



# **STUDENT WELLBEING POLICY**



# Student Wellbeing Policy and Practices

Revised 2020

*Then God said,  
'Let us make humankind in our image,  
according to our likeness...'  
So God created human kind in God's image,  
In the image of God, God created them;  
male and female God created them.'*  
Genesis 1:26a, 27

# Student Wellbeing

## Policy and Practices

*'I have come that you may have life and have life in abundance.'*

**Jn10:10**

## Vision

Inspired by our Catholic Faith and Tradition, we are committed to growing together in Faith, Peace and Wisdom.

## Pastoral Care

At St Francis we believe all human beings are hardwired to connect. Individuals who disconnect, become disengaged.

Effective relationships are at the core of quality teaching and learning. Research suggests that students who are socially and emotionally competent, having well-developed relationship skills and social awareness, experience improved learning outcomes.

The principles of Restorative Justice underpin our student wellbeing processes and practices. An individual's dignity and wellbeing are paramount, respecting the desire and importance of connection in relationship with others.

St Francis School uses a multifaceted approach to wellbeing, employing the services of:

- School Chaplain
- Wellbeing Coordinator
- School Counsellor
- Christian Meditation
- Leadership Team
- Student Mentoring Program

## Circle Time

Circle Time is an enjoyable, interactive way to build relationships for successful teaching and learning.

During Circle Time students:

- Build relationships
- Have an opportunity to share opinions and thoughts
- Grow in an understanding of self and others
- Have fun!

- Develop knowledge and skills of working together

Every class participates in Circle Time. The format of Circle Time depends on the concept to be covered and the needs of the students.

Circle Time sessions include:

- Restorative Practices
- Values education
- Be You
- Positive Psychology
- Religious Education
- Child Protection Curriculum
- Made in the Image of God Program
- Social skills training

## Restorative Justice

*'Being human is essentially interpersonal and communal in character. The freedom that each individual enjoys is a thoroughly social reality, for it is through our connectedness to others that we discover our identity as human beings and grow to be fully human. Persons are drawn to love and share themselves in love.'*

**(Made in the Image of God)**

At St Francis, we believe that by using Restorative Practices, we are strengthening the connections between relationships and learning.

At St Francis, our aim is to give those most affected by conflict the strategies needed to resolve problems and build relationships. Working restoratively, students are encouraged to name the hurt they have caused. We assist the students to develop a personal responsibility for their behaviour with a focus on restoring broken relationships.

What Restorative Practices look like at St Francis School:

- Students having input in creating their own class 'Code of Conduct' at the beginning of each school year.
- Staff using the restorative questions in their interactions with individual or small groups of students who have acted in ways that have had an impact on the well-being of others.
- Peer Mediators in the yard at lunch times using restorative questioning to help students resolve issues.
- Teachers running large group "No-Blame" conferences for issues that involve whole classes or large groups of students.

## Restorative Questions

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who was affected by what you have done? In what way?
- What do you think you need to do to make things right

## National School Chaplaincy Program

St Francis School is supported by the Australian Government with the provision of a School Chaplain under the National School Chaplaincy Program. Helen Wilsdon-Smith is available to support students, parents and staff in her role as School Chaplain.

The program aims to support students through the provision of pastoral care services and the promotion of strategies that support the resilience and emotional wellbeing of students and the broader school community.

Pastoral care is defined in the Agreement with the Commonwealth as:  
*"the practice of looking after the personal needs of students, not just their academic needs, through the provision of general spiritual and personal advice."*

This initiative expands our capacity for pastoral care in our community. Students, staff and parents are free to 'pop in' for a chat or make an appointment with the School Chaplain. The NSCP is available on a voluntary basis to all members of our community.

The position of School Chaplain is complemented by the role of Assistant to the Principal in Identity and Mission (APRIM) and Wellbeing Co-ordinator. It provides an additional resource to holistically support the 'whole person', families, staff and the wider community with matters related to ethics, religious beliefs, isolation, harassment, bullying, family breakdown, human relationships, economic hardship, illness and bereavement.

We employ a collaborative approach to wellbeing working with the School Chaplain, the School Counsellor, Teaching staff, Leadership Team and the Student Mentoring Program.

Underpinning the role of the School Chaplaincy Program is working towards hope in all situations that present themselves.

## **Student Wellbeing Intervention and Support**

### **School Chaplain**

The School Chaplain, Helen Wilsdon-Smith, funded under the National Schools Chaplaincy Program (NSCP), is available for students, parents and staff for matters related to their Wellbeing.

### **School Counsellor**

The School Counsellor is on site one day a week. The School Chaplain liaises with the School Counsellor working with students referred by parents/carers, teachers or student self-referrals.

### **Leadership Team:**

When required, members of the Leadership team are involved in any Wellbeing issues that may arise. They liaise with teachers and other members of the school to ensure the Wellbeing of the students is paramount.

### **Peer Mediators**

Trained Peer Mediators help create a safe environment in the school yard. They enable students dealing with conflict to tell their stories and assist them in working out a solution that is agreeable by all. These students are on duty by the playground most play times.

### **Christian Meditation**

Christian Meditation is an ancient form of prayer. Its aim is to bring the distracted mind to silence and stillness and rest in the presence of God. At St Francis, we practice Christian Meditation on Monday, Wednesday and Friday from 11:40 until 11:50am.

For more information on the contemplative practice of Christian Meditation, please visit: [www.cominghome.org.au](http://www.cominghome.org.au)

## **Classroom Personal Responsibility Process**

At the beginning of each school year, each class is involved in a Building Connections program focusing on collaboratively designing a set of Class Rules / Code of Conduct / Class Norms. This class code of conduct is used throughout the year for the individual class, within their own classroom as well as in specialist lessons. It becomes an overarching class agreement as to how students will conduct themselves in the different learning situations.

From time to time, a teacher may ask one of the Leadership team to speak to a student/group of students. The member of the Leadership team dealing with the student/s uses their discretion in working with the student around the issue at hand. Restorative processes will always be the first approach. If the student is unresponsive

to this way, more traditional processes will be used to ensure the student is held accountable for their actions.

### **Behaviour Referrals through the day**

Occasionally students present with behavioural issues that require immediate attention. These referrals go to the Principal, Deputy or School Chaplain, pending their availability and involvement with the student.

Given, the immediacy of these referrals, they are preceded by a phone call from the referring teacher to the front office staff, who pass this information on to an available member of the Leadership Team.

A member of Leadership will then liaise with the class teacher to follow through using a Restorative approach to address the matter in a way that is respectful and focused on the needs of those involved.

### **Classroom re-entry process is negotiated**

This process will involve the class teacher together with the person working with the student. Re-entry to classrooms may involve a restorative process to socially reconnect the students involved.

**NB** Should there be a serious incident a teacher may bypass all intermediary processes and contact a member of the Leadership directly for an immediate response.

## **Yard Personal Responsibility:**

### **Yard Incident Process**

Teachers use Restorative language and questioning for all incidents within the yard.

Teachers use their discretion as to logical, educative consequences for inappropriate behaviour such as running on pavers, out of bounds, safe use of equipment, littering, language, eating on the oval and other minor incidents.

For more serious incidents, such as ongoing rough play, physical violence, avoidance of the teacher, high levels of emotion or time constraints, the teacher will write out a 'Yard Incident' slip. The student who was issued the slip will then spend the following lunch with the 'reflection' teacher who will use restorative processes to conference all parties involved. All parties involved in the incident will be brought together to discuss the issue and create an agreement about how it will be resolved.

When a 'Yard Incident' slip is completed, it is placed on the desk on the front counter. The teacher on Reflection duty that day refers to these slips and works with all students involved to resolve issues.

## **Reflection Process - held during Second Lunch**

Restorative Justice Principles inform this process. The **purpose** is to assist the students to develop personal responsibility.

The Reflection teacher works with the student on the issue at hand, using Restorative language and questioning. The student is supported to devise strategies for future direction and suggests how they will make amends with those their behaviour has impacted negatively.

The Yard Incident slip is given to the class teacher, via their class tray, to sign and give to the student. Students take the slip home for parent/carer to read and sign and return to the teacher who worked with them. It is the Reflection teacher's responsibility to follow up on the Yard Incident slips.

### **Follow up with Parents/Carer**

When 3 Yard Incident slips are issued in a term a phone call is made to the parents/carer alerting them to the related issues.

When 4 Yard Incident slips are issued in a term parents/carer will be contacted again. A meeting will be scheduled for all parties to work through issues and develop a plan of action for the future.

### **Reflection Record Keeping**

Records are kept on the server in T Drive (Staff Information / Student Wellbeing / Restorative Chats).

The following is recorded in the relevant student's folder by the Reflection duty teacher:

| Date | Name | Class | Reason for reflection | Strategies for future direction |
|------|------|-------|-----------------------|---------------------------------|
|------|------|-------|-----------------------|---------------------------------|

It is also noted which staff member issued the slip, which teacher followed up the incident and any further information required.

Once the signed slips are returned and recorded, they are destroyed.

## **REFERENCES**

### **Building Respectful Relationships: Behaviour Education and Student Behaviour Support (CESA Policy Feb 2019)**

#### **Restorative Justice Documents File path:**

Teachers on Server- Staff Information – Student Wellbeing – Restorative Justice

- Working Restoratively in the Early Years
- Using Restorative Questions Effectively
- Restorative Conflict Resolution
- Early Years Restorative Practices Script



- List of recommended reading- Restorative Practices
- Websites of interest: Restorative Justice and Circle Time

### **Circle Time File path:**

Teachers on Server- Staff Information – Student Wellbeing – Circle Time

- Games and Activities
- Suggested Circle Format
- Circles and SACSA
- Affirmation Circle Process

### **BeYou Program**

Provides educators with knowledge, resources and strategies for helping students achieve their best possible mental health

<https://beyou.edu.au/>

### **Various related information can be found on the Student Wellbeing File Path**

Teachers on server- Staff Information- Student Wellbeing

*Note: Files continue to be added to this file path.*

**School Board Chair  
Review Date 2023**

**Principal**