

3/6/2018



OAKLANDS
CENTRAL
SCHOOL

SCHOOL WELLBEING POLICY

School Wellbeing policy

1. Rationale

- 1.1 What is Wellbeing?
- 1.2 Wellbeing: A Shared Responsibility
- 1.3 Wellbeing: Supported by the core values of public education

2. Connect

- 2.1 Anti Bullying
- 2.2 School Uniforms
- 2.3 Student Participation and Leadership
- 2.4 School Attendance

3. Succeed

- 3.1 Student Behaviour and Discipline
- 3.2 Positive Behaviour for Learning
- 3.3 Protecting Children (Child Protection)
- 3.4 Out-of-Home-Care
- 3.5 Supporting Students with a Disability

4. Thrive

- 4.1 Nutrition in Schools
- 4.2 Sun Safety for Students
- 4.3 Student Health
- 4.4 Drug Education
- 4.5 Road Safety Education, Driver Education and Training

RATIONALE

The Oaklands Central School Student Wellbeing Policy is structured according to the NSW Department of Education Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Connect, Succeed, Thrive.

The Student Wellbeing Policy is embedded in the Oaklands Central School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

1.1 WHAT IS WELLBEING?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Two major approaches to defining wellbeing relate subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or the potential to flourish.

1.2 WELLBEING: A SHARED RESPONSIBILITY

When parents/carers enrol their children at Oaklands Central School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Staff will:

- build and maintain positive relationships with children, parents and colleagues throughout the school.
- act according to the DoE Code of Conduct.
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.
- make adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be encouraged and supported to:

- act appropriately as safe, resilient, responsible and respectful learners and friends.
- contribute to the provision of a caring, safe learning environment for fellow students, staff and parents.

Parents will be encouraged to:

- actively participate in the school community and support the learning of their children.
- share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.

1.3 WELLBEING: SUPPORTED BY THE CORE VALUES OF PUBLIC EDUCATION

Wellbeing is supported by New South Wales public education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

Core Values of Public Education

Integrity

Being consistently honest and trustworthy.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

2.1 ANTI BULLYING

This Anti-Bullying Plan processes for preventing and responding to student bullying at Oaklands Central School reflect the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education.

Please see the OCS Anti-Bullying Plan for further details.

Statement of purpose for Anti-Bullying

The Melbourne Declaration on Educational Goals for Young Australians (December 2008) states that Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. Young people must be equipped with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

Oaklands Central School is committed to the Melbourne Declaration and to giving every child, every opportunity within a culture of growth, performance and positive wellbeing. It engages in efficient management practices and maintains partnerships with colleagues, families and the community that support a creative, inclusive school within a safe, positive and productive learning culture.

The school identifies bullying behaviour as a serious threat to the sustainability of a whole school culture that engages and motivates all students to:

- achieve their best
- fully participate in learning
- nurture their self-perception and self esteem
- interact socially
- develop fulfilling friendships
- be happy
- perceive the world as a safe and supportive place

In minimising bullying the school implements a wellbeing system that includes a focus on being safe. This is about students being free of the threat and action of bullying including harassment and intimidation, both whilst at school and interacting online. The wellbeing system teaches students to be respectful of others, to show empathy and compassion, to accept and appreciate difference, and to interact and behave with courtesy.

The wellbeing system is about teaching about inclusive relationships. This includes teaching children how to initiate, be open to and maintain relationships with children

outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. The wellbeing system recognises that children must be explicitly taught

how to initiate, be open to and maintain relationships with others. In particular there is an emphasis on children engaging with other children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

The wellbeing system also teaches students to be resilient, including asking a friend, teacher, parent and/or adult for help, especially in a situation of bullying. It teaches that people who witness or know about incidents of bullying are bystanders and that it is the job of a bystander to share their knowledge about incidents of bullying with a teacher, parent and/or adult.

The wellbeing system is about positioning students to be fabulous friends and responsible learners. It is about being people who care about others and take actions to support each other to do what is right. It is about being people with the courage to always do the right thing.

2.2 SCHOOL UNIFORMS

Recognise the benefits of school uniforms that reflect the school community's expectations.

The School Uniform

School Uniforms help to promote a sense of pride and identity in belonging to Oaklands Central School. Parents and teachers encourage all students to wear the school uniform at all times. Uniforms should be clean, presented well and shoes polished.

Please refer to the Oaklands Central School Uniform Policy

2.3 STUDENT PARTICIPATION AND LEADERSHIP

Provide opportunities to support the meaningful involvement of students in their school and community.

Encouraging and acknowledging active participation

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Oaklands Central School encourages active participation in a number of ways including:

- Student Representative Council (Years 2-12)
- Buddy Systems for Kindergarten
- Primary and Secondary GRIP Leadership
- Stage 4 21 Century Learning
- Displaying student work around the school
- Recognising student achievement on assemblies
- Performing and presenting work

Teaching about inclusive relationships

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. Oaklands Central School teaches children how to initiate, be open to and maintain relationships with others. In particular there is an emphasis on children engaging with other children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

2.4 SCHOOL ATTENDENCE

Work in partnership with parents to ensure the regular attendance of students.

Arrival at School

A teacher is on duty from 8:30am. Students should not be at school before this time unless for a specific reason and under the care of a teacher.

Marking of the Class Roll

The Class Roll is called each morning and absences recorded. Students arriving late or departing early have their attendance status for that day shown as a partial absence. Class Rolls are sent each day to the school's office.

Student Absence

If a child is absent parents & carers are requested to contact the school with an explanation as to why the student was/will be absent.

Teachers notify the principal if a child is regularly absent or absent for 3 or more consecutive days without the school being informed.

The principal will contact the parents/carers in the situation of irregular and unexplained student absenteeism. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

Late Arrival & Early Departure

The school has a formal sign in and sign out procedure for students arriving late and leaving early. Upon arrival at the school, the parent or caregiver is required to complete a slip at the front office to indicate the reason for the lateness. This slip is forwarded to the class teacher and formally recorded as a partial absence as per Department of Education procedure.

Similarly, a parent or caregiver arriving to collect a child before the end of school must sign the student out through the front office. In some cases such as a dentist or doctor's appointment, the child may return to the school after only a short time away from the school. Once officially signed out of school, the child will then need to be signed back into school.

Extended Leave

Parents and carers must formally apply for extended leave from school such as an extended holiday. An Exemption from School Attendance Application must be completed.

Please refer to the Oaklands Central School Attendance Policy.

SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.

3.1 STUDENT BEHAVIOUR AND DISCIPLINE

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Foster engagement in learning by setting high standards of behaviour and discipline.

Recognising and celebrating appropriate behaviour and achievement

Teachers at Oaklands Central School recognise, encourage and show appreciation for appropriate behaviour in a number of ways including:

DOJO awards in Primary

DOJO points are collected by students within class and collated. Students who have achieved a number of DOJO points will be recognised with a DOJO award by the classroom teacher.

Certificates at Assemblies

Class Awards

Students are recognised for their achievements through Class Awards handed out at Whole School Assemblies. These assemblies occur twice a term. The awards recognise students who demonstrate achievement in class including, excellent assessment results, improvement in meeting outcomes, consistent engagement in learning tasks, overcoming learning challenges or other high level achievements as nominated by teachers. Each primary class will award 4 Class awards and each secondary class up to 3 awards.

Positive Behaviour for Learning Star Student Awards

A student from each class in Primary and each stage in Secondary is chosen for the PBL award. They are recognised for consistently displaying the PBL values of respect, responsibility, resilience and safe behaviours. They receive a Star Student Award certificate, are recognised on a poster in the front office.

Parent Contact

Upon occasion a parent/carer will be contacted to share news of good and appropriate behaviour and learning success.

Rewards Day

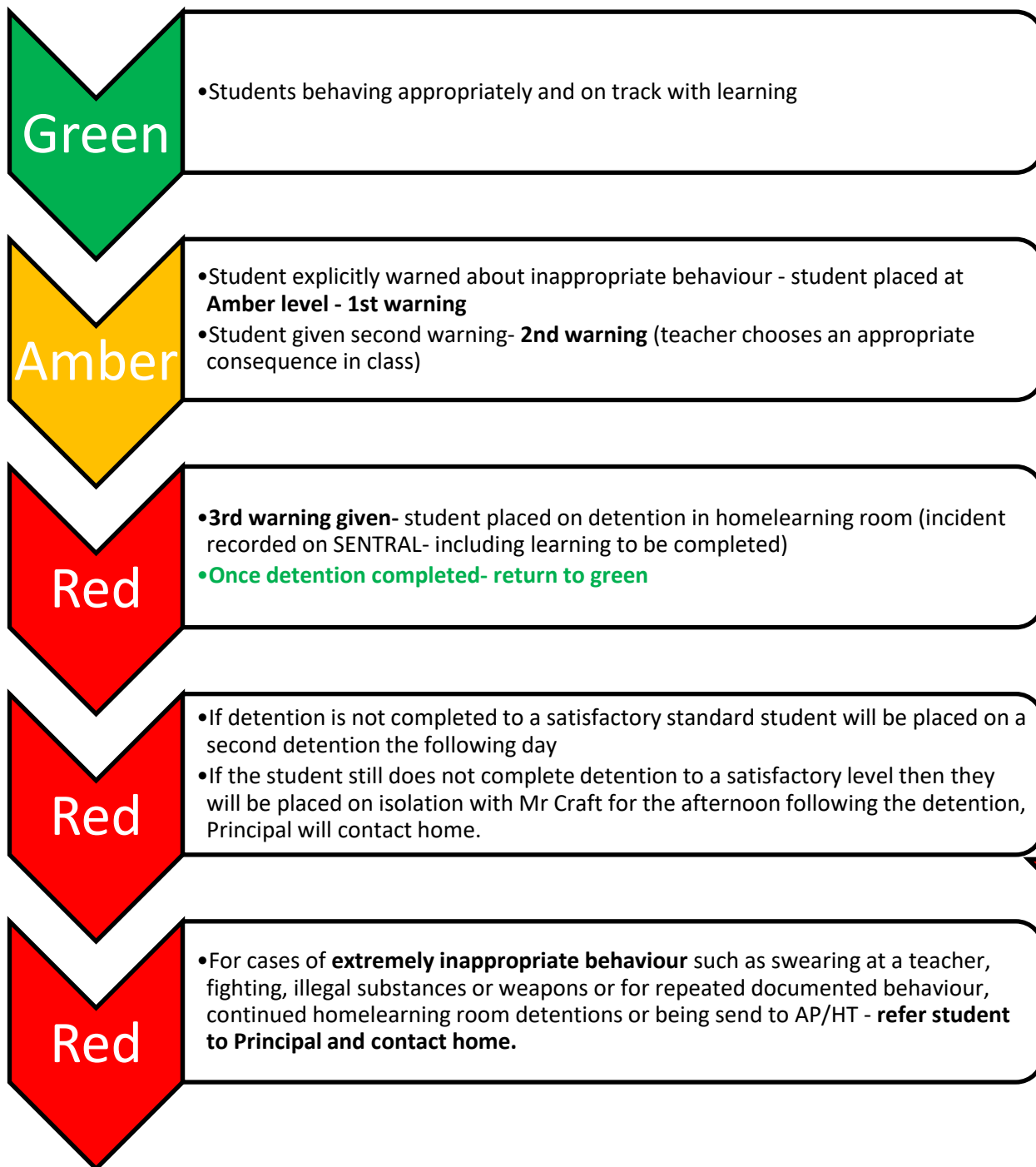
Students who achieve Gold Level in the award program will be eligible to attend an Awards Day held in the last week of each semester. All students who receive 80 or more merits in a semester will be invited to a school subsidized reward day organised by the school.

Responding to inappropriate behaviour

Student behaviour is considered to be inappropriate when an individual or group do not show commitment to learning, act irresponsibly, are not safe, do not demonstrate responsibility and/or are not good friends.

When a student's behaviour is inappropriate, teachers at Oaklands Central School aim to guide the student back to appropriate behaviour through a consistent process. Please refer to the OCS Discipline Policy for further information.

Please refer to Oaklands Central School Discipline and Communities Policy and Procedures.



For inappropriate behaviour such as swearing, physical violence, leaving the classroom without permission or insolence, refer student to HT/AP, and

Students placed on In-School Isolation or Suspension will be placed on a monitoring card for 5 days following their return to class. Students are expected to hand their card to their teacher at the start of each lesson or break and collect at the end. Teachers must sign off on the students behaviour during that time. Card will be monitored by AP/HT.

3.2 POSITIVE BEHAVIOUR FOR LEARNING

Improve learning outcomes through an evidence-based whole-school process.

What is Positive Behaviour for Learning?

Positive Behaviour for Learning is a process to create positive learning environments that enable student learning and wellbeing. It is underpinned by the support and commitment of the whole school community.

Oaklands Central School encourages student self-evaluation of progress and achievement on wellbeing goals. It helps students understand the consequences of choices and of their behaviours. Students are encouraged to live by the values of RESPECT, RESPONSIBILITY, RESILIENCE and SAFETY.

MERIT SYSTEM

Oaklands Central School supports students through a Positive Behaviour for Learning Program. As part of this program the school operates a student reward system.

Students are awarded merits by classroom teachers for demonstrating the core values of respect, responsibility, resilience and safety. Students will be informed by the teacher when they are awarded a merit point. The award of a merit will be recorded on Sentral, indicating the reason for the merit.

Teachers may award merits at the end of lessons / sessions or at the end of the day. Sentral is available after hours. All teachers are expected to award merits to students regularly

Students will be recognised with 1 merit for positive behaviour including:

Respect

What it looks like:

- Using manners
- Respectful towards peers and staff
- Following instructions
- Respecting the environment
- Showing sportsmanship during games and sport

Safety

What it looks like:

- Helping others when hurt
- Respecting boundaries
- Following school rules
- Using spaces and equipment safely
- Reporting unsafe situations or equipment

Responsibility

What it looks like:

- Helping others by supporting their learning
- Cleaning up rubbish and classroom
- Offering support to staff
- Following classroom or playground rules
- Wearing uniform (1 point / week)
- Making strong progress on SMART Goals

Resilience

What it looks like:

- Persistence when learning
- Managing distractions
- Striving for goals
- Taking pride in achieving challenges
- Showing progress in learning over time
- Attempting tasks that seem difficult or frightening

Teachers may give a merit to students for excellent academic, cultural, or sporting achievement or demonstrating excellent citizenship.

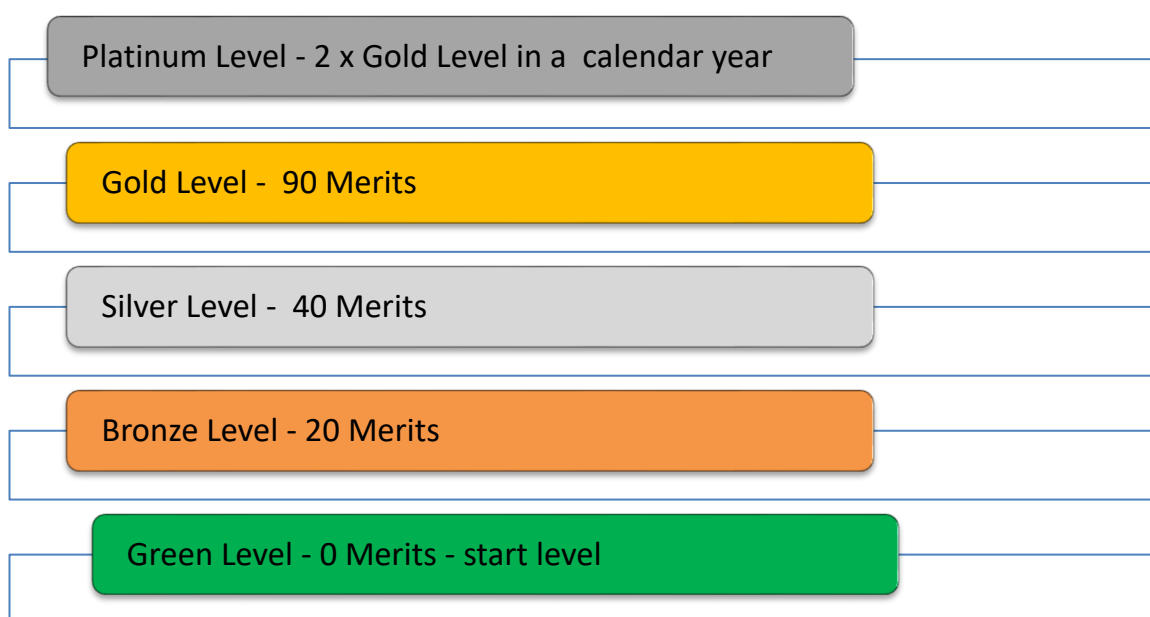
Each week every student who has not been placed on detention or been involved in a negative incident will be awarded a merit. This is to recognise the majority of our students who behave well consistently

Each week every student who has worn the school uniform each day or provides a note for being out of uniform will be awarded a merit. This is to recognise the majority of our students who do follow school uniform rules.

This means that by simply correctly following school / classroom rules and wearing uniform, students will have 40 merits by the end of each semester, placing them on Silver Level.

Each week a print out of merit points for student will be printed and for each roll class, allowing students to track their merit points.

Students start on green level at the start of each Semester and work through levels based on merit points. Levels are shown below:



Students are recognised in the following manner:

- Students who achieve Bronze Level are awarded a Bronze Award certificate at an assembly with a OCS Pen.
- Students who achieve a Silver Level are awarded a Silver Award certificate at an assembly and receive a canteen voucher.
- Students who achieve a Gold Level are awarded a Gold Award certificate at an assembly and are invited to the end of semester Awards Day activity.
- Platinum Level students are invited to a Principal's Morning Tea in week 9 of Term 4 and are awarded with a special gift recognising their achievement.

3.3 PROTECTING CHILDREN (CHILD PROTECTION)

Ensure the safety, welfare or wellbeing of children.

Child Protection

The staff at Oaklands Central School participates in mandatory Child Protection Awareness Training with annual updates. The training focuses on child protection legislation, agencies and policies. There is also a focus on the responsibilities of employees and professional practice.

Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will escalate concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.

Working With Children Check

Non-teaching staff and volunteers including parents obtain a Working With Children Check involving a national criminal history check and review of findings of workplace misconduct.

The result of a Working With Children Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked.

Please refer to Oaklands Central School Child Protection Policy.

3.4 OUT-OF-HOME-CARE

Support children and young people in statutory out-of-home-care.

Education Plan

Oaklands Central School will prepare an education plan developed within 30 school days of notification that a child has entered or is in care. This plan will be updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning.

3.5 SUPPORTING STUDENTS WITH DISABILITY

Plan and coordinate support needs for students with disability and additional learning needs.

Inclusive Education

At Oaklands Central School staff are aware of their obligations towards students with disability and their parents and carers under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

School and teacher practice supports the provision of personalised learning and support for students with disability. This is about quality differentiated teaching practice and includes making adjustments to curriculum delivery and assessment that anticipates and responds to students' learning differences. School and teacher practice also focuses on using resources in a manner that enables the school to meet identified learning and support needs of students with disability in consultation with students and or their parents and carers.

The school participates in the annual Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

Individual Learning Plans

Teachers prepare Individual Education Plans (IEP) or Personalised Learning Plan (PLP) for every student with a disability and/or special needs. These plans use data collected on academic and social achievement to set learning goals. The plans are typically prepared in consultation with staff and parents.

THRIVE

Our students will grow and flourish, do well and prosper.

4.1 NUTRITION IN SCHOOLS

Promote and model healthy eating and good nutrition in school programs.

Classroom Learning

Nutrition is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. It is about the development of healthy attitudes and behaviours fundamental to the adoption of a healthy lifestyle. Children participate in lessons that focus upon relevant information, skill development and values clarification related to nutrition issues.

Fruit Break

Fruit Break is a time during the school day when students can eat fruit or salad vegetables and drink water in the classroom. The idea is to help kids to re-fuel and boost their physical and mental performance and concentration in the classroom. Fruit Break is about the school promoting and modelling healthy eating and good nutrition involving food and drink.

Each day, students bring a piece of fruit or salad vegetables to school to eat in the classroom, usually at a set time. In addition, each child has a small, clear bottle of water in the classroom to drink throughout the day to maintain hydration. Through Fruit Break Oaklands Central School demonstrates its commitment to nutrition education in the classroom.

Healthy Canteen

We ensure that the lunches provided by the school sourced canteen meet the healthy canteen requirements.

4.2 SUN SAFETY FOR STUDENTS

Plan and implement best practice strategies for sun safety.

Wear a Hat - Stay Safe

All children are required to wear a hat when they are outdoors. The school policy of 'Wear a Hat - Stay Safe' is enforced. Children without a hat during recess and lunch are directed by the teacher on duty to remain in a shaded area.

During excursions or outdoor activities such as sports carnivals, children are encouraged to apply sunscreen. It is the responsibility of Parents and Caregivers to inform the class teacher if their child is not permitted to apply sunscreen.

4.3 STUDENT HEALTH

Promote the healthy development of students and protect the health and safety of those with health care needs.

Health Care Plans

Many children have medical conditions such as asthma or eczema that need to be managed by the staff here at school. Management includes making special provisions or administering medication.

If a child has an ongoing medical condition that needs to be managed by the staff it is essential that parents go to your local doctor for an individual health care plan.

This plan needs to be given to the school. The plan needs to be updated annually or if the medical condition changes.

Administering Medication

All medication sent to school must be given to the Office. Medication for any child including Ventolin will be administered with the direct supervision of the staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered.

4.4 DRUG EDUCATION

Educate children about drugs and preventing drug misuse

Classroom Learning

Oaklands Central School meets the mandatory requirements for drug education in the Personal Development, Health and Physical Education (PDHPE) key learning area. Students are provided with adequate opportunities to acquire the knowledge and develop the skills to make appropriate decisions about drug use.

4.5 ROAD SAFETY EDUCATION, DRIVER EDUCATION AND TRAINING

Education students to stay safe on the road through road safety.

Classroom Learning

Road safety education is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students will be given opportunities to analyse various situations and investigate ways of behaving safely in these situations.

Walk Safely to School Day

Pedestrian safety is paramount, with many students walking to and from school and crossing the roads around the school.

Each year the school participates in Walk Safely to School Day which is about encouraging students to walk and commute safely to school.

Included in the Walk Safely to School Day initiative are lessons to teach that children up to 10 years need to hold an adult's hand when crossing the road. The lessons also develop the road-crossing skills children will need as they become mature pedestrians.