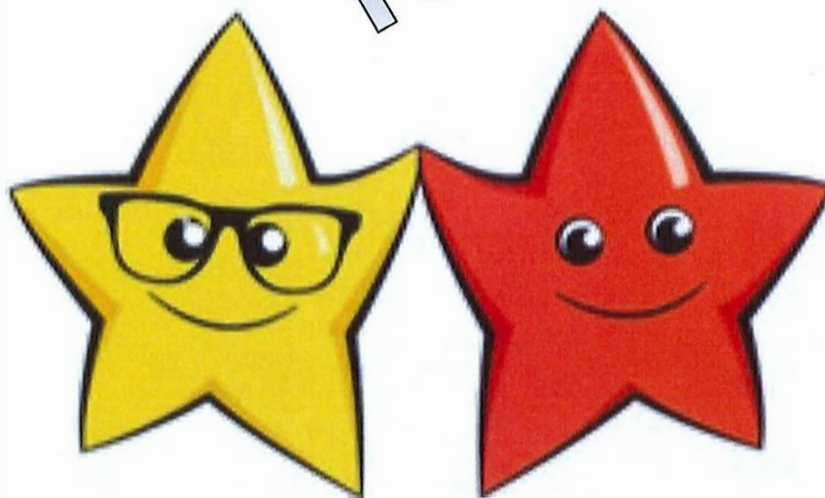


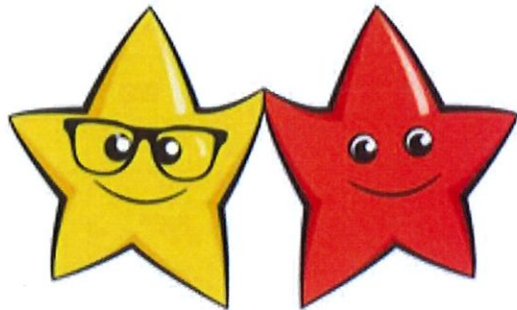
# STUDENT WELLBEING



Family Edition



# WE ARE ALL SOCIAL AND EMOTIONAL LEARNERS



Hi! We are WISDOM and GRACE  
the Corpus Christi mascots!

We are here to support the school  
in their  
SOCIAL and EMOTIONAL  
Learning !

## Self Awareness



We need to recognise and  
express our emotions



We need to learn to express and  
control difficult emotions.

## Self Management





## Responsible Decision Making



We need to learn how to stop and think before responding to feelings and how to make good choices.



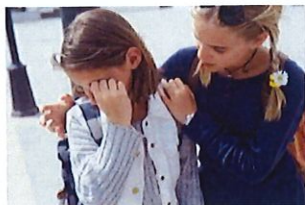
## Social Awareness



We need to learn how to make friends and get along with other people.



## Relationship Skills



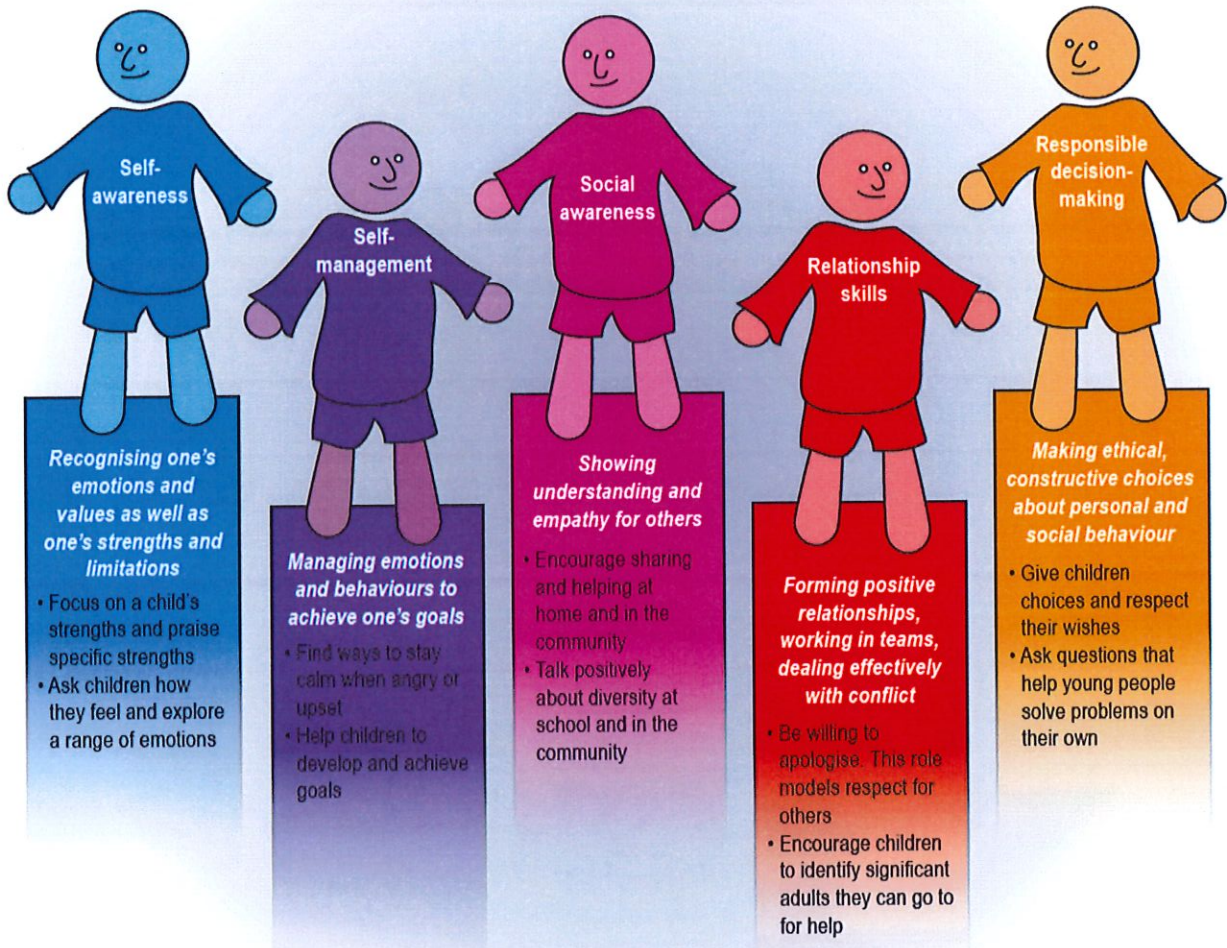
We need to know how to work and play together, how to care about others and appreciate the way they feel.



## Schools, Families and, Social and Emotional Learning

Schools and families have essential roles to play in promoting children's positive development and academic performance. When educators and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. These skill sets are enhanced when they are mutually supported and reinforced at home and at school (Albright, Weissberg & Dusenberg, 2011). Social and emotional learning (SEL) revolves around the five broad areas of competence depicted below.

### What can families do to reinforce SEL at home?



Adapted from: Fredericks L, Weissberg R, Resnick H, Patrikakou E & O'Brien MU, 2005, *Schools, Families, and Social and Emotional Learning – Ideas and Tools for Working with Parents and Families*. CASEL and Mid-Atlantic Regional Laboratory for Student Success.





## Where do young people learn?

Learning occurs, formally and informally, in school, home and community environments where children, young people and adults feel comfortable, accepted, motivated and challenged. Educators can increase academic achievement of students from diverse groups if they make use of, and celebrate, the knowledge, skills and languages these students acquire in the informal learning environments of their homes and communities (Moll & Gonzales, 2004).





*God Our Father help us to grow, in wisdom and in grace.*

**COOL SCHOOL RULES**



**CHOICES AND CONSEQUENCES**

**HELPFUL CHOICE**

**UNHELPFUL CHOICE**

**SOCIAL AND EMOTIONAL SKILLS**

**Good choices feel good for everyone.**  
**They keep our school safe.**  
**They help us to learn.**  
**They help us to get along with others.**  
**They help us to be successful in life.**  
**They help us to have a healthy mind.**  
**They make a positive difference!**

**HELPFUL HINT**  
*Remember our Cool School Rules?*

**STOP, THINK, DO!**  
*What is the right choice?*

**LOGICAL CONSEQUENCE**  
*Reflective Time, Owed time  
 Loss of Privilege or Related*

**Restore with others**  
*Making things right*

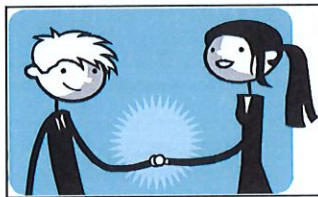
**for REPEATED OR SERIOUS choices:**  
**AUTOMATIC CONSEQUENCE**

# OUR COOL SCHOOL RULES !



## Following Instructions

*Doing what you have been asked to do.*



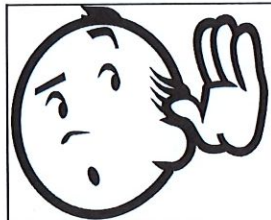
## Respecting others

*Accepting Difference  
Treating people with care and kindness  
Taking turns and being fair*



## Speaking Politely

*Excuse Me, Please and Thank You!  
Knowing when it's the right time to speak  
Appropriate Voice Volume and Tone*



## Listening Well

*Eyes and body facing the speaker  
Mouth closed  
Body is calm and still*



## Being safe

*Walking to and from places  
Lining up correctly  
Personal Space*



## Care for property

*Using equipment mindfully  
Packing equipment away neatly  
Asking permission first before touching*



**STAND UP FOR YOURSELF THE SMART WAY !**  
**IT IS NOT OK TO HURT ANYONE !**  
If someone hurts you or you see someone hurting someone  
or something else **NAME IT !**

**There are three ways to hurt;**



**PHYSICAL** (*with your body*)

This includes hitting, tripping, and pushing,  
rude gestures or damaging property.



**VERBAL** (*with your voice*)

This includes name calling, insults, racist remarks, swearing,  
put downs or threats.



**EMOTIONAL** (*with your feelings*)

This includes lying and spreading rumours, playing nasty jokes  
to embarrass and humiliate, mimicking,  
encouraging others to leave someone out and  
**cyber-bullying**, which involves the use of email,  
text messages or social networks to hurt others.

**SAY NO TO BULLYING !**

**BULLYING**

is when someone,  
or a group of people,  
who have more power at the time,  
deliberately hurt another person  
or their property more than once.



**TAKE A STAND  
TOGETHER**  
Bullying. No way!

[WWW.BULLYINGNOWAY.COM.AU](http://WWW.BULLYINGNOWAY.COM.AU)





## NAMING IT !

**STAND UP FOR YOURSELF THE SMART WAY !**

STOP IT, I DON'T LIKE IT WHEN.....  
IT MAKES ME FEEL .....  
IF YOU DO IT AGAIN I WILL NAME IT  
TO A TEACHER OR ADULT.



KEEP NAMING IT UNTIL

SOMEONE LISTENS.

YOU CAN GET SOMEONE TO HELP YOU NAME IT.

## 3 STEPS TO SORRY

I AM SORRY FOR...  
IT MUST HAVE MADE YOU FEEL.....  
NEXT TIME I WILL...



" I ACCEPT YOUR APOLOGY BUT I DID NOT  
LIKE IT WHEN.....  
IT MADE ME FEEL.....

IF YOU DO IT AGAIN I WILL NAME IT TO A  
TEACHER."



## My Child's SEL development : What's happening when?

5-8 years old

Competencies	SEL Development : some aspects	What can I do at home? Some suggestions
<b>Self-awareness</b>	Beginning to identify their own feelings, to reason, to concentrate and to show self-control. Younger children generally experience one emotion at a time. The capacity to experience two emotions at a time is developing. Those in later years may begin to lack confidence.	<ul style="list-style-type: none"> <li>• Take the time to read stories together, and talk about the feelings of animals or people in the stories, as a way of identifying their own feelings. Use language that your child can understand.</li> </ul>
<b>Social awareness</b>	Able to identify friends, and beginning to care for, and see the feelings and needs of others. Love playing.	<ul style="list-style-type: none"> <li>• Play games together—make believe games to develop the imagination and to understand the difference between the real and imaginary worlds.</li> </ul>
<b>Self-management</b>	Younger children may experience inflexibility, may cry easily, and may see fantasy as real, but they are becoming independent and developing self-control, with girls and boys developing at different rates. Beginning to identify and accept consequences of their own actions, and to plan. Developing the capacity to use inner thoughts to help self-control.	<ul style="list-style-type: none"> <li>• Play games together—win and lose games, to show you can have fun even when you lose.</li> <li>• Play games together that have rules needing some simple decision-making and inner thoughts, such as card games or noughts and crosses.</li> <li>• When adults in the house disagree on something, model ways to resolve through compromise.</li> </ul>
<b>Responsible decision-making</b>	Beginning to take on responsibilities, and to see where decisions need to be made.	<ul style="list-style-type: none"> <li>• Establish and practise simple routines.</li> <li>• Do some simple gardening together to show cooperation.</li> </ul>
<b>Relationship skills</b>	Are beginning to work cooperatively, and to see group differences. Developing attachment to teachers; the more helpful this attachment is, the stronger the impact on learning.	<ul style="list-style-type: none"> <li>• Help children to develop self-control by example, and by showing them how to be controlled, how to pay attention.</li> <li>• Explore ways to participate in your child's school.</li> </ul>



## My Child's SEL development : What's happening when?

### 8-12 years old

Transition to adolescence (Please note that, according to research, the period described as adolescence has no fixed starting and ending ages, and varies according to individual development—see p. xx. Some children will make the transition to adolescence—begin puberty—in these years.)

Competencies	SEL Development : some aspects	What can I do at home? Some suggestions
<b>Self-awareness</b>	Younger children are developing self-consciousness and some lack of confidence. Awareness of 'fitting in' is developing. They are seeking praise.	<ul style="list-style-type: none"> <li>• Build self-reliance through small responsibilities, such as asking older children to help younger ones.</li> <li>• Encourage social skills through interaction with friends.</li> </ul>
<b>Social awareness</b>	Friends are becoming important. A sense of loyalty and trust is developing, along with an increasing ability to see the needs of others, including of people they do not know. Beginning awareness of peer accepted behaviour. Developing sense of tolerance.	<ul style="list-style-type: none"> <li>• Compliment any small acts of kindness.</li> <li>• Encourage time and space to be alone, for example to read, or simply to sit.</li> <li>• Use the evening meal, when seated around the table, to discuss feelings about, for example, friendships. Be open to talking about feelings and the seeming contradictions.</li> </ul>
<b>Self-management</b>	Younger children tend to take on more than they can handle. While coping skills are developing, conflicting emotions are occurring. Have the capacity to work independently.	<ul style="list-style-type: none"> <li>• Show respect and concern for others as a way of modelling healthy approaches to children.</li> </ul>
<b>Responsible decision-making</b>	Beginning to assume responsibility for their own actions; to develop negotiation skills; to participate to make group decisions; and to manage conflicts.	<ul style="list-style-type: none"> <li>• Show tolerance in response to daily news items, or when shopping, or at community events. Use this as a way of modelling healthy behaviours.</li> </ul>
<b>Relationship skills</b>	Developing awareness of the effect of their own feelings on others, and are forming relationships beyond the family.	<ul style="list-style-type: none"> <li>• Explore ways to participate in your child's school.</li> </ul>



## Student Wellbeing Policy 2020

Student Wellbeing at Corpus Christi reflects Gospel values and the Catholic ethos of our **school vision statement**. The children at Corpus Christi will develop and be nurtured in a positive and safe learning environment that provides for the wellbeing of all members of the school community.

At Corpus Christi we

- Have the **right to learn and feel safe**,
- **take responsibility for our actions and**
- **repair conflicts and restore relationships** using **RESTORATIVE PRACTICES**.

Corpus Christi uses a **POSITIVE BEHAVIOUR MANAGEMENT** model. This includes six concise **COOL SCHOOL RULES**, the use of positive encouragement and celebrating our students' successes.

We encourage our students to be resilient and confident people by using the **NAME IT** approach which empowers them to stand up for what is right and safe.

**SOCIAL AND EMOTIONAL LEARNING** embedded throughout our curriculum develops our students' understanding of themselves and others whilst building their skills in this area. The use of **CIRCLE TIME** in class on a regular basis allows for our students and teachers to build healthy relationships and allows every child to have a say in a supportive environment.

Wellbeing at Corpus Christi is further enhanced through our partnership with the BERRY ST EDUCATIONAL MODEL\*, our Family School Partnership Leaders, Student Leaders and S.R.C., Parent and Friends and various community building events such as School Disco's, Arts Festivals, Garden Projects and Family nights.

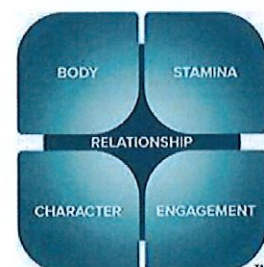
Under the umbrella of Student Wellbeing resides the Learning Diversity area which supports our students in areas of Students with Disabilities with the professional help of the Catholic Education Office. Further to this, various intervention programs and outside agencies are connected to our school to respond to particular needs. Eg. Healing Minds and InPsych Counselling, Daniel Morcombe Child Safety Curriculum, Seasons change and loss program, Merri Community Health and School Focused Youth Services.

Student Wellbeing at Corpus Christi School is always a high priority due to current research that shows a happy and connected child has greater success at school.

**For further information on any of these services please contact:**

Student Wellbeing Leader  
Simone Sky  
ssky@ccglenroy.catholic.edu.au  
93063062

\* <https://www.childhoodinstitute.org.au/EducationModel>



## **SOCIAL AND EMOTIONAL LEARNING is beneficial for;**

Developing self-awareness and self-management skills to achieve school and life success  
Using social awareness and interpersonal skills to establish and maintain positive relationships  
Demonstrating decision-making skills and responsible behaviors in personal, school, and community contexts

## **RESTORATIVE PRACTICES**

### *THE RESTORATIVE PHILOSOPHY*

We must **take responsibility** for the wrong choices we make  
We need to **think about how we were feeling** when we made the wrong choice  
We must **understand how other people are affected** by our wrong choice  
We must **repair the hurt** after we have made the wrong choice

Restorative Practices involves the student actively. Rather than scolding, lecturing or simply doling out punishment all students involved have the chance to speak.

#### **Questions asked are:**

What happened? Who did it affect? How? What can you do to make things right?

Using a Restorative Practices approach means that students, teachers and parents work together, collaboratively, to develop solutions to misbehavior.  
Misbehaviour is viewed as a 'teachable moment' where students can learn about the links between personal relations and self discipline.

## **POSITIVE BEHAVIOUR MANAGEMENT**

Effective Discipline is about

- Exposing students to a fair and just environment
- Promoting the development of students self discipline
- Positive recognition of appropriate behavior
- Setting clear guidelines and procedures
- Helping students learn to make better choices

## **NAME IT**

NAME IT is about standing up for yourself in a smart way.

- Taking positive action to stop hurtful behavior
- Used to tell the person to stop, and to get support and assistance from trusted and reliable adults

## **CIRCLE TIME**

Circle Time is a structured framework for group interaction. It can be used in many different ways, sometimes focusing on;

- Self awareness, knowledge and skills
- A sense of belonging and connectedness
- A focus on the positive
- Increased emotional resources and wellbeing
- Collaborative decision making, conflict resolution and problem solving



## **MEDITATION**

At Corpus Christi we believe providing moments of CALM during the day keeps our brains working effectively and our feelings positive.



Every time the whole school gathers together we spend a moment settling and then having 'quiet time'. Please support us during this time by also taking a moment of quiet.

Classrooms also do further calm activities such as brain gym and Christian meditation to have quiet time with God.

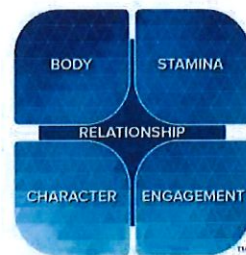
## **BERRY ST EDUCATIONAL MODEL**

In 2016 our school began our partnership with BERRY in implementing the BERRY ST EDUCATIONAL MODEL.

The BERRY ST model has a focus on wellbeing and learning engagement.

For details please visit the website:

[www.childhoodinstitute.org.au/educationalmodel](http://www.childhoodinstitute.org.au/educationalmodel)



## **Our School Song**

*God Our Father help us to grow,  
In Wisdom and in Grace.  
Bound together, the red and the gold,  
Loving each other at Corpus Christi School.  
We come together, sharing our lives,  
In the work we do and the games we play.  
Learning to live one with another,  
Growing, sharing each new day.  
God Our Father help us to grow,  
In Wisdom and in Grace.  
Bound together, the red and the gold,  
Loving each other at Corpus Christi School.*

## CECV Commitment Statement to Child Safety

A safe and nurturing culture for all children and young people in Catholic schools

The Statement is intended to provide the central focus for child safety<sup>1</sup> across Catholic education in Victoria, built around a unified understanding of the moral imperative and overarching commitments that underpin our drive for improvement and cultural change.

*The Catholic school sets out to be a school for the human person and of human persons. 'The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school'.*

(Congregation for Catholic education 1997, par. 9)

The CECV commits to providing **a safe and nurturing culture** for all children and young people in Victorian Catholic schools through:

### 1 Upholding the primacy of the safety and wellbeing of children and young people.

At all times, the ongoing safety and wellbeing of all children and young people will be the primary focus of care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by emerging thinking and evidence.

### 2 Empowering families, children, young people and staff to have a voice and raise concerns.

Schools, in partnership with families, will ensure children and young people, are engaged and active participants in decision-making processes, particularly those that have an impact on their safety.

This means that the views of staff, children, young people and families are taken seriously and their concerns are addressed in a just and timely manner. Children and young people are also provided with the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.

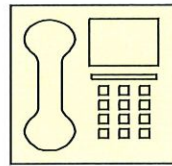
### 3 Implementing rigorous risk-management and employment practices.

Schools will systematically and continually identify and assess risks to child safety and will eliminate (where possible) or reduce all potential sources of harm. Effective risk management will be embedded in school life through effective, transparent and well-understood policies, procedures and practices.

Schools will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high-quality of staff appointments will be upheld through rigorous employment and staff review processes and practices.

Catholic education will stay abreast of current legislation and will meet their legislative duties to protect the safety and wellbeing of children and young people in their care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements.

## Useful Contacts



Raising Children <http://raisingchildren.net.au/>

Parenting Australia <http://parentingaustralia.com.au>

LIFELINE <http://www.lifeline.org.au> Ph: 13 11 44

PARENTLINE [www.parentline.vic.gov.au](http://www.parentline.vic.gov.au)  
Ph: 13 22 89 8am to midnight 7 days a week



**KIDS HELP LINE** [www.kidshelp.com.au](http://www.kidshelp.com.au)  
Ph: 1800 55 1800

**Merri Community Health** [www.merrichs.org.au](http://www.merrichs.org.au)  
Glenroy site: 5D Cromwell St 93049200

**Broadmeadows Family Relationship Centre 9351 3700**  
**Level1, 1100 Pascoe Vale Road Broadmeadows**  
**Email:** [info@broadmeadowsfrc.org.au](mailto:info@broadmeadowsfrc.org.au)  
[www.familyrelationships.gov.au](http://www.familyrelationships.gov.au) **Advice Line** 1800 050 321

**HOMEConnect VincentCare Victoria 9304 0147**  
**Email:** [homeconnect@vincentcare.org.au](mailto:homeconnect@vincentcare.org.au)  
175 Glenroy Rd Glenroy 9am to 5pm Mon-Fri