

Belong to
something bigger.

Primary Student Wellbeing & Engagement Policy

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Primary Student Wellbeing & Engagement Policy

Introduction

This policy's purpose is to drive the practice of teachers and school leaders to encourage positive behaviours, sound wellbeing, healthy self-discipline and a strong, sustainable school culture.

All schools have a mandate and an obligation to provide an environment that is challenging and safe for all stakeholders – students, staff and families. Within this mandate, we incorporate our faith and our strategic intention to be a school where our stated values of Respect, Empathy, Commitment, Integrity and Excellence are manifested in our work. The College's aim is for the students to become self-disciplined. Corporal punishment is not permitted under any circumstances and the College has zero tolerance to child abuse.

The approach that our school has chosen to underpin our practice and the resultant culture is Restorative Practices. Restorative Practices connects most directly to our intentions for Student Wellbeing and Engagement. We work in partnership with students and parents/guardians to ensure that the rights and responsibilities of all stakeholders are clearly communicated and upheld within the school community and acknowledge that no one should behave in a way that makes others unsafe or afraid.

Philosophy

Restorative Practices is underpinned by some key philosophical beliefs that the school's leadership have identified as being critical to cultural success:

- ▶ Restorative Practices effectively teaches students to take responsibility for their actions.
- ▶ Restorative Practices requires shifts in language that promote, dignity, respect and courtesy between all stakeholders.
- ▶ Restorative Practices is about learning to accept conflict as normal, but to focus on the harm caused by it in terms of relationships as the work that needs to be done in response.
- ▶ Restorative Practices requires both preventative and responsive procedures to be deployed in all learning environments.

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- ▶ Restorative Practices is about acknowledging the past without becoming hindered in it. It's about moving from past, to present and to the future.
- ▶ Restorative Practices provides a set of useful questions to use as a guide for our intentions for dealing with conflict, bullying and poor behaviour choices.
- ▶ Restorative Practices is about confronting students with the genuine impact of their behaviours and compelling them to make amends.
- ▶ Restorative Practices is proven through an extensive body of research to be an effective available methodology for reducing the instances and severity of bullying.
- ▶ Restorative Practices is about asking questions and promoting higher levels of thinking as a means for engaging students with improved behaviour trajectories.
- ▶ Restorative Practices is about maximising a firm and a fair approach in a consistent fashion throughout all facets of school life which includes, but is not limited to; learning, relationships, respect for school property, personal appearance, hygiene and presentation as outlined in the Ilim College Primary Student Uniform and Presentation Policy.

1. Guidelines to implementation – Student Wellbeing

- 1.1 Ilim Colleges supports students' wellbeing by implementing the Kids Matter (Mental Health & Wellbeing) framework, through implementing Program Achieve (You Can Do It – Social and Emotional Learning) and 'Circle Time' activities. These programs provide students with opportunities to raise issues of concern, to build positive social skills and to reflect on the school values.
 - 1.1.1 Classroom and specialist teachers are encouraged to acknowledge students' achievements regularly. Students' success is acknowledged at fortnightly assemblies and as part of the school and classroom routine.
 - 1.1.2 Students can apply for leadership roles at the College that include, School Captain and School Vice Captain, Student Representative Council, Class Captain and Class Vice Captain and Classroom Monitor.

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2. Guidelines to implementation – Student Engagement

- 2.1 At Ilim College we follow restorative principles to elevate student engagement, behaviour, empathy and cooperation. The school promotes, supports and acknowledges positive behaviour with the following:
- 2.1.1 Weekly merit awards – “Student of the Week”
 - 2.1.2 Behaviour Award Certificates
 - 2.1.3 Classroom and school displays
 - 2.1.4 Positive Rewards Charts and feedback from all members of staff
- 2.2 A multitude of strategies for full implementation of Restorative Practices are in place. These can be described as both Responsive and Preventative.

3. Responsive strategies for Inappropriate and Ongoing Inappropriate Behaviour

- 3.1 Consequences – within the Restorative Model, consequences may be applied at the professional discretion of teachers and school leaders. Where possible, these consequences are:
- 3.1.1 Previously negotiated with students.
 - 3.1.2 Designed to allow further reflection and planning for action.
 - 3.1.3 Limited to shared and identified target behaviours.
 - 3.1.4 Linked to individually differentiated high expectations.
 - 3.1.5 Deployed as an extension to the Restorative Model rather than an alternative to it.

4. Suspension/Expulsion

- 4.1 Within the Restorative Model, suspensions and/or expulsions may still be applied at the professional discretion of teachers and school leaders. Suspension Procedure:
- 4.1.1 Final decision to suspend (internally or externally) rests with the Principal.
 - 4.1.2 The Principal and/or relevant staff will contact parents/families directly to inform them of the suspension term and reason. This will be followed up with a formal suspension notice.
 - 4.1.3 Any student suspended will be provided with a reflection sheet to complete during suspension and will be personally supported to complete this prior to re-entry to school.
 - 4.1.4 The school will be available to meet with parents/families during suspension to

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5. Preventative Strategies for Inappropriate Behaviour

- determine strategies more likely to prevent repetition of inappropriate behaviour upon re-entry.
 - 4.1.5 At the conclusion of a suspension, a school leader will convene a re-entry meeting compulsory for the student, affected people, and parents (where applicable) to attend so that the student has full opportunity to make amends and to re-enter the school environment successfully and without stigmatising residual shame/embarrassment.
 - 4.1.6 Enrolment termination may be issued by Principal based on serious misconduct or ongoing inappropriate behaviour without improved outcomes.
 - 5.1 School staff engage in effective professional development to build on competence and capacity in supporting learners with behavioural needs.
 - 5.2 Our Student Engagement Plan (Appendix A) is designed as the public manifestation of this policy. It demonstrates the key factors associated with Restorative Practices implementation, including:
 - 5.2.1 The Restorative Continuum
 - 5.2.1.1 Affective Statements
 - 5.2.1.2 Affective Interactions
 - 5.2.1.3 Small Impromptu Conferences
 - 5.2.1.4 Circles – Check-In/Check-Out, Response, Preparation and Learning
 - 5.2.1.5 Formal Conferencing
 - 5.2.2 The Restorative Questions (contextually adjusted for age appropriateness) For those who have done the wrong thing:
 - 5.2.2.1 What happened?
 - 5.2.2.2 What were you thinking at the time?
 - 5.2.2.3 What have you thought about since?
 - 5.2.2.4 Who has been affected by what you did? And how?
 - 5.2.2.5 What do you need to do to make things right?
 - 5.2.3 The Restorative Questions (contextually adjusted for age appropriateness) For those who have been harmed or affected:
 - 5.2.3.1 What did you think when you realised what happened?
 - 5.2.3.2 What were you thinking at the time?
 - 5.2.3.3 What have you thought about since?

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- 5.2.3.4 Who has been affected by what you did? And how?
- 5.2.3.5 What do you need to do to make things right?
- 5.3.4 Staff should refer to The Restorative Operating Domains or further support/dialogue.

6 Behaviour Support Plans

- 6.1 Behaviour Support Plans (BSP) are also implemented to support student’s whose behaviour demonstrates the need for an individualised intervention. BSPs are implemented when student needs are disclosed at time of enrolment or the school identifies the need for ongoing support.
- 6.2 Behaviour Support Plan – includes any factors/triggers impacting behaviour, and contains strategies and guidance for staff to manager student behaviour. Cycle meetings are arranged involving Parent, Teacher, Wellbeing Coordinator, Vice Principal and other relevant staff members per each individual case and review where required.
- 6.3 Strategies suggested on the Behaviour Support Plan, ranging from but not limited to, withdrawal from class, withdrawal from excursion/incursion/camp or reduced school hours will be implemented to prevent ongoing inappropriate behaviour.

7 Preventative Strategies for Ongoing Inappropriate Behaviour

- 7.1 Where a student displays a continuation of inappropriate behaviour, the College will take the following approaches depending on individual circumstances, occurrences and/or severity of behaviour:
 - 7.1.1 Make observation and accurately record data to determine the need for individual support.
 - 7.1.2 Discussions with student regarding the behaviour displayed and the expectations of the correct behaviour within the principles of restorative practices.
 - 7.1.3 Reflective personal development sessions and social skills workshops to focus on harm and relationships in response to all conflict and tension including bullying behaviours during recess, lunch or class time.
 - 7.1.4 Working with the Year Level Monitor/Wellbeing Coordinator to support

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- the child to modify their behavior with regular feedback to parents.
- 7.1.5 Meeting with parents to discuss behavioral and engagement concerns and discussing strategies and guidance to manage the behaviour.
- 7.1.6 Follow up student future behaviour.
- 7.1.7 Obtain regular feedback.
- 7.1.8 Counselling referral and support.
- 7.1.9 Personalised behaviour tracking charts.
- 7.1.10 Referral to Health Care Professional/Specialists Services if deemed necessary (Child Psychologist, Pediatrician, Occupational Therapist etc.)
- 7.1.11 Conduct Card to monitor the student contract.
- 7.1.12 Internal/External Suspension applied at the discretion of school leaders for ongoing inappropriate behaviour or serious misconduct.
- 7.1.13 Student contract resulting in a probationary enrolment as part of re-entry following serious or ongoing inappropriate behaviour.

8 Communication of Policies

- 8.1 The student Wellbeing & Engagement Policy is communicated to the school community through the following means; Whole school action
 - 8.1.1 All staff are familiar and briefed regarding the Student Wellbeing and Engagement Policy at the commencement of the school year.
 - 8.1.2 The Student Wellbeing Coordinators are involved in induction programs related to Student Wellbeing and Engagement for new staff members.
 - 8.1.3 Teachers, coordinators and staff from the student services department discuss specific behaviour with strategies being used, to encourage a whole school approach to the management of behaviour during Professional Learning Committee meetings and Year Level meetings.
 - 8.1.4 Amendments or reviews to the existing Student Wellbeing and Engagement Policy will be communicated to all members of the school community.

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9 Individual Teacher Action

- 9.1 Refer to the following:
- 9.1.1 Teachers and students will discuss and implement classroom, playground and mosque rights, responsibilities and consequences.
 - 9.1.2 Teachers regularly discuss Student Wellbeing and Engagement Policy Pledge with the class and it will be sent home for parent/child discussion and signing.
 - 9.1.3 Teachers may opt to discuss the Student Wellbeing and Engagement Policy with parents at the 'Meet the Teacher/Parent' evening during Term 1.
 - 9.1.4 The Student Wellbeing and Engagement Policy/Plan will be regularly re-visited and students will be reminded during class, in the outdoor play areas, in the mosque, during excursions and incursions, camps, assemblies, parent information sessions, bulletins, posters in classrooms and the College website.

10 Resources

- 10.1 Our campus is currently in a REAL Schools Partnership where support is provided through the provision of:
- 10.1.1 On going onsite professional development for staff.
 - 10.1.2 Videos, professional articles, webinars and eBooks.
 - 10.1.3 Annual parent sessions are conducted to support parental awareness and involvement.
 - 10.1.4 Mentoring and Coaching is provided to build Implementation Plans, supporting documents and policy development.

11 Evaluation

- 11.1 Evaluation of this policy will be a consultative process inclusive of data, evidence and the opinions of key stakeholder groups. These groups will include:
- 11.1.1 Executive Leadership Team
 - 11.1.2 Teaching and non-teaching staff
 - 11.1.3 Parent Groups