

# Alesco Student Wellbeing Policy

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## 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's special assistance program is designed to provide support for young people with a variety of wellbeing needs 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

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## 2. Student Rights and Responsibilities

At Alesco:

We have a right to	It is our responsibility to
Be included, to belong, and to be accepted and celebrated for who we are	<ul style="list-style-type: none"> <li>• Respect the rights of others.</li> <li>• Treat others with consideration, kindness, and acceptance.</li> <li>• Behave in a positive manner towards others and appreciate the differences of others.</li> </ul>



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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.

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- Where necessary, using birth name and pronouns when speaking with parents/carers to respect how they currently relate to their child.
- Official school records and records of governing bodies will be updated only with parent 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/carers.
- 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/carers in the referral process. Where deemed appropriate, SWOs may delegate the completion of referrals to an SWSO.

## 6. Information Sharing with Parents and Carers

The parents/carers 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

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- Psychologist letter
- School psychologist report
- Psychiatrist report

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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.



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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. ~~Relationships with School Staff in Relation to Overall Student Wellbeing~~ 0.8 ..2

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