



WELLBEING POLICY

St Roch's Parish Primary School

RATIONALE

St Roch's is committed to the development of the whole person - spiritually, socially, intellectually, emotionally and physically - to enable each child to reach their full potential. The Catholic Education Melbourne's (CEM) 2018 eXcel Framework underpins our pedagogical practice and curriculum design to enhance our students' wellbeing, engagement and lifelong learning and achievement. This philosophy is embedded and nurtured in our faith filled learning environment where students feel safe, supported and respected.

AIMS

At St Roch's we believe that wellbeing encompasses all dimensions of life. It is integral to learning excellence, good health and life success. It is a key factor in enabling young people to contribute to society, and enjoy meaningful and spiritually enriched lives. At St Roch's, effective wellbeing:

- is integral to all aspects of school life
- requires a whole school restorative approach, emphasising positive behaviours in engaging learning and teaching environments
- promotes high student engagement where each student is valued, supported and celebrated
- involves a safe and inclusive learning environment, and a mutually supportive approach between home and school
- values the rights and responsibilities of students, staff and parents (Appendix 1)
- includes the explicit teaching of our Gospel values (Appendix 2)
- requires opportunities for staff to share strategies, successes and difficulties and to support each other, for example, through professional learning or debriefing when necessary.

IMPLEMENTATION

Wellbeing and support structures prioritise and address student needs emphasising prevention and intervention. These structures offer support in students' spiritual, emotional, social and academic growth. St Roch's is a school that values dialogue through an inclusive approach where everyone has the right to be heard. Through this participatory process, students develop the capacity to learn that expressing emotions is an important and legitimate component of healthy dialogue. This learning helps students to deal with conflict, tensions and differences in respectful ways that engender trust and foster healthy relationships.

Our Restorative Approach

Our Restorative Approach facilitates the development of quality relationships and social and emotional capabilities for students and educators. Building positive and connected relationships is a priority for our school. We focus on increasing feelings of belonging, self worth and connectedness to enhance student participation, engagement, growth, achievement and wellbeing

[Staff Restorative Approach Appendix 3](#), [Student Restorative Approach Appendix 4](#)

Code of Cooperation

Each student has a right to be treated fairly and respected in a safe and supportive environment. It is their responsibility to follow St Roch's Code of Cooperation (Appendix 5). Our Code of Cooperation describes our expectations for relationships with others to assist students to realise their potential and their capacity to cope, learn and flourish.

In educating our students to understand our values, they will be expected to uphold the following:

- To know and comply with Our Code of Cooperation
- To behave in a socially expected manner
- To acknowledge the consequences that may result from their actions
- To act responsibly when injustice occurs to self and others
- To follow the directions of staff when behaviour is socially unexpected
- To recognise how poor behaviour disrupts learning
- In cases of bullying please refer to the [Anti-Bullying Policy](#)

The wellbeing of students is enhanced and their learning outcomes optimised when they feel connected to others and experience trusting relationships. To promote student engagement, positive behaviours and wellbeing:

- Our wellbeing approach is based on [The Resilience Project's](#) three key evidence based principles - Gratitude, Empathy and Mindfulness ([GEM Appendix 6](#)). These principles are developed each week through GEM Moments, Circles and Meditation
- Circles are used in each classroom as a proactive strategy to build positive relationships, to develop and discuss social norms, values and expectations, to implement curriculum and to develop students' social and emotional competencies
- Student voice is encouraged and promoted through active involvement in school tours, assemblies and social justice activities
- Student Leadership opportunities such as our School Captains and Year 6 Leaders, Student Representative Council (SRC), Library Leaders and other roles of responsibility provide further scope for student voice and influence
- We identify and respond to student needs; for example, providing additional Literacy and Numeracy support and writing enrichment
- We provide extra curricular programs including; camps, excursions, incursions, Inter School Sport (ISS)
- We provide opportunities including our social justice activities, whole school event days such as Harmony Day, Production, Art Show, Grip Leadership, Melbourne Football Club gratitude and leadership sessions, Tournament of the Minds, Better Buddies, Buddy Reading and our weekly Fun Run
- We provide lunch time and after school activities including Tennis, Orchestra, Dance, Coding Club, Library Club, Chess Club and Tinkering Time
- We provide opportunities for engaging parents; for example, Parent Learning Walks, Classroom Helpers, Conversations with the Principal and Parent Seminars.

The Wellbeing Team

The Wellbeing Team consists of the Principal, Deputy Principal, the Wellbeing Leader and the Learning Diversity Leader. They work alongside staff to provide a range of supports for all students (Appendix 7). The Wellbeing Team:

- Meet to outline the role of each person for the year
- Meet fortnightly (or when deemed necessary)
- Liaise with staff and parents to support identified students
- Liaise with community/outreach organisations, for example, CEM personnel, CatholicCare and external specialists
- Refer to Government Policies and Regulations
- Assist families to access other networks of support within the parish and wider community such as the City of Stonnington
- Facilitate Student Wellbeing meetings
- Communicate student information to staff where appropriate
- Provide ongoing Professional Learning on relevant student welfare issues
- Organise assistance for students and their families who have been identified as needing academic, emotional, physical, social or spiritual support
- Coordinate and implement programs such as Seasons and Circles including staff professional learning and communication of programs to the school community.

Students with additional needs may be identified and participate in:

- Program Support Group (PSG) meetings - utilising long and short term goals as part of individual learning plans
- Social Skills Program and support in facilitating a mental health plan. The current school provider for psychological services is CatholicCare.

EVALUATION

This policy will be reviewed with staff, student, parent and community input as part of the school's three year review cycle.

LINKS TO OTHER ST ROCH'S POLICIES

Anti-Bullying Policy
Child Safety Policy
Vision Statement
Staff Handbook

Learning and Teaching Policy

[Curriculum Policy](#)

Religious Dimensions Policy

[Induction Policy](#)

Learning Diversity

Staff Members Involved:

Natasha Gracey, Angie Mastoras, Leadership Team and Staff

Date of Ratification:

2014

Date of Review:

November 2017

July 2019

All students attending St Roch's Parish Primary School have the right to feel safe.

The care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school.

Appendix 1

RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of students, staff and parents are fully detailed in the table below:

RIGHTS	RESPONSIBILITIES
<p>Students have the right to:</p> <ul style="list-style-type: none"> ● be treated with respect ● be accepted for who they are as an individual ● be listened to, encouraged and supported ● a learning environment in which they have equal access to the equipment, programs and teacher time ● work in a supportive environment without intimidation, bullying or harassment ● be safe and happy in the school environment. 	<p>Students have the responsibility to:</p> <ul style="list-style-type: none"> ● be cooperative and considerate ● respect the rights of others and their property ● play safely, and allow others to play without interference ● assist others to feel safe and happy ● participate and work to the best of their ability ● follow our Code of Cooperation.
<p>Staff have the right to:</p> <ul style="list-style-type: none"> ● be treated with respect ● teach in a structured, supportive environment ● work in a safe and inclusive environment ● be shown courtesy and consideration ● be supported and assisted by parents in their child's learning ● be valued as a professional ● access professional learning. 	<p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> ● implement the Wellbeing Policy fairly and consistently ● implement Our Restorative Approach ● ensure they are caring, courteous and considerate in dealing with all members of the school community ● provide a quality, engaging education program ● offer support to colleagues ● regularly report to parents on student progress.
<p>Parents have the right to:</p> <ul style="list-style-type: none"> ● be treated with respect and have their opinions valued ● be welcomed at school ● expect that their child will be educated in a safe learning environment ● be regularly informed about their child's progress at school ● be informed regularly about general school events and issues ● assist in formulating school policies through subcommittees. 	<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> ● respect all members of the school community ● act as partners in the school's learning process ● be aware of and support school expectations, procedures and events ● support the school in its effort to maintain a positive and safe learning environment.

Appendix 2

VALUES PROGRAM

The Values program permeates the curriculum and Religious Education Program and includes the explicit teaching of the following values, with reference to the related Gospel values. Values are explored through Circles and Religious Education lessons. At each assembly, students who have demonstrated the value are nominated for an award.

Gospel Values	The Nine Values for Australian Schooling
<p>Compassion We are inspired by Christian love and compassion in all our relationships with students, staff, parents and the community.</p> <p>Equity and justice We seek to provide equitable access and opportunity for all, with a preferential option for the poor and marginalised.</p> <p>Excellence We continually strive for excellence in learning, teaching and all we do.</p> <p>Hope We share a spirit of optimism and joy sustained by faith.</p> <p>Inclusion We foster a sense of community and belonging for all and are committed to welcome, partnership and service. We strive to develop the potential of each individual.</p> <p>Respect We respect the dignity, diversity and contribution of each person.</p> <p>Stewardship We are stewards of creation, treasuring, developing and conserving the gifts and resources that have been entrusted to us.</p>	<p>Care and Compassion Care for self and others.</p> <p>Freedom Enjoy all the rights and privileges of Australian citizenship, free from unnecessary interference, or control, and stand up for the rights of others.</p> <p>Integrity Act in accordance with the principles of moral and ethical conduct, ensure consistency between words and deeds.</p> <p>Honesty and Trustworthiness Be honest, sincere, and seek the truth.</p> <p>Doing your Best Seek to accomplish something worthy and admirable, try hard, pursue excellence.</p> <p>Understanding, Tolerance and Inclusion Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.</p> <p>Fair Go Pursue and protect the common good, where all people are treated fairly for a just society.</p> <p>Respect Treat others with consideration and regard, respect another person's point of view.</p> <p>Responsibility Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, take care of the environment.</p>

Appendix 3

OUR RESTORATIVE APPROACH - STAFF

Positive Corrections

- Praise positive behaviour - quick, individualised, developmentally appropriate, for example, "I love the way you are putting your hand up Tom."
- Eye contact, proximity/position of teacher
- Tactical ignoring - pretend you have not seen
- Offer support to individual with a quiet reminder/check in, for example "Can I help you get started Joe?"
- Refer to Code of Cooperation, "At St Roch's we move safely. Please walk in the Library Sam".
- Suggest choice to change behaviour, for example, "Ed, please make a good choice about where you sit so you can focus on your writing. Thank you."

Affective Statement

- Redirect behaviour
- Name what the student is doing (calling out, tapping, noises, wandering, not on task) and ask student to change their behaviour. For example, "When you are talking Jim, it is distracting for others. Please begin your work. Thank you."

WARM Conversation

Individual conference with restorative questions. When two or more children are involved, please ensure that you speak one on one with the harmed and one on one with the harmer before bringing them together for a restorative conversation.

WARM in manner, words and approach - Refer to Restorative Practices Visual Script for questions

W	What happened...? When you...what were you thinking? We need to talk about...
A	Affect - Explore the impact... Was it kind? Was it helpful? Who do you think was affected and how?
R	Repair/resolve the harm - What will make things better?
M	Move forward - What do you need to do so that this does not happen again? Who can you go to for support?

Reflective Space

Time within the classroom in a reflective space or walking with staff member in the playground for a restorative chat.

"Please think about your behaviour and then I will come and speak with you."

Return to Learning

Student returns to learning with support of teacher or returns to playing in the playground.

OR

Escalation - Support Required

Call the Office for assistance - The Office Manager will locate Principal/Deputy Principal/Leadership Team member ASAP. The Leader will continue the learning with the class while the classroom teacher speaks with the student and completes the ABC Behaviour Record form.

Note: Inappropriate language or a physical act against a student or teacher results in removal from the playground or classroom. ABC Behaviour Record form to be completed with the Principal or Carbon Copy Book in the Yard Duty tub completed by the staff member on Yard Duty. Principal supports student to complete Student Reflection Form. Principal contacts the parents of the student.

Appendix 4

OUR RESTORATIVE APPROACH

We will:

- ★ Make eye contact
- ★ Move closer to you
- ★ Offer support with a gentle check in
- ★ Remind you of our Code of Cooperation
- ★ Suggest some choices to change your behaviour

We will let you know how your behaviour is affecting others.

We will have a WARM conversation with you.

We will ask:

- ★ What happened?
- ★ Affect - Who has been affected and how?
- ★ Repair - How will you fix it?
- ★ Move forward - What will you do next time?

We will ask you to move to the reflective space in the classroom or walk with us in the playground.

We will ask you to leave the classroom/playground with another staff member.

Reference: Bill Hansberry 'A Practical Introduction to Restorative Practices in Schools' 2016 and Kristy Elliott 'Restorative Pathways' 2019.

Code of Cooperation



1. FOLLOW DIRECTIONS



2. SPEAK APPROPRIATELY



3. MOVE SAFELY



4. LOOK AFTER OUR SCHOOL



5. BE READY TO LEARN



6. HANDS OFF



Appendix 6

**Gratitude
Empathy/Kindness
Mindfulness
Connection**

Gratitude, Empathy, Mindfulness and Connection are key elements of our Wellbeing Program.

Morning	Writing	After break outside	End of day
<ul style="list-style-type: none"> • Meditation • Morning Meeting • Share with a partner - What went well for you this morning? • Think of someone you could do an act of kindness for. (Check in at the end of the day to see if everyone achieved their goal. How did it make you feel? How did the person react?) • Think of someone you can help today. How can you help them? What are you going to do to help them? Check in at the end of the day. 	<ul style="list-style-type: none"> • Who are three people that you are grateful to have in your life and why? • Write a card for someone special • Write a thank you card for someone special • Who is the kindest person you know? Why do you think they are kind? • What is an 'Act of Kindness' that you could do for someone at home, someone in your class, someone at lunch time? 	<ul style="list-style-type: none"> • Mindful reading • Meditation • What went well for you at play time? • Circle - who has been kind to you this morning? • Share with a partner - What was something positive that happened at lunch time? • Mindful colouring • 'Wellbeing for Kids' cards • 'I Am Me' cards • What made you laugh? 	<ul style="list-style-type: none"> • What went well for you today? • What was something that challenged you today? • Meditation • Highlights - what was the best thing that happened to you today? Share with a partner. • Who did you feel most grateful for today and why? • Who would you like to thank? • Who was kind to you today? • Who did you feel grateful for today? • Discuss with a partner - What are you most looking forward to tomorrow? • Who has had a positive influence on your day? • What did you do for someone else today? • Self reflection - How have you had a positive influence on someone else's day? • Who made you smile today? • Who helped you today? • How did you help someone today? • What did you do today that was kind? • What was something that you learnt today?

Appendix 7

The following are a selection of tools and strategies that can be used to cater for the individual needs of our students:

Academic	Emotional	Social
<ul style="list-style-type: none"> • Orientation Form • Literacy Observation Tasks (P-2) • Pre and Post Screening Tests, MAI P-2 • Pre and Post Unit tests (determined by teacher) • NAPLAN data (Year 3 & 5) • Open ended questions • Performance tasks (hands-on) • Observations and conversations • Displays and journals • Work samples (P-6) • Seesaw • Meetings with CEM personnel • External testing following referral • Teacher recommendations • Professional judgement based on assessment and monitoring • Literacy and Numeracy benchmarks 	<ul style="list-style-type: none"> • Orientation Form • Open ended questions • Observations and conversations • Feedback from leaders/companions of Seasons, Peer Mediation and Peer Support • Restorative Meetings • Meetings with CEM personnel • External testing following referral • Values Program • Teacher recommendations • Professional judgement based on assessment and monitoring • Playground and Classroom Incidents (as recorded in the Wellbeing folders & Yard Duty Teacher Notes) • Circles 	<ul style="list-style-type: none"> • Orientation Form • Open-ended questions • Observations and conversations • Feedback from leaders/companions of Seasons, Peer Mediation and Peer Support • Restorative Meetings • Meetings with CEM personnel • External testing following referral • Values Program • Teacher recommendations • Professional judgement based on assessment and monitoring • Playground and Classroom Incidents (as recorded in the Wellbeing folders & Yard Duty Teacher Notes) • Circles • Buddy Bench