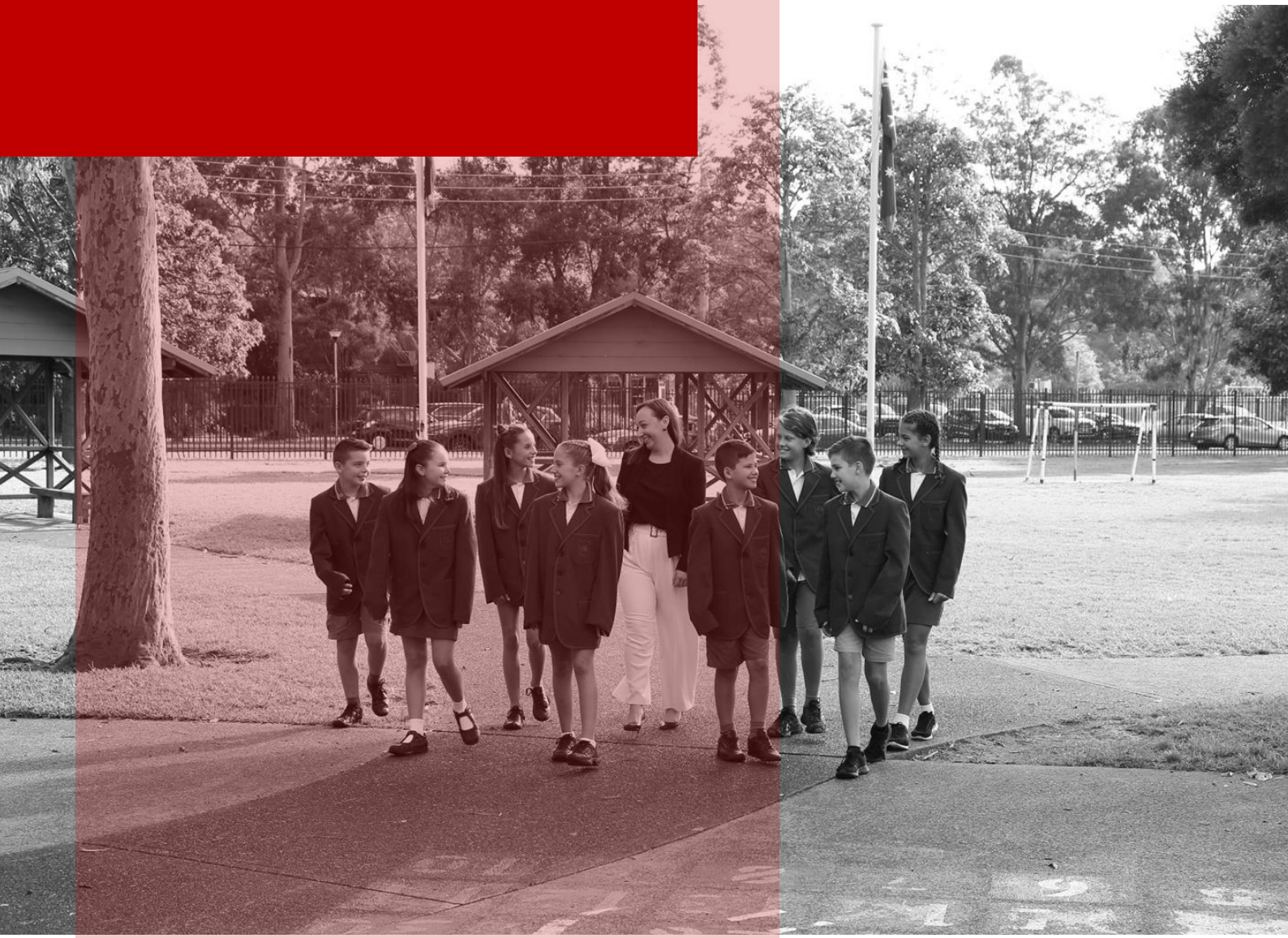


FIGTREE PUBLIC SCHOOL

STUDENT
WELLBEING
GUIDELINES



Figtree PUBLIC SCHOOL



Student Wellbeing Guidelines

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Statement of Purpose:

At Figtree Public School we promote a safe and respectful environment where learning is personalised and we ensure students are given the tools to become successful, confident and creative individuals. We acknowledge the NSW Department of Education's commitment to student wellbeing and the promotion of developing students who:

CONNECT – SUCCEED – THRIVE



Aim:

At Figtree Public School we provide a safe, positive and effective learning and social environment that encourages mutual respect and responsible action between all members of our school community. We provide guidelines, expectations and consequences that meet the needs of each individual student by acknowledging appropriate behaviour and addressing issues related to unacceptable behaviour. At Figtree Public School, every student is known, valued and cared for.

Effective Learning Environment

At Figtree Public School we work together as a learning community to ensure that the individual potential of every student is identified and each of the wellbeing domains are reflected in our inclusive school environment.

Cognitive 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

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

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

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

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.



At Figtree Public School, we provide:

- an engaging and quality curriculum that meets the diverse needs and strengths of every student;
- clear and consistent school/classroom expectations and consequences;
- lessons that foster resilience, self-regulation and positive work habits;
- Personal Development/Health/Physical Education Programs to instruct and support students;
- Positive Behaviour for Learning approach to foster positive learning environments that enable student learning and wellbeing;
- a network of experienced and enthusiastic staff to respond to student needs;
- staff from School Services Directorate; and
- a School Counsellor.



At Figtree Public School, we offer a range of student programs to engage, enrich and extend student learning. These programs allow students to develop their skills, foster their friendships and nurture achievement across a range of domains. These programs include but are not limited to:

- Rock and Water
- Fun Friends
- Student Leadership workshops
- Choral Festival
- Southern Stars Dance
- Life Education Van
- Community Language
- Premiers Sporting Challenge
- Premiers Reading Challenge
- Public Speaking competitions
- A range of sporting opportunities
- Koori Club
- Gardening Club
- Debating
- Interrelate Family Program
- Comprehensive transition programs

Areas of Responsibility

All stakeholders at Figtree Public School aim to maintain a positive climate by modeling and promoting appropriate behaviour and respectful relationships. This is a shared responsibility of all staff, students, parents, caregivers and members of the wider community.

Students

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity.
- Stand up to bullying and unkind behavior. Tell the person bullying or being unkind that you do not like to be treated this way. If needed, seek the support of a teacher when doing this.
- Report incidents to the teacher on duty or your classroom teacher. The teacher can follow up by passing the information to the Assistant Principal or Principal if they feel it is necessary.
- Behave as responsible bystanders. Walk away from negative situations and help to stop unkind behaviour. Report incidents to a teacher.
- Be confident that reported incidents will be acted upon by those you reported it to and not to fear any repercussions.
- Report any misuse of technology either in or out of school.

Parents and Caregivers

Parents and caregivers have a responsibility to:

- Listen to children and be empathetic to reports of unkind behaviour and possible bullying.
- Be aware of the school's Wellbeing and Welfare Procedures and Anti-bullying Plan.

- Support their children in developing positive responses to incidents.
- Encourage children to discuss any incident and advise them to report it to staff members as soon as possible.
- Advise the school of suspected incidents of bullying and work collaboratively with the school to resolve incidents when they occur.
- Support their children to become responsible citizens and to develop responsible online behaviour.

School Staff

School staff have a responsibility to:

- Listen to students and be empathetic to reports of negative behaviours by respecting and supporting students. Display procedural fairness.
- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Provide curriculum and pedagogy that support students to develop an understanding of bullying and its impact on individuals and the broader community.
- Clearly teach students the skills of how to respond assertively as UPstanders.
- Record classroom and playground incidences onto Sentral.
- Refer students with ongoing social and emotional concerns to The Learning Support Team.

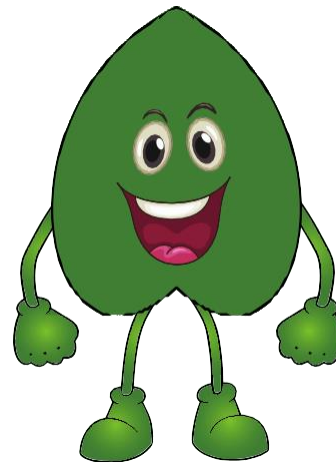


Positive Behaviour for Learning

We commit to providing a safe, supportive and respectful learning environment that promotes and values student welfare and wellbeing. Figtree Public School is a PBL (Positive Behaviour for Learning) School. It is expected that all stakeholders within the school support the development of skills needed by students to meet our high standards for respect, safety and learning.

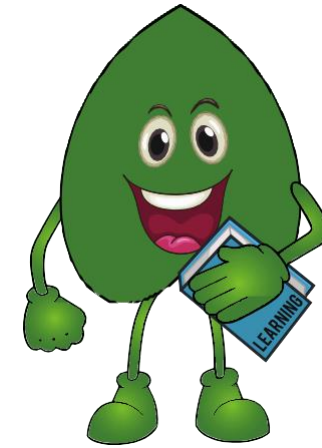
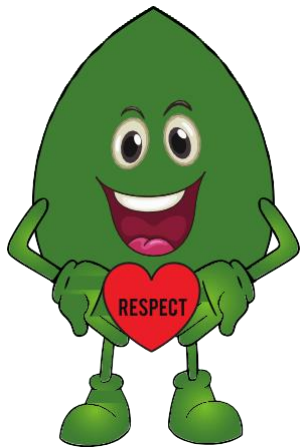
School Mascot

Figgy is displayed throughout the school and appears at important school events as a reminder for students to be displaying our values of Respect, Safety and Learning.



Our Core Values

Figtree Public School's Core Values are:



Figtree Public School's Core Expectations are:

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property



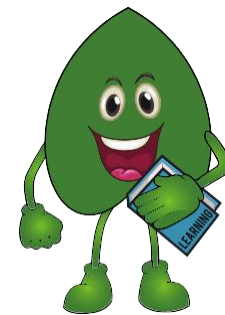
Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour



Learning

- Attend school every day
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning



3 STEPS




When students experience an inappropriate behaviour, they are first encouraged to use their 3 Steps:

3 STEPS

Step 1: Say, "Stop it, I don't like it when you _____. It makes me feel _____!"

Step 2: Ignore or walk away.

Step 3: Report to a teacher.



(Safe4Kids)

Figtree Peace Keepers

The Figtree Peace Keepers are a group of Stage 3 students who are trained in peer mediation. They are rostered onto the playground in pairs to assist the students and teachers in solving lower level playground conflicts. Any serious conflicts are referred to the teacher who is rostered on playground duty.



Kindness Bench

The Kindness bench is located next to the sports storeroom next to the hall. The bench is for students who are feeling sad or who have no one to play with at recess or lunch. Students will be able to sit on this bench and other students will know to check on them and/or invite them to play.



Figgy Play Pals

Figtree **Active Play** runs on Wednesday at recess. Our Premier sporting leaders will be the Figgy Play Pals running the 'Workout Wednesday' sessions. They wear hi-visibility yellow vests and run various games and activities for students across the school. During morning assembly, the Figgy Play Pals announce what activity they will be running and the location in which it will be held.

Figtree **Quiet Play** runs on Thursdays at recess. Our Figgy Play Pals run the quiet play sessions in the school library. They run various games and activities.

Activities include:

- Chess
- Giant Jenga
- Battleship
- Connect 4
- Lego



Free & Frequent Reward System

Encouragement of expected behaviour and promotion of good discipline and effective learning

At Figtree Public School we operate an unlimited, and ongoing reward system. We promote and reward good behaviour through a range of strategies.

Our fast & Frequent Reward System here at Figtree Public School includes:

- Figgys
- Figgy Menu

At Figtree Public School, our school expectation for each classroom teacher is:

- To hand FIGGYS out frequently for students engaging in expected behaviour, making reference to why they receive it.
- There is no limit on the number of FIGGYS handed out in a day.
- There should be a maximum of 1 FIGGY handed out for one individual action.

Collection of FIGGYS

- Classroom Teachers have spare copies available in the photocopy room.
- Casual teachers have access to FIGGYS and guidelines for how to use them in their casual folder.

FIGGY Shop

- A trade-in day is allocated each fortnight, where students can trade in their FIGGYS to receive their coupon for their reward.
- Students are to have their name and class on the back of their FIGGYS and have an idea of which reward they would like to receive.
- FIGGYS can be saved over to the next school year if students wish.





20 Figgys

- 15 minutes free time in class
- Line leader for the week
- Choose a new seat to sit in for the day
- Complete a learning task outside with a friend of your choice
- Art workshop with Mrs Lee
- Technology pass in the library
- Free ice block from the canteen

40 Figgys

- Choose who you want to sit next to for a week
- Half an hour free time in buddy class
- Sit on a chair at assembly
- Lucky dip
- Reserve a computer/iPad at lunch in the library
- Coding time in the library
- VIP lunch line pass for the week



60 Figgys

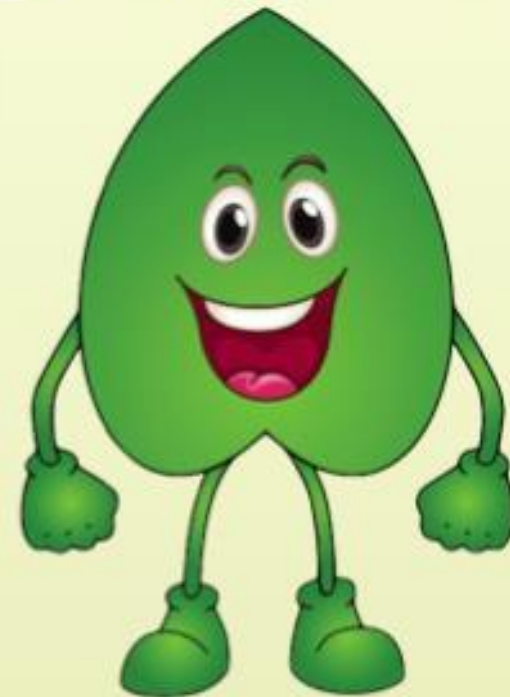
- Hire choice of sport equipment for the week
- 30 minutes free time in class
- Play a sport of your choice against your teacher
- Teacher assistant for the day

80 Figgys

- Personal mufli day
- Wear your favourite sport jersey for the day
- Eat your lunch in the staffroom with teachers
- Morning tea with the Principal

100 Figgys

- Principal assistant for the day
- Paint the Principals face
- Lunch with the Principal



Figgy Menu

Classroom Incident

Inappropriate behaviour
Prompt, Redirect, Reteach



Warning

(as per class behaviour system)

Consequence in class

After 3 verbal warnings

Sentral entry

Restitution page completed and discussed



Timeout to another class

(with work to complete)



Referral to Stage Supervisor

(Parent notified by teacher)



Persistent inappropriate behaviour

Parent contacted by classroom teacher

Refer to Learning Support Team

Persistent inappropriate behaviour will result in parents being contacted either by the classroom teacher or Stage Supervisor



**FIGTREE PUBLIC
SCHOOL'S
PBL RESPONSE TO BEHAVIOUR**

*Response to ALL problem behaviour is:
calm, consistent, immediate, respectful and private*

MAJOR Classroom/Playground Incident

Refer to Principal

Principal determines course of action. Parents will be contacted.

Playground Incident

Inappropriate behaviour
Prompt, Redirect, Reteach



Minor Incident

Sentral entry

Walk with playground teacher



Major Incident

Immediate removal from Playground to Stage Supervisor.

Sentral entry

Restitution page with supervisor.

Refer to Principal.



Parents notified

Parent contacted by Stage Supervisor

Persistent inappropriate behaviour will result in parents being contacted either by the classroom teacher or Stage Supervisor

Minor Behaviour Examples

Classroom

Including but not limited to:

- Disruptive- talking or not paying attention
- Off task – not working
- Interrupting teaching and learning
- Calling out
- Moving around the classroom without permission
- Transitioning between activities inappropriately
- Mocking peers- inappropriate comments etc
- Misuse of computers, iPads Internet, school property

Playground

Including but not limited to:

- Out of bounds
- Littering
- Running repeatedly on concrete
- Playing in the toilets or at bubblers
- Deliberate disobedience
- Name calling
- Playing with sticks
- Unsafe play on fixed equipment
- Bossy/controlling behaviour
- Wrestling games
- Not lining up correctly at the canteen
- Not staying in shade when not wearing a hat

Inappropriate Behaviour- If inappropriate behaviour does occur, teachers refer to the behaviour chart to determine a consequence that is fair and consistent across the school. Teachers and stage supervisors, collaboratively implement an appropriate response referring to the behaviour flow chart.



FIGTREE PUBLIC SCHOOL'S PBL MINOR AND MAJOR BEHAVIOURS DEFINED

Major Behaviour Examples

Playground

Including but not limited to:

- Deliberate damage of school or another students property
- Stealing
- Disrespect to staff member
- Dangerous play
- Physical aggression
- Bullying
- Racism
- Bad language
- Rough play/fighting
- Excluding others repeatedly
- Fighting
- Absconding

Classroom

Including but not limited to:

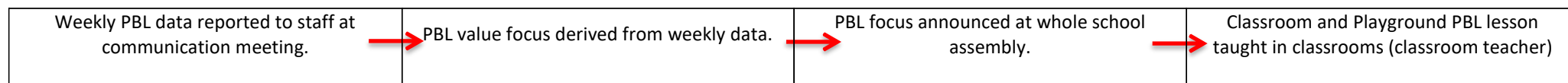
- Repeatedly defiant
- Leaving class without permission
- Defacing school property
- Rudeness and profanity towards staff or students
- Verbal and physical confrontation
- Excessive non-compliance
- Truancy
- Dangerous behaviour
- Fighting
- Sexual harassment
- Biting
- Refusing to obey instructions
- Intimidation of others
- Bullying

Teaching Expected Behaviours

PBL, Positive Behaviours for Learning is a whole school program and all staff members participate in teaching, rewarding and identifying positive behaviours throughout the school. This includes all teachers, casual staff, support staff and parents working within the school. Students are specifically instructed and explicitly taught the three school values lessons (Respect, Safety and Learning) through PBL lessons with specific reference to the school matrix of 'Expected Behaviours'.

Specific instruction is to take place across the whole school in the form of:

- Playground matrix and values are to be taught by all teachers across the school
- Classroom routines and value lesson taught by class teacher.

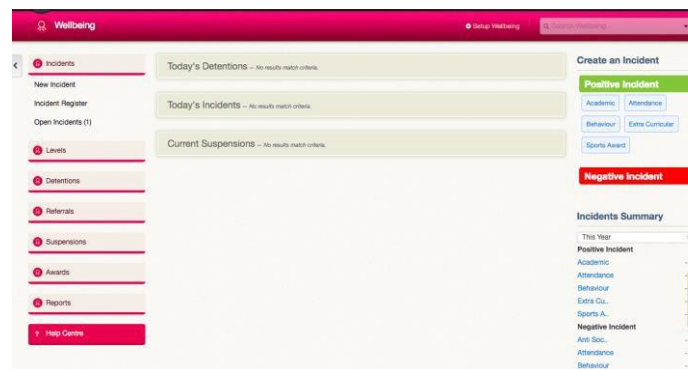


Sentral


Sentral is a web-based, modular School Administration, On-line Learning and Student Management software suite designed for use in many primary and secondary schools. At Figtree Public School it provides a simple yet comprehensive modular web interface to the management, tracking and reporting of data in all key areas in our school.

Monitoring Student Behaviour

This applies to all students and includes both positive, negative and data records for students. These headings are used to track incidents individually for students. Teachers are responsible for entering data. Each teacher enters own report data in *Sentral* directly as soon as possible after the incident. Casual teachers are to communicate incidences to stage supervisors. This is essential to keep records and keep track of trend data. Incidents include both a description of the displayed behaviour and the actions that supervising staff have taken. The system automatically notifies the classroom teacher and executives of student incidents. Executive monitor patterns of behaviour and will notify parents as necessary. At the end of each week the incidences entered on *Sentral* are reviewed and analysed by the PBL data manager to identify any specific areas of improvement and any students of concern to refer to the Learning Support Team.



The Behaviour Expectations Matrix clearly identifies the behaviour students are expected to display in each setting in the school. It is used to explicitly teach students the expectations and skills they need to be successful in these settings. The Figtree Public School community recognises that behaviour impacts on learning and achievement. We focus on the explicit teaching of positive behaviours and social skills. Our aim is to provide a quality-learning environment in which all students can learn and engage in school in a positive way.

	All Settings	Classrooms	Transitions to and from class	Canteen	Toilets	Cola/Playground	Assemblies	Office
Safety	<p>We keep our hands, feet and other objects to ourselves. We walk around the school. We use equipment safely.</p>	<p>We keep our belongings tidy. We put our chairs in. We use equipment safely. We move around the classroom safely.</p>	<p>We walk in two lines. We walk around the school. We are at the right place at the right time.</p>	<p>We line up. We keep our hands, feet and other objects to ourselves.</p>	<p>We leave our food outside. We always wash our hands. Games are for the playground.</p>	<p>We walk on the concrete. We stay inbounds. We wear a hat. We use equipment appropriately. We return to class quickly.</p>	<p>We walk in lines. We sit quietly in allocated areas. We cross our legs and sit upright. We hold all equipment still.</p>	<p>We walk inside the building.</p>
Respect	<p>We speak nicely to others. We listen to others. We wear our school uniform. We use our manners. We respect other people's space.</p>	<p>We respect others right to learn. We raise our hand to speak. We listen to the opinions of others. We follow class rules.</p>	<p>We stay on the paths. We are quiet around classrooms. We respect the personal space of others.</p>	<p>We use our manners. We wait our turn. We are patient.</p>	<p>We respect the privacy of others. We have one person to a cubicle.</p>	<p>We keep hands, feet and other objects to ourselves. We take turns and share. We are a team player. We put rubbish in the bin. We use kind words and actions.</p>	<p>We listen and pay attention. We stand to sing the school song and National Anthem. We keep our hands by our side. We receive awards with pride. We applaud appropriately.</p>	<p>We use our manners. We use the names of office staff.</p>
Learning	<p>We are prepared for work. We follow instructions. We actively participate. We display positive learning habits.</p>	<p>We attempt all tasks. We ask for help if needed. We are always on task. We support the efforts of our peers. We strive for quality work. We are open to learning new things.</p>	<p>We return to our class promptly. We listen to teachers' instructions.</p>	<p>We order our lunch before school. We eat our food in the COLA.</p>	<p>We flush and leave promptly. We make correct use of toilet paper, soap and water.</p>	<p>We participate and follow the rules of games. We encourage others to play. We tell a teacher if there is a problem as it happens.</p>	<p>We put our hand up to speak. We listen. We are on time. We follow teacher instruction.</p>	<p>We wait quietly.</p>