Student 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 Student Behaviour 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 Student 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.

**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

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

At Maroubra Junction Public School, we strongly encourage parents and caregivers to support our Student 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

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

Suspension and Expulsion of Students – Information for Parents

Student Welfare, Good Discipline and Effective Learning
Student Welfare Policy

Going to a Public School – School Handbook – Discipline

Core Rules
Student Discipline in NSW Government Schools

This policy was endorsed by the Maroubra Junction School Council in July 2013.
## Appendix 1: School Award System

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Respect</th>
<th>Learning</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One</strong> Core Value Stars</td>
<td>Teachers will distribute three Core Value Stars each day corresponding to the three core values of RESPECT, LEARNING and SAFETY. This will make a total of 15 Core Value Stars being distributed each week by every teacher.</td>
<td><img src="image" alt="Respect" /></td>
<td><img src="image" alt="Learning" /></td>
<td><img src="image" alt="Safety" /></td>
</tr>
<tr>
<td><strong>Level Two</strong> Core Value Ribbons</td>
<td>Once a student receives three Core Value Stars in the same category, they are presented with a ‘Core Value Ribbon’ for the respective value.</td>
<td><img src="image" alt="Respect" /></td>
<td><img src="image" alt="Learning" /></td>
<td><img src="image" alt="Safety" /></td>
</tr>
<tr>
<td><strong>Level Three</strong> Master Certificates</td>
<td>Once a student receives two 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.</td>
<td><img src="image" alt="Respect" /></td>
<td><img src="image" alt="Learning" /></td>
<td><img src="image" alt="Safety" /></td>
</tr>
<tr>
<td><strong>Level Four</strong> Badges for Excellence</td>
<td>Once a student receives two 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.</td>
<td><img src="image" alt="Respect" /></td>
<td><img src="image" alt="Learning" /></td>
<td><img src="image" alt="Safety" /></td>
</tr>
</tbody>
</table>
## Appendix 2: Strategies for Inappropriate behaviour

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Level 1 | The student breaks the Core Value Code. | - The student is given a name on the board warning and a Core Value reminder.  
- If the behaviour persists a cross is placed beside the student’s name (second warning).  
- If the behaviour continues, a second cross is placed beside the student’s name (third warning) and they are sent to a Time Out area within the classroom. |
| Level 2 | The student repeatedly breaks the Core Value Code while in classroom Time Out. | - On the fourth warning, the student is sent to a Time Out area within a Buddy Class. The student is taken to the allocated Buddy Class by two other students with a Behaviour Reflection Form, indicating the value that they have broken and the specified time to remain in the Buddy Class. The student completes the reflection questions on the back of the Behaviour Reflection Form. They must also be sent with work to complete. After completing the Buddy Class Time Out, the teacher signs the form and the student is taken back to their class teacher.  
- The class teacher enters the incident and action taken onto Wellbeing in SENTRAL.  
- All completed Behaviour Reflection Forms are to be forwarded on to the Assistant Principal responsible for that stage. |
| Level 3 | The student's behaviour is unsatisfactory in the Buddy Class. OR The student has received two Behaviour Reflection Forms within one term. | - If the Behaviour Reflection Form is marked unsatisfactory by the Buddy Class teacher, 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 Assistant Principal enters the incident and action taken onto Wellbeing in SENTRAL. |
| Level 4 | The student fails to improve their behaviour and has received three Behaviour Reflection Forms. OR The student is involved in a serious incident of:  
- Fighting  
- Bullying  
- Stealing  
- Swearing | If a student receives three Behaviour Reflection Forms within a term, the Assistant Principal responsible for that stage is notified and a meeting involving the student, class teacher, parent and Assistant Principal is organised. During this meeting a Behaviour Action Plan is developed. The Behaviour Action Plan is communicated to the Principal and 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 Assistant Principal, Deputy Principal or Principal enters the incident and action taken onto Wellbeing in SENTRAL and also DEC Wellbeing. |
| Level 5 | The student fails to improve their behaviour after the Behaviour Action Plan meeting. OR The student is involved in an incident of extreme misbehaviour  
- violence or threats of violence  
- possession of illegal drugs  
- possession of offensive weapons  
- persistent disobedience  
- criminal behaviour. | 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. Notes made in DEC Wellbeing |