

# 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.

<b>Introduction</b>	This statement outlines the Geraldton Grammar School policy on the wellbeing of all students attending Geraldton Grammar School.
<b>Scope and application</b>	Policy applies to all staff and students of Geraldton Grammar School.
<b>Related legislation and guidelines</b>	No legislation but all AISWA guidelines are used as a format for this policy.
<b>Related Policies</b>	Anti Bullying Policy, Attendance Policy, Child Protection and Mandatory Reporting Policy, Equal Opportunity and Diversity 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
<b>Evaluation</b>	Annual

<b>Date</b>	<b>Action</b> <small>(issue, reissue, amendment, replacement of pages, etc)</small>	<b>Initials</b>
5/06/2019	Adopted	NFT/LWN
16/04/20	Added in the 10 Child Safe Standards	NFT

## 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.

Wellbeing can be described as a how we feel and function both on a personal and social level.

'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).

Wellbeing at Geraldton Grammar 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 wellbeing needs we aim to inspire, achieve and motivate so that our programs are 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 wellbeing initiatives offered throughout the school year, to reflect the inclusive nature and importance of wellbeing across the school community.

The school values are embedded throughout our approach to wellbeing:

- Anglican traditions
- Respect, responsibility, honesty and integrity
- Forgiveness and reconciliation
- Servant leadership, care and compassion
- Striving for excellence in all that we do
- Perseverance

The following Geraldton Grammar Policies support Wellbeing:

- Anti Bullying Policy
- Attendance Policy
- Child Protection and Mandatory Reporting Policy
- Equal Opportunity and Diversity 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

### **OUR APPROACH:**

Wellbeing support within Geraldton Grammar School includes all teaching staff and the student wellbeing officer. These supports are underpinned by our Curriculum and wellbeing programs, along with strong links to external agencies as required. We recognise that students are at different stages of development and need and 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:**

#### **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 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. Year 11 and 12 students participate in the Keeping Safe Child Protection Curriculum. Junior kindergarten and

kindergarten students have a strong 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, 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' characters
- 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 and sexes.
- To provide opportunities for healthy competition in sport and co-curricular areas.
- To try to help each student to live a full life by involving the student in the life of the school.

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 festivals.

Each House has a primary and secondary school House Director, 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.

### **PRIMARY SCHOOL APPROACHES TO 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 disciplines.

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 year 3-6 serving to develop student autonomy and a disposition towards self-regulation and goal setting.

## **SECONDARY SCHOOL APPROACHES TO 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
- Leadership Skills
- Social Emotional Learning
- Mindfulness Activities
- Mental, Physical and Social Well-being
- Goal Setting
- Peer assisted study sessions (PASS)
- Enterprise Challenges

### **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 (PDP) is a program of progressive self-development administered through an allocated time-slot in secondary school. This life skills program covers a variety of developmental issues ranging from peer mediation, conflict resolution, service programs, awareness issues and leadership functions. These programs are carried out in the year groupings with a dedicated teacher.

### **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.

### **IMPLEMENTATION:**

Wellbeing within the School is implemented through a combination off:

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

### **ACCESSING THE SCHOOL WELLBEING OFFICER:**

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