

Learning Together Wellbeing Policy

Updated:

August 2019

Review **August 2021**

Endorsed by:

Members of the Manifold Public School Community.

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INTRODUCTION

This policy encompasses everything the Manifold Public School community does to meet the needs of its students and to enhance their happiness and safety. As a school community we demonstrate care, ensure safety and provide opportunities for success and recognition of every student.

Strategies and programs to promote positive student behaviour.

The following programs support wellbeing at Manifold Public School:

MPS Leadership Program, incorporating Family Group activities.

Student Representative Council.

Live Life Well @ School, incorporating the school's Health/Physical Education and Personal Development Program.

Crunch & Sip.

Sunsmart Schools.

Sporting Schools.

Transition to High School and Transition from Preschool.

These programs are implemented in partnership with:

All students. All parents. All staff.

Manifold Public School P&C.

Bentley Community Preschool.

The Rivers P-12 College.

Casino High School, Kyogle High School and Richmond River High School.

C.L.A.S.S. network of Casino small schools.

Department of Health.

School Values

This policy is based on the values and beliefs of the Manifold Public School community.

We are SAFE

We are RESPECTFUL

We are RESPONSIBLE

We are LEARNERS

School expectation of student conduct.

Expectations of student conduct follow the Department of Education "Core Rules". The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the "Core Rules".

See the attached document - [DoE Core Rules](#).

Strategies and practices to promote positive student behaviour. All students in our school are expected to cooperate with staff and other students and to do their best efforts in the classroom and playground during the term. Staff members at Manifold Public School recognise that every student starts **t h e t e r m** at the Gold Level. At the Gold Level students have the right to attend Gold Day Activities and receive recognition because they are SAFE, RESPONSIBLE, RESPECTFUL LEARNERS. If students choose to misbehave and stop other students from learning or hurt other students they may be excluded from the benefits of being on the Gold Level. New students automatically start on the Gold Level and are eligible to attend Gold Day events. If students misbehave seriously or frequently they will lose their Gold Level status for the term. If students continually present good work and achieve, students may receive an award from our recognition system. The school weekly educates students regarding expectations and rules. See Appendix 1.

CLASSROOM REWARDS

Teachers implement individual and whole class reward systems. These classroom rewards could include stickers, online interactive programs (e.g. DoJo), cooking, watching a DVD, **class party**, achievement certificates, special privileges.

WIN BINS

Each classroom has a Win Bin and Win Bin tickets are issued by all staff in conjunction with DOJO points. They are issued to students who have demonstrated **desired social and learning attitudes**. The purpose of a Win Bin is to reinforce positive behaviour immediately. Four times per term draws are made from accumulated Win Bins for Canteen Vouchers (one per class). Short term casual appointments are to administer the Win Bin scheme in their setting.

SCHOOL AWARDS

The school awards are those given for a special effort with academic, social, cultural and sporting activities. They are to be earned by the students and they are the highest level of awards in the school.

Leadership Award / Badge

- Awarded for each class at whole school assemblies for leadership and effort. Parent/carers to be notified before the assembly.
- The award, in the form of a badge, will be presented to students. The achievement will be recognised in the school newsletter.
- It is possible to earn more than one award in a calendar year and it is not designed for every student to receive this award.
- Badge recipients will be recorded on EBS4 Student Record files.

Attendance Award

- A certificate awarded to students who have less than 5 absent days during the school year.

Annual MPS Concert/Presentation Trophies

The following trophies are presented annually for consistently high achievement:

SPORTS AWARD

CREATIVE TALENT

CONTRIBUTION TO SCHOOL CULTURE

JUNIOR WRITER AWARD

SENIOR WRITER AWARD

MATHEMATICS AND COMPUTER SCIENCES

Strategies and practices to manage inappropriate student behaviour.

Consequences result from students making poor choices and resulting in a breach of the school rules or School Code of Behaviour.

A range of options for managing unacceptable behaviour are used within behaviour management plans. Our school adopts the following strategies:

- Meet and greet
- Redirection
- Warning/Reprimand
- Loss of privilege – GOLD LEVEL ACTIVITY, PLANNED SCHOOL ACTIVITY.
- Time out within classroom
- Teacher / student meeting
- Counselling - dependant on school counsellor availability
- Social skills training
- Restitution
- Individual behaviour plans
- Suspension
- Professional & department resources to assist with behaviour planning support
- Parent / Teacher / Student meeting

The school has clearly defined the types of behaviour that are unacceptable and the consequences. They fall into 3 categories:

- Inappropriate Classroom and Playground Behaviour
- Unacceptable Behaviour – Stop/Think & Work On sheets(See Appendix 2 and 3)
- Behaviour of a More Serious Nature – Suspension & Expulsion Procedures

INNAPPROPRIATE CLASSROOM & PLAYGROUND BEHAVIOUR

All teachers are to have their own behaviour monitoring system in the classroom and playground for minor inappropriate behaviour. Teachers must record timeout on the Timeout Record sheet. Teachers will develop strategies to deal with minor misbehaviour in the classroom as part of their classroom management practices. Stop/Think & Work On sheets are to be used for clear breaches of the school rules or the School Code of Behaviour. Stop/Think & Work On sheets are to be used for serious misbehaviour, continual disobedience or repeated uncooperative behaviour. All home/school written correspondence regarding inappropriate behaviour will be recorded on EBS4 student record files.

UNACCEPTABLE BEHAVIOUR – STOP/THINK/WORK ON

Students will be required to complete a Stop/Think & Work On sheet that focuses on identifying behaviour, restitution and identifying strategies to ensure there is no repeat of the poor behaviour choice during the term. See Appendix TWO (K-1) and Appendix THREE (2-6). It will ask students to make judgments about their behaviour in regard to the School Code of Behaviour. These will be completed by the student with teacher supervision.

One Stop/Think & Work On sheet	Class Teacher sends a Notification Letter 1 (See Appendix 4) to parents.
Two Stop/Think & Work On sheets	Class Teacher sends a Notification Letter 2 (See Appendix 5) and Principal requests a meeting with the parents or phone call.
Three Stop/Think & Work On sheets	Principal sends a Warning of Suspension Letter (See Appendix 6) to parents and phone to request an interview.

See DoE Suspension & Expulsion Procedures – Information for Parents.

BEHAVIOUR OF A MORE SERIOUS NATURE:

Students who engage in more serious misbehaviour that impact the safety of others, e.g. stealing, defiance, misconduct on excursion, will result in a Warning of Suspension Letter being sent home notifying parents. A repeated offence within 1 week (i.e. another STOP/THINK & WORK ON sheet) will result in a suspension.

General Excursions: Whilst excursions are planned as an integral component of class curriculum, attendance is a privilege not a right for all students. Students with a history of poor behaviour are only permitted to attend any excursion after negotiation between the class teacher and the Teaching Principal.

Bus Behaviour: At our school we value and teach safe and sensible bus behaviour. If a notification is received of inappropriate behaviour, then the student(s) involved may need to complete a STOP/THINK & WORK ON sheet. If more serious misbehaviours occur the consequences are at the discretion of the Teaching Principal.

The Teaching Principal, in consultation with attending teachers, has the final veto on student attendance at any school activity – on or off site.

NOTE:

All behaviours listed in our guidelines are as a guide only and in every case; context, age of the student, special circumstances, any disabilities and other factors will be taken into account.




APPENDIX 1: MANIFOLD PUBLIC SCHOOL'S EXPECTATIONS AND RULES

	WE ARE SAFE	WE ARE RESPECTFUL	WE ARE RESPECTFUL	WE ARE RESPONSIBLE
ALL LEARNING AREAS	<ul style="list-style-type: none"> *Receive permission to leave the room *Keep hands, feet and objects to yourself *Be on task *Move carefully around classroom T 1 – Wk 2	<ul style="list-style-type: none"> *Have you got your fruit and delivered notes? *Classroom time is for learning *Be quiet when others are learning *Follow teachers instructions T 2 – Wk 2	<ul style="list-style-type: none"> *Use hand voices when working at your desk *Use good personal hygiene *Raise your hand to speak *Use best manners T 3 – Wk 2	<ul style="list-style-type: none"> *Use equipment / furniture correctly *Ask to borrow equipment *Pack up equipment T 4 – Wk 2
PLAY- GROUND	<ul style="list-style-type: none"> *Stay in bounds *Follow play equipment rules *Keep hands, feet and objects to yourself *No school hat: play in the Eating Area T 1 – Wk 3	<ul style="list-style-type: none"> *Follow the rules of the game *Consider others when playing *Be respectful of the games being played around you T 2 – Wk 3	<ul style="list-style-type: none"> *Use respectful language *Move on the first bell *Follow the teacher's instructions *Use the bins T 3 – Wk 3	<ul style="list-style-type: none"> *Care for your property *Ask to borrow equipment *Share and return equipment T 4 – Wk 3
MORNING ASSEMBLY	<ul style="list-style-type: none"> *Stop play on first bell *Check your bag for fruit and notes *Be quiet when waiting for the teacher *Eyes on speaker T 1 – Wk 4	<ul style="list-style-type: none"> *Sit quietly *Allow personal space *Be seated and quiet by second bell *Respect student values – i.e. anthem T 2 – Wk 4	<ul style="list-style-type: none"> *Sit quietly *Allow personal space *Be seated and quiet by second bell *Respect student values – i.e. anthem T 3 – Wk 4	<ul style="list-style-type: none"> *Stop play on first bell *Check your bag for fruit and notes *Be quiet when waiting for the teacher *Eyes on speaker T – Wk 4
MOVING AROUND SCHOOL	<ul style="list-style-type: none"> *Walk on hard surfaces *Keep to the left on paths and ramps *Stay with the class lines/group T1 – Wk 5	<ul style="list-style-type: none"> *Be in the right place at the right time *Move on the first bell at playtime *Be seated and quiet by the second bell T 2 – Wk 5	<ul style="list-style-type: none"> *Be in the right place at the right time *Allow for personal space *Move on the first bell at playtime T 3 – Wk 5	<ul style="list-style-type: none"> *Walk on hard surfaces *Keep to the left on paths and ramps *Stay with the class lines/group T3 - Wk 5
TOILET	<ul style="list-style-type: none"> *Walk on the ramp *Toilets are quiet areas *Use an arm voice *Ask if you need to go to the toilet T 1 – Wk 6	<ul style="list-style-type: none"> *Toilets are private areas *Use an arm voice *Make class time visits quick T 2 – Wk 6	<ul style="list-style-type: none"> *Respect others privacy *Allow for personal space T 3 – Wk 6	<ul style="list-style-type: none"> *Use toilet equipment wisely E.g. toilet paper T 3 – Wk 6
ALL AREAS Canteen and Excursions	<ul style="list-style-type: none"> *Wear hat outside *Stay in bounds *Keep hands, feet and objects to yourself *Respect others personal space T 1 – Wk 7	<ul style="list-style-type: none"> *Show honesty *Take responsibility for your own actions *When lining up walk quietly behind the person in front, hands by side, eyes forward T2 – Wk 7	<ul style="list-style-type: none"> *Speak politely to all (including visitors) *Treat others as you like to be treated *Follow the teacher's instructions *Be in the right place at the right time T 3 – Wk 7	<ul style="list-style-type: none"> *Label all property *Care for all property *Check you have all belongings *Respect other people's property T 4 – Wk 7
BUSES	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Walk to the bus and sit still on your seat *Only stand up when it's your stop *Use arm voices *Wait for the bus to move before you cross the road T 1 – Wk 8	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Walk to the bus and sit still on your seat *Only stand up when it's your stop *Use arm voices *Wait for the bus to move before you cross the road T2 – Wk 8	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Walk to the bus and sit still on your seat *Only stand up when it's your stop *Use arm voices *Wait for the bus to move before you cross the road T3 – Wk 8	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Only stand up when it's your stop *Use arm voices *Wait for the bus to move before you cross the road T4 – Wk 8

APPENDIX 2: STOP/THINK/WORK ON - Junior

You have been placed in the Planning Room for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.

NAME: CLASS: DATE:

What Happened?	<p data-bbox="1003 347 1245 376">How did you feel?</p> <div data-bbox="837 418 1415 533"></div> <p data-bbox="862 574 1391 603">How do you think the other person felt?</p> <div data-bbox="837 644 1415 759"></div> <p data-bbox="978 801 1274 829">How do you feel now?</p> <div data-bbox="837 871 1415 986"></div>	Next time?
Teacher's note:	Teacher's note:	Teacher's note:
My goal is:		

APPENDIX 3: STOP/THINK/WORK ON – Senior

You have been asked to complete a STOP/THINK/WORK ON for a mistake you made with your behaviour. Understanding how you came to make this mistake will help in preventing you from making the same mistakes again. We think you are important, so please answer the questions honestly.

NAME :

DATE :.....

What happened

.....

.....

.....

.....

Where and when did this occur

.....

Why did you act in this way

.....

.....

What will you do in the future to act in a safer or more appropriate way?

.....

.....

.....

How could you make this better?

.....

.....

At Manifold we follow a set of values. Which ones do you need to work on?

- ☐ We are Safe
- ☐ We are Respectful
- ☐ We are Responsible
- ☐ We are Learners

My goal is to

.....

.....

Student SignatureTeacher Signature

Manifold

Public School

Lismore Kyogle Road, Bentley. NSW 2480
Phone: 6663 5220 Fax: 6663 5313

Email: manifold-p.school@det.nsw.edu.au
Teaching Principal: Peter Eckersley

NOTIFICATION LETTER 1.

Date _____

Dear _____,

_____ has completed a STOP/THINK & WORK ON plan today due to the following behaviour:

The purpose of the plan is to support your child in making more appropriate choices. This will include a conference with the teacher to discuss strategies for showing responsible behaviour. The planning sheet about this behaviour is available at the school if you would like to discuss it.

This letter is simply to let you know what is happening with your child at school. The tear off form at the bottom of this letter is so we are sure that you know about this recent behaviour. We welcome being able to talk with you about ways we can help your child at school. If you would like to discuss any aspect of the above information please telephone the school on 6663 5220 to speak with the teacher.

Please remember our school believes in keeping parents informed about their child's behaviour while at school. We value your support in providing a safe, caring learning environment for them and their fellow students.

Yours sincerely,

Manifold Public School



PLEASE SIGN & RETURN NEXT SCHOOL DAY

Stop, Think Work On – Notification 1.

I have spoken to _____ about this matter.

Please tick one of the following and return to school.

☐

I am aware that my child has completed a STOP/ THINK & WORK ON.

☐

I wish to discuss my child's behaviour with the teacher.

Signed: _____ Parent/Caregiver

Manifold

Public School

Lismore Kyogle Road, Bentley. NSW 2480
Phone: 6663 5220 Fax: 6663 5313

Email: manifold-p.school@det.nsw.edu.au
Teaching Principal: Peter Eckersley

NOTIFICATION LETTER 2.

Date _____

Dear _____,

_____ has completed a STOP/THINK & WORK ON plan today due to the following behaviour:

The purpose of the plan is to support your child in making more appropriate choices. This will include a conference with the teacher to discuss strategies for showing responsible behaviour.

I need you to contact the school and make an appointment to meet with myself to discuss your child's behaviour. Please telephone the school on 6663 5220.

Please remember our school believes in keeping parents informed about their child's behaviour while at school. We value your support in providing a safe, caring learning environment for them and their fellow students.

Yours sincerely,

Manifold Public School

✂ _____

PLEASE SIGN & RETURN NEXT SCHOOL DAY

Stop, Think Work On – Notification 2.

I have spoken to _____ about this matter.

Please tick one of the following and return to school.

☐

I am aware that my child has completed a STOP/ THINK & WORK ON.

☐

I have made an appointment to discuss my child's behaviour.

Signed: _____ Parent/Caregiver

Manifold

Public School

Lismore Kyogle Road, Bentley. NSW 2480

Phone: 6663 5220

Fax: 6663 5313

Email: manifold-p.school@det.nsw.edu.au

Teaching Principal: Peter Eckersley

WARNING OF SUSPENSION LETTER

Date _____

Dear _____,

This is to inform you that your child, _____, is at risk of having a suspension as outlined in the school's Learning Together Wellbeing Policy and the DEC requirements for student discipline ([Core Rules](#)). Your child's recent behaviours include:

We will be meeting on _____ to discuss these recent behaviours.

Yours sincerely,

Manifold Public School

✂ _____

PLEASE SIGN & RETURN NEXT SCHOOL DAY

Stop, Think Work On – Warning of Suspension

I have spoken to _____ about this matter.

Please tick one of the following and return to school.

☐

I am aware that my child has completed a STOP/ THINK & WORK ON.

☐

I will be attending a meeting to discuss my child's behaviour.

Signed: _____ Parent/Caregiver

SUSPENSION LETTER

Date _____

Dear _____,

This is to inform you that I have today suspended your child _____ from Manifold Public School, consistent with the procedures of the Department of Education and Communities for suspension and the school's discipline code.

Suspension allows time for the issues that have led to this action to be explored and resolved. It also provides time for this school to plan appropriate support for Phoenix to assist with a successful and safe return to school.

_____ has been suspended for _____ school days.

This short suspension is due to _____.

_____ continues to exhibit the following behaviours:

Your child has been suspended for _____ school days, from the _____ to _____ inclusive.

As a result of this suspension, both you and I are required to do certain things.

I will:

- Seek your assistance and work with you in an attempt to resolve the matter.
- Hold a resolution meeting with you at the earliest possible time to discuss how the matter might be resolved.
- Arrange an interpreter for you if necessary.
- Provide you with a copy of the school discipline code and the Department's suspension and expulsion procedures (attached).

You are expected to:

- Assist me in resolving the matter.
- Contact my office as soon as possible to arrange a time to discuss how the matter might be resolved.
- Let me know if you need an interpreter.
- Arrange a support person to accompany you to the meeting if you wish.
- Be responsible for the suspension, care and safety of Phoenix while on suspension
- Ensure that Phoenix is aware that she is not to enter onto school grounds without my permission, except to attend the resolution meeting.

The school expects that _____ will continue with her studies while suspended. Her on-line programs are accessible and additional activities have been passed onto the family.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal. You may wish to contact the regional office on 66235900 to discuss the appeal procedures.

If you need an interpreter to assist you to contact the school or the regional office, call the Telephone Interpreter Service on 131450. This service is free of charge.

Yours sincerely

Manifold Public School