



ST MICHAEL'S PARISH SCHOOL ASHBURTON

Student Wellbeing Policy

November 2015

1. Rationale

St Michael's Parish Primary School recognises the significant role that Catholic schools play in the care of students, families and staff and as such, this policy reflects the shared values of the school. Our programs and practices are dynamic and responsive as needs and demands change within our community. This philosophy is an expression of faith and is evident in all facets of the curriculum. Placing an emphasis on student wellbeing contributes significantly to the development of positive relationships and improved student learning outcomes. St Michael's promotes a healthy, supportive and secure environment for all children and develops student and school connectedness. Corporal punishment is not permitted at St Michael's Parish School.

2. Purpose

The purpose of this policy is to:

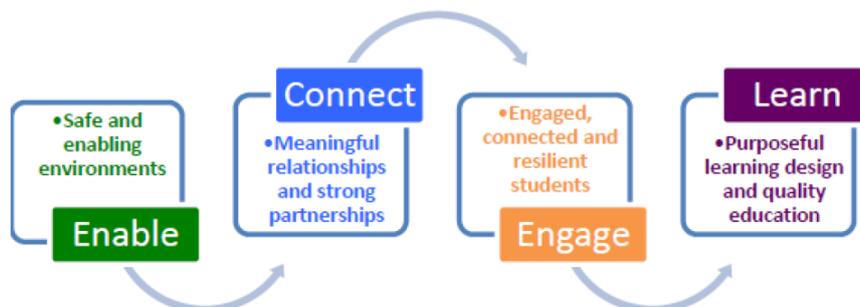
- Maintain positive, tolerant and respectful relationships where student learning, personal growth and positive self-esteem is supported;
- Build positive relationships and connectedness among staff, students and parents;
- Maintain a safe, positive and caring school environment where rights and responsibilities are known, respected and protected;
- Promote values and principles for Christian living;
- Develop an understanding that students take responsibility for their behaviour and accept any consequences of that behaviour based on the rights of self and others;
- Create a culture where responsibility is taken by staff, students and parents for achieving a high standard of student wellbeing;
- Ensure that there are clear expectations for student behaviour and that there is effective management for instances of student misbehaviour;
- Provide an inclusive approach to teaching and learning, and to ensure that there is regular professional dialogue amongst staff concerning their role and the wellbeing of students;
- Develop a partnership of cooperation between family and school; and
- Provide networks of care within school and in the wider community.

3. Implementation

"Informed by Catholic values, identity and spirituality, everything we do is about building optimistic, resilient young people of faith, ready to be effective members of community, contributing to and enriching the world around them".

(Student Wellbeing Framework 2016-2019)

As a blueprint for guiding the development of holistic school-wide processes and practices, the Student Wellbeing Framework 2016-2019 integrates the learning environment, curriculum and pedagogy, policies and partnerships to ensure student wellbeing is supported and nurtured across all aspects of school life. The Student Wellbeing Framework is informed by four strategic pillars: **Enable, Connect, Engage and Learn**.



Student wellbeing relates to the development, implementation and evaluation of a whole school approach to student wellbeing with a focus on primary prevention, early prevention, intervention and restoring wellbeing.

3.1 Learning Narratives

The 'Learning Narrative' of each child reflects the shared aspiration of the St Michael's school community which supports each child to grow to fullness with a hopeful view of the future. It values the personhood of each student and their

transformation as learners. Learning is promoted as a lifelong journey and excellence in all areas of the curriculum is provided.

The Personal and Social Capability in the Victorian curriculum is organised into two interrelated strands: Self-Awareness and Management and Social Awareness and Management. Each strand contains content descriptions that are organised in sub-strands.

Strands	Self-Awareness and Management	Social Awareness and Management
Sub-strands	Recognition and expression of emotions	Appreciation of diversity and understanding of relationships
	Development of resilience	Working collaboratively

Underlying all St Michael's values are the Principles of Catholic Social Teaching.

3.2 Relationships

St Michael's believes that it is important for all children to establish meaningful relationships with fellow students, parents and staff. 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.

The school fosters the emotional, physical and psychological safety of each individual and ensures the development of the whole person.

St Michael's supports an inclusive approach which responds to and respects the diversity of each person. It supports and develops all students, so that they may enter the world with a sense of hope, purpose and dignity, collaboration, compassion, diversity, inclusiveness and where a sense of community is embraced.

3.3 Expectations

At St Michael's, each person has the right to expect a strong sense of wellbeing, respect, belonging, security and communication opportunities to enhance their health and wellbeing. Any form of bullying is considered anti-social and unacceptable. Emotional wellbeing is nurtured and restorative processes are practiced when dealing with conflict. The fostering of high quality interpersonal relationships among staff, students and parents is a shared responsibility. The School Wide Positive Behaviour Support Framework is enacted at St Michael's.

3.4 Specialist Support

Student Wellbeing is linked with Student Services. This support provides staff, students and parents with the support needed to meet the individual needs of students. Student Support takes a focus on assisting staff to meet the behavioural, academic, emotional and social needs of all students, in particular those with special social, emotional, learning and/or behavioural needs.

4. Specific Strategies

St Michael's is committed to developing and nurturing an effective whole school approach to:

- The Principles of Catholic Social Teaching
- School Wide Positive Behaviour Support
- Restorative Practices
- Positive Student – Teacher Relationships
- Staff – Strong collaboration and feedback
- Parents – Positive partnerships and feedback
- Student voice- Feedback
- Student Leadership
- Embedded Social Skills
- Structured Lunchtime Activities
- Community Service Opportunities

5. Evaluation

This policy will be reviewed as part of the St Michael's School Improvement Plan review cycle.

6. Ratification

This policy was ratified by John Whitehouse (SAC Chairperson).