

Wantirna South Primary School

Student Well-Being Policy

Rationale

The student well-being policy aims to provide a safe environment, nurture self-esteem and develop social skills. The policy reinforces a right for all voices to be heard with particular attention to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds as well as the safety of children with a disability. The well-being of each child is an essential priority in creating a positive learning environment.

Expectations

Based on this rationale the expectations of this policy are to:

- continually promote the WASPS values – care, responsibility, respect, honesty and inclusion;
- promote healthy, positive relationships with all people;
- encourage each student to accept responsibility for their own behaviour, through the induction process, values education and the use of natural consequences;
- nurture the students' self-esteem and support students' personal and interpersonal growth; and
- provide a consistent whole school approach to student behaviour management.

Implementation

Consistent with these expectations, this policy shall be implemented according to the following guidelines:

- development of collaborative working partnerships across the school community
- encouragement of parental involvement and support through regular communication such as conferences, Parent Support Group meetings and parent forums
- recognition and celebration of a diversity of student achievement through the provision of enrichment activities, award assemblies and WINGS
- provision of an easily understood outline of whole school rules and logical consequences
- ensure all classes undertake the induction process at the commencement of the school year
- where individuals or groups require help in matters of social and emotional well-being, a variety of school-level supports – counselling through teachers and our Wellbeing Officer, behaviour modification contracts, circle groups – will assist students to develop appropriate personal and interpersonal skills, and build confidence and self-discipline
- utilisation of professional support services and relevant agencies when needed
- utilisation of recommendations and guidelines outlined within the departmental document, *Calmer Classrooms: A Guide to Working with Traumatised Children*
http://www.ocsc.vic.gov.au/downloads/calmer_classrooms.pdf

Evaluation

This Policy will be reviewed as part of a five year cycle or as directed by School Council. Review date: August 2015.

This Policy was ratified by School Council.