# Student Welfare Policy

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| **Purpose:** | To state the school's commitment to providing a safe and supportive environment for all Students. |
| **Scope:** | Teachers & Parents/Guardians |
| **Implemented by:** | Principal |
| **Approved by:** | Fitra Board |
| **Effective Date:** | June 2023 |
| **Review Date:** | December 2025 |

The social, emotional, moral, spiritual and physical well-being of the Students in our care (collectively referred to as a **Student's Welfare**) is pivotal to their success at school and for their future lives. We are committed to promoting positive relationships and building a school culture that supports a Student's Welfare.

As part our commitment to building a school culture that supports Student Welfare, we adopt the *National Safe Schools Framework* guidelines as stated below:

- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach

## Student Welfare Strategies

The School will adopt the following strategies to support a Student's Welfare.

## 1. Building a supportive & connected school culture

We are committed to ensuring our Students feel safe in a school community that creates a strong sense of belonging, promotes positive values, is inclusive and fosters positive, caring and respectful relationships between all members of the school community.

Some of the strategies to build Student connectedness to the school will include:

- Programs that foster students' sense of belonging such as whole-school sporting activities, fundraising activities and visual and performing arts projects.
- Provide opportunities to acknowledge and recognise student diversity through cultural celebrations and events.
- Promote cross-age interaction and relationships through programs such as peer mentoring and buddy programs.
- Studying the life of the Prophet Muhammad (PBUH) and the connected community he created, emphasising this as the example for the type of community we are striving to be at the school.
- Representing the school community in the books procured for the school library.
- Recognise and reward a wide range of student abilities and achievements through positive behaviours awards.
- Provide opportunities for Parents/Guardians to get involved in school activities as well as education on issues related to student safety and wellbeing.

## 2. Social & emotional intelligence

A core part of our philosophy and our vision for our Students is that they leave us with a high degree of social and emotional intelligence.

Social and emotional intelligence refers to how well individuals can understand and manage their own emotions, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions and demonstrate resilience. We believe that these skills are essential for our Students to be able to manage their own welfare and contribute to the welfare of others around them.

According to the the evidence based CASEL (Collaborative for Academic, Social, and Emotional Learning) framework, there are five key sets of skills that are central to social and emotional intelligence[1]:

- *Self-awareness* — The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. It also includes the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- *Self-management* — The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses,

[1] http://www.casel.org/core-competencies/

and motivating oneself. It also includes the ability to set and work toward personal and academic goals.

- *Social awareness* — The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It also includes the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports
- *Relationship skills*—The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. It also includes the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- *Responsible decision-making*—The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. It also includes the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

We understand that the skills of social and emotional intelligence are practically learnt over time by students through their interactions with and observations of others around them. As such we will actively build a whole school culture where these skills are made a priority for students and staff alike through placing a high value on these skills, teaching them, and ensuring that all staff actively model and promote them. We believe this will result in a truly supportive and caring learning environment where all members of the school community are empathetic to the needs of those around them, and are able to collaborate with each other effectively.

## 3. Ongoing Professional Learning

Keeping up to date on the latest research and evidence based approaches to student safety and wellbeing is one of the keys to establishing a strong school culture committed to safety and wellbeing. All staff will be encouraged to take up opportunities for ongoing professional learning on student wellbeing.

## 4. Implementation of other school policies, procedures and standards

The school has developed the following policies, procedures and standards that each contributes towards supporting a Student's Welfare.

- Equal Opportunity & Anti-Harassment Policy
- Child Safety Policy
- Duty of Care Policy
- Behaviour Management Policy
- Restraint of Students Policy
- Bullying & Harassment Policy

- Mandatory Reporting Policy
- Other Child Safety Reporting Obligations Policy
- Reportable Conduct Policy
- First Aid Policy
- Anaphylaxis Management Policy
- Offsite Supervision Policy
- Onsite Supervision Policy
- Internet Policy
- Occupational Health & Safety Policy
- Visitor & External Provider Policy

The whole school community is reminded to have regard to these policies, procedures and standards as they apply to them in the general conduct of schooling life.

## Students in need of Extra Support

The school will use the following information and tools to identify students in need of extra support.

- Personal information gathered upon enrolment
- Attendance rates
- Behaviour observed by Teachers
- Engagement with the Student's family

The information gathered will be utilised by the Principal and Teachers to communicate to Parents/Guardians and develop individual action plans as required. Such individual action plans may include enlisting the support of external professionals such as psychologists, social workers and counselors. All such external support will be engaged with the consent of Parents/Guardians and providers will need to have the necessary Working with Children Check clearances and agree to the school's Child Safety Code of Conduct prior to engagement.

## Related Documentation

*Fitra philosophy*

*The National Safe Schools Framework:* *https://www.education.gov.au/national-safe-schools-framework-o*

*Student Wellbeing Hub website:* *https://www.studentwellbeinghub.edu.au/*

*Social & Emotional Learning Website:* *https://casel.org/*

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