

Alesco Student Wellbeing Policy

Scope

This policy relates to all Alesco Secondary College campuses.

Purpose

This policy aims to ensure all staff and students are aware of regulations, and their obligations relating to student wellbeing.

The purpose of this policy is:

1. To promote and maintain a Safe, Supportive, and Positive environment.
2. To ensure that the rights and responsibilities of all students are protected.
3. To ensure the wellbeing, safety, and health of students is held as the highest priority.
4. To ensure the principles of equity and justice are evident in all school plans, programs, and procedures.
5. To ensure the school is an inclusive environment that affirms diversity and respects differences.

Definitions

Duty of Care – The responsibility to take reasonable steps to protect the safety of young people in the school's care.

HoC – Head of Campus.

Mandatory Report – Legislative requirement to report risk of significant harm to government authorities.

NCCD – Nationally Consistent Collection of Data.

Risk of significant harm – a concern for the safety of a young person that warrants a response by a statutory authority.

SLSO – Student Learning Support Officer.

SWO – Student Wellbeing Officer.

SWSO – Student Wellbeing Support Officer.

1. Policy

Alesco is a special assistance school that provides support for young people with a variety of wellbeing needs. Alesco's definition of "wellbeing" is outlined in the school's Wellbeing Framework which identifies five pillars of wellbeing – Educational, Emotional, Social and Cultural, Physical, and Financial. These areas are supported within the wider school philosophy of creating a Safe, Supportive, and Positive school environment. Under these pillars, Alesco aims to provide a school at which students feel safe and where they can learn and receive support for their diverse needs.

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2. Student Rights and Responsibilities

At Alesco:

| We have a right to | It is our responsibility to |
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| Be included, to belong, and to be accepted and celebrated for who we are | <ul style="list-style-type: none"> Respect the rights of others. Treat others with consideration, kindness, and acceptance. Behave in a positive manner towards others and appreciate the differences of others. Report any incidents in which another student's rights have been breached. |
| Be treated respectfully and fairly | <ul style="list-style-type: none"> Treat others politely and with respect. Contribute positively to the school experience of staff and other students. Be truthful and treat others fairly. |
| Be safe | <ul style="list-style-type: none"> Not do anything that may threaten or cause danger to myself or others. Inform staff if there is a risk to safety in the school. |
| Expect our property to be safe | <ul style="list-style-type: none"> Not to steal, damage, or destroy the property of others. Ask permission before using the belongings of someone else. |
| A supportive and quality education | <ul style="list-style-type: none"> Cooperate with reasonable requests of staff. Participate respectfully and be considerate towards others in class. Keep up to date with school work, and communicate with staff when this may not be possible. Attend school regularly. Ask for additional support when needed. |
| Be protected against threats to our health and wellbeing | <ul style="list-style-type: none"> Take care of our own health and wellbeing. Be aware of our own needs, and what we must do to stay safe and healthy at school. Participate in school activities that promote healthy lifestyle choices. Seek support and assistance inside and outside of school in relation to wellbeing needs. Be open to feedback and suggestions for support inside and outside of school. |
| Have a pleasant, clean, and well-maintained school and grounds | <ul style="list-style-type: none"> Take proper care of the school building, equipment, and resources. Keep the school neat and tidy. Take pride in the learning space and contribute to keeping in clean. |
| Benefit from the good name of the school | <ul style="list-style-type: none"> Behave in a positive and mature manner inside and outside of school. |

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| | <ul style="list-style-type: none"> • Display the school's values inside and outside of school. • Represent the school positively during all extra-curricular activities e.g. work experience, excursions etc. |
| Make our own choices | <ul style="list-style-type: none"> • Make sensible choices. • Accept responsibility when our choices negatively impact others. • Accept feedback and consequences when our choices negatively impact others. |

3. Harassment, Discrimination, and Bullying

All students of Alesco are made aware of the school's firm stance against harassment, discrimination, and bullying. Students are consistently informed of their rights and responsibilities in relation to upholding this stance through:

- Orientation
- Student Handbook
- Information days/nights
- Regular assemblies
- One-on-one or small group work

Every student has the right to expect that they will spend the school day free from harassment, discrimination, and bullying. Alesco's stance on these areas extends to cyberbullying that occurs both inside and outside of school premises, and outside of school hours where there is clear evidence of the online behaviour having an impact within the school environment.

Students who are found to have harassed, discriminated against, or bullied another student may be subject to a placement review or withdrawal.

Examples of harassment, discrimination, and bullying include but are not limited to:

- Verbal e.g., constant name-calling, teasing, threats, bigoted language, consistent rudeness.
- Physical e.g., hitting, spitting, tripping, using physical size as a source of intimidation.
- Social or psychological e.g., repeated ignoring, alienating, spreading rumours, 'dirty' looks, malicious digital messages such as texts and social media messages.

3a. Staff responsibilities in relation to harassment, discrimination, and bullying

Head of Campus and Student Wellbeing Officer

The HoC and SWO collectively have a responsibility to:

- Maintain a positive climate of respectful relationships.
- Implement programs and activities that build strong school connections and reduce the likelihood of harassment, discrimination, or bullying occurring.
- Consistently remind students of the school's firm stance on student safety.

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- Develop and implement early intervention support for students who are identified as being at risk of developing long-term difficulties in social relationships.
- Develop and implement early intervention support for those students who are identified as having previously experienced bullying or engaged in bullying behaviour.
- Empower the school community to recognise and respond to incidents of harassment, discrimination, and bullying.
- Educate students on how to be a responsible bystander, and how to report concerns for fellow students.
- Develop and publish clear procedures for reporting harassment, discrimination, and bullying.
- Respond to reported incidents quickly and effectively.
- Provide support to any students who may be involved in incidents involving harassment, discrimination, and bullying.
- Provide regular updates, within the bounds of legislation, to parents/caregivers about the management of incidents.

School Staff

School staff have a responsibility to:

- Respect and support students.
- Provide reasonable adjustments to support wellbeing.
- Model and promote appropriate behaviour.
- Have knowledge of the school's policies and procedures in relation to student safety and wellbeing.
- Intervene in any behaviour they witness that may be seen as disrespectful or unkind.
- Report incidents of harassment, discrimination, or bullying to the Head of Campus or SWO in a timely manner.
- Maintain accurate student records in the Student Management System.

4. Gender Identity and Inclusion

Alesco is an inclusive environment that welcomes, accepts, and celebrates students regardless of gender identity or sexuality. Alesco is committed to a child-led, family-inclusive, and culturally sensitive approach to supporting gender-diverse students. Our policies surrounding harassment, discrimination, and bullying will be fairly and consistently applied to all students, regardless of gender identity or sexuality. Beyond this, Alesco will provide support to students and their families by:

- Using the student's preferred name and pronouns in day-to-day interactions, regardless of parent/caregiver consent.
- Supporting the student to communicate their preferred name and pronouns to their parents/caregivers.
- Where the student is uncomfortable with parents/caregivers being made aware of their preferences, working with the student to understand this and discuss alternate options e.g., the SWO speaking with parents/caregivers on the student's behalf.
- Where the school feels there is a legitimate reason not to disclose student preference to parents/caregivers e.g., safety, the school will record their reasoning for this decision.

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- Where necessary, using birth name and pronouns when speaking with parents/caregivers to respect how they currently relate to their child.
- Official school records and records of governing bodies will be updated only with parent/caregiver knowledge and consent.
- The provision of adjustments, where possible, to support student wellbeing needs e.g., use of bathrooms that affirm their gender identity, provision of gender-neutral bathrooms etc.
- Where possible, providing copies of documentation that displays both birth name and preferred name e.g., school reports.
- Consistent conversations with students to ensure preferred names and pronouns are updated.

5. Concerns for Student Wellbeing

Should a staff member have concerns regarding the wellbeing or safety of a student, they are required to raise this issue as soon as possible with the HoC or SWO. Where possible, the staff member should inform the student of the need to pass on information to the HoC or SWO and include the student in this process. If the concerns possibly warrant a Mandatory Report or Duty of Care call, staff members are required to pass this information on to the HoC or SWO, regardless of the student's wishes.

Once information is received, the HoC and SWO will work collaboratively to implement the appropriate course of action including but not limited to:

- Duty of Care call to parents/caregivers.
- Student to be sent home for the day.
- Completion of School Safety Plan or Individual Support Plan.
- Other students moved from the area to allow for the provision of support to the affected student.

Where a concern amounts to a possible Mandatory Report, the SWO will follow the process map for Reporting Significant Risk of Harm (see Child Protection and WWCC Policy).

Where appropriate, the HoC and SWO will inform staff of any details, outcomes, and supports to be implemented following reporting of concerns for student wellbeing.

5a. Student Referral to External Agencies

While it is recognised that SWOs have the knowledge and skills to provide support and information to students about wellbeing matters, there are times when a more specific or targeted intervention may be required. At these times, students may be referred to external agencies to provide support for concerns including, but not limited to:

- Homelessness/housing.
- Financial matters or concerns e.g., Centrelink payments.
- Mental health.
- Sexual health.
- Drug and alcohol use.
- Family and relationship matters.

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If the SWO believes a referral to an external agency may be appropriate, they will meet with the student and discuss the options for support. SWOs are responsible for empowering students to contribute to the management of their own health and wellbeing, as such no referrals will be made without student consultation and agreement. If a student declines external support, SWOs may continue to provide information and guidance until the student is ready to accept a referral. Where required, SWOs will involve parents/caregivers in the referral process. Where deemed appropriate, SWOs may delegate the completion of referrals to an SWSO.

6. Information Sharing with Parents and Caregivers

The parents/caregivers who are listed in the contact information on the student application are considered the custodial parent/s. Where there are legal reasons for not sharing information with other specifically identified people in the students' lives, these shall be noted on file and adhered to.

Where a non-custodial parent makes an enquiry regarding a student and there is no legal reason prohibiting information sharing, the HoC or nominated staff member can verbally share only attendance information and learning progression summaries. This information may also be provided in writing if requested. Any information relating to the wellbeing of a student will only be shared with a non-custodial parent if the student permits.

It is the responsibility of custodial parents/caregivers to inform the school of any changes to custodial arrangements and the name of any people who are legally unable to access information regarding the student.

7. Individual Education Plans

As Alesco is a Special Assistance School, it is required for all students to have an Individual Education Plan (IEP).

An IEP is completed collaboratively between the student and allocated school staff. The school will then provide the option for parents/caregivers to review and contribute to the IEP.

An IEP will cover learning and wellbeing needs of students, including but not limited to:

- Identifying the individual learning and support needs of students.
- Assessing the functional impact of learning and wellbeing needs, both diagnosed and imputed.
- Strengths and challenges.
- Reasonable adjustments required to best support the student in the school setting.
- Goal setting.

IEPs will be reviewed and updated as needed at designated periods throughout the year, in accordance with compliance requirements.

8. Student Medical Disclosure and Medication

As part of the enrolment process, students are required to disclose any medical diagnoses and related medications. This information is held securely and is used to support the wellbeing of the student.

If a student discloses a physical, mental, or learning diagnosis, they are required to provide evidence supporting this. This evidence needs to be updated when requested by the school, or whenever a new diagnosis is given.

Evidence may include, but is not limited to:

- GP letter

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- Psychologist letter
- School psychologist report
- Psychiatrist report

Where a student's diagnosis is supported by a health plan, this must be provided to the school at the time of enrolment, or as soon as the plan is received. Examples of health care plans include, but are not limited to:

- Asthma plans
- Anaphylaxis plans
- Diabetes management plans
- Epilepsy plans
- Eating disorder support plans

Where a student's health has a potential impact on their safety or the safety of others on campus, the school may choose to complete a Risk Management Plan. This plan will be completed collaboratively with the student and parents/caregivers. The plan will provide guidance to staff on how best to support the student when their health is risking their safety.

Where a student is required to take medication, the school holds expectations that:

- The student or parent/caregiver will update the school of any changes in medication.
- The student will use the medication for its intended purpose.
- The student or parent/caregiver will inform the school if medication is required during school hours.
- The student will not share their medication with peers.

Staff cannot:

- Mind or administer prescribed medication. Where there is a risk for the student to hold their own medication, it is recommended they be provided only a daily dose to bring in their school bag.
- Provide headache or pain relief medications.

9. Exemption from School: Potential Harm to Self or Others

Alesco supports a diverse group of students, including many students with mental health needs and other wellbeing vulnerabilities. As such, Alesco places great importance on supporting the psychological safety of the collective group of students.

If a student is deemed at risk of physically or psychologically harming others, or unable to maintain their own safety on campus, they may be asked to take leave until an individual support plan can be created or reviewed. The creation and review of such a plan would be completed collaboratively with the student, parent/caregiver, and SWO.

A student may be placed on leave under circumstances including, but not limited to:

- Disclosure to staff of thoughts of self-harm or harm to others.
- Disclosure to staff of intent to self-harm on campus.
- Disclosure to staff of suicidal ideation or suicide attempt.

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- Actioning self-harm on campus e.g., using sharp implements to scratch or cut self, behaving dangerously near roads, using hot items to burn self-e.g., glue gun, kettle etc.
- Involvement of peers in self-harm or suicidal ideation, e.g., messaging or sending images of self-harm.
- Making threats of harm to another person either in person or via social media.
- Use of self-harm or suicidal threats as a coercive tool in peer relationships.

In the event that an acute mental health emergency occurs on campus, staff will follow the relevant process.

Where a student is afforded support and adjustments but is continually unable to maintain their safety on campus, the school reserves the right to place the student on a work from home plan, extended leave, or attendance plan. Where deemed necessary for the safety of all staff and students, the school reserves the right to withdraw the student's placement.

10. Application for Funding Assistance for Students with Special Needs

As a special assistance school, Alesco may seek additional funding to support the diverse needs of students. As a whole school, this funding may include community or government grants, specific funding opportunities, or government funds allocated through the NCCD.

For individual students, funding may be sought through scholarship applications. Scholarships may be sought from a variety of sources including, but not limited to: Department of Communities and Justice and Grow A Star. Those students who meet the criteria for scholarships will be consulted before any submission is made. The application process may require the school to seek contributions or further information from families, carers, other school staff, or community members. Where further information is required, the student will be consulted throughout the process.

11. The Role of Student Wellbeing Officer in Relation to Overall Student Wellbeing

The Student Wellbeing Officer is responsible for the wellbeing support, advocacy, and maintenance of confidentiality for all students. In collaboration with other staff, SWOs will seek to build strong supports for students to achieve best outcomes.

The SWO is responsible for:

- Case managing students.
- The collection, storing, and updating of documentation that may be used to support the needs of students e.g., diagnosis letters, psychologist reports, learning needs assessments, legal documents etc.
- The communication of wellbeing needs and support strategies to all staff through daily communication and weekly wellbeing meetings.
- Maintaining professional and ethical standards in relation to safety, child protection, and Duty of Care, including the right to confidentiality held by all students.
- Mandatory Reporting.
- Maintaining accurate and relevant case notes.
- Maintaining and monitoring records in relation to student attendance.
- Referring students to external agencies with student consultation.
- Advocating for students in relation to wellbeing and disciplinary matters.

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- Providing and supporting opportunities for students to access personal development activities, excursions, and other wellbeing supports.
- Keeping staff informed of professional development opportunities in relation to student wellbeing.
- Supporting staff in building connection with new students including informing of learning and wellbeing needs.

12. The Responsibilities of Other School Staff in Relation to Overall Student Wellbeing

Supporting the wellbeing of students is the responsibility of all Alesco staff. All staff have a role to play in supporting students' progression through the wellbeing framework and have a responsibility to make reasonable adjustments to meet student needs.

Principal and Deputy Principal

The Principal and Deputy Principal have a responsibility to:

- Oversee the workings of all school staff.
- Make decisions for the school based on best practice knowledge, and staff and student feedback.
- Provide staff opportunities for professional development.
- Liaise with the HoW regarding policies and procedures related to student wellbeing and safety.
- Liaise with the HoC and SWO in relation to campus needs.
- Seek funding opportunities to ensure adequate resources and supplies can be provided to campuses.

Head of Wellbeing

The Head of Wellbeing has a responsibility to:

- Provide support and professional guidance to SWO and HoC in relation to student wellbeing matters.
- Co-ordinate and facilitate the collaboration of all SWOs and SWSOs.
- Ensure policies and procedures in relation to student wellbeing and safety are accurate and current.
- Support in the completion of the IEP process.
- Co-ordinate and facilitate professional development opportunities for wellbeing staff.
- Liaise with the Principal and Deputy Principal regarding reportable conduct concerns.

Head of Campus

The Head of Campus has a responsibility to:

- Oversee the implementation of policy and procedure on a campus level.
- Co-ordinate staff leave to support accessing professional development.
- Support and lead all staff in the creation of a positive learning environment.
- Monitor programs and assessments to ensure adequate and appropriate adjustments have been made to support individual students' needs.
- Challenge staff to engage in reflective practice to ensure student needs are being understood and supported.
- Collaborate effectively with the SWO in relation to student matters.
- Liaise with parents/caregivers to effectively support students.

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Teachers and Student Learning Support Officers

The teaching and learning support staff have a responsibility to:

- Provide quality learning experiences.
- Make reasonable adjustments to support the learning and wellbeing needs of individual students.
- Reinforce the school's expectations, particularly in relation to harassment, discrimination, and bullying.
- Foster positive relationships with students both inside and outside the classroom.
- Pass relevant information onto the HoC and/or SWO.
- Follow correct procedure for suspected risk of significant harm.
- Regularly log NCCD adjustments.
- Where possible, creatively meet learning outcomes to best support the diverse needs of students.
- Communicate effective learning support strategies with all staff.

Student Wellbeing Support Officer

The Student Wellbeing Support Officer has a responsibility to:

- Liaise consistently and effectively with the SWO regarding student wellbeing matters.
- Handover, to the SWO, student wellbeing concerns that may amount to risk of significant harm.
- Support students who may require low-level or short-term interventions to re-engage in their learning.
- Support wellbeing needs in the classroom e.g., helping students to enact coping strategies, assisting students in seeking help from teachers of SLSOs.
- Maintain transparency with students in relation to when information may need to be passed to the SWO or HoC.
- Identify trends or collective areas for student wellbeing development and find or create and then implement relevant programs or workshops.
- Collaborate with the SWO in the organisation of Wellbeing Week.
- Collaborate with other SWSOs to ensure consistency of practice.

Related documents, forms, and legislation

- [Education Act \(1990\)](#)
- [Children and Young Persons \(Care and Protection\) Act 1998 \(NSW\)](#)
- [Child Protection \(Working With Children\) Act 2012 \(NSW\)](#)
- [Children's Guardian Act 2019](#)
- [Anti-Discrimination Act 1977](#)
- [Disability Discrimination Act 1992](#)
- [Racial Hatred Act 1995](#)
- [Racial Discrimination Act 1975](#)
- [Alesco Secondary College Wellbeing Framework](#)
- [Child Protection and WWCC Policy](#)

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Review

This policy review period is: 2 yearly

Publication Log

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| X Drive | Intranet |
| Website | |

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