



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.

WHOLE SCHOOL BEHAVIOUR EXPECTATIONS

WE SHOW	AT ALL TIMES	CLASSROOM	IN THE YARD	ONLINE / TECHNOLOGY
SELF CONTROL	Use appropriate language towards all students and staff.	Show strong behaviour and follow teachers and ES instructions.	We must have a pass to be inside during recess or lunch.	iPads are only used for schoolwork, and we must follow teacher instructions.
SELF AWARENESS	Wear a wide brim hat in Term 1 and Term 4. We wear correct school uniform.	We are organised, on time and ready for learning.	Play in designated areas. We treat others the way we would like to be treated.	Mobile phones are signed into the front office each day.
SELF MOTIVATION	We do the right thing. Dangerous items must never be brought to school.	Complete our work to the best of our ability and do not distract others.	Play games for fun and enjoy our friends.	Talk to an adult when unsure of something online. We only share appropriate content.
BUILDING RELATIONSHIPS	Physically or emotionally hurting someone is not acceptable.	Be considerate of others and work co-operatively.	We don't interfere with others' games or equipment.	Keep ourselves and each other safe online.
EMPATHY	Include others in our games, activities and learning.	Take care of our school, our classrooms and equipment.	Eat our food inside; no chewing gum is allowed at school.	Care for our school devices like iPads, printers, laptops and other equipment.



CONSEQUENCES

FOUR STEP PROCESS, TIME OUT OF THE CLASSROOM, TIME OUT OF THE YARD, RETHINK, POSITIVE PLAY, INTERNAL SUSPENSION, EXTERNAL 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.

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 via Compass, by phone or in person.