



4.2.2

St Leonard's Primary School Student Wellbeing Policy

Rationale:

- St Leonard's is a Catholic Parish Primary School where we seek to promote a respectful, secure and healthy environment in which children can grow. By creating such an environment and tone, special needs of individuals and the community can be met, a sense of belonging can be achieved and caring concern for all members of the school community will be demonstrated.
- Discipline is a total school community responsibility involving staff, children and parent/guardians.
- Any behaviour management procedures adopted in our school will be based on the school's vision and mission statements. These measures will support Gospel values and create an atmosphere that affirms the child's self-worth, supports learning and the teacher's authority.

Aims:

Based on our fundamental beliefs about wellbeing, we aim to:

- Create a school environment which demonstrates a commitment to the following values:

Care and Compassion

Doing Your Best

Fair Go

Freedom

Honesty and Trustworthiness

Integrity

Respect

Responsibility

Understanding, Tolerance and Inclusion

These values are taken from the Commonwealth Government Values Education

- Provide students with the opportunity to develop the skills, knowledge, values and attitudes that will enable them to participate fully and effectively in society and the workplace.
- Provide an environment that promotes a healthy self-esteem, confidence and a sense of responsibility for self.
- Provide experiences whereby students gain a feeling of self worth, develop confidence in their identity and grow toward self-discipline.
- Provide a school environment in which all students are able to participate and feel safe, welcomed and valued for their contribution and effort.
- Develop positive relationships and connectedness among teachers, students, and parents.
- Provide coordinated and supportive organisational structures.
- Develop a positive school climate.
- Accept consequences of one's behaviour based on the rights and responsibilities of self and others.
- Promote values and principles for Christian living.
- Provide an inclusive approach to teaching and learning.
- Develop a partnership of cooperation between family and school.
- Provide networks of care within school and in the wider community.

Principles:

At St Leonard's school we believe that:

- Each person in our school community requires a strong sense of well-being, respect, belonging, security and communication opportunities to enhance their health and wellbeing.
- Any form of bullying is considered anti-social and unacceptable.
- Emotional well being must be nurtured.
- Restorative processes must be practiced and in place.
- Fostering of high quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone.

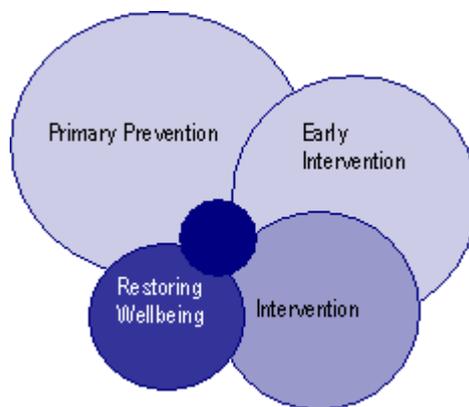
This policy is to be viewed in conjunction with the School documents such as Vision and Mission statements.

Definitions:

- A school community consists of parents, students and teachers, ancillary staff.
- Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organisation)
- Well-being is a contented state of being happy and healthy and prosperous (Wordnet, 2006).
- All dimensions of well being are considered: physical, emotional, academic, social, spiritual and behavioural.
- Bullying behaviour is when someone, or a group of people, who have more power at the time deliberately/ intentionally upsets or hurts another person, their property, reputation or social acceptance on more than one occasion.(Safe Schools are Effective Schools)
Bullying behaviour also includes cyber bullying. Cyber bullying will be treated as seriously as traditional bullying.

Strategies:

- Our wellbeing approach will entail four areas:
 1. Primary Prevention
 2. Early Intervention
 3. Intervention
 4. Restoring Wellbeing



Supporting Implementation:

Taking into consideration our rationale and aims we provide:

Programs

- Prep orientation program that includes both parents and students
- Buddy program - Prep and Year 6
- Transition program for Year 6
- 'You Can Do It'
- 'Friends for Life'
- 'Play is the Way'
- Social skills program ie. Focus on greetings etc
- School Counsellor employed one day per week
- 'Seasons' Program offered for children exhibiting grief on a needs basis
- Peer mediation program
- RE program

Practices

- Student involvement in developing acceptable behaviour standards in playground and classroom
- Class meetings to discuss current school issues i.e. 'Circle Time'
- Classroom communication i.e. newsletters, blogs, student diaries
- Whole school weekly assemblies
- An expectation that all children wear appropriate school uniform
- Daily Meditation program
- Leadership opportunities for students: school captains, sports captains, liturgy captains, choir captains and student action groups
- Program Support Group meetings
- Students are supported in self discipline
- Realistically high expectations in behaviour
- Opportunities for spirituality
- Regularly timetabled Mass
- Sacramental program
- Supportive teaching strategies – open-ended activities
- Meditation, Prayer time
- Opportunities for evaluation and communication about progress via formal and informal reports
- Self reflection and assessment opportunities

Organisational structures

- Student Services/Student Wellbeing coordinator is a full time position in the school.
- SWB on weekly staff meeting agenda
- PLT meetings in Numeracy, Literacy & RE to address needs of students
- Regular staff meetings for curriculum areas
- All staff use 'behaviour management' sheets while doing yard duty. All incidents are recorded and subsequently presented to the entire staff for discussion/ possible action
- Student welfare support available to school community
- Community Support Services available for extra needs
- Teacher available for one on one communication with parents and students

Implementation:

- Student Wellbeing strategies are formulated within a framework that recognises the need for Pastoral Care for the entire school community. Staff members are encouraged to model and reinforce co-operative, thoughtful behaviour. However, disregard for the standards of acceptable behaviour incurs corrective measures, which are, as far as possible, rational consequences for unacceptable behaviour.
- St. Leonard's follows the philosophy and practice of restorative practices to promote resilience in both the one who is harmed and the one who causes the harm. It is about helping young people to become aware of the impact of their behaviour on others through personal accountability and being open to learning from the conflict situation about the impact of their behaviour on the other person.
- The Student Wellbeing Team, which is coordinated by our Student Wellbeing Coordinator is available to support students who are experiencing difficulty at school in the areas of learning, behaviour, social and emotional development. Through the process of referral, strategies are put in place to rectify or improve students' individual difficulties.
- Strategies for improving behaviour involve:
 - Encouragement
 - Consequences
 - Time away
 - Circle Time
 - Individual Behaviour Management Plan (Action Plans)

- Other important strategies and programs we use are:
 - Religious Education program.
 - Designating Passive and Active areas in the playground.
 - Values Education Programs.
 - Behaviour notices and parental involvement.
 - Student Action Teams.
 - Student led Action Justice programs
 - Other relevant Student Wellbeing Programs as appropriate.
- The staff use an ‘Assertive Discipline’ model when dealing with classroom discipline.
- This plan affords every student with guidance in making good decisions about his or her behaviour and thus an opportunity to learn in a positive, nurturing environment. All staff use practical strategies for successful behaviour management.
- At the beginning of the year, each class will co-operatively discuss and display the rules of behaviour both inside and outside the classroom. These rules are stated in a positive way. They will be reinforced throughout the year, being revised, discussed and referred to as the need arises.
- When a student follows the rules, supportive feedback is offered in the way of verbal recognition, classroom privileges, class wide rewards and positive communication to parents through notes and phone calls.
- Corporal punishment is expressly not permitted at St Leonard’s.
- If however a student chooses to break a rule, the following process will be followed:

Serious Inappropriate Behaviour

- Any behaviour, in the classroom or on the playground, which is physically harmful, intimidating (to another student or teacher) or which disrupts the learning of the other children and the ability of the teacher to teach will not be tolerated. Examples of this behaviour are punching, hitting, kicking, bullying, swearing and throwing objects.
- In the case where a student exhibits serious inappropriate behaviour the student will be sent directly to the Principal. Either the principal or another member of the SWB Team will then deal with the situation using restorative practices. In cases that are deemed to be of a serious nature the student’s parents will be notified and included in discussion of appropriate action. The CEM will be consulted regarding any decision of suspension or expulsion.

Positive Behaviours

- St Leonard’s considers that a positive approach to behaviour is desirable and appropriate to foster a good school climate within which personal responsibility and self-discipline may be developed

We aim to:

- Encourage and affirm children in a positive manner
- Reward children for displaying good behaviour
- Teach social skills in the classroom
- Reinforce rules and appropriate behaviours at assemblies and in the classroom on a regular basis
- Foster community awareness of acceptable behaviours

Evaluation of aims

Achieved through:

- Pre and post assessment for units of work
- Playground audits
- Social skills checklists
- Anecdotal records
- Observations
- Reports
- Self reflection/goal setting
- Class meeting agendas/minutes
- Review data regularly
- Students' achievements in newsletters
- School Improvement Plan Survey results
- Students' assessment results

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was reviewed by the Leadership Team in 2014

It will be reviewed again in 2017

St Leonard's Primary School

P – 2 Reflection Sheet

Name of Student:

Grade:

Teacher supervising this report:

Date:

WRITE OR DRAW ABOUT WHAT HAPPENED

WHAT WOULD HAVE BEEN A BETTER CHOICE

