

## St Clair School - A Culture of Wellbeing



St Clair School values and promotes a culture of wellbeing. This culture underpins school interactions and helps children feel valued, safe and able to achieve. The school, recognises that wellbeing stems from a sense of success in personal learning, sporting endeavours, cultural pursuits and interpersonal relationships.

### Our Expressed Values

Our school's expressed values are neatly packaged in three words; Kindness, Caring, Manners, often simply stated as KCM. KCM captures the school's values in a way that is much deeper and more complex than three simple words. At St Clair School, KCM encompasses concepts such as respect (for self and others), decency and fairness. KCM can be seen as a driver that promotes a culture of wellbeing across the school.

In practice, the school's values (both overt and covert):

- are consistent with our desired outcomes for our students
- enhance the strengths and potential of our students, teachers, parents and whanau.
- celebrate the diversity in the school

Our school values are:

- reflected in the school's strategic planning, goals and targets
- the underpinning rationale for school-wide systems such as counselling, pastoral care, personnel management and learning
- the underpinning rationales for policies and procedures
- evident in newsletters, assemblies, websites, classroom blogs and newsletters
- reflected in the physical environment.

### Our Values in Action

Interactions (interventions, strategies, activities, relationships, planning and practices) are underpinned by the school's culture and values, and by classroom practices. Teachers and other staff are committed to student wellbeing and visitors to the school can see our values in action.

Positive relationships and school values are evident in the school's:

- curriculum and operations based on sound theory – *Claxton, Dweck, McCaskil, Murdoch, Nottingham*
- leadership, resourcing and decision making
- curriculum priorities and delivery
- classroom practices e.g. action stations, circle time, cooperative groups,
- pastoral care processes and systems
- relationships with agencies
- interpersonal relationships and celebrations

- professional learning programmes.

## **Leadership**

School leaders and teachers are role models in their commitment to wellbeing and establish clear goals and expectations that ensure supportive environments for students. Teachers are well supported by Team Leaders in their social skill development work with children.

Children are also involved in leadership of school events and activities. This is seen in cross-school events such as: Cooperative Sports, Matariki Day, Buddy Classes, Assembly Hosts, production and performance roles, lunchtime play coordinators, 5-aside Sports, St Clair's Got Talent.

## **Partnerships**

Leaders and teachers work in partnership with students, parents, whanau, community and external agencies to promote student wellbeing. Parents and whānau are engaged and welcomed through: class and learner support, school trips, school fair, team assembly, productions, kapa haka, sports teams, cultural groups, visiting speakers.

Students and parents contribute to the review of school tone and wellbeing.

Teachers collaborate to enhance student wellbeing, through seeking and sharing knowledge of what works for individual students.

## **Programme Elements**

### **Junior Team**

Key Themes:

*Friendships, making friends, keeping friends, positive play, managing problems.*

Classes will:

- Use both explicit teaching and programme integration to explore: *positive friendships, relationships in classroom and playground contexts, and problem solving.*
- Unpack and explore meaning of KCM
- Model ways children and adults interact with each other; learning, sharing, taking turns, problem solving...
- Utilise 'Play With Stay With' and 'Circle Time' as social learning tools
- Utilise 'Keeping Ourselves Safe' - in classrooms, in the playground, in our school, at home.

### **Middle Team**

Key themes:

*Relationship building, tolerance, making and sustaining friendships, solving problems.*

Classes will:

- Establish positive class environments and relationships, initiating and sustaining friendships,
- Explore what to do if a friendship goes wrong
- Use explicit instruction to unpack and model KCM
- Utilise Circle Time as a learning tool when appropriate / desirable
- Establish who to go to for help when things go wrong
- Explore the best ways to help someone experiencing social problems
- Identify 'bullying' as an unacceptable aspect of life, utilising a standard definition: Bullying is behaviour that is:
  - *ongoing*
  - *with an element of power*
  - *causing a person harm (physical or emotional).*

## Senior Team:

Key themes:

*Relationship building, tolerance, making and sustaining friendships, solving problems, bullying – preventing and solving.*

Classes will:

- Build positive classrooms which recognise that everyone has a role in creating a happy learning environment
- Identify and apply KCM principles in school and home contexts
- Explore quality relationships in the context of the diverse personalities we experience
- Explore effective communication and socially acceptable assertiveness
- Identify 'bullying' as an unacceptable aspect of life, utilising a standard definition: Bullying is behaviour that is:
  - *ongoing*
  - *with an element of power*
  - *causing a person harm (physical or emotional).*
- Identify what individuals need to do if bullying is experienced or observed:
  - seek help for self if experiencing bullying
  - provide support and seek help for others experiencing bullying.

## Social Support and Development

The school recognises that some children require additional support in the acquisition of age-appropriate social skills. This is a key role of all teachers, and is enriched by the provision of :

- a playground games coordinator at lunchtimes
- a targeted social skills development programme to build social resilience and competence
- lunchtime library activities utilising librarian and teacher skills
- a qualified school counsellor.

Reference: Reciprocal Viewing / Reading - Anti-Bullying Advert:

<https://docs.google.com/a/stclair.school.nz/presentation/d/14SOhvDds-Q2Gq0gMHTPpJh-QF9yhvLmMpANRMVJaX3M/edit#slide=id.i0>

References:

*Education Review Office Report – Student Wellbeing 2014*

*Ministry of Education Bullying Prevention and Response 2014*

## Defining Bullying

*Taken from from 'Bullying Prevention and Response: A Guide For Schools' MoEd 2014*

This section sets out the definition of bullying used in the guide.

Bullying is one particular form of aggressive behaviour and can be covert or overt in nature. Other forms of aggression that schools may need to address are sexual abuse and physical violence. Not all forms of verbal or physical aggression are bullying. For example, students may use sexist or racist terms without thinking of the possible harm caused.<sup>3</sup> Similarly, theft is theft; it is not necessarily bullying. There will always be an element of professional judgment at play in determining whether specific incidents are bullying, or not.

This guide is based on the widely-accepted definitions of bullying behaviour that emphasise the following four characteristics.

1. Bullying is deliberate – there is an intention to cause physical and / or psychological pain or discomfort to another person.
2. Bullying involves a power imbalance – there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, social status or digital capability and access.
3. Bullying has an element of repetition – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same target.
4. Bullying is harmful – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

For more information see <http://www.occ.org.nz/assets/Uploads/Reports/Education/Responsive-schools.pdf>  
Responsive Schools, Carroll-Lind (2010) Office of the Children's Commissioner, pp 20-21.