Children’s Mental Well-being at St Joseph’s Alstonville

How do we promote and support children’s social and emotional well-being?

Mental Well-being is represented in terms of two dimensions: intrapersonal and interpersonal.

Interpersonal dimension of student well-being means having a sense of self and consequent capacity to function in the school community. It includes autonomy, emotional regulation, resilience, self-efficacy, spirituality, curiosity, engagement, motivation.

Interpersonal dimension of student well-being means knowing how to assess their social circumstances and capacity to function in their school community. It includes communication skills, empathy, acceptance, tolerance, respect, connectedness.

Well-being Team
Principal - Therese Seymour
Assistant Principal – Renay Condon
Counsellor – Denise Adams
Enrichment Co-ord – Shelley Thornton
Ministry Co-ord - Peter Slattery
Staff representatives – ???

Guiding principles
1. The dignity of the child is to be foremost.
2. Emotional Literacy Assessment is to be used to identify well-being dimensions.
3. Referral and communication occur between outside health agencies.
4. Consistently use strength based approaches.
5. Focus on values rather than rules.
6. Clear communication pathways between executive, enrichment and well-being team.
7. Build supportive partnership with parents and family.

Process for Referral for students needing additional mental well-being intervention.
1. Contact the Principal
2. Complete Request Form (both teachers and parents) and return to Principal.
3. Request form is processed through the Well-being Team who meet twice per month.
4. The teams role is to:
   a) formulate and evaluate plans for children who are ‘at risk’
   b) monitor children who have behaviour plans
   c) ensure all staff are aware of plans
   d) whole of school promotion of mental well-being

Processes to support staff well-being.
- Buddy classes
- Staff sharing times
- Executive support
- PD eg.microskills
- ‘Coffee’ colleague
- ACCESS Counselling