

## Student Welfare Policy

Purpose:	To state the school's commitment to providing a safe and supportive environment for all students in-line with the Child Safe Standards in Ministerial Order 870.
Scope:	All students, staff, parents and volunteers.
Implemented by:	School Principal, Teachers employed in their capacity as VIT registered Teachers.
Approved by:	To be approved following VRQA approval.
Reviewed:	Every two years or as legislative changes or improvements are identified.
Communicated via:	WP Website, Staff Induction, Parent Handbook, Policies and Procedures Manual.

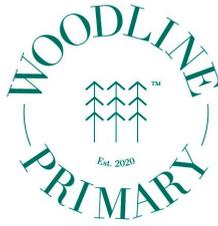
### 1. Policy Statement

To ensure that Woodline Primary 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.

Corporal punishment is not permitted under any circumstances at Woodline Primary.

### 2. Aim

The social, emotional, and physical wellbeing of the students at Woodline Primary is held in the highest regard and its implementation is pivotal to their success at school and for their future lives. We commit time and effort to promoting positive relationships and effective ways of dealing with conflict and emotional dysregulation. We are committed to working with parents, in order to reinforce safety concepts and strategies at home.



## The National Safe Schools Framework

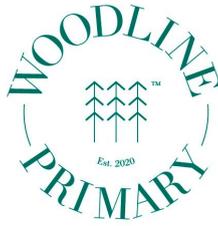
At Woodline Primary we:

- affirm the right of all school community members to feel safe at school. We promote care, respect, connection and cooperation, and value diversity;
- implement policies, programs and processes to nurture a safe and supportive school environment;
- recognize that leadership from the principals, filtering to the teachers and then the children is an essential element that underpins the creation of a safe and supportive school environment;
- develop and implement policies and programs through processes that engage the whole school community;
- ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated;
- recognize the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment (weekly listening time for all teachers);
- have a responsibility to provide opportunities for students to learn through the formal curriculum, the knowledge, skills and dispositions needed for positive relationships;
- focus on policies that are proactive and oriented towards prevention and intervention;
- regularly monitor and evaluate policies and programmes so that evidence-based practice supports decisions and improvements;
- take action to protect children from all forms of abuse and neglect.

## Guidelines

Guidelines that support the above aim includes, but is not limited to, the following:

- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, sexual orientation, 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 them.
- The school has a responsibility to ensure that internal processes address students with specific learning needs.
- The school aims to develop students who are resilient, and who embody a quiet level of confidence and independence within their community and relationships.



### 3. Implementation

The following practices and procedures will be followed:

- The philosophy of Woodline Primary is reflected in the whole school approach to the students' wellbeing.
- The values expressed in our philosophy and guiding principles will underpin our relationships and engagement of all stakeholders and our teaching and learning.
- Staff will participate in ongoing Professional Development and training regarding wellbeing practice and the application of the school's philosophy and values.
- A culture of positive reinforcement and encouragement will permeate all facets of our school.
- Woodline Primary will value and encourage individuality, difference and diversity.
- The School Principal will meet with staff regularly to monitor the needs of individual students and develop action plans as required.
- Staff will engage with regular check-ins with parents as to the emotional wellbeing of the child
- Parent education and information will be a focus of the school approach to wellbeing.
- Parents are recognized as the first educators of their child and are seen as partners within the school's approach to the students' wellbeing.
- Community partnerships and links will be sought in order to enhance the programs and complement the procedures of the school's practice in relation to a whole school approach to students' wellbeing.
- Specific community services will be accessed to provide support for students and staff, as required.
- Punitive Discipline will not be permitted under any circumstance at Woodline Primary.

#### **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's implementation and to modify the process to ensure the best possible outcomes in supporting our student's welfare.

#### **Mandatory Reporting of Child Abuse**

Woodline Primary is committed to supporting the wellbeing of its students and protecting them from child abuse. All members of the school community share a responsibility to ensure the welfare of all students. See Mandatory Reporting Policy and Procedures and the Child Protection Policy for further information about our approach to protecting children from abuse.

#### **Table of Amendments**

Version number	Date	Short description of amendment
1.0	June 2020	New Policy

Scheduled review date	December 2021
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