



St Joseph's School

T R A N M E R E

St Joseph's School Tranmere

Student Wellbeing Policy

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1 Introduction

We believe that all human beings have an inherent desire to be in relationship and it is in this that we become fully human. We are committed to a restorative culture grounded in our vision, and inspired by our motto of 'love in all things.' This culture offers a transformative view of the human person. It focuses on the behaviour and its impact rather than on the person, moving away from models that use shame and punishment to externally control behaviour. Grounded in experiences of relationships and community, students learn to understand their own behaviour and its impact on others, and they develop the skills needed for resolving conflict and building healthy relationships. As a community we have a responsibility to provide the educative and supportive framework to maximise all children's well being and their capacity for positive mental health and flourishing relationships.

2 Policy Statement

The Student Wellbeing Policy outlines our beliefs and practices in these areas:

- behaviour education and personal responsibility.
- countering bullying and harassment.
- student positive resolution.

Supporting documents include:

- Student Wellbeing Procedure
- Student Wellbeing Plan
- Restorative Plan
- Student Wellbeing Scope and Sequence

3 Aims

At St Joseph's Tranmere we aim to:

- provide safe environments where all can learn, grow and flourish.
- create classroom and yard environments for positive relationships, learning and play.
- educate students in each of the social and emotional learning competencies: self-awareness, social awareness, self-management, relationships skills, responsible decision making.
- ground our student wellbeing practices in our catholic identity.
- provide logical and appropriate stages of intervention that support all students. positive successful relationships and learning.
- provide appropriate levels of restorative intervention in the breakdown of relationships.

4 Behaviour Education and Personal Responsibility

Building a community of respect

At St Joseph's Tranmere we believe respect is pivotal to appropriate social interaction, positive peer and teacher relationships and productive learning habits. We believe learning to live harmoniously is vital to one's own sense of well-being, the safety of others and contributing positively to the communities in which we participate. We also believe that learning to be respectful is at the centre of supporting children to use desirable ways to communicate and behave.

To create and maintain a community of respect it is essential that all members of the community know about respect, understand what respect is asking of them and how their behaviour builds or diminishes a community of respect.

The five dimensions of respect in a community of respect are:

1. Respect for self
2. Respect for others
3. Respect for teachers
4. Respect for learning
5. Respect for the environment

Restorative Practices

In order to build and nurture respectful relationships St Joseph's School Tranmere draws on Restorative Practices. Restorative Practices are a series of processes premised on the innate dignity of each person. They proceed on the basis that unresolved conflict between two or more persons will negatively affect all those involved. They maintain that those in conflict must be involved in the resolution of the conflict. As such, the processes model and practise the necessary life skills to resolve conflict. Restorative Practices aim toward a community that values diversity, rigorous debate and respect for self and other.

A community grounded in a restorative philosophy requires the commitment of all members of the community. This policy therefore outlines the responsibilities of school leadership, students, teachers (this includes all adults working in the school community) and parents/carers. These responsibilities are outlined in relation to the three key areas of this policy: Behaviour Education and Personal Responsibility; Countering Bullying and Harassment; Student Positive Resolution.

Responsibilities of Leadership:

At St Joseph's Tranmere School leadership will:

- create and nurture a school environment that:
 - is an expression of our Catholic identity.
 - promotes positive relationships and learning for all staff and students.
 - is grounded in a restorative philosophy.
- work with teachers each year to develop a student wellbeing plan that:
 - explicitly teaches in the five areas of social and emotional learning (self-awareness, social awareness, self-management, responsible decision making and relationships).
 - establishes in collaboration with the students a Code of Respect that provides a foundation for positive relationships and learning within the classroom.
 - reflects upon the way in which the physical environment needs to be set up to promote positive relationships and learning.

- names how positive classroom relationships are established and maintained.
- identifies encouragement and re-directing strategies that keep students focused on learning.
- teaches children to understand and where appropriate, use affective statements
- develop with staff a shared understanding of play environments that support positive relationships and safety for all students that includes:
 - structures within the physical environment to support positive relationships and play (e.g. rosters for sharing yard space, social stories about safe play).
 - the use of restorative chats when relationships in the yard break down.
 - additional support for students having difficulty engaging in safe yard play.
- document and follow up restorative agreements
- be aware of relevant policies, practices and legal obligations.

Responsibilities of Students:

Students will:

- be aware of and support the code of respect.
- be active and engaged members of the St Joseph's Tranmere school community, upholding our motto of 'love in all things.'
- grow in understanding of their own and others behaviour and its impact on relationships and learning.
- commit to following the restorative process when behaviours have become disruptive to relationships, learning and/or play.

Responsibilities of Teachers:

Teachers will:

- be aware of, support and model the values of St Joseph's Tranmere School.
- create an environment for successful relationships and learning and document this each year in the wellbeing plan.
- implement the wellbeing plan in daily practice.
- be aware of their own and others behaviour and its impact on relationships and learning.
- care for all students in our community.
- commit to following the restorative process when behaviours have become disruptive to relationships, learning and/or play.
- document and follow up restorative agreements.
- participate in the development, implementation and review of the school's policy.
- participate in ongoing professional learning in student wellbeing.
- be aware of relevant policies, practices and legal obligations including protective practice and mandatory notification requirements.

Responsibilities of Parents and Carers:

Parents and Carers will:

- support the values of St Joseph's Tranmere School.
- commit to supporting the school's restorative processes.
- support their children to:
 - be active and engaged in school life.

- grow in understanding of their own and others' behaviour and its impact on relationships and learning.
- be aware of their own behaviour and its impact on relationships with others in the school community.
- support the school in their philosophy towards and management of student wellbeing.

5 Countering Bullying and Harassment

Definition

Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:

- dominating or hurting someone
- unfair action by the perpetrator(s) and an imbalance of power
- a lack of adequate defense by the target and feelings of oppression and humiliation.

(Dr Ken Rigby, 2010)

Harassment is repeated, unwanted behaviour that is annoying and also involves the misuse of power by an individual or group towards one or more persons.

Behaviours can be impolite or rude such as inadvertently saying or doing something that offends someone or forgetting to use our manners. At other times children can be deliberately mean and purposefully say or do something to hurt another person. Both these instances can be hurtful and damaging to relationships and can be addressed through restorative processes. These are not the same as bullying which is intentional and repeated behaviour involving an imbalance of power.

Types of Bullying and Harassment

Physical

Physical bullying and harassment is any deliberate physical action such as:

- invading personal space.
- physically harming or making a person feel threatened or offended.
- using another person's possessions without their consent.
- graffiti or damage to others' possession or property.

Cyber bullying

Cyber bullying and harassment refers to bullying through the use of information communication technologies such as email, text messaging, MSN, social networking sites, blogs, chat rooms to:

- make unwanted statements about another person.
- put down others.
- exclude others.
- imitate, mimic or impersonate others.
- start or participate in the spread of rumours and gossip about another person.
- stalk or harass others.

Cyberbullying can include messages, use of offensive images or use of a person's photo without their permission.

Emotional/Verbal

Emotional bullying and harassment involves using any words or actions that are unwanted and repeated and which a person finds offensive, such as:

- excluding others.
- acting in a disrespectful or mean way e.g. rolling eyes, body language that excludes or intimidates, moving, hiding or destroying another person's things.
- verbal threats.
- threatening someone by using stand over tactics.
- making others feel insecure.
- using emotions to try and control others.
- name calling.
- offensive language, notes or images.
- putting people down.
- targeting people because of their race, gender, sexuality, religious belief, physical appearance or intellectual capacity.

Sexual

Sexual bullying and harassment is behaviour of a sexual nature which a person finds offensive. This type of harassment can be verbal or non-verbal, such as:

- touching or brushing against a person in a sexual manner.
- sexually oriented jokes, drawings, literature or online material.
- commenting negatively on a person's physical appearance.

Responsibilities of Leadership:

In addition to the responsibilities outlined in the previous section (Behaviour Education and Personal Responsibility), leadership will:

- develop a system of shared understanding and common practices for addressing bullying and harassment that will be revisited and addressed each year.
- ensure a sequential and consistent approach to the identification and impact of bullying behaviours.
- ensure awareness of bullying and harassment and responses for children is included through the curriculum.
- identify bullying behaviours and the role of the bystander.
- respond to issues at the earliest opportunity, consistently and with regard to the uniqueness of each situation, the stage of development of those involved and the opportunities for continued growth in developing personal and social responsibility.
- ensure that bullying and harassment is identified and responded to through the school's restorative processes
- be aware of relevant policies and legal obligations.

Responsibilities of Teachers:

In addition to the responsibilities outlined in the previous section (Behaviour Education and Personal Responsibility), teachers will:

- teach for and about diversity.
- explicitly teach anti-bullying programs; which include
 - the role of the bystander.
 - how to identify bullying behaviours.
 - skills to help students deal with bullying behaviours.
 - developing resilience.
- ensure that bullying and harassment is identified and responded to through the school's restorative processes.
- notify leadership when there are issues of bullying and harassment.
- be aware of relevant policies and legal obligations.

Responsibilities of Students:

In addition to the responsibilities outlined in the previous section (Behaviour Education and Personal Responsibility), students will:

- report any bullying behaviours that are observed or experienced.

Responsibilities of Parents and Carers:

In addition to the responsibilities outlined in the previous section (Behaviour Education and Personal Responsibility), Parents and Carers will:

- report any bullying behaviours that are observed or experienced.
- use school social media appropriately.
- model appropriate behaviour for resolving conflict that is consistent with restorative practices.

6 Resources

Circle Time

Hansberry, B. and Langley, J. (2013) *The grab and go circle time kit for teaching restorative behaviour*. Sydney, Inyahead Press.

Roffey, S. (2006) *Circle time for emotional literacy*. Los Angeles, Sage Publications.

You can do it! Circle time kits 1 and 2

Restorative Practices

Hansberry, B. (2016) *A Practical Introduction to Restorative Practice in Schools : Theory, Skills and Guidance*. London, Jessica Kingsley Publishers.

Thorsborne, M. ed. (2014) *The Psychology of Emotion in Restorative Practice : How Affect Script Psychology Explains How and Why Restorative Practice Works*. London, Jessica Kingsley Publishers.

Social and Emotional Learning

<http://www.kidsmatter.edu.au/>

Le Messurier, M. and Nawana Parker, M. (2011) *What's the buzz? A social skills enrichment programme for primary students*. London, Routledge.

Le Messurier, M. and Nawane Parker, M. (2015) *What's the buzz? For early learners*. London, Routledge.
Program Achieve. Third edition.

<https://www.esafety.gov.au/>

<http://www.cybersafekids.com.au/>

<http://www.cybersafetysolutions.com.au/>

<https://www.studentwellbeinghub.edu.au/>

Other programs/curriculum areas



Australian Curriculum Health and Physical Education - <http://www.australiancurriculum.edu.au/>

Child Protection Curriculum - <http://rantraining.e3learning.com.au/>

Made In The Image of God

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

7 Revision Record

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