

# Student Wellbeing Policy

BRUNSWICK EAST PRIMARY SCHOOL

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### **Student Wellbeing Policy Evaluation:**

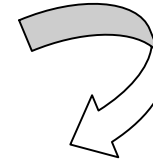
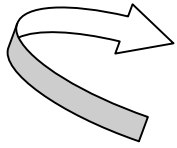
- This policy will be reviewed as part of the school's three year review.

This policy was ratified by School Council on the 27<sup>th</sup> November 2006

This policy was formulated by: staff members, Gail Bernard, Linda Weste, Julie Maclure, Linn Gould, Sarah Lemcke and parent members, Nadia Cordone, Tamzin Benjamin, Jane Stanley, Leanne & Jason Keenan, Susan Taylor.

## VISION

We aim to cultivate a love of lifelong learning in a collaborative, diverse community so that every child can reach full potential.

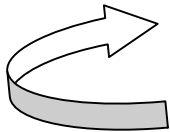


## STUDENT WELLBEING POLICY

Our policy reflects the shared values of our school community and ensures its own efficacy by an on-going process of review in three year cycle.

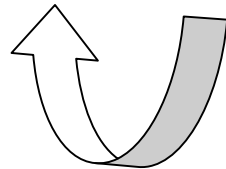
Our policy provides us with guiding principles.

Our programs and practices are dynamic and therefore responsive to the ways that needs and demand can change in our diverse community



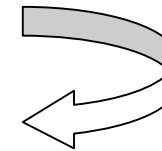
## STAFF AND STUDENT VALUES

Fun, Tolerance and Respect, Kindness  
Learning, Safety, Friendliness, Trust



## MISSION

We aim to be a learning community that endeavours to provide exemplary teaching and learning practices and where students will be empowered to take responsibility for their own learning. We are committed to the pursuit of excellence through continued improvement



## 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.

**This diagram shows the relationship between our school values, policy and practice.**

## WELLBEING PARTNERSHIP

Brunswick East Primary School is committed to providing a safe, caring and supportive learning environment which ensures that the experience of learning is successful for all students.

The school fosters a culture of positive, tolerant and respectful relationships.

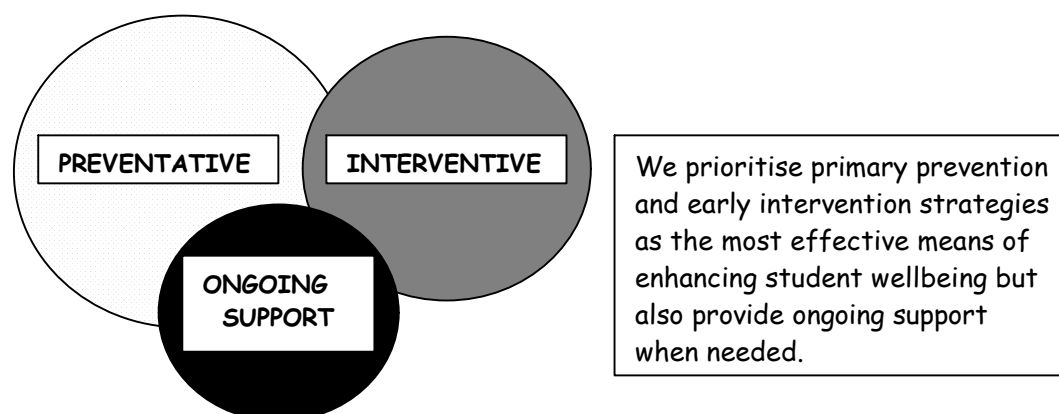
The Student Wellbeing Policy is based on the understanding that students have the primary responsibility for their behaviour and parents and staff work in partnership to assist students.

## WELLBEING SUPPORT NETWORK

- The important task of ensuring student well being is undertaken by all our staff.
- Our staff recognises and values the individuality and diversity of our school community.
- Our view of education is holistic and encompasses emotional, social, physical and cognitive wellbeing.
- We provide additional support for students, staff and parents through the provision of key personnel, our Educational Psychologist, our Wellbeing Co-ordinators and our supportive leadership.
- Our key personnel also provide indirect support to students and families by providing referral to external resources and support agencies.

## WELLBEING PRINCIPLES & PRACTICES

- We apply our policy, mission and values across our whole school practices and programs.
- We ensure accountability to all members of our school community.
- We implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole.
- Our staff will receive ongoing professional development to enhance knowledge and skills.
- We encourage and foster learning and social behaviours that are consistent with the values of our school community.



- We give preference to strategies and approaches that lead to students developing intrinsic motivation.

## WELLBEING PROGRAMS

- We assist student social skill development through explicit teaching of social skills and values. Students learn how to manage their emotions, to resolve conflict and to modify their own behaviour.
- We provide pro-active curriculum programs for all students in prep to grade six.
- Our programs develop positive interaction, self esteem, confidence, resilience and the ability to self manage behaviour.
- Our programs build upon prior learning, are sequential and are tailored to meet the developmental needs.
- We encourage student participation in our camping programs to further develop their interpersonal skills.

## BUILDING COMMUNITY

- We encourage participation in activities and programs that develop a sense of community and pride in our school. Eg camping programs
- We organise community celebrations such as grade six graduation and school concerts.
- We welcome parent participation in classrooms and other curriculum programs.
- We acknowledge the diversity of our community by acknowledging multicultural events such as Carnevale, Christmas, Ramadan, Chinese New Year and Diwali.
- Our community makes decisions democratically through participation in groups such as School Council, Junior School Council and committees.
- Staff and parents collaborate to promote student wellbeing through regular committee meetings.
- We keep the community informed about student wellbeing issues through regular Student Wellbeing Newsletters and our Wellbeing Website. (operating in 2007)
- We encourage community feedback and input to enhance our school practices.

## EVALUATION

- We are committed to high quality wellbeing programs.
- We are committed to regularly evaluating our Student Wellbeing Policy and practices in three year cycles.
- We seek feedback from staff, parents and students through regular surveys.
- We monitor classroom and yard behaviour to ensure the emotional and psychological safety of all students and to promote successful learning.

**RIGHTS****RESPONSIBILITIES**

<b>Students have the right to:</b>	<ul style="list-style-type: none"> <li>• Be treated with respect.</li> <li>• Be accepted for who they are as an individual.</li> <li>• Be listened to.</li> <li>• Be encouraged, helped and praised.</li> <li>• Have a learning environment in which they have equal access to equipment, programs and teacher time.</li> <li>• Work in a supportive environment without intimidation, bullying or harassment.</li> <li>• Be safe and happy in the school environment.</li> </ul>	<b>Students have the responsibility to</b>	<ul style="list-style-type: none"> <li>• Be co-operative and considerate.</li> <li>• Respect the rights of others, and their property.</li> <li>• Play safely, and allow others to play without interference.</li> <li>• Assist others to feel safe and happy.</li> <li>• Participate and work to the best of their ability.</li> <li>• Follow school rules.</li> </ul>
<b>Staff have the right to:</b>	<ul style="list-style-type: none"> <li>• Be treated with respect.</li> <li>• Teach in an orderly and cooperative environment.</li> <li>• Work in a safe, supportive and discrimination free environment.</li> <li>• Be shown courtesy and consideration by all the school community.</li> <li>• Be supported and assisted by parents in their child's learning.</li> <li>• Be valued as a professional.</li> <li>• Access to professional development.</li> </ul>	<b>Staff have the responsibility to:</b>	<ul style="list-style-type: none"> <li>• Implement the Student Wellbeing Policy fairly and consistently.</li> <li>• Ensure they are non-discriminatory, caring, courteous and considerate in dealing with all members of the school community.</li> <li>• Provide a quality, engaging education program.</li> <li>• Offer support to colleagues.</li> <li>• Regularly report to parents on student progress.</li> <li>• Attend professional development.</li> <li>• Respond effectively to educational initiatives and priorities.</li> </ul>
<b>Parents have the right to:</b>	<ul style="list-style-type: none"> <li>• Be treated with respect and have their opinions valued.</li> <li>• Be welcomed at school.</li> <li>• Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</li> <li>• Be regularly informed about their child's progress at school.</li> <li>• Be informed regularly about general school events and issues.</li> <li>• Assist in formulating school policies through sub-committees.</li> <li>• Be actively involved in their children's education.</li> </ul>	<b>Parents have the responsibility to:</b>	<ul style="list-style-type: none"> <li>• Respect all members of the school community.</li> <li>• Act as a partner in the school's learning process.</li> <li>• Support the educational needs of their children.</li> <li>• Be aware of and support school rules, procedures and events.</li> <li>• Support the school in its efforts to maintain a positive and safe learning environment.</li> </ul>

## 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 well being 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.

TYPES OF BEHAVIOURS	INVESTIGATION	WAYS OF RESOLVING
<p><b>Low Level Behaviours:</b> eg. Calling out Not following class rules Arguing with class peers Not doing required task Showing off Making noises Unsafe yard behaviour Interrupting games</p>	<p>Defining &amp; recognising the problem. Identify motivation for behaviour.</p>	<p>Ask students what they should be doing. Reinforce the acceptable, desired behaviours. Student adjusts their behaviour. Teacher monitors and redirects the student's behaviour until it changes. Teacher implements a relevant logical consequence for the student behaviour. Allow the student calm down time or reflection time.</p>
<p><b>More Serious / Persistent Behaviours:</b> eg. Verbal abuse or swearing with aggression at someone. Disrespectful muttering Repeated non-compliance / defiance Refusing to follow instructions answering back Deliberate damage to property</p>	<p>Identify motivation for behaviour. Consult area colleagues, Student Wellbeing Coordinators, Administration, support staff.</p>	<p>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.</p>
<p><b>Serious / Ongoing Persistent Behaviours:</b> eg. Repeated, ongoing non-compliance / defiance Verbal / physical abuse of teacher Verbal / physical abuse of a student</p>	<p>Compilation of the student's behaviour history. Principal meets with relevant staff and parents.</p>	<p>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. D.E.&amp;T guidelines for suspension followed. D.E.&amp;T. guidelines for expulsion followed.</p>

## YARD WELLBEING

- We ensure our 'Duty of Care' to students, and are accountable to our community.
- Supervision by us in the yard ensures student safety and ensures respect for students right to play free from bullying and harm.
- Our presence is primarily pro-active /preventative. We also intervene when conflicts of interests occur.
- We promote positive tolerant respectful yard play.
- We support individuals or groups of students to make choices about their social interactions that are consistent with our school community values.
- We are visible, easy to locate, equipped with basic first aid.

## YARD/ CLASS MONITORING

- We assist students to utilise strategies to regulate their own behaviour.
- We regularly monitor yard and classroom incidents.
- When necessary we notify parents of inappropriate behaviour as soon as is practicable.
- We raise the awareness of individual students about their behaviour choices.
- We assist the school to assess the need for additional student support.
- We assist teachers and students to collaboratively set social behaviour goals.
- We assess whether the school welfare programs (preventative, intervention) are reducing bullying and inappropriate behaviours
- We identify peak times when inappropriate yard behaviour increases eg end of term, to identify possible reasons for this, and facilitate appropriate preventative programs or practices.
- We give preference to the use of logical consequences that are related to the behaviour, are respectful of all parties, build relationships, are fair and are based on reasonable expectations.

<b>EXPECTATIONS</b>
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The safety and security of all students is enhanced when students make choices about their behaviours that are consistent with our school values. Our expectations about behaviour apply to all school activities including excursions, camps and sporting events.

<b>SOCIAL INTERACTION</b>	<p><b>For example</b></p> <ul style="list-style-type: none"> <li>• Sharing playground space with others.</li> <li>• Respecting other people's personal space, choices and rights to learn.</li> <li>• Using language that is inclusive and respectful of others.</li> <li>• Showing tolerance and acceptance of others.</li> <li>• Seeking assistance from staff in regard to social, behavioural or interpersonal issues they need help with.</li> <li>• Co-operating with all school staff, visitors and members of the school community.</li> </ul>
<b>SAFETY AND MOVEMENT</b>	<p><b>For example</b></p> <ul style="list-style-type: none"> <li>• Walking along passageways, around corners and in the courtyard area.</li> <li>• Going to the toilet or leaving class always with a partner.</li> <li>• Not riding skateboards, bicycles or scooters in the school grounds.</li> <li>• Remaining in designated school areas unless permission has been granted.</li> <li>• Using equipment safely.</li> <li>• Wearing clothing and footwear that is sunsmart and appropriate for movement and safety.</li> </ul>
<b>WORKING TOWARDS OUR PERSONAL BEST</b>	<p><b>For example</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility for my own learning.</li> <li>• Respecting the rights of others to learn.</li> <li>• Working to my best ability in all learning situations.</li> <li>• Being prepared to work with others.</li> <li>• Concentrating on my learning.</li> <li>• Acknowledging my own efforts and the efforts of others.</li> </ul>

## BACKGROUND THEORY

- The welfare committee undertook professional reading.
- Welfare consultant, Jo Lange conducted workshops with staff and parents to assist in the evaluation of existing welfare practices and to assist in the formulation of a new policy.
- We believe that approaches developed by the following theorists are consistent with our values about Student Wellbeing and have utilised these in the development of this Student Wellbeing Policy-
  - Carl Rogers
  - Rudolf Dreikur
  - Ron Canter
  - Bill Rogers
  - Alfie Kohn
  - Abraham Maslow

## RELATED POLICIES / DOCUMENTS

- The Equal Opportunity Act. (March 1995)
- School Charter Document.
- Merit and Equity Policy.
- I.S.D.E.S./ Drug Education Policy (Individual School Drug Education Strategy)
- Sexual Harassment Policy.
- Bullying Policy (to be completed in 2007)

## RELATED LEGISLATION

- The Equal Opportunity Act (March 1995)
- The Sex Discrimination Act, 1984 (Commonwealth)
- The Racial Discrimination Act, 1975 (Commonwealth)
- The Disability Discrimination Act, 1992 (Commonwealth)
- The Occupational Health / Safety Act
- The Racial and Religious Tolerance Act (2001)

## COMPLEMENTARY POLICIES

- Yard Supervision Policy.
- Sun Smart Policy.
- Prep Transition Policy.
- Grade Six Transition Policy