



KingsWay School

Next review: Term 3 2025

Supporting Student Wellbeing

At KingsWay School, we support student wellbeing/hauora in keeping with the requirements of the Education and Training Act 2020 (s.127). Our whole-school approach to wellbeing/hauora aligns with Tiriti o Waitangi principles and upholds the human rights of all students. We provide a physically and emotionally safe place for all students and make every effort to create an inclusive school culture free of racism, discrimination, and bullying (NELP: Objective 1, Priority 1). We have high aspirations for every student and we work with family/whānau to deliver support that responds to their needs, identities, languages, and cultures (NELP: Objective 1, Priority 2).

Whole-school wellbeing approach

We support student wellbeing and recognise that wellbeing directly affects the ability to learn and succeed at school. KingsWay School seeks to support student wellbeing given the potential impact of wellbeing issues on the emotional, mental, physical, and/or social health of our students.

Our whole-school approach to wellbeing is shaped by our school:

- curriculum (including physical and mental health education)
- culture, environment, and values
- vision and strategic priorities
- senior management systems and procedures
- policies and procedures
- support systems
- community.

We encourage and support students to develop skills, knowledge, values, and key competencies in line with The New Zealand Curriculum or Te Marautanga o Aotearoa.

At KingsWay School, our comprehensive set of policies and procedures guides how we support student wellbeing.

- Specific processes are in place for students who may experience challenges at school due to a **health condition** or **high needs**.
- Our **behaviour management** procedures help us promote positive behaviour and de-escalate challenging behaviour. We respond appropriately to behaviours that impact wellbeing, such as **bullying**.
- Our **digital technology** policies and procedures help us create a safe digital environment and minimise harm to student wellbeing that may be caused by digital incidents.

To support student wellbeing, staff may receive training in cultural competence as appropriate. We are sensitive to cultural differences in the understanding and expression of wellbeing issues and concerns. If necessary, we seek cultural advice and work collaboratively with parents/caregivers and whānau to understand protocols and language to help us support

students at school. Professional development is available for staff around student wellbeing, including how to identify and respond to issues with confidence.

We encourage parents/caregivers to share important information about their child's wellbeing with the school as necessary.

Pastoral care

All staff play a role in supporting the wellbeing of our students. Staff maintain positive learning environments and relationships with students, and treat students with respect and fairness. The pastoral care that staff provide guides students to better understand their own wellbeing, seek and use reliable information to make well-considered decisions, and develop lifelong wellbeing skills. Students learn to support their own wellbeing and the wellbeing of others around them.

At KingsWay School, each school syndicate is structured to provide students with at least one significant adult who they can grow in relationship and trust over time. Form/Homeroom teachers are the first point of contact for pastoral care for both students and parents. Deans and heads of learning areas are responsible for the overall wellbeing of students in respective year levels, and the school counselling team is available to students for help and support. Each school syndicate has a senior management team member with oversight of pastoral care matters, and the associate principal (hauora/wellbeing) takes leadership for the organisation as a whole.

We monitor student performance, attendance, and behaviour, and take action as appropriate to intervene and support students.

For how we respond to student wellbeing concerns and incidents, see [Responding to Student Wellbeing Concerns](#).

This policy aligns with **NELP** Objective 1: Learners at the Centre.






Related topics


- [Te Tiriti o Waitangi](#)
- [Inclusive Education](#)
- [Learning Support](#)
- [Health Education](#)

Legislation

- [Education and Training Act 2020](#)
- [New Zealand Bill of Rights Act 1990](#)
- [Human Rights Act 1993](#)
- [Privacy Act 1993](#)

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga:
 - [Wellbeing in education, Wellbeing in schools](#) and [Student wellbeing](#) 
 - [Te Pakiaka Tangata: Strengthening Student Wellbeing for Success](#) 
 - [Wellbeing at home and school](#) (Primary) and [Wellbeing at home and school](#) (Secondary) 
- TKI: [Mental health education: A guide for teachers, leaders and school boards](#) 
- Education Review Office | Te Tari Arotake Mātauranga: [Wellbeing for success: a resource for schools](#) 

- NZCER | Rangahau Mātauranga o Aotearoa: [Wellbeing@School](#) 

Release history: Term 4 2022, Term 3 2019, Term 4 2018

IN THIS SECTION

Responding to Student Wellbeing Concerns

Self-harm

Preventing and Responding to Suicide

Last scheduled review *Term 3 2022*

Last internal review *Term 3 2022*

Topic type *Core*
