We provide the skills, knowledge, values and attitudes that will empower all within our community to become participating and caring members of society.
St Agnes’ Vision statement

Rationale:

As Gospel values underpin all that we do at St Agnes’ School, we recognise the wellbeing needs of our students. We believe student wellbeing is the concern and responsibility of the total school community, working in partnership together.

We are committed to ensuring a safe and caring environment that promotes personal growth and positive self esteem for all. We understand the importance of developing the whole child and believe that students who are physically, emotionally and spiritually happy are able to deal positively with life’s challenges.

We are committed to building student’s resilience and developing strategies that strengthen a sense of belonging and wellbeing for all.

Aims:

• To build the partnership between home, school and the community to promote a shared responsibility for wellbeing.
• To create a positive environment in which all staff assume responsibility for student wellbeing.
• To incorporate programs into the curriculum which develop positive social behaviours, values and problem solving skills in our students.
• To establish communication processes and protocols which are clear and well known to ensure the effectiveness of student wellbeing support.
• To provide staff with professional development regarding student wellbeing, so they can effectively support and implement best practice.
• To embed the Student Wellbeing Policy within the National Safe Schools Framework
• To provide an educational environment which recognises, values and builds student wellbeing.
• To develop students who are physically and emotionally healthy.
• To provide successful experiences for all children, where children feel safe and secure in
a supportive environment and where a sense of belonging and wellbeing are strengthened.

- To help students develop positive social behaviours and problem solving skills.

Program Details:

Implementation:

- To appoint a Wellbeing Coordinator who will work with the Core Team to coordinate student well being across the school.
- A culture of positive reinforcement and encouragement will permeate all facets of our school.
- We will value and encourage student individuality, differences and diversity.
- We will adopt a proactive approach with issues of student well being.
  - The curriculum will be broad, will provide for the individual needs of students and will be developed to cater for different learning styles.
- Programs that promote resilience, life and social skills, values, assertiveness, conflict resolution and problem solving will be provided.
- Structures that give the students the opportunity to develop leadership skills, such as Student Representative Council, House Captains, Monitors and Buddy programs will be provided.
- Parent information sessions and information in newsletters relating to wellbeing, bullying, social skills and values will be provided.
- Each classroom teacher will revisit the whole school Behaviour and Bullying policy.

- Student work and achievement will be regularly show cased and publicly recognised at weekly school assemblies, through displays and through the newsletter.
- We will provide support structures such as – the monitoring of student absences, protocol for mandatory reporting.
- Student Wellbeing to be discussed at all staff, professional learning team and leadership meetings.
- Transition Programs will be followed at all levels of the school for both incoming and outgoing students.
- Students with identified specific needs will be catered for through Individual Learning Plans, Parent and Student Support Groups and ongoing support.
- We will access outside agencies to provide support for students, parents and
staff when required.

- Liaise with and seek support from the CEOM Student Wellbeing Unit.
- Strategies detailed in the ‘National Safe Schools Frameworks’ will be implemented across the school.
- We will comply with all privacy issues in accordance with current legislation.

**Resources:**

National Safe Schools Framework
Values Education
CEOM Outward Facing Schools Charter
St Agnes’: Our Vision

**Evaluation**

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

Policy formulated
February 2013

Ratified by the Staff and Education Board.

Policy Reviewed 2016

The Victorian Essential Learning Standards strands of Personal and Interpersonal Learning form the basis of teaching personal and interpersonal skills.

The following attachments outline supporting practices and programs:
Attachment 1 - St Agnes’ Behaviour Management Plan
Attachment 2 - St Agnes’ Anti Harassment and Bullying Policy
Attachment 3 – Supporting Programs
Rights and Responsibilities
Our Wellbeing practices are vitally concerned with the development and fostering of student’s self discipline and acceptance of responsibility. The following outline our key rights and responsibilities and what we strive to promote in the students.

Respect
Everyone has the right to be treated with respect, to be shown concern and understanding, to be listened to and to be treated fairly and justly.

Therefore:
- everyone respects intellectual abilities, race, gender and cultural background
- everyone needs to respect their own and others belongings
- everyone needs to cooperate, play fairly and follow agreed rules
- everyone has the right to be heard and to tell their story.

Development & Growth
Everyone has the right to grow and develop to their full potential (spiritually, morally, physically, intellectually, emotionally, socially and culturally).

Therefore:
- everyone needs to be open, accepting, understanding and tolerant of self and others
- everyone needs to be encouraged and affirmed
- everyone needs to work and grow together to deepen their relationship with God, with self and one another.

Teaching and Learning
Everyone has the right to learn.

Therefore:
- everyone listens respectfully
- everyone is punctual and comes to class prepared
- children need to remain on task and not interfere with other’s learning
- teachers need to be organised, well planned and teach to the point of need recognising different learning styles
- children need to strive to do their best and to be willing to challenge themselves.

Safety
Everyone has the right to feel safe and be safe.

Therefore:
- children need to stay within the school boundaries and play safely within designated areas
- children need to make responsible choices about their own safety and the safety of others
- children need to know appropriate strategies for dealing with bullying, conflict and situations in which they do not feel safe
- children need to follow directions when they are participating in activities such as excursions, sporting events and camps
- children and staff need to follow the Sun Smart Policy
- parents /guardians need to ensure that their children are dropped off and collected at the correct times and from the correct areas
- the school community will not tolerate bullying, either physical or verbal.

**ENVIRONMENT**

Everyone has the right to work and play in an environment that is safe, visually stimulating, clean and conducive to learning.

Therefore:
- everyone needs to be responsible for his/her actions inside/outside the school environment
- everyone needs to clean up after themselves both in the classroom and in the playground
- everyone needs to take care of equipment
- everyone needs to be alert and to report any dangers or potential dangers

St Agnes’ Behaviour Management Plan is based on the Assertive Discipline Approach as outlined below. Fundamental to the behaviour management needs of students is assisting them in their growth in responsible behaviours as outlined in CECV Pastoral Care of Students in Catholic Schools 1.14

**Behaviour Management - Assertive Discipline**

Assertive discipline is a structured, systematic approach that assists teachers to run an organised safe classroom environment. It includes the following:

**Positive Reinforcement**
Positive reinforcement increases a student’s self-worth through consistent, meaningful positive recognition of their efforts;
- Praise according to the rules
- Examples of positive reinforcement;
  - Stars, stickers, marbles in a jar
  When they have filled in their star chart the student gets 15min free time (always at the end of a session)
These rewards to be negotiated with the classroom teacher.

**School Rules**

1. Follow Directions
2. Listen to the speaker and don’t interrupt
3. Speak appropriately and politely
4. Keep hands feet and objects to yourself
5. Treat all property with care
( these rules need to be unpacked as a grade and need to be systematically taught)

**Consequences**

1. Warning
2. Movement away from group in classroom. Student is expected to continue with classroom work. Max 10min
3. Time out in classroom. Student is expected to continue on with work. max 10min
4. Time out from the group in another room. Student to fill out a reflection sheet. Missed time to be made up at recess or lunch under the supervision of the teacher on yard duty. Student to complete work that was missed. Not to be more than half of recess or lunch.

**Reflection sheet to be sent home and signed by parent, staff member, Wellbeing Co-ordinator and Principal.**

**More Serious Behaviour**

**Severe Clause to be used when a student**
- Wilfully hurts another student
- Wilfully destroys property
- Overtly refuses to do what he/she is told to do
- Engages in behaviour that stops the class from functioning

**Consequences**

An incident report (See attachment 2) needs to be completed by the teacher involved and attached to the reflection sheet.

1. Sent to principal or delegate
2. Parents to be informed
3. Wellbeing co-ordinator is notified
4. Classroom teacher is notified

In the case of ongoing behaviour a behaviour action plan will be designed in collaboration with classroom teacher and wellbeing co-ordinator. Parents will be informed.

See CECV Policy 1.14

In some instances where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community pending a meeting with principal, parent, classroom teacher and wellbeing co-ordinator.
APPENDIX 2
ANTI HARASSMENT AND ANTI BULLYING STATEMENT

Definition

'Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on.' The Peer Support Foundation 1998

Bullying generally is ongoing and repeated over time.

Bullying is an act of aggression causing embarrassment, pain, fear or discomfort to another;
- it can take many forms; physical, verbal, gesture, extortion and exclusion
- it is an abuse of power
- it can be planned and organised
- individuals or groups may be involved

Some examples of bullying may include:
- physical violence such as hitting, pushing etc.
- interfering with another's property by stealing, hiding, damaging or destroying
- using offensive names, teasing or spreading rumours about others or their families
- using put-downs, belittling others’ abilities and achievements
- writing offensive notes or graffiti about others
- making degrading comments about another's culture, religion or social background
- hurtfully excluding others from a group
- making suggestive comments or other forms of sexual abuse
- ridiculing another’s appearance
- forcing others to act against their will

If we are bullied:
- we may feel frightened, unsafe, embarrassed, angry or unfairly treated
- our work, sleep, and ability to concentrate may suffer
- our relationships with our family and friends may deteriorate
- we may feel confused and not know what to do about the problem

In a bullying situation two parties are involved; 1. The Bullies 2. The Target/s 3. The Bystander/s

All parties have the right to be heard and tell their story.

Research (Rigby & Slee 1993) tells us that there are classic characteristics of "targets" which provide/promote opportunities for bullying to take place.

The following are common characteristics:
- Physically less strong than others
- Timid, non assertive
- Introverted
- Low self esteem
- Few friends

These characteristics are general and do not include students who experience harassment/bullying as a result of some social characteristic e.g. they belong to a minority ethnic group or possess a personal or individual characteristic.
Prevention
At St. Agnes’ School we minimise the potential for incidents of bullying by:
• providing circle time as a forum for the discussion of issues of student/teacher concern, a vehicle for group decision making i.e. agreed behavioural expectations. These are timetabled weekly.
• providing the children with the opportunity to represent their class on “SRC” Council.
• giving children the opportunity to develop leadership skills, such as in the buddy program and welcoming committee.
• fostering the values of justice, love and respect by modelling appropriate behaviour to students and developing warm, supportive and positive relationships with students
• developing close partnerships between home and school and supporting parents in their understanding of relevant school philosophy, policy and practice
• establishing and maintaining high expectations of student behaviour
• promoting self discipline through the establishment and application of consequence for choice
• identifying and acknowledging appropriate behaviour using encouragement
• accessing programs e.g “Bully Busters” to aid self-reliance, responsibility and respect for self and others.
• establishing a school and classroom climate which promotes personal growth and positive self esteem for all
• establishing a school and classroom climate which promotes cooperation rather than competition
• displaying sensitivity to the home environment and the effects critical family events have on a students’ behaviour
• scheduling regular Staff Welfare meetings and Program Support Group Meetings to discuss issues and provide strategies to support students and families
• being vigilant on yard duty and encouraging children with special needs
• providing opportunities for a variety of recess activities

Reporting
• All parties involved will have the opportunity to tell their story to staff dealing with the incident.
• Staff will speak respectfully and directly to those involved and complete an incident report if deemed necessary
• Students will be encouraged to make correct choices and to be responsible for their behaviour. Staff may instigate a consequence as outlined in the school’s Behaviour Management Policy. Please refer to St Agnes’ Behaviour Management Policy.
• The Principal /his delegate /or Wellbeing Coordinator will be notified by staff dealing with the incident
• Parents may be contacted by the Principal or School Staff.
• A Parent Support Group Meeting (PSG) will be established on a needs basis when parents and school determine that bullying has occurred and is ongoing.
• Implementation of a Behaviour Action Plan if required.
• Referral to School Counsellor, Wellbeing Coordinator, Catholic Education Office Student Support Services or Community Counselling Agency.

Strategies
At St. Agnes’ School we skill and support our students not to be “targets,” encouraging them to use the following strategies:
The Three Step Strategy: This is a strategy designed to help the target who may experience difficulty in knowing how to respond when the situation arises. Below is an example of this:

1. “Stop it, I don’t like it.”
2. “If you continue, I will tell the teacher.”
3. “I am going to tell the teacher.”

- Being a “Cool, Calm Kid” by showing confident body language.
- Using “Robot Voice,” by saying the same statement again and again, maintaining similar tone of voice and staying in “neutral zone.”
- Fogging: using neutral words, for example, “could be, maybe, that’s what you think, possibly, if you say so, I didn’t know you were so interested.” Stay in “neutral zone” while saying these things.
- Safety Shield, in which the child imagines a plastic shield around them from which all offensive words bounce off and back.
- Distract: While staying in “neutral zone,” say something to distract the bully.
- Positive Ignoring: Use strong body language, ignore and walk away.
- Using “I” statements, for example, “I don’t like it when you speak to me like that.”
- Positive self-talk: Child visualises a positive self-image and matches this with positive self-talk statements.