



Duncraig Primary School

SOCIAL AND EMOTIONAL WELLBEING PLAN

Our whole school approach



Every day in every classroom, every child is learning and achieving

SOCIAL EMOTIONAL AND WELL BEING GUIDELINES

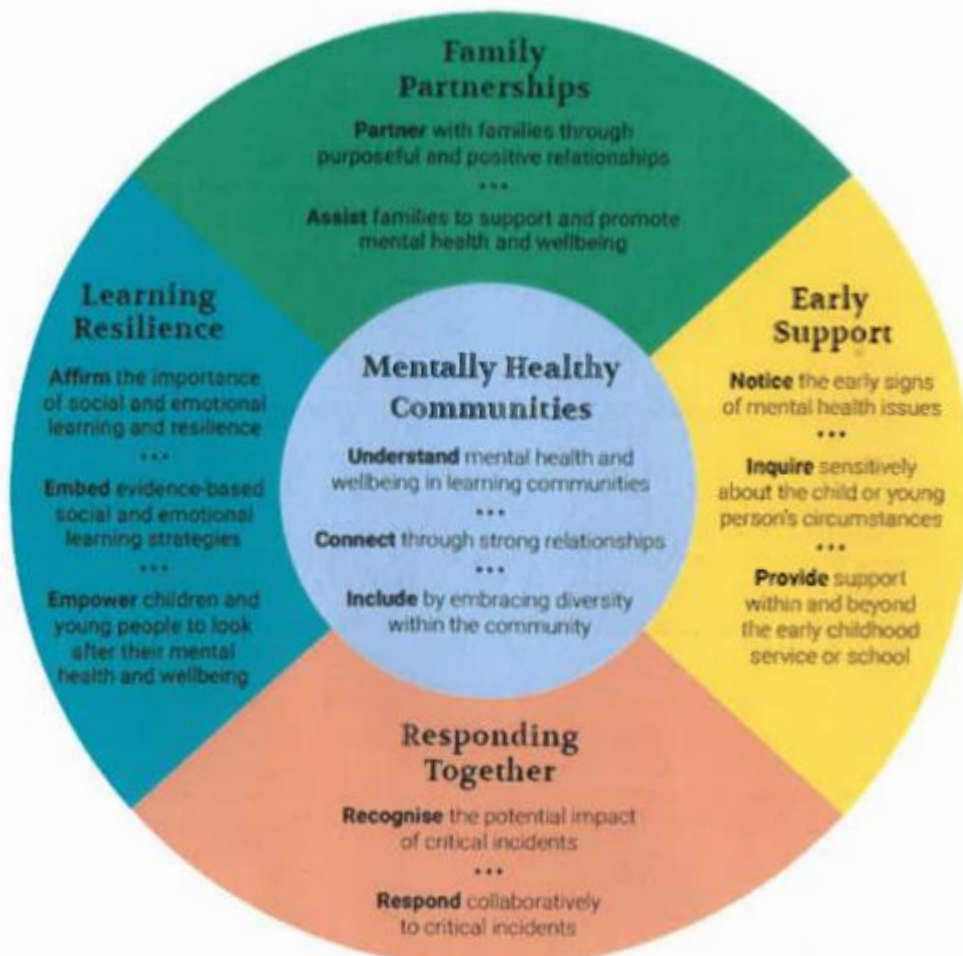
Duncraig Primary School aims to support the physical, social, intellectual and emotional development of all students. Through the use of a range of evidence based frameworks, programs and strategies, Duncraig Primary School provides a safe, inclusive and caring learning environment where belonging and connectedness are paramount.



What is Be You?

Duncraig Primary is a Be You School. Be You is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. Be You provides methods, tools and support to help schools work with parent and carers, health services and the wider community to nurture happy, balanced children. Be You assists schools in five key areas to strengthen protective factors and minimise risk factors for student's mental health;

- Family Partnerships
- Early Support
- Learning Resilience
- Responding Together
- Mentally Healthy Communities





What is Friendly Schools?

Friendly Schools Plus is a strengths based, whole school program that enables schools to enhance students' social and emotional learning (SEL) and reduce bullying. One of the most effective ways to reduce bullying among young people is to enhance their social and emotional understandings and competencies, in developmentally appropriate ways throughout their schooling. Friendly Schools Plus links directly to the Personal and Social capabilities of the Australian Curriculum.

At Duncraig Primary School, Friendly Schools Plus is taught fortnightly in all year groups (K-6). The core social and emotional learning skills, that form part of the resource are taught systematically and explicitly throughout the year.

An explanation of these core skills is included in the diagram below.



STUDENT CODE OF CONDUCT

Be Kind to Yourself

- Try your best
- Play safely and fairly
- Wear your hat outside

Be Kind to Others

- Speak kindly
- Be friendly and helpful
- Share
- Listen actively
- Always stand up for others

Be Kind to the Environment

- Care for school property and spaces
- Put your rubbish in the bin
- Move around the school respectfully



The following rules are in place to ensure students are safe at school

- Enter the classroom only when the teacher is present
- Run on the grass, walk on the concrete and paving
- Eat and drink sitting in the designated areas
- Keep your hands, feet and objects to yourself
- Let an adult know if someone is not following our student code of conduct
- Bicycles and scooters to be walked on school grounds

How do we recognise the achievements of our students?

Whole School level

Values

Duncraig Primary promotes the development of well-rounded individuals by instilling the following values and attitudes:

Kindness & Consideration

- Never let someone get hurt by others
- Show kindness to everyone
- Recognise the feelings of others
- Be flexible and compromise with others
- Be helpful

Courage & Commitment

- Be informed and stand up for your rights
- Be brave and face your fears
- Stand up for what you believe in
- Don't give into peer pressure
- Dare to dream your dreams

Respect

- Take time to appreciate the qualities of others
- Respect other people and show good manners
- Treat others in the same way you would like to be treated
- Always show consideration when dealing with others
- Take responsibility for your actions

Leadership

- Lead by example
- Listen to others and serve them as best you can
- Communicate clearly and honestly
- Give careful thought to your decisions
- Show enthusiasm and commitment

Perseverance

- Aim for self improvement
- Persist and never give up
- Strive for success
- Show resilience
- Attempt new challenges

Honesty & Integrity

- Stick to your promises
- Speak the truth
- Be trustworthy in everything you do
- Honour your commitments
- Be faithful and loyal to your family and friends
- Stand by your friends and support them

One value is promoted each term. Students will be recognised for displaying the value focus in the classroom and playground. Values will be discussed and acknowledged at assemblies with the assistance of student counsellors. Teachers are encouraged to regularly discuss and highlight the value that is being promoted.

Student of the month

Each month a student from each class is acknowledged at a school assembly for displaying our school values. These awards celebrate individual success at demonstrating the focus value of the term. Recipients are acknowledged in the school newsletter and at assembly.

Dojo Faction Tokens

Dojo Faction Tokens may be given for the following;

- Improved work standards
- Improved behaviour
- Outstanding achievement
- Outstanding behaviour
- Excellent collaboration
- Politeness and exemplary manners
- Helping others
- Demonstrating the current value

Merit Certificates

Merit certificates are awarded to recognise student achievement and are presented at assemblies. Recipients are acknowledged in the school newsletter.

Principal Acknowledgements

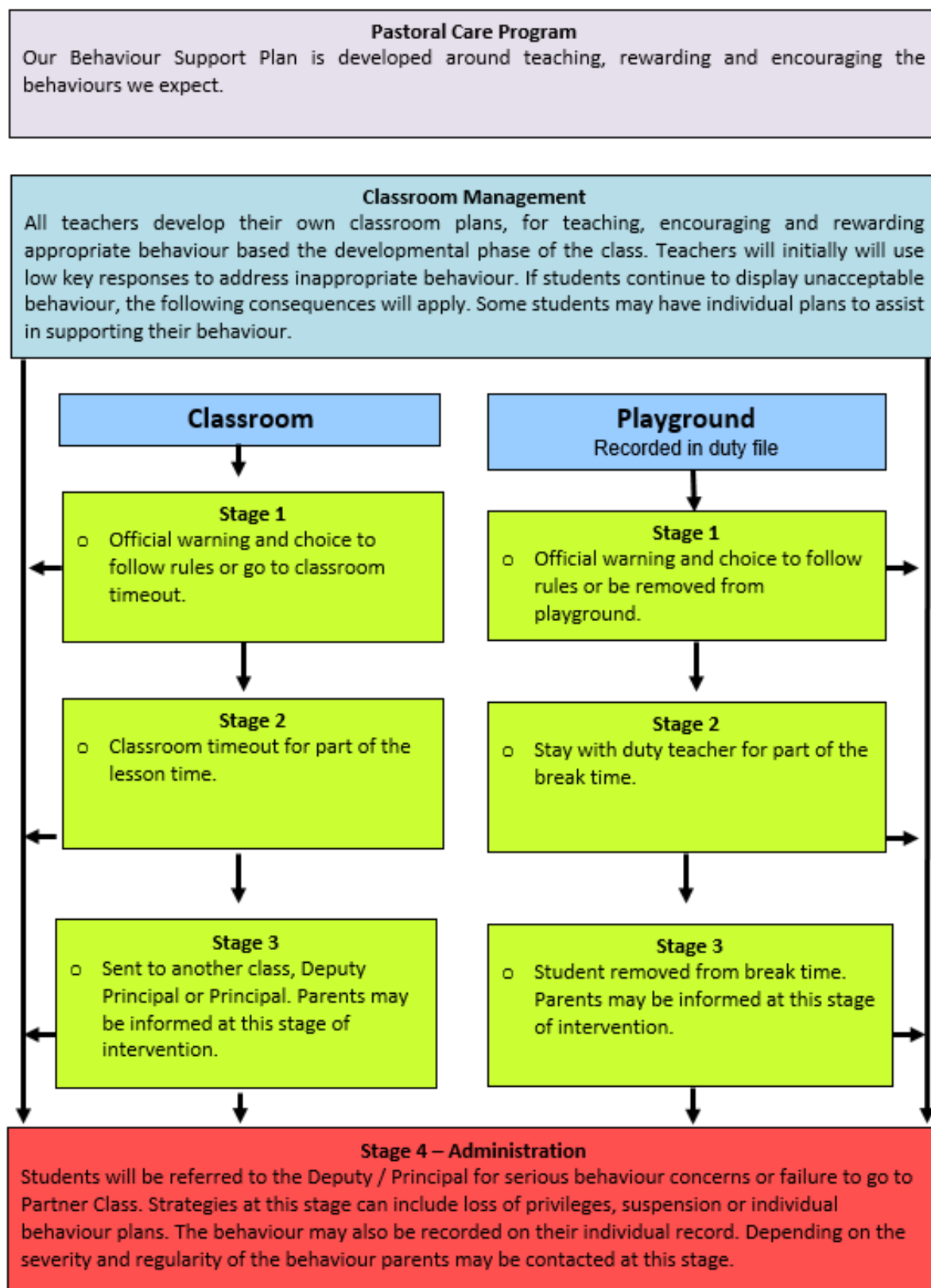
Individual student achievements are acknowledged by the principal at school assemblies and in the school newsletter. This includes success in academic areas, the Arts, Sport and community service.

Classroom level

Each teacher develops their own classroom plan to encourage positive behaviours. Verbal encouragement and specific positive feedback is used frequently in all classrooms. Classroom acknowledgement/reward systems include group points, stickers, Dojo faction tokens, commendation notes home and referral to principal/deputies to show good work or share positive behaviours.

How do we respond to inappropriate behaviour?

Behaviour Support Guidelines



What is bullying?

“Bullying is a repeated behaviour; that may be physical, verbal, and/or psychological; where there is an intent to cause fear, distress, or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is/are unable to stop it from happening”. Friendly Schools Plus, 2014

Terminology

Bullying involves:

Verbal Bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.

Social/Relational Bullying: Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the person.

Physical Bullying: Includes violent actions towards another person which involved hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.

Cyber Bullying: Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.

Bystanders: Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviors.

What is not bullying?

Behaviours that are acted on once with no intention of gaining power is not considered bullying. A single aggressive behaviour, although a source of concern and may need attention, is not bullying. Accidental acts resulting in harm to others are also not to be considered bullying unless they occurred repeatedly to an individual.



How does the school respond to an incident of bullying?

Restorative Practice

Restorative practice aims to manage conflict and tension by focusing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behavior.

The following seven step response plan provides an outline of actions that may be taken by the school once repeated bullying is identified.

RESPECT	Co-LATE model — Listen to students involved to understand the situation and any history which may be relevant to the incident.
	Assess Risk —Assess the level of risk/harm (consider frequency, intensity, type and duration of bullying behaviour) associated with the incident
RESPOND	Report —to appropriate staff (i.e. administration)
	Record —keep appropriate documentation
RECONCILE	Selection of restorative technique —Consider restorative technique options and determine which technique to use and who the most appropriate person to facilitate is.
	Implement Plan —Implement restorative action and behaviour.
	Additional Support — Check in with all parties involved in the incident at regular pre-determined intervals. Offer additional support to those students who are experiencing difficulties adhering to the bounds of the agreed plan.

Adapted from Friendly Schools Plus

Whilst we encourage restorative responses whenever possible we recognise that some situations may require behaviour management sanctions to be implemented.

