Student Wellbeing and Behaviour Support Framework at Ainslie School: A culture of positive and respectful relationships

Happy, healthy and confident young people are vital in securing a strong future for our children. Wellbeing is both central to learning and an outcome of learning. It is multi-dimensional and characterised by feeling well and functioning well. Positive relationships are central to this process.

This document has been developed reflecting ‘The National Safe Schools Framework’ and is consistent with the ACT Education Directorate’s:
• Safe and Supportive Schools Draft Policy
• Safe and Supportive Schools Draft Policy Guidelines

“When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly”
(Early Years Learning Framework, 2009)
Building our learning community

Ainslie School’s Philosophy

Ainslie School is a community of socially responsible learners. We foster a positive, inclusive, cooperative, challenging, safe and supportive learning environment. Children, teachers, parents and carers work together to develop and maintain respectful and quality relationships. Ainslie School is rich in cultural diversity and life experiences. Families feel pride and belonging as part of our community. Staff members value and build productive partnerships with families.

We expect that each community member will take responsibility for her/his own actions and maintain relationships or repair them in a restorative manner. Ainslie staff respond to children making mistakes within their relationships in a timely, discrete, appropriate and predictable manner. Ainslie School’s provision of positive behaviour education and skilling of students is pastorally driven, comprehensive and ‘whole of school’ in nature. The frameworks that we use are Response to Intervention, KidsMatter, Friendly Schools Plus, Restorative Practices and the National Safe Schools Framework. The focus and intended outcome is personal resilience, the mode is prevention and primary intervention for each member of the school community. It is within these positive and broad frameworks that each child’s skills are developed.

Developing and maintaining our positive school climate relies on each member of the school community taking responsibility for cooperative, caring and respectful relationships. Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to each student’s positive and successful engagement with their education. Ainslie School aims to promote the link between wellbeing and learning in every aspect of the curriculum, school culture and environment.

Respectful Relationships are fostered through actively developing quality relationships between teacher and teacher, teachers and students and staff and family members, social emotional learning, shared understandings, restorative practices, modelling of positive relationships, classroom agreements, use of Essential Skills and Circle Time. Our staff members are committed to understanding and focussing on the needs and experiences of all children. We believe this approach, coupled with fun yet secure and focussed learning environments, proactively encourages appropriate behaviours. Assisting children to change behaviours which have a negative impact within our school community is important to us. We understand that this takes time, encouragement, effort and explicit teaching.
What strategies do we use to assist children to improve their relationships?

- Ainslie School is committed to **focussing** on the learning, social and emotional needs of all children
- We **listen** to children’s stories and experiences of situations
- We **debrief** with children
- We help young children **commit** to changing their behaviours and repairing relationships
- We **implement**, where necessary, our sequence of consequences and responsible follow-up actions for inappropriate behaviour with a supportive framework
- We **communicate** with each other and especially parents/carers for productive partnerships
- We **work with children** to analyse, understand and improve their relationships
- We work through **curriculum** to teach about the interaction of concepts such as gender, power, culture and violence
- We **explicitly teach** children socially appropriate ways of solving problems respectfully

Improving learning behaviours and attendance can be responded to through a staged response that has a prevention and early intervention, data based focus, including:

- **Understanding** the student
- Ensuring a **clear understanding of expectations** by both students and teachers
- Providing **consistent, respectful and engaging** school and classroom environments
- **Scaffolding** the student’s learning program so the student experiences success.

**Broader support strategies include:**

- Involving and supporting **parents and carers**
- Developing **individualised** and flexible learning, behaviour or attendance plans
- Providing **broader** educational programs - for example experiential learning, work education, outdoor education/creative arts.

The Ainslie School community acknowledges that children are connected to family, community, culture and place. Their learning takes place through these relationships. Ainslie School provides a supportive culture so that all children from birth to 13 experience Belonging, Being and Becoming at our school.

*(Early Years Learning Framework for Australia, 2009)*
Regular and direct parent communication - parents are informed about inappropriate behaviour using non-judgemental language, working towards hope for future improvement.

External referral services - where appropriate, external agencies are consulted and referral services are put in place.

Specifically adapted and negotiated curriculum and routines – routine and learning activities are specifically adjusted to meet the child’s social/emotional and academic need.

What is the process of consequences for actions that impact negatively?
All incidents of actions that impact negatively on our community are taken very seriously. Children are expected to report all behaviours which cause them to feel unsafe or concerned to an adult. Consequences vary according to the nature and severity of the incident, as well as our knowledge and the developmental age of the child or children.

Incidents in the classroom are resolved through a range of measures including:

- Nonverbal reminders
- Explicit verbal reminders of the Class/school agreements
- Written reminders
- Time away from the group in a “time away/thinking area” in the classroom or on the playground
- Time away in another classroom
- Referral to senior staff
- Restorative practices
- Consequences
- Round tables
- Learning in an alternate location
- Apology and commitment to change
- Negotiated return to the classroom
- Individual student plan implemented with specific goals
- Behaviour support plans
- Parent/carer school meeting
- Series of regular parent/carer – school meetings
- Packaged learning program
- Out-of-school suspension using the ACT ETD’s formal process
- Reduced hours of attendance
- Police notifications as required

On the playground
Inappropriate actions on the playground are resolved through:

- Non-verbal reminders
- Verbal reminders
- Recording playground incidents requiring debriefing or time away from the playground
- Immediate time away from the playground

Recorded incidents are followed up by experienced teachers or school leaders who employ a range of resolution strategies.
Our Values
Ainslie School’s values, underpin our interactions, conversations and behaviours. Our school values are:

Respect
At Ainslie we:
• Care for each other’s wellbeing and property
• Listen to each other
• Value diversity
• Are non-judgemental and considerate to other points of view
• Treat others nicely, considering other people’s feelings
• Are kind to ourselves
• Are responsible
• Talk positively to others

Excellence:
At Ainslie, we:
• Try our best, and take pride to produce quality work
• Think positively
• Use our time well
• Concentrate and focus the best we can
• Keep trying – understanding that taking risks and making mistakes help us achieve our learning goals
• Use clear and effective communication
• Ask questions

Community:
At Ainslie, we:
• Look after others
• Welcome others
• Cooperate with each other and join in activities
• Contribute to the school community
• Have fun
• Stand up for others and take a stand against bullying and vandalism
• Look after property
• Follow traditions
• Celebrate achievements
What are our expectations?

As a school committed to implementing the KidsMatter framework, Ainslie is creating an environment that promotes positive mental health and wellbeing by providing support and information to children, staff, parents and carers. Social and emotional learning is explicitly taught and embedded in our conversations and interactions. Ainslie School further supports students through intervention and referral pathways.

Students and parents have a role in supporting the framework and must not behave in ways that disrupt learning, threaten the good order of the school or safety or wellbeing of any member of the school community. Bullying, harassment or violence are unacceptable and will not be tolerated in this school, an ACT Public School. All school community members comply with the Crimes Act 1900 (ACT) which includes but is not limited to unlawful behaviour involving weapons, alcohol, drugs, dangerous acts, vandalism, harassment, digital technology and sexual misconduct.

We expect that:

- ACT Education Directorate policy documents are followed
- All members of our school community have the right to feel safe all of the time and therefore all members of the school community will conduct themselves in a lawful, safe, responsible, caring and friendly manner that recognises and respects the rights of others
- Children have the right to learn, and teachers to teach
- Safe and Supportive Schools Contact officers (SASSCO) for students will be trained
- Registers of incidents are maintained
- Positive, supportive and respectful relationships are developed that value diversity
- Children are involved with their educational program and attend school
- Members of the school community will take responsibility, with support if necessary, for their learning, actions and words that promote pro-social behaviours
- All adults, parents/carers and staff, will model appropriate positive forms of communication and respect for others
- Positive language and practices are used at all times
- Staff will develop productive partnerships and regular communication with families to improve the quality of relationships within our school community
- Staff will create and maintain cooperative, organised and engaging learning environments where all children grow in their learning and as learners
- Harassment or violence of any kind will not be tolerated
- Children (and teachers) will use assertive responses, e.g., “Stop that. I don’t like it when …..”. Children will then respond by stopping the inappropriate action when asked. If the assertive approach does not work, then we expect, encourage, and teach children to seek adult help. Children will report all forms of harassment and violence to an adult. Adults will follow-up on all reported incidents.
• We will encourage and foster student participation and student voice - where there are opportunities for the students to participate in decision making
• Staff will implement preventative and early intervention approaches
• The Leadership team will promote the vision for a strategic whole-school approach to student safety and wellbeing that includes a focus on prevention as well as management
• Staff collaboration is facilitated through a leadership approach which empowers staff to initiate and take responsibility for safe school initiatives that focus on both student and teacher wellbeing
• All community members will comply with ACT and Commonwealth human rights and anti-discrimination laws which protect individuals from unfavourable treatment on a number of grounds including sex, sexuality, gender identity, disability, race, sex and harassment.
• School community members will be involved in the development of school processes and procedures
• Teachers are supported to meet the social and emotional needs of the children within a positive behaviour support model
Language games and conversation groups - groups of children who have a family background with a language other than English get together to play games in their language.

Specific Behaviour Support Plans – teachers support students to reflect and consider their behaviour and make positive choices for the future. Flow charts are used to sequence choices and possible consequences.

Celebration Postcards- postcards or letters are sent home to celebrate a child’s social, emotional or academic successes.

TARGETED STRATEGIES – are used to support individual students to participate positively at school and to achieve academic success and should be based on systemic collection and analysis of data. Intervention strategies include the teaching and/or building of pro-social replacement behaviours. Progress is measured and support reduced slowly and gradually. Intervention practices occur in the classroom as the first option and always involve the classroom teacher/s. Both academic and social strategies are addressed.

Individual Learning Plans – teachers negotiate individual learning goals with the student and these goals are communicated with the parents. Goals are monitored and reviewed regularly.

My Tracks – similar to Personalised Learning Plans, Tracks meetings occur with students who identify as being Indigenous and their families. Interests, cultural backgrounds, traditions and learning goals are discussed and set.

Social stories – Social stories are developed with individual children to assist them in developing an understanding of appropriate behaviours and interactions.

Structure and support– this is a time where students are scaffolded to be successful, reflect on their choices, practise new scripts or patterns of behaviour and allows time for joint identification of the ways in which behaviours will change in the future. Students are supported to repair relationships and commit to change.

Case Managers conferences - Case Managers are identified for students with complex needs and conferences are held to ensure there are shared goals and expectations among key stakeholders.
Concrete and visual teaching - aids are accessible, understood and appropriate

Behaviour Support Plans – are developed and widely communicated and frequently reflected upon to ensure best practice in the support of students

Accessibility Guidelines – Ainslie School has developed accessibility guidelines to ensure that inclusive practices and understandings are used throughout each school day

Transitions – a transition program has been set up for pre-schoolers transitioning to kindergarten the following year and for year 6 students transitioning to high-school. At the end of each year Ainslie School holds an internal transition day for current students.

Visual timetables – are displayed in classrooms and inform students of routines and expectations.

Feedback - teachers provide students with positive, appropriate, constructive and timely feedback about their learning and behaviour.

Restorative Practices - teachers across the school use restorative strategies that seek to repair damaged relationships. A common language and approach is used across the school which includes Corridor Conferencing. The philosophy of Restorative Practices informs a positive and formative approach. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

SELECTED STRATEGIES – build on the foundations of the universal strategies and respond to identified needs within a select group.

Mentoring- specialist mentoring programs developed to target specific students and their needs.
Specialist activities – students have the opportunity to take part in lunch time activities and clubs to further develop their skills, knowledge and interests.

Sustainability – teachers provide students with the opportunity to develop an understanding of the importance of being sustainable through hands-on activities to advocate sustainable practices. This may include the Little Sprouts and the Gardening Club.

Our shared agreements are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Clear and specific
- Focussed on positive and pro-social behaviours
- Focussed on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences

Student engagement, regular attendance and positive behaviours are supported (most effectively) through relationship based whole school and classroom practices including:

- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision making
- Establishing organised, welcoming, predictable, fair and democratic classrooms and school environments that are conducive to positive behaviours and effective engagement in learning
- Utilising evidence based interventions, monitored regularly for those students who face difficulty with learning and/or learning behaviours
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs
- Consistently acknowledging all students by name and by smiling
- Implementing school wide positive and educative (social learning theory) behaviour support strategies
- Establishing school wide and classroom processes for early identification of students experiencing academic and/or engagement difficulties through, for example, the ongoing collection and use of data for decision making
- Ensuring that a sense of fun and excitement about learning is expressed
What programs and structures does the school have to assist children in developing quality relationships?

**UNIVERSAL STRATEGIES** – universal strategies are used across the school to support a positive and relational based teaching and learning environment for all students. This is part of the school’s core business. The aim is to improve school culture and build a sense of pride. Universal practices embed the social – emotional learning framework and are reflective of best practice.

**KidsMatter Framework** – supports student social, emotional and mental health – embedded across the school.

**Student Focus Team** – consists of school leaders, EALD teachers, school psychologist and classroom teachers. Weekly meetings are used to discuss students’ behaviour, learning and social/emotional needs and assist teachers with strategies and to connect with external support agencies.

**Student Representative Council** – weekly forum of student representatives from each class who meet to discuss a range of issues suggesting solutions and acting upon decisions.

**Class Agreements** - developed by each class at the beginning of the school year, jointly by the students and class teacher. These are displayed in the classroom and regularly revisited.

**Ainslie Values** - Respect, Community and Excellence are evident across the school. Each class explores and discusses the school’s values.

**Social Emotional Learning** – teachers use the Friendly Schools Plus resource to reinforce and build on positive relationship and social-emotional skills throughout the school.

**Weekly class meetings** – promote democratic processes and provide a supportive forum to address playground, classroom and whole school issues.

**Words of encouragement** - all teachers use feedback and words of encouragement to support positive behaviours and to build relationships.

**Circle Time** - students and teachers sit in a circle and take part in games and activities designed to increase self-awareness, self-esteem, awareness of others, problem solving, trust, and cooperation.

**Buddy Classes** – classes in year 3, 4, 5, 6 buddy up with K, 1 and year 2 classes. They meet regularly for a range of activities and support each other on the playground.
**Assembly** – each year group is rostered on to host the weekly assembly. Learning is celebrated and school values are promoted and reinforced through Community, Excellence and Respect awards.

**Whole school celebration days** – like special assemblies, Book Week or Children’s Week activities, SRC fundraising (pyjama days) or sporting fun days

**Peer-Support** – multi-age groupings led by year 6 students. Activities are sourced from Friendly Schools Plus and related Peer Support programs to assist with maintaining positive relationships. Focus may be on friendships, values, social skills, resilience and problem solving.

**Communication** with families – using formal communication tools (information nights, P&C Association, assembly, newsletter, notes, website) and social media (Face Book and Twitter), information is provided and successes are celebrated including students who receive School Values certificates, information about community events, parent links, day-to-day school happenings across all three sites, changes to and KidsMatter resources are shared.

**Parent Hub** - a meeting place for members of the community where resources are available to support students’ needs at school and home. We expect that adults model appropriate communication for the children

‘**I can statements**’ – the Australian Curriculum is displayed in child-friendly terms and ‘I can statements’ are used by students to set goals and reflect on their learning.

**Differentiation** - learning within the classroom is differentiated according to individual learning styles and needs.

**Quality Teaching** – best practice, formative assessment and visible learning practices (success criteria, co-created rubrics, goal setting,) are used within each classroom to build a culture of student engagement.

There is a focus across the school on teachers leading and creating positive, personalised and organised learning environments.