

APPLICABLE TO	All schools		
DOCUMENT OWNER	Teaching and Learning Services		
SCHOOL ACTIONS	Each school is to develop its own procedures consistent with and aligned to the principles and practices outlined in the system policy.		
APPROVAL DATE	September 2017		
APPROVED BY	CSO Leadership Team		
LAST REVIEW DATE/S	New procedure	NEXT REVIEW DATE	As needed
RELATED DOCUMENTS	Aboriginal Education 2013 Addressing Bullying and Harassment in the Workplace 2010 Anti-Bullying Policy 2012 and supporting resources Child Protection Code for Professional Standards 2005 Child Protection: Reporting Concerns for Children Updated 2015 Complaints and Grievances Resolution 2013 Continuum of School Improvement Process 2017 CSO Professional Standards Policy Suite Drug Education 2004 Early Learning 2017 Enrolment Policy 2013 and related documents Gifted Education 2016 Learning Support 2017 Pastoral Care 2003 Risk Management 2016 Serious Incidents Management 2015 Social Media 2016 Vision Statement for Catholic Schools 2016 Wellbeing and Pastoral Care Workplace Email and Internet Usage 2016, updated 2017		

Purpose

The Wellbeing and Pastoral Care Procedure aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate and structures in place for the care of students that exists within a Catholic school.

Situated within the Supportive Learning element Learning Framework demonstrates the very clear links between student wellbeing, student learning and student safety and the practices and resources that connect them and our vision for Catholic schools for successful learning, safe and inclusive environment and positive and caring relationships. A range of strategies and resources for wellbeing are available through this element in the Learning Framework <https://lf.mn.catholic.edu.au/>

Scope

This procedure applies to all schools and school staff and system personnel in the Diocese of Maitland-Newcastle.

Step by Step

Central to the Wellbeing and Pastoral Care Procedure is the Catholic mission and identity of a school reflected through the diocesan Vision Statement for Catholic Schools, *'At the heart of everything there is always Jesus Christ.'*

The promotion of student wellbeing involves a whole school planned approach, which incorporates this focus together with on strategies and resources for **successful learning, safe and inclusive environment and positive and caring relationships** through the analysis of **the 9 elements of the National Safe Schools Framework (NSSF) Audit Tool**.



Putting WELLBEING IN CATHOLIC SCHOOLS into action

Successful learning



The school is **driven by a deep belief** that **every student** is capable of **successful learning**.

Positive & caring relationships



A **high priority** is given to **building and maintaining positive and caring relationships** between staff, students and parents. There is **strong collegial trust and support** among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing.

Safe & inclusive environment



The school works to maintain a **learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour**.

Creating the conditions for supportive learning ACER
Learning Framework 2017

School procedures should reflect these interrelated aspects as a framework for practices for student wellbeing and pastoral care as below.

1. Leadership commitment to a safe school

Key considerations of this element:

- To develop and communicate a clear vision for a safe, supportive and respectful school
- The school leadership team accepts responsibility for the development and maintenance of pastoral care and wellbeing structures that will support all members of the school community
- To be familiar with mandatory requirements and legal issues in relation to child protection, aggression and violence
- Ensure policies and practices are regularly evaluated and reviewed with updates communicated to the whole school community.

2. A supportive and connected school culture

Key considerations of this element:

- To ensure student connectedness to the school, distinctive needs of specific groups in the school community, and opportunities that foster students' sense of belonging, (e.g. signage in multiple languages; cultural celebrations; acknowledgement of significant events such as Harmony and NAIDOC Week)
- To clearly demonstrate respect and support for student diversity, inclusive actions and structures (e.g. PosEd, PBL)
- To promote positive, caring and respectful student–peer relationships, student–teacher relationships, and teacher–teacher relationships
- To promote parent and carer connectedness to the school, use a range of formal and informal activities, such as parent committees, parent representation on other decision-making committees and parent involvement in students' learning and school and social events
- To promote a focus on staff safety and wellbeing, which is critical to student wellbeing and learning
- To ensure appropriate monitoring of and response to child protection issues (ref Zimmerman Services).

3. Policies and procedures

Key considerations of this element:

- To develop whole-school policies, plans and structures that support safety and wellbeing, check that these are written in clear language
- To provide clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying (ref Zimmerman Services Reporting Concerns Policy)
- To develop agreements for responsible use of technology by staff and students (Ref Workplace Internet & Social Media Policies)
- To make regular risk assessments of the physical school environment (including off-campus and related activities outside school hours) and develop effective risk-management plans
- To establish protocols about appropriate and inappropriate adult-to-student contact and interactions within the school context (Professional Standards, Code of Conduct)
- To develop effective strategies for record keeping and communication between appropriate staff about safety and wellbeing issues
- To establish protocols for the induction of casual staff, new staff and new students and families into the school's safety and wellbeing policies and procedures.

4. Professional learning

Key considerations of this element:

- To evaluate the current level of staff knowledge, skills and capacity to respond in this area
- To provide ongoing professional learning about emerging changes and research into mental health and wellbeing (e.g. MindMatters, Headspace etc.)
- To emphasise that a safe school is dependent upon the shared understanding and commitment of the whole school community to wellbeing and what this looks like in practice.

5. Positive behaviour management

Key considerations of this element:

- To carefully select positive behaviour management approaches that best meet the needs of the school community (e.g. Positive Behaviour Support PBS/L)
- To promote and recognise positive student behaviour and ensure that there is a clear understanding and consistent implementation of the selected positive behaviour management approaches in both the school and classroom context
- In effectively planning for risk prevention in the use of technology in the classroom and for playground organisation and supervision
- To develop effective risk-prevention plans for student behaviour management during off-campus and school-related out-of-hours activities.

6. Engagement, skill development and safe school curriculum

Key considerations of this element:

- To develop a strong focus on student engagement
- To establish extensive use of cooperative learning and other relational teaching strategies
- To promote cybersafety and skills for countering harassment, aggression, violence and bullying (Anti-Bullying Policy, Social Media Policy, PBL/S)
- To ensure that skills and understandings related to personal safety and protective behaviours
- To explicitly teach social and emotional skills such as listening, negotiation, sharing and empathic responding (e.g. Bounce Back, You Can Do It).

7. A focus on student wellbeing, student ownership and student leadership

Key considerations of this element:

- To establish defined structures and strategies for promoting student wellbeing
- To provide multiple opportunities for students to develop a sense of meaning and purpose
- To adopt a strengths-based approach to student learning and participation (e.g. KidsMatter, MindMatters)
- To provide a range of opportunities for student ownership and decision-making, student voice and peer teaching (student council, SRC, Social Justice and other committees).

8. Early intervention and targeted support

Key considerations of this element:

- To establish effective processes for the early identification of students who need, or could benefit from, additional support (e.g. SEL)
- To develop relevant and differentiated learning opportunities for students across the curriculum and for targeted areas
- To provide appropriate early intervention with students requiring support and/or skill development, e.g. students who exhibit antisocial behaviour or experience peer difficulties
- To provide ongoing and follow-up support to individual students and families in times of need, and access to appropriate counselling and other forms of additional support (Counselling services)

9. Partnerships with families and community

Key considerations of this element:

- To work collaboratively with parents and carers and provide opportunities for education on issues related to student safety and wellbeing
- To work with community organisations to extend support to students and families as needed.

Research

Noble, T. and Wyatt, T. (2008). Scoping Study into Approaches to Student Wellbeing: Final Report. Australian Catholic University and Erebus International.

Noble, T., McGrath, H., Roffey, S., & Rowling, L. (2008). A scoping study on student wellbeing. Canberra, ACT, Australia: Department of Education, Employment & Workplace Relations.

Noble & McGrath (2014). Seven School Wellbeing Pathways that enable all students to Prosper.

Recommended Resources and Agencies

Schools should base the choice of specific resources and/or programs on the responses to the three interconnected areas of successful learning, safe and inclusive environment, and positive and caring relationships, as well as the nine NSSF elements in guiding the wellbeing procedures at their schools.

ACARA Personal and Social Capability Learning Continuum	https://www.australiancurriculum.edu.au
Alannah and Madeline Foundation	https://www.amf.org.au/
BeyondBlue	https://www.beyondblue.org.au/
Black Dog Institute	https://www.blackdoginstitute.org.au/
Bounce Back	http://www.bounceback.com.au/
Catholic Education Commission NSW	http://www.cecnsw.catholic.edu.au/
Headspace	http://www.bounceback.com.au/
Healthy Kids	https://www.healthykids.nsw.gov.au/teachers-childcare/live-life-well-,-school.aspx
MindMatters	https://www.mindmatters.edu.au/
National Centre against Bullying	https://www.ncab.org.au/
NSW Syllabuses K-12	https://syllabus.nesa.nsw.edu.au/
Positive Behaviour Support (PBL/S)	https://www.autismspectrum.org.au/bis
Religion Syllabus Diocese of Maitland-Newcastle	https://www.mn.catholic.edu.au/media/2728/diocesan-re-syllabus.pdf
Seasons for Growth	https://www.mn.catholic.org.au/church-mission/change-loss-and-grief/
Social Emotional Learning (SEL)	http://friendlyschools.com.au/fsp/about-social-and-emotional-learning/
Student wellbeing hub	https://studentwellbeinghub.edu.au/
Where There's a Will	http://uhwheretheresawill.com.au/
You Can Do It! Education	https://www.asg.com.au/you-can-do-it-education

Related Support Documents

- Mental Health Care Planning Documents
- Suspension and Expulsion Procedures (updated ref Pastoral Care Policy 2003)