

# WELLBEING HANDBOOK

for boys



**BLACKFRIARS**  
PRIORY SCHOOL



# Wellbeing Handbook

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# Wellbeing Handbook

## Introduction

*Wellbeing in a Catholic School* is informed by and given its spirit by the school's place as a part of the evangelical ministry of the Church. The Catholic school is in essence the face of Christ for its whole community and its pastoral role needs to infuse every aspect of its operation and its relationships. The life of every human person is seen to have a God given value and meaning which is enhanced, as Vatican II reminds us, *in a school community whose atmosphere is permeated with the Gospel spirit of Freedom and Love.*

### Our School

As the only school founded by the Dominican Friars in Australia, Blackfriars Priory School remains faithful to the search for Truth - *Veritas* - as lived and taught over the last 800 years by the Order of Preachers (Dominicans), and exemplified by St Dominic, our Founder, and St Albert the Great, our Patron.

The lifelong commitment of St Dominic and St Albert to discovering and applying Truth to hand on to others remains at the core of the Blackfriars teaching pedagogy and its community. Blackfriars is built upon the Four Pillars of Dominican Life: Prayer, Study, Community Life and Service.

### Four Pillars of Dominican Life

#### Prayer

- Fostering the spiritual lives of students, staff and families and to share an experience and knowledge of the Catholic faith within the Dominican tradition
- Nurturing an understanding of the importance of personal responsibility and self-discipline in the development of healthy and life giving relationships

#### Study

- Providing an education for boys that meets their specific needs while preparing them to participate in an ever changing world
- Engendering a love of learning in each community member and a desire to reach their full potential

#### Community

- Advancing the self-esteem and integrity of the individual within the context of a caring school community
- Promoting an ethic of service to the community and cultivate a sense of democracy, social justice and environmental awareness

#### Service

- Ensuring school policies reflect a genuine solidarity with the poor and disadvantaged
- Highlighting the importance of the search for truth or *Veritas*, the Dominican motto, which promotes a view of knowledge that has its origin and intent centred in a search for God in our daily lives.

An important aspect of developing the Wellbeing of students is giving them a voice and an opportunity to value what is important to them. The Blackfriars Universals were developed by the 2018 Prefect group as a legacy of their contribution as a team provide an area of focus for all students in the way they present themselves throughout the school community.

**Be Respectful** - of ourselves, others and the environment

**Positive & Safe Relationships** - mutually respecting and encouraging each other

**Self-discipline** - displaying a studious and organised attitude

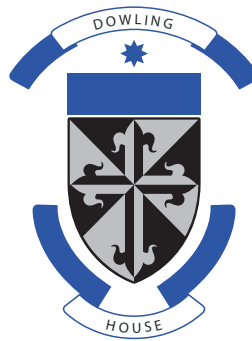
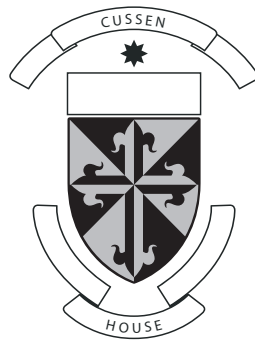
Wellbeing at Blackfriars is supported by all staff, throughout the whole school week, as we strive to provide an environment for students that they can feel safe, enthusiastic and confident to achieve their best in all areas of life. Like any subject area, skills to develop personal wellbeing are learnt and developed by all of us. This handbook outlines key elements of the Wellbeing program at Blackfriars Priory School, ELC- Year 12.



# Wellbeing Handbook

## Wellbeing Structure / House System

The Primary School (R-6) has 4 houses and each house has a cross section of students from each year level. The houses form an important part of sports days and Pastoral Care lessons.



The Secondary School (7-12) has eight houses and each house has aligned Home Group classes. Each Home Group class has students from all year levels and provides a constant meeting point each day prior to regular lessons starting. Students have opportunities to mentor and be mentored within Home Group classes throughout their time at Blackfriars.

There are four Heads of House who oversee two houses each and coordinate the day to day functioning of houses with the support of Home Group teaching staff.

The secondary houses are as follows:



# Wellbeing Handbook

## Restorative Practices



Good relationships are the basis for all learning. Anything that affects relationships (such as inappropriate behaviour) impacts on learning – the student and that of other students. To support the challenge of learning, we have adopted Restorative Practices as a framework to underpin our Pastoral programme.

Restorative Practice is a way of viewing relationship-building and behaviour management in schools. It strengthens community among students and between students, teachers and parents.

Restorative Practices allows for:

- Enhanced relationships
  - > among students
  - > between students and teachers
- Being able to recognise and correct your own behaviour
- Being responsible for consequences of your behaviour

To support Restorative Practices at Blackfriars Priory School, we promote the following 'Foundations of Good Behaviour':

- Courtesy – include others, listen, only make constructive comments
- Participation – be actively involved, participate
- Respect – consider how you represent yourself and how you treat others
- Service – help others, nurture friendships, develop gifts and talents.

Even though students know how they should behave, at times they make the wrong decisions. This could happen with other students or with teachers. To help re-build the relationships at Blackfriars, we meet at a 'Restorative Conference' to discuss the 'wrong' that has been done and how to make it 'right'.



The restorative approach to discipline separates the action of wrong doing from the student carrying out the action. This allows quality relationships between staff and students to be maintained as we work with the student and involve them directly in the process to take responsibility for their actions. It allows the student to work with the members of the community who have been affected by their behaviour.

The initial stages of restorative interventions are usually informal and are based on communication. This should involve the class teacher and/or students involved. If the wrong doing is repeated, sustained or is of a more serious nature, then the intervention will usually involve more people – such as the students' Heads of House – and become more formal in nature.

For restorative practices to be effective in changing behaviour, the following questions are asked:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

It is important to note that not all students or situations allow for a restorative approach. Students need to be willing to engage in the process and take it seriously. If the restorative approach does not suit the situation, other forms of follow up will take place which are likely to include consequences.

In conclusion, the restorative approach has a focus on the action and supports students to 'own' their behaviour. Any consequence is aimed to be linked or aligned to the negative behaviour.

The highest priority is given to the promotion of positive relationships with and among students at Blackfriars Priory School. Effective relationships based upon courtesy, co-operation, respect, friendliness and trust lie at the very core of Catholic community building.

*[Please refer to the Personal Responsibility Policy for further information >](#)*

# Wellbeing Handbook

## Restorative Practices



An example of the school action plan for behaviour incidents with students:







# Wellbeing Handbook

## Social Responsibility - Relationships

The relationships that students develop at school amongst peers are crucial to their ongoing development as young people. Relationships will vary throughout their schooling and provide many learning opportunities, particularly within friendship groups. Blackfriars encourages empathy, respect, problem solving and forgiveness in relationships to support students through good times and more challenging incidents.

### What is 'normal' in friendships?

1. No friendship or relationship is perfect
2. Every relationship is different
3. At times, there may be conflict
4. Trust and respect are the two most important qualities of a relationship
5. Friendships change...that is ok!

Not all friendships are good for you. Students are encouraged to ask themselves is this relationship good for me? If the answer is no, support is available for students to enact change.

### How can I be a good friend / mate?

#### 'Friendship fire' or mean / intentional

It's important to understand the difference between a 'Friendship fire' which is a common occurrence in friendships, and purposeful mean behaviour which requires a firmer approach.

'Friendship fire' is a normal disagreement between friends. It's important to confront the fire and talk it out, then move forward.

Suggested strategies:

1. Find a good time to talk, just the two of you
2. Have a conversation and re-tell the situation and explain how it made you feel
3. Give a positive reaction – genuine apology
4. Aim to forgive and forget

Mean or intentional behaviour requires a more assertive approach:

1. Students are encouraged to stand up for themselves immediately by voicing their concern
2. A short but clear statement
3. Phrases could include: "That's not okay" or "You need to stop"
4. Once your assertion has been made, walk away.

### Bullying

Bullying is very different from a 'Friendship fire' or mean behaviour. Bullying is persistent behaviour that continuously causes fear, harm or distress to an individual or group of individuals. Bullying is an ongoing and deliberate misuse of power in relationships.

Examples of bullying behaviours:

- Physical behaviours – e.g. deliberate physical contact intended to harm
- Verbal or written behaviours – e.g. threats, spreading of rumours, discriminatory remarks
- Relational aggression – e.g. purposeful exclusion, shunning, stalking
- Cyber-bullying – e.g. bullying behaviour via technology communication including social media

### Responding to incidences of bullying

Teachers and students work together to resolve incidents of bullying through a variety of approaches including restorative meetings, mediation, shared concern, and counselling.



# Wellbeing Handbook

## Social Responsibility - Relationships

If you are a bystander:

1. If you witness an incident of inappropriate behaviour, then you have a responsibility as a member of our community to report the incident honestly.
2. Seek the support of a teacher you trust; perhaps your Home Group teacher or Head of House.
3. Consider any other witnesses who may have seen the incident.

If you are the victim:

1. Consider firstly if the incident is a 'Friendship Fire', or mean behaviour that would benefit from an assertive response.
2. If the behaviour continues, walk away and do not engage in the confrontation.
3. Record details of the situation where possible and take note of any witnesses. The accurate record of events (times, locations) and witnesses are crucial so that support staff can fairly establish what occurred.
4. Report the incident directly to someone you feel comfortable with such as your Home Group teacher or Head of House.
5. If this incident was via electronic communication, keep evidence of this communication (eg. screen shot).

If you are the parent:

1. Be a good listener
2. Acknowledge your son's feelings
3. Ask your son: WHAT happened? WHO was involved? WHEN and WHERE did this occur? And WHY do they believe this took place?
4. Be open to the other perspectives on the issue.
5. Provide reassurance that you will take the necessary steps to support them in following up the process with the school.

*[Please refer to the Social Responsibility Policy for further information >](#)*



# Wellbeing Handbook

## Pastoral Care



Blackfriars Priory School has an allocated lesson, once per week on a Wednesday morning dedicated to Pastoral Care programs, assemblies and activities. The Pastoral Care of students continues through the school day and beyond in all that we do at Blackfriars Priory School. All staff take extreme pride in supporting students and their welfare, so they are best placed to achieve their best in any pursuits.

Throughout Pastoral Care lessons, every Wednesday morning, students from ELC to Year 12 can participate in the following activities and lessons:

All students	ELC and/or Primary students	Secondary students
<ul style="list-style-type: none"> <li>• Whole and Sub School Assemblies celebrating positive achievements in the community</li> <li>• Whole School Mass</li> <li>• Buddy and Mentoring Programs</li> <li>• Celebrate calendar events such as Harmony Day, NAIDOC week, Multicultural day and R U OK Day</li> <li>• Celebrate School Patron Feast Days</li> </ul>	<ul style="list-style-type: none"> <li>• Inter and Intra House Games</li> <li>• Aspects of Child Protection Curriculum</li> <li>• Inter House Games and Games Led by Year 6 Students</li> <li>• House Group Relationship Building</li> <li>• House History and Spirit Activities</li> <li>• Story Telling/ Sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Inter and Intra House Games</li> <li>• Encounter Youth Safe Partying Presentations</li> <li>• Selected Child Protection Curriculum Content</li> <li>• Year 10 RAP Program (Road Safety)</li> <li>• House Meetings and Breakfasts promoting inter house relationships and house spirit</li> <li>• Healthy Lifestyles sessions</li> <li>• SAPOL Road Safety sessions</li> <li>• Further education presentations and forums (University, TAFE and Defence Force)</li> <li>• Orientation programs for transition students</li> <li>• Study skills development</li> <li>• Violence prevention programs – Sammy D Foundation</li> <li>• Carly Ryan Foundation Cyber Safety Seminars</li> </ul>

# Collaborative Learning Community Plan

## Wellbeing Handbook

### Pastoral Care

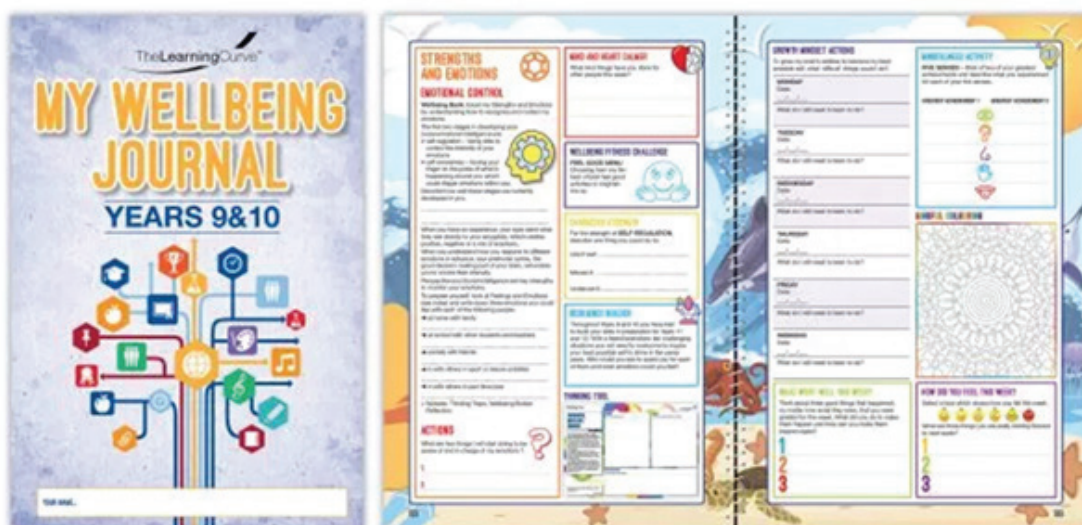


In addition to Pastoral Care Lesson time, students have the opportunity to participate in the following:

All students	ELC and/or Primary students	Secondary students
<ul style="list-style-type: none"> <li>Student Leadership representation opportunities</li> </ul>	<ul style="list-style-type: none"> <li>School Camps</li> <li>Student Leadership Convention</li> <li>Primary Disco</li> <li>Participation in Swimming and Sports Carnivals</li> </ul>	<ul style="list-style-type: none"> <li>Street Smart High Presentation by the Motor Accident Commission</li> <li>Royal Adelaide Hospital PARTY Program</li> <li>Middle Years Positive Education Journal Reflections</li> <li>Participation in Swimming and Athletics Carnivals</li> <li>School Camps and Retreats</li> <li>School Formals, Graduation and Socials</li> <li>Inter house sports during Home Group and break times</li> </ul>

The school also provides speakers, articles, advice and resources for parents to support their child's wellbeing. These can include, but are not limited to; building resilience, appropriate use of technology, restorative approaches to discipline, safety in social situations and supporting sound study habits.

Students in the secondary years have the opportunity to use Wellbeing Journals with the aim of building their best possible self. The journals focus on six elements of wellbeing; Strengths and Emotions, Skills and Achievement, Relationships and Optimism, Positive Engagement, Meaning and Purpose and Exercise and Health. Each student is encouraged to work through the journal as a way to better understand themselves and take time to focus on their own wellbeing.



Teachers will refer to the Pastoral Care Program for more details on actual sessions scheduled.

# Wellbeing Handbook

## Counselling Services



Many students, from Reception through to Year 12, have accessed the school counselling service at some point in their education. The school counselling service, which includes a psychologist, can assist students with a wide range of issues, including but not limited to: mood disturbances such as feeling sad, anxious, depressed, apathetic or fearful; friendship issues; family conflict; relationship issues; substance use; grief and loss and study support. Irrespective of the nature of the issue, students frequently report that they find it helpful talking to someone who is not a member of their family, friendship circle or a teacher, about their experiences, and can therefore, provide an objective, empathic, non-judgmental perspective on things.

The things that are discussed during counselling sessions are confidential, which means that the school counsellor and psychologist are not allowed to talk to teachers or parents about the specific information that is shared. There are some exceptions to this, however, that are detailed in the school counselling service policy and procedures.

Counselling is completely voluntary, which means that students are not forced to attend sessions. Students may not always seek out the counselling support they need though, which is why the school counselling service accepts referrals from parents and teachers, as well as students themselves. Referral forms for the school counselling service can be found on the SEQTA Homepage (see 'Counselling Referrals' tab) and once completed, should be emailed to [counselling@bps.sa.edu.au](mailto:counselling@bps.sa.edu.au). Once a referral has been received, there is usually some discussion with the person who made the referral for some background information, before the student is contacted via email about an appointment.

The school counsellor and psychologist respect students' privacy. Depending on the student's age, they are typically contacted via email to schedule appointments. Sometimes, teachers may be asked to prompt students to check their emails. Senior and upper primary students typically then make their own way to appointments which take place in the counselling suites (rather than the counsellor collecting them from the classroom). The students' safety and best interests are at the centre of the student counselling service, and guide all decision making, including in relation to privacy and confidentiality. If the student requests it, the school counsellor and/or psychologist can also provide a support and/or advocacy role to students in meetings.

The school counsellor and psychologist can also assist students and their families with referrals to external agencies and providers. This can be done at student or parent/guardians' requests, or when the student's needs require specialist support (i.e. if a student presents as clinically depressed or anxious, if a student is suicidal, or if a student is using drugs). The counsellor or psychologist can either make the referral themselves or provide information about services to the student and/or their family.



# Wellbeing Handbook

## Counselling and Psychological Services

Here are some other telephone and on-line mental health support services:

**Kids Helpline – 1800 551 800**

**Beyondblue – 1300 224 636**

**Headspace – 1800 650 890**

You can also use the e-Headspace link [www.eheadspace.org.au/](http://www.eheadspace.org.au/) if you would prefer to 'chat' on-line with a trained counsellor, rather than discuss things over the telephone.

For mental health concerns including if you are thinking about self-harm or suicide, please call:

**Lifeline – 13 11 14**

For concerns that relate to family violence, please contact:

**Domestic Violence Helpline – 1800 800 098**

For child protection concerns (that relate to abuse, neglect or family violence), please contact:

**Child Abuse Report Line – 13 14 78**

**\*\*\*For all emergencies or for any matters that relate to safety, please DO NOT HESITATE TO CONTACT 000\*\*\***

*Please refer to the Counselling Policy and Procedure for further details.*







# Wellbeing Handbook

## Co-curricular Program

The Co-Curricular program at Blackfriars Priory School contributes to each student's sense of belonging within the school and develops their pride in representing the school with their friends. Mateship has been identified by students as the main purpose of representing the school on Co-Curricular activities. Students are encouraged to participate in as many opportunities through the program that they can balance with their other commitments. **Participation in at least one activity within the Blackfriars Priory School Co-Curricular program is an expectation of all students and should provide our community with an opportunity to:**

- Enjoy involvement in physical or group activity
- Promote and develop an individual's fitness and health and general wellbeing
- Foster and develop positive attitudes, group and team skills and self confidence
- Build resilience
- Build relationships that are respectful and meaningful
- Live out our Catholic faith and share our experiences with our community to bring about positive change

The aim of the Co-Curricular Program is to:

- Build confidence and self-esteem
- Offer activities that encourage competition, an active lifestyle as well as the option to participate in competitive sport at inter-school and state level
- Further develop the whole person by promoting leadership and social skills and enhancing a sense of personal responsibility in team and individual pursuits
- Provide the opportunity for students to participate in activities that an individual may never have previously experienced
- Build team skills, develop new friendships, gain enjoyment from participation and improve overall health and wellbeing.

The Co-Curricular program policy and handbook can be accessed through the SEQTA portal.



# Wellbeing Handbook

## Student Voice



Student voice is more than making students feel important and valued; it is an approach to school improvement that makes the learning environment and school culture engaging, relevant, meaningful and more productive.

### Rationale

At Blackfriars Priory School we value the opinions and expression of our students and their ability to contribute to their own learning and life of the school. The importance of a students voice at our school is built on the belief that all people are made in the image of God and have an inherent goodness within.

### How is this achieved?

#### ELC

Class meetings occur to plan our day and discuss changes. A strong focus on routine awareness is important to develop their own expression, sense of wellbeing and identity.

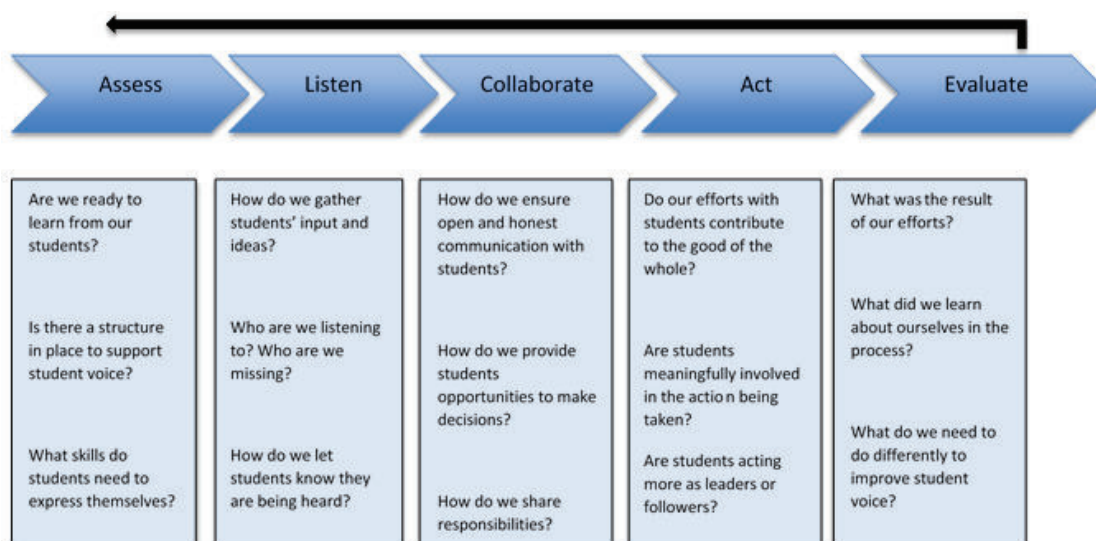
#### Primary

Within Primary classes students discuss the days agenda and establish personal and group objectives for their learning. When difficulties occur students participate in circle time and restorative meetings for conflict resolution and problem solving.

#### Senior School/ Middle School

Within the House structure students meet each morning to focus for the days routine and raise concerns. In addition to House support structures the Pastoral care program exists for students in more specific year level groups to discuss issues. With a focus on continuous improvement, our teachers gather feedback from our students to improve our pedagogical practice. This is completed with contemporary data collection tools such as the Classroom Climate Questionnaire and use of the detailed, unique feedback from student responses, leading to manageable lines of continual growth and improvement.

#### The Student Voice Process at BPS (Quaglia & Fox, 2018)

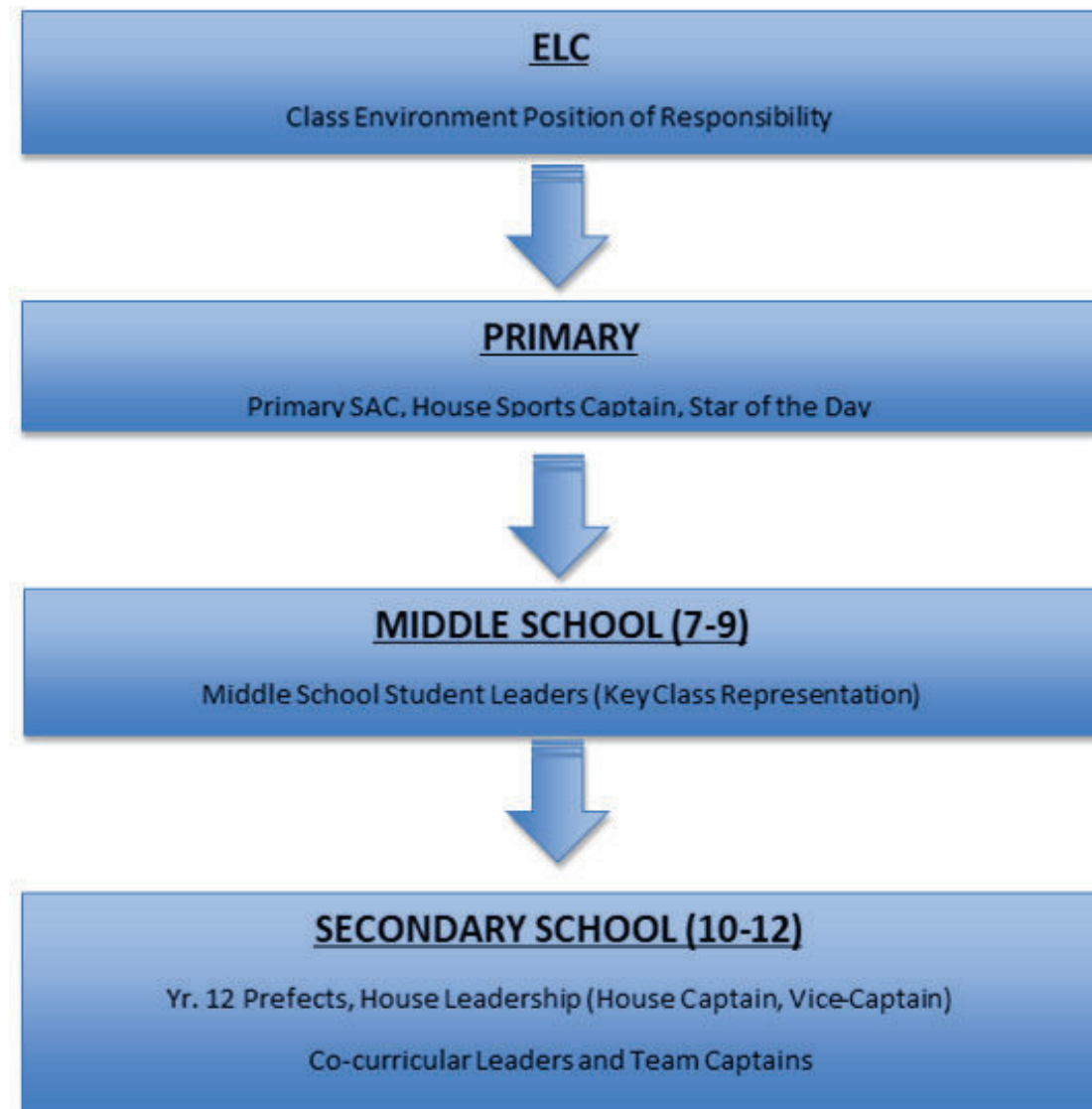


# Wellbeing Handbook

## Student Voice



### Leadership Structures at Blackfriars Priory School





# Wellbeing Handbook

## Strategies for Adults



It is important as adults that we understand appropriate approaches to support the wellbeing of young people in our care.

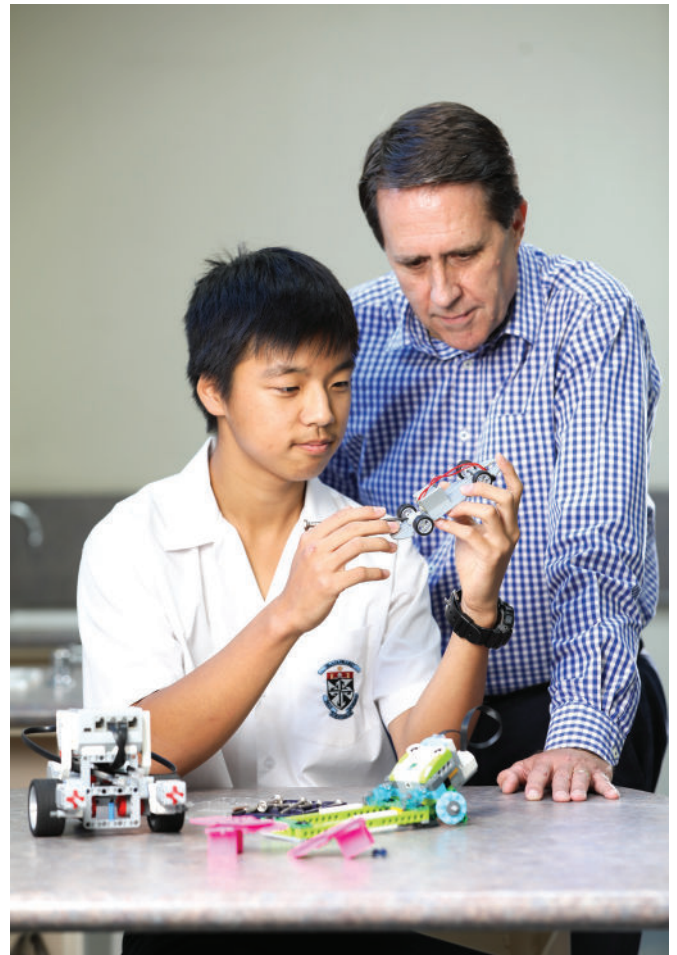
Teachers and other adults are encouraged to support and interact with students in the following ways:

- Be friendly and approachable
- Demonstrate an interest in student ideas and questions.
- Listen reflectively and avoid making judgments, asking too many questions or probing, simply help the young person bring the issue or idea out.
- Understand student concerns, perspectives and experiences
- Understand that young people make mistakes, encourage them to own the mistake, it's part of learning.
- Don't take children's behaviour in our care personally, deal with what is in front of us; a developing child.
- Encourage independence, don't do for a young person what they can do themselves.

### Teaching in the classroom

In conjunction with the Teaching and Learning Framework, the following teaching strategies are suggested:

- Design learning tasks and select problems or examples that connect with students' interests, preferences, curiosity and current knowledge
- Help students to make meaning through their learning and understand the value of the knowledge and skills being developed
- Help students to connect concepts and skills being learned with their lives and work (relevance)
- Assist students to set personal learning goals that are realistic, meaningful and challenging.
- Show understanding that some students need more time than others to grasp concepts and skills.



# Wellbeing Handbook

## Other References



Other Wellbeing policies and procedures include:

- Alcohol and Illicit Drugs Policy
- Hot and Wet Weather Policy and Procedures
- Mobile Phone and Small Device Policy
- Personal Presentation Policy
- Student Drivers Policy
- Student Grievance Policy
- SunSmart Policy and Procedures

[These policies can be accessed via SEQTA >](#)





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