

Holy Rosary Wellbeing Policy 2016

Contents:

RATIONALE

At Holy Rosary we are welcoming, supporting and committed to the Wellbeing of our school community. We have a strong ethos of care for the members of our community. It is important to provide a safe environment and an atmosphere of respect, support, dignity and opportunity for all individuals. Our Wellbeing Policy provides an environment of encouragement, positive reinforcement and success. This policy addresses the above elements by building resilience amongst the children, staff, and parents.

Our Wellbeing Policy meets the varied needs of our diverse school community.

AIMS

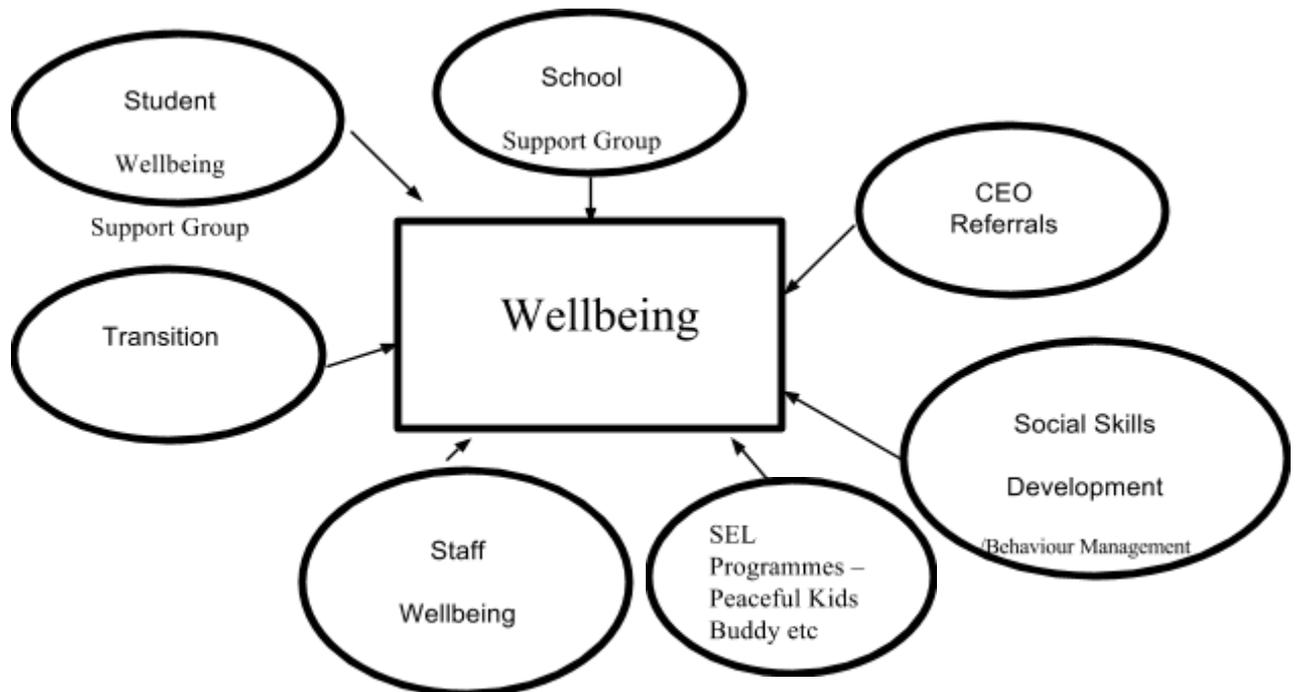
At Holy Rosary, we acknowledge the diversity of cultural factors and recognise the complexity of relationships affecting our students and families.

We aim:

- to provide a safe, happy learning and working environment which fosters mutual trust, confidence, and wellbeing.
- To provide support for teachers who share the responsibility for the students of Holy Rosary.
- To provide a coordinated and supportive approach to student management.
- To support and monitor both student and teacher Wellbeing structures and processes.
- To make efficient use of the expertise of specialists, within and outside the school.
- To promote a positive school climate and a consistent approach to student management.
- To develop a sense of family and belonging.
- To enhance resilience through communication, participation, teamwork, and connectedness.
- To maintain and foster effective networks of care.
- To promote self-discipline and responsibility.

OVERVIEW OF WELLBEING AT HOLY ROSARY

At Holy Rosary, Wellbeing is organised under the following headings:



AIMS AND PROCEDURES OF THE FOLLOWING GROUPS:

- ◆ The School Wellbeing Support Group (including CEO Referral)
- ◆ Transition
- ◆ Behaviour Management – Restorative Practices, Assertive Discipline & Circle Time
- ◆ School Support Group
- ◆ Social and Emotional Learning Program – Buddy Program
- ◆ Peaceful kids
- ◆ CAMHS and School Early Action Program – RCH); Circle Time and Restorative Practices

THE SCHOOL WELLBEING SUPPORT GROUP

Rationale

At Holy Rosary we are welcoming and supportive, and committed to the Wellbeing of our school community.

Aims

The School Wellbeing Support Group (SWSG) exists to

- support students in their social, emotional, and behavioural needs and the impact of these on students' educational development
- provide support for teachers who share the responsibility for this development
- share ideas, strategies and resources to assist in the management of children
- identify, monitor and review students consistently

Composition of Group

The Group is representative of the whole school, by consisting of:

- Wellbeing Leader
- Student Services Leader
- Pastoral Care Advisor

Frequency of Meetings

The group meets weekly, or as required.

Record Keeping

- Copies of relevant documentation will be kept in the student's file

CEO REFERRAL

Rationale

The Catholic Education Office provides a student support service aimed at enhancing the capacity of our school to assist students with special learning needs.

Aims

- Student support services aims to provide direct services to students as well as assisting teachers with program development in the following areas.
 - Curriculum Advisors (Special Education)
 - Psychologists
 - Speech Pathologists
 - Visiting Teachers (Hearing Impairment)
 - Visiting Teachers (Physical/Chronic Health Impairment)
 - Visiting Teachers (Vision Impairment)
- To provide consultancy services to teachers and parents in conjunction with professional development for our school community.

Process for Referral to CEO

Student Support Services are accessed through an established referral process. Parents need to approve the direct involvement of student support service staff with their children.

Expected School Action prior to referral

- The school has internal support structures in place (SWSG / SSG).
- The teacher has carefully observed and recorded the student's current academic and/or behavioural performance.
- The teacher has reflected on his/her own teaching/management strategies and adjusted these in attempting to meet the student's needs.
- The student's difficulties have been observed, noted and referred to the school's Wellbeing Co-ordinator.
- The staff has employed commonly available educational strategies in developing a broad, objective picture of the student's situation.
- A program support group (PSG), that includes student's parents, has been convened. This group is to meet at a minimum once a term.
- The program support group has identified action that has occurred and collected relevant reports to aid in assisting with the student's difficulties.
- The program support group has developed the program and identified options for the student.
- The school has implemented the program and monitored and evaluated progress.
- The full range of appropriate strategies available to the school has been applied consistently over a reasonable length of time and results recorded. The student needs a referral when the in-school support processes have not resulted in academic or behavioural progress over this period.
- The program support group has identified the need for referral to the area office for support.
- The referral form is completed by the class teacher, discussed by the program support group and forwarded to the area office for consideration of service provision.

TRANSITION

Rationale

At Holy Rosary we consider transition, both in and out of the school, an important process for all students to feel supported and confident in settling into their new environment.

Aims

- To ensure that processes are in place for prep students to start at the commencement of the school year.
- To ensure all senior students move from primary school to secondary school as smoothly as possible.
- To ensure that children who arrive throughout the year receive the support needed to become active members of the school community.

Prep Transition

Prep Transition at Holy Rosary aims to achieve:

- A sense of belonging and connectedness to the school community
- A smooth entry for both children and parents into the primary school environment.
- A positive environment where children will feel confident in their ability and are eager to learn

The Process of Prep Transition Includes:

- Information sessions
- Open Day and informal tours
- Visit from Kinder groups
- Prep Orientation – specific information for prep parents and children
- Parent information sessions - formal
- Informal morning teas
- Buddy Program

After the initial enrolment has been taken the parents of the child will receive a letter of acceptance into the school. The parents will be informed of the orientation day dates and related information to these days. The parents will be expected to attend these days as specific information relating to the prep year and school organisation is given. The children experience sessions in the classroom with the teacher and children who will be in their grade level the following year.

On the morning of the first day all parents are invited to attend a morning tea session where an informal information session is conducted where first time parents may ask current parents or staff for further information. These informal sessions will continue throughout the first month of school.

All children will be paired up with a *buddy*. These *buddies* will complete work tasks and generally look after their *younger friends'* wellbeing throughout the year.

Grade 5/6 Transition

Grade 6 Transition at Holy Rosary aims to achieve three important goals;

1. Develop the independence, self-confidence, self-control, resilience, skills and strategies to allow for the smoothest transition from the Primary to Secondary School setting.
2. To build links with prospective Secondary schools for Year 5 and 6 students and establish relationships between:
 - teachers & teachers,
 - teachers & students,

- students & students.
3. To ensure that the children's educational achievements are continued through these links.

Transition Program

The Year 5 and 6 students participate in a program facilitated by either the Year 5/6 teachers or an outside agency, depending on funding.

This program aims to;

- Strengthen a sense of self-esteem
- Build self-confidence
- Develop new skills
- Enhance body awareness and body self control
- Develop cooperative skills and personal responsibilities
- Develop resilience
- Encourage perseverance and achievement
- Promote joy and laughter through creativity and team work

Contact with past year 6 Students.

Particular attention is given to those students who are considered at risk during the Transition process. Ideally, Holy Rosary Staff member will contact the relevant Secondary school before mid-term 1 to discuss transition of child.

Past students will have the opportunity to reconnect with other past students and teachers at an informal gathering timetabled for Term 1 each year. At this BBQ students have the chance to discuss their experiences, concerns, highlights and challenges with their peers in a friendly and relaxed environment.

Transition into school at other times

Rationale:

At Holy Rosary we understand that coming into a new school environment throughout the year may present challenges and / or feelings of anxiety. We work towards a successful transition of new students into a group.

Aims:

We aim to:

- Create an environment where children feel welcomed and supported in their new school community
- Provide teachers with the information needed to prepare appropriate classroom structures, programs and materials.

Processes:

- Student and family participate in a tour of the school conducted by the Principal and/or member of the Leadership Team
- Position of placement is offered
- Initial enrolment is taken
- Support information is gathered and discussed with classroom teacher

- contact with child's previous school is made to gather any appropriate information
- Child begins classes – classroom teacher nominates a buddy for the initial period.

BEHAVIOUR MANAGEMENT

Rationale

At Holy Rosary Primary School, we acknowledge that effective behaviour management is an important aspect of teaching. Effective behaviour management is positive, respectful and does not allow corporal punishment. It develops in students a sense of responsibility and a measure of control over events in their environment. By using a combination of Assertive Discipline and Restorative Practices we provide a safe and supportive environment that encourages students to be successful, confident, tolerant and resilient people.

Aims

At Holy Rosary, we aim to:

- provide an environment in which all children feel safe.
- use positive reinforcement and assertive discipline strategies in order to encourage children to follow the school and classroom rules.
- assist students in establishing positive behavioural strategies in line with our Assertive Discipline approach.
- re-build relationships through Restorative Practices
- develop social skills using Circle Time
- help all students achieve to the best of their abilities and to develop social, emotional and behavioural wellbeing.

Practices, Rules and Procedures

Staff at Holy Rosary believe in resolving conflict through **Restorative Practices** to rebuild relationships. This is a fair process concentrating on engagement and empowerment, focusing on individual behaviour and how to repair the harm.

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 question towards problem solving what needs to happen to 'make things right'.

The Affective Questions used:

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?

Circle time is used weekly by classroom teachers to provide students with an opportunity to participate actively and express their feelings and ideas. During

Circle Time students have the opportunity to discuss and reflect on classroom and playground behaviours and issues.

Peaceful Kids Program

Peaceful Kids is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children from Prep to Year 12. The program has been created to fulfill a need in schools to offer all children who suffer from anxiety, a developmentally appropriate program that gives children the skills, practice and support to utilize coping strategies that lessen the symptoms of anxiety and stress. This program helps children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them. The program also involves parental involvement and commitment to supporting the strategies at home.

At no time is corporal punishment used at Holy Rosary.

Assertive Discipline uses common classroom and playground rules that are taught explicitly throughout the year in every level. Consequences are uniformly and consistently enforced. Students' positive behaviour is recognized and celebrated.

Classroom Rules

1. Follow directions given by teachers
2. No interrupting others' speaking or learning
3. Walk when you are inside
4. Keep your body and objects to yourself
5. Speak nicely, with no teasing or 'put downs'
6. Ask permission to use another person's property and use all property with care

Consequences

The consequences of making good choices may include some of the following:

- Treats for you or your class
- Certificates
- Stars, stickers etc
- Extras, such as games or free time

The consequences of making poor choices will include the following:

1. A Friendly Reminder
2. A Warning
3. Time out in your classroom
4. Exit the room to complete a Think Sheet and then make up the time missed during your play/lunch time. Your parents will be contacted.
5. Sent to the Office – Principal/Deputy Principal – Parents Contacted immediately

- Severe Clause – Severe behaviour – Straight to Step 5

A record of student behaviour is documented and monitored in a Behaviour Tracking Folder that is located in each classroom.

Playground Rules

1. Follow Directions by a Teacher
2. Play safely with others, keeping body and objects to yourself.
3. Speak nicely with others, no teasing or put-downs.
4. Use all property, equipment and spaces with care.
5. Sit to eat and put all rubbish in the bins.

Playground Consequences

Step 1- Friendly Reminder

Step 2- Warning

Step 3- Time Out

Step 4- Think Sheet

(teacher on duty, copy to classroom teacher)

If student reaches Step 4 at end of playtime, he/she is to complete a behaviour sheet in the classroom of teacher on duty. Time is to be made up at next play in time out area.

- *Severe Behaviour Clause- Severe behaviour straight to Step 4*

Teachers on duty carry a Playground behaviour Folder that documents and records students behaviour.

SOCIAL AND EMOTIONAL PROGRAMS

CLASS PROGRAMS & PROCEDURES include:

SEL

Social and Emotional learning is embedded in all areas of our curriculum.

Through Personalised Learning Tasks in each year level and whole class focus on Social Justice Issues.

Circle Time

Circle Time provides a forum for discussion of important issues; relationships, equal rights, friendship, freedom, justice and is therefore an essential component of our Social and Emotional Learning. It is designed to increase self awareness, awareness of others, self esteem, cooperation, trust and listening skills.

Restorative Practice: part of our Discipline Policy which addresses resilience, bullying, assertiveness and building friendships.

POSITION DESCRIPTION OF WELLBEING LEADER

Wellbeing Leader's Role Description

Within Holy Rosary School, where the wellbeing of all students is a priority, it is the responsibility of the Well Being Co-ordinator to:

- Support class teachers in the construction and implementation of Individual Education Plans (IEPs) and ensure all students with needs are catered for
- Assist with the identification of students with special needs and the referral process
- Liaise between teachers and teacher aides as needed
- Maintain student files and include IEPs, minutes of Pupil Support Group and minutes of School Support Group meetings
- Inform the Principal of matters relating to students with special needs
- Assist staff in writing and implementing Behaviour Plans
- Co-ordinate school programming and policies related to Student Well Being
- Review and maintaining the Well Being Policy
- In partnership with the Teacher Librarian and staff, evaluate curriculum resources and update as necessary and inform staff of resources available
- Attend professional development programs as required
- With the School Development Team, co-ordinate staff professional development in Student Well Being
- Disseminate relevant curriculum literature received in the school and keep staff informed of new developments, issues and ideas
- Liaise between staff, CEO and other Student Well Being bodies and support agencies as required
- Organise and chair student PSG and SSG meetings
- Conduct staff meetings related to Student Well Being
- Be a member of the School Development Committee
- Submit a written report in the area of Student Well Being to the Principal at the end of each year for the Holy Rosary Yearly Report

MANAGEMENT PRACTICES:

- ◆ Grievance Procedures
- ◆ Critical Incidence Policy
- ◆ Policy on Bullying

Grievance Procedures

Any concerns or grievances expressed will be acted upon promptly. Students and/or parents are encouraged to raise matters first with the classroom teacher, or with the Principal.

Matters referred to the Principal will be discussed with the persons concerned to ascertain the facts. Notes will be kept of these meetings.

After gathering facts a meeting will be held with the people concerned to clarify the issue and to seek a solution. At these meetings parents and teachers will be given an opportunity to have a support person present.

Grievances that remain after consultation with the class teacher, principal and the Student Support Group or the Educational Support Group will be referred to the North Western Zone Catholic Educational Services Co-ordinator for assistance in addressing the grievance.

Procedures for the Management of Allegations of Misconduct against Employees in Catholic Schools. (based on CEOM Policy)

Step 1.

Every effort made to resolve, by discussions between the individuals directly involved,

or by the union and the employer where the grievance is between the union and the employer.

This does not preclude the right of either party to seek advice from outside the workplace, nor does it necessitate such an approach where this is impracticable.

Step 2.

When the grievance is not resolved, the Employer or the employee may seek the assistance of the union or the employer Association respectively, in order that a further attempt can be made to resolve the issue.

Step 3.

In the event that Steps 1 and 2 fail it may be referred to the Commission. In normal circumstances the matter should not be referred by either party to the Commission prior to the completion of Steps 1 and 2.

Until the grievance is determined, work shall continue normally in accordance with the custom or practice existing before the grievance arose, while discussions take place.

No party shall be prejudiced as to the final settlement by the continuance of work. Health and safety measures are exempted from this sub clause.

Critical Incident Policy

Rationale

A critical incident is any event, which has a stressful impact sufficient enough to overwhelm the usually effective coping skills of either an individual or a group. (Mitchell and Everly 1996)

It may be the unforeseen occurrence, a sudden or urgent occasion for action or the result of cumulative stress. It includes events that are likely to significantly

affect the physical, psychological and emotional well-being of staff, students and the wider school community.

An emergency may also be a traumatic event. A traumatic event may include any situation faced by members of a community which causes them to experience unusually strong emotional reactions or one which has the potential to interfere with their ability to function, either at the time or later. Emergencies, including traumatic events can be experienced alone, with others or as part of a broader community based experience.

We have a Critical Incident Policy to ensure that we manage those emergencies that threaten the physical and/or psychological safety of students, staff and wider school community.

Aims:

The Critical Incident Policy aims to:

- ❖ Enable staff to recognise and understand potentially critical situations
- ❖ Empowers staff to deal confidently in the midst of a crisis situation
- ❖ Assist staff to follow up a situation to minimise its effects and to restore normality

Goals:

- ❖ Provide adequate school security
- ❖ Reestablish school routine in the school environment
- ❖ To control flow of information
- ❖ Provide reassurance for students
- ❖ To monitor and support staff
- ❖ To identify and monitor at risk students
- ❖ To provide crisis and grief counselling
- ❖ To provide debriefing opportunities
- ❖ To provide outreach to families
- ❖ To provide supportive classroom climate
- ❖ To build community at school
- ❖ To provide empowering activities
- ❖ To provide ongoing care and support in a time of need

Belief Statement

We believe that it is our duty to protect those in our care

It is a professional responsibility to be informed and capable of dealing with critical situations. Access to information, readiness and leadership is vital to manage a critical incident effectively. We believe that students, staff and wider school community have a right to feel safe in their everyday working environment. We believe that students have the right to feel confident in the protective abilities of those who have been entrusted in their care

Procedures For Managing Critical Incidents:

- ❖ Designated critical incident manager and key personnel to engage in:

Attending the scene to:	Reporting the critical incident
<ul style="list-style-type: none"> ❖ Assess the needs of those involved ❖ Assign a manager to coordinate supports needed ❖ Set up a recovery room if needed ❖ Prepare for a media / newsletter coverage or release (Should the need arise) – media room to be separate from recovery room ❖ Delegate tasks and priorities 	<ul style="list-style-type: none"> ❖ Relevant Emergency Services – if required ❖ Emergency Management Officer – Catholic Education Office – 9267 0228 ❖ Note C. E.O. Policy on Media and Critical Incidents.

Evaluation of Incidents

The Wellbeing Committee to meet and discuss the response of relevant groups in relation to the Critical Incident.

- Emergency Services
- Catholic Education Office
- Principal / Coordinator
- Parish Priest

Coordinator's Description

The **Manager's** Role at the **Initial** Stages may be to:

- Demonstrate concern for staff and students well-being and recovery
- Ask individuals how they are and listen to responses
- Ensure basic needs are attended to, ie cup of tea, phone calls to relevant parties...
- Reassure staff and students that they will be looked after
- Ascertain the needs of the individuals re work, ie. return to work, time off..
- If appropriate organise contact and/or transport of next-of-kin of affected people
- Provide information about what happened and what will happen
- Facilitate access to counselling, medical assistance, WorkCover
- Encourage natural support groups to meet
- Listen to comments and opinions about issues related to the incident, eg safety, security...

The **Principal / Coordinator's** Role at the **Recovery** Stage may be to:

- Continue to be seen as a presence in the days and weeks that follow
- Continue to make contact with individual staff affected
- Simplify any bureaucratic processes

- Be aware that work performance and behaviour may be affected and address these as part of the recovery process
- Follow up issues identified in relation to safety and security
- Provide any information about the incident, investigations, etc to staff as it becomes available
- Monitor student and staff recovery

Reactions during the Critical Phase (24 – 48 hours) may include:-

- Shock, numbness
- Inability to focus fully on anything except the incident
- Difficulties with decisions, concentration and memory
- Shaking, breathing difficulties and headaches
- Tearfulness
- Nightmare or difficulty falling asleep
- Anxiety, butterflies
- Change in work habit.

Resources / Support Personnel

- Managing School Emergencies – Minimising the impact of trauma on staff and students – Education Victoria
- Catholic Education Office Personnel and Professional Development

ANTI-BULLYING

At Holy Rosary we work to nurture a sense of tolerance and justice within a safe, supportive and inclusive environment. ([Vision Statement 2008](#))

Bullying is regarded as destructive to our vision for the Holy Rosary community. Bullying is any repeated act that causes hurt or fear in another person. It is deliberate and repeated behaviour. It may be a physical attack on a person or their belongings, verbal abuse by teasing, insults or intimidation, or incidents occurring through the means of technology. Bullying can also be spreading rumours, excluding people from groups without good reason or manipulation of others to mistreat a third party. Bullying may occur face to face, through a third party or through technology.

AIMS

- To assist students to understand the nature of bullying, in order to help them understand appropriate behaviours in conflict situations.
- To assist student to develop assertive behaviour strategies in order to prevent unwanted behaviours develop into bullying.
- To teach students appropriate and effective means of dealing with a bullying incident whether they be victim, perpetrator or bystander.

● RESPONSIBILITIES

Staff

- Will act as role models of caring and tolerant behaviour.
- Will listen to reports of bullying.
- Will act to protect the victim from further harm.

- Will act to stop the behaviour recurring.
- Will work with parents and students to promote consistent use of strategies to reduce bullying. Restorative Practices will be recommended.
- Will facilitate classroom activities to teach the strategies of resilience and anti-bullying

Students who are bullied

- Will implement known strategies to discourage the bullying
- Will speak to a teacher and give him/her full details of the event.
- Will participate in classroom activities to learn the strategies of resilience and anti-bullying.

Students who witness Bullying

- Will intervene if they are able to do so safely.
- Will seek immediate assistance if necessary.
- Will report bullying.

Parents

- Will listen objectively to reports of bullying
- Will discuss any concerns with relevant school staff and refrain from confronting other students or parents.
- Will work with the school in seeking a solution.

IMPLEMENTATION

- The school will continue to implement Social Skills program to enable positive interactions and build resilience.
- The school will keep records of bullying events.
- The school will work with parents of the victim to assist their child to avoid being bullied in future.
- The school will support and protect the student and help them develop strategies that promote resilience in order to minimise the harm.
- The school will assist the bully to change his/her behaviour
- The school will work with the parent of the child who bullies, to understand the cause of the bullying and to establish joint strategies for behaviour modification.

RESOURCES

Bully Busters

Andrew Fuller – Heart Masters

Restorative Practices

Circle Time

Strength Cards; Bear Cards

Stop Think Do

EVALUATION

- Evidence of a happy and co-operative atmosphere in class and outside.
- Inclusion of children in team, class and group activities.

- Evidence of assertive behaviour when faced with unwanted behaviour from others.
- A reduction of bullying behaviour in Reportable Incidents Folder.
- Periodic surveys will be conducted to determine the effectiveness of the policy.

EVALUATION OF THE WELLBEING POLICY

Periodic surveys will be conducted to determine the effectiveness of the policy. Aspects of the Policy will be renewed within the next review cycle.