

# STUDENT WELLBEING AND PASTORAL CARE POLICY



HALE  
SCHOOL

## Purpose

Hale School is committed to developing and maintaining a community that supports the wellbeing, personal and academic growth of every boy.

When planning, implementing, and maintaining our student wellbeing and pastoral care policy and initiatives, the school is guided by the nine key elements identified in the *Australian Government's National Safe Schools Framework* (2013).

The Wellbeing and Pastoral Care Policy (the Policy) aims to provide a framework for the policies, programmes, resources, and practices implemented at Hale School (Hale, the School) with the purpose of supporting and enhancing the growth and development of all boys, within this school community. As such it refers to the overall climate of care that exists within the Hale School community and acknowledges the importance of wellbeing in the development of each boy.

Student wellbeing is the primary focus of this Policy. Over time, there has been a shift to a more holistic focus on universal student wellbeing needs and emphasising student wellbeing at a whole school level. This shift has seen student wellbeing now considered as central to a student's learning and engagement at school, rather than separate to their education. There is growing recognition of the role of schools in supporting the wellbeing of students. This has increased the importance placed on schools to create positive environments that promote wellbeing, explicitly teach social and emotional skills, assess, and respond to wellbeing concerns, and provide student wellbeing supports and interventions.

Research shows that high levels of mental health are associated with increased learning, creativity and productivity, more pro-social behaviour, and positive social relationships, and with improved physical health and life expectancy.

## Definitions

Wellbeing is defined in the *Western Australian Curriculum* as:

*"The state of being satisfied, happy and/or healthy. Relates to effective social functioning and spiritual health and the dispositions of optimism, openness, curiosity, and resilience."*

Furthermore, the *Australian Student Wellbeing*

*Framework (the Framework)* makes explicit a very clear link between student wellbeing, student learning and student safety and the practices and resources that connect them. The Framework encourages schools to ensure that their learning communities promote student wellbeing, safety, and positive relationships so that students can reach their full potential.

Wellbeing at Hale School encompasses the following elements that together add up to facilitate the development of the 'whole child'. The school community endeavours to support all boys in developing:

*"a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships, and experiences\*"*

In acknowledging the development of the 'whole child', the community undertakes to support the following:

**Spiritual Wellbeing:** each boy gains an understanding of his own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

**Social Wellbeing:** this includes the extent to which each boy experiences positive relationships and connectedness to others.

**Academic Wellbeing:** is enabled through each boy's, physical and cognitive health. It is supported by their motivation, agency, connectedness, self-belief, and sense of purpose when learning. Academic wellbeing results in individual achievement and success.

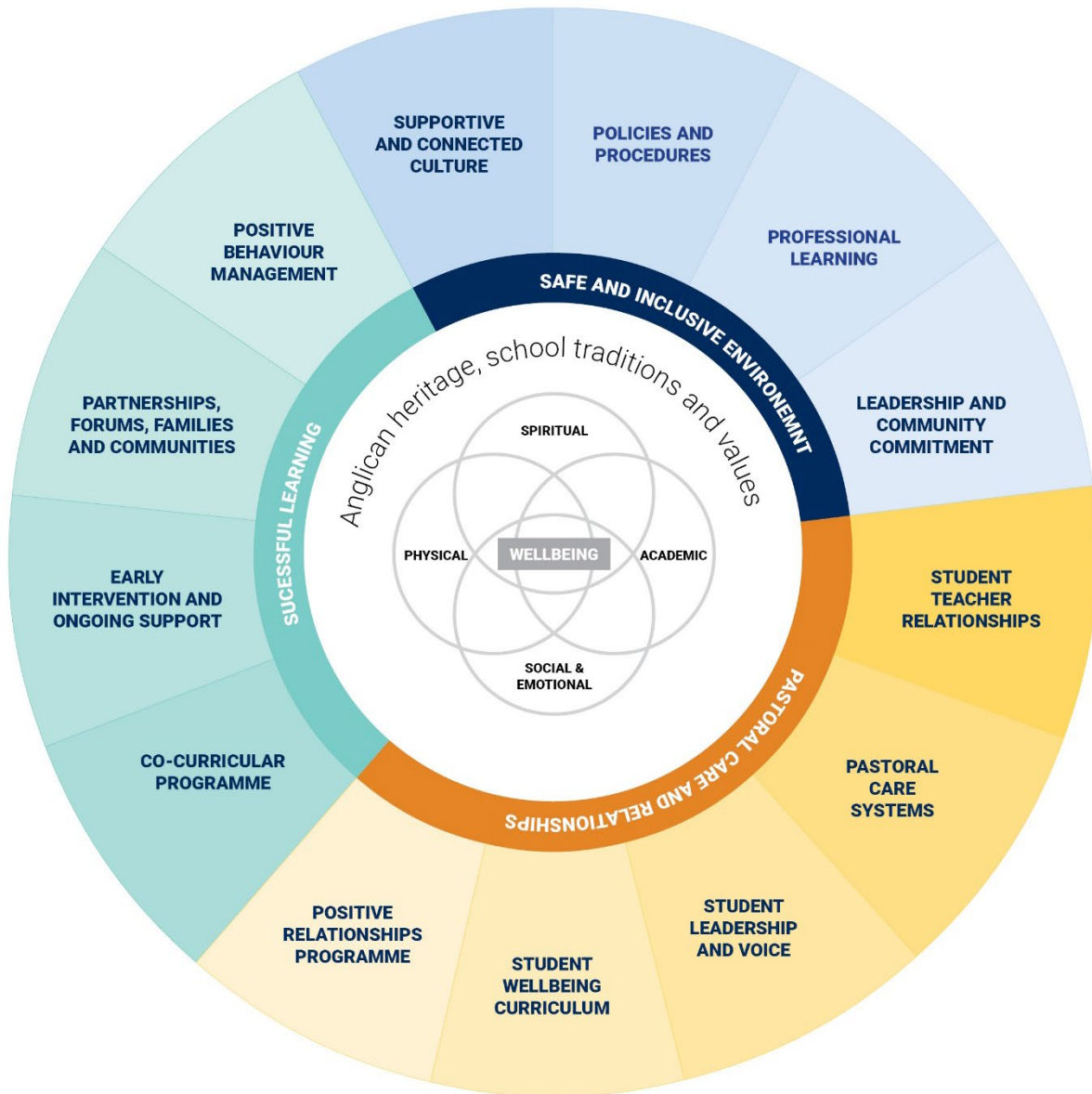
**Emotional Wellbeing:** is acknowledging, understanding, managing, and expressing thoughts and feelings in a constructive manner. It relates to each boys developing self-awareness and emotional regulation.

**Physical Wellbeing:** is associated with the extent to which we feel physically safe and healthy. It includes physical activity, nutrition, physical safety and security, and preventative health care.

These elements of wellbeing and made explicit within the framework at Hale School noted in Figure 1.

# STUDENT WELLBEING AND PASTORAL CARE POLICY

Figure 1. Wellbeing at Hale School



# STUDENT WELLBEING AND PASTORAL CARE POLICY



Pastoral care is the commitment of Hale School staff to the wellbeing of each student.

Effective pastoral care is achieved through promoting positive school environments that support the physical, social, intellectual, spiritual, and emotional development of every boy.

Pastoral care is central to Hale School's direction in providing a quality education for all boys and is embedded within the school system by the provision of safe, inclusive, and caring learning environments.

Effective pastoral care at Hale School is underpinned by a positive school climate where:

- teacher-student relationships are based on trust and mutual respect
- each student's physical, social, intellectual, and emotional development is promoted
- there are strong partnerships between the school, parents, and community

Pastoral care is achieved through:

- quality and supportive relationships
- comprehensive and inclusive approaches to learning
- effective pastoral care structures and networks of care
- appropriate and effective pastoral care strategies and
- supportive and coordinated organisational structures.

Pastoral care is shared by and is the responsibility of everyone.

## Scope

This policy applies to all Hale School boys, staff, and personnel

## Guiding Principles

- **structures, procedures, and practices** should reflect and espouse our Anglican heritage and School Values
- **quality, positive, and respectful relationships** are fundamental to effective learning and genuine pastoral care
- **diversity is valued**, and all members of the school community feel **respected and included**

- **wellbeing is central to learning and** every student is capable of **successful learning**
- wellbeing encompasses the **total care of boys** and all others in the school community
- the **responsibility of care is entrusted to all members** of the school community
- **parents, teachers, pastoral care leaders, Assistant Heads of Houses and Heads of Houses along with school leaders play key roles** in promoting wellbeing and child safety
- **boys are active partners** in the development and achievement of their own wellbeing.

## Links with the National Safe Schools Framework (NSSF) and the Australian Student Wellbeing Framework

Critical to the implementation of this Policy is the National Safe Schools Framework (2011). It provides the platform for the wellbeing of our boys, to equip them to act for their own and others' wellbeing.

*"In a safe and supportive school, the risk from all types of harm is minimized, diversity is valued, and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing".*

*National Safe Schools Framework (NSSF, 2011 p.2)*

## Links with the Australian Professional Standards for Teachers (APST) and the Teachers Registration Board of Western Australia Standards for Teachers

Underpinning this Policy are the Standards, which detail the expectations of teachers with specific reference to the wellbeing of students:

### Australian Professional Standards for Teachers

- **Section 1.1.2;** Use teaching strategies based on knowledge of students' physical, social, and intellectual development and characteristics to improve student learning.
- **Section 4.4.2;** Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum, and legislative requirements.

### Teachers Registration Board of Western Australia

- **Section 1.1;** Physical, social, and intellectual development and characteristics of students.
- **Section 4.4;** Maintain student safety.

# STUDENT WELLBEING AND PASTORAL CARE POLICY



## Links with the Curriculum

Implementation of Western Australian Syllabuses set out outcomes and the content in Key Learning Areas. They also incorporate the general capabilities of the Australian Curriculum such as Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding which are integrated and interconnected across the curriculum. The concept of Wellbeing sits within and across a variety of those general capabilities.

Teaching programs at Hale School K–12 should select the relevant content and outcomes and incorporate the resources and strategies that align with and demonstrate the relevant elements of this Wellbeing and Pastoral Care Policy. Reference should be made to the Hale School Vision for Wellbeing, and the Wellbeing Personal Development, Health, and Physical Education Syllabus K–10, especially the interrelated strands of Health, Wellbeing and Relationships, and Healthy, Safe and Active Lifestyles. The syllabus takes a strengths-based approach, which fits well with this Policy and procedures.

## Links with the School Improvement Plan

Both the Schools Strategic Plan and School Improvement Plan provide guidance and clarity on some more imminent goals and developments within the School. This Wellbeing and Pastoral Care Policy supports the system review processes and related reflective practices. These reflective practices include but are not limited to the School's Strategic Plan and School Improvement Plan (e.g., National School Improvement Tool [NSIT]). They also incorporate the National Safe Schools framework (NSSF) audit tool as part of overall consideration of the *Safe and Supportive* element of the School Curriculum and environment.

## Responsibilities

Under the guidance and leadership of the Headmaster, the Director of Students and Student Leadership, Heads of Schools and key pastoral care staff members of the school community are responsible for;

- **Developing procedures** based on this Policy that specifies, directions and strategies to be achieved for students for **successful learning, safe and inclusive environments, and positive and caring relationships.**
- **Using the NSSF Audit Tool** and its nine elements as an entry point to gauge the 'health and wellbeing' of their schools, and, as a subsequent

basis to guide the development of wellbeing and pastoral care policies, and implementation of programs and supporting resources.

- **Ensuring that staff have a working knowledge of government legislation** and system policies and procedures relating to this Policy and all aspects of child safety.
- **Creating and maintaining safe and positive learning environments** based on the principles outlined in this Policy.
- **Aligning staffing roles and responsibilities** with student wellbeing policies and practices.
- **Resourcing teaching programs, support structures and personnel** with appropriate and relevant strategies and resources.
- **Carefully selecting, research-based resources and programs that align with the vision and mission, culture, and climate** of the school.
- **Modelling and promoting** socially responsible values and behaviour.
- **Explicitly teaching** socially acceptable and responsible behaviours with reference to relevant school and system policies, and curriculum syllabuses.

## Related and Relevant Policies and Resources

This policy must be read in conjunction with the following School Policies and procedures

- Child Safety Policy
- Child Protection and Mandatory Reporting Policy
- Code of Conduct for All Staff
- Recruitment and Selection Policy
- Duty of Care for Students Policy
- Code of Conduct-for all Students
- Vision for Wellbeing
- Workplace Learning Policy
- Student Behaviour Management Policy
- Student Bullying Policy
- Students with Disabilities Policy
- School Trips and Tours Policy

And the following legislation:

- Children and Community Services Act 2004
- Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008
- Criminal Code Act 1913
- Criminal Code Amendment Section 204B (Cyber Predators) Bill 2005

# STUDENT WELLBEING AND PASTORAL CARE POLICY



HALE  
SCHOOL

<b>Date Policy originally approved:</b> October 2021	<b>Approving authority:</b> Director of Staff Development and Human Resources
<b>Date this version approved:</b> May 2022	<b>Date policy to be reviewed:</b> November 2023
<b>Policy Custodian: (Contact for queries)</b> Director of Students and Student Leadership	<b>Policy Category:</b> Student, Curriculum and Co-Curricular

<b>Version</b>
2
<b>Changes Made</b>
Purpose, update of related policies

\* The Australian Department of Education, Employment and Workplace Relations (DEEWR)