

Student Wellbeing

Whole School Welfare Policy

Purpose

- To ensure that Alice Miller School, which includes Candlebark 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 cooperation, respect and consideration for and between all members of the school community.
- To support and encourage all students in their learning and development in the pursuit of excellence.

Guidelines:

- 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, interact and play in an atmosphere conducive and supportive to learning and emotional health.
- Students have a right to be educated in a positive, safe, encouraging environment with expectations of care, courtesy and respect for all.
- 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 school has a responsibility to identify children at risk both socially and academically and to devise approaches which support these children.
- The school has a responsibility to ensure that internal processes address students with specific learning needs.
- The school aims to develop in students, resilience, and a quiet level of confidence and independence within their community and relationships.
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Implementation

The implementations of the approaches to student welfare at Alice Miller School are based on effective practices at each of the following levels.

1. Primary Prevention

Strategies at this level include:

- Building mutual respect and promoting emotional and physical safety at school.
- Implementing comprehensive and inclusive curricula 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.
- Involving parents/families and the wider community.
- Facilitating smooth transitions from year level to year level, and from school to school.

2. Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs via assessments, observation, surveys and tests.
- Assigning one or more staff members to take particular responsibility for specific children
- Where appropriate, providing SSG (Student Support Group) meetings to set goals and review progress.
- Developing programs and individual learning plans to improve skills.
- Providing counseling and support as appropriate.

3. Intervention

- Establishing a support group for the student at risk.
- Linking to appropriate support staff/agency.
- Monitoring and evaluating social progress.

4. Post-intervention

Post-intervention relates to 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.
- Monitoring recovery and evaluating progress.
- Evaluation

The Student Welfare Policy will be reviewed and modified on an ongoing basis. Feedback from staff, students and parents will be used to assess the effectiveness of the policy implementation and to modify the process.

Corporal punishment is not permitted under any circumstances at Alice Miller School.

Revised December 2017

To be revised December 2019