



GUTHRIE STREET PRIMARY SCHOOL  
SOCIAL & EMOTIONAL  
WELLBEING MANUAL



Dear Parents,

Please find enclosed a copy of the Guthrie Street Primary School Social and Emotional Well Being Manual.

As members of the Guthrie Street school community, students, teachers and families have certain rights and responsibilities within our community - the right to teach and learn and the right to feel safe both physically and emotionally are governing. Rules and consequences are used to support our rights and responsibilities. The Social & Emotional Wellbeing Manual clearly outlines the Rights and Responsibilities and the Rules and Consequences of our school.

As a school we understand the importance of creating a positive and safe learning environment and we believe the consistent implementation of this manual will encourage all our students to:

- Contribute to the social, emotional and physical safety of the Guthrie Street community.
- Learn and participate to the best of their ability.
- Accept the consequences of their actions.

The start of the year has seen all classrooms familiarising themselves with the contents of this manual. By providing a copy of this manual to each family, parents have the opportunity to reinforce and strengthen their child's understanding of Rights and Responsibilities and the Rules and Consequences of our school.

I look forward to your continued support as we work together to provide a positive and safe learning environment for all.

*Brendan Bicknell*

Principal

Guthrie Street P.S



## **Our Philosophy**

Schools can, directly and indirectly, expose their communities to enlightened understandings and processes of emotional wellbeing that generate harmonious, safe and purposeful coexistence.

As human beings we often respond emotionally first and rationally second. Emotions have the greatest influence on our behaviour. Knowing about human emotions and understanding why and how they occur allows us to take charge of, manage and change our own behaviour.

Self-awareness, self-control, self-motivation, empathy and the ability to get along with others are the pillars of emotional intelligence, and constitute the pathway to health, happiness and success.

Frequently, when students behave inappropriately it is because emotions have taken over from reason. At Guthrie Street, we teach students how to be the master of their feelings, rather than a victim of their feelings.



## **Rights & Responsibilities**

As members of the Guthrie Street school community, students, teachers and families have certain rights and responsibilities within our community - the right to teach and learn and the right to feel safe both physically and emotionally are governing. Students, teachers and parents all share equal or joint responsibility in acting in ways that uphold each of our rights.

## **Rules & Consequences**

Rules and consequences are used to support our rights & responsibilities.

When a student begins to act in a way that threatens the rights and responsibilities of themselves and/or others, then specific consequences are used to assist that student to retake charge of him/her self.

## **Behaviour Improvement Plans**

Some students may find it hard to control their behaviour and behave in an acceptable manner. These students require Behaviour Improvement Plans that are developed in consultation with parents, the class teacher, support workers (if relevant) and a Principal Class member.

All staff receive a copy of the Plan, so they can reinforce and support behavioural expectations and consequences. Consistency is then maintained for that student across the school.



## Student Rights & Responsibilities

Through consultation with staff, students and parents, we believe that:

<i>Students have the right:</i>	<i>Students are responsible for:</i>
To learn and achieve to their individual potential.	Allowing others to learn and play without interference.
To be rewarded for hard work and effort.	Contributing to the best of their ability in all school activities.
To be accepted as an individual.	Accepting others as individuals with differing backgrounds, personalities and interests.
To be treated and spoken to fairly and respectfully by teachers, students and parents.	Treating and speaking to teachers, students and parents in a fair and respectful manner.
To learn and play in a clean and tidy environment.	Keeping our school clean by eating food in the designated areas and putting all rubbish in the bin.
To ask questions and share ideas.	Listening to and valuing others opinions and ideas.
To have appropriate access to school facilities and equipment.	Careful and acceptable use of school facilities and equipment.
To feel safe in the school environment.	Contributing to the physical and emotional safety of people in our school.
	Playing safely within the designated areas around the school.
	Being in control of their own thoughts and feelings, and making strong choices.
	Coming into class at the beginning of the day and after each break on time.



## Teacher Rights & Responsibilities

Through consultation with staff, students and parents, we believe that:

Teachers have the right to:	Teachers are responsible for:
To be treated with respect by students, parents and colleagues.	Treating students, parents and colleagues how they would like to be treated.
To feel safe in the school environment.	Maintaining a school environment where all children have the opportunity to learn and play happily without interference from others.
	Discussing and reinforcing school rules and expectations.
	Displaying consistency in student management dealings.
	Providing appropriate levels of supervision for children both inside and outside the classroom.
To teach without disruption, in a clean and tidy environment.	Providing opportunities for all children to experience personal success.
	Contributing to development of quality units of work through team planning sessions.
	Coming to school on time and prepared for effective teaching.



## Parent Rights & Responsibilities

Through consultation with staff, students and parents, we believe that:

<i>Parents have the right:</i>	<i>Parents are responsible for:</i>
To know their child is safe.	Being aware of school rules and encouraging acceptable social behaviour.
To be kept informed of their child's learning progress and behaviour at school.	Following children's progress with interest and enthusiasm by participating in scheduled learning and behaviour meetings.
To know where their child is at all times.	Providing the school with up to date contact information.
To know their child is getting an excellent education.	Ensuring children attend school regularly and punctually and to provide explanations for all school absences.
	Ensuring their child has enough sleep at night and is provided with breakfast before starting school each day.
	Providing their child with a healthy lunch and snack everyday.
	Supporting the schools homework and reading at home philosophy.
	Sending their child to school in correct school uniform.

# OUTSIDE

Rules	Consequences
<p>Food must be eaten in the classroom. All rubbish is put in the bin.</p>	<p>Student is directed back to their classroom. Student picks up their rubbish and places it in the bin.</p>
<p>Chewing gum is not permitted at school.</p>	<p>Student places their chewy in the bin immediately.</p>
<p>We play in the designated play areas.</p>	<p>Student is directed to appropriate playing area. <u>Repeat Offenders</u> 10 minutes time-out on a seat</p>
<p>We do not play in the toilets.</p>	<p>Student is directed to appropriate area. <u>Repeat Offenders</u> 10 minutes time-out on a seat</p>
<p>We play all kicking games on the oval</p>	<p>Student is sent out unless they have a corridor pass</p>
<p>We must have a pass to come inside for genuine reasons</p>	<p>Student is encouraged to do the right thing. <u>Repeat Offenders</u> 10 minutes time-out on a seat</p>
<p>We play cooperatively and by the agreed rules of the game. We include others in our games.</p>	<p>If a student doesn't have a hat they must play in a shaded area in the school grounds.</p>
<p>We wear a hat between September and April.</p>	<p>iPad will be confiscated by a yard duty teacher</p>
<p>iPads are not used in the yard, before or after school.</p>	<p>Student's are reminded about safety. <u>Repeat Offenders</u> 10 minutes time-out on a seat</p>
<p>We do not swing on the soccer goals, netball, basketball or football goals. We do not climb fences or trees</p>	<p>Student's are reminded about safety. <u>Repeat Offenders</u> 10 minutes time-out on a seat</p>
<p>We do not interfere with others games, eg kicking ball away or take their belongings</p>	<p>Student's are reminded about safety. <u>Repeat Offenders</u> 10 minutes time-out on a seat</p>



Rules	Consequences
We do not throw sand, rocks, chip bark or sticks.	Time out on seat, withdrawal from the yard / Re-Think for repeat offenders.
We walk our bikes / scooters in and out of school. We must obey all lawful requirements for our chosen method of transport (including wearing of helmets)	Student's are asked to return to their entry or exit point and exhibit the appropriate behaviour. <u>Repeat Offenders</u> Will lose the privilege of riding to school.
We do not swear at another student.	10 minutes time- out on seat / Withdrawal from the yard for Re-Think
Fighting, wrestling, kicking, punching and pushing is not tolerated.	Withdrawal from the yard / Re-Think or Suspension
We do not tease, bully or harass another student.	Withdrawal from the yard for Re-Think or Suspension
Refusal to follow teacher instructions is not permitted.	Withdrawal from the yard for Re-Think or Suspension
Swearing directed at a teacher will not be tolerated.	Withdrawal from the yard for Re-Think or Suspension

**NOTE:**

1) The Teacher or Principal will determine whether Re-Think or Suspension is used as a consequence. The Teacher / Principal will take into account -

- i) the severity of the incident
- ii) whether the behaviour has been addressed previously.
- iii) Parents will be contacted for serious events or ongoing problems in the yard
- iv) Please note, parents will not be contacted on every occasion a student has a consequence. The Principal will use discretion as to when to contact parents for different incidents.

# INSIDE

Rules	Students making strong Choices	Consequences
<p>We do not distract other students or classes.</p> <p>We respect each other's property.</p> <p>We complete our work quietly and to the best of our ability.</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p> <p>Classroom rewards</p>	<p><u>4 STEP PROCESS</u></p> <ul style="list-style-type: none"> <li>• Verbal/non verbal reminder</li> <li>• Time-out in classroom</li> <li>• Removal to another class               <ul style="list-style-type: none"> <li>• Exit to office</li> </ul> </li> </ul>
<p>We use technology for educational purposes only and use devices as instructed by our teachers.</p> <p>We are eSmart on our devices and help keep each other safe online.</p> <p>We care for all devices including BYOD and school owned iPads, laptops, printers and other technology / equipment.</p>	<p>Students can use technology in all of their subjects to assist and extend their learning.</p>	<p>Students are banned from using technology, consequence to be decided by Principal</p> <p>Devices will be confiscated by teacher until the end of day</p> <p>Parents will be contacted about inappropriate use</p>
<p>We follow all teacher instructions.</p> <p>We are punctual, we enter the room in an orderly way and we are organised and ready for work at the appropriate times.</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p> <p>Classroom rewards</p>	<p><u>4 STEP PROCESS</u></p> <ul style="list-style-type: none"> <li>• Verbal/non verbal reminder</li> <li>• Time-out in classroom</li> <li>• Removal to another class               <ul style="list-style-type: none"> <li>• Exit to office</li> </ul> </li> </ul>
<p>We do not hurt another student or teacher, physically or emotionally.</p> <p>We do not use behaviour that is offensive, degrading or insulting to others.</p> <p>Dangerous items must never be brought to school.</p>	<p>Verbal praise</p> <p>Public recognition</p> <p>Award/Certificate</p> <p>Stickers</p> <p>Note home</p> <p>Classroom rewards</p>	<p>Removal to another class /</p> <p>Exit to office /Suspension</p>

Rules	Students making strong Choices	Consequences
<p>We must respect and take care of all school property. Vandalism or theft will not be tolerated.</p>	<p>Verbal praise Public recognition Award/Certificate Stickers Note home Classroom rewards</p>	<p>Removal to another class / Exit to office /Suspension Intentional damage must be repaired or replaced. A student may have to complete jobs around the school as a consequence for damage or vandalism.</p>
<p>We wear tidy and correct school uniform every day.</p> <p>We do not wear any jewellery, other than: watch, sleepers/studs.</p> <p>We do not wear coloured nail polish, makeup or tattoos.</p>	<p>Verbal praise Public recognition Award/Certificate Stickers Note home Classroom rewards</p>	<p>A note / phone call home explaining school uniform policy to parents.</p> <p>A note / phone call home explaining school uniform policy to parents.</p>

**NOTE:**

- 1) If a child is removed to the office the Principal will decide whether it is also appropriate to organise a meeting with the classroom teacher, the child and his/her parents to discuss their classroom behaviour.
  
- 2) When determining whether suspension will be used as a consequence for a child removed to the office, the Principal will take into account -
  - i. the severity of the incident
  - ii. whether the behaviour has been addressed previously.
  
- 3) If a child is removed to another classroom or the office parents will be informed in writing, by phone or in person.