POLICY: STUDENT WELLBEING

PURPOSE

1.1 Our school’s purpose is to create an inclusive, safe, caring, supportive and secure environment that is stimulating and challenges students to achieve their full potential. We provide a high quality, balanced educational program for all students which fosters a culture of optimism, resilience and tolerance, develops the knowledge, skills and attitudes that support lifelong learning and works in partnership with our school community.

BROAD GUIDELINES

2.1 The school is a positive environment in which all assume responsibility for student wellbeing, endeavouring to provide successful experiences for all children and where children feel safe, secure and supported.

2.2 Children will be supported to develop positive social behaviours and problem solving skills.

2.3 Staff are confident, skilled and proactive in the management of student wellbeing issues.

2.4 Communication processes and protocols are clear and well known to ensure the effectiveness of student support.

2.5 Student individuality, differences and cultural diversity are recognised, explored, respected and celebrated.

2.6 Student wellbeing is a shared responsibility between school, home and the community.

IMPLEMENTATION

3.1 The school will have a staff member who will co-ordinate student wellbeing programs across the school.

3.2 The school will adopt a proactive and strategic approach in relation to issues of student wellbeing based on the TRIBES program and supported by a range of wellbeing programs such as Restorative Practices. The school utilises KidsHope Mentors, Mentors from the Shire of Yarra Ranges as well as a lunchtime Kids Club to support students to develop social skills.

3.3 The school will implement wellbeing support structures and programs as required within the realm of its policy in order to support student wellbeing.

3.4 A culture of positive reinforcement and encouragement will permeate all facets of our school.

3.5 Student work and achievements will be regularly showcased and publicly recognised.

3.6 The curriculum will be broad and provide for the needs of individual students.

3.7 Programs that support the wellbeing of parents and families will be promoted as available.

3.8 An active Junior School Council will form part of the school’s decision making process.

3.9 Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues.

3.10 The expertise of Guidance Officers, Speech Pathologists, the Social Worker and Chaplain will be utilised when required. The school will also access outside services to provide support for students, families and staff where necessary.
3.11 The school will comply with all privacy issues in accordance with current legislation and departmental requirements (See Privacy Policy).

3.12 Manchester recognises that student wellbeing is often linked to learning efficacy and so the multitude of targeted interventions and the Kathy Walker Learning Approach curriculum can be viewed as aspects of wellbeing in the school.

**Evaluation**

Evaluation of this policy will be carried out by, in three years’ time, or beforehand, if a significant issue arises.

MAY 2015

Approval Date:

Review Date:

Signed :

*Principal*  
*School Council President*