



Date Reviewed: June 2021

Next Review: June 2023

Rationale

St Joseph's school is a seaside Catholic community of children, parents and staff within the wider Catholic community. At St Joseph's, we believe that each person's wellbeing is nurtured through experiences of belonging, building relationships with others, being accepted and valued, feeling safe and by being positively engaged and interactive in their learning. We aim to provide a calm and safe environment for all members of our community and we are committed to maintaining this environment.

Definition

"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 bungee jump through life'." (Andrew Fuller)

Principles

Student wellbeing encompasses the whole person. We strive to support in our students, parents and staff resiliency, and the feeling of safety and happiness. We believe these combined are essential for both social and academic development. As a community we aim to respond sensitively to the academic, social, faith based and cultural needs of our families.

- Student wellbeing complements our Religious Education program
- Student wellbeing connects with our teaching and learning program
- Social and emotional learning is a teaching and learning focus across the school. A 'Start Up' Program is implemented at the beginning of each school year
- Social and emotional learning continues to be supported every week through regular circle time gatherings, explicit instruction and teaching of the capabilities and using the P.I.T.W resources which aims to teach the 5 competencies of social and emotional learning; through games, activities and discussions
- Positive behaviour expectations are part of our school rules and learning space agreements. These are supported by other documents such as our Positive Relationships Policy.
- We focus on four values that promote student wellbeing: honesty, teamwork, learning and respect
- Students are encouraged to always make positive choices and to accept responsibility for their actions
- Staff and parents contribute to safety and wellbeing within the school

There are 3 Key Stages in Developing Student Wellbeing -Prevention, Intervention and Restoration

PREVENTION

This stage focuses on building belonging and promoting student wellbeing through:

- Implementing a comprehensive curriculum to engage all students
- Utilising our flexible spaces to support the need for modifications to the curriculum
- Explicit teaching in the areas of Social Emotional Learning (SEL), the 5 social competencies, personal and social capabilities and Civics and Citizenship.
- Skilling teachers in a range of approaches to support the above preventions
- Practicing inclusive teaching and learning
- Engaging students in the creation of democratic collaborative classrooms where negotiation, co-operation and restoration of the relationships are key components
- Developing meaningful relationships between families, parents, students and staff.

Social Emotional Learning and Capabilities Development

Explicitly teaching personal and social capabilities through integration of other curriculum area, combining S.E.L competencies across the continuum of learning; relevant to student levels.

Student Code of Conduct

The Student Code of Conduct is based on the school's values of respect, honesty, learning, teamwork, and harmony; promoting respect for self, safety, respect for others and respect for the school environment. During the first week of the school 'Start Up' program, the students and staff engage in a series of activities and learning programs to create their own classroom version of the Code of Conduct. Class goals and targets are a part of this.

Student Management

St. Joseph's staff aim to create a caring and supportive atmosphere, based on kindness, firmness, dignity, responsibility and mutual respect and the Catholic Social teachings. We seek to create a learning space climate that is orderly and relaxed, resulting in co-operation and collaboration, wherein teachers use their active and legitimate power. Working together in a co teaching environment enables good teacher wellbeing too!

INTERVENTION

The school's aim is resiliency through strengthening the ability to cope and reducing risk. If more sustained efforts are required and this aim cannot be met, the focus moves to accessing support and/or providing treatment. The level of intervention is dependent on each individual case.

Specific Needs of Students

Student's educational and social needs will be supported by staff in a variety of ways within the class and on the playground. This will include PLP's, Circle Time, Restoration Practice, P.I.T.W., PSG's etc

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, classroom teachers, specialist teachers and parents, as appropriate.

Contact with External Agencies

The school applies its protocols for accessing support from a variety of external services, such as, behavioural optometrists, speech therapists, occupational therapists, visiting school psychologist, Parish pastoral support, etc.

School Counselling

For some students and their families, individual assistance, in the form of meeting with a School Psychologist, is required. At times students may be referred to other relevant professionals or agencies.

Student Wellbeing Team

The Wellbeing Team comprises of two Student Wellbeing Leaders. 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 (PSG Meetings – Program Support Group 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. They are usually attended by a team; the Class teacher, parent, Student Wellbeing Leader and/or Diversity Leader, Principal and sometimes visiting professional Advisers.

Confidentiality and respect for all parties involved are essential aspects of the Team, with some information being disclosed to the most appropriate personnel.

These meetings 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.

Anti-Bullying

While the Social Education Program promotes peaceful classroom processes, 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.

RESTORATION

This final stage sees the school's focus as assisting students to re-engage and re-integrate into the usual processes and procedures of the classroom and school.

Learning and Teaching

Through the explicit teaching of lifelong learning principles, social and emotional intelligences, 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 promote wellbeing through a combination of formal and informal practices:

- Circle Time
- Level Meetings
- Curriculum focus: Drug Education, National Safe Schools, Values Education
- Life Education Van
- Start up program of social skills development (at beginning of year)
- Grade 5/6 and Prep buddy program
- Student Action Council (SAC) representatives from each Grade
- All Grade 5/6 students as leaders and leadership roles that support the identity of the school
- Lunchtime activities such as choir, art master class, drawing club, dance club, library, team games and sports
- Awards at Assembly celebrating achievements and the use of values of P.I.T.W concepts
- Transition from Grade 6 to Secondary
- Preschool visits in Term 4 by Prep teachers
- Transition days for incoming Preps
- Multi age activity days
- Transition program to other grades

Roles of the Student, Parent and Staff Member

Student:

- 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.

Parent/Caregiver:

- 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

Staff Member:

- 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.

EVALUATION:

A review of the Wellbeing Policy every year to ensure so that it is meeting the aims of the policy.

A review of the Program Budgets will occur every year to ensure that resources match the needs of the Wellbeing Program

Policies in support of this document

- Behaviour Management policy and procedures
- Anti-Bullying policy
- Drug Ed Policy
- Critical Incident Policy
- Transition Policy
- Off-site supervision Policy
- Asthma Policy
- Anaphylaxis Policy
- Sunsmart Policy
- Religious Education Policy
- Privacy Policy
- Child Safe Policy