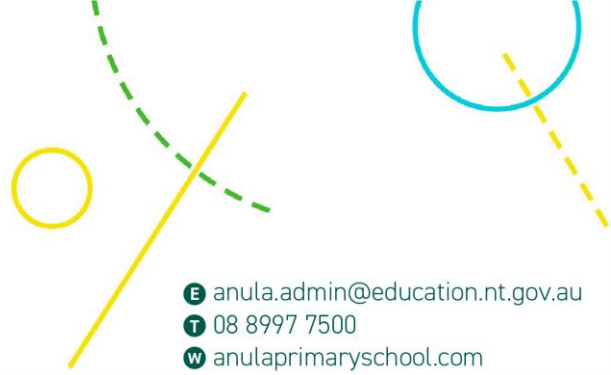




Anula
Primary School



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Student Engagement & Wellbeing Policy

Rationale:

Anula Primary is committed to providing a safe, secure and engaging learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. As a school we acknowledge that student wellbeing and student achievement are closely linked. At Anula we strive to maintain a safe, supportive and inclusive school environment consistent with our school's values.

Purpose:

To ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- school procedures when responding to inappropriate student behaviour.

Mission Statement and Values:

Here at Anula Primary we value positive interactions with students, teachers, staff, families and carers. We encourage community and family partnerships and strive to ensure everyone feels welcome, valued and respected. The values at Anula Primary School are for students, staff, parents/carers and the wider community. Together we can interact and work in harmony if these simple principles are followed and adhered to at all times.



Beliefs underpinning this policy:

We believe that:

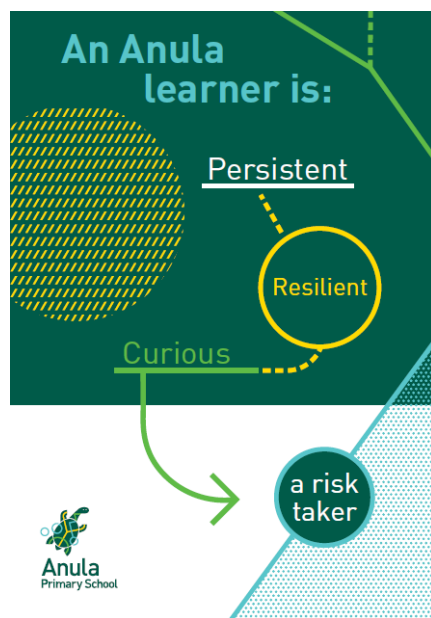
- Each child, teacher and parent have rights which should be recognised by all of those involved in the school community. Related to those rights are certain responsibilities that must be recognised and accepted by all. It must be realised and accepted that certain consequences will occur when these rights are infringed or these responsibilities are not accepted.
- Self-respect and respect towards others is paramount in order to build and maintain positive interactions/relationships with parents, carers, teachers, staff and the wider community.
- The exhibition of appropriate behaviour towards teachers and peers is expected and we believe in intrinsic motivation not rewards for appropriate behaviour. Appropriate behaviour is an expectation and if behaviour is deemed unacceptable then consequences will follow in line with our behaviour management. Please refer to the behaviour flowcharts below for the classroom and playground.

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

<p>Children have the right:</p> <ul style="list-style-type: none"> • 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 interference 	<p>Children have the responsibility:</p> <ul style="list-style-type: none"> • 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
<p>Teachers have the right:</p> <ul style="list-style-type: none"> • to teach and help children learn without interference • to be recognised and treated as professionals • to expect support from the school community • to be treated with respect • to be safe at school 	<p>Teachers have the responsibility:</p> <ul style="list-style-type: none"> • 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
<p>Parents have the right:</p> <ul style="list-style-type: none"> • 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 	<p>Parents have the responsibility:</p> <ul style="list-style-type: none"> • 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 optimum educational outcomes.

Learning Dispositions:

At Anula Primary we encourage children to be active learners who take ownership and responsibility for their own learning behaviours. We encourage children to challenge their thinking, to question, to discuss and to wonder. We want students to be active contributors in class and to collaborate with peers. We foster this by providing students the opportunity to learn in an adaptive inclusive environment that caters for students varying experiences, abilities and needs. Fostering a strong connection and relationship between student and teacher is paramount to a student's success and willingness to learn.



Classroom Management:

At the beginning of each school year teachers set up their classroom expectations and behaviour management with their students. The teachers unpack the behaviour management flow chart and give examples when required so each child is clear on the expected behaviour. Each classroom follows and adheres to the behaviour management flowchart and follows the consequence of remind, warn and act. Repeat and consistent inappropriate behaviour is escalated to the Senior Teacher then the Senior Leadership if no positive change has occurred. Parents are contacted for repeat incidences and when the behaviour is considered high level. The dignity and the rights of all children are upheld at all times and in ALL cases each child is given the opportunity to share their side of the story. If there is confusion of an incident or conflicting stories, ALL parties involved as well as reliable witnesses are sought to engage in the discussion and recount of events to come to a consensus and resolution. If needed this may include the support of the school based constable.

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 the behaviour management flow chart for the playground and give examples when required so each child is clear on the expected behaviour. Each teacher on playground duty follows and adheres to the behaviour management flowchart and follows the appropriate course of action should unacceptable behaviour occur.

Behaviour Levels - Overview

Low Level Behaviours

Attention seeking behaviours that do not interfere significantly with the teaching learning environment. E.g.

- Calling out
- Chatting
- Playing
- Joking
- Off task
- Accidental swearing
- Inappropriate games
- Inappropriate clothing
- Wearing hats inside

Mid-level Behaviours

- Talking while teacher is giving instructions
- Talking while others are talking
- Minor teasing
- Deliberate swearing *
- Taking things that belong to others
- Deliberately damaging property
- Wrestling, pushing, play fighting

High Level Behaviours

- Violence / dangerous behaviour
- Stealing
- Illegal substances
- Swearing abusively
- Bullying
- Teasing of a sustained and intense nature
- Harassment
- Stalking
- Extreme Property damage
- Punching/hitting/slapping
- Dacking
- Abusive, offensive, hurtful racist behaviour

*At Anula we have a ZERO tolerance to intentional swearing.

If a teacher overhears a student swearing or another student hears it and the student admits to swearing, the student will automatically be given a recess or lunch in the office as a consequence.

Behaviour Management Flowchart - Classroom

Low Level Behaviour/s

- Tactical ignoring
- Non-verbal/verbal intervention/s by class teacher/teacher on duty.
- Redirect their behaviour
- Deflect
- Give choices
- Defuse
- Positively reinforce the student when doing the right thing and when behavioural change occurs no matter how small

At Anula Primary School we believe:

- Everyone has the right to be safe and to be treated with respect and dignity.
- All students have the right to learn
- All teachers have the right to teach.

Mid-level or Repeated Low Level Behaviour/s

REMIND

Ask—are you displaying your school values?
Affective statements
Redirect their behaviour

WARN

Ask student to identify where they are on the Ready to Learn Scale and implement identified strategies on their Ready to Learn Plan.

ACT

- Restorative conversation with logical consequences. E.g. Make a mess—clean it up, waste time—make it up with classroom teacher e.g. miss play time / fun activities
- Time out in class but is not to be the whole of recess or lunch, only part of it.
- Reflection
- Teacher /student discussion at recess/lunch
- Possible parent contact by teacher

High Level Behaviour/s

DANGEROUS BEHAVIOUR

Send another student with RED CARD. AP or Principal to go to classroom immediately.

Teacher to send student to AP or Principal

- Possible Actions depending on severity of behaviour:
- Parent contact
 - Time in office during class, recess and/or lunch
 - Internal suspension
 - Suspension
 - Re-entry meeting to discuss change in behaviour
 - Meeting with School based Constable
 - Individual Behaviour contract
 - Restorative conference with students involved in the incident.
 - Modified timetable
 - Work with the DoE Student Wellbeing & Inclusion Team

AP to record incident in GradeXpert.

Continued inappropriate behaviour

Student to be sent to buddy class for a set period of time to reflect on behaviour

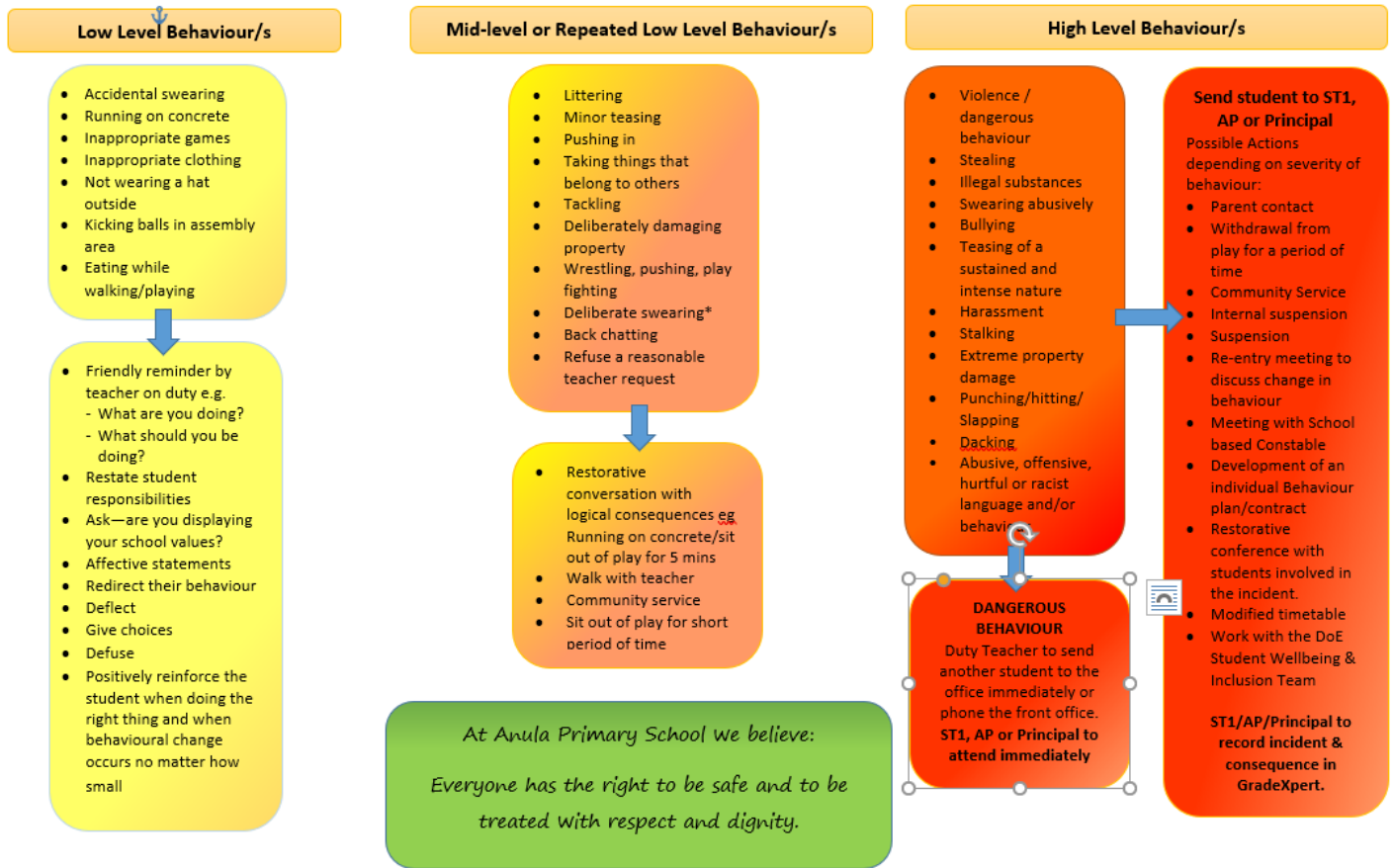
Continued inappropriate behaviour after buddy class

Student to be sent to Senior Teacher for discussion and reflection.

Senior Teacher to record incident in GradeXpert

Continued inappropriate behaviour after Senior Teacher intervention

Behaviour Management Flowchart - Playground



Berry Street Educational Model (BSEM):

Anula Primary is a Berry Street school and we implement the Berry Street philosophy daily in our classrooms across the whole school.

The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students’ self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices. It provides a positive model of education, a shared language across the school and encourages students to use a growth mindset in their learning.

The five domains of the Berry Street Education Model correspond with child-development capacities that each student must build in order to be ‘ready to learn’. When considering how to best meet the needs of students, we focus on building self-regulatory ability, relational capacity and then nurture willingness to engage in learning. The 5 domains are Body, Stamina, Engagement and Character, all underpinned by Relationships. Students are taught strategies which assist them to self-regulate and ground themselves, allowing them to focus on their learning.

Staff have been trained in the domains and at the start of each new school year all classes are taught the Anula Tribes Good Start Program that unpacks the BSEM philosophy and strategies with students.

In all classrooms at Anula Primary, you will see the following BSEM strategies:

- All children to have ready to learn plans
- Morning circle each day
- Ready to learn scale displayed and used in the classroom

- Regular brain breaks – Mixture of de-escalating activities and energisers
- Specific language being used such as:
 - Track the speaker
 - Are you ready to learn?
 - Do you need to de-escalate?
 - Unconditional positive regard

For more information on Berry Street, please watch <https://www.youtube.com/watch?v=QCO-19fQ5M>

Evaluation:

This policy will be evaluated by staff and reviewed by the Leadership Team in July 2022.