



# Lyneham Primary School

Preschool to Year 6



Framework: Safe and Supportive School

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Related Documents: Lyneham Primary Vision Models, Managing Behaviour Positively at Lyneham, ETD Safe and Supportive Schools Policy (2016), Education Capital: Leading the Nation-ETD Strategic Plan 2014-2017, National Safe Schools Framework, Safe and Supportive Schools Guidelines: Guideline A- Preventing Bullying, Harassment and Violence in ACT Public Schools, Guideline B- Safely Responding to Complex and Challenging Behaviour in ACT Public Schools, Australian Curriculum, Disability Standards for Education 2005, National School Improvement Tool, **ACT Government**-Child Protection and Reporting Child Abuse and Neglect Policy, Expert Panel on Students with Complex Needs and Challenging Behaviour, ACT Government Response, 2016, **ACT Education Directorate**-Critical/Non-Critical Incident Management and Reporting Policy, Education Participation 2011 (Enrolment and Attendance) Policy, Engaging Schools Framework, Managing Behaviours Safely: A Risk Management Approach, Safe and Supportive Schools: Behaviour Support Guide, Supervision of Students on School Sites: Preschool to Secondary College Policy, Suspension, Exclusion or Transfer: ACT Public Schools Policy, Working with Children and Young People – Volunteers and Visitors (Interim) policy

## 1. Framework Statement

This framework clearly articulates the ideology and procedures underpinning student, staff and community well-being at Lyneham Primary School.

## 2. Rationale

The development of the framework is an outcome of the “Schools for All” initiative of the ACT Education Directorate.

### 3. Values and Beliefs

These values and beliefs come from the Lyneham Primary Vision model which was collaboratively developed by staff in 2013 and is revisited each year. *Appendix A*

· **Relationships are respectful and focus on respect for self, each other and environment/property**

- Child-centred learning-“Whole Child”
- Everyone Matters, Every Child, Every day
- Working collaboratively
- Risk taking & resilience-growth mindset
- Role models-staff as life-long learners, reciprocal teaching/learning, high expectations for all
- Social Justice

Our whole school positive behaviour approach is based on these values, and students, staff and families are expected and encouraged to display these values in the school environment.

The high level of communication between students, staff and families reflects the belief “it takes a whole village to raise a child”. Therefore, the actions that we **all** take (parents, students and staff) enhance a safe and supportive school environment and are outlined in this framework.

### 4. Community well-being supports and strategies

#### Universal Strategies

Universal strategies are used across the school to promote a positive learning environment for all students and teachers. These strategies underpin the success of the core business of all staff working in the school.

- *Classroom Agreements*-specify how the class should operate and the behaviour expected from all students to enable positive learning outcomes. These are developed in each class collaboratively between teachers and students.
- *Managing Behaviours Positively at Lyneham procedures*-this details procedures for handling circumstances where classroom agreements and other expected behaviours are not met; see *Appendix B and C*
- *Respectful Relationship Awards, Merit Awards* – identify and show appreciation for circumstances where expected behaviours are demonstrated to a high degree.
- *Classroom Supportive Strategies-Circle Time, Community Circles* – provide opportunities for all to express opinions and participate in learning activities
- *Differentiation of learning programs* – enable all students to reach their highest potential
- *Social and Emotional Learning-Friendly Schools Social Skills Program*- At Lyneham Primary School the Friendly Schools PLUS program is explicitly taught to all students throughout the school year. The five Social and Emotional Learning skills covered throughout this program are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Social Decision-Making

The program is carefully planned to ensure that all students are given the best opportunity to develop and grow as individuals within our school community. A scope and sequence of planned lessons has been created to accommodate our multi-age classes. Every teacher scaffolds learning activities to further support students where necessary.

- *Explicit teaching about citizenship and understanding diversity*  
The school recognises the value in social and emotional development. Learning about social justice, understanding the perspective of others and valuing diversity is fundamental to relate respectfully to others.

Learning about the democratic process and governance models are part of regular class meetings and provide students with opportunities to express opinions, to listen respectfully to alternative views and to take appropriate action.

In years 5 and 6 students also participate in a personal development program.

## Protective Behaviours

### ***Selected Strategies***

Selected strategies build on the foundations provided by universal strategies to respond to an identified need in a particular group of student population. Selected strategies focus on developing the academic, social and emotional skills of a student through participation in selected group learning. Careful consideration is given to identifying these students and the additional skills they require. Some students will benefit from a combination of universal and selected strategies to learn positive behaviours in a school setting.

*Enrichment groups, - focus on developing identified skills*

*Learning support-literacy and EALD*

*Peer support-within the school and with high schools – collaboratively demonstrate and promote respectful relationships across age groups*

*House Leaders –model and promote values and beliefs*

*Clubs - enable students and develop their particular interests/ skills?*

*SRC, Tomorrow Team – enable students to express their views and participate*

*Restorative Conversations*-A key strategy that is used in helping to address issues ‘when things go wrong’ is the use of ‘Restorative Practices’; that is, adopting a positive rather than a punitive approach to managing behaviours. The approach actively promotes positive relationships, assists students to become aware of the impact of their behaviour on others, to learn to be accountable for their own actions and to learn how to restore relationships after harm has been done. A restorative approach puts our values into practice by emphasising rights and responsibilities, positive and respectful relationships and at the same time meeting individual needs within the school.

Restorative Practices aim to:

- Encourage an ethos of respect and reduce conflict
- Restore relationships
- Encourage open and non-judgemental communication
- Develop personal responsibility and accountability
- Develop a problem solving approach
- Undo harm done and look to future behaviour
- Empower students and build their ability to talk about issues and emotions.

*Principal lunch/awards*

## Targeted Strategies

Targeted strategies are used to support a select group of students to participate positively at school and achieve academic success when other, more general strategies have not been successful. There may be a few students in the school population who require this level of additional support. Careful thought and planning by an identified team of adults who support the student is required. Identification of behaviour and academic goals, together with highly structured strategies, encourages positive behavioural changes over time.

### *Individual Learning Plans (ILPs)*

An ILP is a written plan with specific objectives to help a student's learning. The development of ILPs usually involve the classroom teacher, parent, principal/deputy and school psychologist. Other staff or specialists may also be involved if necessary.

### *Special Needs Team*

The Special Needs Team is made up of the school principal, deputy, executive Teachers, support teachers and school psychologist, and meets once a week to discuss and develop strategies to address the needs of referred students. The team explores various options (including the use of outside agencies) to help individual students with their learning. Students may be referred to the Special Needs team at any time during the school year for social, academic or behavioural reasons.

*Case Management- As a professional learning community focus on student needs and strategies to use to improve outcomes*

### *Positive Behaviour Support Plans*

*Collaboration with outside agencies-e.g. Community Services such as Barnado's Team Teach*

Lyneham School staff has been trained in Team Teach and are using the taught skills to build positive relationships between staff and students. Team Teach is a holistic approach with an emphasis on de-escalation strategies and calm communication that are necessary for specific students requiring some additional positive behaviour support. The key message being that 95% or more of all incidents should be managed through the use of de-escalation strategies.

### *Playground Passport*

## 5. Actions

### Students

What do we want for our students? What do our students need to know & do for their future?

- Communication skills
- Critical thinkers, life-long learners, problem-solvers, creative, responsible digital citizens
- Social and emotional resilience/skills
- Own identity, trust, inclusive, value other cultures
- Health-mental, physical well-being
- Opportunities to succeed
- Sense of community & belonging

*From the Lyneham vision model 2013, revisited 2016*

To enhance student well-being, **students** will strive to:

Follow the classroom agreements and treat all people and property at our school with respect;

Follow instructions from staff members;

Participate in the process of establishing their class agreements;

## **Staff**

What do we want to be? What do we each need to contribute to achieve our vision? Who? What? How?

Communicators-leaders, teachers, Admin, LSAs- including clear direction from teacher, students, parents, school psychologist, wider community. Having clear expectations.

Facilitators-Evidence, data collection being useful, organisation, knowing our students, curriculum, what to teach and when; life-long learners

Nurturing, building resilience, caring, provide risk-taking, safe environment, promoting growth mindset, explicitly taught social skills with a consistent approach

Role models, mentors-know your strengths, developing a model that is more apparent and consistent

*From the Lyneham vision model 2013, revisited 2016*

To enhance student well-being, **staff** will strive to:

- Take time to establish a caring and secure environment;
- Work with students to develop agreed rules for the class and inform parents of these rules;
- Display class agreements prominently in the classroom;
- Use positive reinforcement to encourage respectful relationships and quality work;
- Be a role model for courtesy and respect;
- Plan work appropriate to students' academic abilities;
- Take active steps to foster positive relationships with their students' families;
- Follow the school's student management procedures;
- Seek and attend relevant professional learning opportunities if/when required;
- Inform the team leader/deputy/principal about any concerns they have about student well-being
- Use a variety of strategies (i.e. individual counselling, class meetings, circle time) to enhance social learning and student welfare.

## **Families**

*It is vital to the learning of all children that parents are welcomed to be part of the learning process and are acknowledged for their part in this process be that at school or in the home environment. To this end Lyneham will continue to keep families well informed of their children's learning.*

To enhance student well-being, **families** will strive to:

- Support the school's decision-making processes;
- Talk to their child about why we have procedures and agreements;
- Contact the teacher and/or member of the leadership team if there are any concerns.

## **Staff Well-Being**

*Staff well-being is considered a priority and therefore particular strategies are used to ensure a positive working environment.*

Regular staff celebrations=morning teas, staff events

Meetings are efficient and purposeful; in extremely busy times, such as reporting, there are meeting free weeks

Family Friendly no meeting weeks

Planning days for all teaching staff-we value quality teaching and learning and as such teachers are provided with planning days each term

Active workload committee

Extra admin staff time to reduce teacher workload

**Documenting** The school documents and maintains records with restricted access of student behaviour including incidents of bullying, harassment and violent behaviours. Where applicable the school maintains internal records and also follows Directorate guidelines in reporting more formally. These records are used to monitor students, inform parents as required and inform the review of practices.

### **Cybersafety and responsible digital citizenship**

All students and parents sign the school's *Acceptable Use of IT* agreement which details how students should conduct themselves online when working at school. Cybersafety and responsible digital citizenship are explored with classes across the school. Students are taught explicit strategies to keep themselves and their personal information safe online. Our school library program covers the following content complemented by online resources created by the Australian Communications and Media Authority:

- **Kindergarten, Years 1&2** – Basic cybersafety strategies when working online and the THINK mnemonic – Tell a trusted adult, Hide your password, Interesting websites need to be checked by an adult, Name calling is not OK, Keep your personal information secret. **Resources:** [Astrocircus](#) and [Hector's World](#)
- **Years 3&4** – Computer security (viruses, malware, strong passwords, spam, phishing), Copyright, What information is ok to share online?, choosing an appropriate nickname for online games and activities, Getting help with cybersafety issues. **Resources:** [Budd:e Primary](#)
- **Years 5&6** – Cybersafety scenarios: role play and discussions around what to do in specific situations. Incorporates: Protecting personal information online; Taking responsibility for yourself and your actions; Treating others with an appropriate standard of behaviour. Three principles of digital citizenship are explored: ENGAGE positively; KNOW your online world; CHOOSE consciously. **Resources:** [Game On](#)

Concepts are reinforced by classroom teachers in class agreements during all activities involving use of IT and collaborative online spaces such as Google Classroom and other Google Apps for Education.

### **MANAGEMENT OF BULLYING INCIDENTS**

All parties are expected to treat each other with respect and dignity and ensure the confidentiality of any issues that may arise.

#### **Teacher's Responsibilities**

Teachers need to be familiar with the school's bullying policy and student management procedures.

Teachers to be models of tolerant and caring behaviour.

Teachers discuss in class the non-acceptance of bullying as part of the school social skills program.

Teachers to make students aware of their responsibilities with regard to the bullying policy.

As part of our Friendly Schools program, implement lessons to develop resilience to bullying.

Teach relevant strategies and procedures to both victims and bystanders if an incident occurs.

Attend to reported instances of bullying behaviour, assess the situation and inform executive staff.

Treat information regarding bullying confidentially.

Restorative Conferences will be facilitated by teachers.

#### **Procedures**

Protect the victim from further harm

Record information using school proformas, the name/s of the victim/s , perpetrator/s ,who reported the incident and any bystanders.

Interview the victim to find out the facts

Suggest strategies that the victim might use to avoid being bullied in the future.

Individually interview bystanders and discuss strategies they can use to prevent or avoid bullying situations in the future.

Interview perpetrator/s to find out the facts.

Record all events on the proformas and inform school executive of the incident. Executive staff will enter the information on Student Management Data (Class or Playground); organise restorative conference if necessary; and monitor outcome over the following few days

Ensure perpetrator is aware of consequences of repeat behaviour

**When necessary** speak to class/es without using names, through circle time or small group meetings.

**Where appropriate and with discretion**, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken.

**If necessary, where appropriate, and using discretion**, inform the parents of the perpetrator and work with them to establish strategies for developing positive relationships with all.

## **STRATEGIES TO PROMOTE A SAFE AND SUPPORTIVE ENVIRONMENT**

Our strategy has two parts: Prevention and Management. Prevention strategies assist students to be resilient. The management strategy we apply is described in the framework. Although this approach is not based on sanctions or punishments, the school has a range of measures available, up to and including, suspension or exclusion from school. This is in accordance with our Safe and Supportive Schools framework and Directorate Policies which may be used in response to bullying.

### **Framework Communication & Evaluation**

- The school will communicate the Safe and Supportive School Framework through the school newsletter at least once a semester. An updated copy will be posted on the school website and a copy will also be kept in a register at the front office.
- The school will ensure that the information on well-being procedures will be conveyed to new staff when they commence at the school and to relief teachers at the commencement of employment.
- The School Board will review the Safe and Supportive School framework as part of a review cycle.

## **6. Definitions**

**Bystander:** is a person or group of people who witness or know about any type of bullying or harassing behaviour and are not directly involved. Any member of the school community can be a bystander and can act to prevent or stop bullying, harassment and behaviour.

**Behaviour support plan:** is a documented action plan for managing a student's behaviour. It is designed by teachers in collaboration with parents/carers, relevant professionals and the student where appropriate. The plan may include changes to the learning environment, teaching strategies, timetable modifications, scripted responses and reward/feedback systems relating to specific behaviours and is regularly monitored and evaluated.

**Bullying:** an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online (cyberbullying), and it can be obvious (overt) or hidden (covert). Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

**Circle Time:** is a teaching strategy used to provide a structured, regular time when a group meets in a circle to speak, listen, interact and share concerns.

**Diversity:** is about recognising the value of individual differences to school culture. Diversity can include sex, gender identity, sexual orientation, language, ethnicity, cultural background, age, religious belief, family makeup and family responsibilities. Diversity also refers to other ways in which people are different, such as educational level, life experience, work experience, socio-economic background, personality, marital status and abilities/disabilities. Diversity is more than merely accepting people from diverse backgrounds – it is about active support and celebration of difference.

**Duty of care:** the responsibility to exercise reasonable care to protect the safety of any students against injury that should reasonably have been foreseen. This duty exists whenever a student/teacher relationship exists, while students are on school premises during hours, when the school is open and while on school based activities taking place elsewhere.

**Harassment:** can be verbal, physical or written. It is any unwelcome comment, advance, request or other unwelcome conduct which makes a person or group feel offended, humiliated or intimidated.

**Protective Action:** describes the interventions taken by staff to minimise the risk when a significant danger is present. This might include restrictive practices, non-physical interventions and changes to the immediate environment. The danger may be from the actions of a person or from hazards in the immediate environment.

**Reasonable adjustment:** a measure or action (or a group of measures or actions) taken by the school that has the effect of assisting a student with a disability to participate or use the school's facilities on the same basis as a student without a disability.

**Respectful Relationships:** are interpersonal interactions where all parties feel safe, are treated with fairness, are valued and feel accepted. This concept applies to all relationships, including friendships, student-student, student-teacher, teacher-family, family and partner relationships.

**Restorative Practice:** is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing parties together, to bring about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

**Restrictive Practice:** a practice or intervention that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. Restrictive practices must not be used to gain compliance in students and must never be used on their own, but should instead be employed within the context of an overall positive behaviour support plan. Refer to Safe and Supportive Schools Policy Guideline B.

**Social and Emotional Learning (SEL):** is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, set and achieve positive goals, understand and show empathy for others, establish and maintain positive respectful relationships, and make responsible decisions.



**Student/Staff Wellbeing:** is defined as a state of positive psychological functioning that allows students and staff to thrive, flourish, work safely and engage positively with their school and other people.

**Violence:** is the use of force, threatened or actual, against another person(s) that results in psychological harm, property damage, injury, or in extreme cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time. Threatened or actual actions that involve implements used as weapons or actual weapons are considered to be serious acts of violence.

## **7. Contact**

For further information contact the Principal of Lyneham Primary School.

Annamaria Zuffo

Principal

Date:

Adam Sheppard

School Board Chair

Date:

# Lyneham-A Vibrant Learning Community-Appendix A



<b>Knowledge</b>
<i>What do we know?</i>
<i>What do we need to know?</i>
<i>Will we make decisions based on the best available research?/How do we ensure we do?</i>

<b>Philosophical Base (Beliefs &amp; Values)</b>
<i>What do we believe?</i>
<i>What do we value?</i>
<i>Will we make decisions based on the best available research?</i>
<ul style="list-style-type: none"> <li>• Relationships are respectful-respect for self, each other and environment/property</li> <li>• Child-centred learning-“Whole Child”</li> <li>• Everyone Matters, Every Child, every day</li> <li>• Working collaboratively</li> <li>• Risk taking &amp; resilience-<i>growth mindset</i></li> <li>• Role models-<i>staff as life-long learners, reciprocal teaching/learning</i></li> <li>• <i>Social Justice</i></li> </ul>

<b>Leadership</b>
<i>What leadership is needed to achieve goals? What practices are associated with this?</i>
<ul style="list-style-type: none"> <li>• Clear communication</li> <li>• Practical/doable ideas &amp; ideals</li> <li>• Understand the needs of the clientele</li> <li>• Appreciates a work/life balance; succinct meetings</li> <li>• Supportive of all needs, being available</li> <li>• Developing, committing to, implementing &amp; evaluating an issue or task i.e. Seeing things through</li> <li>• Operational matters addressed promptly</li> <li>• <i>Participative leadership opportunities e.g leading whole school events, curriculum, student groups</i></li> <li>• <i>Provision of coaching &amp; mentoring</i></li> </ul>

<b>Psychological Base</b>
<i>Why do people behave the way they do?</i>
<i>IS what we are doing psychologically nurturing for everyone?</i>
<ul style="list-style-type: none"> <li>• Whole child; giving children what they need to be successful at school. E.g. sandwiches, fruit, ILP, differentiation</li> <li>• Safe place- <i>creating alternate spaces &amp; activities</i></li> <li>• Respectful Relationships-<i>Friendly Schools Plus</i></li> <li>• Conferencing, class agreements-<i>restorative language</i></li> <li>• Playground philosophy of “play”, supportive</li> <li>• <i>Relevant and purposeful professional learning</i></li> </ul>

<b>Vision</b>
<i>What do we want for our students? What do our students need to know &amp; do for their future?</i>
<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical thinkers, <i>life-long learners, problem-solvers, creative, responsible digital citizens</i></li> <li>• Social and emotional resilience/skills</li> <li>• Own identity, trust, inclusive, value other cultures</li> <li>• Health-mental, physical well-being</li> <li>• Opportunities to succeed</li> <li>• <i>Sense of community &amp; belonging</i></li> </ul>

## Managing Behaviour Positively at Lyneham-Appendix B

### Reminder of expectation—Classroom Agreement

Child complies and meets expectations. Re-engages with classroom activities

Inappropriate behaviour continues.  
Warnings are provided.



### Allow time for change—Counsel

Child complies and meets expectations.  
Re-engages with classroom activities

Inappropriate behaviour continues.  
Child is directed to in-class Time Out area



### Time Out in class with reflection and counselling

Child complies and meets expectations.  
Re-engages with classroom activities.

Inappropriate behaviour continues.  
Child is directed to in-class Time Out.



### Time Out in a nearby classroom for reflection

Child complies and meets expectations.  
Re-engages with class activities after re-entry discussion with classroom teacher. Talk with child about what is going wrong and possible solutions.  
Classroom teacher to discuss incident with parent / carer.

Inappropriate behaviour continues.  
Child is directed to Time Out in nearby classroom. Reflection and counselling to occur.  
Classroom teacher to discuss incident with parent / carer.



### Time out with a member of the Leadership Team

Child discusses alternate learning options with Leadership Team .  
Parent /Carer and Teacher are informed of return to class conditions / arrangements.

Inappropriate behaviour continues.  
Member from Leadership Team discusses ongoing non-compliance with parent/carers and associated consequences.

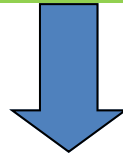
## Step 1-Reflection Time On The Playground

- Student is removed from the group and either walks with teacher or is asked to sit in the shaded area for 5-15 minutes, depending on issue.
- Student is given the opportunity to reflect on their behaviour choices.
- Playground teacher leads Restorative Questioning.
- Return to the playground when suitable plan is in place.
- If inappropriate behaviour (such as refusal to comply, rudeness or leaving the time out space) continues move to Step 2.



## Step 2-Reflection Time Inside

- Student is sent to a member of Leadership Team with a Playground Slip. If urgent please send a red card inside to seek assistance.
- Student name, along with details of the event, is recorded.
- Counselling and Restorative Conferencing by Leadership team member takes place.
- Parents are informed via note home or phone call if necessary.
- Return to the playground when suitable Playground Passport is in place.
- If inappropriate behaviour continues on the playground then move to Step 3.



## Step 3-Playground Plan

- A member of the Leadership Team places student on a Playground Plan which scaffolds the student for success to play in another space.
- While creating the Playground Plan students are instructed to reflect upon behaviour choices
- In determining the need for a Playground Plan, information from the class teacher, playground teacher, along with records of prior incidents are all taken in to consideration.
- Parents are automatically informed at this stage via a note home or phone call.

These steps will be followed for the vast majority of incidents, however if a student's behaviour is extremely violent or inappropriate the matter will be referred directly to a member of the Leadership Team who will inform parents and teachers details of the event, the resolution and the consequences. When in-school-suspension from the playground is required, the student will spend the day learning in a supervised area with a member of the Leadership team. In the case of out-of-school suspension Directorate guidelines will be followed and a re-entry conference involving the parent/s and student, playground teacher and Principal will be arranged.