Student Wellbeing at Albany Rise Primary School

Student wellbeing underpins effective student learning and behaviour.

Students are better prepared for learning when they are healthy, safe and happy. We aim to have a safe, supportive and stimulating school environment where:

- Everyone has the right to feel safe
- Everyone has the right to learn
- Teachers have the right to teach
- Parents, the school and broader community work together to enhance student wellbeing.

Student safety and wellbeing are embedded in all components of the school’s work (see Effective Schools Model) and action is taken at four interrelated levels to support student wellbeing.

1. **Primary prevention** strategies include an engaging curriculum and supporting programs and philosophies that enhance the social and emotional health of all students. A focus is on building resilience and relationships.
2. **Early intervention** strategies provide support and programs for students at risk of social, emotional or physical harm.
3. **Intervention** strategies support at-risk students with ongoing or severe problems.
4. **Restoring Wellbeing (Postvention)** strategies support students affected by traumatic or emergency situations.
Student Wellbeing and Behaviour

From Behaviour & Discipline to Relationship Management

At ARPS discipline or behaviour management is redefined as relationship management. Relationship management focuses on restorative practices which "view misconduct not as school rule breaking, but as a violation against people and relationships in the school and wider community." Thorsborne and Cameron, 1999.

The expected standards of behaviour to which all students are expected to adhere to are identified in the Student Code of Conduct.

<table>
<thead>
<tr>
<th>‘Doing It’</th>
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<tbody>
<tr>
<td>Students whose behaviour is appropriate are ‘Doing It’. Appropriate behaviour is rewarded through informal praise and encouragement and</td>
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<tr>
<td><strong>You Can Do It</strong></td>
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<tr>
<td>• Personal Achievement Points</td>
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<td>• Celebration Days</td>
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<tr>
<td>• Raffles - Weekly at assembly for students who have been recognised as ‘Doing It’ in the classroom and playground</td>
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When anti-social behaviour occurs, restorative practices are employed to work through the issue, repair the harm and rebuild the relationship.

Restorative practices include mini conferences, conferences, community conferences and circles.

<table>
<thead>
<tr>
<th>Relationship Management</th>
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<tr>
<td><strong>Circles</strong> Are a very useful restorative tool used for relationship building exercises and to help solve issues anonymously.</td>
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<tr>
<td>Misconduct is viewed as a violation of people and relationships.</td>
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<tr>
<td>Students participate in a range of restorative practices to repair harm and rebuild relationships. They range from the informal to the formal and typically include:</td>
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<tr>
<td><strong>Mini Conferences</strong> (E.g. For low level incidents of harm such as small non-physical disagreements)</td>
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<tr>
<td><strong>Conferences</strong> (More serious incidents of harm involving issues which affect student wellbeing or teaching and learning. This includes bullying of any description, vandalism, fighting etcetera)</td>
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<tr>
<td><strong>Community conferences</strong> (When significant / major harm has been done)</td>
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Where a conference is required it is reported using a ‘Conference Report’ and is recorded on the school behaviour database.

Parents of all parties are informed of all serious incidents requiring a conference via a telephone call or by using the ‘Conference Report to Parents’ document.

Sometimes students require additional support to improve behaviour.
‘On the Radar’

Students identified with emerging anti-social behaviours will require a **Personalised Learning Plan**. Teachers develop the Personalised Learning Plan with a focus on behaviour for these students. Personalised Learning Plans set specific short term achievable goals and time frames for improvement and include the strategies and school level support to be accessed to achieve the improvement.

Students may be identified as being at risk from the data collected on the School Behaviour database which is examined weekly by the School Leadership Team or by their classroom teacher through the collation of evidence.

‘Intervention’

Students identified as having ongoing and/or severe anti social behaviours will require an individual **School Wellbeing and Management Plan**. This individual plan is designed by the Assistant Principal and classroom teacher in consultation with parents/caregivers and may include accessing support services external of the school.

**Consequences**

In the vast majority of instances *misconduct /harm* should be resolved through the appropriate restorative practice. Students are at the centre of the process used to repair the harm and rebuild the relationship and are therefore active participants in identifying and implementing a solution to ‘fix it’.

Teachers will often need to assist students to identify appropriate ways of ‘fixing it’ as students will often leap straight to suspension and other inappropriate punishments. The focus should be on repairing the harm and the ‘solution’ should aim to resolve the harm done.

All playground incidents must be recorded on the ‘Yard Duty Communication Table’. Records are transferred to the School Behaviour database weekly. These records help build profiles and identify students who require assistance. Data is used to help inform the development of behaviour based Personalised Learning Plan or an individual School Wellbeing and Management Plan ‘Intervention’.

All ‘Conference Reports’ are placed in the Behaviour Monitor box or emailed to be recorded on the database.

If a student requires a Personalised Learning Plan because they are ‘On the Radar’ they may lose certain School privileges until goals are achieved and they are ‘Doing It’. In severe cases a ‘School Wellbeing and Management Plan’ will be required. These are for students for whom:

- A Personalised Learning Plan has not been successful or there has been a severe incident,
- A restorative approach is not suitable due to individual environmental or personal issues.

**When required the School will follow the DE&T Student Discipline Procedures, 1994.**

**Classroom Relationship Management**

Relationship management focuses on restorative practices which “view misconduct not as school rule breaking, but as a violation against people and relationships in the school and wider community.” Thorsborne and Cameron, 1999.

At ARPS our focus on restorative practices involves a positive approach to classroom behaviour management that is participatory and democratic and focused on problem solving.
The expected standards of behaviour to which all students are expected to adhere to are identified in the Student Code of Conduct.

Classroom Relationship Management is informed primarily by Restorative Practices and the ‘You Can Do It’ program. This means that students are given the opportunity to learn from their mistakes, repair harm to relationships and problem solve by being involved in the process of working out how to ‘fix’ harm when it has occurred. Students are also rewarded for using the ‘You Can Do It’ habits of mind and working towards achieving their personal goals.

**How does it work?**

At the beginning of the school year each class, including specialist classes, is involved in designing their own classroom rules and expectations. These are informed by the expectations of the school, student and teacher input. Classroom rules, rewards and consequences will vary slightly from classroom to classroom to suit individual needs, however they are framed positively and students actively participate in the process.

Through this democratic process students develop a clear understanding of what is expected by each person in the classroom and the effect their behaviour has on others.

In addition, all students set personal goals. These are known as ‘Personal Achievement Points’. Students are rewarded for working towards achieving their personal goals.

Through this process students become aware that:
- Everyone has the right to feel safe
- Everyone has the right to learn
- Teachers have the right to teach

✓ Students who are ‘Doing It’ are rewarded for meeting expectations. Please refer to the ‘Doing It’ table on Page 2.

✓ If misconduct occurs it is viewed as a violation against people and relationships in the classroom. Teachers use a range of restorative practices to repair harm and rebuild relationships. Please refer to the ‘Relationships Management’ table on Page 2.

✓ In situations where anti-social behaviour continues students will require additional support to improve behaviour. Please refer to the ‘On the Radar’ table on Page 3.

✓ Students identified as having ongoing and/or severe anti social behaviours will require an individual School Wellbeing and Management Plan. Please refer to the ‘Intervention’ table on Page 3.

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