



Lucas Gardens School

Celebrating Ability Through High Expectations

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Student Wellbeing & Welfare Procedure

'Lucas Gardens School provides a safe and inclusive quality learning environment that empowers students to achieve their personal best'

Rationale

Lucas Gardens School aims to create and maintain a quality learning environment that is inclusive, safe, caring and positive. The procedures outlined below reflect the policy, practices and procedures as outlined in a number of NSW Department of Education and Communities documents. Policies can be found on the website: <https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/quick-guide-for-parents.html>

At Lucas Gardens School all staff ensure they:

- meet the personal, social and learning needs of students
- provide an effective teaching and learning environment within a secure, well managed environment in partnership with parents, carers and therapists
- create a safe caring school environment in which students are nurtured as they learn
- provide an environment where all students feel valued
- provide opportunities for students to demonstrate success in a wide range of activities
- establish clear rules and expectations across all settings
- provide frequent opportunities for students and their parents/carers to discuss learning programs and student behaviour and progress.

Positive Behaviour for Learning (PBL)

At Lucas Gardens School we believe in a positive approach to education. Our program is based upon values derived from our mission statement.

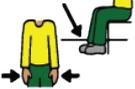
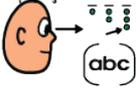
Our core rules for students are:

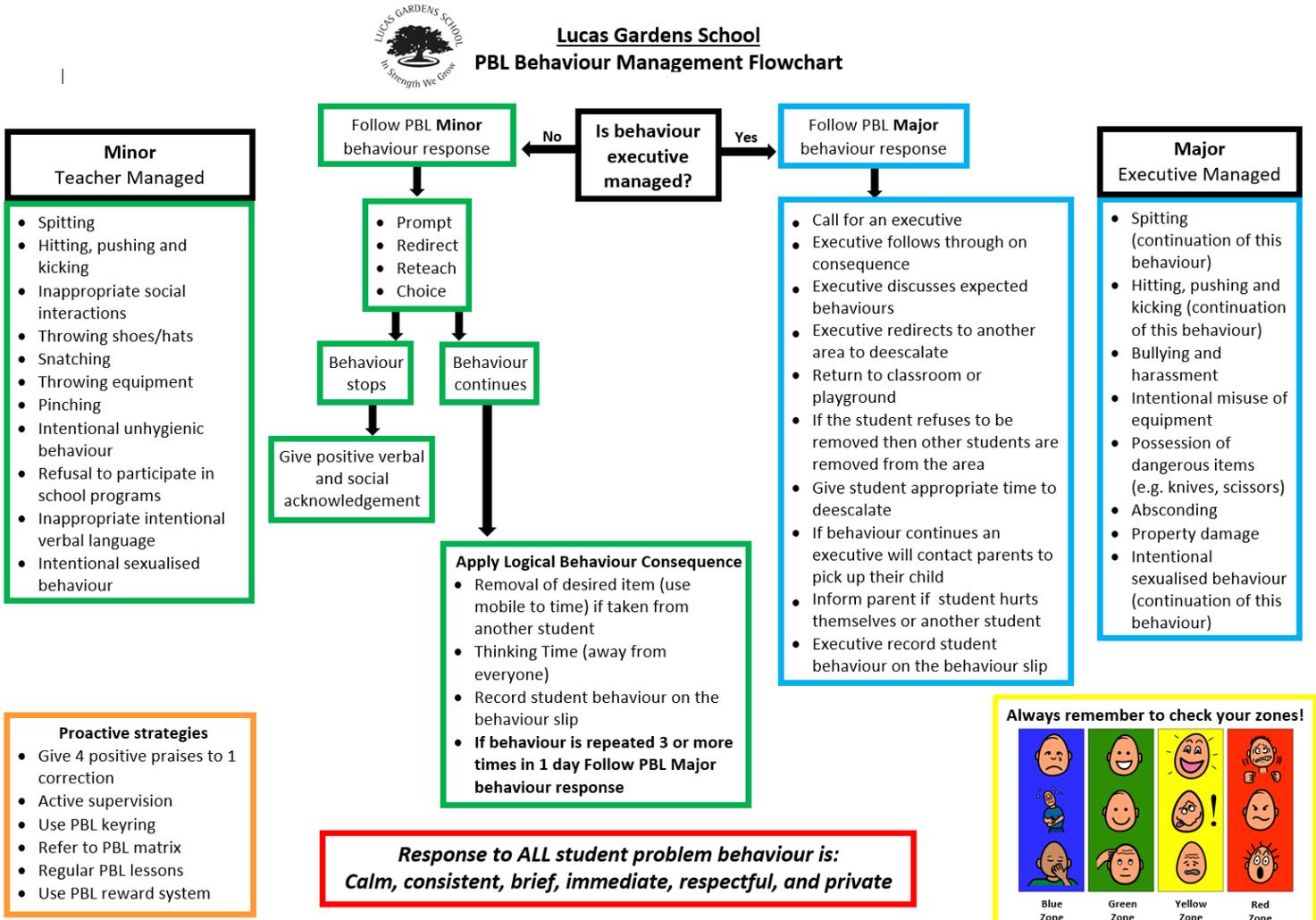
- Be Safe
- Be Respectful
- Be a Learner.

The core rules included in PBL are universally applied across the school and are upheld through a merit and reward system. The rules of being safe, respectful learners extend beyond the classroom and into the home and community.

Behaviour Expectation Matrix

All students are explicitly taught and practise what each of these behaviour expectations mean.

 Lucas Gardens School Positive Behaviour for Learning 		
Be Safe	Be Respectful	Be a Learner
Hands and feet down 	Use a quiet voice 	Work first 
Listen 	Use good manners 	Work together 
Move safely 	Take turns 	Good work 



Zones of Regulation – implemented across the whole school

The **Zones of Regulation** is a conceptual framework used to teach students self-regulation and self-control. According to the book *Zones of Regulation* by Leah M. Kuypers, creating this type of system to categorise the complex feelings and states students experience improves their ability to recognise and communicate how they're feeling in a safe, non-judgmental way.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the red zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

At Lucas Gardens every classroom nook and learning space has a Zones of Regulation display so students can place their photo in the appropriate zone.

Students participate in learning activities to deepen their understanding of the different regulation zones. For some specific students, individual and personalised zone books have been designed for additional support. Additionally, the staff use consistent language to support students in self-regulating.

This program has been collaboratively designed with the school's speech and occupational therapists.



Management of Inappropriate Behaviours

All attempts are made to use positive teaching and correction strategies to manage inappropriate behaviour. However if students don't respond the following consequences may be applied:

- Apology
- Conference with teacher
- Parent interview
- Reflection time with class teacher
- Reflection time with assistant principal
- Reflection time with principal
- Department of Education and Communities Policies and Procedures of Suspension and Expulsion.

Strategies to Recognise and Reinforce Student Achievement

A wide range of strategies are employed to recognise and reinforce student achievement and positive behaviour. Strategies may include:

- Verbal praise
- Stickers
- Hand signing 'good work'
- Class Merit Awards
- PBL awards
- Principal Awards
- Achievement Wall
- Awards given at Honour Assemblies, Celebration of Learning Assemblies and on Presentation Day.

Learning Support Team (LST)

The LST meets every fortnight. It comprises of the school executive team and the school counsellor. Classroom teachers are able to refer students to the LST for academic, behaviour, medical or social/emotional needs if they are concerned about their progress or participation at school. Parents/carers will be informed if their child is going to be referred to the LST.

School Counsellor

The school counsellor supports the students, staff and families of Lucas Gardens School and attends the school each week.

Leadership

School Captains

Every year two students from the Secondary School are selected to be the school captains. They have set roles and responsibilities during special events and school assemblies.

Responsibilities include:

- Holding the Australian flag at school assemblies
- Assisting with the presentation of weekly awards/certificates

- Welcoming visitors to the school
- Distributing programs to guests at special events.

School Representative Council (SRC)

Every year one student from each class is elected to be the class SRC member.

Responsibilities include:

- Fundraising
- Showcasing the school to parents and guests.

Anti-Bullying Plan

Statement of Purpose

At Lucas Gardens School every person has the right to feel safe and secure. Our school does not tolerate any action that undermines a person's right to feel safe and secure. It is the responsibility of every member of the school community to be proactive in ensuring that bullying is not tolerated.

Preventing and responding to bullying is a shared responsibility between all staff, students, parents/carers and the wider community

All members of the School community contribute to the prevention of bullying by modelling appropriate behaviour and respectful relationships.

Definition of Bullying

Bullying is defined as repeatedly hurting another person who is less powerful. This includes physical, verbal or psychological abuse.

Cyberbullying

Cyberbullying refers to bullying that occurs with the use of information and communication technologies.

Bullying behaviour

Bullying behaviour can be:

- Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults and threats
- Physical e.g. hitting, punching, kicking, scratching, tripping and spitting
- Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones and social networking.

At Lucas Gardens School the students are working towards being **safe respectful learners**.

Strategies to Prevent Bullying

Lucas Gardens School students have the right to be in a safe, secure and caring environment. We are proactive in our approach of teaching behavioural expectations and rewarding and acknowledging students for following them rather than waiting for the behaviour to occur before

responding. We are a PBL school that is committed to providing a positive learning environment through the following actions:

- Strengthening student social and emotional skills through appropriate programs implemented and embedded in curriculum. These experiences will be guided by the Personal Development, Health and Physical Education syllabus, Key Learning Areas and Child Protection procedures including the 'Stop No Go Tell' program
- Teaching PBL lessons that explicitly focus on developing and maintaining positive and healthy peer relationships
- Focusing on The Zones of Regulation, OT and class teacher to complete individual profiles and develop tools students can use and refer to when they are moving in and out of various zones.
- Focusing on rewarding positive behaviours consistently across the school
- Developing individual management plans to reduce incidences of inappropriate behaviour
- Staff modelling and promotion of appropriate behaviour
- Staff providing adequate supervision in the playground and classroom environment
- Informing parents/carers of the school Anti-Bullying Plan and supporting them in understanding this procedure and promoting it at home
- Supporting parents/carers in being able to recognise behavioural changes in their child and possible indicators of bullying
- Promoting positive relationships within members of the wider community, displaying respectful acceptance of individual differences
- Encouraging the wider community to support the school's Anti-Bullying plan through words and actions.

Strategies to Manage Bullying Incidents

Strategies for dealing with bullying are linked to the school's Student Wellbeing and Welfare Procedure. This specifically outlines management of inappropriate behaviours. In addition to using positive teaching and correction strategies to manage inappropriate behaviour, the following actions will apply:

- The teacher will act promptly and intervene if any signs of bullying behaviour is observed
- The teacher will reinforce the school's PBL expectations verbally and through the use of visuals such as PBL cards
- The incident will be recorded and reported to the Learning Support Team, in order to determine patterns of behaviour
- The Executive will refer to the Student Discipline in Government Schools document, when bullying behaviour is reported repeatedly
- Strategies will be put into place by the teacher to ensure the victim is protected and supported
- Discussion with parents of the student exhibiting bullying behaviour to establish joint strategies for behaviour modification
- Executive staff will monitor incident report sheets and refer to the Principal as necessary
- Adequate records of all reported bullying incidents will be kept via online behaviour incident notification form

- Follow student Individual Behaviour plan and risk management plan which may include intimidating behaviour perceived as bullying
- Staff are updated in the morning briefing meetings in the student welfare section

Jenny Zagas

PRINCIPAL

February 2022