

# Kennington Primary School



Personal Best, Respect, & Resilience

## Wellbeing Programs Summary



## Wellbeing Programs

### Summary

The Kennington Primary School Wellbeing Program is a pro-active, multi-faceted Program, which aims to empower students and embed social values.

Information about the following are included in this document;

- School Expectations and Values
- Key components of the KPS Wellbeing Program
- School Wide Positive Behaviour Supports (SWPBS)
- Rights and Responsibilities
- Consequences
- Key Features of Values Education
- Key Features of the NAB Better Buddies Program
- Key features of the Respectful Relationships Program
- Key Features of Drug Education
- Key Features of the Jump Start Program
- Supporting Transitions at KPS
- What is bullying?
- What to Do if You Have a Concern
- Extra Curricula Activities



# Expectations & Values

	All Areas I will...	Learning Areas I will...	Play Areas I will...	In the Community I will...
<p><b>Personal Best</b></p> <p>Always aiming high and being the best I can be. It means being optimistic that I will be successful in the end.</p>	<ul style="list-style-type: none"> <li>- strive for excellence</li> <li>- demonstrate integrity</li> <li>- be an active listener</li> <li>- act and move safely especially on stairs and balconies</li> <li>- choose an appropriate learning buddy</li> <li>- ask for help when I need it</li> <li>- tell a teacher about any injuries, dangers or problems</li> <li>- follow all teacher instructions</li> <li>- help others when I can</li> <li>- use equipment in the correct way and in the right areas.</li> </ul>	<ul style="list-style-type: none"> <li>- be on time</li> <li>- follow teacher instructions</li> <li>- be an active participant</li> <li>- be organised for learning</li> <li>- complete all work given to the best of my ability</li> <li>- follow the ICT agreement</li> <li>- hand notes and forms in on time</li> <li>- use my time effectively, work co-operatively and avoid distractions</li> <li>- choose a quiet activity to stay occupied when playtime is inside</li> <li>- ask permission to leave learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>- use play equipment safely and appropriately</li> <li>- find a yard duty teacher when I need help</li> <li>- walk around corners, on pathways, in the amphitheatre, on stairs and on balconies</li> <li>- be Sunsmart and wear a school hat</li> <li>- avoid hazards</li> <li>- play appropriate games in the right places</li> <li>- be aware of others when moving around the yard</li> <li>- make sure that I can be seen by the yard duty teacher at all times.</li> </ul>	<ul style="list-style-type: none"> <li>- make my school proud</li> <li>- take pride in representing my school</li> <li>- walk calmly, stay with my group and adult supervisor</li> <li>- follow rules expectations in different places</li> <li>- be Sunsmart, wear a school hat and school uniform as per uniform policy</li> <li>- stay seated on the bus and wear a seatbelt.</li> </ul>
<p><b>Respect</b></p> <p>Treating everybody and everything with consideration and courtesy, means looking after others, the environment and myself.</p>	<ul style="list-style-type: none"> <li>- listen to the person talking</li> <li>- tell the truth</li> <li>- use positive body language</li> <li>- speak politely and use my manners</li> <li>- speak with a suitable volume and tone</li> <li>- take care of equipment and people's belongings</li> <li>- care for others</li> <li>- keep my hands and feet to myself and respect others' personal space</li> <li>- wear the school uniform with pride</li> <li>- show care for the learning areas, equipment and garden areas.</li> </ul>	<ul style="list-style-type: none"> <li>- work to the best of my ability</li> <li>- demonstrate a positive attitude</li> <li>- be considerate of the learning abilities of others</li> <li>- support others with their leaning</li> <li>- value the rights and opinions of others</li> <li>- respect the right of others to learn in a distraction free environment</li> <li>- be an active listener.</li> </ul>	<ul style="list-style-type: none"> <li>- remember that the amphitheatre is a quiet area</li> <li>- share play areas and equipment</li> <li>- include others in games</li> <li>- support others on the 'Friendship Seat'</li> <li>- demonstrate good sportsmanship</li> <li>- return sports equipment to the classroom/stadium</li> <li>- place all rubbish in the bin before leaving the classroom and limit the packaging I bring to school.</li> </ul>	<ul style="list-style-type: none"> <li>- clean up after myself and look after my property</li> <li>- support others</li> <li>- demonstrate good sportsmanship</li> <li>- demonstrate respect and manners to community members</li> <li>- be a good audience member</li> <li>- represent my school with pride.</li> </ul>
<p><b>Resilience</b></p> <p>The ability to manage my emotions and bounce back from an experience that may not have turned out the way I expected.</p>	<ul style="list-style-type: none"> <li>- be patient and adapt to changes</li> <li>- accept the challenge of a new day</li> <li>- be a problem solver who does not give up</li> <li>- try to solve problems before asking for adult help</li> <li>- ask for help when I need it</li> <li>- consider ideas and feedback</li> <li>- accept the consequences of my actions</li> <li>- accept a real apology when it is offered</li> <li>- take turns when playing a game and demonstrate good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>- be persistent and keep practising to be the best I can be</li> <li>- take responsibility for our learning</li> <li>- have a go at things that are difficult</li> <li>- maintain a positive attitude</li> <li>- have a growth mindset</li> <li>- look at my mistakes and think about how I can improve</li> <li>- try to solve technical problems before getting help</li> <li>- know that it is OK to make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>- wait my turn and share equipment</li> <li>- accept that I may be unable to use a preferred area of the yard</li> <li>- be patient and wait for someone to play with</li> <li>- be patient if interrupted by others</li> <li>- accept that my abilities may be different to others</li> <li>- try new things</li> <li>- find a teacher on yard duty to assist with a problem I cannot resolve myself</li> <li>- try to be calm and brave if I have an accident</li> <li>- think about others point of view.</li> </ul>	<ul style="list-style-type: none"> <li>- understand that different places outside the school can have different rules and expectations</li> <li>- demonstrate good sportsmanship and bounce back</li> <li>- manage my emotions</li> <li>- bounce back when things don't turn out as expected.</li> </ul>

## Key Components of the KPS Wellbeing Program

1. School Wide Positive Behaviour Supports
2. Key Features of Respectful Relationships
3. Jump Start Program
4. Values
5. Drug Education
6. Cyber Safety
7. School Awards Program & Classroom Awards Program
8. Classroom Protocols
9. Classroom Appreciations
10. Grade 6 Student Leaders Program
11. Grade Prep & Grade 6 Buddies Program
12. English as an Additional Language program.
13. Multi-cultural education
14. NAB Better Buddies Program – (Grade Prep and Grade 6 students)
15. Assistant Principal as Wellbeing Leader
16. Service Provision – Links to Social Workers, Psychologists, Child First, Better Outcomes, CAMHS, Anglicare & Speech Pathologists.
17. Pastoral Care Program – provision of student lunches and breakfasts as required, provision of casseroles to families in need
18. Provision of Parent Education by Local Organisations e.g. cyber safety, anger management, anxiety etc.
19. Individual Education Plans for identified students
20. Program for Students with Disabilities
21. Yard supervision - 5 teachers on yard duty, before and after school and during both lunch breaks. All wear high visibility vests and carry a phone.
22. Lunch Break Program – a range of organised and supervised activities including Kids Club, sports try-outs, sports games, Environment Centre Activities, Outback Garden play and Prep Garden play. A variety of play spaces including, Lego Club, Coding Club, ovals, netball courts, basketball courts, tennis courts, passive areas, active areas, outdoor seating areas, Environment Centre, soccer pitch, Outback Garden and Prep Garden. Provision of sporting equipment during break times.
23. Regular communication to and from parents
24. Supporting Policies
25. Open Door policy including access to Principal and Assistant Principals as required
26. Detailed Transition Processes – into KPS in Grades 1-6, into Grade Prep and into Year 7
27. Detailed Class Placement Policy and Processes including opportunity for parents to input relevant information
28. School Facilities– Including The Outback Garden (attractive enclosed space within the school yard for supervised play), the Prep Garden (Supervised yard space just for Grade preps),Grade Prep Play Equipment, Grade 1 and 2 play equipment, Environment Centre (Gardens and chicken coup), ovals, running track and netball, basketball and tennis courts, and soccer pitch.
29. Extensive Extra Curricula Program
30. Community Events –Welcome Morning Tea, Community Basket Tea, Twilight Fair, Carols at Kennington, Parents and Friends events, Fathers/Mothers/Special Friends breakfast, Fun Food Days, Film nights etc.



## Rights and Responsibilities

At Kennington Primary School everybody has rights – students, staff and parents.

**Students** have a right to work in a secure and enriching environment where, without fear, bullying or harassment, they are able to fully develop their talents, knowledge, skills and interest to promote personal development.

**Staff** have a right to expect that they will be able to work in an orderly, safe, productive and cooperative environment, supported by the School Community.

**Parents / Carers** have a right to expect that their children will be educated in a secure and enriching environment. Care, courtesy and respect for the rights of others are encouraged and individual resilience promoted.

At Kennington Primary School everybody has responsibilities.

We all need to care about ourselves, other students, parents/carers, staff, belongings, our school and resources.

We all have a responsibility to:

- behave in accordance with school values
- be honest
- take care of property
- be on time, ready to learn and teach
- be polite
- work and play safely
- share equipment
- ask for help
- ensure everyone has a fair opportunity to learn





## School Expectations

The Kennington Primary School values of Personal Best, Respect, and Resilience are reflected in the school expectations.

- Students abide by the hands and feet to self rule
- Students demonstrate care and respect for others
- Students respect the rights of others, their opinions, worth and values even if they differ from their own
- Students are to use resources safely and return them to the correct places
- Students are to play without endangering themselves or others
- Students are to play on the appropriate play equipment
  - The Grade Prep play equipment is located behind the running track
  - The Grade 1/2 play equipment is located at the end of A Block
  - The Grades 3/4 play equipment is located at the front of the school
  - The Grade 5/6 play equipment is located near the bike shed.
- Students to play with balls or on playground equipment during first & second lunch only
- Student mobile phones are kept in the office or with the classroom teacher during the school day
- Students without a school hat remain in the designated area during lunch breaks
- Balconies are only used under direct teacher supervision
- Students to move safely around the school. Students walk on stairs, paths or hard surfaces surrounding the school buildings, particularly in the amphitheatre and on the surrounding paths
- Students remain within perimeter fences during the school day
- Students walk their scooters and bikes within the school grounds and place them in the bike enclosure on arriving at school between 8.35am and 8.45am
- These activities are played in the following areas during break times:
  - Basketball – Basketball courts
  - Downball – designated Downball Squares
  - Cricket / Football – Top oval
  - Netball – Netball courts
  - Soccer- Soccer pitch/oval

## Consequences

### **Positive recognition for appropriate behaviour may include:**

- Positive Feedback
- Values Certificates awarded during the whole school assembly on Monday to students who are exhibiting the school values – parents are encouraged to attend
- Values Certificate winners are acknowledged in The LINK on the website [www.kennington.vic.edu.au](http://www.kennington.vic.edu.au)
- Certificates awarded to children who are exhibiting the social skills taught through the Respectful Relationships Program
- Stickers and other non-food rewards are presented to students whose behaviour reflects the school values
- Participation in special activities
- Allocation of special responsibilities e.g. leadership roles
- A variety of classroom initiatives
- Public recognition at assemblies, electronically or through print

### **Consequences for inappropriate behaviour may include:**

- Discussion using Restorative Practice dialogue
- Verbal reminder by staff member
- Removal of yard privileges – walk with a yard duty teacher
- Removal from classroom or yard for follow up with school leader
- Removal of class privileges
- Parents informed of behaviour / incident (verbally or written)
- Non-participation in school event e.g. excursion, incursion, camp
- Implementation of individual Behaviour Management Plan
- After school detention
- School exclusion

### **Students will be removed from the yard or classroom in response to the following behaviours:**

- Physical violence
- Dangerous activities
- Harassment
- Physical and verbal intimidation
- Vandalism
- Other offensive or inappropriate behaviour including offensive language

In the case of continual and/or extreme inappropriate behaviour, a formal meeting with the student, family and Principal (or Principal's delegate) will be convened to establish a Behaviour Management Plan. It may be necessary to adopt the formal Department of Education and Training process of suspension, leading to, in some cases, expulsion from the school.

## The Key Features of Values Education

Values give direction about how to behave towards other people.

Doing the right thing by others as well as yourself helps you develop self-respect.

Values Education recognises in all context that schools promote, foster and transmit values to all students and that education is as much about building character, as it is about equipping students with specific skills.



## The Key Features of Drug Education

The teaching of Drug Education is a compulsory component of the curriculum. At each grade level there is a focus on specific Drug Education, Emergencies and Personal Safety.

Drug Education;

- Assists students to develop their problem-solving, decision-making, assertiveness and help-seeking skills.
- Provides accurate information and meaningful learning activities that dispel myths about drug use and focus on real-life contexts and challenges.
- Recognises that students need credible and relevant information about drugs and the contexts in which choices about drugs are made.



## The Key Features of Better Buddies Program

The Alannah and Madeline Foundation's Better Buddies Framework is an initiative designed to create friendly and caring primary school communities where bullying is reduced.

Through Better Buddies, children in their first and last year of primary school buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility. All children in the school learn these values through formal and informal activities, including their interactions with the mascot Buddy Bear, our fun-loving and caring purple bear.

Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected. It is designed to enhance existing buddy programs or introduce a buddy program to primary schools for the first time. The evidence-based framework complements existing school welfare programs, is easy to implement and links to national curriculum initiatives.

Students in grades Prep and six participate in this program.

## The Key features of Respectful Relationships

The Respectful Relationships Program supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

## The Key Features of the Jump Start Program

The Jump Start program is a KPS initiative. It takes place during the first three days of the school year. It allows students to build relationships with each other and with their teachers, and ensures students are well prepared and ready for their academic learning. It will provide students and teachers with the opportunity to get to know each other, as well as provide opportunities for students to develop social skills so that they can successfully participate in their classroom and in the wider school community during the year.

During the program students will learn the following:

- How to be part of a community
- How to develop positive relationships with teachers, other staff and students
- How to communicate effectively
- How to work in a team
- How to resolve conflict effectively
- How to recognise and understand emotions
- How to sing and sign the school song
- The KPS school values and school expectations



## Supporting Transitions at Kennington Primary School

Transition is a key priority at KPS. Transition covers many areas including into Grade Prep, out of Grade 6, into KPS from another school and from one year level to the next at KPS. We support our students in the following ways:

- New students buddied up formally with classmates
- Buddies Program Grade Prep and Grade 6
- Monitoring of all new students
- Welcome events at the start of the year for new families
- Mother Goose Program for babies, infants and pre-school children
- Meetings between new family and teacher as appropriate
- Meet the Teacher Day for all students (new teacher for the following year) during late Term 4
- Acquisition of student files by school office staff from previous schools
- Discussions with previous schools as appropriate
- Jump Start Program at the commencement of Term 1 for all students and staff
- Detailed Class Placement process for all students Grades Prep to Grade 6
- Identification of students with additional needs at Staff Meetings twice per year and as necessary to support their Needs
- English as an Additional Language (EAL) Transition Program
- 'Getting to Know You' conversations for all students and families with teachers in Term 1
- State-wide Transition Day: Pre-school – Grade Prep, Year 6 – Year 7, in December
- Pre-school to Grade Prep extensive Transition Program
- Team- teaching and team planning for Grades Prep to Grade 6

## What is bullying?

Bullying is when people *repeatedly* and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless. The KPS Bullying policy is available from the school website.

Bullying is not the same as conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike.

The sort of **repeated** behaviour that can be considered bullying includes:

- Keeping someone out of a group (online or offline)
- Acting in an unpleasant way near or towards someone
- Giving nasty looks, making rude gestures, calling names, being rude and impolite, and constantly negative teasing
- Spreading rumours or lies (in person or in writing), or misrepresenting someone (i.e. using their Facebook account to post messages as if it were them)
- 'Mucking about' that goes too far
- Harassing someone based on their race, sex, religion, gender or a disability
- Intentionally and repeatedly hurting someone physically
- Intentionally stalking someone
- Taking advantage of any power over someone like a leader of a group

**Types of bullying** (Source: National Safe Schools Framework)

**Face-to-face bullying** (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or direct verbal actions such as name-calling and insulting.

**Covert bullying** (sometimes referred to as indirect bullying) is less direct, but just as painful. It means bullying which isn't easily seen by others and is conducted out of sight, such as excluding people from groups or spreading lies or rumours. Because it is less obvious, it is often unacknowledged by adults.

**Cyber-bullying** occurs through the use of information or communication technologies such as Instant Messaging or chat, text messages, email and social networking sites or forums. It has many similarities with offline bullying, but it can also be anonymous, it can reach a wide audience, and sent or uploaded material can be difficult to remove. Most people who cyber-bully also bully off-line.

**At Kennington Primary School bullying is taken seriously and attended to as is immediately practical.  
There are a variety of proactive programs taught from Grades Prep to Grade 6**

## What to do if you have a concern?

1. Speak with your child about what is worrying them. Try to get a clear picture by asking open-ended questions about what, when and where. Be a good listener and be mindful of your reactions. Work on a solution together.
2. Call the school or pop into the classroom to make an appointment to speak with your child's teacher to alert them to your concerns.
3. At the end of each day ask your child about some positive things that have happened before touching on what has been the issue, for example, *What did you write about in writing today? What book did you read today? What was your favourite part of the day? Did you help anyone today?* Avoid making the first contact at the end of the school day being about the concern. There will be time for this after.
4. Monitor the situation and praise your child's problem-solving skills and resilience.
5. Make a time to see the Assistant Principal or Principal if you still have concerns.
6. Peruse the documentation available from KPS and from the school website [www.kenningtonps.vic.edu.au](http://www.kenningtonps.vic.edu.au)

## Extra-Curricular Activities

Running Club

Fitness Club

Academic Challenges

School Production

Energy Breakthrough

Outdoor Education

Mother Goose Program

Sign Choir

Multi Instrumental Music Program

Signing classes for parents/carers

Grade 6 Awards Night

Transition Program

Kinder - Prep

Grade 6 – Year 7

School Fair

Grade 6 Healthy Bodies Program

Kids' Club

Lego Club

Coding Club

Chess Club

Singing Choirs

STEAM Days

Excursions

Overseas Learning Experience- China

Girls in Science-Technology, Engineering, Arts and Maths (STEAM)

Sports

Orienteering

Basketball

Volleyball

Netball

Softball

Tennis

Golf

Football

T20 Blast

Soccer

Badminton

Athletics

Swimming

Cross Country

Bike Education

Fitness Challenge

Performers at KPS

Cultural Diversity Week

Carols at Kennington

Grade 6 Disco

La Trobe University Partnership Programs

Walk To School Month

Education Week

Before School, After School & Vacation Care- Camp Australia