

WELLNESS POLICY

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| | Fairholme College (Toowoomba) Pty Ltd ABN 78 096 814 130 CRICOS Provider Code 00651J | | |
| Purpose | To ensure that a safe and supportive environment and culture is created and maintained at Fairholme College so that the experience of teaching and learning is enhanced for members. | | |
| Scope | Applies to all staff and students of Fairholme College | | |
| References | Australian Psychological Society Child Protection Policy Child Protection Management Strategy Work Health and Safety Policy | | |
| Policy Type | Public | | |
| Policy Location | College Website | | |
| Version | 1.0 | | |
| Supersedes | New Policy – This supersedes Counselling Policy | | |
| Policy Owner | Leadership Team | | |
| Review Date | 5 March 2016 | Next Review Date | 5 March 2018 |
| Authorised By | Principal | Date of Authorisation | Digitally signed by Catrina Sharp DN: cn=Catrina Sharp, o, ou, email=catrina.sharp@fairholme.qld.edu.au, c=AU Date: 2016.03.22 09:22:57 +10'00' |

Rationale

The College value of Christ-Centred Faith underpins all aspects of College life. Additionally, we recognise that a key aim and responsibility of the College is to provide an environment in which students and staff can thrive in their learning, teaching, service and community engagement. At Fairholme, we understand that wellness is vital to a person's sense of self-worth, the development of their identity and for the achievement of goals. Furthermore, and in keeping with the Six Principles of Learning & Teaching¹ – the College pedagogical framework, we note that Principle One gives special focus to learning environments which are supportive and productive.² Thus, the Wellness framework is considered a platform of support which fortifies all school activities and one which remains responsive to the evolving needs of its members.

Scope

Pastoral care offered by the Wellness Team within the scope of their expertise aims to support students and members of the community. The College also recognises and values the partnership with families and health care providers external to the school. Counselling support provided by the College Psychologist, and other similarly qualified staff members, may be delivered individually or collaboratively, as appropriate, with referrals to external medical and specialist teams occurring when deemed in the best interest of the individual, their family and/or the community. The primary roles of the College Psychologist are to provide emotional first aid at critical times; support and lead well ness programs within the College community and provide advice to parents and students regarding accessing appropriate external support.

Wellness services at Fairholme are aligned with the College's Values, the Child Protection Policy, Child Protection Risk Management Strategy, Work Health and Safety Policy and the guidelines of the Australian Psychological Society. Pastoral care is led by members of the Wellness Team – see overleaf.

All staff members at Fairholme provide pastoral care to the young people in our community, thus student wellness is the responsibility of many. Similarly, staff members are charged with being effective pastoral carers to one another and to members of the wider College community. As such, the culture of genuine care is strong and explicit.

¹ State of Victoria (Department of Education and Training), *PoLT Online Professional Resource* [website], 2014, <http://www.education.vic.gov.au/school/teachers/support/Pages/polit.aspx>, (accessed 8 March 2016).

² **The Learning Environment is Supportive and Productive**

The teacher builds positive relationships with and values each student. Through teacher modelling and classroom strategies based on cooperation and mutual support, an environment is created where students feel comfortable to pursue inquiries and express themselves. They take responsibility for their learning and are prepared to pursue and try out new ideas.

In learning environments that reflect this principle the teacher:

- 1.1 builds positive relationships through knowing and valuing each student
- 1.2 promotes a culture of value and respect for individuals and their communities
- 1.3 uses strategies that promote students' self-confidence and willingness to take risks with their learning
- 1.4 ensures each student experiences success through structured support, the valuing of effort, and recognition of their work.

Wellness Framework

Wellness at Fairholme College is approached within a framework that involves the whole College community and:

- Creates a safe, caring school environment in which students and staff are nurtured as they learn, teach and support the core business of the College
- Is achieved through the school curriculum and its pedagogical approach
- Incorporates preventive health and social skills programs
- Provides ongoing educational services to support students
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- Provides opportunities for its members to enjoy success and recognition, make a useful contribution to the College community and derive enjoyment from their involvement in the community
- Stresses the value of collaborative and early intervention when problems are identified, and includes family members and external providers, as appropriate
- Recognises the role that the College plays in linking families with community support services
- Incorporates restorative practices to assist with the development and maintenance of positive relationship

Wellness Structures

Mindful of the College Vision and Values, wellness encompasses those things that the College community does to meet the personal, social and learning needs of its members. A holistic approach to wellness is applied to develop appropriate skills and attitudes and resolve challenges in academic, psychological, emotional, and/or social contexts.

The following are examples of ways in which Fairholme offers effective support, as appropriate:

- Induction and Transition Programs – based both in the Day School and Boarding House, and as girls transition from one sub school to the next, and beyond Fairholme to work or further study
- House Structure – membership of a House while enrolled at the College and as an employee
- Pastoral Care Group – regular time in House-based Pastoral Care Groups; these are based according to sub school; groups are arranged vertically – Year 1-6, Year 7-9, Year 10-12
- Buddy Programs – within and between sub schools and in the Boarding House, using principles employed in circle time and in programs such as Better Buddies
- An integrated pastoral care and academic curriculum underpinned by the Principles of Learning and Teaching framework
- Enrichment activities and learning experiences that meet the developmental needs of the group - day, boarding, year level, sub school etc. These sessions may focus on topics such as anxiety, sleep, healthy eating, personal safety, legal responsibilities etc.
- Information sessions aimed to support parents and encourage engagement in the collaborative provision of wellness strategies for the students
- A rich program of co-curricular Arts, Sports, Service and Boarding opportunities which encourage authentic connections, effective collaboration and a positive sense of personal development
- Mentoring for girls in Year 11 and 12s

- Induction programs and mentoring for staff members
- Professional learning and enrichment experiences for staff members
- Access to the Employee Assistance Program for staff members
- Wellness learning experiences for staff members
- Training in restorative practices for staff members and key student leaders

Wellness Team

Wellness is the responsibility of the entire College community. The following members of the Wellness Team meet regularly and lead other staff in supporting wellness at Fairholme:

Assistant to the Boarding House, Pastoral Care
College Psychologist
Deputy Head of Junior School
Deputy Principal/Head of Senior School
Head of Boarding
Head of Department, Middle School
Head of Junior School
Head of Learning Enhancement Centre
Head of Middle School
Head of Mission and Ministry
Heads of House
Health Centre Nurse Manager
Principal