

Wellbeing Policy

Revised: 2013

Review: March 2015



RATIONALE

St Anthony's is a Catholic school for the community where we celebrate faith and work together to enable our children to reach their potential and bring God to life in each other. If we are to be able to achieve this we need to ensure that St Anthony's is a safe and happy place to learn and teach.

We focus on positively encouraging and rewarding appropriate behaviour. We believe that it is important for children to develop responsibility for their own actions and to accept the consequences that occur because of that behaviour. We focus on developing the children's social skills and encourage them to become cooperative, resilient members of the community.

At St Anthony's, pastoral care and student management is a reflection of the practices and attitudes that operate in this parish school. We do not accept the use of corporal punishment by staff, parents or other members of our community as a means of ensuring compliance with school rules and behaviour expectations.

Our Wellbeing Policy is intended to reflect our School's Mission and Vision Statements, and the beliefs and values that underpin them. Our goal is to develop a strong sense of community and manage conflict and tensions by repairing harm and strengthening relationships.

All aspects of our students' education are seen as a partnership between school and home. We therefore acknowledge the role that parents/caregivers play in the management of their children's behaviour.

AIMS

Our Wellbeing policy aims to:

- Support the values found in the school's Mission Statement
- To provide a safe, pleasant environment for all children, staff and parents which fosters a sense of belonging, positive self-esteem and a love of learning
- Support the school community in developing an understanding of their rights and responsibilities
- Develop an awareness in the students that all behaviour choices have a consequence
- Inform students, staff and parents about what constitutes 'bullying' and to establish procedures to deal with bullying issues
- Empower and support children who encounter bullying
- Promote a spirit of care and respect for all as expressed in our school rules.

GENERAL PRINCIPLES

Procedural Fairness

We endeavour to ensure that our student behaviour procedures and strategies allow for procedural fairness. We believe that procedural fairness is a basic right of all children when dealing with school authorities. We apply the "right to an unbiased decision" and the "hearing rule".

The "right to an unbiased decision" includes the right to:

- impartiality in an investigation and decision making
- an absence of bias by a decision-maker.

The "hearing rule" includes the right of the student against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to see a review of the decision made in response to the allegations
- know how to repair relationships and to "make things right."

In order to ensure procedural fairness, school staff need to be allowed to investigate and respond to matters in an appropriate manner. Parents must always communicate directly with the staff of the school when they have concerns about student behaviour, rather than approach individual students or parents with their concerns.

Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
STUDENTS	STUDENTS
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work, learn and play in a safe, friendly and supportive school; • be happy and treated with respect, understanding and courtesy; • expect that personal property will be treated with respect; • enjoy a healthy environment that is pleasant, clean and well-maintained. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • act in a safe and considerate manner and to cooperate with others; • allow others to learn; • show respect and courtesy; • be punctual; • respect the property and belongings of themselves and others; • ensure the health and safety of all by looking after our school, keeping it clean and reporting dangers; • wear the school uniform with pride.
STAFF	STAFF
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • teach in an environment where the learning and teaching process is respected; • work in a well-ordered, peaceful and non-threatening environment, with minimum disruption; • be respected as professionals and treated with respect by all involved in the learning and teaching process; • expect behaviour from students which contributes to a positive class atmosphere; • access appropriate support structures to assist in meeting the particular needs of all students; • work in a well-maintained and resourced classroom environment. 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • maintain a safe and stimulating environment by developing and implementing programs which appropriately support the needs of all students; • establish a learning environment that is non-threatening and assists learning; • provide stimulating and well-prepared lessons in a supportive environment and work as members of a cooperative team which respects and values all colleagues; • provide appropriate pastoral care and address problems as they arise; • recognise the particular needs of all students and seek appropriate support; • maintain resources and classroom environment.
PARENTS	PARENTS
<p>Parents have a right to:</p> <ul style="list-style-type: none"> • expect that children will work, learn and play in a safe and stimulating environment where appropriate Christian values are taught and modelled; • expect students to be taught using practices that are fair and just; • be notified of any major changes in their child's attitude or behaviour at school; • be closely associated with the school and be aware of priorities, policies and practices; • expect that children will receive quality education with minimal disruption. 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • support the school's endeavours to provide a safe environment by modelling appropriate Christian values; • value the teacher and the learning process by showing respect to both in the presence of the child; • notify the school about changed circumstances, including change of address, contact numbers or custody; • be supportive of the school and maintain effective communication; • respect the right of the teaching staff to make the final decisions in relation to school policies and practices; • ensure that children attend on each school day, as required by law, and arrive punctually.

IMPLEMENTATION

Student Behaviour

School Rules

St Anthony's Wellbeing policy reflects and supports our school rules

- Respect ourselves
- Respect others
- Respect our environment.

Expectation Matrix

At St Anthony's I care for	Myself	Others	The Environment
Classroom	<ul style="list-style-type: none"> • good manners, • pride in self and work, • work quietly. 	<ul style="list-style-type: none"> • show respect for others, • listen to the person speaking, • be cooperative. 	<ul style="list-style-type: none"> • put things back in the right place, • use school equipment appropriately, • work together to keep classroom tidy and clean.
Playground	<ul style="list-style-type: none"> • know and follow playground rules, • make positive choices and have fun, • be safe. 	<ul style="list-style-type: none"> • be fair and welcoming to others, • treat others the way you would like to be treated, • respect the decision of the teacher on duty. 	<ul style="list-style-type: none"> • put rubbish in the bin, • use school equipment and property safely and appropriately, • share playground spaces.
Toilets	<ul style="list-style-type: none"> • wash hands and flush the toilets after use, • eat away from the toilets, • use the taps and paper appropriately, • leave the toilet area promptly after use, • tell the teacher if you feel unsafe in the toilet area. 	<ul style="list-style-type: none"> • respect the privacy of others in the toilet area, • act responsibly inside the toilet area, • tell the teacher if you see something happening to others. 	<ul style="list-style-type: none"> • help keep the toilets clean, • tell the teacher if you see something wrong, • respect the toilet equipment.
Assemblies	<ul style="list-style-type: none"> • sit quietly, • look at the person speaking and listen, • sing the national anthem with pride. 	<ul style="list-style-type: none"> • respect the person speaking by looking and listening, • give appropriate responses to others. 	<ul style="list-style-type: none"> • walk in and out in a quiet and orderly manner, • respect the school environment.
Walkways and Verandahs	<ul style="list-style-type: none"> • learn, play and walk safely, • put your school bag in the right space, • quiet conversations, • sensible and safe movement, especially on stairs. 	<ul style="list-style-type: none"> • respect others' property, • safe and sensible behaviour, • listen to others (staff and students). 	<ul style="list-style-type: none"> • keep it clean, • show respect for the environment.
Bag racks	<ul style="list-style-type: none"> • put bag on the bag rack in the appropriate spot, • keep all your things in your bag and keep it zipped up. 	<ul style="list-style-type: none"> • respect others' belongings, • think of others when you are using the bag rack. 	<ul style="list-style-type: none"> • keep the bag area tidy.
Canteen	<ul style="list-style-type: none"> • good manners, • wait behind the yellow line quietly, • buy food for yourself only. 	<ul style="list-style-type: none"> • line up, • wait your turn, • be polite to others. 	<ul style="list-style-type: none"> • put rubbish in the bin, • keep the area tidy.
Hub	<ul style="list-style-type: none"> • maintain appropriate noise level, • listen to the teacher, • move safely (walk). 	<ul style="list-style-type: none"> • interact appropriately with others. 	<ul style="list-style-type: none"> • use resources appropriately, • return things to correct place, • look after the furniture.
Music Room	<ul style="list-style-type: none"> • line up quietly outside the music room, • sing in a normal voice, listen to the teacher. 	<ul style="list-style-type: none"> • respect and share talents, • listen to others. 	<ul style="list-style-type: none"> • put the equipment away in the right place, • respect the music equipment, • walk around the room.
All settings (eg dismissal)	<ul style="list-style-type: none"> • always use good manners, • move safely and sensibly, • listen to teachers. 	<ul style="list-style-type: none"> • keep hands and feet to yourself, • be fair, • care for and respect others. 	<ul style="list-style-type: none"> • keep environment clean, • look after other's property, • look after school property and equipment.

Student Code of Conduct

The student code of conduct (See Appendix 1) will be sent home at the beginning of each year (or whenever new students enrol). It is to be signed and returned to the class teacher for filing.

Celebration of Positive Behaviour and Achievements

St Anthony's recognises and affirms children for their efforts and achievements in Christian attitude, school spirit, behaviour and learning. Our reward systems have been established to support our learning and teaching which assists children to become responsible for their own actions. Throughout the day many opportunities arise for recognising a child's efforts in the classroom or on the playground.

This is evident at St Anthony's by:

Recognition of Children's Birthdays: During recess assembly and class, children are made to feel special on their birthdays.

Praise: Many opportunities arise throughout the day when children are verbally praised for good work, effort or behaviour.

Student of the Week Award: This award is presented at the Monday morning whole school assembly to one student from each class. This award recognises effort and achievement of the previous week.

Caught Doing it Right: Students who are caught 'doing it right' are acknowledged in the school newsletter with a photograph of the student.

Class Awards: These are designed by individual teachers and may include certificates, stickers, table points, token/tickets, free time.

School Assembly Awards: Achievement and Merit Awards are given at Friday assembly. Achievement awards to celebrate learning and Merit Awards to celebrate positive behaviour and attitude.

Student of the Term Award: This award is presented at the end of each term to one student from each class who has displayed a consistent effort throughout the term.

Morning Tea with the Principal: The students who receive the Student of the Term Award are invited to a morning tea with the principal.

Playground Awards: Positive behaviour is rewarded with the awarding of a StAR (St Anthony's Rewards) Card that students place in a box in the classroom. The cards are counted and points awarded towards the winning of a champion house award.

Recognition of Sacramental Celebrations: Students who prepare for and celebrate the Sacraments of Initiation and the Sacrament of Reconciliation are congratulated through recognition at assembly and the presentation of a small gift.

Extra Curricular Activities: Students are publicly acknowledged for participation and achievement in extra curricular activities at school (eg competitions, Diocesan sport) and within the community (eg local sporting clubs, community service).

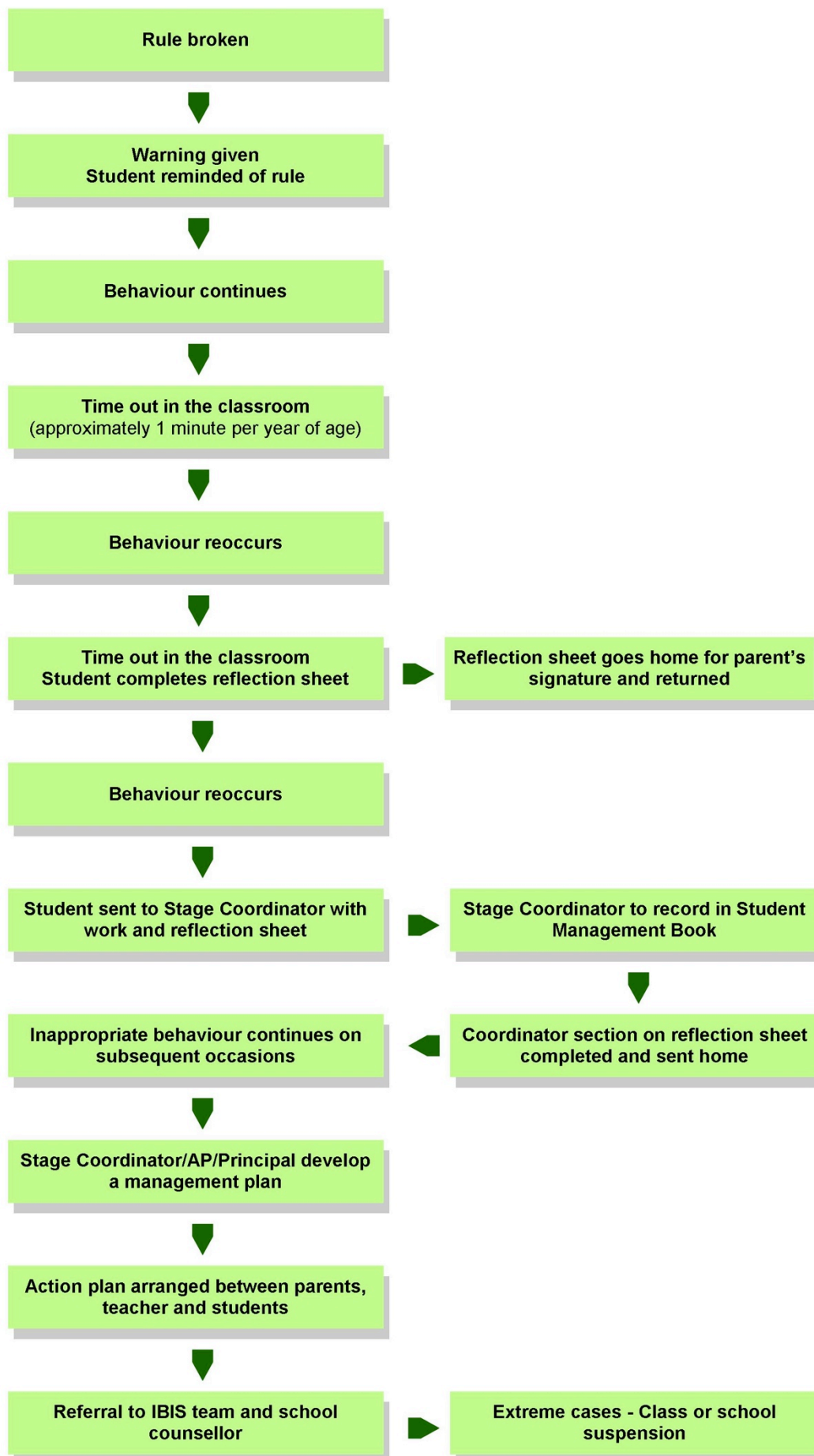
End of Year Awards: Awards are presented to Year Six students at the Graduation dinner held after the graduation ceremony. Awards are presented in the following categories:

- Pursuit of Excellence Award (Holroyd City Council)
- Excellence in Academic Pursuits Award (Diaz & Diaz Lawyers)
- Outstanding Student Award
- Member of Parliament Community Spirit Award
- Student Achievement Awards (awarded to all Year Six students to recognise individual strengths)

Classroom Management

Each teacher will negotiate a set of positive class expectations with the students based on the school rules (teachers may use the expectation matrix as a basis). A process of teaching these expectations and the school rules will be followed Week 1, Term 1 by all class teachers and will be revisited regularly (at least once a term). The school rules and expectations are prominently displayed and regularly communicated to the students. A copy of the rules is given to the parents at the beginning of the year along with the Student Code of Conduct.

On occasions when a student displays inappropriate behaviour, each member of staff will follow the management plan below.



It is crucial in circumstances of repeated inappropriate behaviour that communication is maintained between the student, class teacher, school leadership team and parents. Each class has a book to document incidents of inappropriate behaviour and of communication between stakeholders.

Staff are responsible for using their professional judgement in applying the student behaviour procedures so as to ensure they meet the specific needs of individual students.

Playground Expectations

On the playground students are expected to follow the school rules, which ensure all students are safe.

In the instance of misbehaviour, students will be given a warning and a reminder of the rule they are breaking and this will be followed by time out (5 – 10 minutes) in a time out area nominated by the teacher on duty.

Teachers should use the REFOCUSING SCRIPT located in the playground folder (Appendix 2):

- What are you doing?
- What rule are you breaking?
- What should you be doing?

Teachers ensure all children have their say and are heard.

The incident is recorded in the playground management folder by the teacher.

In the instance of escalated behaviour teachers should use the HELP SCRIPT located in the playground folder.

- I can see something's happened
- I'm here to help
- Talk and I'll listen.

It is the responsibility of each class teacher to check the playground management folders at the end of each week to monitor their students' behaviour. Teachers may need to follow up with students and parents.

Dealing with small social problems:

- Provide suggestions and encouragement on how the child could deal with the situation
- Monitor child from a distance
- Intervene if necessary.

Extreme (Serious) Misbehaviour

Students who display unacceptable behaviour that does not cease after the above process or display physical/verbal abuse to peers/teachers are removed from the playground. They will work during lunch time on revising the aspects of positive behaviour they need to improve upon. This work, with an accompanying notification to parents (Appendix 3), will be taken home to be signed by the parent/carer. This will then be returned the following day and in filed in the Playground Behaviour folder in the staff room.

Passive Play

Teachers may identify that a student's ability to demonstrate appropriate behaviour would be improved with explicit social skill development. In these cases, such students may be nominated by the class teacher to participate in Passive Play, either on a regular basis, or occasionally as needs arise (Appendix 4).



Bullying

Bullying is a particular form of inappropriate behaviour that is typically defined by the following characteristics:

- a desire to hurt
- hurtful action
- a power imbalance
- (typically) repetition
- an unjust use of power
- evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim (Rigby, accessed 2011).

School Documentation

Documentation gathered in the school's response to specific instances of bullying will indicate:

- What was allegedly said and done to the complainant
- The date, time and the place when the incident(s) occurred
- Any witnesses to the incident
- The reaction (if any) of the complainant
- Whether the complainant had experienced that treatment before (if yes, a staff member will establish if it was from the same student or students)
- Notification of the incident to the parents of those students involved in the incident
- Follow-up action, in conjunction with the relevant staff member and student.

Primary Prevention

- Professional development is made available for staff relating to bullying, harassment and proven counter measures
- Community awareness and input relating to bullying, its characteristics and the school's programs and response
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- A bullying survey will be administered and acted upon as necessary
- Each classroom teacher to clarify at the start of each year the school policy on bullying with class members and parents
- The curriculum to include anti-bullying messages and strategies
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of the anti-bullying program.

Early Intervention

- Encourage children and staff to report bullying incidents involving themselves or others
- Classroom teachers and principal will on a regular basis remind students and staff to report incidents of bullying
- Parents encouraged to contact the school if they become aware of a problem
- Public recognition and reward for positive behaviour and resolution of problems
- Principal to be informed of all bullying incidents.

Intervention

- Once identified each bully, victim and witnesses will be spoken with and all incidents or allegations of bullying will be fully investigated and documented
- Students and staff identified by others as bullies will be informed of allegations
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Management Policy
- If staff bullying persists principal will commence formal disciplinary action
- Both bullies and victims will be offered counselling and support
- Persistent incidents of bullying that interfere with the safety and well-being of other students will be reviewed in the context of other relevant diocesan student welfare policies, and appropriate action taken.

Post Intervention

- Consequences for students will be individually based and may involve:
 - exclusion from class
 - exclusion from playground
 - withdrawal of privileges
 - ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement and celebration of positive behaviours
- Support structures, as outlined in the Diocesan Guidelines and the Student Management Policy, to be tailored to meet the needs of the individuals involved
- Ongoing monitoring of identified bullies
- Reinstatement of privileges when appropriate

- Consequences for staff will be individually based and may involve:
 - counselling
 - a period of monitoring
 - a formal support group
 - disciplinary actions.



Pastoral Care

We at St Anthony's believe that pastoral care is embedded in every aspect of school life and fundamental to all Catholic Education. As we (members of the school community) give witness to Christ in our daily lives we model to each other the Gospel message. Through interacting and relating with one another in a Christian and caring manner, we help the children to develop all facets of their being – physical, spiritual, emotional, intellectual and social.

In addition to the strategies employed as part of the “Celebration of Positive Behaviour and Achievements” (see Implementation: Student Behaviour), the pastoral care of all is reflected also in a range of strategies, such as (but not limited to):

- Mission Statement
- Educational platform
- Design, development and implementation of learning teaching programs
- Student learning teams that give support to individual student needs
- Passive play program
- Individual monitoring of students with special needs
- Supervision of students – in the classroom, playground and wider community
- Support provided by School Community Group to families in need or in crisis, eg birth of a child / death of a family member
- Social Committee
- Social Club guidelines
- Staff weekly communication
- School weekly newsletter
- Peer Support Program
- Enrolment policy
- Social Justice programs, for example Christmas Hampers, gold coin collections, Mini Vinnies
- Social events, eg. Kindergarten orientation and barbecue.

Pastoral Care Committee

The Pastoral Care Committee is a part of the School Community Group, working directly with the principal in collaboration with the parish priest and pastoral associate. It is comprised of volunteer members of the school community, including at least one member of staff. The aims of this committee are fourfold:

- To build community spirit within the school
- To encourage participation of school community members in the life of the parish
- To provide emotional, physiological and social support to the community
- To share humanness – love, kindness, care, respect and trust.

It is the responsibility of the committee to propose and oversee the implementation of community activities and strategies to support these aims.

ASSOCIATED DOCUMENTS

School Documentation

- [Vision and Mission Statement](#)
- [Learner Profile](#)
- [Complaints and Grievance Procedures](#)
- [Acceptable Use of Learning Technology Agreement](#)
- [Suspension and Exclusion Policy](#)

System Documentation

- [Anti Bullying Policy](#) (2005)
- [Child Protection Procedures](#)
- [Complaint Handling Policy](#)
- [Complaint Handling Procedures and Guidelines](#)
- [Countering Discrimination, Harassment and Bullying Policy](#) (2010)
- [Discipline Policy for Employees](#) (2008)
- [Discipline Procedures for Employees](#)
- [Privacy – Procedures](#) (2012)
- [Privacy – Guidelines](#) (2012)
- [Protective Practices for School Staff in their Relationship with Students](#) (2004)
- [Responsible Use of ICT and Social Media Guidelines – Students](#) (2012)
- [Responsible Use of ICT and Social Media – Procedures](#) (2012)
- [Responsible Use of ICT and Social Media – Guidelines for Staff](#) (2012)
- [Suspension, Transfer, Expulsion and Exclusion – Procedures](#)
- [Suspension, Transfer, Expulsion and Exclusion – Guidelines](#)

Student Code of Conduct

Name: _____ Class: _____

As a student of St Anthony's Primary School, Girraween, I must **always** follow the three school rules:

- Respect ourselves
- Respect others
- Respect our environment

We have talked in class about the ways we follow these rules at school.

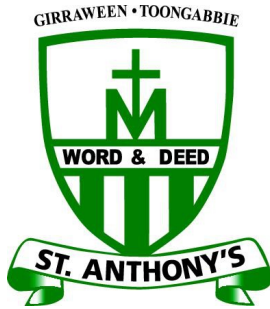
I will try my very best to follow the school rules.

Student's Signature: _____ **Date:** _____

I have read the Student Code of Conduct and discussed its importance with my child. We will support the school's student management policy and procedures.

Parent/Carer Signature(s): _____ **Date:** _____

_____ **Date:** _____



Our School Rules

- Respect yourself
- Respect others
- Respect the environment

When helping students, say...

- I can see something's happened
- I'm here to help
- Talk and I'll listen

When refocusing students on their behaviour, ask...

- What are you doing?
- What rule are you breaking?
- What should you be doing?

When dealing with small social issues...

- Provide suggestions and encouragement on how the child could deal with the situation
- Monitor child from a distance
- Intervene if necessary

Incidents of inappropriate behaviour on the playground should be recorded in this folder for the future reference of classroom teachers.

Immediate consequences for behaviour are the most effective. If required, students should be given time out from play for 5-10 minutes in a part of the playground nominated by you.

If inappropriate behaviour continues, or the misbehaviour is of a serious nature (eg physical/verbal abuse), then students should be given time out the next lunch time in the hub. Referral to this time out must be recorded by you in the folder found in the staff room.

St Anthony's

PRIMARY GIRRAWEEEN



Date: _____

Student: _____

Class: _____

Dear Parent/Carer,

Playground Behaviour

As you would be aware, we encourage all students at St Anthony's to demonstrate the highest standard of behaviour at all times. This is reflected in our three school rules:

- Respect ourselves
- Respect others
- Respect our environment

Unfortunately, your child demonstrated behaviour that did not meet these expectations, namely:

As a consequence, they had to take time out from play to think about their actions, and work on how they will follow the school rules in the future.

We value the partnership that exists between school and home and are sure that you too would encourage your child to behave in an appropriate manner. As such, we ask that you discuss this matter with your child, and return this form (with the section below completed) with your child on the next school day.

Thank you for your cooperation.

Kind regards,

St Anthony's Staff

Dear teacher,

Thank you for bringing this matter to my attention. I have discussed this matter with my child.

Signed: _____

Date: _____



Passive Play

- Passive play supervision will take place within the Hub
- There will be two teachers on duty in Area D (Hub and surrounds) at all times
- On Tuesday, Wednesday and Friday, “structured” passive play will take place within the Hub
- The teacher allocated to passive play on the playground supervision roster will supervise the passive play group and provide opportunities for teaching social skills
- Classroom teachers in consultation with the Principal/Assistant Principal are to nominate students for passive play
- This more structured program is to support students who have been identified with a particular need
- Students who are targeted to participate in passive play should have a nominated “friend” to be with them. The friend is to act as a role model.