



# Ashtonfield Public School

## Department of Education Wellbeing Framework

### Student Wellbeing and Behaviour Implementation

#### School Procedures

## SCHOOL VALUES



### What is PBL?

Positive Behaviour for Learning or PBL actively promotes positive behaviour, enabling students to develop a clear understanding of required expectations, develop responsibility for their own behaviour. It is an integrated whole school approach where all involved work together to create a positive, productive and harmonious learning community. Attention is focused on creating and sustaining a variety of systems of support that improve lifestyle results for all students by making negative behaviours less effective, and making positive behaviour more desirable and functional.

### Why is it important?

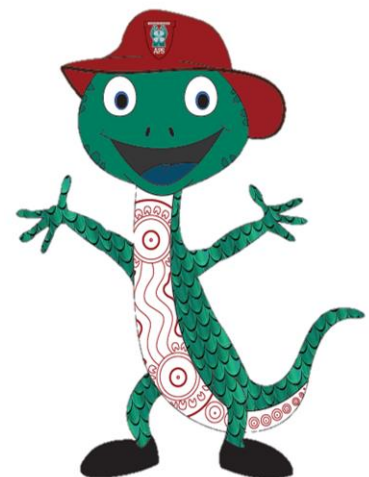
PBL is a systematic and evidence based process. Based on research, it is designed to support all students to achieve their best academically, socially and behaviourally. Analysis of student data provides the school with areas to address in order to support students, staff and parents.

### What does PBL look like at Ashtonfield PS?

Together as a school, we have developed a set of values and expectations for our students, staff and community to adopt.

Our school values are: Respectful, Responsible and Successful.

Each of these values are broken down into skill-based lessons. Teachers explicitly teach and reinforce desired behaviours. Focused lessons use a variety of teaching strategies such as discussions, role-plays and modelling. The three school values are reinforced daily in a diverse range of ways. Staff use consistent language and visuals to support learning.





Ashtonfield Public School  
Positive Behaviour for Learning  
**Expected Non-Classroom Setting Behaviours**




*Together We Succeed; everyone, everywhere, every day.*

SETTING	RESPECTFUL	RESPONSIBLE	SUCCESSFUL
<b>All Settings</b>	<ul style="list-style-type: none"> <li>- Speak positively and politely</li> <li>- Hands and feet to yourself</li> <li>- Wear school uniform with pride</li> </ul>	<ul style="list-style-type: none"> <li>- Follow instructions</li> <li>- Walk sensibly on hard surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Be prepared for the school day</li> <li>- Be a positive role model</li> <li>- Right place, right time</li> </ul>
<b>Grassed Areas</b>	<ul style="list-style-type: none"> <li>- Demonstrate good sportsmanship</li> <li>- Put your rubbish in the bin</li> <li>- Wait for the teacher (back oval)</li> </ul>	<ul style="list-style-type: none"> <li>- Play games safely</li> <li>- Be aware of other students</li> <li>- Be in sight of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the agreed rules of games</li> <li>- Share the space</li> <li>- End games on the first bell</li> </ul>
<b>Hard surfaces</b>	<ul style="list-style-type: none"> <li>- Demonstrate good sportsmanship</li> <li>- Put your rubbish in the bin</li> <li>- Quiet zone near the office</li> </ul>	<ul style="list-style-type: none"> <li>- Play games safely</li> <li>- Be aware of others</li> <li>- Be in sight of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the agreed rules of games</li> <li>- Share the space</li> <li>- End games on the first bell</li> </ul>
<b>Movement Around School</b>	<ul style="list-style-type: none"> <li>- Move quietly during transitions</li> <li>- Leave space between yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>- Keep to the left and keep moving</li> <li>- Take one stair at a time.</li> <li>- Walk in one straight line</li> </ul>	<ul style="list-style-type: none"> <li>- Sit quietly and listen</li> <li>- Be on time to lines</li> <li>- Walk directly to and from your destination</li> </ul>
<b>Bus Travel</b>	<ul style="list-style-type: none"> <li>- Wait your turn to board the bus</li> <li>- Be on time</li> <li>- Be courteous to the driver and others</li> </ul>	<ul style="list-style-type: none"> <li>- Walk safely to bus lines</li> <li>- Sit in your bus line</li> <li>- Listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Assist younger students</li> <li>- Stay seated on the bus</li> </ul>
<b>Indoor Lunch Play</b>	<ul style="list-style-type: none"> <li>- Use quiet voices &amp; good manners</li> <li>- Treat equipment with care</li> <li>- Food-free zone</li> </ul>	<ul style="list-style-type: none"> <li>- Wait for the teacher before entering</li> <li>- Walk inside the room</li> </ul>	<ul style="list-style-type: none"> <li>- Play fairly</li> <li>- Pack up when asked</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>- Wait patiently</li> <li>- Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit safely</li> <li>- Be aware of visitors</li> </ul>	<ul style="list-style-type: none"> <li>- Deliver the message clearly</li> <li>- Complete your task</li> </ul>
<b>Fixed Equipment</b>	<ul style="list-style-type: none"> <li>- Wait your turn</li> <li>- Go one way</li> </ul>	<ul style="list-style-type: none"> <li>- Walk on/around the fixed equipment</li> <li>- If you can reach it you can use it</li> <li>- Play safely</li> </ul>	<ul style="list-style-type: none"> <li>- Improve your skills</li> <li>- Persist</li> </ul>
<b>Cricket Nets</b>	<ul style="list-style-type: none"> <li>- Demonstrate good sportsmanship</li> <li>- Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>- Look out for others</li> <li>- Treat equipment with care</li> </ul>	<ul style="list-style-type: none"> <li>- Return equipment on time</li> <li>- Play by the rules</li> </ul>
<b>Toilets and Bubblers</b>	<ul style="list-style-type: none"> <li>- Respect others privacy</li> <li>- Flush the toilet and wash your hands</li> <li>- Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>- Food-free zone</li> <li>- Play-free zone</li> <li>- Take a buddy</li> <li>- Report anything broken or dangerous</li> </ul>	<ul style="list-style-type: none"> <li>- Use the toilet during breaks</li> <li>- Be prompt</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>- Wait patiently and quietly</li> <li>- Use good manners and a clear voice</li> <li>- Your money, your food</li> </ul>	<ul style="list-style-type: none"> <li>- Wait safely in lines</li> <li>- Wait behind the line</li> </ul>	<ul style="list-style-type: none"> <li>- Order lunches before class</li> <li>- Have money ready</li> <li>- Know what you want</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>- Show the Fast 5</li> <li>- Clap politely at the right time</li> </ul>	<ul style="list-style-type: none"> <li>- Walk quietly to assembly</li> <li>- Sit in class areas</li> </ul>	<ul style="list-style-type: none"> <li>- Learn words to school song and anthem</li> <li>- Sing with pride</li> <li>- Know the school motto</li> </ul>
<b>Sports Shed</b>	<ul style="list-style-type: none"> <li>- Wait patiently</li> <li>- Use good manners</li> <li>- Return equipment hand-to-hand</li> </ul>	<ul style="list-style-type: none"> <li>- Walk to and from the sports shed</li> <li>- Treat equipment with care</li> </ul>	<ul style="list-style-type: none"> <li>- Know what you want</li> <li>- Speak clearly when borrowing</li> </ul>


# STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR FOR LEARNING

At Ashtonfield Public School we recognise positive student behaviour by utilising:

- ✓ PBL Reward System
- ✓ Verbal praise and encouragement
- ✓ Individual Class Awards
- ✓ Presentation Day Awards
- ✓ Public recognition of achievement at assemblies and in newsletters
- ✓ Leadership roles e.g. captains and prefects, parliament
- ✓ Pebbles
- ✓ Positive Behaviour Flowchart

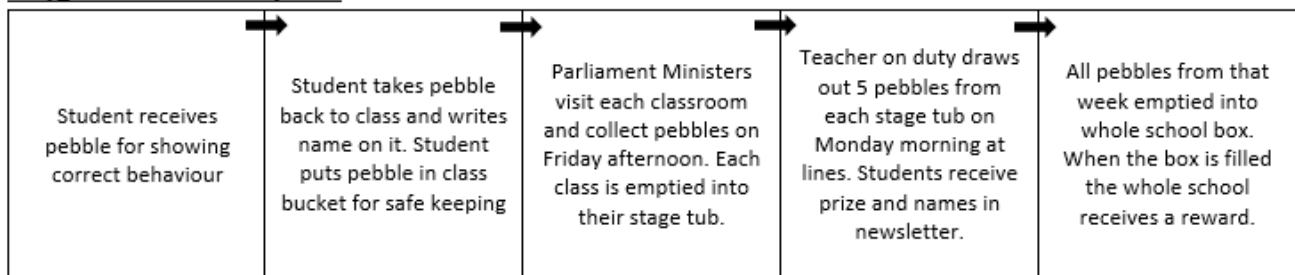


## Ashtonfield Public School

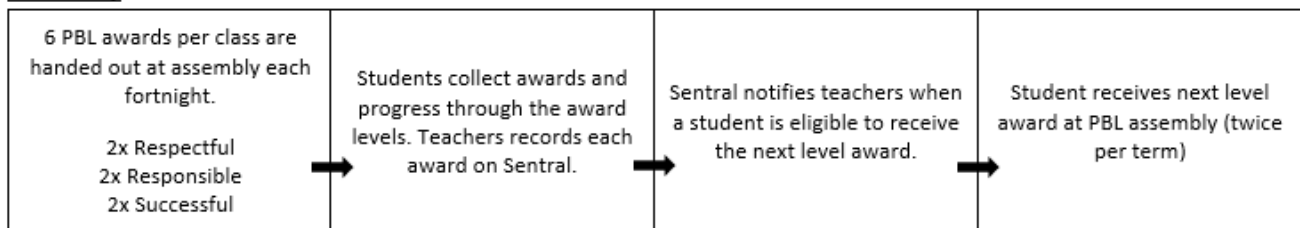


### PBL Reward System Overview

#### Playground Rewards System



#### Assembly



### PBL Award Levels

<b>3 = GECKO AWARD</b> <small>(Signed and presented by Class Teacher at PBL Assembly)</small>	<b>6 = FRILLED NECK AWARD</b> <small>(Signed and presented by Stage Assistant Principal at PBL Assembly)</small>	<b>9 = BLUE-TONGUE AWARD</b> <small>(Signed and presented by Deputy Principal at PBL Assembly)</small>	<b>12 = PRINCIPAL AWARD + PBL BADGE</b> <small>(Signed and presented by Principal at PBL Assembly)</small>	<b>15 = PBL MEDALLION</b> <small>(Presented by Official Party member at Presentation Day Assembly)</small>
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*Once a student has received a PBL Medallion they may go back to earn a second of each award, starting again at Gecko Award.*



# APS BEHAVIOUR FLOWCHART



## SPEND QUALITY TIME WITH MRS SCULLY

- YOU WILL BE ABLE TO BOOK IN TO SPEND SOME QUALITY TIME WITH MRS SCULLY BECAUSE YOU HAVE CONTINUALLY SHOWN OUTSTANDING BEHAVIOUR AND YOUR WORK CONTINUES TO BE OUTSTANDING.
- MRS SCULLY WILL MAKE A PHONE CALL HOME TO TELL PARENTS ABOUT THE FANTASTIC EFFORT YOU ARE SHOWING



## SPEND QUALITY TIME WITH MRS HOLT

- YOU WILL BE ABLE TO BOOK IN TO SPEND SOME QUALITY TIME WITH MRS HOLT BECAUSE YOU HAVE CONTINUALLY SHOWN OUTSTANDING BEHAVIOUR AND YOUR WORK CONTINUES TO BE OUTSTANDING.



## SHOW MRS SCULLY YOUR EFFORT

- YOU HAVE CONTINUED TO SHOW OUTSTANDING WORK
- YOUR BEHAVIOUR CONTINUES TO BE OUTSTANDING



## SHOW MRS HOLT YOUR EFFORT

- YOU HAVE CONTINUED TO SHOW OUTSTANDING WORK
- YOUR BEHAVIOUR CONTINUES TO BE OUTSTANDING



## SHOW STAGE SUPERVISOR YOUR EFFORTS

- YOU HAVE SHOWN OUTSTANDING WORK AND HAVE TRIED REALLY HARD
- YOUR BEHAVIOUR HAS BEEN GREAT AT ALL TIMES



## SHOW ANOTHER TEACHER YOUR EFFORTS

- YOU HAVE SHOWN OUTSTANDING WORK AND HAVE TRIED REALLY HARD
- YOUR BEHAVIOUR HAS BEEN GREAT AT ALL TIMES



## POSITIVE BEHAVIOUR

- YOU HAVE SHOWN GREAT WORK
- YOUR TEACHER WILL GIVE YOU VERBAL ENCOURAGEMENT/REWARD



# STUDENT BEHAVIOUR

## BUDDY CLASS TIME OUT PROCEDURES

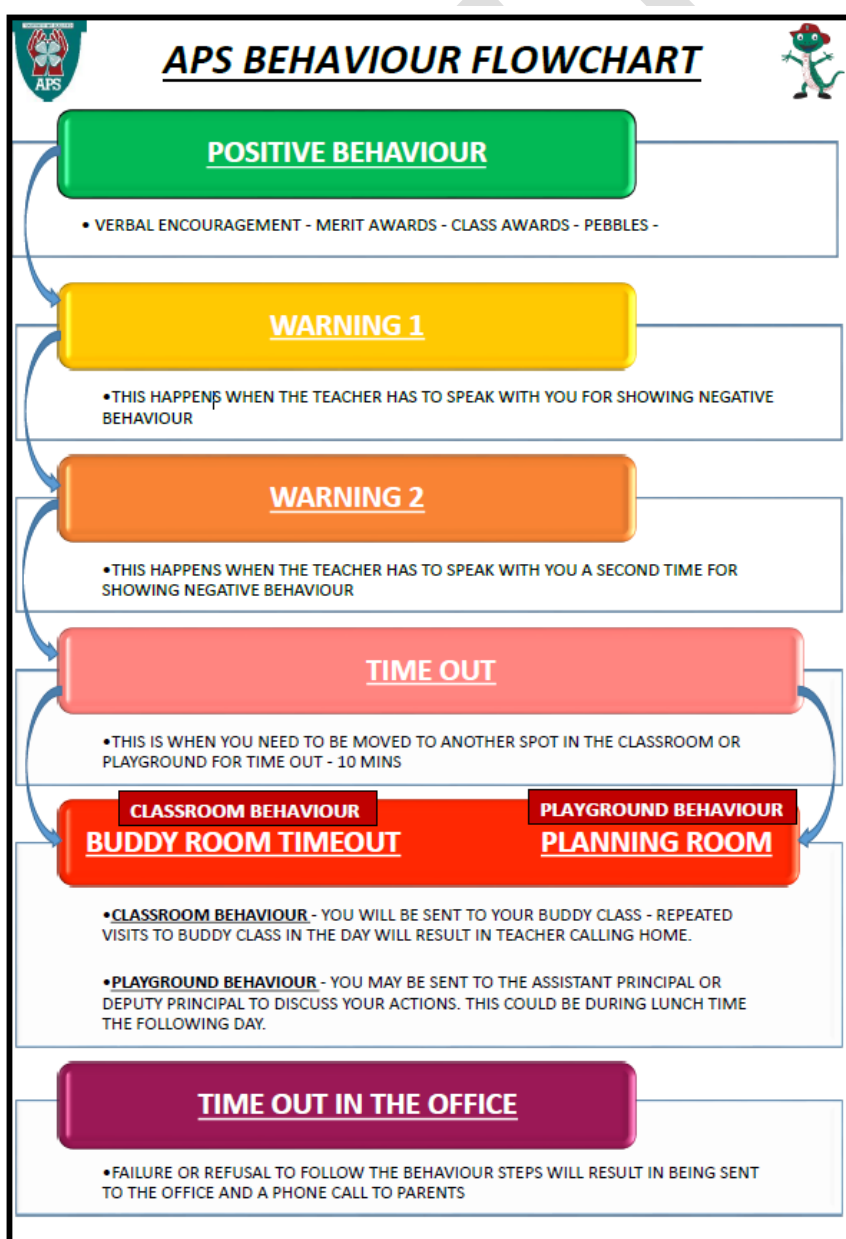
Buddy Class for students may be utilised when:

1. A first warning and corrective feedback given.
2. A second warning was required, the expected behaviour re-taught and feedback given.
3. Class time out in a designated area has been given

If a student refuses to leave for time-out at a Buddy Class an executive may be sent for to escort them there.

**When a student has returned from their Buddy Class they restart on green “Positive Behaviour”.**

If the student reaches Buddy Class level, teachers record on Sentral, inform Stage AP and parents.

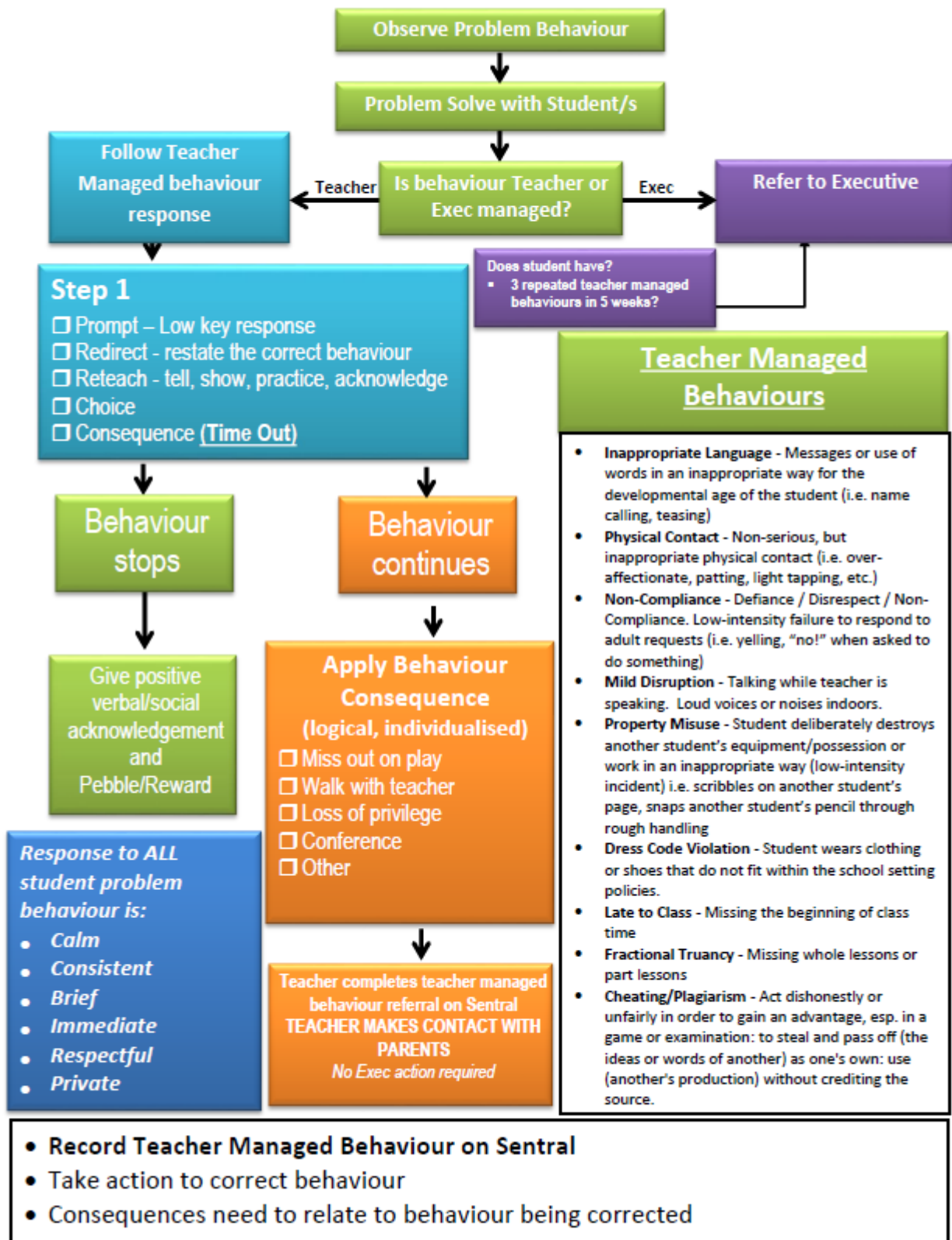






# ASHTONFIELD PUBLIC SCHOOL

## Teacher Managed Behaviour Flowchart



*In all cases, teachers are to decide on their course of action keeping in mind the safety and wellbeing of all students.*

## HOW TO DEAL WITH BULLYING

Bullying is unwanted, poor interpersonal behaviors among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

### WHAT CONSTITUTES POOR INTERPERSONAL BEHAVIOURS?

- **Physical** – kicking, hitting, pushing, hurting, poor body language.
- **Verbal** – swearing, name calling, racial/gender harassment, speaking over others, using mean words/tone.
- **Psychological** – teasing, spreading rumours, sexual comments, provoking, threatening.
- **Emotional** – leaving people out, demeaning comments, manipulating, hurting people's feelings, refusing to listen, isolating others, refusing other in activities.

### BEST PRACTICE REMINDER STATEMENTS

- If you don't have something nice to say don't say anything.
- Is this a friendship fire?
- Did you ask them to stop what they were doing?

### IF YOU SEE OR KNOW OF SOMEONE BEING BULLIED

- Don't join in – either in person or online.
  - Don't forward or share posts, images or videos that will hurt others.
- Tell a trusted adult

### WHO TO REPORT BULLYING BEHAVIOURS TO

- Student to student – report to teacher
- Student to teacher/teacher to student – report to AP/DP
- Teacher to teacher – report to Principal
- Parent to teacher/teacher to parent – report to Principal
- Executive to teacher/teacher to executive – report to Principal/Director
- Executive to executive – report to Principal/Director

**Ashtonfield Public School utilises a proactive approach to student social-emotional wellbeing, teaching friendship skills through URSTRONG.**

# URSTRONG



Enhancing the social-emotional wellbeing of children through friendship skills.

URSTRONG is an internationally-recognized friendship program that empowers children with the skills, language, and self-confidence to be better friends and develop healthier relationships. **The research clearly shows that children with healthy friendships perform better academically, have higher self-esteem, a more positive body image, get involved in more leadership roles, and make smarter decisions in future relationships.**

<p><b>The URSTRONG Friend-o-cycle</b>  <i>Demonstrates the normal cycle in a healthy friendship. Children learn, step-by-step, how to Talk-it-Out to put out their Friendship Fires and move towards Forgive &amp; Forget</i></p>	<p><b>The URSTRONG Friend-o-meter</b>  <i>A visual tool used to help children thinking about the difference between healthy and unhealthy friendships. Students are taught the importance of spending the most time with friendships in the healthy zone.</i></p>

## The 4 Friendship Facts

- No friendship (relationship) is perfect
- Every friendship is different
- Trust & Respect are the two most important qualities of a friendship
- Friendships change... and that's OK!

## Putting out Friendship Fires

1. Retell the situation
2. Explain how it made you feel
3. Have an open, honest conversation

## Quick Comebacks

When someone is mean-on-purpose, say your Quick Comeback in a strong voice like a **NUNJA!** A Quick Comeback is a short statement said in a strong voice that lets the person know:

- ✔✔ You heard/saw what they said/did
- ✔✔ You're not cool with it!



# Behaviour code for students

## NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our 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 schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### 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

### Engagement

- Attend school every day (unless legally excused)
- 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

## PROCEDURES FOR SERIOUS WELLBEING ISSUES

For wellbeing issues that are considered serious, a more in depth and ongoing approach may be necessary. These issues have an effect on student physical and emotional wellbeing and include issues such as; physical aggression, drug use, self-harm and intent to harm others.

All wellbeing issues that are deemed to be serious are to be reported to the Principal immediately.

Procedures may include:

- Meeting with parents, counsellor and school personnel
- Counselling program developed
- Consultation of the Department of Education's Suspension and Expulsion of School Students Procedure
- Ongoing monitoring which may include playground and/or behaviour plans
- Referral to external Health Department agencies
- Notifying police if required

### Warning of Suspension

A formal written caution will be sent home before the consideration of a short suspension. Discussion with parents and students will occur regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension. The school will continue to support the student through parent contact, learning support and support personnel.

### Suspension

If a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students. In the case of serious incidents, immediate suspension may occur in line with the Department of Education's Suspension and Expulsion of School Students Procedure. Students returning from suspension will be supported in the classroom and playground.

### Planning/Resolution Room

Playground issues that need further support may be referred to the Planning Room. The Planning Room teacher will help students reflect on their behaviour and a plan of action will be discussed and developed. These plans are sent home for parent discussion with the student. There may be times when a student is required to attend a Resolution Room for the purpose of resolving an issue. In the case an official plan is not developed, positive and supportive discussions take place to resolve the issue. During this time, alternative ways to handle the situation and how the student will respond in the future is discussed.

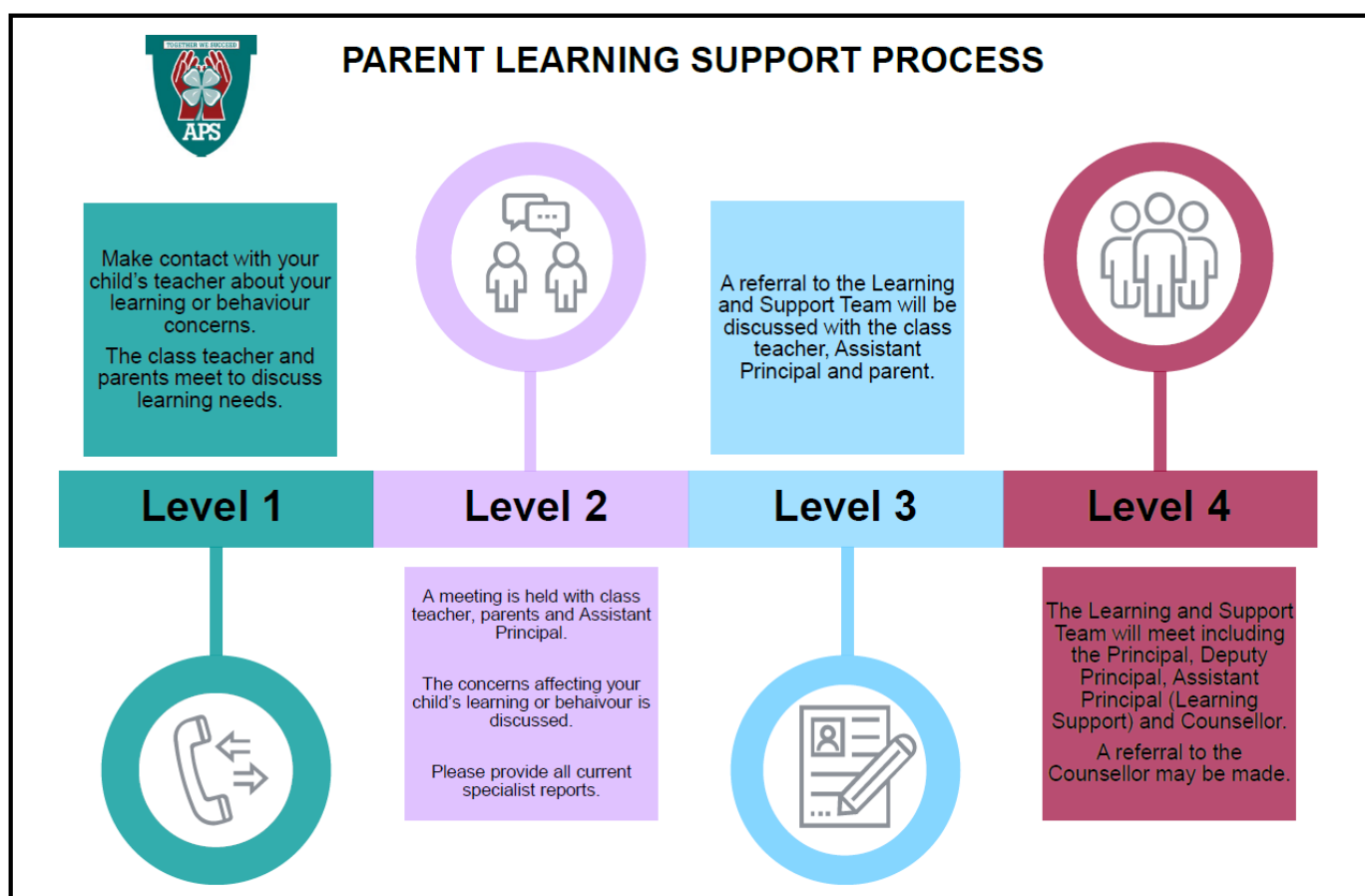
# SUPPORT FOR STUDENTS AND FAMILIES AT ASHTONFIELD PUBLIC SCHOOL

The following people and programs support our students and families:

Learning Support Team	Student Parliament
Aboriginal Contact Liaison Officer (ACLO)	School counsellor
Anti-Racism Contact Officer (ARCO)	Junior AECG
P & C Association	School Chaplain
Defence Support Mentor (DSM)	Student buddies
Home School Liaison Officer (HSLO) to support attendance	Target programs; seasons for growth and rock and water.
School Learning Support Officer (SLSO)	Every staff member
Referral to Health Department agencies	Student Leaders

## LEARNING SUPPORT PROCEDURES - PARENTS

Our procedures are designed to best support your child and we want to ensure that together we can meet our students learning needs.



## RELATED LINKS

The following websites document Department of Education policies and guidelines that are related to student wellbeing in our school:

### **Anti-Racism Policy**

<https://education.nsw.gov.au/policy-library/policies//anti-racism-policy>

### **Behaviour Code for Students**

<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

### **Bullying of Students – Prevention and Response Policy**

<https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy?refid=285835>

### **Child Protection Policy**

<https://education.nsw.gov.au/policy-library/policies/child-protection-policy-responding-to-and-reporting-students-at-risk-of-harm?refid=285835>

### **Drugs in School Policy**

<https://education.nsw.gov.au/policy-library/policies/drugs-in-schools-policy?refid=285835>

### **School Attendance Policy**

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

### **Student Behaviour**

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour>

### **Student Discipline in Schools**

<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>

### **Student Health in NSW Public Schools**

<https://education.nsw.gov.au/policy-library/policies/student-health-in-nsw-public-schools-a-summary-and-consolidation-of-policy?refid=285835>

### **Suspension and Expulsion Procedures**

[https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

### **Wellbeing Framework for Schools**

<https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools>

*The above is not an exhaustive list of support provided.*