**SUNSHINE CHRISTIAN SCHOOL** 

*“Loving God, Loving Others, Loving Learning”*

Policy

1.3 Student wellbeing

**Rationale**

At Sunshine Christian School we believe it is important to provide a safe, caring and friendly environment in which students can flourish across the domains of wellbeing – social, cognitive, emotional, physical and spiritual. This policy is supported by the aims and resources provided by the e-Smart initiative.

We acknowledge the important role of parents in the development of their children’s wellbeing and aim to support this by working in partnership with the families of students in our school.

As we encourage students to ‘love God, love others and love learning’ we want them to understand how they can take ownership of their wellbeing, understand the impact they can have on the wellbeing of others and understand how God has created us to live in harmony with him, each other and his physical creation.

This policy is to be used in conjunction with core school documentation.

**Core Values**

Our approach to student wellbeing is underpinned by the Lutheran Education Australia’s values for Lutheran Schools:

* **Love**: We show unconditional love and care for each other.
* **Justice**: We advocate for fairness and equity in our treatment of all students.
* **Compassion**: We empathize with and support those in need.
* **Forgiveness**: We practice forgiveness, reflecting God’s grace.
* **Service**: We encourage selflessness through service to others.
* **Courage**: We stand up for what is right, even when it is difficult.
* **Humility**: We approach each other with modesty and respect.
* **Hope**: We foster a positive outlook and confidence in the future.
* **Quality**: We strive for excellence in all areas of school life.
* **Appreciation**: We express gratitude for our community and God’s creation.

**Aims**

To foster the wellbeing of all students

* To develop and maintain positive student relationships
* To clearly outline procedures to take action when personal or community wellbeing is compromised.

**Implementation**

**Essential agreements about student wellbeing**

* Student wellbeing can be described as a state of positive functioning that allows students to thrive, flourish and learn across the cognitive, social, emotional, physical and spiritual domains
* Student wellbeing is underpinned by the school values of compassion, forgiveness, service and courage and the extended LEA values of love, justice, humility, hope, quality and appreciation.
* All members of the school community have a right to feel loved, safe and valued at all times
* All members of the school community have a role to play in maintaining wellbeing
* There is a significant link between student wellbeing and their capacity to learn
* Explicit teaching about character and wellbeing is vital and modelling by staff and parents is of utmost importance
* We seek to foster empathy in students and enable them to understand how certain practices can positively or negatively impact the wellbeing of others
* Bullying in our community is not acceptable in any circumstances and is strictly prohibited
* We use a restorative practices approach as forgiveness and restoration of relationships are at the heart of the Gospel
* Legal requirements surrounding the protection of students are followed at all times

**Preventative measures**

All staff and students are responsible for seeking to address concerns before they impact wellbeing. Proactive approaches are to be taken across the school at all levels.

These approaches include:

* Providing an active, vibrant, and consistent engagement with worship, prayer and biblical study
* Teaching students about the qualities which underpin healthy relationships as taught to us by Christ
* Including wellbeing topics in learning programs
* Considering student engagement and wellbeing needs when planning and delivering lessons
* Using circle time regularly
* Celebrating positive student behaviour
* Supporting meaningful student leadership opportunities and valuing student voice in the school
* Regularly teaching about restorative practices
* Ensuring clear communication and teaching of school values and group behaviour norms with students, staff and parents
* Empowering parents to support student wellbeing
* Being intentional, consistent and honest in order to foster positive and productive relationships
* Supporting classroom teachers to take prime responsibility for the wellbeing of the students in their class and act early on concerns
* Making time available for staff to meet and discuss wellbeing concerns and interventions
* Providing regular staff training in relevant skills and programs to support student wellbeing (e.g. restorative practices, eSmart schools, Physical and Mental Health First Aid training and Valuing Safe Communities)
* Making appropriate wellbeing based referrals

**The wellbeing work of the school pastor, chaplain and wellbeing coordinator**

All staff have a role to play in leading wellbeing; however, particular staff members have wellbeing as their primary focus. The school pastor seeks to build the wellbeing of the community with a focus on staff wellbeing. The school chaplain seeks to build the wellbeing of the community with a focus on student wellbeing as well as parent and volunteer wellbeing. Wellbeing coordinators work in close conjunction with both the school pastor and school chaplain to build the wellbeing of the whole school community.



**Documentation**

Students requiring intervention in the wellbeing domain should have a student support plan (SSP) drawn up which is led by their classroom teacher. This plan is confidential but should be communicated clearly to regular staff. This plan should be regularly reviewed to ensure optimal impact and relevance.

**Flagging wellbeing concerns**

Any staff member who has concerns about a child’s social, cognitive, emotional, physical or spiritual wellbeing should follow up their concern.

|  |  |  |  |
| --- | --- | --- | --- |
| Domain | Concerns with | Responsibility | Possible actions (not exhaustive or prescriptive – to be used as a guide only) |
| Spiritual | * beliefs * values * morals and ethics * a sense of meaning or purpose * altruism * a sense of connectedness to something larger than oneself | * Teachers * SSOs * Chaplain * Pastor * Principal * Parents | * Consult with Principal * Consult with Pastor or Chaplain * Consult with the Christian Studies lead teacher * Consult with Parents * Consider small group/whole class/whole school intervention/education * Student Support Plan (SSP) drawn up |
| Cognitive | * information processing * memory * curiosity * mastery * motivation * persistence * thinking * intelligence | * Teacher * Special Education leaders * SSO * Principal * Parents | * Liaise with Special Education Leaders * Consult with Wellbeing Team * Consult with principal * Place student on an ILP * Discussion with parents * Consider cognitive assessment * Referral to external providers |
| Social | * emotional development * emotional regulation * coping * autonomy * positive self-development * trust * attachment | * Wellbeing Team * Teachers * SSOs * Chaplain * Principal * Parents * Child Protection Officer (CPO) | * Discuss with Wellbeing Team * Discuss with principal * Discuss with other staff * Consider referral to wellbeing team/ chaplain for short term management * Consider external referral for ongoing support * Student Support Plan (SSP) drawn up * Consider small group/whole class/whole school intervention/education * Consider concern considering Mandatory Reporting requirements and share with CPO and/or principal |
| Emotional | * parent-child relationships * sibling relationships * peer relationships * positive social   behaviour   * empathy * sympathy | * Wellbeing team * Teachers * SSOs * Chaplain * Principal * Parents * Child Protection Officer | * Discuss with wellbeing team * Discuss with Principal * Discuss with other staff * Consider referral to wellbeing team/chaplain for short term management * Consider external referral for ongoing support * Student Support Plan (SSP) drawn up * Consider small group/whole class/whole school intervention/education   Consider concern in light of Mandatory Reporting requirements and share with CPO |
| Physical | * nutrition * physical activity * physical safety * preventive health care * reproductive health * substance abuse | * Wellbeing team * Teachers * SSOs * Chaplain * Principal * Parents * Child Protection Officer | * Consult with principal * Consult with Wellbeing Team * Parent consultation * Consider concern in light of Mandatory Reporting requirements and share with CPO and/or principal * Student Support Plan (SSP) drawn up * Consider small group/whole class/whole school intervention/education |

**Supporting documentation**

* DECS Learner Wellbeing Framework
* Staff Wellbeing Policy
* Sunshine Christian School Mission, Values and Aims
* Teaching and Learning Policy
* E-Smart schools resources
* Valuing Safe Communities resources
* Child Protection and Safety Policy
* Child Safety Code of Conduct

*Date Approved: April 2024*

*Origin: SCS*

*Date for Review: 2027*