

Student Wellbeing Policy

All staff in CENT schools are responsible for the Wellbeing of students in our care.

Staff working in Catholic Education Northern Territory perform an essential role in the teaching ministry of the Catholic Church, which goes beyond the need for professional skills and competence.

Staff bring a realisation and knowledge of the richness and joy of a life lived in accordance with gospel values. Therefore every staff member has a responsibility to encourage an environment which promotes the spiritual, physical, emotional, social, cultural and intellectual Wellbeing of all and exercises a duty of care toward all students consistent with Catholic education policy; Diocesan policy; school-based policy as well as community expectations and legislative requirements.

Catholic education is committed to providing a safe and effective learning environment for all students. We do this by ensuring:

- ❖ Compliance with relevant legislation, including Mandatory Reporting;
- ❖ Implementation of the National Safe Schools Framework 2013;
- ❖ Adherence to best practice models of Student Wellbeing;
- ❖ Adherence to the principles of School Wide Positive Behaviour.

Catholic Education Northern Territory accepts responsibility for implementing and maintaining this policy and related frameworks, policies and processes and will ensure that:

- Strategic Planning directions and School Improvement and Renewal processes reflect best practice;
- We establish policies, practices and processes through the leadership structures of the Catholic Education Council; the Catholic Education Council Pastoral Care and Wellbeing Standing Committee; Principal group; Wellbeing Facilitators network and contributions made by Catholic Education Office Northern Territory;
- Student Wellbeing initiatives are supported with professional learning and resources;
- All staff are fully aware of their responsibilities to the Wellbeing of students and families in their school communities;
- Student Wellbeing policy, practice and process is built around a framework that engages family in ways that acknowledge parents/carers as the primary educators of their children;
- Students whose wellbeing is at risk have access to appropriate intervention programs;
- Every school has an active team within school structures that facilitates communication of relevant information and implements reporting, feedback and evaluating mechanisms.

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