



DDS Shared Student Engagement and Behaviour Support Agreement

"The emphasis of this school is to teach the noble qualities of loving kindness and universal responsibility. We are not trying to change these children, but to awaken and nurture their own deepest qualities – their innate sense of loving kindness and compassion and their own natural tendency towards positive behaviour.

Geshe Konchok Tsering School Founder

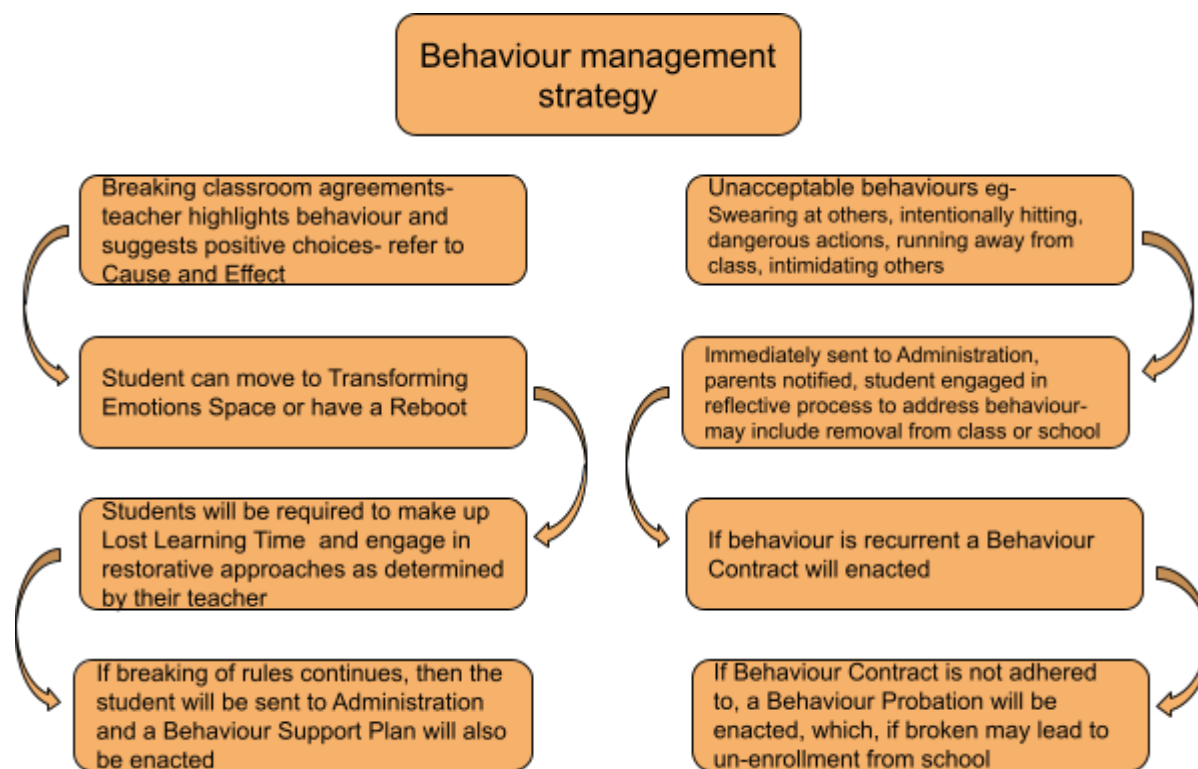
As an independent, values-based school, our commitment to this vision of our Founder serves as the foundation for a thriving, mindful and supportive community. Attending the Daylesford Dharma School is a commitment to an education experienced in accordance with the Five Precepts of Generosity, Body Responsibility, Deep Listening and Loving Speech, Mindful Consumption, and Reverence for Life. We are deeply committed to supporting each child to flourish as a unique, positive and contributing member of our community. Where the school's values are compromised by students or families, the school may request that alternative schooling choices be made.

As a small, low-fee school, the Daylesford Dharma School may not always be able to provide the social, emotional and academic support of some students with higher needs. While the school aspires to maintain an open enrolment policy, circumstances may arise where the school recognises an enrolment may not be in the best interests of the student, and may elect not to enroll a child. Similarly, where it becomes apparent that a current student's needs cannot be met, then the school may request a formal assessment process to determine the school's capacity to seek additional funding to support the student, and/or may need to advise that the family seek alternate schooling to ensure their child's needs are adequately met.

The Daylesford Dharma School is committed to supporting all children to find contentment both within themselves and within their schooling-socially, emotionally and academically.

We do this through:

- Creating positive and personal learning environments
- Providing clear and logical classroom and playground expectations (cause and effect)
- Providing clear and logical consequences for behaviours that do not align with the school's values and Precepts (cause and effect)
- Reaffirming and celebrating positive choices, behaviours and achievements
- Recognising and supporting development of each child's unique strengths
- Helping children to develop an understanding of compassionate communication, the Precepts and respectful relationships
- Helping children to develop personal calming and coping techniques and practices
- Helping children to self-regulate their emotions when feeling challenged
- Helping children to resolve conflict and communicate compassionately
- Supporting students who are facing more significant challenges through adult facilitated approaches
- Working together with parents
- Supporting staff practice and professional development



We believe that, with proper guidance and support, the majority of students are capable of self-managing much of their behaviour throughout the school day. When children are aware of the expectations, and aware of the cause and effect relationships between actions and responses, they are often more empowered to both make their own responsible decisions, and also accept the consequences when they make choices that may be unhelpful to their own or other's learning. Clear and consistent guidelines can help children greatly in this regard, and all consequences are intended to support the child's learning and engagement. Within this document, we have used the word "may", as it is also important that we ensure that we are able to remain flexible and responsive to individual children's needs so, while the majority of the time the steps outlined will be followed, there may be situations where an alternate course of action is deemed more appropriate.

Dharma Process

If I... Student action	Then... Teacher request	And I may then be asked to... Logical Consequence Student responsibility	If I continue the action, then... discipline
If I arrive late back to class Generosity	My teacher may record the time I missed in my Lost Learning Log	Participate in Reflection Time during my recess *specify when. Home is preferable, as it can be hard during breaks	I may continue to have to make up Lost Learning, and I may also need to report to the office to sign in before my classes I may be asked to develop strategies to make better choices
If I am distracting other's learning Body responsibility	My teacher may ask me to focus on my own work	Move to a new learning space *Another classroom?	My teacher may record the time I missed in my Lost Learning Log, and I may be asked to complete my work in the office At lunchtime I may be asked to develop strategies to make better choices If the work cannot be completed independently, I may be asked to complete an alternative task (For example, writing relevant
If I am not following teacher's instructions Deep Listening	My teacher may remind me of the instructions, ensure I understand them and request I pay attention to them	Share my understanding of the instructions Join in with the activity	My teacher may record the time I missed in my Lost Learning Log I may be asked to complete my work in the office At lunch time
If I don't make my way straight back to class from the toilet Body responsibility	My teacher may record the time I missed in my Lost Learning Log	Make up Lost Learning time in part of my recess or lunchtime	Spend additional time during recess or lunch making up Lost Learning time
If I refuse to join in or do my work Loving speech Body Responsibility	My teacher may discuss my reasons with me My teacher may record the time I missed in my Lost Learning Log	Discuss my choices Complete alternate work Make up Lost Learning time in part of my recess or lunchtime	Miss out on other activities in order to complete tasks I had chosen not to do

If I am wasting resources- eg. paper Mindful consumption	My teacher may ask me to find a way to replace what I have wasted	Participate in tasks to help conserve resources such as sorting our recycling	Be required to bring replacement resources from home
If I damage my school work Body Responsibility	My teacher may ask me to explain my actions to discuss how to complete the work	Repair my work Redo my work Complete a new task	My parents may be requested to attend a meeting with myself and my teachers Work sent home to be completed and signed
If I call people names Deep listening and loving speech	My teacher may ask me to speak appropriately and apologise	Discuss my actions Participate in a Peace Table Give an apology	My parents may be requested to attend a meeting with myself and my teachers I may go onto a behaviour contract
If I intentionally damage things at school Mindful consumption	My teacher may talk with me about how the damage occurred and discuss how to repair the damage	Repair what I have damaged <i>Or make a contribution towards the costs of materials for repairs</i>	My parents may be requested to attend a meeting with myself and my teachers I may go onto a behaviour contract My parents may be asked to pay for reasonable repairs
If I am engaging in behaviours that are not safe Body responsibility Reverence for life	My teacher may remind me of what safe actions are, ensure I understand them and request I pay attention to them <i>My teacher may ask me to immediately move away from the activity or location</i>	Share my understanding of safe actions Sit aside from the activity in a safe place near my class	I may be moved to the office My parents may be requested to attend a meeting with myself and my teachers I may go onto a behaviour contract before I am allowed to participate in similar activities again
If I yell or swear at others Deep Listening & Loving Speech	My teacher may ask me to move away from the class, and may notify my parents	Move to a quiet space Discuss my actions Participate in a Peace Table Give an apology Spend time away from class until I can manage my words Come up with a plan to manage my anger	I may be moved to another space My parents may be requested to attend a meeting with myself and my teachers I may go onto a behaviour contract
If I throw things in anger Body Responsibility	My teacher will ask me to pick up what I have thrown, move myself to a quiet space, and notify my parents	Discuss my actions Participate in a Peace Table Come up with a plan to manage my anger	I may be moved to the office My parents may be requested to attend a meeting with myself and my teachers I may go onto a behaviour contract
If I hit, kick, push, *bite* or am aggressive in any way toward others, or intentionally do something that leads to someone getting hurt Body Responsibility	My teacher will ask me to move myself to a quiet space or will direct me straight to a quiet space (verandah) , and notify my parents	Discuss my actions Participate in a Peace Table Give an apology Spend time away from class or school	I may be asked to leave the classroom, and my parents may be contacted to meet at the school I may be required to go straight home, and may be required to stay at home the following day I may go onto a behaviour contract in order to allow my return to school
If I run away from my class Deep listening and loving speech	The school will conduct a search and may need to call the police The school will call my parents to notify them	Go immediately to the office Discuss my actions Spend time away from class or school	I may be required to stay home until the school and I can be sure I will not run away from my class I may go onto a behaviour contract in order to allow my return to school
If I am not able to follow instructions when on an excursion Deep listening	My teacher will ask me to stay beside them	Stay with my teacher for the remainder of the excursion Discuss my actions Come up with strategies to help me listen and follow instructions	My parents will be asked to come and pick me up from the excursion My parents may be requested to attend a meeting with myself and my teachers I may go onto a behaviour contract
Using intimidating body movements Body Responsibility		Share my understanding of safe actions Move to a quiet space Discuss my actions Participate in a Peace Table Give an apology Spend time away from class until I can manage my words Come up with a plan to manage my anger	I may will be asked to leave the classroom, and my parents may be contacted to meet at the school I may be required to go straight home, and may be required to stay at home the following day I may go onto a behaviour contract in order to allow my return to school

Using intimidating speech or making threats Deep Listening & Loving Speech Reverence for Life		Share my understanding of loving speech Move to a quiet space Discuss my actions Participate in a Peace Table Give an apology Spend time away from class until I can manage my words Come up with a plan to manage my anger	I may will be asked to leave the classroom, and my parents may be contacted to meet at the school I may be required to go straight home, and may be required to stay at home the following day I may go onto a behaviour contract in order to allow my return to school
If I am misrepresenting a situation by blaming others or not telling the truth or acknowledging my part in a situation Generosity			

Strategies For Developing Conflict Management Skills

Connection to the impacts of actions in the situation - Awareness

What is the Lost Learning Log and Lost Learning time?

The Lost Learning Log is the name we have given to teachers recording time when students are missing out on valuable learning time due to behaviours that detract from their own learning. Such behaviours include arriving late to class after breaks, being off-tasks during lesson times, and refusing to join in activities. Teachers record the time lost in minutes, and students are then required to make this Lost Learning time back up. Lost Learning time may be made up during the school day, or through homework. Where Lost Learning time is made up through homework, children will be given tasks that they will be capable of completing independently without parental help, and that are designed to consolidate learning. The intention of the Lost Learning Log is to communicate to children that our learning time is deeply valued and that we need to ensure a commitment to this time. It is important to note that teachers will only record Lost Learning time when they have established that a child is capable (academically, socially and emotionally) of being on time, completing the task at hand, and joining in, and is simply electing not to.

Why may a child be asked to spend time away from their class or school?

The decision for a child to spend time away from their class or school can seem contradictory when the objective of cause and effect is to support a child's learning.. While we endeavour to support children remaining with their class wherever possible, in some situations, remaining in class or at school when a child is engaging in unhelpful behaviours can in fact be more detrimental to the child in the longer term than temporarily removing the child. When a child is engaging in behaviours that may be likely to cause social disharmony, and potential damage to their relationships with others, we believe that the child is best supported with a withdrawal approach while behaviours are being addressed. Children will be supported to rejoin their class at their earliest possible opportunity. In some cases this may be within minutes or hours, in others this may be a longer period, and may require professional support.

What is a Peace Table?

A Peace Table is a restorative process that is followed to support children in resolving conflict and repairing relationships. A Peace Table is based upon Compassionate Communication, and is intended to help children objectively share challenging situations, express personal feelings and needs, and request helpful actions both of themselves and others that may reduce the likelihood of conflict reoccurring.

What a Peace Table is not:

A Peace Table is not punitive- children will not be forced to engage in a Peace Table, and will not be punished if they are unable to reach resolution through a Peace Table.

A Peace Table is not a time to establish facts- a shared understanding of what has occurred must exist before a Peace Table occurs, otherwise conflict may escalate.

A place to blame or shame others, reaching a positive resolution must guide the process

The Peace Table Process:

Prior to a Peace Table being held, all children must freely agree to engage. If a child or children elect not to participate in a Peace Table, then an alternate method of restorative practice will be determined. Children will be given a worksheet that will guide them in reflecting upon the situation that has occurred, and their responses. This worksheet will be reviewed by a staff member prior to the Peace Table, and where the children's observations of the situation differ, the staff member will work with children independently until all children have agreed on what occurred. Children will then come together, and the staff member will provide an overview of the situation that has led to the Peace Table,

based upon the children's observations. The staff member will check that this is a correct account, and children will then be supported to practice deep listening and loving speech as they share their feelings, needs and requests with one another.

If children are able to reach a shared agreement in relation to requests of self and others, then this agreement is written out, and students are supported to commit to this agreement. After a set period of time, the agreement is revisited, and if sustained, children may be commended on their achievements in better supporting one another. If children are unable to reach agreement, their participation and efforts will be acknowledged and the Peace Table ended. The staff member will then determine an alternate restorative approach.

Behavioural Support, Contracts and Probation

The Daylesford Dharma School maintains an enduring commitment to ensuring the provision of a high quality education for all students, and to supporting every child fully to realise their unique potential.

The school recognises that every student has the right to:

- Learn in a safe, secure and supportive environment where, without intimidation, bullying, harassment or limitation, they are able to fully develop their talents, interests and ambitions.
- Participate fully in the school's educational program.

The school also recognises that every student has the responsibility to:

- With support, participate fully in the school's educational program and attend school regularly.
- Act in accordance with the five precepts.
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate respect for the rights of others to learn in a safe and supportive environment conducive to learning, and the right to be free to express oneself without judgement.
- Contribute to an engaging educational experience for themselves and other students.

Where it is recognised that a child is unable to effectively manage their own responsibilities without specific and targeted support, then a Student Behaviour Support Plan will be enacted. The Student Behaviour Support Plan is designed to support the student in developing the skills required for positive social interaction, in order to become a more successful learner, and to create a safe learning environment for all. Parents/guardians will be immediately informed if their child is placed on a Student Behaviour Support Plan.

Students who, after following a process of support and guidance as outlined in a Student Behaviour Support Plan, are unable to demonstrate the ability to participate fully in the school's educational program in line with the above responsibilities, will be placed on a Behavioural Contract.

A Behaviour Contract is a personalised agreement between a student, their family and the school. As each child is different, the school does not have a standard contract, rather, this is developed in consultation with the child and the family. A Behaviour Contract will be developed when a child is repeatedly engaging in behaviours that may be detrimental to their own or other's learning or wellbeing.

A Behaviour Contract will include clear expectations of acceptable behaviours, support and will also determine an appropriate course of action if the child continues to behave disruptively. Consequences for unacceptable behaviours may include time away from school, and conditions regarding a child's capacity to return to school. A Behaviour Contract will be established for a set period of time, and will include a review phase. The intention of a Behaviour Contract is to develop a clear, timely and individualised approach to support the child's ability to actively engage in all areas of their schooling. Where a child continues to engage in unacceptable behaviours, then a Behaviour Probation will be enacted.

The aim of a Behavioural Probation is to provide a set period of time during which the student is supported with further direct and targeted strategies aimed at positive and enduring behavioural change that aim to enable the child to continue full participation in the school's educational program.

Terms of a Behavioural Probation will be established through consultation between the classroom teacher, the Learning Manager, the Principal and parent/guardians. Such terms will include the period of probation, behavioural expectations of the child during probation, school support to be provided, professional support provisions, specific conditions to participation in the educational program during probation, and expectations for communication between school and home throughout the probation period.

At the end of the Behavioural Probation period, the school will then advise parents/guardians of the outcome of probation. If it is determined that the child is not able to participate fully and positively in the school's educational program, then the school may permanently discontinue the child's enrolment at the school. Parents/guardians will be informed in writing of the outcome of a Behavioural Probation, and, in the event of discontinuation of enrolment, will be provided with all relevant records and reports to assist in seeking alternative schooling options for their child.

I/we, _____ (name(s) of parent or guardian, confirm that I have read, and agree to abide by the information included herein.

Signed: _____ Date: _____

Signed: _____ Date: _____

Framework:

Observation:

This is how it is not inline with the precept:

This is the consequence:

Focus on the individual issue. There is no excuse for breaking the precepts. There is a consequence.