



Student Well Being Framework

Wales Street Primary School
2015

Student Welfare and Well Being Framework

Our mission is to prepare each student to be a successful, life long learner and our vision is that each student is equipped with academic skills, life skills, knowledge, values and attitudes to be an effective communicator, reflective thinker and a responsible citizen.

Students are better prepared for learning when they are healthy, safe and happy, therefore, student well being is the responsibility of all staff working in a whole school context. Student welfare is seen to be integral to all learning and our aim is to promote positive, responsible student behaviour.

Wales Street Primary School's framework operates on 3 levels:

1. Whole School Approach
2. Intervention
3. Behaviour Management

1. Whole School Approach

A whole school approach to student wellbeing is based upon the needs of the students and the whole community. We monitor and evaluate student progress as well as develop programs that support our mission and vision.

This includes:

- A. Whole school approach to learning programs.
- B. Whole school Discipline Approach
- C. Chain of Responsibility.
- D. Codes of Conduct and Welfare Policies.

A. Whole school Programs and activities implemented at Wales Street Primary School to support student welfare:

- Whole school plan of Inquiry based learning units
- You Can Do It! Social skills program
- Anti bullying performances/incursions
- School nurse and Welfare Officer support for staff and students
- Learn to Learn Program – Beginning of year induction program for students.
 - Codes of conduct.
 - Essential Agreements.
 - Learner profile and attitudes
- A consistent approach to student behavior management
- Provision of teacher professional development on student Well-being issues to improve consistency of approach e.g. ASD training days and pd
- Transition programs - Prep and Grade 6.
- Prep Buddies.
- Cross age tutoring
- Special Weeks- cross age groupings.

- Boys' education.
- Lunch club program
- The 'Resilience project' education. (2016)
- Leadership opportunities- School captains, House captains,
- Junior School Council
- House Team System (all children grouped into 4 House teams)
- Portfolios and Student Led Conferences.
- Interschool Sport and sports days
- Whole school events and celebrations such as 'WSPS Olympics', Harmony Day etc

B. Whole school Discipline Approach

- IB-PYP Learner profile and Attitudes
- Ramon Lewis - Developmental Management Approach to classroom behaviour (Northern Region Achievement Improvement Zone initiative 2008-10) has been adopted by the school and all classes follow the common rights and responsibilities
- Common Rights and Responsibilities established by each teacher each year
- Essential agreements for all classes
- Common school rules and consequences for inside and outside the classroom
- You Can Do It tools – Catastrophe Scale/ Emotional Thermometer.
- Bullying and Student Engagement policies
- Restorative Justice approach (to be implemented)

C. Chain of responsibility

Responsibility for learning and behaviour begins with the students and is supported by our Developmental Approach. We encourage students to be responsible for their learning and behavior. However it is considered to be **shared** by all parties listed below.

- Students
- Staff/ Parents
- Primary Welfare Officer, School Nurse and Welfare Team
- Professional Team Leaders
- Leadership Team- Assistant principals and Principal
- Principal
- North Western region – DET

D. Codes of conduct / Policies

- Welfare Policy
- Bullying Prevention Policy
- Sun smart Policy
- Student Engagement Policy
- Essential Agreements
- Medications Policy

2. Intervention

While student welfare and well being is the responsibility of all staff, there are times when **extra support** is required. We aim to identify students **at risk** at the early intervention level in order to reduce the intensity, severity and duration of the risk behaviors. Teachers also identify students with learning difficulties through our At risk process, identifying students who are academically 6-12 months behind expected level. The welfare team has regular student case management meetings to support class teachers with strategies and referrals can be made if necessary. They utilize various forms of data, collect evidence and support the class teacher in formulating Individual Learning Plans.

At Wales Street Primary School we have an appointed Primary Welfare Officer, to work with students who are experiencing social and emotional issues either at home or at school. For ongoing school based support/counseling for these students, parental permission is required. In some cases the Primary Welfare Officer & Welfare staff may also refer the student to the visiting DET Educational Psychologist.

At Wales Street Primary School we have a School Nurse who provides daily service to support students' physical and emotional concerns. Her role is to assist children when they are injured or sick as well as informing the staff and the community on relevant health issues. The School Nurse also provides regular professional development for staff on Anaphylaxis, Asthma and general first aid.

Strategies and support structures for students include:

- Weekly Collegiate Student Case Management Meetings by welfare staff.
- Welfare/ leadership team meetings with Assistant Principal
- School Nurse
- Welfare Officer
- Staff observations and referrals to Welfare team
- Referrals and counseling to an educational Psychologist
- Behavioural management plans, e.g., dot sheets, behavior contracts
- Links to School Support Services
 - Speech Therapy
 - Education Psychologist
 - Vision/Visiting Teacher Service
 - Royal Children's Hospital Services
 - Child First
 - Anglicare/City Missions
 - Department of Human Services
- Individual Learning Improvement Plans (ILIPs) – Behavioural /Academic
- Student Support Group meetings
- Literacy Intervention support for students at risk (below the expected standard)
- Staff Welfare support
- Emergency management plan

- Occupational Health and Safety guidelines
- Integration support program
- Class communication books for specialist teachers

3. Behaviour Management

Our school rules reflect the value of RESPECT for:

- oneself
- other people
- the environment

We have a common set of school **rights and responsibilities** for inside and outside behaviour. As part of the Learn to Learn program, (the first two weeks of the year), each grade discusses and formulates an ‘**Essential Agreement**’ that is relevant for that particular grade for the year.

The IB-PYP Learner profile and attitudes, and the rights and responsibilities are displayed in each classroom for ready referral by students and teachers. They are also included in the Student Portfolio through reflections and as connections to their learning.

Teachers may also use a number of incentives and rewards for **positive behaviour** as part of the class management plan.

The **House Team** system was introduced in 2009 and is part of the culture of the school. It was implemented to promote leadership and teamwork and provide positive rewards in and out of the classroom.

Class monitor positions also encourage students to take responsibility for others and themselves and reflect the IB Learner Profile and attitudes.

School Captains, House Captains and Junior School Councilors’ are important role models and are encouraged to help other students display positive behavior.

Teachers are encouraged to use behaviour specific feedback that responds to the behaviour exhibited and not the student. This practice is in accordance with the **You Can Do It!*** program that endorse this technique to give positive feedback to students. It is important that a common language is used to give students a **consistent approach**.

It is important for the monitoring of our student well being and welfare plan, that recognition of positive and negative behaviours are documented accurately.

** **You Can Do It!** is a commercial resilience and social skills program written by Professor Michael Bernard.*

WALES STREET RIGHTS AND RESPONSIBILITIES

Everyone has the right to learn without distraction.

Everyone has the right to feel safe and comfortable.

Teachers and students are encouraged to refer to the rights as the basis for developing individual and communal responsibility. As part of the classroom management process, consistent consequences have been developed to support the rights of everyone.

CONSEQUENCES for classroom supervision.

1. **Warning** – *The student is reminded of the rule.*
 2. **Time out** - *The student is removed from the situation to a designated area of the classroom for a maximum of 10 minutes. Student should be allowed the opportunity to negotiate return to task when ready within time frame. (teacher discretion)*
 3. **Removal to designated classroom** - The student is removed to another classroom for 15 minutes with the **yellow** time out card. This is recorded in the class communication book.
 4. **Removal to Principal** - If behaviour continues, the student is sent to the principal/assistant principal. Parents contacted by the principal. If deemed necessary. The Primary Welfare Officer may be contacted to ascertain if there is a welfare based issue.
- **Specialist teachers** must be informed if a student has had their behavior recorded in the Communication book for that day.
 - **RED card to be sent with a messenger to the office if student is not compliant.**

CONSEQUENCES for outside supervision

All incidents involving student misbehaviour, **MUST** be recorded in the Yard Duty folders and severe incidents also to be recorded in the **Incident Folder (black folder in the Principal's Office)**

1. **Warning** –The student is reminded of the rule. Recorded in Yard Duty Folder.
2. The student is removed from the situation and walks with the Yard Duty teacher for 10-20 minutes (Teacher discretion)
3. The student is removed for the rest of the break time and sent inside to the principal's office with a **yellow** card.

If staff member/teacher needs assistance in the yard e.g., yard duty

*assistance/first aid/imminent danger, another student will be sent to the staff room with a **red** card. PLT leader/Welfare Officer/ Principal is to be informed.*

Time Out given as a further consequence is to be recorded on the whiteboard in the office and in the incident recorded in the Incident Folder.

4. Severe or aggressive behaviour, assistance to be sent for and student to sit in the principal's office and parents contacted. A Member of the Wales Street Welfare Team /or the Primary Welfare Officer should be consulted for advice.

Some behaviour will require Step 4 Immediately.

Principal/Office procedure

- Counsel the student and suggest other ways the student could have handled the situation. Use Restorative Justice practices. If necessary, notify parents/carers and inform them of the situation.
- Hold a parent conference to discuss the problem. The following items will be needed for the conference- yard duty behaviour tracking sheet, class communication book, incident report, copy of rights and responsibilities and copy of the consequences.
- **In-school suspension:** the student will be given class work and be seated on another classroom. (Offices/ Library). The student will have a short recess break, in which time the student will walk around with the teacher on yard duty. The same arrangement will occur at lunchtime.
- **Suspension and expulsion.** The process of formal suspension and expulsion will be followed as stated in DET *Effective Student Engagement Policy guidelines*. This will be determined by the severity of the behaviour and at the discretion of the principal.
- If the principal is not available, the student will be sent to the Assistant Principal, Welfare Officer or the staff member in charge. There will be intervention from the Welfare Team. The principal will be informed upon return.

Bullying:

“Creating a socially just and equitable school community where everyone is safe, supported and respected requires an integrated approach. This is a coordinated effort that engages and empowers the whole school community in long-term sustainable change while effectively identifying and responding to potential situations and managing specific incidents.” (www.bullyingnoway.com.au)

As a school community, we encourage students to speak out when they are a victim of bullying or witness to any acts of bullying and develop communal responsibility for the safety of all students.

Education about cyber safety is also an important part of the wellbeing program so that students are aware and informed about safe usage of the internet. See Acceptable Use policy.

The school provides a positive culture where bullying by students, parents and staff is not acceptable. All students have the right to learn and the right to feel safe and secure in the school environment. The programs and processes listed above provide a framework to support students in developing a strong, positive sense of wellbeing.

Student Care and Supervision

Duty of care is defined as:

A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher's charge from risks of injury that the teacher should have reasonably foreseen.

Supervision

Supervision of students is available before school (8.45 – 9.00) and after school (3.30 – 3.45). Outside these times, supervision of students is the responsibility of the parents/guardians. The School Aged Care (SAC) program operates from 7am -8.45am and 3.30- 6.00 pm.

If it becomes known that a student, who is normally collected from the school, remains at the school well beyond the normal time of collection and is not enrolled in the SAC program, attempts will be made to contact the parents/guardians or the emergency contact person identified by the parents/guardians in the school records. Where all reasonable attempts have been made to locate the responsible adults, and the time is well beyond a reasonable time for collection, consideration should be given to contacting the police or the Department of Human Services and for them to arrange for the care and protection of the students. This also applies to students who are not collected from OSHC after hours of operation.

When a student runs away from school the parent/guardian should be informed immediately. If a parent cannot be contacted the police will be notified.

If students are required to leave school early, parents must report to the office and sign an early release slip, which will be delivered to the class teacher. The class teacher is to file/collect release slips in the roll.

YARD DUTY GUIDELINES

- **There are three teachers on yard duty at all times.** All staff are given copies of yard duty timetables (outside and wet/hot day).
- **All teachers are to carry the folder and first aid bag.** Teachers on yard duty are required to wear a fluorescent vest and carry a communication handset and behavior tracking folder. The teacher supervising play in the middle area of the yard carries the anaphylaxis kit bag and wears a yellow jacket with the red 'E'.
- **Handover** of the folder and equipment is to be conducted in the area of supervision e.g., top, middle and lower areas of the school grounds.
- **Children requiring first aid** will be sent inside to the sick bay to see the school nurse with a **blue** card.
- For student misbehaviour that cannot be dealt with in the yard (extreme incident/behaviour), the student will be removed for the rest of the recess and sent inside to the office with a **yellow** card.
- **All** incidents to be written on yard duty tracking charts and **YELLOW** card/timeout incidents to be written on an Incident report and stored in *Incident Folder in Office*. All incidents are recorded on the computer data base.
- **When teacher needs urgent assistance** – a first aid incident or a behaviour incident, a **red** card should be sent in by messenger.
- Values/ school rights and responsibilities language is encouraged to be used when dealing with difficult situations. The emotional thermometer chart is included in the red folder for easy reference.
- Three entries of student misbehavior in the yard duty folder will require further action such as parental contact and/or a note sent home. A staged response to ongoing misbehavior will be implemented and communicated to parents.
- Ongoing social issues will require parental involvement and limited time outside at lunchtime.

GUIDELINES FOR THE SICKBAY

- All accidents must be recorded in first aid log book. (school nurse or first aid duty staff member)
- All accidents are to be dealt with by the school nurse or a trained first aid staff member where possible.
- Parents/guardians will be called before calling for medical attention unless in an extreme emergency. For ambulance procedure, see chart in First Aid room and Appendix A.
- A **minor injuries form** for either head injuries or general injuries must be sent home to the parents to notify them that their child has had an accident.
- A list of procedures will be placed on the sick bay wall in regards to emergency care for children with special conditions or ailments.
- Students should not be in sickbay during class time unless absolutely necessary. If a child must stay in sickbay for a length of time, the school nurse /office staff should monitor them regularly.

- If parents are contacted, students are to wait for collection in the sick bay or outside the office on the seat and must be signed out by the parent/guardian at the office.
- The first aid personnel/office staff will notify class teachers if a child is to be sent home.
- If a teacher sends a student from the yard to the sick bay during recess and lunch, the student must report to the first aid personnel in the staff room with a **blue** card.

Appendix

Wales Street Primary school Policies are on the school website and on the school computer network.

- **Anaphylaxis Policy and appendices**
- **Asthma Policy**
- **Bullying Prevention Policy**
- **First Aid Policy**
- **Integration Policy**
- **Medications Policy and Request form**
- **Sun smart Policy**
- **Student Engagement Policy 2014**