

St Philip's Blackburn North



STUDENT WELLBEING POLICY

VISION AND MISSION

Vision Statement

**Modelling the teachings of Christ,
St Philip's School community aspires to be a place of welcome that provides many
learning environments to meet the challenges of an ever-changing world.**

Mission Statements

Because we believe that Christ is the central focus of our school and we are witnesses to him and his teachings we aim to:

- provide an atmosphere where all are made welcome, where they feel safe and have a sense of belonging
- provide a school environment that is positive and challenges all students to work to the best of their ability
- foster in all a realisation that they are responsible for their own learning
- develop a sense of justice by respecting the opinions and rights of others
- encourage all to be sensitive to others and respect their differences
- encourage all to use their physical environments in a respectful manner
- provide a learning environment that utilises the most effective and current approaches in education.

RATIONALE

At St Philip's, we believe that each person's wellbeing is nurtured through experiences of building relationships with others, being accepted and valued and by being positively engaged in the community. We also believe that each person's development is nurtured through a positive sense of self in relationship with God and others. We acknowledge the need for communication processes and protocols that are clear, explicit and known by all, to ensure the effectiveness of student wellbeing. We believe in implementing prevention and intervention strategies which develop and sustain a positive school culture. We also acknowledge the importance of providing opportunities for all members of the school community to develop a partnership of cooperation between family, school, parish and the wider community.

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GOALS

We actively promote the social and emotional learning of each student so that they:

- Respect themselves, each other and the environment.
- Build positive relationships.
- Positively contribute to maintaining a safe, happy and secure environment.
- Make good choices.
- Accept responsibility for their choices and actions.
- Reflect and learn from their choices and actions.

IMPLEMENTATION

The promotion of a whole school approach to student wellbeing is supported by the Student Wellbeing Leader and all staff.

The school has a proactive and strategic way of implementing support structure programmes.

These include:

- Religious Education Curriculum Framework.
- Social and Emotional Learning (SEL) which is a major teaching and learning focus across the school aligned with the Personal and Social Capabilities from the Victorian Curriculum.
- Explicit teaching of social skills and behaviour expectations.
- Berry Street.
- Resilience, Rights and Respectful Relationships.
- Bounce Back Program.
- Data collection to monitor student wellbeing.
- Circle Time which is implemented across all year levels, to develop positive relationships, to model problem solving strategies and allow for reflection.
- The Restorative Practices Approach.
- Transition and Orientation Programs.
- Opportunities for student leadership e.g. Year 5/6 Senior Leadership Groups.
- Student Representative Council (Prep to Year Six).
- Better Buddies Program.
- Multi Age Social group.
- Awards that recognise student achievements.
- Lunchtime Groups allow students to be involved in a variety of activities ie. Library and Games Clubs.
- Initiatives such as Body Safe and The Alannah and Madeline Foundation.

At St Philip's we actively promote and teach pro-social values and behaviours to help our students to engage with their peers, their teachers, the community and their learning. In the light of the Gospel, we teach values and behaviours to enable students to acquire knowledge and skills to make informed choices and to respect the dignity of every person.

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RESTORATIVE PRACTICES

St Philip's is a Restorative Practice school which aims to develop positive behaviour through critical thinking, active involvement in making choices and taking responsibility for choices and actions. Restorative measures help each person to learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others and reconcile and resolve conflict with others.

Conflict occurs in all human relationships and in all school communities. Helping the students to speak up, to have the skills to deal with conflict and to seek assistance is an important aspect of the partnership between home and the school. As part of the Restorative Practices approach, teachers use a common language and ask the following 'Eight Affective Questions' to all those involved in a conflict. This is to explore the issue, focus on the relationship, find possible solutions and learning with an 'Apology of Action'.

1. What happened?
2. How did it happen?
3. Who was involved?
4. How did you act in this situation?
5. Who do you think was affected?
6. How were they affected?
7. What needs to happen to make things right? 'Apology of Action' – doing something to repair the relationship.
8. If the same situation happens again, what would you do?

POSITIVE BEHAVIOURS

At St Philip's, we have established and continue to encourage a school climate in which appropriate behaviour is the norm for all students. Positive Behaviours is a philosophy and practice of recognising the importance of positive relationships among all members of our school community for the purpose of enhancing learning.

Our expectations are:
Respect for Self
Respect for Others
Respect for our Environment

SCHOOL LEADERS

At St Philip's we value and promote student voice and engagement in all aspects of school and community life. At the end of each year, students in Year Five participate in a leadership programme that enables them to reflect on leadership qualities and what is required of leaders within the school. Students who are interested in leadership roles are encouraged to write letters of application for the position of School Captains. They then deliver a speech to the Year Four to Six student body, to outline how they will contribute to the school community as School Captains. Students then vote for the most suitable applicants for the School Captain positions. The same process is used to elect House Captains.

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STUDENT REPRESENTATIVE COUNCIL

The SRC is elected each year and meets with the Principal on a regular basis to discuss school improvement, allowing for student voice. They report back to the students in Class Meetings. A Class representative is elected for each class at the beginning of the school year and is voted on by the students in the class after listening to student speeches. A student can only be elected to this role once in their time at St Philip's.

STUDENT SERVICES

Seasons for Growth Program – (Bereavement Program)

The Seasons Program is offered each year. This is a support program for those students who have experienced a significant change or loss in their life. A trained facilitator conducts the program.

Learning Diversity

Through a school referral process, students have access to services provided by Catholic Education Melbourne. Such services include Speech Pathology, Psychological assessments and Educational assessments.

Related Policies:

Behaviour Management Policy

Anti Bullying Policy

Cybersafety Policy

Child Safe Policy

Child Safe Child Friendly Policy

Child Safe Code of Conduct

Acceptable Use of Digital Technologies Outline for Students

REVIEW

Reviewed: July 2019

Ratified by the Education Board: 10th September 2019

Next Review: July 2021