



St Paul's College

Student Wellbeing Policy

(See also Student Wellbeing and Engagement Framework)

St Paul's College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 870 (2015)

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

St Paul's College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope

This policy applies to all school activities, including camps and excursions.

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Approved By Board of Directors
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1. School Profile

Paul's College is a non-systemic Catholic school and member of Independent Schools Victoria, providing education for students aged 5 to 18 years with a wide range of needs including intellectual, physical, profound multiple and sensory disabilities, autism and complex medical needs.

Established in 1957, St Paul's is a warm, accepting community which welcomes and respects children and families of all faiths with a strong commitment to our core values of compassion, accountability, respect and courage. We believe all children have the right to an educational program of the highest standard and we do this by adapting the Victorian Curriculum, ensuring what we provide is relevant, functional and meets the needs of each member of our school community.

Our highly skilled multidisciplinary team comprises teachers, speech therapists, physiotherapists, occupational therapists, music therapist, school nurse and assistants. Focusing on communication, we are committed to working in partnership with families, enabling students to develop their full intellectual, physical, emotional and spiritual potential. We also support families who may wish to have dual enrolment so their child can integrate into their local community

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially

2. School Values, Philosophy and Vision

St Paul's College Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

3. Engagement Strategies

St Paul's College is committed creating a culture that is inclusive, engaging and supportive and welcomes parent/carers as partners in learning. Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and carefully planned transition programs support students moving into different stages of their schooling.

Following individual assessment, all necessary steps are taken to remove barriers to learning; at St Paul's College these are the particular learning and social/emotional needs of students with complex disabilities and needs. There is an emphasis on language development and communication; nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate.

[See St Paul's College: Student Behaviour Management/Discipline Policy](#)

4. Identifying Students in Need of Support

St Paul's College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school

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- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance in collaboration with the student and their family
- running regular Student Support Group meetings for students all of whom have complex needs which require ongoing support and monitoring

St Paul's College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Staff are fully committed to student wellbeing and develop and implement strategies that help identify students in need of additional support. St Paul's College will utilise the following information and tools to identify students in need of additional emotional, social, educational or medical support:

- personal, health and learning information gathered upon enrolment and throughout enrolment
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- behavioural incidents data
- engagement with families
- self-referrals or referrals from peers
- referrals from families, teaching staff, allied health team, external consultants

5. Student Rights and Responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student Behavioural Expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and Codes of Conduct. Student bullying behaviour will be responded to consistently with the school's Bullying Prevention policy.

When a student behaves in breach of the behaviour standards of our school community parents may be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Discussing with a student or student and parents that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Principal
- restorative practices
- behaviour plans and reviews
- suspension/exclusion from school

Exclusion from school is a measure of last resort and may only be used in particular situations and consistent with St Paul's College: Exclusion from School policy.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

[See St Paul's College: Student Behaviour Management/Discipline Policy](#)

7. Engaging with Families

St Paul's College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to key school policies and procedures on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Code of Conduct policies.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making as appropriate
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

St Paul's College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Child Safe Standards incidents data
- General incidents data including Riskman
- School reports
- Individual learning plans
- Case management notes
- Allied Health data

Further information and resources

See [St Paul's College policies and procedures](#) including *Statement of Values and School Philosophy, Bullying Prevention, Codes of Conduct, Student Behaviour Management/Discipline Policy, Child Safe Standards*, etc.