



WELLBEING POLICY

Next policy review: 2020.

ABSTRACT

At Queen of Peace School, each person's self-worth, dignity, and potential are of fundamental importance. Therefore, the school has in place structures that offer support to all members of the community. We are committed to the values of compassion, justice, forgiveness and reconciliation. This is reflected in Queen of Peace taking a Restorative Practice approach establishing relationships of trust, cooperation and partnership.

Corporal punishment is an inappropriate form of discipline and is not permitted at Queen of Peace.



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RATIONALE

At Queen of Peace School, each person's self-worth, dignity, and potential are of fundamental importance. Therefore the school has in place structures that offer support to all members of the community. We are committed to the values of compassion, justice, forgiveness and reconciliation. This is reflected in relationships of trust, cooperation and partnerships. At Queen of Peace we practice a Restorative Approach to establish and sustain strong and respectful relationships. Corporal punishment is an inappropriate form of discipline and is not permitted at Queen of Peace

At Queen of Peace our wellbeing approach places its emphasis on proactive prevention. This Wellbeing Policy is part of a suite of policies that come under the umbrella of Pastoral Care. For other related policies refer to Appendix.

PRINCIPLES

At Queen of Peace we believe that:

1. Each person is created in the image and likeness of God (*Genesis 1:27*), with the inherent dignity that this implies, and all are created as social beings, with mutual rights, obligations and needs.
2. A positive school environment is guided by Gospel values and honours the dignity of the individual, the family and the school. Staff and families share responsibility for developing and maintaining relationships of trust, characterised by respect for the goodwill of others and a willingness to engage collaboratively.
3. Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering. Where diversity is respected and valued, human rights and the common good are honoured, inter-relationships are positive, students feel connected and engaged. Those experiencing difficulty or have a special need receive particular care and support.
4. Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective pastoral care is therefore recognised as promoting the achievement of learning outcomes and thus contributing to a School Improvement Framework.
5. Effective whole school approach to pastoral care require age-appropriate behavioural education and skilling of students, and pastorally driven management of student behaviour through processes focused on both individual and community wellbeing. This approach ensures a just and reasonable balance of individual and community rights, needs and responsibilities.
6. Effective school-community partnerships offer opportunities for networks of pastoral care for students. Appropriate local services and agencies may be

identified, and links or partnerships developed, to support the needs of students and their families and to enhance the school's own pastoral initiatives.

7. School celebrations promote general wellbeing and are an integral part of sustaining a positive and welcoming environment.

IMPLEMENTATION

At Queen of Peace Primary School, we aspire to:

- Support the wellbeing of our students and school community as central to our role as a school, and as reflected in the Gospel Values.
- Promote a culture of positive reinforcement and encouragement that permeates all facets of our school.
- Acknowledge the work and achievements of students through constructive feedback and by regularly showcasing and publicly recognising their efforts.
- Accept and encourage individuality, difference and diversity.
- Offer programs that support the wellbeing of parents and families.
- Listen to students and encourage them to express their feelings, ideas and needs.
- Set up or support community events that promote a sense of belonging and connectedness within the school, the parish and the community.
- Offer engaging learning experiences that lead to a sense of achievement and personal pride
- Give students the opportunity to reach out to others in need and to explore the meaning of compassion and social justice, working restoratively.

LEADERSHIP IN THE SCHOOL

- The school will provide a trained Student Wellbeing Leader, and will access Catholic Education Melbourne regional and network staff with wellbeing expertise as required.
- The Student Wellbeing Support Group may include the Principal, Student Wellbeing Leader and staff representatives that may also work with the referred children will meet fortnightly or as the need arises to support staff of referred students or students at risk.

- The Student Wellbeing Leader and / or Director of Students will liaise with community agencies to provide on-going assessments and support to members of our school community.
- National and State Government initiatives such as Values Education, Drug Education and National Safe Schools will form part of the school's Student Wellbeing program.

PROGRAMS TO SUPPORT CHILDREN AT QUEEN OF PEACE

Wellbeing refers to students' spiritual, physical, social, and emotional wellbeing and development. At Queen of Peace we strongly believe that Wellbeing is central to Learning, and Learning is central to Wellbeing.

Listed below are some of the initiatives we have in place at Queen of Peace to promote student wellbeing.

Restorative Practices

Restorative Practices is an approach to discipline that is based on making things right when there has been harm to a relationship and there is a need to reconnect people and remind our community of our expectations and values. Key discussion points include, who has been affected and how? What needs to happen to make things right? At Queen of Peace we use junior and senior reflection sheets as one part of the reflection process.

Circle Time

Circle time provides opportunities for our students to discuss how they are feeling in a supportive and non-threatening forum. It promotes social skills and positive relationships between students and teachers. Circle Time encourages positive behaviour, helps students to develop their self-esteem and self-confidence and promotes social and emotional development.

Mindfulness

Mindfulness is a calming way of acknowledging and accepting one's feelings, thoughts and body sensations in order to feel present and centred. Our daily mindfulness program provides students with a soothing experience that enhances relaxation with a focus on breathing and stillness.

Seasons For Growth

Seasons for Growth is a peer support program for students who have experienced change or loss resulting from separation, divorce or death. It is based on the belief that change, loss and grief are a normal and valuable part of life. Seasons for Growth explores how our children can learn to live with and grow from these experiences.

Cool Kids

The Cool Kids program helps our students recognise emotions such as fear, stress and anxiety. It focuses on the power of Growth Mindset and challenges them to identify body sensations that are associated with feeling nervous; encouraging them to positively manage anxiety.

CASEA - Child and Youth Mental Health Service and Schools Early Action

The CASEA program is aimed at supporting our students who may need additional assistance in managing their behaviour in the classroom or in the playground. This behaviour may interfere with academic, social, emotional and development. CASEA strategies focus on making friends, identifying and managing emotions and taking responsibility for actions by thinking about consequences.

Shine Assist Counselling

Shine Assist provides counselling support for our students and families at Queen of Peace. Students who may experience psychological or emotional difficulties such as bullying, depression or bereavement can access a Mental Health referral from a general practitioner and are eligible for up to ten individual sessions per calendar year.

eSmart

Queen of Peace is an eSmart school. The eSmart program aims to support our students in learning about cyber safety and how to deal with cyber bullying. In conjunction with assisting students to be cyber safe, Queen of Peace annually participates in the National Day of Action against Bullying and Violence.

Child Safety Code of Conduct

The Child Safety Code of Conduct promotes child safety in our school environment. It outlines professional boundaries, acceptable and unacceptable adult/child relationships and behaviours. All staff, employees and parents of Queen of Peace must read, sign and agree to the terms of this code.

Family Partnerships

This program aims to further develop and strengthen our Family-School Partnerships to enhance our students learning. We acknowledge the value of working in partnership with families for the benefit of student wellbeing and learning. Family Partnerships are also demonstrated in our school through open classrooms, learning expos, Pre-School story time, family maths afternoons, curriculum evenings, school assemblies, social events and transition programs.

Buddy Program

The Buddy program involves our older students being paired with younger students. The purpose of the Buddy program is to promote supportive relationships and friendships with all students in all year levels. Our students demonstrate leadership, responsibility and pride in their ability to be helpful to younger students. The Buddy Program is also helpful for families new to our school, such as with Prep students and families.

Active April/Ride/Walk to School Day

Participation in active events encourages our students and families to focus on physical wellbeing. Exercising, riding or walking to school promotes healthy, positive and active lifestyles whilst having fun as a school community.

Drug Education Program

This program assists our students to acquire age appropriate knowledge about health choices and supports them to make informed decisions. Students develop and practise skills and strategies to act upon individual decisions and to recognise the values and attitudes that may influence lifestyle choices and behaviours.

Growing Together In Life and Love

This program acknowledges parents as the first educators of our students, working collaboratively through a faith based program designed to explore the area of human sexuality as an integral dimension of what it means to be a human person.

Junior School Council

The Junior School Council is a group of students from Year 5 and 6 who explore the issues and challenges impacting all students in the school. The JSC works with the leadership team to problem solve, find solutions and act on them. Our students also attend Hobson Bay Council meetings raising some matters of interest or concern in a formal Council setting.

Student Awards

At Queen of Peace, awards are given to promote, recognise and reward the efforts of students in all areas of learning.

School Celebrations

Every year we have a wide range of school celebrations including school disco, school camps, inter-school sports, Literacy & Numeracy week celebrations, Mothers' Day, Fathers' Day and Grandparent's Day, Christmas concert Music "count us in", Clubs and Harmony Day/Multicultural Day. Together with religious celebrations such as

Sacraments, Queenship of Mary Feast Day, Holy Week, family prayer nights and class masses, these programs all promote general wellbeing.

References:

Documents from CEM, CEVN site

Guidelines for Behaviour Support

Whole-School Approaches to Supporting Positive Student Behaviour

Student Wellbeing Research Document 1 (Revised)

Student Wellbeing Research Document 2: Social Emotional Learning

Student Wellbeing Research Document 3: Restorative Practices