

# ST FRANCIS OF ASSISI

## STUDENT WELLBEING POLICY

(DRAFT DOCUMENT MAY 2016)

### Rationale

St Francis of Assisi Parish Primary School is a gospel centred learning community who live out the teachings of Jesus Christ. We believe that our Catholic faith and lifelong learning journey is interrelated. We are committed to the continual Faith development of our community where we experience Jesus through our faith and daily life, recognising that the Spirit is alive in people.

Learning at St Francis enables the formation of knowledge, capabilities and values. We believe that this fosters meaningful engagement in learning in order to become informed, empowered and active global citizens in a contemporary and connected world.

We value opportunities for learning and reflection that challenge us to aspire to individual excellence, whilst maintaining the dignity and worth of the whole person.

Through our Wellbeing Policy we aim to:

- Create a positive school environment in which all staff assume responsibility for the wellbeing of students and colleagues.
- Establish an environment where each individual feels safe, respected and valued.
- Encourage children to develop self-discipline and to take responsibility for their own actions.
- To develop confidence, persistence, resilience, organisation and 'getting along' skills in students through a variety of strategies and programs. (Program Achieve – social skills program).
- To develop policies and implement programs that are both, proactive and oriented towards prevention, intervention and restoring wellbeing.
- To provide appropriate professional learning for all staff so that they are skilled and proactive in the management of student wellbeing issues.
- To build strong partnerships with families.
- Ensure that students, staff and parents clearly understand the school's expectations for student behaviour.

- Reinforce positive behavior and develop self esteem.
- Establish a set of procedures that will consistently be followed across the school for dealing with unacceptable behaviour.

St. Francis of Assisi Primary School is committed to providing a safe, caring and supportive learning environment, which ensures that the experience of social, emotional and academic learning is positive for all students.

The school fosters a culture of positive and respectful relationships, which is modeled by Christ, the Good Shepherd. The Student Wellbeing Policy is based on the understanding that students have the primary responsibility for their behaviour and parents and staff, work in partnership to assist students to develop healthy social practices and personal wellbeing strategies.

Our policy reflects the shared values of our school community and ensures its own efficacy by an on-going process of review. Our policy provides us with guiding principles. Our programs and practices are dynamic and therefore responsive to the ways that needs and demand can change in the pursuit of excellence.

## Design Principles

St Francis of Assisi Design Principles are the overarching statements of belief which guide us in the development of a culture of wellbeing within our school community.

*We develop positive relationships which reflect our faith filled community. We make a difference in our world by living out our Catholic values and traditions.*

*Partnerships are essential in supporting all learning and wellbeing.*

*Our students are engaged in purposeful learning and their learning is monitored, shared and celebrated.*

*Our students are learning within and beyond the classroom and are connecting with others.*

## Implementation

### School Rules and Expectations

Rules and expectations are consistent throughout our school context. This consistency supports students, staff and parents being clear about what is expected of them at all times. At St Francis we have an Assertive Discipline Program which is blended with Restorative Practices. The implementation of this program is fundamental to our whole school Behaviour Management Policy. Our Assertive Discipline Program promotes positive behaviours and a productive learning environment. Having a school wide discipline program promotes consistent and appropriate behaviour.

#### SCHOOL RULES

1. I will follow directions.
2. I will keep my hands, feet and objects to myself.
3. I will listen to the speaker without interrupting.
4. I will speak appropriately.(I will not tease, yell or swear.) (I will always use my manners.)
5. I will move safely.
6. I will treat all property with care.

#### PLAYGROUND EXPECTATIONS

- Play within the designated areas.
- Respect others and their rights to play freely.
- Respect the property of others.
- Do not swear or tease.
- Keep our hands and feet to ourselves.

Rules are stated positively, taught explicitly and reiterated regularly. Posters are displayed in each classroom throughout the school, reinforcing positive social and learning behaviours.

## WELLBEING PROGRAM: YOU CAN DO IT

As well as our school rules, the school has implemented the social program YOU CAN DO IT. The program has been developed as a core part of our curriculum, designed to teach students how to become more resilient and to establish protective processes. The program provides students with the foundations for achievement and social-emotional well-being in school, work and the world of tomorrow. It encourages students to perform at a level consistent with their ability. It is delivered weekly and concepts are reinforced throughout school activities. Each Year Level plans, delivers and assesses the program using the YOU CAN DO IT handbooks and associated resources.

YCDI supports the development of a positive learning environment and is a key component of our **Health curriculum**. The program consists of six sections, which begins with '**Getting Started**.' In this section students are introduced to the five foundations of **Organisation**, **Persistence**, **Getting Along**, **Confidence** and **Resilience**.

<b>Organisation</b>	The ability to set goals and manage time effectively. Being responsible for personal items and belongings in the classroom and playground.
<b>Persistence</b>	The ability to remain focussed on a task until it is completed even if it may be difficult. To work hard to achieve results.
<b>Getting Along</b>	The ability to mix well with others. To be tolerant and non-judgemental and be able to think through problems independently. The ability to work within accepted rules of the school and the classroom.
<b>Confidence</b>	The ability to believe in yourself. To work independently and have an optimistic outlook and recognise making mistakes as part of authentic learning.
<b>Resilience</b>	The ability to not get extremely angry, worried, or down, calming down when you do get very upset, not fighting and bounding back to work or play.

### Encouraging and Reinforcing Positive Behaviours

Some procedures that teachers apply to promote appropriate behaviour are:

- Class awards, class points or other class incentive schemes
- Stickers, free time or a special activity
- Verbal praise or recognition
- Principal's Award
- A note or phone call to parents

## Supporting Inappropriate Behaviour

### Whole school Classroom Consequences

Every class applies the same set of consequences following a set process:

#### CONSEQUENCES

1. Warning
2. Movement away from the group, to complete their task.
3. Time out table in the classroom.
4. Exited to another classroom. Complete Think Sheet
5. Sent to Principal/Deputy Principal/Member of the Leadership Team

*Warnings are removed at the end of the day, starting the new day afresh.*

### Whole School Playground Consequences

Staff engage a wide range of management strategies and consequences in dealing with negative behaviours. Each response takes into account the severity and context of behaviours occurring. Where incidental strategies have failed to elicit a positive response from students, teachers will use the following strategies.

#### Severity Clause

In instances of extreme behaviour, students are to be exited from the classroom or the school yard immediately to another teacher or the Principal. If a student is deemed to be placing themselves, other students or staff at risk of physical harm then the parents will be contacted and the student will be exited from the school.

## Restorative Practices

When resolving a conflict, students use the process of restorative practices. They will be asked to reflect upon a series of questions guided by the teacher. As follows:

## RESTORATIVE QUESTIONS

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again, how could you behave differently?

Through Restorative Practices we seek to enhance relationships among students, and between students, teachers, and parents, so as to nurture our sense of community at St. Francis. The Restorative Practices philosophy, which is in keeping with our Catholic approach to education and behaviour management, provides us with the opportunity to develop self-discipline and positive behaviours in a caring, supportive environment.

## Anti-Bullying Policy: Response to Bullying Behaviours

### **Definition:**

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

### **Rationale:**

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

### **Aims:**

To reinforce within the school community what bullying is, and the fact that it is unacceptable. Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.  
To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.  
To seek parental and peer-group support and co-operation at all times.

### **Implementation:**

Parents, teachers, students and the community will be aware of the school's position on bullying.  
The school will adopt a four-phase approach to bullying.

**Primary Prevention:**

- Professional development for staff relating to bullying, harassment and the strategies that counteract them.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Self- Esteem and Resilience programs implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Staff and students to promote the philosophy of 'No Put Downs'.
- Nominate a designated quiet area in the playground for passive activities during breaks.
- Keep a record of any incident involving bullying

**B. Early Intervention:**

- Promote children reporting bullying incidents involving themselves or others.
- Classroom teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing.
- Provide information and assistance to parents to enable them to work with their children in the development of self-esteem and resilience
- Parents encouraged to contact school if they become aware of a problem.
- A designated safe and quiet place for children to access at recess and lunch times.
- Public recognition and reward for positive behaviour and resolution of problems.

**C. Intervention:**

- Once identified; bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated.
- Both bully and victim offered support.
- If bullying is ongoing, parents will be contacted and consequences implemented.

**D. Consequences: (Consequences may involve:-)**

- exclusion from class.
- exclusion from yard.
- school suspension.
- withdrawal of privileges.
- ongoing support for both victim and bully.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.

## Wellbeing Programs

**Seasons**

Seasons is a peer support program for young people who have experienced loss and change, because of death, separation or divorce, within the family unit. It offers young people support and encouragement in this crucial time of their lives. It provides an opportunity for young people to express, acknowledge, normalize and integrate their grief.

### **Supporting Students with Special Needs**

SWD (Students With Disabilities) program supports students with special needs in the school environment. A student is firstly identified as having specific needs by a staff member/parent. In response to intervention, the school follows a tiered process that involves students, parents, teachers and external agencies. Appropriate intervention is then recommended; this could take the form of one or more of the following:

- Collegial discussion of students at risk (PLT)
- I.L.P. (Individual Learning Plan) created
- P.L.P (Personalised Learning Plan) created
- P.S.G. (Program Support Group) meeting
- Referral for external assessment e.g. through CEM or Larmenier
- Application for funding (submission)
- Appropriate resources purchased/developed
- Outside agencies
- Counselling
- Learning Support Officer allocation

### **Transition / Orientation**

Transition from Kindergarten to Primary School and Primary School to Secondary School is supported by the Transition Leaders. Feeder Secondary Schools communicate procedures for enrolment and timelines to the school, which are then shared with parents. Transition forms are completed for each Year six student. Year six classroom teachers and secondary teachers liaise prior to orientation day to discuss students' academic and social and emotional learning needs. Parents are supported in their decisions regarding secondary school choice. Parents and teachers of children with special needs meet with the Secondary School Representative in a PSG to discuss the student's needs and programs.

Year 4-6 students visit the local secondary schools, participate in guided tours and complete structured learning activities. This immersion opportunity provides support and a connectedness for children. Teachers, together with the Transition Leader, gather relevant information about beginning Prep students from enrolment forms, visits to Kindergartens, from parents and through the Orientation sessions.

### **Buddy System**

The Year Six and Five students act as personal support buddies to the Prep and Year One students, respectively. The students gather regularly for well being activities or learning opportunities.

### **School Counsellor**

A qualified psychologist is available for students at St Francis. Meetings are set with family support as required.

### **School Nurse**

The School Nurse comes to the school once a year to assess the physical development of all Prep students i.e. sight and hearing tests. Those students who have further needs to be addressed are referred onto other agencies. Any other students needing follow up or new referrals are also assessed by the School Nurse.

### **Intervention Program: Reading Recovery**

Reading Recovery is a dedicated program that supports students at Year One who are not attaining targets for Reading. It provides students with ongoing structures and strategies that build on their reading, writing and oral language ability. The program is normally twelve-twenty weeks duration and is conducted on a 1 to 1 basis. Parents and teachers receive reports on students' progress regularly.

### **Intervention Program: Numeracy and Literacy Support**

For students not attaining targets a modified program is implemented. Support teachers work with small groups in a withdrawal setting.

### **Enrichment Program**

Reach for the Stars program that covers areas of science, technology, engineering and mathematics (STEM), debating, Tournament of the Minds, writing competitions, external maths challenges and Gateways.

### **School Camp**

School Camp for year 5 and 6 occurs annually. It is part of the Health and P.E. program and has a Wellbeing focus. All children are encouraged to attend and families experiencing financial difficulty are supported.

### **Reporting Procedures**

Reporting procedures are in place at SFOA to communicate student wellbeing needs. This fosters collaborative partnerships between school and home. Please refer to the *Learning and Teaching Policy* for the reporting procedures.

### **Mandatory Reporting**

In accordance with CEM Policy 2.19 *Child Protection- Reporting obligations* and our school's Christ- centred ethos, all teachers have a legal and moral responsibility to act if, in the course of carrying out their duties, form a reasonable belief that a child is in need of protection from physical, emotional, psychological, developmental harm or sexual abuse, and that the child's parents are unwilling or unable to protect the child. If a 'reasonable belief' is formed, the teacher

Caithlin Power 23/5/2016 7:57 AM

**Comment [1]:** we need to discuss how we identify the students who go into the enrichment programs

May Park 23/5/2016 7:57 AM

**Comment [2]:** Our Wishlist!

must report that belief to DHHS Child Protection and the grounds for it as soon as possible after forming the belief.

It is expected that any concerns and observations regarding suspected physical injury or sexual abuse of a child are discussed with the principal to ensure support is provided to all involved in matters of this nature. The confidentiality of these discussions must be maintained.

For example, a 'reasonable belief' might be formed if:

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused
- a child or young person exhibits sexually-abusive or age-inappropriate behaviours
- signs of abuse lead to a belief that the child has been physically or sexually abused.

Child Protection is the Victorian Government Agency, provided by the DHHS, that protects children at risk of significant harm. Child Protection has statutory powers and can use these to protect children.

Child FIRST is the Family Information Referral Support Team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It does not have any statutory powers to protect a child but can refer matters to family services

### **3.1 Making a report**

In case of emergency or if a child is in life-threatening danger contact Triple Zero (000) or the local police station.

Alternatively, to report concerns about the immediate safety of a child within their family unit to DHHS Child Protection, call the local Child Protection Intake Provider. If after hours call the Child Protection Crisis Line on 13 12 78. The table below describes the information to include when making a mandatory report about child abuse or child protection concerns.

Step	Description
1.	<p>Keep comprehensive notes that are dated and include the following information:</p> <ul style="list-style-type: none"> <li>● a description of the concerns (e.g. physical injuries, student behaviour)</li> <li>● the source of those concerns (e.g. observation, report from child or another person)</li> <li>● the actions taken as a result of the concerns (e.g. consultation with the principal, report to DHHS Child Protection etc.).</li> </ul>
2.	<p>Discuss any concerns about the safety and wellbeing of students with the principal or a member of the school leadership team.</p> <p>The individual staff member should then make their own assessment about whether they should make a report about the child or young person and to whom the report should be made.</p>
3.	<p>Gather the relevant information necessary to make the report. This should include the following information:</p> <ul style="list-style-type: none"> <li>● full name, date of birth and residential address of the child or young person</li> <li>● the details of the concerns and the reasons for those concerns</li> <li>● the individual staff member's involvement with the child or young person</li> <li>● details of any other agencies which may be involved with the child or young person.</li> </ul>
4.	<p>Make a report to the relevant agency:</p> <ul style="list-style-type: none"> <li>● To report concerns which are life-threatening phone 000 or the local police station.</li> <li>● To find the nearest Victoria Police Sexual Offences and Child Abuse Investigation Team contact your local police station. Visit the <a href="#">Victoria Police website</a> for local contact numbers.</li> </ul>

	<ul style="list-style-type: none"> <li>● To report concerns about the immediate safety of a child within their family unit to DHHS Child Protection:</li> <li>● Call your local Child Protection Intake provider immediately, <a href="#">Child Protection</a></li> <li>● For After Hours Child Protection Emergency Services, call 13 12 78.</li> <li>● To report concerns to <a href="#">DHHS Child Protection</a>, contact your local child protection office.</li> </ul> <p><b>**Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection.</b></p>
5.	<p>Make a written record of the report including the following information:</p> <ul style="list-style-type: none"> <li>● the date and time of the report and a summary of what was reported</li> <li>● the name and position of the person who made the report and the person who received the report.</li> </ul>
6.	<p>Notify relevant school staff and/or Catholic Education Melbourne staff of a report to DHHS Child Protection or Child FIRST.</p> <ul style="list-style-type: none"> <li>● School staff should advise the principal or a member of the leadership team if they have made a report.</li> </ul>
7.	<p>In the case of international students, the principal must notify the International Education Division of the Department of Education and Training on (03) 9637 2990 to ensure that appropriate support is arranged for the student.</p> <p>In the case of Koorie students, the principal must notify the Diocese or Regional Office (as appropriate) to ensure the regional Koorie support officer can arrange appropriate support for the student.</p>

### Failure to disclose

Any staff member who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must disclose that information to police. Failure to disclose the information to police is a criminal offence under section 327 of the *Crimes Act 1958 (Victoria)*

### Failure to protect

Any staff member in a position of authority who becomes aware that an adult associated with their organisation (such as an employee, contractor, volunteer, sport coach or visitor) poses a risk of sexual abuse to a child under 16 who is in the care or supervision of the organisation must take all reasonable steps to reduce or remove that risk. Failure to take reasonable steps to protect a child in the organisation from the risk of sexual abuse from an adult associated with the organisation is a criminal offence contained in section 49C (2) of the Crimes Act 1958(Vic.).

### **Grooming**

'Grooming' is defined as 'predatory conduct initiated by an individual over the age of 18 designed to prepare or 'groom' a child (under the age of 16) for future sexual activity. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails. It does not apply to communication between people who are both under 18 years of age.

### **Induction Program**

Graduate teachers are provided with a formal induction program led by a trained mentor teacher. The Mentor teacher and Graduate teacher follow the V.I.T induction program to assist the Graduate teacher in becoming fully registered.