

# CEDWW

# Student Wellbeing and Pastoral Care Policy



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<b>Document Owner:</b>	Catholic Education Diocese of Wagga Wagga (CEDWW)
<b>Relevant Contact:</b>	Education Services
<b>Related Documents:</b>	
	<ul style="list-style-type: none"><li>• <a href="#"><u>Anti-Bullying Policy</u></a></li><li>• <a href="#"><u>Student Management: Suspension Transfer and Exclusion</u></a></li><li>• <a href="#"><u>Critical Incidents Management Policy</u></a></li><li>• <a href="#"><u>Child Protection: Responding to Complaints and Allegations Policy</u></a></li></ul>

## 1.0 Introduction and Purpose

The wellbeing of all students is at the heart of Catholic education enabling a learning environment which provides for the spiritual, physical, emotional, cognitive and social growth of its students and staff. Catholic Schools in the Diocese of Wagga (CEDWW) have a long history of exercising a role in the pastoral care of their students. It began with the work of the religious congregations and continues as pastoral care and wellbeing today, to bring to life our Vision Statement:

**Inspired by the message and actions of Jesus Christ we nurture excellence as a community of learners, so all may flourish in the fullness of their humanity.**

*I came that they may have life, and have it to the full. (John 10:10)*

The Australian Student Wellbeing Framework supports Australian schools and provides each and every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

Consideration of wellbeing must take place in ways which support, and are supported by evidence based whole school processes that improve learning outcomes for all students.

This policy provides an overarching framework for the provision of an environment in which the wellbeing of students can be fostered and safeguarded through student engagement and connectedness to school. It is not prescriptive of particular programs or approaches, rather providing a basis on which the suitability of these can be judged.

CEDWW has a number of additional policies to support particular circumstances (see Section 7).

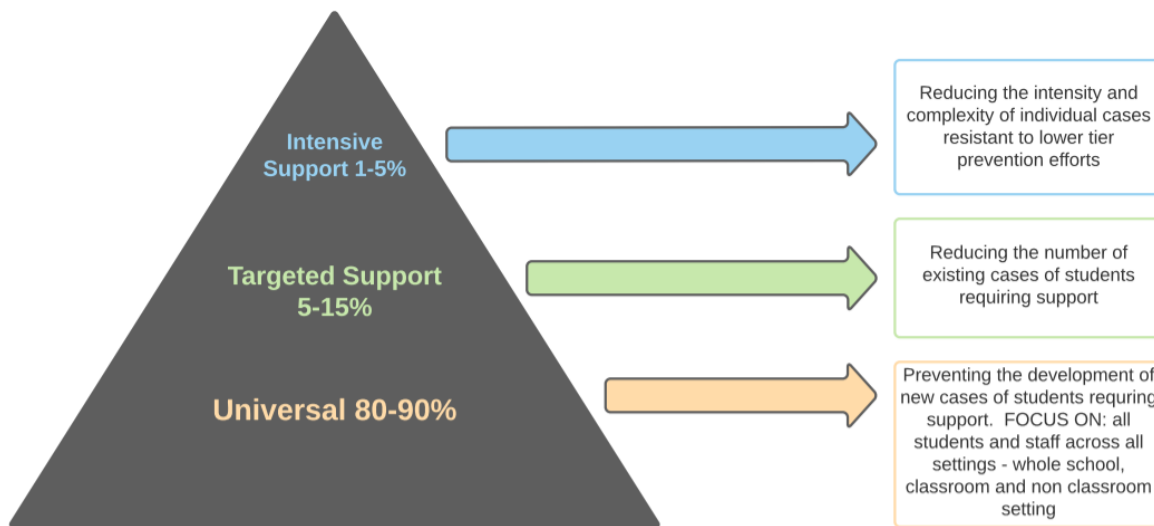
### **Scope of this Policy**

This policy is intended for use by all CEDWW schools to inform decision making.

### **Response to Intervention Model**

Wellbeing and pastoral care initiatives in CEDWW should be seen in the context of a continuum, ranging from universal support for all students, to targeted interventions for students with complex social and emotional needs. This is described below.

Proactive holistic strategies and programs which promote resilience, safety and wellbeing and foster positive states of mind are designed for all students. Most students (80-90%) respond, whilst a smaller percentage are 'at risk' and require targeted and/or intensive support and intervention. The continuum of service and support is reflected in the following diagram.



## 2.0 Guiding Principles

In the context of Catholic Schools in the Diocese of Wagga Wagga, the approach to wellbeing is based upon these beliefs:

- 2.1 Catholic schools influence and support student wellbeing in distinctive and purposeful ways
- 2.2 Wellbeing is understood to be an integral part of effective student learning and engagement
- 2.3 Wellbeing is nurtured in the context of community and collaborative relationships with adults and peers
- 2.4 Schools and staff recognise that:
  - Each student is unique and has inherent dignity and value
  - Parents and carers have a primary responsibility for the development of their child's wellbeing
  - Schools and parents work in partnership to support student wellbeing and engagement in learning
  - Student voice is an important factor in student wellbeing, engagement and learning
- 2.5 Schools provide essential opportunities for students to learn how to thrive and grow in the complex world we live in.

## 3.0 Policy

Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

Schools are required to implement [The Australian Student Wellbeing Framework](#). It is the platform upon which CEDWW procedures are based to promote safety and wellbeing.



The key elements focus on -

		<b>Principle</b>
<b>Leadership</b>	visible leadership to inspire positive school communities	Principals and school leaders play an active role in building and maintaining a positive learning environment where the whole school community feels included, connected, safe and respected.
<b>Inclusion</b>	Inclusive and connected school culture	All members of the school community are active participants in building and maintaining a welcoming school culture that values diversity, and fosters positive, respectful relationships.
<b>Student Voice</b>	Authentic student participation	Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
<b>Partnerships</b>	Effective family and community partnerships	Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

<b>Support</b>	Wellbeing and support for positive behaviour	School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.
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These five elements work together to provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.

## 4.0 Responsibilities

### **CEDWW is to:**

- 4.1. Provide a coherent policy framework.
- 4.2. Provide targeted and effective professional learning opportunities to school leadership, teachers and CEDWW personnel to support this policy.
- 4.3. Resource support structures, programs and personnel to promote student wellbeing, pastoral care and resilience.

### **Principals are to:**

- 4.4. Implement the ASWF whole school approach for student wellbeing in curriculum and in school procedures, including the audit tool and support material located on the [website](#) and specifically tailored resources for students and parents.
- 4.5. Ensure their school is a safe place for all students by employing bullying interventions.
- 4.6. Establish equitable processes within the school to target support for different phases of student development and through the Wellbeing Committees for students who may be at risk.
- 4.7. Observe all legislative requirements and engage as necessary with external agencies in relation to student wellbeing.
- 4.8. Engage internal and/or external specialist advice about wellbeing related matters as required.
- 4.9. Work in partnership with CEDWW staff, parents and the school and broader community to achieve the purposes of this policy.
- 4.10. Ensure that staff have a working knowledge of government and system policies and procedures (see the list at the end of the policy).
- 4.11. Ensure that staff have a clear understanding of their rights and responsibilities with regard to safe and supportive school communities.
- 4.12. Respond promptly to any breach of this policy.

### **Teachers are to:**

- 4.13. Create and maintain safe and positive learning environments based on positive teacher - student relationships and modelled on Jesus the Teacher.
- 4.14. Model and promote socially responsible values and behaviour including healthy coping strategies.
- 4.15. Ensure they have a clear understanding of their rights and responsibilities as outlined in system documents.
- 4.16. Explicitly teach socially acceptable and responsible behaviour which includes social and emotional learning.
- 4.17. Follow CEDWW and whole school policies and procedures to promote student wellbeing, pastoral care and safety.

**School Counsellors are to:**

- 4.18. Familiarise themselves with all aspects of the ASWF including support documents.
- 4.19. Contribute to the implementation of the Framework through their specific knowledge and clinical support.
- 4.20. Follow CEDWW and whole school policies and procedures to enhance student wellbeing, pastoral care and safety.
- 4.21. Work closely with classroom teachers in a proactive way to enhance and support student wellbeing.

**Students are to:**

- 4.22. Ensure they have a clear understanding of their rights and responsibilities with regard to a safe and supportive learning environment.
- 4.23. Follow school policies, procedures and guidelines in relation to wellbeing and safety.
- 4.24. Contribute positively to the development of a safe, supportive and inclusive learning environment modelled on the person of Jesus.
- 4.25. Report all concerns about their own wellbeing and the safety of other students.

**Parents, families and carers are to:**

- 4.26. Ensure children are aware of and understand the requirements of policies and procedures relating to wellbeing, pastoral care and safety.
- 4.27. Work in partnership with schools to promote the wellbeing and safety of their children.
- 4.28. Be aware of the significant influence they have on their children's wellbeing.
- 4.29. Support CEDWW and school policies and procedures with respect to wellbeing and safety.

**5.0 Bases of Discretion**

It is expected that principals will use this document, and the ASWF itself, as the bases for their planning in the area of student wellbeing and pastoral care. Principals may determine the timing and emphasis of their implementation based on the outcomes of the audit tool.

**6.0 Explanatory Notes and Definitions****Catholic Worldview**

Catholic education, drawing upon both the natural and supernatural, offers a complete vision of life: a Catholic worldview. Worldview, in a simple sense, describes the way in which we see reality and form our students to understand it and live within it. (Staudt, R. Jared. 2020. "Curriculum from a Catholic Worldview." *The Catechetical Review* 6 (1)).

**Pastoral Care**

Pastoral Care refers to the overall climate of care that exists within a school. It includes the policies, processes, programs and practices delivered at school level with the purpose of supporting and enhancing the wellbeing of the students.

**School Connectedness**

School Connectedness refers to students' sense of belonging, commitment to school, relationships with their peers and teachers, opportunities to actively participate in the school

community.(Centre for Education Statistics and Evaluation (2020) *What works best: 2020 update*)

### **Student Engagement**

Student engagement refers to the extent to which students identify with and value schooling outcomes, and participate in academic and non academic school activities (Willms 2003). Increased engagement positively impacts student outcomes and is reflected in students' positive relationships with their teachers and peers, improved academic performance and school completion, higher levels of attendance and participation in school activities. (Centre for Education Statistics and Evaluation (2020) *What works best: 2020 update*)

### **Student Wellbeing**

Student wellbeing is a broad term that encompasses many dimensions including cognitive, social, physical, emotional and spiritual wellbeing. At school, wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning. (Centre for Education Statistics and Evaluation (2020) *What works best: 2020 update*)

## **7.0 Supporting Documents**

### **Related policies**

- Anti-Bullying Policy
- [Student Management: Suspension Transfer and Exclusion](#)
- [Critical Incidents Management Policy](#)
- [Child Protection: Responding to Complaints and Allegations Policy](#)

### **Supporting Documents**

- [Australian Student Wellbeing Framework](#)

### **Government Mandatory Policies and Procedures**

- [Children and Young Persons \(Care and Protection\) Act 1998 \(NSW\)](#)
- [Disability Discrimination 1992 \(Cth\)](#)
- [Disability Standards for Education \(2005\) and Guidance Notes \(2005\), revised 2012](#)
- [Australian Education Act 2013 \(Cth\)](#)
- [NSW Government. Keep Them Safe Online Mandatory Reporting Guide \(2013\)](#)
- [National Professional Standards for Teachers \(2011\)](#) Particularly Standard 4. Create and Maintain Supportive and Safe Learning Environments. P 14

This policy draws from Sydney Catholic Schools 'Student Wellbeing and Pastoral Care Policy' (2018)