

Care and Wellbeing

Living school emphasises and educates social emotional growth with support and focus to instil a culture of respect.

Overview

To be read in line with our Positive Behaviour Management policy and Codes of Conduct.

"Each child is special: each child has needs: each child has special needs."

The degree to which we succeed in meeting these needs is the measure of our success as a new school community.

At Living School, we feel that pastoral welfare is the key to a child's happy and healthy development. This belief is at the heart of the school's pastoral system, which through the closest co-operation with each child's parents, seeks to establish and nurture a genuine understanding of the nature and needs of each child in the broadest sense.

Children are taught to respect each other's basic human rights to tolerance, respect, dignity, choice, independence and fulfilment, because they exist in an environment which itself, through the staff, gives them these things. As we wish our children to acquire these values, so we must evidence them in our dealings with the children.

At Living School all discipline protocols have been developed to strive for procedural fairness and to promote positive behaviour. The school rule, and there is only one, is defined as the new 3Rs:

- **Respect** – respect yourself, respect others, respect property
- **Responsibility** – take responsibility for your actions and the inappropriate actions of others
- Positive and productive **Relationships** – forge friendly social connections with your peers.

You don't have to be friends, but you do have to be friendly.

Living School's discipline procedures are based on Positive Behaviour Management principles. We see education as stretching beyond the academic subjects. We believe that teaching tackles the social and emotional domains. As such, managing behaviour is a fundamental element of learning and teaching.

At Living School we offer the services of an Advocate (counsellor) and our CareMaker to discuss specific learning needs. The Advocate will direct parents to professional services when/where there is a perceived need. The Advocate chairs a fortnightly Wellness Check-in meeting with staff, where identified needs are raised and strategies discussed.

Students are all members of Learning Families – clusters of multi-age groups to add a vertical connectedness to our school and promote peer-support structures.

WELLNESS CARE RESPONSIBILITY

Wellness care is no more and no less than taking an interest in any matter that may have a bearing on a child's welfare and happiness and ensuring that action is taken, as appropriate, to promote the well-being of a child.

To do this, a **teacher** will need to:

Know the child:

- Know a child's history - through discussion with a child's previous teachers and through a thorough acquaintance with matters of significance in the child's file.
- Know a child's family - through initial meetings and through informal and formal contact, establishing and maintaining a co-operative relationship that will benefit the child.
- Know a child's routines - e.g. commitments within and after School, extra-curricular involvement, instrumental music commitments, homework routines etc.
- Know a child's performance - how well he/she is doing, in which areas
- Know what support is given to or required by a child - e.g. support, emotional support etc.
- Know a child's behaviour - is he/she well behaved, in class, in the playground? does he/she have friends, does he/she relate well to adults? etc.

On the basis of such knowledge, the teacher will wish to:

Discuss the Child:

- With other teachers to ensure that all is going well
- With a child's parents - to hear how things are at home, to advise on how things are going at School and to alert parents to any concern
- With the child - to hear the child's point of view and to offer guidance and support as necessary

Take Action on the Child's Behalf

- Where there is a cause for concern, this should be a matter of discussion initially between the teachers of the class.
- The concern should be raised at a Welfare meeting and the CareMaker should be made aware of any worries.
- The teachers concerned should determine what action is necessary: close monitoring, raising at weekly staff briefing, discussing with the CareMaker and/or Advocate, discussing with the Conductor, etc. will all be options, as will discussion with the child and/or with the child's parents.

The aim, in all discussion and action that takes place, is to seek to prevent problems arising and to support the child through a careful monitoring of each child's welfare.

Keeping Records –

Incidents

- Any matter of significant concern should be submitted via our Incident Report, and communicated to the Director of School, CareMaker, Conductor.
 - Online reports are accessed via the [Teacher Portal](#)

Behaviour

- Any matter regarding significant behaviour needs – be that in playground or learning groups needs to be submitted via our Behaviour Support form, and communicated to the Conductor.
 - Online reports are accessed via the [Teacher Portal](#)
- Any significant action determined should, likewise, be noted for a child's file, as should any significant contact with parents. The making of such notes should not be very time consuming but plays a crucial part in building up a picture of a child over the course of his or her career at the School.