

STUDENT WELLBEING INTERVENTION POLICY

LEOPOLD PRIMARY SCHOOL

Rationale:

The emotional and physical wellbeing of our students is pivotal to primary school success, as adolescents and in their future lives.

Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others.

Aims:

- To provide an educational environment which recognises, values and builds student wellbeing.
- To develop students who are physically and emotionally healthy.
- To provide support to students and families when there is need through the development of a Wellbeing Team which focuses on interconnected professional practices between key personnel including PCO, Chaplain, Primary Welfare Officer and teaching staff.

Implementation:

- Developing the wellbeing of our students is central to our role as a school and is reflected in our whole school student engagement and wellbeing statement.
- Our school will value and encourage student individuality, differences and diversity.
- A culture of positive reinforcement and encouragement will permeate all facets of our school.
- A Student Wellbeing team consisting of PCO, teaching and counselling staff will be established as part of the Strategic Plan to implement and oversee a Student Engagement and Wellbeing strategy.
- Strategies detailed in the *'Framework for Student Support Services in Victorian Government Schools'* will be implemented across the school. Strategies from the *Effective Schools are Engaging Schools - Student Engagement Policy Guidelines* will be used to promote student engagement, attendance and positive behaviours in our school. This is documented in our school's Engagement and Wellbeing statement.
- Programs that support a safe and supportive environment will be implemented across the school eg Restorative practices, You Can Do It program.
- The school will support the wellbeing of parents and families through the provision of information and school based counselling where appropriate.
- The school will provide a trained student welfare counsellor, and will access Department of Education regional and network staff with wellbeing and/or welfare expertise as required.
- A referral process (written) will be required to request the services of counselling (Attachment 1). This will be a signed statement by the parent or carer allowing permission for assessment. Further communication to the parent or carer will be undertaken once the intervention requirements are determined. The parent or carer will be advised of this in writing (Attachment 2).
- There will be a schedule of proposed intervention with designated sessions offered. (Attachment 3)
- Adjustments to the counselling requirements of the individual can still occur if deemed by Wellbeing staff to be appropriate. An external referral process will be available to families for intensive or specialised service. Network based staff will be utilised when and where necessary to support the school's student wellbeing protocol.

- At the conclusion of the counselling, a student support group meeting will be called to establish the most appropriate pathway plan. This may involve one or more of the following:
 1. To continue monitoring student on a “needs” basis
 2. To commence a Geelong and Bellarine Network referral
 3. To close the current case
 4. To commence a referral to outside (external) agencies
- The school will follow compliance requirements in confidentiality of information and Mandatory reporting.

Evaluation:

This policy will be reviewed as part of the school’s three-year review cycle.

Signed: School Council President *Debra Duncan*

Signed School Council Executive Officer (Principal) *Jan Rollinson*

This policy was ratified by School Council on:

20th August, 2013