*Charles La Trobe 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 Safe Standards as specified in Ministerial Order No. 870 (2015)*

Rationale

* As children are better prepared for learning when they are healthy, safe and happy, their welfare is the responsibility of all staff working in a whole school context*.* Children’s 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, children’s 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.
* Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy.
* Schools must:
* provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
* provide a flexible, relevant, inclusive and appropriate curriculum
* accommodate student developmental needs.

Purpose

* To ensure Charles La Trobe College 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 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 student behaviour. It aims to create a positive school climate, a culture of child 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.

Implementation

* The wellbeing of every child at the school is our 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 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 also consider restorative practice as an approach to dealing with offending behaviour.
* 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.
* If resources permit the school will create/maintain the role of Welfare Officer (or similar) with responsibilities for child safety, to promote the whole school approach to health and wellbeing within the school community and work in collaboration with children and parents, school staff including the Principal, teachers, aides, specialist staff, student support services officers and with broader community agencies.
* Please refer also to the school’s *Child Safe Policy,* *Curriculum Policy*, *Student Engagement Policy,* the *Student Code of Conduct Policy* and the *Bullying & Harassment Policy.*

Evaluation

This policy will be reviewed as part of the school’s three-year review cycle or if guidelines change (latest DET updates late April & early May 2017).

Ratification

This update was ratified by the College Council on15th February, 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)

**College Specific Procedures**

Implementation

* The school will provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
* The school will provide a flexible, relevant, inclusive and appropriate curriculum and accommodate student developmental needs within the Victorian Curriculum framework.
* 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 will apply prevention and early intervention strategies that define, teach and establish consistent school-wide and classroom expectations, consequences for problem behaviour, processes for early identification of students with difficulties, processes for ongoing collection and use of data for decision-making, provide a positive and engaging physical environment, empower students to take responsibility and be involved in decision-making, use evidence-based interventions, monitored regularly, equip students with skills and knowledge around pro-social behaviours.
* When concerns arise about a student’s behaviour, or a student is displaying chronic patterns of problem behaviour, the school will consider more targeted intervention strategies.
* If resources permit the school will create/maintain the role of Student Welfare Coordinator or similar to promote the whole school approach to health and wellbeing within the school community and work in collaboration with students and parents/carers, school staff including the Principal, teachers, teacher aides, specialist staff, student support services officers and with broader community agencies.
* 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 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 students, 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 adopts a Positive Behaviour Support approach 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 also adopt restorative practices 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 students.
* 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.