



## Student Wellbeing Policy

**This policy includes the following key components:**

1. Introduction
2. Rational & Aims
3. The Wellbeing Framework
4. Core Rules
5. School Values – PBL
6. School rights and responsibilities
7. Practices designed to recognise and reinforce student achievements and leadership
8. Strategies for Dealing with inappropriate or unacceptable behaviour:

### 1. Introduction

Cessnock West Public School's primary aim is to provide every child with the best standard of education through quality teaching K-6. This is achieved through the inclusion of best practice and innovative educational programs to enhance student outcomes. Cessnock West Public School provides a wide range of academic, personal, social, sporting and creative and performing arts activities to maximise learning opportunities and a chance for every student to achieve success and enjoy learning. Cessnock West Public School is committed to giving each child every opportunity through a culture of improvement, achievement and well-being. The school aims to provide an innovative 21<sup>st</sup> Century education across all areas of the curriculum in an inclusive, engaging and supportive school environment. The school values and celebrates the diversity of its families and wider community. It is committed to developing individual strengths, a love of learning and the capacity to achieve.

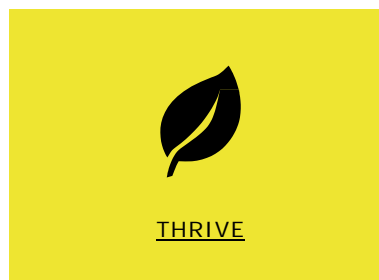
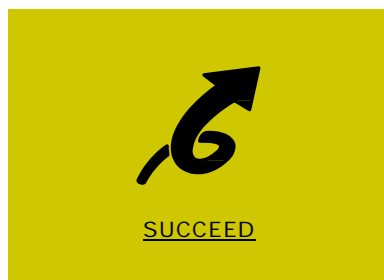
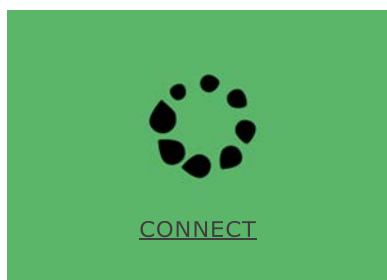
### 2. Rational & Aims

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools. It includes cognitive, emotional, social, physical and spiritual wellbeing. Effective learning takes place when morale is high, when students and teachers feel secure and when a high value is placed on working together.

Our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

The themes that will drive wellbeing in our school into the future are Connect, Succeed and Thrive. Our commitment to our students, parents and members of the community is that Cessnock West Public School will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

### The Wellbeing Framework for schools



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.

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

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

#### ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

## ***Connect, Succeed, Thrive in an enabling school environment***

### **CONNECT**

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

## SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

## THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

## ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

#### **4. Core Rules**

All students in NSW 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 and dress code policy.
- Behave safely, considerately 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.***

#### **5. School Values: POSITIVE BEHAVIOUR FOR LEARNING (PBL)**

##### **Respect / Responsibility / Learning**

Values are the tools we use to guide us through our lives. Cessnock West implements a program which promotes 3 core values within the school community: Respect, Responsibility and Learning.

With the above values underlining every aspect of our Wellbeing Program, our students at CWPS are provided with the opportunities to explore individual and community values, build relationships and improve decision making skills.

Our teachers, as dedicated professionals, have been promoting the teaching of the above values to our students.

Part of our commitment in nurturing and valuing respect, responsibility and learning is to allow our student –leaders, through the Peer Support program, to teach and model the values to their peers.

Primary schools are learning communities where children can establish, develop and maximise their learning. Parental support is vital in order for that partnership to develop.

Our school implements programs which cater for our children's social, academic and emotional development and promote positive relationships between people.

#### **6. Students with a disability or support need**

Currently CWPS uses the Disability Standards for Education and the Every Student Every School guidelines to ensure enrolled students with a disability or significant support needs receive reasonable adjustments and support for equitable access to the curriculum.

#### **7. Practices Designed to Recognise and Reinforce Student Achievement and Leadership**

##### **Student Leadership / Student Council:**

Each year, two students are elected to represent each class from Year 3 to Year 6 to be part of the Student Representative Council. The SRC are responsible for making appropriate decisions about school life and to raise funds for school nominated charities.

##### **Class and School Leadership Responsibilities:**

Each class elects students for leadership responsibilities. Each year students entering Year 6 are elected by their peers for the role of:

- *School Captain (2)*- one boy and one girl lead the student body
- *School Leader (max of 10)* - performs special duties associated with the running of the school through their ministerial portfolios
- *Library Monitor (max of 8)* - appointed for the correct running and organisation of the library.
- *House Captain (8) and House vice Captains (8)* – organise school sporting events and lead their houses. (1 boy & 1 girl for each house)
- *Radio Mentors (max of 10)* organising scripts and supporting junior members of the playground radio group.

**School Parliament** is run in week 3, 6 and 9 each term by the Year 6 captains, leaders and student council. All classes in Stage 3 attend. It provides a forum for students to express their thoughts and concerns to make the school a better school.

##### **School Assembly:**

Each class is responsible for assembly one Friday per term. Student performances and merit awards are a highlight of the assemblies.

##### **Merit Award System - Whole School approach**

- **Class Merit Award** - presented to students in each class who show appropriate behaviour, quality work, kindness, caring and respect for to others, etc.
- **Playground tokens** - with a weekly focus on an PBL value
- **PBL Award**- presented to one student per class who has consistently displayed the PBL focus value for that week
- **PBL wrist band**- presented to every student who has addressed and met each criteria on their PBL contract every term
- **Principal's Award**- awarded to a student who has achieved five merit awards
- **School Award of Merit - Bronze, Silver, Gold - see merit award chart**
- **Individual Achievement Award** – awarded to students who achieve in various school, district, state and national competitions and exams.
- **Presentation Day Awards** - for students showing achievement, improvement and effort in a variety of class and specialist programs and subjects.

### **HOW DOES THIS WORK?**

Classroom teacher receives 5 merit awards a week.

- 3 classroom awards optional (Teachers discretion)
- 1 assembly PBL award (student who has displayed the PBL focus for the week)
- 1 assembly award for the classroom.

Students are also recognised publicly through the following:

- PBL Contract (per term)
- ongoing regular contact with parents
- through newsletters
- fostering positive relationships with local media to promote public acknowledgement of achievements
- participating in festivals, concerts, exhibitions, competitions, sporting challenges, debating and performances as school representatives
- class and school incentives and reward scheme

## **Care and Supervision of Students:**

### **Supervision of Students Policy**

#### **Introduction**

The duty of care to students arises directly from the special relationship between teachers and students. This duty of care is to be exercised during school hours and before and after school hours when the students are in the school's care and the school has assumed responsibility for the supervision of students. Duty of care also applies to all activities and functions that have been arranged by the school where students are in the care of the school and teachers. Duty of care derives from the fact that students up to the age of 17 years are required by law to attend school and parents are required by law to send them to school. The duty of care is a duty to take reasonable measures to protect students against risks of injury which reasonably could have been foreseen. The duty of care has been expressed by the courts as requiring teachers to take such measures as in all circumstances are reasonable to prevent injury to the student. The duty is not to ensure that there is no injury but to take reasonable care to prevent injury which could reasonably have been foreseen.

Principals and teachers have a responsibility for the protection, wellbeing and safety of students. Principals and teachers have an educative role to assist in providing for the wellbeing and safety students travelling to and from school. Parent (inclusive of guardians and legal guardians), caregivers, students, transport providers, police and members of the public have a role to play in ensuring the protection and wellbeing of students travelling to and from school.

A higher standard of care is required for younger students and those with disabilities.

A teacher's duty of care will arise whenever there is a teacher/student relationship and not just when a teacher is assigned for supervision duties e.g. If a teacher walks through the school grounds or buildings and becomes aware of a situation that is putting students at risk, the duty of care would require taking reasonable steps to rectify the situation.

#### **School Supervision Plan**

The plan is based on a comprehensive assessment of risk, taking into account age, number and nature of students, the finishing time of kindergarten classes, the layout and terrain of the school grounds, proximity of play areas to busy roads, fixed playground equipment, climatic conditions the activity being undertaken, emergency situations, potential hazards and transport arrangements.

Supervision will involve actual teacher presence in the playground and/or buildings where students are present. Duty of care will be exercised from the time the school formally accepts the presence of students from 8.30am and until they safely depart the school generally as soon as normal classes finish at 3pm. Special arrangements will apply in relation to school activities such as excursions and sporting activities outside the school grounds, variations to the school's routine for such events as gala days, carnivals, walk-a-thons, overnight and extended stays and festival days. Students are not permitted to be in buildings at any time without direct teacher supervision. Parents will be made aware of the school's supervision arrangements in the Schools newsletter.

### **Responsibility of Teachers**

Teachers will provide effective supervision of students:

- during the teaching and learning process;
- during activities within the school grounds and buildings; and
- when students are participating in school excursions, sporting activities and other activities organised by the school.

*\* For further information please refer to the CWPS Playground Supervision Plan*

# Values Posters

## Respect

### *How do I show respect?*

I use good body language.

I speak nicely to everyone.

I follow adult's instructions.

## Learning

### *How do I learn?*

I listen.

I do my best.

I cooperate.

## Responsibility



### *How can I be responsible?*

I look after myself.

I care for others.

I look after my school.

**PBL Awards**



**Awarded to**  
.....  
**For**  
**Learning**

**Date:** .....



**Awarded to**  
.....  
**For**  
**Showing Responsibility**

**Date:** .....



**Awarded to**  
.....  
**For**  
**Showing Respect**

**Date:** .....



Merit Flow Chart

**Class / Assembly Award**



**5 School Merit  
Certificates**



**Principals Award**



**3 Principals Awards**

**5 Principals Awards**

**10 Principals Awards**



**Bronze Award  
(Banner)**

**Silver Award  
(Banner)**

**Gold Award  
(Banner)**