



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

Written by	Assistant Principal
Date Approved by School Council	October 2019
Date of Review	October 2022

1. Purpose:

The purpose of this policy is to ensure that all students and members of our school community understand:

- 1.1. our commitment to providing a safe and supportive learning environment for all students
- 1.2. our expectations for positive student behaviour
- 1.3. details of the support available to students and families
- 1.4. our school's policies and procedures for responding to inappropriate student behaviour.
- 1.5. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

2. Scope:

This policy applies to all school activities, including camps and excursions.

3. Policy Contents:

- 3.1. School profile
- 3.2. School values, philosophy and vision
- 3.3. Engagement strategies
- 3.4. Identifying students in need of support
- 3.5. Rights and responsibilities
- 3.6. Behavioural expectations
- 3.7. Responding to Challenging Behaviour
- 3.8. Discipline
- 3.9. Engaging with families
- 3.10. Evaluation
- 3.11. Appendices:
 - APPENDIX 1 Dingley Primary School Values
 - APPENDIX 2 IB – Learner Profile
 - APPENDIX 3: Student Engagement Strategies
 - APPENDIX 3.1 Social Emotional learning
 - APPENDIX 3.2 Behaviour Matrix
 - APPENDIX 3.3 Restorative Practices
 - APPENDIX 3.4 Zones of Regulation
 - APPENDIX 3.5 Values Leaves
 - APPENDIX 3.6 Kimochis for Prep and Year 1
 - APPENDIX 3.7 Martial Arts Therapy Program for Year 5
 - APPENDIX 3.8 Ally Program
 - APPENDIX 3.9 Connecting Circles
 - APPENDIX 4: Rights and Responsibilities
 - APPENDIX 5: Behavioural expectations
 - APPENDIX 6: Behaviour & Student Management – What Motivates Behaviour? Matrix

4. Policy:

4.1. School Profile

Dingley Primary School is situated in spacious landscaped grounds located in the south-eastern suburb of Dingley Village. Established in 1925, the school has a confirmed enrolment of 485 (Census February 2019). Students come from a broad cultural base with Dingley Primary School placed in the mid-high percentage of students with English as an Additional Language.

We have a rich whole school curriculum which includes a consistent approach to the teaching of Literacy, Numeracy and with the implementation of the IB-PYP programme, Units of Inquiry adopting a transdisciplinary approach. Our students learn, take action and demonstrate the skills to be responsible and global citizens.

At Dingley Primary School students participate in cooperative, shared learning experiences in stimulating environments. At all levels we have a collaborative teaching and learning environment based on the premise of high expectations for all. We aim to identify individual student needs and differentiate learning activities to meet these needs.



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

Our staff are committed and passionate about the education of the whole child within a positive school culture that is fair and respectful to all. Dingley Primary School's staff are ongoing learners who continue to improve their own and collective skills.

4.2. School values, philosophy and vision

Dingley Primary School aspires all members of our community to develop respectful, compassionate, lifelong learners who take action as global citizens. We develop academic, social and emotional growth through engaging, stimulating and challenging learning environments. At Dingley Primary School, we are committed to high quality, inclusive and intercultural education. By promoting choice, voice and ownership, we strive to create curious and knowledgeable inquirers who are open-minded and resilient when taking risks in all learning experiences. The school values of honesty, respect, responsibility, empathy, persistence and resilience provide a positive framework for the entire school community and, as such, it is expected that all members of our community demonstrate a commitment to modelling these values. See **APPENDIX 1 Dingley Primary School Values**

Through the IB-PYP Learner Profile, Dingley Primary School aims for each child to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective. See **APPENDIX 2 IB – Learner Profile**

Restorative Practices is the preferred strategy for Student Behaviour Management as it underpins the importance we place on positive relationships between all community members. Our school is also committed to preventing and addressing bullying, including cyberbullying. Refer to the *Bullying Prevention Policy*.

Dingley Primary School is committed to developing the whole child: academically, socially and emotionally. We set very high standards for student behaviour and children are rewarded regularly for their achievements and willingness to take responsibility.

4.3. Engagement strategies

Strategies that assist our students to be healthy and safe within a positive school culture. Each student is supported to develop age- appropriate social and emotional skills to empower them to learn to self-regulate their behaviour.

Dingley Primary School focusses on a positive whole school approach to behaviour management that recognises a targeted approach for students with varying levels of need.

Universal strategies that provide clear positive behaviour expectations are provided for all children. Targeted strategies and actions are provided proactively for particular groups of students relevant to their needs. Strategies are also targeted for some students who subsequently choose inappropriate behaviours. Intensive strategies and actions are put in place for the few students who show ongoing inappropriate behaviours.

APPENDIX 3: Student Engagement Strategies is a summary of the strategies used by our school. Refer also to specific strategies detailed in

APPENDIX 3.1 Social Emotional learning

APPENDIX 3.2 Behaviour Matrix

APPENDIX 3.3 Zones of Regulation

APPENDIX 3.4 Values Leaves

APPENDIX 3.5 Kimochis for Prep and Year 1.

APPENDIX 3.6 Martial Arts Therapy Program for Year 5

APPENDIX 3.7 Ally Program

4.4. Identifying students in need of support

Dingley Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Home Group teacher and Year Level team play a significant role in identifying students in need of support and developing and implementing strategies that enhance student wellbeing. Dingley Primary School will utilise the following consistent school-wide information and tools to identify students in need of extra emotional, social or educational support:

- 4.4.1. personal, health and learning information gathered upon enrolment
- 4.4.2. transition programs observations
- 4.4.3. hand-over sessions between teachers and with educators in other settings
- 4.4.4. "Getting to know you" interviews between teachers and parents at the beginning of the school year
- 4.4.5. academic performance from teacher and standardised testing procedures



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

- 4.4.6. monitoring of attendance rates with irregular attendance responded to through a staged response
- 4.4.7. observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- 4.4.8. COMPASS Chronicle entries by all staff
- 4.4.9. continued communication with parents/carers of students of concern
- 4.4.10. regular surveys to monitor student engagement/areas of concern such as BE YOU tools, Attitude to School data, school designed surveys
- 4.4.11. self-referrals, referrals from peers, families
- 4.4.12. assessments or referral to Student Support Services and/or community support agencies organised by the Assistant Principal.

4.5. Rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. **APPENDIX 4: Rights and Responsibilities**

Dingley Primary School adheres to our legal responsibilities under the relevant legislation including:

- The **Equal Opportunity Act 2010 (Vic)** which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
http://www.austlii.edu.au/au/legis/vic/consol_act/EOA2010250/
- The **Charter of Human Rights and Responsibilities Act 2006 (Vic)**, which 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.
http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
- The **Disability Standards for Education 2005**, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. An education provider must make 'reasonable adjustments' to accommodate a student with a disability.
<https://www.education.gov.au/disability-standards-education-2005>
- The **Education and Training Reform Act 2006 (Vic)**, which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that realises their learning potential and maximises their education and training achievement, promotes enthusiasm for lifelong learning and allows parents to take an active part in their child's education and training.
http://www.austlii.edu.au/au/legis/vic/consol_act/eatra2006273/
- **Ministerial Order No. 870 – Child Safe Standards** – The Child Safe Standards are compulsory minimum standards for all organisations that provide services to children including Victorian schools. The aim of the Standards is to ensure organisations are well prepared to protect children from abuse and neglect.
<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafes.aspx>

4.6. Behavioural expectations

Dingley Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive, setting out expected and appropriate behaviours for our school community; including the principal, teachers and school staff, students and parents/carers. **APPENDIX 5: Behavioural expectations**

4.7. Responding to challenging behaviour

A culture that promotes positive behaviour, is embedded as a means to prevent behavioural issues through the engagement strategies described in this document.

Where a student acts in breach of the behaviour standards of our school community, Dingley Primary School staff respond consistently.

Key approaches are informed by whole school professional learning provided by Behaviour Management Education consultant Jenny Mackay:

- recognise behaviour as a message and seek to refocus the student on learning
- state what we would like to student to do, in a short simple statement following up with a "Thank you".
- utilise different "pockets" of strategies for a range of circumstances.
- refer the student to the Essential Agreement or their own Behaviour Management Plan if activated.
- seek support from Team Leader and colleagues for persistent behaviours and refer to Assistant Principals or Principal for all serious matters.
- inform parents at early stages when relevant.



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

The school has a long-standing commitment to a restorative approach as a means to foster students' taking responsibility for their actions and displaying empathy to re-establish relationships and to ensure consequences for misbehaviour are relevant and meaningful. All behaviour difficulties are followed up with restorative discussions with all relevant students and staff. **APPENDIX 6: Restorative Practices**

Where a student exhibits persistent inappropriate behaviour, Home group teachers take action as appropriate:

- investigate the possible functions, influences, and triggers for the behaviour
- teach replacement behaviours individually, in small group or whole class settings.
- consider classroom modifications such as seating arrangements for this student
- remove the student to another classroom or to the Assistant Principal's office to complete individual learning activities.
- Develop a Behavioural Support Plan in consultation with Parents/Carers

Serious incidents require a more formal restorative session that involves the Home group teacher and Level Team Leader and /or Assistant Principal and all students and staff affected in the incident. Both minor and serious incidences are documented as a chronicle on COMPASS. Parents will be informed of all serious incidences involving their child.

Where a behaviour continues or the Principal/ Assistant Principal deems this to be required, the school will establish a Student Support Group involving all relevant staff and the student's parents / carers. At initial and subsequent meetings, strategies and approaches to address the student's behaviour will be devised; this may include the teaching of replacement behaviours and the use of appropriate disciplinary measures that are proportionate to the problem behaviours. Engaging Student Support Services to undertake assessments and/or seeking intervention from specialist services and external agencies in the local community may be relevant with parental/carer consent.

4.8. Discipline

Dingley Primary School will implement appropriate disciplinary measures are proportionate to problem behaviours such as:

- suspended play from half of recess and/or lunch break.
- loss of playground privileges such as not playing football or in the sandpit.
- being supervised by a teacher on Yard Duty
- required to leave the classroom for a specified period of time to be supervised by Assistant Principal
- loss of privileges such as attendance on or from incursions/excursions and in more severe cases camps.
- in-school suspension

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Formal disciplinary action in the form of suspension or expulsion are only to be implemented by the Principal and can only be considered 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.

Ministerial Order 1125 (Procedures for Suspension and Expulsion of Students in Government Schools) defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. Principals considering the suspension of a student must refer to the *DET Student Engagement and Inclusion Guidance* where suspension considerations (including ground for suspension) and the suspension process are detailed.

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

4.9. Engaging with families

The input of parents and carers is valued, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community creating successful partnerships by:

- ensuring that all parents/carers have access to our school policies and procedures, available on our school website
- regularly communicating with parents/carers through several different avenues
- maintaining an open, respectful line of communication between parents/carers and staff
- providing volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- involving families in school decision making



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students
- providing parents/carers opportunities to socialise and opportunities for contemporary learning

5. Evaluation:

Data is collected each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that may be appropriate for analysis include:

- student survey data including Attitudes to School Survey, BE YOU survey tools
- incidents data including COMPASS Chronicle summaries
- school reports including attendance data, academic reports, CASES21
- parent survey including Parent Opinion survey, BE YOU tools
- case management including SOCS and SSS meeting records.
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6. Review Cycle:

6.1. This policy will be reviewed as part of the school's three year review cycle.



APPENDIX 1: DINGLEY PRIMARY SCHOOL VALUES

The school values provide a positive framework for the entire school community and as such, it is expected that all members of our community will demonstrate a commitment to modelling these values.

An explanation of how we demonstrate each value follows:

- **Empathy**
Act in accordance with principles of moral and ethical conduct, ensuring consistency between words and deeds. Understanding other people's feelings.
Being aware of others and their cultures, accepting diversity within a democratic society, and being included and including others.
- **Persistence**
Seek to accomplish something worthy and admirable by trying hard to pursue excellence.
- **Respect**
Treat others with consideration and regard, always respecting another person's point of view.
Pursue and protect the common good where all people are treated fairly for a just society.
- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, take care of the environment.
- **Honesty**
Be honest, sincere and always seek the truth.
- **Resilience**
Cope with difficult situations and overcome challenges. Developing a growth mindset and learning to "bounce back".



APPENDIX 2: IB - LEARNER PROFILE

Dingley Primary School is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education.

IB learners strive to be:

- **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

- **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

- **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

- **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a difference to the lives of others and to the environment.

- **Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

- **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

- **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



APPENDIX 3: STUDENT ENGAGEMENT STRATEGIES

Student engagement strategies establish predictable, fair and democratic classrooms and school environments as well as respectful relationships between staff and students. School wide universal, targeted and individual student engagement strategies are summarised below.

Tier 1: Universal Strategies for all Students

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

- Dingley Primary School provides all children with an **integrated and comprehensive curriculum** approach to social- emotional learning. Children are taught specifically the competencies and skills they need to effectively manage their emotions, behaviour and relationships with others. This curriculum is guided by the Victorian Curriculum Personal and Social Capability and our registration as a BE YOU school. **APPENDIX 3.1 Social Emotional learning**
- Our **school values** of *Empathy, Persistence, Respect, Responsibility, Honesty and Resilience* are specifically taught and consistently referred to within classroom practices. Values are displayed in each teaching space.
- Ensuring student participation in the development of whole school **engagement and behavioural expectations** and actively teaching students these, creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other. The expectations are based on our school values and are intended to be positive in that they set out expected and appropriate behaviours for our school community
 - **Essential Agreements** are an explicit way to acknowledge the behavioural norms and expectations within a learning space or team. These are developed at the beginning of the school year, reinforced consistently and reviewed as needed throughout the school year. Through negotiation, each Home group, Year level, student and teacher team develops their Essential Agreement together. Essential Agreements are clearly displayed in each teaching space and team meeting documents so they can be referred to regularly.
 - A matrix of **expected behaviours for different settings** based on the school values has been developed by staff with input from students and parents. Settings are in the yard, toilets, sandpit, canteen, when playing games, going places and lining up and at Assembly and in the community. These are reintroduced and reinforced each year and on display near each setting where possible. **APPENDIX 3.2 Behaviour Matrix**
- A whole school **restorative approach** to managing inappropriate behaviour. This includes a three step process to saying "Sorry". **APPENDIX 6 Restorative Practices**
- We are committed to providing a safe and respectful learning environment where **bullying will not be tolerated**. Available on our website, our *Bullying Prevention policy* addresses how Dingley Primary School aims to prevent and respond to student bullying behaviour. The school annually takes part in the national day of action against bullying "Bullying. No Way!"
- The **T.E.A.M (Together Everyone Achieves More)** motto is used to encourage students to work together. Over the first 2 weeks of the school year, all year levels reinforce this motto and teach age appropriate skills and expectations for students working effectively together.
- **Zones of Regulation** is a consistent framework used to teach emotional self-regulation at all levels. Children are taught how to use age appropriate strategies or tools to help them move between states of alertness and emotions. **APPENDIX 3.4 Zones of Regulation**
- **Student voice** is encouraged through participation in:
 - regular classroom "Connecting **Circle**" discussions
 - the **Student Representative Council** with membership from each home group (Year 2 - 6) and the four portfolios of responsibility, headed by our four school captains: School, Community, National and International. These portfolios raise awareness and in some cases fundraise to support the efforts of their portfolio amongst their peers.
 - **Year 5/6 Leadership roles**



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

- Annual **Student Attitudes to School** survey and **BE YOU data collection tools**.
- Students are encouraged to take ownership of their learning content, structure and environment through **active involvement in an inquiry-based approach**.
- Student **achievements academically, socially and behaviourally are recognised** through
 - consistently acknowledging all students exhibiting positive behaviours through our Values leaves. **APPENDIX 3.5 Values Leaves**
 - Each Home group and Year Level develops a system of appropriate rewards and/or acknowledgments to further encourage co-operative, positive behaviour .
 - Incentive awards focus on reinforcing positive student behaviour, effort, attitude, achievement and attendance are designed to further promote high levels of self-esteem and self-worth. These are awarded at whole school Assemblies, placed in the school newsletters and form Year Level displays. (*Examples are Aussie of the Month, Learner Profile Awards, Citizenship Awards*)
- **Physical environments** are set up to favour positive, inclusive interactions conducive to positive behaviours and effective engagement in learning
- To maximise every student's ability to learn and our teacher's ability to teach effectively, Dingley Primary School **monitors student absentee patterns** and informs families of their obligation to support student attendance.
- **analysing and being responsive to a range of school specific data** such as attendance, student surveys (Attitudes to School Survey, BE YOU survey tools), parent survey data (Parent Opinion survey, BE YOU tools), student management data (COMPASS Chronicle summaries) and school level assessment data.
- carefully planned **transition programs** to support students moving into different stages of their schooling. All students move into their following year Level for a structured program on the DET Orientation day when year 6 students attend their secondary school. Transition afternoons are planned prior to this for incoming Prep and current Year 1 - 5 classes
- maintaining a high level of **communication within our school**, essential for student well being and self esteem. Dingley Primary School regularly communicates with parents and carers through for example:
 - Assemblies (fortnightly)
 - School newsletter (fortnightly),
 - Level Updates (fortnightly),
 - Emails and letters,
 - COMPASS newsfeed and SMS,
 - annual Parent Opinion Survey,
 - parent-teacher information evenings and interviews,
 - Parent Representatives for each grade,
 - School Council representation

Tier 2: Targeted Strategies for Students and Groups

As well as adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students, targeted strategies and actions are provided proactively for particular groups of students relevant to their needs. Strategies are also targeted for some students who subsequently choose inappropriate behaviours.

- **Programs at particular year Levels** provide age and stage appropriate social emotional learning. Examples are described in
 - **APPENDIX 3.6 Kimochis for Prep and Year 1.**
 - **APPENDIX 3.7 Martial Arts Therapy Program for Year 5**
- Opportunities for **cross—age connections** amongst students is encouraged through school productions and concerts, Athletics and Swimming carnivals, music programs and peer support programs.
- All Prep children are paired with a Grade 6 buddy with regular interaction and social learning structured through the **Buddy program** curriculum
- Analysing and being **responsive to a range of school data** such as attendance, Attitudes to School



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

Survey, parent survey data, student management data and school level assessment data can result in specific additional programs. For example

- **students in grades 3-5 undertaking gender specific programs** through STRIDE/WHITELION *REVVED UP* program for male students, *Mpower for female students*
- Year 6 students also have the opportunity to participate in the **Toastmasters** public speaking program.
- The School Improvement Team - Student Wellbeing manages the school **Ally Program** developed to enhance connectedness to school for designated students and to further develop the collective responsibility for all students' wellbeing by all staff. **APPENDIX 3.8 Ally Program**
- A broad range of opportunities to **engage students in their areas of interest** are made available such as
 - **Extra-Curricular Activities** include: RACV Energy Breakthrough, Music performances, Sporting Schools program, Outdoor Education activities inclusive of a ski camp, Instrumental Music program with guitar, drums, keyboard and vocal instruction, John Monash Science School "Little Scientist, Big Science" program, Lego and Robotics Clubs, Lead the Way
 - **Lunchtime activities** include Anime, Coding, Glee (choir), Chess Club, Art projects
 - **Community-based** activities including: Choral presentations at local nursing homes, Community Christmas trees, Art displays at various venues.
- Specific activities provide further learning in **friendship based skills** such as lunchtime "Friendship Room" staffed by Integration Aides.
- **Trained dog(s)** are part of the wellbeing and engagement approach providing health, social-emotional, and cognitive benefits to individuals and small groups of students. Refer to *Therapy Dog Policy* on the Dingley Primary School website.
- A comprehensive application process and clear role descriptions informs opportunities for **leadership by senior students**
 - varied **Year 6 Leadership roles** including School Captains, House Captains and leaders in curriculum areas such as PYP, Literacy, Art, Music, Japanese.
 - Year 5 students have the opportunity to be trained in specific leadership roles such as **Peer Mediators** or **PLAY leaders**
- Consistent school-wide processes to **identify students at risk of disengagement**
 - Transition programs
 - Hand-over sessions
 - Teacher and standardised testing procedures
 - "Getting to know you" interviews between teachers and parents at the beginning of the school year
 - Monitoring of attendance rates with irregular attendance responded to through a staged response
 - observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
 - Continued communication with parents/carers of students at risk
 - Regular surveys to monitor students engagement/areas of concern
 - Requests for student assessments, intervention or referral to Student Support Services and/or community support agencies organised by the Assistant Principal.
- Consistent **school-wide processes and programs for early intervention.**
 - Engaging teaching practises to cater for diverse learning needs
 - All students performing above or below their expected level are placed on Individual Learning Plans.
 - Continued communication with parents/carers of students in need of intervention
 - Regular Student Support Group meetings involving home group teacher, Assistant Principal, parents/carers, relevant support staff and therapists. Records are attached to a COMPASS Chronicle
 - Specific curriculum programs such as MiniLit and Early Birds tutoring ,Think Tank club
- providing **personalised learning programs / behaviour management plans/ trauma-informed approaches** where appropriate for individual students inclusive of modified classroom programs for 'at risk' students.



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

- The school maintains a Designated Teacher to ensure all requirements are met to fully support students in **Out of Home Care** (OOHC).
- **Community support**, in particular financial assistance, facilitates a wide variety of extra-curricular activities including academic and sporting programs, social emotional interventions, team initiatives and support for students and their families.

Tier 3: Intensive Strategies for Individual Students

In addition to Tier 1 and 2 strategies, broader support strategies are enacted for students facing ongoing difficulty with engagement/ attendance and for students displaying repetitive inappropriate behaviours. This section includes student specific strategies that may be considered and applied on a case by case basis.

As appropriate these may include the school:

- **regularly communicating** and seeking support from and providing support to the parents/carers
- **mentoring and/or counselling** individually or in a group setting by the Assistant Principal
- developing short term individualised flexible **learning plans and behaviour plans**
- providing **access to** Lunchtime activities and other broader educational programs, for example Active After Schools Sports Program
- convening **Student Support Group meetings** involving parents/carers, teachers, Assistant Principal and other relevant adults. These are to set personal and academic learning goals each term and reflect/celebrate the student's progress against the goals set.
- engaging **Student Support Services and/or community support agencies** to undertake assessments and/or to provide specialist support.
- expecting Home Group teachers to follow up on any **unexplained absences** promptly and consistently and to report any ongoing absence of 3 days or more to the Assistant Principal. The school will support students whose attendance is problematic by investigating any possible school based reason for non-attendance and working with families to implement individual attendance plans
- seeking extra resources under the **Program for Students with Disabilities** for eligible students
- implementing appropriate **disciplinary measures** that are proportionate to problem behaviours
- considering **out-of-school behaviour management options** such as Student Development Centres



APPENDIX 3.1 SOCIAL EMOTIONAL LEARNING

Dingley Primary School provides all children with an **integrated and comprehensive curriculum** approach to social- emotional learning. Children are taught specifically the competencies and skills they need to effectively manage their emotions, behaviour and relationships with others. This curriculum is guided by the Victorian Curriculum Personal and Social Capability and our registration as a BE YOU school

The **Personal and Social Capability** in the Victorian Curriculum sets out what students are expected to learn and is designed as a continuum of learning. It is organised into two interrelated strands: Self-Awareness and Management and Social Awareness and Management. The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.

Reference: <https://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/rationale-and-aims>

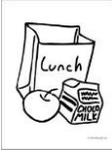
Dingley Primary School is a registered **BE YOU** school. BE YOU provides us with an effective model for implementing a whole-learning community approach to mental health and wellbeing. The School Improvement Team – Student Wellbeing lead by the Assistant Principal, are registered as the BE YOU Action Team to lead the implementation of the whole learning community approach. The vision we share with Be You is that our learning community is positive, inclusive and resilient – a place where every child, young person, educator and family can achieve their best possible mental health.

Be You provides evidence-based online professional learning, complemented by a range of tools and resources to turn learning into action. The Action Team works together with the wider learning community to ensure Be You is tailored to meet the needs of our learning community.

Reference: <https://beyou.edu.au/about-be-you>



APPENDIX 3.2: BEHAVIOUR MATRIX

	<i>When in the Yard</i>	<i>Toilets</i>	<i>Sandpit</i>	<i>Canteen</i>	<i>Assembly and Community Members</i>	<i>Going Places and Lining Up</i>	<i>When Playing Games</i>
HONESTY	I always tell the truth. I hand in belongings that don't belong to me. I own up when I have done something wrong.	I only go to the toilet when I need to.	I will always tell the truth.	I spend my own money at the canteen. I only use money that I am allowed to spend.		I take my place in the line behind the people that were there before me.	
PERSISTENCE	I encourage others to try their hardest. I try my best. 	I use the music as a reminder to go to the toilet.	I will be ok if my construction is accidentally knocked.		I sit still and keep my hands to myself in assembly. I keep quiet and listen with my eyes and ears.	I follow all instructions first time, every time.	I try my best and will be ok if I win or lose.
RESPECT	I treat others as I like to be treated. I am polite and use my manners. I use a suitable tone of voice when speaking. I leave tanbark, sticks and stones on the ground. I care for the trees and garden areas.	I flush the toilet after every use. I use an inside voice. I respect others' privacy. I use the toilet areas appropriately. I keep the toilets tidy.	I put toys back in the toy box. I keep sand in the sandpit. 	I wait my turn in the canteen line quietly. I use my manners by saying please and thank you. I allow others to make their own decisions about how they spend their money.	I use a person's name when I talk to them. I stand with my hands by my side during the National Anthem. I am polite and use my manners. I listen to the people speaking. I kindly say hello and assist guests who come to the school.	I keep my hands to myself when moving around. I allow others to learn. I respect others' property as well as my own. I look at displays without touching them. I show all school values when I am out in the community.	I share the oval space fairly with others. I will allow others to make their own decisions. I leave alone the equipment others are playing with.
RESPONSIBILITY	I use sports equipment in the correct way. I borrow and return equipment correctly. I keep our yard clean of rubbish. I use the monkey bars safely. I use the slide from top to bottom. I bring and look after my nude food containers. When I cross the oval I am aware of other people around me. I wear my hat in terms 1 and 4.	I always ask permission to go during class time. I save my games for outside. I leave my food outside. I turn off running taps. I always take a partner with me when I go to another building. I only lock the door when I use the toilet. I return to my classroom straight away. I wash my hands after I have used the toilet.	I use sand for digging and building. I keep the sandpit rubbish free. I wash my hands before lining up. I remove the sand from my shoes back into the sandpit. I brush the sand off my clothes after playing in the sandpit.	I pick up any rubbish that I have dropped. I place rubbish in the bin. 	I wait for instructions from my teacher at the end of assembly. I enter the assembly quietly. I clap and acknowledge others politely.	I am sensible and quiet when I walk around the school. I go directly to where I am meant to be. I practice road safety rules. I follow the school crossing rules. I line up before the music ends. 	We set fair rules before we play. I play tiggy on the oval. I follow the AFL 9's rules. 
EMPATHY	I put myself into other people's shoes. I accept and value differences of others. I think about and listen to other people's opinions and feelings. I help others when they are sad, lonely or upset. I share equipment fairly.	I leave the lights on in the toilets at all times. I use toilet paper for the right reasons. 	I leave others' constructions alone. I share equipment fairly. I share the sand pit space fairly. I help others when they need help.		I speak nicely. I include others. I treat others the way I want to be treated.	I allow others to have a quiet learning space. I give those around me their personal space. I care for others' property as well as my own.	I help others when they need it. I am friendly and allow others to play. I share my equipment fairly with others I follow the rules that we have agreed to. I use empathy when explaining why I no longer want to play.



APPENDIX 3.3: RESTORATIVE PRACTICES

Restorative practices are utilised across Prep – 6 in a varying level of depth. A restorative conversation occurs after a situation involving conflict, where all parties are present and have their opportunity to explain their side of the story. The strategy seeks to repair relationships that have been damaged, for example friendship issues, bullying, ongoing teacher-student issues etc. The rationale behind Restorative Practices is:

- The offender to demonstrate remorse
- The person conducting the restorative chat focusses on the behaviour, not the individual's character
- To maintain and build healthier and stronger interpersonal relationships in the classroom and across the school.

The way in which a restorative conversation is conducted varies depending on the nature of the incident in question. However, there are several fundamental elements that must be present for it to be effective.

1. Every party has a fair and uninterrupted time to explain their perspective.
2. It is a Judgement free
3. Questions about how the other person/people were feeling or would be feeling as a result of the action/s
4. Everyone uses a respectful tone of voice
5. For a restorative chat to be most effective, every party must feel as though their grievance has been solved.

Suggested questions the adult could ask during a "Restorative Chat" are:

To the person who caused the harm:

"We're here to talk about....."

- Can you tell us what happened?
- What were you thinking?
- What was in your head/in your mind?
- What is the right thing/wrong thing to do?
- Who has been affected/upset/harmed by your actions?
- In what ways?
- How has this affected you?

To the person(s) harmed:

- What did you think when it happened?
- What have you thought about since?
- How has it affected/upset/hurt/harmed you?
- What has been the worse thing?
- What is needed to make it right/to make you feel better?

To the person who caused harm:

- What do you need to do to make things better? How can you fix this?

To the person harmed:

- Is that okay/do you agree?
- Is that fair?

To both:

- How can we make sure this doesn't happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?

Congratulate the children involved for working it out.

Adults are expected to record details of this incident and may arrange to follow-up/meet again, to evaluate how things are going for all students involved.

All children are taught and supported to conference in this way.

All teaching staff at Dingley Primary School complete a full day's training in Restorative Practices.

For more information on Restorative conversations visit:



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

<https://bullyingnoway.gov.au/RespondingToBullying/HowAustralianSchoolsRespond/RestoringRelationships/Pages/Restorative-practice.aspx>

Saying “sorry” at Dingley Primary School is made meaningful by the following expectations:

SORRY has 3 STEPS:

1. **S**orry - actually say “I am sorry”
2. **A**dmit what you did.
“I am sorry for...” I am sorry that I....”
3. **D**escribe the ACTION you will take to restore the relationship with the other person.
This is the hardest part and **the most important part – it is the consequence**; it is what you agree to do because you are sorry. Without this the “sorry “can be just easy words.

“Next time I am angry ...”

“If I don’t agree with the decision in our game, I will...”



APPENDIX 3.4: ZONES OF REGULATION

The Zones of Regulation is a conceptual framework used to teach emotional self-regulation. It is used at all levels at Dingley Primary School to allow students to understand their emotions and regulate their behaviour. By categorizing complex feelings and states we experience into four coloured zones, the Zones of Regulation improves students' ability to recognise and communicate how they are feeling in a non-judgemental way and to understand how their behaviour impacts those around them. The curriculum provides strategies to teach children to become more aware of and independent in controlling their emotions and impulse, manage their sensory needs and improve their ability to problem solve conflicts. It allows students to recognise when they are in a state that is not conducive to learning – we ask students to self-regulate to be “Green – Good to Go - Ready to Learn”

Each classroom has access to a Zones of Regulation poster that can be adapted to the appropriate level. The use of well-known characters such as Pixar's *'Inside Out'* and Emoji's help students relate to the emotions.

Red	Yellow	Blue	Green
The more volatile of emotions. Red zones are negative and therefore cause negative effects on students learning and their environment. Red zone emotions include:	The emotional zone where emotions are at risk of escalating. These emotions often occur before entering the Red Zone and include:	The emotional zone where emotions are flat/dull and often related to a lack of enthusiasm or excitement. These emotions include:	The emotional zone that is highly conducive to learning and provides students with a greater chance of success. These emotions include:
<ul style="list-style-type: none"> - Angry - Mad - Aggressive - Out of Control - Hitting 	<ul style="list-style-type: none"> - Anxious - Worried - Frustrated - Silly 	<ul style="list-style-type: none"> - Sad - Bored - Tired - Not motivated - Not ready to learn 	<ul style="list-style-type: none"> - Happy - Ready to learn - Joyful - Energised

What zone are you in?

Sad Disappointed

Bored Tired

Happy Calm

Ok Ready to Learn

Hyper Upset

Frustrated Silly

Yelling Angry

Hitting Having a Meltdown

Use tools to get in the GREEN zone.

Take deep breaths

1 2 3

Count to 3

Stretch

Draw or write

Exercise or lift something heavy

Take a walk

Listen to music

Talk to an adult

Drink water

Very Good

Use positive self-talk



Dingley Primary School Student Wellbeing and Engagement Internal Policy

APPENDIX 3.5: VALUES LEAVES

At Dingley Primary School value leaves are a way to acknowledge and 'catch out' students who are exhibiting the school values. A student who is demonstrating one or more of the school values may receive a paper leaf. The value leaves are given out by all DPS staff at any time - in the classroom, the yard, canteen, on excursions etc.

The students hand these into the Office staff and then displayed on the 'Values Tree' until there are an equal number of leaves as students in the school. At this point, a reward for all children is negotiated by the School Captains with the Principal/ Assistant Principal.

The name of each student who received a leaf in the previous fortnight appears in the newsletter and ten random students (drawn out during assembly) will receive a canteen voucher.

Respect Empathy
 Resilience Persistence
 Honesty Responsibility

Name: _____
H/Group: _____

Respect Empathy
 Resilience Persistence
 Honesty Responsibility

Name: _____
H/Group: _____



APPENDIX 3.6 KIMOCHIS FOR PREP AND YEAR 1

At Dingley Primary School, Kimochis are utilised in both Prep and Year 1 as a wellbeing tool. They engage and equip the students to recognise and manage their feelings in positive ways. They are a fun and easy to use combination of plush toy characters. Each 'character' contains several feelings pillows which provide the children with 'feelings words' they can use if they encounter a challenging situation. There are seven characters, each with their own narrative, as well as likes and dislikes. The children connect to the stories and enjoy sharing their own experiences in light of them. The Kimochi kit contains the plush toys and the curricula required to teach it effectively, using both explicit lessons and incidental teaching. The plush toys are located in the Prep and Year 1 buildings. The Kimochi story books are located in the staff section of the Library.





APPENDIX 3.7 MARTIAL ARTS THERAPY PROGRAM FOR YEAR 5

The Martial Arts Therapy MAT program is an active modality that combines the principles of mental wellbeing and emotional regulation with those of therapeutic martial art training techniques, games, metaphors and stories.

Its format engages and empowers young people to learn life skills, and to better manage the challenges in their lives.

The MAT Program is run as a weekly 50-minute session with all the Year 5 students together in the gym, for at least 10 weeks (depending on availability). During this time, students learn the MAT Program set of values, team work, resilience and emotional regulation. They also work towards breaking boards of various strengths, utilising the skills they have learned as well as harnessing their mental, emotional and physical strengths.

THE MAT PROGRAM SET OF VALUES - THE CODE

BE STRONG



*in body, mind and heart.
Physical, emotional and
psychological health*

BE CALM



*to believe in yourself and
be able to make better
choices under pressure*

BE KIND



*towards yourself, others
and the environment*

TRY HARD



*because effort is the
currency of success*



APPENDIX 3.8 ALLY PROGRAM

Purpose:

To enhance student connectedness to school and further develop the collective responsibility for all students' wellbeing by all staff.

Ally student pairing

- Staff will be assigned 1 student from across the school taking into consideration staff preferences and suitability.
- Staff cannot nominate specific students, however, can share personal preferences of cohort to a SIT Wellbeing team member.
- Home Group teacher will complete the screening process twice a year (middle / end). View the child 'on balance' when completing the survey.
- The SIT Wellbeing Team will then use the data to assign students their Ally.

Expectations of staff

- All staff participate in the program.
- All home group teachers are aware of who has an ally in their class and who it is.
- The child doesn't know they have an ally.
- Ally knows the areas of attention for the child (survey data, consult with home group teacher).
- Look for ways to enhance connection between home group teacher and ally (lunchtime chat, yard duty, APT).
- Connect with the child at least once a week (during yard duty, walking back to line, during APT etc).
- Ally and home group teacher need to be notified of significant details in a timely manner.
- Parents are made aware of the program in the newsletter / Compass without individual details.

Indicators of success

- The child is aware that another adult listens to them and that they are being heard.
- The child seeks contact with the ally.
- The home group teacher and ally are sharing information as needed.
- There is a positive impact on the child's wellbeing.
- This program doesn't negate the home group teacher's responsibility.



APPENDIX 3.9 CONNECTING CIRCLES

Connecting Circles encompass interactive student engagement, practice and reflection and is most successful with whole school involvement. Connecting Circles are effective as this approach aids teachers to build a connected emotional climate for learning and personal development.

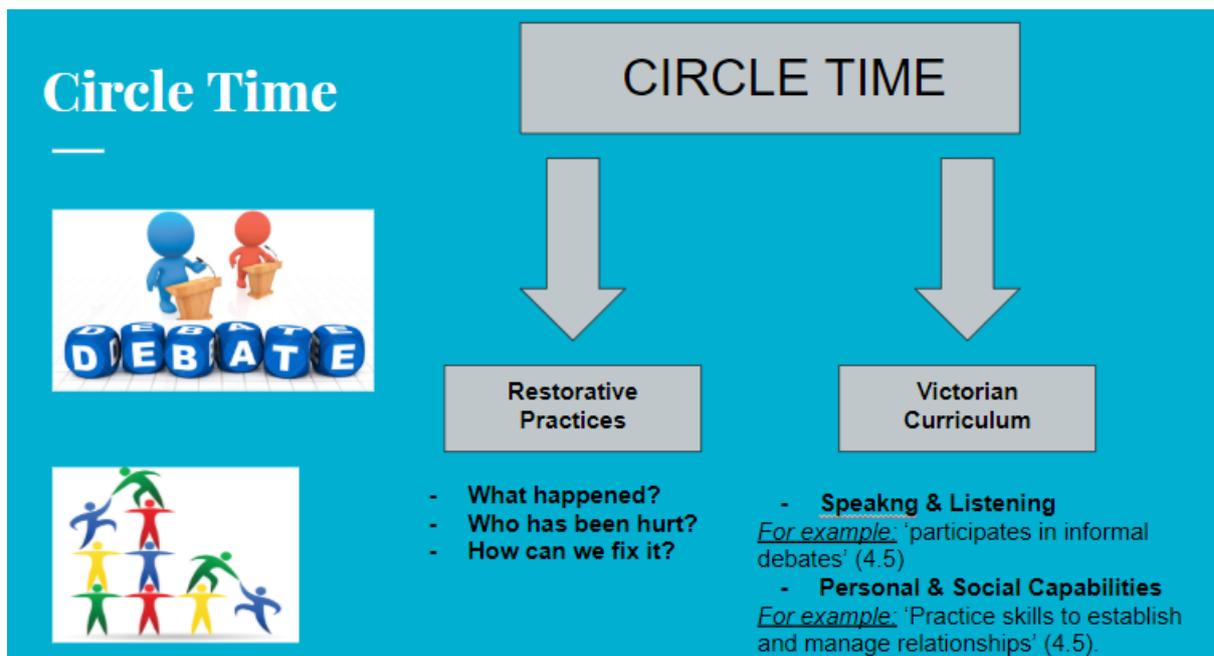
Connecting Circles - WHAT/WHY?

- Create a **positive connection** to each other and to the day ahead.
- To **settle**
- To be **ready emotionally**.
- To be **ready** - Green for Go!

Connecting Circles – HOW?

- 3-5 minutes.
- Each student has about 20 seconds of 'air time'.
- Sit in a circle.
- Everyone has space (elbow length etc). Provide room for this.
- Aim (explain).
- Pose a question (must vary. For example: What sort of morning have you had at home? How are you feeling? (say a colour) Where is your favourite place to visit?
- Ask for a volunteer to begin.

The difference between 'Connecting Circles' and 'Circle Time':



Examples of Connecting Circles:



Connecting Circle:

If you were an animal, what animal would you be and why?





APPENDIX 4: RIGHTS AND RESPONSIBILITIES

All members of our school community have a right to experience a safe and supportive school environment. All students, staff, parents and carers have a responsibility to treat each other with respect and dignity.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • learn in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • develop emotionally and socially to learn to self-regulate their behaviour • participate fully in the school's educational program • express their ideas, feelings and concerns 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Demonstrate respect for the rights of others, including the right to learn, contributing to an engaging educational experience for themselves and other students. • Take greater responsibility for their own learning and participation as members of the school community as they progress through school. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals, managing resources and participating fully to achieve their goals. • Develop their social and emotional skills so that, with support, they will self-regulate their behaviour to ensure Dingley Primary School is a safe and supportive learning environment for all. The skills expected will be age-appropriate as students' progress through the school. • Demonstrate the school values displaying positive behaviours towards themselves, their peers, their teachers and all other members of the school community. This includes care for the physical environment and resources. • Speak to their parents or carers and approach a trusted teacher or a member of the school leadership team to express concerns

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to</p> <ul style="list-style-type: none"> • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • receive accurate information about their child's progress and social/emotional development at school • receive accurate information about school processes and policies • feel safe and welcomed in our school including expressing their ideas, feelings and concerns 	<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 modelling positive behaviours. • Support the school in maintaining a safe and respectful learning environment for all students by: <ul style="list-style-type: none"> - upholding and modelling the school values within the school community - ensuring their child arrives and departs from the school in a safe and orderly manner including following traffic laws/bylaws within the immediate vicinity of the school grounds • Ensure their child's regular attendance and punctuality • Engage in regular and constructive communication with school staff regarding their child's learning at appropriate times. • Reinforce school processes and policies • Choose appropriate avenues to express their ideas, feelings and concerns

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 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the Engagement and Wellbeing policy. • Know their students. • Know how students learn and how to teach them effectively. • Know the content they teach. • Plan collaboratively and assess for effective learning. • Create and maintain safe and challenging learning environments.



Dingley Primary School Student Wellbeing and Engagement Internal Policy

<p>the teaching and learning program for that student</p> <ul style="list-style-type: none">• Work in a safe, supportive inclusive environment	<ul style="list-style-type: none">• Use a range of teaching strategies and resources to develop a learning program that is relevant and engaging.• Encourage student voice, choice and agency• Engage in reflective practice and professional learning• Engage in regular and constructive communication about their students' wellbeing (educational/ social/ physical/ emotional) with parents/carers and relevant colleagues• listen to all students respectfully and bring to attention of the Principal any matter that causes the safety or wellbeing of any staff member or other student to be at risk
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APPENDIX 5: BEHAVIOURAL EXPECTATIONS

Dingley Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive setting out expected and appropriate behaviours for our school community; including the principal and school leaders, teachers and school staff, students and parents/carers.

Expectations of *students* include:

- positive participation
- being proactive in asking for help / asking questions
- treating classmates / teachers with respect and dignity
- valuing school resources
- supporting classmates / teachers
- attending school on a regular basis.

Expectations of *teachers* include:

- creating an engaging lesson
- providing enjoyable classrooms
- making sure every student has an equal opportunity to participate
- asking for student input into the curriculum and class environment
- listening to students and valuing their contributions
- listening to parents' insights into their children's learning
- providing a wide range of resources to engage students
- understanding the needs of students and accommodate those needs.

Expectations of *principals and school leaders*:

- providing leadership, not only to school staff but to students as well
- ensuring staff, students and the wider school community understand their expectations
- providing staff and students with the resources and equipment to assist them in the process of teaching and learning
- ensuring the curriculum of the school takes into account the needs of specific students where practicable (such as students with disabilities, EAL)
- encouraging the participation of parents.

Expectations of *education support staff*:

- providing timely accessibility and availability when reasonable
- acting with non – judgmental attitudes
- providing trust and confidentiality
- showing understanding and caring.

Expectations of *parents / carers*:

- supporting their children's education
- cooperating with requests from the school
- promoting positive educational outcomes for their children
- ensuring their children are attending school
- communicating clearly with the school about the needs of their children.



APPENDIX 6 BEHAVIOUR MANAGEMENT IN EDUCATION

The need to belong, to have significance is a powerful driving force for behaviour. On-going misbehaviour often reveals a student's mistaken belief about belonging & significance i.e. 'unconscious goal'. To discover their 'unconscious goal', teachers need to **recognise** those **feelings** the behaviour gives rise to in the recipient e.g. teacher (or other student). Recognising and understanding their possible unconscious motivation, teachers may become aware that their normal reactions can reinforce misbehaviour: but with insight gained & applying learned skills, they can change their responses, thus enabling students to change their behaviour. Students are then given opportunities to achieve their unconscious goals, fulfil their underlying needs through positive rather than negative behaviour.

Acknowledgement to Dreikurs, Grunwald & Pepper, & Dinkmeyer & McKay

Student's Faulty/mistaken unconscious belief	UNCONSCIOUS GOAL leading to actions/attitudes	Recognising Goal through Teacher's feelings and their usual reactions	Student's response to T'S reaction and/or attempts at correction	T's alternative response aims for behaviour change
I belong only when I am being noticed or served ☞ <i>Notice me!</i>	ATTENTION ACTIVE: shouts out, fools, shows off, clowns, disrupts PASSIVE: no home/work lazy, forgets things/books, Gets others to do for him, keeps teacher busy, may cry, use charm, be over eager to please, Feels: only has a place when people pay them attention	Feeling: annoyed, irritated, resentful Reaction: T. may feel student/child occupies too much of my time. T. gives undue service. Reminds often and coaxes. Shows pity.	Temporarily stops misbehaviour. Later resumes same behaviour or disturbs, disrupts, gains attention in another way	☞ e.g. Coaxing, reminders, warnings reinforce goal. Ignore behaviour, giving attention at times, in ways unexpected. Give positive feedback. Revealing their goal with <i>Could it be that...</i> enables understanding & change. Teach student and use 'agreement' to change behaviour. Humour helps
I belong only when I am in control when I'm proving no one can make me do anything. ☞ <i>Make me!</i>	POWER ACTIVE: argues, questions answers back – must win, PASSIVE: stubborn, won't do, resistant, often lies, disobeys, refuses or does opposite of what asked. Feels: I only count if others do what I want them to do.	Feeling: provoked, angry, threatened concerned, defeated Reaction: T. gets angry, try to force student to obey, show who's boss, be determined not to let them get away with it. Fight back or give in ...	Active or passive aggressive misbehaviour is intensified, or child/person submits with "defiant compliance"	e.g. Avoid power struggle - withdraw from conflict. Do the unexpected - don't get hooked into anger. Let consequences occur. For constructive use of power - enlist their help, give them opportunities for some control, give responsibility.
I belong only when I make others feel hurt like I do – get even. ☞ <i>I'll get you back / I can hurt!</i>	REVENGE ACTIVE: May steal, lie, hurt – children/animals, even vicious, destructive. Wish to get even - picks on others, says hurtful things PASSIVE: Sullen, pouts, sulks, accuses others of unfairness. May believe nobody likes him/her	Feeling: hurt, defeated Reaction: feels hurt, gets mad, wants to hurt back, get even, retaliate. T. may dislike student, consider them ungrateful; want to teach them a lesson; ask others to avoid them; make report to parents hoping they will punish child.	Can get defensive even angry or abusive when reprimanded, and/or seeks further revenge by intensifying hurting behaviour	e.g. Be aware of their need to hurt – avoid retaliation & your desire to hurt back. Be aware of their real need... <u>not</u> to feel hurt anymore. Acknowledge feelings, avoid punishment but apply consequences and enable repairation. Build trust and relationships
I belong only by convincing others not to expect anything from me – when I'm unable, helpless ☞ <i>I can't do it!</i>	INADEQUACY PASSIVE: Doesn't do work quits easily, avoids trying, doesn't react or participate. Wants to be left alone - no demands made. Can feel stupid in comparison to others, helpless. May set too high goals, unable to meet them, so won't try.	Feeling: discouraged helpless, despairing Reaction: to try various approaches to reach child, discouraged, despairing when meets failure, then gives up trying - tendency to do nothing and sit back	Passively responds or fails to respond to whatever is done. No improvement	e.g. Recognise deep discouragement due to feelings of incompetency & low sense of worth; failure & neg. criticism; or too high expectations – can't attain. Don't give up, pity, criticise. Focus on strengths, effort – but always honestly. Enable group and peer support
I belong only when I create excitement ☞ <i>It's really dangerous!</i>	EXCITEMENT (Adolescent) ACTIVE: avoids routine, shows interest in drugs, alcohol, promiscuous sex, daredevil sports, etc.	Feeling: Concern, anxiety... for personal safety/health and as to what will happen next Reaction: You are on your guard - want to warn	Resists or continues exciting misbehaviour (Can become a power contest)	e.g. Build positive teacher & student relationships. A challenging curriculum, extra mural activities and community youth projects can work to meet these needs positively.
I belong only when I have wide spread peer acceptance ☞ <i>I'll do <u>any</u> thing to join you!</i>	to gain PEER ACCEPTANCE (Adolescent) ACTIVE: constant attempts to obtain, do anything for acceptance from humour to highly dangerous acts	Feeling: Concern ... if peers have negative influence on behaviour and / or work. Reaction: Try to influence student	Resists or continues to keep up with friends	e.g. Be positive role model for adolescents, build good teacher/student relationships. Be accepting and understanding of the tasks of the adolescent. Channel energy → learning. Affirm strengths, focus on effort.
I belong only when I am best or least better than most ☞ <i>I'm better than you!</i>	SUPERIORITY (Adolescent) ACTIVE: aims for top/best and puts others down. Uses superior talents against others	Feeling: inadequate. Reaction: Attempt to put student in place.	To continue striving, putting down others to defend own self-image	e.g. Awareness behaviour is due to low self-esteem Need to model / balance values. Classroom focus on tolerance, acknowledging talents, and relationships.



Dingley Primary School

Student Wellbeing and Engagement Internal Policy

REMINDERS

1. Behaviour is a MESSAGE ... conveying how they are feeling and coping ... DECODE
2. Organise your LOG BOOK ... be PROACTIVE ... PLAN for behaviour ...
3. PLAN your CLASSROOM ... make it work for you – organise desks and seating, movement flow in, out and around the classroom; light and ventilation; for technology
4. State EXPECTATIONS for behaviour on first day
AND / OR
5. Establish 3-6 simple GROUND 'RULES'. Discuss the benefits with students. Focus on 2 at a time until they become habitual, then focus on the next 2 etc. Revisit 'rules' each term.
6. Establish ROUTINES for best organisation ... give students RESPONSIBILITIES
"never do what students can do. If they can do it ... Why are you?"
7. HAVE A RITUAL OR TWO – CELEBRATE TOGETHER, BUILD TRADITION, CULTURE AND BELONGING
8. OBSERVE student BEHAVIOURS ... in the first two weeks ... for those behaviours you would like to see students 'get right'
 - List these & prioritise
 - Take one at a time – plan strategies, skills to manage
 - When most students 'getting it right' then move on to the next one.
9. Remember '**the DANCE**' – 'it is **my response that decides**'. Apply your '**POCKETS**' – I have a **choice**...
10. Practice one skill a week e.g. Taking control ...
 - Stand back, **PAUSE**, take 5
 - Manage emotions ... 'the **EGG**'
 - Focus on behaviour ... **Describe** behaviour, situation, what has happened
 - Get **perspective**. How important is it really ... Don't get hooked ... avoid the 'sideshows'
 - If behaviour repeats and what you're doing is not working - **TUNE IN**
 - Other factors? li. Flags – Unconscious Goals for Misbehaviour ?
 - **Who needs to own the problem** ... for behaviour to change? .. to guide your response.
11. Remember: "don't take behaviour personally"...&... "you don't have to know the answer but you do have to manage..."
12. Understand behaviour
 - i) Students have learned to model on others and behave in ways that work for them.
 - ii) Many factors affect behaviour, including a powerful driving need to establish significance and belonging. When facing ongoing misbehaviour, check out the unconscious goals, plus be aware of other factors & influences. Then plan your responses to their behaviour either changing your 'dance' according to 'unconscious goal' guidelines or list behaviours for students to become aware of what they do and think about how they could behave differently – enabling students to take responsibility for their behaviour and behave in ways acceptable in classroom & school.
13. Remember ... **ENABLE** ... don't rescue
14. So when needing students to 'do the right thing' ... **don't "tell"** them what to do ... **rather** ...
 - I) Give a simple direction with 'thank you' ... not 'please' = positive expectation & avoids confrontation
 - II) Ask open questions → 'what, when, where' etc. – student thinks, enables responsibility → changes behaviour
 - iii) Acknowledge students - describe ... how coping/feeling, what doing/achieving, capable of doing etc.
15. "Catch them doing it right" ... Look for the 'white spaces' ... Not the 'black dots'