

Well-being Policy

Rationale

The spirit of our Society is one of love and kindness, humility and simplicity; it is, above all, one of love for justice and concern for all especially the very poor. MSC Constitution #13

We will be attentive, as our Founder was, to those who suffer and are in need. We will seek to identify the causes of their suffering, and to discern what our response will be by following the light of the Gospel and by listening to the world and to the Church. MSC Constitution #21

True community does not come about all at once. It grows by God's grace and the constant effort of each member. It needs to be built up each day into a community of faith and love, by prayer and the Eucharist, by listening to and sharing the Word of God. At the same time, it needs to be built up as a human community, knit together by fraternal relationships, where each member brings his talents and knows that he is recognised, accepted, heard, encouraged and challenged. MSC Constitution #33

In all their ministries, the Missionaries of the Sacred Heart value every human person and hold as precious the healthy growth of body, mind and spirit of each individual. For Chevalier College, these values resonate particularly to the care and protection of the children and young people in its care.

Chevalier College has a responsibility to ensure its pastoral care system is the practical expression of the ethos and mission of the Missionaries of the Sacred Heart. In addition, Chevalier College has a regulatory responsibility to provide a safe and supportive environment to the young people in its care.

Aims

This policy aims to explain the structure and purpose of the college pastoral care system at Chevalier College.

Key Legislation

Education Act 1990

Children and Young Persons (Care and Protection) Act

Privacy Act 2012

Policy

The well-being of the students at Chevalier College is paramount. The purpose of the Chevalier College well-being system is to create an orderly, loving environment where students can feel safe, secure and valued. The processes within the system are to be developed and implemented with consideration of the long-term personal and spiritual development of all students.

Well-being at the college involves promoting and supporting knowledge of self, self-efficacy, healthy risk-taking, goal setting, resilience, negotiation, reflection, forgiveness, tolerance and empowerment to provide optimal learning and development outcomes.

The care of Chevalier College students by staff will be as personal as possible, but, at all times, staff must ensure that their contact and behaviour with students does not contravene any laws, in particular laws regarding privacy and child protection, or the college *Code of Conduct*.

All staff at Chevalier College are expected to:

- build and maintain relationships grounded in the MSC ethos of Heart Spirituality and be committed to the values of compassion, tolerance, forgiveness and reconciliation
- respect the dignity, rights and fundamental freedoms of individual students
- provide learning opportunities that are responsive to student needs and their growth and fulfilment, recognising that each student is a child of God
- promote students' ongoing formation in heart spirituality
- support students to value themselves, experience their own well-being while enabling them to contribute to building the school community

Well-being System

Well-being at Chevalier College begins with positive relationships. It is the responsibility of every staff member of the college to endeavour to make their interactions with students, as well as other members of the community, a living example of the MSC ethos.

The well-being system at the college is based around a house structure. The system and the network of well-being staff are managed by two members of the college leadership team, the Assistant Principals – Well-being.

The Assistant Principals – Well-being are directly responsible to the Principal for the day-to-day care of Chevalier College students. They are responsible for implementing and maintaining programs and processes relating to the general well-being of students, including, but not limited to, behaviour management, attendance and health.

a) The House Structure

The house structure instils a sense of belonging in the school environment.

The house structure is the primary way through which Chevalier College students receive and access pastoral support. It is also the structure under which students participate in a variety of college activities, in particular sporting activities.

- **Home Room**

Upon enrolment, each student is allocated to a home room, which they will generally remain with for the duration of their time at the college. Home rooms and the student membership of that home room belong to a college house.

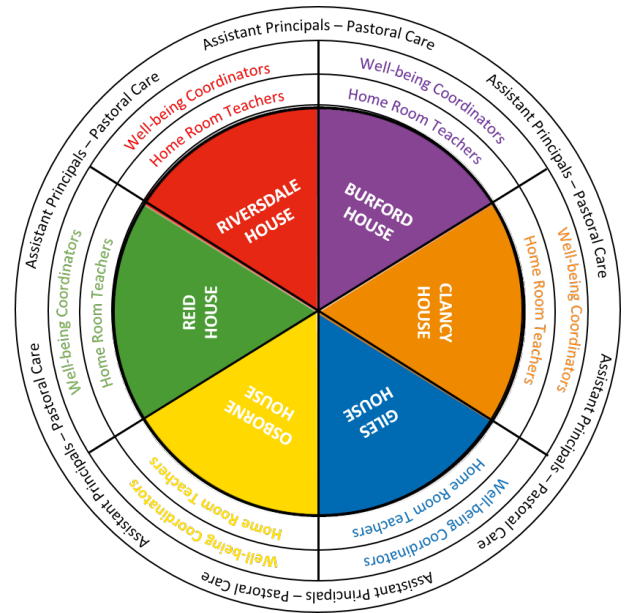
The membership of a home room comprises a group of approximately 25 students from Years 7 to 12 and a Home Room Teacher. Home Room Teachers are responsible to their respective Well-being Coordinator.

Home room groups gather each morning for roll-call, community prayer, the reading of daily notices and dissemination of any other information, uniform checks, ordering of lunches, and general pastoral time. Home room is expected to be a hospitable, accepting and caring environment where students feel comfortable and valued. The structure and environment of the home room allows for the development of strong, positive relationships between the home room teacher and their individual students, and between the students themselves.

Students who are in need are encouraged to seek assistance from their home room teacher in the first instance. However, all students have the right to seek assistance from another member of staff if they so choose. All college staff members understand their role in the pastoral care of students and will act in accordance with all college policies and procedures.

- **Well-being Coordinators**

Each house is managed by two staff members (Well-being Coordinators) who are directly responsible to the Assistant Principals – Well-being. Well-being Coordinators have shared management responsibility for the eight home rooms within their house. The Well-being Coordinators are to work closely with their Home Room Teachers to ensure that home rooms are conducted according to college requirements, and to keep abreast of and manage, where necessary, any matters of concern or student behavioural issues.



b) Behaviour Management

Community responsibility at the college is based on a merit system. The merit system encourages students to review and improve their behaviour. The ultimate aim of the system is to assist in the development of morally autonomous people who have a sense of the responsibilities essential to membership of a family, community and professional workplace.

Each student commences their time at the college with 10 merits. Students lose merits for inappropriate behaviour, which can be earned back by when they are able to demonstrate improved and appropriate behaviour.

All behaviour management is to be carried out in accordance with the college Behaviour Management Policy.

c) Year Advisors

A Well-being Coordinator's role at Chevalier College has the dual responsibility of a Year Advisor, which is also responsible to the Assistant Principals – Well-being. Each year group is administered by two Well-being Coordinators. Well-being Coordinators move with their allocated year group through the academic journey from Year 7 to graduation in Year 12, administering year group activities and other events as allocated by the Assistant Principals – Well-being.

While a Well-being Coordinator has both house and year responsibilities, the house responsibilities and the role of Well-being Coordinator take precedent over the role of Year Advisor in the pastoral model.

d) School Counsellors

School counsellors provide counselling and/or intervention for students experiencing emotional, social or behavioural problems. The school counsellors work closely with other well-being staff to provide care and support to students in need.

Generally, students are referred to a counsellor by their Well-being Coordinator; however, students in need may access support from counsellors through informal means where necessary.

e) College Chaplain

The College Chaplain offers spiritual leadership and guidance to the college community.

The Chaplain provides spiritual care to students, staff and their families in times of need.

Well-being staff and members of the leadership team will share information relevant to role of the Chaplain and vice versa, to ensure appropriate and timely care of the college community is attended to by the most appropriate personnel.

f) **Student Leadership Programs**

- **Buddy Leaders**

Students apply to become Buddy Leaders and commence preparation for their role as Year 7 buddies in Term 4 of Year 10.

The primary role of a buddy leader is to provide support and guidance to Year 7 students within the home room and house environment, to assist them through the transition from primary to secondary school, and to help them assimilate to life at Chevalier College.

- **Student Leaders**

Although within the student leadership program there remains senior positions, namely:

School Captains x 2 (girl and boy)
Vice Captains x 2 for each college house

the program is based on a model where the responsibility for embodying and articulating the heart spirituality and undertaking the responsibilities of leadership are shared as widely as possible between members of the community.

The college encourages all students to consider becoming a leader, and it is expected that a large percentage of the Year 11 cohort will apply.

Related Documents

Privacy Policy
Behaviour Management Policy
Code of Conduct for Staff
Student Leadership Program

End of Policy