



St Christopher's Primary School

5 Doon Avenue, Glen Waverley Vic 3150 P (03) 9803 0011 F (03) 9803 0504

E principal@scsyndal.catholic.edu.au W www.scsyndal.catholic.edu.au

ABN: 50 860 926 569

Student Wellbeing Policy

Rationale

We believe at St. Christopher's that everyone should be treated respectfully, every person needs to feel safe and secure and 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 most 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 be a learner and to achieve.

When planning, implementing and maintaining student wellbeing policy and initiatives, St. Christopher's school is guided by the nine key elements identified in the Australian Government's National Safe Schools Framework (2011, updated 2013).

Purpose

The purpose of this policy is:

- To maintain positive, tolerant and respectful relationships where students take responsibility for their behavior.
- To acknowledge that all students are valued as individuals regardless of gender, racial, cultural, physical or intellectual differences.
- For parents to work in partnership with the school to support student learning, personal growth and positive self-esteem of students.
- To maintain a safe, positive and caring school environment
- To create a culture where the responsibility for student wellbeing is shared by students, staff and parents.
- To build positive relationships between teachers, students and parents
- To know, respect and protect the rights and responsibilities of members of the school community
- To set clear expectations for student behaviour and how the school responds to student misbehaviour
- To use co-operative and restorative approaches to resolve conflict
- To ensure that student misbehavior is managed effectively
- To ensure ongoing dialogue amongst staff concerning the wellbeing of students



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Implementation

In line with the framework for Student Support Services for Victorian Government Schools, the implementations of the approaches to student wellbeing at St Christopher's are based on effective practices at each of the following levels.

1. Primary Prevention

Strategies at this level include:

- Building mutual respect and promote safety at school.
- Implementing comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- Enhancing school attendance (see Attendance Policy).
- Encouraging supportive relationships. Implementing effective whole social and emotional skills programs. Building leadership capacity in students developing through curriculum, good citizens, in the local community and globally through online interactions
- Engaging parents/families in the learning
- Develop partnerships within and beyond the school to support students and families
- Strategically planned transition for all students through their school journey
- Buddying system and opportunities for cross age collaboration

▪ Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs via assessments, surveys and tests.
- Providing PSG (Parent Support Group) meetings to set goals and review progress.
- Developing programs and individual learning plans to improve skills.
- Providing support through external professionals such as speech therapists, educational psychologists or educational advisors as required, utilizing the Catholic Education Office or other appropriate services.

▪ Intervention

Strategies at this level include:

- Establishing a support group for the student at risk.
- Linking to appropriate support staff/agency.
- Monitoring and evaluating progress.



3b. Post intervention

Post intervention relates to traumatic incidents. These incidents are extraordinary and are beyond people's normal coping abilities.

Strategies at this level:

- Critical Incident Management through implementation of strategic plan Providing counselling and support utilising the Catholic Education Office and other service providers
- Monitoring recovery and evaluate plans.

Specific Strategies

Strategies that St. Christopher's is committed to developing to assist in nurturing an effective whole-school behaviour management system include:-

- Positive Student-Student Relationships
- A Whole-school Approach
- Anti-bullying Strategy
- Embedded Social Skills
- Positive Involvement with Parents
- Positive Student-Teacher Relationships
- Strong Staff Collaboration
- Structured Lunchtime Activities
- Student Well Being Program
- Student Leadership and Ownership
- Community Service Opportunities
- Fun and humour
- School Pride and High Expectations
- Teacher Structures that support students by the members of the Student Wellbeing Team
- Discipline Policy.
- Internet policy sent home each year with a page for each student to sign with their parents and return to the school.
- Adoption of the Australian Government's National Safe Schools Framework (NSSF). This includes the display of the NSSF poster in the school. The NSSF will be used to assist the school in developing policies and programs in the area of Student Wellbeing.
- At the first staff meeting at the commencement of each school year, all staff members will be instructed to view the Student Wellbeing Policy in the staff handbook. The importance of being familiar with this document will be highlighted to staff members at this time. New staff members will be directed to this policy upon commencement of their employment with the school.



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Evaluation

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

Ratification

This policy was last ratified by the school staff in March 2017.