regards to learning and behaviour. The aim is to create an optimum learning environment in which the diverse needs of the full range of students are effectively met. This demands the use of a range of strategies and provisions as seen in the Three Tiered Continuum.

PAL logic is based upon a **three tiered prevention model**. Attention is focused on creating and sustaining systems of support that improve both academic and social results for all students by preventing the development of inappropriate behaviour, reducing the intensity of existing problem behaviour and increasing the likelihood of academic success.

At Sherwood Ridge Public School we are, **Safe, Respectful Learners**

Sherwood Ridge Public School Adaptation of the Behaviour Code for Students

Sherwood Ridge Public School has modified these expectations so that they may be clear and relevant to every school. Visibility of these core values has been achieved through our signage visible around the school. They serve as visual guides to students, staff and the wider community of the expectations.

SRPS focuses on one expectation within four core values each week. These expectations are extracted from our matrixes. This targeted expectation will be present throughout the school in a variety of systems:

- ✓ Merit System
- ✓ Staff Visuals
- ✓ Teacher Talk
- ✓ Newsletters
- ✓ PAL Items
- ✓ Student Practice

Strategies to Promote Good Discipline and Effective Learning

Positive discipline is an essential part of a schools' behaviour management plan. In formulating a behaviour management plan, school communities must be acknowledged and practices described, to foster good discipline.

For example:

- The consistent use of good behaviour management technique such as:
 - giving simple instructions
 - expecting students to comply and follow directions
 - regularly noticing and commending students for complying with expectations and directions
 - avoiding the use of ridicule, embarrassment or 'put-downs'
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by moving about the room and supervising work
 - refocusing and redirecting attention when students become restless or inattentive
 - having a plan for managing behaviour disruptions
 - following up any significant behaviour disruptions.

- The provision of appropriate curriculum to meet the needs of each student.
- The development of a school discipline code - a small number of easily understood rules which state the expected behaviour, can be monitored and consistently and fairly applied.
- Supporting students in achieving success in learning.
- Staff modelling of consistent, caring and controlled behaviour.
- Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.
- The provision of integrated programs which develop self-discipline, self-review, communication and responsible decision making, such as:
 - stress management programs
 - social skills programs
 - peer mediation
 - peer learning.
- Encouragement of respect for teachers as professional educators.
- Staff attendance at relevant training and development programs.
- The provision of appropriate support programs, such as counselling and remediation.
- Liaison with supportive community agencies to build teams.
- The knowledge and understanding of the particular needs and pressure experienced in the local community.

Recognising and Reinforcing Student Achievement

Sherwood Stars

Sherwood stars are awarded to students for demonstrating school expectations. A student who receives, on average, one Sherwood Star per week, will receive one badge per year. *While we encourage students to follow the expectations and do their best for intrinsic reward, we also recognise that students enjoy an external awards system.*

Merit Awards

Two merit awards per class are to be handed out at assembly every week. These are to describe a behaviour that aligns with the core values of Learning, Respect and Community, or the school's expectations of: Be Safe, Be Respectful and Be a Learner.

Caught You Being Good Tokens

Tokens are given to students during all settings when they are caught displaying 'good' behaviour. These tokens are more readily given out in playground settings. Students place these in the K-2 and 3-6 boxes located on the playground. Each week, 20 students are randomly drawn from the two 'Caught You Being Good' boxes and win a canteen voucher. Staff are encouraged to write their name on the back of each 'Caught You Being Good' token they give out. During the weekly draw two staff names will be drawn for a weekly prize.

Strategies and practices to promote positive student behaviour, effective learning and wellbeing

- Learning and Support Team
- School Counsellor
- Behaviour Management Plans
- Teaching and learning programs
- PAL
- Social skills & Peer support
- Drug education
- Child protection and Sun Protection
- Orientation and Transition Programs
- Aboriginal and Torres Strait Islander Education
- Leadership
- Individual Education Plans (IEPs)
- Attendance Awards
- Semester attendance awards for 100% attendance.
- Principals Awards

SRPS ASSEMBLIES AND NEWSLETTERS

Every Monday & Wednesday students will assemble into the hall for the weekly assembly. The assembly will include a short (5 minute) PAL presentation. This presentation may include all students, a few students, or the teacher only. A focus has been allocated however if there is an occasion where a targeted behaviour needs to be addressed this can be changed. The addressed focus in the PAL assembly will also align with a small section in our newsletter for the following Friday

Expectations of Behaviour

At Sherwood Ridge PS we are safe, respectful learners across all settings and is demonstrated through the targeted and explicit teaching of Social and Emotional Learning (SEL) competencies

Curriculum Links	Term 1-4: Week 1 & 2	Term 1-4: Week 3 & 4	Term 1-4: Week 5 & 6
	Relationship Skills	Responsible Decision-Making	Social Awareness
	<ul style="list-style-type: none"> ▪ Communication ▪ Social engagement ▪ Relationship building ▪ Teamwork 	<ul style="list-style-type: none"> ▪ Identifying problems ▪ Analysing situations ▪ Solving problems ▪ Evaluating ▪ Reflecting ▪ Ethical responsibility 	<ul style="list-style-type: none"> ▪ Perspective-taking ▪ Empathy ▪ Appreciating diversity ▪ Respect for others
	<i>We work together with others to problem solve.</i>	<i>We make decisions that affect ourselves and others.</i>	<i>We accept and respect the rights of others.</i>

Curriculum Links	Term 1-4: Week 7 & 8	Term 1-4: Week 9 & 10
	Self-Awareness	Self-Management
	<ul style="list-style-type: none"> ▪ Identifying emotions ▪ Accurate self-perception ▪ Recognising strengths ▪ Self-confidence ▪ Self-efficacy 	<ul style="list-style-type: none"> ▪ Impulse control ▪ Stress management ▪ Self-discipline ▪ Self-motivation ▪ Goal setting ▪ Organisational skills
	<i>We recognise our strengths and build upon them.</i>	<i>We develop goals and work towards achieving them.</i>



Sherwood Stars and Badges

Sherwood stars are awarded to students for demonstrating school expectations. A student who receives, on average, one Sherwood Star per week, will receive one badge per year. *While we encourage students to follow the expectations and do their best for intrinsic reward, we also recognise that students enjoy an external awards system.*



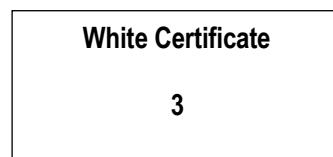
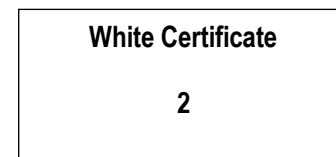
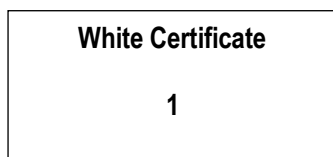
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40 Sherwood Stars



40 Sherwood Stars



40 Sherwood Stars



40 Sherwood Stars



40 Sherwood Stars



40 Sherwood Stars

Consequences and Discipline

Teachers will use discretion to ensure consequences are fair and effective when dealing with students who choose not to follow school expectations.

Playground:

- Reminder given to the student about the expectation that is not being followed.
- Teacher issues consequence appropriate to behaviour, if deemed necessary
- Ensure consequences are administered eg. walk with teacher, time out or removal from playground.
- Student details recorded on tracking slip.
- In cases where staff deem that a student's behaviour is a serious breach of the School's Expectations, the staff member may request that the student receive an official detention to be administered by the Deputy Principal. The student will complete a Detention Reflection sheet to be taken home and discussed with parents.

Classroom

- Reminder given to student about the expectation that is not being followed.
- *Additional reminder is given to the student, the student is asked to identify a way to improve the behaviour in question
- *Student may need to be directed to an area in the classroom to "cool down", teachers may choose to ask students to complete a reflection on their behaviour.
- Teacher documents record of incident if appropriate on the school's Tracking Sheet and Sentral.
- For repeated breaches of the classroom expectations, the student is to be sent to the Year Coordinator and / or Assistant Principal along with a tracking sheet. The student completes a reflection sheet to be taken home and discussed with parents.
- In cases where staff deem that a student's behaviour warrants it, the staff member may request that the student receive an official detention to be administered by the Deputy Principal. The student will complete a Detention Reflection sheet to be taken home and discussed with parents. * Dot points 2 & 3 may be modified to suit individual teacher behaviour management systems.
- Supervisors regularly review data, where necessary interviews with parents, class teacher and supervisor are held to identify further strategies (positive intervention plan and / or behaviour management plan) to be implemented.
- For repeated breaches of the school's expectations, it may be necessary to refer the student to the school's Learning Support Team for further support.
- Deputy Principal/s are informed and may be required to manage the student from this point.
- **In the case of dangerous and or violent behaviours, Deputy / Executive intervention is to be sought. It may be necessary to implement the DoE Suspension and Expulsion of School Students policy at this stage

Staff are encouraged to follow the school's Positive Action for Learning Teacher Referral procedures when managing student behaviour (see below)

Tracking slips are not a punishment or a consequence. They are a record keeping tool outlining details of an incident where a school expectation has not been followed. Teachers should use their own discretion before issuing a tracking slip. The issuing teacher should impose a consequence immediately, if possible, or recommend a consequence for a later time. The behaviour should be discussed with the student and recorded in detail on the slip. The information on this slip will be entered on to SENTRAL, with relevant teachers, Assistant Principals and deputy Principals tagged. The classroom teacher may send the student to the Assistant Principal to inform him/her and reinforce behaviour expectations with the student.

Instant Removal of a student will occur for violence (risk of harm to self or others). Principal, Deputy or Assistant Principal removes child from setting. **Detention** means the student is removed from the playground for an identified play period/s. The school's Deputy Principals manage the implementation of Detention. The focus of detention will be on the student taking ownership of his/her behaviour and where possible, restitution. Parents will be notified via a letter home from the Deputy Principal. This is to be signed and returned to the identified Deputy Principal. The Deputy Principal will ensure that all follow up communication and or outcomes is shared with key stakeholders.

Student behaviour will be discussed between the student, class teacher, supervisor and parents. In these cases, behaviour programs may be established or further disciplinary action taken. DoE "Procedures for the suspension and expulsion of School Students" will be applied where appropriate.

Strategies and practices to manage inappropriate student behaviour

Sherwood Ridge Public School follows the philosophy of PAL when implementing strategies and practices to manage inappropriate student behaviour. At the core, we have an individualised and personalised approach beginning at the classroom level. Sherwood Ridge Public School, in line with the DoE policy, prohibits the use of corporal punishment.

Inappropriate student behaviour will be recorded through SENTRAL - Register of Individual Student Contact.

Where behaviour is deemed to be not manageable at the classroom level the stage supervisor will collaborate with the strategies and practices to manage the behaviour. A goal setting conference between the student, classroom teacher and stage supervisor will be used as a strategy to manage further inappropriate student behaviour. This will require further review and assessment by all stated individuals.

If further inappropriate behaviour occurs, a more strategic direction for intervention will need to occur. This will include a conference between the student, parent, teacher and stage supervisor. A summary of the goals and strategies established at the conference will be composed by the stage supervisor and supplied to all stated individuals.

Supervisors will run SENTRAL Reports on a 5 weekly basis. These reports will assist with targeting behaviours and identifying students requiring additional support or intervention.

If inappropriate behaviour occurs outside of the classroom setting the following action must be adhered to. The teacher on duty should complete the SENTRAL entry detailing the incident. This report will be printed and supplied to the classroom teacher.

If a School Learning Support Officer identifies inappropriate student behaviour, they must immediately seek the assistance of the teacher on duty.

Staff at SRPS attend professional training in Management Actual and Potential Aggression (MAPA) to equip them with specialised techniques to provide the best Care, Wellbeing, Safety and Security for the individuals in our school.

All staff members at SRPS are assigned buddy teachers. Buddy teachers support the classroom teacher with behaviour management strategies.

Suspension and Expulsion

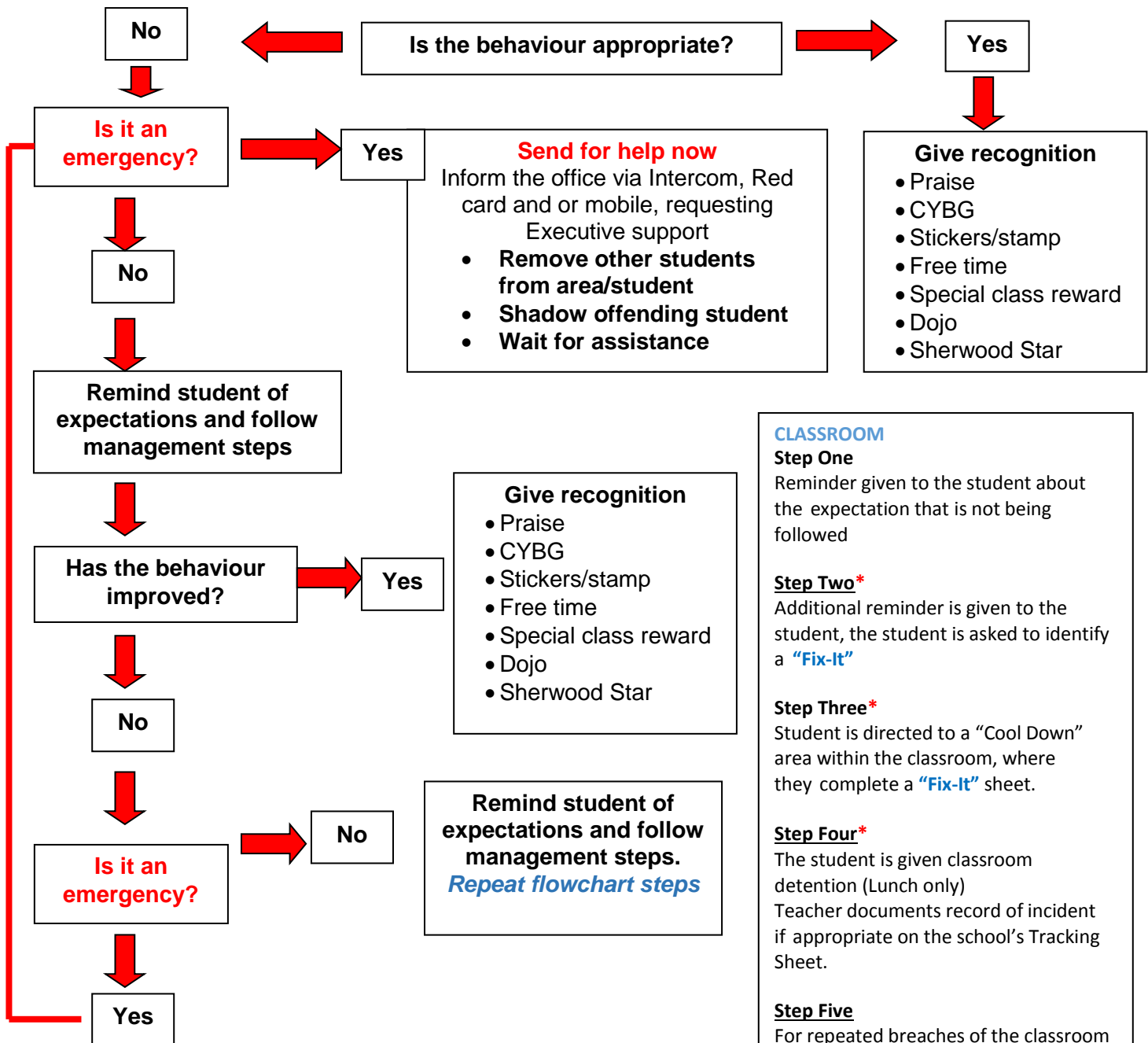
If a suspension is required the school follows the **Department of Education's Suspension and Expulsion of School Students – Procedures**. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student wellbeing policy, such as has been outlined in this document.

Commitment to Wellbeing

Our school environment is pivotal to and enables the growth and development of our students. Our students are actively connected to their learning, build trusting and respectful relationships amongst all community members, in order that our students continue to grow and thrive whilst always striving for continuous improvement in all areas.

Positive Action for Learning Teacher Referral Procedures



CLASSROOM

Step One

Reminder given to the student about the expectation that is not being followed

Step Two*

Additional reminder is given to the student, the student is asked to identify a "Fix-It"

Step Three*

Student is directed to a "Cool Down" area within the classroom, where they complete a "Fix-It" sheet.

Step Four*

The student is given classroom detention (Lunch only)
Teacher documents record of incident if appropriate on the school's Tracking Sheet.

Step Five

For repeated breaches of the classroom expectations, the student is to be sent to the Year Coordinator and/or Assistant Principal, along with a tracking slip.

The student completes a Reflection sheet to be taken home and discussed with parents.

Step Six

For repeated breaches of the school's expectations it may be necessary to refer the student to the school's Learning and Support team for further support.

* Steps 2, 3 and 4 may be modified to suit individual teacher behaviour management systems.

** In the case of dangerous and or violent behaviours, Deputy/Executive intervention is to be sought.

PLAYGROUND

Step One

Reminder given to the student about the expectation that is not being followed.

Step Two

Teacher issues consequence appropriate to behaviour.

Step Three

Student details recorded on tracking slip.

Ensure consequences are administered eg. walk with teacher, time out or removal from playground.*

*In the case of dangerous and or violent behaviours, Deputy/Executive intervention is to be sought.

Step Four

In cases where staff deems that a student's behaviour is a serious breach of the School's Expectations, the staff member may request that the student receive an official school detention to be administered by the Deputy Principal. The student will complete a detention reflection sheet to be taken home and discussed with parents.

Step Five

For repeated breaches of the school's expectations it may be necessary to refer the student to the school's Learning and Support team for further support.

STUDENT LEADERSHIP

Student leadership refers to education principles and practice that give young people the opportunities and support to find their voices, to participate in decision-making, and to understand their rights and responsibilities as active citizens. At Sherwood Ridge Public School we are building 21st Century individuals who are capable members of the community. These individuals think critically to solve problems, communicate using understanding and communicating ideas, collaborate with their peers and are creators of high quality work. Student voice is encouraged as it is critical in making sure all students have opportunities to provide recommendations for school improvement.

At SRPS we have various opportunities for student leadership. These include:

Role	Responsibilities
School Captains and leaders (8 in total)	As role models to other students at Sherwood Ridge Public school, student leaders are expected to embody our school's values and expectations, and to uphold our school's motto, "From Each Their Best". Meet and greet at school events, leading assemblies, master of ceremonies for school events.
Student Representative Council (2 members from Years 1-6 inclusive of our Support Classes, extended Year 6 SRC members)	The role of the SRC will be to provide all students with a forum to present and discuss issues which affect them. Raising donations for charities, school beautification. Hosting various school events throughout the year. Students voice for recommendations for continuous improvements.
Sports House Leaders K-2 and Years 3-6 (2 Captains, 2 Vice Captains for each of the Sports houses)	The role of the House leaders are to provide leadership and assistance to students and teachers during stage sport activities and whole school sporting events and to engender sports house spirit. Organising, supporting and leading house groups for sporting carnivals. Organisation of sporting equipment.
Learning Centre Leaders	The role of the Learning Centre Monitors is to provide leadership and assistance to students and teachers in the Learning Centre.