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WELLBEING POLICY

CREATED TERM 4 2016

IN COLLABORATION WITH TEACHERS, STUDENTS AND COMMUNITY

REVIEW TERM 4 2019



**MISSION STATEMENTS**

*These statements were jointly constructed by staff, parents and carers and students*

* Build strong, resilient kids who are sure of themselves and their place in this community and the broader community as an individual and part of a whole
* Create a common language and understanding using a Restorative Justice Framework
* Utilise the park surrounds in a more integrated and holistic way including environmental education and sustainability
* Encourage expressive play and creative play opportunities
* Quality, research based and proven early childhood education methodologies are utilised

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Our commitment to our students, parents and members of the community is that Yeo Park Infants School teaching and learning environment will 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, our school, in partnership with parents and carers, will equip our children to be active and positive contributors to the society in which they live.

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our school strives for excellence in teaching and learning, connecting on many levels and building trusting and respectful relationships to ensure student success.

Student Wellbeing encompasses everything that the school community does to meet the cognitive, social, emotional, physical and spiritual needs of students.

The aim of Yeo Park Infants’ School’s Wellbeing Policy is to promote the capacity of students to connect, succeed and thrive as happy and well-adjusted individuals who make up part of society.

Wellbeing is enhanced by positive relationships, achievement of meaningful goals, choice, health & safety, personal growth and enjoyment.

So what is wellbeing? What has to happen to ensure we are well beings?

* Quality of life
* Flourishing – functioning well
* Happiness
* Health
* Success
* Learning that is differentiated
* Self- regulation and awareness
* Safety
* Positive relationships
* Understanding your goals – working towards goals- achievement – choice and motivation
* Connectedness and belonging

**Roles in Promoting Student Wellbeing**

Leadership will

Community will

Staff will

Students will

* **Honesty**
* **Fairness** (including social justice)
* **Responsibility**
* **Support** (being kind, showing care and compassion)
* **Cooperation**
* **Acceptance of Difference** (accepting, respecting, living with and finding the positive side of difference in others)
* **Respect** (for the rights and feelings of others; self-respect, e.g. cybersafe behavior and protective behaviours)
* **Friendliness and Inclusion** (being friendly and socially responsible; including others in games, activities and conversations)



**School Values**

**(Bounce Back Core Values)**

**Be respectful**

**Responding to Inappropriate Behaviours**

Any behaviour that negatively affects teaching and learning and interferes with the wellbeing of students cannot be accepted. Behaviour management practices at Yeo Park infants School are founded within the Restorative Justice framework and the philosophy that behaviour will be utilised as an opportunity for learning and that all behaviour serves a purpose.

 When student behaviour falls outside agreed expectations, or if non-compliance becomes habitual, there may be some natural and some imposed consequences of actions.

**Procedural Fairness**

The principles of procedural fairness inform staff members’ interactions with students. Restorative Practices will be utilised. Staff members will:

* + Allow each student involved in a situation to be heard using RJ questions as a scaffold
  + Allow students to dialogue with staff assistance in regard to situations
  + Listen, without bias, to students’ versions of events
  + Base decisions on evidence and policy

**School Practices to Support Students to Connect, Succeed & Thrive**

The Department of Education’s Wellbeing Framework outlines objectives to support students to *connect, succeed and thrive* whilst at school. Yeo Park Infants’ School works proactively to create enabling conditions under which this can occur. In the table below, the Wellbeing Framework descriptors are listed on the left, and school practices on the right.

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| **CONNECT** | * Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. | * Restorative Justice * Bounce Back * Circle time * Shared common language * Whole community training in wellbeing and the language of Restorative Justice and Bounce Back * Focus on strong relationships * Investigations – individualized and engaging learning * Visible learning – learning intentions and success criteria * Loose Parts – playground intentional learning and creative play using sustainable practices * inclusive education – explicit in scope and sequence throughout Key Learning Areas (KLA’s) * Purchase of books that have content about diversity * Provision and access to culturally diverse resources * Harmony Day * NAIDOC week * National Sorry Day * Intentional learning about cultures throughout Key Learning Areas * celebrating difference and the use of language to support this ie. Students not boys and girls and parents and carers not mums and dads * whole community connections – forums for parents and carers, use of community facilities, invitation to come to our school to see what we are doing for local MP’s, interested parties * student leadership * student voice is heard * community voice is valued and sought – open communication * collaborative and distributive leadership * parents as reading tutors * staff attending community functions * parent teacher interviews * strong Learning Support Policy and Gifted and Talented policy and implementation to ensure all students are catered for equitably * clear uniform policy written in consultation with all stakeholders |
| * 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. |

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| **SUCCEED** | * Students are succeeding in their learning. | * Teacher excellence and quality a priority – teacher professional learning is strong and responsibility for ongoing learning and teacher goal setting is strong * Research driven methodologies * Differentiated learning – strong staff training * Student reflection * Teachers utilise socratic questioning in class and playground * Individual setting of goals or learning intentions * Success criteria * Range of extra curricular opportunities * Investigative learning, inquiry learning, QT practices * Bounce Back resilience program and kindness focus (anti-bullying) – focus on self worth and esteem building * Focus on recognition of individual success and goal setting rather than rewarding - acknowledgement * Restorative Justice * Circle time * Common understanding and expectations around behavior * Class contracts negotiated with students * Encouragement to take responsibility for behavior, belongings and organisation * Cyber safety awareness * Year 2 leadership * Class application of school values * Parent helpers in the classroom, excursions * Kindergarten orientation * Year 2 transition * Yeo Park Live On Stage, art shows, robotics, drama * Fitness daily * Strong and supportive P&C – mutually supportive |
| * 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. |

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| **THRIVE** | * Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. | * Restorative Justice philosophy used in daily practice – all stakeholders trained * Restorative practices used to resolve problems and provide scaffold for socratic questioning for behavior and learning * Bounce Back for resilience and self esteem * Buddy program * Year 2 leadership program * Peer Support Training for Year 1 students * Loose Parts * Student choice within agreed boundaries * Range of extra curricular opportunities * Annual presentation assembly * Stage planning days for teaching staff * Class contract * School values * Strong partnerships with parents and the community * Community forums – for learning and sharing * Community opinion and input actively sought * Collaborative , distributive leadership * Strong teaching team who work together – all students are known and all teachers share the responsibility for all students * Learning is intentional and underpinned by strong policy, scope and sequences and research driven methodologies * Individual success is celebrated and acknowledged – restorative practices, individual learning intentions and success criteria and investigative learning underpins this and makes this part of every day practice * Students understand what they are doing well and what they need to do to improve at all times * Parent involvement in classroom programs, reading programs and excursions * Health Care plans – anaphylaxis, asthma – all teachers trained yearly in CPR, first aid * Daily fitness and physical exercise * Explicit teaching of healthy lifestyle choices – eating, sunsafe, protective strategies, road safety , drug education |
| * 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. |



**Bullying Prevention**

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

#### Conflict or fights between equals or single incidents of unkind or mean behaviour are not defined as bullying.

At Yeo Park Infants School, we manage bullying (and indeed unkind behavior) proactively with a focus on positivity. Students are explicitly taught about kindness and working together. They are also taught about what to do if they witness bullying (or unkind behavior) and are taught about not being a ‘bully watcher’; rather ensuring they speak up.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Students at Yeo Park Infants School can expect to:

* + - Know that their concerns will be responded to by school staff
    - Be provided with appropriate support
    - [](https://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiwu8-m7PfPAhVJOJQKHVMhAxkQjRwIBw&url=https://www.enviro-print.com.au/SaveTheBilbyFund/Sponsorship/Become_a_Bilby_Buddy.html&psig=AFQjCNF7wU2LSFb2jcKNiKKEmv4C6K24Ug&ust=1477549847391300)Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

**Responding to Instances of Bullying**

As Bullying is repeated incidents of bullying will be referred to the principal. Teachers will deal with situations of unkind or mean behavior in most instances as per responding to inappropriate behaviours chart.

Patterned behavior requires a parent interview to develop a home/school plan to support improvement and a referral to the Learning Support Team. Continued bullying behavior will lead to suspension from school.

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| --- | --- | --- |
|  | The Police Youth Liaison Officer may be contacted in these circumstances:  Ashfi | 9774099 – Ashfield Police |
|  | The Child Wellbeing Unit may be contacted if the school has reason to suspect the bully is imitating modelled behaviour: | 133627 |
|  | Students can be encouraged to contact Kids Helpline: | 1800 55 1800 |

**Acknowledging Student Success**

The focus at Yeo Park Infants School is on acknowledging and communicating success – remembering that students experience success in a range of activities and pursuits and it is important we are not focused on sport and academics as happens so often in schools. We also celebrate and acknowledge the effort of students to achieve their goals.

* Student success is celebrated in class – individually or as a group. Students are explicitly taught about giving and receiving critical feedback in order to set goals and understand learning criteria and importantly to know when they are doing well and how to improve.
* The Student Success award will be given out at assembly (held in even weeks of the term on Thursdays). This award will be for something specific. The award will have the specifics of the success written on the award as a memento of this success. These students will have a badge to wear for that fortnight.
* In addition, Core Values awards will be given out at assembly. This can be from any teacher who sees any student doing something which reflects our Core Values to acknowledge and celebrate this.

**TIPS FOR ACKNOWLEDGING CHILDREN’S ACHIEVEMENTS**

Ask children how they feel about what they have achieved:

Are you pleased?

What do you think of *that*?

Are you happy with that?

Give information or feedback in the form of *I-verb*:

I admire…

I respect…

I value…

I’m impressed that...

I appreciate...

Intend to *congratulate*, not manipulate:

Congratulations!

Hey! You did it!

Wow! Look at that!

Express *appreciation*:

Thank you!

I’m grateful that…

I appreciate that because...

Focus on the *process*, not the product:

I admire that you tried something new.

I’m impressed that you had another go.

Looks like you really worked at that.

*Verify* children’s own assessment that they have achieved something worthwhile, *highlight* their

successes so that they notice these, and *expand* on what they have achieved:

I agree that it’s quite an achievement! (verification)

Did you know you could do that? (Highlight)

And not only have you finished it, but you worked on it for ages (Expansion)

Use natural manners, without patronising children. For example, in response to a child’s thanks:

You’re welcome!

It’s a pleasure

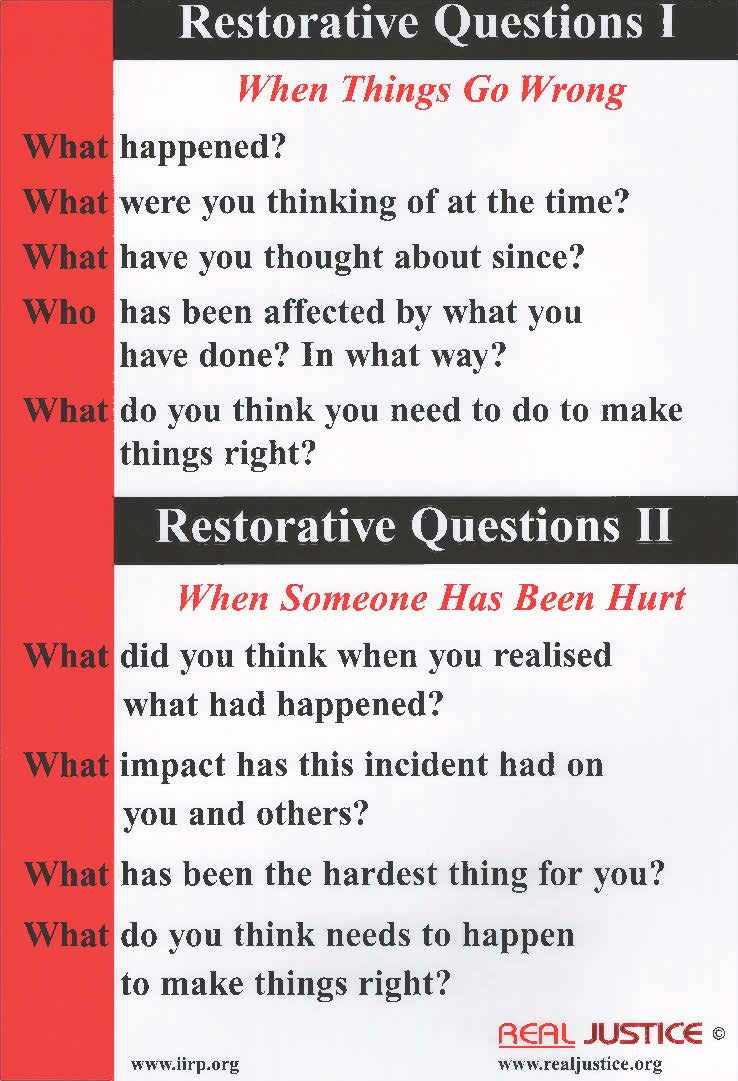
I hope you enjoy it.

**BENEFITS OF ACKNOWLEDGMENT**

* Acknowledgment gives children information about who they are and what they are capable of being: it
* expands their self-concept. It does not imply doubt about their worth or tie their worthiness to their ability to satisfy our
* expectations: their ideals remain realistic.
* Because it is authentic, it is credible, meaningful and, therefore, successful at low doses.
* It does not undermine children’s intrinsic motivation.
* It encourages self-referenced perfectionism, rather than socially prescribed perfectionism.

**Porter, Louise, Guiding Children’s Behaviour,** [The Association of Graduates in Early Childhood Studies](http://agecs.org.au/)

**Appendix 1:Restorative Justice / Practice Questions**



**Appendix 2:Department of Education Behaviour Code for Students**

In NSW public schools students are expected to:

* + Respect other students, their teachers and school staff and community members
  + Follow school and class rules and follow the directions of their teachers
  + Strive for the highest standards in learning
  + Respect all members of the school community and show courtesy to all students, teachers and community members
  + Resolve conflict respectfully, calmly and fairly
  + Comply with the school’s uniform policy or dress code
  + Attend school every day (unless legally excused)
  + Respect all property
  + Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
  + Not bully, harass, intimidate or discriminate against anyone in our school

**Appendix 3: Matrix of Expected Behaviours**

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| --- | --- | --- | --- |
|  | **BE RESPECTFUL** | **BE RESPONSIBLE** | **BE AN ACTIVE & ENGAGED LEARNER** |
| **CLASSROOMS AND ALL SETTINGS** | * Use whole body listening * Raise hand to speak * Speak respectfully * Ask permission to use others’ things * Cooperate with others * Use manners at all times * Care for the environment * Use appropriate language | * Keep hands, feet and body to self * Stay in assigned areas * Use furniture and supplies appropriately * Put belongings in bags | * Be organised * Do your best * Have a go * Be prepared * Complete your work * Be honest * Be persistent |
| **PLAYGROUND** | * Share equipment * Take turns and play cooperatively * Include others * Consider and care for the environment * Return all equipment * Play safe, play fair | * Be Sunsmart – sunscreen and hat * Play in ‘No Hat, No Play’ areas if without a hat * Remain in playground areas * Keep hands and feet to self * Pack up equipment * Use equipment responsibly * Go to the toilet and have a drink during your break time or as soon as the bell rings | * Play fairly or by the rules * Think how you can solve own problems * Stay within bounds * Be punctual * Get to class on time |
| **EATING** | * Wash hands before eating * Follow teacher instructions * Use manners at all times * Put all rubbish in the bin or take home * Wait to be dismissed before play time | * Sit down to eat lunch * Keep hands and feet to self * Use a quiet voice * Put lunch box / crunch and sip bag in basket or at lines * Be organized, take everything with you | * Make healthy food choices * Reduce waste with ‘Nude’ packaging |
| **TOILETS** | * Use a quiet voice * Respect privacy * Keep toilet area clean * If all toilets are occupied – line up outside | * Ask for permission during class to go to the toilet with a partner * Flush * Wash hands with soap * Walk carefully on wet areas * Report problems to the teacher * Return directly to class | * Have a purpose and do not loiter * Visit the bathroom before school, at lunch and at recess * Use only enough water to wash your hands |
| **VISITS** | * Knock and wait patiently * Use manners | * Walk quietly and carefully * Return directly to class | * Knock on door, wait patiently * Know the class and teacher you are visiting * Deliver the messages clearly |
| **MOVEMENT AROUND SCHOOL** | * Walk quietly respecting the learning of others * Keep pathways neat and clean * Care for gardens by using designated walkways * Walk keeping to the left when walking up stairs * When waiting at the door leave door entry clear | * Walk in class groups * Keep hands, feet and body to self | * Walk calmly and directly to my destination * Stay with the teacher * Stand directly behind the person in front |
| **ASSEMBLY** | * Listen carefully to Year 2 leaders and teachers * Show appreciation by clapping appropriately * Sing the anthem and school song with pride * Acknowledge the success of your friends | * Enter quietly * Follow teachers instructions * Keep hands, feet and body to self | * Listen, watch, and learn * Be still * Have an interested expression on your face * Look at the speaker * Think about what is being said |
| **Excursions** | * Listen to all instructions carefully * Follow instructions * Inside voice on the bus * Stay with the teacher * Remember your manners with new people helping you | * Walk with a partner with your group * Walk safely * Remember not to talk to strangers | * Be a learner – observe what is happening and engage with instructors or teachers * Listen and watch |

**Appendix 4:List of Other Relevant Policies**

1. Teaching and Learning Policy (School and DET)
2. Learning and Support Policy (School and DET)
3. Gifted and Talented Policy (School and DET)
4. Homework Policy (School and DET)
5. Enrolment Policy (School and DET)
6. Uniform Policy (School and DET)
7. Protecting and Supporting Young People Policy (DET)
8. Working with Children Policy (DET)

