



## Student Wellbeing & Behaviour

This document details the values and expectations of our school community concerning student wellbeing and behaviour, as well as the processes we employ to manage these aspects. Our aim is to foster a supportive social environment where students learn to take responsibility for their actions. We are committed to recognizing the accomplishments of every student, providing an inclusive curriculum, and encouraging full participation.

At Redwood Park, staff, students, and parents are expected to uphold our School Values, creating an inclusive learning environment where everyone can thrive in safety, free from harassment and bullying.

By being part of a positive school culture that combines values with clear actions and behaviours, and through participation in wellbeing programs, students are supported to become self-regulated and ready for learning. Students receive focused support, including access to a regulation room for self-regulation or co-regulation with peers or adults, helping them take control of their learning. Success is celebrated, wellbeing is prioritized, and leadership regularly monitors the school's ability to ensure the safety and wellbeing of the entire community, identifying strengths and areas for improvement. We believe that policies are most effective when developed with the input of those who will follow them. To support our School Values, students are taught the skills needed to actively participate in the creation, implementation, and review of our school's behaviour expectations. They are also engaged in decision-making processes and programs that empower them to positively impact on their wellbeing.

Social responsibilities are integrated across the curriculum and reflected in all areas of school life. Staff model and teach the following values:

### Expectations aligned to values:

<b>Respect</b>	We listen attentively, respect others' rights and feelings, care for our environment, and show empathy through our actions.
<b>Persistence</b>	We approach challenges with resilience, trust our teachers, embrace a growth mindset, and use mindfulness to stay focused and persevere in learning.
<b>Pride</b>	We take responsibility for our actions, strive for our best, ensure safety, manage our emotions, and always show kindness and empathy to others.
<b>Teamwork</b>	We use kind words and actions, offer help, embrace diversity, apologize when needed, and work inclusively with others.



At Redwood Park, student wellbeing is essential as it boosts academic performance, supports mental health, and builds resilience. It enhances social and emotional skills, strengthens relationships, and contributes to a positive school culture. Prioritizing wellbeing not only improves student engagement and satisfaction but also benefits teachers, laying the foundation for long-term success and personal growth.

At Redwood Park, we enhance student capacity and wellbeing by implementing the Zones of Regulation and The Resilience Project programs school-wide to develop and recognize students' emotional literacy.

### The Zones of Regulation

The Zones of Regulation aims to support students in becoming self-regulated learners who are socially responsive and self-aware. Learners are able to control their behaviour, stay attentive, plan, solve problems, and engage in positive self-talk. It also supports staff in creating safe learning spaces to help students build knowledge of the zones and explore each through challenging activities. The Zones of Regulation encourages student check-ins and facilitates rich discussions with age-appropriate activities involving various scenarios. The program includes 18 structured lessons.

### The Resilience Project

The Resilience Project aims at improving connection and positive emotion through gratitude, empathy and mindfulness (GEM). The program also focuses on building emotional literacy to enable students to talk about their feelings and emotions. It supports learners to become resilient and able to challenge themselves. Students participate in GEM chats and 30 structured lessons.

### Positive Behaviour for Learning

At Redwood Park, our approach to behaviour is embedded in our school values, with consistent processes in both classrooms and yards. Classroom agreements are established with students at the start of each year, guided by these values. Minor behaviour issues are addressed through teacher judgement, with consequences logically linked to the violated school value. Yard behaviour is managed using a restorative approach when possible.

### Restorative Approach:

- Encourages students to understand the impact of their actions on others.
- Enables students to make amends for any harm caused.
- Holds students accountable for their actions.
- Promotes respect for everyone involved.

### Behaviours requiring formal consequences include:

- Physical abuse
- Verbal abuse
- Intentional or repeated disrespect of school values
- Serious risk to the safety of oneself or others
- Drug use





### Formal consequences may include:

- Withdrawal from the yard (Focus area)
- Withdrawal from the classroom with leadership support
- Internal suspension
- Take home
- Suspension
- Exclusion

Formal consequences are recorded in EMS, and teachers or leadership will contact parents or caregivers promptly to discuss the behaviour and consequence.

For ongoing unacceptable behaviour, we will work in partnership with students, families, and staff. Individual Behaviour Development Plans will be created to help students change their behaviour, focusing on their strengths while ensuring the rights of others to learn and teachers to teach in a safe environment. Goals will include restorative and reconciliatory actions. Where appropriate, DfE and interagency services will provide additional support for students with social, emotional, and behavioural challenges and the staff who work with them.

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