

## Our Lady of Grace School Wellbeing Framework

*"I have come that they may have life and have it to the full." John 10:10*

Our Lady of Grace's Wellbeing Framework is informed by the [CEWA Student Behaviour Executive Directive](#) (under the [Community Policy](#)).

At Our Lady of Grace School, wellbeing means; "**feeling good, functioning well and doing good for others**". Our Wellbeing Framework includes:

- IT Agreement
- Anti-Bullying Procedure
- Highway Heroes, and
- our Student Code of Conduct.

We can learn what is a speed bump and what is a hazard and how to deal with them. How we engage with each other and behave in our school is outlined here.

- We can use stinkin thinkin" or supa thinkin"
- We can use the 6 Steps to resolve conflict
- We can use PIGS if someone is being bullied

### Student Code of Conduct

At school we want to feel **safe**, in order to feel **safe**, we will:

- look out for each other and (always) tell someone if they are going to get hurt
- ensure no one shares personal information online or offline
- always tell the truth

At school we want to feel **included**, in order to feel **included**, we will:

- make sure when someone is on their own, we invite them to join in
- make sure everyone is having fun, especially new people, by letting each person have a say and a fair turn

At school we want to feel **respected & accepted**, in order to feel **respected & accepted**, we will:

- Encourage others and not put them down
- Listen to each other and acknowledge what they are saying
- Accept others' differences

At school we want to feel **trusted**, in order to feel **trusted**, we will:

- Protect others' personal information
- not take someone's property without asking and if you someone lends you something then you will return it as you got it
- We will keep our promises, unless that makes someone unsafe

If we see that these behaviours are not happening at our school we will:

- Speak Up using the 6 Steps
- Remind them of the rules and ask them to stop
- Show them why they should stop – consequences (Tier 1, 2 and 3)
- Tell a staff member or trusted adult
- Help them
- Talk with your peers.

Staff at Our Lady of Grace School understand that in order for children to learn they must feel safe. At OLG our children have decided that '**feeling good, functioning well and doing good for others**' looks like;

- Feeling safe
- Feeling included
- Feeling respected
- Feeling accepted
- Feeling trusted.

**Note:** There are some circumstances that need to be considered when applying behaviour management consequences.

1. The OLG Anti Bullying Procedure, Harassment Procedure, and Dispute and Complaint Resolution Procedure are to be observed in relation to appropriate elements of the Student Engagement and Behaviour Management Structure.
2. Students with Disability or Special Needs, Students with a Behaviour or Engagement IEP may have adapted steps for unproductive behaviour depending on their individual needs and IEP or Engagement Plan. The Learning Support Coordinator and parents will be involved in the plan alongside the classroom teacher.
3. The Voice of the Child is important in any Engagement or Behaviour Management process. Children are to be provided with the opportunity to review and reflect on their actions in a manner that maintains their dignity and is expressed in the most appropriate manner for them (drawing, writing, oral etc). Strengths of the child is the basis of reflection and review (SHARER Model).
4. The principles and language of Highway Heroes ("Stinkin Thinking, Supa Thinkin" P.I.G.S. 6 steps to conflict resolution) are to be used in student discussion and reflection where appropriate and possible.
5. Specific strategies from Highway Heroes are to be taught and used where appropriate in Level 1, 2, and 3. These strategies are to be identified on the Engagement Plan.
6. Highway Heroes, Books and resources are to be made available to parents where required.

FEELING GOOD, FUNCTIONING WELL DOING GOOD FOR OTHERS Student Engagement and Behaviour Management Framework			
Levels	Examples	Consequences	Procedure
<p>Tier 1</p> <p><i>The following are some behaviours that will result in the issue of a T1 Unproductive Behaviour entered into SEQTA.</i></p>	<ul style="list-style-type: none"> <li>Repeatedly disturbing other student's learning</li> <li>Deliberate Rough play/physical contact</li> <li>Repeated deliberate interruption of the teacher</li> <li>Inappropriate Use of Technology – see Technology &amp; IT Agreement</li> <li>Repeatedly refusing to follow the teacher's instructions putting themselves and others at risk</li> <li>Unacceptable language/manners including rude gestures, non-verbal and verbal put downs</li> </ul>	<ul style="list-style-type: none"> <li>Tier 1 Unproductive Behaviours will be entered into SEQTA and communication made with parents – via telephone initially if they are ongoing and not changing with teacher correction &amp; strategies.</li> <li>These students will receive a timeout at the next available recess or lunchtime supervised by the teacher on duty. The student must be provided with food &amp; toilet break, they require a supervised play or brain break opportunity outside of recess or lunch.</li> <li>Teacher communication will be made with parents in regard to student's behaviour. Initially this must be through a telephone call or meeting. If there are contextual reasons for ongoing behaviour other engagement plans or an IEP may need to be created – consult with appropriate knowledgeable other i.e. (Pedagogical Lead, AP, Wellbeing Lead, Learning Support Co-Ordinator).</li> <li>Refer to OLG Complaints and Dispute Resolution Policy if required.</li> </ul>	<ul style="list-style-type: none"> <li>A number of Tier 1 Unproductive Behaviour records in SEQTA within a term constitutes an Exclusion from Play Warning.</li> <li>Unproductive Behaviours are reset each term.</li> </ul>
<p>Tier 2</p> <p><i>The following are some examples of behaviours that will result in a L2 Unproductive Behaviour entered in SEQTA and</i></p>	<ul style="list-style-type: none"> <li>Repeated swearing</li> <li>Fighting involving pushing and shoving</li> <li>Intentional rough play (deliberate hard tackle)</li> <li>Intentionally excluding others or repeated verbal &amp; nonverbal putdowns</li> <li>Multiple Tier 1 unproductive behaviours in a term</li> </ul> <p>If these behaviours are directed at a particular child and repeated, refer to <b>OLG Anti-Bullying Procedure.</b></p>	<ul style="list-style-type: none"> <li>Tier 2 Unproductive Behaviours will be entered into SEQTA and sent to parents</li> <li>Parents notified by the teacher involved via a phone call following an Exclusion from Play Warning.</li> <li>If there are contextual reasons for ongoing behaviour other engagement plans or IEP may need to be created – consult with appropriate knowledgeable other (Pedagogical Lead, AP, Wellbeing Lead, Learning Support Co-Ordinator)</li> </ul>	<ul style="list-style-type: none"> <li>A Further incident following an Exclusion from Play Warning will result in an exclusion from the playground under Assistant Principal supervision.</li> <li>The student may complete a reflection sheet that is to be signed by parents and AP.</li> </ul>

<p><i>an Exclusion from Play Warning.</i></p>		<ul style="list-style-type: none"> <li>• These students will receive a Exclusion from Play Warning and a timeout at the next lunch time with the Assistant Principal.</li> </ul>	
<p>Tier 3 <i>The following are some examples of behaviours that will result in a L2 Unproductive Behaviour entered in SEQTA and an Exclusion from Play without warning.</i></p>	<ul style="list-style-type: none"> <li>• Serious vandalism</li> <li>• Violence</li> <li>• Serious fighting eg punching, kicking, spitting</li> <li>• Throwing objects</li> <li>• Stealing</li> <li>• Abusive language</li> <li>• Sexual harassment</li> <li>• Persistent exclusion</li> <li>• Bullying – see <b>OLG Anti-Bullying Procedure</b></li> <li>• Behaviour or actions that seriously impact the health and safety of another child or staff member</li> <li>• Consistent Tier 1 and one Tier 2 unproductive behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 3 Unproductive Behaviours will be entered into SEQTA and sent to parents</li> <li>• Parents will be notified via phone call if the students is given a Supervised Detention.</li> <li>• Possible removal from classroom/playground/school</li> <li>• Possible exclusion from School events</li> <li>• With younger students a more immediate consequence is necessary to link the behaviour and the consequence so the Detention will be completed at the next lunchtime. All Detentions are supervised and recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• A Case Management Meeting structure will be used to scaffold meeting when a student incurs two Exclusion from Play in a term, parents will be required to attend an interview with Leadership and the Teacher after CMM.</li> <li>• This is on a case-by-case basis.</li> <li>• Students with significant and ongoing needs may require the assistance of the SWD Consultants, CEWA School Psychology Service or Behaviour and Engagement Consultant.</li> <li>• If required, the <b>Anti-Bullying Procedure</b> will be a part of this process.</li> </ul>