



## Lindfield Learning Village Wellbeing

The Village is based on empathy and trust.

We treat every member of our community with respect and tread lightly in our environment.

We will treat each other with care and kindness.

Villagers are generous, brave and tenacious.

The Village is transformative for all members of the community.

We are inherently collaborative.

At Lindfield Learning Village we recognise that effective teaching and learning is best achieved in a safe, secure and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all. A strong, responsive student wellbeing program is in place and clear discipline policies ensure the safe, nurturing learning environment. The Student Wellbeing Policy (2021) incorporates the Cultural (Behavioural) Expectations and Discipline Procedures, as well as the Suspension and Expulsion procedures. The school's [vision, values and code of collaboration](#) are used as guiding principles and every incident is treated as unique.

### **Engaged Learners**

Pedagogy which builds high level student engagement is considered to be critical to student wellbeing at LLV. The model is proactive and stands on the foundation that [good pedagogy](#) produces positive student behaviour and engagement.

### **Culture**

Learning Guides, PODS, Rituals and Routines, Learning Characteristics - all these elements recognise and reinforce positive engagement in our community

### **SWAT (Strengths, Weaknesses, Adjustments & Teaching) Process**

The SWAT Process is used at LLV to help students and teachers engage positively with wellbeing within the school community. The aim of the process is to equip and empower classroom teachers to intervene and manage behaviours as they believe necessary. Teachers can move through the process if the behaviour escalates, lacks improvement or if a pattern of behaviour develops throughout multiple classes. *There will be occasions where students may need to be referred directly to specialists.*

### **Managing Unproductive Behaviours using Collaborative & Proactive Solutions**

Below are some guiding principles for teachers to help students identify the impact of their behaviour on their own engagement and those in their learning community. The focus of every conversation is to enhance students' educational outcomes. Teachers should ensure that all conversations and actions are recorded on Sentral and that Learning Guides are in the notification chain. [The NSW Public Schools Behaviour Code](#) is embedded in our expectations.

*Behavioural concerns can be either:*

- Low Level Unproductive Behaviours
- High Level Unproductive Behaviours

*Low Level Behaviours:*

1. **Collaborative & Proactive Solutions:** When an unproductive behaviour is observed, the teacher will have a conversation with the student. The teacher will take the approach of being “curious” and use questioning to encourage the student to identify the behaviour and its cause. This often leads to insight regarding what sits behind the presenting behaviour - one or more lagging skills. The teachers present the problem from their perspective. The focus of the conversation is on solving the problem collaboratively. The student and the teacher reach an agreement on strategies that can be implemented to solve the problem. This may include implementation of adjustments and support. Together, we implement agreed strategy/ies and observe. Agree on a time to reconnect to track progress.
2. **Call parent:** If the behaviour continues and becomes a pattern (three or more times) or increases in level of severity, the teacher will have further conversations with the student. Teachers seek further insight into the cause of behaviour by consulting Sentral, the student’s Learning Guide, other teachers of the student and by calling the parent. In collaboration with the student, parent and LG, further strategies should be developed and implemented. Implement agreed strategy/ies and observe. Agree on a time to reconnect to track progress.
3. **Consult experts + parent interview:** If behaviour does not improve OR is a high level behaviour, in addition to ongoing conversations with student, teacher will consult colleagues (HT/AP first or DP if initial behaviour is high level) and seek support from appropriate experts. (If appropriate, refer to the SWAT process. **The appropriate expert is determined by the teacher’s insight into the cause of the behaviour.**) Call parents and invite them to an interview. Record on Sentral, include Learning Guide and any other relevant staff in parent interview. Implement agreed strategy/ies, adjustments, interventions and observe. Agree on a time to reconnect to track progress.
4. **Escalate:** If the behaviour does not improve or becomes a pattern in multiple classes, the behaviour will be treated as high level unproductive behaviour.

*High Level Behaviours:*

1. When a high level behaviour occurs, the teacher will consult the appropriate HT, AP or Deputy Principal. If the behaviour is a continuation of low level behaviours, the teacher will consult the appropriate Head Teacher or Assistant Principal first. Teachers will also seek support from the appropriate expert, determined by the cause of the behaviour. If not a continuation of low level, then CPS should be utilised.
2. Teachers will ensure all students involved write an incident report. Senior Executive will oversee the application of due process.
3. Parents or carers or a support person nominated by the student will be called and invited to a formal interview with the student, teacher, DP/HT/AP, mentor and any other relevant staff.
4. The student and the teacher reach an agreement on strategies that can be implemented to move towards productive behaviours. This may include implementation of adjustments and support. They will also agree upon any logical consequences of the behaviour.

5. The agreed strategy/ies, adjustments, interventions will be implemented and follow up progress reports will be written by all who have been involved.

*N.B. An 'N Warning letter' may be deemed an appropriate response for some secondary students at this level. An 'N Warning letter' will not be sent unless the relevant conversations and parent communication has occurred prior to sending.*

*Suspension & Expulsion is only considered when behaviours meet the criteria in the [DoE Policy](#). Any decision to suspend or expel is made on a case by case basis and must take into account a series of factors as identified in the policy.*

#### Clarification of Key Terms

**Culture** – refers to the broader aspects of building a learning environment which has the LLV vision, values and code of collaboration at the centre.

**Wellbeing** – refers to each individual and the multiple influences which impact their ability to engage positively and proactively in learning (physical, mental, emotional, psychological).

**Behaviour** – is the outward expression of a child's wellbeing at any point in time.