



St Philip's Christian College, Dynamic Learning Wellbeing Policy

(March 2024)

Introduction

SPCC Dynamic Learning recognises that the wellbeing of our students is paramount to their academic success, personal growth, and spiritual development. Well-adjusted students can deal more positively with life's challenges and contribute more fully to society. Grounded in our Christian values and acknowledging that we are all made in the image of God, we are committed to fostering an environment that promotes the holistic wellbeing of each student, encompassing their physical, emotional, social, and spiritual needs.

Through our holistic approach to student wellbeing, and in line with our Christian faith and organisational Core Values, we endeavour to nurture the whole person and prepare students to lead purposeful and fulfilling lives beyond the classroom.

1. Objectives

a) To Nurture Spiritual Growth

Rooted in our Christian faith, we endeavour to support students in their spiritual development, providing opportunities for prayer, reflection, and engagement with biblical teachings. All staff are expected to be role models of what it means to be a mature follower of Jesus.

b) To Provide a Safe and Nurturing Environment

We aim to create a school environment where students feel physically and emotionally safe, respected, and supported by both staff and peers.

c) To Promote Mental and Emotional Health

We are dedicated to promoting positive mental health and emotional wellbeing among our students by offering support, resources, and guidance to help them navigate challenges and build resilience.

d) To Foster Healthy Relationships

We seek to cultivate a culture of inclusivity, empathy, and respect, where students develop positive relationships with their peers, teachers, and other members of the school community.

e) To Encourage Physical Wellness

We promote the importance of physical activity, healthy eating habits, and overall physical wellness, recognising the interconnectedness of physical health with mental, emotional, and spiritual wellbeing.

2. Implementation

a) Curriculum Integration

We integrate wellbeing principles into our curriculum across all grade levels, incorporating topics such as mental health awareness, social-emotional learning, character development, and biblical teachings on compassion, empathy, and the deep love that God has for each person, and their intrinsic value and worth.

b) Peer Support Programs

Where possible, peer support programs and initiatives are facilitated empower students to support one another, fostering a sense of belonging and community within the school.

c) Parental Involvement

We actively involve parents and guardians in supporting their child's wellbeing, providing resources, workshops, and opportunities for dialogue on topics related to parenting, mental health, and spiritual growth.

d) Pastoral Care

Our pastoral care team is committed to providing spiritual guidance, mentorship, and support to students, offering pastoral counselling, prayer support, and spiritual formation activities to students facing personal or emotional challenges. Where appropriate, the pastoral care team will also offer support to families and staff members.

e) Physical Education and Health Programs

We offer comprehensive physical education and health programs and facilities that promote physical fitness, nutrition education, and healthy lifestyle choices, encouraging students to prioritise their physical wellbeing.

f) Community Partnerships

We collaborate with external organisations, such as mental health agencies, community centres, and Christian institutions, to access additional resources and support services for our students and families.

3. Record Keeping

Each school must keep accurate records of the student cases they manage. For the K-12 schools, this should be on the bespoke platform that has been developed by the Central Office IT staff. This will allow schools to access their own dashboards to monitor where needs arise, and target resources.

High-level reviewing and reporting to the CEO and the Board is also possible through this platform. With the privacy of each student paramount, identification of individual students will not be possible at a high level.

4. Monitoring and Review

This policy will be regularly reviewed and evaluated by school executives and SPELT in collaboration with relevant stakeholders, including students, parents, teachers, and support staff. Feedback and suggestions for improvement will be welcomed and integrated into the ongoing development of our student wellbeing initiatives.

G. Evans
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