



ACT
Government
Education and Training



Student Management and Well-Being Policy and Procedures

Reviewed June 2016

Principal's Name and Signature: _____

Board Chair's Name and Signature: _____

FORREST PRIMARY SCHOOL STUDENT MANAGEMENT AND WELL BEING POLICY

Purpose

To effect a non-coercive student management approach based on restorative justice strategies where we aim to repair harm, sustain good relationships and build a respectful, safe, calm, supportive community.

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Our goal is to maintain a safe, supportive learning environment in which children can grow and learn, and within which all members of our school community are able to build relationships and connections. Our school curriculum is underpinned by restorative and relational practices and the International Baccalaureate Learner Profile attributes.

Rationale

We work in a restorative context so that all members of our school community are safe and secure in a caring environment. The environment is focussed on learning so that teaching and learning can be maximised. Our approach is fair but firm. All children are heard and everyone has a voice.

Students are prepared to participate as world citizens in the following ways:

- Students are trained in emotional literacy. They practise the building blocks of trust, community building, negotiation, conflict resolution so that they can function well emotionally, socially and academically.
- Students identify with, and live out the characteristics of the Learner Profile of the International Baccalaureate's Primary Years Programme (IB PYP). They learn to be balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, responsible, risk takers, thinkers.

Steps of the student management policy ensure least interruption to teaching and learning.

Children have a framework so that they can reliably predict consequences that follow certain behaviours.

Restorative practices are always a preferred option to following the behaviour management stages.

RELATED DIRECTORATE POLICIES:

- PROVIDING SAFE SCHOOLS P-12. 2007. SSP200704
- SUSPENSION, EXCLUSION OR TRANSFER OF STUDENTS IN ACT PUBLIC SCHOOLS. 2010. SETS201010.
- COUNTERING BULLYING, HARASSMENT AND VIOLENCE IN ACT PUBLIC SCHOOLS. 2007. CBH200704
- STUDENTS WITH A DISABILITY: MEETING THEIR EDUCATIONAL NEEDS. 2008. SWD200810

Supporting student well-being at Forrest Primary School

Forrest Primary School promotes and seeks to provide a supportive learning environment in which all students can expect to feel safe.

Supporting students and families at Forrest Primary School is undertaken in a number of ways and programmes. These include:

- **International Baccalaureate Primary Years Programme (IB PYP)** provides opportunities in the curriculum for students to develop positive interpersonal skills and regard for others.
- **Differentiation** of the teaching and learning program to meet individual or group needs
- **Individual Learning Plan (ILP)**
- **Personalised Learning Plan (PLP)**
- **Referral** to the welfare coordinator and school psychologist
- Assistance from **Outside Agencies**
- **Inclusion Support Program (ISP)** funded students
- **Circle Time** is a process used in the classroom to solve problems and/or structure lessons
- **Kids Matter** is a program for well-being and mental health
- **Clubs** at lunchtime have provided additional opportunities for students to: engage, socialise, try new things and be occupied.
- **Essential Agreement** are formed in each classroom to agree upon expectations.
- **Gifted and Talented (G&T)** is provided to enrich and extend students
- **Response to Intervention (RTI)** is a targeted programme to support and development literacy skills with identified children
- **Individual Student Behaviour Plans** are created and implemented on a need's basis.

STUDENT MANAGEMENT PROCEDURES AT FORREST PRIMARY SCHOOL

Restorative practices are always a preferred option to following the behaviour management stages.

The Restorative Questions:

When Things Go Wrong (Questions for the perpetrator)

- What happened?
- What were you thinking / feeling at that time?
- What are you thinking / feeling now?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt (Questions for the victim and others)

- What happened?
- What were you thinking / feeling at that time?
- What are you thinking / feeling now?
- What impact has this incident had on you and others?
- What has been the hardest part for you?
- What do you think you need to do to make things right?

Different types of conferencing that the teacher may use:

- to have children conference themselves and report the result to the teacher
- to facilitate a corridor conference
- to facilitate an informal conference
- to facilitate a circle time with the whole class

In more serious cases the principal or deputy principal may choose to hold a formal conference involving parents and other participants. A trained person facilitate the conference.

STUDENT MANAGEMENT PROCEDURES FOR THE CLASSROOM.

Preliminary Reminders (non-verbal, verbal, least intrusive to teaching and learning)

- In the junior school, one to three reminders may be used by the teacher. Cuisenaire rods or similar can be used as a tangible reminder).
- In the middle and senior school one reminder is given.

Stage 1: Thinking time in classroom.

- The student sits at specified place in the room and reflects upon behaviour and what is expected.
- The student returns when ready or when the teacher directs (teacher's discretion). The teacher may use an egg timer so that the student can independently return to the task at hand when the egg timer has run.
- A thinking time book may be used by teachers. The student writes up his/her offending behaviour.
- The teacher may or may not follow up in his/her time.
- Restorative Questions may be used at this time. Children may complete a Restorative Practices reflection form.

Stage 2: Thinking time in Buddy Teacher Classroom.

Stage 2 is used for the following reasons:

- the child does not complete Stage 1 properly
- the offending behaviour continues
- the child is physically or verbally abusive to peers or teacher
- the child is disrespectful
- low-level non-compliance

A child can be sent to a Buddy Teacher Classroom for respite for the class or if the teacher deems that a situation will not work for the target child, the teacher or the other children if the child remains in the classroom at that time. However, this is a preventative measure and is usually part of a behaviour plan. The child would understand that s/he is not necessarily being sent as consequence of a misbehaviour.

Steps:

- The student works in a 'Buddy Classroom' for that particular session.
- The student takes his/her work to the Buddy Classroom. If necessary, an Executive teacher or another child will escort the child and tell the 'Buddy Teacher' that the student has been sent to a Stage 2.
- The receiving teacher is neutral and continues his/her lesson with minimal interaction with the visiting student.
- At the end of the session the student returns to his/her teacher to discuss the situation and to negotiate re-entry.
- The teacher will also evaluate the effort the student has put into the assignment given while they were in the Stage 2.
- If a student refuses to go the teacher asks, "Are you refusing to go?" "You have 2 choices." An Executive teacher may be called to intervene at this point if necessary.
- The student will either go to the Stage 2 or the situation becomes a Stage 3.

Stage 3: The Thinking Room

An executive teacher is rostered to attend to any referrals.

A stage 3 form (see appendix Forms) will be sent home to inform the parent of the offending behaviour and the action taken by the school. The parent is required to return a tear-off slip to show that they have been informed about the situation. If the parent does not return the form an executive will call to make sure the parent knows about the incident and action the school has taken.

A student will be sent to Stage 3 if s/he:

- does not complete Stage 2 properly or refuses to go to Stage 2.
- uses medium to high level verbal or physical abuse.
- is non-compliant.
- goes out of bounds intentionally

In Stage 3 the following may occur:

- Conferencing
- Parents may be called
- Communication with teachers by executive staff.
- Monitoring programmes will be established or strengthened.

Stage 4: Possible School Suspension

The Principal or delegate may decide to suspend a student for continued or high level behaviour. This may include such things as: continual disruption to the teaching and learning of others, violence, non-compliance or unsafe behavior. A formal record is filed and the Directorate or relevant agencies are notified. The student may be suspended from 1 – 15 days (with a possible approved 5 day extension). Meaningful school work will be provided during the suspension.

Parent involvement is very important for the well-being of the student. At the completion of the suspension, a re-entry meeting with parents/carers and relevant staff is held. Plans are made at this meeting concerning the most appropriate steps for the student to return to school.

Students and parents are advised in writing of the suspension and that they have the right to appeal a suspension, transfer or exclusion if they believe correct procedures have not been followed or that an unfair decision has been made.

STUDENT MANAGEMENT ON THE PLAYGROUND

Teachers have designated areas of duty. Students can refer to the duty teacher or the teacher may respond to a student's behaviour. The teacher listens to the student/s and responds using Restorative Practice questions to guide the conversation.

Stage 1: If a student has made a low level offence the teacher will counsel the student. The teacher may have the student 'walk and talk' for a part of, or the whole of the play period.

Stage 2: If the student accelerates the inappropriate behaviour or refuses to stop the teacher will fill in a behaviour slip (see appendix) and send it to the Deputy Principal for further action. The child will remain with the teacher during that play period.

Stage 3: The child attends the thinking room with an executive teacher on that day or the following day. A behaviour note is sent home with a tear off return slip for the parents to complete. The parents and executive member may continue to work together. A playground passport may be used.

The child may be barred from the playground for a short time, e.g. one day or longer. If this is the case an alternative program will be arranged for the child to learn relevant skills and attitudes. In such a case the parents will be consulted.

Forms (creation and tracking is the primary responsibility of the Deputy)

Playground tracking slip

Playground passport, Classroom passport

Thinking Room attendance letter to parents.

COUNTERING BULLYING AND HARASSMENT AT FORREST PRIMARY SCHOOL

Attachment: Forrest Primary School – lines of communication.

Instances of bullying, harassment, violence, racism and sexual harassment that pose an immediate threat to the safety of students and staff are reported as critical incidents. These reports are made to the School Network Leader.

NOTE: A critical and/or emergency incident is an event that causes severe impact, such as significant disruption to the school routine, an emergency management situation, or threat to the safety of students and staff. It may be sudden or protracted, extremely dangerous, involve police or emergency services personnel, and generally be outside the normal range of experience or expectation of the people affected.

The Respect, Equity and Diversity (RED) Framework is followed at Forrest Primary School.

Strategies for reporting incidents (by students, parents, caregivers and school staff):

- Students, parents and caregivers can report to their child's class teacher or school executive
- School staff can report to the school executive
- Teachers can record incidents on playground slips
- Teachers, students and parents can report incidents to the relevant contact officers for counter bullying or anti-sexual harassment.
- The Respect, Equity and Diversity (RED) Framework is followed at Forrest Primary School. A designated RED Contact Officer (REDCO) is available to staff.
- Student management and playground management procedures are adhered to

Intervening (by students, parents, caregivers and teachers and other staff):

- Parents can access assistance through the school teaching staff
- Contact officers

Accessing help and support (by students, parents and caregivers):

- Accessing support or School Psychologist request for support is made through the Disability in Education Contact Officer (DECO)

Professional learning (for teachers and other school staff):

- Termly staff professional learning (PL) on Restorative Practices
- The Respect, Equity and Diversity (RED) Framework is followed at Forrest Primary School. A designated RED Contact Officer (REDCO) is available to staff.
- The school has a conflict resolution flow chart.

RECORD MANAGEMENT

All student management cases referred to the school executive staff will be recorded on the school's secure Google Docs database, as required by ACT ETD. **CBH200704. 1.5** - A statistical record of incidents of bullying, harassment and violence should be kept by the school.