

## Student Wellbeing Procedure

*Clarke Road School is committed to promoting vibrant, engaged learning and the promotion of your child's independence in a caring, safe and happy school environment.*

### Rationale

Clarke Road School aims to create and maintain a quality learning environment that is inclusive, safe, caring and positive. The procedures outlined below reflect the policy, practices and procedures as outlined in a number of NSW Department of Education and Communities documents. Policies can be found on the website [www.schools.nsw.edu.au](http://www.schools.nsw.edu.au)

### At Clarke Road School all staff ensure they:

- Meet the personal, social and learning needs of students
- Provide an effective teaching and learning environment within a secure, well managed environment in partnership with parents, carers and therapists
- Create a safe caring school environment in which students are nurtured as they learn
- Provide an environment where all students feel valued
- Provide opportunities for students to demonstrate success in a wide range of activities
- Establish clear rules and expectations across all settings
- Provide frequent opportunities for students and their parents/carers to discuss learning programs and student behaviour and progress.

### Positive Behaviour Engaging Learning (PBEL)

At Clarke Road School we believe in a positive approach to education. Our program is based upon values derived from our mission statement.

Our core values are:

- Be Safe
- Be a Friend
- Be a Learner
- Be Caring.

The core values included in PBEL are universally applied across the school and are upheld through a merit and reward system. The rules of being safe, being a friend, being a learner and being caring extend beyond the classroom and into the home and community.



## Behaviour Expectation Matrix

All students are explicitly taught and practise what each of these behaviour expectations mean.

|  |   |  |  |
|--|---|--|--|
|   |    |    |   |
| <ul style="list-style-type: none"> <li>• Listen</li> <li>• Follow instructions</li> <li>• Work with others</li> <li>• Do your best</li> <li>• Be independent</li> <li>• Celebrate success</li> </ul> | <ul style="list-style-type: none"> <li>• Play together</li> <li>• Take turns</li> <li>• Be polite</li> <li>• Share</li> <li>• Be happy</li> </ul> | <ul style="list-style-type: none"> <li>• Make good choices</li> <li>Right place right time</li> <li>• Move carefully</li> <li>• Ask for help</li> <li>• Hands and feet to</li> <li>• Yourself</li> <li>• Stay in your own space</li> </ul> | <ul style="list-style-type: none"> <li>• Respect others</li> <li>• Look after our environment</li> <li>• Look after yourself and your belongings</li> <li>• Be a good family member</li> </ul> |

## Management of Inappropriate Behaviours

All attempts are made to use positive teaching and correction strategies to manage inappropriate behaviour. However, if students don't respond the following consequences may be applied:

- Apology
- Conversation with relevant staff member
- Parent interview
- Department of Education and Communities Policies and Procedures of Suspension and Expulsion.

## Strategies to Recognise and Reinforce Student Achievement

A wide range of strategies are employed to recognise and reinforce student achievement and positive behaviour. Strategies may include:

- Verbal praise
- Stickers
- Key word signing 'good work'
- Class Merit Awards
- Principal Awards
- PBEL awards given at Weekly Assemblies, High Flyer Assemblies and on Presentation Day.

## Learning and Support Team (LaST)

The Junior and Senior Learning and Support Team (LaST) meets every fortnight. Each team comprises of the AP, class teachers and SLSO's. During this meeting staff discuss student progress in the areas of academic, behaviour, medical or social/emotional needs for specific students of concern.

### **School Counsellor**

The school counsellor supports the students, staff and families of Clarke Road School and attends the school each week.

### **Student Leadership**

Every year four students from Years 10,11 and 12 are elected to school leadership positions. Two students are elected as school captains and two students are elected as prefects. The students have important roles and responsibilities during special events and school assemblies.

Responsibilities include:

- Holding the Australian flag at school assemblies
- Assisting with the presentation of weekly awards/certificates
- Welcoming visitors to the school
- Distributing programs to guests at special events.

## **Anti-Bullying Plan**

### **Statement of Purpose**

At Clarke Road School every person has the right to feel safe and secure. Our school does not tolerate any action that undermines a person's right to feel safe and secure. It is the responsibility of every member of the school community to be proactive in ensuring that bullying is not tolerated.

Preventing and responding to bullying is a shared responsibility between all staff, students, parents/carers and the wider community.

All members of the School community contribute to the prevention of bullying by modelling appropriate behaviour and respectful relationships.

### **Definition of Bullying**

Bullying is defined as repeatedly hurting another person who is less powerful. This includes physical, verbal or psychological abuse.

### **Cyberbullying**

Cyberbullying refers to bullying that occurs with the use of information and communication technologies.

### **Bullying behaviour**

Bullying behaviour can be:

- Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults and threats
- Physical e.g. hitting, punching, kicking, scratching, tripping and spitting
- Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones and social networking.

### **Strategies to Prevent Bullying**

All students at Clarke Road School students have the right to be in a safe, secure and caring environment. We are proactive in our approach of teaching behavioural expectations and rewarding and acknowledging students for following them rather than waiting for the behaviour to occur before responding. We are a PBEL school that is committed to providing a positive learning environment through the following actions:

- Strengthening student social and emotional skills through appropriate programs implemented and embedded in curriculum. These experiences will be guided by the Personal Development, Health and Physical Education syllabus, Key Learning Areas and Child Protection procedures including the 'Stop No Go Tell' program
- Teaching PBEL lessons that explicitly focus on developing and maintaining positive and healthy peer relationships, including those with complex medical and health conditions i.e. anaphylaxis
- Focusing on rewarding positive behaviours consistently across the school
- Developing individual management plans to reduce incidences of inappropriate behaviour
- Staff modelling and promotion of appropriate behaviour
- Staff providing adequate supervision in the playground and classroom environment
- Informing parents/carers of the school Anti-Bullying Plan and supporting them in understanding this procedure and promoting it at home
- Supporting parents/carers in being able to recognise behavioural changes in their child and possible indicators of bullying
- Promoting positive relationships with members of the wider community, displaying respectful acceptance of individual differences
- Encouraging the wider community to support the school's Anti-Bullying plan through words and actions.

### **Strategies to Manage Bullying Incidents**

Strategies for dealing with bullying are linked to the school's Student Wellbeing and Welfare Procedure. This specifically outlines management of inappropriate behaviours. In addition to using positive teaching and correction strategies to manage inappropriate behaviour, the following actions will apply:

- The teacher will act promptly and intervene if any signs of bullying behaviour is observed
- The teacher will reinforce the school's PBEL expectations verbally and through the use of visuals such as PBEL flags
- The incident will be recorded on Sentral, brought up at the relevant LaST and executive meeting in order to determine patterns of behaviour
- The Executive will refer to the Student Discipline in Government Schools document, when bullying behaviour is reported repeatedly
- Strategies will be put into place by the teacher to ensure the victim is protected and supported
- Discussion with parents of the student exhibiting bullying behaviour to establish joint strategies for behaviour modification
- Executive staff will monitor incident report sheets and refer to the Principal as necessary
- Adequate records of all reported bullying incidents will be kept.

**PRINCIPAL: Rebecca Saunders**

**DATE: September 2021**