Croydon Public School

Student Welfare Policy

2017

CPS Student Welfare Policy

Contents

Positive Behaviour for Learning

Student Wellbeing

Positive Behaviour for Learning Purpose

To empower students, staff and parents to enhance and maintain a positive, respectful and successful school community.

What is Positive Behaviour for Learning (PBL)?

Positive Behaviour for Learning (PBL) is an evidence-based whole school systems approach to behaviour management that actively teaches and reinforces positive behaviour. It enables students to be very aware of our expectations for their behaviour, and allows teachers to deliver consistent responses. With PBL, students clearly know what is expected of them, and therefore they have more opportunities to experience success in meeting those expectations.

Our school-wide expectations

Our school-wide expectations are represented with a chameleon mascot. Chameleons can change colours and adapt to new situations, and the four expectations we have decided on as a community are represented by different colours. We expect our students to be:

- Respectful
- Resilient
- Safe
- Active Learners

How does PBL work?

- **Positive behaviour that is consistent with our expectations is openly reinforced and rewarded using 'gotchas'.**
  Our award system is linked to our expectations and is consistent across the school.
- **Each fortnight we have a focus expectation, as well as a weekly focus area.** For example, in Term 1 Weeks 3 and 4 our expectation is being RESPECTFUL. In Week 3 we teach students how to be RESPECTFUL in the TOILETS and in Week 4 we teach students how to be RESPECTFUL in MORNING LINES.
- **A PBL lesson is delivered by every class in the school each Monday.**
  School wide expectations are taught in weekly PBL lessons.

An active Learner is engaged in and responsible for their learning. They are curious to discover new things and ask questions. They are active listeners and seek help if they don't understand. **Active learners** are prepared and ready to learn, and follow instructions provided by teachers, other staff and volunteers. They also collaborate well with their peers. **Active learners** persevere and take risks. They see that learning is the result of effort, not just ability; that everyone can learn and improve.	**Respectful** students show care and consideration to themselves, to others and to their environment. They take pride in the way they present themselves and acknowledge the achievements of others. Students are **respectful** when they pay attention to the needs of other students as well as themselves, and are polite in their interactions. They take care of property and they look after the school environment.
A **resilient** student can recover quickly from challenges or difficult situations. They can look for the positives in life at school and understand that things will not always go the way they want them to. Importantly, **resilient** students have the skills to bounce back from disappointment. **Resilient** students can work well with other students in the classroom and keep calm on the playground. They are optimistic, patient, responsible, independent and are problem solvers.	Students are **safe** when they act responsibly to ensure their physical wellbeing. They recognise that their safety depends on their behaviour, which can be determined by the environment that they are in. **Safe** students are aware, sensible, responsible and listen carefully.

Award System

Gotchas

Teachers hand out different coloured '**gotchas**' (cardboard tokens) to students to reinforce behaviour that is in line with each of our expectations.


Students can obtain gotchas from any teacher in any school setting for example, in the classroom, playground, library and during school sport.

To gain a:
- **Respectful gotcha,** students must demonstrate respectful expectations e.g. follow instructions, keep the school tidy, take care of property and wear correct uniform.
- **Resilient gotcha,** students must demonstrate resilient expectations e.g. stay positive, be accountable, and speak calmly to solve a problem.
- **Safe gotcha,** students must demonstrate safe expectations e.g. keep my hands and my feet to myself and be in the right place at the right time.
- **Active learner gotcha,** students must demonstrate active learner expectations e.g. be prepared for learning and be an active listener.
  The PBL expectation matrix provides an outline of all expectations in all settings.

Students collect gotchas to trade in for an expectation award. Each class has their own system for storing gotchas, however students are responsible for collecting and managing their gotchas.
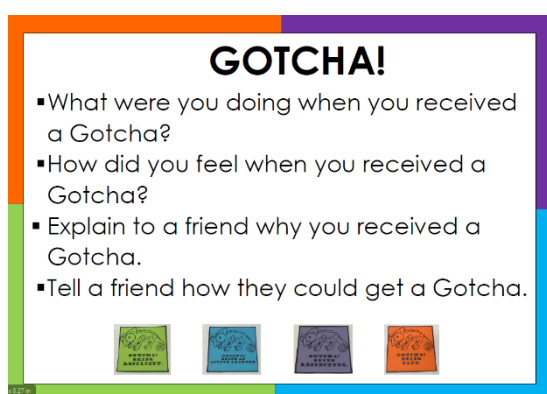

Teachers prompt students to reflect on their behaviour and why they received a gotcha.

The PBL award system cycle restarts at the beginning of each new school year.

Expectation Awards

There are two ways for a student to receive an expectation award.

1. 10 gotchas of any one colour can be traded in for an expectation award. For example, 10 green resilient gotchas can be traded in for a green resilient award, which is presented in class by the classroom teacher.

2. Teachers award one expectation award per fortnight to a student they believe has been demonstrating behaviour that is consistent with the focus expectation. For example, the focus in Term 1 Weeks 3 & 4 is RESPECTFUL, so each teacher will award one student with a RESPECTFUL award, which is presented at fortnightly assembly.
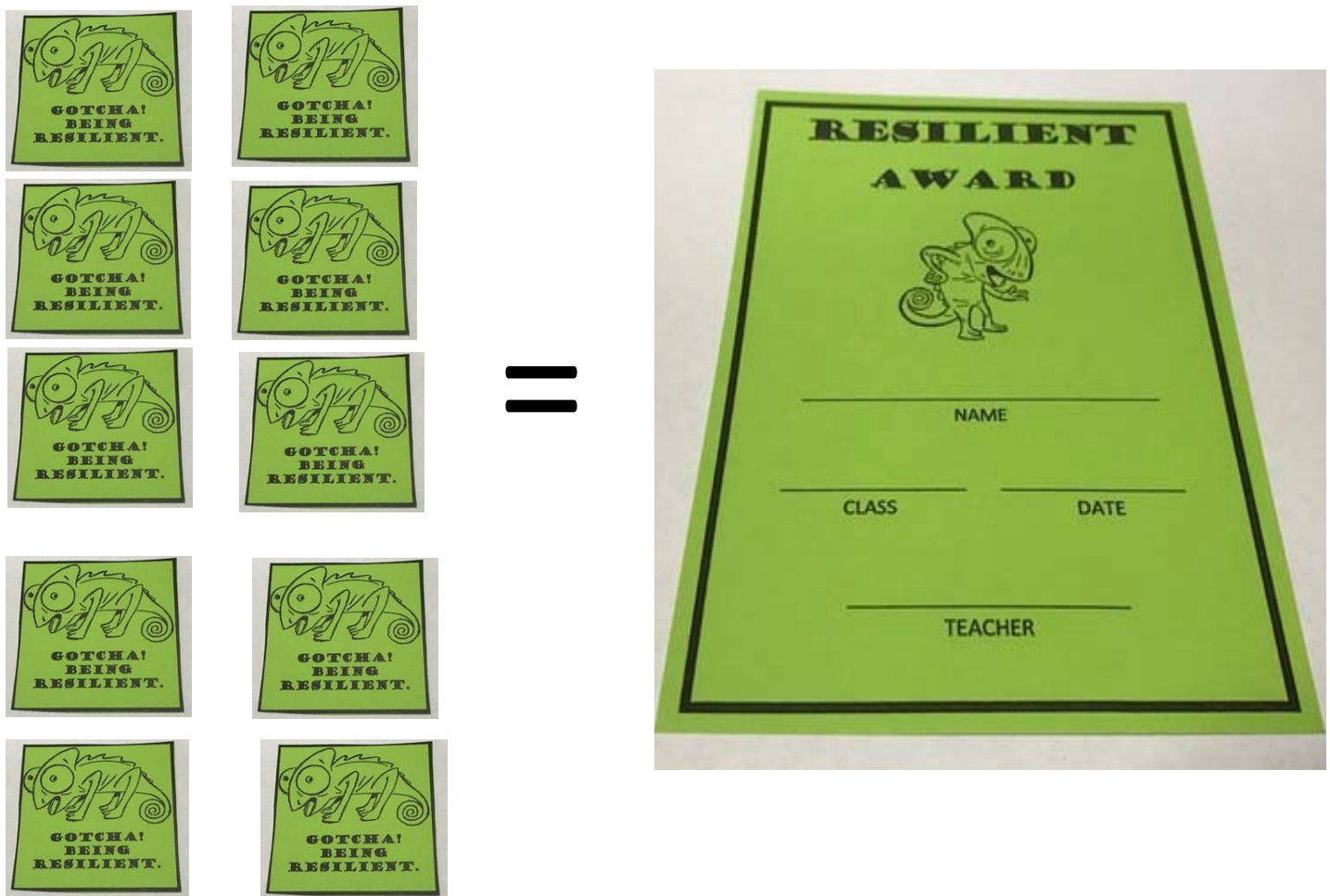
Presented in class

Higher Level Awards

When students have received one of each expectation award, they are eligible for a bronze award. After this they begin to collect gotchas again and work towards a silver award, then towards a gold award, then a diamond award and finally the Principal's medal. These awards are presented at fortnightly assemblies. The PBL award system

cycle restarts at the beginning of each new school year.

1st Respectful Award	2nd Respectful Award	3rd Respectful Award	4th Respectful Award	5th Respectful Award
1st Resilient Award	2nd Resilient Award	3rd Resilient Award	4th Resilient Award	5th Resilient Award
1st Safe Award	2nd Safe Award	3rd Safe Award	4th Safe Award	5th Safe Award
1st Active Learner award	2nd Active Learner award	3rd Active Learner award	4th Active Learner award	5th Active Learner award

BRONZE → **SILVER** → **GOLD** → **DIAMOND** → **PRINCIPAL'S MEDAL**

+prize   +prize   +Principal's Morning tea

Teachers keep track of student progress. The PBL award system cycle restarts at the beginning of each new school year.

Name	1st Respectful	1st Safe	1st Resilient	1st Active Learner	Bronze	2nd Respectful	2nd Safe	2nd Resilient	2nd Active Learner	Silver	3rd Respectful	3rd Safe	3rd Resilient	3rd Active Learner	Gold	4th Respectful	4th Safe	4th Resilient	4th Active Learner	Diamond	5th Respectful	5th Safe	5th Resilient	5th Active Learner	Principal's Medal

Merit Certificates

Teachers award two merit certificates solely for academic achievement / learning at fortnightly assemblies. Students will be able to accumulate 10 merit certificates for a Principal's Merit Award throughout K-6.

CROYDON PUBLIC SCHOOL
Merit Certificate
Name...
For..
Class.................... Date.......................
Teacher............... Principal....................

CROYDON PUBLIC SCHOOL
Principal's Certificate
Name...
For..
Class.......................
Principal............... Date.......................

CROYDON PUBLIC SCHOOL PBL MATRIX

Setting	Active Learner	Respectful	Resilient	Safe
All Settings	•Be prepared for learning •Be an active listener •Put in your best effort.	•Follow staff instructions •Keep the school tidy •Take care of all property •Wear correct school uniform with pride •Be cooperative and use manners	•Stay positive •Be accountable •Speak calmly to solve a problem •Learn from your mistakes •Persevere when faced with a challenge	•Keep my hands and my feet to myself •Be in the right place at the right time •Be aware of your surroundings •Be sun safe
Classroom	•Ask relevant questions •Collaborate •Stay on task •Bring your learning materials	•Pay attention •Use inside voices •Cooperate with peers •Welcome visitors	•Learn from feedback •Have a go •Show initiative •Be a problem solver	•Enter and leave classrooms sensibly •Use equipment safely •Put resources away •Tuck chairs in
Transitions and Messages	•Get to class promptly •Listen for instructions •Deliver messages clearly	•Walk quietly •Knock and wait before entering	•Wait patiently •Show initiative	•Walk in two lines and keep to the left •Wait patiently and sensibly in kiss and ride area •Walk scooters and bikes inside the school
Morning Lines	•Arrive on time •Listen to messages	•Listen and pay attention •Face the right direction •When it is time, walk quietly and sensibly	•Wait patiently	•Line up in two lines, wearing school bag and hat •Keep hands, feet and objects to self
Assembly/Hall	•Value the ideas and contributions of others •Listen for instructions	•Enter and leave quietly •Clap politely •Pay attention •Stand and sing the anthem and school song proudly	•Celebrate the achievements of others •Be patient	•Enter and leave the hall sensibly •Use equipment safely

Library	•Borrow books and read regularly •Bring your library bag •Stay on task	•Enter and leave quietly •Handle books with care	•Wait patiently •Learn from feedback •Show initiative •Be a problem solver	•Wait for the second bell to go to the library at lunch •Walk sensibly up the ramp/stairs •Leave your bag on the ramp, touching the wall
Toilets	•Leave the toilets promptly •Go to the toilet during break times •Be water wise •Report problems to a teacher	•Keep the toilets clean and tidy •Turn taps off •Respect the privacy of yourself and others •Use toilet paper appropriately	•Wait patiently	•Be sensible and responsible •Wash hands with soap
Online Spaces	• Think before posting information online • Use time wisely • Learn from feedback • Ask questions to help you learn	•Use netiquette •Respect your peers •Be mindful of others learning	•Share resources •Learn from feedback	•Keep private information private •Protect yourself online •Report any problems to an adult •Keep electronic devices off and in school bag
Office/ sick bay	•Deliver messages promptly and return to class •Speak clearly	•Say please and thank you •Speak politely	•Wait patiently	•Ask for permission •Walk inside the building
Excursions / Sport	•Participate •Play by the rules	•Be fair •Be a team player •Speak nicely •Include and encourage others	•Be a good winner and a good loser •Learn from feedback •Have a go	•Always stay with your class or team •Use equipment appropriately

CROYDON PUBLIC SCHOOL PBL PLAYGROUND MATRIX

Setting	Active Learner	Respectful	Resilient	Safe
All Settings	• Be prepared for learning • Be an active listener	• Follow staff and volunteer instructions • Keep our school tidy • Take care of property (self, peers, school) • Wear correct school uniform with pride	• Stay positive • Be accountable • Speak calmly to solve a problem	• Keep my hands and my feet to myself • Be at the right place at the right time
Amphitheatre	• Cooperate	• Be mindful of classrooms/learning	• Wait patiently	• Sit quietly
Canteen	• Cooperate	• Say please and thank you • Take turns	• Wait patiently	• Wear your school hat • Line up sensibly
Playgrounds: Fields Handball Courts Basketball Court Cricket Nets COLA	• Negotiate and play by the rules • Participate	• Be fair • Take turns • Speak nicely • Share our space • Include and encourage others	• Be good winner and a good loser • Have a go	• Be aware of those around you • Wear your school hat
Equipment	• Cooperate • Participate	• Take turns • Speak nicely	• Wait patiently • Have a go	• Be aware of those around you • Wear your school hat

PBL LESSON SCOPE AND SEQUENCE

Term 1

Week	Expectation	Focus Area
1	SDD	
2	Respectful, Safe, Active Learner, Resilient	All settings – 1 lesson each day
3	Respectful	Toilets
4	Respectful	Morning Lines
5	Resilient	Excursion/Sport
6	Resilient	Transitions
7	Active Learner	Classroom
8	Active Learner	Online Spaces
9	Safe	Toilets
10	Safe	Library
11	All Expectations	Canteen

Term 2

Week	Expectation	Focus Area
1	Respectful	Classroom
2	Respectful	Excursions/sport
3	Resilient	Assembly
4	Resilient	Playground
5	Active Learner	Toilets
6	Active Learner	Library
7	Safe	Excursions/sport
8	Safe	Morning Lines
9	Respectful	Playground
10	Respectful	Transitions

Term 3

Week	Expectation	Focus Area
1	Resilient	Morning Lines
2	Resilient	Online Spaces
3	Active Learner	Assembly/Hall
4	Active Learner	Office/Sick bay
5	Safe	Classroom
6	Safe	Playground
7	Respectful	Toilets
8	Respectful	Office
9	Resilient	Library
10	Resilient	Toilets

Term 4

Week	Expectation	Focus Area
1	Active Learner	Playground
2	Active Learner	Morning Lines
3	Safe	Transitions
4	Safe	Online Spaces
5	Respectful	Assembly/Hall
6	Respectful	Online Spaces
7	Resilient	Office/Sick bay
8	Resilient	Playground
9	Active Learner	Playground
10	Active Learner	Transitions

CPS Behaviour Management Procedures

All students at Croydon Public School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this it is necessary to maintain high standards of behaviour management. Our school's welfare policy aims to intervene when managing inappropriate behaviour and supporting students to display school expectations.

Responsibilities

All members of the school community are responsible for ensuring that high standards of behaviour management are maintained.

The Principal and the School Executive are responsible for:
- Providing a safe, secure and harmonious work environment for students and staff;
- Developing, implementing and monitoring the school's policy;
- Ensuring school behaviour management procedures are implemented in all classes and that all teachers are informed of procedures;
- Communicating with parents and carers in regard to school welfare policy and procedures.

Teachers are responsible for:

- Supporting the effective implementation of the school behaviour management procedure;
- Communicating with parents/carers in regard to school procedures and the school welfare policy;
- Encouraging responsible behaviour and discouraging inappropriate behaviour through the implementation of our PBL and KidsMatter programs.

Parents are responsible for:
- Supporting the school in the implementation of the school welfare policy;
- Communicating with school staff in regard to their child's behaviour and circumstances which may influence this behaviour;
- Ensuring children attend school punctually each day, unless ill;
- Expect children to take responsibility for their own actions and accept consequences of poor decision-making.

Students are responsible for:
- Following the school expectations, rights and responsibilities and to comply with staff directions regarding behaviour management and appropriate behaviours;
- Demonstrating respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment or intimidation.

Behaviour that Does Not Meet Expectations

Warnings and Consequences

Teachers use a warning system when students are not displaying expected behaviours. Students receive two warnings and are prompted by reflection questions at each level. After two warnings, students receive a consequence from the teacher. If students continue to display inappropriate behaviours, then they are referred to an AP via a yellow referral form.

First Warning → **Second Warning** → **Consequence** → **Sent to AP or DP with yellow form**
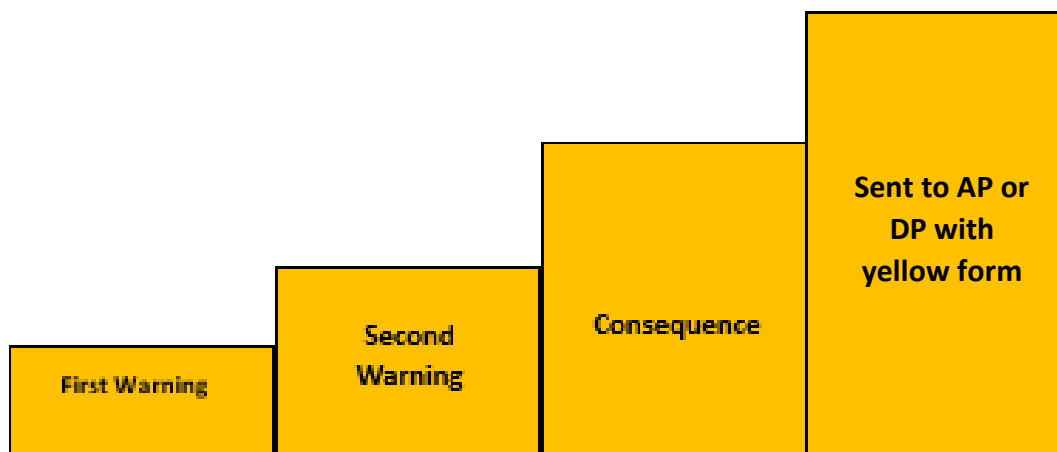
READY TO LEARN

- Do you have all your materials with you?
- Are you focused on the class discussions and activities?
- Are you allowing others to feel safe and happy at school?
- Are you persevering through challenging tasks?
- You are ready to be a safe, resilient, respectful, active learner.

FIRST WARNING

- Were you being safe?
- Were you being respectful?
- Were you being resilient?
- Were you being an active learner?
- Could you make a better choice now?
- Would you like to move to help you get back on track?

SECOND WARNING

- Were you being safe, respectful, resilient and an active learner?
- Stop, think, reflect
  o Is your behaviour affecting your learning?
  o Is your behaviour affecting other's learning?
  o Is your behaviour allowing everyone to feel safe at school?
- Could you make a better choice now?
- Do you need help to get back on track?

CONSEQUENCE

Example of consequences: time out, loss of lunch time, miss out on an activity.

- Why did you receive a consequence?
- How did you feel about this?
- How could you get back on track to being safe, respectful, resilient and an active learner?
- Do you need help with this?
- Let's bounce back and get back on track!
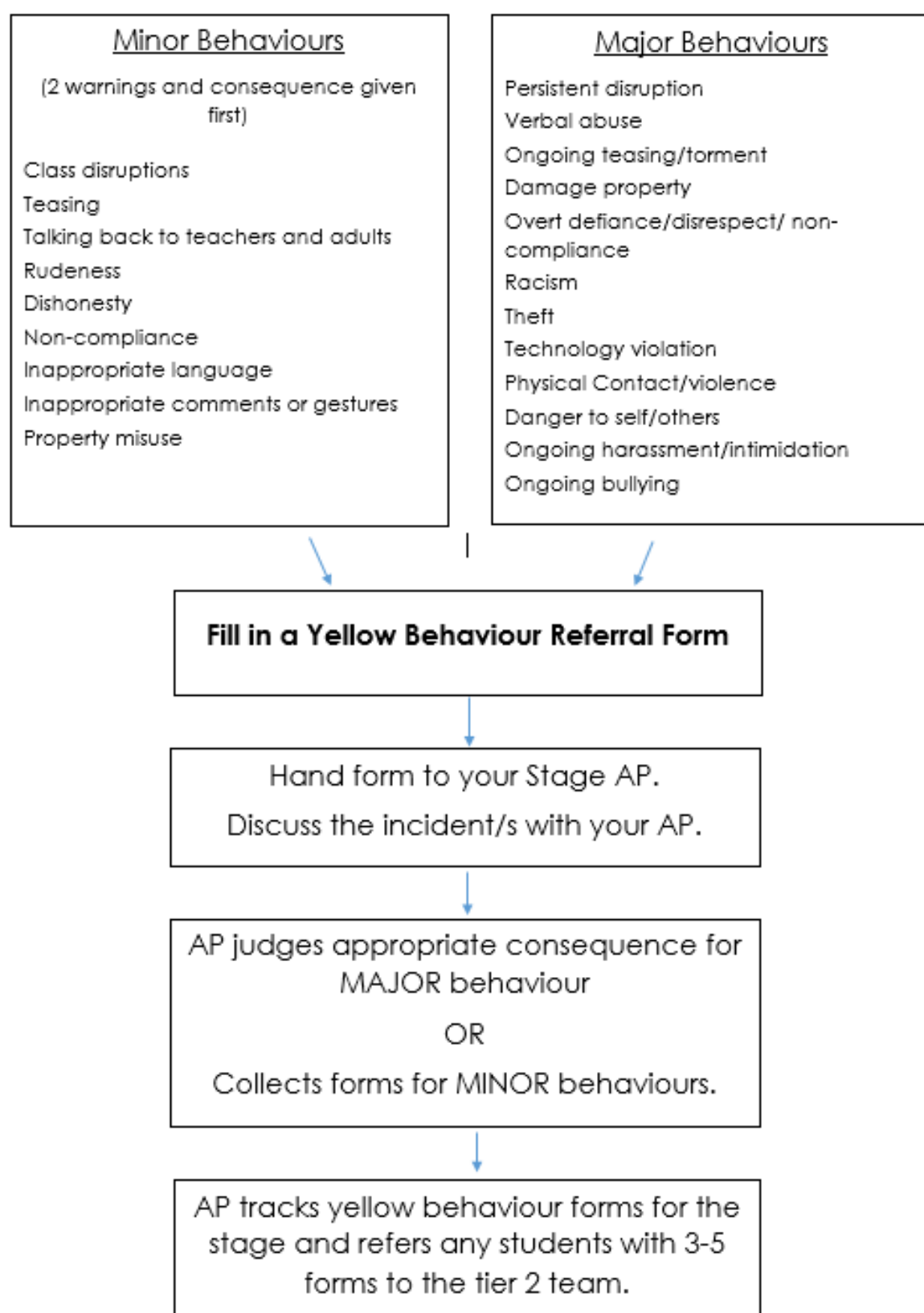
Behaviour Referral Form (Yellow Form)

Although PBL focuses on teaching and positively reinforcing expected behaviours, there are students in the school who require additional support to meet these expectations. Students who continue to display inappropriate behaviours after receiving two warnings and a consequence receive a yellow referral form, which outlines the behaviours displayed and the possible motivation. These forms are completed by teachers and handed to APs. A discussion needs to take place with the AP, either with the student or the teacher, so that the AP is aware of the issue. If students receive a consequence from the AP they will fill out a Behaviour Reflection Form.

Major behaviours immediately receive a yellow referral from and students are sent to the AP or DP. When required, APs and DPs can send the bottom of the yellow form home to communicate with parents about the behavior incident.

Yellow behavior referral forms are collected and kept by Stage APs for data tracking purposes.

BEHAVIOUR REFERRAL FORM

Student:		Date:		Grade:	K 1 2 3 4 5 6
Classroom Teacher:		Referred By:			

Time of incident:		am/pm	❑ Before school	❑ Morning Session	❑ Recess
	❑ Middle Session		❑ Lunch (1st half)	❑ Lunch (2nd half)	❑ Afternoon Session

Location of incident:	❑ Classroom	❑ 3-6 Playground A B F	❑ K-2 Playground	❑ Computer lab
❑ Equipment K-2	❑ Hall	❑ Canteen	❑ Library	❑ Sport / PSSA
❑ Equipment 3-6	❑ Toilets	❑ Scripture	❑ Excursion	❑ Special event

REASON FOR REFERRAL

TEACHER MANAGED:	EXECUTIVE MANAGED:	POSSIBLE MOTIVATION:
Prior to being sent to an AP. I have…	AP MANAGED:	❑ Obtain peer attention
❑ Given 2 warnings	❑ Persistent disruption	❑ Obtain adult attention
❑ A consequence:	❑ Verbal abuse	❑ Avoid peers
- Time out in the classroom	❑ Ongoing teasing/torment	❑ Avoid adults
- Loss of privilege	❑ Damage property	❑ Avoid task/activity
- Changed seats	❑ Overt defiance/disrespect/ non-compliance	❑ Obtain item/activity
- Teacher conference with child	❑ Racism	❑ Don't know
-	❑ Theft	❑ Other _____
Other:_____	❑ Technology violation (major)	
Details of the behaviour:	❑ Other _____	
	DP MANAGED:	
	❑ Physical Contact/violence	
	❑ Danger to self/others	
	❑ Ongoing harassment/intimidation	
	❑ Ongoing bullying	
	❑ Other _____	

DESCRIPTION OF WHAT HAPPENED:

OTHERS INVOLVED:

AP ACTION:	DP ACTION:
❑ AP conference with child	❑ Time in office
❑ Loss of privilege (school level)	❑ Detention
❑ Other _____	❑ Loss of privilege (school level)
	Other _____

EXECUTIVE COMMENTS:

PARENT CONTACTED:				
❑ Phone	❑ Letter	❑ Message	❑ Email	❑ Meeting (Date:)

- -

PARENT ACKNOWLEDGEMENT – PLEASE SIGN AND RETURN

I am aware that my child received a yellow referral form for inappropriate behaviour and not displaying school expectations. I have discussed this behaviour with him/her.

Child's name: _____ Class: _____

Parent's signature: _____ Date: _____

Yellow Behaviour Form Procedures

Minor Behaviours	Major Behaviours
(2 warnings and consequence given first)	Persistent disruption
	Verbal abuse
Class disruptions	Ongoing teasing/torment
Teasing	Damage property
Talking back to teachers and adults	Overt defiance/disrespect/ non-compliance
Rudeness	Racism
Dishonesty	Theft
Non-compliance	Technology violation
Inappropriate language	Physical Contact/violence
Inappropriate comments or gestures	Danger to self/others
Property misuse	Ongoing harassment/intimidation
	Ongoing bullying

Fill in a Yellow Behaviour Referral Form

Hand form to your Stage AP.

Discuss the incident/s with your AP.

AP judges appropriate consequence for MAJOR behaviour

OR

Collects forms for MINOR behaviours.

AP tracks yellow behaviour forms for the stage and refers any students with 3-5 forms to the tier 2 team.

Student Reflection Sheet

Student Behaviour Reflection

Name:_____   Date:_____

You have been involved in an incident where the expectations were not met.

Explain what happened.

Circle which PBL expectation you did not follow:

SAFE   ACTIVE LEARNER   RESPECTFUL   RESILIENT

What were you thinking at the time?	What have you thought about since?
Who has been affected by what you have done?	In what way were they affected?

What could you have done differently?

Use friendly talk   Walk away   Share things   Tell the teacher   Say sorry

Discussed and signed by: _____   _____

Student   Assistant Principal

Dear Parent,

Your child spent some time reflecting today to discuss an incident that did not meet the school expectations. The purpose of this reflective process is to ensure that your child thinks carefully about the consequences of their behaviour so that this may not occur again. Please talk to your child about this and sign the slip below to ensure that we know you are aware of this process. If you wish to speak to the assistant principal involved, please call the school on 9747 3557.

_____

Parent's signature

Behaviour Referrals

Data Decision Rule

Students who require additional support to display school expectations are referred to the PBL Tier Two team. These students are identified by APs on each stage and referred to the Tier Two team when they meet the data decision rule. At Croydon PS, students who receive 3-5 yellow behaviour forms in one term meet the data decision rule and are referred to the PBL Tier Two team.

Referral to PBL Tier Two

Once a student meets the data decision rule they are referred to the PBL Tier Two team by the Stage AP. APs need to fill in a Referral to PBL Tier 2 Behaviour Team sheet, with the classroom teacher.

CROYDON PUBLIC SCHOOL
Providing Quality Education since 1883
Young St, CROYDON 2132 Australia

Referral to PBL Tier 2 Behaviour Team

DATE OF REFERRAL:

STUDENT'S NAME: DOB:

TEACHER: CLASS:

Reason for referral:

Strategies / intervention already attempted:

Possible motivations for behaviour: (please circle)

Obtain peer attention
Obtain adult attention
Obtain items/ activities
Avoid peer(s)
Avoid adults
Avoid task or activity
Don't know
Other _____

Has Best Practise Classroom Management Checklist been completed

Date parents were contacted about the referral:

Class teacher Signature: Stage AP Signature:

Behaviour Interventions

A range of behaviour interventions are used to meet differing needs within the school and to address different motivations for behaviour. Behaviour interventions are put in place by the Tier Two team with consultation with teachers, parents and Learning and Support staff.

Student Wellbeing

Student Wellbeing encompasses everything that the school community does to meet the cognitive, social, emotional, physical and spiritual needs of the students. Using the Department of Education's Wellbeing Framework, the school proactively teaches students about appropriate behaviour, social skills, emotional awareness, relationship building, conflict resolution and bullying prevention in order to help them to connect, succeed and thrive.

KidsMatter

KidsMatter Primary is a mental health and wellbeing initiative for Australian primary schools. It provides proven methods, resources and support to identify and implement whole-school strategies to improve student mental health and wellbeing.

Through KidsMatter Primary, schools undertake a two-to three-year cyclical process in which they plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

At Croydon Public School we use a whole school approach, incorporating mindfulness sessions for students and encouraging students to adopt a Growth Mindset in relation to their learning.

Mindfulness

Mindfulness has been used in schools to help alleviate students stress and anxiety levels and assist them to self- regulate their attention and focus for optimal learning. Studies have found that mindfulness training for students has led to improvements in social and academic skills, self-esteem, self-regulation and better memory and attention.

 At Croydon Public School, teachers have been given strategies to lead students in daily mindfulness activities focused on assisting them to train their attention and focus in order to achieve optimal learning and to help alleviate stress and anxiety.

The Life Skills program is embedded across all years. It uses movement, games, yoga, mindfulness, creative activities, exercise and play to support students to build resilience, develop self-regulation, increase self-awareness, practice positive relationship skills and strengthen problem solving skills. Life Skills uses a focus and value each week that is thread through all activities and reinforced in classroom practice.

Growth Mindset

Through decades of research, Dr. Carol Dweck, a Stanford University Psychologist, found that people's beliefs about their intelligence differ. Some people believe that their intelligence and abilities are unchangeable. This is called a "fixed mindset." Others have different ideas about their intelligence and abilities. Some people believe that it is possible to grow your intelligence through effort. This is called a "growth mindset."

Holding a fixed or a growth mindset has huge implications when it comes to motivation. Students with a growth mindset love challenges, are intrigued by mistakes, enjoy effort, and keep on learning.

At Croydon Public School students undertake regular lessons around building a growth mindset. They know that they can develop their abilities, that effort and dedication make a difference in the formula for success and believe that lifelong learning and resilience is essential for achieving their goals.