



Elanora Heights Public School

RESPECT

ACHIEVEMENT

RESPONSIBILITY

www.elanorahts-p.schools.nsw.gov.au

Student Wellbeing Policy

Updated March, 2021



Growing together in Teaching, Leading and Learning

Positive wellbeing enables students to be healthy, happy, engaged and successful.

At Elanora Heights Public School we strive to ensure the development of every child in a happy, harmonious and motivating school environment. It is important to our school community that every child feels known, valued and cared for and that students leave our school with the educational, social and emotional skills to function positively in society.

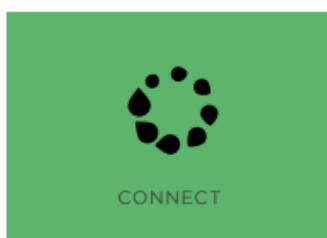
Our school places the highest importance on wellbeing, knowing its importance in ensuring student success. We welcome and develop relationships with our parent community, along with the NSW Department of Health and collaborate with the Peninsula Community of Schools to develop best practice in supporting the wellbeing of our school community.

RATIONALE

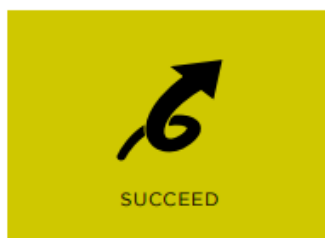
Elanora Heights Public School implements a pro-active, strategic, integrated, whole-school approach to student wellbeing through evidence-based positive behaviour support and the explicit teaching of positive behaviour strategies. We believe that the creation of a positive and safe learning environment best enables students to learn and engage at school.

This policy is underpinned by the Department of Education's Wellbeing Framework and Student Behaviour Strategy (March 2021).

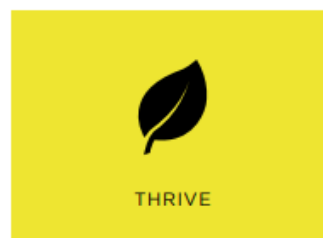
The Wellbeing Framework for schools



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our students will be respected, valued, encouraged, supported and empowered to succeed.



Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

THE CORE EXPECTATIONS - NSW Department of Education

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



SCHOOL PURPOSE

At Elanora Heights Public School we promote the core values of:

- **RESPECT**
- **RESPONSIBILITY**
- **ACHIEVEMENT**

A strong, responsive student wellbeing program is in place and clear guidelines and expectations ensure a safe, nurturing learning environment for all. The **Wellbeing Policy** incorporates Positive Behaviour Expectations and Reinforcement Strategies, Negative Incident Intervention strategies as well as the Department of Education's Suspension and Expulsion Procedures.

Research shows that an overreliance on extrinsic motivation can reduce positive behaviours and in some instances be demotivating for children. William Glasser (2010), the creator of 'Choice Theory,' suggests that students are empowered to take responsibility for their choices when they are **intrinsically motivated**. This theory highlights the effectiveness of positive verbal feedback to enhance intrinsic motivation. It is our intention that in implementing the Second Step program and other classroom management systems, students at Elanora Heights Public School will be more highly motivated to behave respectfully, responsibly and achieve their personal best.

RIGHTS FOR STUDENTS AND TEACHERS

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity.

Teachers also have the right to work in a safe and respectful environment. We value the support of our parents and carers in managing and promoting positive behaviour.



ELANORA HEIGHTS PUBLIC SCHOOL BEHAVIOURAL EXPECTATIONS

Expectation	All Settings
Respect	<ul style="list-style-type: none"> • Be polite and kind to others • Show care and consideration for people, property and the environment • Wear your uniform with pride • Celebrate differences
Responsibility	<ul style="list-style-type: none"> • Be ready to learn • Keep ourselves and others safe • Look after equipment and personal belongings • Take ownership of your actions
Achievement	<ul style="list-style-type: none"> • Do your personal best • Challenge yourself • Be resilient and persevere • Celebrate your success and the success of others • Welcome new opportunities

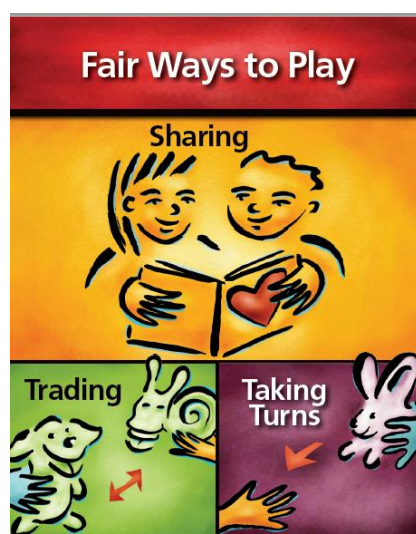
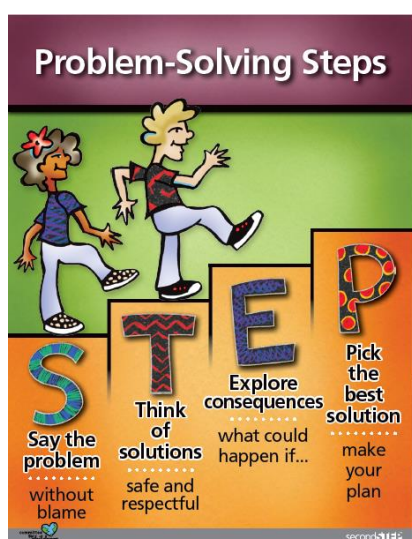
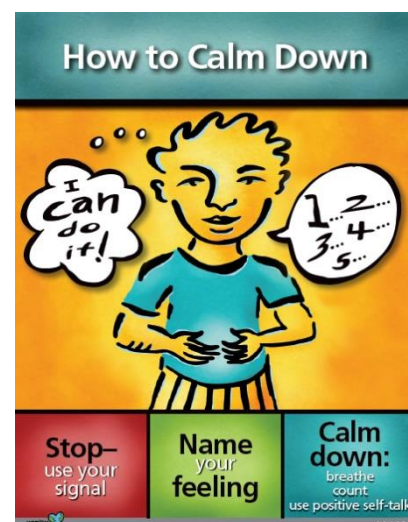
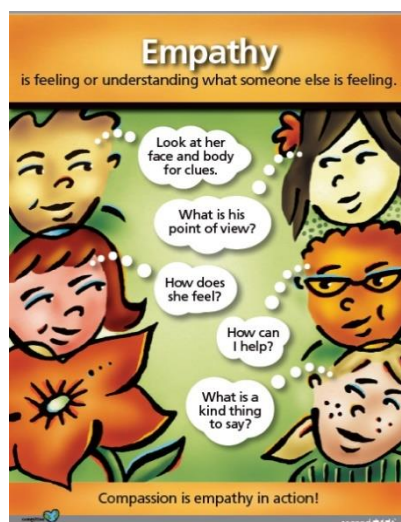
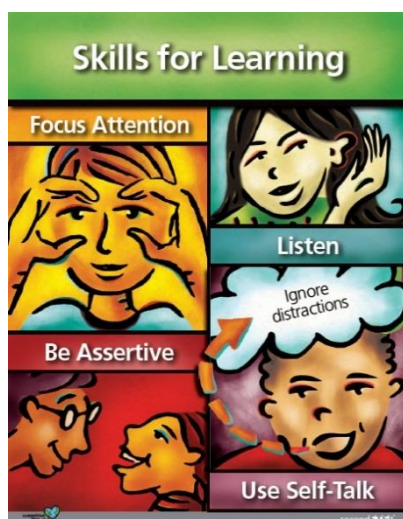
STRATEGIES TO PROMOTE POSITIVE WELLBEING

Students at EHPS are explicitly taught the school values of Respect, Responsibility and Achievement. In 2019, the school implemented the Second Step program. The Second Step program guides our whole school approach to student Wellbeing. It is underpinned by sound educational research and supported by NSW Department of Health.

The Second Step Program promotes:

- School success
- School connectedness
- Safe and respectful school climate

The program strengthens students' ability to learn, have empathy, manage emotions and solve problems. Visual resources support the program's implementation and are visible within the school. Student Wellbeing Ambassadors also support the program in the playground environment.



The Second Step program prevents:

- Problem behaviours
- Peer rejection
- Impulsivity
- Anti-Social behaviours
- Low academic achievement

The program also aims to develop students' self-regulation skills, social-emotional competencies and school connectedness (Committee for Children, 2015).

GOT IT! Program (Getting On Track In Time)

Staff at Elanora Heights Public School have been trained in Emotion Coaching to support student behaviour. This is our preferred model of assisting students when in crisis and helps to develop their emotional intelligence.

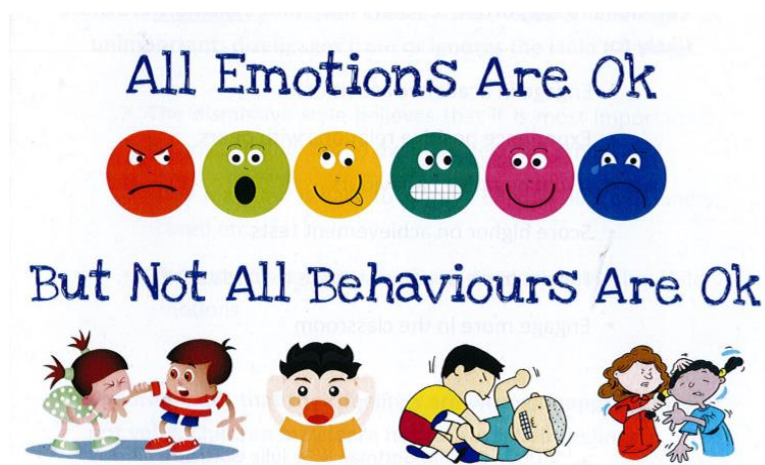
The steps of **emotion coaching** are as follows:

1. Become **AWARE** of the child's emotion, as well as you own, especially when at a lower intensity.
2. **RECOGNISE** the situation as an **OPPORTUNITY** for connection and teaching
3. Help the child to use words to describe what they feel by **VERBALLY LABELLING** what you notice.
4. **LISTEN** with empathy and show understanding and acceptance of the emotion by **VALIDATING** their experience.
5. **SET LIMITS** and help them to **PROBLEM SOLVE**, if necessary.



Research shows that students who have been supported through emotion coaching are more likely to:

- Engage in academic activities
- Experience positive relations with peers
- Avoid negative behaviours
- Score higher on achievement tests
- Have a more positive attitude towards school, and
- Engage more in the classroom.



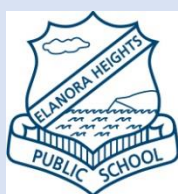
There are many other programs Elanora Heights Public School integrates to support student wellbeing. They include:

Youth Worker (K-6)	Mindfulness activities (K-6)
Wellbeing Ambassadors (Yr 6)	Child Protection (K-6)
Interrelate (Yr 5-6)	Dancesport (Yr 5)
Surf Safety (Yr 5)	Anti-bullying programs (K-6)
CPR Training (Yr 5-6)	Cares Bike Safety (Yr 6)
Life Education (K-6)	Interrelate Program (Yr 5-6)
Tell Them from Me Survey (Yr 4-6)	Buddies (K-6)
PCS Emotional Health Survey (Yr 4-6)	Live Life Well @ School (K-6)
Cyber safety Workshops (Yr 4-6)	Learning Support Team (K-6)
Parent Education (K-6)	School Psychologist (K-6)
Morning Tea with the Principal (Yr 6)	Zoomanora (K-6)
Birthday visits (K-6)	



Within the classroom, teachers reinforce positive behaviour by using the Second Step strategies. They also acknowledge student effort and achievement through a range of positive reinforcement strategies both intrinsic and extrinsic. These positive reinforcers are tailored to the age and individual needs of students in the class. Refer to the Managing Behaviour Incidents chart for classroom responses to negative behaviour.

BEHAVIOUR MANAGEMENT SYSTEM



Elanora Heights Public School

RESPECT **ACHIEVEMENT** **RESPONSIBILITY**

Managing Behaviour Incidents

<p>Minor Warning</p>	<ul style="list-style-type: none"> The teacher who issues the warning records the warning in Sentral. The class teacher is to monitor minor warnings on Sentral and follow up where necessary. For example, repeated minor warnings may warrant further discussion with the child or a meeting with the parent/s. 	
<p>Major Incident</p>	<ul style="list-style-type: none"> Student is counselled about the incident (allow student a voice about what happened and why). The teacher present at the time of the incident records incident details in Sentral. If the incident occurs outside of the regular classroom, the classroom teacher is notified by the issuing teacher. The classroom teacher can add further comments in Sentral if necessary. The teacher's direct supervisor i.e. Assistant Principal is notified of the incident. The incident is discussed prior to phone call to parent. The Assistant Principal will notify the Deputy Principal and Principal if required. The Class teacher calls the parent/s. Any relevant notes are recorded in Sentral. Register of incidents can be reviewed by Learning Support Team and Executive Staff members. Following 3 major incidents, the student meets with the appropriate Assistant Principal for further support and management. 	
<p>Serious Incident OR Suspension</p>	<p><u>Principal &/or Deputy Principal Managed</u> Playground: Teacher notifies executive immediately using help needed card/mobile phone. Executive attends immediately.</p>	<p><u>Principal &/or Deputy Principal Managed</u> Classroom: Teacher notifies executive immediately (phone call). Executive attends immediately.</p>
<p>Appropriate processes to be followed at the discretion of the Senior Executive. This may include; referral to LST, development of learning/behaviour plan, parent notification/meeting, loss of privileges, notification to relevant authorities or suspension.</p>		

SUSPENSION AND EXPULSION

The Department of Education's suspension and expulsion guidelines for NSW Public Schools can be found at:

https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

ANTI-BULLYING

Bullying involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. The school does not tolerate discrimination or bullying of students in relation to their cultural background, ethnicity, gender, age, disability, illness or medical condition. School staff will actively respond to any bullying behaviour.

At Elanora Heights Public School we apply a pro-active approach to bullying through our Second Step program. Anti-bullying lessons are explicitly taught K-6 each year.

Resources and information can be found at: <https://antibullying.nsw.gov.au/>

REFERENCES

1. Committee for Children (2015). Second Step Principal Toolkit. USA. *Second Step, Principal Toolkit* (2015). Seattle, US.
2. Glasser, W. (2010). *Choice Theory in the Classroom*. Harper Collins: Australia.