

Trentham District Primary School

Student Wellbeing

&

Engagement Policy

Introduction:

Student Engagement consists of three areas, behavioural, emotional and cognitive. At Trentham District PS all three areas are regarded as having equal importance when providing the educational environment for students.

Rationale:

The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage and support their learning.

This policy was informed required regulatory the documents listed:

The Equal Opportunity Act 2010 (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

The Charter of Human Rights and Responsibilities Act 2006 (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992 (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

The Education and Training Reform Act 2006 (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—

- realises their learning potential and maximises their education and training achievement;
- promotes enthusiasm for lifelong learning;
- allows parents to take an active part in their child's education and training.

Purpose:

To relate to and be consistent with the 'Effective Schools are Engaging Schools: Student Engagement policy Guidelines, in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour.

At Trentham District PS we promote a positive school environment with emphasis on connectedness to school, positive regard to students, staff and families and clear communication between staff, students and community. We encourage all students to be thoughtful about their behaviour and help them to learn to make good choices. We encourage educational achievement and excellence and foster individual student voice. We believe that this approach results in increased attendance and reduced inappropriate behaviour.

Additionally, as a response to the Royal Commission into Family Violence, Trentham District Primary School is committed to promoting and embedding Respectful Relationships and gender equality into our schools ethos, vision and values. In our school the focus is on treating everyone with respect and dignity in the hope of creating real and lasting change in the lives of our students, staff, families and the wider school community."

School Profile Statement

The beautiful buildings and grounds at Trentham District Primary School are maintained by the school community and a gardener provide an attractive, functional learning environment for all students.

The school has a strong connection with its local community with families engaging in a wide number of activities. The school had a Student Family Occupation Education (SFOE) density of 0.4310, low reflecting students having homes that are educationally advantaged. . The enrolment increased to 120 students in 2019. The school provides specialist teaching in the performing (music), visual arts, science and physical education.

In 2019 there are intervention programs including MultiLit, Phonic Awareness and Reading Recovery.

The school employs nine teachers (five classroom teachers, four specialist teachers), also four education and behavioural support staff. The school continues to use a positive behaviour management approach that recognises and rewards positive behaviour, choices and actions.

The school provides a comprehensive curriculum with a strong focus on English and Mathematics. The teaching strategies and approaches reflect current best practice and research. All programs continue to have a strong emphasis on meeting students' individual needs through promoting a resilience, a growth mindset and celebrating individual growth and achievement.

Whole School Prevention Statement

All procedures and processes in the Trentham District Primary School Plan have been initiated, discussed and developed by staff with student and parent consultation.

These elements involve:

- Creating a positive learning environment
- Whole school use of consistent well researched preventative behaviour management approaches.
- Principal to activate behaviour management plan processes for serious or continued student misbehaviour breaches.

In a positive learning environment

The teacher demonstrates genuine caring and respect for students by:

Listening and talking to them

- Being sensitive and responsive to their needs and recognising any clues of distress
- Investigating and following up any situations or concerns
- Seeking assistance as needed to remedy problems

The teacher establishes positive relationships with students by:

- Expending every effort to make lessons interesting, activities enjoyable and students engaged

• Using humour and anecdotes to develop rapport

- Enabling students to feel their opinions are respected
- Giving personal attention to all students both inside and outside the neighbourhood
- Make purposeful efforts to observe and give recognition to students acting competently

The teacher creates a warm and nurturing environment by:

- Making students feel welcome
- Creating open lines of communication
- Creating an exciting and stimulating physical setting
- Making learning attractive and fun

Regular Attendance

Regular Attendance:

TDPS recognises that full attendance is a key to engagement and allows schools to maximise every student's ability to learn and teacher's ability to teach effectively. The School has actively embraced '*It's Not Ok to Be Away*' (as cited above.) Our approach and recent practices of utilising the 'student mapping tool' has helped the administration staff and Assistant Principal to ensure that student attendance is monitored effectively in 'real time'.

Intensive Literacy and Numeracy Blocks:

TDPS's dedication to the ideals underpinning the DET Early Years and Middle Years of Schooling phases is evident through our commitment to scheduling team block planning time and promotion of uninterrupted literacy and numeracy blocks for all levels at least 4 times a week. TDPS has implemented literacy and numeracy improvement strategies as part of the school improvement agenda outlined in the School Strategic and Annual Implementation Plans.

Inquiry Learning

Inquiry learning is an approach that is based on the investigation of questions, scenarios or problems. Integrated units are designed around eight rich concepts addresses Science, History, Geography, Civics and Citizenship and The relevant capabilities Inquirers will identify and research issues and questions to develop their knowledge or find solutions. Inquiry learning can include problem-based learning and is generally used in small scale investigations as well as research. Emphasis is given to the learning journey process not the end product. Students build the skills and attitudes they need to be genuine inquirers.

Prevention Programs

Engagement

- School Band
- School Choir
- Drum Corp
- School Leadership program/JSC
- Camps & Excursions
- MultilitReading Recovery
- Phonic Groups
- Literacy/Numeracy Block Curriculum
- Music classes /instrumental
- Visual Art
- Auslan
- Garden Cooking Program
- Lunch time Clubs – i.e Ukulele

Attendance

- It's Cool to be at School

Behaviour

- Prep/ 6 Buddies - Better Buddies
- Stop. Think. Do.
- Resilience Rights and Respectful Relationships
- The Resilience Project
- Cyber Bullying (3-6)
- No Way Bullying
- STOP WALK TALK

Rights & Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

All students, their parents/carers and our staff will treat each other with dignity and respect at all times and feel safe and welcomed in our school community regardless of gender, appearance, culture, race, disability, sexuality or religion. Every member of the school community has the right to fully participate in an educational environment that is safe, supportive and inclusive.

Our safe and stimulating work environment promotes co-operation, courtesy and a positive work ethic and allows all students to have equal access to physical resources, teacher time and all areas of learning and to learn without interference, intimidation and harassment (physical, psychological or cyber).

All students have the right to-

- Learn and socialise without interference or intimidation in a safe and secure environment
- Be treated with respect and fairness as individuals
- Expect a learning program that meets their individual needs.

All students have a responsibility to-

- Be prepared to learn
- Try their hardest
- Respect the rights of others

All staff have the right to -

- Expect to be able to work in an atmosphere of order and co-operation
- Use discretion in the application of rules and consequences
- Receive respect and support from the school community

All staff have a responsibility to-

- Build positive relationships with students as a basis for engagement and learning
- Use and manage resources of the school to create stimulating and meaningful learning
- Treat all members of the school community with respect, fairness and dignity.

All parents have the right to-

- Know that their children are in a safe and, happy learning environment where they are treated fairly and with respect
- Expect a positive and supportive approach to their child's learning
- Expect communication and participation in their child's education and learning.

All parents have a responsibility to-

- Build positive relationships with members of the school community
- Ensure that students attend school and have appropriate learning materials and dress
- Promote respectful relationships.
-

SHARED EXPECTATIONS & RESPONSIBILITIES

Trentham District P.S has high expectations for the school community. In order to support high levels of student engagement, attendance and positive behaviours the school strongly promotes the following values:

Respect – Caring – Including – Honesty - Resilience

RESPONSIBILITIES OF TEACHERS

To ensure a safe, positive and caring environment, it is the teacher's responsibility to:

- Establish positive relationships with students that model mutual respect and understanding, through the provision of feedback.
- Develop structures and engaging learning programs, relevant to individual student needs.
- Provide physical environments conducive to positive behaviours and effective engagement in learning (for example, tidy classrooms, access to resources, daily classroom schedules, etc.)
- Be positive, consistent and clear in approach when managing student behaviour.
- Develop with students, a clear and consistent classroom behaviour code, based upon the following school values: Respect, Excellence and Responsibility.
- Develop classroom management strategies and programs that:
 - Involve negotiation and support the participation of all students, and implement whole school Social Competency Programs through pedagogical approach and curriculum content
 - Value differences in gender and cultural and linguistic backgrounds of students,
 - Acknowledge positive learning and social behaviours,
 - Implement whole school behaviour management strategies and deal effectively with incidents of bullying and harassment in line with the whole school behaviour management plan
 - Establish and maintain safe and supportive learning environments.
 - Teach strategies for developing appropriate behaviours, healthy lifestyle choices, social and emotional wellbeing and regulation through the TDPS Health and Wellbeing Programs. (Scope and Sequence to be developed)
 - Assess, record and report on student learning and social skill development through Mid-year and End of Term Reports.
 - Inform other teachers regarding relevant and current verbal/written information, regarding important student information.
 - Communicate regularly with parents/caregivers regarding student wellbeing and behaviour.
 - Record behaviour incidents with helpful information (i.e. in Classroom Behaviour Management Book, in class and in playground.
 - Actively participate with the school community
 - Model pride in all work and appearance
 - Share collegiate expertise to support each other when developing and implementing behaviour management strategies
 - Seeking appropriate specialist expertise when appropriate.

RESPONSIBILITIES OF PRINCIPAL

To ensure a safe, positive and caring environment, it is the principal's responsibility to:

- Ensure learning programs are relevant, engaging and structured to cater for the needs of all students.
- Ensure the school learning environment and play areas are safe and conducive to learning.
- Support staff in the implementation of pro-active student behaviour management.
- Reinforce the positive encouragement that staff give to students.
- Provide opportunities for consultation with staff regarding student wellbeing.
- Co-develop individual Student Development plans to ensure all possible support is provided to students including access to support agencies.
- Ensure appropriate training and development programs are provided to ensure that staff have a strong skill and knowledge base of effective behaviour management strategies.
- Document all serious student behaviour incidents, and regularly analyse student behaviour data.
- Inform and liaise with families when serious behaviour incidents occur.
- Maintain ongoing data collection (including incidence and frequency of harassment, aggression, violence and bullying) to inform decision-making and evaluate the effectiveness of policies, programs and procedures.
- Input Take-Home, suspension and exclusion data into TDPS

- Provide and promote a safe and supportive learning environment which is harassment free and meets the individual needs of all students and promotes student attendance
- Ensure that student attendance is recorded twice per day
- Monitor and analyse student attendance data.
-

RESPONSIBILITY OF EDUCATIONAL ADMINISTRATION AND BEHAVIORAL SUPPORT OFFICERS

To ensure a safe, positive and caring environment, it is the Support Staff's responsibility to:

- Maintain accurate attendance records on CASES21
- Provide support for students under the direction of the classroom teacher and/or leadership.
- Teach, model and practise responsible behaviours themselves on a regular basis and explain the reasons for positive and negative consequences, consistent with the schools behaviour code.
- Be positive, fair, democratic, consistent and clear in approach when managing student behaviour.
- Encourage students to seek support from appropriate sources (i.e. teacher on duty, completing an Incident Report Form).
- Seek the support of teaching staff when dealing with issues of student behaviour when necessary. Ensure that students who display inappropriate behaviours are referred to the teacher on duty (yard and class).

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RESPONSIBILITIES: VOLUNTEERS

To ensure a safe, positive and caring environment, it is the volunteers responsibility to: -

- Comply with the DET Code of Conduct for Volunteers and TDPS volunteers policy.
- Complete the Daily Sign in form for each volunteering visit.
- Comply with the school's procedures for visitors to schools.
- Follow the directions of the principal/teacher and comply with all relevant policies, procedures and guidelines.
- Notify the principal/teacher of any incidents or injuries that occurred while volunteering.

RESPONSIBILITIES: STUDENTS

To ensure a safe, positive and caring environment, it is the student's responsibility to: -

- Behave in a safe, responsible way that represents the school positively.
- Participate actively in all learning programs.
- Behave in a manner that respects the rights of others, including the right to learn and to teach.
- Be courteous and considerate of other students and adults in the school.
- Follow the classroom and playground rules.
- Take responsibility for their own behaviour and learning.
- Accept logical consequences for all behaviour.
- Use the school's STOP THINK DO, AND Restorative Practice Process to deal with issues and concerns.
- Respect the school, its grounds, buildings and property.

RESPONSIBILITIES: PARENTS/CAREGIVERS

To ensure a safe, positive and caring environment, it is the parent's/caregiver's responsibility to:

- Treat members of the school community with respect, courtesy and consideration.
- Model and reinforce a positive attitude towards school.
- Engage in constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Encourage and motivate students to become independent and responsible learners.
- Provide the necessary requirements for students to take part in all school activities.
- Voice concerns openly in an appropriate manner.
- Attend meetings regarding their child's learning and/or behaviour.
- Ensure the school has an alternative person to contact should they not be available.
- Notify the school of any events which may impact on their child's day.
- Use the school's Parent/Caregiver Grievance Procedures to deal with issues and concerns.
- Ensure child/children are properly medicated, according to the doctor's prescription (if applicable).
- Be inducted or refreshed in the Schools Vision and Values each year (Governing Council members).
- Respect the school, its grounds, buildings and property.

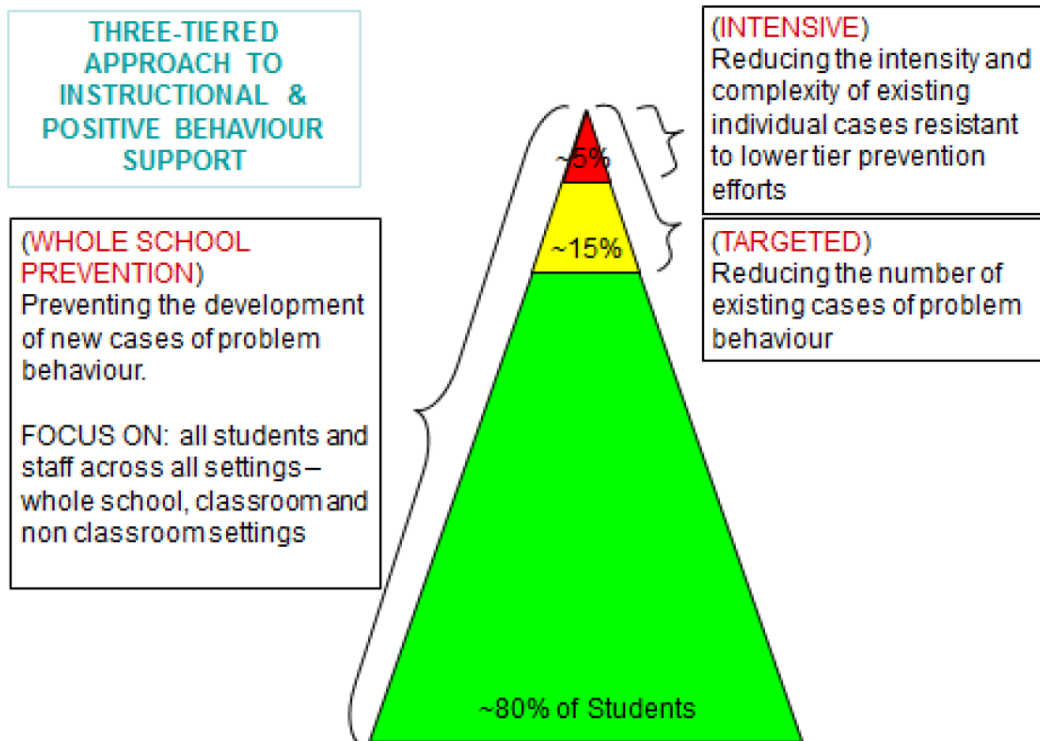
ACKNOWLEDGEMENT OF POSITIVE STUDENT BEHAVIOUR:

Feedback about behaviour will be given to all students, recognising that all behaviour choices.

Behaviour Management 2019

The Whole School Student Behaviour Support Plan is established to provide a positive school climate, and to create a supportive environment for personal, social, emotional, spiritual, and academic growth for students and staff. It is an instrument to enable the aims and values of our school to be achieved, especially the goal of student achievement.

The School Wide Positive Behaviour Support (SWPBS) behaviour management approach informs our practice. The program is a three tiered approach to instructional positive behaviour. The first tier represents the first group, all of the student population – the Learners. Most of these students respond positively to a proactive whole school behaviour support plan. The second group, comprising approximately 10% to 15% of students, may be classified as 'at risk'. These students can become more successful learners with more specialised or targeted supports. The final group, approximately 5% of students, is classified as those students who require specialised and usually intensive individual' support services. These students have access to additional behaviour support practices outlined in the Whole- School Student Behaviour Support Plan.



The Whole-School Student Behaviour Support Plan is designed for all students. However, once the proactive support plan is in place, we are able to address the needs of the students requiring more intensive behaviour supports. To enable the interventions used for the 'at risk' and 'individual' students to also become successful, our Whole School Student Behaviour Support Plan will provide the supportive environments and practices to maintain these changes.

School-Wide Positive Behaviour Support is a research evidence based framework and process for schools to organise their systems, practices and use of data in the area of student behaviour. At St Ollies we look to define, teach, and support appropriate student behaviours. Our School Wide Positive Behaviour programme:

- Replaces undesired behaviour with a new behaviour or skill
- Teaches appropriate skills
- Alters environments
- **Rewards appropriate behaviour We have begun a journey as a school community, towards a school-wide approach to teaching our students the importance of being responsible, respectful, safe, inclusive of others and keen to give of their best.**

Guidelines for Practice in Behaviour Management

We expect students will:

- follow our school / class rules
- respect other peoples' views and feelings
- actively participate in their learning
- act in a responsible manner
- take positive initiatives

We will not accept:

- discrimination
- any form of violence or harassment
- disruptive behaviour
- inappropriate language
- unsafe behaviour
- criminal activity

UNIVERSAL BEHAVIOUR SUPPORT:

- Positive behaviour and relationships are promoted through curriculum and learning experiences
- In line with the Victorian Curriculum our school supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and 'optimism about their lives and the future.
- Celebrations – Student Assembly Performance, Birthday at each assembly
- Whole school/classroom reward systems
- Whole School approaches – consistency is centred on our TDPS Behaviour Management programs- Resilience, Rights and Respectful Relationships Whole School Program & Stop think do.

TARGETED BEHAVIOUR SUPPORT:

- Referral system for students at risk
- Social skills programmes at whole class and small group level
- Teachers targeting social skills support in classes
- Targeted learning support managed by teacher
- An Individual Behaviour Plan (IBP) will be implemented to support student

INTENSIVE BEHAVIOUR SUPPORT:

- Teacher and Principal work with parents and Student Services
- Individual behaviour Support plans implemented for targeted students
- Student support team manages IBP behaviour plans when required
- Consultation with student service severe behaviour or psychologist

PROCEDURE FOR DEALING WITH REPORTED BEHAVIOUR INCIDENTS

Incident is reported to Teacher who will:

- ascertain nature of any injury and decide upon any First Aid required
- seek clarification of incident from student making report
- seek clarification of incident from any student/s named as perpetrators
- seek clarification from any bystanders or witnesses
- decide on level of Behaviour and appropriate consequences – ie. Dealt with immediately by teacher seek resolution of disagreement, apology and restoration of relationship, implement 'time out', "walk with me" strategy or Practice Sheet Reflection Sheet if deemed necessary, or referred to Principal – via behaviour verbal report.

Incident is reported or referred to Principal (via verbal report) who will:

- Seek clarification of incident from reporting staff member
- Interview the injured student
- Interview any student/s deemed responsible for injury
- seek clarification from any bystanders or witnesses
- Hold a joint meeting between parties involved to – Refer to Restorative Practice Reflection sheet - Have both parties clearly understand the issues involved
- Devise a mutually agreed plan of re-instating the relationship and setting clear expectations about future behaviours
- Contact parents via phone or letter with student (Parents/carers notified if same student is involved in any future incident with any student)
- Record School Incident File

Serious Behavioural Issues – Suspension/Expulsion

For serious disciplinary measures the school follows DEECD Ministerial Order 625.

Suspensions Ministerial Order 625

Classroom Behaviour

Process Flow Chart

This process is implemented when inappropriate actions or behaviours in the classroom disrupt the learning or affect the safety of students and teachers. It operates in conjunction with the "Stop and Go dots in the classroom.



Classroom

Intervention Low Grade inappropriate Behaviour– Intervention strategy used (i.e. reminder, redirection, negotiated participation, tactical ignoring, non-verbal cues, etc.). No documentation.

Step 1: – Intervention strategy used (i.e. reminder, redirection, negotiated participation, etc.). Inappropriate Behaviour stated to student.

Documented in Class Behaviour Management Book and name under red circle.

Step 2: Formal Response: Student is allocated an isolated working space within the classroom.

Documented in Classroom Management Book and name ticked on board.

Step 3: Formal Response to continued inappropriate Behaviours
Buddy Class - student is allocated a working space within another classroom.

Documented in Class Behaviour Management Book and tick on board.

Parent/Caregiver communication via

Step 4: Leadership intervention – The Principal or delegate will provide immediate student intervention. Principal/delegate and teacher will decide if further consequences are necessary (i.e. Take-Home, Internal/External Suspension,..). Parent/Carer notified. Documented in class behaviour

When a student is displaying chronic patterns of problem behaviour, a more targeted response is required to support the student. TDPS's intervention strategies are:

Targeted based on systematic collection and analysis of data.

Include the teaching and/or building of positive social replacement behaviours.

Measured and support reduced slowly and gradually.

Occur in the classroom as the first option and involve the classroom teacher/s.

Both academic and social/emotional strategies.

Playground

Incident is reported to Teacher who will:

- ascertain nature of any injury and decide upon any First Aid required
- seek clarification of incident from student making report
- seek clarification and re-enactment (where appropriate) of incident from any student/s named as involved
- seek clarification from any bystanders or witnesses
- decide on level of Behaviour and appropriate consequences –**Level 1 & 2** Dealt with immediately by teacher seek resolution of disagreement, apology and restoration of relationship
"time out" and "walk with me" strategy

Repeated Level 2 and Level 3

Referred to Principal (via verbal report) who will:

- Seek clarification of incident from reporting staff member
- Interview the injured student
- Interview any student/s deemed responsible for injury/inappropriate behaviour
- seek clarification from any bystanders or witnesses
- Hold a joint meeting between parties involved to and have both parties clearly understand the issues involved
- Devise a mutually agreed plan of re-instating the relationship and setting clear expectations about future behaviours
- Contact parents if required (Parents/carers will be contacted if same student is involved in any future incident with any student)
- Record incident in Student Management Notes Book

GLOSSARY

1. **At-Risk Student** - Students may be identified as 'at risk' if they are not succeeding in school based on information gathered from test scores, attendance, or recidivist behaviour.
2. **Buddy Class** - An allocated student working space within another classroom.
3. **Bullying** - Repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not regarded as bullying.
4. **Child Protection Concern** - A concern about the welfare of a child based on the observation of indicators or information that may lead to a belief formed on reasonable grounds that a child has been the subject of abuse.
5. **Class Behaviour Management Book** - A recording tool used to monitor individual student behaviour in class.
6. **Collaborative Learning** - Collaborative learning is a situation in which two or more people learn or attempt to learn something together.
7. **Code of Conduct** - Describes the school community's expectations of student behaviour and management procedures to implement the code. The school council assists with the formulation of the code of conduct, including specific behavioural consequences and serious breaches of discipline that adversely affect or threaten safety.
8. **Conducive** - Creating a situation that helps something to happen (i.e. Teachers need to create an atmosphere that is conducive to learning).
9. **Cognitive Learning** - Is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analysing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions.
10. **Differentiated** - A method of instruction in which content, instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner.
11. **Diversity** - Acknowledging differences between people in the community and the adaptations of work practices to create an inclusive environment in which those differences are valued and embraced.
12. **Engagement** - Students are engaged when they are attracted to their work, persist in despite challenges and obstacles, and take visible delight in accomplishing their work.
14. **Explicit** - Verbalised or explained in an extremely clear way, so that one cannot doubt what is meant.
15. **Grievance Procedures** - The several stages or steps in which a grievance may be settled or to which it may be appealed.
16. **Infrastructure** - The set of systems within a place or organization that affect how well it operates.
18. **Pedagogy** - The methods and principles of teaching.
19. **Recidivist** - Is the act of a person repeating an undesirable behaviour.
20. **Resolution** - An outcome of a complaint that is satisfactory to both parties.
21. **Restorative Practices** - An intervention to deal with inappropriate behaviour that promotes building respectful relationships as a foundation for teaching & learning.
22. **Restricted Play** - A student is placed on Restricted Play if they receive three Yard Cards within a Term. The student is provided with a range of equipment to participate in structured play.
23. **Self-esteem: (or self-worth)** - Includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree.
24. **'Stop and Go Dots'** Green and Red Dots are placed in classroom represent behaviour. The red dots highlights behaviours to 'STOP, THINK DO' and the Green dot for positive behaviour, keep it up.
25. **Volunteer** - a person who supports educational programs of schools either through direct contact with students or through school activities without financial gain.

26. **Wellbeing** - Wellbeing is a holistic subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm, and caring, are combined and balance.

This policy was last ratified by School Council in....

March 2016