

STUDENT WELFARE 1.0

1. POLICY STATEMENT

Village School's educational philosophy is underpinned by the concept of liberalism and tolerance, and promotes humanitarian concerns such as inclusiveness, equity and universal rights.

Village School endeavors to promote and provide a healthy, supportive, secure, child safe environment in which children may thrive. We aim to raise awareness of what makes students resilient and to develop strategies to reduce vulnerabilities, to build connectedness between children and school and to increase coping skills and enhance their learning.

1.1 AIMS

Our three main areas of student welfare are developing resilience, a sense of community and catering to special needs.

We aim to lead children towards self-discipline by increasing in them the values of:

- respect,
- resilience,
- resourcefulness,
- reliability
- responsibility in their daily lives and actions.

Self-discipline is progressively developed through:

- growing self -confidence,
- being willing to accept tasks,
- taking responsibility
- accepting the consequences of actions

Social skills are developed through:

- positive interaction within a group of people,
- showing consideration for the feelings of others,
- respecting property,
- courteous behaviour,
- appropriate behaviour,
- punctuality
- use of acceptable and appropriate behaviour.

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2. STRATEGIES USED

Students are enabled to feel empowered as regards their own safety and welfare through the following actions:

- Discussions in homegroups and whole school meetings about safety practices and child safe practices.
- Information supplied to them by their teachers regarding their rights and the Universal Rights of Children
- Teachers informing their groups of the existence of the Child Safe Policy and the Village School Code of Conduct and what it means for them. This information should be delivered formally at the start of each year, but also be revisited during meetings throughout the year if needed.
- The school runs resilience programs such as Freeform and Indigo Kids which enhances their independence and coping skills.
- Peer support programs such as “Big Friend, Little Friend” provide the younger children with an extra security at the start of their school life. The older students develop leadership skills.

2.1 DEVELOPING A SENSE OF COMMUNITY

We aim to create an environment where the students (and the parents and teachers) feel part of a community, and feel they are a worthwhile member of the community, valued for who they are. Village School practices inclusiveness and tolerance, respecting all cultural and religious beliefs.

STRATEGIES USED

- The school holds camps, family barbecues, concerts and other social events.
- The school holds regular working bees and families are also part of the animal program on the weekends and with the horse riding.
- There is a Parents and Friends group, whose main aim is to create social events to help create a sense of community. They run coffee mornings both at the school and offsite.
- Parents are invited to contribute to the classroom programs e.g. Hearing reading, helping with rotation groups.
- Parents provide a special cooked lunch for the children on a weekly basis.
- The school appoints parent reps who support new families with information and can also be a conduit to the staff and the Board.
- Children are encouraged to initiate fund raising, and school events, such as Idol at Sleepover.
- The annual whole school performance involves parents working with the children cooperatively towards a common goal, developing a sense of community.

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CATERING TO SPECIAL NEEDS

We aim to cater to the needs of all individuals so that every child has the opportunity to learn to the best of their ability.

- Sometimes students need extra one on one help due to cognitive issues such as dyslexia, dysgraphia or dyscalculia.
- Some students have a physical or behavioural disability (including ADHD, Autism spectrum, eating disorders, anxiety) and they require different levels of adjustments.
- Mental illness can also lead to loss of learning time and a loss of confidence as a result.

STRATEGIES USED

- Early intervention and recognition of issues is the starting point
- Parents may be referred to specialists, within and without the school for diagnoses.
- Individual learning plans are set up, in consultation with specialists, teachers, parents and the child. This plan will designate the nature of the problem, the goals and adjustments that the school will make. It is important to designate who is responsible for monitoring, implementing and evaluating these individual goals, with a review date set.
- The school provides learning support staff who can work within the classrooms to assist these children'
- Learning support staff also work one to one with students on a regular basis with specially tailored programs such as Toe By Toe.

3. APPLICATION

This policy applies to all staff, parents, school board, volunteers, contractors and all other members of the Village School Community

4. REVIEW

Ongoing discussions during staff meetings refer to this document. Otherwise, it will be up for review in February 2022.

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