



ARLINGTON WELLBEING POLICY

Rationale

The core values of courage and respect underpin, guide and inform all areas of interaction between individuals at the Arlington Campus. We celebrate diversity and foster compassion in an atmosphere of mutual respect. Children and other young people are encouraged to acknowledge and value others for who they are – children and adults alike.

This policy outlines Arlington's approach to promoting the positive health and wellbeing of the entire school community. This includes all students, staff and parents/carers and involves actively promoting good health and well being rather than merely attempting to prevent or respond to illness. Therefore, this policy focuses on promotion, prevention and early intervention in order to provide for all members of the school community. This policy also recognizes the commitment Preshil staff have towards the Safeguarding Children Program.

Key elements of wellbeing are a positive sense of self, respect for others, positive relationships, responsible behaviours and personal resilience. The wellbeing of our community is reflected in many aspects of school life and especially in our school's values, statements, policies, procedures, programs, teaching and learning curriculum, campus activities, levels of support, behaviour management processes, family engagement, community partnerships and campus climate.

Related policies and procedures include but are not confined to; Restorative Practices procedures, Confidentiality and Documentation policy, Mutual Respect policy, Critical Incident Policy, Mandatory Reporting policy and legislation. Such policies and procedures should be consistent with the principles expressed in this policy statement and be compliant with relevant legal requirements.

Aims

- To develop and foster high quality relationships amongst staff, students, parents/carers and the wider community
- To provide a safe, secure and stimulating environment where students are given the opportunity to thrive
- To provide positive support and collaborative structures to promote wellbeing
- To maintain and utilize organisational structures and personnel to promote open communication and problem solving
- To encourage student voice and empowerment and foster a sense of belonging for all members of the school community
- To provide a curriculum that supports the social and emotional development of students
- To comprehensively monitor and maintain records documenting the wellbeing of all students

- To respond in an appropriate and timely manner to students who require individual support
- To build strong networks with the local community and local health care providers in order to provide appropriate referral pathways
- To offer the opportunity for individual learning that allows students to develop their own unique strengths
- To provide support, resources and professional development to all staff in order that they can adequately and effectively fulfill their responsibilities
- To review this and other relevant policies in a strategic manner

Implementation

In the first instance wellbeing issues should be directed to classroom teachers unless the nature of the concern is highly critical and confidential. The support structures in place for classroom teachers are as listed:

- Classroom teacher/Specialist teacher/Nursery teacher
- Student Wellbeing Coordinator
- Head of Campus
- Principal

Specific support services and personnel for wellbeing issues include:

- Director of Nursery
- Literacy/Learning support staff/Nursery Assistant
- Student Wellbeing Co-ordinator
- Outside professionals

Whole School Practices that support student wellbeing

- Regular communication with parents - meetings, phone calls, emails etc.
- Staff meeting discussions about children requiring extra care
- Professional Learning courses, seminars and conferences
- Individual Learning Plans and meetings
- Restorative Practices procedures
- Whole School meetings
- Year level events
- Transition Programs
- Electives Program
- Personal Learning Projects

Documentation

It is essential that all issues related to wellbeing are carefully documented. All correspondence should be marked confidential and copies placed in the student's personal files.

Privacy issues are paramount in dealing with wellbeing issues. It is essential to ensure that families give consent or are aware of the need to pass on relevant information to required staff for the appropriate support to be given.

External Referral

The Head of Campus will make a supported referral to appropriate external professionals or agencies.

An example of the available services includes:

- Psychiatrist or Psychologist via private practice or utilising Medicare rebates
- Child and Adolescent Mental Health Service (CAMHS)
- Local, youth friendly GPs
- Generalised or specific counseling services such as those provided by local Community Health Centres or the Centre Against Sexual Assault (CASA)
- Speech therapists, social workers, youth workers

This is not an exhaustive list and every attempt will be made to find an appropriate support service or group of services that appropriately responds to the student in need, taking into account any existing support structures including family and social networks.

Evaluation

This policy will be reviewed as part of the Arlington Campus three-year policy review cycle.