Wollongong West Public School

Wellbeing Framework

Wollongong West Public School Wellbeing Framework 2017
Introduction

The Wellbeing Framework has been created to provide an overall behaviour management system (OBMS). This Framework emphasises a structured, consistent and logical global approach to our student's wellbeing.

The Framework provides a positive approach as well as consistency when dealing with inappropriate behaviours and uses behaviour management as a non-emotional, non-punitive learning experience. The goal is to provide our students with a sense of security, containment and self-control.

The OBMS provides staff with a tool for addressing behaviours that typically need correction. Our focus will be on establishing positive, well-managed classrooms, which, as much as possible, prevent misbehaviours occurring. We do this by ensuring our students are engaged academically, taught the values of the classroom and are guided by routines. Our students will receive a high level of praise and have consequences consistently applied for misbehaviours.

The Wollongong West Public School Wellbeing Framework reflects the DEC Wellbeing Framework for Schools. The three main elements of Connect, Succeed and Thrive are cornerstones to our school's framework and are pivotal to the growth and development of our important asset, our students.

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.

Wollongong West Public School Wellbeing Framework 2017
Rationale

What is Wellbeing?

In very broad terms Wellbeing refers to the quality of one’s life.

Wellbeing can be shaped by a number of broad influences, some of which are out of our control. However, we can impact on a student’s wellbeing at school by offering choice, nurturing achievement of meaningful goals, encouraging positive relationships, providing opportunities for enjoyment, personal growth and development, health and safety.

At Wollongong West Public School we will provide our students with choice that supports self-regulation, self-discipline and achievement. As a result our students will have enhanced confidence and self-esteem.

At Wollongong West Public School we will encourage positive relationships by fostering connectedness and feelings of belonging. These elements are essential for wellbeing.

At Wollongong West Public School we will promote enjoyment and engagement in learning. Enjoyment broadens a student’s ability to think creatively, be innovative and to problem solve more effectively.

The domains that can influence one’s wellbeing include cognitive, emotional, social, physical and spiritual wellbeing.
Multi-Dimensional Nature of Wellbeing

Cognitive
- Achievement & success
- Processing information & judgements
- Motivation & Persistence
- Attaining knowledge
- Experiencing positive learning

Emotional
- Self awareness & emotional regulation
- Resilience
- Self-reflection

Social
- Positive relationships
- Connectedness to others
- Empathy

Physical
- Feeling safe & healthy
- Good nutrition
- Preventative health care
- Physical activity
- Safety & security

Spiritual
- Connection to culture
- Connection to community
- Connection to religion
- Beliefs, values & ethics

Wollongong West Public School Wellbeing Framework 2017
Implementation

The Wellbeing Framework is to be used for all students at Wollongong West Public School unless they are on an Individual Wellbeing Plan. The Wellbeing Framework has been designed to support our students and needs to be delivered from a rational and non-emotional personal state. Collegial support is crucial in the implementation of the Wellbeing Framework.

An Individual Wellbeing Plan will be written for students who require an individualised plan. The Executive will determine these students. An Individual Wellbeing Plan will take precedence over the Wellbeing Framework. An Individual Wellbeing Plan compliments and uses components of the Wellbeing Framework.

Implementation of the Wellbeing Framework will align with the Positive Behaviour for Learning (PBL) values. The scope and sequence of weekly focus lessons, collection of data and the whole school reward system will work together to promote a positive school culture and behaviours.

Procedures

Teacher and Executive Expectations

Maintaining consistency of school values is an important element of implementing the Wollongong West Public School Wellbeing Framework. To ensure consistency across the school, appendix 1 classifies student behaviours, provides behaviour management techniques and indicates the teacher and executive expectations regarding these behaviours.

The Reminder System

The Reminder System is a non-punitive approach to redirecting a students’ misbehaviour. The goal is to provide the student with a learning experience and the opportunity to modify their behaviour. This procedure is to be consistently utilised both inside and outside the classroom from Kindergarten to Year 6. Refer to appendix 2 and 3.

Within the Reminder System students are given time to reflect on their choices. To help this process a reflective worksheet has been created. Refer to student resources in appendix 10. Completed reflection sheets are to be kept by the student’s class teacher as a record. The student
resources also include a visual Reminder System poster for students that can be displayed in classrooms.

As part of the Reminder System each class should create a reflective space where students are able to complete their reflection sheets. Within the Reminder System each class will be assigned a Buddy Class. In the event that your Buddy Class is not available the Buddy Class Flow Chart is to be implemented. Refer to appendix 4.

In the event that an Executive team member is needed refer to the Executive Intervention Hierarchy flow chart. Refer to appendix 5.

The Absconding Procedure

The Absconding Procedure is to be implemented in the event that a student leaves the classroom without permission. A student Individual Wellbeing Plan can override this procedure. Refer to appendix 6 and 7.

Playground Incident Procedure

The Playground Incident Procedure is a non-punitive approach to redirecting a student’s misbehaviour. It has been designed to reflect the Reminder System. Refer to appendix 8.

Check In, Check Out Procedure

The Check In, Check Out procedure is to be activated when a student is in their Buddy Class and has not owned their own behaviour by the end of that session. It can also be utilised at the discretion of the Executive. Refer to appendix 9.

Award System

The Award System at Wollongong West Public School has been created to promote and support a positive school climate. This system will work towards preventing misbehaviours from occurring.
Teachers’ hand out ‘WOWWs’ to students for displaying expected behaviours. The WOWW tickets will be in four different colours. **Red** = student demonstrating responsible behaviour  
**Yellow** = student demonstrating respectful behaviour  
**Green** = student demonstrating safe behaviour  
**White** = all other displays of positive behaviour

Students write their name on the WOWW ticket and enter it in the class box. The class teacher uses these as part of their behaviour management plan.

All WOWW tickets are then place in the ‘WOWW O METER’ and are used as a whole school reward. The whole school reward will be determined in consultation with staff and SRC.

Classroom achievement will be acknowledged and awarded at the whole school fortnightly assembly.

**Reporting to and Informing Parents**

Sentral/LMBR is Wollongong West Public School’s reporting tool. Any incidents that need further consequences or investigation need to be communicated in person to the Executive.

When to contact parents:
- Parents are to be contacted when a student has reflective time in a Buddy Class three or more times in the space of one school week. Contact parents via phone call or informal meeting before or after school. If an informal discussion can not be arranged a letter is to be sent home to inform parents of student’s behaviour. All informal meetings/phone calls are to be noted in Sentral/LMBR.
- Executive will contact parents in the event that there is an extreme incident or at their discretion.

**Anti Bullying**
- Accusations and acts of bullying within WWPS are to be taken seriously. Please refer to Wollongong West Public School Anti Bullying Policy.
List of Appendices

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Appendix 1

Teacher & Executive Expectations
# Teacher Expectations

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Suggested Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>non engaged</td>
<td>• Remain calm</td>
</tr>
<tr>
<td>off task talking</td>
<td>• Restate instructions/clarify activity</td>
</tr>
<tr>
<td>tapping</td>
<td>• Redirection</td>
</tr>
<tr>
<td>chair swinging</td>
<td>• Reinforce positive behaviour of other students</td>
</tr>
<tr>
<td>noises</td>
<td>• Praise student compliance</td>
</tr>
<tr>
<td>off task</td>
<td>• Teacher proximity</td>
</tr>
<tr>
<td>writing notes</td>
<td>• Teacher movement around the room</td>
</tr>
<tr>
<td>calling out</td>
<td>• Check lesson length &amp; breaks</td>
</tr>
<tr>
<td>constant toilet requests</td>
<td>• Varied tonal delivery of lessons</td>
</tr>
<tr>
<td>out of seat</td>
<td>• Cue student both verbally &amp; non-verbally</td>
</tr>
<tr>
<td>not wearing hat</td>
<td>• Ask questions</td>
</tr>
<tr>
<td>littering</td>
<td>• Offer assistance</td>
</tr>
<tr>
<td></td>
<td>• Give notice to whole class of how much time is left</td>
</tr>
<tr>
<td></td>
<td>• Visual reminders</td>
</tr>
<tr>
<td></td>
<td>• Speak privately</td>
</tr>
<tr>
<td></td>
<td>• Give choices</td>
</tr>
</tbody>
</table>

If suggested management strategies are not effective proceed to Reminder System.
# Teacher Expectations

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Suggested Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>questioning teacher</td>
<td>• Remain calm</td>
</tr>
<tr>
<td>whinging &amp; whining</td>
<td>• Redirection</td>
</tr>
<tr>
<td>arguing</td>
<td>• Reminder System</td>
</tr>
<tr>
<td>disturbing others</td>
<td>• Praise student compliance</td>
</tr>
<tr>
<td>provoking others</td>
<td>• Ignore secondary behaviour</td>
</tr>
<tr>
<td>out of bounds</td>
<td>• Teacher proximity</td>
</tr>
<tr>
<td>throwing things</td>
<td>• Whole class rule reminder</td>
</tr>
<tr>
<td>passive non-compliance</td>
<td>• Recognise difficulty of task</td>
</tr>
<tr>
<td>making loud noises</td>
<td>• Provide sensory equipment</td>
</tr>
<tr>
<td>touching other’s property</td>
<td>• Offer assistance</td>
</tr>
<tr>
<td>swearing</td>
<td>• Give notice to whole class of how much time is left</td>
</tr>
<tr>
<td>Spitting at others</td>
<td>• Chunk task into smaller achievable pieces</td>
</tr>
<tr>
<td></td>
<td>• Speak privately</td>
</tr>
<tr>
<td></td>
<td>• Lower voice level</td>
</tr>
<tr>
<td></td>
<td>• Acknowledge student’s cooperation</td>
</tr>
</tbody>
</table>

- Implement Reminder System
  - Reminder 1
  - Reminder 2 – Reflective Space
  - Reminder 3 – Buddy Class
## Teacher Expectations

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Suggested Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated moderate level behaviours</td>
<td>• Remain calm</td>
</tr>
<tr>
<td>Verbal defiance</td>
<td>• Redirection</td>
</tr>
<tr>
<td>Throwing small objects</td>
<td>• Reminder System</td>
</tr>
<tr>
<td>Knocking over furniture</td>
<td>• Give student space and down time</td>
</tr>
<tr>
<td>High level arguing between students</td>
<td>• Reassure other student’s safety</td>
</tr>
<tr>
<td>Refusing to move</td>
<td>• Non-threatening voice and body language</td>
</tr>
<tr>
<td>Refusing to go to Buddy class</td>
<td>• Avoid taking it personally</td>
</tr>
<tr>
<td>Walking out – unless in risk management plan</td>
<td></td>
</tr>
</tbody>
</table>

**Implement Reminder System**  
Reminder 1  
Reminder 2 – Reflective Space  
Reminder 3 – Buddy Class

If you are unsure of the level, or how to best manage behaviour seek advice from executive on how you can best proceed.
## Executive Expectations

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Suggested Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>severe verbal abuse</td>
<td>• Remain calm</td>
</tr>
<tr>
<td>severe physical abuse</td>
<td>• Seek assistance from executive</td>
</tr>
<tr>
<td>Furniture throwing</td>
<td>• Consequences will be at the Executive’s discretion.</td>
</tr>
<tr>
<td>Roof climbing</td>
<td></td>
</tr>
<tr>
<td>Threatening behaviour to staff and other students</td>
<td></td>
</tr>
<tr>
<td>starting a fire</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Reminder System
Reminder 1
Each reminder has a redirection

Students start with a clean slate at every session. Typically give a wait time of 5-10 seconds before moving to next reminder. Use professional judgement & knowledge of child when deciding this.

Reminder 2
Reflective Space
Each reminder has a redirection

A Reflective Space can be a designated table or space within the classroom where the student sits for several minutes and thinks about what went wrong and what they can do differently. They negotiate their way back to their seat. They must own their behaviour.

Reminder 3
Buddy Class
Each reminder has a redirection

Buddy Class is with another predetermined teacher who will provide a reflective sheet for the student to complete. At the teacher's earliest convenience they formally discuss what went wrong and how the student can improve their behaviour next time. Once the student owns their behaviour they need to negotiate re-entry into their classroom with the Buddy teacher and class teacher.

- 3 Buddy Class visits within 1 day = consultation with Executive
- Prior to this meeting class teacher and Executive discuss what approach they should take with the student.
- Student meets with Executive, and class teacher (if available) to discuss consequences.
- At all times the approach is non-punitive and aimed at turning the misbehaviour into a learning opportunity.
Appendix 3

Reminder System Flow Chart
Wollongong West Public School
Reminder System Flow Chart

Clear Instruction

Follows instruction

Doesn’t follow instruction

Redirection - remind student of instruction

Follows instruction

Follows initial instruction

Reminder 2 (Reflective Space) – Student goes to reflective space within classroom

Student owns their behaviour – student negotiates entry back to seat

Reminder 3 (Buddy Class) – Student is removed to buddy class. Student remains in buddy class until they own their behaviour

Student owns their behaviour – student negotiates entry back to classroom

Student doesn’t own their behaviour – refer to check in check out procedure

Return to coursework
Appendix 4

Buddy Class Flow Chart
Wollongong West P.S. Wellbeing Framework
Buddy Class Flow Chart

Buddy Class

Next available class in your street

Stage Representative

Supervising AP

Principal
Wollongong West P.S. Wellbeing Framework
Executive Intervention Hierarchy

Class Teacher

Supervising AP

Principal

Other AP

Stage Representative
Appendix 6

Absconding System Flow Chart
Wollongong West Public School
Absconding System Flow Chart

Student leaves the room without permission

Initiate gate procedure

Notify Office Staff

Notify all available staff through intercom.
"All available staff please go to the office"
Available staff proceed to office with their mobile phones.

Office staff to notify available staff of situation

All available staff/SLSOs search grounds to locate student. Once student is located, monitor from a distance and notify other staff involved of student’s location. Do not talk to the student.

While available teachers/SLSOs are locating student, Principal (see hierarchy flowchart) discusses situation with classroom teacher.

Principal or allocated teacher determines cause of action.

Student is approachable

Staff member discusses incident with student and follows procedure for class re-entry.

Student is not approachable

More time is given to the student to calm down. They are to be monitored from a distance. Once student is approachable commence classroom re-entry procedure.
Appendix 7

Locking Gates Procedure
Wollongong West P.S. Wellbeing Framework
Locking gates procedure

- Gates are to be locked by 9.30am every school day.
- They are to be re-opened at 2.30pm every school day.
Wollongong West Public School
Playground Incident Flow Chart

Incident occurs in playground

Low level incident

Clear Instruction and redirection

Student follows instruction

PRAISE

Moderate to high level incident

Student doesn't follow instruction

Follows instruction

Reminder 1 – State that this is reminder 1 and repeat instruction

Reminder 2 – (Playground Reflection Space)
Student goes to reflective space in playground. Teacher gives student reflective sheet to fill in

If student doesn't own their behaviour the student remains in the playground reflective space. If the bell goes, the student stays with duty teacher and continues reflection in classroom.

Student owns their behaviour and negotiates entry back to the playground

Repeated defiance – notify Executive

Extreme level incident

Seek executive assistance using mobile phone. If unavailable, contact office staff.

Student owns their behaviour and negotiates entry back to the playground/classroom. Student needs to return reflective sheet to their classroom teacher.
Appendix 9

Check In, Check Out Procedure
Wollongong West P.S. Wellbeing Framework
Check In, Check Out

These procedures are to be utilised when;

- Student on 3rd reminder in Buddy class has still not owned their behaviour and session is over
- If the direction has been given by the Executive

**Check In**

Buddy teacher takes student to Executive. Executive continues reflection with student and determines resolution process. This procedure may be used as an ongoing measure to promote positive student behaviour at the discretion of the Executive.

**Check Out**

Student needs to reconnect with the Executive member that they checked into the playground with before returning to their class. Executive determines whether student returns to class or requires more reflective time.
Appendix 10

Student Resources
The Reminder System

Reminder 1
The teacher will remind you of the classroom expectations or instructions.
Make a positive choice and continue with your learning.

Reminder 2
Reflective Space
Sit in the classroom Reflective Space and think about what went wrong and what you can do differently.
Own your behaviour and discuss with your class teacher how you can return to your learning.

Reminder 3
Buddy Class
Enter the Buddy Class and reflect on your behaviour and choices. Complete the reflective sheet to help you.
Own your behaviour and discuss with the Buddy Teacher how you can return to your class.
Reflection

How are you feeling?
- embarrassed
- disappointed
- worried
- jealous
- sad
- frustrated
- angry
- confused
- afraid
- bored
- tired
- sick
- proud
- happy
- silly
- excited
- surprised
- pleased

What happened?

What can you do differently next time?

How can you fix it?

Are you ready to return?
- Calm
- Focused
Behaviour Reflection Sheet

Name________________________________________ Date________________________

How am I feeling at the moment?
☐ embarrassed ☐ disappointed ☐ worried ☐ jealous
☐ confused ☐ frustrated ☐ angry ☐ sad
☐ afraid

What happened?

What school value did I ignore?
☐ respectful ☐ responsible ☐ safe

Who did my actions affect?
☐ myself ☐ class mates ☐ teacher ☐ other

How can I make things right?

What can I do differently next time?

Am I ready to return to class? ☑️👍 ☑️👎