



# Cringila Public School

## Wellbeing Policy

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### 1. School Statement/Rationale

At Cringila Public School, parents, students and staff work in partnership to maintain the school expectations of 'Respectful, Responsible and Safe'. This partnership is based on shared responsibility, to create and sustain a secure and happy environment where learning is valued and supported. Everyone within the school community has the right to expect courtesy, fairness, and cooperation, free from discrimination. This will occur through appreciation, understanding and respect for the needs of all. At Cringila Public School, we teach and model the behaviours we value in our students. We strive to resolve conflict respectfully, calmly and fairly through listening, discussion, mediation, and restitution, if needed.

Finally, it is important to observe that within places of education, positive behaviour stems from feelings of achievement and success. We promote this through quality teaching, engagement and high expectations for learning.

### 2. Rights and Responsibilities

At Cringila Public School we believe that everyone involved with the school community has the right and responsibility to ensure that teaching and learning takes place in a safe, supportive and cooperative environment. This includes students, parents, school visitors and staff.

STUDENTS	
<b>Students have a right to:</b> <ul style="list-style-type: none"><li>❖ enjoy challenge and achieve in school activities</li><li>❖ be respected and treated kindly</li><li>❖ have a safe and happy school</li><li>❖ be permitted to explain actions and behaviours</li><li>❖ expect personal property to be safe</li><li>❖ be free from bullying, intimidation and violence</li><li>❖ work without disruption from others</li></ul>	<b>Students have a responsibility to;</b> <ul style="list-style-type: none"><li>❖ care for property within the school environment</li><li>❖ allow others to work without being interrupted</li><li>❖ show respect at all times for teachers, other school staff and adult helpers through courtesy and cooperation</li><li>❖ maintain a neat appearance, adhering to the requirements of the school's uniform policy</li><li>❖ strive to do their best work at all times</li><li>❖ behave safely, respectfully and responsibly, including when travelling to and from school.</li></ul>

<b>PARENTS</b>	
<b>Parents have a right to:</b> <ul style="list-style-type: none"> <li>❖ be treated with respect and consideration</li> <li>❖ have effective communication with the school</li> <li>❖ expect appropriate learning programs for their child</li> <li>❖ have their child taught in a safe and happy learning environment.</li> </ul>	<b>Parents have a responsibility to:</b> <ul style="list-style-type: none"> <li>❖ provide opportunity for their child to take responsibility for their actions</li> <li>❖ work with teachers in providing role models for desirable social behaviour</li> <li>❖ communicate and demonstrate the benefits of cooperative behaviour</li> <li>❖ be aware of and respond appropriately to school communication</li> <li>❖ talk positively to their child and the community about the school</li> <li>❖ support the school in the application of the student wellbeing policy</li> <li>❖ ensure their child attends every school day, unless they are legally excused.</li> </ul>

<b>TEACHERS</b>	
<b>Teachers and support staff (where appropriate) have a right to;</b> <ul style="list-style-type: none"> <li>❖ be treated with respect and consideration</li> <li>❖ expect assistance from appropriate sources</li> <li>❖ teach in a safe and happy environment</li> <li>❖ expect acceptable standards of behaviour from students while at or representing the school</li> <li>❖ expect students to comply with reasonable instructions</li> <li>❖ be supported in the application of the student wellbeing policy.</li> </ul>	<b>Teachers and support staff (where appropriate) have a responsibility to;</b> <ul style="list-style-type: none"> <li>❖ provide a stimulating, balanced and safe learning environment</li> <li>❖ contribute to a positive school tone</li> <li>❖ provide clearly defined class rules and behaviour expectations</li> <li>❖ be an appropriate social role model within the school</li> <li>❖ engage in positive communication with members of the school community</li> <li>❖ ensure that the student wellbeing policy is implemented and followed.</li> </ul>
<b>PRINCIPAL and EXECUTIVE STAFF</b>	
<b>The Principal and Executive staff have the responsibility to ensure;</b> <ul style="list-style-type: none"> <li>❖ a commitment to student wellbeing that underpins all policies and activities of the school</li> <li>❖ the school community reviews policies and practices related to student welfare and discipline</li> <li>❖ students, staff and parents are assisted to develop strategies for addressing student wellbeing needs in all activities of the school</li> <li>❖ other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.</li> </ul>	








### 3. Behaviour Code for Students

The students of Cringila Public School adhere to the NSW public schools Behaviour Code for Students. These core values are reflected through this policy as we are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### 4. Core Expectations

Cringila Public School teaches expectations that are the basis of law, customs and caring for others within our society. Expectations are taught explicitly in the classroom, including those that underpin learning. Expectations are also taught through relationships and activities that involve the whole school community.

At Cringila Public School, expectations guide how we;

-  communicate,
-  work together
-  make decisions
-  provide learning experiences for our students
-  promote positive behaviour
-  recognise and reinforce student achievement
-  respond to inappropriate student behaviour

**Cringila Public School Expectations are:**

**Respectful** – treat people fairly, be considerate, use positive language and actions.

**Responsible** – being accountable for your actions towards yourself, others and the environment.

**Safe** – ensuring you are acting in a manner that is not likely to cause harm or injury to yourself, others or the school environment.

### 5. Positive Behaviour Management Strategies

**School Wide Recognition** All staff hand out 'Gotchas' for all positive behaviour, stating the expectation that the student has positively demonstrated. Students write their name and class on the back and place it into their class Gotcha box. At a fortnightly assembly, Gotchas are counted and placed into a school barrel. Five children are drawn from the barrel to receive a prize of their choice. Gotcha totals for each class are displayed in the foyer and staffroom to encourage students to work towards the goal of receiving the most each fortnight. The class with the most Gotchas are rewarded with a whole class prize, this may include being the first students to choose their fun day activity. At the end of each term, two major prize winners are drawn from the Gotcha barrel to receive a gift card to the value of \$20.

To recognise and reward students demonstrating positive behaviour, twice each term, students participate in a Positive Behaviour for Learning (PBL) fun day. Activities are selected by the Student Representative Council (SRC) and facilitated by the teachers.

**Classroom Reinforcements** Teachers implement Class Dojo as a whole class program. When students receive 30 Dojo points, they receive a sticker on their tracking tree. Each class has a rewards menu that has been developed with the students, for students to choose from. Rewards are given for every 10 Dojo points. Rewards are immediate. Once a student receives their first 30 dojo points, they get a star with their photo on it, displayed on the wall in the front foyer. Teachers will also give positive reinforcements through stickers, stamps, verbal praise and house/table points.

**School Behaviour Awards** We reward students for demonstrating positive behaviour, reflecting the

Core Expectations; Respectful, Responsible and Safe, both in and out of the classroom. Students receive one award per class at the fortnightly assembly, based on the PBL focus.

## **6. Recognition of Student Achievement**

### **Cringila Merit Awards**

Students are recognised for achievement each fortnight with the awarding of our Cringila Merit Awards at assembly. Two class awards are presented and one core PBL expectation award.

### **Presentation Assembly**

Awards for academic achievement, improvement and citizenship are presented at the end of each year at the Presentation assembly.

### **External Competitions/Enrichment Programs**

Students are acknowledged through awards and at assemblies for participation and achievement in various extra-curricular competitions and programs eg. University Competitions, sports carnivals, science, art competitions etc.

## **7. Discipline**

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, Cringila Public School maintains high standards of discipline.

### **Behaviour Management Flow Chart**

All staff follow the behaviour management flow chart outlined below. This is to assist in developing and achieving positive behaviour within all learning environments.

### **Negative Behaviour for Learning Level System**

This document outlines the process which executive staff follow when dealing with negative behaviours.

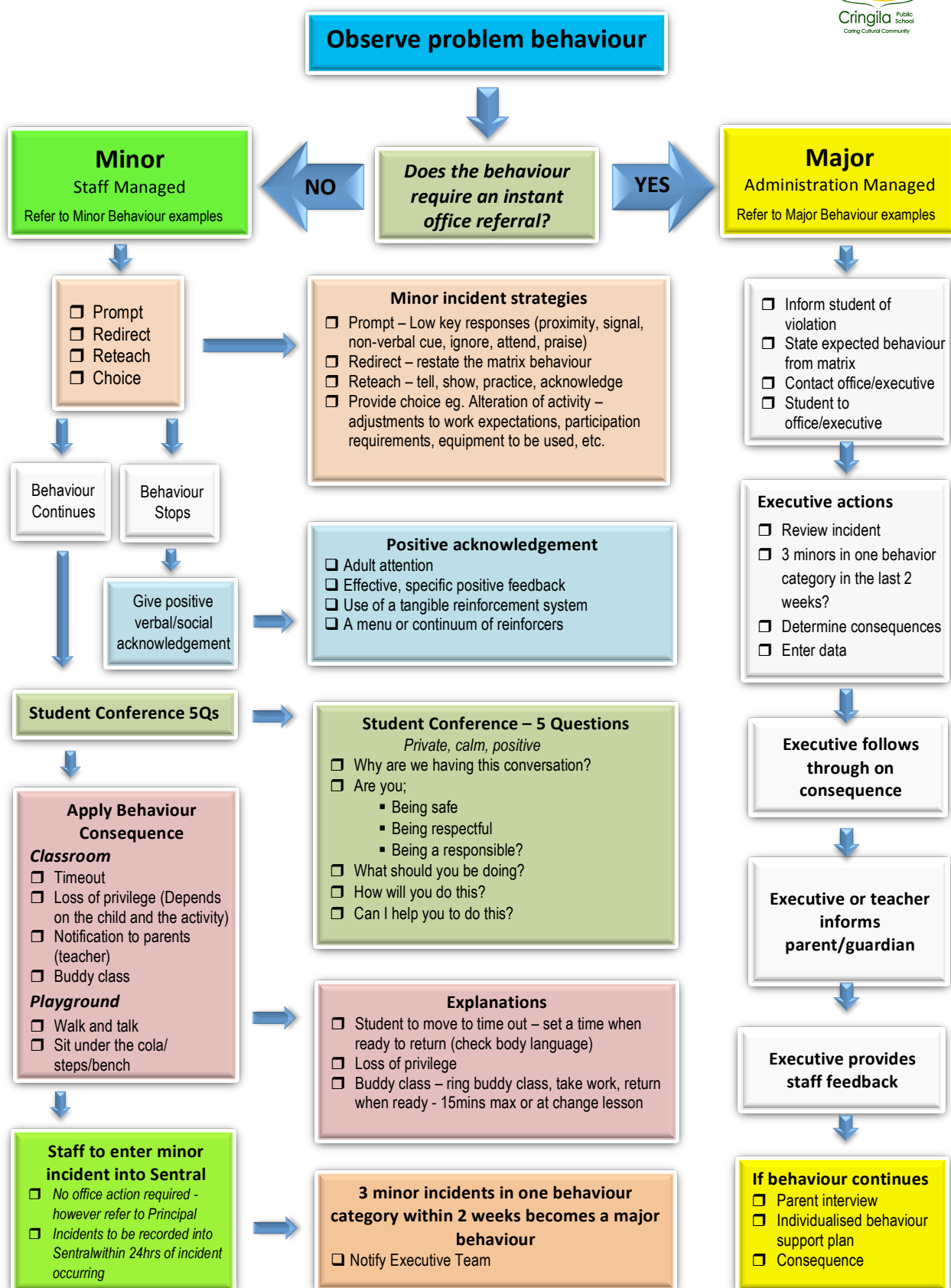
### **Acceptable and Unacceptable Behaviour**

This document highlights what is acceptable and unacceptable in various areas and situations for students.

### **Loss of PBL Fun Day Privilege**

If a student has had two incidents that result in being placed on any colour card, within the five-week period, they will lose the opportunity to participate in the PBL Fun Day.

# Behaviour Management Flowchart



**Negative Behaviour  
for Learning Level System**

<b>Level</b>	<b>Who</b>	<b>Possible Consequences</b>	<b>What</b>
<b>Star Level</b>	All students will start on a Star level at the beginning of each term.		
	Students demonstrating minor behaviours	<ul style="list-style-type: none"> <li>• Rule Reminder</li> <li>• Verbal Warning</li> <li>• Time out</li> </ul>	<ul style="list-style-type: none"> <li>• Record minor behaviour on Sentral and mark as a "Warning"-Complete"</li> </ul>
<b>Level 1</b>	Students who have been recorded on Sentral in a period of 5 days will be placed on Level 1	<ul style="list-style-type: none"> <li>• Rule Reminder</li> <li>• Verbal Warning</li> <li>• Time Out in class</li> <li>• Time Out in Buddy Class</li> <li>• Recorded on Sentral</li> <li>• Phone Call/ Blue slip</li> </ul>	<ul style="list-style-type: none"> <li>• Two day monitoring on a Yellow Card</li> <li>• Walk with the teacher during lunch.</li> <li>• Carry their card with them at all times</li> <li>• If students has demonstrated good behaviour for the 2 days return to Star Level.</li> <li>• If not need to complete 2 days again on yellow card, if repeated behaviour continues move to level 2.</li> </ul>
<b>Level 2</b>	Students who demonstrate; <ul style="list-style-type: none"> <li>• Repeated Level 1 behaviour</li> <li>• Major Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Rule Reminder</li> <li>• Verbal Warning</li> <li>• Time Out in class</li> <li>• Time Out in Buddy Class</li> <li>• Recorded on Sentral</li> <li>• Reflection Note filled out</li> <li>• Parents Notified</li> <li>• Blue Note Sent Home</li> </ul>	<ul style="list-style-type: none"> <li>• Five days of Monitoring on an Orange Card</li> <li>• Walk with the teacher during lunch</li> <li>• Carry their card with them at all times</li> <li>• If students has demonstrated good behaviour for the 5 days return to Level 1.</li> <li>• If not, need to complete 5 days again on orange card, if repeated behaviour continues move to level 3.</li> </ul>
<b>Level 3</b>	Students who have demonstrated: <ul style="list-style-type: none"> <li>• Repeated Level 2 behaviour</li> <li>• Major Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Rule Reminder and Teaching</li> <li>• Verbal Warning</li> <li>• Time Out in class</li> <li>• Time Out in Buddy Class</li> <li>• Recorded on Sentral</li> <li>• Reflection Note filled out</li> <li>• Parents Notified</li> <li>• Blue Note Sent Home</li> </ul>	<ul style="list-style-type: none"> <li>• Five days of monitoring on Red Card</li> <li>• Sit outside office during 1<sup>st</sup> and 2<sup>nd</sup> Break</li> <li>• Loss of privileges</li> <li>• Warning of suspension</li> </ul>
<b>Suspension</b>	Students who have; <ul style="list-style-type: none"> <li>• Repeated Level 3 Behaviour</li> <li>• Repeated Major Behaviour</li> </ul>		<ul style="list-style-type: none"> <li>• Executive may give a formal suspension</li> <li>• Placed on Level 3</li> </ul>

**\* If a student has had two incidents that result in being placed on any colour card within the five-week period, they will lose the privilege to participate in the PBL Fun Day.**



# Acceptable and Unacceptable Behaviour

To support the implementation of the Student Discipline in Government Schools policy, it needs to be clearly stated what is acceptable and unacceptable behaviour in our school. Students, teachers and parents should be well aware of school and community expectations regarding discipline at Cringila Public School, mindful that the primary aim of all activities is the development of positive behaviour for learning. These are examples of what behaviour is considered acceptable and unacceptable.

	Acceptable	Unacceptable
Relationships with others	<ul style="list-style-type: none"> <li>• Be polite.</li> <li>• Cooperative.</li> <li>• Helpful with others.</li> <li>• Respect for others and school property.</li> </ul>	<ul style="list-style-type: none"> <li>• Rudeness, teasing and foul language.</li> <li>• Threats, bullying, cruelty.</li> <li>• Disrespect for people and property.</li> <li>• Interference with others' games and activities.</li> <li>• Racist and sexist comments.</li> <li>• Group bullying.</li> <li>• Sending hurtful messages.</li> <li>• Spreading rumours.</li> </ul>
Classroom behaviour	<ul style="list-style-type: none"> <li>• Doing your best at all times</li> <li>• Cooperation and politeness.</li> <li>• Respect for all class members – including teachers and visitors.</li> <li>• Cleanliness and orderliness.</li> <li>• Paying attention.</li> <li>• Sitting on chairs properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Rudeness and lack of cooperation.</li> <li>• Interference with others.</li> <li>• Disruption – calling out.</li> <li>• Offensive noise, comments and gestures.</li> <li>• Disrespect to other classroom members.</li> </ul>
Playground behaviour	<ul style="list-style-type: none"> <li>• Arrive at school after 8.30am.</li> <li>• Keep to appropriate areas.</li> <li>• Playing safely with other students.</li> <li>• Eating food at appropriate times and places.</li> <li>• Using sports equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Running and rough games on hard surfaces.</li> <li>• Being out of bounds.</li> <li>• Leaving school grounds without permission.</li> <li>• Not sharing playground space fairly.</li> <li>• Rough games and play fighting that may hurt</li> </ul>

	<ul style="list-style-type: none"> <li>• Sharing equipment fairly.</li> <li>• Using playground areas at appropriate times.</li> </ul>	<ul style="list-style-type: none"> <li>• others.</li> <li>• Offensive language.</li> <li>• Unsportsmanlike behaviour.</li> <li>• Tackle football</li> </ul>
School Movement	<ul style="list-style-type: none"> <li>• Being punctual and orderly.</li> <li>• Knocking on door and asking to be excused.</li> <li>• Polite and well mannered.</li> <li>• Moving with the least disturbance to classes.</li> <li>• Using school facilities sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive noise.</li> <li>• Damaging school or student property.</li> <li>• Being out of bounds.</li> <li>• Running and pushing.</li> <li>• Loitering.</li> <li>• Causing obstruction to others.</li> </ul>
Travelling to and from school	<ul style="list-style-type: none"> <li>• Using road rules.</li> <li>• Responsible behaviour. Have respect for the rights of other people.</li> <li>• Following travel rules.</li> <li>• Travelling to school via the quickest, safest route.</li> <li>• Treating neighbours respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Bad language and behaviour.</li> <li>• Trespassing – Loitering.</li> <li>• Playing dangerously.</li> <li>• Being disrespectful.</li> <li>• Not following road and bus rules.</li> <li>• Destruction of public and private property.</li> <li>• Treating neighbours disrespectfully.</li> </ul>
Assemblies	<ul style="list-style-type: none"> <li>• Be punctual.</li> <li>• Listen and be well mannered.</li> <li>• Face the speaker.</li> <li>• Show appreciation and respect.</li> <li>• Participate and follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking and making noises.</li> <li>• Lateness.</li> <li>• Inattention.</li> <li>• Disturbing others around you.</li> </ul>



## 8. Anti-Bullying Policy

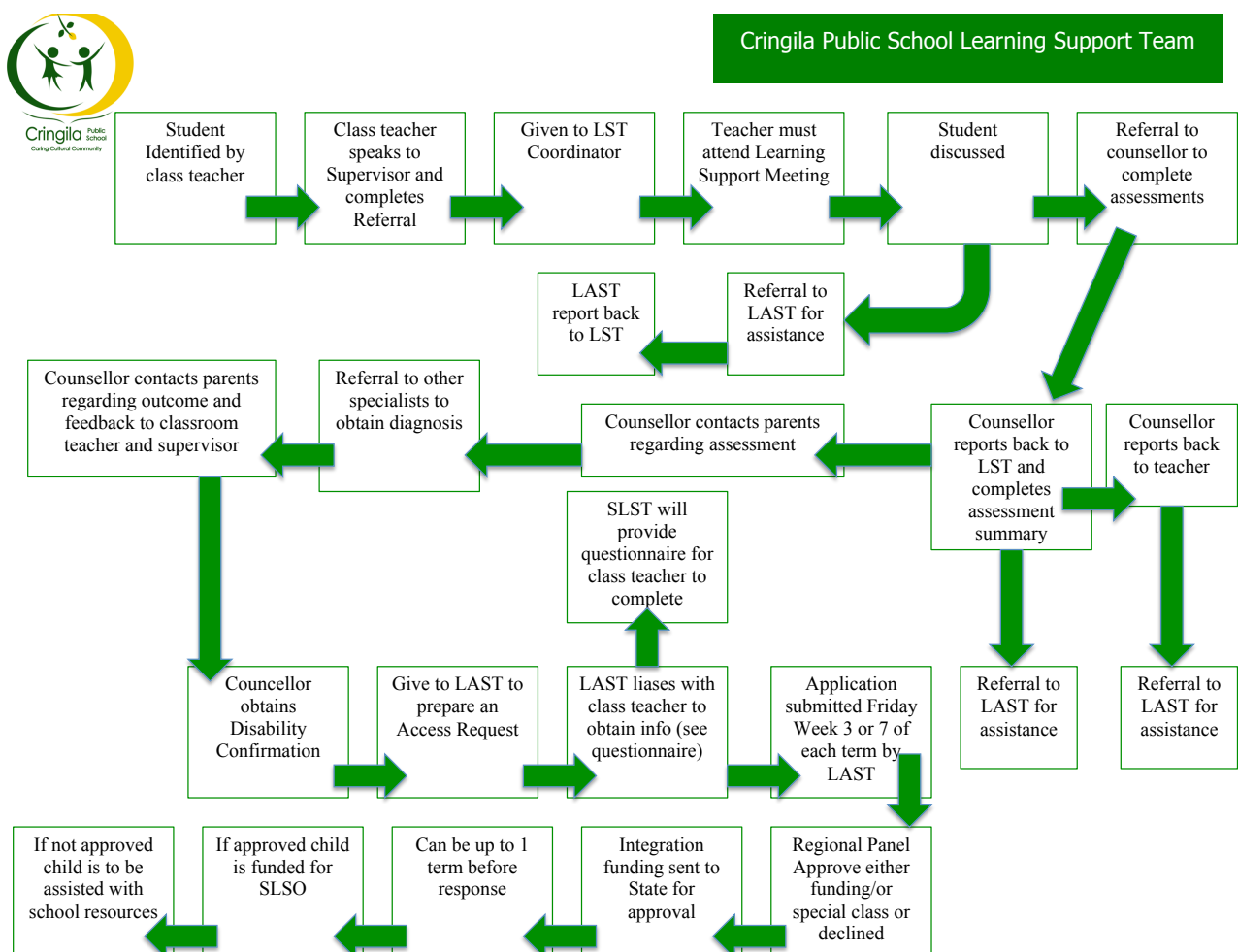
Cringila Public School rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of our school. Any incidents that arise of this nature will be dealt with in accordance with the Behaviour Management Flowchart and the Negative Behaviour for Learning Level System. To access further details, please refer to Cringila Public School's Anti-Bullying Plan.

## 9. School Uniform Policy

Cringila Public School uniform consists of a limited range of clothing, including footwear and headwear to help identify students as belonging to our school community. Having a school uniform assists in developing a sense of pride and promotes positive perception of the school as an ordered and safe environment for all cultural and religious diversities. To access further details, please refer to the Cringila Public School's School Uniform Policy.

## 10. Learning and Support

Cringila Public School currently follows a flow chart to guide and assist teachers in making a referral to the Learning and Support Team. These referrals include teacher and parent input. From here, the Learning and Support team meet and discuss further action.





**Cringila Public School**  
**Referral to the School Counsellor from Learning Support Team**

*Your child's recent learning referral to our Learning Support Team has resulted in further consultation with the school counsellor. Please speak with your child's teacher, the stage executive or the school counselor if you would like help completing this form.*

The following to be completed by Parent or Caregiver-

<b>Student's Name:</b>	<b>Date of Birth:</b>
<b>Date:</b>	

**What concerns do you have in relation to your child's schooling?**

**Developmental history (For example, has your child ever been very sick or had a serious accident? Has your child had their sight/ hearing tested?)**

**Previous assessments (For example, by doctor, psychologist, speech therapist. If yes, please say who and attach copies of any reports)**

