

Student Wellbeing Policy



239 Pearcedale Road Cranbourne South VIC 3977 Tel: 9782 2999

Email: cranbourne.south.ps@edumail.vic.gov.au Website: <http://www.cranbournesouth.vic.edu.au/>

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|----------------|-----------------------------------|-------------------|----------------------------|
| Policy Name | Student Wellbeing Policy | Approved | 8 th March 2017 |
| Responsibility | Student Wellbeing leader and team | Date last updated | 8 th March 2017 |

Rationale

We believe that students will achieve their personal best in a school where community members work together to build and maintain a caring and cooperative environment. CSPS Moral Purpose is based around our mission, vision and values (Appendix A).

Mission: Our school endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing.

Vision:

- To provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world.
- To assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals.

Values: Positivity (I look on the bright side), Persistence (I am determined), Pride (I stand tall), Passion (I strive to achieve).

Aims

- To ensure that all students understand and practice the Moral Purpose of CSPS.
- To establish clear and effective procedures for managing student misbehaviour.

Implementation

- In consultation with students we annually review the school values of positivity, persistence, pride and passion.
- Teachers reinforce through appropriate strategies students' responsibility to:
 - treat others with courtesy, kindness and respect
 - maintain a safe and secure school environment
 - model and support the school rule and
 - develop responsibility for their own actions
- Teachers shall implement the following '5-step' strategy when responding to student misbehaviour in the classroom (Appendix B).
- Students who misbehave while in the school yard, shall have significant misbehaviours recorded in the Yard Duty Folder.
- Student misbehaviour of a more serious nature will involve the use of a range of strategies including the following:
 - Student reporting to the Area Leader.
 - Discussing the behaviour problems with the student and reaching an agreement for future behaviour - refer: Restorative Justice procedures (Appendix C).
 - Monitoring and providing feedback to students on their behaviour.
 - Allowing the student time for a "cooling off" period using a non-judgmental approach.
 - In-school detention, removal from the classroom and removal from the school yard.
 - Providing counselling and training sessions for individuals to modify inappropriate behaviour
 - Involving parents/caregivers to assist with modifying behaviour.
 - Seeking support and guidance from relevant departments and agencies.
 - Utilisation of the Southern Metropolitan Region Student Behaviour Management Action Plan.
 - Implementing procedures set out in the Education Department's guidelines which incorporate Discipline Procedures, 1994 and Ministerial Order No. 1, Discipline of Students:
 - The Student Wellbeing Coordinator shall maintain a record of student misbehaviour and provide regular reports to the Principals.

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- Significant incidents of Student misbehaviour may be reported to parents in the Student's Report prepared each semester and will reflect in the *Work Habits and Behaviour* section of the report.

Resources

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Evaluation

This policy will be reviewed as part of the school's three year review cycle and/or per local school agreement.

CERTIFICATION

This policy was ratified at the School Council Meeting held at Cranbourne South Primary School, on 8th March 2017

Signed.....
School Council President

Signed.....
Principal

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Appendix A: CSPA Moral Purpose

Mission

Our school endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing.

Vision

To provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world.

To assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals.

Values

| | |
|---------------------------------------------------------------|------------------------------------------------------|
| <u>Positivity</u> <i>I look on the bright side.</i> | <u>Persistence</u> <i>I am determined.</i> |
| <u>Pride</u> <i>I stand tall.</i> | <u>Passion</u> <i>I strive to achieve.</i> |

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Appendix B: Five Step Process

FIVE STEPS

STEP 1

Verbal Warning



STEP 2

Name on Whiteboard



STEP 3

Name Underlined
(Isolated within the Classroom)



STEP 4

Removal
(To another Classroom)



STEP 5

Severe Consequences
(Parents Notified)



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Appendix C: Restorative Practices

Cue Card – Dialogue To Manage Conflict

To the person who has done harm:

Can you tell me what happened?

What were you thinking at the time?

What have you thought about since then?

Who do you think has been affected by your behaviour?

How do you think they have been affected?

To the person who has been affected:

What was your reaction at the time of the incident?

How do you feel about what happened?

What did you think at the time?

What have you thought of since then?

How have you been affected?

What has been the hardest thing for you?

To the person who has done harm:

Is there anything else you want to say?

To each person:

What would you like to see happen to repair the harm?

Is this fair?

Is this realistic and achievable?

(Could formally record and sign agreement at this stage.)

To both people:

Is there anything else you would like to say?

I would like to thank you for the way we worked through the issues.

(Maybe we could meet again soon to see how things are going?)

How can I help?

Cue Card – Dialogue To Manage Conflict

Individual Conference: Teacher and one student

What were you thinking about when you.....?

What have you thought about since it happened?

How were you feeling at the time?

Did you do the right thing or the wrong thing?

Who has been affected by what you did, in what ways?

How can you fix things up?

What can I do to help you?