



STUDENT WELLBEING POLICY

Rationale

At St Raphael's, we endeavor to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills. Catholic Education Melbourne sees wellbeing as fundamental to successful learning. Children and young people who are happy, confident and able to establish meaningful relationships are better placed to achieve positive learning outcomes. The Catholic school environment must provide a safe and effective environment that contributes to positive learning outcomes and the wellbeing of students, staff and the broader community.

A foundation principle informing the overall strategy is to promote a safe and effective school environment which celebrates inclusion and models values which are consistent with the Gospel teachings of Jesus. In other words, 'the Catholic school, far more than any other, must be a community whose aim is the transmission of values for living.' (The Catholic School, 1977, no. 53)

St Raphael's has developed their policies and programs by following the Guiding Principles of KidsMatter. The Guiding Principles in the KidsMatter framework reflect our school values and beliefs that foster belonging and connectedness, inclusion and participation within the school community.

Aims

- To create an atmosphere where through co-operation and guidance the children feel happy, appreciated and secure enough to be themselves.
- To build a support system based on cooperation and trust between all members of the school community.
- To create a positive environment in which all teachers assume responsibility for student welfare.
- To provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and well-being are strengthened.
- To develop positive social behaviours and problem-solving skills for students.
- To develop staff to be confident, skilled and proactive in the management of student welfare issues.
- To develop communication processes and protocols that are clear and well known to ensure the effectiveness of student welfare support.

Implementation

Student Wellbeing is a shared responsibility between school, home and the community. Student Wellbeing is overseen by the Principal, Deputy Principal and the Student Wellbeing Leader.

The school will endeavor to implement and maintain programs such as:

- Bounce Back Program
- Resilience, Rights and Respectful Relationships Program
- Respect Ambassador Program (RAP) – every two years
- Prep – Year 6 Buddies

- Integration programs
- Reading Recovery
- Monitoring of and responding to student absences
- Anti-Bullying Policy
- Behaviour Management Policy
- Protocol for Mandatory Reporting
- Seasons program
- Camp program
- Lunchtime Clubs

The school will also access outside services to provide for students, parents and staff which include:-

- Catholic Education Melbourne Student Services Team
- Psychologist for psychological and academic assessment
- CEM Speech Therapist

Programs to Support Personal Development

Bounce Back Program

Bounce Back provides practical strategies to improve student wellbeing and help students cope with the complexity of everyday life. **Bounce Back!** is a whole school **program** from Foundation to Year 6 which provides students the skills to 'bounce back' when they experience sadness, difficulties, frustrations and challenging times.

St Raphael's Primary School has developed a scope and sequence that teachers can use to target areas of need and focus learning.

Resilience, Rights and Respectful Relationships Program

The *Resilience, Rights and Respectful Relationships* is a program designed to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

St Raphael's is using the 'Respectful Relationships' program alongside Bounce Back and covers areas that align with Catholic Values and Catholic Social Teaching.

Respect Ambassador Program – Every Two Years

R.A.P is a violence prevention program. It breaks down respect into age appropriate concepts & develops these skills through an interactive mix of media, art, role-play & mindfulness. It uses positive psychology, emotional intelligence & bystander education to promote prosocial behaviours. It proposes a unique model of peer education, through creating student Respect Ambassadors.

Lunchtime Clubs

Students are given opportunities to join into lunchtime clubs as an alternative to playing in the playground. Lunchtime clubs run most days of the week.

These include:

- Garden Club
- Library Club
- Drawing Club

Year 6 students also run organised games and music on Tuesday, Wednesday, Thursday and Friday which helps students that find it challenging when playing outside.

Camps

Students in Years 3-6 are involved in the school camping program. Students in Year 3/4 attend a two day/one night camp and Year 5/6 attend a 3 day/2 night camp. Students learn to interact positively with teachers and other students whilst developing skills of responsibility and self-respect. Students participate in a range of activities that teach them about co-operation, communication and effort, fostering success and positive self-image. Links to the curriculum are an important element in the planning of these camps.

Starting in 2018, Year 5/6 students participate in a yearly Leadership Camp that provides opportunities for students to learn about leadership and creates a foundation for student learning and action in the coming year.

Reading Recovery

Some students in Year One are provided with assistance in language development and work on a one to one basis with a trained Reading Recovery teacher. The support is of great benefit to students who may be aware that their skills are not as proficient as those of their classmates. This program assists children in developing the skills that are necessary for optimum functioning in the learning spaces. Improvement in skills leads to high self esteem when tasks become easier to complete.

Student Leadership

Year 5/6 students participate in leadership activities that develop skills such as team skills, confidence, motivation, responsibility and organisation.

At the end of Year 5, students apply for the School Captain position and the after the leadership camp, House Captains are chosen. All year 6 students are part of action teams that are an integral part of the student leadership program.