



Lincoln Gardens Primary School

Supporting Student Positive WellBeing

At Lincoln Gardens Primary School we provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community.

Everyone has the right to be treated with respect and come to school feeling happy, secure and comfortable. Staff model and teach appropriate social skills, which will allow students to self-regulate in challenging circumstances. We encourage wellbeing through the use of positive reinforcement. Positive classroom and schoolyard behaviour is expected at all times by students enrolled at Lincoln Gardens Primary School. We aim to develop a cooperative attitude towards sharing and working with others. To develop positive wellbeing, we embed our school values across the curriculum: Respect, Responsibility, Resilience & Relationships.

LGPS follows The Play is the Way key concepts:

- Treat others as you wish to be treated
- Have reasons for the things you say and do
- Pursue your personal best no matter who you work for
- Be brave - participate to progress
- It takes great strength to be sensible
- Be the master, not the victim of your feelings

Students who are unable to self-regulate, will be supported using the following procedure:

1. Reminder/Warning (relocation in class or the yard if required)
2. Class Time Out (sit at the class timeout table)
3. Buddy (relocated in another classroom at their timeout table)
4. Admin Time out (located in the Focus Room, this may result in a 'take home' or 'suspension' depending on the incident and students' response)
5. Take home will be for any students who are non-compliant and continually swearing at others
6. Suspension will be for any acts of violence or threats to harm others.

Any 'Yard Behaviour' will result in students attending the Focus Room during their play times (this may result in a 'take home' or 'suspension' depending on the incident and students' response).

In the event that the student refuses to respond to reasonable adult instructions, these steps may not be sequential.

Any student behaviour, yard and classroom, at step 3 or above is required to be recorded on the LGPS Behaviour Development form (which will be recorded onto EDSAS) and parents are informed as communication between staff and parents is imperative to ensure ongoing support of student positive wellbeing. If required a student can receive support from the Wellbeing Leader.

A re-entry meeting is required after an external suspension with the Principal, teacher (if able to be released), student and parent/caregiver.

RESPECT

RESPONSIBILITY

RESILIENCE

RELATIONSHIPS



Lincoln Gardens Primary School

Supporting Student Positive WellBeing

A student who has continually attended Admin Timeout (Focus Room), Take Homes and Suspensions prior to a camp/excursion may not be able to attend. On all camp/excursion consent forms this statement must be clearly stated.

Focus Room:

Aim:

- Supporting students to re-enter the classroom ready for learning

Process:

- When a student requires Admin Timeout they will go to the Focus Room, the teacher will need to contact the office to inform that the student requires to attend, why and length of time (min 30mins). Students must go via the Front Office to attend the Focus Room
- If a student refuses to attend or is unable to follow the Focus Room agreements, it will be an immediate 'take home'. On their return to school they will attend the Focus Room and complete their negotiated Focus Room time
- Students who warrant a 'Suspension' will first attend the Focus Room as 'Internal Suspension' if the student is unable to follow the Focus Rooms agreements it will be an immediate 'External Suspension'
- On re-entry from an 'External Suspension' the student will attend the Focus Room and complete their new negotiated Focus Room time prior to re-entering the classroom
- Teachers and Leaders are required to contact the students parents so they are informed
- Students who require 'Yard Timeout' can also be placed into the Focus Room during play times

Supervision of the Focus Room:

- A leader will supervise the Focus Room at all times when students are present
- The leader will provide the student with a 'Be Resilient' form to complete (Stop, Think & Act) to support them to unpack why they are in the Focus Room
- The leader will provide the student with worksheets to complete
- Prior to the student returning to class they will contact the teacher and ensure that they are ready for their return

Focus Room Agreements:

Students will:

- Be seated at their designated desk
- Complete the 'Be Resilient' sheet
- Complete worksheets provided
- Not talk to other students in the Focus Room
- Remain in the Focus Room for the duration of the time

RESPECT

RESPONSIBILITY

RESILIENCE

RELATIONSHIPS