



## Student Wellbeing and Behaviour Management Policy

### Policy

#### 1. Purpose

- 1.1 Christian Brothers' High School, Lewisham (the School) is a 5-12 Catholic school in the tradition of Edmund Rice. The School provides a safe and supportive learning environment for its students that promotes the spiritual, physical, social, emotional wellbeing of our students.
- 1.2 A whole school approach to strengthening a child safe community acknowledges the strong interconnections between student safety, wellbeing and learning.
- 1.3 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 comfortable with their learning experiences at school.
- 1.4 The School's wellbeing and behaviour management program is based on developing and maintaining respectful relationships, establishing fair and reasonable expectations, and applying appropriate support strategies when expectations are not met. Positive and meaningful relationships are at the core of optimal learning and the principles of restorative justice are an essential part of maintaining positive relationships.
- 1.5 The purpose of this policy is to provide an overarching framework for the provision of an environment in which the wellbeing of students can be promoted and safeguarded.
- 1.6 This policy applies to all Christian Brothers' High School, Lewisham staff including employees, volunteers, contractors and members of religious orders.



## 2. Legislation

- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Child Protection (Working with Children) Act 2012 (NSW)
- Education Act
- Work Health and Safety Act 2011

## 3. Policy Statements

3.1 Wellbeing is central to learning and learning contributes to wellbeing. Each student experiences life uniquely and has inherent dignity and value. Students are able to express their views and are provided with opportunities to participate in decisions that affect their lives.

3.2 Wellbeing is nurtured in the context of community and respectful collaborative relationships are encouraged. Profound learning occurs when there is a healthy relationship between teacher and student.

3.3 Restorative practices assist teachers and students to build, maintain and restore relationships. Restorative practices help build the capacity of students to improve their self-awareness, social awareness and self-regulate their behaviour more easily.

3.4 The School establishes clear, fair and reasonable boundaries for students. In the event that a student's behaviour is not in line with expectations, constructive feedback is given in a restorative setting where all parties present their views in a dignified and respectful manner.

3.5 Procedural fairness is essential in ensuring this policy is applied clearly, fairly, consistently and without bias.

## 4. Pastoral Care

4.1 The School runs a horizontal pastoral system, with each year group supported by a Year Coordinator and each Homeroom group supported by a Homeroom Teacher. The aim of this



structure is to develop cohesive working relationships between the individual student, their Year Coordinator, their Homeroom Teacher and their Parents/Carers.

4.2 The School emphasises the importance of the partnership between school and home working together to support each student throughout their individual learning journey.

4.3 All students have the right to a learning environment that enables them to fulfil their personal potential. All students have the right to feel safe and free from bullying. Consequently, all students bear the responsibility of ensuring that the learning environment is not disrupted and that other students are not disadvantaged by unacceptable behaviour.

4.4 Christian Brothers' High School, Lewisham is a safe and supportive environment for all teachers and students. It is an expectation that all members of our community speak respectfully to one another and treat each other with dignity and respect.

4.5 Outside the classroom all students have the right to relax and socialise without disruption. Consequently, all students bear the responsibility for maintaining a harmonious, non-threatening environment outside the classroom and in our local community.

4.6 The School prides itself on open and transparent communication with all key stakeholders. Throughout the conflict resolution process all students have an opportunity to speak with their Year Coordinator, Homeroom Teacher or Assistant Principal - Pastoral.

## 5. Roles and Responsibilities

### 5.1 Principal

- a. Implement a whole school approach to student wellbeing, within curriculum, pedagogy and practices that is reflected in the culture of the school.
- b. Comply with legislative requirements in relation to student wellbeing and engage as necessary with external agencies.



- c. Ensure staff and students understand the requirements of policies and procedures relating to wellbeing.

## 5.2 Assistant Principal – Pastoral

- a. Ensure that a strategic, whole school approach to student wellbeing is applied and maintained by all staff.
- b. Work in partnership with staff, parents, the school and broader community to achieve the purpose of this policy.
- c. Provide professional learning opportunities to support the implementation of system prioritised Student Wellbeing initiatives.
- d. Engage internal and/or external specialist advice about wellbeing related matters as required.

## 5.3 Teachers

- a. Promote and support the wellbeing of students.
- b. Create and maintain safe and positive learning environments.
- c. Model and promote socially responsible values and behaviour.
- d. Explicitly teach socially acceptable and responsible behaviour including social and emotional learning.

## 5.4 Pastoral Team

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

## 5.5 Parents and Carers



- a. Work in partnership with the School to promote the wellbeing of their children.
- b. Support and adhere to school policies and procedures in relation to wellbeing.

## Governance

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