

Educating for Time and Eternity

Policy No. 38 Student Wellbeing Policy

Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus.

Philippians 4:6-7

Rationale

We are committed to promoting the well-being (Hauora) of our students and recognise that a student's well-being directly affects their ability to learn.

Our concept of wellbeing encompasses some or all of the physical, mental, emotional, social, and spiritual dimensions of health.

Promoting wellbeing

We aim to provide a safe physical and emotional environment and positive, inclusive school culture which supports wellbeing. This involves a whole-school approach, through our school values, policies, and procedures; and collaboration with families, the community, and support services.

Staff maintain positive learning environments and relationships with students and encourage students to develop the New Zealand Curriculum's key competencies of managing self and relating to others.

Our policies and procedures help maintain a safe environment and promote student wellbeing. We follow:

- guidelines for acting on concerns about students' physical, emotional, and mental wellbeing, including abuse recognition and reporting and breaches of the alcohol/drugs policy
- guidelines for dealing with bullying, including cyberbullying and harassment
- behaviour management guidelines
- comprehensive digital technology policies and procedures to guide our use of the internet, mobile phones, and other ICT devices and equipment.

Responding to wellbeing issues, concerns, and crises

Students may experience increased vulnerability at times, requiring additional school support. Challenges to students' wellbeing may include accidents and illness, health conditions, low self-esteem, bullying, bereavement, family changes, trauma, drug use, coping with a natural disaster, anxiety and/or depression, self-harming behaviour, and suicidal ideation.

In line with ERO's guidelines for responding to wellbeing issues and concerns, we follow the steps of noticing, investigating, collaborative sense-making, prioritising actions, and monitoring and evaluating impact. Staff monitor student performance, attendance, and demeanour, and report any concerns about student wellbeing to the principal.

When concerns arise, we identify student needs and arrange appropriate support, such as counselling, mentoring, learning support, and referral to health and social services. We keep a readily accessible list of contacts for referral, including community groups. We monitor the student's continuing wellbeing and work collaboratively with the student, family, and support services (as appropriate) to provide ongoing support.

We are sensitive to cultural differences in the understanding and expression of wellbeing issues and concerns and seek cultural advice where needed.

All staff are aware of the limits of privacy and confidentiality. If dealing with student wellbeing concerns adversely affects staff, they seek support from senior management and (if available) their school's Employee Assistance Programme.

Conclusion

This Policy will be reviewed every three years or earlier if needed.

Chairman: _____

Date Approved: May 2021

Review Date:

Legislation

- Education and Training Act 2020
- Children's Act 2014

Resources for schools

- ERO: **Wellbeing reports and resources**
- Ministry of Education: **Wellbeing in schools** . Also, see **Te Pakiaka Tangata: Strengthening Student Wellbeing for Success**
- Canterbury District Health Board: **Pastoral care and pastoral care teams: a review to inform policy and practice in schools**
- NZCER: **Wellbeing at School**

Resources for students and parents

- Ministry of Education's tools and resources for parents: **Wellbeing at home and school** (Primary) and **Wellbeing at home and school** (Secondary)
- Kidshealth: **Emotional and mental wellbeing**
- Mental Health Foundation: **Helplines** (a comprehensive list of contacts offering phone or online chat support)
- **Help for the Tough Times** (a resource connecting 12–19-year-olds to four helpful websites)
- **0800 What's Up** (a phone and chatline for 5–19-year-olds to talk about the challenges in their everyday lives)