

A decorative border of handprints in various colors (dark blue, light blue, white) surrounds the central text. The handprints are arranged in a rectangular pattern, with some appearing as solid colors and others as white outlines.

*Matthew
Pearce
Public School*

*Wellbeing
Policy*



VALUES FOR AUSTRALIAN SCHOOLING

Care and Compassion

Care for self and others

Doing Your Best

Seek to accomplish something worthy and admirable, try hard, pursue excellence

Fair Go

Pursue and protect the common good where all people are treated fairly for a just society

Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness

Be honest, sincere and seek the truth

Integrity

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect

Treat others with consideration and regard, respect another person's point of view

Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

CHARACTER IS DESTINY

— George Eliot

Matthew Pearce Public School



WELLBEING POLICY

CONTENTS

1. CORE RULES
2. INTRODUCTION
3. STATEMENT OF PRINCIPLES, AIM AND OUTCOMES
4. SCHOOL RULES OR WELLBEING CODE
5. BEHAVIOUR MANAGEMENT PLAN
 - a) STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR AND EFFECTIVE LEARNING
 - b) STRATEGIES FOR DEALING WITH NEGATIVE BEHAVIOUR
6. APPENDIX

1. CORE RULES

CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

THE CORE RULES

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, considerably 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.

2. INTRODUCTION

POSITIVE BEHAVIOUR AND EFFECTIVE LEARNING

N.S.W. public schools have the following requirements of all students:

- * Sustained application to learning
- * Respect for other individuals and their property
- * Courtesy to other students, to teachers and to community members
- * Due respect for teachers
- * No violence, discrimination, harassment, bullying or intimidation
- * No weapons
- * No illegal drugs, alcohol or tobacco
- * Peaceful resolution of conflict
- * Adherence to the standards of dress determined by the school community
- * Compliance with all school rules and the School Wellbeing Policy

While meeting these expectations students also have the right to expect courtesy, fairness, respect and excellence in teaching. (Student Welfare, Good Discipline and Effective Learning. - Ministerial Statement December, 1995).

School Rules or Discipline Code

The school rules or discipline code are part of the evidence of a partnership between the members of the school community. (Student Welfare, Good Discipline and Effective Learning. - Ministerial Statement December, 1995).

The Wellbeing Framework for NSW public schools supports the ongoing wellbeing of all students and is embedded in our wellbeing practices at Matthew Pearce Public School. It demonstrates a commitment to wellbeing and supports students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn. (The Wellbeing Framework for schools, 2015)

The school rules of Matthew Pearce Public School have been developed by the students and ratified by both the staff and the parent body through the introduction of Positive Behaviour for Learning (PBL) model.

3. STATEMENT OF PRINCIPLES

We believe that:

- Positive behaviour is fundamental to the provision of quality education for all, and a school community which is seen as safe and motivating by all of its members.
- Shared responsibility and mutual respect are key factors in the achievement of effective learning and positive behaviour. Parents and caregivers, as partners with school staff, share in the responsibility of shaping their children's understanding and attitudes about acceptable behaviour.
- Student self regulation is the ultimate aim of the school.
- The school Wellbeing Policy should be explicit in its expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and negative behaviour.
- The school Wellbeing Policy needs to be fully integrated into the life of the school.

We aim to provide programs that develop self regulation, self review, effective communication, conflict resolution and leadership in students.

To establish a climate that is conducive to sustained application of learning where students will display:

- a sense of dignity and worth
- a sense of personal and social responsibility for their actions and decisions
- a caring attitude towards others
- coherent set of values to guide behaviour
- respect for other individuals and their property
- due respect for teachers and staff
- courtesy to other students, teachers and community members
- compliance to standards of dress as determined by the school community
- safe practices in the classroom, playground and whilst travelling to and from school.

To ensure that:

- responsibility for students' wellbeing is shared by all members of the school community
- resolution of conflict is immediate and peaceful
- the school environment is free of violence, discrimination, bullying, intimidation, weapons and illegal drugs.

All students will:

- feel safe and happy at school
- be treated fairly, with respect and understanding
- display respect and courtesy towards all members of the school community
- demonstrate a sense of responsibility for their actions and decisions
- demonstrate a sense of dignity and worth
- be provided with quality educational experiences in a positive and stimulating environment
- achieve to the best of their abilities.

The school community will:

- accept shared responsibility for the implementation of the school Wellbeing Policy, based on mutual respect and understanding.

The school environment will:

- be safe and secure
- be free of violence, discrimination, weapons or illegal drugs.

4. SCHOOL RULES

Each week, during Assembly, a PBL challenge is issued to the students outlining a particular rule. All teachers will reinforce the PBL challenge in the classroom.

Our PBL rules will be displayed in each classroom and around our school buildings and grounds. These rules will be consistently applied and revisited to ensure awareness of expectations and consequences by all parties.

The rules support our PBL expectations:

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

“We are being Safe, Respectful, Responsible Learners”



BEHAVIOUR EXPECTATIONS MATTHEW PEARCE PUBLIC SCHOOL



Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> • I keep my hands and feet to myself. • I report any problems. • I stay where I am supposed to be at all times. • I use equipment correctly. • I am aware of the safety of others around me. • I move safely from place to place. 	<ul style="list-style-type: none"> • I am courteous, considerate and polite to others. • I follow teachers' instructions. • I say NO to bullying. • I wear my school uniform with pride. • I care for school property and grounds. 	<ul style="list-style-type: none"> • I actively participate in class. • I do my best to learn and achieve. • I am on time for school activities. • I encourage others to learn and play. • I resolve problems fairly. • I leave banned items at home.

All common area behavioural expectations are to be included with behavioural expectations for all other areas.

BEHAVIOUR EXPECTATIONS MATTHEW PEARCE PUBLIC SCHOOL

	Be Safe	Be Respectful	Be Responsible
Class (All teaching settings)	<ul style="list-style-type: none"> I ask permission to leave my seat/class. I sit on my seat properly. I follow the safety procedures of the class. 	<ul style="list-style-type: none"> I listen to and look at the person who is speaking to the class. I put my hand up and wait silently to speak. I take my hat off when I enter the room. I am accepting of the opinions and contributions of others. I treat everyone with kindness. 	<ul style="list-style-type: none"> I do my class work to the best of my ability. I bring the equipment needed for each lesson. I keep a low level of noise to allow others to learn.
Playground Ovals Hard surfaces	<ul style="list-style-type: none"> I stay inbounds (in view of the teacher). I act and play safely and fairly. I report dangers or damaged equipment. I walk on hard surfaces. I wear my school hat. I report strangers to a teacher. I choose safe ways to play and behave. I think carefully and solve problems sensibly. 	<ul style="list-style-type: none"> I speak politely and use friendly language. I share playground space fairly. I wait my turn at the canteen. I put my rubbish in the bins. I wait quietly for my teacher. I say sorry if someone is accidentally hurt by my actions. I follow instructions. 	<ul style="list-style-type: none"> I use lunchtime effectively by having something to eat, talking to friends, playing a game, visiting the library or seeing a teacher. I start walking to lines when the bell goes. I invite others to participate/join in. I report to the teacher if I need to leave the playground.
Toilets	<ul style="list-style-type: none"> I wash my hands after using the toilets. I have permission if I go to the toilets during class time. 	<ul style="list-style-type: none"> I use the toilets correctly. I wait quietly for my turn. I keep the toilet facilities clean. 	<ul style="list-style-type: none"> I use the toilets during break times. I return from the toilet quickly and quietly. I save water by turning off the tap.
Canteen	<ul style="list-style-type: none"> I stand in line patiently and wait my turn. I walk to and from the canteen. I allow for the personal space of others. I only line up if I am buying. 	<ul style="list-style-type: none"> I look at and listen to the person serving me. I speak politely using please and thankyou. I keep a quiet voice while waiting. I am polite to others in line. 	<ul style="list-style-type: none"> I have my money ready in my hand. I choose the correct line to wait my turn. I buy my own items. I move to the eating areas after purchasing. I put my litter in the bin.

	Be Safe	Be Respectful	Be Responsible
Hallways (Internal & External)	<ul style="list-style-type: none"> • I stay to the left when walking. • I line up as directed by my teacher. • I use the railings for my hands. • I carry my bag safely so it won't hit into others. 	<ul style="list-style-type: none"> • I walk quietly so others can continue learning. • I stand and wait for my teacher's instructions. • I enter and exit classrooms calmly. • I allow for the personal space of others. 	<ul style="list-style-type: none"> • I move quickly and quietly from one place to another. • I show good listening skills.
Bus Bay/ Bus	<ul style="list-style-type: none"> • I wait patiently for the bus. • I stay in my waiting area. • I get on and off the bus without pushing. • I keep myself and my belongings inside the bus. 	<ul style="list-style-type: none"> • I speak politely to the bus driver and other passengers. • I sit and remain in my seat. • I follow the code of conduct. 	<ul style="list-style-type: none"> • I behave as expected on the bus. • I have my bus pass or money ready. • I listen carefully and follow instructions.
Assemblies	<ul style="list-style-type: none"> • I walk to and from assemblies. • I am still and quiet in my class line. • I allow for the personal space of others. • I keep my belongings in the right place. 	<ul style="list-style-type: none"> • I look at the person speaking. • I listen carefully to what is being said. • I greet teachers and students politely. • I congratulate the achievements of others. 	<ul style="list-style-type: none"> • I think about what is presented at the assembly. • I participate when required – National Anthem, School Pledge/Resolve/Motto.
Office	<ul style="list-style-type: none"> • I stand and wait quietly at the counter to be served. • I stand at the office door, knock then wait patiently. 	<ul style="list-style-type: none"> • I speak politely using, 'excuse me,' please and thankyou. • I say "May I please..." when making a request. • I greet office staff by using their names. • I show appreciation for the help that I receive. 	<ul style="list-style-type: none"> • I pay attention to what's happening in the office before proceeding with my request. • I check that I understand what I am asked to do.
Waiting after school	<ul style="list-style-type: none"> • I stay in the school waiting area. • I am aware of traffic and walk to the car. • I get in on the passenger's side. 	<ul style="list-style-type: none"> • I allow others to exit by making room and moving out of the way. • I keep my belongings out of the gardens. • I allow for the personal space of others. 	<ul style="list-style-type: none"> • I wait patiently. • I watch for my pick up. • I keep my games and toys in my bag.

5. BEHAVIOUR MANAGEMENT PLAN

a) STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR AND EFFECTIVE LEARNING RATIONALE

At Matthew Pearce we reward positive behaviour and encourage and celebrate participation, effort and achievement in all areas of school life.

Our school- based reward system is through our levelled Pearce Awards across K-6.

Currently, children gain the first award- BLUE for outstanding:

P articipation
E ffort
A chievement
R eliability
C itizenship
E nterprise

With the PBL (Positive Behaviour for Learning) behaviour system, students are also rewarded with a RAM award for being a **safe, respectful, responsible** learner in our playground and in all other non-classroom settings. Each time a student collects 10 RAM awards, the student also earn a BLUE award. They are also eligible to attend a special event at the end of each term.

The new Pearce Award achievement levels are as follows:

10 Pearce Awards = Red Award

Red Awards are awarded to remind students that they have received 10 Pearce Awards and are an incentive to keep striving towards the next award level.

40 Pearce Awards = Bronze Award

Students will be presented a Bronze Award and a badge at a Recognition Assembly. These assemblies occur each term and parents of eligible students are invited to attend and share the celebration.

80 Pearce Awards = Silver Award

Students will be presented a Silver Award and a badge at a Recognition Assembly. These assemblies occur each term and parents of eligible students are invited to attend and share the celebration.

120 Pearce Awards = Gold Award

The Gold Award is the milestone that we hope the majority of our students will strive to achieve by the end of Year 6. Gold Awards and badges are also presented at Recognition Assemblies.

160 Pearce Awards = Platinum Award

The Platinum Award is an acknowledgement that the recipient has progressed a substantial way past a Gold Award and also gives students who may achieve a Gold Award before Year 6, the incentive to keep striving to earn Pearce Awards. Platinum Award certificates and badges are presented at Recognition Assemblies.

200 Pearce Awards = Principal Medal

The Principal Medal recognizes the students who progress through our system at an outstanding rate, based on their Participation, Effort, Achievement, Reliability, Citizenship and Enterprise (spelling PEARCE).

Our Bronze, Silver, Gold and Platinum certificates and Principal Medal are presented at a whole school assembly at the end of each school term and attending parents are invited to join their children for morning tea.

MERIT CERTIFICATES (K-6)

Class teachers award merit certificates to the children in their classes who have performed well in their class. These awards are given for many reasons. These are presented at the K-6 Assemblies to ensure every child receives at least one during the year. Each merit certificate represents a Pearce Award.

b) STRATEGIES FOR DEALING WITH NEGATIVE BEHAVIOUR.

CONSEQUENCES FOR NON-COMPLIANCE

Teachers will revise class rules and the PBL expectations with the class, at the beginning of the school year and each week throughout each school term to ensure all children understand their rights and responsibilities at school. It is essential that all children understand the definition of each expectation.

MINOR OFFENCES AND CONSEQUENCES

Behaviour Grid		
Minor	Definition	Action
Running on concrete	Danger to self and others (includes all hard surfaces). Safe running during structured ball games is allowed.	Student name noted and incident recorded in Sentral by teacher on duty.
Hat/Uniform	Not wearing hat in line with school sun safe policy. Not wearing school uniform correctly.	
Out of bounds	Being in an area that is marked/described as an unsafe area within the school grounds.	
Teasing	Isolated incident of name calling, excluding, antagonising others.	
Unsafe Play	Playing in a manner which is unsafe to self and others, eg with sticks or rocks, interfering in others games, play fighting.	
Inappropriate language	Using low intensity inappropriate language (not directed at others).	
Late to lines	Late arrival to lines/class after break without a valid reason.	
Major	Definition	
Physical aggression	Actions involving serious physical contact where injury does or may occur.	Student name and incident details recorded on pink slip and given to relevant executive. Inform classroom teacher. Incident recorded in Sentral by executive teacher.
Throwing objects	Throwing rocks, sticks etc in a manner where injury does or may occur.	
Unsafe/dangerous play	Engaging in games or activities that may or do cause harm to self or others.	
Bullying	Delivery of disrespectful messages to another person eg threats, intimidation, obscene gestures, written notes/pictures. Disrespectful messages include negative comments based on race, religion, gender, age, cultural background, disability or other personal matters.	
Teasing	Engaging in sustained or intense teasing,	
Defiance/disobedience	Refusal to follow directions, talking back and/or socially rude interactions.	
Disrupting others	Ongoing and deliberate disruption to the activities of others.	
Theft/vandalism	Causing destruction, loss or disfigurement of property.	
Verbal Abuse	Delivering verbal messages that include name calling or use of words in an inappropriate way.	
Out of bounds	Being in an area that is outside the school boundaries.	
Swearing	Using inappropriate language directed at others.	

Playground Negative Incident Flow Chart

Minor Behaviour:

running on concrete, hat/
uniform, out of bounds, teas-
ing, unsafe play, inappropriate
language, late to lines
(see grid)



Speak to student and remind
of expectation.
Record name to be entered on
Sentral.

Possible consequences:

Walk with teacher.
Time out to reflect on behav-

Major Behaviour:

physical aggression, throwing
objects, dangerous play, bully-
ing, teasing, defiance, disrup-
tion, theft, vandalism, verbal
abuse, out of bounds, swearing
(see grid)



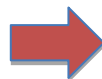
Record incident on Sentral
with notification given to
executive teacher/ grade
supervisor as well as class-
room teacher.

Student/s may be removed
from playground.

Inform classroom teacher.

Grade supervisor to follow up

3 Executive Time
outs



Letter sent home to parents.

WELLBEING POLICY PROCEDURE

1. Students who are involved in a behaviour incident are recorded.
2. The incident recorded on Sentral welfare.
3. Consequences for minor offences need to be immediate and at the discretion of the teacher e.g. 10 minutes spent with the teacher. Restitution should be made where possible.
4. Major offences **MUST** be reported to the Deputy Principals **IMMEDIATELY** so they can act without delay.
5. When teachers are unsure if an offence is minor or major, the issue can be referred to a member of the Executive.
6. The classroom teacher **MUST** enter the incident on Sentral welfare.
7. Grade supervisors are notified on Sentral welfare.
8. The PBL Team will meet on a regular basis to review trends and decide on appropriate consequences for repeat offenders.