



# **Summer Hill Public School**

## **Student Wellbeing Guidelines**

### **Parent/Carer Summary**

#### **DRAFT**

Summer Hill Public School promotes student achievement and wellbeing through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students. We empower our students to become self-reflective individuals who demonstrate the school values: Respect, Responsibility and Resilience. These guidelines rely on developing and restoring positive and respectful relationships. When implementing this policy, we take into account individual student needs.

These guidelines were developed in consultation with the school community, including parents and carers.

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# Behaviour Expectations Matrix

	Learning Spaces	Library and Tech Space	Playground and Equipment	Transitions and Walkways	Toilets	Canteen	Assembly	Office and Sick Bay	Off-Site Activities
<b>R E S P E C T</b>	<p>Be kind</p> <p>Be an active listener</p> <p>Take pride in all your work, do your best</p> <p>Greet anyone you meet</p> <p>Use your manners</p> <p>Include others and be fair</p>	<p>Work quietly</p> <p>Return library books on time</p> <p>Leave the library and tech spaces tidy</p> <p>Look after books and devices</p>	<p>Invite others who want to join</p> <p>Use Fair Play - decide on rules of the game before you play and follow the rules</p> <p>Use appropriate language</p> <p>Use gentle hands and gentle feet</p>	<p>Be aware of other people's personal space</p> <p>Be mindful of the students learning in their classrooms</p> <p>Let others go first</p> <p>Stand back and let people leave before entering a room</p>	<p>Respect the privacy of others</p> <p>Leave clean</p>	<p>Speak respectfully to the canteen staff</p> <p>Use your manners</p> <p>Be aware of other people using the space</p>	<p>Sing National Anthem with pride</p> <p>Listen respectfully to Acknowledgement of Country</p> <p>Watch and listen to performers and speakers</p> <p>Keep hands and feet to yourself</p>	<p>Speak respectfully to the office staff</p> <p>Use your manners</p>	<p>Wear your uniform with pride</p> <p>Use your manners</p> <p>Make your school proud</p>
<b>R E S P O N S I B I L I T Y</b>	<p>Be ready to learn</p> <p>Have a go</p> <p>Ask for help</p> <p>Be in the right place, at the right time, doing the right thing</p> <p>Look after your own, other's and the school's property</p> <p>Move around sensibly and safely</p>	<p>Use devices and work online appropriately</p> <p>Always treat books with care</p> <p>Alert teacher to anything inappropriate</p> <p>Bring your library bag</p>	<p>Use break times to eat, drink, play and go to the toilet</p> <p>Wait for a teacher before using equipment</p> <p>Be in the right area</p> <p>Only go to sick bay with green slip</p> <p>Walk to lines when the bell goes</p>	<p>Keep belongings in your zipped up bag</p> <p>Always be with a partner when you leave the room</p> <p>Return to class quickly after jobs or messages</p> <p>Keep left on stairs and in walkways</p>	<p>Use appropriately</p> <p>Wash hands</p> <p>Return to class or playground promptly</p> <p>Report any issues to a teacher</p>	<p>Stand sensibly in the line</p> <p>Move away after buying</p> <p>Use your own money</p>	<p>Enter and exit silently</p> <p>Sit silently</p> <p>Stand silently</p> <p>Leave belongings in your classroom</p> <p>Be an active listener</p>	<p>Only go to sick bay with green slip</p> <p>Go with a partner</p> <p>Speak up and explain why you are there</p> <p>Return borrowed equipment. For example, ice packs</p> <p>Walk in the office area</p>	<p>Follow instructions</p> <p>Take care of belongings</p> <p>Stay with your group</p> <p>Follow road safety rules</p>

<b>R E S I L I E N C E</b>	See mistakes as opportunities to learn	Try new books or authors	Walk away and use calming strategies	Make way for others and share the space	If you're concerned, talk to a teacher	Wait patiently in line	Show encouragement and appreciation for others by clapping politely	Wait patiently for your turn	Try your best
	Take risks in your learning	Be patient if a book you want isn't available	Share equipment	Remain calm if you are feeling crowded	Only use the toilet during class time when necessary	Think of a different choice in case your first choice is not available	Be a gracious recipient of awards or acknowledgements	Listen to the guidance of the office staff	Make the most of the experience
	Use the power of 'Yet'	Be patient if devices aren't working properly	Be a problem solver	Take turns with class jobs					Be flexible if plans change
	Learn cooperatively and collaboratively								
	Use calming strategies								

# Student Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p><b>You have the right to feel safe and secure at school.</b></p> <p>This means that the school will provide safe class rooms, equipment and rules to ensure your safety and sense of wellbeing. You will be treated respectfully by other students and staff.</p>	<p><b>You have a responsibility to make our school a safe and friendly place.</b></p> <p>This means you:</p> <ul style="list-style-type: none"> <li>• are friendly, respectful and caring towards other students</li> <li>• use equipment carefully</li> <li>• follow school rules and wear the correct uniform</li> </ul>
<p><b>You have the right to a quality education at our school.</b></p> <p>This means you are able to learn and perform at the best of your ability. Class programs will help you think well, understand clearly and produce high quality work.</p>	<p><b>You have a responsibility to work to the best of your ability.</b></p> <p>This means you need to actively listen, ask questions to clarify meaning, participate willingly and work well.</p>
<p><b>You have the right to learn without being disturbed.</b></p> <p>This means that others will leave you alone to get on with your learning. Your property will be respected.</p>	<p><b>You have a responsibility to allow others to work without disturbing them.</b></p> <p>This means that you stay focussed on your work and allow others to get on with theirs. You will respect your own property and the property of others.</p>
<p><b>You have the right to your own opinions, beliefs and values.</b></p> <p>This means that you may express your point of view appropriately and be able to give reasons. Your religious and cultural beliefs are respected.</p>	<p><b>You have a responsibility to respect the opinions, beliefs and values of others.</b></p> <p>This means that you:</p> <ul style="list-style-type: none"> <li>• are tolerant of others' beliefs and values</li> <li>• learn to understand/accept other views</li> </ul>
<p><b>You have the right to tell your side of the story.</b></p> <p>This means you will be given the opportunity to tell what happened. The restorative justice questions will mostly be used.</p>	<p><b>You have a responsibility to tell the truth.</b></p> <p>As hard as it can be at times, answering the “what happened” question honestly will mean the problem can be sorted quickly. We applaud the courage it takes for you to tell the truth!</p>
<p><b>You have the right to be yourself.</b></p> <p>This means you will be treated fairly and respectfully by all because you are you!</p>	<p><b>You have a responsibility to accept others.</b></p> <p>This means that you:</p> <ul style="list-style-type: none"> <li>• are friendly and respectful to others</li> <li>• will report bullying if you become aware of it happening</li> </ul>

# Student Merit Scheme

## Merit Award



A yellow rectangular form titled "MERIT AWARD" with a school crest logo. It includes fields for "Name:", "Class:", "Teacher:", and "Date:". Below these are three checkboxes labeled "Respect", "Responsibility", and "Resilience".

Students are recognised for demonstrating one or more of the School Values - Respect, Responsibility and Resilience.

Students K-6 receive merits. A ratio of 1 merit per 5 students each week is used (teachers round off class numbers to 20 or 25 or 30). Students are to be reminded to keep their merits to hand in for a Gold Certificate.

Specialist teachers, support staff and Release from Face to Face teachers (including teacher librarians, English as an Additional Language/Dialect teacher, Learning and Support Teacher and School Learning and Support Officers) can complete a slip to notify class teachers if they wish to issue a merit to a student. Class teachers must record any merits issued by support staff as part of a week's allocation (1 merit per 5 students).

## Principal's Merit



A white rectangular form titled "PRINCIPAL'S MERIT" with a school crest logo. It includes a line for "Awarded to", a line for "for", and lines for "Signed" and "Date". A red "SAMPLE" watermark is visible across the bottom.

A Principal's Merit may be given to students occasionally by the school principal. This award is the same as a class merit and can be included in a student's total. The Principal's Merit is not included in the week's allocation of awards.

## Gold Certificate



A white rectangular form titled "GOLD CERTIFICATE" with a school crest logo. It includes the text "Respect, Responsibility, Resilience" and "Awarded to". Below this is "on behalf of SUMMER HILL PUBLIC SCHOOL" and lines for "Principal", "Teacher", and "Date". A gold star icon is present. A red "SAMPLE" watermark is visible across the bottom.

Once a student attains 5 small yellow Merit Awards and/or Principal's Merits, they receive a Gold Certificate. Students return all 5 merits to school to be signed off by their class teacher before they receive a Gold Certificate. The class teacher initials and dates the back of each merit and hands them back to the student. Unsigned merits can rollover and be used the following year. Signed merits must not be reused. Gold Certificates are written by the class teacher and are presented at a K-2 or 3-6 assembly (not a K-6 assembly) by an executive member of staff. Parents/carers are invited by class teachers to attend the assembly, ensuring two weeks' advance notice. Students can receive more than one Gold Certificate per year.

## Principal's Certificate



When a student attains 3 Gold Certificates, they receive a Principal's Certificate. Students return all three Gold Certificates to school to be signed by their class teacher before they receive their Principal's Certificate. The class teacher initials and dates the back of each Gold Certificate and hands them back to the student. Unsigned Gold Certificates can rollover and be used in following years. Signed Gold Certificates must not be reused. Principal Certificates are written by the class teacher and are presented at a K-2 or 3-6 assembly (not a K-6 assembly) by the Principal (or delegate). Parents/carers are invited by class teachers to attend the assembly, ensuring two weeks' advance notice.

## Summer Hill Public School Medallion

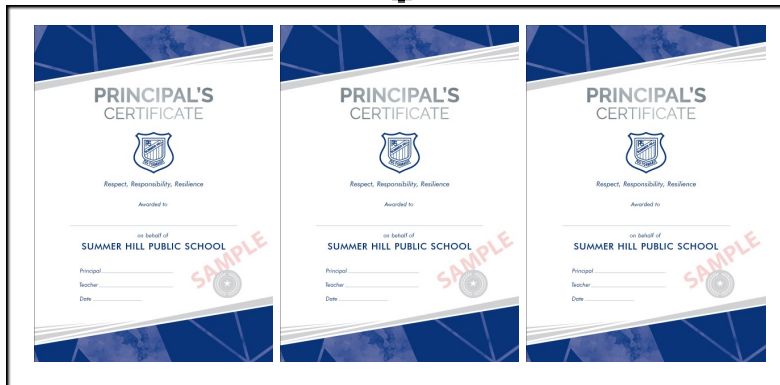


If a student receives 3 Principal's Certificates, they will receive a Summer Hill Public School Medallion. (Pro Rata: Students who start at Summer Hill Public School in Year 3 from Yeo Park Public School or Taverner's Hill Public School will need 2 Principal's Certificates. Students who start at Summer Hill Public School in Year 5 in the Opportunity Class will need 1 Principal's Certificate.) Students return all 3 Principal's Certificates to the Principal to be signed before they receive the medallion. The Deputy Principal initials and dates the back of each Principal's Certificate and hands them back to the student. Unsigned Principal's Certificates can rollover and be used in following years. Signed Principal's Certificates must not be reused. Summer Hill Public School Medallions are ordered by the Deputy Principal and are presented at the Parliament Assembly by the Prime Minister and the Principal (or delegate). Parents/carers are invited by the Deputy Principal to attend the assembly, ensuring two weeks' advance notice.

# Overview of Incremental Merit System

<p><b>MERIT AWARD</b></p> <p>Name: _____</p> <p>Class: _____</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Responsibility</p> <p><input type="checkbox"/> Resilience</p> <p>Teacher: _____</p> <p>Date: _____</p>	<p><b>MERIT AWARD</b></p> <p>Name: _____</p> <p>Class: _____</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Responsibility</p> <p><input type="checkbox"/> Resilience</p> <p>Teacher: _____</p> <p>Date: _____</p>	<p><b>MERIT AWARD</b></p> <p>Name: _____</p> <p>Class: _____</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Responsibility</p> <p><input type="checkbox"/> Resilience</p> <p>Teacher: _____</p> <p>Date: _____</p>	<p><b>MERIT AWARD</b></p> <p>Name: _____</p> <p>Class: _____</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Responsibility</p> <p><input type="checkbox"/> Resilience</p> <p>Teacher: _____</p> <p>Date: _____</p>	<p><b>MERIT AWARD</b></p> <p>Name: _____</p> <p>Class: _____</p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Responsibility</p> <p><input type="checkbox"/> Resilience</p> <p>Teacher: _____</p> <p>Date: _____</p>
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\*Principal's Merit can be included



Please Note: Students are responsible for keeping track of their Merits, Gold Certificates and Principal's Awards. The school will not maintain a register.

## House Tokens



House Tokens are given out by all staff for the following reasons:

- Positive Classroom Behaviour
- Positive Playground Behaviour
- Positive Behaviour outside the classroom. For example, PSSA, BASS, Clubs, Music groups
- Waste Free Wednesday
- Picking up rubbish/caring for the environment

When students receive House Tokens, they post them in the boxes in the playground.

At the end of each term, the leading House team will have a House Muffi Day and receive 15 minutes of extra play.

## Summer Hill Blue Awards



Summer Hill Blue awards are presented to students who have demonstrated outstanding citizenship, effort and/or achievement in any endeavour/s during the semester. K-2 classroom teachers award Summer Hill Blues to 2 students in their class. Year 3-6 teachers award 3 students in their class.

Summer Hill Blue awards are processed by a Deputy Principal. At the end of Week 6 in Term 2 (Semester 1) and the end of Week 4 in Term 4 (Semester 2), teachers will record the students receiving Summer Hill Blues from their class in the Google Sheet. A Deputy Principal (or delegate) maintains a register of students who have received Summer Hill Blue awards.

The Principal (or delegate) presents the Summer Hill Blues at the K-6 assembly at the end of each semester. Parents/carers are invited to attend the assembly by class teachers, ensuring two weeks' advance notice.

The Summer Hill Blue award is not part of the incremental merit system detailed above.

## Karen Kekale Award

Karen Kekale was a teacher at Summer Hill Public School. Sadly, Ms Kekale passed away unexpectedly in 2003. The Karen Kekale award was founded in honour of Ms Kekale - remembered for her respect, compassion and kindness towards others. Each year we recognise two students in Year 2 who display Respect, Responsibility and Resilience (the 3Rs), along with compassion and kindness towards their peers and an understanding of other people's needs.

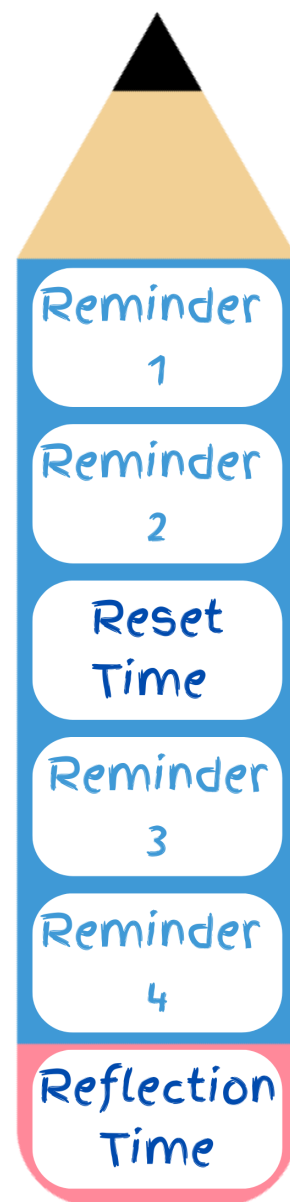
The principal (or delegate) presents the Karen Kekale award at the 2-6 Presentation Day assembly at the end of the year. Parents/carers receive a written invitation to the assembly.

The Karen Kekale award is not part of the incremental merit system detailed above.



# Classroom Behaviour Management Guidelines

<b>Redirection</b>
Teachers use positive feedback, such as praise and rewards, to encourage and foster a positive learning environment. Students may be redirected by teachers to choose appropriate classroom behaviours. Teachers will check in with students if they are struggling to make positive choices to see if they need support, such as a break or help with their work.
<b>Reminders</b>
<i>Formal reminders are an opportunity for students to be reminded of the positive behaviours expected at school. Reminders will be given in a discrete manner suitable to the student. Visual cues may be used.</i> If a student continues to make poor choices after teacher redirection, they will receive a formal 'Reminder 1'. If the behaviour continues, the student will receive 'Reminder 2'.
<b>Reset Time</b>
<i>'Reset Time' is an opportunity for students to have a break so they can return to the class ready to learn. If the student does not get on track after 'Reminder 2', they will go to 'Reset Time'. This may be in the classroom or a buddy class. The location of 'Reset Time' can vary depending on the student.</i>
<b>Reminders</b>
On return from 'Reset Time', the teacher will check with the student that they are ready to rejoin the class and clarify expectations. If a student continues to make poor choices after teacher redirection, they will receive a formal 'Reminder 3'. If the behaviour continues, the student will receive 'Reminder 4'.
<b>Reflection Time</b>
<i>'Reflection Time' gives students an opportunity to reflect on their behaviour, what they can do differently next time and how they can try to make things better. If the student does not get on track after 'Reminder 4', they will go to 'Reflection Time' and complete a 'Behaviour Reflection Sheet'. This will be in a buddy class. The student will return to class. The 'Behaviour Reflection Sheet' will be sent home for parents/carers to sign and return to school.</i>
<b>Further Steps</b>
Parents/carers will be contacted if the behaviour is ongoing or significant or where students require individualised support.



**For all situations there exists a clause which may see a student bypass earlier levels and progress straight to another level. The principal or delegate reserves the right to make the decision to suspend if and when acts of inappropriate behaviour endanger the health and safety of the student, other students, staff or parents.**

# Behaviour Reflection Sheet



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Details (Classroom Teacher to complete):

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Tick the SHPS Value that has not been followed:

- Respect**    **Responsibility**    **Resilience**

Draw or write about your behaviour. What happened? What were you feeling?



worried



sad



happy



frustrated



angry



silly



jealous



confused



something else

Draw or write what you can do differently next time.



Take deep breaths



Focus on my work



Take a break



Use gentle hands and gentle feet



Ask for help



Use kind words



Listen



Follow instructions



something else

How can I try to make things better?



Apologise



Do something kind



Complete my work



Clean up



something else

Classroom Teacher Signature:	
Assistant Principal Signature:	
Parent/Carer Signature:	

# Behaviour Reflection Sheet



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Details (Classroom Teacher to complete):

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Tick the SHPS Value that has not been followed:

**Respect**    **Responsibility**    **Resilience**

1. What happened? ----- ----- -----
2. What were you feeling at the time? ----- ----- -----
3. What have you thought about since? ----- ----- -----
4. Who has been affected by what happened? How? ----- ----- -----
5. What do you think you need to do to make things right? ----- ----- -----
6. What should you do differently next time? ----- ----- -----
7. What help do you need to do this? ----- ----- -----

Classroom Teacher Signature:	
Assistant Principal Signature:	
Parent/Carer Signature:	

# Stop, Think, Do

## Purpose

Supervised 'Stop Think Do' time is an opportunity for students to reflect on their actions and assist them to behave in a positive and productive manner. Students may be referred to the 'Stop Think Do' for unacceptable behaviours in the playground and other exceptional circumstances. 'Stop Think Do' is not used as a consequence for inappropriate classroom behaviour. Inappropriate classroom behaviour is managed under the Classroom Behaviour Guidelines.

When things may not be going the way we want them to 'Stop, Think, Do' is a process that helps remind us to do the right thing.

'Stop' means when something upsets us, don't react straight away, look and listen instead. Ask the questions "What is the problem?" and "What are my feelings?"

'Think' means think about options and consequences. Ask the questions 'What could I try?' and 'What might happen?', 'What is the best option', and 'How can I do it? Do I need help from an adult?'

'Do' means do the option with the best outcome.

Stop, Think, Do aims to:

- Develop a positive school culture;
- Develop children's emotional intelligence and thereby increase their self-esteem;
- Empower children by teaching them self-control, decision-making and positive actions;
- Teach children responsibility, respect and concern for others;
- Prevent current and long-term adverse consequences resulting from poor social skills and peer friendships; and,
- Improve social skills and peer friendships of children experiencing social difficulties.

## Procedure

Students are referred to 'Stop, Think Do' by the teacher on duty. Students will attend the next 'Stop, Think Do' session at lunch time. The executive on duty will discuss the behaviour with the student. A reflection sheet will be provided to the student to fill in during the session. The student will take the 'Stop, Think Do' slip and reflection sheet home to be signed by their parent/carer. The slip and sheet should be returned to school the next day.

# Behaviour Reflections - Stop, Think, Do

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Reasons for  
my behaviour**

**Consequences of  
my behaviour**

**Description of  
my behaviour**

**Plan for improvement** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Assistant Principal sign and date:** \_\_\_\_\_

**Parent carer sign and date:** \_\_\_\_\_