



St Francis Primary School Nathalia

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St Francis will provide a child safe environment where all children have the right to be treated with respect and will be protected from harm.



Pastoral Wellbeing Policy

Commitment to Child Safety

All students enrolled, and any child visiting, have a right to feel safe and be safe all of the time. The wellbeing of children in our care will always be our first priority and we have zero tolerance for child abuse. At St Francis we strive to maintain a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety. We are committed to continually reviewing our Child Safe policies and practices to ensure that every effort is made for ongoing improvement of our Child Safe environment.

We at St Francis recognise that some groups of children are particularly vulnerable are we are committed to promoting the cultural safety of Aboriginal/linguistically diverse children and also promoting the safety of children with a disability.

RATIONALE:

As members of St. Francis school community, we believe pastoral wellbeing to be integral to the daily life of the school, acknowledging the dignity of all and nurturing the growth of each individual, within a well community where members display more effective habits of supporting, encouraging, listening, accepting, trusting, respecting our vision statement and negotiating.

At St. Francis we believe that our school is a place where:

- We are all called to be living witnesses to the Gospel values of love, forgiveness, understanding and respect.
- Every child is given a quality education that provides them with the knowledge, skills and values to make informed decisions as committed contributors to society
- Each person in our school community is unique and nurtured to achieve their full potential.
- We ensure that children understand our past stories, celebrate the present and build a thriving community and environment.
- We maintain a spirit of social justice and selfless giving, making Jesus real in our everyday lives.
- We are building respectful, responsible, resilient and safe learners.

Within St. Francis various groups team together to achieve these common goals.

POLICY STATEMENT

Pastoral Wellbeing in St. Francis School draws on the example of Jesus Christ. It is grounded in the support, encouragement and care shown in the values of Jesus and it has the individual as its focus.

Pastoral Wellbeing fosters the values of mutual respect, responsibility and service within the community. It permeates the lives of all those on our school community and is supportive of the family.

Pastoral Wellbeing is an expression of faith across all facets of the curriculum.

BELIEFS ABOUT PASTORAL WELLBEING FOR STUDENTS, STAFF AND PARENTS:

BELIEFS

We believe;

- The mental, physical and emotional wellbeing of all are essential pre-conditions for successful learning.
- All students regardless of learning or physical /emotional abilities are entitled to interact within a Catholic School environment.
- Pastoral wellbeing is ensuring that we offer a safe environment for all members of the school community.
- Pastoral wellbeing is respecting the dignity of each person.
- Pastoral wellbeing is building just relationships through the sharing of responsibility between parents, staff and students.
- All involved (children, staff, parents) are supported through Professional Development, resources & community/parish support.
- Occupational Health and Safety is about people. It is concerned with their care and safety and is extremely relevant to the Pastoral Wellbeing of every person in the school community. All staff should be familiar with all OHS policies and procedures.
- Online Safety, Generation Safe, Digital Citizenship are important factors in creating another safe area for the well being of students and staff

AIMS FOR IMPLEMENTING PASTORAL WELLBEING POLICY

We aim to: <i>foster a school environment that:</i>	We will do this by:
Is Safe and Positive	<ul style="list-style-type: none"> • School leadership taking responsibility for the development of a clear vision of what a safe and positive school environment is. • Establish structures that focus on staff/ student/ parent safety and wellbeing • Provide opportunities for Professional learning for staff. • Policies, procedures and systems in place to be monitored.
Has a whole school approach	<ul style="list-style-type: none"> • Ensure parent and community involvement through formal and informal activities. • Ownership of all students by staff. • Begin the implementation of the CEO Parent Leadership and Family Engagement Strategy
Offers Family / Community Engagement	<ul style="list-style-type: none"> • Building relationships and engagement with parish/ community/ families through support, visitations, liturgy, performances, special celebration days. • Ensure there are ongoing communication strategies in place. • Develop strategies to reach those 'hard to engage and reach' families. • Care Team – facilitate a group of parents to assist with casserole drives and hampers for those experiencing difficult and challenging times
Connects learning and behaviour	<ul style="list-style-type: none"> • Provide opportunities/programs for children to demonstrate an increasing ability to take responsibility for their own learning and personal wellbeing. • Providing opportunities for developing leadership within the class/school environment. • PBIS: Continue to build school expectations and a PBiS Framework • Offering ongoing professional development for staff in all relevant areas of Pastoral/Wellbeing care. • Providing individual learning plans for children of high needs. Ie. Children receiving funding & the Gifted and Talented.

Offers Social and Emotional Learning	<ul style="list-style-type: none"> ● Providing Relevant Pastoral Wellbeing programs/ approaches for students, staff and parents [PBIS/ Source of Life/Seasons/Social Skills blitz] ● Ongoing review of such programs will take place
Has inclusive Practices	<ul style="list-style-type: none"> ● Accepting those seeking enrolment at our school, who accept and follow the Catholic ethos and where resources can provide for their needs. ● Providing a curriculum that will be inclusive and provide for the needs of individual students across the whole spectrum of abilities. ● Promote the attendance of students and have processes in place to support and promote the importance of attendance within our school community.
Offers intervention and Support,	<ul style="list-style-type: none"> ● Teach Social competencies ● Establish procedures and processes for early intervention and support. ● Provide Professional support where and when needed.

APPENDIX 1: PROCEDURES AND PRACTICES.

At St. Francis we have a number of procedures and practices in place to cater for any of our students or staff who may experience difficulty coping at various stages of their school life.

These include:

ORGANISATION THAT BENEFITS THE WELLBEING OF MEMBERS OF ST. FRANCIS SCHOOL COMMUNITY

PBIS: Positive Behaviour Intervention Support:

- Implementation of our PBIS Matras
- Administration and class procedures and practices will ensure that all members of our school community will be welcomed and treated with respect at all times.
- The school will adopt a proactive and strategic stance with issues relating to student and staff welfare.
- All students will be provided with learning tasks that are appropriate for their stage in their learning journey.
- The curriculum will be inclusive and provide for the needs of individual students across the whole spectrum of abilities.
- The curriculum will be developed to cater for multiple intelligences.
- Programs dealing with specific issues e.g., Life Relationships , 1:1 Laptop licence program, Cybersafety, will be included on a regular basis.
- All students and staff will be challenged and supported to reach their potential.
- All funded NCCD students, and other special needs students when deemed appropriate, will have Personal Learning Plans that are continually reviewed and altered/updated as appropriate.
- Staff will source /access special services for special needs students to ensure that they have the best professional assistance.
- Parents of all special needs students will be invited to attend PSG meetings each term.
- All teachers will use the Intra-school referral procedures to ensure that appropriate intervention is sought to address issues.
- Transition procedures (intra-school and inter-school) will ensure that the students are able to move from one educational setting to another with professional and caring support.
- Student records will be kept and maintained in an efficient manner to ensure that there is a consistent approach to monitoring student progress.
- Student records will be kept and maintained in an efficient manner to ensure that there is a consistent approach to special needs for individual students. This will ensure that all necessary testing is undertaken and that reports are kept on file.
- Life skills will be taught to ensure that safety awareness, confidence and skills of our special needs students are developed.
- Students will participate in our Social Skills learning program & PBIS to build confidence, resilience, persistence, respect, responsibility, organisational skills and the ability to get along with others.
- Students will participate in our school Resilience, Rights and Respectful Relationships program.
- The principal will have an open door policy to cater for student, staff and parent concerns, welfare issues etc.
- Annual and Termly Review Meetings will be an opportunity for staff to reflect on their work, discuss highlights and concerns, set challenges for the future and celebrate their successes.
- Staff and students set and review term goals.

IMPLEMENTATION:

At St. Francis we have a number of procedures and practices to cater for any of our students or staff who may experience difficulty coping at various stages of their school life.

These include:

- All students knowing that they are to go to a duty teacher if experiencing difficulty on the yard
- Debriefing sessions are built into the daily class program
- All students knowing they can approach their teachers or principal at any time with a concern they may have
- Students know that they can come to the office if they are experiencing difficulty on the yard
- Staff knowing that they can discuss any issues with the principal or deputy principal at any time they feel the need to do so.
- Regular down time for those who need it

- Parent/student/teacher/ Principal meetings for 'at risk' students when and where necessary.
- Term meetings may occur for 'at risk' unfunded students.
- An invitation to parents to have input into the agenda for PSG meetings
- Class teachers prepare Special Needs submissions, address these goals at PSG meetings and target specific goals for weekly/fortnightly classroom programs
- Care is taken with student class placements to make transition to the next year level as easy as possible. This often means that the student has the same teacher for two consecutive years.
- When a special needs child is changing class levels we look at classroom, teacher and teacher aide and endeavour to have at least one constant to aid transition.
- Each year before student class placements are made parents are invited to complete a Special Consideration proforma on which they are able to outline Academic or Social considerations they would like taken into account. The school's undertaking is that we will consider their input but make no promises that their wishes will be granted. It is made very clear that no requests for specific teachers will be taken. Through the school newsletter the principal invites parents who wish to make a Special Consideration request to collect the form from the school office and return to the principal within a given timeframe.
- Extra transition sessions are organised during Term Four for special needs students moving from Year Six to Seven and from Kindergarten to Prep. Sessions are also organised for special needs children already in the school when it is anticipated that they will need extra transition time.
- An alternative lunchtime program operates for students experiencing social difficulties on the yard.
- Classrooms have special equipment to cater for children with specific needs.
- Small group speech sessions based on a program suggested by Speech Therapist
- Art/ craft/cooking sessions to address fine motor skill development
- Visiting specialists (Education psychologist, student counsellor, occupational therapist, speech pathologist, paediatrician) are engaged to provide expertise in program design and implementation.
- Staff and students accessing the school counsellor or educational psychologist support if necessary.
- Staff accessing counselling through Centacare- Access.
- Staff covering yard duties for other staff who are unwell, experiencing difficulties or undertaking other duties.
- Staff celebrating together to acknowledge birthdays and other important personal milestones/ achievements.
- School assemblies are called to address specific issues e.g. Prayers for sick staff, students, school community members and to celebrate achievements and set goals .
- Achievements by community members are acknowledged in the newsletter.
- Care Team acknowledgement of illness, death or births within a family or families experiencing difficult or challenging times.

Review Cycle

Policy Created: May 2015

Policy Review: May 2020

Next Review: May 2023