



WELL-BEING POLICY

“promoting a wholistic sense of wellbeing”

1.POLICY STATEMENT

1.1 At Mosman High School, we believe that each person’s wellbeing is nurtured through experiences of belonging, building relationships with others, being accepted and valued and by being positively engaged in the community. We acknowledge the importance of providing opportunities for all members of the school community to develop an awareness of their wellbeing and responsibilities and a commitment to becoming valuable members of the global community. We believe in the importance of implementing prevention and protection strategies which promote positive behaviour and allow students to connect, succeed and thrive at school and beyond.

2.CONTEXT

2.1 We aim to promote resilience through critical thinking, active involvement in making choices and taking responsibility for decision making and actions. These practices help each person to learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others and reconcile and resolve conflict with others.

We are committed to supporting students in the 5 domains (emotional, social, physical, spiritual and cognitive) as well as apply the wellbeing framework. This framework is a strengths-based approach that builds resilience, facilitates self-determination and participation.

3. Responsibilities and delegations

The school environment is pivotal to the growth and development of MHS students. Our school strives for excellence in teaching and learning, connects on many levels and build trusting and respectful relationships for students to succeed.

Responsibilities in applying the Wellbeing Framework relies on staff, students and parents to support students in the **5 domains of wellbeing**:

- Emotional wellbeing - promoting self-awareness and emotional regulation
- Social wellbeing - providing school experiences, promoting positive relationships and connectedness to others
- Physical wellbeing - ensuring students feel physically safe and healthy
- Spiritual wellbeing - support of the scripture program in Year 7 and year 8
- Cognitive wellbeing - recognising achievement and success

4. School Implementation

- Social and Emotional Learning (SEL) is a major teaching and learning focus across the school
- Behaviour expectations are explicitly taught in a variety of contexts
- Personal qualities are reported to parents to students
- Common language about behaviour and discipline is used throughout the school
- Common language about values is used throughout the school
- Positive behaviour expectations are expected within the school community
- The level system approach is used for student behaviour management and conflict resolution (see MHS Discipline Policy)
- The welfare team promote opportunities and organise year group activities to develop positive relationships
- School assemblies and Year assemblies are held at least twice per term where student achievement is highlighted
- The school's *High Flyer* reports on student, class and year group success
- Focus on positive behaviours within class and school settings
- Explicit teaching of the key capabilities of social support is expected in curriculum delivery

4.1. Goals

We actively promote the social and emotional learning (SEL) of each student so that they:

- Respect themselves and each other
- Build positive relationships
- Positively contribute to maintaining a safe, happy and secure environment
- Make good choices
- Work towards and/or achieve personal best
- Accept responsibility for their choices and actions
- Reflect and learn from their choices and actions

4.2 Teacher Responsibilities

- In curriculum delivery teachers support students in their personal and social capabilities so that they understand themselves and others and manage their relationships, lives, work and learning more effectively. In developing student personal and social capabilities teachers should seek to involve students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Connect

- Provide students learning opportunities to actively connect to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community
- Prevent and respond to incidents of bullying and cyberbullying as well as various forms of discrimination
- Reinforce the importance of a dress code and the community's expectations
- Monitor attendance of students
- Seek meaningful opportunities for students to be involved in their school and community

Succeed

- Set high standards of behaviour and self-regulation
- Plan and coordinate support for students with a disability
- Support EAL/D students to reach their full potential
- Ensure the safety and wellbeing of young people

Thrive

- Promote the healthy development of students and be aware of students on health care plans.
- Be responsible for legislative and policy requirements that directly relate to your faculty ie drug, education, nutrition, sunburn prevention

4.3 Head Teacher Responsibilities

In addition to teacher responsibilities, the Head teacher is responsible for:

- The promotion of a harmonious staff team promoting a collegial and collaborative culture to support professional effectiveness and to encourage individual development

- The implementation of the MHS student welfare and discipline policy which is regularly reviewed and which includes the principles of natural justice and procedural fairness
- The promotion of a quality learning environment that ensures the protection, safety, self-esteem and wellbeing of students and staff
- Addressing the welfare needs of each student and staff in a safe, responsive and harmonious teaching and learning environment
- Providing professional learning in faculty meeting time that will promote the consistent implementation of student welfare and discipline procedures - in particular child protection
- Practices that ensure all students are treated in accordance with their learning plans and/or learning needs
- Informing staff of their responsibilities under Departmental procedures and guidelines including anaphylaxis, CPR, emergency care, child protection and any other mandatory training
- Facilitating the professional growth of staff through the promotion of teacher efficiency in student welfare and assessment, curriculum development and evaluation, planning, classroom management and teaching skills

4.4 Senior Executive Responsibilities

In addition to teacher responsibilities the Principal and Deputy Principals are accountable for:

- The promotion of a harmonious staff teams promoting a collegial and collaborative culture to support professional effectiveness and to encourage individual development
- Comprehensive student wellbeing and discipline policies which are regularly reviewed and which includes the principles of natural justice and procedural fairness
- Policies, programs and practices that are regularly reviewed and which promote the protection, safety, self-esteem and welfare of students
- Monitoring and addressing the welfare needs of each student in a safe, responsive and harmonious teaching and learning environment
- Providing strategic and responsive staff professional learning that will promote the consistent implementation of student welfare and discipline procedures - in particular child protection
- Implementing and evaluating system practices that ensure all students are treated in accord with their individual learning plans and learning needs in accordance with the disability act
- Leading and/or being a member of the Welfare team/Learning and Support teams

- Using data with HT teachers/teachers to inform decision making ie Tell Them From me Survey
- Modelling and setting expectations that teachers collaborate in planning and evaluating programs across stages
- Ensuring that teachers have high expectations of their students, both academically and socially
- Ensuring that the staffroom and classroom atmosphere is conducive to learning for all students
- Seeking student and parent/carer voice as being essential in addressing learner diversity ie collaboration with the P&C Wellbeing Committee
- Facilitating mandatory Departmental procedures and guidelines including, anaphylaxis CPR, emergency care, child protection and any other mandatory training
- Strategically planning and facilitating the professional growth of staff through the promotion of teacher efficiency in student welfare and assessment, curriculum development and evaluation, planning, classroom management and teaching skills

4.5 Counsellor Responsibilities

In addition to the counsellor role statement:

- Seek counselling and wellbeing services to provide essential expertise to our school and communities to guide student growth and development
- Be a member of the welfare and learning support teams

4.6 Well Being Team/Year Adviser Responsibilities

- Consider aspects of and factors contributing to wellbeing by seeking opportunities to connect, succeed and thrive that are relevant to a year group's stage of learning and development
- Support whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing
- Liaise with parents and students to support students in their growth and holistic development and their success in school and beyond
- Attend Welfare team meetings and liaise with the stage HT

4.7 P&C Wellbeing Committee

- Facilitate the knowledge and understanding of wellbeing within the MHS community by providing guest speakers and parent forums.

4.8 Parent Responsibilities

- **Connect** - Parents and the broader school community actively participate in the school and in helping students to develop positive connections and caring relationships.
- **Succeed** - Parents and the broader school community actively participate in supporting and reinforcing student learning
- **Thrive** - Parents and the broader community support and enable the aspirations of every student.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

5. Document History:

- MHS Anti Bullying Policy and Ant-Bullying Plan
- MHS Discipline Policy
- MHS Learning and Support Policy
- Behaviour Code for Students
- DoE Dignity and Respect in the Workplace
- DoE Well Being Framework
- Australian Curriculum (for key information of key capability *Personal and Social Support* and for references to the SEL acronym)

Some worthwhile readings are listed below:

- John Hattie "[What doesn't work in education: The Politics of Distraction](#)" June 2015
- Dirk Van-Damme, [Learning Social and Emotional Skills for Social Progress Innovation and Measuring Progress](#)
- Charles Fadel, [Rethinking the curriculum that students Really Need](#)
- [Global Youth Index Centre for Strategic and International Studies 2014](#)

There is also a wellbeing yammer group.