

Wellbeing for Young People

Section 1 – Background

Edmund Rice Education Australia Flexible Schools Ltd ('**EREAFLS**') is a Company Limited by Guarantee and is a registered not-for-profit with the Australian Charities and Not-for-Profit Commission ('**ACNC**').

EREAFLS administers a network of Catholic Schools across Australia (see [Schedule 1](#)) in the Edmund Rice Tradition. The charism of Blessed Edmund Rice expressed through the touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity, underpins our continued commitment to a safe and inclusive environment for all.

Section 2 – Purpose

The Policy sets out how Edmund Rice Education Australia Flexible Schools Ltd (EREAFLS) and its Schools listed in Schedule 1 establish, promote, and sustain learning communities that prioritise the Wellbeing, safety, and positive relationships of Young People, in order to discharge the Duty of Care owed to them. The Policy outlines the principles and practices that support Young People to reach their full potential within safe, inclusive, and relational learning environments.

This Policy is informed by and aligned with the **Australian Government's National Student Wellbeing Framework**, **EREAFLS Safeguarding Framework**, **EREAFLS Practice Framework** and **EREAFLS's Transformative Learning Model** recognising the strong and reciprocal relationship between Wellbeing, learning, and teaching. Wellbeing is understood as integral to educational engagement and success and is embedded across curriculum design, pedagogical practice, and learning environments within EREAFLS Schools.

Section 3 – Scope

This Policy applies to all Young People, Parents, Carers, families, Staff, Volunteers, Contractors, Board Directors, Board Committee members and School Advisory Council ('**SAC**') members at EREAFLS and in each of its Schools listed in [Schedule 1](#) of this Policy, referred to collectively in this Policy as the EREAFLS Community. This Policy covers all physical, virtual, and online environments, encompassing on and off-site School premises.

This Policy should be read in conjunction with the *EREAFLS Practice Framework*, *Building Blocks Safeguarding Framework*, and the *Code of Conduct – Young People* which provide the philosophical and operational foundations for all Wellbeing and safeguarding practices.

Section 4 – Definitions and Interpretations

Where the following term(s) and acronym(s) are used within this Policy they are intended to have the meaning(s) as outlined below:

4.1 DEFINITIONS

Term	Definition
Board	means the EREAFSL Board.
Board Committee	means a Committee of the Board, which may include persons other than Board Directors.
Board Directors	means Directors of the Board.
Building Blocks	means the four areas that form the EREAFSL Safeguarding Framework.
Contractor	means someone engaged by EREAFSL to perform specific tasks. Contractors are not employees of the EREAFSL.
Duty of Care	means the duty of care EREAFSL Staff have to exercise reasonable care to avoid or prevent things that could foreseeably cause injury to Young People under their control and supervision.
Head of Campus / Principal	means the appointed authority of an EREAFSL School.
Parent / Carer	means a person who has day-to-day care and responsibility for a Young Person and/or legal parental responsibility. This includes a biological parent, adoptive parent, legal guardian, kinship carer, foster carer, or any other person who has been granted parental responsibility or authority for the Young Person under family law, child protection law, or education legislation applicable in the State or Territory in which the School operates.
Purpose	means the purpose section of this Policy.
Practice Framework	means the document that outlines the EREAFSL's approach to working with young people.
Regional Director	means the appointed authority of EREAFSL Schools within the Region.
School(s)	means the registered non-government Schools (including Registered Training Organisations ('RTO') and other educational facilities) located in and operating within Australia that are listed in Schedule 1 , and such other Schools, RTO or educational facilities as EREAFSL may establish in Australia or acquire, govern, and operate from time-to-time. This definition also applies to campuses of Schools and to a School operating across various sites.
Staff	also known as employee(s), means current EREAFSL employees.
Volunteer	means a person associated with a School who does unpaid work for that School by agreement with the School.
Wellbeing	means individuals have the psychological, physical, environmental, and social resources to meet a variety of challenges.
Young Person / Young People	also known as students, means those who are currently enrolled at one of the EREAFSL Schools listed in Schedule 1 .

4.2 ACRONYMS

Acronym	Full Reference
CEO	means the EREAFSL Chief Executive Officer.
EREAFLS	means Edmund Rice Education Australia Flexible Schools Ltd.
RTO	means Registered Training Organisation/s.
SAC	means School Advisory Council/s.

Section 5 – Policy Statement and Principles

5.1 EFFECT

This version of the Policy replaces all previous versions, which are rescinded from the effective date of this Policy.

5.2 POLICY STATEMENT

The Policy is underpinned by the *EREAFLS Practice Framework*, which emphasises:

- Standing on Common Ground;
- Building an Inclusive Community; and
- Fostering Resilient and Hopeful Young People.

These characteristics guide our approach to and responsibility to foster an environment of Wellbeing, safety, and positive relationships. This includes that all Young People experience:

- School leaders promoting a culture of safety, respect and inclusion, modelling Wellbeing practices and ensuring that Wellbeing is embedded in School policies, planning, and daily operations.
- The School community contributes to a welcoming environment that celebrates diversity and fosters respectful relationships, proactively building a culturally safe and cohesive School culture.
- **Young People are recognised as active participants in decision-making processes that affect their learning, wellbeing, and school experience.** They are supported and empowered to exercise voice and agency through meaningful participation, co-design, and shared responsibility. Young People are provided opportunities to develop social-emotional skills and to actively contribute to strategies that promote safety, resilience, and positive relationships.
- Families and communities are active partners in promoting the Wellbeing of Young People. EREAFSL and its Schools aim to foster strong, collaborative relationships with external services and community organisations to deliver holistic, wraparound support that meets the diverse needs of every Young Person.

Implementation of this Policy aligns with the *Building Blocks of Safeguarding* culture; Leadership, People, Environment, and Response, ensuring a comprehensive and proactive approach to the safety and Wellbeing of all Young People.

5.3 GOVERNING PRINCIPLES

The following principles govern and inform the implementation of this Policy:

- **Leadership** - School leaders remain visible and active in fostering a positive learning environment.
- **Inclusion** - the School community contributes to a welcoming culture and values diversity and promotes respectful relationships.
- **Young Person voice** - Young People are provided opportunities to collaborate and address safety and Wellbeing challenges.
- **Partnerships** - families and communities are engaged as partners in Wellbeing.
- **Support** - Wellbeing is embedded in teaching and learning.

Section 6 – Roles and Responsibilities

All members of the EREAFSL community play a part in implementing and upholding the principles of this Policy. The details of those key responsibilities are outlined below:

Role	Responsibilities
Board	<ul style="list-style-type: none"> Approving this Policy. Ensuring this Policy is implemented, reviewed, and updated, as required. Reviewing the EREAFSL's and Schools' compliance with this Policy.
Chief Executive Officer ('CEO')	<ul style="list-style-type: none"> Overseeing the development of procedures and guidelines supporting adherence with this Policy. Ensuring this Policy is implemented nationwide. Reporting to the Board on compliance with this Policy.
Director of Practice and Identity	<ul style="list-style-type: none"> Collaborate with regional practice leaders and School leaders around the Wellbeing strategies and programs that Schools are implementing.
Director of Learning and Pedagogy	<ul style="list-style-type: none"> Collaborate with regional learning and pedagogy leaders and School leaders around transformative learning strategies and programs that Schools are implementing.
National Director of Educational Strategy and Innovation	<ul style="list-style-type: none"> Overseeing the implementation of this Policy and its alignment to associated Frameworks, guidelines, procedures, and practices.
Regional Director	<ul style="list-style-type: none"> Overseeing the implementation of this Policy and associated guidelines and procedures within their assigned regions. Ensuring that EREAFSL Schools and entities within their region maintain the highest standards in relation to the Wellbeing of Young People.
Regional Practice Leaders	<ul style="list-style-type: none"> Collaborate on the development, implementation, and review of the Practice Framework, Policy, guidelines, procedures, and practices for their regions. Collaborating with School leaders on new and existing Wellbeing strategies and programs.
Heads of Campus / Principals	<ul style="list-style-type: none"> Develop, implement, and publish supporting processes in their School in accordance with this Policy and the supporting Guidelines and Procedures. Managing incidents and concerns that pertain to their School and its strategies and programs to support Young Person Wellbeing. Ensure all Staff are made aware of Policy and supporting processes.
Staff	<ul style="list-style-type: none"> Adherence to and endorsement of this Policy. Model good Wellbeing practices. Understand and actively support the Wellbeing strategies and programs that their School has implemented. Being aware of the Safeguarding and Practice Frameworks and how it interacts with this Policy.
Young People	<ul style="list-style-type: none"> Encouraged to speak up and seek support from a Staff member Participate in Wellbeing programs offered by their School

Section 7 – Young Person Wellbeing Framework

7.1 DUTY OF CARE

EREAFLS and its Schools owe a Duty of Care (non-transferable) to its Young People requiring all Staff to take all reasonable steps to reduce risk, create a safe environment and implement strategies to promote the Wellbeing of Young People.

This Duty of Care requires Staff to take all reasonable steps to:

- Reduce foreseeable risks of harm, injury, or neglect by identifying hazards and implementing preventative measures.
- Create and maintain a safe, inclusive, and supportive environment that promotes physical, emotional, and psychological Wellbeing.
- Actively supervise and monitor Young People during all School-related activities, both on-site and off-site.
- Respond promptly and appropriately to any concerns, incidents, or disclosures relating to safety or Wellbeing.
- Implement strategies and programs that foster resilience, positive relationships, and mental health.
- Comply with all relevant legislation, policies, and professional standards, including child protection laws and mandatory reporting requirements.
- Collaborate with families, carers, and external agencies where necessary to ensure holistic support for Young People.

This Duty of Care is non-transferable, meaning responsibility cannot be transferred to another party. Every Staff member shares accountability for upholding these standards at all times.

7.2 WELLBEING STRATEGIES AND PROGRAMS

EREAFLS Schools implement proactive and responsive strategies informed by the *EREAFLS Practice Framework*.

This includes prioritising relationship building, honouring Young People's voice and providing transformative learning experiences.

EREAFLS Schools will implement social-emotional learning programs and peer mentoring designed to foster responsibility, agency, and belonging as outlined in the *EREAFLS Practice Framework*.

EREAFLS Schools recognise that inclusive Wellbeing practice requires equitable access to supports for all Young People, including those with disability, learning differences, mental health needs, experiences of trauma, disrupted schooling, or other barriers to participation.

Wellbeing strategies are implemented in ways that are flexible, differentiated, and responsive, ensuring that all Young People are able to engage meaningfully in learning, relationships, and support, regardless of background or circumstance.

Tiered support systems are in place in EREAFLS Schools to address varying Young People needs. Strategies that Schools implement include:

- Regular Wellbeing check-in processes (whole School and class groups)
- Social-emotional learning programs
- Wellbeing curriculum including events and celebration days
- Working agreements

- Staff professional supervision and self-care
- Negotiation of learning
- Mental health support services – internal and referral to external services
- Peer mentoring and counselling.

All Wellbeing programs are delivered within environments that reflect the Building Blocks of safe leadership, skilled people, supportive environments, and effective response systems.

7.3 YOUNG PERSON VOICE AND PARTICIPATION

Young People are encouraged to participate in Wellbeing consultation, provide feedback, and co-design initiatives that enhance safety, inclusion, and engagement.

Honouring Young People’s voice and agency are core enablers of Standing on Common Ground. Opportunities for Young People to participate in decision-making and co-design Wellbeing initiatives are central to the EREAFSL’s commitment to agency and shared responsibility. Strategies that EREAFSL Schools implement include:

- Empowering Young People to speak up and participate as a key aspect of the Leadership and Response Building Block, ensuring Young People are heard and supported.
- Co-design of Wellbeing initiatives that involve Young People being involved in designing Wellbeing programs, campaigns, and events.
- Regular feedback mechanisms and safe spaces for sharing concerns including morning circles, annual surveys, suggestion boxes / digital platforms and / or forums / town hall meetings for regular discussions.
- Curriculum integration that embeds social-emotional learning and Wellbeing topics into classroom activities and leverages inquiry-based learning to explore Wellbeing themes such as resilience, empathy and identity.
- Inclusive communication channels that allow access to all Young People, including those with diverse needs through the use of creative formats like podcasts, video diaries, and art projects to express Wellbeing perspectives.
- Recognition and celebration events including awards and showcases, that promote stories of Young People leading change in newsletters or social media.
- Safe and supportive environments where Staff listen actively and respond respectfully to Young People’s concerns, through the creation of safe spaces (physical or virtual) for Young People to share experiences and seek support.

7.4 CULTURAL SAFETY

Cultural safety is a foundational element of Young People’s wellbeing and is embedded across all wellbeing strategies and programs implemented by EREAFSL Schools. Cultural safety requires environments where Young People feel respected, valued, and safe to express their cultural identities, free from discrimination, racism, or exclusion.

EREAFL Schools recognise that cultural safety is essential to engagement, learning, and wellbeing, particularly for First Nations Young People and Young People from culturally and linguistically diverse backgrounds. Cultural safety is understood as an ongoing, reflective practice that requires listening to and responding to the lived experiences, voices, and strengths of Young People and their communities.

7.5 PARTNERSHIPS WITH FAMILIES AND COMMUNITY

EREAFSL Schools build respectful relationships with families and collaborate with community organisations to provide holistic support for Young People. Strategies that EREAFSL Schools implement include:

- Collaborative communication is open, respectful, and two-way through the use of multiple channels (newsletters, apps, meetings) to share Wellbeing updates and invite feedback. These materials are provided with accessibility in mind.
- Shared decision-making involves families in developing and reviewing Wellbeing policies and programs through inviting community representatives (Elders, Allied Health Professionals) to co-design initiatives. In addition, annual surveys and inclusion of Parent/Carer voices in School governance or Wellbeing groups.
- Culturally safe and inclusive practices that recognise and respect cultural identities, especially for First Nation Young People and partnering with local cultural organisations to embed inclusive practices celebrated through cultural events and traditions as part of Wellbeing programming.
- Access to support services through collaboration with external agencies (mental health services, youth support, family counselling) through provision of referral pathways, hosting of community service expos or information sessions at School.

7.6 STAFF RESPONSIBILITY FOR WELLBEING

EREAFSL recognises that all Staff play a critical role in fostering a safe, supportive, and inclusive environment for all Young People. Staff are expected to actively promote Wellbeing and respond appropriately when concerns arise. This includes, but is not limited to:

- **Proactive Engagement:** Building positive relationships with Young People and creating opportunities for informal check-ins to support emotional, social, and educational Wellbeing.
- **Early Identification:** Remaining attentive to signs of distress, dysregulated behaviour, bullying, or changes in engagement, and initiating supportive conversations in a respectful and culturally sensitive manner.
- **Responsive Action:** Escalating concerns, including bullying through established Wellbeing pathways, ensuring timely referral to internal or external support services where appropriate.
- **Collaboration:** Working in partnership with families, community organisations, and Allied Health Professionals to provide holistic support for Young People.
- **Professional Learning and Capability Development:** Engaging in and being supported through targeted, ongoing professional learning aligned with the EREAFSL Practice Framework, Safeguarding Framework, Transformative Learning Model and this Policy, including trauma-informed, culturally responsive and relational practice; embedding wellbeing within learning and teaching; early identification, prevention and responsive support; reflective supervision and collaborative practice; and engagement with evidence-informed and emerging wellbeing practice.

7.7 LEADERSHIP FOR CONTINUOUS IMPROVEMENT

EREAFSL and its School leaders are responsible for ensuring that Young Person wellbeing is not only embedded in culture and practice, but is also systematically monitored, reviewed, and strengthened over time.

School leaders will use a range of qualitative and quantitative information to inform continuous improvement in wellbeing practice. This may include, but is not limited to, attendance and engagement data, wellbeing check-ins, Young Person and family feedback, incident trends, and referral patterns.

Leaders at School, Regional, and National levels are responsible for reflecting on this information to identify strengths, emerging needs, and opportunities for improvement, and for ensuring that wellbeing strategies remain responsive to the lived experience of Young People.

Section 8 – Compliance and Accountability

8.1 IMPLEMENTATION

It is the responsibility of the leaders / managers in each School and EREAFSL workplace to ensure that their Staff, Volunteers and Contractors, and where relevant, Young People and their Parents/Carers, are aware of this Policy document and how it relates to them. This Policy will be made available to Schools through the EREAFSL Policy sharing platform and EREAFSL website.

On occasion where this Policy document undergoes major / key changes and updates, the National Director Educational Strategy and Innovation team will communicate those changes with the relevant leaders / managers who will then be responsible for disseminating that information to their Staff, and where relevant, Young People and their parents/carers. Where major change makes it necessary, Policy training modules may be developed by the Educational Strategy and Innovation team and will be made available to all relevant Staff via the Staff learning portal.

8.2 BREACH OF THIS POLICY

Staff who breach this Policy document may be subject to disciplinary action, including and up to termination of their employment.

Individuals who become aware of an actual or suspected breach of this Policy document are obliged to report it. They may speak to their relevant manager, submit a complaint under the *EREAFLS Complaint Handling Policy*, or lodge a Whistleblower report (where the issue or concern is eligible), in accordance with the *Whistleblower Policy*.

8.3 RECORD KEEPING

All records pertaining to this Policy document will be managed and maintained in accordance with the *Records Management Policy* and the related Retention, Archival, and Disposal schedule.

The National Risk and Compliance team will keep records, in accordance with the *Records Management Policy*, of all Policy review processes, including records and notes from Policy audits, feedback and consultation processes, and any subsequent changes.

Section 9 – Associated Information

This Policy aligns with, and is supported and complemented by, the following Commonwealth and State/Territory legislation, standards, regulations, EREAFSL policies and procedures, and other supporting forms and documentation:

Related Legislation, Policies and Procedures		
Relevant Legislative Standards and Regulations	Legislation, Instruments,	Commonwealth
		<ul style="list-style-type: none"> Australian Education Act 2012 and Regulation 2023 Australian Human Rights Commission Act 1986 (Cth)
		Queensland
		<ul style="list-style-type: none"> Education (Accreditation of Non-State Schools) Act and Regulation 2017 Education (General Provisions) Act 2006 and Regulation 2017 Education (Queensland College of Teachers) Act 2005 and



	<p><u>Regulation 2016</u></p> <ul style="list-style-type: none"> • <i>Child Protection Act 1999</i>
	<p>Northern Territory</p> <ul style="list-style-type: none"> • <u>Education Act and Regulations 2015</u> • <u>NT Registration Standards for Non-Government Schools</u> • <i>Care and Protection of Children Act 2007</i>
	<p>New South Wales</p> <ul style="list-style-type: none"> • <u>Education Act 1990 and Regulation 2017</u> • <u>Education Standards Authority Act 2013</u> • <u>NSW Registered and Accredited Individual Non-Government Schools Manual</u> • <i>Children and Young Persons (Care and Protection) Act 1998</i>
	<p>Tasmania</p> <ul style="list-style-type: none"> • <u>Education Act 2016 and Regulations 2017</u> • <u>TAS Non-government Schools Registration Guidelines</u> • <i>Child and Youth Safe Organisations Act 2023</i> • <i>Children, Young Persons and Their Families Act 1997</i>
	<p>South Australia</p> <ul style="list-style-type: none"> • <u>Education and Children’s Services Act 2019 and Regulations 2020</u> • <u>Education and Early Childhood Services (Registration and Standards) Act 2011</u> • <u>Standards for Registration of Schools in South Australia</u> • <i>Children and Young People (Safety) Act and Regulations 2017</i>
	<p>Western Australia</p> <ul style="list-style-type: none"> • <u>School Education Act 1999 and Regulations 2000</u> • <u>WA Registration Standards for Non-Government Schools</u> • <i>Children and Community Services Act 2004 and Regulations 2006</i> • <i>Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008</i>
Relevant EREAFSL Policies and Procedures	<ul style="list-style-type: none"> • <i>EREAFL Practice Framework</i> • <i>EREAFL Safeguarding Framework</i> • <i>EREAFL Safeguarding Policy</i> • <i>EREAFL Transformative Learning Model</i> • <i>EREAFL Code of Conduct – Staff</i> • <i>EREAFL Privacy Policy</i>
Other Relevant Reference Documents, Websites and Forms	<ul style="list-style-type: none"> • <i>Australian Student Wellbeing Framework</i> • <i>National Children’s Mental Health and Wellbeing Strategy (2021)</i> • <i>National Principles for Child Safe Organisations (2019)</i> • <i>National Framework for Protecting Australia’s Children 2021–2031</i>

Section 10 – Review

This Policy will be reviewed **triennially**, and amendments and updates made as required. Reviews may occur more regularly where a legislative or regulatory change requires it. Any related procedures, guidelines, or forms are also reviewed at least **triennially**, or more regularly as required by change to legislation.

The National Risk and Compliance team is responsible for ensuring that the **triennial** review of this Policy is undertaken, which includes applying any relevant legislative and/or regulatory changes, thorough consultation with relevant stakeholders, and having the Policy reviewed and approved by the EREAFSL CEO and Board.

Section 11 – Further Assistance

Policy queries should be directed to the National Director of Educational Strategy and Innovation.

Section 12 – Document Version Control

Wellbeing Management Policy - Young People	
Status	APPROVED
Version	Version 1.0
Policy Code	SG.004
Category	Operational
Sub-Category	Safeguarding
Effective Date	11 May 2026
Review Date	11 May 2029
Approval Authority	Chief Executive Officer ('CEO')
Governing Authority	EREAFLS Board
Approval Date	11 May 2026
Policy Owner	National Director of Educational Strategy and Innovation
Policy Owner Delegate	National Project Officer- Safeguarding Practice

Schedule 1 – Schools* under the administration of Edmund Rice Education Australia Flexible Schools Ltd.

School	Site Address
Albert Park Flexible School	1 Hale Street, Brisbane QLD 4000
Bowen Flexible School	48 George Street, Bowen QLD 4805
Burdekin Education Program	Ayr Racecourse – Cunningham Street, Ayr QLD 4807
Deception Bay Flexible School	17 Silver Street, Deception Bay QLD 4508
Edmund Rice Flexi School (Davoren Park)	8 Skewes Street, Davoren Park SA 5113
Edmund Rice Flexi School (Elizabeth)	Bldg G21 Elizabeth TAFE – Woodford Road, Elizabeth SA 5112
FAME	4 Orche Place, Christie Downs SA 5164
Flexi RTO (46087)	Unit 18, 56 Lavarack Avenue, Eagle Farm QLD 4009
Geraldton Flexible School	27 Bayly Street, Geraldton WA 6530
Gympie Flexible School	2 Bowen Lane, Gympie QLD 4570
Hemmant Flexible School	56 Hemmant-Tingalpa Road, Hemmant QLD 4174
Inala Flexible School	67 Poinsettia Street, Inala QLD 4077
Ipswich Flexible School	1 Queen Victoria Parade, Ipswich QLD 4305
Mount Isa Flexible School	74 Abel Smith Parade, Sunset Mount Isa QLD 4825
Noosa Flexible School	2 Girraween Court, Sunshine Beach QLD 4567
Pambula Beach Flexible School	149 Pambula Beach Road, Pambula NSW 2549
Rockhampton Flexible School	210 Upper Dawson Road, Rockhampton QLD 4700
St Edmund's College	60 Burns Road, Wahroonga NSW 2076
St Francis Flexible School	22 Ashbourne Grove, West Moonah TAS 7009
St Gabriel's School	190 Old Northern Road, Castle Hill NSW 2154
St Joseph's Catholic Flexible School (Alice Springs)	5 Bloomfield Street, Alice Springs NT 0870
St Joseph's Catholic Flexible School (Darwin)	107 Boulter Road, Berrimah NT 0828
St Laurence Flexible Learning Centre	137 Broadmeadow Road, Broadmeadow NSW 2292
St Mary's Flexible School	63 Forrester Road, St Marys NSW 2760
Southport Flexible School	2 Nakina Street, Southport QLD 4215
The Centre Education Programme	108 Mudgee Street, Kingston QLD 4114
Townsville Flexible School	22 Ingham Road, West End QLD 4810
Wollongong Flexible School	Corner Princes Highway and Towradgi Road, Towradgi NSW 2518

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