

Wellbeing policy

At Holy Family we firmly believe that there is a strong link between wellbeing and learning. Children who do not possess a strong positive sense of their own wellbeing are always at risk within the teacher and learning interactions.

Research indicates that in most school populations 61% of students have either directly or indirectly been exposed to trauma in their lives (Perfect, 2016). We have learnt from Berry Street that tension accumulates in the bodies of people who have lived with chronic, unresolved stress for a long period of time. However, with repetition, increasing trust and a sense of safety in the classroom, students will associate the classroom with relaxations and the effects of de-escalation are a pleasure for all involved.

Holy Family provides a welcoming, safe, inclusive and engaging learning environment that ensures learners have the support they need to flourish. At Holy Family we are committed to supporting the mental health and wellbeing of our students, staff and families. We consider wellbeing as being in the fabric of our school community.

WHY WELLBEING?

There is growing level of research and evidence that suggests wellbeing supports academic growth and accomplishment. At Holy Family we recognise the link between a person feeling and doing well and the positive impact this has on their learning.

WHAT IS WELLBEING?

At Holy Family we understand that wellbeing refers to a person flourishing to feel good and function effectively (Huppert and So, 2013). Wellbeing reflects a person's positive emotions, relationships, their sense of capability and engagement in life.

RATIONALE

At our school we understand that every person uniquely experiences different life challenges, and that each of us may require support at any time. At Holy Family wellbeing is everyone's responsibility and we understand that we all have a role to play. Holy Family school culture is bolstered by our three underpinning values of Positive Emotion, Sharing and Support.

WHAT IS POSITIVE EDUCATION?

Positive Education consists of evidence-based teaching approaches to wellbeing and provides practical methods for teachers to assist students to connect and engage at school.

The PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) model guides our school's focus to enhance wellbeing for staff and students. Our aim is to encourage and support each member of our community to thrive in each domain of the PERMA model.

FLOW is referred to as cognitive engagement in relation to being immersed in a learning topic or activity. Our aim is for leaders, teachers and students to be actively engaged in purposeful learning.

ACR (Active Constructive Responding) provides insights regarding how to respond when a person shares positive news or experiences. It focuses on the receiver of the information actively and constructively responding to provide a boost in the wellbeing of both people.

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24 CHARACTER STRENGTHS are positive parts of one's personality that make them feel authentic and engaged. The strengths include curiosity, kindness, bravery, perseverance, hope, gratitude, teamwork, humility and fairness.

WHAT IS BERRY STREET EDUCATION?

The Berry Street model was designed to meet the educational and wellbeing needs, and in the process offering hope and healing for children and those who care for and teach them. The components of the Berry Street model are designed to support the sequential development of students' physical, psychological, social and emotional capacities. The model has been created to be responsive to the needs of children as they arise.

The model is comprised of five domains that serve as focus areas being Body, Relationship, Stamina, Engagement and Character.

SAFETY PLANS are prearranged deals co-constructed by the teacher and student to develop self-regulation strategies, brain breaks de-escalating. The assertive plan is used for the student to understand their options prior to escalation when requiring self-regulation.

UNCONDITIONAL POSITIVE REGARD is a way to build relationship for all people to feel valued regardless of their presenting behaviours, affects or conditions.

PROCESS PRAISE refers to the feedback provided to another person being very specific regarding the effort they put in.

GOLDEN STATEMENTS focus on building relationships for empowerment so that the teacher has clear expectations in working with their learners.

HOW IS WELLBEING, POSITIVE EDUCATION & BERRY STREET EDUCATION EMBEDDED AT HOLY FAMILY?

At Holy Family wellbeing, Positive Education and Berry Street are not taught as stand-alone subjects. Instead, these influences are integrated into all subject areas and the holistic life of the school.

BUCKET FILLING is a part of the meta-language that is shared in our school and refers to build up another person using the metaphor which fills their bucket.

SPECKS OF GOLD involve sharing highlights and great moments whilst having gratitude for the experiences being lived out.

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