

Student Wellbeing Policy

1. Purpose

The purpose of this policy is to ensure that the Moonee Ponds West school community has a consistent understanding and a positive approach to student wellbeing.

2. Statement of Belief

Moonee Ponds West Primary School has a strong commitment to the wellbeing of all students, staff and community members. Our school community has shared values which underpin our consistent approach to student wellbeing. We believe that all children should be listened to, respected and treated fairly. We believe that student wellbeing supports and strengthens student learning. It is essential to provide an environment that will best nurture student's development, self esteem, and a sense of wellbeing, tolerance and resilience. It is important that children feel safe, supported and experience a sense of belonging. We acknowledge the importance of a school community that values diversity. We want all students to become active, informed and socially responsible global citizens who are working towards achieving their full potential. We strive to develop in our children an understanding of people's rights and responsibilities, along with awareness that all action has a logical consequence.

Aims

- To actively involve children, staff and parents in the provision of a positive, safe and supportive school environment.
- To ensure that all children have equal access to a broad curriculum which positively develops their social and emotional wellbeing.
- To help children manage their own behaviour, relationships and conflicts within a supportive environment using the Restorative Justice approach. To support the school vision to develop socially responsible and resilient individuals.
- To have a welcoming school community that develops feelings of belonging and connectedness for children.
- To provide support and opportunities for parents to learn about and reflect on their child's educational, social and emotional development
- To provide effective early intervention and intervention for children when needed.
- To effectively support students, their families and other members of the school community in managing the impact of emergency situations or potentially traumatic incidents.

3. Guidelines for Action

3.1 Social and Emotional Learning for Students

- Provide effective social and emotional learning as an integral component of our curriculum.

- Provide opportunities for students to practise and generalise social/emotional skills.
- Support students to develop the classroom and playground rights and responsibilities upon which all interactions are based. Families are informed of and involved in supporting this process.
- Assist students to work through issues using the Restorative Justice approach, where children take responsibility for their actions and recognise that all actions have a logical consequence. The Restorative Justice approach uses affective statements that communicate children's feelings as well as affective questions that cause children to reflect on how their behaviour has affected others.

3.2 Positive School Community

- Continue to develop a sense of belonging and inclusion within the school community.
- Maintain a welcoming and friendly school environment.
- Further develop the collaborative involvement of students, staff, families and the community in the school.
- Support a number of planned whole school events.

3.3 Parenting Support and Education

- Promote effective parent-teacher relationships.
- Provide high quality parenting support and information.
- Create opportunities for families to develop a range of social networks across the school.

3.4 Intervention for Students Experiencing Difficulties

- Provide high quality early intervention, intervention and postvention for students and families experiencing difficulties.
- Ensure the best use of the DEECD support staff including the school psychologist and speech therapist

4. Evaluation - This policy will be reviewed in 2010.

5. Supporting Documentation

These documents support student wellbeing by providing additional guidelines for implementation linked to the specific topics.

Appendix 1- Anti Bullying and Cyber bullying

Appendix 2- Development of classroom and playground rights and responsibilities

Appendix 3- Associated policies including: Drug, Integration, Equal Opportunity, Hall, Medication and Sun smart

This policy was endorsed by School Council on July 20th 2009.