Chapman Primary School

Building Positive Relationships

Our policy on student welfare and management

Introduction

At Chapman we strive to create a learning environment that fosters the social, emotional and academic skills that students need as future citizens of a global environment. As a learning community, we aim to develop students who demonstrate resilience, respect, integrity and independence; and who will be able to:

- Think critically
- Have a sense of community
- Be able to find things out and solve problems
- Express themselves for a range of audiences
- Have the confidence to make choices, and
- Self manage

Chapman provides a safe and supportive environment for all its students and empowers them to be cooperative, caring and responsible citizens through a range of best practice programs.

Chapman Values FRIENDS

Our core values are:

- **F**riendliness - In our school community we are friendly and socially responsible.
- **R**espect - In our school community we respect the rights of others.
- **I**ntegrity - In our school community we are honest, fair and responsible.
- **E**veryone cooperates - In our school community we cooperate with others.
- **N**ever give up attitude - In our school community we endeavor to always do our best.
- **D**iversity - In our school community we understand and accept the differences between others, and ourselves and include others socially.
- **S**upport - In our school community we support, care and show compassion for other people.

Our Chapman values are based on the Bounce Back values. Bounce Back is a resiliency program that teaches students the personal skills to ‘bounce back’ after encountering problems, difficulties and down times. The program is implemented across the school using a 2-year Scope and Sequence.
Principles

The principles that underpin our relational policy are:
- We build and expect positive relationships between all members of our school community.
- Our environment is welcoming, safe, inclusive and considerate of all members of the school community.
- Our school is a community of lifelong learners.
- Effective partnerships are developed through shared understandings.

Building Strong Relationships

A relational policy recognises and builds upon existing strengths within our current school programs. This includes;
- Peer Support
- Bounce Back
- SRC
- Buddies
- Class Meetings
- Circle Time/Emotional Literacy Programs
- Whole School Carnivals
- P-6 Groups
- Cooperative Groups
- Targeted Integrated Inquiries and Indonesian
- Enrichment Programs; ie. Band, Chess, Indonesian Dance, Senior Sport, Gymnastics, Wakakirri, Tournament of the Minds, etc.
- Rock and Water Program
- 3-way Interviews and Learning Journeys
- Restorative Practices

Social/Emotional Literacy

Emotional literacy is a values-based concept that promotes positive and constructive communication. People who are emotionally literate are able to get on with others, resolve conflicts, motivate themselves and achieve in life. At Chapman we implement emotional literacy within our Circle Time.

Circle Time

Circle Time is a trust building forum where students increase their understanding of themselves and one another. Students are better able to manage emotions, be effective communicators and resolve conflicts. At Chapman we use Circle Time in order to deliver our values/social skills program.
Peer Support

Peer Support is dedicated to providing dynamic peer led programs, which foster the physical, social and mental wellbeing of young people and their community. It supports positive cultural change within schools by incorporating a range of strategies developed through collaboration with members of the whole school community for the specific needs of the school. The Peer Support program may also have a particular focus such as; bullying and harassment or friendship.

Restorative Practices

A key part of our relational policy is a focus on restorative practice, recognising that when something happens it has the potential to harm and damage relationships. When relationships are damaged; it is important to look at what needs to happen, to acknowledge the behaviour and its impact, to repair the harm and to strengthen and build relationships.

As a relational school, we are concerned with answers to the following questions.
- What happened?
- What were you thinking about at the time and what have you thought about since?
- Who has been harmed or affected and in what way?
- What needs to happen to repair the harm?

Any issue that causes harm in our school community will always be addressed. These include but are not limited to:
- Physical Violence
- Verbal Abuse
- Bullying (including harassment, excluding others, put downs, cyber bullying)
- Stealing
- Vandalism
- Safety issues

When harm has occurred we seek to involve all stakeholders in a restorative process to repair and rebuild relationships. Everyone has a responsibility for strengthening relationships in the school community, resolving difficulties, and repairing relationships. Parents/carers are partners in this process and will be informed of any pattern of behaviour that causes a concern within the school and will be involved in the process to address this.

Whole School Approach

At Chapman Primary, we recognise a key part of strengthening facets of our relational policy is ongoing learning (ie. network meetings). In particular, training new staff and relief staff and informing the community in the use of relational questioning, CircleTime, conferencing techniques and the teaching of school values, social skills and emotional literacy.

Teachers at Chapman Primary are committed to;
1. Inclusive and democratic class meetings.
2. Staff meetings that follow a format to ensure all members of staff have equal opportunity to voice their opinions.
3. Using relational questioning techniques to solve problems that arise within the classroom or playground. Thinking Time may be provided by other colleagues and executive to deal with problems if necessary. Dealing with problems in this way assists students and teachers to form and maintain positive relationships.
4. Providing information to the school community regarding the use of relational questioning, CircleTime, conferencing techniques and the teaching of school values, social skills and emotional literacy (ie. Positive Parenting course).

Our school has a number of teachers who have been trained and are available to assist with problem solving circles and conferencing.

The following diagram illustrates our approach to building positive relationships within the school community. This pyramid highlights the proactive measures taken to build and maintain relationships between staff, students and the wider community.
The Pyramid of Relational Practices at Chapman Primary School

Intensive Practices
e.g. formal conferences

Targeted Practices
e.g. relational questions and problem solving circles

Universal Programs for the whole school

Repairing Relationships

Small proportion of the school population

Values Base/Ethos
Strengthening and reaffirming relationships through promoting social and emotional growth

- Peer Support/Bounce Back
- SRC
- Buddies
- Class Meetings
- Rock and Water Program
- Circle Time/Emotional Literacy Programs
- Whole School Carnivals
- P-6 Groups
- Cooperative Groups
- Targeted Integrated Inquiries and Indonesian
- Enrichment Programs
- 3-way Interviews and Learning Journeys

The skills required to participate in processes are informed by an underlying values base

Rebuilding Relationships

Whole school

Source: Brenda Morrison, *Building Safe and Healthy School Communities*, 2005
Principle and Behaviour Framework

We build and expect positive relationships between all members of our school community to promote life long learning in a safe, inclusive and friendly environment.

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Activities/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>o Speaking/listening respectfully</td>
<td>CircleTime</td>
</tr>
<tr>
<td>o Encouraging each other</td>
<td>Peer Support</td>
</tr>
<tr>
<td>o Greeting and acknowledging others</td>
<td>Bounce Back</td>
</tr>
<tr>
<td>o Respecting personal space/property</td>
<td>Restorative Questions</td>
</tr>
<tr>
<td>o Welcoming new students</td>
<td>Problem solving circles</td>
</tr>
<tr>
<td>o Valuing differences</td>
<td>Stimulating &amp; Engaging educational programs</td>
</tr>
<tr>
<td>o Learning each others’ names</td>
<td>Differentiated Curriculum</td>
</tr>
<tr>
<td>o Participating in multicultural and indigenous activities</td>
<td>Peer tutoring</td>
</tr>
<tr>
<td>o Using Restorative Questions to restore relationships</td>
<td>Buddies</td>
</tr>
<tr>
<td>o Participating in school programs and teams</td>
<td>Cooperative groups</td>
</tr>
<tr>
<td>o Helping each other, staff and parents</td>
<td>Skipping</td>
</tr>
<tr>
<td>o Engaging in learning</td>
<td>Wakakirri</td>
</tr>
<tr>
<td>o Using time effectively</td>
<td>Rock and Water</td>
</tr>
<tr>
<td>o Negotiating aspects of learning</td>
<td>Band</td>
</tr>
<tr>
<td>o Teaching each other</td>
<td>Sport teams</td>
</tr>
<tr>
<td>o Asking questions</td>
<td>Garden Club</td>
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<tr>
<td>o Inclusive play</td>
<td>SRC</td>
</tr>
<tr>
<td>o Encouraging, valuing and utilising each other’s strengths</td>
<td>Music/choir/singing</td>
</tr>
<tr>
<td>o Honest communication with each other, students and parents</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>o Assuming best intentions</td>
<td>Rostrum</td>
</tr>
<tr>
<td>o Sharing responsibility for the needs of all students</td>
<td>Chess</td>
</tr>
<tr>
<td>o Spending time with each other at meetings, social events</td>
<td>Australasian Competitions</td>
</tr>
<tr>
<td>o Speaking respectfully</td>
<td>Indonesian Dance</td>
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<tr>
<td>o Modeling positive behaviours</td>
<td>Integrated Inquiry Curriculum</td>
</tr>
<tr>
<td>o Showing genuine interest in students</td>
<td>Wastewise programs</td>
</tr>
<tr>
<td></td>
<td>ICT Monitor Support Team</td>
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</tbody>
</table>

Staff

<table>
<thead>
<tr>
<th>Activities/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Teams</td>
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<tr>
<td>Committees</td>
</tr>
<tr>
<td>Karma Buddies</td>
</tr>
<tr>
<td>Social Club</td>
</tr>
<tr>
<td>Staff meetings using CircleTime format</td>
</tr>
</tbody>
</table>
- Maintaining high expectations
- Providing high quality programs/extra curricula activities
- Participating in quality Professional Development, both as learners and presenters
- Catering for individual needs of students
- Smiling and saying hello – being friendly
- Using Restorative questions to restore relationships
- Using common language and applying a consistent approach

### Parents/Carers
- Promoting the school
- Becoming involved eg. Parent bodies
- Supporting students and staff
- Speaking politely
- Modeling positive behaviour
- Following procedures for communication ie. making appointments
- Attending parent workshops
- Participating in classroom activities
- Supporting a variety of learning opportunities
- Keeping well-informed

### Community
- Involving community groups in the school
- Inviting experts from the community into school
- Utilising school facilities
- Recognising alternative learning opportunities eg sporting, artistic
- Showcasing school learning to community
- Recognising achievements from outside the school
- Linking effectively with High school and preschool
- Being involved in school improvement

<table>
<thead>
<tr>
<th>Positive Parenting course</th>
<th>Parent workshops in literacy, numeracy, Restorative Practices.</th>
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</thead>
<tbody>
<tr>
<td>Involvement in school events ie. Walkathon, carnivals</td>
<td>School Board</td>
</tr>
<tr>
<td>P&amp;C</td>
<td>Communicator</td>
</tr>
<tr>
<td>My Classes</td>
<td>Class carers</td>
</tr>
<tr>
<td>Classroom helpers</td>
<td>Canteen Volunteers</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>PSSA carnivals</th>
<th>Police community programs</th>
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<tbody>
<tr>
<td>Breakfast Club</td>
<td>Preschool/Year 6 transition programs</td>
</tr>
</tbody>
</table>
| School Improvement process | }
## 1st Year
### CORE VALUES

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td><strong>Friendliness:</strong> Being friendly &amp; socially responsible &amp; including others.</td>
<td><strong>Integrity:</strong> Being honest, fair, responsible &amp; loyal.</td>
<td><strong>Never Give Up:</strong> Always doing your best and being persistent.</td>
<td><strong>Support:</strong> Supporting &amp; caring for other people &amp; showing compassion.</td>
</tr>
<tr>
<td>5 - 10</td>
<td><strong>Respect:</strong> Respecting the rights of others.</td>
<td><strong>Everyone Cooperating:</strong> Cooperating with others &amp; including others socially.</td>
<td><strong>Diversity:</strong> Accepting and understanding and the differences between oneself and others, including others socially.</td>
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</tbody>
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## 2nd Year
### BUILDING RESILIENCE

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td><em>PD for new staff to the school.</em></td>
<td><strong>Courage:</strong> Developing skills &amp; perceptions that lead to being more courageous.</td>
<td><strong>Relationships:</strong> Skills for getting along with others, skills for keeping friends, conflict management skills &amp; leadership skills.</td>
<td><strong>Bullying:</strong> Making bullying uncool, strategies for understanding &amp; managing peer pressure, skills for dealing with being bullied.</td>
</tr>
<tr>
<td>5 - 10</td>
<td><strong>People Bouncing Back:</strong> High profile people who have Bounced Back, the Bounce Back acronym.</td>
<td><strong>Emotions:</strong> Recognising &amp; managing one’s own negative emotions &amp; enjoying the positive emotions.</td>
<td><strong>Humour:</strong> Understanding how humour can help with coping. Using humour to help not harm.</td>
<td><strong>Success:</strong> Skills of self-discipline &amp; self-management, goal achievement, initiative &amp; resourcefulness.</td>
</tr>
<tr>
<td></td>
<td><strong>Elasticity:</strong> Investigating things in nature that Bounce Back.</td>
<td></td>
<td><strong>The Bright Side:</strong> Positive tracking &amp; focusing on the positive aspects of situations.</td>
<td></td>
</tr>
</tbody>
</table>
Attachment B – Restorative Steps Classroom

1. Initial informal step: – Nonverbal/verbal redirection, meaningful look, special signal, proximity, reminder about expected behaviour.

2. Relational Questions: What happened? What needs to happen to make things right?

3. Student moves to designated “Thinking Spot” in classroom if cool down time is needed or until conference time is available. Age appropriate thinking spot form may be filled in.

4. Student moves to designated “Thinking Spot” in another classroom if cool down time is needed or until conference time is available. Age appropriate thinking spot form may be filled in.

5. Informal Conference
   Questions with wrong doer/person harmed
   - What happened?
   - What were you thinking at the time?
   - Who has been harmed? How?
   - What needs to happen to make things right?

5a. If student fails to de-escalate
   - Executive called.
   - Negotiate return to class with teacher

6. Satisfactory reparation and agreement
   - Return to class activities.
   - At teacher discretion, contact parents to inform of incident and agreement.

6a. Unsuccessful de-escalation
   - Executive move student to front office or another unit.
   - Counseling by executive.
   - Negotiate re entry.
   - Contact parents.
   - Incident recorded

- Offender is removed immediately and is counseled by executive.
- Parents contacted. In or out of school suspension for session/s.
- Formal Restorative Conference on re entry to school.
Attachment C – Restorative Steps Playground

1. Initial informal step eg, redirecting, proximity, walk with the teacher, distracting; play somewhere else, reminder about expected behaviours.

If not resolved move to next step

2. Relational Questions with both offender and person harmed: See Relational Questions Card (What happened? What were you thinking at the time? Who has been harmed or affected? In what way? What needs to happen to make things right?) + (How have you been harmed? What was the hardest thing for you? What would you like to see happen?)

If not resolved move to next step

3. Student moves to a ‘time out’ area: if cool down time is needed or until informal conference time is available. Follow up at end of duty/sometime that day. White Slip filled in by teacher on duty, forwarded to class teacher who keeps and monitors. Two white slips in one week = lunchtime in Thinking Room.

Violence resulting in physical injury, repeat offence or bullying to next step

4. Informal Conference with Executive: with teacher & student/s on same day.

Team/executive support to release teacher from class if required. Use of relational questions. Record of Informal Conference to be filled in - White Slip forwarded to class teacher. Parents may be contacted to inform of incident and agreement.

4a. If student fails to participate, informal conference later. Team/executive support to release teacher from class if necessary. If still unresolved move to Formal Restorative Conference.

4b. If incident results in serious physical, emotional or psychological harm to others or previous steps have not been effective in resolving the issue then move to Formal Restorative Conference.

5. Formal Restorative Conference – involving all persons harmed or affected, offender/s, parents/carers, facilitated by trained staff using Relational Conferencing script. Refreshments provided for conclusion of conference (not optional). Conference agreement reached by all participants and monitored.


Thinking Room

Thinking Room staff will facilitate restorative process, which is documented sent home for parent to read, sign and return to school. It is kept in Blue Folder. Monitoring of agreements by class teacher/s, executive.