

Play is the Way

All teachers at Brighton PS & CDE have undertaken training for Play is the Way. The Play is the Way language and games are incorporated into classroom, year level and whole school planning. All classrooms are resourced with posters and resources to support the language of Play is the Way.

The 5 focus areas in Play is the Way:

- Treat others as you would like them to treat you
- Pursue your personal best no matter who you work with
- Be brave – Participate to progress
- Have reasons for the things you say and do
- It takes great strength to be sensible

Whole School Focus

Brighton PS & CDE has a Whole School Focus which incorporates the **Play is the Way** language. The whole school focus supports teachers in developing a common language and consistency across R -7. All classrooms have posters featuring the Keys to Success and a Whole School Focus poster showing our specific topic on display. Teachers use Circle Time to introduce our focus topics. Acknowledgement of successes are awarded to students each term.

Positive Start Program

Brighton PS & CDE facilitates and engages students in our Positive Start in the first two weeks of the school year. The majority of planning, programming and teaching is structured around the Positive Start foci on Personal and Social Capabilities within the General Capabilities in the Australian Curriculum and Domain 2 of TfEL "Create Safe Learning Environments." The essential part of this program is developing a learning culture, establishing classroom relationships, focusing on our school values, revisiting Restorative Practices, establishing Circle Time and using the language and games from Play is the Way.

Yard Survey

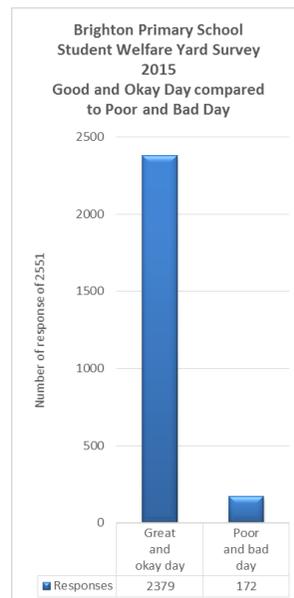
We are committed to ensuring that all students feel safe and happy in our school yard. During Term 1, students across the whole school are surveyed and this information provides us with data to help us monitor incidents in the yard and also provide information on the success of our well-being programs. The feedback is one way we identify any students who may need additional support in developing and maintaining respectful relationships.

The Student Welfare Yard Survey is given to the all students (R-7) for a whole week. After lunch each day, students fill in the survey which focuses on the type of day the students have had (Great Day, Ok Day, Poor Day or Bad Day). Students are asked to fill in any events that occurred during the week to provide information related to their option chosen.

The data is collated and shared among staff, governing council and the families within our community. This data shows that we have a small number of incidents related to harassment issues, although no level of harassment is ever acceptable at this school. You can be assured that we continue to address the data as a school and looking for ways to continually improve our results.

Responsibilities of staff:

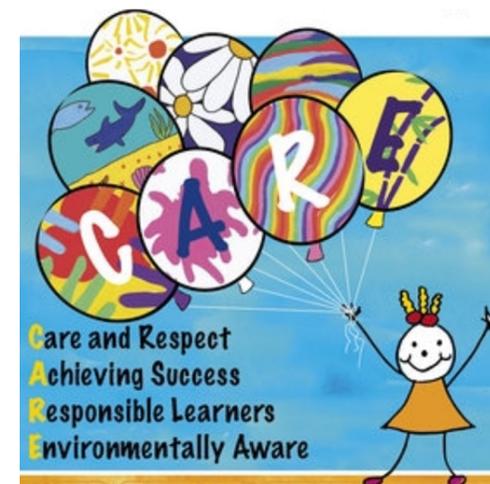
- support the Yard Survey and collect and collate the data with accuracy.
- Follow up on any concerns/bullying issues that are raised during the Yard Survey.



Brighton Primary School

*incorporating Brighton Primary Centre for
Deaf Education*

Wellbeing Agreement 2016



***Brighton Primary School's
behavior management
practices are based on the well-
being needs of our students
and we refer to it as a Well-
being Agreement.***

"Engage, Imagine, Create, Innovate"



Government of South Australia
Department for Education and
Child Development

At Brighton Primary School we believe that a whole school approach to well-being is necessary to support and challenge all students. This agreement provides the expectation for teaching and learning in Well-being.

The following strategies/processes are required to be an integral part of daily routines in your classroom and staff at Brighton Primary School agree to incorporate them into their classroom practices.

Anti-Bullying Policy

Our current bullying policy is available on our school's website and at the Front Office.

Responsibilities of Staff:

- Provide safe, stimulating and engaging learning and play environments.
- Introduce the school's harassment and bullying policy to students at the start of each year and revisit regularly.
- Teach programs which support a "harassment and bully free" environment, including teaching of "Child Protection Curriculum".
- Encourage students to use steps to stop harassment.
- Respond to and follow-up concerns expressed by students, families and other staff.
- Implement restorative strategies to manage inappropriate behaviour and resolve conflict.
- Maintain confidentiality.

Responsibilities of Parents:

- Watch for signs of distress in their child/ren.
- Advise and support their child/ren to report harassment and bullying.
- Discourage their child/ren from retaliating / bullying.
- Report concerns to a staff member.
- Build positive relationships with students and families
- Provide opportunities for student negotiation and decision making.

Responsibility of Students

- Choose appropriate steps to stop bullying and harassment
- Support others who feel bullied or harassed by encouraging them to use the steps available
- Report to trusted adult at school

Please refer to our "*What is Bullying?*" Bullying and Harassment Policy (Holdfast Cluster) pamphlet that is available in the front office and on our website.

Circle Time

Circle Time emphasises positive, democratic and supportive environments where children learn and practise strategies and skills to feel a greater sense of belonging within their learning environment and school community. The Circle Time objectives are to develop a supportive class ethos, increase social and emotional skills and increase connectedness, resilience and well-being. Circle Time is a teaching strategy which engages students in conversation and allows the class to explore and address issues of concern. Circle Time allows students to communicate with each other about issues which promote self-esteem and positive behaviour.

Restorative Practices

At Brighton PS & CHI Restorative Practices are used to manage student behaviour. The language of Restorative Practices will be explicitly modelled in the classroom and the Restorative Questions and processes are to be used to resolve classroom/ yard issues, disagreements and other behavioural issues.

RESTORATIVE QUESTIONS

- What happened?
- What were you thinking then/since?
- Who could have been affected by what you did and how?
- What could you have done differently?
- What needs to happen now to make things right?

These conversations help students to understand what *being restorative is about* and helps them make some important realisations about the importance of fixing things up when we make a mistake and harm someone. Students learn about how to conduct respectful relationships with each other and support everyone to feel that they belong.

Responsibilities of Staff:

- Respond to and follow up concerns expressed by students using the Restorative Questions 1 and 2 (Available in Positive Start notebook)
- Build healthy relationships with your students.
- Support students in taking responsibility, repairing harm and restoring relationships.
- Maintain a restorative approach to solving yard and classroom issues.
- Consider the Compass of Shame if there are on-going and recurrent issues.