



1.3 Student wellbeing

Rationale

At Sunshine Christian School we believe it is important to provide a safe, caring and friendly environment in which students can flourish across the domains of wellbeing – social, cognitive, emotional, physical and spiritual. As an E-Smart school, this policy is supported by the aims and resources provided by this initiative.

We acknowledge the important role of parents in the development of their children’s wellbeing and aim to support this by working in partnership with the families in our school.

As we encourage students to ‘live as children of the light’ we want them to understand how they can take ownership of their wellbeing, understand the impact they can have on the wellbeing of others and understand how God has created us to live in harmony with him, each other and his physical creation.

This policy is to be used in conjunction with core school documentation.

Aims

To foster the wellbeing of all students

- To develop and maintain positive student relationships
- To clearly outline procedures to take action when personal or community wellbeing is compromised.

Implementation

Essential agreements about student wellbeing

- Student wellbeing can be described as a state of positive functioning that allows students to thrive, flourish and learn across the cognitive, social, emotional, physical and spiritual domains
- Student wellbeing is underpinned by the school values of love, justice, compassion, forgiveness, service, courage, humility, hope, quality and appreciation
- All members of the school community have a right to feel loved, safe and valued at all times
- All members of the school community have a role to play in maintaining wellbeing
- There is a significant link between student wellbeing and their capacity to learn

- Explicit teaching about character and wellbeing is vital and modelling by staff and parents is of utmost importance
- We seek to foster empathy in students and enable them to understand how certain practices can positively or negatively impact the wellbeing of others
- Bullying in our community is not acceptable
- We use a restorative practices approach as forgiveness and restoration of relationships are at the heart of the Gospel
- Legal requirements surrounding the protection of students are followed at all times

Preventative measures

All staff and students are responsible for seeking to address concerns before they impact wellbeing. Proactive approaches are to be taken across the school at all levels.

These approaches include:

- Providing an active, vibrant and consistent engagement with worship, prayer and biblical study
- Teaching students about the qualities which underpin healthy relationships as taught to us by Christ
- Including wellbeing topics in learning programs
- Considering student engagement and wellbeing needs when planning and delivering lessons
- Using circle time regularly
- Celebrating positive student behaviour
- Supporting meaningful student leadership opportunities and valuing student voice in the school
- Regularly teaching about restorative practices
- Ensuring clear communication and teaching of school values and group behaviour norms with students, staff and parents
- Empowering parents to support student wellbeing
- Being intentional, consistent and honest in order to foster positive and productive relationships
- Supporting classroom teachers to take prime responsibility for the wellbeing of the students in their class and act early on concerns
- Making time available for staff to meet and discuss wellbeing concerns and interventions
- Providing regular staff training in relevant skills and programs to support student wellbeing (e.g. restorative practices, E-smart schools, Kids Matter, Physical and Psychological First Aid training and Valuing Safe Communities)
- Making appropriate wellbeing based referrals

The wellbeing work of the school pastor, chaplain and community wellbeing facilitator

All staff have a role to play in leading wellbeing, however particular staff members have wellbeing as their primary focus. The school pastor seeks to build the wellbeing of the community with a focus on staff wellbeing. The school chaplain seeks to build the wellbeing of the community with a focus on student wellbeing. The community wellbeing facilitator seeks to build the wellbeing of the community with a focus on parent and volunteer wellbeing.

Group behaviour norms at Sunshine Christian School

The following three rights and responsibilities are integrated across the school and form the basis of negotiated class expectations and guidelines.

1. All members of the school community have the right to feel safe and happy.

Therefore, it is our responsibility to act in a safe and respectful manner.

Students will....

- Move around the school in a sensible and quiet manner
- Remain in the school grounds during school hours
- Respect quiet areas of the school such as the library or the hall during morning worship
- Be considerate of others playing around us
- Play safely with all equipment and play in appropriate places
- Tell a staff member if we see something we think is unsafe
- Talk to a staff member if someone is upset, worried or unhappy
- Respect the restorative practices relationship approach
- Be welcoming and polite to visitors
- Use language to build each other up

2. We all have a right to learn.

It is our responsibility to lead our own learning and allow learning to happen.

Students will....

- Be punctual
- Give others our full attention
- Take turns during discussions or when using equipment
- Praise and encourage others
- Allow others to work
- Respect other people's opinions and cultural backgrounds
- Be honest and truthful
- Give our absolute best at all times

3. All members of the school community have a right to a nice environment to learn in.

It is our responsibility to care for the environment and be good stewards of the resources God has given us.

We will....

- Respect property that belongs to others
- Ask permission before using other people's property
- Treat with care all equipment and property
- Keep our classroom, corridors, playground and other areas in the school clean and tidy
- We will not drop rubbish on the ground and will pick up any rubbish we find
- Respect the trees and plants so that they can grow
- Recycle paper and use water wisely

School routines

Students should be aware of the following routines of the school which support their safety and wellbeing

- Prayer, devotion and worship form an important part of our weekly routine
- Students should not be on school grounds unsupervised before 8.15am or after 3.15pm
- The playground is not to be used before or after school
- School hats are to be worn when outside the classroom
- Students should move immediately to class and line up when the bell rings to signal the end of play
- Students should not be inside a classroom at any time if a staff member is not present

A restorative practices approach

The school utilizes a restorative practices approach at all times to work through situations where wellbeing has been impacted through one person's actions toward another. School staff are regularly trained in this approach.

A philosophy of restorative practices

- Harm: misconduct is a violation of people and relationships
- Community: violations create obligations and liabilities
- Repair: restorative practice seeks to heal and put things right

The restorative classroom (From Dave Vinegrad)

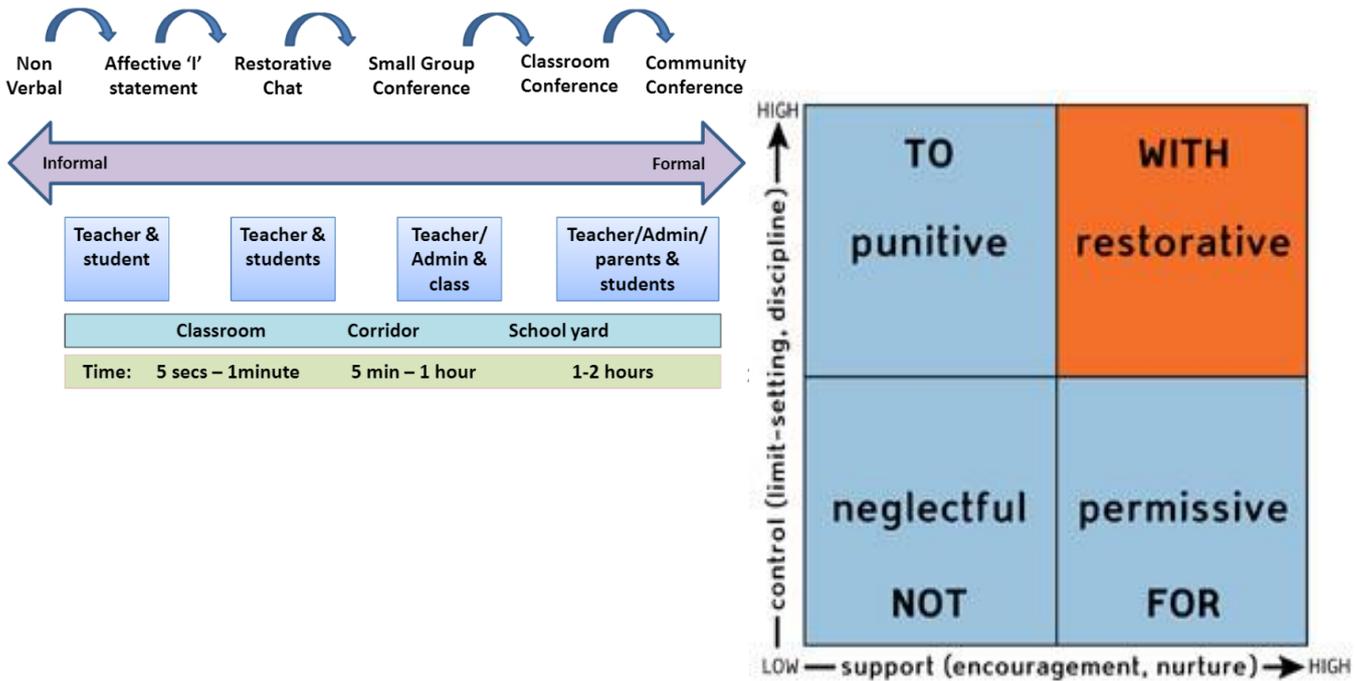
- Is a classroom that values dialogue through an inclusive approach where everyone has a voice and can be heard. Through collaborative processes students are taught in practical ways that emotions are important and can be legitimately expressed in healthy classroom conversations where mutual respect and accountability flourish
- Students are taught how to resolve and understand conflict, tension and differences in respectful ways that engender trust, empathy, responsibility and foster healthy relationships.
- The curriculum is engaging and students take an active role in the content and review of what is taught through participatory pedagogy, including circles and cooperative learning approaches that engender ownership and maximize learning outcomes.



The Restorative Continuum

"The more serious the behaviour the more formal the response and consequence"

"If you're in the problem, you need to be in the problem solving"



The affective questions should be understood and used by all school staff without prompt. This is known as the 'restorative conversation script'.

Focus points	Affective questions
<ol style="list-style-type: none"> 1. Focus on the specific behaviours or incidents without blaming. 2. Draw out who was affected and how they were affected. 3. Direct questions toward problem solving what needs to happen to "make things right". 	<ol style="list-style-type: none"> 1. What happened? 2. How did it happen? 3. How did you act in this situation? 4. Who do you think was affected? 5. How were they affected? 6. How were you affected? 7. What needs to happen to make things right? 8. If the same situation happens again, how could you behave differently?

Prayer and interaction with shared school faith and values should underpin and accompany all wellbeing work at Sunshine Christian School. Should the restorative conversation not allow the relationship to be restored, other supports should be pursued.

The peer mediators' program

A key prevention measure sees senior students lead younger students in their wellbeing by being peer mediators. Peer mediators assist students in the yard to resolve minor relationship disputes under the supervision of a staff member. Peer mediators attend specific training to serve in this role.

Time out to reset and reflect

Sometimes students need time to disengage from a situation and reset their thinking. Teachers are encouraged to provide this time for students when needed. When this occurs, it should occur in such a way that the classroom teacher can maintain adequate supervision of the child.

The reflection period should be short and not be treated as a punishment. However, in cases where student safety and enjoyment are at risk, a student may need to be removed from an activity. This should only be done in consultation with the principal.

Ongoing negative behaviours

Ongoing negative behaviours or serious incidents must be recorded on the student incident report (SIR). A 'serious incident' is defined as an occurrence which requires management in order to avoid ongoing adverse effects on student, class or school community wellbeing. The teacher observing or following up the incident initially is the one responsible for completing the form and passing it to the principal. The principal is responsible for the private and secure storage of these forms.

Examples of incidents requiring documentation include:

- Bullying of any kind
- Incidents which involve threatening or causing physical harm to other students
- Racist, sexist or inappropriate comments
- Students engaging in dangerous behaviour (e.g. refusing to follow safety instructions while on excursion, self-harm or discussion of self-harm, drug/alcohol usage)
- Student work or behaviours which demonstrate concerning thought patterns
- A demonstrated lack of respect to any school staff, visitors or volunteers.

Extreme behaviour

Suspension or expulsion of a student will only be considered when a student's behaviour has a serious impact on the ongoing wellbeing of the school community, and the negative behaviour of the student continues despite the student, family and school making their best effort to create change.

Documentation

Students requiring intervention in the wellbeing domain should have a student support plan (SSP) drawn up which is led by their classroom teacher. This plan is confidential but should be communicated clearly to regular staff. This plan should be regularly reviewed to ensure optimal impact and relevance. This template is provided as appendix I to this document.

Significant student incidents should be recorded on the student incident report (SIR) or behaviour report (BR) forms as appropriate.

Flagging wellbeing concerns

Any staff member who has concerns about a child's social, cognitive, emotional, physical or spiritual wellbeing should follow up their concern.

Domain	Concerns with	Responsibility	Possible actions (not exhaustive or prescriptive – to be used as a guide only)
Spiritual	<ul style="list-style-type: none"> beliefs values morals and ethics a sense of meaning or purpose altruism a sense of connectedness to something larger than oneself 	<ul style="list-style-type: none"> Teachers SSOs Chaplain CWF Pastor Principal Parents 	<ul style="list-style-type: none"> Consult with Christian Studies teacher Consult with Pastor or Chaplain Consult with Parents Consider small group/whole class/whole school intervention/education Student Support Plan (SSP) drawn up
Cognitive	<ul style="list-style-type: none"> information processing memory curiosity mastery motivation persistence thinking intelligence 	<ul style="list-style-type: none"> Teacher SWAN Key Teacher SSO Principal Parents 	<ul style="list-style-type: none"> Liaise with SWAN Key Teacher Place student on an ILP Discussion with parents Consider cognitive assessment Referral to external providers
Social	<ul style="list-style-type: none"> emotional development emotional control coping autonomy positive self-development trust 	<ul style="list-style-type: none"> Teachers SSOs Chaplain CWF Principal Parents 	<ul style="list-style-type: none"> Discuss with other staff Consider referral to chaplain for short term management Consider external referral for ongoing support Student Support Plan (SSP) drawn up Consider small group/whole class/whole school intervention/education

	<ul style="list-style-type: none"> • attachment 	<ul style="list-style-type: none"> • Child Protection Officer (CPO) 	<ul style="list-style-type: none"> • Consider concern in light of Mandatory Reporting requirements and share with CPO
Emotional	<ul style="list-style-type: none"> • parent-child relationships • sibling relationships • peer relationships • positive social behaviour • empathy • sympathy 	<ul style="list-style-type: none"> • Teachers • SSOs • Chaplain • CWF • Principal • Parents • Child Protection Officer 	<ul style="list-style-type: none"> • Discuss with other staff • Consider referral to chaplain for short term management • Consider external referral for ongoing support • Student Support Plan (SSP) drawn up • Consider small group/whole class/whole school intervention/education • Consider concern in light of Mandatory Reporting requirements and share with CPO • Referral to external providers
Physical	<ul style="list-style-type: none"> • nutrition • physical activity • physical safety • preventive health care • reproductive health • substance abuse 	<ul style="list-style-type: none"> • Teachers • SSOs • Chaplain • CWF • Principal • Parents • Child Protection Officer 	<ul style="list-style-type: none"> • Parent consultation • Consider concern in light of Mandatory Reporting requirements and share with CPO • Student Support Plan (SSP) drawn up • Consider small group/whole class/whole school intervention/education

Supporting documentation

- DECS Learner Wellbeing Framework
- Staff Wellbeing Policy
- Sunshine Christian School Mission, Values and Aims
- Teaching and Learning Policy
- E-Smart schools resources
- Valuing Safe Communities resources
- Child Protection and Safety Policy
- Child Safety Code of Conduct

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