

HFS Student Wellbeing Guidelines

Updated February 2018

Context

At Holy Family we believe every child has the right to feel safe and be valued as part of an authentic Catholic learning community where we respect the dignity and uniqueness of each child. The school motto says, "In Christ we live, love and learn" we therefore, use Gospel values, including love, forgiveness and compassion in all interactions to promote student wellbeing.

As we cultivate effective citizenship in our children and work together with parents building a loving community that is Christ centered, we encourage each child to develop self discipline/regulation and value-based decision making skills so that they can make appropriate choices and take responsibility for their actions.

Shared Understanding

At Holy Family all stakeholders: students, staff and parents, must conduct themselves at all times according to the principles and procedures outlined in this guideline document.

Principle 1: All teachers are responsible for all students

Principle 2: All students have a right to be heard in a supportive environment

Principle 3: All students have the right to learn, be safe and feel welcomed

Principle 4: All interactions need to be handled in a calm and compassionate manner

Principle 5: The dignity and respect of students must be upheld by all stakeholders

Principle 6: Clear communication is maintained between all stakeholders and documented following school processes

Principle 7: Confidentiality is paramount

Principle 8: Students need to be responsible and take responsibility for their actions

Principle 9: Teachers need to ensure that procedures are followed according to school expectations and policy

Principle 10: Every student has opportunities to extend their learning capabilities

Be Safe - Be Respectful - Be a Learner

Be a Learner: Process

Student behaviour self monitoring - Traffic Lights

(green=learning, orange=time to refocus, red=not learning)

To build student accountability and self monitoring skills, students identify when they begin to lose focus and/or disrupt the learning in the classroom. Students move themselves to the orange zone in the learning space to allow time to refocus and re-engage in the learning. Students can then return to the green zone and rejoin the learning experience. If a student fails to self regulate their behaviour, teachers can request the student to visit the red zone. During this time, teacher and student work together to rectify or re-establish appropriate behaviours so the student can re-enter the learning environment quickly. At the end of the day the teacher will counsel the student and issue a Learning Behaviour Notice (see appendix) and co-construct a learning goal and expectations for the following day. A learning note is sent to the parents so parents are aware that learning had been disrupted today for their child.

Within the same term, a second note is given, a meeting with parents will result involving the student, parents and teacher. This is documented according to school processes.

If a third Learning Behaviour Notice is given within the same term, team meeting with parent, leadership team member and student to establish behaviour agreement (template in appendix)

Behaviour Agreement

The behaviour agreement is co-constructed between the student, teacher and parents. Clear expectations are outlined to support the student re-entering the learning space in a positive and confident manner. This document is shared with the Principal and Assistant Principal at its creation. At the end of each day, the teacher consults with the student as to how they have met the agreement expectations. Teachers to follow school developed Behaviour Agreement template (see appendix). The Behaviour Agreement hard copy is filed in the student file when the Agreement has been completed.

Continued disruption to learning after three weeks of Agreement results in a hard copy of the Behaviour Agreement being given to the Principal for follow up, formal meeting with parents, student and Principal and formal detention given to student- documented and placed on student file (see appendix - added to Behaviour Agreement template)

Any violent behaviour - contact leadership team member and student is removed from class. Leadership organise meeting with parents, details placed on Assaults Register and Behaviour Agreement established (see point above). Repeated incidents will result in in-school suspension processes being implemented and external experts consulted.

Be Safe and Respectful

Respecting the Policies and Procedures of Holy Family

At Holy Family we believe that all members of the community, students, parents and teachers are equal contributors to the success of our school. All community members need to work together, abide by the policies and processes developed by the school community and respect the decisions made. All decisions are carefully and thoughtfully made to ensure optimum learning opportunities happen for every student and that safety and wellbeing for every child is at the heart of policy making. All students are asked to wear their uniform with pride and comply with jewelry and haircut standards. (Revision of Uniform, Jewelry and Haircut Policy in review 2018.)

Student Supervision- classroom, playground, away

Classroom: Teachers are to ensure students are supervised at all times. Class behaviour expectations must be clear and teachers need to ensure that all students are aware of and are actively involved in creating a safe learning environment.

Teachers are never to be alone in a class or area of the school with a student. Teachers are to leave doors open and discuss issues with a student in sight of others while respecting the dignity of all students. Therefore, any conversation must be had privately with the student. All issues must be documented and this documentation sent to the office for filing on student files.

It is not the policy of Holy Family to remove students from their learning environment unless directed by a member of the leadership team. Therefore sending students to another class is not advised. Timeout needs to be had inside the classroom under the supervision of the teacher.

Playground: In the morning teachers must be at assembly by the first bell ready and organising their class for prayer. During break times, all teachers must be on the playground by the final bell. During morning, recess and lunch supervision, teachers must be vigilant, roving and aware of all students at all times. Discussions with parents or other staff need to occur at another arranged time, duty of care at these peak times is a priority. During afternoon dismissal, only family members who are identified on the collection of student notice are able to pick up students. If teachers have any concerns, immediate notification to the office is made for clarification. All court orders regarding custody and access to students must be known by the class teachers and followed. Only parents/carers identified as legal guardians are able to have access to the student. Any concerns need to be made immediately to the Principal or executive member for clarification.

Away Activities: Students are expected to conduct themselves appropriately when they are away from school, following the normal school behaviour expectations and processes. Teachers are required to demonstrate active supervision and duty of care at these events.

Communication - HFS communication record (included behaviour incidents)

All discussions with parents must be documented using the HFS Communication Record sheet. The document is then printed and sent to the office for filing in student files. An electronic copy must be sent to the Principal and Assistant Principal on the day of the incident.

Student behaviour issues must be recorded using the Communication Record sheet (see appendix) and Procedural Fairness must be followed to ensure all parties have an opportunity to explain the situation. Teachers must follow the Student Wellbeing Guidelines when issuing consequences to students. If teachers have concerns, they must seek advice from the Principal or a member of the executive team.

Critical Incidents: process, suspension, exclusion, expulsion

Holy Family follows the guidelines set by CEDP regarding , suspension, exclusion and expulsion.

Child Protection- identification, reportable concerns, process

Holy Family follows the guidelines set by CEDP regarding all child protection issues. Any disclosures made by a student must be reported to the Principal or Assistant Principal in her absence on the day of the disclosure.

Attendance: process

Holy Family follows the guidelines set by CEDP regarding student attendance. Documentation regarding student absences are to be sent to the Principal and the attendance officer. Teachers must follow up with a phone call to the parent if a student is away for three or more consecutive days. The attendance officer will contact the family if a pattern of absence is noted.

External resources: process of request

All requests for external providers including, counselling, student wellbeing team services, psychologist is the responsibility of the Principal. Teachers are to discuss any concerns with the Principal regarding student wellbeing and academic progress.

Term 1 establishing school culture: teaching and learning process

Teachers need to include explicit teaching and learning strategies including learning intentions and success criteria, as part of their learning cycle each term. Teachers are to explicitly teach the students the necessary skills of turn taking, collaboration, communication, safety, respect for all, empathy, teamwork and other skills deemed necessary for that class each term (see appendix for suggestions). The expectations regarding conduct and behaviour must be adhered to at all times. Teachers must correct and model accepted behaviours.

In a nutshell: flowchart for handling behaviour issues

Be a Learner - Disruption to Learning

- Follow the traffic light system of student accountability
- After repeated opportunities to re-enter the learning space (at teacher discretion) - Learning Behaviour Notice given to student at the end of the day and placed on student file.
- Within the same term, if a second note is given, meeting with parents, student and teacher. Learning Behaviour note and meeting record placed on student file.
- If a third orange note is given within the same term, team meeting with parent, leadership team member and student to establish Behaviour Agreement (HFS template followed). Behaviour Agreement and meeting record placed on student file.
- Continued disruption to learning after three weeks of Behaviour Agreement (at teacher discretion), formal meeting with parents, student and Principal and formal detention given to student - documented and placed on student file.
- Any violent behaviour- contact leadership team member and student is removed from class. Leadership organise meeting with parents, details placed on assaults register and behaviour agreement established. Repeated incidents will result in, in-school suspension processes being implemented and external experts consulted. This decision will be at the Principal's discretion.

Playground

Be Safe and Be Respectful

- Minor incident on playground (teasing, accidental knocks, out of bounds, verbal tiffs, not following playground rules) - verbal warning from playground teacher.
- Second warning results in timeout on the playground for the duration of play time - student sits in red zone allocated in each playground section.
- Major incidents on playground (violent behaviour, disrespecting teachers, unsafe play resulting in injury) - Teacher issues red alert card to student to take to office and report to leadership team member (rostered) for investigation. Instant detention results and school detention register completed (found on shared drive, leadership folder)
- If student refuses to go to the office, teacher sends red alert card to the office with another child to summon leadership team member (rostered). Instant detention for 2 days and school detention register completed.
- Investigation may warrant formal meeting with parent that afternoon - leadership to organise, document and place on file. This decision is made at the discretion of the leadership team member.
- Repeated major incidents (3 or more incidents in a term) suspension processes will be implemented and CEDP consulted. This decisions will be at the Principal's discretion.
- The Assistant Principal to be notified of special playground arrangement for selected students so staff can be notified as appropriate.
- All students, families and teachers are asked to abide by policies and procedures