



ELIZABETH EAST PRIMARY SCHOOL

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Government of South Australia
Department for Education

WELLBEING AND SELF-MANAGEMENT AGREEMENT 2021

We aim to inspire a community of learners to achieve personal greatness.

Key Beliefs

Every member of the school community:

- Is an individual of worth who should receive and show respect?
- Is entitled to a safe, caring and inclusive environment where personal well-being and academic growth can occur.
- Each student is entitled to restorative practices that focus on repairing relationships.
- Parents/caregivers have primacy in developing appropriate behaviours in their children, while acknowledging the benefit of a collaborative approach between home and school.
- Staff seek to encourage and develop appropriate behaviour primarily through positive practices.

Key Goals

- Seek to continually enhance the school environment to ensure safety and where the learning rights of all students are respected and upheld.
- Staff on yard duty play an active role talking with children, helping them with problem solving helping to set rules for games and being interactive with the children.
- Teachers recognise children demonstrating appropriate behaviour and provide positive feedback and reinforcement. E.g. yard success slips.
- Staff to ensure at breaks a wide variety of sport equipment, lunchtime activities and other facilities are available for the children to use. We firmly believe that being involved in active games and activities not only helps with fitness, however also helps children socially.
- Assist students to take ownership and responsibility for their behaviours (no blame culture).
- Enable students to develop an understanding that their behavioural choices affect others.
- Assist students to develop skills to make social and relational choices that are positive for themselves and others, embedding a whole school explicitly taught social skills program.
- Assist students (through staff) to positively repair damage to relationships.
- Work with students to understand what are 'no bullying behaviours' and assist them to practice those values.
- Work collaboratively with parents/care givers and outside agencies to enhance behavioural practices of students.

Respectful Pathways School Values and 5 Responsibilities

To support behaviour education and self-management, Elizabeth East Primary School (EEPS) emphasises the following School Values and 5 Responsibilities:

Respect This means:
Care for ourselves and others
Get along
Care for or environment and everything in it

Responsibility This means:
Follow instructions
Make sensible, safe choices
Stay on task
Learn and let others learn
Use your resilience

Excellence This means:
Use confidence and persistence to do your very, very best.
Always improve

The 5 Responsibilities being: Respect yourself others and all property, Follow all staff instructions, Ask permission before leaving learning area, Make safe choices and Allow others to learn and teach

Positive Education Programs

At EEPS, we promote positive behaviour through:

- The EEPS Wellbeing Site Learning Improvement Plan (SLIP)
- School Values and 5 Responsibilities
- The Berry Street Model (Circle Time, Ready to Learn Plans, Zones of Regulation)
- Restorative Justice
- Mind Up mindfulness
- Keeping Safe: Child Protection Curriculum (KS:CPC)
- Anti-bullying & harassment policy

Opportunities and Incentives

To encourage responsible student behaviour the school provides many opportunities and uses a range of incentives that vary from year to year. They may include:

Whole school

- Assembly awards (Principal and Values certificates, Specialist teachers gold cups)
- Attendance awards
- Newsletter acknowledgements
- Splash carnival & Sports days
- Special events / days (e.g. Harmony Day, casual clothes day)
- Choir
- Music program
- Circus (ATSI)

Individual / Class

- Goal setting and reflection
- Special activities
- Positive comments to parents / carers
- Camps and excursions
- Certificates
- Class rewards (e.g. prize boxes, stickers)
- Class dojos

Leadership opportunities

- Student Representative Council (SRC)
- Class monitors / helpers
- Community service (e.g. working in the canteen)
- Sports Captains
- SAPSASA representation
- Assembly / event organisers

Responsibilities

Each member of our school community has responsibilities for ensuring a positive and successful educational experience for all participants.

Students

Students accept responsibility for their own behaviour. They apply the school's values and *the Berry Street* Concepts and understand that they are part of a larger group (e.g. their class, the school, the community). They apply restorative justice practises and are encouraged to manage 'small' problems and conflicts. They strive to do their best and show empathy.

Parents / Caregivers

Parents / Caregivers are a critical part of the school community. They complement and support the school and its values. In order to work in partnership with the school, they:

- Inform the class teacher of any concerns or issues at an early stage
- Work collaboratively with the school on behaviour, welfare and learning issues including attending meetings as required
- Ensure the school has up to date information and contact details
- Work in partnership with teachers and the school to actively ensure that 'at-home' learning is completed
- Support the school's policies regarding wellbeing, anti-bullying and anti-harassment, and safe internet and social media use
- Provide access for the child to non-school supports as required (e.g. Child and Adolescent Mental Service (CAMHS), paediatric referrals, hearing/sight assessments)
- Participate in restorative justice meetings if needed

Teachers and Support Staff

Teachers support the EEPS whole-school approach to wellbeing. They:

- Celebrate individuality and focus on strengths
- Encourage students to develop independence and self-regulation over behaviour
- Use restorative justice as the 'default' response when managing behaviour
- Enable students to adopt a growth mindset, take risks and safely experience failure
- Build positive, respectful relationships with students and families in their class and beyond
- Develop an appropriate and engaging learning program relevant to student needs
- Focus on specific student behaviours and provide explicit positive support rather than labelling
- Are positive, consistent (calm, fair but firm) and inclusive in their approach
- Encourage students to seek support
- Inform parents and caregivers of concerns early

Leadership

The leadership team actively support the *Elizabeth East Primary School* whole school community wellbeing agreement. They:

- Are available for consultation about student wellbeing, behaviour and learning
- Respond ASAP to calls for behaviour support
- Provide approval and funding for training and equipment in support of SLIP wellbeing priorities
- Expect staff to use Berry Street strategies and Restorative Justice as the 'default' problem-solving strategy
- Support staff in the development of Behaviour and Learning Support Plans
- Assist families with external and internal agency referrals
- Reinforce positive feedback from staff to students
- Engage with families to actively resolve grievances

- Access support agencies to assist with student wellbeing and behaviour education

Volunteers

Support staff and volunteers provide critical assistance to our positive school community. They:

- Consistently role-model school values
- Expect students to follow school values
- Highlight successes and the value of failure
- Keep teachers and leadership informed of student and/or family successes that can be shared understanding the boundaries of their role
- Inform teachers/leadership team of behaviour, welfare and wellbeing concerns in a timely way

Wellbeing Co-Ordinator

The Wellbeing Leader's role provides a support service to students, teachers and parents/caregivers relating to educational, attendance and behavioural issues. They also assist in referrals to community agencies (eg. CAMHS, Headspace, DECD Student Support). All members of the school community are encouraged to utilise this resource.

Responses to Inappropriate Behaviour

Some students may choose behaviours that contravene or do not reflect the school's values and expectations. Wherever possible, Zones of Regulation and Restorative Justice Practises will be used first to resolve the situation. If this is unsuccessful, or behaviour continues, one *or more* of the following consequences may occur:

In the Classroom

Reminder / sit out in quiet / reading corner
 Warning
 Buddy class that has been negotiated with student
 Leadership intervention
 Catch up time in classroom
 Ready to Learn Plan

In the Yard

Warning
 Sit out
 Pink slip (sit out, walk with teacher, restricted play)
 Play Plan

Buddy class reflection time

For repeated behaviour, students may be directed to buddy class to reflect on their choices. This allows the rest of the class to continue learning and supports teachers to teach. Work or reflection sheet is to accompany the student to their buddy class.

Leadership intervention

For serious or repeated class or yard behaviour a *White* or *Pink Slip* may be escalated to include reflection time with a senior leader. The process for this is summarised below:

- Time is spent with a member of the leadership team discussing the weak decision(s) with attention focussed on how students can restore the situation (reflection followed by restoration).
- Students may miss recess or lunch play by spending time discussing their behaviour with the staff member on duty. Parents may be contacted.
- If several *Pink / White slips* are given in one term, parents/caregivers may be contacted and invited to a meeting to discuss behaviour. If parents/caregivers do not engage with the school, teachers will follow up with them.
- Several *Pink or White slips* over a period of time may result in the student being excluded from elective school events (eg. SAPSASA, SRC, some excursions). A Risk assessment may be completed to assess whether it is safe for the student to attend camps. This requires consultation with leadership and families.

Take Home, Suspension, Exclusion

As a part of Department for Education (DfE) School Discipline Policy, serious, wilful, violent or unlawful student behaviour may result in one or more of the following:

- Take Home: Used as an emergency response to inappropriate behaviour. Parent/caregivers will be contacted to collect the student. A meeting between all parties, including the student will take place.
- Suspension: Suspension occurs when:

- The right of other members of the school community to learn and be safe needs to be protected.
- Violence has occurred.
- The right of the teacher to teach needs to be protected.
- A student's behaviour is unacceptable within the school community.

The student is required to stay at home for a number of days (1 to 5) as determined by the school.

A *Behaviour/Learning Support Plan* is negotiated on re-entry where commitment is required from the student and parents/caregivers to positively improve the student's behaviour and learning outcomes.

- **Exclusion**

- Exclusion will be used if the Leadership team believes the student's behaviour is severe or frequent enough or that other school members are at ongoing risk.

Important: The order and severity of responses listed above may change according to each situation's individual circumstances.

Throughout the various forms of consequence, students will continue to be encouraged to:

- take responsibility for their actions
- reflect proactively on their behaviour choices
- review what they did and why they did it in order to prevent future incidents
- commit to an improvement in their choices and behaviour in the future
- offer restoration (a 'fix') to those who have been affected negatively

Individual Behaviour Support Plans and Risk Assessment

In some cases a Support Plan (SP) may need to be raised. A support plan or risk assessment is a school-based document designed to assist individual students who have experienced harm, are at risk of harm, or have caused harm to others.

Targeted plans may be developed for students who have been diagnosed with severe behaviour disorders; students who have bullied others; students who have been bullied; students who require additional assistance because they display difficult, challenging or disruptive behaviours; as well as students who can benefit from additional wellbeing support.

Supporting Documents

There are a range of complementary and underlying documents that provide further depth to this agreement. They include, but are not limited to:

- Safe School Action Plan
- Public Servants Codes of Conduct
- Anti-Bullying and Harassment Policy
- Attendance and Engagement Policy
- Camps and Excursion Policy
- Child Protection Policy
- Dress Code Policy
- Volunteer policy
- Mobile Device Policy
- Cyber Safety Policy

Review June 2022

