



## **STUDENT WELLBEING POLICY**

Salesian College Sunbury is an inclusive Catholic Faith Community in the spirit of St John Bosco.

- We are a welcoming COMMUNITY that fosters an atmosphere of joy and optimism.
- We strive for engagement in LEARNING for which we are collectively responsible.
- We promote the pursuit of EXCELLENCE in all aspects of life.
- We are inspired by our FAITH to serve others and develop as resilient, thoughtful and caring citizens of the world.

Central to these values is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

### **INTRODUCTION**

The Student Wellbeing Policy of Salesian College Sunbury 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.

### **Student**

Student refers to all individuals enrolled in study at the College (including international exchange students)

### **Wellbeing**

Wellbeing is a holistic term that encompasses all aspects of a student’s life, including their physical, social, mental, spiritual and emotional state.

### **GUIDING 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 Behaviour 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 need-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. Oratory Leader, Year Level Leader, Campus Director – Wellbeing, Executive Campus Director, etc)
- As a general rule, parents will be involved in matters of wellbeing/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 recognise 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 Sunbury, and where appropriate staff will be asked to contribute to these records.
- In managing Wellbeing Discipline matters, staff will follow the established Restorative Justice 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 people of competence, conscience and compassion.

**Structures** which provide places of identification and belonging for students and opportunities for their participation include:

- Oratory
- 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
- Approaches to Student Management
- Attendance
- Critical Incident Management
- Promotion
- Homework
- Uniform
- Sunsmart
- Academic Monitoring
- Responsible Digital Citizen Agreement – Students
- BYOD Agreement

**Programs** which offer students experiences of growth, challenge, achievement, support and affirmation include:

- New Student Buddy Program: Year 7 and 10
- Leadership Program
- Student Voice Opportunities
- Retreats
- Work Experience/Career Pathways Programs
- Curricular Programs [e.g. Discovery Agriculture, BOOST Enrichment, Duke of Edinburgh, RUAH, Seminar Program, MSP]
- Co-Curricular Activities [e.g. SACCSS Sport, Young Vinnies, College Play/Production]
- Pastoral Programs: Oratory
- Wellbeing Programs: Year Level Based and Campus based within the Oratory Program

**Groups** that support staff and students in promoting student wellbeing include:

- Teaching and Non-Teaching staff
- Student Hub
- Wellness Team
- Oratory Leaders
- Year Level Oratory Teams
- Campus Leadership Teams
- College Board
- Student Leadership Team
- Vocational Education Services
- College Alumni

## WELLBEING ACROSS THE SCHOOL

Resilience, 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 (Appendix 1):

**Stage 1:** Where the student operates as an individual learner / participant

**Stage 2:** As a member of an Oratory 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&6:** As a member of the total College community

Some of the ways in which a student may experience these stages are listed in Appendix 1.

### RELATED DOCUMENTS

- Student Wellbeing Guidelines
- MACS Policy 2.26: Pastoral Care of Students in Catholic Schools
- Student Attendance Policy

| Document History   | Date(s)                                | Modification Details  |
|--|--|---|
| <b>Written by:</b> College Executive   | 29/05/2018                             |   |
| <b>Approved by:</b> College Board  | 29/05/2018                             |   |
| <b>Post Implementation Review:</b> Deputy Principal-<br>Student Growth & Development | 29/05/2019<br>15/04/2020<br>09/03/2022 | Reviewed, with no change<br>Minor changes to update<br>language |
| Executive Campus Director  | 21/03/2024                             | Minor changes to update<br>language                             |
| <b>Next Approval:</b> College Executive  | 21/03/2026                             |   |

**APPENDIX 1: STUDENT WELLBEING AT SALESIAN COLLEGE SUNBURY:** Please refer to the Student Wellbeing Guidelines for more precise information

| HIGH, REALISTIC EXPECTATIONS   | INVOLVEMENT/PARTICIPATION  | RECOGNITION  | POSITIVE RELATIONSHIPS   | APPROACHES TO STUDENT MANAGEMENT  |
|--|--|--|--|---|
| <b>Stage 1</b> <ul style="list-style-type: none"> <li>➤ Fully understood, clearly communicated, and consistently enacted Classroom Rules.</li> <li>➤ Promotion and maintenance of a stimulating and clean classroom environment.</li> <li>➤ Culture of “doing one’s best” clearly established.</li> <li>➤ High standard of personal politeness taught and demanded.</li> </ul> | <b>Stage 1</b> <ul style="list-style-type: none"> <li>➤ Each student personally invited to participate in class discussions.</li> <li>➤ Individual rights clarified and protected</li> <li>➤ Teaching and practice of the process of mutual agreement.</li> </ul>  | <b>Stage 1</b> <ul style="list-style-type: none"> <li>➤ Teacher’s personal approval, praise and rewards</li> <li>➤ Affirmation through Schoolbox, Diary notes, verbal comments.</li> <li>➤ Teacher informing parents and other staff of good behaviour / work</li> </ul> | <b>Stage 1</b> <ul style="list-style-type: none"> <li>➤ Experience of teaching style based on mutual respect, politeness, humour and encouraging comment.</li> </ul>   | <b>Stage 1</b> <p>Involves the teacher/Yard Assistant Teacher dealing with the student by assisting him/her to acknowledge the College rule and take responsibility for the behaviour. Some strategies include:</p> <ul style="list-style-type: none"> <li>➤ Note on Schoolbox, parent visibility</li> <li>➤ Restorative Conversation</li> <li>➤ Move seats in classroom</li> </ul>   |
| <b>Stage 2</b> <ul style="list-style-type: none"> <li>➤ Code of communal behaviour and responsibility articulated and practised</li> <li>➤ Awareness of regular and timely home/school communication.</li> </ul>   | <b>Stage 2</b> <ul style="list-style-type: none"> <li>➤ Class Meetings – taking responsibility within the Oratory operations</li> <li>➤ Co-curricular participation with records and reporting of involvement</li> <li>➤ Availability of mentoring system for students as additional support.</li> </ul> | <b>Stage 2</b> <ul style="list-style-type: none"> <li>➤ Verbal acknowledgement before class / team of student’s effort / achievement</li> <li>➤ Group – wide rewards – fun activities</li> </ul>   | <b>Stage 2</b> <ul style="list-style-type: none"> <li>➤ Emphasis on learning and practising social skills in Pastoral Program</li> <li>➤ Daily experience of caring Oratory leader</li> </ul>                      | <b>Stage 2</b> <p>Is where the Oratory Leader becomes involved because a student’s behaviour is disturbing or becoming consistently inappropriate. Strategies – as above, as well as:</p> <ul style="list-style-type: none"> <li>➤ Note on Schoolbox, parent visibility</li> <li>➤ Restorative Conversation</li> <li>➤ Lunchtime Detention</li> <li>➤ Removal from class for a period of time</li> </ul>                            |
| <b>Stage 3</b> <ul style="list-style-type: none"> <li>➤ Year/House Level system of reward (e.g. SOTT – Year 7)</li> <li>➤ Success in Review Process</li> <li>➤ Formal behaviour (Listening, Speaking, Applauding) in House Level assemblies</li> <li>➤ Student Leaders (House Captains) modelling responsible behaviour.</li> </ul>  | <b>Stage 3</b> <ul style="list-style-type: none"> <li>➤ Music, Drama, Prayer performances for House assemblies</li> <li>➤ House Leadership opportunities</li> <li>➤ Year Level Pastoral / Celebration events</li> </ul>  | <b>Stage 3</b> <ul style="list-style-type: none"> <li>➤ Public recognition at House or Year Level Assembly</li> <li>➤ Personal congratulation by House Leader</li> </ul>   | <b>Stage 3</b> <ul style="list-style-type: none"> <li>➤ Frequent contact through weekly House assembly</li> <li>➤ Year Level camps / retreats</li> <li>➤ Year Level/House celebrations</li> </ul>                  | <b>Stage 3</b> <p>Is where the Year Level Leader&amp; Director at Year 9 may be involved. Year Level Leaders will contact parents at this stage. Strategies – As above, as well as:</p> <ul style="list-style-type: none"> <li>➤ Restorative Mediation</li> <li>➤ Note on School Box: Level 3</li> <li>➤ Daily feedback Card</li> <li>➤ Behaviour Support Plan</li> <li>➤ Parent Meeting</li> <li>➤ Behaviour Detention</li> </ul>  |
| <b>Stage 4</b> <ul style="list-style-type: none"> <li>➤ Formality in Campus Assemblies</li> <li>➤ Head of Campus – Parent Interviews</li> <li>➤ Clear Campus rules</li> </ul>  | <b>Stage 4</b> <ul style="list-style-type: none"> <li>➤ Campus Assembly – Student Leadership</li> </ul>  | <b>Stage 4</b> <ul style="list-style-type: none"> <li>➤ Award / affirmation at College Assembly</li> <li>➤ Personal congratulation by Director of Campus</li> </ul>  | <b>Stage 4</b> <ul style="list-style-type: none"> <li>➤ Information Nights – mixing of students, parents and staff</li> <li>➤ Campus Assemblies – positive tone</li> <li>➤ Campus reports in Newsletter</li> </ul> | <b>Stage 4</b> <p>Is where the YLL, Campus Director, Deputy Principal or Principal is involved. Strategies – As above, as well as:</p> <ul style="list-style-type: none"> <li>➤ Note on Schoolbox Level 4</li> <li>➤ Internal or External Suspension</li> <li>➤ Behaviour Support Plan (2.26, <i>Pastoral Care of Students in Catholic Schools</i>)</li> <li>➤ Principal’s Agreement</li> <li>➤ Contact Community Police</li> </ul> |

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| <b>Stage 5</b><br>➤ Principal's statements in College / Campus assemblies, Newsletters, Parent Information Evenings. | <b>Stage 5</b><br>➤ College events – Opening Mass, House Athletics / Swimming, Feast Days | <b>Stage 5</b><br>➤ Recognition through College Newsletter, Yearbook, Merit Certificates, College Awards Night                      | <b>Stage 5</b><br>➤ Principal's attendance at:<br>- Parent and Friends functions<br>- Student Retreats / Camps | <b>Stage 5</b><br>Is where the Directors/ Deputy Principal/ Principal may be involved.<br>➤ Note on Schoolbox Level 5<br>➤ Principal's Agreement<br>➤ Internal or External Suspension<br>➤ Student Safety Plan (2.26, <i>Pastoral Care of Students in Catholic Schools</i> )<br>➤ Negotiated Transfer<br>➤ Expulsion |
| <b>Stage 6</b><br>➤ Principal's statements in College / Campus assemblies, Newsletters, Parent Information Evenings. | <b>Stage 6</b><br>➤ College events – Opening Mass, House Athletics / Swimming, Feast Days | <b>Stage 6</b><br>➤ Recognition through College Newsletter, Yearbook, Merit Certificates, College Awards Night, Student of the Term | <b>Stage 6</b><br>➤ Principal's attendance at:<br>- Parent Engagement Events<br>- Student Retreats / Camps     | <b>Stage 6</b><br><b>Is where the Directors, Deputy Principal/Principal are involved. Actions and Follow Up:</b><br>➤ Negotiated Transfer<br>➤ Expulsion   |