Catholic Schools
Parramatta Diocese

Student Wellbeing Policy

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1. Introduction and Purpose

Catholic education is a work of love, for the full human development of students, grounded in the person of Jesus Christ and at the service of society. Central to this purpose is the understanding that all people are created in the image and likeness of God (Genesis 1:26-27) and are called to live a full and flourishing life (John 10:10). The transformational intent of Catholic Schools Diocese of Parramatta requires our system of schools to be places of safety, welcome and inclusion so that staff, students and their families can develop their potential and grow in their knowledge and understanding of their purpose as part of the human family. The CSPD community honours the histories, cultures, traditions and unique learning needs of each child.

This Policy states the principles followed when making decisions about students. It is based on an acknowledgement that parents and carers are the first and most important educators of their children and are primarily responsible for their children's wellbeing and care. Our Catholic schools enter into partnerships with parents and carers so that our care of students is grounded in mutual respect.

A system wide and whole school approach to strengthening student wellbeing acknowledges the strong interconnections between student safety, wellbeing and learning. Such an approach employs tiers of support to meet the diverse needs of students, families and staff. There is a continual focus on inclusion, promoting positive relationships and safe behaviours. Student safety and wellbeing are enhanced when students feel connected to their school, have respectful trusting relationships with their peers and teachers, feel confident about their social and emotional skills and are engaged in their learning experiences at school.

2. Scope

This Policy applies to all students, parents / carers and staff.

3. Definitions

This section should contain definitions of terms which are used within the document. Definitions should be kept to a minimum and be practical ie.

CSPD means the Catholic Schools Parramatta Diocese and includes CSPD Support Teams (office-based staff) and Schools.

Support Teams means CSPD Support teams such as the Behaviour, Attendance and Inclusive Learning teams at CSPD. It applies to the central office and office-based staff.

Wellbeing means "a state in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community[1], as well as the capacity and skills to achieve this state.

Social Emotional Learning means the process through which all people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions[2].

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4. Guiding Principles

4.1 Parents and carers have a primary responsibility for the development of their child's wellbeing.

4.2 All staff have a duty of care for the safety and wellbeing of all students in CSPD schools.

4.3 CSPD expressly forbids the use of corporal punishment in all CSPD schools and forbids the explicit or implicit endorsement of corporal punishment in the community.

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[1] World Health Organisation. Mental Health: A State of Wellbeing, www://who.int/features/factfiles/mental_health/en - Accessed 3 Sept 2018.
[2] The Collaboration for Academic, Social and Emotional Learning. http://casel.org/fundamentals-of-sel/

4.4 When managing student behaviour and discipline, CSPD schools will always adhere to the principles of procedural fairness, including the right to be heard and the right to receive an unbiased decision.

4.5 Wellbeing is central to learning and learning contributes to wellbeing.

4.6 Each student experiences life uniquely and has value and inherent dignity.

4.7 Students are able to express their views and are provided with opportunities to participate in decisions that affect their lives.

4.8 Wellbeing is nurtured in the context of a Catholic community and respectful collaborative relationships.

4.9 Strategies for enhancing wellbeing can be learned and developed.

4.10 Wellbeing initiatives and support should be seen as a continuum ranging from universal support for all students, to specific interventions for students with more complex social and emotional needs.

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5. Responsibilities

5.1 Principals

5.1.1 Collaboratively develop whole school plans and structures for protecting the safety and promoting the wellbeing of staff, students, and families.

5.1.2 Provide and resource a program of Social Emotional Learning for all students.

5.1.3 Use data to inform a strategic whole-school approach to student wellbeing.

5.1.4 Provide opportunities for students to be engaged in planning for and evaluating wellbeing initiatives in the school.

5.1.5 Comply with legislative requirements in relation to student wellbeing and engage as necessary with external agencies.

5.1.6 Engage internal and/or external specialist advice about wellbeing related matters as required.

5.1.7 Work in partnership with CSPD staff, parents, the school and community to achieve the purpose of this Policy.

5.1.8 Ensure school staff and students understand the requirements of

policies, procedures and guidelines relating to wellbeing.

5.2 Teachers and School Support Staff

5.2.1 Promote and support the wellbeing of all students.

5.2.2 Create and maintain safe and positive learning environments.

5.2.3 Model and promote socially responsible values and behaviour.

5.2.4 Engage in professional learning about student wellbeing and Social and Emotional Learning

5.2.5 Explicitly teach socially acceptable and responsible behaviour including Social and Emotional Learning.

5.2.6 Work in partnership with parents/carers and school staff in achieving positive outcomes for students.

5.2.7 As highly professional educators and staff, there is an expectation to model emotional regulation, remaining professional by managing personal reactivity and responding to students with calm, respectful authority

5.3 Wellbeing Counsellors

5.3.1 Work in partnership with parents/carers and school staff in achieving positive outcomes for students.

5.3.2 Create and maintain positive relationships with students to support their mental health and wellbeing.

5.3.3 Draw on their clinical knowledge and skills to promote student wellbeing across the school.

5.3.4 Contribute to a student case management approach as appropriate.

5.3.5 Act as a key resource for consultation, providing advice on student mental health, wellbeing, and child protection to support informed, consistent, and safe decision-making across schools.

5.4 CSPD Student Support Teams

5.4.1 Provide professional learning opportunities to support the implementation of system prioritised Student Wellbeing initiatives.

5.4.2 Provide consultation about the development of a strategic whole school approach to student wellbeing.

5.4.3 Build the capacity of CSPD staff to support the wellbeing of all students.

5.5 Parents & Carers

5.5.1 Work in partnership with schools to promote the wellbeing of their children, in line with the Family and School Partnerships Principles

5.5.2 Support and adhere to CSPD and school policies and procedures in relation to wellbeing.

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6. Related documents

- Antibullying Procedures
- Banned Substances Procedures
- Banned Weapons Procedures
- Safeguarding Procedures
- Attendance Policy and Procedures
- Suspension, Transfer and Exclusion Procedures
- Student Use of Digital Devices and Online Service Policy
- The Response to Intervention Framework
- Student Wellbeing Framework

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7. Further information

Further information on this policy can be directed to the Student Support directorate via the CSPD Help Centre self service portal (internal) or the phone line 9840 5620 (external).