



**Pleasant**Street  
PRIMARY SCHOOL

# Pleasant Street Primary School

Student Wellbeing Strategy



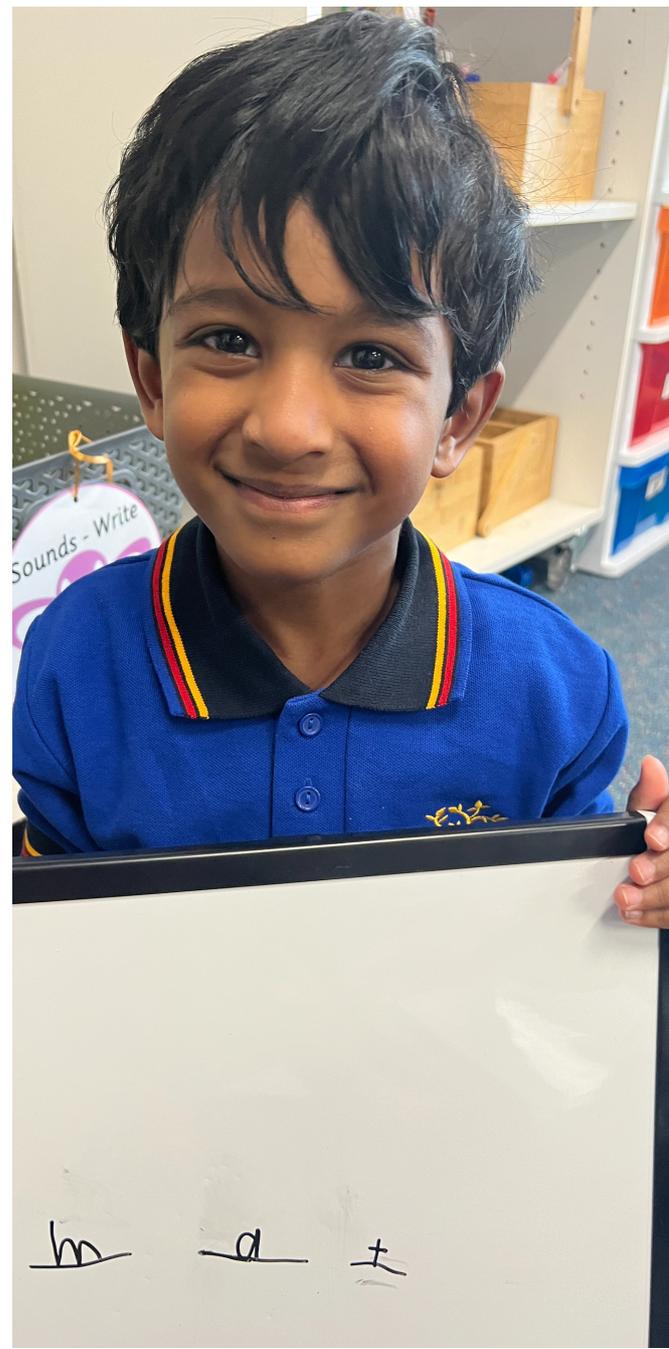
# School Vision and Values

At Pleasant Street Primary school our vision is to provide a nurturing and challenging environment that promotes enthusiasm for learning and prepares individuals to become reflective members of society.

We believe in supporting the growth of the whole child, as demonstrated by our School Values of Respect, Resilience, Honesty, Creativity and Excellence.

We demonstrate:

- Respect by displaying an attitude of caring and consideration for ourselves, others and the environment.
- Resilience by endeavouring to respond positively to challenges and disappointments.
- Honesty by being truthful and trustworthy in action and word.
- Creativity by developing our personal talents to bring new ideas into being.
- Excellence by driving to be the best we can be.



# Our Approach

---

At Pleasant Street, we work to provide a positive and consistent approach to student behaviour. We aim to develop students who have a strong sense of belonging to our school, who are able to self-regulate and learn to be active members of a community.

We are committed to:

- Implementing a whole school social and emotional learning program that incorporates Respectful Relationships and Mindfulness practices;
- Encouraging awareness, understanding and respect of school rules;
- Facilitating restorative conversations with students to allow them to take ownership of their actions.
- Publicly acknowledging student achievement;
- Encouraging friendships; and
- Providing appropriate supervision in the school grounds.



# Behaviour Expectations

---

We have six simple behaviour expectations that allow everyone to work and play in a safe and positive environment.



## Pleasant Street Primary School

### **BEHAVIOUR EXPECTATIONS**

**Do what you are meant to be doing**

**Listen when others are speaking**

**Treat each other kindly and respectfully**

**Look after your own and other people's property**

**Use appropriate inside or outside behaviour**

**Keep your hands and feet to yourself**

# Behaviour Flow Chart

We have a whole school approach to managing behaviour. This flowchart is followed in all classrooms, specialist sessions and the yard.



## LEVEL 1: REMINDER

- Quiet verbal or non-verbal reminder.
- Redirect student back to their learning/play.
- Ensure they understand the task.

## LEVEL 2: PROVIDE A STRATEGY TO ASSIST THE STUDENT IN HAVING SUCCESS

- *Inside:* Asking the student to move, sitting them out of the activity for a short time, using a deregulation strategy i.e give the student a job, let them get a drink.
- *Outside:* Walk and talk with the teacher on duty, ask the student to play in a different place.

## LEVEL 3: ESCALATION OR SERIOUS BEHAVIOUR

- *Inside:* Time out in own or buddy room, sit out of the activity for an extended time, restorative conversation to problem solve with the student.
- *Outside:* Sent inside to regulate and calm down, allocated to walk with yard duty teacher as organised by Helen.
- *Behaviour to be recorded on Compass: Behaviour Tracking template on Chronicle*

## LEVEL 4: LEADERSHIP SUPPORT

- Contact Helen or Janet to come to the classroom to support staff and remove the student if needed. If removed from the class, school work needs to be sent with the student.
- Leadership and/or the teacher will have a restorative conversation with the student.
- Parents to be contacted by the classroom teacher or Leadership as appropriate.
- *Behaviour to be recorded on Compass.*



# Wellbeing Supports for Students

At Pleasant Street, we have a number of supports for students, staff and families to ensure that every student can achieve their full potential.

## Respectful Relationships

This is a primary prevention program that builds social and emotional learning for students right across the school. The Respectful Relationships program promotes and models respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

## Restorative Conversations

As part of our management of behaviour, we believe that students need to reflect on their actions through a restorative approach. Students will be asked the following questions when things go wrong and to help those harmed by another's actions.

### RESTORATIVE QUESTIONS

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what happened?
- What do you think you need to do to make things right again?

### RESTORATIVE QUESTIONS

- What did you think when you realised what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

# Wellbeing Supports for Students

---

## Behaviour Support Plans

We are able to work collaboratively with students, staff and families to build a behaviour support plan for students who are experiencing difficulties regulating their behaviour on an ongoing basis. These plans are designed to ensure students can experience success. The school works in partnership with families to develop, implement and review plans.

## Student Support Group Meetings

We run student support group meetings for our students for a range of reasons. It may be to support learning difficulties or learning enrichment, to support student behaviour, and/or to support a medical diagnosis. These meetings are attended by the Assistant Principal, classroom teacher and parents. They may also include any health care professionals and external tutors. The school and/or families can initiate a student support group meeting.

## Wellbeing Concerns

Classroom teaching staff are your first point of contact if you have any wellbeing concerns for your child. You can contact all staff via Compass email or by leaving a voice message through the office. Classroom teachers are best placed to work with you to ensure your child is supported at school.

Our Assistant Principal, Helen Romeril, is responsible for the wellbeing of the students and families at our school. There are many pathways of support including regional support through our student services. You are able to contact Helen if you have any concerns about your child at any time. You can contact her through the school office on 5332 2598 or via email [helen.romeril@education.vic.gov.au](mailto:helen.romeril@education.vic.gov.au).

---

# Commitment to Child Safety

---

## **Our Commitment to Child Safety**

Pleasant Street Primary School is committed to the safety, participation and empowerment of all children. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We have zero-tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust procedures outlined in our Child Safety Policy and in our Child Safety Code of Conduct. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Pleasant Street Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks. Pleasant Street Primary School has robust human resources and recruitment practices for all staff and volunteers. We are committed to regularly training and educating our staff and volunteers on child abuse risks. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

## **Our Commitment to Cultural Safety**

Pleasant Street Primary School embraces the vision of the Marrung Aboriginal Education Plan and celebrates the culture, knowledge and experience of First Nations Peoples. We are committed to creating and maintaining a school environment that empowers Koorie students to feel valued, respected and culturally strong.

## **Our Commitment to Respectful Relationships**

Everyone in our community deserves to be respected, valued and treated equally. Positive attitudes, behaviours and equality are embedded in our educational setting. We are committed to building a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on students' academic outcomes, their mental wellbeing, classroom behaviour, and relationships between teachers and students.

---



Pleasant Street Primary School  
Student Wellbeing Strategy  
July 2022