



STUDENT WELLBEING FRAMEWORK

1.0 POLICY STATEMENT

Schools have to play a greater role in facilitating social-emotional development and learning. The focus on facilitating social-emotional development encompasses concern for promoting health and well-being and preventing problems. St Mark's recognizes that the healthy development and education is a shared responsibility, with families, learners and services all playing a role. Health and well-being is an important outcome in its own right, but it is also a precondition for learning and employment, and is an indicator of a successful education.

Recognizing that investment in early childhood and on prevention, genuine early intervention and reducing disengagement produces greater returns, the focus at St Mark's will be on prevention and stages in the course of a young person's life where the school and family have the greater impact. The school can primarily influence health and well-being through its education settings and the health and well-being services that are interconnected.

The role of the School is to:

- a) provide programs to promote social-emotional development
- b) prevent mental health and psychosocial problems
- c) enhance resiliency and protective behaviours
- d) provide programs and services to intervene as early as after the onset of learning, behaviour and emotional problems as is feasible
- e) build the capacity of all School staff to address barriers to learning and promote healthy development
- f) address systematic matters at schools that affect mental health such as exams-internal and external, and other practices that engender bullying, alienation and student disengagement from classroom learning

2.0 RATIONALE

2.1 Well-being is defined as how a person thinks, feels, and acts when faced with life's situations. This includes handling stress, relating to other people, and making decisions. Mental health is a state of well-being in which the individual realizes own ability and potential, can cope with normal stresses of life, can work productively and fruitfully, and able to make a contribution to own community.

2.2 Mentally healthy children and adolescents

- a) develop the ability to experience a range of emotions, including joy, connectedness, sadness and anger in appropriate and constructive ways.
- b) possess positive self-esteem and a respect for others
- c) embrace a deep sense of security and trust in themselves and the world
- d) function in developmentally appropriate ways in the context of self, family, peers, school and community
- e) develop the ability to initiate and maintain meaningful relationships and learn to function productively in the world

2.3 There are five dimensions of health and wellbeing: supporting the 'whole' person

- 1) Learning, development and skills: active participation and engagement in learning, having functional skills to participate meaningfully in all aspects of one's life, being competent as a learner and problem solver, and having a sense of meaning.
- 2) Social and emotional learning: positive mental health, self-awareness, emotional intelligence, self-regulation, resilience, interpreting the world positively and pro-social values and behaviour.
- 3) Supporting relationships: having positive family bonds and friendships, ability to rely on a trusted adult, experiencing a sense of belonging and engagement, involved in age appropriate learning and activity.
- 4) Physical Health: robust physical health, absence of health problems, oral health, nutrition and weight, physical fitness and self-management, including sleeping

- 5) Safety and material wellbeing: sense of safety at home where children and young people learn and play, being safe from injury and harm, having access to daily essentials and adequate and stable housing.

3.0 SCOPE

3.1 This policy applies to everyone who is:

- a) Employed by St Mark's Anglican Community School
- b) In a teaching, administrative, practicum or management position or role at the School

4.0 PRINCIPLES FOR HEALTH AND WELL-BEING

4.1 *Maximise access and inclusion:* quality services for all, with extra effort directed to ensuring education and health and wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.

4.2 *Focus on outcomes:* health, learning, development and wellbeing outcomes are the focus when delivering, evaluating and improving education and health and wellbeing services.

4.3 *Evidence-informed and reflective practice:* research and evaluation is undertaken to generate evidence and enable effective and reflective practice.

4.4 *Holistic approach:* collaboration between services and multidisciplinary professional practice is pursued to meet the needs of children, young people and families and their health, wellbeing and learning goals.

4.5 *Person-centred and family sensitive practice:* students are seen in the context of their families and environment and are supported and empowered to lead and sustain healthy lives, provide feedback to families on their children's learning and information about how families can further advance that learning and development at home and in the community.

4.6 *Partnerships with families and communities:* forged with children, young people, families and communities, who are seen as partners in the creation of healthy environments and good health and wellbeing.

4.7 *Cultural competence:* understand and effectively communicate with people across cultures and to recognise one's own world view, cultural connection is recognised as playing an integral part in healthy development and wellbeing.

4.8 *Commitment to excellence:* High expectations are held for every child and young person, Staff continually assess their own work practices to find opportunities for improvement.

5.0 STRATEGIES

5.1 Approaches to mental health problems is for the school to:

- a) treat specific individuals
- b) address specific types of problems in targeted ways
- c) address problems through school wide universal interventions
- d) promote healthy social and emotional development

5.2 The School must provide a safe environment for their students. This includes:

- clear bullying and behaviour policies
- working with parents and carers/guardians as well as students
- introducing peer mentoring systems
- discussing mental health issues as part of the wider curriculum
- defining clear inclusivity practices
- students learn that mental health is as important as physical health, and that relaxation and contemplation can foster positive mental health

6.0 SCHOOL-BASED MENTAL HEALTH SERVICES

6.1 These services are:

- a) a broad spectrum of assessment, prevention, intervention, postvention, counselling, consultation, and referral activities and services.
- b) the School's ability to ensure a safe and healthy learning environment for all students, address classroom behaviour and discipline
- c) a promotion of students' academic success,
- d) preventive and responsive to crisis
- e) supportive of students' social-emotional needs,
- f) identification and response to a serious mental health problem,
- g) support and partner with at-risk families.
- h) liaise with community-based services so that children and youth receive the support they need in a seamless, coordinated and comprehensive system of care.

6.2 Accessing School-based mental health services:

a) through referral by an adult in the student's life (parent, teacher, Head of School, Head of House or member of the Executive);

b) if the student is of consenting age and ability, by self-referral. When there is a suspected need or concern, parents should call their child's school to determine the appropriate professional to contact and the breadth of services and supports available.

7.0 School-employed Mental Health Professionals

7.1 The following qualified personal are on Staff at St Mark's:

- Assistant Principal, Pastoral, School Counsellor – registered member of the Australian Counsellors Association
- School psychologists – registered member of the Australian Psychological Association.
- School Nurse – member of the Independent School Nurses' Association

7.2 Heads of School, Heads of Year, Pastoral Care Tutors, Classroom Teachers

- Professional Learning is provided in short term courses - focus on how students' behaviour and mental health affects their ability to learn and be successful in school.

8.0 RELATED POLICIES

- a) Bullying Prevention Policy
- b) Attendance Policy
- c) Behaviour Management
- d) Critical and Emergency Incident Plans
- e) Inclusive Education
- f) Prevention of Grooming and Child Abuse
- g) Pastoral Care

7.0 OUTSIDE AGENCIES

1. CAMHS – Child and Adolescent Mental Health Service
2. Headspace
3. Anglicare
4. School of Isolated and Distant Education
5. Princess Margaret Hospital Acute Response Team
6. Mental Health Services WA
7. Community medical and psychological personnel