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 children and young people are safe and feel safe. Where their participation is valued, their views respected, and their voices are heard about decisions that affect their 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:

- improved student and staff wellbeing
- improved student attendance and engagement at school
- increased teacher to student teaching time
- improved consistency of teaching and learning practices
- improved 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.
- Works in conjunction with other child safety and wellbeing policies, procedures, and DoE codes.
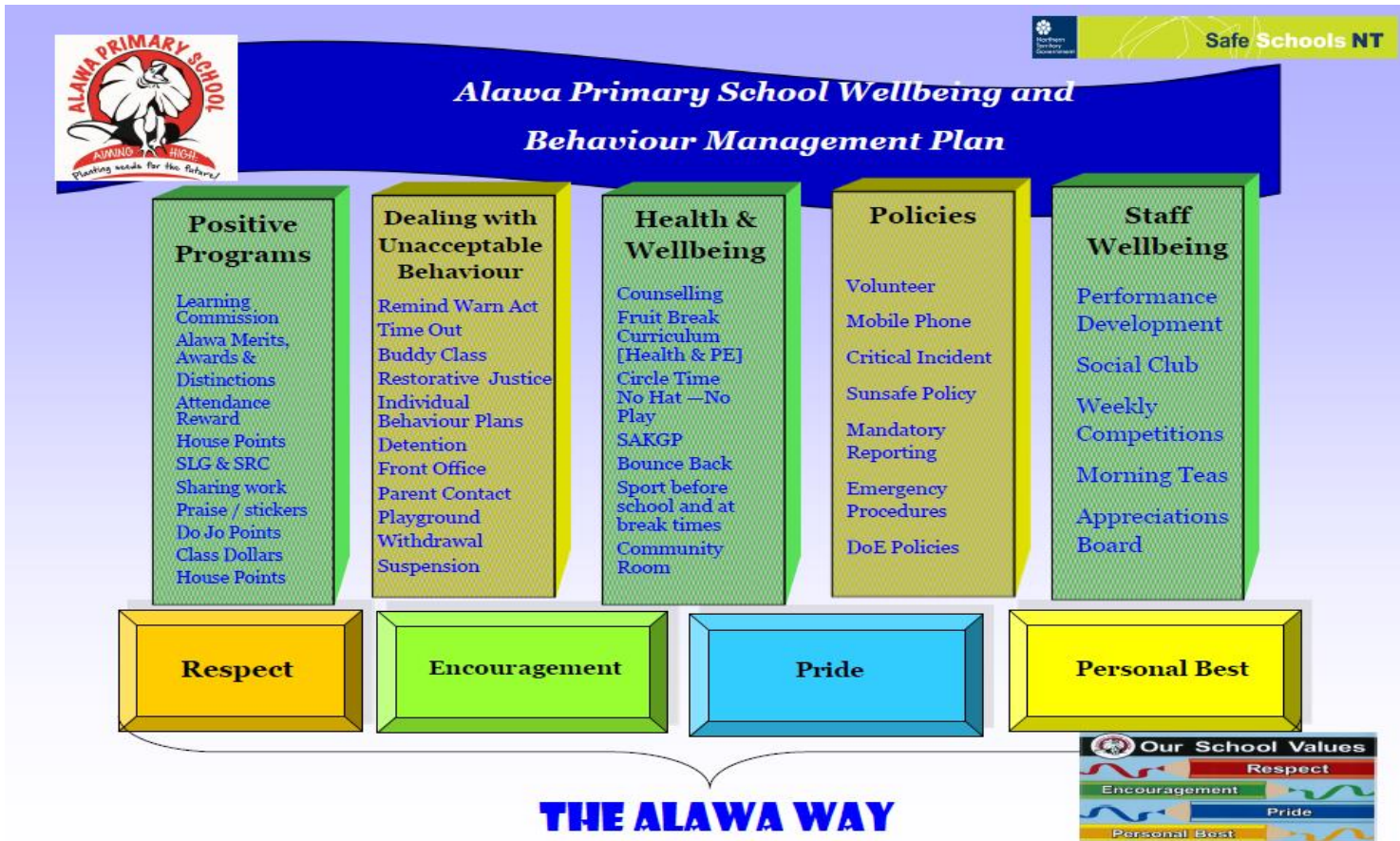
Approach to building wellbeing

Staff and student wellbeing encompasses everything the school community does to meet the needs of their students 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
- Mindfulness Room - Bounce Back Program - Smiling Minds - RRR - Engine room - Zones of Regulation - NT Learning Commission – Junior and Senior - Big Life Journal – Year 3-6 - MMTIC – Year 5 and 6 - Rock and Water – Year 5 and 6 - KAGAN strategies	- Social Club gathering once a term - Morning Teas - Merits - Kindness cup - Appreciations - Staff vs student game - R U OK Day - Walkthroughs Terms 1 – 3 - Team building challenges

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

Alawa Primary School Wellbeing and Behaviour Management Plan

Positive Programs	Dealing with Unacceptable Behaviour	Health & Wellbeing	Policies	Staff Wellbeing
Learning Commission	Remind Warn Act	Counselling	Volunteer	Performance Development
Alawa Merits, Awards & Distinctions	Time Out	Fruit Break	Mobile Phone	Social Club
Attendance Reward	Buddy Class	Curriculum [Health & PE]	Critical Incident	Weekly Competitions
House Points	Restorative Justice	Circle Time	Sunsafe Policy	Morning Teas
SLG & SRC	Individual Behaviour Plans	No Hat —No Play	Mandatory Reporting	Appreciations Board
Sharing work	Detention	SAKGP	Emergency Procedures	
Praise / stickers	Front Office	Bounce Back	DoE Policies	
Do Jo Points	Parent Contact	Sport before school and at break times		
Class Dollars	Playground Withdrawal	Community Room		
House Points	Suspension			

Respect   Encouragement   Pride   Personal Best

THE ALAWA WAY

Rights and Responsibilities

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

Children have the right:	**Children have the responsibility:**
• 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	• 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
Staff have the right:	**Staff have the responsibility:**
• 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	• 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
Leadership have the right:	**Leadership have the responsibility:**
• to have open and honest conversations with students and parents • 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	• record and track Behaviour Incidents on Xuno • communicate with parents about major incidents • 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 create a safe, supportive, respectful and inclusive environment	• 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
Parents have the right: • 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	**Parents have the responsibility:** • 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:

·	Aboriginal 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 rewarded in a variety of ways for positive behaviour. This can include but is not limited to:

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

Zones of Regulation

The Zones of Regulation is a resource that is used from Preschool to Year 4. 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

• 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,
   o cooperative skills
   o behavioural skills
• appropriate level of language
• anticipating difficulties
	• 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
		• establish a rapport
		• negotiate a fresh start
		• reinforce good behaviour
		• develop a student Behaviour Plan
		• involve parents
		• involve School Leadership Team

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, senior teacher office etc.) their name is reset on the chart and the process beings 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 are alert, vigilant and follows the appropriate course of action should unacceptable behaviour occur. Behaviour issues are recorded on Xuno.
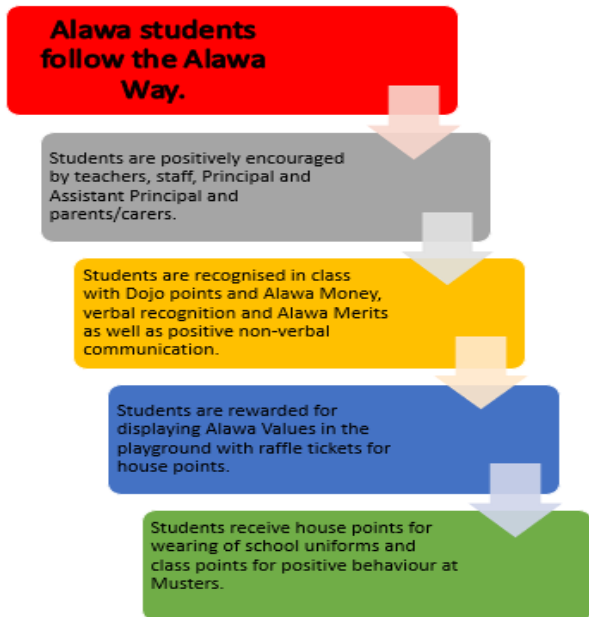
Responding to Unacceptable Behaviour

RECOGNISING POSITIVE BEHAVIOUR

Following the Alawa Way

Alawa students follow the Alawa Way.

Students are positively encouraged by teachers, staff, Principal and Assistant Principal and parents/carers.

Students are recognised in class with Dojo points and Alawa Money, verbal recognition and Alawa Merits as well as positive non-verbal communication.

Students are rewarded for displaying Alawa Values in the playground with raffle tickets for house points.

Students receive house points for wearing of school uniforms and class points for positive behaviour at Musters.

Alawa Merits, Awards and Distinctions

Students are positively recognised by the awarding of Alawa Merits in the classroom. Do-Jo points can be converted to merits at the end of each week.

Students collect their Alawa Merits and when they have collected 10 they bring them to the front office.

At the next Assembly students who have collected 10 Alawa Merits receive an Alawa Award. Arranged by the front office and shared in the newsletter.

Students collect their Alawa Awards and when they have collected 10 they bring them to the Principal.

They are then recognised with an Alawa Distinction at the following Assembly and receive an Alawa Pennant.

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

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/ Detention

Suspension In School

Suspension Out of School

CONSEQUENCES FOR NOT FOLLOWING THE ALAWA WAY