

ST. JOSEPH'S PRIMARY SCHOOL LEETON



STUDENT WELLBEING FRAMEWORK

Including:

- Wellbeing
- Pastoral Care
- Awards of Excellence
- Anti-Bullying Policy
- Behaviour Management and Discipline Procedures
- Suspension, Expulsion and Exclusion Procedures

A CHRIST CENTRED SCHOOL COMMUNITY

At St Joseph's Primary School, we believe that the teachings of Jesus are at the very centre of our core beliefs. We aim to create a positive school environment through the living out of the Gospel. At St Joseph's we believe that Pastoral Care and the way we treat one another is modeled on Christ's love and is the active expression of care and concern for each community member.

We believe that the building of positive relationships is the responsibility of the whole school community. It embraces a network of relationships among students, teachers, parents and the wider community.

The wellbeing of our school community is an intentional response to the needs of its members.

To meet these needs at St Joseph's it is our responsibility to:

- Employ holistic efforts towards becoming a deeply reverent community
- Actively promote dignity for all
- Model leadership as influence, not as 'power-over'
- Engage in honest, open and transactional communication
- Provide a high level of support to each other

- Have high performance expectations for self and others
- Establish school norms that support academic excellence and maximize student strengths
- Deal with student conflicts constructively and peacefully
- Base student discipline on teachable moments and meaningful growth opportunities

Source: "Childrens' perspective - an Australian study"

WELLBEING

At St Joseph's, Wellbeing is defined as:

- Feelings of happiness, but also the ability to integrate sadness into one's life and be able to deal with it.
- Feeling secure in social relations.
- Being a moral actor in relation to oneself, making decisions in one's own best interests and behaving well in relation to others.
- Promoting an environment where all members of the community are free and confident enough to take risks socially, professionally and educationally.
- Keeping safe and feeling secure including personal safety; feeling secure within families, and global safety.
- Having a positive sense of self including being valued by others; and having a positive self; taking time out/having your own space to reflect.
- Having a sound physical environment to be in, be it school or home.

Source: Fattore et al. (2007)

PASTORAL CARE

"Love may be defined as the sharing of something of myself to give life to another."

Pastoral care is an expression of our school's service to all members of our community.

At St. Joseph's, Pastoral Care is:

- Establishing a community of care where individuals know they will be supported in their endeavours, crisis', stresses and celebrations.
- Ensuring students are aware of the structures in place to support their development.

- Recognising the efforts and achievements of all members of the school community.
- Developing conflict resolution skills in all members of the school community.
- Helping each member realise his/her responsibility for the building of a loving, just and safe community.

Features of Pastoral Care at St. Joseph's:

- Celebrating a diverse community, eg: NAIDOC week, Harmony Day, Mothers' /Fathers' /Grandparents' days, reception of Sacraments.
- A peaceful, happy, interactive community.
- A community to which all feel they belong.
- Members recognise and accept individual differences.
- Respectful speech.
- A climate of affirmation.
- A community of prayer.
- Professional relationships.
- Forgiveness.
- A risk taking environment.
- Celebrating achievements of staff, students and the school community, through awards of excellence (see below).

AWARDS OF EXCELLENCE

The most significant kind of reward for children is an intrinsic reward. This gives children a sense of worth and they value the work they are doing. This kind of reward system builds self-esteem and motivates children to achieve.

Extrinsic rewards also have a place, and at St. Joseph's these are used in a variety of ways.

Classroom (individual and group rewards)

Examples:

- Stickers.
- Sweet treats, used in moderation. (NB - St Joseph's is a nut-free school, so chocolate and other products containing traces of nuts cannot be used).
- "Thank you" notes.
- Music.
- Sport.

General

Examples:

- Newsletter notification.
- Weekly Merit Awards.
- Public acknowledgement at assembly.
- End of year awards (per class - House patron awards).
- End of year awards (whole school).
- “Bucket Filler of the week” award.
- Public acknowledgement of school Facebook page.

ANTI-BULLYING POLICY

At St Joseph’s Bullying is defined as, and includes:

- ✓ A social interaction process usually involving the bully, the target and the bystanders and requires relationship-based solutions.
- ✓ Any deliberate aggressive act by a person or group with intent to inflict harm on another person causing distress or risk to their wellbeing.
- ✓ Bullying can continue over time, and is often hidden from adults.
- ✓ Ongoing use of physical strength or social power between aggressor and target.
- ✓ An unjust use of physical strength, influence or social power to dominate someone.
- ✓ Gratifying for the aggressor.
- ✓ A deliberate act or threat that causes psychological distress and sense of oppression for the target.
- ✓ *Direct/Overt* - physical and verbal. This is the most visible and most obvious form.
- ✓ *Indirect/Covert* - extremely difficult to detect and easy to deny.
- ✓ *Cyberbullying* - harmful online acts where public statements, behaviours or images are intended to hurt, embarrass or harm another person.
- ✓ Typically repeated, although any one incident should not be ignored.

Bullying is not:

- ✗ A single episode of social rejection or dislike.
- ✗ A single episode or act of nastiness or spite.
- ✗ An isolated act of aggression or intimidation.
- ✗ A mutual argument, disagreement or fight.

NOTE: These actions can cause great distress. However, they are not examples of bullying unless the behavior is deliberate and ongoing.

References:

- *Reach Out:* <http://au.reachout.com/bullying#what>

- *National Centre Against Bullying: <http://www.ncab.org.au/parents/whatis/>*

PROCEDURES

At St Joseph's, we believe that we should assist students, staff and the wider community to deal with bullying by giving students the opportunity to develop positive relationships. We strive to do this through our daily interactions with students, Religious Education Program and Personal Development and Health Programs. Specific understandings, skills and strategies are taught by classroom teachers to help prevent bullying and to deal with situations as they occur.

IMPLEMENTATION

Strategies:

Teaching and Learning programs:

- All teaching and learning programs incorporate opportunities for students to develop skills in collaborative learning, communication, assertiveness and problem solving. These skills will help to develop and build our children's self-esteem and empower them to take responsibility for themselves.

Communication:

- A safe and supportive environment is created when all members of our school community promote open communication about bullying, what it is, how it affects individuals and what can be done to counter it.

Working together:

- Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying.
- Regular modeling of Restorative Practices.

Responsibilities of our school:

1. To explicitly educate students about bullying and its consequences through teacher implemented classroom instruction.
2. To provide opportunities for parents and staff to learn about bullying and strategies for supporting students who engage in or are affected by bullying behaviours.
3. To actively monitor students behaviour and use positive behaviour management strategies.
4. To keep records and monitor bullying incidents.
5. To notify parents if their child is involved in any bullying incident.
6. To protect and support targets of bullying to reduce the likelihood of them being bullied again.

7. To work with parents of the target to give their child strategies to avoid being bullied.
8. To work with the parents of the child who engages in bullying behaviour to jointly establish strategies to assist the child in making appropriate behavioural choices.
9. To work with the parents of the child who is a bystander in bullying situations to jointly establish strategies to assist the child in making appropriate behavioural choices.
10. Remove any child who engages in bullying behaviours from the playground and/or school for a required period of time should there be no change in his/her behavior.
11. To use common language across the school.
12. To display visual cues and symbols to reinforce common language and positive behaviours.

Responsibilities of staff:

1. To model appropriate behavior at all times.
2. To address all reported and observed situations as set out in this policy.
3. To ensure all students are supervised at all times.
4. To follow the guidelines of the Student Wellbeing policy and to distribute this policy to the school community.
5. To educate/teach children strategies to manage bullying behaviours.
6. To communicate with and report back to parents and carers who have made a bullying report, on the progress and management of the complaint within 48 hours.
7. To maintain records of bullying complaints and follow up courses of action.
8. To advise parents if their child is engaged in a situation where bullying behaviour has occurred.
9. To notify specific class teachers of students who have been engaged in a situation where bullying behaviour has occurred.
10. To discuss, and consistently reinforce, the school's Student Wellbeing policy with students.
11. To conduct follow-up meetings with students who have been engaged in a situation where bullying behaviour has occurred.
12. To utilise teachable moments for the bully, target and bystanders.
13. To provide a variety of means for students to report a bullying incident eg: incident/communication box, verbal report, request a meeting.

Responsibilities of students:

1. Not to bully others.
2. To report if they are being bullied either at school or on the way to or from school.
3. To report any knowledge of another student being bullied either at school or on the way to or from school.
4. To report known incidents of cyber bullying.

Responsibilities of parents:

1. To monitor signs indicating that their child may be being bullied or is engaging in bullying behaviour.
2. To speak to the home class teacher if their child is being bullied or suspect that this is happening.
3. To instruct their child to report to their home class teacher or member of staff, if they are being bullied.
4. To advise the school if their child is engaged in bullying behaviour.
5. To advise the school if they become aware of a situation where a bullying situation has occurred.

PROCEDURES FOR INVESTIGATION

Responding to reported **incidences of bullying:**

When dealing with a bullying incident, behaviour management steps are followed.

When a bullying incident is reported or observed, the following steps are taken:

1. The teacher on duty or home class teacher will talk to the students involved about the incident and remind them that such behavior is not acceptable, comfort the target and discuss how he/she feels. The teacher will strive to provide the victim with strategies and support the bully to change behaviour by using Restorative Practices. (See Restorative Practices). This can be done individually or with all people involved, depending on the discretion of the teacher and the individual situation.
2. The home room teacher (if not already involved) must be informed and the incident recorded and a record kept.
3. The home room teacher will monitor the children involved following this mediation.
4. If a behavioural pattern is established, parents should be informed and an appointment made to discuss the problem where the Principal will remind the parents/caregivers of the policy and ask for their co-operation in stopping the child from bullying. A plan of action will be established and followed through by

the Principal. A copy of the plan will be given to the home room teacher and all staff will be informed at a staff meeting.

5. Support for the bully to change their negative social interactions and help them form positive relationships and sense of self.
6. If none of these steps succeed in stopping the child being a bully, he/she will be excluded either from the playground, from representing the school or be suspended from school for a short period of time. (See CSO Suspension, Expulsion and Exclusion Policy).
7. Counselling and support will be sought from external providers such as Centrelink to support children involved in a situation where bullying behaviour has occurred.

Victim Support:

A child who is repeatedly a victim will receive appropriate coaching and support. Strategies victims can use are...

1. Stay calm
2. Say no firmly.
3. Tell the bully that you find what they are doing hurtful/that you don't like it.
4. Ignore if it not serious.
5. Walk away.
6. Discuss/share with a friend and explore solutions.
7. Inform the teacher or another staff member and parents.
8. If it is a severe, violent attack, call loudly for help.

* Teachers should give students the opportunity to practice the above through role play or drama to assist them in dealing with a bullying incident.

RESTORATIVE PRACTICES

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

Restorative questions are a tool used to process an incident of wrongdoing or conflict. When a situation has occurred, the person(s) who has created the conflict takes some time and answers questions such as the following:

When responding to challenging behaviour:

- What happened?

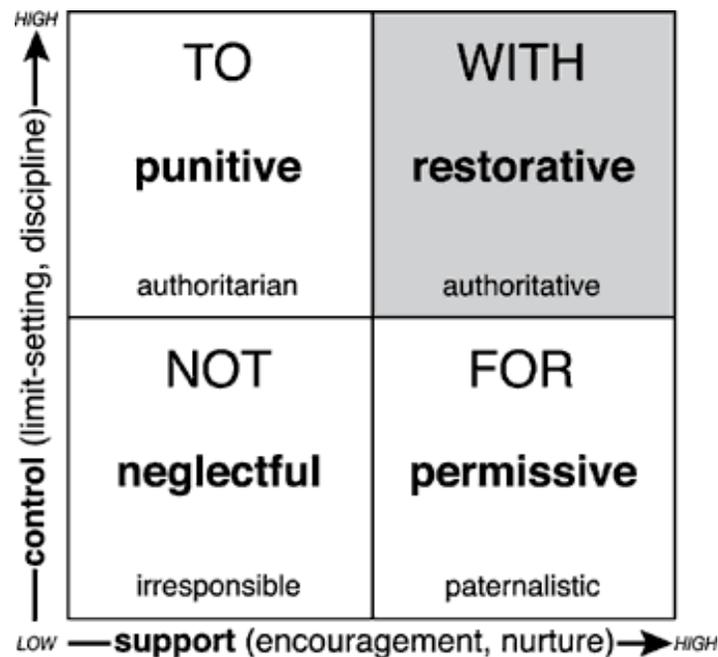
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected or harmed by others' actions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Social Discipline Window:

The *social discipline window* describes four basic approaches to maintaining social norms and behavioural boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things *with* people, rather than *to* them or *for* them.



The Social Discipline Window

PROCEDURAL FAIRNESS

During all discussions with a student around any behaviour deemed to be inappropriate, *Procedural Fairness* must always be observed.

Procedural fairness is a process where all involved have the opportunity to give their part of the story. When a staff member receives information about a wrongdoing, they allow all involved to give their story. This can be done by asking the student(s) involved to write down their involvement in the incident and/or their version of events. If there are wide discrepancies in the reports students are asked to write more. This also gives time for emotions to settle.

If a student cries during the investigation, the Principal should be notified and advice sought as to whether parents need to be informed. Details are recorded about the situation and a copy passed on to the Principal. Notes on the conversation are recorded. When dealing with something that did not occur immediately prior, a script of the discussion is recorded.

All students need to feel safe at school. If they don't, they cannot learn to their potential. It is important that when a situation is dealt with it is allowed to rest. Only those people who need to know should know and it should not be publicly discussed.

BEHAVIOUR MANAGEMENT AND DISCIPLINE PROCEDURES

SEQUENCE OF PLAYGROUND BEHAVIOUR MANAGEMENT

NB: A child's name will only be written into the detention folder after consultation between the detention/time out supervising teacher (AP), the playground supervising teacher and classroom teacher. This will help to ensure that any background information or behaviour management that the classroom teacher may have in place can be considered before disciplinary action is taken.

Information regarding the sequence of playground behavior management is as follows:

- The Assistant Principal (AP) supervises the Detention/Time Out room each lunch time from 1:15 - 1:45pm.
- Green Timeout Cards are in operation on each playground area and located within Teacher vests.
- All teachers are to take the yellow vests (with Green Timeout Cards) out on duty.
- For minor misbehaviours the teacher on duty may send a child off the playground to the Time Out room too cool down.

- The teacher on duty may send a child off the playground to a quiet area, or to pick up papers. The supervising teacher must monitor the child and allocate a time for the child to be off the playground.
- The student must be sent to an area at the edge of the playground where teacher on duty can supervise. A suggested time frame is 5 mins for 5 year old, 7 mins for 7 year old etc.
- If a teacher determines that the misbehaviour is serious the student is sent to the Detention/Time out room immediately with a green 'Time Out' card.
- If a child is sent to 'time out' from the playground, the Assistant Principal assesses the behavior, consults the child's classroom teacher and the duty teacher before determining whether the student's name is written into the Detention folder.
- Teachers observing negative behaviours which warrant 'time out' at a time when the Detention/Time Out room is not operating, write the student's name onto a sheet in the Detention folder and discuss the child's behaviour with the AP and classroom teacher.
- During the next lunch time the 'time out' supervisor (AP) assesses the student's misbehaviour and determines whether their name needs to be added to the folder which is kept in the Detention/Time Out room.
- During all discussions with a student around any behaviour deemed to be inappropriate **Procedural Fairness** must always be observed.
- The AP meets with the child's classroom teacher to inform them that a student from their class was sent to the 'time out' room. Together, the classroom teacher, supervising teacher and AP decide how many days the student should stay in Detention/Time Out and whether a note should be sent home to the student's parents.
- The principles of **Restorative Practice** will be used within the playground, classroom and 'Time Out' focusing on:
 - Specific behaviours or incidents without blaming
 - Drawing out who was affected and how they were affected
 - Directing questions towards problem solving to make things right.

Detention is defined as:

- ◆ Punishment for a serious incident or misbehaviour on the playground or other area of the school that took place out of class time.
- ◆ Repeated misbehaviour on the playground or other area of the school out of class time.
- ◆ Behaviour worthy of parents/carers being notified via a note or phone call (in consultation with AP).

In-class behaviours should be dealt with by the class teacher, and should not be referred to detention unless communicated to the Principal or AP and deemed to be ongoing or serious.

Time Out is defined as:

- ◆ Time off the playground or other area of the school out of class time in order for a child to:
 - cool down,
 - think about their actions,
 - discuss an incident with the Time Out supervising teacher (AP),
 - record their version of the events that took place, or
 - follow up from a prior incident.
- ◆ Be removed from a potentially dangerous or volatile situation.

CATEGORIES OF MISDEMEANORS

The following guide has been provided to assist with the consequences/follow-up which may result from inappropriate behavior.

Level	Misdemeanor	Action
1	<ul style="list-style-type: none">• Use of bad/crude language.• Ignoring teacher’s instructions.• Disobeying teacher’s instructions.• Addressing or answering an adult rudely.• Disruptive behaviour in class.• Refusing to accept consequences.• Telling lies to teachers.• Mistreatment of classroom resources.• Spreading unpleasant or untrue rumours or lies.• Excluding someone from a group.• Giving nasty looks, making rude gestures, calling names and constantly teasing.• Intentionally and repeatedly hurting someone.• Misrepresenting someone eg: using online accounts to post messages as if it were them. (The above may occur online or offline or a combination of both).	<ol style="list-style-type: none">1. Interview with class teacher and student.2. May involve 10 minute withdrawal in another class.3. A list kept of unacceptable behavior.4. Unacceptable behavior recorded 3 times = level 2.5. Parents informed.6. Assistant Principal/Principal informed.7. Interview with parents. (Assistant Principal/ Principal on request).8. Loss of minor privilege. eg: recess/lunch

Level	Misdemeanor	Action
2	<ul style="list-style-type: none"> • Repeated misdemeanor of level 1 offence (recorded 3 times in class record). • Bullying other pupils. • Engaging in physical violence. • Stealing eg: another personal student's equipment (classroom based). • Harassing someone based on their race, sex, religion, gender or a disability. • Intentionally stalking someone. • Unruly behavior in public places whilst representing the school. • Consistently ignoring teacher's instructions. • Defacing furniture or walls. • Unacceptable behavior that causes damage. • Continual breaking of school rules eg: out of bounds. 	<ol style="list-style-type: none"> 1. Interview with Assistant Principal, class teacher and student. 2. Offer of school support services eg: counseling. 3. Record of misdemeanor recorded and kept. 4. Interview with Principal after two or more repeated level 2 offences.
Level	Misdemeanor	Action
3	<ul style="list-style-type: none"> • Deliberate physical violence. • Deliberate physical or verbal abuse of an adult. • Deliberate physical or verbal abuse of another student. • Truancing. • Leaving school premises without permission. • Deliberately damaging school property or the property of other students. • Stealing of a higher order eg: money, school property. 	<ol style="list-style-type: none"> 1. Ongoing diary of student behavior to be kept and signed by the student. 2. Principal and parents informed. 3. High intensity interview with Principal, Wellbeing Officer, class teacher and student. 4. Formal parent interview including Principal. 5. Establish behavioural contract with the student.

		6. School support services eg: counsellor. 7. Suspension. See attached Diocesan policy
4	<ul style="list-style-type: none"> • Assault. • Possession of a prohibited weapon. • Possession of a prohibited substance. 	1. Parents informed. 2. Contact Police. 3. School support services eg: counsellor.

Where students/families are in need of further intervention/assistance, they may be referred to the following agencies:

- Catholic Schools Office, Wagga Wagga
- Centacare
- Medical Professionals - Paediatricians, General Practitioners, Psychologists, Speech Pathologists, Occupational Therapists
- Community Health
- Department of Community Services
- Police.

SUSPENSION, EXPULSION AND EXCLUSION PROCEDURES

See Diocesan Suspension, Expulsion and Exclusion Policy