

Wandiligong Primary School

Student Engagement & Well-Being Policy



**Produced in consultation
with the school community**

To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines*

November 2009

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School Council President: Peter Mack

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School Profile

Providing Little Kids with Big Futures

VISION

To teach children to value the uniqueness of each individual and celebrate their differences; providing the opportunity to develop the skills and confidence to take their places in an ever changing world, achieving future academic and social success and fulfilment.

MISSION:

To provide appropriate stimulating and challenging educational experiences and opportunities, combined with the exemplary and innovative teaching practices ensuring that each child develops to their full potential. There by securing the future and viability of education at Wandiligong School.

VALUES

Respect is the central to all other values. We value ourselves, our friends, our school and community, the environment, the opportunity to learn and our achievements.

ENVIRONMENTAL CONTEXT

Wandiligong School has a long tradition of educational excellence.

The students are highly engaged in their learning and the relationships between staff, parents and students are very positive.

The school has an open door policy and parents and community members are welcome to contribute to classroom activities on a casual or more formal basis.

The rich VELS-based curriculum focuses upon literacy and numeracy and offers music and performing arts, active hands on learning activities, interschool interactions (sports days, excursions), collaborative and cross-age learning, with opportunities for student participation in decision making and leadership. Intervention for students experiencing learning difficulties is timely and delivered by outsourced professionals and staff members.

Each year the class structure within the school is organised to blend personalities to maximise potential and to cater for class numbers. The permanent staff comprises of a Principal, Business Manager and two classroom teachers. The teachers are assigned to classes but also have responsibility for some specific subject areas ranging across prep – six. Five other teaching staff work part time as specialists in a variety of curriculum areas. Programs are provided in Health and P.E, Science, Technology, Arts, Civics and Citizenship and L.O.T.E. In addition the pupils have sessions once per fortnight from the library van (M.A.R.C) and Art /Craft van (M.A.A.C).

The school promotes and values high standards in student outcomes, staff accessibility, attainment of individual potential, positive self-esteem, respect for others and responsibility for learning in a safe, challenging and caring environment.

The school has embraced all domains of the Physical, Personal and Social Learning strands. Students across the school are engaged in a range of activities and processes which are extending their understanding of themselves as learners, their skills in managing their personal learning, building social relationships and their abilities to work co-operatively as a member of a team. This is apparent during Pride Nights, Critical Literacy activities, Team Assessments, Self-assessments, Critical Friend interactions, Criteria Sheets for projects and student use of work samples to target improvements to writing. Similarly in a range of subjects, students have the opportunity to build their knowledge, understandings and are encouraged to value their contribution to and engagement with, their community.

In summation, the school is committed to building student capacities to:

- manage themselves as individuals and in relation to others
- understand the world in which they live; and
- act effectively in that world.

2 Whole-school prevention Strategies

The school will provide positive behaviour supports for all learners.

At the commencement of each school year an ethical code for each classroom will be created to ensure that students and teachers are fully aware of acceptable and unacceptable behaviours.

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The code will focus on the right of every child to learn in their own way at their own individual pace. There will be an acknowledgement that every child has the right to ask for help and every child has the right to help

Regular (each term) discussions with students will be conducted to identify problem areas and allow for early intervention practices making at the school. Student understanding of the Attitudes to School Survey (the outcomes and what they mean, the use of survey to identify issues and target improvements in outcomes for students and the meaning of the elements of the survey) will be explored and discussed to improve student connectedness to school and peers.

The teachers will use the following strategies to support improved student engagement:

- 8:1 ratio for positive to negative feedback
- Softer and closer technique (do not police from a distance, approach the child and speak softly)
- Broken record technique to achieve compliance (Give a direction and wait for compliance. Don't argue with the child. Continue to quietly repeat instruction without altering words, volume or tone of voice. Recognize the compliance even if it is compliance with attitude.
- Use of mantras by using the global phrases eg "in this school..... " Suggest to families that they use the phrase " in our family....."
- Change is to be managed by making the children responsible for their own behaviours. Parents will be encouraged to work with teachers to use strategies to modify behaviour at home.

3 Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to

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human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

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Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property

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- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be

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	<p>expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</p>
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students and parents. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning within a differentiated curriculum

4. Shared expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

At Wandiligong we value the uniqueness of each individual and celebrate their differences.

Children are taught to:

Value themselves by demonstrating:

humour	confidence	pride	steadfastness	
responsibility	courage	purposefulness		

Value the environment by demonstrating

freedom	responsibility	flexibility	thoughtfulness	
thankfulness	trustworthiness	thankfulness	tolerance	

Value their friends by demonstrating:

caring	courtesy	friendliness	loyalty	compassion
forgiveness	fairness	kindness	generosity	forgiveness

Value their school and community by demonstrating

Helpfulness	Pride	honour	responsibility	
honesty	cooperation	inclusion	respect	

Value the opportunity to learn by demonstrating

demonstration	creativity	independence	perseverance	
Doing your best	assertiveness	patience	determination	

Value their achievements by demonstrating

excellence	Good sportsmanship			
enthusiasm	truthfulness			

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative

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Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and wholeschool expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- making early contact with parents for informal discussions about school concerns
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving SSSO officers for guidance and advice
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans

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- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include

- Withdrawal of privileges
- The use of logical practical common sense consequences
- Time out for self reflection in the classroom is a designated space
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf

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Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningssupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Wandiligong Primary School

Behaviour Improvement Plan

Student:

Grade:

date:

Commented [E1]: No need to include pro formas in document.

Current behaviour	Current strength and affinities	
Behaviour Goal		
Strategies to support goal	Responsibility of:	Success will look like:
Improvement made	Next steps	

Signed

Teacher:

Next meeting

Parent:

Student (Where applicable):

YARD DUTY INCIDENT REPORT

Yard Duty Incident Report

Student Date

Behaviour/ Incident

.....
.....
.....

Witness

Teacher on duty

Action

.....
.....
.....

Yard Duty Incident Report

Student Date

Behaviour/ Incident

.....
.....
.....

Witness

Teacher on duty

Action

.....
.....
.....

Repair and restitution

Making things better, and moving on

AWARENESS OF OTHERS

Name Date

Write down the names of people affected by your inappropriate behaviour	Write down 2 things about each person that makes them a valuable member of your class and our school.
1	1..... 2.....
2	1..... 2.....
3	1..... 2.....

Commented [WHS3]: I like this reflection opportunity!

UNDERSTANDING AND AGREEMENT

What school rule/s did you break with your inappropriate behaviour	Explain why each rule is necessary.
1	1
2	2
3	3

Commented [WHS4]: A certain degree of shaming them - is it appropriate?

ACCEPTING RESPONSIBILITY

What rights of the other person/s were abused by your inappropriate behaviour?

The right to

The right to

The right to

Commented [WHS5]: Same as above

Early Years: behaviour Improvement

Name : _____ Class : _____ Date: _____

Commented [WHS6]: This would be preferable to above for all students!

Reflection	Student Comment
Draw what happened	
Circle the face that shows what you were feeling.	
Draw the children affected by your behaviour.	
Was your behaviour good or disappointing?	<input checked="" type="checkbox"/> Disappointing <input type="checkbox"/> Good
Tell me what you need to do to make things better	'I need to

Commented [WHS7]: Language is very emotional/leading!

You need to say:

'I'm sorry and I want to do what's right.'

Completed []

D.I.Y Behaviour Improvement

Name Class..... date

Commented [WHS8]: What about those that find writing difficult.

Reflection	Student Comment
Tell me what happened?	
What were you thinking and feeling at the time?	
Who has been affected by your behaviour? How have they been affected?	
Was your behaviour fair or unfair?	
What are you thinking now?	
Reason and Right action	Student comment
What should you have done?	
To be able to do this does your thinking need to control your feelings?	
Do you think you will be able to think clearly and control your behaviour next time?	
What do you need to do to fix things?	
Can you do this?	
Is there anything else you would like to say?	

Commented [WHS9]: Insert how.

Safe School agreement

I agree to contribute to the physical and emotional safety of the people in my school and class each and every day by all the things I say and do.

If I fail to keep this agreement I will accept the following consequences that I have thought of and which I believe will help me to behave in a responsible and appropriate way.

Consequences

.....

.....

.

.....

.....

.

Signed

Teacher

Date

Saying Sorry

Write a sincere apology to each person affected by your inappropriate behaviour. Choose your words carefully. It is important they accept your apology. Write your name at the end

Commented [WHS10]: I like this bit.

Dear

I'm sorry for
.....
.....
.....
.....

I was feeling

because

It would have been better if I

Signed

Dated

Earning Back Respect and trust

What will you do to show others that making things better is important and necessary to you? Find something to do that is worthwhile, helpful and takes time and effort on your part.

Commented [WHS11]: Does the victim have a say in this as per rest prac process??

.....
.....
.....

Removal to The Principal's Office Notification

Dear Date

Today your child was removed from their classroom to the Principal's Office. They were removed from their classroom because.....

Removal of a student to the office is an extreme clause and is only implemented when a student displays complete, non compliant behaviour that results in the inability of others to teach / learn or feel safe physically and emotionally. While your child was removed from their class they were required to reflect on their behaviour and complete a repair and restitution proforma and a safe schools agreement. I have enclosed a copy for your information.

The consequence for behaviour today is

I trust that I have your support in this matter, and I would greatly appreciate if you could discuss today's incident with your child. I hope an improvement in behaviour occurs before more serious consequences are required to be implemented.

Should you wish to discuss this matter further, please don't hesitate to contact me at school

Yours sincerely

Please ensure the section below is signed and returned the next day to school

Child's Name Grade

I have received your notification regarding my child's behaviour and i have spoken to my child about it.

Parent signature Date

Re-think Notification

Dear Date
Your Child Grade

Was removed from the yard today to reflect on his / her actions, and think about ways to improve his / her behaviour. Your child was also required to write a D.I.Y improvement plan and an apology to the person affected by their behaviour. We have enclosed a copy for your information so you can discuss this with your child

Reason for Re – Think (specific – Behaviour)
.....
.....

We seek your support and cooperation in the implementation of our school's Social and Emotional Well being Policy.
If you have any concerns regarding this matter, kindly contact the school to arrange an appointment.

Thank You

..... (Teacher issuing re – think)

A reminder that in accordance with our schools Social and Emotional wellbeing Policy, if a child is removed from the yard three times within a term a meeting with the child and his / her parents will be organised. The meeting will discuss the child's ongoing involvement in the yard and extra curricula activities.

Please ensure this section below is signed and returned to school

Re-think Parent Reply Slip

Child's name Grade

I have received your notification regarding the rethink session and I have spoken to my child about it.

Parent signature Date

Script for group discussion about incident

To the Wrong Doer	To the victim	When stuck
<p><i>We're here to talk about.....</i></p> <p>What happened?</p> <p>What were you thinking about at the time?</p> <p>What have you thought about since?</p> <p>Who do you think has been affected by what you did?</p> <p>In what way?</p> <p>.....</p>	<p>What did you think when it happened?</p> <p>What have you thought about since?</p> <p>How has it affected you?</p> <p>What has been the worst of it?</p> <p>What's needed to make things right?</p> <p>.....</p>	<p>Was it the right thing or the wrong things to do?</p> <p>Was it fair or unfair?</p> <p>What exactly are you sorry for?</p> <p>You didn't answer my question.</p>
<p>What do you need to do to make this right?</p> <p>How can we make sure that this doesn't happen again?</p> <p>What can I do to help you?</p>	<p>How can we make sure this doesn't happen again?</p>	



Kids

Here's to the kids who are different,
The kids who don't always get 'A's,
The kids who have ears
Twice the size of their peers,
And noses that go on for days.

Here's to the kids who are different,
The kids that are just out of step;
The kids they all tease
Who have cuts on their knees
And whose sneakers are constantly wet.

Here's to the kids who are different,
The kids with the mischievous streak;
For when they have grown
As history has shown
It's their difference that makes them unique.

Anon