

Student Wellbeing Policy

VISION STATEMENT

Geraldton Grammar School will provide outstanding education and a strong sense of community, cultivating people of integrity, independence of mind and a love of learning.

VALUES

| Respect | Responsibility | Inclusivity | Perseverance |

Introduction	This statement outlines the Geraldton Grammar School policy on the wellbeing of all students attending Geraldton Grammar School.
Scope and application	Policy applies to all staff and students of Geraldton Grammar School.
Related legislation and guidelines	National Principles for Child Safe Organisations • Occupational Health and Safety Act 1984 (WA) • Occupational Health and Safety Regulations 1996 • School Education Act 1999 (WA) • School Education Regulations 2000 (WA) • Registration Standards for Non-Government School (January 2020) • Children and Community Services Act 2004 • Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008 • Working with Children (Criminal Record Checking) Act 2004 (WA) • Civil Liability Act 2002 • Occupiers Liability Act 1985 • Criminal Code Act (1913) • Criminal Code Amendment (Cyber Predators) Act 2006 • Criminal Law Amendment (Intimate Images) Act 2018 (WA)
Related Policies	Anti Bullying Policy, Attendance Policy, Child Protection and Mandatory Reporting Policy, Sexual and Sex Based Harassment and Discrimination Policy, Mobile Phone Policy, Positive Behaviour Policy, Staff, Volunteers and The Board Code of Conduct Policy, Suicide and Self Injury Policy and Preparedness Plan, Social Media Policy, Gender and Sexual Diversity Policy
Evaluation	Annual

Date	Action (issue, reissue, amendment, replacement of pages, etc)	Initials
5/06/2019	Adopted	NFT/LWN
16/04/2020	Added in the 10 Child Safe Standards	NFT
12/08/2021	Inclusion of Act, Belong, Commit	JCY/NFT/LWN
13/12/2021	Review	NFT/SMT
17/02/2022	Change from wellbeing to student wellbeing in body text	JCY
09/02/2024	Updates to Primary Wellbeing sections	FAS
09/02/2024	Minor Amendments to Secondary sections	NFT

Student Wellbeing Policy

Background:

At Geraldton Grammar School, the wellbeing of students in our care is based on the belief that we are committed to helping our students realise their full potential, cope with the normal stresses of life and work productively to enable them to make an active contribution to their community. We recognise that poor cognitive, social, emotional, physical and spiritual wellbeing may have a negative impact on a student's development, school attendance, academic achievement and relationships with family and friends. The programs delivered throughout our different year levels aim to help develop our student's social and emotional learning, while fostering independence and resilience within each student and are used as a preventive as well as a support for students who struggle with their mental health.

The Australian Student Wellbeing Framework (Australian Government- Department of Education) provides our school with a vision and set of guiding principles to support us building positive learning environments.

Wellbeing is a holistic term that encompasses all aspects of a student's life, including their physical, social, mental and emotional state.

'Wellbeing positively influences student learning outcomes, and success in learning enhances student wellbeing' (Student Wellbeing Hub)

'Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning' (NSW Department of Education and Communities, 2015).

'Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection learning' (NSW Department of Education and Communities, 2015).

'Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others learning' (NSW Department of Education and Communities, 2015).

'Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes learning' (NSW Department of Education and Communities, 2015).

'Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold learning' (NSW Department of Education and Communities, 2015).

Student wellbeing at Geraldton Grammar School is seen as a responsibility that is shared by our entire school community, which includes all staff, students and parents.

In catering for our School's student wellbeing needs we endeavour for our programs to be engaging, age appropriate and ensure that they promote positive relationships throughout all year groups and areas of the School.

Geraldton Grammar School is committed to being a Child Safe Organisation and as such is dedicated to the care, safety and protection of all students. We recognise that the implementation of strong policies and procedures can help support the prevention, assist in identifying and reporting child abuse and neglect. At Geraldton Grammar School, we have zero tolerance for child abuse and grooming and we understand that child protection is of the utmost importance. We ensure compliance with all the relevant child protection laws and regulations that supports a safe environment for all children and young people at the school.

Geraldton Grammar School has embedded the 10 National Child Safety Standards established by The Royal Commission and implemented the Keeping Safe: Child Protection Curriculum across all year levels. These are outlined below and give our students the opportunity to be safe, happy and empowered.

10 National Child Safety Standards

1. A commitment to child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is promoted, and diversity is respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes for complaints and concerns are responsive, understood, accessible and used by children, young people, families, staff and volunteers.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Organisations regularly review and improve implementation of their child safety and wellbeing policies and procedures.
10. Policies and procedures document how the organisation is safe for children and young people.

Parents are encouraged to have an understanding and support the student wellbeing initiatives offered throughout the school year, to reflect the inclusive nature and importance of student wellbeing across the school community.

The school values are embedded throughout our approach to wellbeing:

- Respect
- Responsibility
- Inclusivity
- Perseverance
- Striving for excellence

The following Geraldton Grammar Policies support student wellbeing:

- Anti Bullying Policy

- Attendance Policy
- Child Protection and Mandatory Reporting Policy
- Equal Opportunity and Diversity Policy
- Mobile Phone Policy
- Positive Behaviour Management Policy
- Staff, Volunteers and The Board Code of Conduct Policy
- Suicide and Self Injury Policy and Preparedness Plan
- Social Media Use Policy
- Drug Policy
- Student Health Care Policy
- Gender and Sexual Diversity Policy
- Inclusive Education Policy
- Sexual Harassment Policy

Our Approach:

Student wellbeing support within Geraldton Grammar School includes all staff and the student wellbeing officer. These supports are underpinned by our Curriculum and student wellbeing programs, along with strong links to external agencies as required. We recognise that students are at different stages of development and need further information about their developmental phases can be found on the school website.

Years K-2	Early Steps
Years 3-6	Step Forward
Year 7/8	Step In
Years 9/10	Step Up
Years 11/12	Step Out

Wellbeing Awareness Raising Campaigns: These days are recognised, promoted and supported on a rotational basis.

- Mental Health Week
- Grow Your Mind Day
- National Day Against Bullying and Violence
- R U OK Day
- Harmony Day
- Black Dog Incursion

WHOLE SCHOOL APPROACHES:

Act, Belong, Commit

Geraldton Grammar School is part of the Act, Belong, Commit Mentally Healthy School Program. This program provides a framework to embed the Act, Belong, Commit initiative within the classroom, school environment and wider school community to boost mental health and student wellbeing with the aim of preventing mental health problems. The program aims to encourage young people to adopt mentally healthy behaviours early in life, build resiliency to assist people to cope better with stress, reduce stigma around mental health by increasing openness and discussion while building the capacity of school staff to create mentally healthy environments. Many and varied school events throughout the year provide the opportunity for the Act, Belong, Commit message to be promoted.

Health & Physical Education Curriculum

Students from pre-primary to year 10 follow the Western Australian Health and Physical Education curriculum. This ensures students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. Students learn how to enhance their health, safety and student wellbeing and to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing. All students from PP-12 participate in the Keeping Safe Child Protection Curriculum. Junior kindergarten and kindergarten students have a strong student wellbeing program underpinned by the Early Years Learning Framework and the Western Australian Kindergarten Curriculum Guidelines.

Keeping Safe Child Protection Curriculum

The Keeping Safe Curriculum is an evidence-based, professionally evaluated, best practice curriculum that has the underpinning theme that, we all have the right to feel safe. This mandated, age appropriate, the curriculum is delivered through all school year levels and has four focus areas.

1. The right to be safe
2. Relationships
3. Recognising and reporting abuse
4. Protective strategies

House Activities

The House system is an integral part of Pastoral Care at Geraldton Grammar School. It adds a new dimension by vertically grouping students from all years into four Houses - Chapman, Irwin, Greenough and Murchison. With four Houses and approximately 150 students in each House, they belong to a bigger group within the school.

The objectives of the House system are:

- To increase the beneficial influence of the school on students' character.
- To help students fulfil their potential in academic and co-curricular areas.
- To develop a sense of community and an ability to socialise freely across various ages.
- To provide opportunities for healthy competition in sport and co-curricular areas.

The House system allows students to identify with something larger than themselves – their team, their group, their House, their school.

House activities include a range of sporting challenges from swimming to athletics and a variety of team sports as well as socials, inter-house quizzes and events.

Each House has a Primary and Secondary school House Coordinator, a Year 12 and Primary school House Captain.

School Camps Programme

School camps which commence in year 3 allow for the development of life skills, personal strength, resilience and the opportunity for new friendships. Detailed information about the camps programme is available on the school website.

SDERA

The School Drug Education and Road Aware program helps children and young people make smarter choices by providing a resilience approach to road safety and alcohol and drugs education. It includes the 'Keys for Life' pre-driver program.

PRIMARY SCHOOL APPROACHES TO STUDENT WELLBEING (K-6)

INSPIRE is Geraldton Grammar School's whole primary school approach to social emotional learning and development. Social Emotional Learning refers to the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to the needs of others and getting along with people. INSPIRE is about building a whole school culture in which principles associated with positive social, emotional and civic behaviours are embedded across all discipline. An INSPIRE Classroom encompasses:

- A positive classroom ethos that involves building a strong psychologically safe classroom environment. A classroom structure in which collaboration, mutual respect, active decision making, responsible leadership and high expectations for all are clearly apparent.
- Exposure to the language of the 7 habits from kindergarten – year 2 and explicit teaching of the 7 Habits in year 3-6 as a means of developing the social, emotional and academic skills necessary for productive participation in all aspects of classroom and school life.
- Daily Community Circle during which time the building of strong relationships and the dispositions associated with positive social emotional and academic skills are developed.
- Regular participation in Play is the Way – Pro Social Games as a means of developing and articulating the skills, dispositions and behaviours necessary for productive learning, social harmony and the expression of culturally appropriate values.
- The use of Data Journals in years 3-6 serving to develop student autonomy and a disposition towards self-regulation and goal setting.

Social-Emotional Assessment

Two tools are used to measure social and emotional wellbeing in Yr 3-6 students with data identifying students who need some extra support, which is then provided through targeted programs.

Protective Behaviours Program

Mandatory teaching of this occurs in all classes and supported by the school's wellbeing officer. It is a personal safety program that teaches children skills and strategies to identify and respond to a range of unsafe situations.

E-Safety

Teaches students online safety

SECONDARY SCHOOL APPROACHES TO STUDENT WELLBEING (YEARS 7-12):

Homegroup Program

The homegroup program is designed to assist students and teachers across the school year, facilitating occasions for goal setting, monitoring student wellbeing, and creating opportunities for cooperative learning, and the development of relationships where students can work collaboratively across year levels to support and help each other succeed across a range of facets.

Each homegroup is organised vertically containing students from years 7-12. This program is implemented with a dedicated homegroup teacher 1 lesson per week.

The homegroup program focuses on the following areas:

- Collaboration / Creativity / Critical Thinking and Communication
- Respect, Responsibility, Inclusivity and Perseverance
- Leadership Skills
- Social Emotional Learning
- Mindfulness Activities
- Mental, Physical and Social Well-being
- Goal Setting
- Peer assisted study sessions (PASS)

Black Dog Incursions

Partnering with The Black Dog Institute in Perth, our secondary school students have the opportunity to work with trained youth presenters to increase their mental health literacy, reduce stigma and promote help seeking for young people. By sharing their own stories of courage and hope, the presenters help to break down misunderstanding surrounding mental illness.

Personal Development Program

The Personal Development Program runs from Years 7-10 and is instrumental in providing our students with thinking, organisational and study skills. It also covers aspects of the Protective Behaviours curriculum that is not taught in health classes, primarily aspects relating to mental health and developing coping strategies.

In addition to theory, students are also involved in practical service-based activities which allow them to give something back to the greater Geraldton community.

STEPIN Day

The STEPIN program aims to develop student's collaboration, creativity, critical thinking and communication skills. Whilst allowing students to work in gender groupings or across their hub school to further develop their social, emotional and age-appropriate resilience skills.

Accessing the School Wellbeing Officer:

Our Student Wellbeing Officer is available for appointments Monday through Thursday. Secondary school referrals can be made by teachers, Year Coordinators, Head of Secondary, parents/carers and students. Primary student referrals are made by parents/carers, teachers or the Head of Primary.

Implementation:

Student wellbeing within the School is implemented through a combination of:

- The programs listed above
- Staff training and professional development in wellbeing programs
- Effective student wellbeing procedures and documentation
- An effective Student Wellbeing Committee that meets regularly to review programs and policies

