



KOROWAL SCHOOL
Human-centred education • Kindergarten to HSC

Korowal School Limited

Whole of School Wellbeing Policy

Korowal School

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1. Document Control

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1. Policy Statement

- 1.1 Korowal School aims to create a safe and supportive environment in which students, employees and families feel valued.
- 1.2 A student's sense of wellbeing is central to Korowal's values and ethos. Student wellbeing encompasses everything the school does to meet the physical, psychological, emotional, social and learning needs of students.
- 1.3 The School believes that it is essential to an individual's personal growth that they are able to flourish in connection with others.
- 1.4 Wellbeing at Korowal incorporates recognition of the diversity of community cultures, preventive health measure, social skill building, early intervention, codes of conduct as well as effective and consistent student discipline policies
- 1.5 Korowal recognises the diversity within the school community, and provides programs and support which acknowledge difference and promote inclusivity and acceptance.
- 1.6 Korowal provides resources and support for students and families to access professional and community support services.
- 1.7 Korowal School holds a Family and Community focus in all of its Wellbeing interventions and procedures, recognising the need for a holistic all of School approach.
- 1.8 Korowal School works in a reflective best practice framework when considering all Wellbeing issues.

2. Purpose

The purpose of this Policy is to minimise the risk of harm while promoting respect for each other and equal opportunity for all and thus supporting the physical, social, emotional, spiritual and academic development of students.

3. Scope

This policy applies to all members of the Korowal School community including students, parents and staff.

4. Related Policies

This policy is part of the Safe and Supportive Environment Statement and should be read in unison with that document. This policy is also related to the School's other policies including but not limited to:

- *Codes of Conduct for students and parents*
- *Student Discipline Policy*
- *Anti-bullying Policy*
- *Unlawful Discrimination, Harassment and Bullying Policy*
- *Communication Policy*
- *Student Leadership Policy*

- *Attendance Policy*
- *Security Policy*

5. Legislation

This policy has been drafted to comply with the following legislation:

- *Education Act 1990 (NSW)*
- *Australian Education Act 2013*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *NSW Privacy and Personal Information Act 1998*

6. Definitions

For a full list of the definitions relevant to the School's policies refer to the [Definitions Register](#)

7. Principles

The School adheres to the following principles:

7.1 **Safe and Supportive Environments**

The Policy supports the commitment by the School to create safe and supportive environments for students, employees and families. A safe environment is one where the risk of significant harm is minimised and students, employees and families feel safe and secure.

7.2 **Respectful Relationships**

The School values relationships, in which an individual's personal growth can flourish in connection with other people. The goal when dealing with matters relating to bullying is to restore a respectful relationship between those involved. To this end we:

- support the person who is the recipient or target of the bullying behaviour
- support the person who is the person involved in bullying behaviour
- provide appropriate skill building for all those people impacted by this behaviour

7.3 **Enhanced development for Students**

A supportive environment facilitates and enhances the social, academic, physical and emotional development of students, employees and all those involved with the work of the School.

7.4 **Protection of Students**

The School is committed to fostering the wellbeing of students and to protecting them from any form of exploitation, abuse or neglect.

7.5 **Culture of Safety**

The School is committed to maintaining practices that create a culture of safety within which students and employees are supported and protected.

7.6 **Trauma Informed Practice**

The School maintains practice that *‘is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasises physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment (Hopper et al., 2010).*

7.7 Identifying and Responding to Concerns

Where concerns arise about the wellbeing of a student the School is committed to maintaining robust systems for identifying and responding to such concerns. In dealing with any allegations, the School will uphold the principles of procedural fairness and any findings and actions will be based on a thorough and fair assessment of evidence.

7.8 Procedural Fairness

Korowal School acts on procedural fairness as a basic right for all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to: know the allegation related to a specific matter and any other information which will be taken into account in considering the matter.

- know the process by which the matter will be considered.
- respond to the allegation.
- know how to seek a review of the decision made in response to the allegations.

The ‘right to an unbiased decision’ includes the right to:

- impartiality in an investigation and decision making.
- an absence of bias by a decision-maker.

7.9 Evidence-based Practice

The School’s response to bullying and all Mental Health and Wellbeing practices is built on an evidence-based framework that is informed by current research and includes the Method of Shared Concern and Restorative Practices.

8. Responsibilities

The School requires all stakeholders to support the Whole of School Wellbeing Policy. All employees/staff have a pastoral care role relating to the emotional and psychological wellbeing of children.

8.1 Teachers and Non-teaching staff

- support the school in maintaining a safe, inclusive and supportive learning environment.
- model and promote respectful relationships and appropriate behaviours.
- ensure that they are familiar with the Whole of School Wellbeing Policy and the Student Discipline Policy.

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8.2 Teachers

- respond to pastoral care needs of students.
- participate in the learning and teaching process in ways which take account of the objectives in this policy.
- participate in the school community’s implementation of the Whole of School Wellbeing Policy.

8.3 Staff with a specific student support role

- Ensure that the school develops effective mechanisms for integrating behaviour management, restorative practice, and support for students experiencing difficulties.

8.4 Principal (or their delegate)

- maintain a positive school climate which includes respectful relationships.
- ensure wellbeing underpins all the policies and activities of the school.
- ensure the school reviews policies and practices related to wellbeing.
- ensures wellbeing is regularly reviewed using appropriate planning processes.
- ensures that strategic issues identified in reviews are incorporated into the school plan.
- ensures that students, staff and parents are assisted to develop strategies for addressing wellbeing and student discipline needs in all the activities of the school.
- ensures that other policies and procedures in the school are regularly reviewed to ensure that they meet the needs of all in the school, and the current legislative requirements.

8.5 Students

- act according to the code of conduct.
- contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- participate actively in the learning and teaching process.
- provide their views on school community decisions, including reviews of student wellbeing, using agreed upon processes which includes student leadership.
- practise peaceful resolution of conflict, i.e. Restorative Practice.
- Participate in network meetings.
- Participate in the development of Mental Health Plans and Individual Learning Plans when needed.

8.6 Parents

- participate in their children's learning and the life of the school, including reviews of student wellbeing and the codes of conduct.
- share responsibility for shaping their children's understanding about acceptable behaviour.
- work with teachers to establish fair and reasonable expectations of the school.
- Participate in network meetings.
- Participate in the development of Mental Health Support Plans and Individual Learning Plans when needed.

9. Records

Records relating to student wellbeing are recorded in files under the students name and year in the School's Google Drive.

Highly confidential documents are filed in the Exec Google Drive folder or the Wellbeing Coordinator folder shared with the Principal.

10. Further Information

Current resources are directly available through:

- Beyond Blue <https://www.beyondblue.org.au/>
- Be You <https://beyou.edu.au/>
- Headspace <https://www.headspace.org.au/>

Implementation Documents:

- *Whole of School Wellbeing Procedure*

Should you require further information about this policy, please contact the Principal.