Primary School Student Behaviour Guidelines

(Parent Booklet)

2020

Introduction

The quality of relationships between students as well as between staff and students contributes significantly to the success of any school. Our aim at Hume Anglican Grammar is to enhance and continually build a culture of mutual respect and understanding within the framework of our six School Values. We embrace the following core values:

CHRISTIAN
an inclusive Christian community in the Anglican tradition built upon compassion and service to others

EXCELLENCE
high standards in all that we do and individuals realising their full potential

RESILIENCE
a positive approach, founded upon realistic expectations, strength of purpose and flexible actions that help us deal with the challenges of life

RESPECT
principled and disciplined; we care for ourselves and value others

INTEGRITY
a community whose members are accountable, responsible and trustworthy

SAFETY
care for the health and wellbeing of all members of our community

This will be further enhanced by developing our use of Restorative Practices, building and fostering positive relationships and a comprehensive Wellbeing Program to develop community. Where needed, this will also support in the management of conflict and tension by repairing any harm as well as assisting in restoring positive relationships.

Building Positive Relationships

In our Primary School, we believe that building positive teacher – student relationships promote a sense of school belonging and encourage students to participate cooperatively. Students develop confidence to experiment and succeed in an environment where they feel safe to take positive risks in order to develop skills towards independence. Teachers are encouraged to assist students with motivation and goal setting and a culture is developed where students can turn to any teacher for advice and guidance.

There are many different ways teachers can build positive relationships with their students. Some of the ways in which we can build positive teacher – student relationships are:

- Provide structure

- Teach with enthusiasm and passion

- Make learning fun

- Know your students as people

- Treat students with respect

- Create a secure and safe environment for students

Expectations of Student Behaviour

In order to ensure that everyone's rights and responsibilities are met, we have high expectations of the behaviours of all students. Appropriate behaviours are expected in school and during excursions, camps, interschool competitions and interactions with the broader community outside the school. It is not possible to list "rules" to cover every classroom and playground situation for each and every child. It is important, therefore to foster self-discipline and self-control, where members of the Primary School community realise that their actions have consequences and that they are to be accountable for their own behaviour. Staff work with students to develop realistic guidelines for appropriate behaviour.

We also have personal development programs to equip and develop within students attitudes and values such as confidence, persistence, organisation, getting along with others and resilience. These attitudes and values are the foundation for academic achievement, sound interpersonal relationships and overall healthy psychological living, as well as the successful transition from school to adult life. Children are encouraged to contribute to their own learning and social development and will work with teachers to develop class expectations which is referred to as a Classroom Essential Agreement.

Classroom Essential Agreement:

At the beginning of the year, each class group will create Essential Agreements. This is a group consensus that will guide the behavioural expectations throughout the year. A Classroom Essential Agreement is a student centred (and led) notion that is meaningful and real.

These are an important product of our Primary School classrooms. They make a statement about the sort of culture that everyone feels should be developed throughout the year. In our classrooms, this means that, rather than teachers imposing rules, everyone works collaboratively to establish an agreement of how the class will function.

Rights, Roles and Responsibilities in the Primary School

A positive learning environment allows students to learn to their full potential. Students must feel safe, secure, and supported before they can be receptive to new learning. If students feel positive about their learning environment, they are more likely to regard each learning experience as something important, worthwhile, and rewarding.

Hume Anglican Grammar has in place a set of Values that underpins the vision of the school. Students learn best when they feel safe, valued and happy. Our staff is committed to providing an environment that nurtures personal growth and self-esteem. All members of the school community have rights and responsibilities and these are best ensured when agreed procedures are accepted and followed. Primary school students are developing appropriate ways to interact with others. The school and its community share the responsibility to assist students in learning these behaviours.

We believe that a student's wellbeing is triangulated in a partnership between the student, parents/carers and teachers at our school. By highlighting the rights, roles and responsibilities of each person in this triangulation it becomes clear how these partnerships can work together.

Process: The Rights, Roles and Responsibilities of the students, parents and teachers in our Primary School was written in conjunction with all of the Primary School teachers who were invited to share and comment on how they viewed each component.

Future: The Rights, Roles and Responsibilities will continue to be revisited and reflected upon to ensure that it encompasses current Wellbeing philosophies, teacher initiatives and the school's Strategic Plan.

The Teacher

Rights	Roles	Responsibilities
- To be treated with respect by colleagues, students and parents - To be respected and trusted as a professional - To be in a safe and supportive working environment - To follow school policy and uphold values - To be respected at school in front of parents, other teachers and students.	- To provide a safe learning environment - To support, motivate and respect each other and students - To model empathy, consideration and kindness - To cater to the needs of the students with a fair and consistent approach - To be a mentor, professional, motivator and organised - To be organised and positive within and outside the classroom - To be the first point of trust within a class setting - To build positive, sustainable relationships with students and parents	- To foster a culture of safety, inclusion and encouragement in the classroom and beyond - To communicate clearly with all parties - Deliver a program based on restorative justice - Give all students the opportunity to reach develop to their full potential - Students are healthy and happy, both physically and mentally - Upholding/ following wellbeing procedures - To promote positive culture of well-being, comfort and safety in the classroom and wider school environment - Support school philosophy, other teachers, student and parents

The Parent

Rights	Roles	Responsibilities
- To expect their child will be made comfortable and ready to learn - To know that their child is in a safe, nurturing environment - To ensure their child is immersed in quality education - To receive regular communication relating to concerns of well-being - To be treated respectfully and with patience - To feel supported by the school	- To build positive relationships with teachers - To nurture their children - To motivate, encourage and support their kids in all aspects of their learning - To develop belief, words and values to prepare successful qualities for our future generation - Support their student - Support the wellbeing procedures - To follow up	- Motivate their child to do their best - To support the teacher as well as the student - To nurture their students in an uplifting and positive mindset - To inform the school of issues (pre-existing and current) - To provide and facilitate positive wellbeing at home. - To provide a safe home environment that fosters growth and development

● A fair approach to the wellbeing of their children ● To have free communication with the school ● To have the support of the school	● To motivate and encourage ● To model/build positive relationships with family, friends and teachers. ● To support school in all matters in front of the child	● Have a professional relationship with the teacher, understanding boundaries ● Safe and secure home environment ● To ensure the child attends school as often as possible in the best possible mindset

The Student

Rights	Roles	Responsibilities
● The right to learn in a safe, secure and nurturing environment free from persecution ● To feel safe and happy in their school environment ● To have their values/beliefs either culturally, religious or any other respected ● To feel safe in school and have close community connection with the school – sense of belonging ● To feel safe and accepted as an individual ● To be listened to and respected	● To promote and encourage positive relationships with their peers ● To follow school expectations and rules ● To show respect and responsibility to fellow students and their teachers ● To make positive choices ● To report any wellbeing issues they or their peers might be dealing with ● To participate and display a positive attitude ● To be a learner/listener ● To be a respectful member of the class	● To behave in a safe and friendly manner, whilst adhering to the rules ● To make good choices towards themselves and others ● Fair with other students inside and outside the classroom ● To treat others respectfully ● Be responsible for their own learning

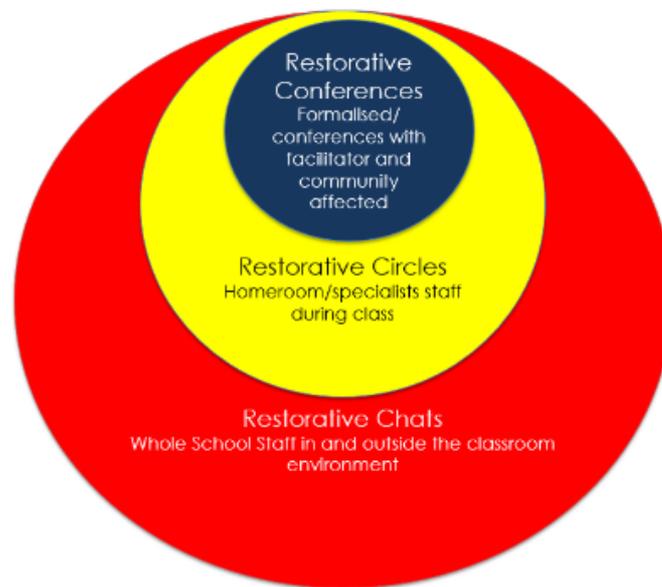## Restorative Practices in the Primary School

For effective teaching and learning to take place, good relationships must be at the heart of all that happens at Hume Anglican Grammar. Restorative Practices include a process that puts repairing harm done to relationships and people over and above blaming and punishing. The focus moves from managing behaviour to building and repairing those relationships. A whole school restorative approach will contribute to:

- A happier and safer school by addressing poor behaviour.
- Mutually respectful relationships by listening to others' views.
- More effective teaching and learning.
- Building an understanding of empathy.

- In extreme situations, a possible positive alternative pathway to exclusions and suspensions in specific cases.

As part of the process students and staff could be involved in either Chats, Circles and Conferences. Restorative Practice is about a process that is fair, offers high levels of support as well as challenging poor behaviour through accepting responsibility and the setting of clear boundaries.

All Restorative Conversations no matter which level as per the diagram below uses the 'WARRM' conversation format. The level of formality of the conversation and who is involved in the process is the only difference:

Restorative Conferences
Formalised/ conferences with facilitator and community affected

Restorative Circles
Homeroom/specialists staff during class

Restorative Chats
Whole School Staff in and outside the classroom environment

The WARRM Conversation:

- **What happened? -** Story telling (what, which, how, where, when, who)
- **Affect –** feelings and emotion (who has been affected and in what ways)
- **Reflection –** better choices (if you had your time over again what would be different)
- **Repair-** making things right (what needs to happen to fix things)
- **Moving on-** plans and agreements (prevention and behaviour change)

<u>**Consequences**</u>

Restorative Practises does not mean that consequences are not given. The nature of the consequence may be individualised to reflect the associated behaviour. An integral part of this process is that a follow up conversation occurs after the consequence has happened. This in turn can assist to restore positive relationships and connections to the community.

A Restorative Pastoral Care focus allows students to accept responsibility for their actions and can assist in moving forward with a positive attitude. A consequence is delivered with the

understanding that unless someone accepts responsibility, relationships may lose an element of trust.

School Psychology Service

We have access to the school psychology service for students who may need counselling, assessment (academic or behavioural) or other forms of support. Referrals for the school psychology service must go through the Wellbeing team for mental/emotional/social needs or Coordinator of Learning Enhancement for academic/learning needs. Students who are accessing the school psychology service must be displaying symptoms or behaviours within the school context. Families who may wish to utilise the service for issues displayed outside of school can be supported by the Wellbeing team to access external services.

Cyber Safety in the Primary School

Students today are growing up in a digital world. They are increasingly using digital technologies to learn, socialise and communicate. At Hume Anglican Grammar, we recognise that it is essential for our students to be equipped with the skills, knowledge and confidence to navigate the online world safely. Hume Anglican Grammar has full eSmart accreditation. The eSmart program is an initiative run by the Alannah & Madeline Foundation, designed as an approach to improving cyber safety and reducing cyber bullying in schools and homes. At Hume Anglican Grammar, we take steps to protect our students from any harm that may be encountered within the online learning environment, including:

- Policies, processes and programs that reflect the teaching and learning practices of our school, as well as the safe, responsible and respectful use of online and digital technologies.
- Creation of clear processes and practices to manage classroom and online behaviour and response to any incident that may arise.
- Curriculum planning and documentation that explicitly teaches safe, responsible online behaviours.
- Implementation and awareness of our school's policies, processes and programs throughout the Hume Anglican Grammar community.
- Full eSmart sustained accreditation.

What is a Digital Footprint?
At Hume Anglican Grammar, all students learn to protect their own privacy and respect others' privacy. Our digital world is permanent and with each post, students are building a digital footprint. By encouraging our students to reflect, pause and think before posting online, they will consider how what they share online can impact themselves and others.

Resources
Below are a list of resources that include available suggestions, resources and tips for ensuring a safe, secure and respectful online environment exists within the home environment as well.

iParent - Here you can find guidance for using safety settings on your family's web-connected devices, tips for choosing movies and games and strategies for keeping young people safe online.

Office of the eSafety Commissioner - The Office is committed to helping young people have safe, positive experiences online and encouraging behavioural change, where a generation of Australian children act responsibly online—just as they would offline.

Think U Know Australia - ThinkUKnow is a partnership between the Australian Federal Police, Commonwealth Bank, Microsoft and Datacom and delivered in partnership with all State and Territory police and Neighbourhood Watch Australia.

Bullying No Way! - The Bullying No Way! website for Australian schools is managed by the Safe and Supportive School Communities Working Group which has representatives from all states and territories, including the Catholic and independent schooling sectors.

The Cyber Safety Project - this resource allows for you to access tips and resources for assisting your child when online.