Barwon Learning Centre

**Wellbeing and Discipline Policy**



Barwon Learning Centre

**Rationale**

Barwon Learning Centre seeks to meet the individual needs of all students by establishing and maintaining a positive school climate that in turn allows all students to access quality educational programs. Barwon Learning Centre aims to be a safe, positive, and happy place for all students and staff where student learning and success is paramount.

Barwon Learning Centre will achieve these aims through:

* a consistency of approach across whole school, classroom, playground and individual support
* an “every-one on the same page” knowledge base for teachers about the impact of trauma on behaviour and its place within the broader mental health domain
* in-school planning and approaches that create an environment conducive to positive behaviour
* consistency of practice in addressing negative behaviour particularly given that many students

have suffered trauma which inhibits their learning and their capacity to respond to traditional behaviour management strategies.

* the introduction of a School-Wide Positive Behaviour Support (SWPBS) framework. This framework has been developed as a result of over 20 years of extensive empirical research into best practices for schools, including whole school and classroom practices. More specifically, “SWPBS is a set of intervention practices and organisational systems for establishing the social culture and intensive individual behaviour supports needed to achieve academic and social success for all students” (Sugai, Horner & Lewis, 2009).
* the introduction of trauma-informed practices

Through the addition of trauma-informed practices into the SWPBS framework the aim is to achieve:

* a calmer school environment where students feel safe
* improved staff morale, confidence and teamwork
* a better understanding amongst staff of student behavioural issues, especially behaviours related to trauma responses
* improved staff-student relationships and connectedness
* students better understanding of the required behaviour, therefore being motivated to improve
* students being supported through practice to develop the skills to act appropriately
* reductions in the number of office referrals, suspensions, and instances of extreme behaviour by providing trauma-informed discipline responses that are relationship-based for consequences and rewards
* increased amount of time for administration and staff to focus on other aspects of their role

The following pages contain important information for the implementation of Trauma Informed (TI) SWPBS at Barwon

In addition to the sound behavioural theory underpinning SWPBS, additional training in trauma-informed strategies and approaches will pave the way for improved understanding of the neurobiology of fight, flight and freeze responses and the associated observable behaviours. A trauma-informed SWPBS framework will incorporate understandings to implement strategies and approaches across the whole school system that effectively support children and young people with a complex trauma history.

**Building relationships and diffusing conflict**

 **Strategies for Supporting Young People with Trauma Histories**

**Effective Learning and Teaching is Our ‘Core’ Business**

**Barwon Learning Centre strives to enhance effective learning and teaching by:**

Outcomes

* students playing an active role in the learning process;
* effective support provided to classroom programs;
* the learning experiences of students affirming their individuality;
* learning experiences being positive and satisfying.

Results for Students

* students participate in decisions about their own learning;
* students pursue a program of learning relevant to their needs and aspirations;
* students develop an understanding of themselves as well as skills for positive, socially responsible participation;
* students develop competencies which enhance the quality of their relationships with others;
* students feel valued as learners.

**Positive Climate and Good Discipline**

Barwon Learning Centre strives to develop a positive school climate and good discipline by:

Outcomes

* well being, safety and health of students and other community members being a priority in all school policies, programs and practices;
* principles of equity and justice being evident in school plans, programs and procedures;
* discipline code of the school providing clear guidelines for behaviour which are known by all students, staff and parents.
* Promoting an inclusive school environment which affirms diversity and respects difference

Results for Students

* students are safe in the school environment;
* students know what is expected of them and others in the school community;
* students are able to learn without disruption from unruly behaviour;
* students are provided with appropriate support programs;
* students contribute to decision making in the school;
* students participate in all aspects of school life;
* students value difference;
* students are respected and supported in all aspects of schooling.

**Community Participation**

Barwon Learning Centre seeks to enhance community participation by:

Outcomes

* developing strong links between students, staff, parents and members of the home- school community;
* parents participating in the education of young people and sharing the responsibility for shaping appropriate student behaviour;
* the curriculum, goals, plans and actions of the school reflecting the needs and aspirations of students and their home-schools;
* students, parents and teachers perceiving that the learning and teaching programs in the school are relevant and beneficial;
	+ staff facilitating parent, home-school and community involvement in a range of school activities.

Results for Students

* students are supported by parents and community participation in school activities;
* students value the school as an integral part of the community;
* students and their families understand how to gain access to relevant support services in the community;
* students are partners with parents and teachers in the teaching and learning processes in school.

**Barwon Learning Centre Discipline Code**

At Barwon Learning Centre we believe that all students have a right to learn in an environment that is safe, positive, encouraging and rewarding. A strong commitment from staff in the belief that all students can learn to make responsible and good choices is paramount to our students’ success. As a staff we believe that programs developed to meet students’ physical, psychological, social and educational needs will allow our students to return to their home schools with advanced skills in these areas, and interact with their peers in more meaningful ways.

**The Rules, Rights and Responsibilities**

Barwon Learning Centre seeks to cater for students with behaviour disorders who have failed to fulfill their learning potential in their home-schools despite intensive interventions over an extended period of time. These students typically have experienced difficulty interacting with their peers and their behaviour is often characterised by externalising or internalising extremes.

The primary aim of Barwon Learning Centre is to return students to their regular school setting with significantly improved abilities to learn and interact with their peers in positive ways.

Our expectations of students do not differ from those of a regular school although our time frames for achievement may. Staff at Barwon focus on constantly providing students with “an opportunity for change” with many chances to practice and refine the behavioural skills required to enable students to successfully return to their home school.

Our school discipline policy involves a commitment to educational and social growth by:

**Recognising and Reinforcing Student Achievement**

**The staff will:**

**The students will:**

**Promoting Positive Behaviour**

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The school focuses on a model of promoting positive behaviour. Helping students to succeed in behaving appropriately can be difficult and challenging. Like all forms of teaching it requires skill, persistence, and knowledge. Successful teachers in this field need to be positive, creative, and perceptive; think ahead, anticipate possible ‘failures’ and act to avoid these.

To assist staff in the consistent management of student behaviour, Barwon Learning Centre has developed a whole school system where students are awarded feedback points in class for appropriate behaviour and points removed for inappropriate behaviours. At the end of each fortnight students points are tallied, the amount of positive points a student has converts into Dojo dollars. The students can spend their Dojo dollars at ‘Buy Ups’ where they can purchase a range of different items.

The table below indicates the manner in which students can be awarded points for appropriate behaviour and have points removed for innappropriate behaviour.

|  |  |  |  |
| --- | --- | --- | --- |
| **Appropriate Behaviours** | **Points +** | **Inappropriate Behaviours** | **Points -** |
| Attendance | **1** | Forgetting our manners | **1** |
| Being a helpful student | **1** | Leaving the classroom | **1** |
| Being co-operative | **1** | Off Task | **1** |
| Giving it your best shot | **1** | Uncooperative Action | **1** |
| Good Manners | **1** | No personal handbrake | **1** |
| Demonstrating safe behaviour | **2** | No personal mouth zipper | **2** |
| Kindness and Compassion | **2** | Being Unsafe | **2** |
| Looking after our school | **2** | Disrespecting school property | **2** |
| A well completed task  | **2** | Hurting others | **5** |

**Dealing with Unacceptable Behaviour**

Students are enrolled at Barwon Learning Centre due to their difficulties in acquiring the skills necessary for socially appropriate behaviour at school. Because of this, Barwon Learning Centre is committed to a positive approach to managing behaviour of students at school it focuses on teaching students the skills to manage their own behaviour. The focus of programs in the school is on learning to manage behaviour within a school and classroom context to enable successful participation in the future years of schooling.

**Individual Planning and Functional Assessment**

All students at Barwon Learning Centre have an individual behaviour support plan designed using functional assessment procedures and principles. This approach attempts to identify underlying student behaviour and provide students with positive and proactive alternatives to problem behaviour. The emphasis is always on preventative and proactive strategies to enable students to experience the use of positive socially acceptable solutions to behaviour.

A component of each student’s behaviour support plan is a process for dealing with problem behaviour when it occurs. Students with extremely violent and challenging behaviour should also have an emergency plan detailing the process to be followed in extreme and unsafe behavioural episodes.

**SUSPENSION PROCEDURES**

**MOST SERIOUS BEHAVIOURS**

In keeping with the Department of Education and Communities’ policy on Suspension and Expulsion of School Students Barwon Learning Centre will follow the Suspension and Expulsion policy in the following events

* **Possession, supply or use of a suspected illegal substance**
* **Possession of a prohibited weapon, firearm or knife**
* **Physical violence**
* **Aggressive behaviour**
* **Criminal behaviour related to school**
* **Persistence or serious misbehaviour**
* **Continued disobedience**
* **Inappropriate use of social media/photos—(refer to Anti Bullying Policy)**

All students who engage in these most serious behaviours will face some or all of the following consequences:

* Referred to Executive
* Time In — report to parents
* Review of Individual Behaviour Management Plan
* Counselling-School counsellor, Teacher, Assistant Principal or Principal
* Interview with parents
* Alternate classroom placement for part or whole day
* Suspension warning letter
* Daily reporting to executive staff
* Regular parent communication on a planned basis
* Suspension
* Expulsion

In all cases of most serious behaviours, each case is to be treated on its merits and the Principal or delegate determines the course of act.