Student Wellbeing and Student Engagement Policy and Guidelines

Student Engagement Policy

Section One – School Profile

Delacombe Primary School is a proud and inclusive school with enrolments currently at 306. Over the past few years our enrolments have been increasing. We have outstanding school facilities including a full sized stadium, multipurpose room, library, teaching kitchen and vegetable garden, extensive yard and play equipment.

The school has a diverse demographic which reflects the growing Delacombe community. Delacombe Primary School is a 'kind school' and runs the Act of Kindness Program. This program supports our student wellbeing policy.

There are a number of children who qualify for the Students with Disabilities Program, and the teaching staff is supplemented by a team of Education Support Officers who work directly with these students. The school is very proud of the strong reputation it has developed for its capacity to support students with special needs.

We have a growing Indigenous population and a number of students in out of home care. All Koorie students and students in out-of-home-care have an Individual Learning Plan.

The school recognises and receives outstanding support from its parent community on a variety of levels. A strong and committed School Council has played a significant role in policy and planning and the energetic "Parents and Friends" group organises a large number of successful projects annually.

The school aims at all times to

- Promote practices that assist with the smooth transition into our school of all newly enrolled families
- Encourage networking amongst parents to foster parent participation and involvement in the school community
- Identify and work closely with families of students who require additional assistance
- Develop home-school partnership for all families through improved communication practices and increased opportunities to learn about curriculum

Section Two ~ Whole School Prevention

At Delacombe Primary School we are a community of learners working in a warm, positive, friendly and engaging environment where all members proudly display the values of

- Respect
- Responsibility
- Enjoyment
- Consideration
- Integrity
- Personal Best

in order to produce happy, competent, resilient community minded individuals who are able to live productive lives.

We have many programs in place which support our students to attend school, participate in class and enjoy learning. Staff successfully accommodate students with identified educational needs and are actively engaged in sharing ideas with other teachers. They collaborate with other professionals and readily account to parents for positive student outcomes.

At Delacombe Primary School we believe:

- Students are better prepared for learning when they are in a safe, supportive and engaging environment
- How students learn is as important as what they learn
- Student resilience is promoted through a relationship with at least one caring adult
- A culture of inclusiveness strengthens students' sense of connection
- Social connectedness builds resilience
- A sense of significance emerges for students when they feel they have something to contribute
- Teacher modelling and teaching of pro-social behaviour is vital
- Student behaviour management and discipline procedures can contribute to long term social goals
- Peer relations contribute significantly to social and cognitive development
- The curriculum should incorporate students' personal and social issues
- Learning is enhanced through positive social and emotional dynamics between students

Student Wellbeing and Behaviour Management

At Delacombe we believe student learning cannot be separated from student wellbeing.

Students have a voice at Delacombe Primary School. An active Junior School Council, involving students from grade 1 to grade 6, plays an important role in our school.

Leadership is strongly encouraged at Delacombe Primary School. Students of all ages are provided opportunities to develop, implement and refine their leadership skills and knowledge. Students have opportunities to stand for school captain, house captain, Junior School Council and classroom leadership roles.

All teachers have the responsibility to respond when students are experiencing difficulty with their schooling. It is important they identify and act on their concerns to allow for early and effective intervention. Risks for students may involve individual, social, emotional or physical factors, or may be related to family or community factors.

Classroom teachers need to be supported by a planned, sequential and detailed whole school approach to student welfare with the appropriate professional learning to assist the implementation of strategies.

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Student Wellbeing and Behaviour Management

At Delacombe Primary School we have four levels as part of our student wellbeing program

1. Primary Prevention
2. Early Intervention
3. Complex Intervention
4. Restoring Wellbeing

Primary Prevention (building belonging and promoting wellbeing)

Primary prevention strategies are designed to enhance the emotional and social health of all students and staff within a whole school framework. It can also involve skilling teachers in a range of approaches to develop the resilience of students throughout their school years.

Many strategies and programs developed for primary prevention seek to build resilience which refers to the capacity to cope with extreme and stressful life situations.

At Delacombe Primary School we establish a supportive environment where a sense of belonging and wellbeing are strengthened by:

- Building mutual respect and promoting safety at school
- Implementing comprehensive curriculum to engage all students
- Enhancing school attendance – " Every Minute Counts" program
- Practising inclusive teaching and learning
- Encouraging supportive relationships
- Involving parents, families and the wider school community
- Establishing strong transition programs
- Employment of a school chaplain
- Establishing a proactive, supportive Student Welfare Team
- Building mutual respect and promoting safety at school
- Ensuring all students experience a comprehensive and engaging curriculum
- Ensuring students experience supportive relationships and involvement of carers, parents, families and the wider school community
- Ensuring students experiences strong supportive transitions (class to class, year to year)

Early Intervention (strengthening coping and reducing risk)

Student Wellbeing and Behaviour Management

Early intervention targets those students at risk of ongoing social, emotional and/or physical harm in order to reduce intensity, severity and duration of psycho-social and behavioural risks. Early intervention minimises potential harm by:

- Continuous monitoring and assessing risks and identifying needs
- Providing school based counselling and support as required
- Developing and implementing programs to improve skills and target needs so all students experience acceptance and positive pro-social environments and activities. Some of these programs include
  - Grade 1 Reading Recovery Program
  - Speech Therapy Assistance Program
  - Stephanie Alexander Kitchen Garden Program
  - Weekly Breakfast Club (Wednesday. Thursday, Friday)
  - Integration Program for Students with Disabilities
  - School Chaplain
  - Individual Learning Plans
  - QuickSmart maths
  - MultiLit intervention program
  - Delacombe Intervention Program
  - Drum Beat

Complex Intervention (access support and provide treatment)

Students may encounter a range of difficulties needing intervention. Issues around mental health, family difficulties and breakdown, abuse and neglect may require short term or ongoing support. Often for students experiencing trauma, education is therapy for them.

Delacombe Primary School will:

- Clarify referral procedures
- Link students/families to counselling services
- Ensure continuity of care
- Monitor and evaluate progress through regular student support group   meetings, care team meetings, professional learning team meetings

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances

Restoring Wellbeing (manage trauma and limit impact)

Restoring Wellbeing aims to provide appropriate support to students, their families and other members of the school community affected by emergency situations or potentially traumatic incidents, particularly those involving death, accident or illness

Traumatic incidents are those which are extraordinary and beyond people's normal coping abilities.

Delacombe Primary School will:

- Remind students of the expectations – adults proving the narrative and watch for student response. Not asking direct questions. For example do not ask "why did you break that pencil?" but phrase the statement as a guess "I think you broke that pencil to get out of doing your work" and watch for the student response which will tell you a lot. Use cognitive verbs… "I think", "I wonder", "I suppose"

- Keep praise very concrete and specific and do not connect it to substantive rewards

- Use humour to deflect attempts to be deliberatively provocative, that will soothe and calm students

- Provide positive experiences that are unconditional and not linked to rewards eg feeding the school cat

- Provide choice - point it out as a matter of fact that the student is making choices all of the time and then the discussion can move towards making better choices

- Always approach students with a matter of fact, no-nonsense tone of voice. Directions should be framed as directions not questions. Four questions to NEVER ask:
  - Did you?
  - Why did you?
  - Do you remember?
  - What did you say?

Student Wellbeing and Behaviour Management

Risk Factors and Protective Behaviours

There are a number of risk factors that increase a young person's vulnerability of not completing school. There are also particular protective behaviours that can clearly increase the likelihood of healthy outcomes for our students. Identifying and reducing risk factors while increasing protective behaviours will greatly improve our students' health and wellbeing.

Risk factors to be reduced

- Early and persistent anti-social behaviour
- Academic failure
- Lack of commitment to school
- Detachment from school
- Low parental interest in school
- Alienation and rebelliousness
- Friends who engage in anti social behaviours
- Family conflict
- Low school attendance
- No significant 'other' present in the student's life

Protective factors to be increased

- A sense of belonging and 'fitting in' to the school
- Positive achievements at school
- Having someone outside the family, a significant 'other', who believes in and cares for the student
- Developing a special talent
- A sense of belonging and connectedness to family
- Feeling loved and respected
- Proactive problem solving skills
- A cooperative environment
- Stability
- Opportunities for meaningful contribution

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Resiliency

Protective behaviours enhance young people's ability to develop resilient behaviours and skills. Resiliency is the ability to bounce back after encountering difficulties and trauma. The student's capacity for resiliency lies in the development of four areas of competency.

<u>Social competence</u> – responsiveness, empathy, caring communication skills and a sense of humour

<u>Problem solving</u> – planning critical and creative thinking

<u>Autonomy</u> –sense of dignity, self-awareness, task mastery, distancing from negative messages and conditions

<u>Sense of purpose and belief in a bright future</u> – goal direction, educational aspirations, optimism

Resiliency can be fostered and learned.

Developmental Stages In Childhood And Adolescence

Lower Primary (Grade Prep, One, Two)

Markers of the Age	Educational Tasks	Resilience Building Curriculum
- Tends to prefer peers of the same sex - Further development of gender and sexual identity - Strong links to fantasy (lively imagination) - Still strongly dependent emotionally - Sibling status is established - Anxious to impress and feel valued	- Learning physical skills necessary for interactive games - Building a healthy self concept - Developing fundamental skills in reading, writing and problem solving - Learning to get along with and accept others - Learning to play in groups and teams - Increasing awareness and understanding of world order - Developing a respect of environment - Developing an appropriate sense of humour - Using images, symbols and words to understand and sort the world - Learning to share, take turns and cooperate - Developing a sense of responsibility for oneself and interaction with others - Developing logical reasoning - Exploring and developing a moral code especially to do with the notion of fairness - Developing a sense of adventure with food - Recognising basic social protocols (manners) - Extending understanding of others outside of the family - Refining motor skills - Exploring gender and occupational stereotyping - Developing connectedness with community rituals (eg birthdays)	- Friendship games - Team building activities (TRIBES) - Journal writing - Environmental activities –planting - Reading for fun - Making patterns and sorting tasks - Special lunch days - Craft activities - Sharing, taking turns and cooperation - Celebration of community events

Developmental Stages In Childhood And Adolescence

Middle Primary (Grade Three and Four)

Markers of the Age	Educational Tasks	Resilience Building Curriculum
• Greater enjoyment of being alone • Further exploration of gender and sexual identity • Developing a sense of conscience • Recognising behavioural and social cues • Reads for understanding • Friendships are solidified • Developing nurturing or parenting type skills • Responds actively to feelings and needs of others • Striving to win • Defining themselves in terms of appearances and possessions • Increasing sensitivity to criticism or cues of disapproval	• Learning to repair relationships • Recognising leadership within the team • Understanding reading • Writing independently • Recognising success in both academic and non-academic fields • Searching for role models • Developing abstract thinking • Using oral language confidently in a variety of situations • Seeking to improve and build on strengths and skills • Accepting delay in gratification • Learning how to handle frustration • Developing a sense of loyalty • Recognising and obeying rules	• Learning how to say sorry • Win-win games • Personal journal writing • A reward system for positive behaviour • Private reading time • Pacing curriculum appropriately • Peer support programs • Role play, drama, story telling activities around gender identity, occupational and cultural issues • Group development of appropriate rules

Developmental Stages In Childhood And Adolescence

Upper Primary (Grade Five and Six)

Markers of the Age	Educational Tasks	Resilience Building Curriculum
• Self conscious of appearance, identity and values • Friendships are important • Interested in social issues • Recognition of sexual feelings and attraction • Questions limits and parental values • Conscience dictates behaviour • Mood swings • Requires privacy	• Recognising change and learning to adjust to this • Accepting responsibility for personal decisions • Recognising reactions to stress • Confronting fears • Development of work ethic • Articulating logical explanations • Developing a sense of capacity in basic social and intellectual skills	• Personal journal writing • Listening games • Problem solving and conflict resolution • Communication games • Exploring prejudices • Body image exploration • Opportunities for leadership • Public speaking/debating • Expanding international knowledge and cultural awareness • Participation in decision making • Experimentation in science • Making models • Celebrating success • Creating rituals • Generalising and extrapolating rules

Delacombe Primary School is a happy, safe and stimulating school. To ensure that every student is able to learn effectively and enjoy school, all students engage in school activities based on the following principles:

- All individuals and their property are valued and treated with respect
- Positive relationships between students are encouraged and nurtured
- Students have a right to, and responsibility for, an environment which allows them to participate in productive learning
- Everyone has a right to feel safe

Effective management of students is dependent on the preparation, organisation and consistency of the teacher plus the relationship the teacher establishes with the students.

At Delacombe Primary School the following strategies form the basis of our effective student behaviour management

- Student knowledge and understanding of the class values and agreements, the behaviour management program using our Delacombe Primary School Express.
- Consistent staff modelling and reinforcement of the student management program using our Delacombe Primary School Express.

Student Wellbeing and Behaviour Management

Section Three - Rights & Responsibilities

Everyone in our school community has rights and responsibilities, which ensure teaching and learning take place in a supportive and cooperative environment. This includes staff, students and parents.

Rights of Students	Responsibilities of Students
- To feel safe and secure - To be treated with respect and to be valued as an individual - To be involved in learning - To have access to quality teaching and programs - To know their property is safe - To work in a clean tidy school	- To make others feel safe and secure - To treat others with respect - To value others as individuals - To allow other students to learn - To respect and care for the property of others - To respect and care for school property - To help keep our school clean and tidy - Attend school regularly

Rights of Staff	Responsibilities of Staff
- To be valued and respected - To work in a happy, safe, secure and satisfying environment - To be shown courtesy and cooperation - To know their property is safe - To work in a clean tidy school	- To fairly, reasonably and consistently, implement the engagement policy - To know how students learn and how to teach them effectively - To know the students and content they teach - To plan and assess for effective learning. - To create and maintain safe and challenging learning environments - To use a range of teaching strategies and resources to engage students in effective learning - To respect and care for school property

Rights of Parents	Responsibilities of Parents
- To be shown courtesy and cooperation and to feel welcome - To feel valued and respected - To participate in a happy, safe, secure and satisfying environment - To be informed about their child's progress	- To support and respect rules within the school - To support the educational needs of students - To value and respect the staff of the school and other members of the school community - To ensure their child's regular attendance at school

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Section Four- Shared School Expectations.

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools

School expectations include:

- inclusive teaching practices celebrating and acknowledging diversity
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Student Wellbeing and Behaviour Management

Section Four- Shared School Expectations

We believe all students can learn and benefit from attending our school through actively engaging in a challenging and worthwhile curriculum and by maintaining positive relationships based on these expectations.

Expectations of students:	Expectations of teachers:
- positive participation - ask for help/ask questions - enjoy being in class - treat classmates/teachers with respect and dignity - value school resources - attendance is regular - support classmates/teachers	- create an engaging lesson - provide enjoyable classrooms - make sure every student has an equal opportunity to participate - ask for student input into the curriculum and class environment - listen to students and value their contribution - listen to parents' insights into their children's learning - provide a wide range of resources to engage students - understand the needs of students and accommodate those needs - treat colleagues/students/parents with respect and dignity
Expectations of principals:	**Expectations of parents/carers:**
- provide leadership, not only to school staff but to students as well - ensure staff, students and the wider school community understand their expectations - ensure staff and students have the resources and equipment to assist them in the process of teaching and learning - ensure the curriculum of the school takes into account the specific needs of students where practicable (such as students with disabilities, ESL) - encourages the participation of parents	- support for their children attending the school - cooperate with requests from the school - promote positive educational outcomes for their children - ensure their children are attending school - communicate clearly with the school about the needs of their children

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Section Five – School Actions and Consequences

Agreed Principles

Student engagement, regular attendance and positive behaviours will be supported through relationship based, whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged approach, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

The following principles support the goals of our whole school plan for behaviour management. They relate directly to the school expectations.

- The Rights/Responsibilities and School Expectations model will form the basis for all behaviour management
- All teachers will clarify Rights/Responsibilities and School Expectations with students at the classroom level and whole school level and promote them within the teaching and learning program
- Mutual respect will be invited, modelled and expected
- Acceptable behaviour will be actively promoted, supported and taught
- Positive corrective language will be used
- Unnecessary confrontation when managing students will be minimised by focusing on the behaviour
- Consequences will be related and reasonable and go from least intrusive to most intrusive

Student Wellbeing and Behaviour Management

Agreed Practices

The following organisational practices are based on the above principles

Rewards, Encouragement and Incentives

Positive reinforcement is a very powerful tool in the management of student behaviour. Staff should seek every opportunity to praise, reward and acknowledge positive student behaviour. While important for all students, it is particularly important for the student whose behaviour is difficult to manage. We need to 'catch' students doing the right thing and apply positive consequences to ensure they repeat the behaviour.

Student Supervision

Teachers have a duty of care to ensure students are supervised at all times. This is provided by classroom or specialist teachers during lessons and by three duty teachers while students are in the playground. If a teacher has to leave a group of students under their supervision it is important another teacher is notified and assumes supervision.

Playground supervision is a very important responsibility and teachers must ensure they are in the yard at specified times. Our yard is extensive and four duty teachers are required to supervise four separate areas of the yard to provide watchful supervision. The library and garden are open each day from 2.00pm–2.20pm. as well as other organised activities.

Yard duty supervision concludes when the bell rings and the children assemble to come inside. Teachers need to ensure they are prompt in returning from recess breaks to ensure students are not left unsupervised.

Recording Incidents

It is important that behaviour incidents are recorded to ensure emerging patterns can be detected and that accurate information is available in the necessity of parent follow up or referral to student support services. Classroom teachers and specialists will be provided with an incident register in which they should record behaviour incidents. Yard duty incidents will be recorded in the yard duty folder and handed to the welfare coordinator at the end of each week.

Through monitoring this information and regularly reviewing class records, the student welfare coordinator will be in a position to alert staff to trends in student behaviour that need specific attention, management strategies or intervention. This information may be discussed with specific staff or disseminated to all staff at staff/ welfare meetings / PLT meetings. **Any student who has their name recorded in the yard duty folder three times or more in a week will be required to spend that week (or the following) inside at recess/lunch.**

Student Wellbeing and Behaviour Management

Walking with the Yard Duty Teacher/Confinement to a Specific Area

For students who continually have problems in the yard walking with specific teachers on yard duty will be arranged or alternatively, confinement to a specific area of the playground may be arranged. The nature of the problem will determine the length of time these consequences will apply.

Exit From Class

Teachers should arrange a 'buddy teacher' whose class could provide a place for students to go when time out is considered the appropriate consequence for unacceptable behaviour. This may not always be a neighbouring class and cross age arrangements may well be more effective. (Buddy classes to be allocated at the beginning of the year.)

When a student's behaviour continuously impacts on the rights of others to learn or undermines the integrity of the lesson, the student may be exited from the class. This will follow a sequenced approach where the student will be asked to stop the inappropriate behaviour and will be reminded of the expected behaviour and of classroom agreements. If the behaviour continues the student will be sent to another classroom with an 'exit slip'. The class teacher will follow this up with a detention.

Representing the School/Attendance on Camps and Excursions

Representing the school in any form should be regarded as a positive opportunity to demonstrate our school values and to strive for personal best. Because of this, selection into any team representing the school is dependent on students following the school expectations and values. The final decision about representing Delacombe Primary School in any team or function will be made by the principal or assistant principal in consultation with the classroom/specialist teachers. Parents will be notified if their child is unable to attend sport, excursions, activities and/or camps. Any money paid will be credited to the family account if possible.

Detention

In some cases it may be necessary to use the school's formal detention process as a consequence for a serious breach of the school expectations. Detentions will be supervised by the principal, assistant principal or teacher. When giving a detention parents should be notified and appropriate paper work completed.

Student Wellbeing and Behaviour Management

Lunch Time Detention

Students may be kept in for part of their lunch time break to complete any unfinished class work or to reflect on their inappropriate behaviour. Lunch time detentions will be supervised by a teacher between 1.40pm-2.00pm. All teachers will be supplied with lunch time detention slips and are required to fill in two copies when giving a lunch time detention- one for the parents and one for the supervising teacher. These slips are then filed centrally by the student welfare coordinator. Concerns arising from repeated lunch time detentions (greater than 5 per term) will result in students being removed from the yard for a set period of time or possibly an in-school suspension.

In School Suspension

An in-school suspension is applied to students when their behaviour has not improved after lunch time detentions have been given.

An in-school suspension means the students will be working on their normal classroom activities in a supervised location away from their peers and they will not be included in the normal play and lunch time activities. Instead students will have their break times alone in a supervised area.

Out of School Suspension

Suspension is a serious disciplinary measure and only used as a last resort when all other measures, consistent with the staged response, have been used. The maximum continuous period a student can be suspended at any one time is five school days. A student cannot be suspended for more than 15 school days in any one school year without approval from the Regional Director. The principal is required to seek secondary support from the regional office to address the behavioural concerns for a student who has been suspended for eight days in a school year or who reaches a total of four individual suspensions in a school year. The principal must provide the student, their parents/carers and the school council president with a Notice of Suspension prior to the day on which the suspension commences. The principal must convene a suspension conference

- when a student requires additional support
- prior to suspension in order to inform the student and parents/carers that a suspension is being considered
- post suspension if the suspension is for more than five days.

If the student behaves in such a way that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk, immediate suspension may be warranted. In such cases the principal must

- give immediate verbal notification to the student and their parents/carers
- immediately schedule a Student Support Group Meeting within 48 hours
- provide the student and their parents/carers with a notice of Suspension and a copy of the information brochure *Procedures for Suspension*

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- Develop a Student Absence Learning Plan and Return to School Plan (as appropriate)
- Schedule a post-suspension Student Support Group meeting if the suspension if for five days

Expulsion

This is the most extreme consequence and only the principal has the authority to permanently exclude a student. Expulsion will only be considered after all other forms of behaviour management have been exhausted. The principal will contact the Regional Director and inform them of the scheduled Student Support Group Meeting to discuss this. The Regional Director must nominate a member of their staff to attend the meeting, ensure that appropriate education, training and employment options are considered for the student and assist in implementing the course of action agreed to at the meeting. If a student reaches 15 days suspension, an expulsion is not the automatic consequence.

Absenteeism

The need for high school attendance will be articulated to parents and students. The principal has a responsibility to ensure that attendance records are maintained and monitored at school. All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our CASES database and communicated to the Department of Education and Training. The Department of Education and Training and enrolment auditors may seek student attendance records. The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained. The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Department of Human Services, Child First and/or Regional Office.

A return to school plan can be implemented to assist in the reintegration of students after a prolonged absence.
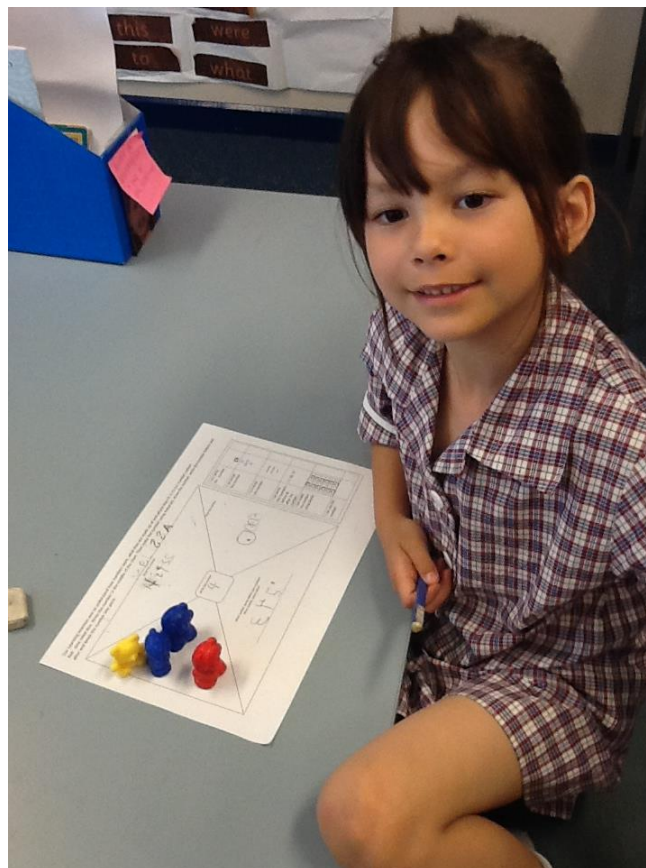
Restorative chats in the classroom

Restorative chats establish strong expectations of appropriate behaviour and positive communication between students, staff and parents.

For effective use of the restorative chat in the classroom, it is critical for teachers and school leaders to provide students with support and preparation time for a restorative chat. By allowing students time to reflect on their behaviour you:

- Prevent any element of surprise
- Prevent a student from developing an attitude of "yeah, whatever"
- Add considerable value to the restorative chat by enabling students and teachers to be more focussed

In essence given adequate time for preparation and reflection before the restorative chat, both the teacher and student can carefully and rationally work through the restorative process, focusing on the behaviour, those affected by it and exploring ways of repairing the harm.

Student Wellbeing and Behaviour Management

What are the advantages of the restorative chat?

THE SCHOOL
is seen to be fair because of the way it deals with problems.

THE VICTIM
is able to express how they feel and have their needs met in a safe way.

THE OFFENDER
is able to see the effect of their actions and have a chance to fix things up.

RELATIONSHIPS
are more respectful
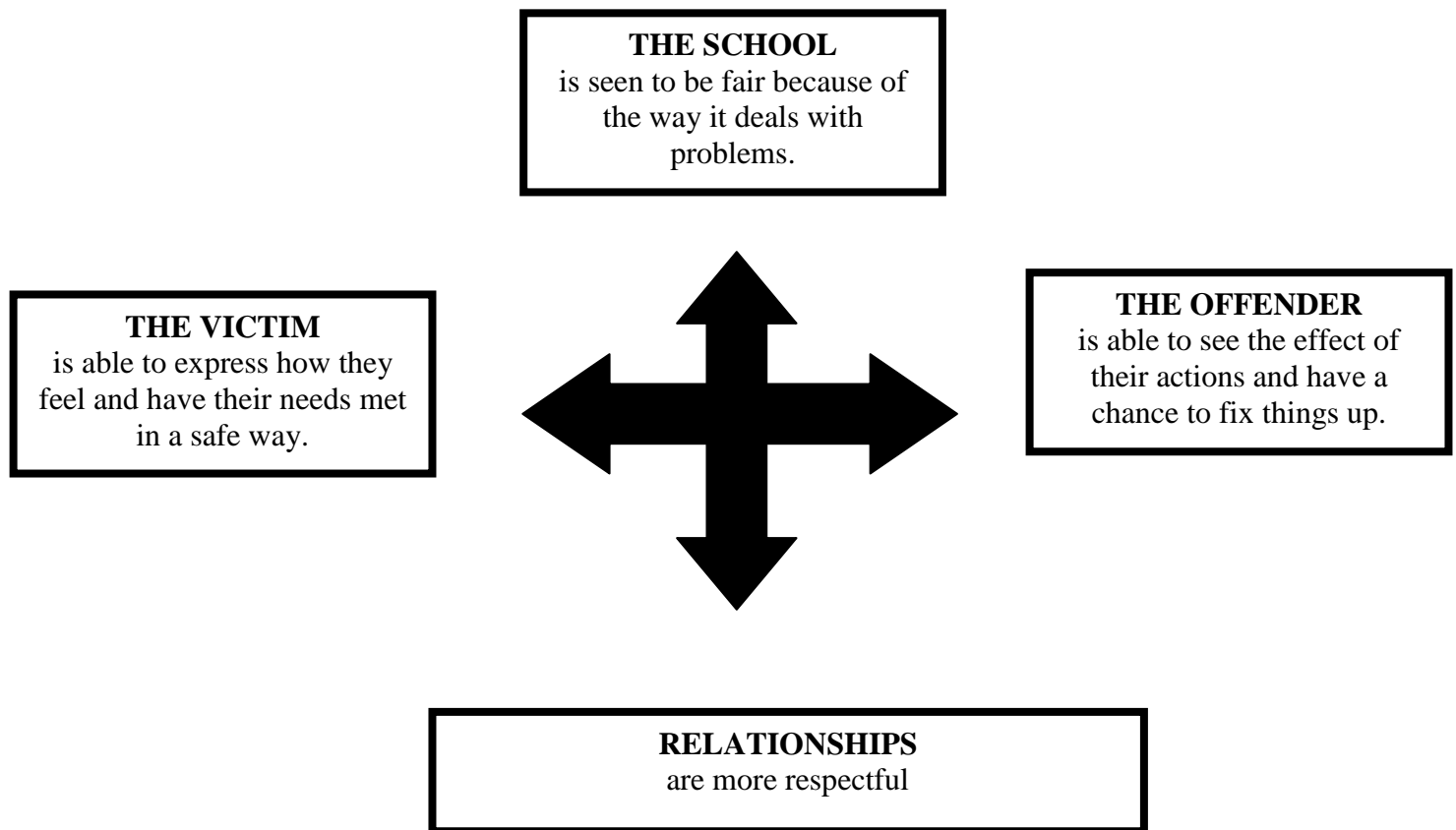
When is the restorative way used in our school?
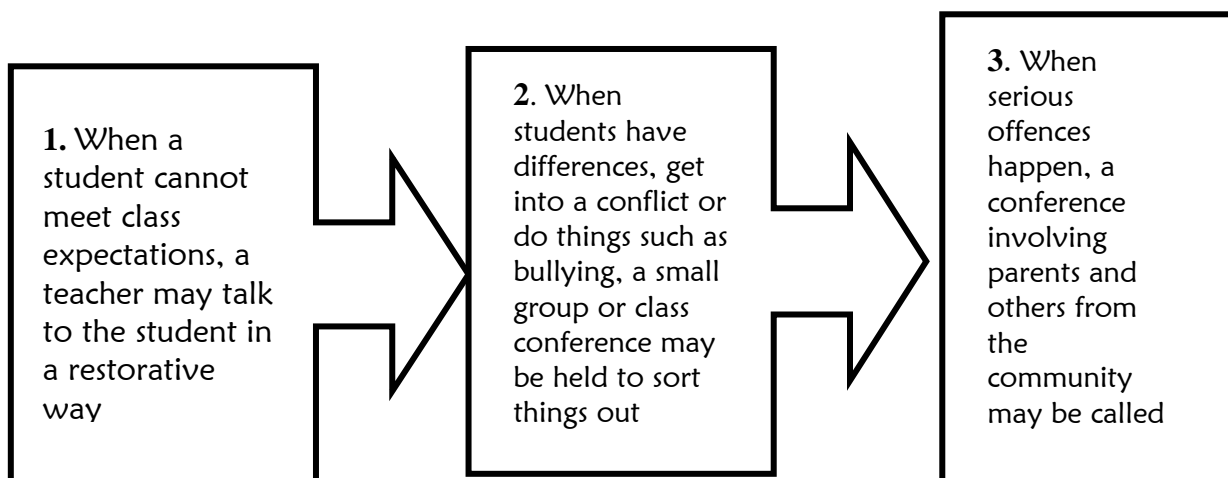
1. When a student cannot meet class expectations, a teacher may talk to the student in a restorative way

2. When students have differences, get into a conflict or do things such as bullying, a small group or class conference may be held to sort things out

3. When serious offences happen, a conference involving parents and others from the community may be called

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Bullying

Bullying is recognised globally as a complex and serious problem. It is a form of aggression, involving the abuse of power in relationships. It has many faces, including the use of emerging technologies, and varies by age, gender and culture. Conflict or fights between equals and single incidents are **not** defined as bullying.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders

While there is no commonly accepted definition of bullying, commentators in the field (Olweus, 1999; Ross, 2002; Smith & Brain, 2000; Smith, 2005) generally agree that bullying has the following characteristics:

- it consists of **repeated** negative actions
- it is intended to cause distress
- it involves an imbalance in power
- it is directed towards a specific individual or group
- it can be conducted in person, covertly through direction of the actions of others, or through information and communication technologies.

Four kinds of bullying

Bullying can take a number of different forms. The Department of Education and Training's Building Respectful and Safe Schools (2010) identifies four types of bullying:

1. **Physical bullying**
   Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.

2. **Verbal bullying**
   Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

3. **Covert bullying**
   Covert bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes;
   - Lying and spreading rumours
   - Negative facial or physical gestures, menacing or contemptuous looks
   - Playing nasty jokes to embarrass and humiliate
   - Mimicking unkindly
   - Encouraging others to socially exclude someone
   - Damaging someone's social reputation or social acceptance.

4. **Cyberbullying**
   Cyberbullying is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyberbullying can happen at any time. It can be in public or in private, and sometimes is only known to the target and the person bullying.

Student Wellbeing and Behaviour Management

Dealing with Bullying at Delacombe Primary School

Bullying will not be tolerated at Delacombe Primary School.
We ask everyone in our school community to be alert to the signs of bullying and to report them to staff.

Staff will

- Be trained in 'Peer Support Approach to Bullying"
- Ensure all reported incidents of bullying are followed up
- Offer comfort and support to victims
- Seek parental support and cooperation
- Record incidents
- Run cyber-bullying information sessions for parents and students each year.

Parents will:

Watch for signs of bullying and alert the school if they believe their child is being bullied, rather than 'deal' with this themselves. The following signs could suggest a child is being bullied

- School refusal
- Frequent illness
- Not wanting to go out at recess or lunch time
- Frequently without lunch money
- Easily upset
- Frightened of walking to school
- Changes route to school
- Clothes and /or books damaged
- Withdrawn, stammering
- More easily upset than usual
- Unexplained bruises or scratches
- Refuses to say what is wrong
- Refuses to use the school toilets
- Gives unlikely excuses to explain the above
- Be invited and encouraged to attend cyber-bullying information sessions

Respect, Responsibility, Enjoyment, Consideration, Integrity, Personal Best

Preventing bullying

At Delacombe Primary School we are committed to the safety and welfare of all students. We are constantly striving to make school a place where students can have fun and feel safe and connected. Unfortunately research suggests bullying is quite a "normal" behaviour among school children but this doesn't mean we condone its practice or accept the behaviour. We work hard to prevent and deal with bullying at Delacombe Primary School.

Preventative measures. By employing preventative measures research shows we can decrease incidents of bullying up to 75%. Some of the preventative measures we have in place at Delacombe Primary School include;

- Poster competitions
- Whole school Student Recognition awards
- Policy review
- Enrolment procedures – talking to parents about bullying issues and code of conduct

Approaches we used to manage bullying and conflict

- Community Conferencing – non punitive based on restorative justice principles, exploring the harm that's been caused and how this can be fixed. At school we have a trained facilitator and many trained facilitators within the region who have agreed to facilitate conferences.
- No Blame Bullying – no blame no shame. Seven step procedure on restoring harm.
- Class meetings dealing with classroom issues or school yard issues. Collaborative problem solving

Peer Support Approach to Bullying

Step One – meet with the victim

When the teacher has found out that bullying has happened he/she starts by talking to the victim about their feelings. The teacher does not question the victim about the incident but does need to know who was involved including bystanders and colluders. The teacher explains the process that will be taken and asks the victim to draw a picture or write a story or poem that would explain their feelings.

Step Two – convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved in the bullying incident. This may include bystanders, colluders and friends of the victim. A group of 6-8 works well.

Step Three – explain the problem

The teacher explains to the group the way the victim is feeling and shares the picture, poem or story to emphasise the victim's distress. At no time does the teacher discuss the incident or attribute blame to anyone in the group.

Step Four – share responsibility

The teacher does not attribute blame but states this group has been selected to help solve this problem because they are responsible people and good problem solvers.

Step Five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel safe and happier at school. The teacher gives positive responses but does not extract a promise of improved behaviour.

Step Six – leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again in one week to seek how things are going and to review any strategies the group has trialled.

Step Seven – meet again

About a week later the teacher discusses with each student, including the victim (separately) how things have been going. This allows the teacher to monitor the bullying and keeps the young person involved in the process.

What should we avoid doing?

- Labelling

Labelling children as bullies is counter productive, and may cause greater harm than the initial concern. Most children who bully are unaware of the affect off their behaviour on the victim. Children need to learn empathy and altruism. Adults need to teach these behaviours and to provide opportunities for children to experience empathetic feelings. Empathetic and altruistic behaviours are more open to developing a higher order of inclusive behaviour.

- Getting to the bottom of it

Getting the facts and establishing guilt serves no useful purpose. It takes a lot of time and energy. Witness statements are unreliable. Children usually do not understand why they bully. Bullying is a persistent behaviour, so how many incidents should be investigated? What purpose will the gathered information serve? It encourages defensiveness and denial. And most important of all, will getting to the bottom of it keep the victim safe? Possibly not. In fact, in many instances, it will make the bullying worse.

- Victim assertiveness training

Assertiveness training is a valuable skill to teach children but not as an intervention strategy to stop bullying. Intervening to stop bullying and focusing on the behaviour of the victim will not work. Assertiveness training sends the message there is something wrong with the victim. This is a high risk strategy. It takes time to develop new skills and people learn best when they feel safe. If the victim fails they will feel more hopeless. It is our responsibility as teachers to stop the bullying and keep the victim safe.

- Punishment

Punishment is an ineffective change agent and it is also likely to put the victim at increased risk of vengeful behaviour. "We got into trouble and it's your fault." The No Blame Approach to Bullying is a seven step process that;
- Is consistent with the above values and beliefs
- Achieves the key aims of safety and behaviour change
- Is simple to implement
- Has stood the test of empirical research

Repairing and Rebuilding Relationships

There is a possibility that student-teacher or student-student relationships can be adversely affected through the use of consequential discipline. Teachers must try to take one day at a time to avoid grudges, to treat students with respect and to help them be accepted back into the group.

Students have to be helped to deal with the negative feelings that often go with consequences.

Some students may require counselling by school based staff or student service personnel to assist them in changing behaviour patterns. If this includes any special management or expectations at a school level, staff involved in counselling should communicate this to all staff working with the student involved.

Implementation and Review

This document is to be reviewed and revised each year
- All new staff will need to be familiar with the document for there to be effective whole school implementation
- School expectations and class room agreements should be displayed in classroom and other key locations
- Students should be involved in developing classroom agreements at the commencement of each year

Last Reviewed December 2015

Referral Process

1. The class teacher is concerned about a student in their class for academic, social, physical, behavioural or emotional reasons

2. The class teacher should check school records, talk to the teacher from the previous year to ascertain any information about the student and their progress/ behaviour. Find out if any past assessment has been done by student support services. Talk to PLT colleagues. Further develop strategies to support student. The class teacher should use school/student data and Compass Chronicles to assist in this process

3. Talk to assistant principal/ student welfare coordinator or welfare team and determine if a referral should be made to student support services

4. Class teacher to arrange a Student Support Group meeting with parents. Discuss any concerns, develop an ILP for student. Discuss possibility of referring student to student support services. Welfare coordinator can be present at meeting. Minutes and ILP to be given to parents, class teacher and welfare coordinator

5. Referral form for student support services filled in by class teacher

6. Referral to student support services made by assistant principal or welfare coordinator

7. Implementation of agreed plan (ILP) to be monitored by class teacher

8. Welfare team to monitor progress of all students on ILPs and identified 'at risk' student. Team to meet at least once a term

9. Student files to be kept centrally by welfare coordinator

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
From Isolation To Connection A guide to understanding and working with traumatised children and young people	

Classroom Behaviour

Disruptive Behaviour During Class

Follow the "Delacombe PS Express" model as displayed in all classrooms.

Buddy Teacher
Student to complete work in Buddy teacher's classroom

Extreme Behaviours
- Swearing
- Fighting
- Defiance
- Safety of others
- Deliberate vandalism

If disruptive behaviour continues and a student has to be consistently removed from the class (more than 3 times in a week) the following process needs to be implemented.
1. Parents notified by class teacher (keep anecdotal record)
2. Complete an individual behaviour contract at the parent meeting

Principal or Assistant Principal
Student to complete work in Principal or Assistant Principal's office if behaviour continues

Specialist Classroom Behaviour

Disruptive Behaviour During Class

All disruptive behaviours are recorded in the behaviour management book in each class and sent with the class to the specialist following the "Delacombe PS Express" model.

Extreme Behaviours
- Swearing
- Fighting
- Defiance
- Safety of others
- Deliberate vandalism

Principal or Assistant Principal

Student to complete work in Principal or Assistant Principal's office if behaviour continues

If disruptive behaviour continues and a student has to be consistently removed from the class (more than 3 times in a week) the following process needs to be implemented.

3. Parents notified by class teacher (keep anecdotal record)
4. Complete an individual behaviour contract at the parent meeting

Classroom Exit Slip

Our School's agreed values
   Respect, Personal Best, Responsibility, Consideration, Integrity,
   Enjoyment

Student_____ Class _____Date_____

Exited to (circle)
Buddy Grade   Mr Phillips   Mrs Cooper   Mrs Sprague

Reason for exit

....

....

....

....

....

Sent with the following work

....

....

....

Return time (circle)

15 minutes

30 minutes

End of session

When work completed

Class teacher_____

Please read/discuss the classroom exit slip with your child and return

the notice to your child's teacher

Parent/carer Signature_____ Date_____

Example Letter for Excursion/Camp exclusion.

Dear Parents and Carers,

As you are aware Delacombe Primary School places a big emphasis on student wellbeing and upholding our school values.

Delacombe Primary School values, and has an expectation of, respectable student behaviour.

The current student behaviour model has a staged approach offering many opportunities for students, who have breached the current Student Agreement, to improve behaviour and make appropriate choices when facing conflict, difficulty or simply in day to day school life.

This process consists of many stages and may include detentions. At the beginning of each term each child is given a 'clean slate'. This clearly offers students opportunities (and support) to correct behaviours outside of the agreed levels of behaviour.

If students continue to make inappropriate choices, they lose privileges. As you would be aware, as outlined in our Student Engagement and Wellbeing Policy and Guidelines (this booklet is sent to all families at the beginning of the year or upon enrolment) one of those privileges is attending camps or excursions:

'Representing the School/Attendance on Camps and Excursions

Representing the school in any form should be regarded as a positive opportunity to demonstrate our school values and to strive for personal best. Because of this, selection into any team representing the school is dependent on students following the school expectations and values. The final decision about representing Delacombe Primary School in any team or function will be made by the principal or assistant principal in consultation with the classroom/specialist teachers. Parents will be notified if their child is unable to attend sport, excursions, activities and/or camps. '

Unfortunately …… has already received ….. detentions this term since our last correspondence, so he will not be able to attend the school camp to………...

We have spoken to your child about this so they are clearly aware of this. This is a courtesy letter to inform you of the situation.

Your child is expected to come to school on the week of the camp and will be provided work to do in another classroom.

Please feel free to contact me if you wish to discuss this further.

Yours sincerely

Principal

Example Letter for Excursion/Camp warning.

Dear Parents and Carers,

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Unfortunately your child has already received …… detentions this year so is at great risk of not attending the sleep over/excursion.

We have spoken to your child about this so they are clearly aware of what is at risk if they continue to make inappropriate choices and compromise their behaviour. This is a courtesy letter to inform you of the situation.

Please feel free to contact me if you wish to discuss this further.

Principal

Delacombe PS Express

RESPECT
I am respecting others right to play and learn.

CONSIDERATION
I am considerate of myself and others by being kind.

PERSONAL BEST
I am being resilient and showing perseverance.

INTEGRITY
I am following instructions & rules & being trustworthy.

Any hands on

Step 4-6 (Automatic)

Choose Where You Stop!

RESPONSIBILITY
I am caring for property and being accountable.

| Appropriate Behaviours | Step 1 Verbal Warning | Step 2 Name on the board | Step 3 Time out in Classroom | Step 4 - Time out in buddy class - Detention the next day | Step 5 Letter sent after 3 detentions | Step 6 Parent meeting, possible Suspension |

Time out front office if required

ENJOYMENT
I am showing a positive attitude.