

TORRENSVILLE

PRIMARY SCHOOL

harmony respect achievement

Student

Well

Being

Policy

2016

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 one's 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. eg 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 asphalt duty)
- 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.
 - 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 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.
- 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.
- 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

Parents are expected to:

- 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 and office staff recognition.
- Group/ table encouragement and feedback (notice and comment no matter how small an improvement).
- Acknowledgement in the newsletter.
- Relationship programs: Restorative Justice, Play Is The Way, Anti-harassment – grievance procedures, Values, Conflict Resolution eg: catastrophe scale, wheel of choice, pooch problem solving, parking lot and thinking skill strategies.
- 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.

Flow Chart of implementing the Restorative Justice Approach/Process

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

Class - Reflection Time
- In class
- In Buddy Class
- In office

Yard - Reflection in library
Small group conference using restorative justice questioning.

Consequence followed through and monitored.

Restorative Conference held

Relationships are restored and repaired

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.

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

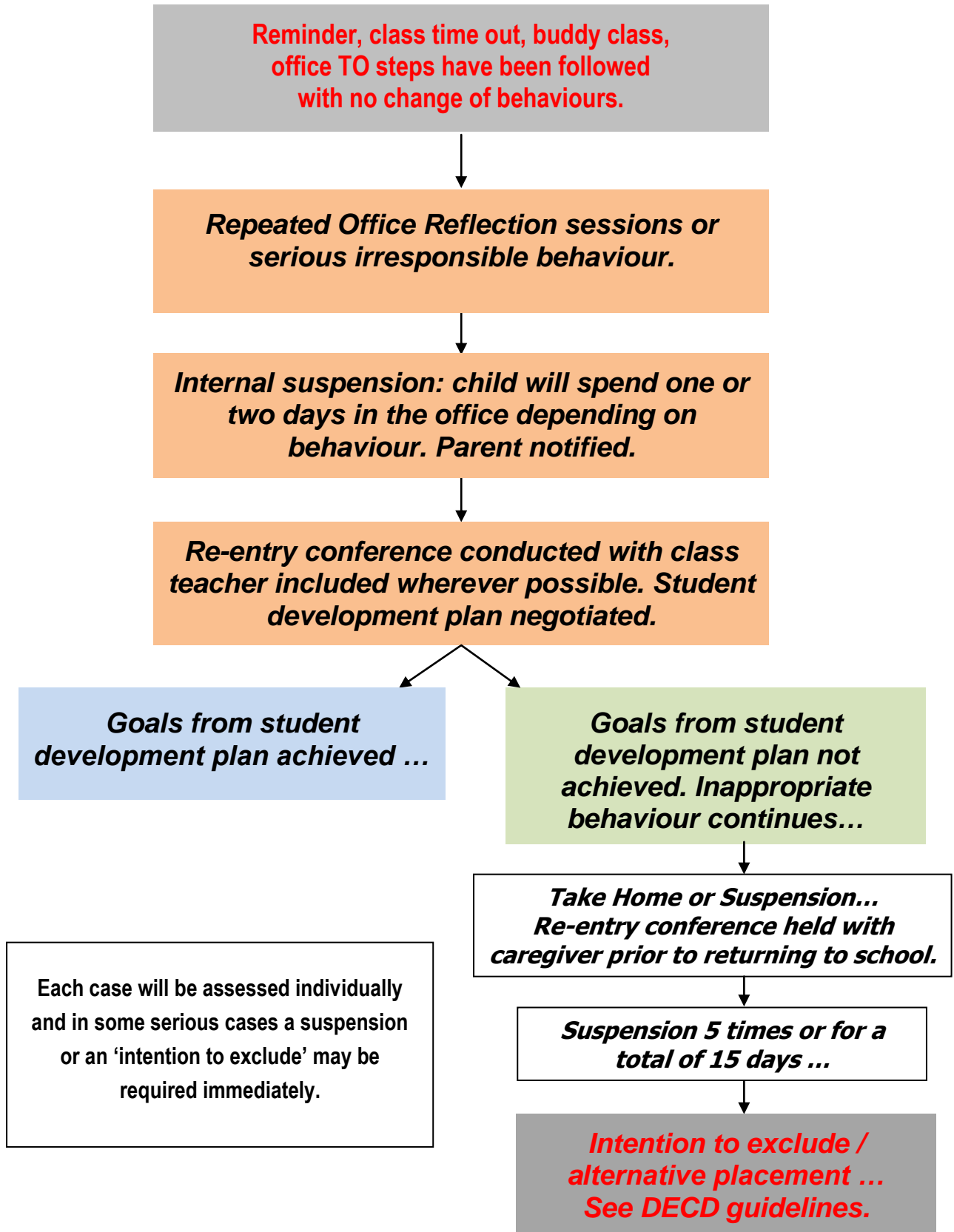
Loss of privileges.

Students practice responsible behaviour in own time.

If the behaviours are repeated implementation of further consequences needs to apply.

Programmes such as PITW incorporating school values and learner qualities, relationships, positive encouragement, restorative practices eg. Circles and conferences and social skills are implemented.

Suspension Flow Chart



Front Office Restorative Conference

A Front Office Restorative Conference is an opportunity to resolve problems and restore relationships after classroom and buddy class strategies have not assisted the child to change behaviour.

Students may also be sent to the front office before class consequences or buddy class has been used because of the level of behaviour or agreed as part of negotiated student development plan.

IN ANY INSTANCE A FRONT OFFICE RESTORATIVE CONFERENCE SHEET MUST ACCOMPANY THE STUDENT TO THE OFFICE (OR ARRIVE SHORTLY AFTER THE STUDENT).

Process

The teacher fills in the comment section of the sheet and sends the child to the front office with another student. If possible the front office is phoned so the office can be prepared/can ensure the student arrives.

Leadership performs the restorative conference (or releases the teacher to conference the student). At a suitable time, the child returns to class and a Leadership team member releases the teacher to talk to the student.

The teacher then follows up the return of the Restorative Conference form. (If a TRT has sent the form home Leadership will do this).

If multiple restorative conference forms are sent home the teacher will contact the parent for a meeting to develop a student development plan.

Student name: _____ Class: _____ Teacher: _____

Front Office Restorative Conference

Teacher Comment: _____

Restorative Conference details

What happened? _____

Who has been affected? _____

How are we going to fix the problem? _____

What happens if the same problem occurs again? _____

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): _____

Reflection Time Restorative Conference

Reflection Time in the library at lunchtime is an opportunity to resolve problems and restore relationships after a **yard incident**.

Process

If a teacher cannot resolve a situation in the yard the teacher can determine:

- A) Reflection would best suit this situation
- B) Behaviour is at a level that the students involved need to go up to the front office immediately (This would be in the case of continued behaviours and violence)

IN EITHER INSTANCE THE DUTY TEACHER THEN FILLS IN A LIBRARY REFLECTION CARD

If the incident is at recess time or late lunchtime, the reflection card is sent to the class teacher for their information. They then forward the card to the front office to go into the reflection folder.

If the incident is early lunchtime, the duty teacher sends the child with the card up to the front office for leadership to determine if the child goes to reflection straight away or lunchtime the next day.

If the reflection duty teacher has an overly busy duty with library supervision and reflection they can contact leadership for additional support.

Teacher on 1st library duty collects 'Lunch Time Reflection Folder' from office.

The child's name is written on record sheet if not already done so.

Where a child's name is on the sheet and they haven't turned up, complete a Yard Reflection Card and pass on to class teacher after lunch.

The child is given an appropriate restorative reflection sheet (R-2 or 3-7) and asked to complete.

If all parties are attending reflection, work through restorative questioning (see sheet). If only one party attending, talk through their responses.

Once all responses are agreed on, the duty teacher makes two copies of form on library photocopier.

The child is given a copy, the other is filed in the divider assigned to child's class and give the other to Jen in the front office. Jen will file into relevant teacher pigeon holes.

Class teachers need to follow up notes being returned the following day. Children need to take signed note to the office.

Leadership will chase up notes not returned.

Restorative Justice Conference Sheet

Dear Parents/Carers

On _____ your child _____ was involved in a restorative conference to sort out a problem in the schoolyard. 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 this issue further.

What happened? - In the box draw or write what happened

Write about how people were affected

How can we fix the problem? - Write or draw a picture of how we can do this.

What happens if the same problem occurs again?

Please complete the section below and return it to the front office

I received the information concerning the Restorative Conference involving my child _____

Parent comment (optional) _____

Name _____ Signed _____

(Duty teacher, please send a photocopy of this form to the student's class teacher)

Torrensville Primary school yard Restorative Conference

Dear Parents/Carers

On _____ your child _____ was involved in a restorative conference to sort out a problem in the schoolyard. 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 this issue further.

Some basic rules of the Restorative Conference Process are:

- Each person has the opportunity to speak without interruption
- No put downs
- Participants speak with a respectful tone of voice

Restorative Conference details

What happened?

Who has been affected?

How are we going to fix problem?

What happens if the same problem occurs again?

Please complete the section below and return it to the front office

I received the information concerning the Restorative Conference involving my child _____

Parent comment (optional) _____

Parent name _____ Signed _____

(Duty teacher, please send a photocopy of this form to the student's class teacher)

When sorting out a problem we ...

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

TPS Problem Solving

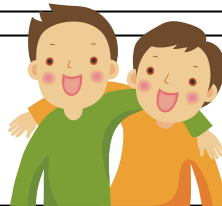
1. What happened?



2. Who was hurt? What was damaged?



3. How can this be fixed?



4. What happens if this problem continues?

