



# Margaret Hendry School

## WELLBEING & SAFETY POLICY

### Rationale

Margaret Hendry School is an inclusive learning environment within which all children are supported to become empowered learners. Community wellbeing - children, families and staff - is essential to grow and nurture empowered learners who can thrive in their future worlds.

Wellbeing is defined as a state of happiness and health; a complex combination of a person's physical, mental, emotional and social health factors, with many facets of a person's life can have impact on their wellbeing. Compromised wellbeing not only impacts the individual but also the surrounding and supporting community.

The National Health Survey 2017-2018 estimated that 1 in 5 Australians reported a condition impacting their mental health for a period of time. In 2013-2014 it was estimated that 14% of children aged between 4-17 experienced, thus highlighting the growing need for school's to consider and nurture the wellbeing of the children in their care.

### Objectives

This wellbeing policy serves to:

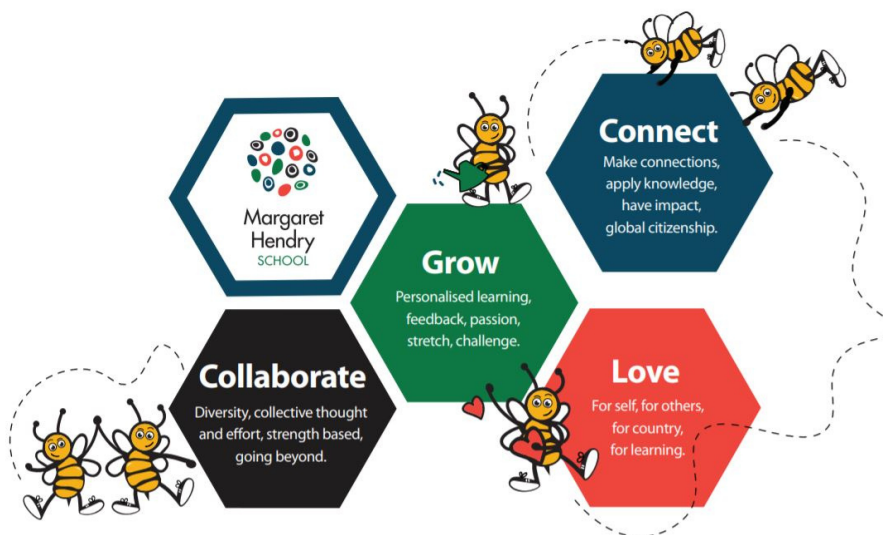
- Ensure children are happy and safe while at school
- Help staff and families in understanding the school-based procedures and strategies in place to support wellbeing and safety of children
- Inform the development of Positive Behaviours for Learning at Margaret Hendry School

### School Expectations

At school, children are expected to make choices that reflect the school's four pillars for learning:

**GROW CONNECT COLLABORATE LOVE**

By demonstrating these pillars at all times, we ensure our community lives, learns and plays by a set of shared values. This helps us to form friendships and to understand one another. No matter who we are, or where we are, our actions, words and choices define us as a community, and these values help to keep us safe at school.



## **Who We are Together Framework: Rights and Responsibilities**

Margaret Hendry School is a Positive Behaviours for Learning School (PBL). PBL is an ACT Education Directorate approved initiative that aims to improve learning and wellbeing for all children in all school settings. PBL has informed the development of the school's Who We Are Together framework which outlines the rights responsibilities and opportunities for the school community.

At MHS, we want children to make decisions that reflect their understanding of being an active and positive community member. When children uphold the school pillars, our rights are honoured each day.

When reflecting on the things that happen at school, we always talk to each other about rights, responsibilities and opportunities. If we understand our responsibilities and honour each others' rights, lots of exciting opportunities can come our way. A positive, safe and supportive learning culture will be achieved when we live, learn and play by these agreed expectations.

### **GROW**

We have the right to be children, to play and to relax.  
We have the right to be challenged and to give feedback.

### **COLLABORATE**

We have the right to have an opinion and feelings.  
We have the right to be supported by members of our learning community.

### **CONNECT**

We have the right to an education.  
We have the right to have our voice heard and for our cultural beliefs to be valued.

### **LOVE**

We have the right to be cared for and protected.  
We have the right to be loved for who we are and for what we bring to our community.

## **When things go wrong**

When things go wrong, the school has two categories for response to incidents:

- Minor
- Major

Any major incidents that cause physical and/or psychological harm, or incidents that stop the learning of children, will result in serious consequence. This is in line with the ACT Education Directorate's Safe and Supportive Schools Policy.

When delivered in partnership with families, this approach fosters a connected and collaborative learning community where everyone feels safe.



## Minor Incident Response Process

### Incident

- Disrupting the learning of others
- Non-compliance
- Inappropriate language
- Misuse of property or technology
- Physical contact
- Refusing to follow SunSmart Policy



### Step in and Reteach

- Implement a response strategy
- Stop the current behaviour
- Reteach the desired expectation
- Positive reinforcement when behaviour changes



### Personalised Consequences

- Community service
- Time in alternative space
- Miss out on play break - if appropriate
- Play passports or plans
- Family notified



### Further Support

- Repeated patterns of behaviour will be explored further
- Support offered
- School & home work together to develop any relevant plans

## Major Incident Response Process

### Incident

- Verbal aggression and swearing
- Violence towards others
- Racism
- Homophobia
- Destruction of property
- Stopping the learning of others
- Threats of violence towards others



### Possible Consequence

- Communication with family
- Alternative space
- Adjusted learning program
- Reset day
- Suspension



### Support & Plans Upon Return

- Re-entry meeting
- Plans developed to promote positive and supported return to school
- Social & emotional wellbeing plans and explicit teaching
- Home & school work together
- Referrals for children & family to external services

