

# CLEVE AREA SCHOOL

## STUDENT WELLBEING AND SELF-MANAGEMENT AGREEMENT

### CREW Values

To support behaviour education and self-management, CAS emphasises the following **CREW** values:

'A respectful team of enthusiastic learners working together in a caring manner'

### 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
  - GEM Certificates
  - CREW Certificates
- Newsletter acknowledgements
- Publicity via newspapers or social media
- Dash & Splash Carnival/Sports day - R-3
- Sports Day/Swimming Carnival - 4-12
- Traffic lights (interim reports)
- Special events/days (eg. Harmony Day/NAIDOC Week)

#### Individual/Class

- Goal setting and reflection
- Phone calls home
- Special activities
- Class rewards (eg. prize boxes, stickers)
- Camps and excursions
- Class Dojos
- Class monitors/helpers
- Mentoring

#### Leadership opportunities

- Student Representative Council (SRC)
- House Captains
- Youth Environment Leaders (YEL)
- SAPSASA Representation
- Assembly/Event organisers
- Community service

### 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 CREW values and *GEM* practices and understand that they are part of a larger group (e.g. their class, the school, the community). They apply restorative justice practices and use taught strategies such as The Wheel of Choice 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
- Connect to their child's ClassDojo platform
- 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 during COVID lockdowns.
- Support the school's policies regarding wellbeing, anti-bullying, attendance and phone.
- 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 a 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

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- 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
- Practice and demonstrate GEM principles Embed smart trauma training strategies in planning.
- Follow Staff Wellbeing Agreement

### **Wheel of Choice**

The *Wheel of Choice* supports students to become independent in their ability to solve 'small' problems on their own. It has a range of options for students to choose from which include:

- Go to another game
- Talk it out
- Share and take turns
- Ignore it / Walk away
- Tell them to stop
- Apologise
- Make a deal
- Wait and cool off

When a child comes to a staff member to solve a 'small' problem, they are asked to try at least two options from the *Wheel of Choice*. If those don't work, an adult can intervene. 'Big' problems always need to be taken to an adult. These are situations that are scary, dangerous or illegal. Students are educated about 'small' and 'big' problems and how to ask an adult for help when needed.

### **Responses to Inappropriate Behaviour**

In a moment of weakness, some students may choose behaviours that contravene or do not reflect the school's values and expectations. Wherever possible, restorative practices will be used first to resolve the situation. If this is unsuccessful, or behaviour continues, and *one or more* of the following consequences can occur:

#### **In the Classroom**

Reminder

Warning

Sit out, class reflection time

Admin reflection time (*Orange Slip & Reflection Sheet*)

#### **In the Yard**

Walking with the duty teacher

Admin reflection time (*Orange Slip & Reflection Sheet*)

### **Class Reflection Time**

For repeated behaviour that does not reflect school values, students may be directed to sit outside of class to reflect on their choices. This allows the rest of the class to continue learning and supports teachers to teach. A repair and restore process will occur to re-enter the classroom.

### **Admin Reflection Time**

For serious or repeated class or yard behaviour an orange 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 in the front office discussing their behaviour with the leadership member available. Parents may be contacted via ClassDojo or phone call and a copy of the reflection sheet is sent home for the parent to see.
- If three orange 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.
- Three orange slips over a period of time may result in the student being excluded from elective school events (eg. SAPSASA, SRC, Sports Day and 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.
- A 4th Orange Slip may incur an internal suspension. 5<sup>th</sup> and additional incidents may incur external suspensions.

### **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. Parents/caregivers will be contacted to collect the student. A meeting between all parties, including the student will take place.

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- **Internal Suspension:** In exceptional circumstances an internal suspension may occur. The student will work in a supervised area and have supervised breaks at alternative times to other students. This occurs in consultation with school leadership. A *Behaviour/Learning Support Plan* and meeting between all relevant parties will occur.
- **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 communityThe 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. This is done in consultation with DfE Regional Office support staff.

**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