

# HEALTH AND WELLBEING POLICY

## PURPOSE

Melbourne Montessori School is committed to promoting a happy and safe learning environment that meets the needs of all students. The purpose of this Health and Wellbeing Policy is to outline a set of procedures to provide a safe environment in which the child is allowed to flourish and learn to the best of their ability.

## SCOPE

This policy applies to whole the School:

1. Primary prevention
2. Early intervention
3. Intervention
4. Post-event

## PROCEDURES

A number of policies have been developed to help students thrive in the school environment. Student welfare policies will be communicated to the school community in the following ways:

- Teachers will be oriented to all student welfare, safety and care policies at their initial induction.
- Teachers will be provided with opportunities for professional learning in the areas of student welfare and relevant experts in the field at least once a year. eg at whole staff training days.
- Regular information regarding student welfare policies will be provided to families in the Weekly News and on the Website.
- Information evening sessions will be offered to the school community regarding student welfare, care and safety issues.
- Policies are regularly reviewed and staff are made aware of them at regular intervals eg induction, Staff Meetings.

## PRIMARY PREVENTION

Primary prevention strategies establish an environment where students have a sense of belonging at school. This will include how the School:

- builds tolerance and mutual respect amongst students, staff, parents and carers
- practises inclusive teaching and learning
- encourages supportive relationships throughout the whole school community
- teaches social skills, conflict resolution and problem solving
- eases transition between the various sections of the school and for those students new to the school
- involves parents, families and the community in a shared understanding of the needs of students.

The following policies have been developed to minimise issues for the students:

- Administration of First Aid Policy
- Administration of Medication Policy
- Anaphylaxis Management Policy
- Asthma Management Policy
- Excursion and Camp Policy
- Family Media Agreements
- Food Safety Policy
- OH and S Policy
- Responsible Online Behaviour Policy

- Responsible Use of ICT Policy
- Sun Protection Policy
- Supervision of Children Policy
- Transition Policy

The School will also implement and maintain programs such as:

- Buddies
- Bounce Back resiliency program
- Growing Up Digital
- Family Life sessions
- Transition programs
- Behaviour Support Groups for children in need

### **EARLY INTERVENTION**

Early intervention strategies can include:

- identifying risks and assessing student needs
- providing school-based support and counselling
- developing programs to improve students' skills
- monitoring and evaluating student support programs.

The following policies have been developed to minimise issues once problems have been encountered. The School will endeavour to cater for students identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support. The policies are regularly reviewed and staff are made aware of them at regular intervals eg induction, Staff Meetings.

- Behaviour Management Policy
- Critical Incident Policy
- Grievance Policy
- Learning Differences Policy
- Mandatory Reporting

### **INTERVENTION**

Intervention strategies can include:

- Careful monitoring and evaluation of student welfare progress
- Clear referral procedures
- Strong support programs
- Links to counselling services

The School implements welfare support structures and programs through the Learning Differences Policy which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the Health and Wellbeing Policy. The School will also access outside services to provide support for students and staff when required.

These may include:

- Psychologist for psychological and/or academic assessment
- Occupational Therapists
- Speech Therapists
- Physiotherapists
- Mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- Social Workers to provide services such as counselling, social skills and anger management programs
- Youth agencies
- Local parent support groups

- SECASA (South Eastern Centre Against Sexual Assault)
- School Nurse

**POST EVENT**

Post-event strategies can include:

- increasing awareness of the impact of trauma
- implementing the Critical Incident plan which includes counselling, support and monitoring recovery.

**REVIEWED 2017**

**LINKED WITH:**

- **Children's Charter**
- **Philosophy of the School**
- **Staff Charter**
- **Code of Conduct**