



STUDENT WELLBEING POLICY

Rationale:

Wellbeing refers to the students' physical, social, emotional and sexual awareness and development. Evidence suggests that these elements are integral rather than incidental to learning. A learner will find it difficult to engage with learning programs if they are distracted by significant physical, social and emotional issues. Wellbeing has a prevention and early intervention focus and involves whole-school approaches with an emphasis on school organization, ethos and environment, community links and partnerships, and curriculum teaching and learning. (CEOM Student Wellbeing Research Document 1 – Revised Edition Oct 2008)

Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy. A culture of positive reinforcement and encouragement permeates all facets of our school and reflects the Vision statement that forms the basis of our school's philosophy.

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically, socially and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

At Cana we believe that student wellbeing is the concern and responsibility of the total school community working in partnership together. We are committed to building students' resilience, implementing strategies that build life skills and strengthening a sense of connectedness and wellbeing for all.

We promote the belief that a child's self esteem and wellbeing are raised when they feel safe, valued and connected. It strengthens their resilience and encourages them to make positive choices about their future.

Aims:

- To ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth laws, as well as, to ensure that staff are provided with professional development in this area and advised of their obligations under these laws.
- To provide an educational environment which recognises, values and builds student wellbeing.
- To develop students who are physically, socially and emotionally healthy.
- To create a positive environment in which all staff assume responsibility for wellbeing.
- To imbed prevention and intervention programs into and across the curriculum which develop positive, healthy and respectful social behaviours (relationships), problem solving and conflict resolutions skills.
- To provide staff with professional development regarding student wellbeing, so they can effectively support and implement best practice.

- To establish and maintain effective communication processes and protocols to ensure the effectiveness of student wellbeing support.
- To create a school and classroom climate where students feel safe, can develop trust and learn to deal with their problems and how to talk about their lives, their feelings and what matters to them.

Implementation:

- Our school has an appointed Student Wellbeing Leader who works with the whole staff to coordinate student wellbeing across the school.
- A culture of positive reinforcement, encouragement, and assertiveness will be present in all aspects of communication within the school.
- We will value and encourage student individuality, differences and diversity.
- We will adopt and maintain a proactive and preventative approach to issues of student wellbeing.
- The curriculum will be broad, will provide for the individual needs of students and will be developed to cater for different learning styles.
- Our restorative approach implemented throughout the school enhances student engagement and connectedness, whilst ensuring positive relationships.
- The curriculum planning will link Social Emotional Learning across all Victorian Curriculum levels to ensure explicit teaching strategies.
- Structures that provide the students with opportunity to develop leadership skills, such as; Student Leaders, House Captains, Buddy program will be provided.
- Parent information sessions and information in newsletters relating to wellbeing, bullying, and social skills strategies will be provided.
- The Resilience, Right and Respectful Relationships Program will be used when planning weekly wellbeing sessions
- Elements and messages within the Daniel Morcombe Curriculum to be implemented as a whole school focus on safety.
- The ‘Solving the Jigsaw’ philosophy and strategies will underpin our interactions with the school community and responses to behavioural or conflict issues.
- Little Jigs will be an important part of the middle school Personal Development Program.
- Each classroom teacher will be provided with annual professional development and support in the implementation of the whole school Assertive Discipline approach programme
- Each classroom teacher will teach and revisit the School Rules and ‘Naming it’ strategies every term.
- Student success in demonstrating the Cana Characteristics will be regularly show-cased and publicly recognised at weekly school assemblies, through presentations of ‘Best of Me’ certificates
- We will provide support structures such as the monitoring of student absences and protocols for mandatory reporting.
- Student wellbeing will be on the agenda at all staff meetings and for regular leadership meetings.
- Transition and orientation practices will be implemented for incoming and outgoing students, Grade Prep and Grade 6 students, new students and special needs students.
- Students with identified specific needs will be catered for through Individual Learning Plans, Support Group meetings and ongoing support.
- We will provide New Arrival students with a specialized support program as necessary.
- Programs addressing issues such as Drug Education, Cyber safety and Personal Development form part of the wellbeing program.

- Within the school a culture is developed whereby, children have an awareness that they are able and encouraged to report any concerns / issues related to any form of abuse.
- All non school personnel will be required to sign in and out of the school on arrival and departure (including parents during the hours 9am-3pm). All non school personnel on the school premises are to be supervised by school staff.
- We will access outside agencies to provide support for students, parents and staff when required.
- We will comply with all privacy and mandatory reporting issues in accordance with current legislation.
- We will provide opportunities for parents/carers to be involved in the school community to develop positive home-school partnerships and foster connectedness to the school.

Related Documents:

- CEOM Policy 2.26: Pastoral Care of Students in Catholic Schools
- Positive Behaviour Management Policy
- Asthma Policy
- Bullying Policy
- Complaints Handling Procedures
- Critical Incident Management Policy
- Discrimination and Harassment Policy
- Excursions and Camps Policy
- First Aid Policy
- Internet Use Policy
- Solving the Jigsaw Strategies
- National Safe Schools Framework Policy
- Occupational Health and Safety
- Sun Smart Policy
- Welfare Policy
- Homework Policy
- Student Supervision Policy
- Medication Policy
- Blood Spills Policy

This policy was last reviewed in 2019.