



Wellbeing Policy and Procedure

RATIONALE

The Vision and Mission statements of St Philip's Christian College commit to providing a safe and caring environment where students can discover the gifts the Creator has given to them. Beyond this, these foundation statements of the College commit to inviting students to discover the good to which they are called in the use of these gifts, through reconciliation in Christ.

This context provides the basis of this policy and procedure statement.

That is:

- We recognise that there is a Creator who makes all things good;
- We recognise that all people are made to be part of this deep good purpose i.e. being God's representatives to do good on this Earth;
- We recognise that while we have this core purpose in our hearts, we also have a tendency to consider ourselves before others, and that this leads to life being a constant compromise between individual desire and the community's agreed program;
- We therefore, as human beings who are made to actively grow in relationships, need a clear articulation of what it means to belong to a group, what our freedoms are within this group, and what the consequences are if we disobey the membership criteria.

It is these things that this policy and procedures seek to address in a school context. This particular policy and procedures document is also written in the understanding that this particular school context has young people in its midst who are 'outsiders' of mainstream education.

Thus, providing Pastoral Care (as Jesus described in John 10) that provides care (recognition of individual needs) within a context of safety (clear boundaries that describe what is good for the community) is at the heart of this document. This task is also undertaken with the warning of Ezekiel 34 and Matthew 23 in mind – that we are not to take justice and turn it into harshness; nor are we to take mercy and turn it into partiality.

We believe that the balance between justice and mercy (see Micah 6:8) is only held together with a stance before the Creator that is committed to praying 'your will be done on Earth as it is in Heaven' (Matthew 6:10).

PURPOSE OF THIS DOCUMENT

This document is written for parents/carers, students (being cared for or independent) and teachers to enable all to understand the policies and procedures relating to building resilience and discipline at St Philip's Christian College DALE & DALE Young Parents, in the context of Pastoral Care.

- It is written to offer support in the face of the realities in the dot points above in the Rationale section – and in the subsequent recognition that this can at times generate strong emotions in each of us.
- The key principles and procedures of this document are included in the respective Student Handbooks of St Philip's Christian College DALE & DALE Young Parents.
- Conflict about any aspect of the implementation of this policy and its attendant procedures is to be handled according to the SPCC DALE & DALE Young Parents Grievance Procedures.

POLICIES

The core concept in this document is the consideration of pastoral care - that is, how do we care for each other, build each other up, while keeping each other safe? Thus, pastoral care is a generic commitment that we have, with two articulated aspects to it: building gifts and resilience is one aspect. The other aspect is maintaining safety, order and respect for all, by all.

PASTORAL CARE POLICY STATEMENT

The purpose of Pastoral Care at St Philip's Christian College DALE & DALE Young Parents is to protect relationships so that each other's gifts can be developed in Christ.

RESILIENCE POLICY STATEMENT

The purpose of Resilience Building at St Philip's Christian College DALE & DALE Young Parents is to equip students to use their God given gifts for acts of kindness (service).

Core Principles:

- We aim to see self-regulation grow within each student;
- Obedience and submission to our Heavenly Father's will are vital aspects of each pupils' Christian life and must be modelled in the teachers' lives (as per the SPCC DALE & DALE Young Parents Staff Code of Conduct);
- Teachers are to take an empathetic approach as modelled by God in His grace e.g. Genesis 3 and 4;
- Teachers are to do justice and love mercy (Micah 6:8) – that is, they are to look to offer to develop the students' strengths, and to invite them to collaborate with them to find solutions to their challenges;
- Forgiveness must be seen and taught at every level. Good, lasting relationships are not possible without a willingness to forgive when hurt or wronged and seek reconciliation with others and God through the working of His Spirit;

DEMONSTRATING RESPECT

We will, at all times, uphold the dignity and respect of the student by acting in accord with the SPCC DALE & DALE Young Parents Staff Code of Conduct.

This includes:

- Providing an opportunity for them to tell their story;
- Never using corporal punishment - St Philip's Christian College DALE & DALE Young Parents does not allow the administering of corporal punishment by any school staff member; nor is it condoned in any way for non-school persons, including parents, in enforcing discipline at the school;
- Speaking and relating to the student in a respectful manner;
- Doing justice and loving mercy;
- Dealing with the student directly and in private where possible;
- Avoiding comparisons between students and not publicising student's difficulties; and
- Explaining to the student the options he/she has if they are not content with the outcomes of the collaborative process.

PROCEDURAL FAIRNESS

The pastoral care processes and policies of the school will reflect the principle of Procedural Fairness. “Procedural Fairness” is generally recognised as having three key elements:

- Where everyone has a voice,
- That decisions are made that are unbiased; and
- The process of appeal is open to everyone.

In all matters pertaining to wellbeing, staff should be aware of these key principles and seek to ensure that students are treated with respect by allowing them these opportunities.

This means that students have a right to a fair hearing and a right of appeal in all matters relating to wellbeing but especially where ‘Plan A’ is used and consequences such as suspension or exclusion are involved.

NORMAL PROCEDURES

- This information will be incorporated in the development of their strengths into their classroom program, including their IP; and
- When behaviour support is necessary, the staff member involved will refer to the student’s IP to see if there is something that can be used in this information that might help the student learn how not to make the same mistake again;
- An Assessment of Lagging Skills and Unsolved Problems (ALSUP) will be completed and Plan B conversation will take place to establish the barriers for the individual student.

WELLBEING AT DYNAMIC LEARNING & YOUNG PARENTS

Our Wellbeing Policy is based upon the principles of Collaborative and Proactive Solutions. Collaborative and Proactive Solutions (CPS) is a non-punitive and non-adversarial model, which decreases the likelihood of conflict, enhances relationships, improves communication, and helps children and adults learn and display the skills on the more positive side of human nature: empathy, appreciating how one’s behaviour is affecting others, resolving disagreements in ways that do not involve conflict, taking another’s perspective, and honesty. It is positive, proactive and focuses upon developing solutions and success for all in the learning environment.

Our shared commitment:

- Maintaining a supportive environment, which is inclusive of all its members.
- Promoting clear and open communication within all groups in the school community.
- Developing a climate in which mutual respect is valued, acknowledged and experienced.
- Providing a safe and happy learning environment in which children and staff experience success, are respected and celebrate their talents.

Looks like....	Sounds like....	Feels like....
<ul style="list-style-type: none"> • People smiling, happy, helping one another. • People listening to each other and parents being involved. • People cooperating and collaborating with each other. 	<ul style="list-style-type: none"> • Positive conversations • Opinions being heard and valued. • Plan B conversations • Open and honest communication and feedback • Successes being shared and learning showcased • Staff sharing ideas and learning from each other 	<ul style="list-style-type: none"> • People being nurtured and valued. • Safe and comfortable • Positive atmosphere • Successes being acknowledged

RESPONSIBILITIES

DALE is a safe and respectful education environment and to ensure everyone is continually kept safe it is the responsibility of...

Students to:

- Respect themselves, other students, staff, parents, property and visitors.
- Speak kindly to others.
- Listen to each other.
- Follow the expectations.
- Inform teachers of any concerns on the day on which they occur.
- Inform parents of any concerns after informing the teacher.

Teachers/Staff to:

- Engage students as learners in meaningful learning experiences.
- Have open communication with parents, staff and students.
- Know and implement this policy.
- Develop a positive classroom and supportive strategies.
- Be proactive in helping students identify their lagging skills.
- Be positive, honest and consistent in behaviour expectations.
- Provide good scaffolds of behaviour and learning.
- Act upon observed needs-follow up and follow through.
- Be a good listener to children, parents and other staff.
- Respond to issues raised by the children.

Use Plan B conversations to solve presenting problems collaboratively with students and build lagging skills.

WELLBEING SUPPORTS

1. DALE Day

At DALE we have created a structured day based on Responsive Classrooms practices. *Responsive Classroom* is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant.

The DALE Day consists of:

- Morning Movement – to support physical health and mental wellbeing.
- Morning meeting – to create connection and provide a structured start to the day.
 - Prayer – to put Christ first in our day.
 - Check-in – give students a strategy to indicate where they are at and what they need to be successful.
 - Visual timetable - introduced daily and routinely referred to throughout the day to create structure and consistency and relieve any anxiety.
 - Daily Notices – to provide information about the day and reminders.
- Learning intentions – to provide a purpose and why, what and how for each lesson.
- Explicit instruction – to provide direct teaching of the content to all students.
- Learning stations – to ensure we differentiate learning.
- Project based learning – to develop deep learning in interest areas.
- Learning reflection – to look at outcomes and consolidate learning.
- Structured Transitions between activities – to support task switching and aid concentration.
- Playground expectations and options reviewed before breaks – to prepare students for change of setting from a structured to unstructured environment and remind them of the playground options to support choice.

- Relaxation after Recess and Lunch – to provide transition back from unstructured to structured environment and prepare students for learning.
- Afternoon meeting -
 - Review of the day – to create connection, reflection and closure for the day.
 - Messages for the next day – to prepare students for the next day.
 - Prayer – to end the day with Christ, to be thankful for the day and hopeful for the next.
- Debrief – to support staff wellbeing
 - Staff self-reflection.
 - Student review.
 - NCCD adjustments.

2. Mindfulness, Guided Meditation, Visualisation, Grounding

DALE incorporates relaxation activities into each day. Research shows that relaxation activities such as Mindfulness, Guided Meditation, Visualisation, and Grounding exercises all help to reduce anxiety and mental health symptoms in children and adolescents. We practice these each day to help students embed these activities into their everyday self-care.

3. Playground support

- Structured playground – provision of structured activities at break times as well as designated spaces.
- Supervision – adequate supervision in all areas of the playground to support students and mitigate challenging behaviours.
- Designated quiet zones – to provide space for students who need to retreat during break times.

5. Zones of Regulation / Scales

Teachers and support staff use tools such as Zones of Regulation and Scaling to provide students with a communication tool which fosters self-awareness and self-regulation. These tools enable teachers and support staff to check-in with students and provide them with what they need to regulate and optimally learn in our environment.

6. Collaborative and Proactive Solutions (CPS)

CPS is the non-punitive, non-adversarial, trauma-informed model of care originated by Dr. Ross Greene. DALE bases all interventions with students on the CPS model which takes an individualised approach to addressing students' needs and managing challenging behaviours.

6.1 **Plan A** – when consequences are imposed for not meeting the proposed expectations. For high risk behaviours (i.e., when safety and/or security is compromised) Plan A will be utilised and normal operational procedures will be followed. Once safety has been addressed, a Plan B discussion should take place. Plan A could include: School success plans, Attendance plan, Suspension or Expulsion.

6.2 **Plan B** – relationship building conversation between staff and student that identifies a students' unsolved problem and seeks to collaboratively solve the problem.

6.3 **Plan C** – dropping expectations for the time being and working towards a Plan B and solution. Plan C's could include and Attendance plan or Exemptions.

7. Wellbeing Assistants

Wellbeing Assistants provide classroom, playground and break time support to assist the mental health and wellbeing of students at DALE.

8. Social and Emotional skill development

DALE is committed to developing the whole child. Building social and emotional skills is central to what we do at DALE. By using Play is the Way program we commit to developing peer social skills.

9. Child Protection

At DALE we are committed to the protection of all children. We support our students through mandatory reporting and through the provision of support amid child protection issues such as applications of Apprehended Violence Orders (AVOs), family court proceedings, and department intervention.

10. Individual Plans

DALE provides individual plans for each of our students, which focus on students learning goals, in addition to social and emotional skill development.

11. Learning support

At DALE we have Literacy and Numeracy learning support teachers who provide individualised and small group support to those requiring additional tuition.

12. National Consistent Collection of Data (NCCD)

The National Consistent Collection of Data on School Students with Disability is a joint initiative of all Australian governments, and government and non-government education authorities. National data is collected annually to identify the number of school students with disability and the level of reasonable adjustment provided for them. DALE reports its NCCD information annually in order to report the level of adjustment each student needs and to receive funding for students.

13. Flexible Learning

DALE is a flexible learning environment. We provide flexible learning spaces such as alternative classroom seating and outdoor education spaces, as well as flexible learning options such as in class face-to-face, online iLearn, and dual delivery of in class and online learning, to meet the individual needs of our students when required to support their mental health.

14. Mental Health Awareness Days

Each term DALE holds a Mental Health Awareness Day which aligns with national awareness days to increase knowledge and understanding of various mental health issues in our DALE community, and to promote mental health and wellbeing.

15. Camps

Our camp program is designed to support our wellbeing initiatives and provide experiences to our students that challenge them and develop their social, emotional and leadership skills.

16. Student Representative Council & Leadership Initiatives

Each DALE campus has a Student Representative Council as well as leadership team to ensure students are given a platform to communicate their thoughts and ideas for school development. Leaders are also provided with opportunities to develop their leadership skills by participating in leadership retreats.

17. Connection activities

DALE is a unique learning environment and as such we provide students with fun and interactive activities to build connection with each other, with staff, and to build their sense of belonging to our school. Each campus uses various activities to aid these connections and to build community.

18. Professional Training

All teaching and support staff are provided with professional training to develop their skills in the identification and management of mental health disorders and wellbeing initiatives. Teachers and support workers are continually trained in evidence-based interventions to assist students in their classrooms to address and support mental health needs.

19. Research / Development

DALE is committed to researching best practice and providing students, parents, guardians, teachers and support staff with a voice to aid the development of the school and school-based practices.

POLICY		REVISIONS	
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