Farrer Primary School

Student Wellbeing Procedures

**Endorsed by the Farrer Primary School Board on 3 August 2023**

Context: Farrer Primary School is committed to providing a positive and engaging environment where students feel connected and valued, achieve success and are engaged in education. Student wellbeing impacts on student learning and is fundamental to a student's successful engagement with education. Farrer Primary School Student Wellbeing Procedures are aligned with the Education Directorate's *Safe and Supportive Schools Policy*.

Beliefs: We believe that every interaction is a learning opportunity for children. 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 a child to meet their needs in a more effective or more appropriate way.

School values: At Farrer Primary School we value and provide an **inclusive** and **supportive** environment which encourages **excellence** and **innovation** in the development of lifelong learners. We work together to promote **sustainability** by being active members of our local and global community.

School expectations: We are safe, responsible, respectful learners.

Our approach to supporting student wellbeing uses the response to intervention model as shown below.
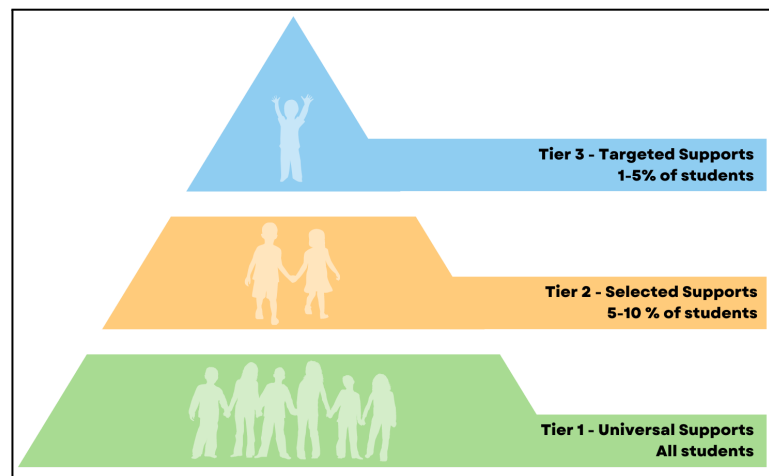
Tier 3 - Targeted interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'targeted' level of support, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 Supports is to reduce the intensity and complexity of existing individual student's situations.

Tier 2 - Selected supports enhance and build upon the tier 1 universal supports. They provide social, academic and behavioural support for up to 15% of students who require additional support.

Tier 1 - Universal supports are whole school systems applicable to all students in all settings, classroom and non-classroom, all of the time.

This procedural document outlines the strategies used in each tier.

Student wellbeing strategies - summary of strategies

Targeted Supports
1-5% of students

- Absconding plans
- Behaviour response plans
- Alternative program
- Partial attendance
- Positive behaviour support plans
- Targeted support team
- Outside agency referrals
- Care team meetings
- Suspensions
- Occupational Violence Risk Assessment (OVRA)

Selected Supports
5-10 % of students

- Inclusive practices
- Decision making flowchart
- Allied Health Team
- Financial support
- Provision of food
- Social stories
- Visual supports
- Working with families
- Restoring relationships
- PBL dashboard and data analysis
- School psychologist
- Student support process
- Playground passports
- Individual learning plans
- Assistive technology

Universal Supports
All students

- Social and emotional learning
- Welcome circles
- Brain breaks
- Student voice
- Student leadership
- Celebrations
- Positive Behaviours for Learning (PBL)
- Getting to know you processes
- Attendance procedures
- Acknowledgement of country
- Playground upgrades
- Extra curricular opportunities
- Calm spaces
- Bullying No Way
- Safe and Supportive School Contact Officer (SASSCO)
- Education Directorate Code of Conduct for working with schools

Student wellbeing strategies in detail - our approach to supporting student wellbeing uses the response to intervention model and includes the following strategies in each tier.

Tier 1: Universal supports are whole school systems applicable to all students in all settings, classroom and non-classroom, all of the time.	
Getting to know you processes	Taking time to gather information, connect and build trust with students and families through transition programs, interviews in term one and postcards at the end of term four.
Attendance procedures	Procedures that outline the legal obligations of parents of children of compulsory education age and the requirement for them to be enrolled in a registered school and attend school on a full-time basis.
Social and emotional learning program (SEL)	Explicitly teaching social and emotional skills through weekly lessons ➔ Term 1- Friendly Schools Plus ➔ Term 2 - Zones of Regulation / Ready to Learn plan *(from Berry Street Education Model)* ➔ Term 3 - Mindup ➔ Term 4- protective behaviours / health
Positive Behaviours for Learning (PBL)	➔ Behaviour matrix outlines what school expectations look like in various non classroom settings (see appendix 1) ➔ Classroom expectations are co-developed with children ➔ Explicit lessons are taught on elements of the matrix ➔ Acknowledgement system in place - tokens, shout outs, awards, badges, celebrations
PBL script	Teachers work through the following steps as a way of refocusing a student on school expectations: 1. A non verbal prompt 2. Name it - name the behaviour 3. Change it - name what you want them to change 4. Reteach the PBL expectation - you need to ….. If needing to reteach, SAS minor incident logged 5. Choice - managed choice
Welcome circles (from Berry Street Education Model)	A daily welcome circle to support student engagement, build wellbeing, and create positive classroom communities. Includes a greeting, values, expectations, announcements, positive primer and what went well.

Brain breaks (from Berry Street Education Model)	The goal of brain breaks for kids is to help the brain shift focus. Sometimes that means getting up and moving, especially if kids have been sitting for a while. Exercise increases blood flow to the brain, which helps with focus and staying alert. Brain breaks may be whole class, small group or individualised.
Student voice	Promoting student voice through Student Parliament, welcome circles, school leader access and ongoing feedback opportunities included in spiral of inquiry work and system surveys.
Student leadership	Opportunities for leadership through: school captains, house captains, parliament ministries, class representatives, class ministers, hospitality team, green team.
Acknowledgements of country	At the start of each school year classes or individual students write an acknowledgement of country to recognise that we live and learn on Aboriginal land. These are used at meetings, in the newsletter, at assemblies and special events.
Celebrations	➔ Promoting belonging and school spirit during whole school events including house groups. ➔ Celebrating achievements through assemblies, newsletter, awards, PBL postcards, Seesaw and Facebook. ➔ Facilitating whole school events to promote a sense of community.
Playground master plan	A five year plan to improve existing and install new play and learning spaces for children.
Extra-curricular opportunities	Access to opportunities such as Dance Nation, MensLink visit, band, camp, excursions and incursions.
Calm spaces	Each classroom has a designated calm space that students may self select or be encouraged to use. Calm spaces are also used on the playground and the addition of more dedicated quiet and sensory spaces are part of the playground master plan.
[Bullying No Way](#)	Using the Bullying No Way definition to identify reported bullying and work through impacts and alternatives. Acknowledgement of National Day of Action Against Bullying.
Safe and Supportive School Contact Officer (SASSCO)	The student Safe and Supportive School Contact Officer (SASSCO) is the trusted person to whom students and teachers can bring complaints about bullying, racist, sexist and discriminatory behaviours which they have experienced or observed in the school. The SASSCO will investigate the complaint, work with the involved students and monitor their progress.
Education Directorate [Code of Conduct for working with schools](#)	This Code of Conduct outlines the responsibilities of community members, Directorate staff and students to behave appropriately and positively to prevent or minimise non-compliant and aggressive behaviours.

Tier 2: Selected supports enhance and build upon the tier 1 universal supports. They provide social, academic and behavioural support for up to 15% of students who require additional support.	
Working with families	Connecting with families early and regularly when targeted support is required. We employ a collaborative approach to support children.
Restoring relationships	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: **When challenging behaviours occur:** ● *What happened? What expectation was I not showing?* ● *What was I thinking / feeling at the time?* ● *Who was or could have been affected?* ● *What will I do next time?* ● *What needs to happen to make it right?* **To help those affected:** ● *What did you think when you realised what had happened?* ● *What impact has this incident had on you and others?* ● *What has been the hardest thing for you?* ● *What do you think needs to happen to make things right?*
PBL dashboard data analysis	Collection and analysis of data from SAS to determine patterns of behaviour in order to inform PBL focus areas.
School Psychologist	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.
Student support process	If a teacher has concerns regarding a student's academic or social/ emotional needs they work through the following steps: 1. Discuss with team leader and inform parents of concerns 2. Implement strategies discussed with team leader and track progress 3. Review progress with team leader and parents 4. If limited progress is made, referral to school psychologist and Deputy Principal is made using the Farrer PS student support referral form

Playground passports	Allocation to a certain part of the playground for one or two weeks with individualised PBL goals which are monitored by the child and teachers on duty.
Individual learning plans	An ILP identifies the student's individual needs, pathways and goals. 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 plan.
Inclusive practice supports	Meetings to discuss adjustments needed to enable participation in all areas, e.g., camps, sports events, access requirements.
Decision making flowchart - see appendix 2	When a problem occurs, staff follow the decision making flowchart to determine next steps in terms of follow up. *(Appendix 2)* Minor behaviours are managed by staff. Major behaviours are referred to a school leader to be followed up.
Allied Health Team	Allied Health Service in the Education Directorate provide holistic, wraparound wellbeing and engagement services through ACT public schools. These roles include senior psychologists, speech and language pathologists, occupational therapists, physiotherapists, social workers and allied health assistants.
Financial support	Families can request support for children to access excursions, camps and have book packs and uniforms.
Provision of food	Access to fruit and healthy snacks for students who require them.
Social stories	Social stories include visuals and support children with known changes and to understand routines, procedures and expected behaviours.
Visual supports	Visual schedules and supports that help children to know and understand routines, procedures and expected behaviours.
Assistive technology	Products, equipment, and systems that enhance learning and support communication.

Tier 3: Targeted interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'targeted' level of support, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 Supports is to reduce the intensity and complexity of existing individual student's situations.	
Targeted Support Team	The Education Directorate Targeted Support Team (TST) provides strategic advice and consultative support to schools on the engagement and wellbeing of students. The TST will focus on supporting and connecting schools to various ESO supports in a manner that is responsive to the needs of schools and works towards enhancing learning, wellbeing, and engagement.
Occupational Violence Risk Assessment (OVRA)	A systematic process to understand the nature of and to reduce the level of risk. Actions taken to lessen the likelihood, negative consequence, or both, associated with a risk.
Outside agency referrals	Referrals or information provided about local specialists, therapists and other professionals who support student wellbeing.
Care team meetings	Meetings involving school based staff and / or Education Directorate staff and external agencies to aid collaboration in order to meet student needs.
Suspensions	Suspension is the process of temporarily withdrawing a student from school, placing them in the care of their parent/carer when: ● they have engaged in behaviour which is unsafe or noncompliant; ● it is reasonable to suspend the student after considering all the circumstances, including any views of the student and their parents. Note 1: an immediate suspension is put in place for occupational violence. Note 2: Transfer to another school or exclusion are Directorate initiated processes involving sign off by the Director General.
Absconding plans	Series of steps followed to support an identified student if they leave the school grounds.
Positive behaviour support plans (PBSP)	Evidence based plans that look at 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.
Behaviour response plan	Scripted steps used to support an identified student to de-escalate. Includes possible consequences/outcomes.
Alternative programs	Program content, delivery and assessment is adjusted by the teacher to meet needs. May be supported by learning support assistant time. This may also include social support during break times.
Partial attendance	Short term, mutually agreed attendance schedule involving specific goals and weekly reviews.

Appendix 1 - PBL matrix

Farrer Primary School — Expectations and Behaviours Matrix
(October 2022)

Setting	Be SAFE	Be RESPECTFUL	Be RESPONSIBLE	Be a LEARNER
ALL SETTINGS	• We care for each other • We stay in bounds • We use safe hands, feet and bodies • We walk up and down stairs	• We follow staff instructions • We speak kindly • We take turns • We care for equipment and environment • We play by agreed rules	• We own our behaviour • We are in the right place at the right time • We ask for staff help when needed • We are water and waste wise	• We take part in learning • We do our best • We are prepared • We respect everyone's right to learn • We represent our school with pride
Hallways	• We put our bags on hooks • We store our belongings neatly • We walk inside	• We use quiet voices	• We carry sports equipment	• We are organised
Oval	• We eat at the hardtop, then play • We are sunsafe by wearing a hat • We use sticks safely	• We respect each others' personal and play space	• We move to lines when the music starts	• We share the space • We line up before learning time
Front Office	• We walk inside	• We use manners • We wait patiently • We use quiet voices	• We have staff permission	
Toilets	• We leave doors open after use • We walk inside	• We use and flush • We respect the privacy of others • We use quiet voices	• We go to the toilet, wash hands and leave	• We play games outside
Sandpit	• We are sunsafe by wearing a hat • We leave sand in the sandpit	• We respect each others' personal and play space	• We pack up the equipment • We remove sand from clothes and shoes	• We line up before learning time
Hardtop	• We are sunsafe by wearing a hat • We sit to eat, then play • We use balls to play netball, basketball and handball during break times	• We respect each others' personal and play space	• We move to lines when the music starts	• We line up before learning time
Equipment	• We are sunsafe by wearing a hat • We are safe on the equipment • We use the right equipment for our age at break times	• We respect each others' personal and play space	• We play on equipment at lunch and recess or with our teacher • We move to lines when the music starts	• We wait our turn • We line up before learning time
Library	• We walk inside	• We look after books • We leave the library tidy and organised • We use quiet voices	• We return the books we borrow	
Assembly	• We move carefully in the hall • We move equipment with care	• We enter and exit quietly • We are silent at the signal • We show good audience manners	• We stay out of OSHClub areas • We enter storerooms with permission • We keep the hall tidy	
Bike track	• We wear a helmet • We ride when the track is dry • We ride in an anti-clockwise direction • We ride in single file	• We leave the track as it is • We leave enough space between other riders	• We only use bikes • We check our bikes before we ride • We select the right track for us	• We help look after the track • We check our speed before corners
Bike / scooter storage AND 'Wheels' time	• We walk our wheels at school on arrival and departure • We store wheels in the bike cage • We use a helmet when riding at 'Wheels' time	• We look out for others when riding during 'Wheels' time • We share school bikes during 'Wheels' time	• We put our scooters and bikes into a rack in the bike cage	
Canteen	• We wait in the correct line	• We use our own money	• We buy and leave	
Cyberspace	• We follow the ICT agreement • We tell an adult if something doesn't look right		• We charge devices after use • We sign in/out of school devices • We use our school log-on • We are responsible digital citizens	• We use devices for learning • We keep log-in details private

Farrer Primary School
Decision making flowchart

Farrer

1. NON-VERBAL
– Eye contact, hand gesture

2. NAME IT
"Bob you are…" **(DOING)**
- (Name behaviour)

3. CHANGE IT
"Bob you need to…"
   (SHOULD BE DOING)
- (name what you need them to change)

4. RETEACH THE RULE
(NEED TO DO) RECORD ON SAS
"To be safe at Farrer, we keep our hands and feet to ourselves"

5. CHOICE
"Bob, you either…or you will have to walk with me."

Give positive feedback once desired behaviour is displayed.
If student is still non-compliant follow major behaviour steps.

Responses to ALL inappropriate behaviour need to be:

calm, consistent, brief, educative, immediate, respectful and private

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	Critical incidents / persistent behaviours	Possible responses	
Major — Deputy / Principal	Verbal abuse of staff Physical violence Property damage Other behaviours leading to suspension	-restorative conference -parent meeting with Deputy / Principal -referral to school psychologist -referral to NSET -partnership with external agencies -suspension -re-entry meeting -enter on SAS -Riskman entry by relevant staff	Executive responsibilities

	Continued minor and major behaviour	Possible responses	
Major — SLC	Verbal abuse of students Defiance (ongoing non-compliance) Major disruption Harassment (verbal, gestural, digital) Physical aggression	-restorative conference -logical consequence -notify family -refer to SASSCO -Riskman entry by relevant staff -referral to Deputy / Principal -enter on SAS	Executive responsibilities

	Minor behaviours	Possible responses		
Minor — Staff	Inappropriate language Non compliance Disrespect Disruption Late to class after breaks Property misuse Physical contact *For repeated minor behaviours that continue to disrupt teaching and learning, please refer to team leader.*	**Classroom** -conference based on restorative practices -logical consequence -work in alternate space in classroom -modify activity -work in buddy class for 10 mins -reflection sheet and re-entry -notify family -enter on SAS -Riskman entry	**Playground** -conference based on restorative practices -logical consequence -walk with teacher -time off playground -enter on SAS -Riskman entry	Staff responsibilities

	Safe	Respectful	Responsible	Learners	
Positive behaviours	We care for each other We stay in bounds We use safe hands and feet We walk inside buildings	We follow staff instructions We use respectful language We take turns We care for school equipment We care for our school environment We play by agreed rules We use inside voices when inside	We own our behaviour We are in the right place at the right time We seek staff help when needed We are water wise We are waste wise	We take part in learning We do our best We are prepared We respect everyone's right to learn	Staff responsibilities

*At Farrer Primary School we value and provide an **inclusive** and **supportive** environment which encourages **excellence** and **innovation** in the development of lifelong learners. We work together to promote **sustainability** by being active members of our local and global community. We are safe, responsible, respectful learners.*

At Farrer Primary School we value the importance of relationships among all stakeholders children, staff and families.
We strive to create interesting, challenging and responsive learning programs.
Learning environments are appealing, ordered and jointly created with students.
Our staff work with families and children with various and often complex needs. As necessary, staff and executive team decision making will be informed by additional needs and individual circumstances, Individual Learning Plans and other documentation.

All staff at Farrer Primary School