

Our Wellbeing Curriculum: Empowering our students

This document provides an overview of St Michael's Grammar School's important work to keep children and young people safe.

Our Wellbeing Curriculum reflects a deep body of work in the child safety space that aims to engender an understanding of respectful relationships at all ages, and is intrinsically embedded in our values and school culture.

Our culture

St Michael's Grammar School is widely known for its strong community values.

We aim to make decisions and live in accordance with our values of **Dignity, Respect, Care** and **Compassion**.

These values live in our School community, informing and shaping decisions, actions and behavioural expectations.

Our School values are outlined in our Parent and Community Code of Respectful and Responsible Conduct.

Our policies

St Michael's is a sector leader in child safety and respectful relationships, procedures, policies and lived experience.

In line with our position as a sector leader in child safety, we have a zero-tolerance policy for child abuse and other harm, including historic abuse.

As part of our ongoing commitment to child safety, we are dedicated to providing the necessary resources for students and their families to maintain our child-safe culture. You can find out more about our child safety policy on our website.

Keeping us accountable

St Michael's is committed to following best practice recommendations by the Department of Education and the Victorian Government in relation to Child Safe Standards.

This includes a partnership with independent auditor *Childwise* and *CompliSpace* to meet legislative compliance requirements. An independent party audits our child safe policies, procedures and school environment every three years, which involves surveying groups of volunteers and parent/caregivers.

We also have ongoing child safety reviews conducted internally, including an annual 'Safe Spaces' audit with our Executive, Wellbeing Committee and Child Safety Committee.

Respectful Relationships

As a leading school for the Department of Education's Respectful Relationships Education in Schools initiative, we recognise that our school is more than a space for young people to learn. It is a place where all students and staff deserve to feel respected, safe and valued.

Respectful relationships is one of the five key pillars that underpin our Wellbeing Curriculum. This pillar is about educating and empowering our students to give them the confidence and the resources to speak out if something is wrong.

Policies

- Student Safety and Wellbeing Policy
- Student Safety and Wellbeing – Raising and Responding to Concerns Policy
- Behavioural Expectations Policy K-12
- ICT Smart Devices Policy (Students)
- ICT Responsible Use Policy (Students)
- Anti-Bullying (Student) Policy
- Staff Code of Conduct

Interventions and Support

- Designated Child Safety Officers
- Restorative Practices Framework
- Mental health first aid
- House and pastoral care structure
- Wellbeing Services: Learning Services, Chaplaincy, School Psychology Service, Health Centre
- Student voice and agency embedded into curriculum, policy and practices

External Programs and Partnerships

- Elephant Education
- DARTA and Paul Dillon
- The Reach Foundation
- Sexual Health Victoria
- Legal Aid Victoria
- Monash Street Law
- eSmart Alannah & Madeline Foundation
- PESA: Positive Education in Schools
- Headspace
- Victoria Police

Parent Engagement

- Tuning Into Kids and Tuning Into Teens Parent Programs
- 'Ask and Expert' Parent Information Sessions:
 - Youth mental health
 - Cyber-safety, sexting and social media
 - Online gaming
 - Building emotional regulation
 - Drugs, vaping, alcohol and young people
- Subscription to School TV – a parent online resource hub

Curriculum

Curriculum that is:

- Evidence-based
- Developmentally and age-appropriate
- Delivered by specialist teachers
- Interactive
- Immediately relevant
- Informed by student feedback

Curriculum topics:

- Respectful Relationship
- Positive peer groups and friendships
- Managing conflict and peer pressure
- Emotional literacy and emotional regulation
- Cyber-safety and social media
- Sex, Gender and Sexuality
- Sexual health
- Consent
- Sexting
- Drug and alcohol education
- Youth and the law: rights and responsibilities
- Help-seeking and accessing support

Professional Development for Staff

- Child Safe Standard 8:
Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
- Child safety obligations and policies
- Mandatory reporting
- Procedures for responding to student safety and wellbeing concerns
- Mental Health First Aid
- Diversity and inclusion
- Cultural safety
- Privacy, information sharing and retention of information
- Professional Learning Communities