Student Well Being Policy

2013
Student Well Being Policy

Student Behaviour

At Torrensville Primary School we believe each person has a right to:
  • Feel safe and be treated with respect.
  • Be treated as a worthwhile individual
  • Learn, understand and use Restorative Practices and procedures.

Purpose of Restorative Justice

Restorative processes create opportunities for those involved to work together to understand, clarify, repair and restore relationships and work towards a resolution. The strategy develops positive behaviours and responsibility. It develops a deeper understanding of the impact of wrong doing on both people and relationships.

Key Elements of Restorative Justice include:
  • Focusing on how we affect others and relationships
  • Working together to resolve issues
  • Importance of fair process

Outcomes from using Restorative Justice Practices

Through Restorative Justice Practices we:
  • Encourage responsibility of ones actions and emotions.
  • Develop a deeper understanding of the impact of wrong doing on people and relationships.
  • Encourage participation in agreements with regards to future behaviours and the carrying through of these.
  • Encourage behaviours desired by the school community/values.
  • Support and acknowledge success with effective relationships.
Responsibilities

All staff are expected to:

- Fulfil duty of care.
- Promote and support a safe engaging learning environment where students are actively involved in decision-making.
- Inform parents/caregivers when necessary of any concerns.
- Be positive, fair and consistent through the use of restorative practices.
- Encourage children to seek and expect safety and support.
- Negotiate, teach and practice responsible behaviours on a regular basis.
- Reinforce our school values Respect, Harmony, Achievement.

As part of class management, teachers are expected to:

- Establish class values, goals and agreements to follow through restorative practices.
- Collaboratively work with students and colleagues on agreed whole school strategies to support positive relationships. (Play Is The Way) Show consistent approaches to acceptable and unacceptable behaviours.
- Follow up and support the schools dress code.
- Teach and practice responsible behaviours on a regular basis inclusive of restorative justice practices.
- Inform people concerned immediately. E.g parents, leadership, other classroom teachers.
- Inform and seek support from leadership if repeated disruptive behaviour occurs.
- Promptly supervise classes at the end of play periods.

Teachers on duty are expected to:

- Be mobile throughout duty. (including the toilets on netball and canopy area)
- Be punctual.
- Be proactive, intervene early on any observed inappropriate behaviours.
- Respond immediately using a restorative framework to support a fair resolution. (See flowchart for Restorative Approach and associated consequences)
- Respond calmly to a child’s escalating behaviour. For example:
  1. ‘You’re obviously not ready to talk yet. Can you take some time out and keep yourself safe, I’ll be here when you are ready to talk.’
  2. Give another child a help card to collect a member of the leadership team or staff member from the office.
Responsibilities *(Continued)*

The leadership team are expected to:

- Support staff in the implementation of the Student Well Being Policy through:
  - Time spent on process re-re-entering and what it looks like.
  - Collaboratively teach a Relationships program in classes.
  - Reinforce positive encouragement given to children.
  - Reinforce and model the use of restorative practices.
  - Assist staff in the event of serious irresponsible behaviours occurring.
  - Collaboratively develop individualised programs to ensure all possible support is provided including accessing support agencies eg: interagency referrals, FSA, CAMHS.

- Ensure school areas are safe and maintained adequately through consultation with the health and Safety officer and the Building and Grounds committee.

- Wet days – specific areas eg the oval need to be checked before play time and classrooms notified of modified play if required.

- Develop a yard roster at the beginning of each year / term.

- Ensure all staff have an understanding and knowledge of theory and practices associated with this policy, through the maintenance and provision of appropriate training and development.

- Leadership will need to coordinate their timetables to ensure one person is on campus whenever possible. Teachers will be asked to act up in the event the above is not possible and all staff notified via the day book.

Deputy Principal is expected to:

- Collaboratively teach with teachers on programmes that encourage responsible behaviour.
- Work with students both individually and in groups on a regular basis.
- Monitor students attending the reflection room and associated records.
- Counsel children as needed.
- Lead student voice initiatives.
- Lead and direct the case management processes across the school.
Responsibilities (Continued)

At Torrensville Primary School students are expected to support the school values Respect, Harmony, Achievement and yard behaviour code: Play safe! Be friendly!

- Communicate with all school community members in a respectful manner.
- Treat each other fairly and equally.
- Keep our environment free of litter, vandalism and theft (gum is not allowed on school grounds).
- Use and care for equipment appropriately.
- Respect the rights of others to learn, play and feel safe.
- Use restorative justice practices to support positive relationships and to prevent teasing, bullying, harassment, aggression and violence.

- Attend regularly and arrive on time.
- Bring notes from parents to explain absences and lateness.
- Be organised and prepared for lessons.
- Participate in the setting of learning and behaviour goals for the class and themselves.
- Participate in learning activities.
- Move safely and quietly in classrooms, corridors and in the yard (kick balls only on the oval).
- Walk bikes, scooters etc in the school grounds.
- Respect and interact positively with participants in other school teams.
- Promote a positive image of Torrensville Primary School.
- Share good work and achievement with others.
- Play only in identified areas.
Responsibilities (Continued)

Parents are expected to:

- Have an understanding of, and agreement with our school’s Student Well Being Policy. This includes:
  - Attending meetings and conferences with regard to their child’s well being.
  - Supporting the school’s work through consistency between home and school.
  - Being available should their child be sent home or make alternative arrangements for their child's supervision.
  - Participating in school activities where possible.
  - Supporting and encouraging children in their behaviour and learning.
  - Ensuring children arrive at school after 8.30am and before 8.45am.
  - Notify staff members of any important information with regards to their child's well being.

Strategies for responding to and encouraging responsible behaviour.

A few examples are:
- Smile, greet people, eye contact, use names and make positive comments.
- Thank you notes.
- Certificates, stickers and collective rewards.
- Class and whole school celebrations.
- Merit books, treasure box, office staff recognition.
- Group/ table encouragement and feedback (notice and comment no matter how small an improvement).
- Acknowledgement in the newsletter.
- Student leadership and decision making eg: roles within the class setting, student voice, class meetings, ambassadors, restorative circles and student forums.
- Students negotiating their learning.
- Recognition notes sent home.
- Student evaluation.
- Collaborative learning strategies eg: learning teams.
- Student run assemblies.
- Photo displays of safe behaviour and successful learning.
- Visual reminders around the school.
School rules, be friendly, play safely and school values, respect, harmony, achievement are taught and practiced regularly.

Student chooses not to follow school values.

Restorative Justice Approach/Process

Student not ready to work through Restorative Justice processes.

Student works through Restorative Process
eg. Restorative chat, conference, plan
See appendix 1

Examples of low level logical consequences are:

YARD
Students practicing responsible behaviour: littering – pick up paper; running – practice walking repeatedly; riding bike etc – practice walking repeatedly; playing in toilets – walk with teacher on duty; low level rough play, teasing, playing after bell, using equipment inappropriately, out of bounds – walk with teacher on duty.

CLASS
Loss of privileges.
Students practice responsible behaviour in own time.

If the behaviour is of a serious nature and / or is repeated, (physical violence, harassment, illegal) the student will be sent immediately to office reflection. For ongoing inappropriate behaviours a child may be sent home for the remainder of the day or see Suspension / flow chart.

Programmes such as PITW incorporating school values and learner qualities, relationships, positive encouragement, restorative practices eg. Circles and conferences and social skills are implemented.
Repeated Office Reflection sessions or serious irresponsible behaviour.

Internal suspension: child will spend one or two days in the office depending on behaviour. Parent notified.

Re-entry conference conducted with class teacher included wherever possible. Student development plan negotiated.

Goals from student development plan achieved ...

Goals from student development plan not achieved. Inappropriate behaviour continues...

Take Home or Suspension... Re-entry conference held with caregiver prior to returning to school.

Suspension 5 times or for a total of 15 days ...

Intention to exclude / alternative placement ... See DECD guidelines.

Each case will be assessed individually and in some serious cases a suspension or an ‘intention to exclude’ may be required immediately.
___________________ has been sent to Buddy Class for ________________________________________

__________________________________________________________

Room: ________ Time: ________ Date: ________ Sent by: ____________________________________________

Front Office Restorative Conference

Due to the following behaviour ________________ now needs to attend the front office for a Restorative
Conference. Teacher Comment: __________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Restorative Conference details

What happened? _______________________________________________________________________________

______________________________________________________________________________________________

Who has been affected? _________________________________________________________________________

______________________________________________________________________________________________

How are we going to fix the problem? __________________________________________________________________

______________________________________________________________________________________________

Dear Parents/Caregiver,

_______________________ has been involved in a restorative conference in the front office to sort out a
problem in the classroom. The purpose of this letter is to provide information about what happened,
agreements which have been made relating to the resolution of the issue and repairing relationships or
damage to equipment.

Please do not hesitate to contact us at school if you would like to discuss the issue further.

Please complete the section below and return it to your child’s class teacher.

I have read the information concerning the restorative conference involving my child ____________.

Parent/caregiver name: ___________________________________ Signed: ____________________________

Comment (optional): __________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________
When sorting out a problem we …

- Stay calm
- Listen without interrupting
- Use no put down
- Take turns
- Are honest

TPS Problem Solving

1. What happened?
2. Who was hurt? What was damaged?
3. How can this be fixed?