

Alawa Primary School Wellbeing Policy

Purpose

The Alawa Primary School Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where all people feel included and safe. Where participation is valued, views respected, and voices are heard about decisions that affect lives.

The policy informs our school community of everyone's obligations to act safely and appropriately towards children and adults and guides our processes and practices for the safety and wellbeing of all people in our school community.

This policy helps us achieve:

- consistent student and staff wellbeing
- sustain student attendance and engagement at school
- focused teacher to student teaching time
- consistency of teaching and learning practices
- sustained student academic achievement and success in later life.

Scope

This policy:

- applies to all students, school staff, parents, school council members, volunteers and contractors whether or not they work in direct contact with students.
- applies in all physical and online school environments used by students and staff related to the school.
- Works in conjunction with other child safety and wellbeing policies, procedures, and DET codes.

Approach to building wellbeing

Staff and student wellbeing encompasses everything the school community does to meet the needs of their community members and to enhance their happiness and safety.

Staff and student wellbeing capacity is developed through the commitment to building 21st Century Learners, through the targeted and explicit teaching of Alawa Learner Tools: reflect, collaborate, problem solve, communicate and persist. In addition, Wrap Around Services are offered to maintain and manage students' behaviour and staff and student wellbeing.

Resources/ Programs for Students	Resources for Staff
<ul style="list-style-type: none"> • Wellbeing Room • Respectful Relationships • Engine room • Zones of Regulation • NT Learning Commission – Junior and Senior • Keeping Safe: Child Protection Curriculum • Big Life Journal – Year 3-6 • KAGAN co-operative learning strategies 	<ul style="list-style-type: none"> • Social Club gathering once a term • Morning Teas • Merits • Kindness cup / Acts of Kindness • Appreciations • Staff vs student game • R U OK Day • Walkthroughs Terms 1 – 3 • Team building challenges • Memo Days • Allied Health services and supports • Professional growth coach

At Alawa the following programs and strategies enhance the development of wellbeing skills across the school community:



Rights and Responsibilities

Rights, responsibilities and rules work together. Rules protect people's rights.

<p>Children have the right:</p> <ul style="list-style-type: none"> to be safe at school to be respected and have others care about them to be treated with kindness and fairness to express themselves as individuals to learn without disruption to be involved in decision making around matters that affect them 	<p>Children have the responsibility:</p> <ul style="list-style-type: none"> to obey school rules and safety guidelines to care for and respect other people in our school and their property to treat others with kindness and fairness to give others a fair hearing to do their best in work and play
<p>Staff have the right:</p> <ul style="list-style-type: none"> to teach and help children learn without disruption to be recognised and treated as professionals to expect support from the school community to be treated with respect to be safe at school 	<p>Staff have the responsibility:</p> <ul style="list-style-type: none"> to teach effectively, provide a positive learning environment and establish acceptable school behaviours to act professionally and positively to foster links with the school community to model respectful behaviour to provide opportunities for authentic student decision making over matters that affect them
<p>Leadership have the right:</p> <ul style="list-style-type: none"> to have open and honest conversations with students and parents 	<p>Leadership have the responsibility:</p> <ul style="list-style-type: none"> record and track Behaviour Incidents on Xuno communicate with parents about major incidents

<ul style="list-style-type: none"> • to model high standards of respectful behaviour between students and adults, and between students • to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse • to create a safe, supportive, respectful and inclusive environment 	<ul style="list-style-type: none"> • to implement and embed a whole school approach to student and staff wellbeing and positive behaviour • to ensure school staff comply with this policy and Alawa's approach • to capture student suspension data in SAMS • to communicate with other agencies and non-government organisations to support students and families • to provide opportunities for authentic student decision-making over matters that affect them
<p>Parents have the right:</p> <ul style="list-style-type: none"> • to be considered a partner in their child's education • to be kept informed about issues affecting their children • to be recognised as the major influence in their child's life • to view all our child safety policies and procedures 	<p>Parents have the responsibility:</p> <ul style="list-style-type: none"> • to work with the school and the teachers • to provide information which may impact upon their child's behaviour at school • to recognise school behavioural expectations • to initiate and maintain constructive communication and relationships with schools, and any other providers involved, to achieve the best educational, social and emotional outcomes for the student • to actively participating in the planning, implementation and review of EAP and other appropriate plans designed to assist the student with additional needs to achieve educational outcomes. • to provide opportunities for authentic student decision-making over matters that affect them

Diversity and equality

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- ATSI children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Behaviour

Encouraging Acceptable Behaviour

At Alawa Primary School, students are recognised in a variety of ways for positive behaviour. This can include but is not limited to:

- Class Merits/Awards/Distinctions
- House Point System
- Playground Raffle Tickets for House Points
- Zones of Regulation

Zones of Regulation

The Zones of Regulation is a framework that is used from Preschool to Year 2. The Zones are sorted into 4 coloured fields so students can easily identify their feelings, energy and alertness levels and use the simple, common language and visual structures to assist in their day to day self-regulation.

Classroom Management

At the beginning of the school year teachers set up class behaviour management structures that cover the three areas of: Prevention; Correction; Support. These are revisited each term.

Prevention	Correction	Support
<ul style="list-style-type: none">• negotiated rules and consequences• mutual respect• organised routines• focus on positives• students feeling valued• understanding of family background - culture• appropriate level of tasks• positive reinforcement of acceptable behaviours• explicit teaching of social skills, cooperative skills, behavioural skills• appropriate level of language• anticipating difficulties	<ul style="list-style-type: none">• tactically ignore• defuse – humour, distract• refocus negative behaviour• provide opportunities for the child to make good choices• remind – warn – act (consequence)• Reset after recess and lunch	<ul style="list-style-type: none">• establish a rapport• negotiate a fresh start• reinforce good behaviour• develop a student Behaviour Plan• involve parents• involve School Leadership• individual students catered for through differentiation according to need

Remind, Warn, Act

Each classroom to follow a visual behaviour tracking system, that uses the language of 'Remind', 'Warn', and 'Act'/'Consequence' (R,W,A).

THE R,W,A system is to be used in the following way in classrooms:

- Students are given a reminder, warning and consequence as needed for inappropriate behaviours
- This is not to be reset after a session, specific period of time or for a return to positive behaviours

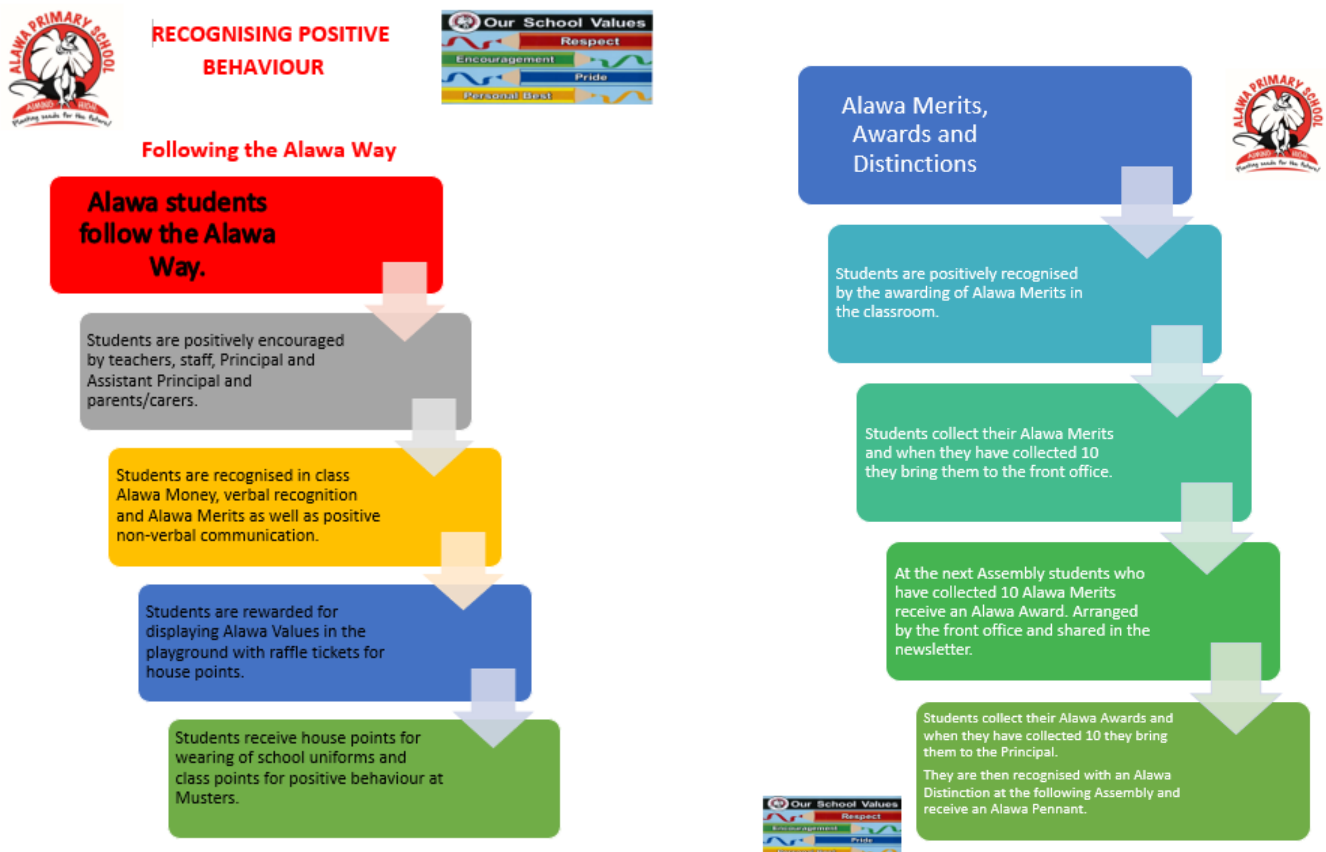
- Once a student has received a consequence (time out, buddy time out, front office/case manager etc.) their name is reset on the chart and the process begins again.
- If a student receives a third consequence within the one day, they are to be referred to the Leadership Team. The consequence is recorded on Xuno.

Playground Management

We believe that all children are able to behave in a safe and acceptable manner. At the beginning of each school year teachers ensure all students are aware of the playground behaviour expectations. The teachers unpack appropriate behaviours and give examples when required so each child is clear on the expected behaviour. A Student Ban Register is displayed in the upper primary playground and Farm for those who misbehave.

Each adult on playground duty is alert, vigilant and follows the appropriate course of action should unacceptable behaviour occur. Behaviour issues are recorded in Xuno.

Responding to Unacceptable Behaviour



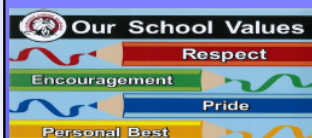
Any behaviour that impacts the safety of students and teachers or disrupts learning is not acceptable. Alawa Primary School aims to create a learning environment which is free from bullying, aggression and violence in any form.

The consequences for unacceptable behaviour must:

- Assist students who exhibit unacceptable behaviour to accept responsibility for themselves and their actions
- Help build capacity to enable students to self-regulate

Minor Problem Behaviours

- Inappropriate behaviours that do not significantly interfere with the teaching/playing environment.
- Attention seeking:
 - ⇒ Calling out
 - ⇒ Chatting
 - ⇒ Playing
 - ⇒ Joking
 - ⇒ Off task
 - ⇒ Out of seat
 - ⇒ Accidental swearing
- Inappropriate games (play fighting)
- Inappropriate clothing
- Wearing hats inside
- Making a mess/littering
- Running in the assembly area
- Not wearing a wide brim hat outside
- Climbing trees
- Playing with large balls in the assembly area
- Playing with balls inside
- Pushing in
- Talking while the teacher is giving instructions
- Talking while others are on task
- Minor teasing
- Deliberate swearing not at someone
- Taking things that belong to others
- Return to class late from the toilet
- Getting in line late
- Late to muster



Major Problem Behaviours

- Violence/dangerous behaviour
- Stealing
- Illegal substances
- Swearing abusively at someone
- Bullying
- Teasing of a sustained and intense nature
- Harassment
- Stalking
- Extreme property damage
- Abusive/offensive/racist behaviour
- Frequently refuse a reasonable teacher request
- Back chatting
- Abusive language/rude gestures
- Anti-social play
- Deliberately spoiling games
- Disrespect
- Electronic Violation
- Skipping Class
- Fighting
- Possession of / use of Mobile Phone

Loss of privilege for ongoing behaviours

- Sport Participation
- No Excursion

Individual Reflection & Solution

- Student Conference

Phone Calls / Meetings with Parents

Time in Front Office

Playground Withdrawal

Mediation / Joint student Conferences

Warnings

Buddy Class

Time Out / Reflection

Keeping in - recess / lunch

Suspension In School

Suspension Out of School

CONSEQUENCES FOR NOT FOLLOWING THE ALAWA WAY