

# Flemington Primary School

## POLICY FOLDER



### Student Wellbeing Welfare Policy

#### Aims

- ❖ To ensure that Primary School provides a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community.
- ❖ To encourage caring and compassion, respect, responsibility and consideration for and between all members of the school community.
- ❖ To develop a partnership with parents and the wider community in order to support and encourage all students in their learning and development in the pursuit of excellence.

#### Guidelines

- ❖ Student Wellbeing is the concern of all staff in the school however the primary responsibility will be taken by the Principal and Assistant Principal.
- ❖ A Student Wellbeing Team will be formed and will meet regularly to monitor and review all aspects of the program and implementation.
- ❖ While policies will be reviewed under the usual cyclical review process, Student Wellbeing Policies will reflect changes introduced through DEECD, Western Metropolitan Region and professional development needs identified through student demographics.
- ❖ The following school programs will support student welfare:
  - Values Education*
  - Student Leadership Program*
  - Behaviour Management Programs*
  - Individual learning improvement plans*
  - Anti- Bullying Program*
  - You Can Do It Education*
  - School Student Support Services*
  - Life Education*
  - Special Assistance Programs*
  - Program for Students with Disabilities*
  - Physical Education and Health curriculum*
  - Studies of Society & Environment curriculum*
  - Personal Learning & Interpersonal Learning curriculum*
- ❖ All students are acknowledged and valued as individuals regardless of gender, racial, cultural, physical or intellectual differences.
- ❖ Teachers and students have a right to work in an atmosphere conducive and supportive to learning.

- ❖ All students have a right to be educated in a positive, safe, encouraging environment with expectations of care and compassion, respect, responsibility and honesty.
- ❖ Students have the right to be treated equally in an environment that values and encourages tolerance, inclusion, integrity and diligence.
- ❖ Students have a right to work and play free from intimidation.
- ❖ The Principal and staff have a responsibility to fairly; reasonably and consistently implement the Student Code of Conduct.
- ❖ The school has a responsibility to identify children at risk both socially and academically and to devise programs to support these children.
- ❖ The school has a responsibility to ensure that internal processes address students with specific learning needs at both ends of the scales.
- ❖ The school has a responsibility to ensure that internal processes refer students to agencies when appropriate.
- ❖ To develop in all students, resilience and independence within their community and relationships.

## **Implementation**

In line with the Framework for Student Support Services for Victorian Government Schools, the implementation of the approaches to student welfare at Flemington Primary School is based on effective practices at each of the following levels.

### **1. Primary Prevention**

Strategies at this level include:

- Building mutual respect and promoting safety at school.
- Implementing comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- Enhancing school attendance (see Attendance Policy).
- Encouraging supportive relationships.
- Implementing effective social skills programs (YCDI, Behaviour Management, Anti Bullying programs)
- Implementing Values Education school wide.
- Implementing Student Leadership program
- Implementing Student Representative Council and conducting regular meetings for student voice
- Conducting Buddies program
- Involving parents/families and communities.
- Effective inter/intra kindergarten/school transition.
- Ensuring students at risk are tracked on the Students at Risk Mapping Tool program
- Monitoring students at risk

## **2. Early intervention**

Strategies at this level include:

- Identifying children at risk, conducting appropriate observations, assessments and needs analyses.
- Referral to School Student Support Services staff for assessment and possible application to the Program for Students with Disabilities.
- Referral to external agencies for assessment
- Work with a trained and trusted adult to remediate academic, social and behavioural issues
- Scheduling Parent Support Group meetings to set goals and review progress.
- Developing Individual Learning Plans (ILIP), programs and activities to meet identified needs and improve skills.
- Providing counseling and support as required utilising Student Services within the Western region.
- Referral to external agencies such as McKillip Family services

## **3. Intervention**

- Establishing a support group for the student at risk.
- Providing regular Parent Support Group meetings to set goals and review progress.
- Professional Development/training for teachers working with the child
- Linking to appropriate support staff/agencies.
- Monitoring and evaluating social progress.

## **Postvention**

Postvention relates to support after traumatic incidents that is, those which are extraordinary and are beyond people's normal coping abilities.

Strategies at this level:

- Emergency response plans.
- Providing counseling and support utilising Student Services within the Western region.
- Ongoing mentoring with a trusted adult
- Monitoring recovery and evaluate plans.