



WHOLE SCHOOL WELFARE POLICY

To ensure that the 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 in an atmosphere conducive and supportive to learning.
- 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 programs to support these children.
- The school has a responsibility to ensure that internal processes address students with specific learning needs.
- The school has a responsibility to ensure that internal processes refer students to agencies when appropriate.
- To develop in students, resilience, a quiet level of confidence, and independence within their community and relationships.



Implementation

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

Primary Prevention

Strategies at this level include:

- Building mutual respect and promoting emotional and physical safety at school.
- Implementing a comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- 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.

Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs via assessments, surveys and tests.
- Assigning one or more staff members to take particular responsibility for specific children
- Meeting with parents to review progress.
- Developing programs and individual learning plans to improve skills.
- Providing counselling and support as appropriate.

Intervention

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

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 counselling and support.
- Monitoring recovery and evaluating progress.
- Evaluation



The Student Welfare Policy will be reviewed and modified on an ongoing basis. The staff and the parents will be asked to comment on the effectiveness of the policy implementation and feedback will be used to modify the process.

Policy Endorsement

This Policy has been endorsed by the FCS Governing Body.

Date: July 2021

Review Date: July 2022

Review Cycle. Every 12 months.

Exceptions: This Policy may be reviewed earlier than the date stated subject to circumstance.