



# BAMBARA PRIMARY SCHOOL STUDENT AND STAFF HEALTH AND WELLBEING POLICY

**A collaborative approach to student and staff management ensuring health and wellbeing is managed and supported**

**Updated July 2022**

Contents	
Page 2	Ethos and Rationale
Page 3	Overview
Page 4-5	Code of Conduct
Page 6	Values Program Co Operative Learning
Page 7-8	Classroom Management Plan
Page 8-9	Playground Management Plan
Page 10	Communication to Parents Good Standing
Page 11	External Agencies
Page 12	Staff Health and Wellbeing Healthy Food
Page 13	Mobile Phone Policy
Page 14	Attachment 1- Code of Conduct
Page 15	Attachment 2- Levels of Behaviour
Page 16	Workflow for Managing Student Behaviour

# STUDENT AND STAFF HEALTH AND WELLBEING POLICY

This Student, Staff Health and Wellbeing Policy has been developed in collaboration with the teaching and non-teaching staff, parents and students.

## **Ethos:**

At Bambara we aim to grow our students into global citizens with a broad range of human capabilities and responsibilities that go beyond academic success. We make a commitment to help all members of the school community learn to respect themselves, others and the world around them. Staff at Bambara are committed to providing a supportive and safe school environment where all members are valued.

Academic and social learning outcomes are maximised through quality curriculum, interpersonal relationships and school organisations. Student and staff conduct will reflect the Values from within the school Values program which staff actively support during class sessions and in the school community.

Ensuring success for each student is at the heart of our daily practice. Through *collaboration* with staff, parents and students we aim to create a school environment which supports students to develop a positive disposition to learning and a strong moral compass about self and community. We aim to build a culture where students develop a competitive spirit to be the best they can be and strive for *academic excellence*. A focus on developing the profile of the learner and their capacities will support students to grow their character and develop their habits for *lifelong learning*. The whole school Mind Up program will support students to recognize their responses and how to manage them.

## **Rationale:**

The *Bambara Primary School Student and Staff Health and Wellbeing Policy* has been formulated to support students to learn and maintain positive behavior. The policy focuses on positive behavior and encourages students and staff to actively reflect on everyday behaviors within the classroom and playground and their effect on the school community. It encourages students, staff and parents to take a proactive role to ensure the wellbeing, and right of all, to learn.

<b>Health and Wellbeing Area</b>	<b>Overview/Role/Responsibilities</b>	<b>When</b>	<b>Members</b>
<b>Code of Conduct</b>	Sets overview of expectations for school	Always	Staff, students and members of the community
<b>Values</b>	Outlines principles and desired competencies of students	Always	Staff, students and members of the community
<b>Co Operative Learning (Kagan)</b>	Outlines structures for engaging students during lessons	In class	Staff and students
<b>Classroom Management</b>	Overview of expectations for creating a positive learning environment Includes: Classroom environment; levels of behaviour; CCC meetings; student rewards	Always	Staff and students
<b>Playground Management</b>	Overview of playground rules and expectations for positive engagement and interaction. Includes: Play areas; communication to parents, managing behaviour, levels of consequence, good standing, external agencies and monitoring and record keeping	Always	Staff, students and members of the community
<b>Healthy Food</b>	Program to encourage healthy eating	Recess, lunch and Crunch and Sip	Staff, students and members of the community

## Building Positive Student Interaction

**CODE OF CONDUCT:** The School Code of Conduct was developed to define simple positive behaviors that are expected of all students. The School Code of Conduct is displayed prominently in all classrooms and forms the basis of positive behaviour in all classroom plans. See **Attachment ONE**

### **STAKEHOLDERS AND THEIR ROLES:**

#### **Role of the School and Administration:**

- Define positive behaviour through the School Code of Conduct, classroom rules and Levels of Behaviour.
- Inform parents and guardians of the school's Behaviour Management Policy and the School Code of Conduct and procedures.
- Encourage a positive attitude by acknowledging and modeling positive behaviour.
- Be consistent when dealing with student behaviour.
- Respond to diversity and differences within the school community.
- Provide assistance to staff, students and parents and liaise with school Psychologist and Chaplain.
- Regularly monitor and review the Behaviour Management Policy and the School Code of Conduct.

#### **Role of the Teaching and Non-Teaching Staff:**

- Develop and maintain a positive learning environment by implementing a variety of strategies which will include-
- Develop a sense of classroom cohesiveness/belonging from the start of the year.
- Cooperative learning strategies and Values Education.
- Values Education– across the curriculum areas-discuss Value of the Fortnight.
- School Code of Conduct- (see Attachment One).
- Use Levels of Behaviour for classroom management- (see Attachment Two).
- Understand and apply Restorative Practice in managing behaviour- (see Attachment Three).
- Recognise the diversity of our community and their needs.

#### **Role of the Parent:**

- Prepare their child for school by ensuring their wellbeing is managed at home eg sleep, diet, play, limit on screen time, punctual to school.
- Promote the value of education to their child.
- Demonstrate clear expectations and model positive behaviours and values.
- Support the school by showing trust and/or willingness to consult regarding areas of concern.
- Communicate with teachers and Administration in regard to their child's behaviour and
- Seek advice, help and support when needed.

### Role of the Student:

- Demonstrating respect for self, peers, teachers, other staff, parents and school visitors.
- Actively engage in all learning opportunities.
- Follow rules and the School Code of Conduct.
- Consistently monitor classroom behaviour as per Levels of Behaviour Chart.



**Values Education Program:**

Values provide the framework for our whole lives – they shape our thoughts, feelings and actions. The development of values is a complex, ongoing process but the formative stages occur early in our lives through the influence of home, family, school, community and world issues.

Staff at Bambara are committed to providing a supportive and safe school environment where all members are valued. Academic and social learning outcomes are maximised through quality curriculum, interpersonal relationships and school organisations. Student and staff conduct will reflect the school Values. Staff will actively support and reinforce the program during class sessions. There is a Values focus per fortnight and a Values tree and awards.

Our school will recognise those students who display the Value at our Thursday Assemblies. Students will receive a Values Award. Parents are welcome to attend these assemblies held at 8:45am in the Undercover Area.

Our Front Office will also house a Values Tree where students who were recognised will have their name and the Value written on a leaf. This will then be placed on the tree for the rest of the term. Award winners will also have their photos in the newsletter.

**Co Operative Learning:**

Co-operative learning works in different ways to produce positive results for students of different ages, cultures and learning styles. These relatively simple instructional strategies release so many powerful forces to produce a wide range of positive outcomes.

Kagan structures are engaging. Students report greater joy in learning, more interest, and increased liking for school and class. Kagan uses a range of instructional strategies to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. Students have opportunities to interact with their peers in positive ways. They become a community of learners and see their teacher as a coach and someone who is on their side.

The Kagan cooperative learning structures engage students by stimulating interaction. Importantly, because the Kagan structures are used daily, students are engaged very frequently. Kagan structures promote the principle of PIES- Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction.

Staff can implement the structures one off in a lesson or as they become more confident use multiple structures throughout the lesson.

Refer to the Co Operative Learning Schedule in School Plans

## **Classroom Management Plan:**

Teachers and students write their plan at the beginning of the year taking in to consideration the School Code of Conduct, the Values program, Levels of Behaviour-see **Attachment 2** and personal classroom philosophies.

## **SAMPLE CLASSROOM MANAGEMENT PLAN**

### **Classroom environment**

- Values and Students as Learners poster clearly displayed for all students to see.
- Classroom philosophy statement- treat everybody the way you like to be treated.
- Inclusive classroom with student work tables organized so students can work collaboratively.
- Organised classroom with all resources/areas labelled and at easy access for students. This is to encourage students taking responsibility for their own learning.
- Expected relationships
- Students to work in Kagan teams using Kagan structures. Team work skills are taught to ensure students take turns and there are not 'hogs or logs'.
- Expected relationships are aligned with Values program- being inclusive, non-judgmental, encouraging etc.

### **Levels of Behaviour**

A Levels of Behaviour chart is displayed in the classroom. Students and classroom teacher work together to formulate the Levels of Behavior chart that reflects the types of behavior, the zone they belong to and the consequence of that behavior. (See Attachment 2)

- Clear consequences listed for each level of behaviour.
- If in green students receive words of encouragement or reassurance.
- When expected behaviour is displayed teacher to show signal of approval, verbal and non-verbal. This can consist of a tap on the shoulder or a rub on the back, a thumbs up and nod and smile or verbally saying what the student has done well. (Bill I loved the way you told us your mathematical thinking for that very difficult question).
- If a student is not behaving use non-verbal cues first (stand quietly and wait, stand by the student, tap on the shoulder). Use affective statement to outline the impact of the behaviour e.g. I feel really disappointed when you.....?
- If behaviour does not change refer to Levels of Behaviour chart and use other students displaying appropriate behaviour and say they are in the green. Ask other students to help others around them if there is someone not displaying appropriate behaviour.
- A restorative approach is used to assist the students to reflect on their behaviour, the impact on others and to commit to positive future behaviour.
- If student does not respond to the above steps then consequences are to be followed (time out to reflect in class, sit out for some time during recess/lunch, visit to admin, contact parents). Students recognise that there is a logical consequence for inappropriate behavior at all times. At a classroom level this will be part of the class management process.



**CCC Meetings**-students meet each day and have a **Care, a Concern or a Celebration** in relation to their class, the dynamics and issues. The process requires confidentiality and no names are mentioned. Students offer solutions to issues or celebrate achievements.

### Examples of Student Rewards

- Students decided what rewards they would like to receive at the set intervals when appropriate behaviours are displayed. Teacher/s hand pop sticks/token to students. Students collect and then trade them for any of the rewards they wish to choose.
- Table points are given to each table and at end of the week the points are counted and the winning tables choose stickers or prizes from the prize box.
- Feedback positive comments in student diaries for parents/carers.
- Excellence, Values, Behaviour-students are given recognition in relation to the 3 categories. It is expected that all students should receive an award during the year.

### PLAYGROUND MANAGEMENT PLAN

Staff duty roster and guidelines: be visible, move amongst students, monitor all student closely, give out healthy food tokens at recess and first lunch, wear a hat, be on time for duty, carry your whistle carry your mobile and phone the office if any concerns.

Consistent procedures amongst staff for dealing with misdemeanors and offending students:-In the playground the Duty Teacher removes students from an incident as an intervention to stop an escalation of unacceptable behavior. This will be time out in a specifically nominated spot, or walking with the duty teacher for a specific amount of time, as deemed appropriate by the teacher. See outline below.

Out of bounds areas need to be clearly known by students.

The areas around classrooms will be known as passive zones, unless it is out of bounds. Ball and active games will be excluded in these places.

<b><u>Applied to the Playground Behaviour</u></b>	<b><u>Consequences</u></b>
Running on the pathways	Time with the Duty Teacher
Rough Play	Time with the Duty Teacher
Littering	Time with the Duty Teacher
Inappropriate use of materials	Time with the Duty Teacher
Out of bounds play	Time with the Duty Teacher
Misbehaving in the toilets	Time with the Duty Teacher
Hats-no hat to UCA	Time with the Duty Teacher
Interfering with students' property	Undercover Area
Fighting	Report to Classroom Teacher and Office
Serious teasing and bullying	Report to Classroom Teacher and Office
Vandalism	Report to Classroom Teacher and Office
Offensive language	Report to Classroom Teacher and Office

## **PLAY AREAS**

All students report to the Undercover Area with their bags on arrival at school where they are supervised by a member of Administration. On Tuesday students may participate in running club which is operated by a staff member.

Arrival prior to 8:15 am is discouraged.

**Kindergarten** Students will play in their outdoor area under the supervision of their teacher and assistant.

**Pre Primary** Students will play in their outdoor area under the supervision of their teacher and assistant. In Term Three the students will undertake a phase in period where they will eat and play in the school playground.

**Years 1, 2 and 3** Students may play in any areas of the netball courts and on the western end of the oval.

**Years 4-6** Students may play in any areas of the netball courts, on the southern end of the oval. And the senior playground on the northern end of the school. The eastern end of the oval near the old pipe storage box is out of bounds as is the Shire oval. Students need written, parental permission to use the Shire oval with a teacher.

### **Toilets**

Students use the toilets in their block during class times and the toilets at the western end of each block during break times.

### **Undercover Area**

This is a passive area for eating. Only hand ball may take place here unless a teacher is supervising. Students who are not wearing their hats are to go to this area at break times.

### **Other Points to Remember**

- Bucket hats are to be worn by students and teachers at all times during outdoor activities and break times.
- Students may only eat in the Undercover Area or, at the discretion of the Administrators, under the trees.
- Students will be supervised for the ten- minute lunch eating period and then dismissed by the duty teacher thereafter.
- On wet days sporting equipment is not to go out; outside play will be at the discretion of the Administration team.
- Items such as, electronic games, trading cards etc. are not to be brought to school.
- Mobile phones are to be handed in to the Office each morning and collected at the end of the day.
- The bike racks are out of bounds.
- NO tackling in games is allowed unless under the direct umpiring supervision of a teacher.
- The teacher on oval duty is to ensure that all students are off the oval before they leave the area. Students cease playing on the siren and go to the classroom lining up areas.

## **COMMUNICATING TO PARENTS**

- At all times a clear message of the need for all involved parties to cooperate positively to achieve the best outcomes for the child will be reinforced.
- Positive and open communication will be established with all parents.
- The school will communicate to parents the need for their support and cooperation in dealing with their child's behavioral issues.
- Student behavior is reported in the Semester 1 and 2 reports in terms of ABE- Attitude Behavior and Effort where students are graded using the age appropriate scales.
- Student behavior may also be communicated by phone, email or meeting and may be the responsibility of the Classroom teacher, Deputy Principal or Principal.

## **MANAGING BEHAVIOUR**

- The behaviours will be managed in a Restorative Manner by the Classroom teachers, Deputy Principal and Principal.
- The goals of restorative practices that respond to wrongdoing include:
- Trying to foster understanding of impact of their behavior.
- Seeking to repair the harm that was done to people and relationships.
- Attending to the needs of others in the school.
- Avoiding imposing on student's intentional pain, embarrassment and discomfort and
- Actively involving others as much as possible. See Attachment 3

In most cases a restorative circle will be organized in order that these questions will be asked: -

1. What happened?
2. What harm resulted?
3. What needs to happen to make things right?
4. What will you do differently next time?

## **Levels of Consequence**

Restorative methods impose a consequence rather than a punishment and help to create empathy and active involvement.

The notion is that consequences improve student behaviour not out of fear but because they want to feel good about themselves and have a positive connection with others.

There are 6 levels of consequence however the school will actively seek to promote Level 1 as a means to support students learning and maintain positive behaviour.

Level 1- Restore the relationship

Level 2- Logical negotiable consequences

Level 3- Non-negotiable consequences.

Level 4- Withdrawal.

Level 5- Suspension from school

Level 6- Expulsion

## **Good Standing**

Students will be encouraged and supported to maintain Good Standing. Good Standing applies when a student demonstrates consistent behaviors that are outlined in the Bambara Health and Wellbeing Plan. Students follow classroom Levels of Behaviour and the Outdoor Code of Conduct. Good Standing commences at the start of each school year.

Students will lose Good Standing for breach of the above behaviours resulting in 'withdrawal', 'loss of privilege' and 'suspensions' that have been recorded on the student behaviour log several times.

Maintaining Good Standing throughout the year will allow students to be included in classroom excursions, interschool sporting activities and school camps,

### **COORDINATING WITH EXTERNAL AGENCIES**

Students with needs will have an Individual Behavior Plan developed in consultation with themselves, the teacher, members of Administration, their parents and outside agencies.

The School Psychologist, School Chaplain and other outside agencies will be available to support Staff and Parents with students who exhibit challenging behaviors or have special needs.

The school assessed the psychological services provided by ATAPS and will ensure parents are aware of the Medicare rebate available to them on 10 appointments.

The school seeks advice and support from the Department of Community Services case managers to bridge the gap between home and school and will make referrals to appropriate support groups.

The school works to provide a seamless yet effective connection between parents and organisations who provide parenting advice and mentoring services.

Measures to Address Severe Misconduct: -immediate contact to be made with member of Admin. Student removed from situation and parents contacted OR other students moved from area and student given time to calm down as parents are contacted.

Bullying: awareness of strategies to use when instances occur-inbuilt through Value program and class discussions. Continued issues result in staff discussion with students involved and if necessary parent contact and meetings. Incidences are recorded on the Student Information System. It is not recommended for parent to contact others parents of the student who is bullying their child. See Bullying Policy.

Aggression: awareness of triggers and discussion and prevention.

Drugs/Alcohol: no drugs or alcohol allowed on premises. Students inflicted with either would be referred to outside agencies as well as parents for management.

Weapons: depending on severity Police may need to be called. If able to be removed safely from student, they would be removed and parents contacted.

Risks of Suicide/self-injury- refer to outside agencies for assistance.

### **RISKS ABOUT PERSONAL USE OF MOBILE PHONES AND DEVICES**

Awareness created through class discussion, digital presentations and increased student awareness. (See Mobile Phone Policy)

### **MONITORING AND RECORD KEEPING**

- Students who exhibit challenging behaviors will have instances recorded on the Behavior Management Module of SIS- Student Information Services. This allows the school to build a behavior profile of students and enables the school to manage/be aware of triggers to negative behavior.
- Monitoring of student behavior is expected of teaching and nonteaching staff when on duty. Reporting of inappropriate behavior is to the Classroom Teacher, Deputy Principal and Principal depending on severity of behavior.
- The Principal reports to the School Board each semester and makes judgements and recommendations based on the ABE grade in the student report to parents.

- The school sets tri annual behavior targets in its Business Plan and reports the achievement of these targets in the Annual Report.

## **STAFF HEALTH AND WELLBEING**

The health and wellbeing of staff at Bambara is paramount to the functioning of our school. All members of the school community play an important role in reducing risks and promoting protective factors, and in doing so increase the likelihood of positive educational outcomes for students.

In order for Staff to perform well they need to feel valued and supported, and are provided with real opportunities to contribute to and participate in the running of the school.

A supportive workplace provides staff with opportunities for meaningful participation, positive feedback and reflective practices to manage their students, both academically and behaviourally.

Staff can be supported through- Performance Management, Values Program, Staff Health and Wellbeing Club, WWW-what, went, well, Team Builders– Raffle, dinners, Morning Tea, acknowledgement of special days- eg R U OK?, Special Friend for a day, Staff Item at Talent Show, Collegial Interactions– in DOTT and PLT sessions, Code of Conduct, referral to new Health and Wellbeing Policy from DET

All staff at Bambara are encouraged to support their colleagues and inform Admin of any concerns.

## **HEALTHY FOOD**

At Bambara Primary school we actively support students eating healthy food through-

**Crunch and Sip program-** students in all classes bring fruit or vegetables and a drink bottle with water to school and have it at a set time of the day- usually around 9:30 am.

**Healthy Food Tokens-** distributed each recess and first lunch session for students with healthy food. Tokens are placed in a draw and prizes drawn each 2-3 weeks during WWW assemblies.

**Oz Harvest Healthy Eating** program operating with the senior students and facilitated by Deputy.

**Oz Harvest-** parent hampers- organized by Chaplain and senior students.

## **Class health lessons**

## **MOBILE PHONE POLICY**

Students who bring a mobile phone to school will be required to take it to the Office in the morning before school and then collect it after school. For safety reasons no phones are to be left in student's bags. If parents require urgent contact with their child during the school day this can be done through the school office and immediate contact will be made. There is no need for a child to have a phone on their person during school hours.

If students are seen with a mobile phone during school hours they will be asked to take it to the School Office for collection at the end of the day. If this is a recurring incident the parents will be phoned and asked to collect the phone from the School Office.

Should a student be found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises the student will be suspended immediately. This includes using a mobile phone to video or take photos of other people, or themselves, during school hours.

As a school, we appeal to parents to monitor and encourage appropriate use of technology such as mobile phones and the Internet.



# OUTDOOR CODE OF CONDUCT

**Make all your choices good choices.**

**Show respect and care to yourself and others.**

**Keep the Bambara environment clean.**

**Walk on all paths and in school buildings.**

**Play in the areas you are asked to.**

**Wear a hat when outside.**

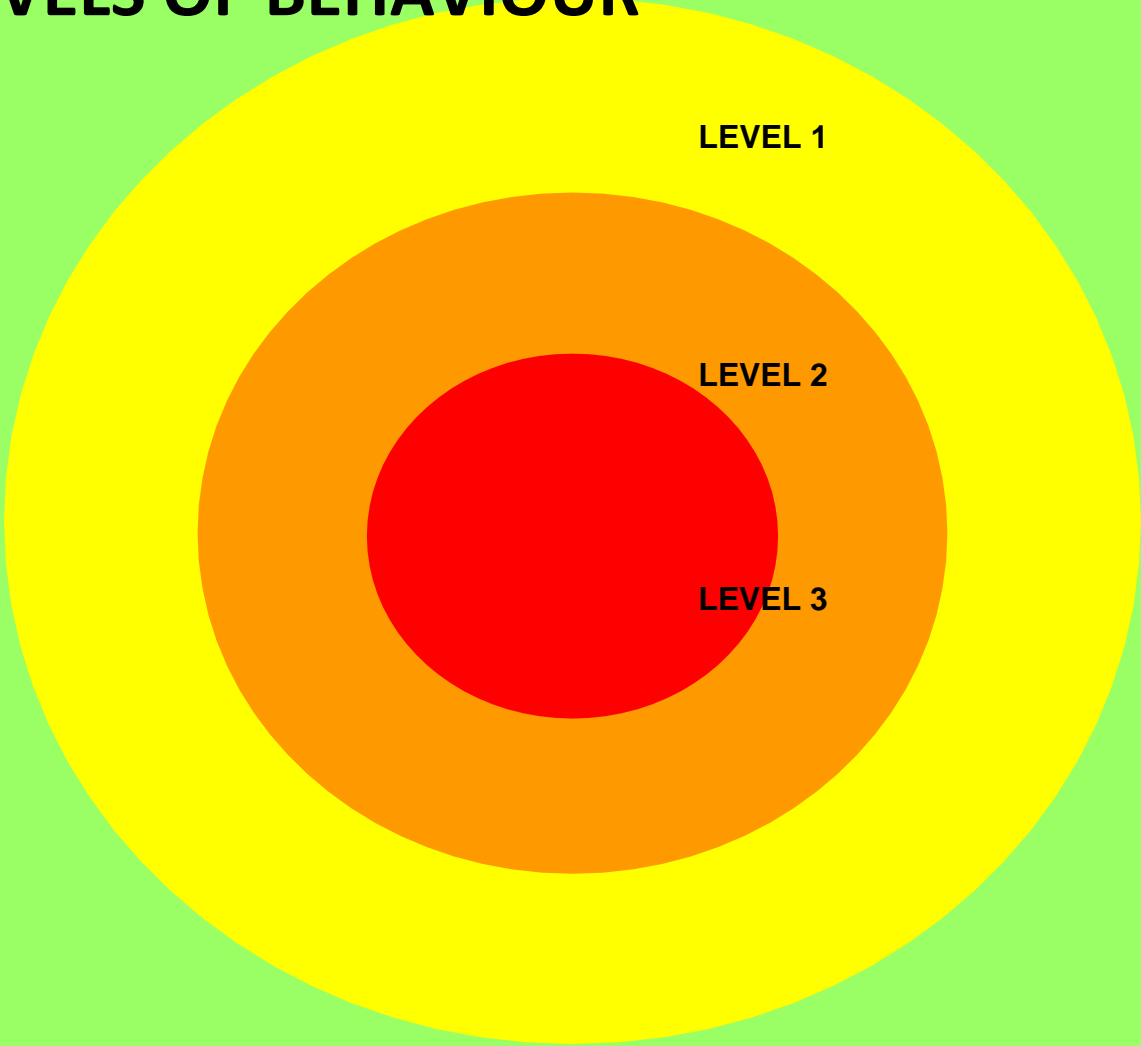
**Play safe, play fair and have fun.**

**Keep your hands, feet and objects to yourself.**

**Ask if you need to go into a classroom.**



# LEVELS OF BEHAVIOUR



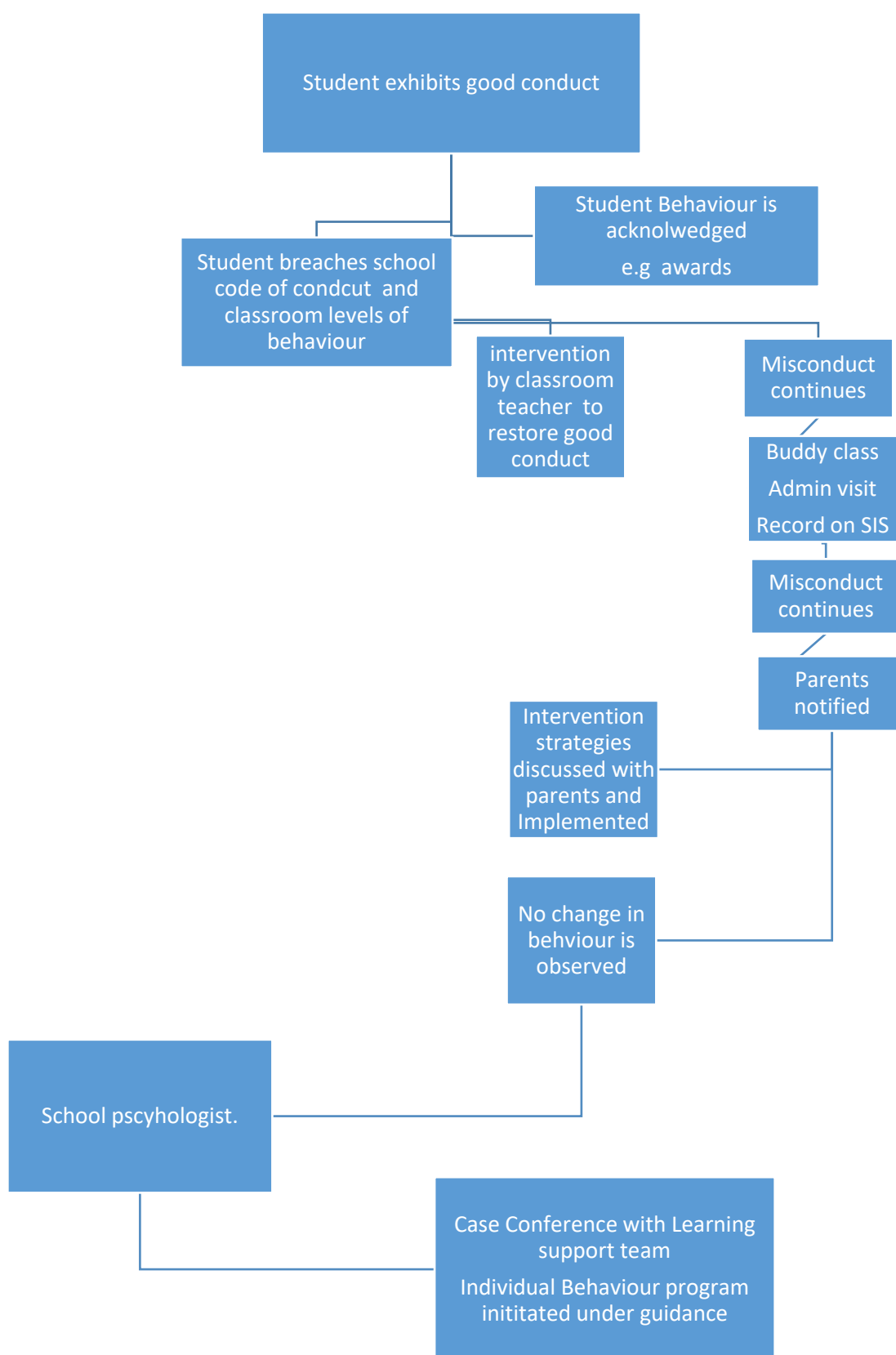
CHOOSE YOUR BEHAVIOUR

KNOW YOUR CONSEQUENCE

ATTACHMENT TWO



## WORKFLOW FOR MANAGING STUDENT BEHAVIOUR



Attachment THREE