



**LOCKYER
DISTRICT**

HIGH SCHOOL

STUDENT WELLBEING STRATEGY

Version	Modified By	Status	Date
0.1	Tony McCormack (Deputy Principal)	Draft	20/10/2015
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Rationale

Program synopsis

Establishing a safe, supportive and disciplined learning environment is part of the core business of Lockyer District High School – maximising learning outcomes for students through ensuring that all students feel confident and safe in their surroundings whilst at school. To achieve this, a framework for establishing a safe environment – and then ensuring that environment is maintained – is provided through a range of programs and supportive structures.

Program goals

This program aims to support the school behaviour expectations of **Safe, Respect, Learn** and:

- Ensure that every student feels safe at LDHS – that is, **100% student agreement to 'I feel safe at my school' on School Opinion Survey data**;
- Ensure that every student feels that LDHS cares for them at school – that is, **100% student agreement to 'My teachers care about me' on School Opinion Survey data**;
- Promote the school values of belong, believe and achieve through encouraging all students to support positive behaviour and each other in a community of learners.

Program underpinnings

This program is designed to work within guidelines provided by:

- Department of Education Training and Employment's [Safe, Supportive and Disciplined School Environment](#) procedure
- Lockyer District State High School's [Responsible Behaviour Plan for Students](#)
- [Positive Behaviour for Learning](#) (PBL) structures implemented at LDHS
- Mediation and conversation structures drafted by Mr. Ross McSwan, and [Paxis Dispute Solutions](#)

Program structure

Promoting a safe and supportive environment

All structures at Lockyer District High School are underpinned by the LDHS Responsible Behaviour Plan for Students, and the Positive Behaviour for Learning (PBL) elements outlined within that document. These structures are designed to ensure that students are explicitly taught how to behave in a safe and respectful manner, and positively supported to maintain these expectations.

Expectations and responsibilities of LDHS:

- To provide a safe and supportive learning environment for all students
- To set and maintain high expectations for all students
- To provide a minimum service expectation and structured process for restoring a safe and supportive environment when complications occur
 - To listen and record concerns with respect and care
 - To ensure the facts of the matter are discovered
 - To explore options for resolution
 - To put in place an agreement outlining the agreed resolution
 - To ensure the agreed resolution is maintained and reviewed
- To ensure open and active communication pathways between home and school
- To provide resiliency and social/emotional learning opportunities for students
- To work through problem issues with students, parents and school staff in a respectful and professional manner
- To support all students to belong, believe and achieve.

Expectations and responsibilities of Parents:

- To be proactive and prompt in sharing information and alerting the school of issues
- To ensure students attend school regularly and on time for the full school day
- To work through problem issues with students and school staff in a respectful and professional manner
- To support students to maintain and abide by any resolution agreements made
- To support all students to belong, believe and achieve

Expectations and responsibilities of Students:

- To attend school regularly, on time and for the full school day
- To learn and participate to the best of their abilities
- To accept others as they are and treat all with respect
- To behave in a safe and respectful manner at all times, in line with the Responsible Behaviour Plan for Students
- To take responsibility for their own behaviour/ accept the consequences of their behavioural choices
- To support their fellow students to belong, believe and achieve by reporting bullying or other unsafe and disrespectful behaviour

Students who are not behaving in a safe or respectful manner are subject to a range of consequences, as outlined in our Responsible Behaviour Plan for Students.

Reporting bullying (unsafe or disrespectful behaviour)

<http://behaviour.education.qld.gov.au/bullying-and-violence/schools/Pages/bullying-defined.aspx>

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Behaviours that **do not** constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

People can be involved in bullying behaviour either as individuals, ring leaders, members of a group or as bystanders. Bystanders in particular have a major role to play in stopping bullying, through standing up for their fellow students and giving a voice to someone who is being prevented from finding their own.

In order to prevent bullying, or any other unsafe or disrespectful behaviour, it is vital that LDHS staff know that the problem exists. Students who witness or are the victims of this behaviour have a responsibility to tell the school about what they have seen or experienced – either in person, or through the school's anonymous reporting system; **Stymie** (<http://stymie.com.au>).

Stymie is a web-based solution that encourages bystanders to help and support peers by making anonymous notifications using the secure website. Notifications can be made by the victim themselves, peers, parents or other bystanders, and can also include screenshots of evidence such as Facebook pages. These notifications then allow staff to support the victim towards a supportive resolution.

Restoring a safe and supportive environment

When problems arise and bullying occurs, it is important to ensure that both parties are able to have a conversation where they are able to be heard and respected. To support this, Lockyer District High School has developed a process that:

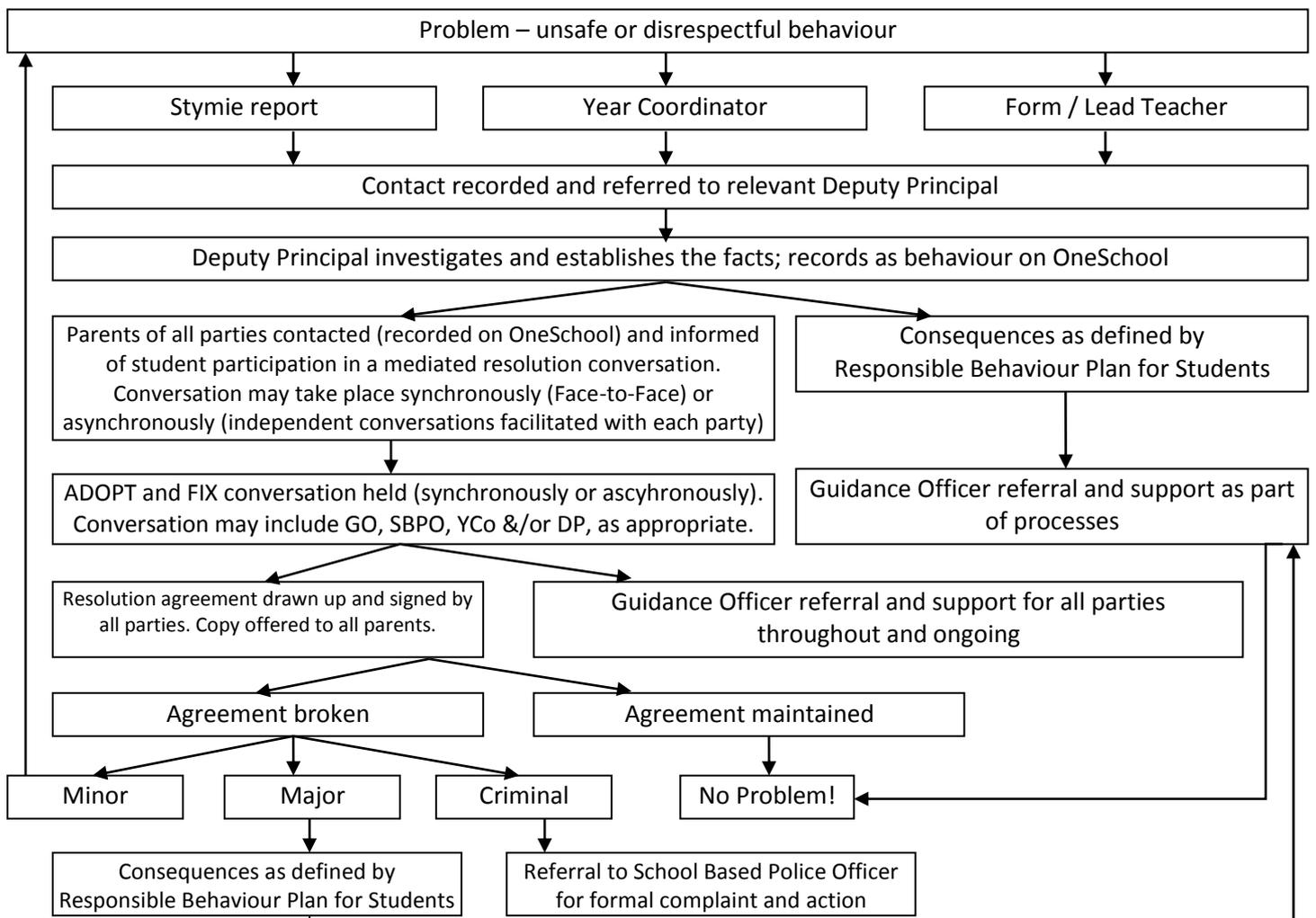
- Focuses on the facts
- Supports both parties to be heard, valued and respected
- Enables the restoration of a safe and supportive environment for all students
- Results in an agreed course of action that outlines consequences if the agreement is broken

The ADOPT and FIX conversations

In order ensure that all parties have confidence that they will be respected and heard throughout the resolution process, LDHS implements the principles of ADOPT to form the basis of resolution conversations.

- A** Agenda: Each party is given an opportunity to name the problem they are experiencing and ensure that the agenda for the conversation will meet their needs
- D** Discuss: Use the FIX model to address each item on the agenda
 - F** Facts: Using facts rather than emotion makes your point more effectively
 - I** Inference: Outline what you think the problem is, based on the facts presented
 - X** Explain: Ask the other person/s to explain how they see things from their point of view. It is important to hear all perspectives, and that all parties listen to what the others have to say.
- O** Options: Explore as many options for resolution as possible. Any option considered needs to be realistic and practical to implement.
- P** Proposal: A proposed resolution agreement is put forward outlining the actions each party is to take and the consequences that apply if the agreement is broken. All parties are to sign this agreement.
- T** Time to review: The Guidance Officer or Year Level Coordinator (depending on the agreement) will review the agreement and check in with each of the parties to ensure the resolution is working. If it is not, then a new conversation may be required to produce a new agreement.

Process flow



Resources

Privacy statement

Lockyer District State High School is committed to protecting the privacy of all students. All information collated as part of investigations or mediations in response to bullying will be recorded securely on the Department of Education and Training OneSchool system. Information stored as part of a student record is only accessible to school staff who require access to support student learning and wellbeing, and to parents/guardians of that student.

Information submitted to the school via the Stymie reporting website is handled by Stymie in accordance with their own privacy policy. Please see their policy at <https://stymie.com.au/#!/Privacy> for further information.

Templates and forms

G:/Coredata/Teachers/Wellbeing/Student wellbeing strategy/

- Stymie reporting website – <http://stymie.com.au>
- Mediated conversation template
- Resolution agreement template