



Wellbeing Policy

Maroubra Junction Public School

RATIONALE

At Maroubra Junction Public School, a fair student wellbeing policy is an important part of providing an environment conducive to learning for all. This assists students to become self-directed and life-long learners who can create a positive future for themselves and for the wider community. This policy has been developed collaboratively with students, staff, parent/caregiver organisations and the school council.

A balanced approach

Our wellbeing policy sets out a balanced, whole school approach that recognises student achievement and addresses unacceptable behaviour. It is based on developing student responsibilities, encouraging respect and creating good conditions for effective teaching and learning.

This wellbeing policy covers:

- the values that underpin our school decisions
- a Core Value Code which reflects the DEC Core Rules
- strategies to promote good discipline and effective learning within the classroom and playground
- practices designed to recognise and reinforce student achievement
- strategies for addressing unacceptable behaviour.

*This assists students
to become self-
directed and life-long
learners who can
create a positive
future for themselves
and for the wider
community.*

Core Value Code

RESPECT

- Use good manners towards teachers and classmates
- Be friendly and support others
- Use kind words and actions
- Be fair
- Look after school property

LEARNING

- Listen and ask questions
- Be a responsible learner
- Take pride in your work
- Try your best
- Try new things

SAFETY

- Wear your school hat outside
- Play safely in the right areas
- Be a responsible Cyber Citizen
- Think before you act
- Use equipment the correct way

Rights and Responsibilities

STUDENTS

At the beginning of each new school year, all students at Maroubra Junction Public School will agree to follow the school's Core Value Code of **RESPECT**, **LEARNING** and **SAFETY**. Students will sign a class display to represent their commitment to the Core Value Code.

Students have the responsibility to:

Respect

- be fair and treat others with kindness
- use polite words and actions
- look after their property and the property of others

Learning

- try their best at all times
- act in a way that allows others to learn

Safety

- behave in a safe way to protect themselves and others
- ensure they play in the right areas

Students have the right to:

Respect

- be treated with fairness and kindness
- be heard and understood
- have their property respected

Learning

- learn in a quality environment where trying new things and trying your best is encouraged and supported

Safety

- learn and play in a safe, secure and supportive environment

TEACHERS

At the beginning of each new school year, all teachers at Maroubra Junction Public School will create a Core Value Code display for the classroom. They will explicitly outline the expectations for each core value. Teachers will use the School's Core Value Code as the foundation for implementing The Student Wellbeing Policy across the school. Lessons with Bounce Back content will also support the ongoing implementation of this policy.

It is based on developing student responsibilities, encouraging respect and creating good conditions for effective teaching and learning.

Staff have the responsibility to:

Respect

- be considerate of others
- respect the property of others
- promote and foster positive relationships with students, staff and parents/caregivers

Learning

- participate in professional learning and implement acquired knowledge and skills
- work collaboratively and support other members of staff

Safety

- promote a safe and supportive environment for others

Staff have the right to:

Respect

- be treated professionally, with consideration and respect
- have their property respected
- experience positive relationships with students, parents/caregivers and other members of staff

Learning

- be provided with quality professional learning opportunities
- a collaborative working environment with appropriate support
- access adequate and appropriate resources

Safety

- work in a safe and supportive environment

Parents/Caregivers

At Maroubra Junction Public School, we strongly encourage parents and caregivers to support our Wellbeing Policy by regularly reinforcing the School's Core Value Code.

Parents/Caregivers have the responsibility to:

Respect

- treat others within the school community with consideration and respect

Learning

- read communication from the school, respond appropriately and support school activities
- respect the professional judgement of teachers and make appointments at appropriate times
- support the school in the learning process of their child

Safety

- support the school in providing a safe environment
- ensure their child arrives to school at the appropriate time each day and departs promptly after school
- inform the school and provide a reason if their child is absent

Parents/Caregivers have the right to:

Respect

- be treated with consideration and respect by those within the school community including students and adults

Learning

- be regularly informed about school events and issues
- be informed about their child's progress through interviews and semester reports
- know that their child is being encouraged and supported in learning and achieving to their full potential

Safety

- know that their child is attending school in a safe and supportive environment
- be assured of the safety of their child during school hours

House Points

House Points will be distributed by teachers across K-6 to award students for following the MJPS Core Value Code. These will be collected and announced on a fortnightly basis.

Personalised Behaviour Plans

Students who require additional support to manage their behaviour should have personalised behaviour plans. Class teachers are responsible for developing these programs. They should consult their assistant principal and the learning support team where necessary. Teachers are required to refer to the learning support referral guidelines to develop these plans.

References

In the development of this policy, references were made to the following documents. For more details on each document or to view the documents in full, please refer to the websites below:

Suspension and Expulsion of School Students - Procedures

https://www.det.nsw.edu.au/policies/student_ser_v/discipline/stu_discip_gov/suspol_07.pdf

Suspension and Expulsion of Students – Information for Parents

https://www.det.nsw.edu.au/policies/student_ser_v/discipline/susp_expul/leaflet_1.pdf

Student Welfare, Good Discipline and Effective Learning

Student Welfare Policy

https://www.det.nsw.edu.au/policies/student_ser_v/student_welfare/stude_welf/pd02_52_student_welfare.pdf













Going to a Public School – School Handbook – Discipline

<http://www.schools.nsw.edu.au/gotoschool/a-z/discipline.php>

Core Rules

Student Discipline in NSW Government Schools
https://www.det.nsw.edu.au/policies/student_ser_v/discipline/stu_discip_gov/core_rules.pdf

Appendix 1: School Award System

		Respect	Learning	Safety
Level One Core Value Stars	Teachers will distribute <u>three</u> Core Value Stars each day corresponding to the three core values of RESPECT, LEARNING and SAFETY. This will make a <u>total of 15</u> Core Value Stars being distributed each week by every teacher.			
Level Two Core Value Ribbons	Once a student receives <u>three</u> Core Value Stars in the same category, they are presented with a 'Core Value Ribbon' for the respective value.			
Level Three Master Certificates	Once a student receives <u>two</u> Core Value Ribbons in the same category, they are presented with a 'Core Value Master Certificate' for the respective value. These certificates will be presented at assemblies and names will be published in the newsletter each month.			
Level Four Badges for Excellence	Once a student receives <u>two</u> Core Value Master Certificates in the same category, they are presented with a 'Core Value Badge' for excellence in the respective value. These badges will be presented at assemblies and names will be published in the newsletter each month.			

Appendix 2: Strategies for Inappropriate behaviour

Level	Behaviour	Consequences	
		Classroom	Playground
Level 1	<p>The student breaks the Core Value Code.</p> <p>PLEASE NOTE: If teachers need support for student refusal or extreme behaviours please send yellow office card to the office.</p>	<p>STEP ONE= First verbal warning Name on the board and verbal reminder</p> <p>STEP TWO -If behaviour persists second warning and cross next to the name on the board.</p> <p>STEP THREE- If behaviour continues = A second cross next to the name and Time Out in the classroom where the student fills in reflection form.</p>	<p>STEP ONE = First verbal warning</p> <p>STEP TWO If behaviour persists student is given community service task (e.g picking up papers, put equipment away etc) If appropriate send the student to MJPS Mighty Mates.</p> <p>STEP THREE If behaviour continues = Time Out on the playground where the student fills in reflection form. Supervising teacher communicates behaviours and consequences to teacher during the duty swap class teacher and AP.</p>
Level 2	<p>The student repeatedly breaks the Core Value Code while in classroom Time Out or in the playground</p> <p><u>OR</u></p> <p>The student is involved in : fighting, bullying, stealing, swearing, unsafe play</p>	<ul style="list-style-type: none"> STEP FOUR= Time Out in Buddy Class. Student must take the reflection card to buddy class. After Time Out in Buddy Class the buddy class teacher signs the form and the student returns to their class. The supervising teacher (involved with the incident) enters incident onto Sentral Wellbeing. All Behaviour Reflection cards are forwarded onto the AP and they enter any further action onto Sentral wellbeing. 	<ul style="list-style-type: none"> STEP FOUR = The student spends a longer time in Time Out on the playground and/or is referred to the AP depending on the behaviour. Supervising teacher communicates behaviours and consequences to class teacher and teacher during duty swap. The supervising teacher (involved with the incident) enters onto Sentral Wellbeing. They give the card to the class teacher to sign who then forwards it onto the AP.
Level 3	<p>The student's behaviour is <u>unsatisfactory</u> in the Buddy Class or on the playground.</p> <p><u>OR</u></p> <p>The student has received two Behaviour Reflection cards in 1 Term.</p>	<ul style="list-style-type: none"> If the student's behaviour is <u>unsatisfactory</u> in buddy class or on the playground, the student is sent to the Assistant Principal responsible for that stage, who will then contact the parents. If a student receives two Behaviour Reflection Forms within a term, the student is sent to the Assistant Principal responsible for that stage, who will then contact the parents. The contact with parents is a courtesy call to inform parents of behaviour and if behaviour continues a Behaviour Plan is the next step. The Assistant Principal updates incident and action taken on Sentral Well-being. 	
Level 4	<p>The student fails to improve their behaviour and has received three Behaviour Reflection Forms.</p> <p><u>OR</u></p> <p>The student is involved in a serious incident of:</p> <ul style="list-style-type: none"> Fighting Bullying Stealing Swearing 	<ul style="list-style-type: none"> If a student receives three Behaviour Reflection Forms within a term, the class teacher notifies the Assistant Principal responsible for that stage. The Assistant Principal organises a meeting involving the student, class teacher, parent and Assistant Principal. During this meeting a <u>Behaviour Action Plan</u> is developed. The Behaviour Action Plan is communicated to the Principal and deputy Principal and is then referred on to the Learning Support Team. During this process the Principal may decide to exclude the student from school activities or events. If a student is involved in a serious incident, they are reported directly to the Assistant Principal responsible for that stage, the Deputy Principal or Principal, who will then contact the parents. The Supervising teacher (involved with incident) enters incident and action taken onto Sentral Welfare. The Assistant Principal, Deputy Principal or Principal updates incident and action taken. 	
Level 5	<p>The student fails to improve their behaviour after the Behaviour Action Plan meeting.</p> <p><u>OR</u></p> <p>The student is involved in an incident of extreme misbehaviour (refer to policy)</p>	<ul style="list-style-type: none"> If the pattern of inappropriate behaviour persists, a 'Risk of suspension' letter will be sent home to parents from the Principal informing them of their child's on-going behaviour and the consequences there of. If a student is involved in an incident of extreme misbehaviour, the Principal will consult with the relevant Assistant Principal, teacher and parent. Then, in accordance with the DET procedures as outlined in the document Suspension and Expulsion of School Students – Procedures, the Principal will suspend/expel the student engaging in these offences. This may also be in the form of an in-school suspension. In a case of extreme misbehaviour or violence, staff should send their staff card to the office immediately to call for assistance. 	

