WELLBEING POLICY

RATIONALE

St Michael's Primary, Baulkham Hills 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 Michael's Primary, Baulkham Hills is a safe and happy place to learn and teach.

At St Michael's, we focus on positively encouraging and rewarding appropriate behaviour. We are implementing the Diocesan Positive Behaviour Support for Learning (PBS4L) framework, which supports our school to identify and successfully implement evidenced-based whole-school practices that enhance learning outcomes. We believe that it is important for children to develop responsibility for their own actions and accept the consequences that occur because of that behaviour. We also believe that if we want to see these behaviours, they need to be explicitly taught and retaught as needed. We focus on developing the children's social skills and encourage them to become respectful, cooperative and resilient members of the community.

At St Michael's Primary, Baulkham Hills pastoral care and student management is a reflection of the practices and attitudes that operate in this parish school. ***Corporal punishment is not part of our student management strategies.***

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 provide a caring and supportive environment where a quality Catholic education enables students to become respectful, lifelong learners in a global community.

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.
- 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 self and others, learning and the environment as expressed in our school expectations.

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

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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 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
Students have a right to:	*Students have a responsibility to:*
- 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.	- 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 correct school uniform with pride.
STAFF	STAFF
Staff have a right to:	*Staff have a responsibility to:*
- 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.	- 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
Parents have a right to:	*Parents have a responsibility to:*
• 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.	• 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.

CODE OF CONDUCT

As a pupil at St Michael's Primary School, participating in all school activities whether in or out of school, I will promote this school's good name through:

R – Respect yourself, others and property

E – Everyone has a right to learn

S – Strive to be the best you can be

P – Play safe; Be safe

E – Earn St Michael's a good name

C – Cooperate with all members of the St Michael's community

T – Think before you act

On occasions when a student displays inappropriate behaviour, each member of staff will follow the management policy listed on the following pages.

The school prohibits corporal punishment of any form.

The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at the school.

Student representatives

For students to be able to represent the school at extracurricular sporting events or other events their behaviour and code of conduct needs to be impeccable.

Students who are regularly disrespectful to teachers, disruptive in class or behave in a manner that is not acceptable will have these extracurricular privileges withdrawn at the discretion of the Principal.

STUDENT BEHAVIOUR

Student Rules

St Michael's Primary, Baulkham Hills Wellbeing policy reflects and supports our school rules
- Respect ourselves
- Respect others
- Respect our environment

Definition of Bullying

Bullying is defined as repeated incidents that involve a student hurting another student. These incidents may be verbal, physical, social, psychological or cyber in nature. Bullying in any shape or form is not tolerated. Children, parents and teachers are expected to take steps towards identifying and addressing issues of bullying. Children are encouraged to report bullying immediately to the class teacher, Assistant Principal or Principal.

Each situation that arises is different and will be treated sensitively and appropriately by the staff at the school. Provocation and each child's individual circumstances are always taken into consideration and points of view taken into account. We wish to work in partnership with parents to help students with behavioural/emotional difficulties. We are prepared to listen and be flexible in our response. The dignity of each child is paramount, therefore confidentiality regards to student management/discipline imposed will be maintained.

IMPLEMENTATION

Role of the Teachers

- To model respectful language and tolerant behaviour.
- To create a caring and inclusive classroom environment.
- To implement classroom programs that promote resilience and assertiveness.
- To raise students' awareness and understanding of inappropriate behaviour/bullying including cyber bullying.
- To adhere to the school's *Acceptable Use of Technology* policy and guidelines with regard to student use of school technology.
- To actively supervise students during school recesses and be observant of signs of bullying or inappropriate behaviour and harassment.
- To teach the children how to solve their problems through various strategies, so that they learn how to co-operate and talk together in a spirit of forgiveness and understanding.
- To help our students to develop the ability to take responsibility for their actions and to see the links between their own behaviour and the consequences of their actions.
- To speak respectfully to disruptive students using language which is decisive, firm and clear. We aim to approach student management in a positive and consistent way in order to preserve the dignity and self-esteem of the individual.
- To listen to students' reports of bullying and inappropriate behaviour and act appropriately to stop it.
- Teachers are not permitted to administer corporal punishment. Students are encouraged to *respectfully* offer their points of view and express their feelings within this framework.

The Role of Students

- To act appropriately to the needs of others.
- To tell their teacher and their parents if a child is unkind to them, including being unkind through digital media.
- To support a student being harassed and seek teacher assistance if the harassment does not stop

Students should be fully aware that if someone is taking away their:

- Right to be respected, or
- Right to be happy, or
- Right to be safe, or
- Right to learn.

They are to:

1. **IGNORE THE PERSON AND SAY "STOP",**
2. **"I DON'T LIKE WHAT YOU ARE DOING", IN A FIRM BUT CALM VOICE**
3. **IF THEY DO NOT STOP, TELL A TEACHER**

The Role of Parents

- To read the school's Student Wellbeing Policy, and to counter-sign the school's Acceptable Use of Technology Policy.
- To inform their child's teacher if they believe that their child is being bullied.
- To advise their child not to retaliate, but to tell their teacher.
- To work with the school and policy guidelines if their child is involved in a bullying incident, including cyber-bullying, either as the bully or the one being bullied.

The Role of the School

- To implement a positive whole school approach to student management based on Christian values and attitudes.
- To use school assemblies to raise students' awareness of bullying, including cyber-bullying, to promote positive behaviours and to reinforce social skills.
- To provide parents with information on bullying, including cyber-bullying.
- To implement playground supervision practices that make play a safe and positive experience for all students.
- To record all incidents of bullying, including cyber-bullying.
- To work in partnership with parents when addressing bullying incidents.
- To conduct a whole school bullying survey in Term 1 and Term 3 each year.
- To implement procedures and consequences that are consistent with the school's Student Care Policy.
- To make the policy available to parents through the school's newsletter and website.
- To revisit the Student Wellbeing policy and Acceptable Use of Technology Policy with teachers and students at the beginning of each school year.

St Michael's Wellbeing Expectations Matrix

Expectation	All Settings	Playgrounds	Toilets	Stairways/ walkways	Church
Respect for self and others.	We are in the right place at the right time We wear the full school uniform with pride We use kind words and show manners We keep hands, feet and objects to ourselves	**All settings rules apply plus...** We respond to the music and teachers' signal We play by the rules and include others We move around the school safely	**All settings rules apply plus...** We respect the privacy of others We use the toilets appropriately We wash our hands with soap when we are finished We return promptly to our class or playground after using the toilets	**All settings rules apply plus...** We keep to the left We move safely We use quiet voices	**All settings rules apply plus...** We are reverent and prayerful We walk safely to the church We respect church property
Respect for learning.	We work collaboratively We challenge ourselves We participate				
Respect for environment.	We use equipment appropriately We keep our school clean and tidy				

Behaviour Management Flowchart - PLAYGROUND

Revised 20/12/18

Response to student is:
1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful and private

CR=Classroom
PG=Playground

Observe Problem Behaviour

No ← **Does the behaviour require Leadership involvement?** → Yes

Follow Minor Behaviour Response

Follow Major Behaviour Response

Does student have 3 minor incidents in one week?

Playground Teacher
1
- ❏ Prompt
- ❏ Redirect
- ❏ Reteach
- ❏ Choice

Behaviour Stops

Behaviour Continues

Give positive verbal feedback

Apply Behaviour Consequence
(logical, individualised)

2

Playground
- ❏ Sit out from play 1-5min
- ❏ Walk with teacher (reteaching)
- ❏ Removal from activity
- ❏ Problem solve with student

Minor Teacher Managed	Major Leadership Involved
• Cyber misuse	• Absconding
• Disrespect	• Abusive language
• Disruption (mild)	• Assault
• Inappropriate language	• Cyber abuse
• Late for Lines	• Defiance
• Non-compliance	• Major disrespect
• Out of bounds	• Physical aggression
• Physical contact/hands on	• Property Damage
• Property misuse	• Theft
• Other	• Other major problem behaviours that can not be categorised

Playground Teacher
- ❏ Inform student of rule violation
- ❏ State expected behaviour

Leadership with Playground Teacher
- ❏ Review incident and discuss
- ❏ Consequence determined

Leadership/Playground Teacher record data on Behaviour Incident Form

Leadership/PG Teacher informs parent/guardian

Leadersh/PG Teacher follows through on consequences

If Behaviour continues
- • Parent interview
- • Counsellor referral
- • Behaviour team referral

Apply Behaviour Consequence (logical, individualised)

Student removed from the playground and behaviour logged on incident form
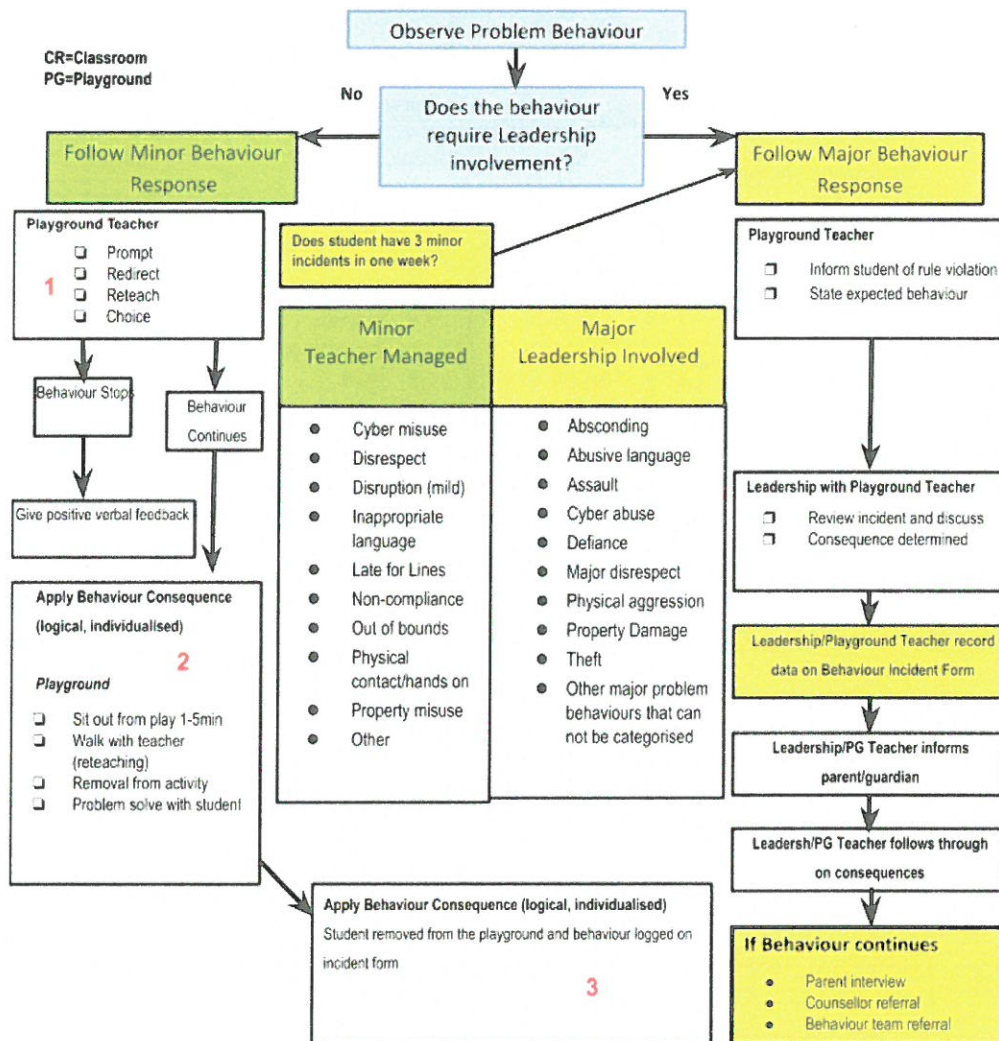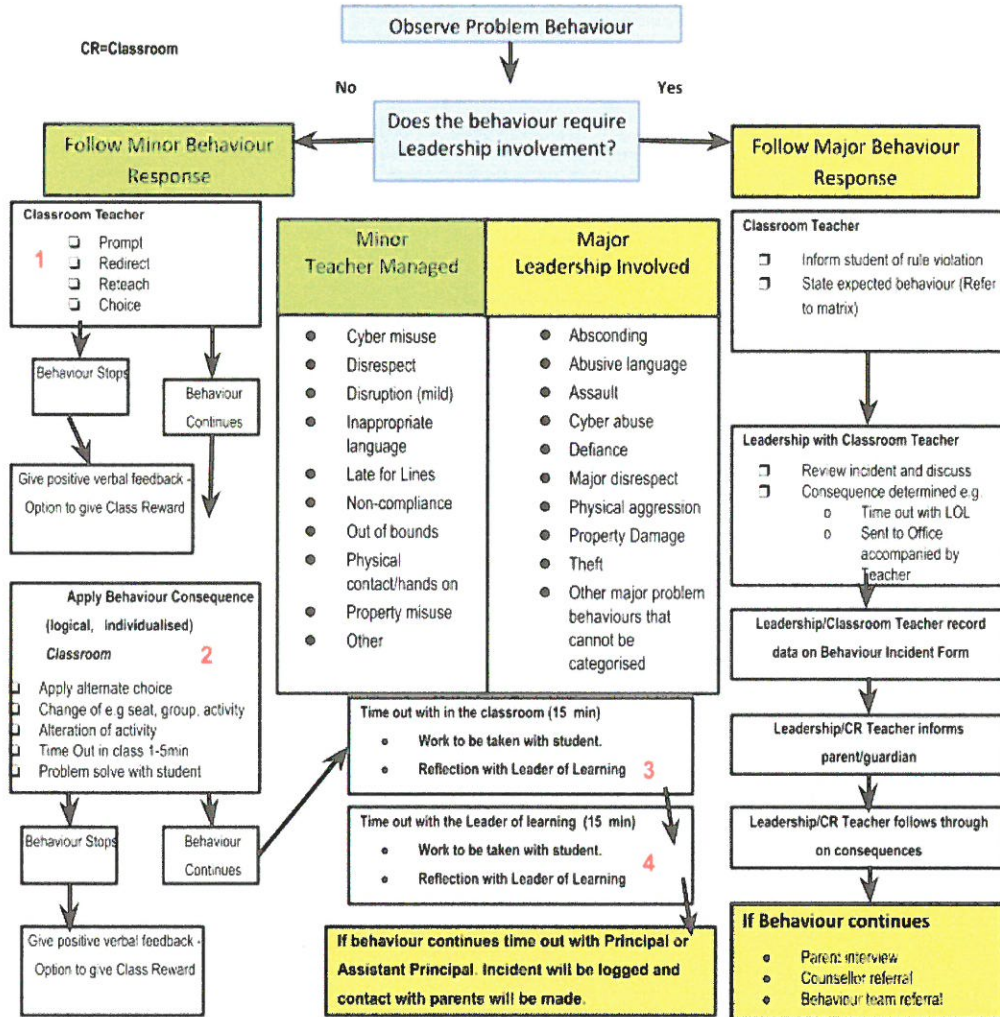
3

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Behaviour Management Flowchart - CLASSROOM
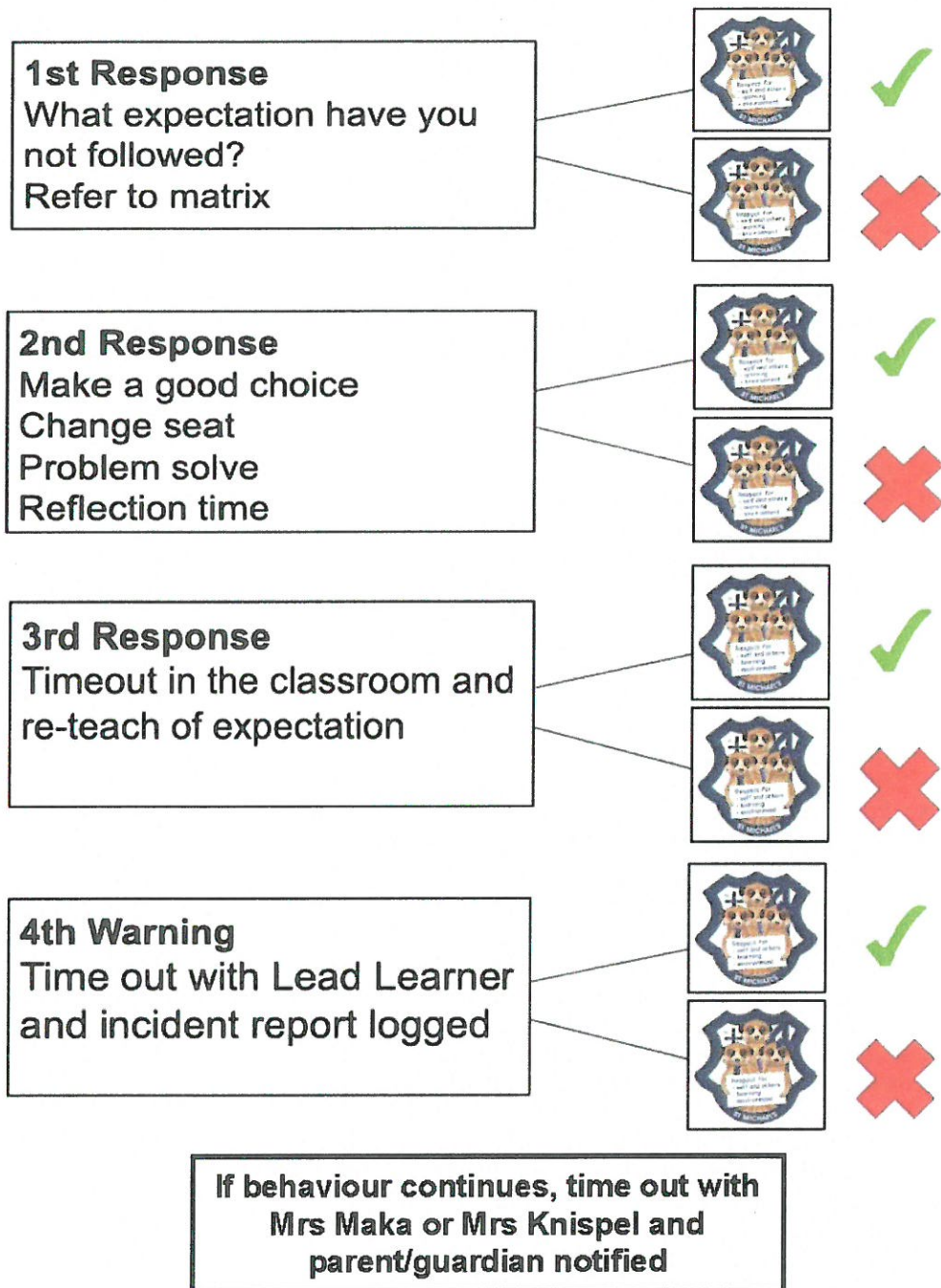
Revised 7/8/19

Response to student is:

1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful and private

CR=Classroom

Observe Problem Behaviour

No ← **Does the behaviour require Leadership involvement?** → Yes

Follow Minor Behaviour Response

Follow Major Behaviour Response

Classroom Teacher

1
- ❏ Prompt
- ❏ Redirect
- ❏ Reteach
- ❏ Choice

Behaviour Stops

Behaviour Continues

Give positive verbal feedback - Option to give Class Reward

Apply Behaviour Consequence

(logical, individualised)

Classroom 2

- ❏ Apply alternate choice
- ❏ Change of e.g seat, group, activity
- ❏ Alteration of activity
- ❏ Time Out in class 1-5min
- ❏ Problem solve with student

Behaviour Stops

Behaviour Continues

Give positive verbal feedback - Option to give Class Reward

Minor Teacher Managed	Major Leadership Involved
• Cyber misuse	• Absconding
• Disrespect	• Abusive language
• Disruption (mild)	• Assault
• Inappropriate language	• Cyber abuse
• Late for Lines	• Defiance
• Non-compliance	• Major disrespect
• Out of bounds	• Physical aggression
• Physical contact/hands on	• Property Damage
• Property misuse	• Theft
• Other	• Other major problem behaviours that cannot be categorised

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Time out with in the classroom (15 min)

- • Work to be taken with student.
- • Reflection with Leader of Learning 3

Time out with the Leader of learning (15 min)

- • Work to be taken with student.
- • Reflection with Leader of Learning 4

If behaviour continues time out with Principal or Assistant Principal. Incident will be logged and contact with parents will be made.

Classroom Teacher

- ❏ Inform student of rule violation
- ❏ State expected behaviour (Refer to matrix)

Leadership with Classroom Teacher

- ❏ Review incident and discuss
- ❏ Consequence determined e.g.
  - o Time out with LOL
  - o Sent to Office accompanied by Teacher

Leadership/Classroom Teacher record data on Behaviour Incident Form

Leadership/CR Teacher informs parent/guardian

Leadership/CR Teacher follows through on consequences

If Behaviour continues

- • Parent interview
- • Counsellor referral
- • Behaviour team referral

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ST MICHAEL'S CLASSROOM BEHAVIOUR SYSTEM

1st Response
What expectation have you not followed?
Refer to matrix

2nd Response
Make a good choice
Change seat
Problem solve
Reflection time

3rd Response
Timeout in the classroom and re-teach of expectation

4th Warning
Time out with Lead Learner and incident report logged

If behaviour continues, time out with Mrs Maka or Mrs Knispel and parent/guardian notified

PASTORAL CARE

We at St Michael's Primary, Baulkham Hills 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.

It is the responsibility of ALL staff to work in collaboration with the community:
- 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.

In addition to the strategies employed as part of the "Celebration of Positive Behaviour and Achievements", 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.
- 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 Club guidelines
- Staff weekly communication
- School weekly newsletter
- Staffnet school news
- Peer Support Program
- Enrolment policy
- Social Justice programs, for example Christmas Hampers, gold coin collections, Mini Vinnies.
- Social events, eg. Kindergarten orientation and barbecue.

RACISM

St Michael's Primary, Baulkham Hills rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organisation, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible.

- No student, employee, parent, caregiver or community member should experience racism within the learning or working environments of the department.

- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of St Michael's Primary, Baulkham Hills.

- All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that a no tolerance attitude is applied against racist and discriminatory behaviours.

- In this school anti-racism is the norm and timely and professional responses are given to complaints regarding racism.

CYBER RACISM

What is cyber racism?

Cyber racism is most commonly defined as racism that occurs in the cyber world. This includes racism which occurs on the internet such as racist websites, images, blogs, videos and online comments as well as racist comments, images or language in text messages, emails or on social networking sites. In the context of Australian schooling it is defined more broadly as any use of information and communication technologies to transmit racist attitudes and behaviour including the transfer of racially offensive content that is intended to cause harm or distress to another person.

Cyber racism is a form of RACISM. Online activities or published material that result in offensive comments in relation to a person's race, colour or national or ethnic origin, have the same effect as similar offline activities. Cyber racism may present as racial hatred or cyber bullying.

Irrespective of its sources, racism is racism. Ignorance is no excuse. Insecurity is not justification. Racism in all its forms is uncompromisingly condemned at St Michael's Primary, Baulkham Hills

ASSOCIATED DOCUMENTS – Catholic Education Office, School Policies and Statements

- *Mission and Vision Statement*
- *Statement on Learning*
- *Pastoral Care Policy*
- *Procedural Fairness Guidelines*
- *Responsible Use of ICT and Social Media for Students*
- *Acceptable Use of Technology Policy*
- *Complaint Handling – Policy*
- *Complaint Handling – Procedures and Guidelines*
- *Countering Discrimination, Harassment and Bullying Policy*
- *St Michael's Complaint Handling Policy*
- *Complaints and Grievances Policy*
- *Countering Discrimination, Harassment and Bullying Policy*
- *Child Protection Procedures*
- *Suspension Transfer Expulsion and Exclusion Guidelines*
- *Suspension Transfer Expulsion and Exclusion Procedures*

The school is in regular contact with the Police Liaison Officer from Castle Hill Police Station (9680 5399) with regard to student management issues including bullying, racism and cyber bullying. The Police Liaison Officer works with our Years 4, 5 and 6 students on the above matters and any other areas of concern, eg, road safety.