



Bellambi PS

Wellbeing Framework

Positive student and staff wellbeing underpins all learning.

School Vision Statement

Bellambi Public School equips all students with what they need to reach their full potential. We are passionate about building a happy, fair and creative learning environment where everyone feels they belong.

We are guided by evidence based frameworks to inform and build our learning models that serve individual students across their life course in a rapidly changing world. Our school community prides itself on inclusive, trusting relationships that empower and nurture.



The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement.



Our Mission: To improve the wellbeing of the students, staff and parents/ carers by developing physical, mental & environmental awareness throughout the entire school community.

Updated 1st April 2021

Contents:

NSW DoE Core Rules	3
Rights, Responsibilities and Privileges	4
School Wide System	5
Reward System	6
Level System	7
Minor Behaviours	8
Major Behaviours	9
Classroom Management Flowchart	10
Playground Management Flowchart	11
Strategies	12

Core Rules

Student discipline in NSW Government Schools

All students in NSW Government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Rights, Responsibilities and Privileges

Rights: students on a Level may need an Individual Risk Assessment to ensure that they can safely attend a carnival or excursion.

At school I have the right to:

- be safe and happy
- have no one threaten, hit or hurt me
- be treated fairly and with dignity
- expect excellence in teaching
- expect my property to be safe
- be respected by the community

I have the right to attend:

- Swimming carnivals
- Cross country carnivals
- Athletic carnivals
- District sports carnivals
- Curricular excursions (learning)
- Swimming Scheme

Responsibilities: students have a responsibility to

- be ready to learn
- do their best at all times
- cooperate with all members of our school community
- respect others and their property
- follow the school values
- wear the full school uniform with pride

Privileges: when a student is on a Level or Suspended, their access to privileges as listed below is at discretion of the principal or delegate.

It is a privilege to attend:

- Choir performances
- Southern Star Performance
- Southern Stars Excursion
- PSSA sports
- Extra-curricular activities

Tier 3
Intensive
Interventions
5% of students

Wellbeing Team Referral

Tier 2
Targeted Interventions
15% of students

Individual Ready to Learn Plans.

Escalation Map

Success Cards

Tier 1
School-wide interventions

100% of students – including students with emotional and behavioural difficulties

Ready to Learn Scale

Class Dojo

Bronze / Silver / Gold charts

Merit Awards

Rewards Day

Reward System

Reward Type	Process	Achievement
Whole School Reward	DOJO'S	<ul style="list-style-type: none"> - As many as you can in all settings ie, hall, playground, library, etc - Display and announce target to students at Friday morning assembly. Goal: Term 1 – 10,000 - Update target in fortnightly newsletter. - All students to attend Rewards Day.
Individual Reward Bronze, Silver, Gold	<ul style="list-style-type: none"> - Student acknowledged for demonstrating the 4 school values. - Student receive a value sticker to be placed on class chart. - Teacher records achievement on Sentral. - Letter sent home to notify parents. - Office staff prints certificates and puts them in teacher's pigeon-holes. - Teacher signs certificate and places them and places them in the folder in the back office pigeon-hole. - Certificate and reward presented at assembly. - Students' who have achieved Gold by the end of the year will be invited to a special reward with principal. This will be announced during the year. 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Hand out..... A day? <p>25 value stickers = Bronze award +25 value stickers = Silver award +25 value stickers = Gold award</p> <p>Achieving: Working towards Bronze – T1 Bronze – T2 Silver – T3 Gold – T4</p>
Individual Reward Class Certificates	<ul style="list-style-type: none"> - Teacher writes on the award and places them in the folder in the back office pigeon-hole by the previous Wednesday of scheduled assembly. - Teacher records on Sentral. 	4 per class at each whole school assembly

Level System

Level	Who	What
Warning	Students demonstrating minor behaviours, in both classroom and playground settings.	Management Flowchart strategies. Record Minor behaviour incident on Sentral, notification to supervisor.. Mark as complete.
Yellow Level 1	Students who have been recorded on Sentral for 3 Minor Behaviours in a period of 5 days will be placed on a Yellow Level 1	Yellow Success Card (3 days) Sad face = walk with the duty teacher first half of the following break.
Orange Level 2	Students who demonstrate: - repeated Level 1 behaviours - major behaviours	Orange Success Card (5 days) Sad face = walk with the duty teacher first half of the following break.
Suspension Warning Level	Students who have: - repeated major behaviours - repeated Orange Level 2	Blue Success Card (5 days) Executive may give a formal suspension warning along with a Level 2.
Suspension	As per Department of Communities Suspension and Expulsion of School Students – 2011 procedures.	Principal/Principals delegate as per Department of Communities Suspension and Expulsion of School Students – 2011 procedures.

Note: Learning Level System is at the discretion of the principal.

Minor Behaviours (Teacher Managed)

These behaviours are managed by the teacher at the time. Students who have been recorded on Sentral for 3 Minor Behaviours in a period of 5 days will be placed on a Yellow Level 1.

Behaviour	Definition/Examples	Possible Strategies for Teachers
Non compliance with teacher instructions	Refusal to follow instructions, arguing, rudeness	Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Disruptive behaviour	Low intensity, but inappropriate disruption. Affects the teaching and learning eg calling out, back chatting	Tactical Ignoring Positive reinforcement Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Off task	Student is not doing their work, out of seat or deliberately neglecting their school work	Individual close talk Offer individual assistance for task Modify task Offer choice
Rumours/Teasing	Sending notes, social media used inappropriately (occurring at school using school devices), deliberate ostracising of others, name calling,	Redirect and address with involved students Referral to ARCO for racist comments
Out of Uniform	Student wears clothing that does not fit within the uniform policy	Close talk Phone call home Offer items from clothing pool
Lateness	Late to any class from the playground	Verbal reminders
Rough games/Playing dangerously	Anything that involves wrestling, tackling, epic fails, not using equipment correctly	Verbal reminder Revise school rules and safety concerns
Deliberate littering	Neglecting to clean up after themselves	Tidy up the playground
Interfering with other peoples games	Taking equipment, consistently running through the games	Walk to with the teacher Redirect student by facilitating play with a group
Out of Bounds	Not staying within the designated play areas. Playing in the toilets.	Walk with the teacher
Un-sportsman like behaviour	Swearing, storming off, sledging, constant dominance of the game, not taking turns	Cease the game Verbal reminder of the rules
Indirect swearing	Swearing under your breath/ in the heat of the moment/in frustration which is not directed at another person	Tactical Ignoring Verbal reminder when calm

Major Behaviours (Executive Managed)

These behaviours are managed by the school's executive team.

Students demonstrating these behaviours will be placed on an Orange Level 2.

Behaviour	Definition Examples
Fighting/Physical Aggression/Threats/Assaults	Actions involving threatening acts or serious physical contact where injury may occur eg Hitting, punching, burning, hitting with an object, kicking, hair pulling and scratching
Direct Swearing/Abusive language	Anytime a student uses language intended to cause a student or teacher to feel intimidated or humiliated
Bullying	Anytime that a student commits an act intended to cause another student or teacher to feel intimidated or to cause a violent reaction from another student
Defiance/non-compliance	Repeated failure to follow school/class rules
Disruption	Repeated or constant interruptions in a class or activity resulting in the teacher or another student having to stop what they were doing. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; or rough play; and/or sustained out-of-seat behaviour.
Theft	Student is knowingly in possession of, or been responsible for removing someone else's property.
Forgery	Falsifying parent notes, official documents, plagiarism of assessment tasks or has signed a person's name without their permission.
Harassment/Teasing/Taunting	Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, racist comments, or written notes. These include sustained negative comments or intense verbal attacks based on: <ul style="list-style-type: none">- sexuality- race- gender- age- physical appearance- ethnic origin- religion- disabilities- other personal matters
Truancy/Partial Truancy	Student leaves class/school without permission or stays out of class/school without permission. This includes leaving school to visit other sites without permission.
Vandalism	Destruction of school or other person's property.

Classroom Management Flow Chart

It is expected that all students will comply with the school values and classroom expectations in order to contribute to a positive learning environment.

Minor Behaviour Teacher Managed

1. Golden Statement

E.g. "I will begin when everyone is sitting and silent". Praise those students demonstrating the correct behaviour.

2. Non-Verbal Redirect

- Proximity to student
 - Subtle gestures
 - Body language
- ALLOW TAKE UP TIME

3. Verbal Redirection

- Offer the student assistance with the task
 - Make a statement or question about the task.
- ALLOW TAKE UP TIME

4. Warnings > In-class Reset

- Visual warnings on the chart
- Ready (all students start here)
- First Warning
- Second Warning
- Reset in class

5. Warnings > Buddy Class Reset

If the student's behaviour has not settled after in-class reset, direct the student to buddy class reset.

6. Non-compliance

Use internal white phone to call office for Executive assistance.

State the following:

- Student's name
- Location
- Brief Incident detail

Executive will be delegated by the Principal. Executive attending to support will attempt minimal disruption with the teacher at this point. Follow-up discussion at next break.

3 x Minor Incident in 5 days

Yellow Level 1 issued by Supervisor.

Major Behaviour Executive Managed

In the case of a Major Behaviour incident in the classroom, immediately notify the office by:

- Use internal white phone to call the office for Executive assistance and state the following:
 - Student's name
 - Location
 - Brief Incident detail

Executive will be delegated by the Principal. Executive attending to support will attempt minimal disruption with the teacher at this point.

Executive to move student to buddy class reset or office reset.

Triage discussion at next break and follow-up actions decided.

Follow Up Action for Supervisors

Conference with student
Place on Orange Level 2
Letter to parent/career – Sent home via mail
Phone call at discretion of supervisor
Referral to Wellbeing at discretion of supervisor
Return to class at discretion of supervisor

Persistent Major Classroom Behaviour

- Referral to Wellbeing team
- Principal determines course of action
- Behaviour Response Plan developed with student and teacher input
- Parents will be kept informed
- Suspension Warning issued
- Suspension where necessary

Playground Management Flow Chart

It is expected that all students will comply with the school values and playground expectations in order to contribute to a positive social environment.

Minor Behaviour Teacher Managed

1. Golden Statement

Engage the student in a positive behaviour by assisting them to join a game with peers or start a new game.

2. Walk and short talk with the teacher

Allow time for the student to reflect on anti-social behaviour by discussing how they can be successful (avoid focusing on the negative behavior).

3. Playground Reset

If anti-social behaviour continues, ask the student to:

- walk with you for a longer period of time to Reset

OR

- allocate a spot for student to sit to Reset (must be visible to you at all times)

Duty teacher to record the Incident Sentral (notification to supervisor and classroom teacher).

4. Non-compliance

If student is non-compliant or displays escalating behaviours notify the office by:

- Sending red help card with a student
- Call school number 42 848 666 (Option 0)

Executive staff to remove student from playground for office reset.

3 x Minor Incident in 5 days

Yellow Level 1 issued by Supervisor.

Major Behaviour Executive Managed

In the case of a Major Behaviour incident in the playground immediately notify the office by:

- Call school phone number from mobile 42 848 666 (Option 0)

OR

- Sending red help card with a student

Executive staff to attend and remove student from playground for office reset.

Follow Up Action for Supervisors

Conference with student

Place on Orange Level 2

Letter to parent/career – Sent home via mail

Phone call at discretion of supervisor

Referral to Wellbeing at discretion of supervisor

Return to class at discretion of supervisor

Persistent Major Playground Behaviour

- Referral to Wellbeing team
- Principal determines course of action
- Behaviour Response Plan developed with student & teacher input
- Parents will be kept informed
- Suspension Warning issued
- Suspension where necessary

Strategies to create proactive, pre-emptive strength based classrooms *(Berry Street Education Model - Domain: Relationship)*

What	Why	How
Golden Statements	Golden Statements build relationships because they assume compliance and they allow the teacher to control the one person in the room they have power over- themselves.	Examples: 'I will begin the read-aloud when everyone is silent' 'I will take two straight lines into class' 'I will begin mindfulness when all voices are silent and bodies are still and settled'
Positive Narration	Positive Narration is a strategy to help the teacher recognise students who are doing the right thing.	Positive acknowledgement of what is going well rather than deficit language about what is wrong. Examples: 'Thank you (students following teacher instructions) I can see you're ready with your book open'
Zen and One-Liners for De-escalation	For teachers to be able to co-regulate and stay in their thinking brain to maintain the learning in the classroom. For students to know that you see them fairly and can address them in a de-escalated way. Adults must model that when relationships are tested, they must maintain their own self-regulation.	One-on-one discussion with an individual student to ask why they are not in task and acknowledge their response. Offer an A/B choice for getting back in task.