

# Fadden Primary School

## Student Wellbeing Procedures



Fadden Primary School encourages every student to aim for excellence in an environment which promotes a love of learning and prepares for the challenges of the future.

We focus on the academic, physical, social and emotional development of students. We maintain high expectations for students' learning and interactions with others. Teachers provide learning programs which offer support as well as extension opportunities for students. Students have the opportunity to engage in a range of extra curricula events in sport, performing arts and academic areas as well as their quality daily learning programs.

Fadden student wellbeing procedures are aligned with the Education Directorate's *Safe and Supportive Schools Policy* including *Procedure A Preventing and addressing bullying, harassment and violence* and *Procedure B Safely responding to complex and challenging behaviours in Canberra Public School*.

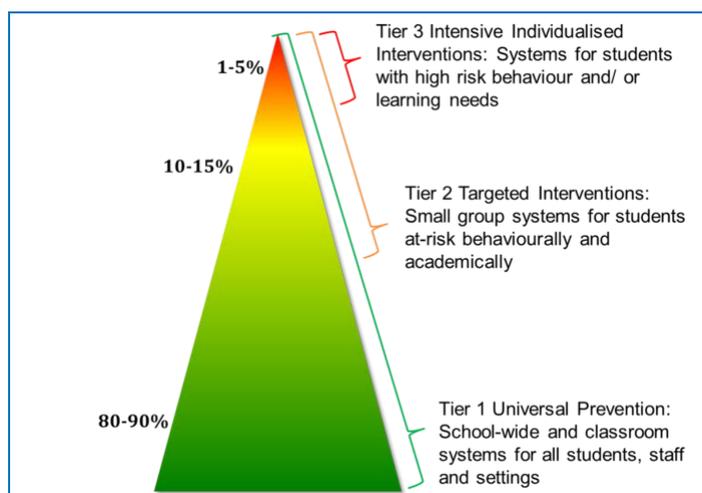
We believe that every interaction is a learning opportunity for children and embed a set of school values to enhance this learning. We explicitly teach social skills, self-management and anti-bullying. We understand that children make mistakes as they are learning and that often behaviours are used to communicate a need. We always endeavour to determine the function of behaviour so that we can support the child to meet their needs in more effective or more appropriate ways.

Our approach to supporting student wellbeing aligns with the Positive Behaviours for Learning Continuum model as shown below.

**Universal** or school wide strategies are provided for all students.

**Targeted** strategies are implemented for 5-10 % of student who require additional support in small groups or structured ways.

**Intensive** or individualised interventions are used for 1-5% of students and delivered in close partnership with the Education Directorate's Student Support Section.



We will know our procedures are effective through school data on behaviours, parent, staff and student responses in the School Satisfaction Survey, ongoing feedback and the general tone of the school. We will evaluate the school's safe, respectful and supportive environment using the National School Improvement Tool and the National Safe Schools Framework each year. Working in partnership with the community is a key strategy that will support the successful implementation of the Fadden Wellbeing Procedures.

## Our school values

### RESPECT

### CONFIDENCE

### RESPONSIBILITY

We believe that these core values provide the foundation for building a safe and positive school culture. We understand that student wellbeing is not only affected by backgrounds, experiences, disposition, age and physical environment but also by the quality of teaching and learning programs in place. We believe that emotional strength, resilience and wellbeing directly impact on a child's ability to engage in successful learning. Therefore, our philosophy is that healthy wellbeing is the foundation for successful learning for all children.

<i>Respect</i>	<i>Confidence</i>	<i>Responsibility</i>
we respect others and self We respect our environment We listen to the opinions of others We follow directions We listen attentively We use polite and appropriate language We take care of materials and school property We keep our hands and feet to ourselves We speak respectfully We respect the property of others We are friendly towards other We are safe	We wear our uniform with pride We make appropriate choices We are prepared We are brave and have courage to speak up We think before we speak We participate in school activities We are kind and helpful We try our best	We have a go at new learning We take responsibility for our actions We own our choices We are willing to help others We say no to anti-social behaviours including, teasing, harassment, bullying We report harassment and bullying We store our mobile phone at the front office We are organised We are in the right place at the right time We only bring necessary items to school

## Our student wellbeing procedures

Tier 1 - UNIVERSAL STRATEGIES	
<i>KidsMatter</i>	Implementing the Kidsmatter program as the framework for building positive relationships and supporting student wellbeing and mental health.
<i>National Safe Schools Framework</i>	Implementation and regular review of the nine domains of National Safe Schools Framework.
<i>Connectedness</i>	Taking time to gather information, connect and build trust with students and families. Establishing and maintaining productive partnerships with relevant service providers.
<i>Shared expectations</i>	Co-constructing and regularly revisiting class expectations and learning agreements with students  Establishing achievable goals.  Reminding children of shared expectations as needed.
<i>Social &amp; emotional learning</i>	Explicitly teaching social and emotional skills through the Friendly School + program.
<i>Student Voice</i>	Promoting student voice through Student Parliament, SRC and Circle Time.
<i>Choice Theory</i>	Staff have an understanding that all people have five basic needs – survival, love &

	belonging, freedom, fun and empowerment and understanding that all behaviours are a form of communication.
<i>Anti-bullying</i>	Explicitly teaching what bullying is and how to respond if bullied or if they see bullying using the Bullying No Way program.
<i>Celebrations</i>	<p>Promoting belonging and school spirit during whole school events including house groups.</p> <p>Celebrating achievements through assemblies, newsletter, awards, postcards home, principal morning teas and our Facebook page.</p> <p>Facilitating whole school events to promote a sense of community.</p>

Tier 2: TARGETTED STRATEGIES	
<i>Working with families</i>	Connecting with families early and often when targeted support is required. We employ a collaborative approach to support children.
<i>Problem solving</i>	<p>As children learn about social interactions and collaborating with others they will make mistakes. We view these situations as learning opportunities and guide students through a series of questions to reflect on their behaviours. These questions are the Reality Therapy questions outlined by Psychologist, Dr William Glasser.</p> <ol style="list-style-type: none"> <li>1. <i>What happened?</i></li> <li>2. <i>What did you want to happen?</i> Link to basic needs</li> <li>3. <i>What were you doing (or thinking) to get those things?</i></li> <li>4. <i>Are the things you're doing helping?</i></li> <li>5. <i>What else can you do to get what you want? (what would you advise a friend to do?)</i></li> <li>6. <i>Create a plan</i> – this plan will usually be a verbal and/or a visual plan. If there is continued inappropriate behaviour a more formal plan will be created with the student and teacher (schools leaders where appropriate).</li> </ol>
<i>Repairing harm</i>	<p>We use restorative practices to help children understand the impact their choices have on others and to repair harm.</p> <p><b>When challenging behaviours occur:</b></p> <ul style="list-style-type: none"> <li>• <i>What happened?</i></li> <li>• <i>What were you thinking of at the time?</i></li> <li>• <i>Who has been affected by what you have done?</i></li> <li>• <i>In what way have they been affected?</i></li> <li>• <i>What do you think you need to do to make things right?</i></li> </ul> <p><b>To help those affected:</b></p> <ul style="list-style-type: none"> <li>• <i>What did you think when you realized what had happened?</i></li> <li>• <i>What impact has this incident had on you and others?</i></li> <li>• <i>What has been the hardest thing for you?</i></li> <li>• <i>What do you think needs to happen to make things right?</i></li> </ul>
<i>Chillville</i>	A quiet place at lunch times to engage in sensory activities, have time and space to self-regulate and talk through a problem when needed.
<i>Data analysis</i>	Collection and analysis of data from Chillville and follow up involving school leaders to determine patterns of behaviour in order to inform improvement practices.
<i>School Psychologist</i>	School psychologists provide services to students that address educational, social,

	emotional and behavioural needs. Working collaboratively with families, school communities and external agencies is integral to the role.
<i>Student Wellbeing Officer</i>	A staff member dedicated to supporting the wellbeing of students through check ins, one to one support, small group skill development, lunch time clubs and responding to challenging situations.
<i>Lunch time clubs</i>	Opportunities to learn and practise new skills through a range of lunch time clubs.
<i>Playground passports</i>	Allocation to a certain part of the playground for one or two weeks with individualised goals which are monitored by the child and teachers on duty.
<i>Individual learning plans</i>	An ILP identifies the student's individual needs, pathways, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student where appropriate, to inform the planning, delivery and evaluation of the student's personalised learning program.
<i>Student achievement process</i>	School based referral and collaborative conversation process to support teachers in making reasonable adjustments and catering for the individual needs of students.
<i>Responding to ongoing inappropriate behaviours – see flowchart</i>	<p>The steps followed in responding to inappropriate behaviours. Where a student returns to making the right choices the steps will stop. When behaviour is continued over time the steps are followed:</p> <ol style="list-style-type: none"> <li>1. Reminder or prompt</li> <li>2. Time out in classroom</li> <li>3. Time out in buddy classroom</li> <li>4. Counselling with school leader</li> <li>5. In school suspension</li> </ol> <p>A discussion between the teacher and student is involved in each step from step 2-5. The re-entry discussion involves identifying what happened and what the student and teacher will do to support success in class.</p> <p>Family involvement and support is encouraged and employed when inappropriate behaviours continue to occur.</p>

TIER 3: INTENSIVE STRATEGIES	
<i>Individual learning plans</i>	An ILP identifies the student's individual needs, pathways, goals and priorities for learning. An ILP is designed by teachers in collaboration with parents/carers, relevant professionals and the student where appropriate, to inform the planning, delivery and evaluation of the student's personalised learning program.
<i>Behaviour plans</i>	Evidence-based plans, based on a functional behavioural analysis of the purpose of the behaviour in the context of the student's environment. They outline proactive strategies that build on the person's strengths, and support the learning of positive replacement behaviours and skills. A Positive Behaviour Support Plan is the primary planning tool for bringing about positive behaviour change for a student.
<i>Network Student Engagement team (NSET) referral</i>	Referral to Education Directorate multi-disciplinary team of professionals with a diverse skill set who work collaboratively to build capacity within students, schools, and the community to increase engagement and improve student outcomes.

<i>Risk appraisal and action plan</i>	<p>A systematic process to understand the nature of and to reduce the level of risk.</p> <p>Actions taken to lessen the likelihood, negative consequence, or both, associated with a risk.</p>
<i>Functional behaviour analysis</i>	An analysis carried out by an NSET team member which focuses on the why, how, where, when and what of a certain behaviour.
<i>Outside agency referrals</i>	Referrals or information provided about local specialists, therapists and other professionals who support student wellbeing.
<i>Suspensions</i>	<p>The process of temporarily withdrawing a student from attending school if they display behaviours described under section 36 of the Education Act.</p> <p>Students will be suspended if they have:</p> <ul style="list-style-type: none"> <li>• <i>Threatened or perpetrated violence;</i></li> <li>• <i>Acted in a manner which threatens the good order of the school by persistently refusing to accept the school's behaviour code which violates the school values;</i></li> <li>• <i>Repeated behaviours that are considered unacceptable, unsafe, or that constitute bullying or harassment;</i></li> <li>• <i>Consistent non-compliance that puts safety at risk;</i></li> <li>• <i>Interfered with the rights of teachers to teach and students to learn; or</i></li> <li>• <i>Shown persistent and wilful inattention or indifference to work.</i></li> </ul>

Additional resources

<https://bullyingnoway.gov.au/>

[https://www.education.act.gov.au/school\\_education/safe\\_supportive\\_schools](https://www.education.act.gov.au/school_education/safe_supportive_schools)

<https://www.education.gov.au/national-safe-schools-framework-0>

[https://www.education.act.gov.au/school\\_education/guidance\\_and\\_counselling\\_service](https://www.education.act.gov.au/school_education/guidance_and_counselling_service)

<https://primary.portal.kidsmatter.edu.au/>