

WELLBEING POLICY

SAINT MARY MACKILLOP PRIMARY SCHOOL KEILOR DOWNS



St Mary MacKillop School has a strong commitment to child safety as is reflected in our Vision Statement: “In and through positive relationships, we aspire to protect all children under our care, prioritising their safety and wellbeing.” We continually strive to ensure that every child is safe from harm including all forms of abuse. We exercise zero tolerance to abuse.

Preamble:

At Mary MacKillop Primary School, the Gospels of Jesus Christ and the spirit of Mary MacKillop form the cornerstone and benchmarks for all relationships, interactions and practices.

Our Wellbeing Plan is a pro-active approach to ensure we work towards developing a calm and safe environment for all members of the school community.

We are committed to creating and maintaining a caring school where all are valued and possess a sense of belonging. Further to this, we seek to play our part in helping our students become contributing members of society. The development of important skills and attitudes will serve them in every area of their lives.

As a school community, we strive to respond with sensitivity to the academic, social and cultural diversity of our students and their families.

Through the explicit teaching of lifelong learning principles, social and emotional intelligences, and the principles that underpin our Religious Education we aim to assist students to :-

- Establish healthy relationships
- Make responsible and ethical decisions
- Recognise and manage their emotions
- Set positive goals
- Meet personal and social goals, and
- Develop coping skills to deal constructively and effectively with life's challenges.

‘Wellbeing is more than pleasant feelings. It is a positive and sustainable condition that allows individuals, groups, organizations and nations to thrive and flourish. It encompasses resilience, which is the ability to develop and thrive in the face of adversity or ‘the ability to bungy jump through life’.’ (Andrew Fuller)

Key Stages In Developing Student Wellbeing

The three key stages in developing and maintaining Student Wellbeing Are ***Prevention, Intervention*** and ***Restoration***.

PREVENTION:

This stage focuses on building belonging and promoting student wellbeing through:

- Implementing a comprehensive curriculum to engage all students
- Explicit teaching in the areas of Social Emotional Learning (SEL), Personal and Social Capabilities, Values Education and Civics and Citizenship.
- Skilling teachers in a range of approaches to develop the aforementioned areas
- Practising inclusive teaching and learning
- Engaging students in the creation of democratic collaborative classrooms where negotiation, co-operation and restoration of the relationships are key components
- Developing meaningful relationships between families, parents, students and staff.

Key Strategies for the Prevention Stage

Social Emotional Learning and Interpersonal Development

This practice looks to the development of a structured learning program, which combines Social Emotional Learning and the 8 Key Social Competencies, with the Personal and Social Capabilities at each of the levels.

Student Management

As staff members our task is to create a caring and supportive atmosphere, based on kindness, firmness, dignity, responsibility and mutual respect. We seek to create a classroom climate that is orderly and relaxed, resulting in co-operation and collaboration, wherein teachers use their active and legitimate power. Working in relationships that are based on trust and mutual respect, we endeavour to develop a culture in which children feel that they are capable, they count and they have the courage to successfully meet life's challenges.

The school is committed to the **School Wide Positive Behaviour Support (SWPBS)** Framework, (Sugai & Horner, 2002) as the preferred student management structure. SWPBS recognises the importance of positive relationships among all members the school community to enhance learning. It is a systematic whole school approach for implementing proactive behaviours.

This approach looks to:

- develop a positive culture that promotes social and academic success
- identify and prevent problematic behavior in the early stages
- directly teach appropriate social skills
- provide behavioural support for students.

Other ways we promote wellbeing through a combination of formal and informal means are:

- Holding Class and Level Meetings
- Conducting a Buddy System with Years Prep and Five students
- Circle Time and Bucket Filling
- Meditation and Mindfulness Practices
- Student Leadership (Seniors)
- Key Curriculum foci: Drug Education, Cyber safety, National Safe Schools, Values Education.

INTERVENTION: in the initial phase, the school's aim is to strengthen coping and reduce risk, which may be of short duration. As more sustained efforts are required, the focus moves to accessing support and or providing treatment. The level of intervention is dependent on each individual case.

Specific Needs of Students are met through:

The use of Personalised Learning Plans and the use of Learning Support Officers within the class, educational and social needs are supported.

Seasons Program

This program is available to students who have experienced some form of loss, which is affecting their overall wellbeing. The school has a number of trained staff to conduct these courses.

Individual /Small Group Targeted Skills Programs

At various times it is necessary to develop specific skills programs to focus on gaining nominated skills, e.g. anger management, conflict resolution. These programs are developed using a team approach, involving the Students Services Team, as well as classroom and specialist teachers and parents, as appropriate.

Contact with External Agencies

The school applies its protocols for accessing support from a variety of external services, such as the Royal Children's Hospital, D.H.S. and other allied health services such as speech therapists, occupational therapists, etc.

Student Wellbeing Team

The Wellbeing Team is comprised of a number of staff, including the Principal (or his nominee) and the Student Wellbeing Leader.

Its main purpose is to focus on the overall wellbeing of the individuals who make up the school community. Support is provided for students, parents, teachers and families in the school.

Regular meetings are held to discuss particular needs of students and the various ways these needs can best be met. This may require assistance from other relevant professionals, e.g., hearing assessments, which are then translated into a program to cater for particular needs.

Confidentiality and respect for all parties involved are essential aspects of the Team, with some information being disclosed to the most appropriate personnel.

Meetings with the students' parents, class teacher and relevant professionals (where required) are an integral part of the Team's function. This enables the focus to be fixed on developing workable plans of action, with the appropriate strategies to meet the students' needs.

Bullying

While the Social Education Program and SWPBS framework promotes peaceful classroom processes, there will be times when students will experience bullying. The school has a policy that outlines what bullying is and how the school community deals with this issue, in line with the developmental ability of the students concerned. (See Appendices at the end of all policies.)

RESTORATION –

This final stage sees the school's focus as assisting students to re-engage and re-integrate into the usual processes and procedures of the classroom and school.

Roles of the Student, Parent and Staff Member

Student:

- To participate in activities within the classroom and across the year levels, within the scope of their developmental ability.
- To respond and communicate with sensitivity and respect towards others' needs.
- To engage in communicating their needs and issues to the relevant personnel.

Parent/Caregiver:

- To communicate clearly, respectfully and regularly with the relevant staff members, regarding their child's needs.
- To be sensitive and supportive to their child's educational and social needs.
- To participate where possible in the activities in the school week, e.g. Parent Helpers.

Staff Member:

- To create a nurturing social climate in the classroom by emphasizing a positive mental state, that is conducive to learning.
- To plan and deliver meaningful, effective and relevant, social, emotional, learning educational programs for their students.
- To provide opportunities for students to express emotions through creative pursuits, e.g. drama, art, music, journaling and other reflective practices.
- To maintain clear and respectful communication with students, parents and fellow staff members
- To be accepting of individual differences and apply a flexible, effective approach to individual needs.