

## Draft WELLBEING POLICY

### Overview

This policy outlines the Board & School's commitment to the wellbeing of the students at Pukekohe East School. It recognises the important role that well-being plays in student achievement. It also recognises that wellbeing needs a holistic approach due to the influences that extra-curricular activities and family environments play in well-being, and therefore the important role that the entire school community – students, parents, teachers, whanau, sports organisations, health & social services - play in wellbeing.

### Definition

Wellbeing – defined as the physiological, cognitive, social, and physical functioning and capabilities that students need to live a happy and fulfilling life - has been proven to positively impact students learning outcomes. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.

The purpose of this policy is to outline our strategic approach to wellbeing, with the aim to ensure we have a positive culture of wellbeing that enables all students to achieve their very best and become confident, connected, actively involved, lifelong learners.

### Scope

This policy focus on the wider health and well-being of students at Pukekohe East Primary School, and should be read in conjunction with the following specific Policies, which have a direct impact on well-being

- Anti-Bulling & Prevention Policy
- Child Protection Policy
- Health & Safety Policy
- Parent & Whanu Behaviour Policy

This Policy will focus those areas of Wellbeing identified by ERO's Well-Being Indicators, these being:-

- agreed values and vision underpin the actions in the school to promote students' wellbeing
- the school's curriculum is designed and monitored for valued goals
- students are a powerful force in wellbeing and other decisions
- all students' wellbeing is actively monitored
- systems are in place and followed to respond to wellbeing issues

## **Guidelines**

To foster wellbeing we will ensure appropriate systems, programmes and initiatives, curriculum, policies and plans underpin a shared vision of well-being. The focus areas will be:-

- Establish a clear vision of well-being via collaboration across the school & community
- Establish shared values & behaviours
- Explicitly communicate and reinforce them
- Actively focus on developing a positive school culture of wellbeing
- Survey the school community utilising the W@S framework (bi-annually)
- Review the results and work on action plans to continually improve
- Actively encourage and support extra-curricular activities
- Build resilience by actively encouraging programmes, materials and education around resilience
- Promote the concept of shared responsibility
- Promote collaborative behaviours and self-regulation
- Support the development of leadership skills across all children
- Regularly monitor and track bullying
- Support related learning & development opportunities for the school staff
- Reflect on the inclusiveness of every decision we make
- Ensure we have systems in place to enable staff, students, parents and whānau to make suggestions for improving school practices
- Ensuring we have systems in place for identifying vulnerable or at-risk children and managing on-going care for them
- Ensure we have a system for reporting issues and concerns without fear of repercussions
- Ensure concerns of staff, students, parents and whānau taken seriously and acted upon
- Promote restorative practice principles vs punishment - reflect, repair and reconnect
- Teach and promote the skills students need to become responsible digital citizens
- Encourage diversity

**Reviewed:**

**Vision & Values**

**Curriculum Promotes Wellbeing**

**Students Involvement**

**Monitoring**

**Response**