STUDENT WELFARE
POLICY

Rationale:
- We believe that a child’s ability to learn and achieve at school is influenced by their social and emotional wellbeing. Therefore, we devote school resources and planning to promote a healthy, supportive and secure environment for all children, to raise awareness of students’ emotional intelligence, and to develop strategies to reduce vulnerabilities and improve wellbeing.

Aims:
- Maintain a positive environment where all staff assume responsibility for student welfare.
- Children will develop positive social behaviours and emotional intelligence.
- Staff are confident, skilled and proactive in the management of student welfare.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.
- Provide a safe, secure and supportive environment in classrooms and playgrounds.
- Maintain a culture where all students have a sense of belonging and empathy for others.

Implementation:
- Student Welfare is a shared responsibility between school, home and the community.
- The school will appoint a staff member who will coordinate student welfare across the school.
- The school will adopt a proactive and strategic stance with issues of student welfare, rather than operating in a consistently reactive mode.
- The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy. Refer to: ‘Framework for Student Support Services 1999’.
- The school will have a daily one hour teaching block for emotional intelligence.
- The school will endeavour to implement and maintain programs such as: -
  - S.A.I.L (Support & Intervention Ladder)
  - School Attendance Initiatives
  - Koori Programs
  - Student Engagement
  - Lunchtime Activities
  - Programs across the school to develop the Emotional Intelligence of the individual student and of the whole school community.
  - Buddies
  - Student Awards
  - Drug Education
  - Transition programs.
- The school will provide the following support structures: -
  - Protocol for Mandatory Reporting
  - Trauma Management plan
  - Monitoring of, and responding to, protracted student absences
  - L.O.S.T (Loss of Self Control Tracker)

• Bullying Survey of students and school environment.
• Student Support Group’s for children in need
• Referral to external support services.

• The external agencies and services that the school may access to provide support for students and staff which include:
  - Psychologist for psychological and academic assessment
  - Paediatricians
  - Mental Health Services (North East Child & Adolescent Mental Health)
  - Occupational Therapists
  - Speech Therapists
  - School Nurse
  - Family Support Services (Upper Murray Family Care)
  - Parenting Support Services (Gateway Community Health)
  - Mentors – providing support for ‘at risk’ children
  - Department of Human Services case managers and support workers
  - Social Workers to provide services such as counselling, social skills and anger management programs.
  - Local parent support groups
  - Relevant DE&T support staff
  - Child First

• The school will endeavour to cater for:
  - Children identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.

• Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

This policy was last ratified by School Council in....

School Council President...Craig Jerram............................................(signature)

November, 2012