

EFFECTIVE DATE: January 2018

NEXT REVIEW DATE: January 2019

TARGET AUDIENCE: School Staff & Parents

eFILE:

karama school

WELLBEING & SUPPORT POLICY

**Wellbeing & Support Policy**

**Rationale**

At Karama School we believe that a person thrives in an environment that nurtures respect, belonging, acceptance and building positive relationships. We aim to inforce positive behaviour and value the importance of implementing prevention and intervention strategies which promote positive behaviour within the school.

**Aims**

Karama School fosters a positive culture. Everyone has the right to respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. Everyone has a responsibility to support others whilst respecting themselves.The school seeks to educate its community to tolerate, accept, embrace and learn from people of different genders and different ethnic and cultural backgrounds.

Rights & Responsibilities   
To achieve effective student behaviour support, everyone in the school community must fulfil their responsibilities in a cooperative partnership.

|  |  |  |
| --- | --- | --- |
| **Who** | **Rights** | **Responsibilities** |
| Students | * Feel safe * Learn & have learning needs met * To be treated fairly | * Act safely & ensure behaviour does not harm others * To work to the best of their ability & ensure to allow others the opportunity to learn * To listen with empathy & understanding of others and be honest with accounts of events. |
| Staff | * Teach without disruption * Treated with curtesy by students, colleagues & parents/carers * Be recognised as a professional when developing & implementing programs & policies | * Provide effective, challenging & engaging programs that meet the learning needs of all students. * Treat others including staff and all children with curtesy & promote positive self-esteem & attitude towards learning * Act professionally & be transparent in their practices when implementing programs & policies |
| Community | * Participate in all aspects of their children’s learning * Be informed and listened to * Treated as individuals with courtesy & without discrimination | * Take an active interest in their children’s learning * Share with staff physical, social or emotional needs that may impact on learning * Treat with respect & curtesy all other members of school community & to promote such attitudes in their children. |

**Implementation**

**Behaviour Traffic Lights**

At Karama School we take a whole school approach to student behaviour support. Every class uses the traffic light system. A traffic light poster is supplied to all classes. It is the teachers’ responsibility to create and assign student name tags.

**Minor Classroom Behaviour**

**Time out in class for 5 – 10 minutes**

(Cooling down time)

Remind

Warn

Act

**If student reach ACT a second time:**

**Time out in buddy class for 5 – 10 minutes**

If there is a relocation to another class a Buddy Class Time Out sheet needs to accompany the child, be signed and filed in individual student files. Parents are contacted by the classroom teacher and other consequences may be given.

**Major Offences/Incidents**

* **Repeat of dangerous behaviour**
* **Ongoing physical/verbal abuse**
* **Stealing**
* **Sexual assault**
* **Cyberbullying**
* **Harassment**
* **Illicit substances**

**These are serious issues which need to involve parents and leadership team immediately.**

**Inappropriate Behaviour Resolution Process**

Continued behaviours /

Unsatisfactory outcome

Continued behaviours/

Unsatisfactory

out come

**Level 2 Repeated**

Repeated level 1

offences

Intimidation/threats

Dangerous behaviour

Misbehaviour during timeout

Inappropriate use of IT

Inclusion on GradeXpert

Time out in buddy class

Parental contact

Teacher and student

Discussions

Inclusion on GradeXpert

Senior Staff

Parental involvement

Suspension

Internal

External

Police involvement

Inclusion on GradeXpert

**Level 3 High Level**

Repeat of dangerous behaviour

Ongoing physical/verbal abuse

Stealing

Sexual assault

Cyberbullying

Harassment

Illicit substances

Teacher

Time out table

Remind warn act

Time out in buddy class

Loss of privilege

Rubbish duty

Peer mediation

Parental contact

Teacher /Buddy class

**Level 1 Low level**

Non compliance

Put downs & teasing

Inappropriate clothing

Verbal abuse

No hat

Intentional physical contact

**Students are expected to:**

Come to school ready to learn and participate.

Take responsibility for learning

Behave in a way that respects the rights of others. Be resilient.

Be re

**Positive consequences:**

A safe and enjoyable environment.

All school community members are treated with respect.

Each incident needs to be viewed on a case by case basis.   
 If you are unsure of how to proceed please contact a member of the Leadership Team.

**Escalating Inappropriate Behaviour**   
Assess the frequency and severity. Use prior knowledge about student.  
Decide if an incident report is required

**YES**

**NO**

**Inappropriate behaviour in class or playground:**

* GradeXpert entry
* If the consequences you apply are adequate the incident report can be sent to the office via the communication bag. It will be read and filed.
* If it seems that an incident is at a higher level, then a leadership team member may also follow up with the student and teacher.
* If the incident involves significant violence or harassment or is illegal, contact Leadership Team as soon as possible. Teacher will be required to complete GradeXpert entry but the follow up will be by Leadership Staff.

**Minor inappropriate behaviour**

**Steps:**

* Remind/warn /act:
* apply logical consequences
* compensation
* loss of privileges eg no free time
* time out in own class or buddy class
* red spot for playground behaviour
* community service e.g. collect rubbish (under teacher supervision and with gloves)
* complete work under teacher supervision during class free time

**Consequences that have parents being either informed and/or involved:**

* Strike letter (3 then consequences)
* loss of privileges: playground time, special activities, camps, school representation, excursions, trips, camps
* repair, replace or pay for damage
* Police involvement
* Verbal or written apologies
* in-school suspension (Principal)
* external suspension followed by a re-entry meeting with parents and Principal in attendance

**Breaking the cycle: increasing the capacity of the student to make more positive choices:**

* Communication book between teacher and parent
* Follow up meetings with Leadership Team
* Special intervention programs
* Individual Behaviour Plans (IPB)
* Student Support Plans(EAP)

**Classroom Re-entry Reflection Questions**

After any period of time out, it is expected that teacher will have the following discussion with students using the following prompts

|  |
| --- |
| [http://tse1.mm.bing.net/th?&id=OIP.M96069df162add2a4eccb8b36c9020391H0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=mistake+cartoon&view=detailv2&&id=3DD0ABB8E2803E321E246B6CC2E723EB03B4F9A2&selectedIndex=156&ccid=lgad8WKt&simid=608002361451675909&thid=OIP.M96069df162add2a4eccb8b36c9020391H0)What did I do? |
| http://shawnhesketh.com/wp-content/uploads/2013/11/u-turn-cropped.jpg  What could I have done differently? |
| http://sweetclipart.com/multisite/sweetclipart/files/check_mark_green.png  How can I make it right? |

Karama picture

**Buddy Class Time Out**

Whenever a Buddy Class Time Out is required a Time Out slip (example below) must be completed by the class teacher and buddy class teacher. It can then be sent to the office for filing on their Student Reference File (SRF).

**Karama Buddy Class Time Out**

|  |  |
| --- | --- |
| Name: | Class: |
| Date: | Time in buddy class: 5 10 15 mins |
| Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Signed by Buddy Teacher and sent back to class with student.*  *Classroom Teacher to keep slips on student file* | |

|  |
| --- |
| **Type of Behaviour** |
| □ Calling out |
| □ Not on task |
| □ Disruptive |
| □ Non-compliance |
| □ Swearing - non intentional |
| □ Inappropriate use of equipment |
| □ Inappropriate gestures |
| □ Other |
|  |

**Karama Buddy Class Time Out**

|  |  |
| --- | --- |
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| Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Signed by Buddy Teacher and sent back to class with student.*  *Classroom Teacher to keep slips on student file* | |

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| □ Inappropriate gestures |
| □ Other |

**Implementation - continued**

* Behaviour expectations are explicitly taught
* Positive behaviour expectations are displayed within school community
* Focus on positive behaviours within class and school settings
* Staff regularly undertake professional development in relation to wellbeing framework
* Discipline is consistent throughout school environment

At Karama School we aim to cater for the individual needs and circumstances of all our students and their families. We provide a number of programs and educational supports to provide a safe and nurturing environment which targets the social and emotional needs of our students. These include:

* **Tata Family Centre**

The Tata Family & Wellbeing Centre invites all Northern suburbs families, with children aged 0-4, to join our fun and educational child and family centred programs. We run playgroups to support children, and their families develop skills and become ready for school. We do this through our program structure, a combined session with the preschool, and offering programs such as The Abecedarian Approach, Lets Read, Lets Count and Family Rhyme Time. Each term we also offer a range of different programs to support parenting and wellbeing. Some of these programs include Circle of Security Parenting, Families and Schools Together (FaST) as well as family support and referrals.

* **Whole School Wellbeing**

In Wellbeing students develop the knowledge, understanding and skills to support them to be resilient, responsible and respectful, to develop a strong sense of self, to build and maintain satisfying relationships and to make health-enhancing decisions in relation to their mental, social, emotional and physical health. Every week classes participate in lessons directly derived from the SEL Curriculum (Social and Emotional Learning) as well as tasks identified and/or created by the classroom to teacher to meet the needs of the students.

*(ACARA, Australian Curriculum and Reporting Authority, Health and Wellbeing, 2015)*

* **KidsMatter Framework**

Karama School is working towards becoming a recognised KidsMatter school. KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. All programs and initiatives undertaken at Karama are guided by the KidsMatter framework.

* **The Engine Room**

Identified students across all year levels can access the Engine Room under the supervision and guidance of either a teacher or SESA. Combining gross motor, fine motor and sensory activities students complete 10 minute circuits to calm and prepare their bodies and minds for classroom learning.

* **Smiling Mind**

**Smiling Mind exists to help build individual mental health and wellbeing through positive, pre-emptive tools based on mindfulness meditation. Co-developed with psychologists and health professionals Smiling Mind is accessible to everyone, irrespective of geographic location or socio-economic status. Every class across the school participates in a Smiling Mind, mindfulness session after recess.**

* **Boys Club**

Every Monday and Wednesday afternoon Boys Club is offered to a number of at risk students from years 3-6. In Boys Club they engage in a variety of tasks and activities that promote co-operation, conversation and confidence.

* **Girls Club**

Every Friday Girls Club is offered to a number of at risk students from years 5-6. In Girls Club they engage in a variety of tasks and activities that promote co-operation, conversation and confidence.

* **Life skills Program**

Every Friday Life skills is offered to a number of at risk students from year 3-6. In Life skills students engage in real life tasks such as shopping, cooking, and cleaning to help promote independence, co-operation, conversation and confidence.

* **Counsellor Support**

Karama School accesses a number of counsellor supports through both government and non-government agencies. Many students are able to access this service via the Special Education teacher. Sessions run for 6 weeks.

**References**

* ACARA – Australian Curriculum Assessment and Reporting Authority, 2017
* [Planning for Success - A Positive Approach to Behaviour Management in the Primary Classroom](https://positivebehaviourmanagementplan.weebly.com/), Managing inapropriate behaviour, Rewards and Consequences, <https://positivebehaviourmanagementplan.weebly.com/manage-inappropriate-behaviour.html>,
* PAI, Principals Australia Institute, KidsMatter, 2015
* Smiling Mind, <https://www.smilingmind.com.au/>, 2016

**Appendix**

**Karama School Strike Letter**

**STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_**

Dear Parents / Carers,

This is to advise you that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has been given a strike against him/her being able to attend the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This is your child’s 1st / 2nd / 3rd strike.

The details are as follows:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ earns 3 strikes between now and the end of this term, he/she will not be able to attend any special whole school or class activities such as the class Christmas party, waterslide and end of year excursions. This process has been explained to all students I ask that you help your child realise that inappropriate behaviour will result in him/her missing out on excursions and special events. He/she needs to make better choices. We want all students to be involved in these special events at Karama School but repeated poor behaviour is not acceptable.

Yours sincerely,

Tim Morgan

Principal

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_