

Wallaroo Mines Primary School

Learner Wellbeing and Behaviour

Updated:

Moral Purpose: The students and staff of Wallaroo Mines Primary School feel safe and empowered to achieve their best.

Rationale: At Wallaroo Mines Primary School we acknowledge and understand that Learning and Wellbeing are closely linked. To develop positive self-esteem and self-confidence students need to be successful learners and to be successful learners students need to have positive self-esteem and self-confidence. Staff combine the principles of the Learner Wellbeing Framework and the Teaching for Effective Learning (TfEL) Framework in order to provide an experience at school that encompasses Learner Wellbeing and Quality Education.

Beliefs:

- Our Values **RELATIONSHIPS COLLABORATION TRUST UNDERSTANDING COMMUNICATION** underpin all that we do.
- School community wellbeing is the foundation of successful learning. Appropriate social skills need to be modelled by all adults.
- Relationships based on mutual respect and trust, are paramount in student engagement and the learning process.
- Behaviour is learnt through appropriate modelling and consistent expectations (just like reading and maths); students are at different stages in development & need learning opportunities accordingly.

Principles:

- Individuals accept responsibility for their own behaviour.
- Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need.
- All behaviour has consequences which may affect future opportunities.
- Irresponsible behaviour requires a response which
 - protects the rights of students who want to learn
 - supports the rights of teachers to teach
 - offers the student a chance to learn how to behave in a more responsible way in the future.
 - allows staff, students and their families to work together to support the development of appropriate behaviours.
- Staff understand the range of models available for the effective management of student behaviour and have the opportunities and support to use the skills associated with these models.
- All classes use a visual 'Ready to Learn' step system in the classroom.

Responsibilities:

All members of the school community need to be aware of the content and implications of this policy.

- The Principal (or delegate) will induct newly appointed staff.
- Classroom teachers will discuss contents of the procedures with their students at the beginning of each year, with newly enrolled students and revisit regularly during the year.



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General School Rules

At Wallaroo Mines Primary School we use a positive, pro-social approach to support behaviour learning. We use our Values to create a safe, caring environment and have developed a behaviour code based on common sense and respect for each other. Our general rules are outlined on our School Values Expectations (Attachment A). At the beginning of the school year each class will also develop their own Class Values Expectations.

Proactive Strategies

- Staff at Wallaroo Mines Primary School are trained in the Wilson MacCaskill PLAY IS THE WAY program which is a program of physically interactive games that helps to change the student, teacher relationship from one based on control and compliance to one based on guidance and self-determination. Staff use a common language to develop and encourage responsible behaviours in our students.
- In facilitating the program, teachers learn the words and strategies that empower students to manage their own behaviour improve their emotional intelligence and increase their chances of success in life.
- Pro-social games are played in each classroom regularly (minimum of once a week) and explicit common language is used to develop positive relationships with others.
- Ready to Learn chart reflects positive behaviour choices
- A Wellbeing Audit will be conducted twice-yearly to monitor incidents of bullying.
- Staff are trained in the Berry Street Trauma Informed Education Model.

Consequences

If a student displays behaviour that:

- is not consistent with our whole school developed expectations or class developed expectations
- interferes with a teachers right to teach or others students right to learn
- threatens the safety or wellbeing of another person
- places themselves or another person in danger

there will be a consequence which may include:

- Warning
- Values Bench (Yard Behaviour only)
- Classroom Time In (own classroom)
- Classroom Time Out (another classroom)
- Office Time Out
- Take home
- Internal/External Suspension

A meeting between classroom teacher(s), parents, student and Principal can occur at any stage through these steps. A formal re-entry meeting must follow any suspension.



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Suspension From School (*Internal or External*)

Internal or External suspension occurs when a student commits an action perceived by the Principal to be of a serious detriment to the school community or places a member of the school community in any danger.

- Principal informs parent and student of the action
- If externally suspended student remains under family supervision returning to school for a re-entry meeting.
- If internally suspended the student works away from others in the admin area and has separate play time.
- Re-entry meeting (parent/carer, student, principal and appropriate staff)
 - * identifies irresponsible behaviour
 - * works out responsible choices and action
 - * develops strategies for all to support behavioural change
 - * decides on appropriate action and monitoring
 - * all above is documented, monitored and reviewed.

These actions are part of current Department Policies and will include support from Department Staff and may include interagency response if deemed necessary.

Responsibilities (*From Classroom Time Out step onwards*)

STUDENT

- Completes set work to the best of their ability
- Works quietly in a supervised, isolated area and does not disturb others.
- Passes on Parent Notification form to parents taking ownership of behaviour.

TEACHER

- Completes Parent Notification Form (Attachment B) and sends home at end of day.
- Fills in Class Behaviour Record for EDSAS data collection.
- Checks return of parent notification slip (contacting parent if necessary)
- Follows up and monitors student's behaviour on re-entry.

FAMILY

- Read and return all notification slips.
- Support student and teachers in the attempt to change inappropriate behaviour.
- Communicate respectfully and positively with school following agreed Grievance procedures if necessary.



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Support

A number of DECD and site policies support the development of Learner Wellbeing at WMPS. These include:

- Anti-bullying & Harassment
- Attendance
- Decision Making
- Healthy Lifestyles
- Sun smart
- Camps & Excursions
- Grievance Procedures
- Head Lice
- Student Wellbeing/Student voice/SRC
- ACARA Health Curriculum - Child Protection Curriculum

Review

The Learner Wellbeing & Behaviour Policy will be reviewed as necessary in consultation with staff, students and parents.

Updated: 2021

Review Date: 2023

