



"To Live, To Love, To Grow In Christ"

HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

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STUDENT WELLBEING/ PASTORAL CARE POLICY

Rationale

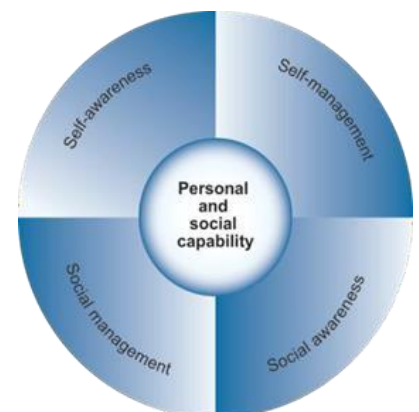
At Holy Spirit Catholic Primary School everyone has a right to be treated respectfully and to feel safe and secure. All students need an environment that supports their learning, personal growth and positive self-esteem.

Successful learning is, to a large extent, dependent on the quality of the learning environment and it is the relationships and trust in the school that have the greatest 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 learn and to achieve.

Purpose

The purpose of this policy is:

- To build positive and respectful relationships where students take responsibility for their behaviour and where, in partnership the school and parent/carers support student learning, personal growth and positive self-esteem.
- To maintain a safe, positive and caring school environment
- To create a culture where students, staff, parents share responsibility for achieving a high standard of student wellbeing
- To build positive relationships between teachers, students and parents/carers
- To ensure rights and responsibilities are known, respected and protected
- To ensure clear expectations for student behaviour and consistency in how the school responds to difficult behaviour
- To use co-operative and restorative approaches to resolving conflict (Please refer Restorative Practices and Wellbeing Document for further details – Purple Card)
- To ensure that effective management of instances of student misbehaviour occur
- That there is regular professional dialogue amongst staff concerning their role, responsibilities and the wellbeing of students through staff meeting/bulletins and updates



Implementation

Strategy - Key Elements

1. *The Learning Program*

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. Students with well- developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the

world around them. The development of personal and social capability is a foundation for learning and for citizenship.

2. *Relationships*

It is important for all children to establish meaningful relationships with peers, class/specialist teacher, other students and staff. In the school's daily life, 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.

3. *Expectations*

To develop and sustain a motivated learning community where students experience success on a regular basis, expectations for students need to be clearly defined and consistently adhered to.

4. *Specialist Support*

Student Wellbeing is serviced by two linked areas, Wellbeing / Pastoral Care and Inclusion Support. These two services provide staff and students with the support needed to meet the individual needs of students. The Wellbeing / Pastoral Team takes a focus on assisting staff to meet the behavioural, emotional and social needs of all students, and Inclusion Support has a focus on students with special and particular learning needs.

Specific Strategies

Strategies that our school has implemented to assist in building a positive community and nurturing student wellbeing include

- Catholic Care – counselling services available to all students/parents/carers as required
- Making Jesus Real (MJR) - focusing in particular on welcoming, encouraging, saying sorry, thanking others, respect, compassion, cooperation and friendship
- Class Dojo
- Engine and Dreaming Room
- Student Wellbeing – CEO – Archdiocese of Melbourne
- Restorative Practice – purple card (questionnaire)
- Parent/Student/Teacher Goal Setting Interviews – Terms 1 and 3
- NED – Never Give Up, Encourage Others, Do Your Best
- A Whole-School Framework- Be You (formally Kidsmatter)
- Positive Student-Student Relationships
- Peer Support program
- Anti-bullying Strategy – refer policy and audit
- Social and Emotional Learning Program and Embedded Social Skills

- Inclusion Support Practitioner – identified students supported
- Positive Involvement with Parents-Class parent contacts
- Positive Student-Teacher Relationships
- Professional Learning Communities/Action Teams
- Structured Lunchtime Activities, e.g. Art/PE
- Library and Multipurpose Room open in Terms 1 & 4 (provide a cool environment)
- Student Leadership and Development
- Class Buddy Program
- Defence Program
- Student 'Buddy' Bench

Ratification

- 2022

Evaluation

- 2025