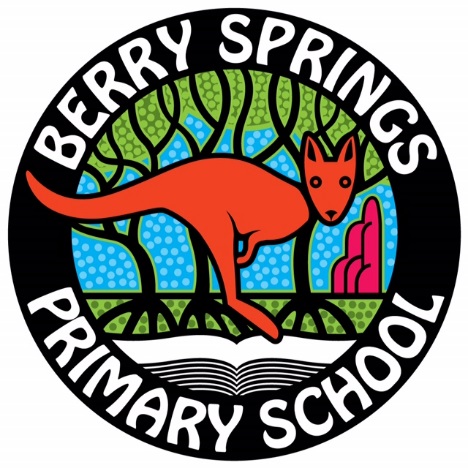
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***Berry Springs School Community - working to create a centre of educational excellence, developing students who are lifelong learners and active contributors to society.***

**Berry Springs Primary School**

**Student Engagement and Wellbeing Guidelines**

|  |  |
| --- | --- |
| School Council Approval June 2018 | Revised June 2020 |

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# **Rationale**

“School is more than learning about reading writing and arithmetic. It’s also about making friends, learning how to work with others and knowing about how to be more responsible for yourself. Knowing how to manage feelings and get on with others are important skills for everyone and is the responsibility of teachers, parents and children. Students need to be supported to develop social and emotional skills that can help them take responsibility for their own behaviour**”**. KidsMatter

At Berry Springs School we believeevery child should be given the opportunity to reach their potential, achieve academic excellence through access to curriculum and learning environments that are safe, supportive, respectful and promote student wellbeing.

# **Purpose**

The BSPS Student Engagement and Wellbeing Policy and Guidelines provide guidance and detailed information to teachers and other Berry Springs School staff to facilitate the wellbeing, learning and development of Berry Springs School students.

Our whole school approach to Student Wellbeing and Behaviour reflects the School *Vision and Values* and our beliefs about children’s learning.

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# **A whole school approach**

The BSPS Engagement and Wellbeing Plan is a whole school approach which is illustrated in the below model[[1]](#footnote-1)

1. Underpinning the Plan are Berry Springs School’s Commitment, Values and Beliefs about learning. For the Plan to have impact these must be shared and visibly put into daily practise.
2. Next are our agreed shared approaches, these are described in the Engagement and Wellbeing Policy and Plan. These strategies and approaches are drawn from a variety of evidenced based programs and frameworks focusing on positive approaches to developing student wellbeing
3. At the top of our model are the specific activities and classroom practices which bring the Plan to life through explicit teaching, planning and modelling. When practices are consistent and informed by our values and beliefs, our focus on proactive wellbeing and respectful behaviour can be seen and experienced by everyone in our school community.

**Berry Springs Student Engagement and Wellbeing whole school approach model.**

# **Our Commitment**

* ***Belonging:*** All students, staff and parents work together in a mutually supportive way with a strong sense of belonging and pride in the school.
* ***Accountability:*** All students, staff and parents will operate consistently within our values and communicate regularly in a clear, timely and effective manner.

# **Our Values:**

* ***Respect:*** Being honest and valuing ourselves, others, property and the environment.
* ***Resilience:*** The ability to bounce back from challenges.
* ***Personal Best:*** Having high standards and always doing your best.
* ***Mumyul (to blossom):*** Positively contributing to our school community by supporting each other to work towards our common goals.

# **Overview**

BSPS Wellbeing and Behaviour Guidelines consists of 4 key whole school strategies with 4 areas for action by each teacher within the school. Areas 1-3 should be addressed within the Class Wellbeing and Behaviour plan. (This plan is an element of teachers Yearly Teaching and Learning Program.)

1. Partnerships with Parents/Carers and Community
2. Promoting, Recognising and Rewarding Positive behaviours
3. Proactive and risk management of inappropriate behaviour
4. Professional learning for staff and parents

# 

Strategy 1 Partnerships with Caregivers and Community

BSPS aims to have high levels of caregiver/parent and community involvement. Family involvement has strong links with improved student attendance and behaviour and can have a major effect on student learning. Involvement by our families in BSPS is pivotal to high-quality education and is integral to the core business of the School. The BSPS community offers many opportunities for students to experience diverse cultural and environmental perspectives and activities, which can support students to learn the Australian Curriculum General Capabilities in an integrated approach.

* **Communication**

Open communication with parents/caregivers is essential. There should be regular positive communication – short notes, merit cards, phone calls, notes in books etc. These communications will give parents and caregivers positive insights into their child’s progress as well as raise concerns. The class teacher will contact caregivers/parents in the first instance when a student has demonstrated behaviour that is of concern. Senior staff will contact parents in the case of major incidents or when the behaviour escalates. Some teachers may choose to use a system such as Dojo’s to communicate with families. If a teacher chooses to do so there will be an expectation that the system is used effectively with families.

Modes of communication include:

**Informal**

* Before and after school chats as appropriate
* Notes home
* Phone calls
* Emails

**Formal**

* Emails
* Formal interviews in Terms 1 and 3
* Formal reports in terms 2 and 4
* Communication Booklet -Teachers will initiate a Caregiver/Teacher Communication Booklet if there are consistent student behaviour issues.
* **Working Collaboratively with Service and Community Organisations**

The school will work collaboratively with service and community organisations to support parents/carers and students accessing particular services that may assist individual student’s wellbeing and behaviour.

* Assemblies

Assemblies will be held each fortnight and will provide families and the school community with the opportunity to help celebrate positive behaviours and achievements across the school. The school’s House Point system will be celebrated during this time as well.

* Provide diverse experiences

Teachers will provide stimulating class programs taking advantage of the cultural and environment opportunities of the Berry Springs Community such as the Territory Wildlife Park and various cultural communities represented in the community. These diverse experiences may include sporting and other activities in the school environment. These will provide opportunities for explicit teaching of appropriate behaviours, social skills and the general capabilities.

Strategy 2 Promoting, Recognising and Rewarding Positive Behaviours

Appropriate and desired behaviour must be explicitly taught and ongoing throughout the preschool and primary school years (from Preschool to Year 6). Adjustments to strategies and rewards should be made to ensure interactions and processes fit the age and stage of development. Positive behaviour is rewarded with positive reinforcement such as praise, stickers, star charts, merit awards, special activities, early lunch, special privileges, leadership opportunities and showing buddy classes, other teachers, senior staff work etc.

Rewards should be appropriate:

* Completing work on time student free choice time
* Great work showing others
* Polite manners taking messages, welcoming visitors etc
* Catch them being good

Teachers will discuss wellbeing and behaviour with their class and involve them in making decisions about appropriate class rules and ways of working together which allow everyone to feel safe.

Teachers and staff will stay on the look-out for the behaviours that should be rewarded helping students to be caught being good. Rewarding the behaviour as soon as it is seen keeps students being motivated to do the right thing.

Whole school approach to rewards - consistent, clear and appropriate

The school has a 2 layered whole school approach to rewards charts. When a student has demonstrated exemplary or appropriate and improving behaviour in class they can also be recognised by the whole school in assembly or by the Principal with a merit award.

Class reward systems are decided by each teacher and may contribute to the whole school House Point system of rewarding good behaviours and celebrated at assembly and in the newsletter.

Reward charts or star charts, are a powerful way of:

* encouraging behaviour you want, such as tidying up after art class
* discouraging behaviour you don’t want, such as speaking when other are
* rewarding students for practicing new skills, such as staying on task or waiting patiently to go into class after lunch

Reward charts help teachers to focus on the positives in students’ behaviour.

* They are used when students need to learn new behaviours or to work on changing behaviour.
* Students can collect stickers or tokens for the chart each time they demonstrate the desired behaviour.
* They then swap the stickers for a reward or rewards, later on.

**Setting up a reward chart**

1. **Choose the behaviour that requires changing or promoting.** Use clear and positive descriptions of the behaviour, and talk with students about the positive behaviour.
2. **Set up a chart.** There are lots of different styles of charts to use as reward charts. Older children might like to create their own chart, perhaps with a drawing or photo of the reward they’re trying to earn. The charts should be where students can see it.
3. **Negotiate short and long term rewards.** Most children start by liking the idea of collecting stickers or tokens, but the novelty can wear off quite quickly. When this happens, swapping the stickers or tokens for some short-term rewards can help them keep their eyes on the main prize.
4. **Give students stickers** immediately after the behaviour happens. Some specific praise reminds the child why she’s getting the sticker or token. For example, ‘I really like the way you and Mia have been playing and sharing toys this morning. Here’s a star for your chart’.
5. **Try to stay positive.** If a student doesn’t earn a star, just move on. Try to avoid punishing students by saying, ‘I’ll take a star away’, or ‘You won’t get any stars if you keep that up!’ Focus on encouraging them to try again.
6. Move on from the reward chart. Once students are demonstrating the desired behaviour regularly nominate them for a principal’s award at assembly

**Leadership activities**

Leadership activities and roles can both reward positive behaviour and provide an incentive to modify inappropriate behaviour. As part of planning wellbeing activities, teaching staff will find opportunities to engage students in leadership roles across the school and within the classroom. These include:

|  |  |
| --- | --- |
| Whole School | Classroom |
| Student Representative Council | Buddy system for new students |
| Sports Committee | Leading planning and performing class assembly items |
| House captains | Leadership roles in class activities |
| Sports leaders | Presentations/ discussions/ debates |
| Lunch activities | Learning games and activities that promote resilience self-esteem and collaboration |
| Kids Club | Wild Life Park |
| Library activities |  |
| Caring for Animals |  |
| Caring for the Gardens |  |

**Strategy 3 Proactive management of inappropriate behaviours**

Children can behave in undesired ways for many reasons. They may not have learned what the appropriate behaviour is, they may not have learned how to manage feelings such as frustration or anger, or they may feel confused or insecure in an unfamiliar situation. Teachers, carers and parents may unintentionally contribute to the pattern of undesired behaviours by giving children attention when they occur. **The most effective way to reduce undesired behaviour is to help students learn an appropriate behaviour to replace it with. Teach children the positive behaviour to do and provide them with rewards and positive attention for doing it.** Shift the focus to the positive behaviour and avoid giving attention to the undesired behaviour. If necessary, apply logical consequences when undesired behaviour occurs. Reamin calm when following through with consequences to ensure the child understands your intention. When teaching the positive behaviour it is important to link these behaviours to the 5 Keys.

**Being clear about unacceptable behaviour**

*It is not the severity of the consequence that matters but the certainty that it will happen.* Consequences for both appropriate and inappropriate behaviour should be logical.

Examples are:

Graffiti Cleaning

Dropping litter Pick up litter

Swearing Apology – letter identifying polite words that could be used

Procedures for dealing with inappropriate behaviours

* Use the Restorative Practices Framework
* Reflective process - Logical Consequences, Reflection Room, Time out
* Internal suspension
* Suspension

Ongoing unacceptable behaviour that is leading to suspension and is logical to the behaviour may require the student to engage in community service within the school. Individual behaviour plans and ensuring unacceptable behaviour is recorded through GradeXpert are essential in managing these types of behaviours.

Emergency Plan and Risk Management

The classroom Behaviour Plan should identify students whose profile may indicate they have behavioural issues. Teachers should articulate strategies and emergency management plan within their classroom information should a student demonstrate behaviours which cause risk to others.

When a student’s behaviour has escalated to the extent that there is a real or perceived risk of serious injury to self or others or serious damage to property an emergency management plan must be put into place.

* Staff involved in managing the crisis should be conscious primarily of the safety of those in their care and their own safety.
* Staff should identify if the situation is escalating or calming down. Knowing this will often determine an appropriate course of action or in some cases inaction.
* Physical proximity, body language and tone of voice have a significant impact on the student’s passage through the crisis. Deliver instructions in a calm and firm manner without threat or intimidation and from a safe distance.

Emergency procedure

Where the behaviours cannot be contained by the teacher/staff member:

* Get help – if you are unable to phone send a child with a message to the office or outside to get help
* Establish leadership – classroom teacher, playground teacher or senior staff member
* If a student is out of control, non-compliant and threatening other students, direct students to leave the classroom (direct to another class or person).
* Stay with student in crisis and direct others.
* Wait for assistance unless under threat.
* Allow a cool off period for the student in crisis before investigation.
* Document the incident when in control.

Examples of Playground Incidents

* Bullying, Harassment
* Property damage, Stealing
* Violence
* Consistent non-compliance

Incidents like these should be referred to Senior Staff.

Strategy 4 - Professional Learning

* **Evaluation of staff learning needs**

Staff will have the opportunity to regularly undergo audits of current skills and knowledge in the areas of Wellbeing and Behaviour to identify gaps. Targeted Professional Learning will then be offered to build knowledge and skills.

* **Regular updates and discussions**

Staff will have the opportunity to engage in collegial discussions and updates to continuously improve knowledge and skills through staff meetings, teaching team meetings, professional readings and presentations and workshops from experts such as the Special Needs Teacher and other staff form the Special Education unit within the Department.

* **Specific buddy mentoring to improve skills**

Teachers will identify a Buddy teacher who will support them in specific incidences and also act as a professional colleague with whom to discuss challenges, students of concerns and innovative ideas for classroom wellbeing

* **All staff involvement in PL**

A whole school approach needs everyone within the school community to commit to developing a healthy school environment. All school staff will be involved in professional learning which targets student wellbeing, social skills and whole school management of inappropriate behaviour

**Behaviour Guidelines**

**Class Behaviour Plan**

Each teacher should prepare a class management plan at the commencement of the year, including:

* A class profile describe each child.
* Explicit teaching of social and emotional program – 5 Keys – Confidence, Getting Along, Resilience, Persistence and Organisation.

This should be modified where necessary as behaviour issues change throughout the year. The class management plan should address 1-3 areas of the School Student Engagement and Wellbeing Plan and have a high emphasis on the processes for encouraging considerate behaviour as well as strategies for dealing with inappropriate behaviour.

**Individual Behaviour Plan**

Developed to support individual students in targeting specific behaviours to improve. Key components of individual behaviour plans are:

* Only one or two key behaviours targeted
* High emphasis on positive reinforcement and acknowledgement of considerate behaviour
* Clear consequences
* Development of achievable targets with parental, staff and students input and understanding.
* Fixed time period review.

Students who display high level of inconsiderate behaviour may receive support from the Student Services Behaviour Support Team.

**Playground duty**

Teachers on playground duty are expected to be on duty before the majority of students are out in the playground and to leave the playground when the students are lined up outside classrooms.

This will require ensuring the class is packed up on time and working with the teacher next to your classroom to ensure that the teacher on duty has time to get a drink, go to the toilet etc.

Teachers must familiarise themselves with the school and playground rules.

**Time out**

Time out should be used as a time for students to think about their behaviour, what they have done wrong and how they can improve. The length of time depends on the age of the child, special needs etc. Long periods of time out in the classroom are not useful in changing behaviour. Entry back into class needs to be negotiated.

A student may also request to voluntarily go to a Time Out area when they feel they need some calming down / thinking time.

**Time in**

Removing a student from a difficult situation and keeping them with you. This gives the child time to settle or get calm. It also tells the student that you will not allow them to harm themselves or others.

**Buddy Teacher/Class**

Collegial support of the whole school approach to behaviour management is essential and all teachers are expected to support others in dealing with behaviour management issues. All teachers should be prepared to accept a child from another class for time out. The requesting teacher needs to contact the ‘Buddy Teacher’ (white note) stating the length of the ‘time out.’ The Buddy Teacher provides a place for the student to sit but does not interact with the student or allow the children in the class to do so. Students that spend time in a Buddy Class will be required to copy their class rules.

Not all the children in one class suit the same buddy class.

**Mediation – Restorative Practices**

*Restorative Process*:

* What happened?
* What were you thinking about at the time?
* What have you thought about since?
* Who has been affected by what you have done? In what way?
* What do you think you need to do to make it right again?

White slips are to be completed by a staff member when referring students to Senior Staff for mediation. When a student is referred by a teacher on playground duty, that teacher should escort the child to the Front Office and the attending Leadership Team staff member who is on duty should complete the white slip. The details of the incident should be completed on GradXpert by the Senior Staff member and shared with the referring teacher and classroom teacher if necessary.

**Referral to senior staff**

Teachers should refer students to senior staff in cases of a major incident or non-compliance to consequences set by the teacher. Senior Staff will also deal with minor incidents if the teacher is unable for some reason to deal with the situation.

Procedure

* Notify the Office that a student is being sent or to request assistance – White slip if possible.
* In emergency situations where the situation has escalated send a responsible student with a message or outside to get help.
* Office staff should notify senior staff immediately. (If senior staff are in classrooms they may request another teacher to supervise).
* Parents to be notified in cases of major incidents.
* Details of incident to be entered into GradeXpert.

**Detention**

*In School Hours*

Children can be asked to remain in class to complete work under supervision etc but they must be allowed to eat recess/lunch and go to the toilet. Children should not be detained for all of recess or lunch unless in time out from the playground for dangerous behaviour.

**Take home**

Take home is used when a student may be upset, not behaving appropriately etc and needs some time out at home. This is not a suspension.

**Internal suspension.**

Internal suspension is used when it is more appropriate that the child be at school but not with their class. The child works in the office under supervision (or some other area away from classmates) and has recess and lunch separately from others.

**Formal suspension**

Formal suspension is when the appropriate paper work is submitted to the Department of Education. Suspension is used either for a serious offence where considerations such as the safety of other students is a concern or where all other avenues have been exhausted. On return to school the student and parent meet with the Principal or delegate and negotiate the return to school.

**Physical restraint**

Physical restraint can be deemed to be assault and thus care must be taken only to use physical restraint in a crisis situation where the safety of others or yourself is at risk. Physical restraint must only be used after trying other strategies – talking down etc. The primary focus should be to take evasive action and avoid personal injury. Actual or imminent damage to property is not viewed as warranting any physical response. (PART training will not protect teachers from civil action in a court unless there the risk to safety of yourself or others is proved.)

# Works Cited

Kids matter =- an approach that supports the thinking behind the planning and explicit teaching

You Can do it is a product that provides the activities and is linked to the 5 Keys.

1. Based on Ed Scheins Model of Organisational culture and change [↑](#footnote-ref-1)