

1. RATIONALE

St Bede's 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. The programs and practises used are dynamic and responsive as the needs and demands of our school community change. Using the Victorian Curriculum as a base, St Bede's promotes a healthy, supportive and secure environment for all. St Bede's believes that a student's wellbeing is nurtured through a sense of belonging, through building relationships with others, by being accepted and valued and by engaging with the community

2. PURPOSE

The purpose of this Policy is to:

- Promote values and principles of Christian living.
- Maintain a safe, positive and caring school environment where rights and responsibilities are respected
- Maintain positive, tolerant and respectful relationships where student learning, personal growth and positive self-esteem are supported.
- Build positive relationships and connectedness among staff.
- Develop an understanding that students take responsibility for their behaviour and accept consequences of that behaviour based on the rights of self and others.
- Create a positive community culture which develops self-management and responsible decision making amongst students.
- Support collaboration between students, staff and the school community
- Provide an inclusive approach to teaching and learning to ensure that there is regular professional dialogue amongst staff concerning wellbeing.
- Provide networks of care within the school and school community

3.0 IMPLEMENTATION

The *Student Wellbeing Strategy 2011–2015* has been designed to articulate the ways in which Catholic Education Melbourne will lead and support Catholic school communities in the promotion of wellbeing and school community partnerships for learning. Three strategic themes underpin the strategy and act as foundational principles for this work. :

- **Leading wellbeing to enhance learning:** acknowledges the critical role of school leaders in developing a wellbeing culture across the school community which draws the links between student wellbeing and improved learning outcomes.
- **Creating safe and effective learning environments:** focuses on the wide range of school structures, processes and procedures including curriculum teaching and learning, which contribute to the provision of a safe and effective learning environment for all.
- **Promoting school community partnerships for learning:** acknowledges the role of the school in building community and reaching out to the broader school community and beyond, to build diverse and inclusive partnerships for learning.



3.1 CURRICULUM LINKS

Student Wellbeing in the Victorian Curriculum is found in the Personal and Social Capabilities section. This section has two interrelated strands, *Self Awareness and Management* and *Social Awareness and Management*. By using the curriculum we are able to support student wellbeing at St Bede's through explicit Social and Emotional learning opportunities.

3.2 RELATIONSHIPS

At St Bede's, we believe that it is important for all children to establish meaningful relationships with fellow students, parents and staff. Students who are happy, confident and able to establish these relationships are better placed to achieve positive learning outcomes. St Bede's believe that each student's wellbeing is nurtured through a sense of belonging and acceptance within a school community. By assisting students to develop respectful relationships with one another we are able to support the way they develop a sense of self and community. St Bede'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 exist in the world with a sense of hope, purpose and dignity.

3.3 EXPECTATIONS

At St Bede's, each person has the right to expect a strong sense of wellbeing, respect and belonging. Any form of bullying is considered anti-social and unacceptable. Emotional wellbeing is nurtured and restorative practices are practiced when dealing with conflict. Students are explicitly taught Social and Emotional skills which assist their understanding of emotional literacy, problem solving skills and the development of Respectful Relationships between students.

3.4 SPECIALIST SUPPORT

Student wellbeing is linked with student services. This support provides staff, students and parents with target support to assist the individual needs of students. Students with specific, social, emotional, learning and/or behaviour needs are supported when needed.

4. SPECIFIC STRATEGIES

St Bede's is committed to developing and nurturing wellbeing through the following whole school approaches;

- Social and Emotional Learning (SEL) is a key teaching focus across the school. We use the Resilience, Rights & Respectful Relationships Wellbeing Handbook developed as part of the Respectful Relationships initiative as our guide.
- Behaviour expectations are explicitly taught
- Focus on positive behaviours within the class and school settings
- Shared language across the school around behaviour and expectations.
- Restorative Practices approach used when resolving student conflict
- Circle Time is implemented and run through all grades in order to explicitly teach Social and Emotional Learning as well as respond to student and classroom need.
- Cross grade buddy program aimed at developing relationships across whole school community.
- Numerous lunchtime activities support student wellbeing during Recess and Lunch.

5. EVALUATION

This Policy will be reviewed as part of the St Bede's School improvement plan review cycle.

6 RATIFICATION