



STUDENT ENGAGEMENT, WELLBEING & DISCIPLINE

POLICY

Rationale:

We believe that all students have the right to learn and feel safe whilst at school. Students can learn how to be in control of their behaviour, and be masters of their feelings, rather than victims to them. Students need to be taught how to manage their emotions, behaviour and relationships, and given opportunities to learn these skills. We base Student Engagement & Wellbeing on agreed upon Rights & Responsibilities, and school rules are used to uphold these. Suitable consequences are used to promote our Rights, and reinforce student Responsibilities.

Aims:

- To uphold the Rights and Responsibilities of all students to learn and feel safe, both physically and emotionally at school
- To put students in control of themselves by teaching the KCG (Know Yourself, Choose Yourself, Give Yourself) model as well as other relevant Emotional Intelligence tools such as Emotional Thermometer and TPS (Think Pause Strategy).

Implementation:

- All teachers are given a copy of the Wellbeing Manual, and are familiar with its content.
- New students/families receive a copy of Melrose Student Engagement & Wellbeing Handbook.
- New teachers receive induction and a copy of the manual when they begin employment.
- Consistency is maintained across the school by a whole school approach to wellbeing and discipline (see Student Engagement & Wellbeing Manual)
- Collegiate and structural support processes are in place, and are monitored frequently, and revised as necessary
- Student Engagement & Wellbeing and discipline is approached from the angle of compassion and based on the principles of procedural fairness.
- In-school disciplinary measures can be used to respond to a range of student behaviours (see Student Engagement & Wellbeing Manual). In accordance with the Education Training and Reform Act (2006) corporal punishment is prohibited.
- The teaching of emotional intelligence through mandated EQ curriculum is the cornerstone of Student Engagement & Wellbeing
- Communication with parents is an integral part of promoting Student Engagement & Wellbeing.
- All staff explicitly teach the EQ program. Rights & Responsibilities are used to guide classroom management.
- Incidents or problems arising in the yard are initially managed by yard duty staff, and referral consequences are determined in accordance with the Melrose Student Handbook.
- Consequences involve assisting students to reflect on their behaviour in a way that respects the rights of others in the school community, and supporting students to repair relationships and make restitution where needed.
- Casual Relief Teachers (CRT's) receive a folder which specifically outlines processes that are in place to manage the class they are covering and it also outlines the whole school approach to behaviour management at Melrose Primary School.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle, or at any time that DE&T policy changes influence reporting practices in schools.