



STUDENT WELLBEING POLICY

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1. INTRODUCTION AND PURPOSE

Catholic education is a work of love, for the full human development of students, grounded in the person of Jesus Christ and at the service of society. Central to this purpose is the understanding that all people are created in the image and likeness of God (Genesis 1:26-27) and are called to live a full and flourishing life (John 10:10). The transformational intent of Catholic education in the Diocese of Parramatta requires our system of schools to be places of safety, welcome and inclusion so that staff, students and their families can develop their potential and grow in their knowledge and understanding of their purpose as part of the human family. The CEDP community honours the histories, cultures, traditions and unique learning needs of each child.

This Policy states the principles followed when making decisions about students. It is based on an acknowledgement that parents and carers are the first and most important educators of their children and are primarily responsible for their children's wellbeing and care. Our Catholic schools enter into partnerships with parents and carers so that our care of students is grounded in mutual respect.

A system wide and whole school approach to strengthening student wellbeing acknowledges the strong interconnections between student safety, wellbeing and learning. Such an approach employs tiers of support to meet the diverse needs of students, families and staff. There is a continual focus on inclusion, promoting positive relationships and safe behaviours. Student safety and wellbeing are enhanced when students feel connected to their school, have respectful trusting relationships with their peers and teachers, feel confident about their social and emotional skills and are engaged in their learning experiences at school.

2. SCOPE

This policy applies to all students, parents/carers and Staff.

3. DEFINITIONS

CEDP means the Catholic Education Diocese of Parramatta and includes the CEO and schools.

CEO means Catholic Education Office at CEDP. It applies to the central office and office-based staff.

Wellbeing means “a state in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”¹, as well as the capacity and skills to achieve this state.

Social Emotional Learning means the process through which all people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.²

4. GUIDING PRINCIPLES

- 4.1 Parents and carers have a primary responsibility for the development of their child’s wellbeing.
- 4.2 All staff have a duty of care for the safety and wellbeing of all students in CEDP schools.
- 4.3 Wellbeing is central to learning and learning contributes to wellbeing.
- 4.4 Each student experiences life uniquely and has value and inherent dignity.
- 4.5 Students are able to express their views and are provided with opportunities to participate in decisions that affect their lives.
- 4.6 Wellbeing is nurtured in the context of a Catholic community and respectful collaborative relationships

¹ World Health Organisation, Mental health: a state of wellbeing, http://www.who.int/features/factfiles/mental_health/en/ Accessed 3 September 2018.

² The Collaborative for Academic, Social, and Emotional Learning <https://casel.org/fundamentals-of-sel/>

- 4.7 Strategies for enhancing wellbeing can be learned and developed.
 - 4.8 Wellbeing initiatives and support should be seen as a continuum ranging from universal support for all students, to specific interventions for students with more complex social and emotional needs.
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5. RESPONSIBILITIES

5.1. Principals

- 5.1.1. Collaboratively develop whole school plans and structures for protecting the safety and promoting the wellbeing of staff, students, and families.
- 5.1.2. Provide and resource a program of Social Emotional Learning for all students.
- 5.1.3. Use data to inform a strategic whole-school approach to student wellbeing.
- 5.1.4. Provide opportunities for students to be engaged in planning for and evaluating wellbeing initiatives in the school.
- 5.1.5. Comply with legislative requirements in relation to student wellbeing and engage as necessary with external agencies.
- 5.1.6. Engage internal and/or external specialist advice about wellbeing related matters as required.
- 5.1.7. Work in partnership with CEDP staff, parents, the school and community to achieve the purpose of this Policy.
- 5.1.8. Ensure school staff and students understand the requirements of policies, procedures and guidelines relating to wellbeing.

5.2. Teachers and school support staff

- 5.2.1. Promote and support the wellbeing of all students.
- 5.2.2. Create and maintain safe and positive learning environments.
- 5.2.3. Model and promote socially responsible values and behaviour.
- 5.2.4. Engage in professional learning about student wellbeing and Social and Emotional Learning.
- 5.2.5. Explicitly teach socially acceptable and responsible behaviour including Social and Emotional Learning.
- 5.2.6. Work in partnership with parents/carers and school staff in achieving positive outcomes for students.

5.3. Wellbeing Counsellors

- 5.3.1. Work in partnership with parents/carers and school staff in achieving positive outcomes for students.
- 5.3.2. Create and maintain positive relationships with students to support their mental health and wellbeing.
- 5.3.3. Draw on their clinical knowledge and skills to promote student wellbeing across the school.
- 5.3.4. Contribute to a student case management approach as appropriate.

5.4. CEDP Student Wellbeing Teams

- 5.4.1. Provide professional learning opportunities to support the implementation of system prioritised Student Wellbeing initiatives.
- 5.4.2. Provide consultation about the development of a strategic whole school approach to student wellbeing.
- 5.4.3. Build the capacity of CEDP staff to support the wellbeing of all students.

5.5. Parents & Carers

- 5.5.1. Work in partnership with schools to promote the wellbeing of their children.
 - 5.5.2. Support and adhere to CEDP and school policies and procedures in relation to wellbeing.
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6. RELATED DOCUMENTS

- Anti-bullying Procedures
 - Banned Substances Procedures
 - Banned Weapons Procedures
 - Safeguarding Procedures
 - Guidelines for Supporting Transgender, Non-Binary and Intersex Students
 - Attendance Policy and Procedures
 - Suspension, Transfer and Exclusion Procedures
 - Student Use of Digital Devices and Online Services Policy
 - The Response to Intervention Framework
 - Student Wellbeing Framework (in development)
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7. FURTHER INFORMATION

Further information on this policy can be directed to the Enterprise Service Desk on (02) 9840 5620 or via email esd@parra.catholic.edu.au (internal) or the Community Liaison Unit on (02) 9840 5796 (external).
