



## St. Scholastica's Primary School Policy for the Wellbeing of Students

**This policy must be read in the context of St Scholastica's Child-Safe Policy.**

### **Rationale:**

In Catholic schools, wellbeing encompasses all dimensions of life. As a central outcome of schooling, wellbeing is integral to learning excellence, good health and life success. A positive sense of wellbeing can foster higher levels of engagement, school connectedness, emotional vitality, psychological functioning and academic performance. It is a key factor in enabling children and young people to contribute to society and enjoy meaningful and spiritually enriched lives. Educators and parents as educators need to work together to promote the health and wellbeing of all students.

Essential to the goals of Student Wellbeing is to develop five main social and emotional competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

St Scholastica's is committed to creating inclusive, engaging and mutually respectful environments where all members of the school community flourish.

### **Aims:**

- To develop students who are socially, mentally, emotionally, spiritually and physically healthy.
- To provide a safe and supportive environment where optimal learning takes place.
- To develop relationships that build connectedness between students, staff, parents, parish and the broader community.

### **Implementation:**

- The school day will begin with a prayer.
- Each year will commence with an Inquiry unit with a wellbeing focus.
- 45 minutes each Wednesday afternoon will be timetabled for the whole school to explicitly teach SEL competencies and Personal and Social Learning Capabilities according to the SEL Overview.
- Staff will endeavour to build positive relationships throughout the school community.
- Staff will actively promote the school values of respect, integrity, resilience, empathy and responsibility.
- The school will provide a restorative culture, where relationships are restored through mutual respect and a conversation facilitated by affective questioning following conflict.
- A Resilience, Rights and Respectful Relationships Action Team is established to develop and oversee a whole school approach to Student Wellbeing and positive mental health.
- The school will endeavour to implement and maintain programs which support and promote positive relationships and connectedness, such as:
  - Religious Education
  - Values Education
  - Right Resilience and Respectful Relationships

- o Restorative Practices
- o S.R.C.
- o Year6 Leadership Roles
- o Prep-Year 6 buddies
- o School Assembly
- o Student Awards
- o Think You Know- eSafety
- o About Real Life- Sexuality Education Program
- o Playtime Clubs
- o Mental Health practices
- o Body Safety

St Scholastica's will provide the following support structures:

- o Monitoring of, and responding to, repeated student absences.
  - o Monitoring of incidents of out-of-character behaviour, bullying behaviour, breaches of positive behaviour.
  - o Monitoring of adjustments to learning required due to disability or wellbeing.
  - o Protocol for Mandatory Reporting.
  - o Program Support Group Meetings for children at risk academically and socially.
  - o Emergency Management Plan.
  - o Staff Professional Learning on relevant wellbeing research, resources and pedagogy.
- The curriculum will be developed to ensure the needs of individual students are met, and the multiple intelligences and strengths of students are catered for.
  - Personalised learning will be implemented in all classrooms for students and staff.
  - The school will provide a counsellor to cater to students with specific intervention needs.
  - The Student Wellbeing Leader will attend regional and zone network meetings to share ideas on best practice and current initiatives around student mental health and wellbeing.
  - An active Student Representative Council will form part of the school's decision-making team.
  - Staff will be provided with professional learning in the area of student mental health and wellbeing.
  - Student work and achievements will be regularly showcased and publicly recognised.
  - The students will be provided with the opportunity to participate in National Days of Action e.g National Day of Action against Bullying, Day for Daniel, National Sorry Day.

### **Visual Wellbeing:**

Each classroom will follow a consistent approach to visual wellbeing, that is the things we can see in the room that support positive behaviour, positive thinking, positive work habits and engagement in wellbeing practise. This includes, but is not limited to:

- a safe spot or calm corner in the classroom
- an 'office' or quiet workspace for when a child needs to work independently away from distractions
- a visual timetable outlining the routine of the day
- the school Positive Behaviours and related consequences
- Learning Intentions and Success Criteria to support efficacy and engagement in academic learning
- labels and name tags to promote a sense of belonging to the classroom. Namely, bag labels, names on doors, jobs list, birthday charts.

### **Review Date:**

This policy was developed in March 2020.

The Wellbeing Policy was reviewed by the staff on 19th April, 2021.

The policy will be reviewed annually the next review date being April 2022.