



Wellbeing Policy

ALL SAINTS'
COLLEGE
Maitland

Purpose

The purpose of this policy is to provide support and guidance for the College to develop, implement and evaluate a whole-school approach to Community wellbeing. This policy and the related Diocesan document: 'Wellbeing Together – Student Wellbeing and Learning across the Whole School' guides everyday practices, programs, initiatives and resources to promote the mental health and wellbeing of students and staff to support best practice social and emotional interventions.

The Wellbeing policy emphasises the importance of our Catholic faith, pastoral care and student voice informing wellbeing across the College; a safe, supportive, and inclusive learning environment; and opportunities for students and staff to be creative, connected and engaged so that they can learn, lead and thrive.

Corporal punishment is prohibited at all times. The College does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the College.

Aims

- Wellbeing and learning are inextricably linked. Wellbeing is integral to school engagement and successful learning and successful learning is a key contributor to positive lifelong wellbeing outcomes.
- Parents have the primary responsibility for the development of their child's wellbeing. It is important for families and communities to collaborate as partners with the school to support attendance, student learning, safety, and wellbeing (Australian Student Wellbeing Framework, 2018)
- Pastoral care is a unique and core value of catholic schools. Pastoral care fosters the physical, emotional, academic, social, moral and spiritual growth and wellbeing of every person and is integrated throughout the teaching and learning process.
- Wellbeing is most effective through a whole school approach
- Wellbeing underpins curriculum planning and pedagogy and is demonstrated through the actions, interactions, and attitudes of all school community members.
- Teaching and learning wellbeing skills, including social and emotional skills, is a parallel, integrated, complementary process of broader academic learning.
- Wellbeing is dependent upon, and nurtured through positive, authentic relationships. Relationships within Catholic school communities value the dignity of the person, promoting connection, safety, trust and respect for all.
- Student voice is valued and important in informing decision-making and when reflecting on the teaching and learning environment, culture and pedagogy. By working in partnership with students, staff and the broader community, schools are able to promote inclusion and foster belonging.
- The wellness of teachers is critical to the education, behaviour and mental health of young people (Roffey, 2015). Staff and student wellbeing are linked and therefore important that schools focus on supporting both staff and student wellbeing.
- There are some students who will require additional and targeted support in schools when experiencing mental health difficulties.

Implementation

Wellbeing Team

The College Wellbeing Team consists of Pastoral Care teachers, Leaders of Wellbeing, Counsellors, Pastoral Care Workers and Beyond the Gates Support Officers who engage with Students, Families and Staff to promote and support wellbeing in the College.

Pastoral Care Programs

Students engage with Pastoral Care programs that seeks to develop spirituality, positive relationships, grow connectedness, develop their character, equip with skills of resilience and provide them with support move through their secondary school years.

Community days focus on building a spiritual connection with Christ, developing positive relationships, awareness on consent, positive mental health and self-talk.

Restorative Practices

Restorative Practices focus on accountability and repairing relationships that promote acknowledgement and acceptance of established standards of behaviour within the school community. Restorative Practices are embedded within a whole-school approach to managing behaviour that upholds the centrality of positive relationships and respectful communication between all school community members.

Budget

Sufficient funds will be provided in the budget for Resources or In-servicing to meet the needs of this Policy.

Evaluation

This policy will be reviewed every three years or as required to co-exist with Diocesan frameworks and policies.

Last Reviewed: 2024

Next Revision: 2027