



Rationale:

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

Aims:

- To provide an educational environment which recognises, values and builds student wellbeing.
- To develop students who are physically and emotionally healthy.

Implementation:

- Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy which may include access to a Student Welfare Officer through the School Chaplain Program.
- Our school will endeavour to value and encourage student individuality, differences and diversity.
- A culture of positive reinforcement and encouragement will permeate all facets of our school.
- We will endeavour to implement strategies detailed in the '*Building Successful and Safe Schools*' resource across the school. Strategies from the *Effective Schools are Engaging Schools - Student Engagement Policy Guidelines* may be used to promote student engagement, attendance and positive behaviours in our school.
- We will endeavour to implement programs that provide for the social and emotional health of students, such as '*Bounce Back*' that underpin our curriculum.
- We will endeavour to implement programs that support a safe environment that encourage open discussion, such as '*Protective Behaviours*', across the school.
- The curriculum will be broad and developed with a goal to cater for multiple intelligences and we will aim to provide for the needs of individual students.
- We will endeavour to access Department of Education regional and network staff with wellbeing and/or welfare expertise as required.
- Programs dealing with issues such as Drug Education (Life Education) may form part of the school's Student Wellbeing program.
- An active Student Representative Council may form part of the school's decision-making team.
- We will endeavour to provide staff with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues.
- We will endeavour to showcase and publicly recognise student work and achievements on a regular basis
- We will endeavour to consult parents, staff and relevant community members in the development and regular review of this policy.
- Protocols should designate stages where it is necessary to respect the confidential nature of dealing with student welfare issues.
- The stages at which support may be provided are:
 - (a) Primary Prevention: programs which develop resilience, through enhanced life skills and protective factors.
 - (b) Early Intervention: strategies and processes which, assess and manage individuals and groups identified as high risk.
 - (c) Intervention: provision of crises support for individuals with clear suicide behaviours.
 - (d) Post Prevention: implement a critical incident response plan eg for suicide. This plan shall be reviewed annually and include responsibilities of coordinating personnel and other staff; flow chart communication links; protocols and procedures for contacting and dealing with outside agencies; debriefing arrangements for affected personnel; and plan review arrangements.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.
This policy was endorsed by School Council on Wed 28th October 2015.