



St Francis of Assisi
PARISH PRIMARY SCHOOL

STUDENT WELLBEING POLICY

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.

At St Francis of Assisi School, we are committed to creating a safe, inclusive, and nurturing environment where every student can learn, play, and thrive as their authentic selves. We proudly embed the Child Safe Standards in all areas of our practice, ensuring students feel safe, empowered, respected, and understood.

We work in meaningful partnership with families, recognising and valuing them as each student's first and most important teachers. Guided by the Personal and Social Capability strands of the Victorian Curriculum, we create learning experiences that honour each student's identity, agency, culture, communication style, and creativity.

Our commitment to our students

- We commit to the safety and wellbeing of all children and young people enrolled in our school.
- We commit to providing children and young people with positive and nurturing experiences.
- We commit to encouraging and actively supporting Aboriginal and Torres Strait Islander children to express their culture and enjoy their cultural rights
- We commit to paying particular attention to the dignity and needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and (LGBTIQ+) students.
- We commit to listening to children and young people and empowering them by ensuring that they understand their rights (including to safety, information and participation), and by taking their views seriously and addressing any concerns that they raise with us.
- We commit to taking action to ensure that children and young people are protected from abuse or harm.
- We commit to ensuring that the needs of all children and young people enrolled in our school are met, including those who are most vulnerable.
- We commit to recognising the importance of friendships and to encouraging support from peers to help children and young people feel safe and less isolated.

- We commit to developing a culture that facilitates and provides opportunities for student participation, and that strengthens the confidence and engagement of children and young people by being responsive to their input.
- We commit to teaching children and young people the necessary skills and knowledge necessary to understand and maintain their personal safety and wellbeing.
- We commit to empowering children and educating them about their rights (including to safety, information and participation), how to raise concerns, how to maintain their personal safety and wellbeing, and how to support the safety and wellbeing of other children.
- We commit to seeking input and feedback from students regarding the creation of a safe school environment.

St. Francis of Assisi Primary 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.

The Student Specific Wellbeing Policy sits within our wider suite of MACS Wellbeing and Child safety policies. This suite of policies reflects the shared values of our school and wider community and serves as a framework for our school's wellbeing programs, procedures and protocols.

Implementation

School Rules and Expectations

A sense of security can be attained when boundaries, behavioural expectations and consequences are both clearly explained and consistently monitored. To provide stability and clarity for students, a list of 6 whole school rules and expectations have been adopted.. At St Francis of Assisi School we adopt an Assertive Discipline philosophy in conjunction with a Restorative Practices methodology when educating students about healthy and respectful relationships

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.

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.

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

- What happened?
- How did it happen?
- How did you act in this situation?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- 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.

Whole School Playground Consequences

Staff engage a wide range of management strategies and consequences in dealing with negative behaviours. Each response considers 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

We understand that learning can only occur when students feel connected, regulated, and supported. We recognise that emotional expression and dysregulation are part of being human and can be opportunities for growth when met with compassion, patience, and predictable support.

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.

1. Support and Regulation when a student becomes dysregulated

- Staff will use co-regulation, calming strategies, predictable routines, and designated safe or quiet spaces to support students in regaining regulation in a neuro-affirming way.
- Students will be supported to understand their emotions, build self-regulation skills at a developmentally appropriate pace, and learn strategies that work best for their individual needs.
- Staff will seek assistance from a Leadership Team member, another staff member, or a Learning Support Officer if a student requires additional support to regulate.
- If needed to maintain safety and reduce overwhelm, staff may guide the student to a quieter or lower-stimulus space, ensuring the student remains supported, supervised, and treated with dignity at all times.
- Students may have their attendance temporarily adjusted to support their safety and capacity to engage successfully in learning. These adjustments will remain in place until the school and family agree that the student is ready to gradually participate in longer periods in the learning environment.

2. Parent/Guardian Partnership

- If a student is unable to return to a state of regulation within the classroom or requires additional support beyond what can be provided at school, parents or guardians will be contacted to help support their student.
- Families and the school staff, led by our Learning Diversity team, will work together to understand triggers, identify strategies that support the student's regulation, and plan collaboratively for future success.
- School staff will support the family to engage with external professionals to support as deemed necessary.
- When a student becomes highly dysregulated or causes physical harm to a staff member, families will be asked to immediately collect the student so regulation can continue safely at home within a familiar and controlled environment.
- The student may be asked to remain at home the following school day to allow time for planning and for appropriate safety measures to be put in place for their re-entry into the learning environment.

Definition of a 'serious offence'

Conforming to the Education Act 1958 (Education Regulations 1988), the Catholic Education Commission of Victoria proposes that a serious offence should be defined as activities or behaviour of a student which:

- Seriously undermines the ethos of the Catholic school; or
- Consistently and deliberately fails to comply with any lawful order of a principal or teacher; or
- Is offensive, or dangerous, to the physical or emotional health of any staff member or any student; or
- Consistently and deliberately interferes with the educational opportunities of other students.

At St Francis when considering if an act is a serious offence, the above policy guidelines stated in the Education Act 1958, (Education Regulations 1988) will be applied. When determining the appropriate response to any serious breach of our school's code of conduct, consideration will be given to the full context of the situation, the needs and all those involved and the school's obligation to provide a safe, respectful learning environment for both staff and students. In extreme cases, the school Principal (or delegate) may seek guidance from the Suspension, negotiated Transfer and Expulsion Policy (MACS).

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.

Wellbeing Program: The Resilience Project (TRP)

As well as our school rules and our positive, educative and restorative approach to promoting healthy, respectful relationships, our school has become aligned with The Resilience Project (TRP) to provide an engaging, sequential and structured learning schema for students from Prep to Year Six. The Resilience Project is a highly regarded, and nationally recognised social skills and wellness program which emphasises concepts such as gratitude, empathy and mindfulness within the context of personal wellbeing.

Additional 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. At St Francis of Assisi Primary School we offer Seasons parent education session so they are empowered to provide age-appropriate and targeted support for their children in times of grief and trauma.

Supporting Students with Additional Needs

Our school supports students with additional needs. 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 MACS
- Application for funding (NCCD submission)
- Appropriate resources purchased/developed
- Outside agencies
- Counselling
- Learning Support Officer allocation
- EAL support program/ support for new arrivals

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 students act as personal support buddies to the Prep students. The students gather regularly for wellbeing activities and extended learning opportunities.

School Counsellor

A qualified counsellor is available for students at St Francis. Meetings are arranged to provide family support as required.

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 *Assessment and Reporting Policy* for the reporting procedures.

Mandatory Reporting

In alignment with *the PROTECT Identifying and Responding to Abuse: Reporting Obligations* document (MACS) 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 must report that belief to DHHF 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.

Through adherence to this Student Specic Wellbeing Policy in conjunction with the suite of MACS Child Safety and Wellbeing policies all staff demonstrate their commitment to maintaining the safety, wellbeing and dignity of all students within our school community.

POLICY REVIEW

Policy reviewed	December 2025
Approved by	Principal Mark Basile
Next scheduled review date	December 2028