



## STUDENT WELLBEING POLICY

*'Wellbeing is more than pleasant feelings. It is a positive and sustainable condition that allows individuals, groups, organizations and nations to thrive and flourish. It encompasses resilience, which is the ability to develop and thrive in the face of adversity or 'the ability to bungy jump through life' (Andrew Fuller).*

### RATIONALE

Holy Family School Community has a responsibility to provide an educational environment that promotes the dignity and respect of the person and, therefore, aims to encourage the development of every member of our school. We are committed to creating and maintaining a caring school where all are valued and possess a sense of belonging. Further to this, we seek to play our part in helping our students become contributing members of society. The development of important skills and attitudes will serve them in every area of their lives.

As a school community, we strive to respond with sensitivity to the academic, social and cultural diversity of our students and their families. Through the explicit teaching of lifelong learning principles, personal and social capabilities, and the principles that underpin our Religious Education Program we aim to assist students to :-

- Establish healthy relationships
- Make responsible and ethical decisions
- Recognise and manage their emotions
- Set positive goals
- Meet personal and social goals, and
- Develop coping skills to deal constructively and effectively with life's challenges.

We acknowledge that student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support. We acknowledge that enhanced student wellbeing contributes significantly to improved student learning outcomes.

## IMPLEMENTATION

At Holy Family School, we believe that Student Wellbeing works on a scale from prevention to intervention.

### *PREVENTION*

This stage focuses on building belonging and promoting Student Wellbeing through:

- Adherence to school wide policies with particular attention to the Behaviour Support Policy and the Bullying Prevention Policy.
- Implementing a comprehensive curriculum to engage all students that includes and is not limited to Drug Education, Values Education and the use of the National Safe Schools Framework.
- Explicit teaching in the areas of the Personal and Social Capabilities, Catholic Social Teaching Principles, Values Education and Civics and Citizenship.
- Skilling teachers in a range of approaches to develop the aforementioned areas through professional learning.
- Practicing inclusive teaching and learning
- Developing meaningful relationships between families, parents, students and staff.
- Engaging students in the creation of collaborative classrooms and learning environments that promote a caring and supportive atmosphere, that is based on kindness, firmness, dignity, responsibility and mutual respect. We seek to create a classroom climate that is orderly and relaxed, resulting in co-operation and collaboration, wherein teachers use their active and legitimate power.
- Whole school programs including but not limited to such practices as:
  - Class meetings
  - Kimochis
  - Keys to Communication
  - Circle Time
  - Better Buddies
  - Student Leadership
  - Student Feedback
  - Lunch-time clubs
  - Level Meetings and Assemblies
  - Choirs

## INTERVENTION:

In the initial phase, the school's aim is to strengthen coping and reduce risk, which may be of short duration. As more sustained efforts are required, the focus moves to accessing support and or providing treatment. The level of intervention is dependent on each individual case.

### Specific Needs of Students

- Through the use of Personal Learning Plans and with the support of Learning Support Officers within the class and playground; educational and social needs are supported.
- With regard to student behaviour: when corrective action is required, an individual/group Behaviour Support Plan may be devised for implementation. The students are guided to follow and appreciate appropriate behaviours, as well as accepting the responsibility and consequences of their own actions.

### School Counselling

For some students and their families, individual assistance, in the form of meeting with either the School Counsellor or School Psychologist, is required. Contact is made through the Wellbeing Leader, who in turn will work with the family and relevant school staff to action appropriate documentation and referrals (See Counselling Policy).

### Seasons Program

This program is available to students who have experienced some form of loss, which is affecting their overall wellbeing. The school has a number of trained staff to conduct these courses.

### Individual /Small Group Targeted Skills Programs

At various times it is necessary to develop specific skills programs to focus on gaining nominated skills, e.g. anger management, conflict resolution. These programs are developed using a team approach, involving the Wellbeing Leader, School Counsellor, Classroom Teachers, Specialist Teachers and Parents, as appropriate.

### Contact with External Agencies

At times students may be referred to other relevant professionals or agencies, e.g. Child First, Monash Link. The school applies its protocols for accessing support from a variety of external services and will work with parents and carers to do so.

## Student Wellbeing Team

The Wellbeing Team is comprised of a number of staff including Leadership and the Student Wellbeing Leader. Its main purpose is to focus on the overall wellbeing of the individuals who make up the school community. Support is provided for students, parents, teachers and families in the school. Regular meetings are held to discuss particular needs of students and the various ways these needs can best be met. This may require assistance from other relevant professionals.

Confidentiality and respect for all parties involved are essential aspects of the Team, with some information being disclosed to the most appropriate personnel. Meetings with the students' parents, class teacher and relevant professionals (where required) are an integral part of the Team's function. This enables the focus to be fixed on developing workable plans of action, with the appropriate strategies to meet the students' needs.

## Bullying

Whilst we work on a basis of restoring relationships and moving on, there will be times when students will experience bullying. The school has a policy that outlines what bullying is and how the school community deals with this issue, in line with the developmental ability of the students concerned (See Bullying Prevention Policy).

## **ROLES AND RESPONSIBILITIES**

### Roles of the Students, Parents and Staff

#### *Staff Members have the responsibility to:*

- To create a nurturing social climate in the classroom by emphasizing a positive mental state, that is conducive to learning.
- To plan and deliver meaningful, effective and relevant, social, emotional, learning educational programs for their students.
- To provide opportunities for students to express emotions through creative pursuits, e.g. drama, art, music, journaling and other reflective practices.
- To maintain clear and respectful communication with students, parents and fellow staff members
- To be accepting of individual differences and apply a flexible, effective approach to individual needs.

#### *Students have the responsibility to:*

- To participate in activities within the classroom and across the year levels, within the scope of their developmental ability.
- To respond and communicate with sensitivity and respect towards others' needs.
- To engage in communicating their needs and issues to the relevant personnel.

*Parents/Caregivers have the responsibility to:*

- To communicate clearly, respectfully and regularly with the relevant staff members, regarding their child's needs.
- To be sensitive and supportive to their child's educational and social needs.
- To participate as partners in their child's schooling

## **CONCLUSION:**

Student Wellbeing is the responsibility of everyone at Holy Family School. This policy should be used in conjunction with the following policies:

- Counselling Policy
- Behaviour Support Policy
- Bullying Prevention Policy
- Drug Education Policy
- Pastoral Care Policy