

School Context

North Ainslie Primary School is an ACT government school which works within the parameters of the ACT ETD policy framework. It is situated in an inner northern suburb of Canberra. North Ainslie is a culturally and linguistically diverse school, which provides education for approximately four hundred and eighty students. North Ainslie is particularly unique because it is home, not only to a mainstream primary school (P-6), but also to an Introductory English Centre for migrant and refugee children (IEC), and to a learning support unit for students with autism (LSU). The main site at North Ainslie operates two fifteen hour preschool sessions. An additional preschool campus is located in the neighbouring suburb of Hackett, also offering two preschool sessions. The school also provides mainstream integration for a number of children with learning disabilities. Our school community is one which covers a broad socio-economic base.

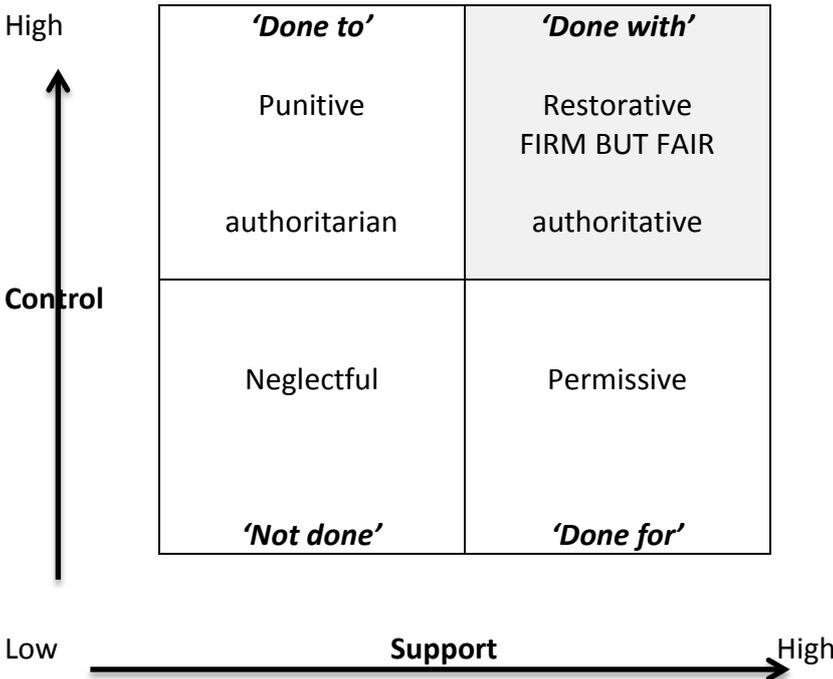
Purpose

To promote a non-coercive student management approach based on restorative and relational practices where we aim to repair harm, sustain positive respectful relationships and build a safe, calm and supportive learning community.

Rationale

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our goal is to maintain a safe, supportive learning environment in which children can grow and learn, and within which all members of our school community are able to build relationships and connections. Our school curriculum is underpinned by restorative and relational practices and the International Baccalaureate Learner Profile attributes.

Social Control Window



North Ainslie Primary believes that the restorative approach develops socially responsible young people. This approach confronts and disapproves of wrongdoing while supporting and valuing the intrinsic worth of the wrongdoer.

A **punitive approach** has a high level of control coupled with a low level of support.

A **neglectful approach** has a low level of control and support.

A **permissive approach** has a high level of support but a low level of control.

The **restorative approach** combines a both a high level of control and support. It is 'Firm but Fair'.

Student Welfare Procedures

Relational and Community Building Practices

The adults within the school environment and wider school community commit to practices which will empower students to manage themselves and their relationships with others responsibly. Students are prepared to participate as world citizens in the following ways:

- **CIRCLE TIME.** Students are trained in social and emotional literacy. They practise the building blocks of trust, community building, negotiation and conflict resolution so that they can function well emotionally, socially and academically. Each class commits to using Circle Time at least once per week at a scheduled time and as a problem solving strategy when appropriate.
- **THE LEARNER PROFILE.** The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world. International Baccalaureate Learners strive to be balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, responsible, risk takers and thinkers. Adults in the school community are expected to model and promote the Learner Profile attributes. The school's program of inquiry is also expected to provide students with multiple opportunities to develop the attributes.
- **ENRICHMENT** Students are placed into multi-aged buddy groups for the duration of their time at the school. Each group has a mentor teacher and meets fortnightly on Thursday afternoons, participating in a rotation of enrichment activities (e.g. sport, art, craft, school magazine, music, gardening, origami, collage, cooking) throughout the school year. The program facilitates and fosters relationship building outside of the classroom, with both the members of their group and other teachers from around the school.
- **SOCIAL and EMOTIONAL LEARNING (SEL)** As a KidsMatter school all classroom teachers at North Ainslie are expected to deliver the selected SEL program. A SEL scope and sequence has been developed for all year levels (K-6), with weekly lesson plans designed to be implemented within the Circle Time format. The lesson plans incorporate Bounce Back and Circle Time resources as well as the PYP learner profiles and attitudes.
- **COMMUNITY EVENTS** Staff, parents and carers engage regularly in school activities and events to facilitate relationship building and model community behaviours. Events include the Multicultural Fiesta, Community BBQ and Disco, Green Garage Sale, parent morning teas and Healthy Eating Hub project.

Student Management Procedures for the Classroom

The School

Teachers and executive staff commit to the following practices to ensure that:

- there is least interruption to teaching and learning; and
- students have a framework within which they can reliably predict the consequences that follow certain behaviours.

Restorative practices are always the preferred option to following the behaviour management stages.

Note: Some students will have an individualised behaviour plan that will take precedence over the usual stage progression. In these cases the behaviour plan is followed.

Restorative Procedures

The teacher may choose one of the following options, depending on the seriousness of the incident and the number of students involved:

- to have students conference with peers and report the outcome to the teacher
- a restorative conversation
- a corridor conference
- an informal conference
- a circle with the whole class/group

In more serious cases the principal or deputy principal may choose to hold a formal conference involving parents and other stakeholders. A trained person will set up and facilitate the conference.

A. Student Management Framework

Preliminary Reminders (non-verbal, verbal, least intrusive to teaching and learning environment)

- 1-3 reminders may be used depending on the severity of the behavior with the third reminder, without exception, resulting in a time-out at the reflection/thinking space.

Stage 1 - Reflection/Thinking Space in classroom

An example of the types of behaviours that warrant a Stage 1 would be:

- **Low-level non-compliance**
 - **Low-level disrespectful behaviour**
 - **Disruption of the learning environment**
- The student sits at a specified place in the classroom and reflects upon his/her behaviour and what is expected.
 - The student returns at the end of the time specified by the teacher. The teacher may use an egg timer so that the child can independently return to the task at hand.
 - The student completes a restorative/reflection sheet.
 - At the completion of the time the teacher has a restorative conversation with the student as a way for the student to transition back to class. This may be done informally or formally but is completed with the goal of restoring the relationship.

Please advise executive staff of any repeated stage 1 referrals, either via email or by sending the completed reflection sheets to the office. Executive staff will notify parents where a student has completed three or more Stage 1s in a week.

Stage 2 - Reflection/Thinking Time in Buddy Teacher Classroom

Stage 2 is used for the following reasons:

The child does not do Stage 1 properly.

The offending behaviour continues.

The child is physically or verbally abusive to peers or the teacher.

The child is disrespectful/abusive.

- The student will work in a 'Buddy Classroom' for up to an entire session. The student takes his/her work to the Buddy Classroom. The receiving teacher is neutral and continues his/her lesson with minimal interaction with the visiting student. At the end of the session the student returns to his/her teacher to discuss the situation and to negotiate re-entry. The teacher will also evaluate the effort the student has put into the assignment given while the student was in Stage 2.
- At the completion of the time the teacher has a restorative conversation with the student as a way for the student to transition back to class after the student has completed a restorative/reflection sheet.
- If a student refuses to go to Stage 2, the situation becomes a Stage 3. At this point a RED CARD is sent to the front office, requesting executive teacher intervention and support.
- Note: A student can be sent to a Buddy Teacher Classroom for respite for the class or if the teacher deems that a situation will not work for the target student, the teacher or the other students if the

student remains in the classroom at that time. However, this is a preventative measure and is usually part of a behaviour plan. The student would understand that s/he is not necessarily being sent as consequence of misbehaviour. For example a student who does not manage him/herself well when a relief teacher is in charge of the class may be placed in an alternative setting. Similarly a student who has become upset on the playground may benefit from an alternative classroom placement while calming down.

Please advise executive staff of any stage 2 referrals, either via email or by sending the completed reflection sheet to the office. Executive staff will notify parents where a student has completed a Stage 2.

Stage 3 - "In-School Suspension"

An executive teacher is rostered to attend to any referrals. The student will be placed in an alternative classroom setting for anywhere between one session and an entire day.

The parents/carers of the student will be notified about the incident and action the school has taken.

A child will be sent to Stage 3 if s/he:

- **does not complete Stage 2 properly or refuses to go to Stage 2.**
- **uses medium to high level verbal or physical abuse**
- **is repeatedly non-compliant; or**
- **goes out of bounds.**

In Stage 3 the following will occur:

- A conference will be held.
- Parents will be called.
- Communication will take place between teachers and executive staff.
- Monitoring programs will be established or strengthened.
- The child will go to the Thinking Room at lunch-time, which is managed by an executive teacher.
- The child will also complete a Stage 2 if s/he has previously refused.
- A re-entry meeting will be held with the student, classroom teacher and executive teacher.

Stage 4 - School Suspension

The principal may choose to suspend a student for the following reasons:

- **failure to properly complete Stage 3**
- **extreme violence/abuse**
- **repeated or serious incidences of theft**
- **repeated or severe non-compliance**
- **absconding from school grounds which results in putting themselves or others at extreme risk;**
- and**
- **extremely unsafe behaviour**

The following will occur:

- Parent involvement
- The Education Directorate Network Leader will be advised along with any other relevant agencies.
- The child may be suspended from 1 – 15 days (with a possible approved 5 day extension).
- A formal record is filed.
- At the completion of the suspension, there will be a re-entry meeting with parents/carers and relevant staff. The student will then spend the first session back in an alternative classroom setting, when it is considered in the student's best interests to ensure that s/he is settled.

B. Playground Management Framework

The teacher listens to the student/s and responds.

Stage 1 In the case of a low level offence, the teacher will counsel the student. S / he may have the student 'walk and talk' or have 'cool-down time' in a specified area for a part/whole of the 20 minute play period. Incidents will be recorded on a yellow slip and send to the front office.

Stage 2 If the student escalates the inappropriate behaviour or refuses to stop, the teacher will fill in a behaviour slip (see appendix) and send it to the front office for further action. The student will remain with the teacher during that play period.

In the event that the student's behaviour endangers the safety of other students or his/her own safety, the teacher on duty will send a RED CARD to the front office, requesting urgent support from an executive teacher.

Stage 3 The student attends the Thinking Room with an executive teacher on that day or the following day. **If there has been a conflict between students, all parties will attend the thinking room in order to resolve the conflict.**

A behaviour note is sent home with a tear off return slip for the parents to complete.

The parents and executive member may continue to work together.

The student may be excluded from the playground for a short time e.g. one day or longer time e.g. one week. If this is the case, an alternative program will be arranged for the student to learn relevant skills and attitudes. In such a case the parents will be consulted.

Record Management and Notification

All student management cases referred to the school executive staff will be recorded on the school's MAZE database, as required by ACT ETD.

The school executive staff will promptly notify parents and carers of any concerns so that the school can work in partnership with the student's family. For repeated Stage 1 incidents or a Stage 2 incident a note will be sent home. For a Stage 3 incident the parents or carers will be rung.

Parents and Carers

Parents and/or carers will work in partnership with the school by:

- contacting the classroom teacher, student welfare officer or a member of the executive team with any concerns regarding their child
- being aware of the school's student management policy and practices
- in the event of receiving a note regarding their child's behaviour choices, acknowledging the note by signing and returning the attached slip
- talking to their child about their behaviour and reinforcing appropriate and responsible choices that will sustain positive, respectful relationships and a safe, calm and supportive learning environment; and
- attending re-entry or other meetings that may be requested by the school to facilitate positive partnerships that will support their child.

Appendix

North Ainslie at a Glance

Circle Time

Forms

Playground Forms for Stage 3

Classroom Forms for Stage 3

Stage 3 letter home.

Reflection Sheets

References

Bullying and Harassment Policy (DET)

Bullying and Harassment Policy (NAPS)