

SCHOOL WELLBEING POLICY



“Wellbeing at Caringbah High is a contemporary strengths-based approach so that every student can connect, succeed and thrive at school and beyond”

Connect Succeed Thrive

Our students will

- Be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community
- Be respected, valued, encouraged, supported and empowered to succeed
- Grow and flourish, do well and prosper

Positive Behaviour Levels

The aim of the positive behaviour levels is to ensure that students understand that negative behaviour may affect their learning and achievement and the learning and achievement of their peers. Students who engage in negative behaviour are encouraged to discuss 'The Stairway to Success' model (see below) with their teachers, Year Advisor, Deputy Principal and Principal.

STAIRWAY TO SUCCESS

committed engaged COMPASSIONATE RESILIENT
collegial happy SELF-DISCIPLINED
IMAGINATIVE empathetic creative independent
POSITIVITY
MANAGING FEAR OF FAILURE

respectful cooperative COMPETENT
participating motivated CONSISTENT goal-orientated
mature CONNECTED
PROGRESSING
FACING FEAR OF FAILURE

understanding flexible dependent self observant
obliging & willing appreciative compliant coping
RECOGNITION
RECOGNISING FEAR OF FAILURE

unimaginative IN DENIAL disconnected
uncommitted uncompassionate anxious unmotivated
ISOLATED disrespectful CONFUSED unproductive
NEGATIVITY
FEAR OF FAILURE



CARINGBAH HIGH SCHOOL

Statement of Purpose

Student Wellbeing is the responsibility of the whole school community. The safety of all students; their emotional, social and intellectual wellbeing as well as their conduct and behaviour is the primary concern of all staff at Caringbah High School.

Teaching staff with particular responsibilities for student wellbeing are the Year Advisors, Head Teachers, School Counsellor, Head Teacher Welfare, Deputy Principals and Principal. The school's Welfare/Learning Support Team includes these staff members as well as a number of interested and committed staff. This team meets regularly and is coordinated by the Head Teacher Welfare.

Wellbeing for NSW public schools sets out to enable students to be healthy, happy, engaged and successful.

Wellbeing Framework for Schools

The Wellbeing Framework equips schools and their communities to support students at each stage of their development and to do this through quality teaching, learning and engagement.

Schools will achieve this through planning and decision-making at the local level to meet the needs of their students. This work is underpinned by high standards, clear expectations and counselling and wellbeing resources.

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Caringbah High School works to achieve this by developing and implementing whole school proactive wellbeing programs and by selected intervention for individual students identified as being at risk.

The School's Positive Psychology Program promotes and develops a positive approach to teaching and learning and student wellbeing. Embedded into the curriculum, the program encourages respectful relationships between students and their teachers as they work together to achieve students' best outcomes.

The school acknowledges and values the impact of student wellbeing on learning. The Stairway to Success model provides students and staff with a common set of stages and language to encourage students' progression from a potential state of negative wellbeing/learning to a state of positive wellbeing/learning.

In this progress students are encouraged to develop:

- Independence
- Resilience
- Empathy
- Respect
- Compassion
- Collegiality
- Motivation
- Maturity
- Creativity

The objective of our whole school welfare program at Caringbah High School is to support the teaching and learning of our students and to ensure that graduating students leave our school community with the skills, knowledge and confidence necessary to embrace the challenges of a global future.

Learning Support Team

ROLES AND RESPONSIBILITIES

Principal – Mr A Maclean

- Available for students and parents to discuss student concerns
- Advises and guides the LST

Deputy Principal – Mrs S Young

- Available to discuss the wellbeing of students in Years 10, 11 and 12
- Administers the wellbeing level system for Years 10, 11 and 12
- Coordinates curriculum

Deputy Principal – Mr G Lucas

- Available to discuss the wellbeing of students in Years 7, 8 and 9
- Administers the wellbeing level system for Years 7, 8 and 9
- Coordinates the LST and welfare programs
- Member of the LST

School Counsellors – Miss R Lawton & Ms S Morgan

- Available to discuss personal and school wellbeing concerns with students
- Available for regular or occasional appointment with students/families
- Advises and guides the LST and connects students with outside agencies

Head Teacher Wellbeing – Mr C Hodson & Ms R Miller

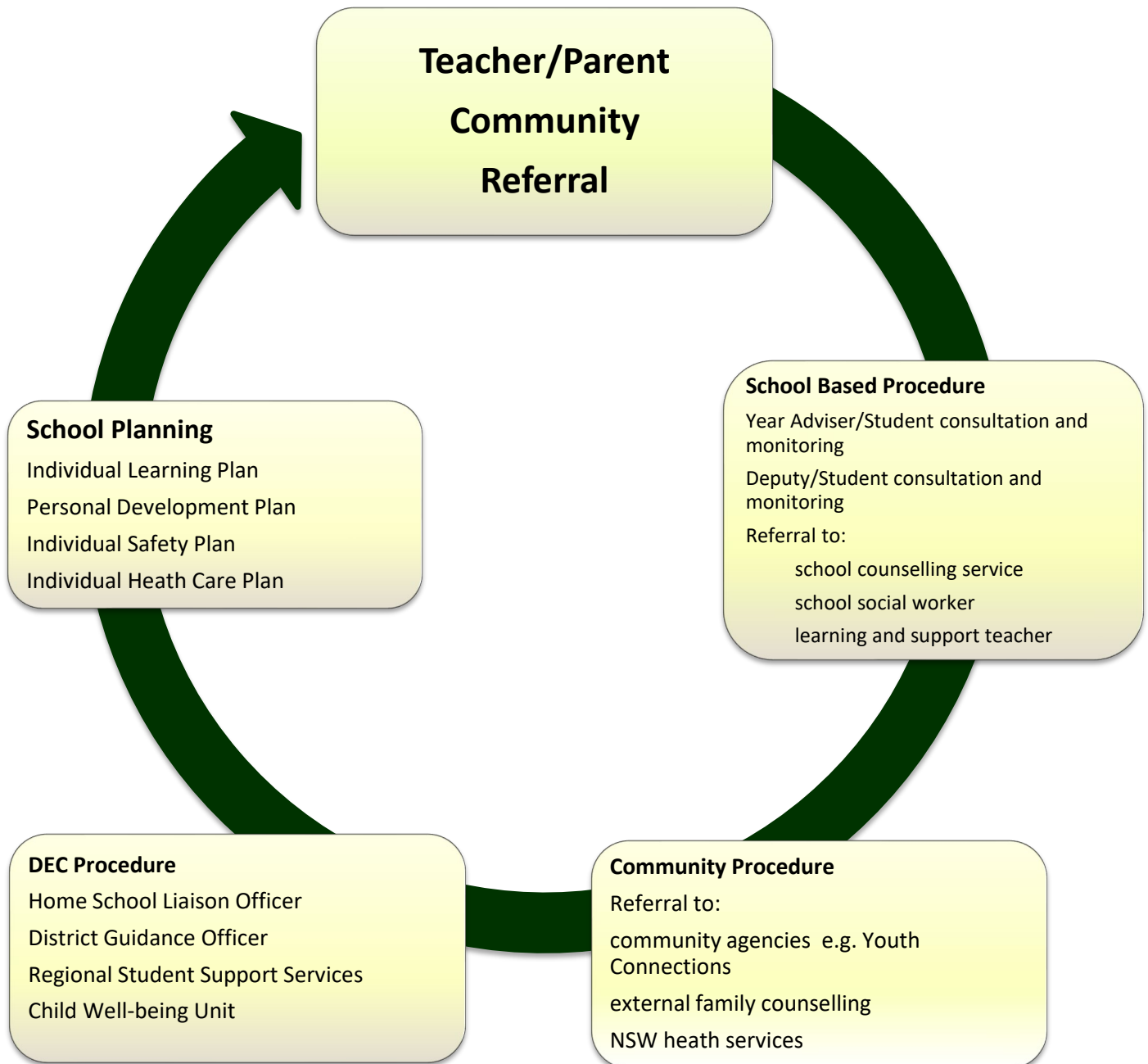
- Responsible for whole school positive wellbeing programs
- Available to discuss personal and school wellbeing concerns with students
- Coordinates Year Advisors
- Facilitates the LST meetings

Year Advisors 2020

Year	Year Advisor
Year 7	Miss E Stephens
Year 8	Mr N Parker
Year 9	Ms P Levi
Year 10	Ms S Tudbery
Year 11	Mr C Cantor
Year 12	Ms N Kudsi

- Available for any personal/family/class/teacher/general concern for students in their year group
- Coordinates the merit system for students in their year group
- Represents their year groups/individual students in their year group at LST meetings

PROCESS OF WELLBEING SUPPORT
(refer to www.keepthemsafe.nsw.gov.au/new)



Wellbeing for Learning at Caringbah High School

GIFTed

Students in years 7 – 10 have one period of GIFTed per cycle. For each year group the lessons are taught by a team comprising of Deputy Principals, Head Teachers of Wellbeing, Year Advisors and outside providers. GIFTed is the acronym for: **Global Citizenship** – encouraging students to be aware of global issues and to have a sense of their own role as world citizens respecting values and diversity, **Individual** and Collective Wellbeing – alerting students to the importance of the development of physical, mental, emotional and social health, **Future Focus** - preparing students with the skills and capabilities to thrive in a rapidly changing and interconnected world, **Thinking Critically** – allowing students to make reasoned judgments that are logical and well considered.

The learning intention of GIFTed is to improve and maintain wellbeing and learning through, the development of 21st century skills. These skills include communication, emotional intelligence, interpersonal relationships, resilience, problem solving and critical thinking. These are the skills that we need to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives. It will ensure that students can thrive in a world where change is constant and learning never stops.

LIFE READY

Life Ready is a mandatory 25-hour course for Stage 6 students designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school. The development of the life skills will empower students to take positive action to be healthy, safe and well; promote positive and respectful relationships, transition confidently to post school independence and participation in the community. Life Ready lessons, presentations and tutorials will take place on selected Wednesday afternoons for Year 11 only during term 1 and 2. When there is no allocated Life Ready sessions in these terms, and for the whole of term 3, Year 11 students are expected to use this time to access the Academic Plus Program run in the library for senior students or private study.

TRANSITION

Students' transition from year 6 to year 7 is significantly influenced by their sense of belonging, relationships, and learning support in school and at home. Year 7 transition into Caringbah High School takes place in the first two days of term 1. Year 7 students do not attend timetabled lessons but spend this time learning about our school's processes, procedures, values and expectations for learning and behaviour. The students interact with their Year 10 Peer Support Leaders who have been selected as role models and have been trained to lead the Year 7 students to be their best version of themselves. Peer support continues each week for the first 6 weeks of Term 1. Year 7 camp takes place in week 6. At camp students are given further opportunity to bond as a year group. The goal of Year 7 Transition is to ensure that students commence their subject studies with the knowledge and the skills to negotiate the varied demands of high school.

In their transition from Year 11 to Year 12 students are encouraged to refine their collegial approach to learning, further develop their independent learning skills, be organised and to look after their physical and mental health. To aid them in these focus areas Year 12 students attend a two day Transition Camp. Devised and delivered by Caringbah High School teachers who have responsibilities in the areas of Teaching and Learning, Wellbeing and Careers. This camp offers students practical ways in which they can prepare academically, socially and mentally for the rigours of their HSC courses. Students also take part in challenging but fun outdoor activities led by the experienced camp staff that are designed to encourage individual achievement and team work success.

LEARNING SUPPORT

Learning support outside the classroom is available for students who are experiencing temporary or ongoing difficulties in achieving outcomes in a single or multiple subject/s. Students referred to learning support through our referral system may be withdrawn from class to either work individually or a small group setting with a learning support teacher. In other circumstances students may attend learning support before or after school. Learning support is offered to students on a needs basis. Learning support teachers might help students with organisation or with skills such as essay writing, how to deconstruct a question or how to make useful study notes.

Academic support is available to Year 11s and 12 students on Wednesday afternoons, in extended library hours or by appointment. Year 12 students are particularly encouraged to take advantage of the experienced subject teachers, as well as learning support teachers, available during their study periods or on Wednesday afternoons.

YEAR 12 MENTORING

The Wellbeing for Learning team offer a Year 12 mentoring program to support Year 12 through the challenges of their HSC year. Teachers volunteer their time to meet with their mentee regularly to discuss their progress, offer help and advice with organisation and to be an empathetic listener. Teachers are not expected to offer subject based tutoring for the student. Feedback from the Tell Them From Me and Year 12 exit polls indicate that having an advocate at school increases confidence and sense of belonging for students and this program aims to ensure students have every opportunity to flourish and have the best school experience we can offer.

COUNSELLING SUPPORT

The NSW school counselling service contributes to student wellbeing in NSW public schools by providing specialised psychological assessment, counselling and intervention services. As well as having a specific role in providing psychological services, the school counselling service contributes to student learning and wellbeing outcomes through membership of school based learning and support teams. Every student from pre-school to Year 12 in NSW public schools is able to access the service. Students may self-refer, parents may request a School Counsellor appointment or students may be referred through the Learning Support referral system.

Schools have an important role in student wellbeing and mental health and our strong commitment to social and emotional wellbeing is evident in our various programs, initiatives and events. Our school's changing context influences our choice and delivery of student wellbeing learning and our team meet regularly to reflect on, change or appropriate our content and delivery modes so as to best meet the needs of our students.

Please contact your child's Year Advisor, the Head Teachers of Wellbeing or a Deputy Principal for any further clarification.

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Merit Levels

Merit certificates are awarded to recognise student effort and achievement in academic and sporting excellence and school and community service. The award of merit certificates in recognition of student achievement is an important part of the school's positive psychology program.

Students are encouraged to progress through the following merit levels:

Year Adviser Award

may be achieved by either:

- 5 Merit Certificates
- 5 Sporting Ribbons

Principal's Award

may be achieved by either:

- 5 Year Advisor's Award
- 5 Achievement Awards

Honour Blue

may be achieved by:

- 5 Principal's Awards

Principal's Awards are presented at year assemblies and/or School presentation assemblies.

Non Productive Behaviour Levels

Students who continue to display negative behaviour may be placed on a 'level'. The following flow chart explains this process:

Level	Behaviour	Consequence	Positive Learning
1	<ul style="list-style-type: none"> Negative class or playground behaviour Uniform 	Teacher to place student on this level <ul style="list-style-type: none"> Recorded in Sentral Playground clean-up Negative behaviour whilst on Level 1 will result in student being placed on Level 2 by Year Advisor/Head Teacher 	<ul style="list-style-type: none"> Positive behaviour during this two week period results in no further disciplinary action
Students may bypass Level 1 and be placed directly on Level 2 for the following			
2	<ul style="list-style-type: none"> Class truancy Abuse of property/person Offensive language Public rudeness Smoking Inappropriate use of technology Bullying/cyber bullying 	Deputy Principal/Head teaches to place students on this level <ul style="list-style-type: none"> Recorded in Sentral Whole school detention – one week Issued/letter to parents All teachers notified Possible withdrawal of privileges ie school camps, representative teams, excursions Negative behaviour on Level 2 Students are referred to the Deputy Principal or Principal Student is placed on a Level 3 	<ul style="list-style-type: none"> Positive behaviour during this two weeks results in no further disciplinary action
Students may bypass Level 2 and be placed directly on Level 3 for the following			
3	<ul style="list-style-type: none"> Theft/vandalism Persistent truancy Serious public offence 2nd instance harassment and bullying 	Principal/Deputy Principal to place students on this level <ul style="list-style-type: none"> Referral to the School Counsellor Parents notified Whole school detention – two weeks All teachers notified Withdrawal of privileges ie school camps, representative teams, excursions Continued negative behaviour will result in a student being placed on Level 4 Possible suspension of student from school 	<ul style="list-style-type: none"> Positive behaviour during this two weeks results in no further disciplinary action
Students may bypass Level 3 and be placed directly on Level 4 for the following			
4	<ul style="list-style-type: none"> Violence Illegal substance-use, possession or supply Bringing weapons to school Serious threats of violence 	Principal to place students on this level <ul style="list-style-type: none"> Suspension from school and /or Expulsion from school and /or Exclusion from all state high schools 	<ul style="list-style-type: none"> Suspension Only – progress to a level to be determined after suspension period following a suspension resolution conference Positive behaviour action plan

At all times during this process students are encouraged to modify their negative behaviour. They are provided with concrete strategies to move from the **negativity** stage of the 'Stairway to Success' model to a state of recognition and progress to being a confident learner who is self – disciplined and fully engaged in a **positive** school experience.

This guide does not supersede any school or Department of Education & Training policy.

Anti-Bullying Policy

STATEMENT OF PURPOSE

We believe every individual has the right to be respected and feel safe and bullying is a violation of these rights. At Caringbah High School it is the moral responsibility of all to ensure that the rights of individuals are honoured and that healthy development and citizenship are valued and promoted. The mental and physical health and social and academic consequence of bullying have an enormous impact on staff and the learning and teaching of our students. Bullying concerns and affects us all. At Caringbah High, we have devised a long term plan, whole school strategy for addressing this issue. In essence, bullying in our school is completely unacceptable and is not tolerated. Our aim is to achieve a bully free school.

PROTECTION

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies in particular social networking sites. Conflicts or fights between equals and single incidents are not defined as bullying. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Students, teachers, parents and caregivers and members of the wider school community have a shared responsibility to actively work together to resolve incidents of bullying behaviour when they occur and to create a safe and happy environment, free from all forms of bullying.

PREVENTION

We raise awareness through school curriculum, and our Positive Psychology welfare structure includes student welfare programs such as:

- Peer Support (Year 7 & 10)
- Year 11/12 study camps
- Anti-bullying program (Year 7) including cyber bullying
- Cyber bullying program (Year 8-12)
- 'Mind Matters' (Cross curricula English, Drama, Health – Years 8, 9 & 10)
- 'Brainstorm' – Theatre productions Year 7 & 8 – raising awareness
- Group discussions between teachers and students
- IT protocols
- Learning support committee
- Digital Signage promoting anti-bullying
- MOODLE cyber bullying online course
- Year 8/9 PDHPE curriculum
- P&C information evening on safe internet use
- Anti-bullying signage throughout the school
- Librarian information literacy program
- School website information for parents
- Sustaining eSmart protocols



COMMUNITY FEEDBACK

Tell Them From Me is an online survey system devised by The Learning Bar that helps us capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its Focus on Learning teacher survey and its Partners in Learning parent survey to NSW government schools.

EARLY INTERVENTION

Staff, students, parents, caregivers, and the wider school community need to be aware of strategies to identify and respond to incidents of bullying.

- Our learning support structure, through a system of referrals, ensures support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
- Welfare programs empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- eSmart status ensures we maintain our policies and procedures
- Digital messages on strategies to identify and respond

RESPONSE

For any incidents of bullying, a member of staff will deal with the problem on the spot, in order to defuse the immediate conflict. Once the immediate issues have been dealt with, the following steps will be taken:

1. A student, parent or staff member reports bullying incidents/problem to the Deputy Principal who will implement the anti-bullying program. The Deputy Principal interviews the victim and bully separately, and records the details of the incident in writing on a standard proforma. The Deputy Principal makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The Deputy Principal works with the students to devise strategies for conflict resolution. The Deputy Principal attempts to reach a position where both parties are satisfied with the outcome; i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately. The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.
2. If the incident is repeated or the problem continues - both parties record the incident/problem in writing on a standard proforma. The Deputy Principal interviews the victim and bully together (method of shared concern) and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. The Deputy Principal will report this interview to the Learning Support Team who may prescribe external support. A warning of suspension letter will be issued and perpetrator will be placed on level 3. The Deputy Principal contacts both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.
3. If repeated counselling by the Deputy Principal, or others, does not stop the bullying, sanctions according to the NSW DEC Discipline Policy will be imposed. These could include, but are not confined to suspension.

Caringbah High School keeps central records of all reported incidents of bullying. These are analysed on a regular basis to ascertain major areas where bullying occurs, gender and age of victims and bullies, and strategies which have been successful. A review of the school's policy is undertaken every 12 months, taking into account this annual data.

Caringbah High School will constantly reinforce the fact that bullying is not acceptable and will remind students how to counteract bullying, as well as enforcing our Positive Psychology program aimed to lift self-esteem and resilience; students need to be made aware of their responsibilities not to bully and not to condone bullying by being silent bystanders. The School will continually remind parents that they can confidently approach staff with their concerns, the Year Advisor in the first instance. Parents are encouraged to work with the school in a non-blame situation so that their children are protected and feel safe.