



## **WELLBEING & LEARNING POLICY**

**Latest DET Update: 15/06/2020**

**First Developed in this Format: February 2017**

**Updated: May 2017 and September 2020**

### **Policy & Guidance**

- As children are better prepared for learning when they are healthy, safe and happy, children's welfare is the responsibility of all staff working in a whole school context. Learning cannot be separated from wellbeing.
- Helping children to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, support services staff and parents/carers. It requires that each child is educated in an environment which provides for their individual development. This has been a long-standing challenge for all involved in education.

### **Purpose**

- To ensure Bayswater West Primary School promotes student wellbeing in all learning experiences by:
  - providing an environment and curriculum that support students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others
  - aligning student welfare and curriculum policies
- To further empower children who are key stakeholders within our organisation.
- To ensure the school has in place strategies to enhance compliance with the Child Safe Standards 1, 2, 4, 6 and 7.

### **Definitions**

School-Wide Positive Behaviour Support (SWPBS) is an evidence-based framework for preventing and responding to children's behaviour. It aims to create a positive school climate, a culture of competence and an open, responsive management system for all school community members. It includes analysis of data in professional learning teams, implementation of evidence-based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all children.

Restorative practice was developed in the justice system as an approach to dealing with offending behaviour that focused on offenders taking responsibility for their behaviour and taking action to repair the harm they caused. In schools, restorative practice is used as a strategy for maintaining healthy relationships and to repair relationships that have been damaged. It may be applied at a whole-school or classroom level and in responding to challenging behaviour or bullying by individual students.

Social and emotional learning involves students having opportunities to learn and practice social skills such as:

- cooperation
- managing conflict
- making friends
- coping

- being resilient
- recognising and managing their own feelings.

SEL programs set out to explicitly promote these skills in children and young people.

The Collaborative for Academic, Social and Emotional Learning (CASEL) identifies five broad headings under which SEL falls:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

### **Implementation**

- The wellbeing of every child at the school is a high priority for this school.
- The school will promote student wellbeing in all learning experiences by:
  - providing an environment and curriculum that support students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others
  - aligning student welfare and curriculum policies
- The school will:
  - provide an integrated and comprehensive curriculum approach that incorporates equitable opportunities for all students to enhance their own and others' wellbeing through their daily learning experiences
  - provide a curriculum that supports students to develop knowledge, understanding and skills that enables them to engage critically with a range of health and wellbeing areas and issues
  - identify areas where focused support or intervention is required to:
  - improve each child's learning and development
  - provide a curriculum that enables students to progress along the continuum of the Victorian Curriculum F-10 achievement standards.
- The school recognises that healthy development and education is a shared responsibility, with families, learners, and DET and other services all playing a role. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning and employment, and is an indicator of successful education.
- The school acknowledges that the five dimensions of health and wellbeing contribute to the development of the 'whole' person. These dimensions are:
  - Learning development and skills – including active participation and engagement in learning, having the functional skills to participate meaningfully in all aspects of one's life
  - Social and emotional wellbeing – including positive mental health, self-awareness, resilience, interpreting the world positively and pro-social values and behaviour
  - Supportive relationships – including positive family bonds, friendships, experiencing a sense of belonging and being engaged in age-appropriate learning and activity
  - Physical health – including absence of health problems, oral health, nutrition, weight and self-management including sleeping
  - Safety and material wellbeing – including a sense of safety at home and where children play and learn, being safe from injury and harm, having access to daily essentials and adequate and stable housing
- The school will:
  - provide a safe, inclusive and supportive environment that promote health, wellbeing, learning and development
  - build caring and supportive relationships with children and their families

- ensure children and families are consulted about matters that impact on them and their voices inform policies and activities that contribute to health and wellbeing
- support staff to protect and promote the health and wellbeing of our children, ensuring that staff act with integrity when dealing with those in their care and
- build partnerships with health and wellbeing services and other relevant community services
- The school will also consider restorative practice as an approach to dealing with offending behaviour.
- The school also will consider introducing social and emotional learning as defined above.
- The school will consider:
  - [Bully Stoppers](#)
  - [Kids Helpline](#)
  - [Lifeline](#)
  - [Bullying. No way!](#)
- If resources permit the school will create/maintain the role of Welfare Officer, Child Safe Officer or similar to promote the whole school approach to health and wellbeing within the school community and work in collaboration with children and parents/carers, school staff including the Principal, teachers, aides, specialist staff, support services officers and with broader community agencies.
- Please refer also to the school's *Curriculum Programs Foundation – Year 10 Policy*, *Student Wellbeing and Engagement Policy*, *Behaviour, Student (DET Overview) Policy*, the *Restraint & Exclusion Policy*, the *Bullying Prevention & Response Policy* and the Child Safe Standards.

### **Evaluation**

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update mid-June 2020 - Student Wellbeing & Engagement).

Mandatory for VRQA purposes

School Council Approval No Longer Required

Reference:

<https://www2.education.vic.gov.au/pal/student-engagement>