



Wellbeing Policy

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| POLICY LAST REVIEWED | March 2023 | APPROVAL BY | Principal |
| REVIEW CYCLE | 2 year | COMMUNICATION | Website, induction |

RATIONALE

Fountain Gate Primary School aims to improve the social competence of students, fostering empathy, negotiation and problem solving through a restorative justice model. Student engagement and wellbeing is of paramount importance at Fountain Gate Primary School. Feelings of safety, belonging and happiness enable lifelong learning to be developed. The school has many programs in operation that, together with the interpersonal skills of staff, create an environment where high levels of connection between individuals are in evidence.

All wellbeing initiatives occur within the context of the school's values; Respect, Trust and Care. This policy should be read in conjunction with the Bullying Prevention Policy.

PURPOSE

At Fountain Gate Primary School we have a consistent and positive approach to behaviour which fosters a school climate where personal responsibility and self-discipline are developed. We are proactive in helping students develop skills and knowledge at all levels of achievement and maturity. We have high standards of behaviour, and strive to put in place necessary measures to assist children in achieving these standards. Wherever possible, programs and approaches that focus on prevention are implemented. Intervention strives to take into account the most effective way to assist individual students.

We are committed to developing:

Self-Acceptance: Accepting ourselves, even when we make a mistake, or have a difficult time. Being aware of and appreciating our strengths and weaknesses.

Risk Taking: Trying new activities, even when we might not be able to do them at first.

Being Independent: Being confident about our own point of view, and not being overly concerned about what others think of them.

Optimism: Making positive predictions about the future.

Giving Effort: The harder we try, the more successful we will be. Giving everything our "best shot".

Working Tough: Thinking that in order to be successful, we sometimes have to do things that are not easy or fun.

Goal Setting: Setting short term and long term goals. Achieving goals leads to feelings of success.

Time Management: Planning and organising our time so we get important things done.

Tolerance of others: Accepting people with their differences. Not making overall judgements about others.

Thinking First: Thinking before acting. Thinking about consequences.

Playing by the rules: Being able to tolerate limits on behaviour. Knowing that everyone's rights are important.

IMPLEMENTATION

The following Prevention Programs are put in place to support our students in attending school, participating in class and enjoying learning:

- Rights, Resilience & Respectful Relationships curriculum taught weekly across the whole school
- Restorative Justice approach
- Growth Mindset approach
- Zones of Regulation used as common language across the whole school
- Various Awards- including Student of the Week, Citizenship, Playground
- Buddy program- Fostering positive relationships between older and younger students.
- Peer Mediation- Year 5 and 6 school students.
- Circle Time activities- Resource tubs allocated to each Level
- Mindful Meditation, focussing on self-awareness
- Transition- The school has focused on two main transitions, that of preschool children to primary school and primary to secondary transition.
- Learning Improvement Plans
- School chaplain- Individual case work/ group work/garden group
- Grade 3-6 camping program
- School captains- drawn from years 5 and 6
- Language Support program- Focuses closely on the development of phonemic awareness, which are key skills in acquiring literacy
- Levelled Literacy intervention levels 1-6
- Maths Intervention program levels P-2
- Wellbeing sessions taken by the Student Wellbeing Leader in every class: focus on Zone of Regulation
- School assemblies- school ethos will be supported, informed and promoted
- Health and Wellbeing coordinator- with a whole school focus
- Home/school contact and communication- this will be initiated when required to individual parents/carers and through the newsletter for the whole community
- Junior School Council- the membership will be drawn from grades 3 to 6.
- Supervision- 4 teachers on yard duty; ticket system for entry to school and sick bay
- Guest speakers and PD- to develop parent and teacher skills
- Newsletters- community communication and involvement
- Regular Student Support Group meetings for integration students
- School based psychologist

EVALUATION

This policy will be reviewed as part of the school's 3-year review cycle.

RELEVANT LINKS

Rights, Resilience & Respectful Relationships:

<https://www.education.vic.gov.au/about/programs/pages/respectfulrelationships.aspx>