Guideline Title: Turner School Respectful Relationships Guidelines

Year of Publication: September 2014 (amended July 2015 as an interim action awaiting new Directorate policy)

Review Date: September 2018

Rationale and context statement:
At Turner School students are educated together in an inclusive mainstream and specialist environment. Turner School is a strong values based school and operates within a relational and restorative framework.

The school aims to develop an enriching, safe and supportive environment in which:
• students can grow and learn and develop strong connections with the school curriculum
• teachers can teach within a positive and respectful model of teaching and learning
• all members of our school community are able to build strong relationships and connections and
• our school curriculum; academic, emotional and social, is reinforced and supported by restorative and relational practices.

Students are supported by the establishment of well-organised and consistently managed classrooms in which they are encouraged to take responsibility for their own behaviour and to develop the understanding that there will be natural and logical consequences for inappropriate behaviours. We recognise that Restorative Practices will be most effective when consistently applied across all levels and situations in school life, including the playground and within a climate of strong collegial support.

Related Policy/policies to be read in conjunction with

Providing Safe Schools P-12 2007
Countering Bullying, Harassment and Violence in ACT Public Schools 2007
Countering Sexual Harassment in ACT Public Schools 2007
Countering Racism in ACT Public Schools 2007
Suspension, Exclusion or Transfer in ACT Public Schools

Related documents, Acts to be read in conjunction with
National Safe Schools Framework
Protocols for Student Management
The Inclusivity Challenge
Unwelcome Visitors to Schools Handbook 2005
Discrimination Act 1991 (ACT)
Human Rights Act 2004 (ACT)
Education Act 2004
Human Rights & Equal Opportunity Commission Act 1986 (Cwlth)
Racial Discrimination Act 1975 (Cwlth)

Guideline statement

1.0 SCARFF Values: building positive relationships

1.1 We use the acronym SCARFF that stands for Support, Co-operation, Acceptance, Respect, Friendliness and Fun. SCARFF is based on the work of Helen McGrath and supports the valuing of relationships and working respectfully and cooperatively together.

1.2 The school’s SCARFF values are actively taught at school. This includes unpacking what each value looks, sounds, feels and thinks like. The values are prominently displayed around the school and in each classroom. For some students this may include visual supports.

2.0 KidsMatter

2.1 Turner School endorses the KidsMatter Primary framework to support learning about wellbeing. The seven guiding principles that underpin KidsMatter Primary are:

1. The best interests of children are paramount
2. Respectful relationships are foundational
3. Diversity is respected and valued
4. Parents and carers are recognised as the most important people in children’s lives
5. Parents and teachers support children best by working together
6. Students need to be active participants
7. Schools, health and community agencies work together with families.
3.0 Social and Emotional Learning

3.1 As a KidsMatter School, Turner School actively teaches students about wellbeing. Five social and emotional skill areas have been identified as being essential for good mental health and wellbeing (CASEL). The five areas are:
- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making.

3.2 Building understandings of social justice and ‘other perspectives’ is also a focus of class learning.

3.3 The school uses a variety of resources to support learning.

3.4 In years 5 and 6 students also participate in a personal development program. This program is run in conjunction with parent information sessions. For students in a small group class additional learning is supported through an adapted program “Right to Know” developed by the Down Syndrome Association.

4.0 A Culture of Giving and Developing Citizenship

4.1 Turner School recognises the importance of developing the skills and understandings in students so that they can be active and involved citizens with opportunities to contribute to their school and the broader community.

4.2 Students contribute and have a voice in school governance by participating in goal setting, regular class meetings, in the Student Representative Council and regular student forums. Students develop skills in active listening and meeting protocols. (Refer Appendix 3)

4.3 Opportunities for leadership are fostered and built through meetings, sports leaders, school captains, buddies, organising and running fund-raising and awareness days, participation in the school’s Green Ranger program, the organisation and running of playground games/activities and equipment borrowing and through responsibilities in the school library.

5.0 Managing difference and individual needs

Disability and Trauma

For some children at Turner School negotiating social relationships and understanding and regulating emotional responses is challenging because of disability or trauma. For these children the school will work with families, the school psychologist and external agencies and experts to individualise a management and learning plan.
“Trauma is the emotional, psychological and physiological residue left over from heightened stress that accompanies experience of threat, violence and life-challenging events… Complex developmental trauma reduces the capacity of the thinking part of children’s brains to shape and way they react to challenges in their environment.” (Making Space for Learning: Trauma Informed Practice in Schools, Australian Childhood Foundation, 2010).

**Individual Learning Plans**

5.1 For students who have had an Individual Learning Plan (ILP) developed, adjustments may include the setting of specific goals and strategies to support the achievement of social and behavioural goals. Individual Learning Plans are negotiated with the school and families and adjusted as required in consultation with families.

5.2 Input from external agencies and specialists may be included as a part of the ILP process.

**Individual Behaviour Plans**

5.3 For very few students, an additional plan articulating adjustments made, specific goals and procedures to support behaviour may be developed. It is recognised that a small number of students will need additional support and for these children an individual plan is developed in consultation with the school’s executive, parents/carers and at times other agencies or specialists. This includes the school’s psychologist, external private psychologists or therapists working with a student, or the Directorate’s behaviour support (NSET) team.

5.4 A student is supported where possible in negotiating goals and in working towards achieving them. This may include visual supports and social stories to map our processes.

5.5 The Directorate advocates the use of resources and plans sourced from the ‘Positive Partnerships’ program.

**6.0 Restorative Practices**

6.1 When problems occur between people the school uses a restorative approach to work through and restore relationships. ‘Restorative Practice’ is a positive approach to the development of school culture, strong relationships and appropriate behaviours. Problem solving strategies and repairing harm done to relationships are integral parts of this approach. Restorative questions provide a framework for resolution and are supported by both informal and formal conferences. (Refer Appendix 5)

Restorative Practices aim to:

- Encourage an ethos of respect
- Reduce conflict
- Restore relationships
- Encourage open and non-judgemental communication
- Develop personal responsibility and accountability
- Develop a problem solving approach
• Undo harm done and look to future behaviour
• Increase empowerment and emotional articulacy.

Restorative Skills include:
• Active Listening
• Problem solving
• Mediation
• Facilitating dialogue
• Expressing emotion.

7.0 Supporting Student behaviour general principles
7.1 Approaches to Support Positive Classroom Management.
At Turner a range of strategies are used to support classroom management. These must be consistent with SCARFF and the school’s Restorative approach and support developing understandings of the school values and the certainty of natural and logical consequences for inappropriate behaviours.

7.2 Strategies for Supporting Positive Behaviour
These actions move from the least intrusive to the most intrusive.
• Privately understood signals (proximity, eye-contact, hand signals)
• Tactical ignoring (where possible)
• Simple brief instructions
• Reminder about SCARFF values
• Simple choice (“In your bag” or “On my desk thanks”)
• Direct questioning (“What are you doing?” What should you be doing?” Avoid “Why?”)
• Redirect (“Put it on the table please”)
• Partly agree, refocus on primary issue and give breathing space (“Maybe you didn’t drop it but put it in the bin thanks” – Walk away)
• Block – Use the same words or phrases repeatedly instead of arguing
• Conditional agreement (“When you finish that you can...”)
• Deflection – Acknowledging student to minimize conflict (“I know it may seem uninteresting but it is part of our work”)
• Defuse with humour – use only if comfortable with this
• Reminder about consequences
• Direct student away from others to work alone.
7.3 Strategies for Supporting Positive Relationships:
- Realize that Turner students come from diverse backgrounds and have varying levels of ability and disability which may require a variety of strategies to support different ways of learning appropriate behaviours
- Ensure our environment is welcoming, safe, inclusive and considerate of all members of the school community
- Maintain and model respect. Distinguish between the behaviour and the student
- The school focusses on the use of intrinsic rather than extrinsic rewards for behaviour
- Plan what you will say and how you will say it in order to best build positive relationships
- Focus on the primary behaviour and do not get sidetracked by secondary issues
- Follow up and follow through to rebuild relationships
- Maintain a sense of humour and balance to be realistic. Remember our students are the children and we are the adults
- Actively look for good behaviours – Catch them doing something good
- Seek support from colleagues. Make use of team meetings to share ideas and strategies and methods that might work.

9.0 Supporting Student Behaviour School Structures
9.1 Where there is concern about a student’s social and emotional wellbeing or behaviour they may be referred to the Student Support Team. This team consists of the school principal and deputy, the school psychologist, the disability coordinator, and school executive and teaching staff as required. Student support meetings are held each fortnight in the school. (Refer Appendix 2)

9.2 The school’s executive team supports the safe running of the school, and assist staff as required.

9.3 Additional and flexible use of resourcing is used to support student learning- in the classroom and on the playground.

9.4 Playground duty operates with staff as ‘play facilitators’, including the provision of additional equipment and organized games. (Refer Appendix 4)

10.0 Dealing with and countering Violence, Bullying and Harassment
10.1 Staff members at Turner School follow procedures as outlined in the Providing Safe Schools P-12 policy 2007.

10.2 Staff members follow the steps outlined in the procedural flowcharts (refer Appendix 1a, 1b, 1c)

10.3 Staff are trained using Team-teach. Team-teach operates on the basis of de-escalation of behaviour and minimal intervention.

10.4 In any instance of violence, bullying or harassment Directorate policy is followed and the school works with the families to follow-up and resolve the issue.
10.5 At Turner School in-school suspensions for part or whole days may be negotiated following any instance of violence, bullying and harassment and are recorded. Parents are notified.

10.6 As a part of their Social and Emotional Learning students are given the language and understanding about what constitutes violence, bullying and harassment (refer Countering Bullying, Harassment and Violence in ACT Public Schools 2007 for definitions). This includes understanding the role of positive peer influence and the support of families in countering any incidents of violence, bullying or harassment.

10.7 In the senior grades the school conducts bully surveys as required. Follow-up surveys are used to ensure that behaviour has changed. Ongoing issues are worked through with the student and their family. (Refer Appendix 6)
Appendix 1a

**Turner School Procedural Flowchart Violent Incident**

When a violent incident occurs: ref 3.7 Violence: Providing Safe Schools P-12 policy

*Incidents where a person is intimidated, abused, threatened, physically assaulted or where property is deliberately damaged by another person. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power.*

**VIOLENT BEHAVIOUR**

Violent, aggressive, threatening behaviour - hitting, kicking, throwing objects, high level aggressive language (resulting in injury/emotional trauma)

**Playground/classroom**

- Person injured
- Perpetrator

**Executive staff notified:**
- Restorative practices/conference (this may be conducted by the class teacher, play facilitator teacher, or a member of the executive team)
- Students may be required to draw/write about the incident
- Parent/carer contacted (parents may be involved in the restorative conference)

**Students with an existing Individual Learning or Behaviour Plan**

- Adjustments made in accordance to individual plans

**Time with an executive member**

- And/or
- Other consequence as agreed

**Please note:** Depending on outcome of restorative practice additional actions may follow and a behaviour response/playground plan may be developed
Appendix 1b

**Turner School Procedural Flowchart Bullying**

When bullying occurs: ref 3.5 Violence: Providing Safe Schools P-12 policy

*A product of social dynamics which can be defined as the repeated negative actions by individuals or groups against a target individual or group, which involves an imbalance of power. Bullying can take different forms – verbal, physical, social, cyber or psychological. Actions can be observable or hidden.*

**BULLYING**
Repeated ongoing negative, behaviours or actions (*verbal, physical, social, cyber or psychological*) causing harm and targeted towards an individual or group
Bullying involves an imbalance of power.

**Playground/classroom**

**Person injured**

*Students with an existing Individual Learning or Behaviour Plan
Adjustments made in accordance to individual plans*

**Perpetrator**

*Executive staff notified:
  - Restorative practices/conference (this may be conducted by the class teacher, play facilitator teacher, or a member of the executive team)
  - Students may be required to draw/write about the incident
  - Parent/carer contacted (parents may be involved in the restorative conference)*

*Time with an executive member
And/or
Other consequence as agreed*

Please note: Depending on outcome of restorative practice additional actions may follow and a behaviour response/playground plan may be developed
Appendix 1c

**Turner School Procedural Flowchart Harrassment**

When a harassment occurs: ref 3.6 Violence: Providing Safe Schools P-12 policy

*Negative behaviour intended to annoy or trouble another individual, which may be based on obvious differences such as gender, race, religious or cultural beliefs, physical difference, sexual orientation, ability or disability and socio-economic status. It may be a one-off incident between individuals or groups or may continue over time.*

![Turner School Procedural Flowchart Harrassment](image_url)

**HARRASSMENT**

Negative, hassling behaviour or actions intended to annoy or trouble - name calling, taunting, poking, invading personal space

- Playground/classroom
  - Person injured
  - Perpetrator
    - Executive staff notified:
      - Restorative practices/conference (this may be conducted by the class teacher, play facilitator teacher, or a member of the executive team)
      - Students may be required to draw/write about the incident
      - Parent/carer contacted (parents may be involved in the restorative conference)
    - Time with an executive member
      - And/or
      - Other consequence as agreed
  
  Please note: Depending on outcome of restorative practice additional actions may follow and a behaviour response/playground plan may be developed

- Students with an existing Individual Learning or Behaviour Plan
  - Adjustments made in accordance to individual plans
Appendix 2

Turner School Model of Student Support

Turner School student support and teacher coaching (Feb 2015)

- Referral to Student Support meeting
- Referral for support (School Psychologist, Disability Support, Therapist, Companion House, medical etc.)
- Parent/carer involved if outside referral
- Case management referrals for literacy and numeracy learning
- Short term 5 week in-class targeted support for students (identified through assessment data, case management, and student support processes) provided by EAL/D teachers, Disability coach and Literacy and Numeracy coaches and additional Literacy and Numeracy teachers
- Letter to parent/carer for targeted support
- In class general support of students and shoulder to shoulder coaching provided by EAL/D teachers, Disability coach and Literacy and Numeracy coaches (5 week periods)
- High quality instruction for every student by the class teacher supported by whole school and team evidence based approaches. Students are active and engaged in their learning. LSAs and where identified, teachers, support students with ILP implementation. Parents/carers & other volunteers provide classroom support.
Appendix 3

Circle Time
Circle Time provides a framework for class or group discussions and can provide a basis for Restorative conferencing. It is a strategy for providing a structured, regular occasion when a group meets in a circle to speak, listen, interact and share concerns. The teacher is a facilitator who provides support and an accepting environment and takes an active part in the process.

There are 3 basic principles:
- Respect & inclusion: Everyone has the opportunity to have a turn and be included.
- Choice: Everyone has the right to keep silent or ‘pass’
- Use Build – ups – not put downs.

Circle Time can:
- Raise self-awareness,
- Develop communication skills and
- Promote relationships which in turn, assist in creating a supportive class environment.

Circle time activities are fun, reflective, and inclusive and try to focus on the positive. They include sentence completions, small group activities and whole group games. There are resources in the school library to provide ideas.

- It is very important to protect the allocated time because it ensures consistency and avoids disappointing the students.
- Circle Time follows a procedure, however, depending on the time available does not need to include all components.

The components of Circle Time are:
- GATHERING / CHECKING IN: introduce yourself & meet others
- MIXER: to change seats, swap around
- ACTIVITY
- DE-BRIEF: optional, to reflect on the activity
- ENERGISER: change or shift the energy in the room
- CHECK – OUT: to conclude, pull the circle together, or re-group.
Appendix 4
Boundaries/Playtime
Boundaries for children’s play space will be determined at the commencement of each school year. These boundaries will be clearly defined (by maps and visible clues) for all students and staff.

Out of Bounds areas are:
• Past the trees marked with crosses on the oval
• Behind the sandpit on the oval
• In the trees at the edge of the sandpit
• Around the bike racks
• David Street gym
• School classrooms before school, during lunch or recess unless a staff member is with student or student has a green pass
• School corridors or hall before school, during lunch or recess unless going to the toilets.

Between 8.30 – 9.00
The only area to play is in the quadrangle and/or the grass near the Kindergarten classrooms. No bats or racquets are to be used during this time. Students can go to the library for quiet reading from 8.30am.

Food at lunchtime:
• No food or drink is to be taken on the oval. Students still eating are asked to sit on the edge of the oval or on the seats to finish eating and deposit rubbish in bins before going onto oval.
• No food or drink is to be taken into sandpit area or on climbing equipment.

Staff roles during playtimes
Staff members on duty as play facilitators:
• Facilitate play
• Consistently walk around their duty area, engage with students and pre-empt problems
• Mediate any playground issues using Restorative Questions
• Ensure all children know the outcome of any play problems that may require attention
• Refer issues to exec team for support and follow up
• Send a red card to the staffroom if at any time anyone needs extra assistance or have not been replaced (or phone if you have your mobile)
• Send a red card to the front office if anyone needs first aid assistance
• Always be the last person to leave that area at the end of the lunch and recess break
• Do a check of the area to ensure no school property or children’s property is left out.
Appendix 5
Turner School Model of Restorative Practices

Restorative Questions

There are two sets of questions to ask depending on the situation, either when things go wrong or when someone is hurt.

What to ask when things go wrong:

• What happened?
• What were you thinking at the time?
• What have you thought about since?
• Who has been affected by what you have done? In what way?
• What do you think you need to do to make things right?

What to ask when someone has been hurt:

• What did you think when you realised what had happened?
• What impact has this incident had on you and others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things right?

How is Restorative Practice taught at Turner?

• Explicit teaching of the Restorative questions (When things go wrong/ When someone gets hurt)
• Prominent display of questions in all classrooms
• Role-playing different scenarios (Negative example/Positive example – What’s different?)
• Revisit questions regularly
• Use of Boardmaker
• Use the Circle Time process to discuss topics such as, ‘What is harm?’ and ‘How is harm done to others?’ (physical, emotional and verbal).
<table>
<thead>
<tr>
<th>TURNER SCHOOL</th>
<th>TURNER SCHOOL</th>
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<tbody>
<tr>
<td><strong>Bully Survey</strong></td>
<td><strong>Bully Survey</strong></td>
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<tr>
<td>Date_______Class______</td>
<td>Date_______Class______</td>
</tr>
<tr>
<td><strong>YOUR NAME:</strong></td>
<td><strong>YOUR NAME:</strong></td>
</tr>
</tbody>
</table>

- [ ] In the last 2 weeks I **have not** been bullied- **no more questions for you**
- [ ] In the last 2 weeks I **have** been bullied at school

If you have been bullied, **Where?**

- [ ] Playground
- [ ] Classroom
- [ ] Toilets
- [ ] Moving around school (corridors, lines)
- [ ] Other area________________

**What type of bullying?**

- [ ] Teasing/put downs/name calling
- [ ] Physical hurt
- [ ] Threatened
- [ ] Exclusion from activities
- [ ] Harassment- racial/sexual
- [ ] Things taken
- [ ] Cyber (phone/text/computer)

What is the name of the person/s who has bullied you?

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**Don’t Obey Bullies**  
It’s important to tell

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**Don’t Obey Bullies**  
It’s important to tell