

**St Joseph's School**



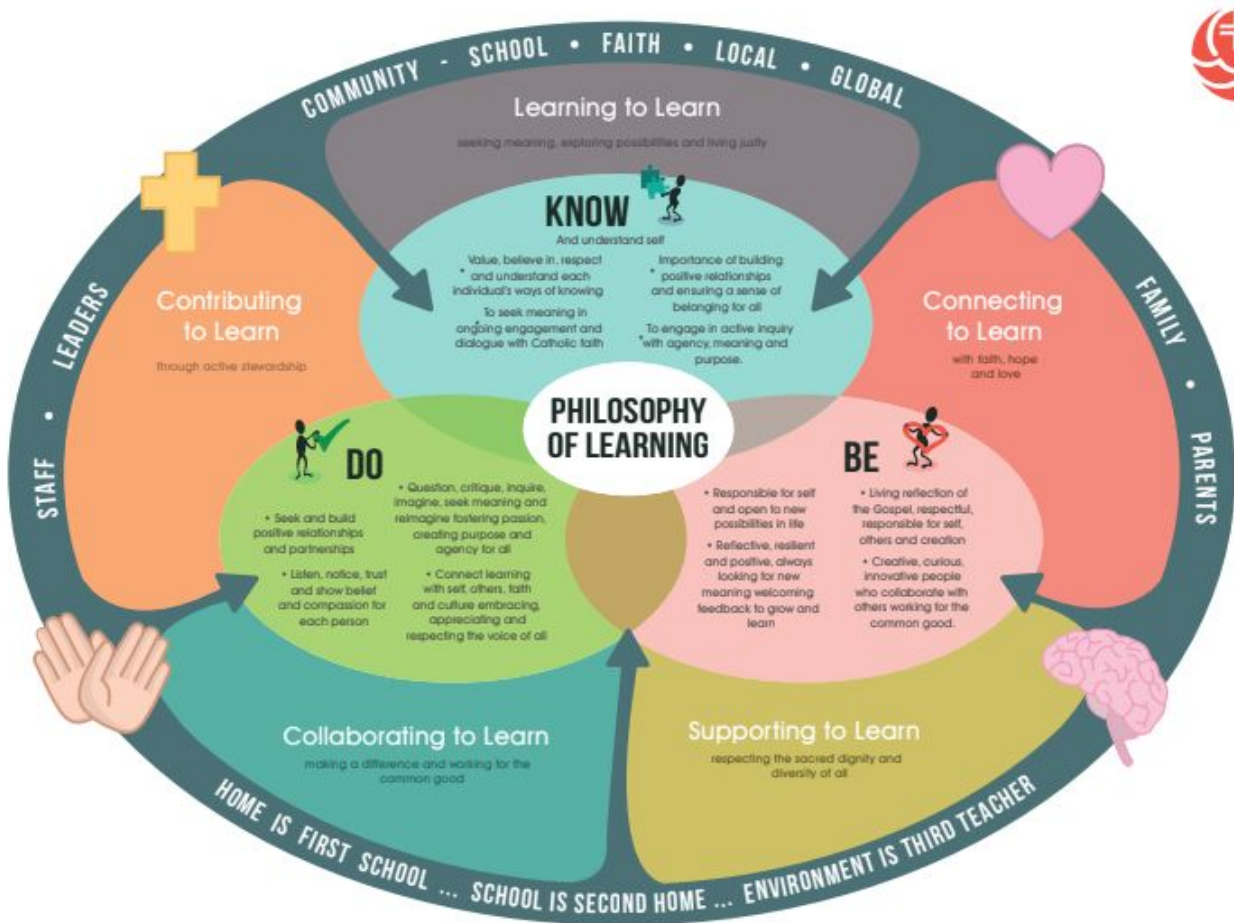
**Crib Point**



**Wellbeing Policy and  
Procedural Manual**

# Intention of Learning

At St. Joseph's Crib Point Well-Being is at the core of all that we do. We promote positive well-being and the flourishing of all by focussing on the education of the whole person. This is seen in both awareness of every individual's way of knowing and in our daily actions. Wellbeing is the state of being well in body, mind and spirit. In a Catholic school, this is illuminated by our faith. We follow in the words of Jesus who said: "I have come that you may have life and have it to the full" (John 10:10). We do this by ensuring a positive, safe environment where everyone feels a sense of belonging and every individual's uniqueness is valued and nurtured.



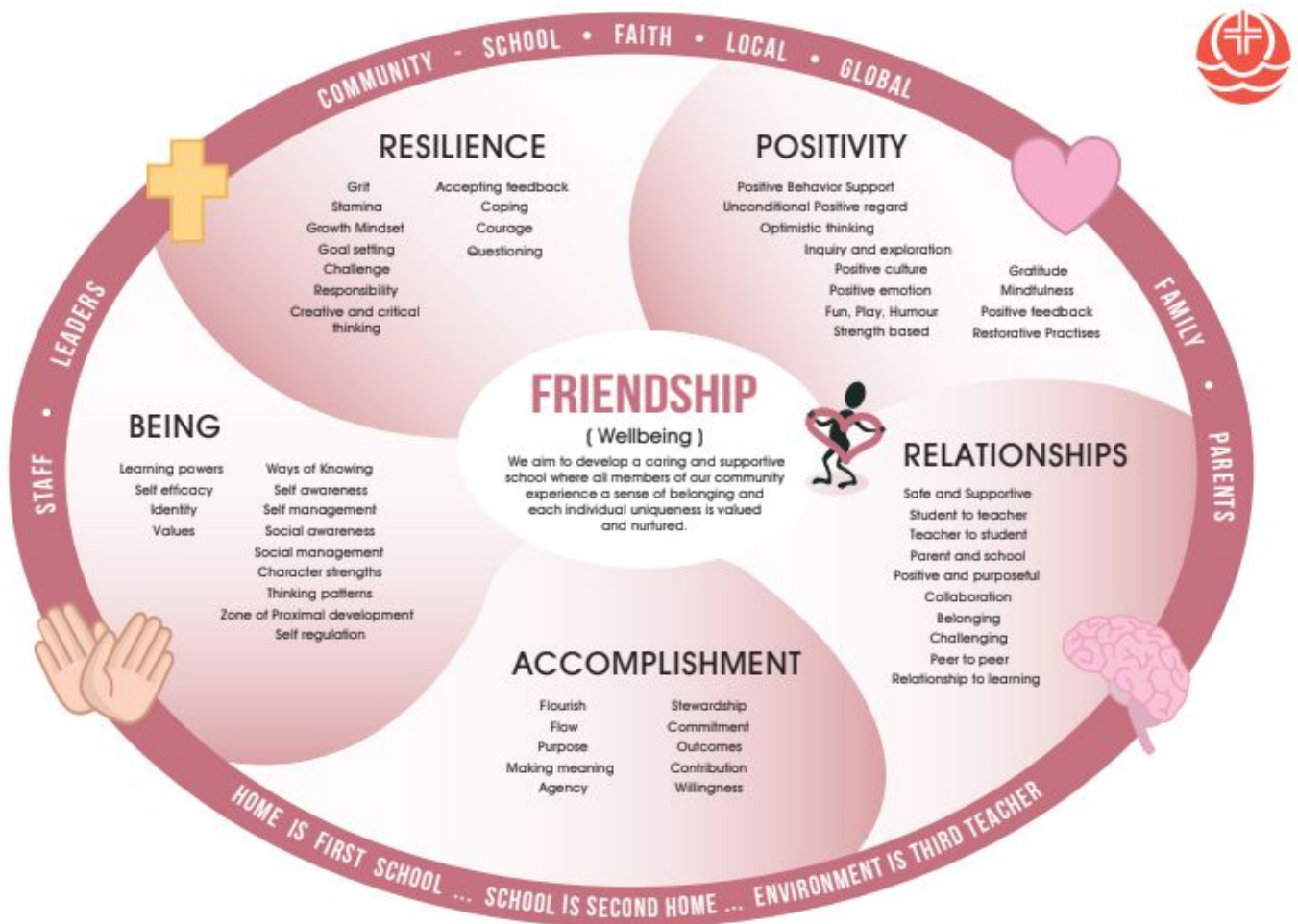
We believe in a positive, strength-based model of education where we seek to understand and promote every individual's Ways of Knowing to ensure self-awareness, engagement, agency and ultimately the flourishing of every member of our community. We do this in communion with God and in relationships with others. We respect the dignity of each individual and the worth of each person who is made in the image and likeness of God (Genesis 1: 27). We believe in the integration of faith and life through authentic partnerships where we collaborate and work for the common good to ensure every person in our school is nurtured and flourishes.

St. Joseph's promotes a Positive Education model. A positive psychology model is one built on human strengths enhancing qualities such as courage, optimism, interpersonal skills, work ethic, hope, honesty and perseverance (Lopez, Pedrotti & Snyder, 2015). There is now significant and profound evidence indicating that by harnessing personal strengths and resources you can in fact improve well-being and reduce depression and mental illness (Seligman). The main goal being to provide conditions and processes that contribute to the flourishing or optimal functioning of individual people, groups and institutions (Gable and Haidt 2005 as cited by Noble & McGrath 2015).

At St. Joseph's we focus on five main areas of positive psychology- Being, Resilience, Positivity, Relationships and Accomplishments.

**At St. Joseph's we do this by:**

- Learning to learn- seeking meaning, exploring possibilities and living justly
- Connecting to learn- with faith, hope and love
- Supporting to learn- respecting the sacred dignity and diversity of all
- Collaborating to learn- making a difference and working for the common good
- Contributing to learn- through active stewardship



## St. Joseph's Positive Education Framework

The St. Joseph's positive well being model focuses on the following key elements to ensure a deep understanding of what components are necessary for the well-being and flourishing of each person. This model is explicitly taught at St. Joseph's to all members of our community ensuring consistency and a deep understanding.

Through the positive wellbeing model at St. Joseph's we develop our children's leadership skills, civic awareness, environmental stewardship, ethical responsibility and sense of hope, agency and optimism that, through their contribution, a better world is possible.

At St Joseph's School, our Wellbeing, Social-Emotional and Positive Behaviour Policies are based on and follow the Australian Curriculum underpinned by Catholic Education Melbourne documents such as eXcel and Horizons of Hope documents.

[eXcel Wellbeing framework](#)

[Australian Schools Wellbeing Framework](#)

## Know Do Be in Wellbeing

St Joseph's School aims to provide a clear vision and social expectations to guide our actions and behaviours. This includes the **Know** being our school vision, the **Do** being our social expectations and the **Be** - our actions. There is an expectation that this is our way of being at our school to ensure wellbeing and success and flourishing of all members of our community.



## Teaching and Learning in Wellbeing

St Joseph's School aims to provide powerful positive experiences that seek to develop deep learning and understanding to promote animated learners who take agency of their learning.

## At St Joseph's Powerful Teaching in Wellbeing

Is intentional by:

- enacting pedagogies which reflect a Catholic understanding of the human person
- building strong positive respectful relationships between students, teachers, peers, parents ensuring a sense of connectedness and belonging for all
- fostering students' interests, passions and spirituality
- cultivate emotionally and physically safe school environments where supportive relationships and clearly defined expectations contribute to positive behaviours, higher levels of engagement and enhanced safety and well-being

Forms relationships by:

- witnessing the love of God which is reflected in life-giving human relationships
- uncovering and valuing the narrative of each learner's ways of knowing
- developing a culture in which all members of the school community experience a sense of welcome, belonging and attachment through caring, nurturing and trusting relationships
- fostering connections between diverse perspectives, faiths, cultures and the emerging self

- developing connectedness, belonging and empathy with others within the school, local and global communities

#### Inspires creativity through:

- fostering of thinking, reflection, analysis and application
- promoting social and ethical responsibility
- seeking and embracing opportunities for personal growth
- seeing the potential of faith-seeking understanding to contribute to the common good

#### Builds collaboration by:

- developing authentic learning partnerships to enhance transformative learning experiences outside the classroom including investing in building quality partnerships to strengthen family and community engagement for wellbeing, learning and growth
- creating communities that are fair and just, allowing everyone to enjoy the goods of creation

#### Uses evidence to:

- support the growth of the whole person engaging in deep listening through formal and informal dialogue to develop an appreciation of their expectations, interests, reactions and realities
- respond to the learner's needs by providing continuous forward-focused feedback.
- inform and support the design for future learning developing structures and policies that reflect Catholic teaching and the values of democracy and inclusiveness to ensure multiple voices are empowered and different perspectives are represented.

*Adapted from Horizons of Hope Learning Schema 2017 and eXcel 2018*

## At St. Joseph's Deep Learning in Wellbeing

#### Seeks truth through:

- critically interpreting today's world in light of the Catholic faith to gain a strong sense of self-awareness and identity
- searching, questioning, inquiring, imagining and reimagining to construct the meaning of self, others and the world

#### Embraces difference by:

- ensuring that each individual is valued and nurtured and there is unconditional positive regard for every person in our community
- seeking out a multiplicity of voices, ideas and practices respecting differing opinions
- considering religious, social, cultural, linguistic, historical, political, economic and ethical influences

#### Invites dialogue by:

- considering complex, moral and ethical questions
- enabling an appreciation and understanding of others
- engaging with other philosophies and ways of life against the backdrop of a Catholic worldview
- involving deep listening and trust

*Adapted from Horizons of Hope Learning Schema 2017*

## At St. Joseph's Animated Learners in Wellbeing

### Flourish through:

- building a strong sense of self to ensure a deep understanding, identity, capabilities and resilience in life
- being creative, curious and open-minded and self-motivated learners
- being problem finders and solvers who embrace challenges that lead to new discoveries.
- being versatile, persevering and taking risks in the learning process
- providing and acting on feedback as part of their learning.

### Demonstrate agency by:

- taking responsibility for themselves, others and all of creation
- being reflective and critical thinkers who demonstrate resilience, build self-esteem and improve their social and emotional competencies, to develop a deep understanding of their giftedness and unique potential.
- understanding self, being responsible for self and be capable of managing emotions and thinking.

### Make a difference by:

- having unconditional regard for all and work for the common good nurturing the wellbeing of all
- respecting, caring for and sharing the resources of the earth
- being inspired by the Gospel and lead by the Holy Spirit to act for justice and strive for the common good.

### Know themselves by:

- reflecting on their own story and how this shapes who they are
- continuously critiquing and re-imagining themselves in dialogue with Catholic beliefs and practices
- taking responsibility for and articulating their own beliefs and actions.

*Adapted from Horizons of Hope Learning Schema 2017 and eXcel 2018*

## Engagement at St. Joseph's

In Catholic schools, engagement through a call to service and 'reaching out' beyond self for the common good enables students to promote justice, inclusion and equity.

Positive engagement with schooling enhances children and young people's academic and wellbeing outcomes, as well as their capacity to contribute to their community and make meaningful decisions about a range of issues that affect them and their world.

Examples of engagement in action through our positive wellbeing model at St. Joseph's school are as follows:

## WELLBEING AND POSITIVE EDUCATION AT ST. JOSEPH'S



## Understanding Learners at St. Joseph's

At St. Joseph's we seek to understand every student to ensure their wellbeing is of utmost importance.

We do this by building a comprehensive learner profile, a comprehensive understanding of each child's ways of knowing and continuous tracking of a student's capabilities in the areas of social and emotional learning and learning dispositions. These resources are linked below and are pivotal in the building of strong capabilities in the areas outlined in our Wellbeing framework above.

All staff are expected to continue to build the learner profile and undertake assessments and tracking using the ACARA social-emotional learning continuum and the St. Joseph's Learning Disposition Scope and Sequence.

[Example of learner profile and individual Ways of Knowing](#)

[St. Joseph's Learning Dispositions Scope and Sequence](#)

[Acara Social and Emotional learning continuum](#)

## Resources and Strategies



We have a range of resources developed by St. Joseph's to ensure a consistent and comprehensive well-being approach.



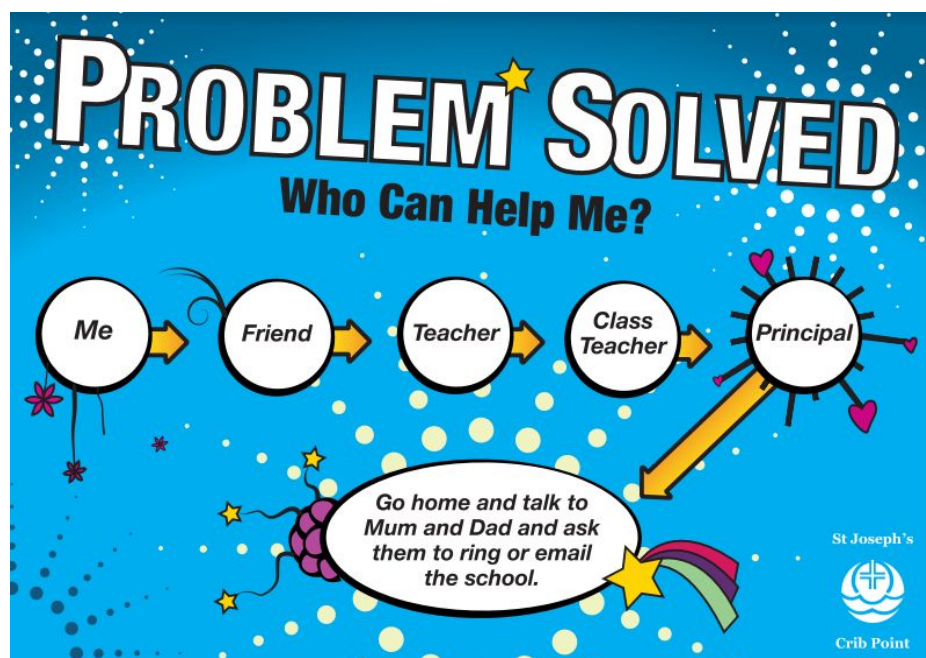
Our school Social and Emotional toolkit includes strategies to ensure we are explicitly teaching positive, solution focussed rational thinking patterns and skills to ensure positive regulation and self-management strategies. This is consistent across the whole school community and students are explicitly taught the individual strategies and how to enact these in real life situations.

The school's toolkit builds the four areas of self-awareness, self-management, social awareness and social management.

Together these competencies assist children and young people to understand, manage and communicate their emotions; feel and demonstrate empathy for others; establish and sustain positive relationships; identify and work towards their goals; draw on a host of positive self-regulation and coping strategies; solve problems; and think critically about how their choices may be influenced by others and their environment and what the consequences of these choices may be (eXcel 2018).

 <h2>HEAD HASSLER</h2> <p>Unhelpful Thinking</p>	 <h2>MIND MASTER</h2> <p>Helpful Thinking</p>
<p><b>LOVE ON DEMAND</b> I must be loved or liked by all the people I care about.</p>	<p><b>I'M ALIVE &amp; I'LL SURVIVE</b> I'd really like it if everyone loved or liked me, but if they don't, I can still be happy.</p>
<p><b>TREAT ME FAIR AND GIVE ME WHAT I WANT</b> When I get upset about something, or don't get what I want, then EVERYTHING is rotten!</p>	<p><b>I'D LIKE IT BUT I WON'T FIGHT IT</b> I'd like to get whatever it is I want, but it's not awful, horrible, terrible or dreadful when I don't.</p>
<p><b>NO MISTAKES ALLOWED</b> I must always be good at what I do.</p>	<p><b>HUMAN BEING, NOT A MACHINE</b> I'd like to do well all the time, but I'm a human being, so I'm allowed to make mistakes and I can grow and change.</p>
<p><b>YOU'RE A RUDE DUDE AND I WILL GET YOU</b> When people are unfair or are mean to me, I should hate them and think they're nasty and act out against them.</p>	<p><b>CALL ME A FOOL, I'LL STAY COOL</b> Sometimes people behave badly but that doesn't mean they are bad. I am responsible for my own choices and I have the power to act in a positive way and solve any problem that comes my way.</p>
<p><b>CAN'T HELP MYSELF</b> It's not my fault I'm miserable. You did it to me and I can't do anything about how I feel!</p>	<p><b>I HELP MYSELF</b> My thoughts cause my feelings, so if I choose how I want to think, then I'm the boss of how I feel and what I do.</p>

At St. Joseph's we ensure we are teaching positive, rational thinking patterns and we use the Head Hassler and Mind Master to explicitly teach these thought patterns ensuring students are aware of the need to use helpful thinking and positive self-talk in their daily interactions. These are designed and are implemented in line with cognitive behavioural therapy where rational and irrational thought patterns are either challenged or strengthened.



We understand that at times problems will arise and therefore we have an explicit process for solving problems in a solution focussed manner to maintain respect, dignity and ultimately foster positive wellbeing for all of our community. This commences with empowering students to solve problems and to take responsibility for themselves. We also recognise that students are in their formative years and will need assistance in solving problems and ensure our students understand there are many people who can assist if required.


We empower our students to solve any issues at school using the problem solved visual. We


promote our students discussing these issues with their parents but ask that they first attempt to solve the issue at school using our Problem Solved visual.


If students come home and discuss the issue we ask parents to follow the procedure below in assisting their child to solve the issue. This ensures we can solve the issues whilst maintaining the well-being and respect the dignity of every person involved.


We ask parents to follow the action plan for supporting Problem Solved if their child comes home with an issue at school as outlined in the link below.


[Action Plan for Parents](#)

**R**  **Repair the harm done**  
It is very important that the harm done is repaired

**E**  **Expect the best from others**  
When people behave poorly they can change their behavior

**A**  **Acknowledge feelings or harm done**  
Any harm done to ourselves or others must be acknowledged

**C**  **Care for others**  
We are all valued members of the school community.  
We can strengthen our ties with others by participating in communities of care

**T**  **Take responsibility for behaviour and feelings**  
We can address actions that are wrong without putting down those involved

St Joseph's  
Crib Point

At St. Joseph's we use restorative practices when reconciling any situation. The REACT model of restorative practices is used to guide conversations and to explicitly teach students how to manage social situations in a positive, peaceful and solution focused way.

We provide a safe environment for all of our students by establishing clear classroom structures with consistent expectations for teachers and students regarding participation, behaviour, performance and feedback. The following policies assist in ensuring this occurs

## [St. Joseph's Positive Behaviour Policy](#)

St. Joseph's Bullying Policy

## [St. Joseph's Learning Diversity and Adjustment policy](#)

St. Joseph's Identity and Growth Policy

## Roles and responsibilities:

Leaders will:

- Ensure the environment, culture and policies and procedures are positive, inclusive and respectful of the rights of all members of our school community.
- Support the wellbeing leaders, wellbeing team and leaders of learning to ensure we have safe, supportive learning environments for all of our students.
- Assist in coordinating social/emotional preventative program across school including children, parents and staff using a response to intervention model of Tier 1, 2 and 3 ensuring prevention is at the base skilling the school community with the necessary skills, attitudes and dispositions to ensure a positive environment for all.
- Ensuring unconditional positive regard for all members of our school community.
- Providing the necessary infrastructure, resources and conditions ensuring positive wellbeing for all of our community with students in the number one seat.
- Work with class teachers to identify children in need of support for emotional and behavioural issues
- Work with parents in partnership to ensure positive relationships, conditions and engagement.
- Build environments for learners and their communities that are optimal for learning and are safe, inclusive and respectful
- Foster relationships between people, and partnerships within communities, that encourage students to connect, grow and flourish
- Nurture the development of engaged and resilient learners who have a strong sense of self, faith and agency
- Promote a transformational and innovative pedagogy that explicitly focuses on supporting the cognitive, emotional, social, physical and spiritual needs of children and young people.

Wellbeing Leader will:

- Coordinate social/emotional preventative program across school including children, parents and staff
- Work with parents in partnership to ensure positive relationships, conditions and engagement.
- Build environments for learners and their communities that are optimal for learning and are safe, inclusive and respectful
- Foster relationships between people, and partnerships within communities, that encourage students to connect, grow and flourish
- Nurture the development of engaged and resilient learners who have a strong sense of self, faith and agency
- Promote a transformational and innovative pedagogy that explicitly focuses on supporting the cognitive, emotional, social, physical and spiritual needs of children and young people.

- Work with class teachers to identify children in need of support for emotional and behavioural issues
- Liaising with community support services
- Promote resources which support social/ emotional learning
- Plan and implement Professional Learning in Wellbeing during PLT Meetings.
- Monitor data for wellbeing- behavioural sheets, yard duty books, award monitoring. Record all data on the SAS system and feedback results to Principal and leadership team.
- Run small support groups in need of intervention- eg: seasons, Mpower, revved up
- Attend relevant PD days and report back to staff
- Work with the Principal in ensuring staff wellbeing remains a high priority
- Attend the Wellbeing Cluster Meetings to improve their own professional Learning and share this with staff.
- Attend and assist with the organisation of parent information meetings
- Coordinate the Kids Matter/ Health promoting schools program
- Raise the profile of Wellbeing through regular newsletter pieces, assemblies or other communication with the community.

#### Teachers will:

- Work with parents in partnership to ensure positive relationships, conditions and engagement.
- Build environments for learners and their communities that are optimal for learning and are safe, inclusive and respectful
- Foster relationships between people, and partnerships within communities, that encourage students to connect, grow and flourish
- Nurture the development of engaged and resilient learners who have a strong sense of self, faith and agency
- Promote a transformational and innovative pedagogy that explicitly focuses on supporting the cognitive, emotional, social, physical and spiritual needs of children and young people.
- Treat students with respect and consideration
- Follow the Social and Emotional Capabilities overview that covers the Australian curriculum. This will allow for the continued development of skills and knowledge from the early years through to the upper levels.
- Support and endorse school policies
- Support the school's Know, Do, Be of Wellbeing including school vision, social expectations and actions.
- Not use Corporal Punishment at any time
- Discuss any concerns regarding individual student's wellbeing with the Wellbeing Leader and/or Principal
- With the support of the Principal and/or Wellbeing Leader adhere to the Mandatory Reporting Guidelines.

#### Students will:

- Show respect to themselves, one another, staff and any other member of the community
- Take responsibility for their own actions and be prepared to solve a problem and restore justice
- Actively engage in the learning process
- Support the school's Know do be of wellbeing Statement,
- Support the school's social expectations, showing care and consideration for other people, belongings and school property

#### Parents will:

- Provide a safe, Christian and supportive environment for their children
- Treat all children with respect and consideration
- Nurture a positive relationship with all children and teachers within the community
- Support and endorse school policies
- Support the school's Know do be of wellbeing Statement
- Support the staff in implementing behaviour management procedures
- Provide the school with information about any special needs their child may have