STUDENT WELLBEING POLICY

The Student Wellbeing Policy of Salesian College both reflects the values on which our Pastoral Care is based and suggests broad goals and guidelines for decision-making. The policy is inspired by the vision of St John Bosco and informed by the Charter for Salesian Schools, with its emphasis on the Christian values of love, justice and respect for all members of the College community. In the spirit of Jesus the Good Shepherd, who “did not come to be served but to serve” (Mk 10:45) and who came “that they may have life and live it to the full” (Jn 10:10) our Student Wellbeing Policy aims to “look after the flock” and “keep all of it in view” (Ezekiel 34:11).

In the spirit of loving service and support and in a welcoming atmosphere where no one feels alienated or isolated, we hope to provide a holistic education which will allow our students to develop their full potential. We aim to foster critical awareness, self-discipline and self-esteem, being conscious of the rights of each member of this Christian community, as they grow towards full personal responsibility and true freedom.

UNDERLYING PRINCIPLES

The Student Wellbeing Policy aims to help students work towards self development from the basis of understanding, experiences and knowledge of their capacities, values and motivations. The College follows the Restorative Justice philosophy, which underpins all our Pastoral Care policies and procedures. Restorative Practice embraces an approach that encompasses clear expectations, limits and consequences, responsibility and accountability for one's actions and a high degree of support and nurturing. We view quality relationships as pivotal to good teaching and learning, and that the relationship between the teacher, student and parent is paramount to positive change.

The underlying principles, on which the Wellbeing and Personal Responsibility Policy has its foundation, are based on the following understandings:

1. **That all members of the College community will be valued as individuals.**
   As a consequence:
   - there are clear and identified support structures for students and staff in managing Wellbeing and Discipline matters.
   - all members of the College community are clear about expected behaviours and consequences for inappropriate behaviours.
   - all members of the College community should treat each other with dignity, compassion and respect for differences.
   - all members of the College community have a right and responsibility to contribute to the decision making process in appropriate areas.

2. **All members of the College community have the right to be treated justly.**
   As a consequence:
   - all students have the right to learn and be taught.
   - all members of the College community have a right to a safe, clean and attractive environment.
   - all students have the right to a curriculum that is challenging, meaningful and appropriate.
   - all members of the College community have the right to have property respected.
   - all members of the College community have the right to be informed of College policies and procedures.
   - all students have the right to clear work expectations stated and to be informed regularly about their progress.
GUIDELINES FOR ACTION

In enacting this Policy the following should be taken into consideration:

- Any discipline action should involve consideration of the welfare of all parties involved.
- Safety of all members of the College community is a paramount consideration.
- Consequences should be as immediate as possible, relevant to the breach of College rules and restorative in nature.
- Consequences should not merely be punitive but educative as well.
- Information regarding Wellbeing and Discipline matters will be distributed on a needs to know basis. Confidentiality should be respected by all concerned.
- When staff members feel the need for managing a Wellbeing and Discipline matter, they should confer with appropriate personnel (e.g. House Leader, Campus Director, Deputy Principal – Students, etc)
- As a general rule, parents will be involved in matters of wellbeing and discipline concerning their child.
- Where support needed is beyond the resources of the College, students and their families will be referred to outside agencies.
- Staff will recognize positive student contributions to the College community, and where appropriate find public forums to acknowledge these.
- Accurate and confidential records of all individual Wellbeing and Discipline matters will be maintained by relevant personnel for the duration of their time at Salesian College, and where appropriate staff will be asked to contribute to these records.
- In managing Wellbeing and Discipline matters, staff will follow the established Restorative Practices Procedure.

STRUCTURES, PROCEDURES AND PROGRAMS

A wide range of College operating structures, procedures and programs provide opportunities, encouragement, support and direction for students and staff in promoting wellbeing and discipline.

The College Vision Statement & CLEF Statements articulate both the spirit and the direction of the total educational undertaking of the school.

The purpose of our Student Wellbeing Policy is to create an environment in which young people come to acknowledge, reflect on and understand the value of being men and women of competence, conscience and compassion.

Structures which provide places of identification and belonging for students and opportunities for their participation include:
- Homeroom
- Year Level
- House
- Campus
- Co-curricular Groups

Procedures which provide guidance concerning behaviour and procedures for student management include:
- Bullying & Harassment
- Equal Opportunity
- Addictive Substance Use
- Behaviour Management
- Attendance
- Critical Incident Management
- Promotion
- Homework
- Uniform
- Sunsmart
- Academic Monitoring
- Social Media & Acceptable Use of ICT

Programs which offer students experiences of growth, challenge, achievement, support and affirmation include:
- Peer Support Program
- New Student Buddy Program
- Leadership Program
- Retreats
- Work Experience/Career Pathways Programs
- Curricular Programs [eg. Discovery Agriculture, BOOST Enrichment, Duke of Edinburgh]
- Co-Curricular Activities [eg. SACCSS Sport, Young Vinnies, Reporters Academy]
- Seasons for Growth
- Pastoral Programs

**Groups** which support staff and students in promoting student wellbeing include:
- Teaching and Non-Teaching staff
- Student Reception
- Wellbeing Resource Team
- House Teams
- College Board
- Student Leadership Team
- Parents and Friends Association
- Vocational Education Services
- College Alumni

**WELLBEING ACROSS THE SCHOOL**
Remission, autonomy, optimism and self-discipline are best promoted in an environment which provides, at all levels of the school's operations:
- Positive personal relationships
- High and realistic expectations
- Consistent involvement and participation
- Recognition of effort and achievement
- Clear management and Restorative discipline procedures

College staff strive to ensure that each student regularly experiences these aspects of life as a valued member of the community at each of these five stages.

Stage 1: Where the student operates as an individual learner / participant
Stage 2: As a member of a Homeroom or Co-curricular group
Stage 3: As a member of a Year Level or House
Stage 4: As a member of a College Campus
Stage 5: As a member of the total College community

Some of the ways in which a student may experience these stages are listed in the table below:
## STUDENT WELLBEING AT SALESIAN COLLEGE

<table>
<thead>
<tr>
<th>HIGH, REALISTIC EXPECTATIONS</th>
<th>INVOLVEMENT / PARTICIPATION</th>
<th>RECOGNITION</th>
<th>POSITIVE RELATIONSHIPS</th>
<th>MANAGEMENT/DISCIPLINE PROCEDURES</th>
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<tbody>
<tr>
<td>Stage 1</td>
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<td>➢ Fully understood, clearly communicated, consistently enacted Classroom Rules.</td>
<td>➢ Each student personally invited to participate in class discussions.</td>
<td>➢ Teacher’s personal approval, praise and rewards</td>
<td>➢ Experience of teaching style based on mutual respect, politeness, humour and encouraging comment.</td>
<td>➢ Involves the teacher dealing with the student by assisting him/her to acknowledge the College rule and take responsibility for the behaviour. Strategies include:</td>
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<td>➢ Promotion and maintenance of a stimulating and clean classroom environment.</td>
<td>➢ Individual rights clarified and protected</td>
<td>➢ Affirmation through Report Comment</td>
<td>➢ Discussion of the behaviour involving student acknowledgment of misbehaviour</td>
<td>➢ Drawing attention to the pattern of misbehaviour</td>
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<td>➢ Culture of “doing one’s best” clearly established.</td>
<td>➢ Teaching and practise of the process of mutual agreement.</td>
<td>➢ Teacher informing parents and other staff of good behaviour / work</td>
<td>➢ Contact with parent</td>
<td>➢ Involves with parents emphasizing need for change</td>
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<td>➢ High standard of personal politeness taught and demanded.</td>
<td>Stage 2</td>
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<tr>
<td>➢ Code of communal behaviour and responsibility articulated and practised</td>
<td>➢ Class Meetings – taking responsibility within the Homeroom operations</td>
<td>➢ Emphasis on learning and practising social skills in Pastoral Program</td>
<td>➢ Frequent contact through weekly House assembly</td>
<td>➢ Is where the Homeroom teacher becomes involved because a student’s behaviour is disturbing or becoming consistently inappropriate.</td>
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<td>➢ Awareness of regular and timely home / school communication.</td>
<td>➢ Co-curricular participation with records and reporting of involvement</td>
<td>➢ Group – wide rewards – fun activities</td>
<td>➢ Year Level camps / retreats</td>
<td>Strategies – As above, as well as:</td>
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<td></td>
<td>➢ Availability of mentoring system for students as additional support.</td>
<td>➢ Year Level celebrations</td>
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<td>➢ Classroom performance contract</td>
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<td>Stage 3</td>
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<td>➢ Year/House Level system of reward (e.g. SOTT – Year 7)</td>
<td>➢ Music, Drama, Prayer performances for House assemblies</td>
<td>➢ Public recognition at House or Year Level Assembly</td>
<td>➢ Frequent contact through weekly House assembly</td>
<td>➢ Is where the House Leader is involved because there has been little response from the student or their behaviour puts other’s learning or safety at risk. House Leaders may involve parents at this stage.</td>
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<td>➢ Success in Review Process</td>
<td>➢ House Leadership opportunities</td>
<td>➢ Personal congratulation by House Leader</td>
<td>➢ Year Level camps / retreats</td>
<td>Strategies – As above, as well as:</td>
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<td>➢ Formal behaviour (Listening, Speaking, Applauding) in House Level assemblies</td>
<td>➢ Year Level Pastoral / Celebration events</td>
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<td>➢ Year Level celebrations</td>
<td>➢ Classroom performance contract</td>
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<td>➢ Student Leaders (House Captains) modelling responsible behaviour.</td>
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<td>➢ Discussion with parents emphasizing need for change</td>
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<td>Stage 4</td>
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<td>➢ Formality in Campus Assemblies</td>
<td>➢ Campus Assembly – Student Leadership</td>
<td>➢ Award / affirmation at College Assembly</td>
<td>➢ Information Nights – mixing of students, parents and staff</td>
<td>➢ Is where the Campus Director is involved because a student has persistently broken college rules or placed students’ learning or safety in serious jeopardy.</td>
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<td>➢ Head of Campus – Parent Interviews</td>
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<td>➢ Personal congratulation by Head of Campus</td>
<td>➢ Campus Assemblies – positive tone</td>
<td>Strategies – As above, as well as:</td>
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<td>➢ Clear Campus rules</td>
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<td>➢ Campus reports in Newsletter</td>
<td>➢ In-house suspension from normal program</td>
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<td>Stage 5</td>
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<td>➢ Principal’s statements in College / Campus assemblies, Newsletters, Parent Information Evenings.</td>
<td>➢ College events – Opening Mass, House Athletics / Swimming, Feast Days</td>
<td>➢ Recognition through College Newsletter, Year Book, Merit Certificates, College Awards Night</td>
<td>➢ Principal’s attendance at: - Parent and Friends functions - Student Retreats / Camps</td>
<td>➢ Is where the Deputy Principal/Principal is involved because the student has resisted all the strategies of the process and is</td>
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therefore at a point where his/her position at the College is put in question.