ST ROCH’S PARISH PRIMARY SCHOOL WELLBEING POLICY

Vision
St Roch’s Catholic Primary School can be defined as a community of people sharing a common belief in a Christian concept of life. This community is centred on Jesus Christ and enlivened by the spirit and values of the Gospels. We strive to develop relationships with each other and with God.

Sharing in the evangelising mission of the Church, we emphasise the relevance of our faith to life and contemporary culture.

We are committed to the development of the whole person and we strive to provide a learning and teaching environment where positive attitudes towards our faith and life are encouraged and developed.

The curriculum is designed to focus on the development of the spiritual, social, intellectual, emotional and physical aspects and so enable each child to reach his/her full potential as an active

Student Wellbeing Policy
At St Roch’s School, we strive to provide a learning and teaching environment where positive attitudes towards faith and learning are encouraged and developed to enable students to meet future challenges and continue as lifelong learners. Our 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. We ask parents to assist the School in this endeavour by showing these positive attitudes and to lead by example.

At St Roch’s we believe Student Wellbeing addresses the wellbeing of students ranging from prevention to intervention, including effective planning, teaching and assessment of the curriculum, pastoral care, counselling, referral to appropriate services, crisis intervention and support where possible.

The Student Wellbeing Process aims to bring together and empower members of staff so that they can be engaged to their potential to support its children.

Gospel Values
Compassion
Equity and justice
Excellence
Hope
Inclusion
Respect
Stewardship

The Nine Values for Australian Schooling
Care and Compassion
Doing your Best
Fair Go
Freedom
Honesty and Trustworthiness
Integrity
Respect
Responsibility
Understanding, Tolerance and Inclusion

Mission
This is what the Lord asks of you; to live justly, to love tenderly and to walk humbly with your God.

(Micah 6.8)

Our School Community Values
The school will foster the emotional, physical and psychological safety of each individual and ensure the development of the whole person. Learning is promoted as a lifelong journey and excellence in all areas of the curriculum is provided. Collaboration, compassion, inclusiveness, diversity and a sense of community are embraced.
PURPOSE OF THE POLICY

The purpose of this Policy is to set out the requirements of the School in relation to wellbeing of:
1. Students
2. Staff
3. Parents/Carers

RATIONALE

“There is increasing evidence that social and emotional issues are not additional but integral to the effectiveness of the learning environment.” (Zins, 2004)

St Roch’s is committed to the development of the whole person; spiritually, socially, intellectually, emotionally and physically to enable each child to reach his/her full potential. This philosophy is embedded in all aspects of the curriculum and in specific programs designed to promote wellbeing.

Learning within the educational principles of the Standards, and to succeed beyond the compulsory years of schooling requires students to develop the capacities to:
- Manage themselves as individuals and in relation to others
- Understand the world in which they live
- Act effectively in that world.

AIMS/LEARNING PRINCIPLES

At St Roch’s we believe that effective Student Wellbeing:

- is integral to all aspects of school life.
- aims to ensure that a safe and supportive environment and culture is created and maintained so that teaching and learning is enhanced for all children.
- requires a coordinated, whole school approach, emphasising prevention and intervention that offer support in spiritual, emotional, social and academic growth.
- needs to be clearly understood and implemented by all staff.
initially offers support to the teachers to create an environment where student wellbeing can be constructively addressed. It then supports and monitors both children and teacher welfare structures and processes.

is used as a means of assisting families to access other networks of support within the parish or community.

requires opportunities for staff to share ideas/strategies, success and difficulties, to support each other, for example professional learning or debriefing when necessary.

Each student has a right to a secure and safe environment. Each student has a right to be treated fairly and respected for who they are, as such it is their responsibility to follow St Roch’s Code of Co-operation:

**Code of Cooperation**
- Follow directions
- Keep hands, feet and objects to yourself
- Speak respectfully
- Move carefully around the school
- Take care of school property.

**IMPLEMENTATION**

Wellbeing and support structures will prioritise and address the needs of individual children and/or groups of children emphasising prevention and intervention that offers support in spiritual, emotional, social and academic growth.

Curriculum content that includes foci on social skills and Social and Emotional Learning (SEL) that relate to the five core competencies.

The five core competencies (SEL) are:
1. Self- awareness
2. Social awareness
3. Self-management
4. Responsible decision-making
5. Relationship skills

Leadership and Transition Program Years 5 & 6.
Circle Time
At St Roch’s children are given clear standards concerning acceptable attitudes and behaviours through the implementation of the Restorative Practices Model.

- Modelling of behaviours and attitudes by teachers.
- School behaviours and expectations outlined in parent information booklet, school newsletter, senior school diary and assemblies.
- Classroom behaviours and expectations established at the beginning of each school year, which are consistent across all year levels.

St Roch’s is a school that values dialogue through an inclusive approach where everyone expects to be heard. Through this participatory process students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This learning helps students to deal with conflict, tensions and differences in respectful ways that engender trust and foster healthy relationships.

Focus Areas:
1. Focus on the specific behaviours or incidents without blaming.
2. Draw out who was affected and how they were affected.
3. Direct questions toward problem solving. What needs to happen to “make things right”.

Affective 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?

Each student needs to know why his misbehaviour is unacceptable and to understand the consequences. In developing the students to fully understand Christian courtesy and respect they will be instructed and expected to uphold the following:
- To know the school and class Code of Co-operation and to obey them.
- To behave in a socially acceptable manner.
- To acknowledge the consequences that may result from their actions.
- To act responsibly when injustice occurs to self and others.
• To follow the directions of staff and the Principal when behaviour is inappropriate and to follow directions with good grace.
• To lesson poor behaviour and understand how it disrupts learning.

**Consequences:**
When the code of conduct is not adhered to, each situation will be considered and resolved as quickly and efficiently as possible using the following framework (See the Behaviour Management Model Appendix D) and the following consequences will take place.

- Warning
- Second warning-repeat the instruction
- Third warning-time away from the class and the teacher within the classroom
- Fourth warning-time away in another classroom
- Reflection Sheet completed, sent home and signed by child, teacher, parents and principal
- Phone call to parents
- If on yard, the students walk with the teacher.

In cases of bullying please refer to the Anti-bullying policy.

In the unlikely event of serious misbehaviour, ongoing bullying or escalation of poor behaviour, the incident(s) will be heard directly by the Principal, Wellbeing Leader and Student Needs Leader. This may include the involvement of external parties to assist with resolution.

At St Roch’s there is a student wellbeing process with many strategies to assess and monitor individuals and groups are identified as having ‘at risk’ characteristics such as:

- Learning difficulties
- Gifted and talented needs
- Behavioural problems
- Emotional issues
- Social concerns
- Minimal home support
- Low self-esteem.
Strategies and tools include:

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<thead>
<tr>
<th>Academic</th>
<th>Emotional</th>
<th>Social</th>
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<tr>
<td>• Orientation Form</td>
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<tr>
<td>• Literacy Observation Tasks (P-2)</td>
<td>• Open – ended questions</td>
<td>• Open – ended questions</td>
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<tr>
<td>• Pre and Post Screening Tests, Clinical Interviews (SINE), Grades 1-6, Term 1 and 3</td>
<td>• Observations and conversations</td>
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<td>• Pre and Post Topic tests (determined by teacher)</td>
<td>• Feedback from leaders/companions of Seasons, Peer Mediation and Peer Support</td>
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<tr>
<td>• NAPLAN data (Grade 3 &amp; 5)</td>
<td>• Restorative Meetings</td>
<td>• Restorative Meetings</td>
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<td>• Open – ended questions</td>
<td>• Meetings with CEOM specialist staff</td>
<td>• Meetings with CEOM specialist staff</td>
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<tr>
<td>• Performance tasks (hands-on)</td>
<td>• External testing following referral</td>
<td>• External testing following referral</td>
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<td>• Observations and conversations</td>
<td>• Values Program</td>
<td>• Values Program</td>
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<tr>
<td>• Displays and journals</td>
<td>• Teacher recommendations</td>
<td>• Teacher recommendations</td>
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<tr>
<td>• Work samples and portfolios (P-6)</td>
<td>• Professional judgement based on assessment and monitoring</td>
<td>• Professional judgement based on assessment and monitoring</td>
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<tr>
<td>• Meetings with CEOM specialist staff</td>
<td>• Playground and Classroom Incidents (as recorded in the folders)</td>
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<td>• External testing following referral</td>
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<td>• Teacher recommendations</td>
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<tr>
<td>• Professional judgement based on assessment and monitoring</td>
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<tr>
<td>• LITERACY and NUMERACY benchmarks</td>
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Based on this information, children may be identified as needing to be part of:

- Program Support Group (PSG)—utilising long and short-term goals as part of individual learning plans
- Social Skills Program and support in facilitating a mental health plan. The current school provider for Psychological services is OnPsych.
LEADERSHIP AND CO-ORDINATION

Together with the Principal, the Wellbeing Leader will be responsible for student and staff wellbeing. The Principal and Wellbeing Leader will work together to listen and respond to the needs of all in the community.

The Wellbeing Leader will lead the Wellbeing Team in the implementation of the following actions to support the above process:

1. Promote a positive school climate and consistent approach to student management.
2. Ensure confidentiality is maintained in all dealings with student welfare issues.
3. Support teachers/parents by generating information, strategies and ideas, including professional development.
4. Support students who are experiencing difficulty at school in the areas of behaviour, learning, social and emotional development, i.e. learning problems, poor social skills, behavioural problems, minimal home support, low self-esteem, social or emotional disorders.
5. Ensure that students’ incident forms are monitored.
6. Provide curriculum support and programs that address prevention and response (intervention) to risk factors.
7. Support parent liaison and communication so that effective communication procedures between parents, teachers and children can be developed and maintained.
8. Make efficient use of the expertise of specialists, within and outside the school.
9. Recommend and facilitate referrals where appropriate, to services outside of the school so intervention services and programs can be arranged to reduce the severity and duration of identified needs.
10. Provide opportunities for students to develop personal goals related to their wellbeing as well as provide support for staff in developing policies and procedures for the wellbeing of all students.
11. Ensure distribution of the Rights and Responsibilities statement to parents, students and teachers at the commencement of each school year and revisited each term.
Student Wellbeing Leader will:

- Co-ordinate the roles of the Student Wellbeing Team.
- Liaise with Principal, Student Services Leader, teachers and parents to support ‘at risk’ students.
- Liaise with community/ outreach organisations, eg. CEOM Special Education Advisors, Cabrini Camcare.
- Facilitate Student Wellbeing Meetings and implementation of Student Wellbeing Yearly Timeline.
- Communicate student information to staff where appropriate.

The Student Wellbeing Team:

- Four members, including the Wellbeing Leader, Special Education Co-ordinator are required, third and fourth member’s positions are invited to the team according to the needs of the school, and replacement is made when necessary. Principal will attend when available.
- The members of the team meet to outline the role of each person for the year.
- Fortnightly (or when deemed necessary) team meetings are conducted.
- On-going Professional Development on relevant student welfare issues will be provided for staff.
- An annual review meeting will be conducted in fourth term.
- All programs will be reviewed on a bi-annual basis.

Student Wellbeing Team Members will discuss the:

- Implementation and organisation of assistance for children and their families who have been identified as needing academic, emotional, physical, social or spiritual support.
- Co-ordination and implementation of programs such as Seasons, including professional development of the school staff/ parent leaders and communication of programs to whole school community.
- Co-ordination and the implementation of a Values/Social Skills Program (Circle Club) across the school, including professional development of staff and communication of programs to whole school community.
ASSESSMENT/EVALUATION

- Annual feedback is to be gathered from representatives of the student/staff/parent groups, e.g., Program Support Groups.
- All programs are to be reviewed bi-annually.
- Policy and development time line evaluated and amended annually.
### Appendix A

The rights and responsibilities of students, staff and parents are fully detailed in the table below:

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<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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</table>
| **Students have the right to:** | • be treated with respect.  
• be accepted for who they are as an individual.  
• be listened to.  
• be encouraged, helped and praised.  
• have a learning environment in which they have equal access to the equipment, programs and teacher time.  
• work in a supportive environment without intimidation, bullying or harassment.  
• be safe and happy in the school environment. | • be cooperative and considerate.  
• respect the rights of others, and their property.  
• play safely, and allow others to play without interference.  
• assist others to feel safe and happy.  
• participate and work to the best of their ability.  
• follow school rules. |
| **Staff have the right to:** | • be treated with respect.  
• teach in an orderly and cooperative environment.  
• work in a safe, supportive and discrimination free environment.  
• be shown courtesy and consideration by all the school community.  
• be supported and assisted by parents in their child’s learning.  
• be valued as a professional.  
• access to professional development. | • implement the Student Wellbeing Policy fairly and consistently.  
• ensure they are non-discriminatory, caring, courteous and considerate in dealing with all members of the school community.  
• provide a quality, engaging education program.  
• offer support to colleagues.  
• regularly report to parents on student progress.  
• attend professional development.  
• respond effectively to educational initiatives and priorities. |
| **Parents have the right to:** | • be treated with respect and have their opinions valued.  
• be welcomed at school.  
• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.  
• be regularly informed about their child’s progress at school.  
• be informed regularly about general school events and issues.  
• assist in formulating school policies through sub-committees.  
• be actively involved in their children’s education. | • respect all members of the school community.  
• act as a partner in the school’s learning process.  
• support the educational needs of their children.  
• be aware of and support school rules, procedures and events.  
• support the school in its efforts to maintain a positive and safe learning environment. |
Appendix B:
The Values program is taught permeates the curriculum and religious education program and includes the explicit teaching of the following values with reference to the related Gospel values also shown below.

<table>
<thead>
<tr>
<th>The Nine Values for Australian Schooling</th>
<th>Gospel Values</th>
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</table>
| *Care and Compassion*  
Care for self and others. | *Compassion*  
We are inspired by Christian love and compassion in all our relationships with students, staff, parents and the community. |
| *Freedom*  
Enjoy all the rights and privileges of Australian citizenship, free from unnecessary interference, or control, and stand up for the rights of others. | *Equity and Justice*  
We seek to provide equitable access and opportunity for all with a preferential option for the poor and marginalised. |
| *Integrity*  
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds. | *Excellence*  
We continually strive for excellence in learning, teaching and all we do. |
| *Honesty and Trustworthiness*  
Be honest, sincere, and seek the truth. | *Hope*  
We share a spirit of optimism and joy sustained by faith. |
| *Doing your Best*  
Seek to accomplish something worthy and admirable, try hard, pursue excellence. | *Inclusion*  
We foster a sense of community and belonging for all and are committed to welcome, partnership and service. We strive to develop the potential of each individual. |
| *Understanding, Tolerance and Inclusion*  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others. | *Inclusion*  
We respect the dignity, diversity and contribution of each person. |
| *Fair Go*  
Pursue and protect the common good where all people are treated fairly for a just society. | *Stewardship*  
We are stewards of creation, treasuring, developing and conserving the gifts and resources that have been entrusted to us. |
| *Respect*  
Treat others with consideration and regard, respect another person’s point of view. |  |
| *Responsibility*  
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, take care of the environment. |  |
Appendix C: MONITORING AND ASSESSMENT

**BEHAVIOUR MANAGEMENT MODEL**

All staff shall assume responsibility for student welfare. All students have a right to feel safe in a supportive environment where a sense of belonging and wellbeing is fostered. Teachers endeavour to support students to make appropriate behaviour choices, to self-manage their behaviour and to reflect and adjust their behaviour when it impacts on others.

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<th>Types of Behaviours</th>
<th>Investigation</th>
<th>Ways of Resolving</th>
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<tbody>
<tr>
<td><strong>Low Level Behaviours:</strong></td>
<td>Defining and recognising the problem. Identify motivation for behaviour.</td>
<td>Ask students what they should be doing. Reinforce the acceptable, desired behaviours.</td>
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<tr>
<td><strong>Eg.:</strong> Calling out.</td>
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<td>Student adjusts their behaviour. Teacher monitors and redirects the student’s behaviour until it changes.</td>
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<td></td>
<td></td>
<td>Teacher implements a relevant logical consequence for the student behaviour.</td>
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<td></td>
<td>Allow the student calm down time or reflection time.</td>
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<tr>
<td>Not following class rules.</td>
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<tr>
<td>Arguing with class peers.</td>
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<tr>
<td>Not doing required task.</td>
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<tr>
<td>Showing off.</td>
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<tr>
<td>Making noises.</td>
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<tr>
<td>Unsafe yard behaviour.</td>
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<tr>
<td>Interrupting games.</td>
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<tr>
<td><strong>More Serious / Persistent Behaviours:</strong></td>
<td>Identify motivation for behaviour. Consult area colleagues, Student Wellbeing Coordinators, Administration Support Staff.</td>
<td>Ask students what they should be doing. Reinforce the acceptable, desired behaviours. Teacher implements a relevant logical consequence for the student behaviour. Allow the student calm down time or reflection time. Loss of privilege. Contact parents/parent meeting. Negotiate contracts. Enlist help from outside agencies. Devise additional support programs.</td>
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<td><strong>Eg.:</strong> Verbal abuse or swearing with aggression at someone. Dis respectful muttering. Repeated non-compliance / defiance. Refusing to follow instructions – answering back. Deliberate damage to property.</td>
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<tr>
<td><strong>Serious / Ongoing Persistent Behaviours:</strong></td>
<td>Compilation of the student’s behaviour history. Principal meets with relevant staff and parents.</td>
<td>Teacher implements a relevant, logical consequence for the student behaviour. Allow the student calm down time or reflection time. Contact parents/parent meeting. Enlist help from outside agencies. DE&amp;T guidelines for suspension followed. DE&amp;T guidelines for expulsion followed.</td>
</tr>
<tr>
<td><strong>Eg.:</strong> Repeated, ongoing non-compliance, defiance. Verbal/physical abuse of teacher. Verbal/physical abuse of a student.</td>
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</table>

Inappropriate behaviours must be documented in the Playground and Classroom Incident Folders (see Appendix D), and referred to the Principal, Deputy Principal and/or Wellbeing Leader.