



KANGAROO INN
AREA SCHOOL

Policy

Student Wellbeing Policy

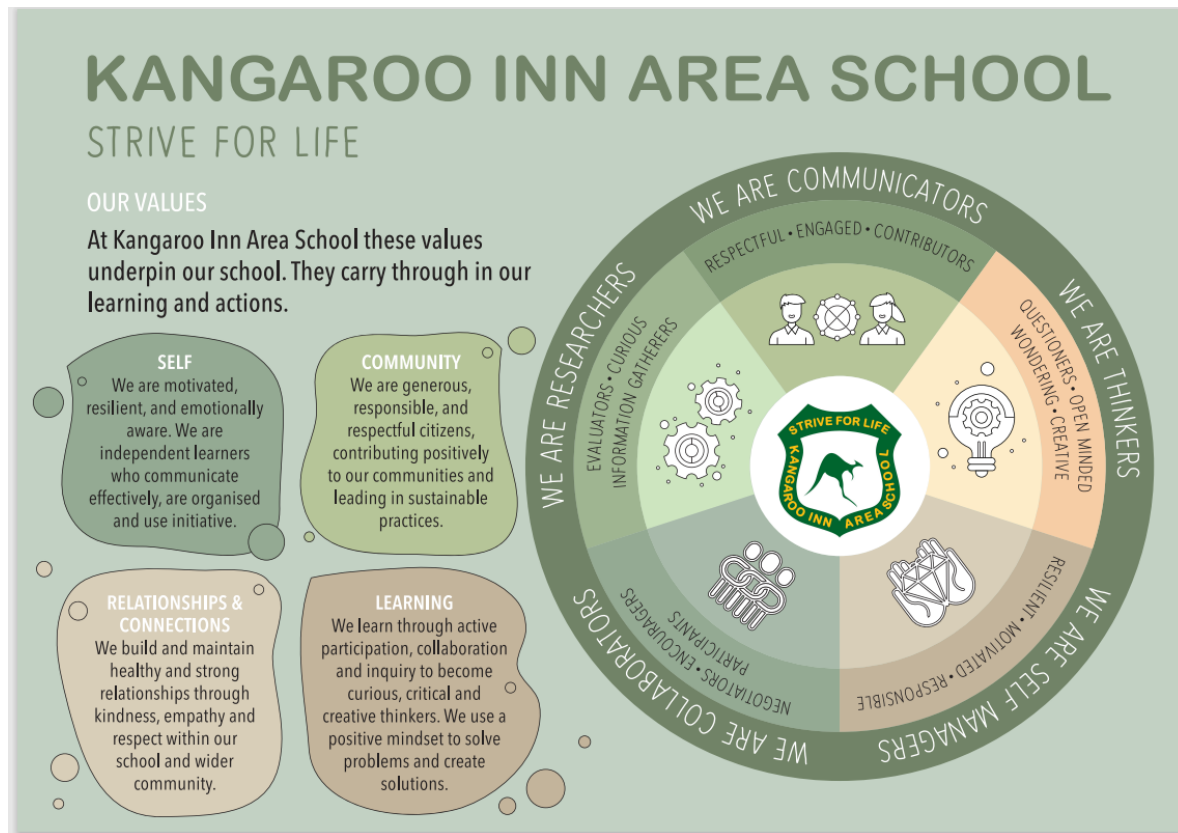
Updated - September 2023
Ratified by Governing Council –
Ratified by SRC -
Review 2025

Background

Kangaroo Inn Area School has utilised a proactive behaviour management process for several years with a focus on wellbeing underpinning positive behaviour. This year we worked to update our values to reflect our current cohort of students, staff and families. A new poster was created and the values were launched in term 2, 2023.

The school values are based on the belief that our learners 'Strive for Life.' They incorporate the values as our beliefs about ourselves as learners and community members and the learning assets as the way we learn. The students, staff and community contributed to the values and to choosing the appropriate learning assets from Kath Murdoch's Inquiry process.

All behaviour and actions at our school are related back to the values and learning assets.



Creating a successful learning environment

In building an engaging and successful learning environment we focus on our values

This occurs through

- *Building staff knowledge and understanding of social and emotional learning- Resilience Project*
- *Classroom programs including the*
 - *Child Protection Curriculum*
 - *Social skills programs eg Play is the Way / Resilience Project / 4 R program (Resilience, Rights and Respectful Relationships) – Vic Ed Dept / Zones of Regulation / Interoception*
 - *Learning to Learn program at the beginning of each year*
- *Student Voice – involvement in policy development and implementation, acknowledgement and feedback*
- *Pre-empting and resolving individual student behaviour concerns utilising the principals of Restorative Justice and reflective practices*
- *Public acknowledgment of embedding KIAS values through assemblies, awards, in class and in the newsletter*

The KIAS Student Wellbeing procedure is based on 3 levels of intervention -

- 1. Reflection process***
- 2. Repair and Restitution***
- 3. Removal / Re-entry process***

The final level involves External Suspension. See flowchart below for more detailed information

PRIMARY FOCUS

Play is the Way (PITW) Practices are currently used in the primary classes to support this process.

PITW - Reflective language

We believe that the language we use, when correcting children on their behaviour, is key to creating opportunities for students to accept responsibility for their actions, make correct choices and develop resilience. This language is firmly embedded throughout our school.

- *“Right thing or wrong thing to do?”*
- *“Strong decision or weak moment decision?”*
- *“Feelings or thinking in charge?”*
- *“Am I trying to hurt you or help you?”*
- *“Are you running away from the problem or dealing with it?”*
- *“Being your own boss or asking me to be the boss?”*

PITW - Code switching – “Are You Ready?”

This “Play is the Way” strategy has a clear focus on teaching students the importance of “code switching” and setting clear goals.

1. Students set a personal goal for the day.
2. Discuss goal with the class

Student: “I’m ready to(states goal)”.

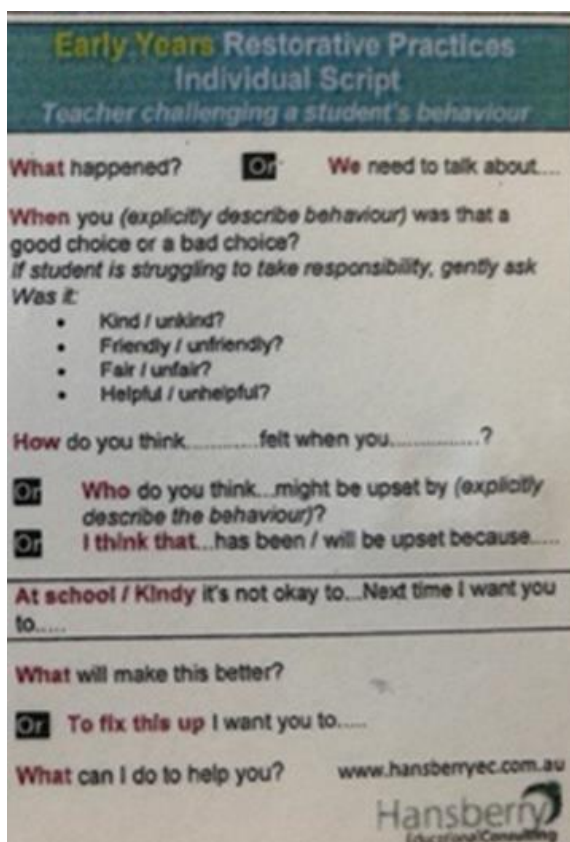
3. Students know that when they enter the classroom there is an expectation that they are ready to pursue their goal, to switch onto learning.
4. Throughout the day the teacher will ask students to restate their goals.
5. The class respond if the student is working to achieve the goal.

PITW - No rewards or punishment policy

We will be working with students to develop self-motivated learners. We believe using rewards and punishments to manipulate students’ behaviour is counterproductive. It takes talent, effort and patience to help students develop the skill of self-control and the commitment to manage their own behaviour. Instead of using rewards, praise and punishments we need to teach children to reflect upon their actions and to learn more about themselves.

SECONDARY FOCUS

Secondary behaviour is guided by the KIAS Values and the Restorative Justice practices (Bill Hansberry). The Repair and Restitution process is based on this.



Early Years Restorative Practices Individual Script
Teacher challenging a student's behaviour

What happened? **Or** We need to talk about....

When you (explicitly describe behaviour) was that a good choice or a bad choice?
If student is struggling to take responsibility, gently ask Was it:

- Kind / unkind?
- Friendly / unfriendly?
- Fair / unfair?
- Helpful / unhelpful?

How do you think.....felt when you.....?

Or Who do you think...might be upset by (explicitly describe the behaviour)?

Or I think that...has been / will be upset because....

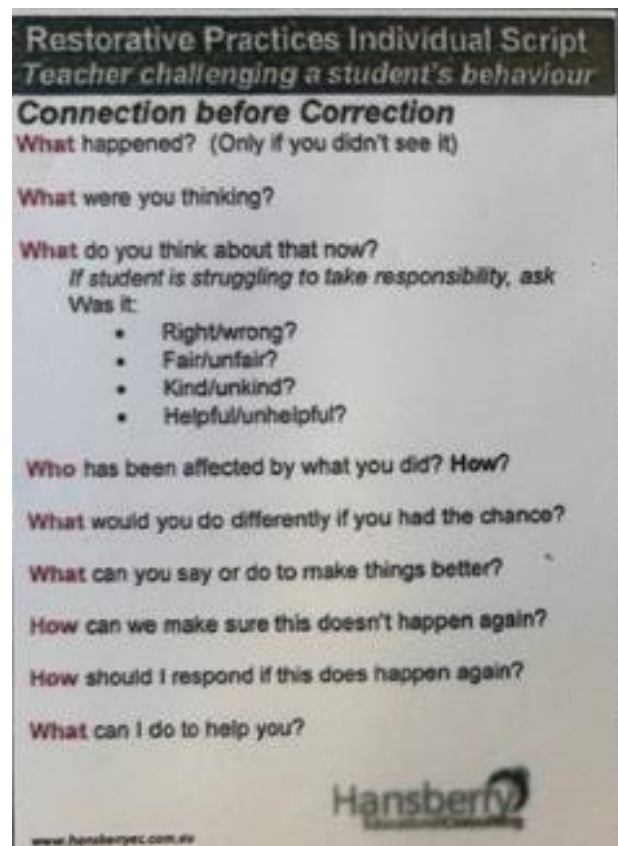
At school / Kindy it's not okay to....Next time I want you to....

What will make this better?

Or To fix this up I want you to....

What can I do to help you? www.hansberryec.com.au

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Restorative Practices Individual Script
Teacher challenging a student's behaviour

Connection before Correction
What happened? (Only if you didn't see it)

What were you thinking?

What do you think about that now?
If student is struggling to take responsibility, ask Was it:

- Right/wrong?
- Fair/unfair?
- Kind/unkind?
- Helpful/unhelpful?

Who has been affected by what you did? How?

What would you do differently if you had the chance?

What can you say or do to make things better?

How can we make sure this doesn't happen again?

How should I respond if this does happen again?

What can I do to help you?

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REFLECTION PROCESS

Classroom / Yard Management

Management by home group/class/yard duty teacher based on PITW Self Control Checklist using Reflective Language. Yard duty teacher to liaise with class teacher / management.

Class / home group teachers document and monitor

Time Out - buddy class

Sent to buddy classroom for negotiated period of time

Time Out - yard jobs

Complete community based jobs eg rubbish pickup, weeding vegie garden in negotiation with Yard Duty teacher

REPAIR AND RESTITUTION PROCESS

Investigate and Document Behaviour on Repair and Restitution Record where behaviour includes violence, bullying, harassment

Completed in negotiation with combination of Student / Class Teacher / Management team, after investigation.

*In the 'Making it Right' section of the **Repair and Restitution Record** the act can be towards the aggrieved person, or if this is inappropriate, community based tasks will replace it.*

Copy to Prin. /Coord.

*Parents to sign **Repair and Restitution Record**.*

Repair and Restitution Record / EMS

REMOVAL / RE-ENTRY PROCESS

Internal Placement

Management to administer and determine in individual cases

*Class give student feedback on the **weak** decisions made by the student and how they can support the student to make **stronger** decisions*

Removal from all classes and breaks for 1-5days (breaks at alternate times)

*Communication with parents **will** occur via meeting or phone call where possible*

Re-entry negotiated through management member responsible using Student Behaviour Contract and Reactive Strategies Chart if req.

Student names recorded in day book and details of behaviour recorded on EMS

DFE Student File / EMS

Student Behaviour Contract

Reactive Strategies Chart

FINAL LEVEL

Suspension, Exclusion, Expulsion

Student's behaviour is no longer self regulated and respectful

Formal DFE procedures will be followed (See - Suspension, Exclusion and Expulsion of Students Procedure – DFE – 2024)

Process managed by Principal or Delegate

DFE Student File / EMS

We all need to protect the rights of teachers to teach, and students to learn



KANGAROO INN AREA SCHOOL – Student Wellbeing Process

Repair and Restitution Record - Primary / Secondary

To be completed with student after incident of bullying, violence, harassment by teacher / management

Name	Yr.	Date
What happened?		
What were you thinking ?		
What do you think about that now? If a student is struggling to take responsibility, ask was it - right or wrong - fair / unfair - Kind / unkind - Helpful / unhelpful		
Who has been affected by what you did? How?		
What would you do differently if you had the chance?		
Making it right? What can you say or do to make things better? Eg apology, perform task requiring physical activity in break time eg rubbish pickup / yard jobs		
How can we make sure this doesn't happen again?		
How should I respond if this happens again?		
What can I do to help you?		
Staff comment		
sign / date		
Student signature	Parent signature	
Date	Date	

Please copy for Prin / file before original is sent home.



KANGAROO INN AREA SCHOOL – Student Wellbeing Process

Student Behaviour Contract - Primary / Secondary

To be completed with student after suspension due to bullying, violence, harassment by teacher / management

Name	Yr.	Date
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Break time support	Class Support	Outside support



SCHOOL EXPECTATIONS based on KIAS Values	
Achieving	Working on

I _____ make a commitment to self regulate my actions so other students feel safe and do my best to achieve full participation as a KIAS student.

Student	Parent	School staff

Copy to student file / parent / student



KANGAROO INN AREA SCHOOL – Student Wellbeing Process

Reactive Strategies Chart - Primary / Secondary

Name	Yr.	Date
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1. Feeling good	Student Signals	Triggers / Challenges	What student can do	What staff can do	Goal
2. Watch Out (Triggers)	Student Signals	Triggers / Challenges	What student can do	What staff can do	Goal
3. Help (crisis)	Student Signals	Triggers / Challenges	What student can do	What staff can do	Goal
4. Breathe (calming)	Student Signals	Triggers / Challenges	What student can do	What staff can do	Goal
5. Lets Talk (recovery)	Student Signals	Triggers / Challenges	What student can do	What staff can do	Goal



KANGAROO INN AREA SCHOOL – Student Wellbeing Process

Repair and Restitution Record - Early Years

Name		Yr.			
Teacher / Leader		Date			
I did not show the school value of					
	Be Safe		Be Respectful		Be Kind
What happened ?					
Next time I will ..					
Family have been contacted					
Teacher / Leader					
Date					
☐	Repair and restitution sheet has been entered on EMS				
☐	Incident has been recorded in Incident 360				
Student signature			Parent signature		

Please copy for file before original is sent home.

