



MANNUM COMMUNITY COLLEGE WELLBEING AND SELF-MANAGEMENT AGREEMENT

This agreement sets out policies and practises that:

- Promote a safe, caring, orderly school community where all members take responsibility for their behaviour
- Ensure that the rights of all members of the community, to work collaboratively and productively, are supported and protected.
- Recognise that students have the right to learn and teachers have the right to teach.

Values

To support behaviour education and self-management, MCC emphasises the following **RIVER** values:

- Respect** Treat others as you would like them to treat you; politely and fairly. Being kind and friendly. Help and encourage others. Care for property and the environment.
- Integrity** Be truthful regardless of the circumstances. Be honest with yourself and have reasons for the things you say and do.
- Vitality** Be brave: participate to progress. Take risks and 'have a go'.
- Excellence** Stay focussed to achieve your best. Pursue your personal best, no matter who you work with. Strive and stretch yourself every day.
- Responsibility** Make strong choices and be accountable for your own actions.

Positive Education Programs

At Mannum Community College, we promote positive behaviour through:

- *The Mannum Way* wellbeing framework in the Site Learning Improvement Plan (SLIP)
- *Play is the Way*
- *Restorative Justice*
- *Mind Up* mindfulness
- *Seasons for Growth* change and loss program
- *Keeping Safe: Child Protection Curriculum (KS:CPC)*
- Anti-bullying & harassment policy
- *The Wheel of Choice*
- *Operation Flinders*
- *Counterpunch* courses
- *Tumbelin* program
- Christian Options program

Opportunities and Incentives

To encourage responsible student behaviour the school provides many opportunities and uses a range of incentives that vary from year to year. They may include:

Whole School

- Assembly Awards
 - Values/Growth Mind-set
 - Push for Excellence
 - Environmental Awards
 - Attendance
- Newsletter acknowledgements
- Publicity via newspapers or social media
- Splash carnival/Sports day
- Traffic lights (interim reports)
- Special events/days (eg. Harmony Day)

Individual/Class

- Goal setting and reflection
- Phone calls home
- Special activities
- Acknowledgement certificates
- Class rewards (eg. prize boxes, stickers)
- Camps and excursions
- Class dojos, See Saw
- Class monitors/helpers
- Mentoring
- Friendship, chess, Lego, Pokemon clubs

Leadership opportunities

- Student Representative Council (SRC)
- Student Learning Council (SLC, Years 4-7)
- School Captains
- Sporting House Leaders
- Youth Environment Leaders (YEL)
- SAPSASA representation
- Choir Leader(s)
- Assembly/event organisers
- Be YOUUnique anti-bullying alliance
- Community service (e.g. breakfast club)

Responsibilities

Each member of our school community has responsibilities for ensuring a positive and successful educational experience for all participants.

Students

Students accept responsibility for their own behaviour. They apply the school's values and *Play is the Way* Key Concepts and understand that they are part of a larger group (e.g. their class, the school, the community). They apply restorative justice practises and use the *Wheel of Choice* to manage 'small' problems and conflicts. They strive to do their best and show empathy.

Parents / Caregivers

Parents / Caregivers are a critical part of the school community. They complement and support the school and its values. In order to work in partnership with the school, they:

- Inform the class teacher of any concerns or issues at an early stage
- Work collaboratively with the school on behaviour, welfare and learning issues including attending meetings as required
- Ensure the school has up to date information and contact details
- Work in partnership with teachers and the school to actively ensure that 'at-home' learning is completed
- Support the school's policies regarding wellbeing, anti-bullying and anti-harassment, and safe internet and social media use
- Provide access for the child to non-school supports as required (e.g. Child and Adolescent Mental Service (CAMHS), paediatric referrals, hearing/sight assessments)
- Participate in restorative justice meetings if needed

Teachers and Support Staff

Teachers support the *Mannum Way* whole-school approach to wellbeing. They:

- Celebrate individuality and focus on strengths
- Encourage students to develop independence and self-regulation over behaviour
- Use restorative justice as the 'default' response when managing behaviour
- Enable students to adopt a growth mindset, take risks and safely experience failure
- Build positive, respectful relationships with students and families in their class and beyond
- Develop an appropriate and engaging learning program relevant to student needs
- Focus on specific student behaviours and provide explicit positive support rather than labelling
- Are positive, consistent (calm, fair but firm) and inclusive in their approach
- Encourage students to seek support
- Inform parents and caregivers of concerns early

Leadership

The Principal and other senior leaders actively support the *Mannum Way* whole school community wellbeing agreement. They:

- Are available for consultation about student wellbeing and behaviour education
- Respond promptly to calls for behaviour support
- Provide approval and funding for training and equipment in support of SLIP wellbeing priorities
- Expect staff to use restorative justice as the 'default' problem-solving strategy
- Support staff in the development of Behaviour and Learning Support Plans
- Assist families with external agency referrals

- Reinforce positive feedback from staff to students
- Engage with families to actively resolve grievances
- Access support agencies to assist with student wellbeing and behaviour education

Volunteers

Support staff and volunteers provide critical assistance to our positive school community. They:

- Consistently role-model school values
- Expect students to follow school values
- Highlight successes and the value of failure
- Keep teachers and leadership informed of student and/or family successes that can be shared
- Understand the boundaries of their role
- Are knowledgeable of the Wellbeing Agreement, *Play is the Way* and restorative justice processes
- Inform teachers/leadership team of behaviour, welfare and wellbeing concerns in a timely way
- Develop personalised incentive strategies to support student learning

Wellbeing Team

The school community includes a Wellbeing Leader and Pastoral Care Worker (PCW). The Wellbeing Leader's role provides a support service to students, teachers and parents/caregivers relating to educational and behavioural issues. They also assist in referrals to community agencies (eg. CAMHS, Headspace, DECD Student Support). All members of the school community are encouraged to utilise this resource.

The PCW manages community mentors, coordinates the Christian Options program, delivers social and emotional learning (via Kimochis), oversees the JAM program and supports vulnerable students and families. The Wellbeing Leader and PCW work closely together to ensure that wellbeing and welfare needs of students, staff and families are met.

Wheel of Choice

The *Wheel of Choice* supports students to become independent in their ability to solve 'small' problems on their own. It has a range of options for students to choose from which include:

- Go to another game
- Talk it out
- Share and take turns
- Ignore it / Walk away
- Tell them to stop
- Apologise
- Make a deal
- Wait and cool off

When a child comes to a MCC staff member to solve a 'small' problem, they are asked to try at least two options from the *Wheel of Choice*. If those don't work, an adult can intervene. 'Big' problems always need to be taken to an adult. These are situations that are scary, dangerous or illegal. Students are educated about 'small' and 'big' problems and how to ask an adult for help when needed.

Responses to Inappropriate Behaviour

In a moment of weakness, some students may choose behaviours that contravene or do not reflect the school's values and expectations. Wherever possible, restorative practises will be used first to resolve the situation. If this is unsuccessful, or behaviour continues, and *one or more* of the following consequences can occur:

In the Classroom

Reminder
Warning
Sit out, class reflection time
Buddy class reflection time (*Pink Slip*)
Senior Leader/admin reflection time (*Pink Slip*)

In the Yard

Walking with the duty teacher
Blue bench reflection time
Focus Room reflection time (*Reflection Sheet*)
Senior Leader/admin reflection time
Directed/Controlled play, Play Plan

Buddy class reflection time

For repeated behaviour that does not reflect school values, students may be directed to buddy class to reflect on their choices. This allows the rest of the class to continue learning and supports teachers to teach. A *Pink Slip* goes with the student to buddy class. The *Pink Slip* may be sent home and parents/caregivers notified.

Senior Leader/Admin reflection time

For serious or repeated class or yard behaviour a *Pink Slip* may be escalated to include reflection time with a senior leader. The process for this is summarised below:

- Time is spent with a member of the leadership team discussing the weak decision(s) with attention focussed on how students can restore the situation (reflection followed by restoration).
- Students may miss recess or lunch play by spending time in the Focus Room discussing their behaviour with the staff member on duty. Parents may be contacted and a copy of the reflection sheet is sent home for the parent to see.
- If several *Pink Slips* are given in one term, parents/caregivers may be contacted and invited to a meeting to discuss behaviour. If parents/caregivers do not engage with the school, teachers will follow up with them.
- Several pink slips over a period of time may result in the student being excluded from elective school events (eg. CMASSA, SAPSASA, SRC, YEL and some excursions). A Risk assessment may be completed to assess whether it is safe for the student to attend camps. This requires consultation with leadership and families.
- A 4th *Pink Slip* may incur an internal suspension. 5th and additional incidents may incur external suspensions.

Take Home, Suspension, Exclusion

As a part of Department for Education (DfE) School Discipline Policy, serious, wilful, violent or unlawful student behaviour may result in one or more of the following:

- Take Home: Used as an emergency response to inappropriate behaviour. Parent/caregivers will be contacted to collect the student. A meeting between all parties, including the student will take place.
- Internal Suspension: In exceptional circumstances an internal suspension may occur. The student will work in a supervised area and have supervised breaks at alternative times to other students. This occurs in consultation with school leadership. A *Behaviour/Learning Support Plan* and meeting between all relevant parties will occur.
- Suspension: Suspension occurs when:
 - The right of other members of the school community to learn and be safe needs to be protected.
 - Violence has occurred.
 - The right of the teacher to teach needs to be protected.
 - A student's behaviour is unacceptable within the school community.

The student is required to stay at home for a number of days (1 to 5) as determined by the school. A *Behaviour/Learning Support Plan* is negotiated on re-entry where commitment is required from the student and parents/caregivers to positively improve the student's behaviour and learning outcomes.

- Exclusion
 - Exclusion will be used if the Leadership team believes the student's behaviour is severe or frequent enough or that other school members are at ongoing risk. This is done in consultation with DfE Regional Office support staff.

Important: The order and severity of responses listed above may change according to each situation's individual circumstances.

Throughout the various forms of consequence, students will continue to be encouraged to:

- take responsibility for their actions
- reflect proactively on their behaviour choices
- review what they did and why they did it in order to prevent future incidents
- commit to an improvement in their choices and behaviour in the future
- offer restoration (a 'fix') to those who have been affected negatively

Supporting Documents

There are a range of complementary and underlying documents that provide further depth to this agreement. They include, but are not limited to:

- Safe School Action Plan
- Codes of Conduct
- Drug Policy
- Anti-Bullying and Harassment Policy
- Attendance Policy
- Mobile Phone Policy
- Cyber Safety Policy 2016
- Social justice policy