

Jells Park Primary School

Student Well-being Policy

Purpose:

Student Well-being encompasses the physical, social, emotional and educational growth of students. It recognises that all children need care and support to develop their potential in academic, creative, recreational and personal activities as they grow towards maturity.

In the provision of an optimum-learning environment to facilitate the engagement of all students, the school recognises the importance of the development of healthy relationships, positive self-esteem and resilient behaviours.

Guidelines:

- To provide relevant and challenging learning opportunities for all students, which promote positive engagement and a sense of belonging.
- To foster positive self-esteem, which is reflected appropriately through the development of socially responsible behaviours, effective problem solving strategies, the promotion and practice of leadership qualities and a strengthened sense of a harmonious school community.
- To ensure that consistent strategies for proactive prevention are established in the school's programs, and reviewed regularly, to assist and support staff management of, and responsibility for Well-being issues.
- To plan and implement early intervention strategies to strengthen the coping skills and resilience of all students.

Implementation:

1. The Principal and Assistant Principal have overall responsibility for Student Well-being.
2. All staff share responsibility for the implementation of the Student Well-being Policy.
3. Teachers have an important role in monitoring Student Well-being and implementing early intervention strategies, with the assistance of expert professional advice and support.
4. Confidential Information related to Student Well-being will be securely housed, according to DE&T Guidelines.
5. The provision of a safe, supportive and challenging learning environment will include current Early and Middle Years pedagogies, Thinking Curriculum engagement tools and strategies and the Integrated Inquiry approach to learning across curriculum areas.
6. Social competencies programs, including the 'You Can Do It' Program will be taught at all class levels, with one Foundation targeted per term. A Values Program will also be emphasised across the school. The weekly Value will be introduced at each Monday's whole-school assembly and form the focus for in-class and outside behaviours during the week.
7. Participation in supportive, but challenging, progressive Leadership opportunities and programs from Prep to Grade 6 will be available for all students.
8. Acknowledgements and celebrations of the achievements of physical, social, emotional and educational growth of students will occur regularly via Assemblies, Newsletters, Area, class or individual praise and awards.
9. School policies, guidelines and related documents support Student Well-being, especially Anti Bullying, Equal Opportunity, Integration, Drug Education, other health-related policies. The Student Rights, Rules and Responsibilities Booklet, which sets out rights, responsibilities and consequences of particular behaviours and actions, is issued to each child at the start of the year. This booklet facilitates classroom and home discussion with children, on relevant aspects of the Student Well-being Policy and the Student Code of Conduct.

10. These policies, guidelines and related documents need to be considered in conjunction with the Student Well-being Policy.
11. Legislative requirements relating to Occupational Health and Safety, Mandatory Reporting, the School Charter and the teacher resource: “Framework for Student Support Services in Victorian Schools’ (1999) will be primary references.
12. A strong and supportive liaison will continue to be fostered between the school and allied professional services. Regional Personnel, including Guidance Officers, Speech Pathologists and the Visiting Teacher Service for Integration students, will support the School. Regular, timetabled meetings for professional guidance, support and review in Well-being issues will occur and be organised via the Assistant Principal’s office.
13. The Principal or her/his delegate will undertake trauma/crisis management, if necessary.
14. A positive home/school partnership will be strongly encouraged to facilitate the implementation of Student Well-being.

References:

- DEECD “Engagement & Well-being Policy’ linked at:
<http://www.education.vic.gov.au/school/principals/participation/Pages/reengagewellbeing.aspx>

Evaluation:

Successful implementation of this policy will be measured by:

- A survey map completed by students indicating safe and unsafe areas of the school.
- Data collected from the annual Student Attitude to School Survey.
- Feedback from the annual Parent Opinion Survey.
- Playground and Classroom Incident Reports analysis.
- You Can Do It survey results.

This policy will be reviewed as part of Jells Park Primary School’s three-year review cycle.