

Rationale

At school everyone has a right to be treated respectfully and to feel safe and secure. All students need an environment that supports their learning, personal growth and positive self-esteem.

Successful learning is, to a large extent, dependent on the quality of the learning environment and it is the human relationships in the school that have the greatest impact on the quality of this environment. Students will find it difficult to engage with learning programs if they are distracted by significant physical, social or emotional issues. The student wellbeing policy therefore, is concerned with all that impacts on a student's capacity to learn and to achieve.

Purpose

The purpose of this policy is:

- To build positive, tolerant and respectful relationships where students take responsibility for their behaviour and where, in partnership the school and parents support student learning, personal growth and positive self-esteem
- To maintain a safe, positive and caring school environment
- To create a culture where students, staff, parents share responsibility for achieving a high standard of student wellbeing
- To build positive relationships between teachers, students and parents
- To ensure rights and responsibilities are known, respected and protected
- To ensure clear expectations for student behaviour and consistency in how the school responds to difficult behaviour
- To use co-operative and restorative approaches to resolving conflict
- To ensure that effective management of instances of student misbehaviour occur
- That there is regular professional dialogue amongst staff concerning their role, responsibilities and the wellbeing of students

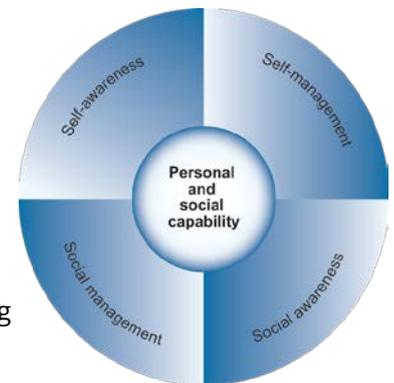
Implementation

Strategy - Key Elements

1. The Learning Program

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.



2. Relationships

It is important for all children to establish meaningful relationships with peers, class teacher, other students and staff. In the school's daily life, the ways in which people interact with each other impacts significantly on each person's sense of self-worth, belonging and wellbeing. The fostering of high quality, positive interpersonal relationships among staff, students, and parents is a responsibility shared by everyone.

3. Expectations

To develop and sustain a motivated learning community where students experience success on a regular basis, expectations for students need to be clearly defined and consistently adhered to.

4. Specialist Support

Student Wellbeing is serviced by two linked areas, Wellbeing / Pastoral Care and Special Education. These two services provide staff and students with the support needed to meet the individual needs of students. The Wellbeing / Pastoral Team takes a focus on assisting staff to meet the behavioural, emotional and social needs of all students, and Special Education has a focus on students with special and particular learning needs.

Specific Strategies

Strategies that our school has implemented to assist in building a positive community and nurturing student wellbeing include

- MJR: Making Jesus Real - Values Education focusing in particular on welcoming, encouraging, saying sorry, thanking others, respect, compassion, cooperation and friendship
- A Whole-School Framework- KidsMatter
- Positive Student-Student Relationships
- Anti-bullying Strategy
- "You Can Do It" SEL Program and Embedded Social Skills
- Positive Involvement with Parents-Class parent contacts
- Positive Student-Teacher Relationships
- Professional Learning Communities
- Structured Lunchtime Activities
- Student Leadership and Development
- Community Service Opportunities
- Fun and humour in everyday school life
- School Pride and High Expectations
- Buddy class program
- Various Awards and recognition of positive learning and behaviour

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

This policy will be published on the St Mary's Catholic Primary School website.

Review/Ratification History

| Year of review | SIRF Committee Responsible | Ratified By / Date (Month/Year) |
|----------------|------------------------------|---------------------------------|
| 2012 | Curriculum Coordinator/Staff | School Board – Aug 2012 |
| 2016 | Leadership | School Board – Nov 2016 |
| 2019 | Pastoral Care and Wellbeing | |

Next Review: 2019