



FORREST
PRIMARY SCHOOL &
EARLY YEARS CENTRE

Learning
for Life

**WHOLE SCHOOL COMMUNITY
APPROACH
TO
WELFARE & LEARNING**

2018

WHOLE SCHOOL APPROACH TO WELFARE & LEARNING

Forrest Learning Centre is committed to providing a stimulating learning environment that nurtures independent learners and enables children to develop the necessary skills to fulfill their potential. Positive self-esteem is nurtured in a supportive and motivating classroom climate, where we seek to foster both a love of learning and a responsible and caring approach to others.

Aims (Not in order of priority)

- Everyone feels safe at all times.
- All children practice positive social skills.
- All children are given an opportunity to develop a positive approach to learning.
- Everyone is encouraged in the development and acceptance of the individual.
- Everyone completes set work on time or before time.
- Responsibilities are shared among everyone.
- The teacher's core focus will always be for positive student outcomes.
- Everyone endeavours to carry out the 4 P's to the best of their ability - to be PROMPT, PREPARED, POLITE, & PRODUCTIVE.
- To reinforce that children are part of a community and that their involvement is important.

ADMINISTRATIVE GUIDELINES

- A school/yard/classroom Welfare & Learning Plan will define the rules, including positive and negative consequences.
- Each classroom teacher will have an agreed behaviour "ladder" plan.
- Consequences will be consistent for all children within the school.
- The Whole School Learning Plan will be displayed in the classroom/school entrance and sent home at the commencement of each year with a parent reply slip.
- Teachers are to be aware of classroom rules, consequences, rewards of each room including specialist and relief teachers where possible.
- Regular checking of how the Whole School Community Approach to Welfare & Learning (WSCAWL) is operating amongst staff, children and parents is to be undertaken.
- Non-teaching staff are to be aware of and have input where appropriate in the WSCAWL's operation.
- Separate staff, parent & children surveys to be undertaken regularly.
- A suggestion box to be used by students, parents & staff.
- There will be a refresher of school and yard rules with students and teachers in the first week of each term.
- The Whole School Community will be aware of the School's Grievance Policy, and the process to be used.

RESPONSIBILITIES OF PARENTS

Parents have a responsibility...

- to ensure their child/ren is aware of the importance of the school's Whole School Community Approach to Welfare and Learning.
- to be aware of, and encourage their child/ren to observe the school's expectations.

- to assist their child/ren to develop a positive self image, tolerance, and understanding of others.
- to follow their child/ren's progress with interest and enthusiasm.
- to ensure that their child/ren attend school regularly and punctually.
- to provide the school with explanations for all their child/ren's absences promptly.
- to encourage their child/ren to treat and speak fairly and courteously to others.
- to encourage their child/ren to listen to others.
- to allow only reasonable personal items to be brought to school.
- to sign and return reply slips promptly.
- to accept child/ren's liability for damage to school or personal property.
- to support the community in providing an aesthetically pleasing and stimulating school environment.
- to assist their child/ren with home study tasks when necessary.

YARD RULES

Guidelines

- Yard rules and consequences will be uniform throughout the school.
- Yard rules are to be explained using graphics, role-plays and demonstrations.
- Assure students that teachers / mediators are approachable in student disputes during recess times.
- All children should understand yard rules, why they must be respected and followed and the dangers/negative consequences of breaking these rules.
- Yard rules to be displayed in all classrooms and entrances.
- Possible recess activities displayed on outside notice board.
- Yard Duty Teacher to wear a highly visible vest when on duty.
- YD teacher to record negative behaviour in the diary stored in bumbag for reference purposes.
- Repetitive/continual negative behaviour to be discussed with parents and the student at a conference held at the school.
- Teachers will use restorative questioning when dealing with issues in the yard (See attached Restorative Questions)

Yard Rules.

- Only climb on climbing equipment.
- Resolve problems calmly, sensibly and fairly.
- Look after the environment.
- Move and play safely.
- Respond to bell promptly.
- School hats to be worn during terms 1 and 4 outside.
- No tackling or rough play and no intentional harming of others.
- Speak respectfully.
- Stay within the boundaries

Yard Positive Consequences

- Marbles for Celebration Jar.
- Positive feedback from Yard Duty Teacher / Buddies.
- Special mention made in newsletter of students using values.
- Nominate student for Helping Hands weekly award.

Yard Negative Consequences

- 1st Warning – reminder of rules.
- 2nd School improvement/ sit on Time Out chair – 10 minutes.
- 3rd Accompanying (shadowing) the yard duty teacher for remainder of playtime/recess (removal) – yellow information form sent home to parents.
- 4th Third removal an automatic after school detention for 1/2 hour the following staff/PLT meeting night (Tuesdays). Parent contact is made beforehand by way of a yellow form. Staff documents misdemeanors. Missing out on something special may be an option e.g. Fun Friday Celebration. Slate will be wiped clean each term.

Exit Clause: Extreme misbehavior in the yard results in removal from playground to “Time Out” chair outside the school office and parents phoned by principal/principal delegate for conference to be held immediately with removal of the child for the day. Refer to Grounds for Suspension 4.7.3.2.

CLASSROOM RULES

Guidelines

- Classroom rules negotiated with students by teacher at a class meeting.
- Class rules will be displayed in the classroom.
- Classroom rules are made clear to all students.
- Students are encouraged to support the class rules at all times.
- A graduated approach to behaviour management will be taken in the classroom. Every student will begin the week at 'Wha Who! You're Safe'. They then have the ability to move up or down the ladder depending on behaviour displayed within the classroom. The ladder will look like this:

YOU'RE ABSOLUTELY MAGNIFICANT
YOU'RE FABULOUS
WHA WHO! YOU'RE SAFE
O'OH WARNING
CONSEQUENCE 1
CONSEQUENCE 2 – YOU DON'T WANT TO BE HERE!

Classroom Rules will be based on, but not restricted to the following:

- Listen closely to teacher direction and then follow instructions.
- Only one person speaks at any one time.
- Move around the room safely.
- Be ready for lessons.
- Hands off others and their belongings.
- Speak and act respectfully to others i.e. use good manners.

Classroom Positive Consequences

A selection of positive consequences for teachers to choose from include

- Individual rewards for reaching top of behavioural ladder.
- Fun Friday Celebration/Lucky dips
- Best worker badge e.g. Gold Medal Badge/sticker
- Celebration marble jar or the like—upon filling—a negotiated reward for class – approx. one per term.
- End of Year Celebration e.g. fun excursion/trip with whole school if three or more class celebrations in each class occur throughout year.

- Positive teacher / student feedback.
- Special Classroom Assistant/Principal for the day. E.g. gopher

Classroom Negative Consequences

- 1st Warning- Reminder of the rules and student moved to O'Oh Warning on the behavioural ladder.
- 2nd Student moved to Consequence 1 on the behavioural ladder – 15 minutes of next recess time on Time Out Mat/at table or to do school improvement or unfinished class work.
- 3rd Student moved to Consequence 2 – 30 minutes of next recess time on Time Out Mat/ at table or to do School Improvement or unfinished class work.
- 4th Removal to partner teacher's classroom for remainder of session. Work sent later with another student including Think sheet to be completed.
Conference to take place before re – entry back to his/her classroom after 4th indiscretion removal is to be documented in the incident diary. Form (yellow) sent/emailed notifying parent(s), to be signed/responded and returned promptly. (i.e. next school day)
- 5th Phone call home *to parent to discuss next steps. Possible conversation had with child by parent to “reset” student's learning goals.*
- 6th Removal from classroom and parent contacted and asked to attend school for conference to discuss and/or develop a supportive behaviour management plan.

Exit Clause: There will be a uniform exit clause from the classroom across the school for extreme misbehaviour. The student will be taken to principal's office, if principal is not present student will be taken to a partner teacher's classroom for the remainder of the session and parent called to take child home immediately. Extreme behaviour is any behaviour that threatens the safety of others or themselves and undermining the authority of the class-teacher. Refer to Grounds for Suspension 4.7.3.2.

BULLYING POLICY

Forrest Primary School has a zero tolerance to bullying.

Through a whole school community approach, the aim is to minimise the frequency and impact of bullying on individuals.

All members of this school community have the right to participate in school life in an environment which is free of all forms of bullying. Bullying is the misuse of power, position and privilege. It is done to intimidate, coerce, endanger fear, and to control. Bullying is an action that makes you feel uncomfortable, hurt, upset or embarrassed.

Types of bullying includes – physical, verbal, exclusion, extortion, gesture and phone or cyber bullying which is unwelcome, threatening, repeated or unwanted.

Just as those directly responsible for bullying are guilty of serious offences, those who encourage or allow other people to engage in it are equally as guilty.

This school acknowledges the need for programs that will enhance students' self esteem and assertive skills. The Respectful Relationships, Program Achieve, and Health & Human Relations units are all parts of the PE/Health program delivered methods for teachers to use with students at Forrest PS & EYC.

All teachers will conduct regular teaching/learning activities which encourage the development of positive social relationships (e.g. cooperative learning, small group activities, role plays, etc.) Included in this program will be regular whole-school secret ballots to assist with the identification of bullies and school 'hot spots'.

People being bullied may seek help from:

- A close friend
- A parent/family member
- A teacher
- Wellbeing Worker
- A peer mediator or
- The principal

Programs which operate within the school to minimise bullying include the following:

- Respectful Relationships/You Can Do It / Program Achieve
- Buddy System
- Junior School Council
- School Assemblies
- Sporting programs/ Group Days
- School Camps

Consequences

All reported incidents of bullying will be investigated thoroughly.

Children guilty of bullying will be reminded that harassment is an unlawful act.

The processes involved with cases of bullying will include:-

- Re-acquaintance of the school's anti bullying policy
- Counseling (for both the victim and the aggressor)
- Mediation (when appropriate)
- Parent interviews (when appropriate)
- Involvement of outside agencies (when appropriate)
- Monitoring of victims and aggressors.

The consequences for students engaging in bullying may include:

- An internal suspension, and/or
- A restricted play areas imposition, and/or
- External suspension, and/or
- Exclusion from special activity.

The above bullying consequences will be used in conjunction with the yard and classroom negative consequences as stated previously.

Educational Programs

Programs conducted with the implementation of WSCAWL include:

- You Can Do It / Program Achieve
- Tribes
- Forrest Kids Go Bush
- Environmental / Grounds Maintenance Programs
- Transition Programs
- Better Buddies
- Debono's Thinking Hats
- Blooms's Multiple Intelligences
- Brain Gym
- Individual School Drug Education Strategy (I.S.D.E.S)

RESTORATIVE QUESTIONS

- Can you tell me what happened?
- What were you thinking at the time?
- What have you thought about since then?
- Who do you think has been affected by your behaviour?
- How do you think they have been affected?
- What would you like to see happen to repair the harm?
- Is there anything else you would like to say?
- (Maybe we could meet again soon to see how things are going)

RECESS ACTIVITIES I CAN PLAY

✚ Cricket	Slide	Hopscotch	Cat and Mouse	Table Tennis
✚ Chasey	Donkey	Hula Hoop	Simon Says	Tap Ball
✚ Basketball	T- Ball	Elimination	What's the time, Mr Wolf	Down Ball
✚ Helicopter	4 Square	Dead Fish	Helping Buddies	Stepping
✚ Octopus	Traffic Jam	Shark Zone	Hide and Seek	Kick/Boot Ball
✚ Football	Touch Footy	Flying Fox	Obstacle Course	Soccer
✚ Skipping	Netball	Reading	Danish Rounders	Jogging
✚ 40 -40 Tennis	Limbo	Continuous	Scarecrow Tiggy	Cricket
✚ Running	Talking	Toy cars	Capture the Flag	Jedi Dodge ball
✚ Walking	Bootball	Toys	Duck Duck Goose	Bat Tennis
✚ Spider Web	Sandpit	Fresh	Chinese Whispers	Cubby Building
✚ Playing Board Games		Gardening	Chook Care	Drawing

“LEARNING AND GROWING TOGETHER”

**“LINKING EDUCATION, HOME,
ENVIRONMENT
AND THE COMMUNITY”**

© FORREST PRIMARY SCHOOL 4/6/2018