

## **WELLBEING AND LEARNING POLICY**

### **Rationale**

- As children are better prepared for learning when they are healthy, safe and happy, student welfare is the responsibility of all staff working in a whole school context. Student 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, student support services staff and parents/carers. It requires that each young person is educated in an environment which provides for their individual development. This has been a long standing challenge for all involved in education.

### **Aims**

- To ensure Northern School for Autism 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 provide an educational environment which recognises, values and builds student wellbeing.
- To develop children who are physically and emotionally healthy.
- 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 student behaviour. It aims to create a positive school climate, a culture of student 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 children.

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.

**Reservoir Campus**  
16-18 Gertz Avenue  
RESERVOIR VIC 3072  
Phone: (03) 9462 5990  
Fax: (03) 9460 8068

**Lalor Campus**  
2-4 Lyndon Street  
LALOR VIC 3075  
Phone: (03) 9464 3480  
Fax: (03) 9464 4713

Page 1 of 3

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 safety and wellbeing of children is this school's highest priority.
- 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, including the 'Towards Foundation Curriculum Levels A-D'.
- The school will provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of children into their daily learning experiences.
- The school will provide a flexible, relevant, inclusive and appropriate curriculum and accommodate student developmental needs within the Victorian Essential Learning Standards stages of schooling as applicable:
  - Years Prep (Foundation) – 4 (laying the foundations)
  - Years 5 – 8 (building breadth and depth)
  - Years 9 & 10 (developing pathways).
- The school will use The Framework for Student Support Services to better understand the principles, arrangements and the additional resources provided to strengthen student welfare and support services.
- The school will promote a whole-school approach for creating a safe and supportive school community.
- 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 consider adopting the School-Wide Positive Behaviour Support (SWPBS) program which aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.
- The school will consider restorative practice as an approach to dealing with offending behaviour that 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 children.
- The school also will consider introducing social and emotional learning as defined above.
- The school will consider Bully Stoppers, DET's online resource dedicated to bullying prevention, The National Safe Schools Framework, the Healthy Together Achievement Program, Kids Matter and Mind Matters as possible resources to promote healthy relationships. For details, please refer to the second website below.
- Whilst resources permit, the school will appoint a Welfare Officer to promote a whole school approach to health and wellbeing within the school community.
- Please refer also to the school's *Curriculum Policy*, *Drug Education/Use Policy*, *Student Engagement Policy*, the *Discipline (Overview) Policy*, the *Bullying & Harassment 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 2018).

This policy was first ratified by NSA School Council on 26 March 2015

The first update was ratified on 18 February 2016

This update was ratified on 6 December 2018

### Reference

[www.education.vic.gov.au/school/principals/spag/curriculum/pages/wellbeing.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/wellbeing.aspx)