



# ASHBURY PUBLIC SCHOOL

## Student Wellbeing Policy

### RATIONALE

Ashbury Public School is committed to creating quality learning opportunities for all students. Student wellbeing is integral to learning and we recognise that learning is not limited to academic or cognitive outcomes, it also encompasses emotional, social, physical and spiritual domains.

Wellbeing, or the lack of it, can affect student engagement and research recognises that students who have higher levels of wellbeing are more likely to have higher achievement outcomes at school, better mental health and a more prosocial, responsible lifestyle.

### POLICY STATEMENT

Ashbury Public School will develop teaching and learning environments that foster the development of healthy, happy, successful and productive individuals. We recognise that this can only be achieved in partnership with staff, parents, carers and students.

### IMPLEMENTATION

Teaching, learning and the development of student wellbeing are parallel, integrated and complementary processes. Ashbury Public School's planned approach to wellbeing incorporates the following elements:

#### Teaching and learning

Teaching and learning programs across the school are developed to support students at their relevant stage of learning and development. Teachers strive to provide personalised and differentiated learning, supporting every student to succeed.

The Ashbury Learner Profile (attached) supports teachers, students, parents and carers to define optimal learning behaviours which are modelled and explicitly taught to students.

#### Behaviour, discipline and character education

Ashbury Public School takes a Positive Behaviour for Learning (PBL) approach to student wellbeing and

behaviour. Three school-wide expectations are explicitly taught to students and all members of our community are expected to be safe, respectful learners. Positive student behaviour is recognised through a reward system and teacher praise.

### ASHBURY PUBLIC SCHOOL EXPECTATIONS

Be Safe  
Be Respectful  
Be a Learner

Negative behaviour incidents are treated as opportunities for learning and the restorative practice process is followed to ensure that relationships are repaired and that students develop an understanding of the damage caused as well as a sense of remorse. Students are issued with reminders from their teacher which gives them the opportunity to correct behaviour before it escalates. If the behaviour is not corrected, they may be issued with a yellow or red slip and be expected to spend time reflecting on their behaviour.

Ashbury Public School acknowledges that disruptive behaviour can be considered as a possible manifestation of social, emotional and mental health needs. School staff, therefore, work to understand the underlying cause of disruptive behaviour and provide support to address it, rather than sanction the behaviour as a first resort.

For detailed information on our Positive Behaviour for Learning approach, please see the attached Guide to PBL.

#### Preventing and responding to bullying incidents

Ashbury Public School rejects all forms of bullying, be it physical, verbal, psychological or social.

Bullying is regarded as having these elements:

- a desire to hurt;
- hurtful behaviour (physical, verbal, psychological or social) in a situation where the bully is more powerful than the victim;

- the action is regarded as unjustified, typically repeated; and
- experienced by the victim as hurtful and intentional.

Ashbury Public School aims to:

- provide a safe and happy environment for students, staff and parents;
- develop a school culture in which co-operation is fostered and harassment is not tolerated;
- empower students, staff and parents to deal with issues associated with harassment;
- deal proactively with issues of violence, harassment, intimidation and bullying to create a safe environment;
- teach inclusion in a systematic manner through the curriculum and school culture; and
- acknowledge that all school community members have a responsibility to work together.

For detailed information on procedures, please see the school's Anti-bullying plan.

### Learning and support

Students with identified learning or healthcare needs are entitled to access the curriculum on the same basis as their peers. The school's Learning and Support Team allocates support for students with additional needs and supports teachers to make reasonable adjustments to the curriculum and practices to ensure that all students meet their individual learning potential.

Student learning adjustments are documented in the form of an Individual Education Plan (IEP), Adjustment Plan, healthcare or behaviour plan. For more information on the provision of Learning and Support in the school, refer to the **Learning and Support Policy**.

Students from an Aboriginal or Torres Strait Islander background are entitled to a personalised learning pathway which is written in consultation with the student, their parents or carers and teacher.

### Professional practice

Teachers engage in regular professional learning that is linked to the needs of students, teachers and the school.

All staff undertake mandatory training each year including child protection updates, first aid, anaphylaxis and cardio-pulmonary resuscitation and emergency care (every three years). Further training that is responsive to student need is completed when required.

### Effective leadership

Ashbury Public School recognises that students, staff, parents and carers can all contribute to the leadership of

the school and we regularly seek the feedback of stakeholders on school issues. The school benefits from an active Parents and Citizens' Association (P&C).

Both formal and informal student leadership opportunities are offered and the school has an active Student Representative Council (SRC) with two elected delegates from every class. School Captains and Officers are elected by the students and staff each year from the Year 6 cohort.

The principal and executive staff utilise school and system resources to support the learning and wellbeing of all students. All teachers are mandatory reporters under child protection legislation and they consult the principal when dealing with child protection issues.

### School planning

Planning and evaluation of student wellbeing across the school forms part of the annual school self-evaluation process. Multiple pieces of evidence gathered from students, staff, parents and carers are consulted to guide school planning for student wellbeing.

### Responsibilities

Students are expected to:

- Be safe, respectful learners
- contribute to the provision of a caring, safe environment for fellow students, staff, parents and carers
- provide their views on the operations of the school and in reviews of student wellbeing practices

Teaching and support staff will:

- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff, parents and carers
- make reasonable adjustments for students with identified additional needs
- ensure that they are familiar with the Student Wellbeing Policy and follow the Positive Behaviour for Learning approach
- participate in the review of student wellbeing practices across the school

Parents' and carers' will be encouraged to:

- work in partnership with the school to support their child's learning and wellbeing and share responsibility for shaping their child's understanding of acceptable behaviour

The principal will ensure that:

- a commitment to student wellbeing underpins all school activities
- students, staff and parents are supported to develop strategies to address student wellbeing needs across the school

- student wellbeing practices are regularly reviewed through school planning processes

## **MONITORING, EVALUATION AND REVIEW**

This policy will be reviewed every three years, as a minimum.

### **Links to other resources, related guidelines and resources**

- Student Welfare Policy, NSW DoE (2017):  
<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>
- Student Discipline in Government Schools Policy, NSW DoE (2018):  
<https://education.nsw.gov.au/policy-library/policies/pd-2002-0052>
- The Wellbeing Framework for Schools, NSW DoE (2015):  
<https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools>
- Learning and Support Policy, Ashbury Public School:  
<https://ashbury-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html>



# Ashbury Public School Learner Profile

**We all work hard at Ashbury Public School to be...**

## **Balanced**

We understand the importance of intellectual, physical, social and emotional wellbeing and participate in a variety of activities within and beyond school.

## **Caring**

We demonstrate empathy and respect towards the needs and feelings of others. We care about our world and work to make it a better place and are committed to acting ethically.

## **Collaborative**

We learn from and with one another and freely share our learning.

## **Communicators**

We understand and express ideas and information confidently through a range of media.

## **Creative**

We use our imagination to come up with new ideas and solve problems. We know that sometimes we need to take risks to learn new things.

## **Curious**

We love learning and we demonstrate curiosity about our world. We think deeply and critically as we develop the skills of inquiry and research through our learning.

## **Reflective**

We think about our learning. We assess and understand our strengths and areas for development and work hard to continually develop as effective learners.

## **Resilient**

We know that making mistakes can often be part of the learning process and we are not afraid of uncertainty. We are persistent in our efforts to learn.

## **Resourceful**

We are prepared to learn in different ways. We know how and where to find the tools that will help us to overcome challenges.

## Aim

At Ashbury Public School, we embrace a Positive Behaviour for Learning (PBL) approach which establishes whole school positive learning and behavioural expectations for students - in the classroom and playground. Students are encouraged to be safe, respectful learners who can positively contribute to their school and community. As a staff, we implement this consistently across all classrooms. We want our students to become responsible and positive contributors to society, with a sound understanding of “context appropriate behaviour”

## The PBL Approach

PBL uses a problem-solving approach with four key elements (data, systems, practices and outcomes) that involves the students, parents and the school community.

The PBL process involves a leadership team implementing a problem-solving approach. This team:

- uses qualitative and quantitative data to inform decision making (including ‘Stop and Think’ reflections, classroom and playground reports)
- establishes systems, policies and procedures that support staff to meet the needs of all students
- implements evidence-informed practices to support students.
- oversees the reflection room
- monitors, evaluates and reviews the impact of the school’s PBL systems and processes to inform future directions.

## Restorative Practice

Our PBL approach is underpinned by restorative practice, supporting students in building positive relationships with each other and taking responsibility for their choices.



Reflection is an important practice which allows our students to learn from their actions and grow. The reflection room provides students with the opportunity to reflect on their actions and behaviours independently and then discuss this with a teacher and identify how their behaviour can be changed to ensure they are being safe and respectful learners.

The reflection room is run at lunchtime upstairs in the AP's office by executive teachers. Students who attend have eating time with their class and then come to the reflection room at 12.40 pm.

Students fill out a behaviour reflection plan with the support of an executive teacher. All students are expected to give in depth (age appropriate) responses which display thought and critical reflection.

Once the behaviour reflection plan is completed, the supervising teacher reviews the plan with the students and discusses each response. The discussion is restorative, it focuses on how the behaviour/action could have been changed and what the student will do differently in the future to achieve positive outcomes.

The executive teacher supervising the reflection room ensures students are dismissed at 1pm so that they can engage in physical activity before the end of the lunch break.

At the beginning of each week we establish a school wide focus behaviour that we want to work on as a whole school and we discuss and model how that behaviour looks when used appropriately.

### Tier 1 Behaviour Management

Most instances of inappropriate behaviour are situations when students simply do not think through the consequences in the moment. The issuing of a yellow form (**Minor**) allows students to understand the inappropriate behaviour and to reflect on their choices. Minor incidents are printed on yellow card to remind the recipient to slow down and think through future choices. Students receiving one occasional yellow slip are still considered to be in **Tier 1** of the PBL framework.

### Tier 2 Behaviour Management

Once a student has been issued **three yellow slips** they will attend a **reflection class during the first half of lunchtime**, facilitated by a member of the executive team. **A parent phone call** will be made by the classroom or executive teacher to inform parents of the concern. Students spending time in the Reflection class/room will participate in a Restorative Practice session and complete a **green reflection sheet**. Reflection Sheets are printed on green paper to signify a return to positive behaviour and choices.

Restorative Questions 1	Restorative Questions 2
<p><b>When things go wrong.....</b></p> <ul style="list-style-type: none"> <li>*What happened?</li> <li>*What were you thinking at the time?</li> <li>*What have you thought about since?</li> <li>*Who has been affected by what you have done? In what way?</li> <li>*What do you think you need to do to make things right?</li> </ul>	<p><b>When someone has been harmed.....</b></p> <ul style="list-style-type: none"> <li>*What did you think when you realised what had happened?</li> <li>*What impact has this incident had on you and others?</li> <li>*What has been the hardest thing for you?</li> <li>*What do you think needs to happen to make things right?</li> </ul>

In 2024, executive staff have been trialing Adam Voigt's restorative circles using a P3/P3/F3 approach to facilitate reflection sessions. If a student is required to attend a reflection class twice in a term (equivalent to 6 yellow slips) they will be issued with a red slip (major). A red slip requires students to spend **three consecutive lunchtimes off the playground** and be placed on a **two-week behaviour contract**. A **parent meeting** is to be scheduled with the classroom teacher and a member of the executive team.

### **Tier 3 Behaviour Management**

Students receiving three **Red Slips** who show **NO** modification to their behaviour choices will be at **Tier 3** of the behaviour Management. If this has not already been done, these students will be referred to the Learning and support Team. At Tier 3, parents and staff members will be in regular communication and it is likely that the student will require an **Individual Behaviour Plan**. Students at Tier 3 will be benefiting from other forms of support and intervention in consultation with the school's Learning and support team and the school counsellor.

### **Suspension**

In a small number of cases, students may be required to undertake in-school suspension or suspension from school for a specified period.

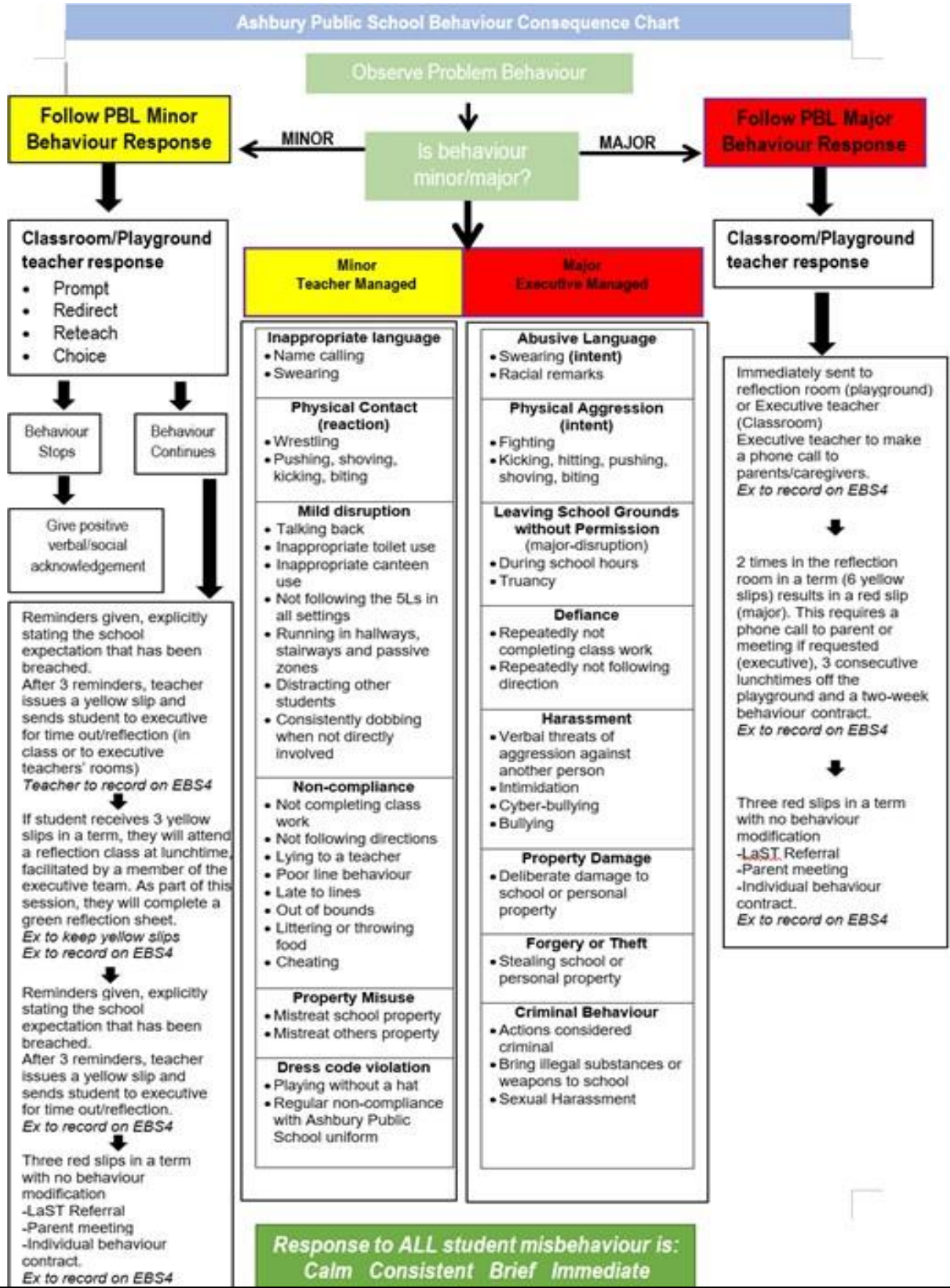


Our PBL process is based on a school-wide set of expectations which apply in every circumstance and setting in which students are learning our core values – Safe, respectful, learners. From these core values, a set of guidelines has been developed for each school setting including the classroom, playground, between classes, toilet area, canteen, hall/assembly areas.

Our expectations are taught and reinforced by:

- explicit teaching of our school-wide expectations and core values
- lessons taught during daily class time
- regular reference to school-wide expectations
- revisiting previously taught expectations
- speaking to students respectfully and with a friendly, positive tone
- actively engaging all students during class instruction
- providing students with praise for accomplishing new tasks, following rules and meeting school-wide expectations
- looking for the positive first and providing immediate, frequent, specific and positive feedback
- using pre-correcting, prompting, positive reinforcement and redirection as we teach
- awarding one PBL award for each class each day
- awarding a gold medal to all students who earn 10 PBL awards in a year

A PBL matrix which communicates expected behaviours in the different learning contexts and environments across the school, is used dynamically to inform explicit teaching of behavior expectations and serves as a reference for students.



**Yellow slip – Classroom & Playground**

Yellow slip #

Name:

Class:

Date:

Time:

What processes have been followed already?

<b>Classroom:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prompt/Redirect</li> <li><input type="checkbox"/> Temporary removal from activity – Thinking time</li> <li><input type="checkbox"/> Reflection in class</li> <li><input type="checkbox"/> Referred to an Executive</li> </ul>	<b>Playground:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prompt/Redirect</li> <li><input type="checkbox"/> Walk with the teacher for 10 minutes</li> <li><input type="checkbox"/> Time in the reflection room</li> </ul>
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<b>Describe the behaviour/s: (please tick)</b> <b>MINOR</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inappropriate Language</li> <li><input type="checkbox"/> Physical Contact (reaction)</li> <li><input type="checkbox"/> Mild disruption</li> <li><input type="checkbox"/> Non- Compliance</li> <li><input type="checkbox"/> Property Misuse</li> </ul>	<b>MAJOR</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Abusive Language</li> <li><input type="checkbox"/> Physical aggression (intent)</li> <li><input type="checkbox"/> Leaving school grounds without permission</li> <li><input type="checkbox"/> Defiance</li> <li><input type="checkbox"/> Harassment</li> <li><input type="checkbox"/> Property damage</li> <li><input type="checkbox"/> Theft</li> </ul>
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**Description:**


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**Action Taken – Executive**

- Reflection sheet
- Parents contacted
- Reflection room



**Draw a picture or list some ideas of what you could do next time that shows you making an appropriate choice:**

**Executive comment:**

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# ANTI-BULLYING PLAN 2021

## Ashbury Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

#### Ashbury Public School's commitment

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.

## 1 School culture and inclusion

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. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

### 1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour code for students and school expectations
Ongoing	Positive Behaviour for learning expectations taught in all classes and discussed at weekly assemblies
March / Term 1	Harmony Day and the National Day for Action Against Bullying and Violence
Ongoing	PBL awards given daily in each class to acknowledge students' positive behaviour



## 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Launch of new school PBL merit system and code of conduct review
Term 1	Classroom Management Fundamentals professional learning modules completed by all teaching staff
Ongoing	Staff, Stage and Learning and Support Team Meetings focused on supporting positive student behaviour
Ongoing	Positive Behaviour for Learning lessons developed in response to data on student behaviour incidents

## 1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

New and casual staff members are informed of Ashbury Public School's approaches and strategies to prevent and respond to bullying behaviour when it occurs through:

- The induction package provided to staff when they commence work at the school
- Mentoring and supervision provided by an executive staff member who support new staff members' transition into the school
- Principal led induction sessions with new staff members

## 2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

### 2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan       NSW Anti-bullying website       Behaviour Code for Students

## 2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1	Meet the teacher presentations include information on our Positive Behaviour for Learning approach
Term 3	The school's anti-bullying plan is reviewed by the School Council and is published on the school website
Term 4	The school's Positive Behaviour for Learning approach is explained to new parents at orientation sessions
Ongoing	Individual meetings with parents and carers of students involved in bullying incidents

## 3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Ashbury Public School implements a Positive Behaviour for Learning approach and we have three behaviour expectations, to be safe, be respectful and be a learner. Positive behaviours are explicitly taught and rewarded in each class. The school approaches all negative behaviour incidents as opportunities for learning and teachers follow the principles of restorative practice to support students to learn from and reflect on their behaviour. The school counsellor can also be engaged to support students to reflect on and modify their behaviour.

Students are taught about preventing bullying and strategies for dealing with incidents of bullying in class through the mandatory implementation of the Personal Development, Health and Physical Education syllabus.

Completed by: Ben Heinecke

Position: Principal

Signature:

Date: 26/7/2021

Principal name: Ben Heinecke

Signature:

Date: 26/7/2021