

Charles Conder Primary School Wellbeing and Relationships Policy

Policy Development: 2015

Related Policies and Procedures: This policy has been written to comply with and should be read in conjunction with the following ACT Education and Training Directorate's policies:

- *National Safe Schools Framework (revised 2010; updated 2013)*
- *Countering Bullying, Harassment and Violence in ACT Public Schools (2007)*
- *Countering Sexual Harassment in ACT Public Schools*

A copy of these policies can be found on the directorate's website www.det.act.gov.au

Purpose

The purpose of the Charles Conder Primary School Wellbeing and Relationships Policy is to:

- define the rights and responsibilities of students, staff and parents in order to meet the emotional, social and educational needs of students
- inform the community of strategies and procedures used at Charles Conder Primary School to meet the educational, social and emotional needs of students within an inclusive school culture.

Aims

The Charles Conder Primary School Wellbeing and Relationships Policy aims to:

- create a school that is a safe and friendly place for the community by providing authentic, academic and social/emotional learning experiences, that are appropriate to the needs of the individual
- assist students in developing a variety of forms of expression and encourage and reward excellence and effort
- develop an expectation in all children that they must accept ownership of their behaviour and take responsibility for it
- develop knowledge, values and attitudes that enable them to have a positive impact on the environment and community in which they live.

Outcomes

The students will have the opportunity to develop skills to:

- develop friendly, harmonious, positive relationships with peers and adults
- respect and value other students, staff and parents and their opinions
- accept responsibility for their choices and their actions
- be aware of, and engage in, safe practices
- strive to do their personal best in all aspects of schooling

Charles Conder Primary School is committed to providing a safe, respectful and well managed learning environment for all members of the school community. Our Wellbeing and Relationships policy is designed to facilitate high standards of behaviour for all members of the community so that the learning and teaching in our school can be effective, ensuring students can participate positively within our school community, engaging in quality learning experiences to acquire values supportive of lifelong wellbeing.

Commonwealth Government Values

Care and Compassion	Care for self and others
Doing Your Best	Seek to accomplish something worthy and admirable, try hard, pursue excellence
Fair Go	Pursue and protect the common good where all people are treated fairly for a just society
Freedom	Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
Honesty and Trustworthiness	Be honest, sincere and seek the truth
Integrity	Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
Respect	Treat others with consideration and regard, respect another person's point of view
Responsibility	Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
Understanding, Tolerance and Inclusion	Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

Charles Conder Primary School Values – Friendly Five

Show support and care for others
It is ok to be different
Respect yourself and others
Cooperate
Be fair, honest and responsible

TRUST/BRACE

Charles Conder Primary School is a TRUST (Trauma sensitive) school and follows the **BRACE** principles. To brace is to give support or to make stronger or firmer. We aim to support all students and provide them with a stronger base to succeed.

Belonging:	Connected to staff; Connected to peers; Safe and secure school; Engage with students and families
Routine:	Predictable; Consistency in the classroom; Consistency in behaviour management; Rituals
Attachment:	Building relationships; Attunement
Capacity:	Promoting competency; Building capacity; Helping students to be successful; Identifying and promoting strengths
Emotions:	Calming the self; Calming the student; Helping to recognise, regulate and express emotion.

Bullying and the Safe Schools Framework

The [National Safe Schools Framework \(PDF, 4.47MB\)](#), supported by all Australian Ministers and education jurisdictions, provides a vision and a set of guiding principles for safe, supportive and respectful school communities that promote student wellbeing.

The Framework contains guiding principles that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all school settings.

The NSSF adopts a whole school approach to safety and wellbeing. It identifies nine elements of effective practice to help schools feel safe and be safe from harassment, violence and bullying. It provides a comprehensive range of strategies for school communities to use, based on good practice, research-based literature, and feedback from all educational systems, sectors and educators.

At Charles Conder P- 6 School we **Say No to Bullying** and take all concerns seriously. The utmost importance is placed on ensuring all students are safe and can attend to their learning and play socially in a responsible manner during playtimes and class time. Throughout the year we have a Social and Emotional Learning Framework that is part of all teaching and learning programs that incorporates social skilling and anti - bullying strategies.

Bullying is an aggressive, intentional act carried out by a group or individual, repeatedly over time against a person who is less powerful (physically or emotionally) and who cannot easily defend him or herself.

Cyberbullying is when, over a period of time, an individual or a group uses Information and Communication Technologies (ICT) to intentionally harm a person, who finds it hard to stop it from continuing (Erceg, Cross, Thompson, 2012).

When bullying is reported, executive staff investigates fully so they can provide support to the person being bullied. They also work with the student who has been bullying and will put in place processes that will assist the student to make more responsible behaviour choices. Ensuring parent/carers are involved in this process is fundamental to resolving the conflict and redressing any damage that has been caused.

Rights and Responsibilities

All members of the Charles Conder Primary School have rights and responsibilities.

Students

At Charles Conder Primary School each student has the **right to**:

- quality education and to succeed in learning
- be safe and happy
- be heard and respected
- a clean, healthy environment.

It is the student's **responsibility to**:

- be prepared for learning
- actively follow the Friendly Five Values and the Code of Cooperation
- own their own behaviour
- face the consequences of his or her action and focus on making things right or redressing the damage
- report any unacceptable/unsafe behaviours to a teacher.

Teachers

At Charles Conder Primary School each teacher has the **right to**:

- teach/work in a climate free from disruption, where teaching and learning is respected
- be respected and supported as a professional and as an individual by the school community
- expect behaviour that contributes to a positive class environment
- have time to work with students as individuals
- be happy and safe at school.

It is the teacher's **responsibility to:**

- maintain a safe, happy environment
- establish an effective classroom that is conducive to learning
- provide the best possible learning to meet the needs, capabilities and aspirations of each student
- provide opportunities for students to take responsibility for their own learning and actions
- have high expectations of their students
- be consistent, caring and well prepared
- recognise the rights of individuals
- communicate appropriately with parents about the progress and behaviour of students.

School Psychologist

At Charles Conder Primary School the school psychologist has the same rights as teachers.

It is the school counsellor's **responsibility to:**

- provide sensitive guidance to students
- support staff in dealing with student progress and welfare
- act as a liaison between students, parents and community support groups
- support and counsel parents who need guidance
- be a member of the Learning Support Team.

Administrative Staff, Learning Support Assistants, Building Services Officer

At Charles Conder Primary School staff have the **right to:**

- work in a climate free from disruption
- be respected and supported as a professional and an individual by the school community
- be happy and safe at school.

It is the Administrative Staff, Learning Support Assistants and Building Services Officer responsibility to:

- communicate appropriately with all members of the community
- fulfil their roles according to their duty statements.

Parents/Caregivers

At Charles Conder Primary School parents/caregivers have the **right to:**

- be welcomed and involved in their child's learning
- expect appropriate learning opportunities to be available
- expect a safe learning environment
- enter into two way communication with the school
- receive feedback about student attitude, behaviour and learning
- seek assistance from school staff to meet their child's needs.

It is the parents/caregivers **responsibility to:**

- share a commitment to provide opportunities for children to take responsibility for their learning
- ensure children understand appropriate school behaviour
- help promote respect for fellow students, staff and the school
- ensure children understand their responsibility in maintaining a safe school environment
- ensure each child's punctuality and attendance
- ensure each child is clean, fed and appropriately dressed
- communicate respectfully with your child's teacher and school staff
- provide support to children by assuming a shared role in home/school programs.

Canteen Manager/Volunteers

At Charles Conder Primary School the Canteen Manager and all volunteers have the **right to:**

- work in a climate free from disruption
- be respected and supported as a professional and an individual by the school community
- be happy and safe at school.

It is the Canteen Manager/Volunteers responsibility to:

- communicate respectfully with students, staff and members of the community

- provide a Working with Vulnerable People Card
- follow the Rights and Responsibilities in the Charles Conder Primary School Wellbeing and Relationships Policy 2015

Restorative Practice

Restorative Practice is underpinned by a set of values and an ethos that emphasises trust, mutual respect and tolerance. It acknowledges human feelings, needs and rights. This approach focuses on repairing harm done to relationships and people, and finding a way forward.

As a relational school, we are concerned with answers to the following questions.

- **What happened?**
- **What were you thinking about at the time?**
- **Who has been harmed or affected? How?**
- **What needs to happen to repair the harm and make things right?**

Any issue that causes harm in our school community will always be addressed. These include but are not limited to:

- Physical violence
- Verbal Abuse
- Bullying (including harassment, excluding others, puts downs, cyber bullying)
- Stealing
- Vandalism
- Safety Issues

Everyone has a responsibility for strengthening relationships in the school community, resolving difficulties and repairing relationships. Parents/carers are partners in this process and will be informed of any pattern of behaviour that causes a concern within the school and will be involved in the process to address this.

Student Management:

To enhance student wellbeing and to achieve effective student management we:

- provide a warm, positive, caring environment in the school
- develop a clear understanding of the rights and responsibilities of all members of the school community
- provide appropriate differentiated curriculum to cater for the needs of all students
- hold class meetings to give students choices and a say in decision making
- establish clearly defined rules based on the Friendly Five Values and the Code of Cooperation
- follow clearly defined procedures when rules are not followed
- encourage positive behaviour and praise students' achievements
- work together in a supportive and collegial way
- provide opportunities for students to experience leadership, responsibility and decision making through participation in the Student Representative Council (SRC).

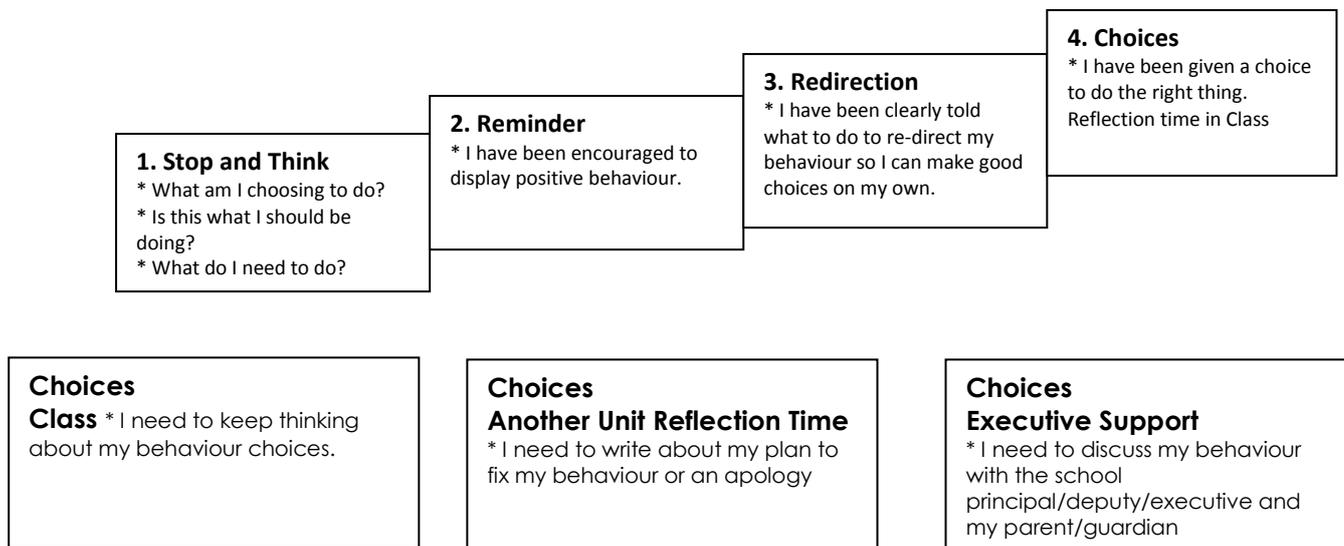
Classroom Code of Cooperation and Logical Consequences

Classroom Codes of Cooperation based upon the Friendly Five Values and the promotion of positive respectful relationships are established in each Learning House at the beginning of the school year. Frequent reference to and review of these Codes of Cooperation are made throughout the year.

Steps to be Taken When Classroom Rules are not Followed

Charles Conder Primary School has a staged approach to student management. Wherever possible, low key interventions are implemented. Students move through the stages in a chronological order unless behaviour is considered serious enough to warrant steps being jumped to address an issue.

Classroom Steps



The Playground

Charles Conder Primary School aims to ensure that the playground is a place where children can relax and play in a respectful and safe environment. A playground enrichment program offers a variety of activities throughout the week to support an inclusive, engaging and safe playground.

The **Friendly Five** values in conjunction with the Charles Conder Primary School **Code of Cooperation** provide a firm foundation for a safe and enjoyable playground for all. When these rules are not followed by students a restorative approach is used in combination with logical consequences for inappropriate behaviour.

Examples of logical consequences are:

- redirection of play – the teacher points out to the student what is inappropriate and the student identifies more appropriate behaviour or play
- walking with the teacher on duty for a period of time
- the student being directed to cease play and sit in a designated area e.g. the silver seats.

For serious matters such as serious verbal or physical assault, bullying and vandalism the student is removed from the playground immediately and sent to the Principal or Deputy Principal.

For students who continue to experience difficulty on the playground an alternative, off playground program may be provided.

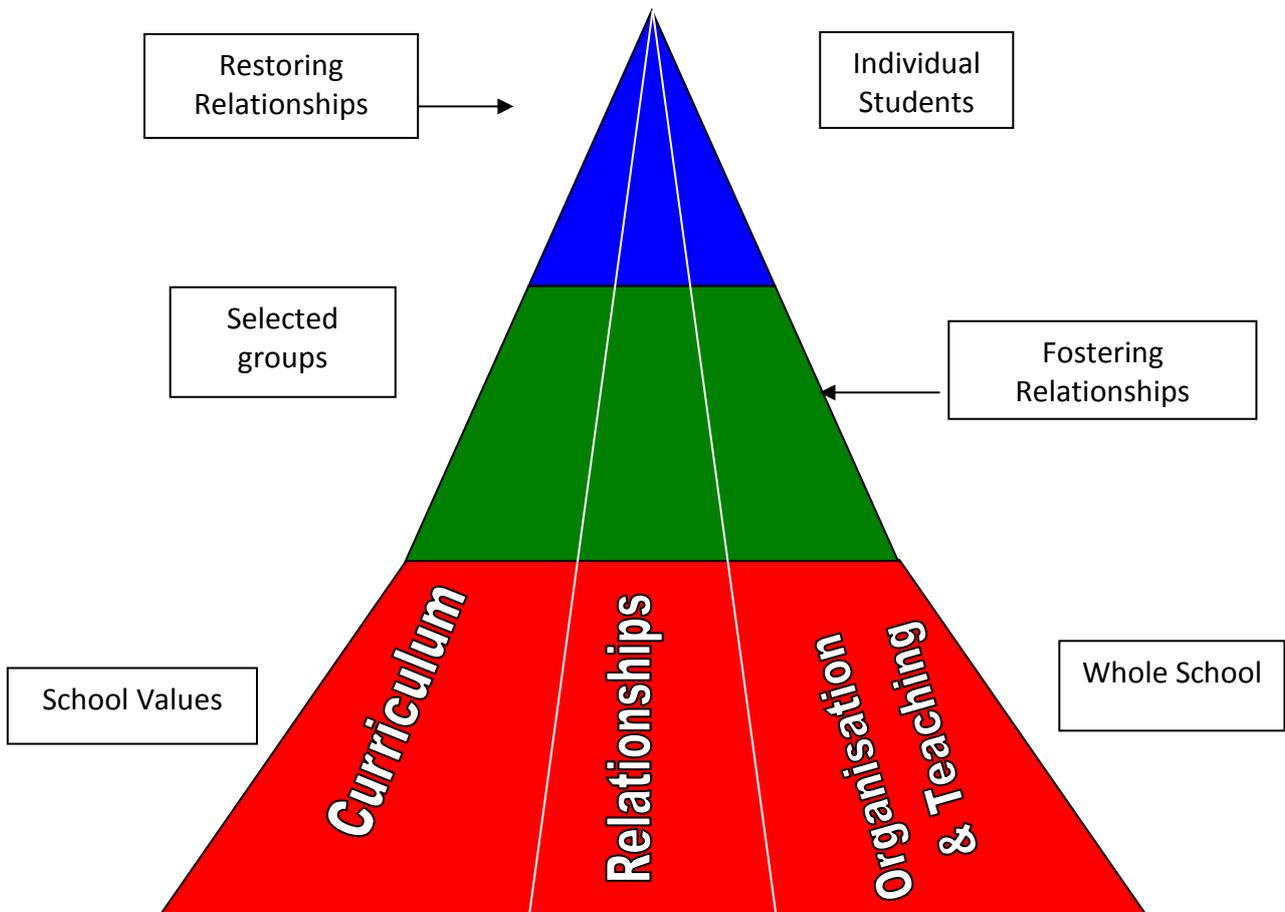
There are processes in place to ensure safety of all students including restrictions on where junior and senior students play.

Each student is expected to abide by the Charles Conder Primary School Code of Cooperation below:

- **Play safely in areas where teachers can see you**
- **Respect the environment**
- **Use appropriate language**
- **Listen to adults and do what they say**
- **Walk inside the gates**
- **Walk bikes and scooters**
- **Hands off, feet off**

The Student Representative Council (SRC) developed this Code of Cooperation in consultation with staff.

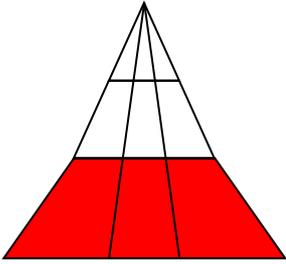
Values Triangle



The Values triangle demonstrates how staff at Charles Conder Primary School support student learning and encourage positive interactions within the school and wider community. *School Values* are implemented across the school to support positive teaching and learning for all students. *Fostering Relationships* encompasses the School **Friendly Five Values** and supports a selected group of students. *Restoring Relationships* fosters positive interaction and academic success for individual students.

At Charles Conder we strive to support positive relationships through:

School Values



Curriculum

- Research/ rich tasks
- Team teaching
- Differentiated curriculum
- Parent info nights
- Literacy & numeracy evenings
- Modifying the lessons

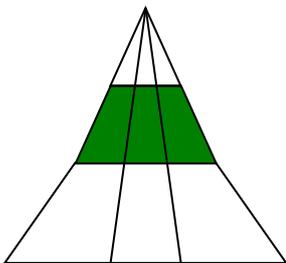
Relationships

- Choir
- SRC
- Assemblies
- Circle time
- Kindy buddies
- Camps/ excursions
- VIP helpers
- Breakfast club
- Peers Support

Organisation and Teaching

- Visuals
- Seating plan
- Bounce back
- Visual cues
- Routines
- Circle time
- Library
- transitions
- Diaries – year 5/6

Fostering Relationships



Curriculum

- Differentiating programs to suit individuals
- ILP's
- Bounce back

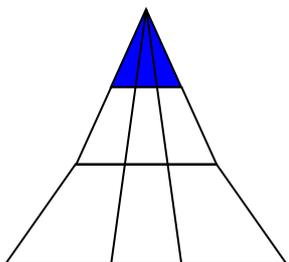
Relationships

- Gardening club
- Lunchtime play
- Communication book to parents
- Pastoral care
- Individual rewards chart
- Peer tutoring

Organisation and Teaching

- Visuals
- Monitoring/ checking
- Clear expectations
- Assisted technology

Restoring Relationships



Curriculum

- ILP's specific resourcing
- Modified programs
- Individual programs
- Play based
- Kinaesthetic learning

Relationships

- Communication books
- Circle time
- 1:1 teacher/child
- Counselling, debrief
- Preschool interviews
- Parent meetings

Organisation and Teaching

- Visual charts
- Play based for specific needs
- Cuddle corner
- Book corner
- Chill out cards
- Chill out walk/run

SCHOOL EXPECTATIONS

Behaviour	Action	Consequences
Right Place/Right Time Following Friendly Five Ready for Learning Trying your best Following instructions	Compliment	Friendly Five Card Reward Time Celebration Day Principal's morning tea Hall of Fame Phone call home - positive
Distracting/Annoying others Not ready for learning Not respecting resources Wrong place/Wrong time Non-compliance	Redirection/Collaborative Problem Solving Relocation to Buddy Class	10 – 15 minutes cool down time Time Out Time made up at Lunch/Recess with teacher
Verbal abuse/Inappropriate language Continued Non-compliance Damage to property Refusing to relocate	Executive Staff Notified	Reflection Room Parents contacted Lose play time for entire session Executive called In-school suspension
Physical violence Sexual/Racial/Emotional harassment Bullying – all forms Being unsafe Theft	Relocated to Executive Staff	External suspension In-school suspension Parents informed Sent home Privileges taken away