



# Wellbeing Policy



CONNECT



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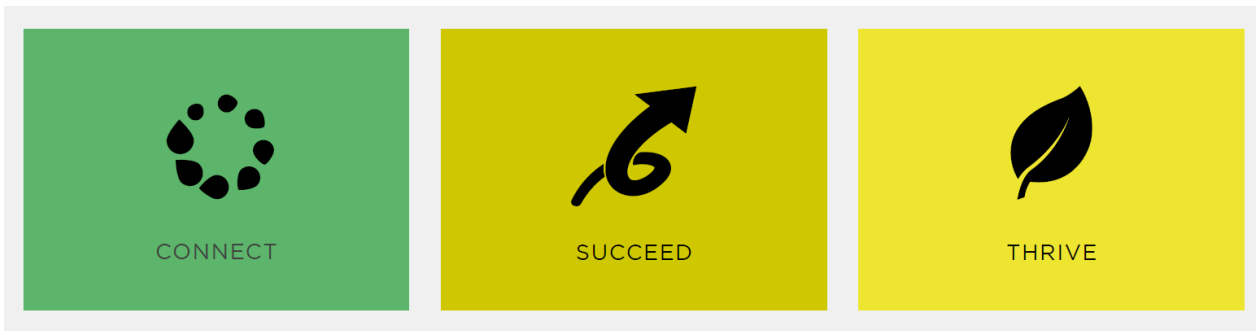


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The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.



**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.**

- Anti Bullying
- School Uniform
- Student Participation and Leadership
- School Attendance
- Anti Racism
- Multicultural Education

**Our students will be respected, valued, encouraged, supported and empowered to succeed.**

- Student Behaviour and Discipline
- Protecting Children and Young People
- Out of Home Care
- Supporting Students with Disability
- Supporting Refugee Students

**Our students will grow and flourish, do well and prosper.**

- Nutrition in Schools
- Sun Safety for Students
- Student Health
- Drug Education
- Road Safety Education, Driver Education and Training

# Behaviour Code for Students

Our school is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

## Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students is a high priority for our school.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Being Safe

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
- Keep the school free of violence or weapons, illegal drugs, alcohol or tobacco.

### Bring Respectful

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Respect the school's position on student mobile phones not being seen or heard while on school grounds
- Value the interests, ability and culture of others
- Dress appropriately by following the school uniform code
- Take care with property

### Being a Learner

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, will use their professional judgment, to maintain discipline provide safe, supportive and responsive learning environments. Appropriate consequences will be given to guide students to appropriate behaviours.

# Anti Bullying

We reject all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the school.

We expect that school will be a safe, happy and secure place. The school does not support or condone violence in any form and other anti-social behaviour, illegal substances, weapons, cigarettes and alcohol.

We condemn in the strongest possible way violence in all its forms: physical assault, threats of violence, verbal abuse, intimidation, bullying in all its forms, harassment, and racial, ethnic or sexual vilification. Similarly, there is no place in our school for theft, deceit, vandalism, graffiti, and destruction of property. This includes all forms of transmission such as person to person, electronic, through phone or messaging of any kind.

## What is bullying behaviour?

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour **can be:**

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting;
- social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS, email, electronic messages and images, inappropriate use of camera phones;

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

## Expectations

Students, teachers, parents, caregivers and members of the wider school community can expect

- that students will be safe at school, free from fear of bullying, harassment and intimidation
- to be involved in the collaborative development of the school Anti-bullying Plan
- to know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs

## Responsibilities

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- contribute to the development of the Anti-bullying Plan and support it through words and actions actively work together to resolve incidents of bullying behaviour when they occur

Teachers will:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan

**Students can expect to:**

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas

## **Students have a responsibility to:**

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-bullying Plan
- respond to incidents of bullying according to their school Anti-bullying Plan

## **Parents and caregivers have a responsibility to:**

- support their children in all aspects of their learning be aware of the school's Anti Bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan
- Report all bullying to the school via the student's Year Adviser or in more serious cases the Deputy Principal.

## **Managing bullying**

### **Some student signs of bullying**

- suddenly does not want to go to school
- has bruises but won't talk about them
- suddenly unable to sleep or eat
- becomes moody
- frequently feels sick with vague symptoms
- withdrawn in class
- isolated in quad

### **If your child is being bullied**

Tell your child that:

- it is not his or her fault
- he or she has the right to feel safe and happy
- he or she has the right not to be bullied
- it is all right to walk away
- it can be stopped
- it is all right to tell the school staff
- by acting on the bullying you are also protecting other students from the bully

### **Students:**

- will participate in anti-bullying workshops, during Drop Everything and Read (DEAR), that follow up from a theatre performance such as "sticks and stones" for Year 7 and appropriate performances for subsequent year groups
- will participate in awareness raising sessions as part of the student leadership programs.
- will have access to guest speakers who advocate anti-bullying and tolerance messages
- will be advised at assemblies and in the school newsletter to "speak out" to stop bullying
- will have included in appropriate cross faculty units of work anti-bullying perceptions

## **Teachers:**

- will through professional learning opportunities expand their knowledge and understanding of anti-bullying strategies
- will co-ordinate and present anti-bullying strategies in pastoral care classes such as DEAR, and inappropriate subject related units of work
- will have the opportunity to participate in the school's welfare network that monitors the anti-bullying strategies

## **Monitoring and evaluating**

The school Welfare, Learning and Support and Executive teams Network will monitor and evaluate;

- the collection of data placed on the Sentral program
- an annual student survey
- advice to parents and students to ensure efficiency and effectiveness
- teaching programs that focus on anti-bullying

## **Advice for parents**

### **What you can do to help?**

- assure your child that the problem can be solved
- let the school know that your child is being bullied by contacting your child's year adviser, the school counsellor, a deputy principal or the principal
- communicate and co-operate with the school until the problem is solved
- explain to your child that bullies are usually people with a problem themselves and use bullying others as a way to make themselves feel good
- bullies are often victims themselves
- bullies often have poor social skills and do not know how to behave towards others in a positive way
- explain that bullies know that what they are doing is wrong and the reason that they pressure their victims not to "dob" is because they are afraid
- develop your child's sense of humour and tolerance of others
- positively reinforce your child's self-esteem and sense of self worth
- develop your child's social skills by teaching him or her to share and to co-operate with others in group situations

### **No one has the right to bully anyone else**

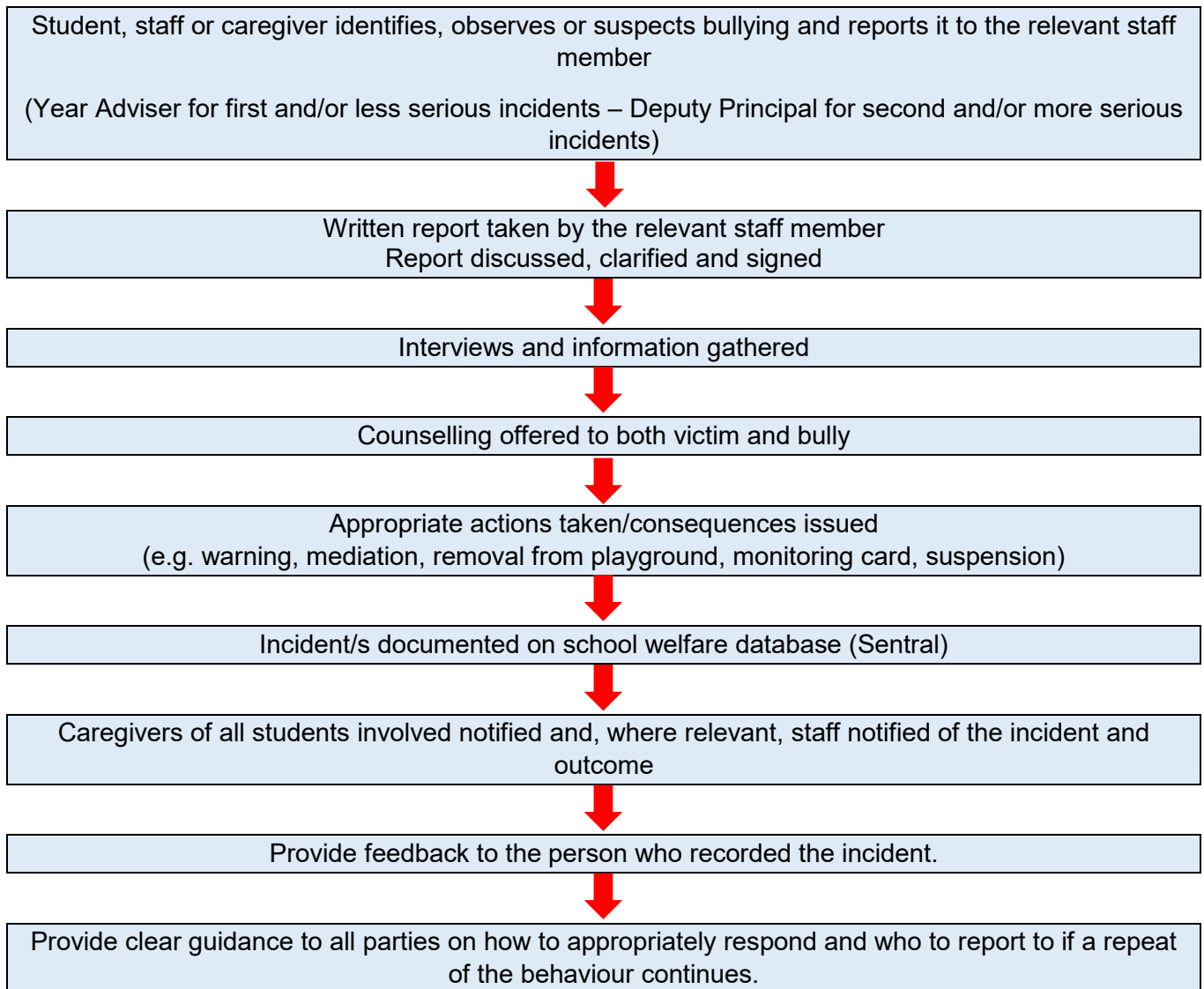
- children who are bullied feel frightened and powerless. They sometimes blame themselves. Being bullied can seriously harm self-esteem and prevent successful learning
- it is important that the victim take the appropriate action to stop the bullying
- ignoring the bullying behaviour is only a short-term strategy. if the bullying continues more than a few days some other action needs to be taken
- avoiding the situation by going to another school may not solve the problem as there are bullies everywhere
- responding to bullying by retaliation or with violence rarely solves the problem and often gets the victim in more trouble with other students and with the school discipline code. the school cannot tolerate violence no matter what the reason
- the most appropriate action is to tell someone at the school and work with the school staff to solve the problem

### **What will the school do if bullying is reported?**

- assure him/her that the problem can be solved and then provide ongoing support

- investigate the problems raised
- treat everyone involved with fairness
- take action that is appropriate to the particular circumstances – this may be; mediation disciplinary action warnings social skills program counselling parental involvement

### Procedures for bullying and harassment referrals





# School uniform

The general tone of the school and the regard with which the school is held in the community is often attributed to the standard of, and following of the established school uniform. The school uniform code has been decided after full consultation with parents deciding that uniform is compulsory for all students.

**The school colours are Navy Blue, Maroon and White.**

**Uniform will be sold through the uniform shop located within the school.**

<b>Key features of our uniform</b>	
<b>GIRLS</b>	<b>BOYS</b>
<b>White Blouse</b> - button up style/ not tucked in.	<b>White shirt</b> - button up style, tucked in.
<b>Plaid Skirt</b> - navy maroon, white. Worn below the knees.	<b>Shorts</b> - Navy College style
<b>Slacks</b> - Navy, tailored.	<b>Trousers</b> - navy tailored / black belt
<b>White socks</b> in summer. Fold over socks above ankle. Navy tights in Winter.	<b>Navy or Black Socks.</b> Fold over socks above ankle.
<b>Black Hard Leather Shoes</b> ( <i>Heel, full instep cover. No court shoes. No joggers</i> )	<b>Black Hard Leather Shoes</b> ( <i>Heel, full instep cover. No joggers</i> )
<b>School Bag</b> with school Crest	<b>School Bag</b> with school Crest
<b>Tie</b> - Navy with maroon, white stripe, crest <i>Compulsory in Terms 2 and 3</i>	<b>Tie</b> - Navy with maroon, white stripe, crest <i>Compulsory in Terms 2 and 3</i>
<b>Blazer</b> - Navy with school Crest <i>Compulsory in Terms 2 and 3</i>	<b>Blazer</b> - Navy with school Crest <i>Compulsory in Terms 2 and 3</i>
<b>Jumper</b> - maroon/navy & white stripe on collar	<b>Jumper</b> - maroon/navy & white stripe on collar

## Winter Uniform

In Terms 2 & 3, the school blazer must be worn to school and must be kept on until at least the end of roll-call.

The school blazer is the preferred clothing for warmth however the school jumper may also be worn, but only when the blazer is also worn.

A navy blue, maroon or white scarf may be worn in conjunction with a blazer in winter only.

## PE & Sport Uniform

- **Sport Shirt** - JEHS design, polo style
- **Sport shorts** - JEHS design.
- **Socks**- white.
- **Shoes**-Runners.
- **Cap** - navy (compulsory for sport)
- **Track Suit**- JEHS design for cooler months.

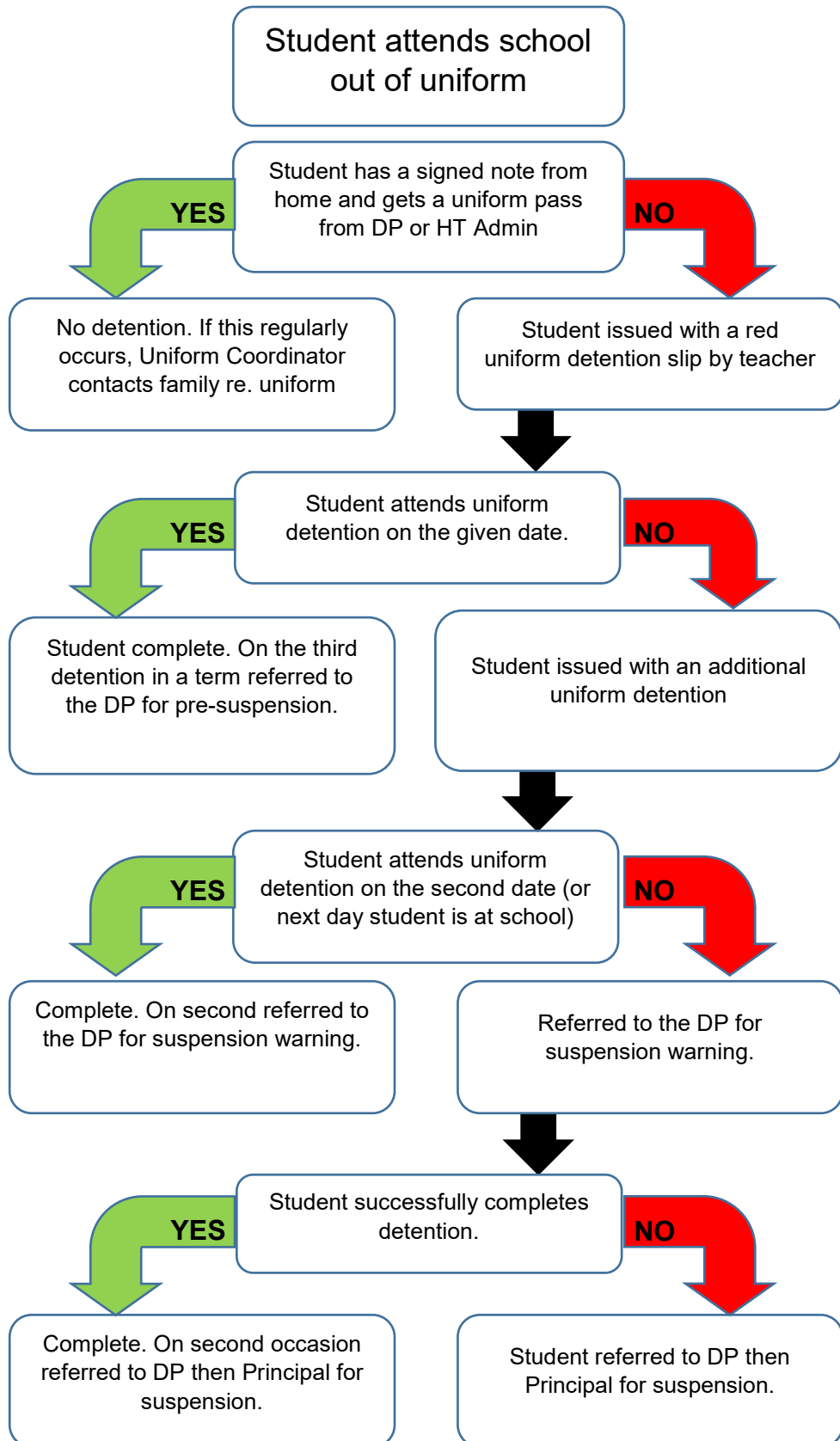
## Sun Protection

The school is conscious of the need for sun protection and encourages the wearing of approved school designed caps whenever students are outdoors. However, hats are not to be worn in classrooms or corridors. Students are also encouraged to apply a 30+ sunscreen during hotter weather.

## Jewellery, Makeup & Nail Polish

- The wearing of expensive jewellery of any type is discouraged. Rings are permitted if they are of a flat design.
- Single stud ear rings are permitted
- Any jewellery that hangs in a manner that may be a safety concern e.g. bangles, chains and large hanging ear rings are not permitted.
- Makeup is discouraged and if worn, should be discrete in its application.
- Nail polish is to be clear or pale pink.
- Acrylic nails are not to be worn due to safety issues.

# School uniform procedures



# Student participation and leadership

It is important to give young people the opportunities and support to find their voices, to participate in decision-making, and to understand their rights and responsibilities as active citizens.

When students are given the skills and opportunity to lead within their schools, they are empowered to have a real impact on their learning and school environment and are prepared to participate meaningfully in their community (Black et al, 2014).

## Principles of effective student leadership

- recognise students have legitimate perspectives and opinions on issues that matter: in the classroom, in the school, and in the community
- give students an active role in influencing decisions about these issues as well as in the implementation of these decisions
- enable students to participate as active young citizens (Black et al., 2014)

## How do we encourage and promote student participation and leadership?

### In the classroom

Teachers design and deliver learning activities that:

- Encourage students to develop and share their own opinions about current issues and to engage in debate, discussion and critique of those issues
- Engage students in conversations and decisions about class rules and behavioural boundaries and expectations
- Engage students in conversations and decisions about teaching, learning and assessment

### In school

- Students from every year group are elected to be a part of the Student Representative Council (SRC). The election process takes place in Term 1 of every year. The SRC meets every day during Roll Call to discuss school issues, suggest school improvement, contribute to school welfare programs (such as Harmony Day, Wear It Purple Day etc.) and consider ways to positively contribute to the broader community (such as supporting charities).
- The Senior Student Leadership Team is selected from Year 11 students in Term 3 of every year. This team serves from Term 4 through to the end of Term 3 in their Year 12 year.
  - Year 11 students interested in serving on the leadership team nominate and requires the support of the Year 11 Year Adviser and two other teachers
  - Fifteen students who receive the highest number of votes from staff and Year 11 students are on the Senior Leadership Team.
  - A male and a female Captain and Vice Captain are selected through an interview process of Senior Student Leadership Team members. The panel consists of the Principal, current serving Captains, Year 11 Year Adviser and Parent Representative (where available).
- The Senior Student Leadership Team is regularly consulted on school directions. They provide representatives to the school Finance Committee and propose improvement to the school. They also support charities and community events.
- Students from a variety of classes are trained as mentors, buddies and coaches to assist students within our school as well as coach and mentor students in our partner primary schools to build our community of schools and strengthen leadership opportunities for our students.
- Numerous extra curricular activities are organized within school such as garden club, chess club, sports coaching etc. that give students opportunities to positively interact with others and to show leadership within those settings.

# School attendance

Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. Research confirms a strong link between attendance and student learning outcomes. Poor attendance is linked to these adverse outcomes:

- lower academic outcomes
- early school leaving
- leaving school with fewer qualifications
- reduced opportunities for students to learn and access educational resources, further limiting achievement
- further absenteeism in higher year levels
- increased alcohol, tobacco, and substance use in adolescents
- poverty
- unemployment

Regular attendance at school is fundamental to student learning. Students who attend school regularly are more likely to achieve educational success, and increase their career and life options. Attendance at school enables students to develop a sense of belonging to a peer group and build important coping and friendship skills. These children are less likely to engage in anti-social behaviour.

Student attendance has been identified as an important aspect of a student's wellbeing and failure to receive an education has been identified as a risk of harm factor. All children have a right to an education and regular attendance at school can allow them to make the most of the educational opportunities presented.

Communities benefit from students who regularly attend school and are achieving. These benefits include greater student safety, community wellbeing, and a sense of connectedness for all.

## Purpose

This policy is designed to improve and maintain high rates of student attendance through clearly articulated responsibilities for those in the key roles for ensuring that every student attends school regularly. This policy also establishes a process whereby the school works constructively and in partnership with home and the community.

## Compulsory age of attending school

All New South Wales students must complete Year 10 or its equivalent. After Year 10, a student may only leave school if they:

- have turned 17 years old
- have employment for 25 hours per week or more
- have further education at a registered organisation (such as TAFENSW) for 25 hours per week or more.

## Responsibilities of parents

It is the duty of the parent/carer of a child of compulsory school-age to ensure the child is:

- a) enrolled, and attending, a government school or a registered non-government school,  
OR
- b) registered for home schooling with the NSW Education Standards Authority (NESA) and to receive instruction in accordance with the conditions to which the registration is subject.

Parents/carers are required to take steps to ensure that their child attends school every day the school is open unless there are medical reasons or urgent and emergent family issues.

Parents/carers are required to explain the absences of their child from school promptly and within seven school days to the school. This can be provided by responding to an SMS, phoning the school or providing a written note. For periods of extended illness parents/carers are required to provide documentation such as Medical Certificates to the school.

When issues of school attendance are identified by the school, parents and carers are also required to work in partnership with the school and Home School Liaison Officer to ensure their child's attendance improves and becomes regular.

Families sometimes schedule holidays during school terms. Leave must be applied for through the Principal but we strongly recommend that holidays be scheduled during school holiday vacations to ensure student learning is not disrupted.

## What if a student has to be away from school?

On occasion, a child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Please note that if a student is absent on a day that an assessment task has been scheduled, a medical certificate explaining the absence will be required to avoid a zero mark.

The school will send an SMS message to the caregivers of students who are absent on any particular day to inform them of the absence. Caregivers may reply to the SMS on the day of the absence to give the reason for absence. Please note that technical issues may arise that prevent us sending SMS absence messages on a small number of days through the year.

Following an absence from school, parents must ensure that a verbal or written explanation for the absence is provided within 7 days. If the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

The Principal may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified.

The school may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. We may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child.

## School responsibilities for maintaining and improving attendance

We maintain and improve staff and student awareness of procedures concerning sickness, leave and suspension at year group meetings, assemblies, staff meetings and roll call including leave accepted only for; misadventure or unforeseen event, participation in special events not related to the school, domestic necessity such as serious illness of an immediate family member, attendance at funerals and recognised religious festivals or ceremonial occasions.

We maintain and improve parent, staff and student understanding of parent need to submit a note explaining absence within seven days of first day of leave at year meetings, assemblies, staff meetings and through newsletters.

Awards are issued to students with 100% attendance or punctuality for a term. And those with 100% attendance for the year, receive an award at our annual school recognition evening.

Year groups who achieve attendance levels in Terms 2, 3 and 4 that exceed in percentage those in Term 1, will benefit from a reward lunch at school each term that is applicable.

Students that receive awards for attendance and punctuality as Faculty Awards will be entered onto Sentral student database and progress through the school's positive level system as per the "Recognition of student achievement" procedure.

Whole day truancy offenders in Year 11 and Year 12 will be required to stay behind on Thursdays during periods 5 and 6 for study while students in Years 7-10 will serve at least two lunch detentions and write out this policy.

Students failing to attend detention for partial truancy should be followed up through standard faculty procedures for persistent disobedience.

Student interviews will be conducted with students who have an attendance pattern of less than 85%.

A parent interview will be conducted for students who have had a student interview but no improvement to attendance has been seen.

Students whose attendance is causing concern will be referred to the Home School Liaison Officer.

The HSLO team (several Home School Liaison Officers) will be invited in at the discretion of the school for a single day focus on punctuality and/or attendance with follow-up where necessary.

Persistent late arrivals and absence will at first result in parent notification and student placement on an attendance program and is likely to result in HSLO notification and intercession.

A letter will be sent home for a student who arrives late to school on three occasions in one week.

At the end of each term a letter will be sent home for a student, including a table listing days absent, whose attendance falls below 85%. A follow up phone call to this letter will be made at the discretion of the HT Administration.

In cases where the Home School Liaison Officer deems necessary families may be included in a case conference and subsequent departmental monitoring. Failure to satisfactorily address attendance concerns may lead to legal action through the Department of Education.

# Anti-racism

We, consistent with Department of Education policy, reject all forms of racism. We are committed to the elimination of racial discrimination in school – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community. All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Schools have trained Anti-Racism Contact Officers and provide timely and professional responses to complaints regarding racism.

## Aims

- To encourage all members of the school community to develop strategies to promote racial acceptance.
- To establish a harmonious school environment for all members of the school community.
- To educate all students in issues of racism aimed to reinforce the multi-cultural and multi-racial character of our society.

## Implementation strategies:

In order to assist staff, parents and the community to reflect on the cultural diversity of the school and wider community, and to ensure that all understand their rights and responsibilities in relation to racism, a number of strategies will be developed. These may include :

- focusing on the diversity within the school's population by recognising key cultural groups at assemblies and through newsletters.
- reinforcing parent, student and staff understanding of the school's position on Anti-Racism procedures.
- including the Student Representative Council in anti-racist activities.
- focusing on anti-racism strategies by initiating discussions at various student forums about ways to deal appropriately with racist behaviour.
- ensuring the school library reflects the racial and ethnic diversity of Australia and the contributions and achievements of all cultural groups.

## Reporting issues of racism

### Students

Students should report issues of racism toward themselves or other students to their Year Adviser.

The Year Adviser will then interview and counsel students involved. The Year Adviser will refer the matter to the Anti-Racism Contact Officer for any further action or referral if needed.

In cases where students believe a staff member has been racist toward them, this should be reported to the Head Teacher of the faculty in the first instance who will then advise the Principal after gathering information on the allegations.

### Staff

Teaching and administration staff should report issues where they believe students have been racist toward other students to the Year Adviser of that student who will then deal with the matter as per student referral.

Where staff believe students have been racist toward other staff, this should be referred to the Head Teacher of the lesson (or playground duty supervisor). After gathering information on the matter, the Deputy Principal will be informed.

Where staff believe another staff member has been racist toward a staff member, the matter is to be raised with the Anti-Racism Contact Officer who will then inform the Principal for referral where applicable.

Racism is viewed as a particular (and serious) type of bullying and is not accepted.

All instances of racism will be documented on the Sentral student database.

# Multicultural education

We recognise and embrace the cultural, linguistic and religious diversity of NSW. We commit to provide opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

We:

- foster student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.
- provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.
- ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.
- provide programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
- deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.
- promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school.

# Student behaviour and discipline

We use school-wide systems of support that include pro-active strategies for defining, teaching and supporting appropriate student behaviours to create a positive school. Positive behaviour support is an application of a behaviourally-based behaviour systems approach to enhance the capacity of the school community to improve the environments in which teaching and learning occurs. Attention is focused on creating and sustaining systems of support that improve lifestyle results for all members of our school community by making problem behaviours less effective, efficient and relevant, and desired behaviours more functional.

Student welfare initiatives and other programs across the school will assist students in enhancing their understanding of behaviour and that all behaviour choices lead to either positive or negative outcomes.

Underpinning this policy are the Department of Education and Training's guidelines, including *Student Welfare, Good Discipline and Effective Learning 1996* and *Procedures for the Suspension and Expulsion of School Students 2010*.

As a school community we expect that all staff will firstly take a pro-active approach to managing school behaviour by providing a supportive school environment where all students are valued and challenged by an appropriate learning environment and classroom curriculum that is exciting, meaningful and engaging.

Parents have joint responsibility with the school, for the education of their children. They are responsible for ensuring their children attend school. They share in the responsibility of; shaping their children's understanding and attitudes about acceptable behaviour and looking after the physical, social and emotional needs of their children so that they are ready and able to learn to the best of their ability when at school.

"NSW public schools have the following requirements of all students:

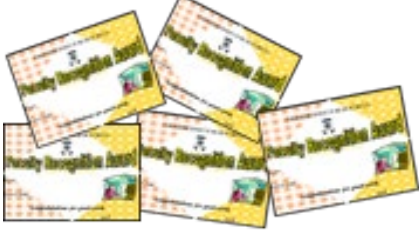













- Sustained application to learning
- Respect for individuals and their property
- Courtesy to other students, to teachers and to community members
- Due respect for teachers
- No violence, discrimination, harassment, bullying or intimidation
- No weapons
- No illegal drugs, alcohol or tobacco
- Peaceful resolution of conflict
- Adherence to the standards of dress determined by the school community
- Compliance with the school's Welfare and Discipline Policy"  
*(Student Welfare, Good Discipline and Effective Learning, NSW DET, 1996)*



## Behaviour Levels System

Level	Behaviour	Merits	Reward/Consequence
<b>Double Platinum</b>	Excellent No letters of concern	21 Excellence Awards Any 105 Faculty Certificates	Double Platinum medallion Recognition letter All Medallions awards Framed at the end of Year 12
<b>Platinum</b>	Excellent No letters of concern	15 Excellence Awards Any 75 Faculty Certificates	Platinum Medallion Recognition letter
<b>Gold</b>	Excellent No letters of concern	10 Excellence Awards Any 50 Faculty Certificates	Gold Medallion Recognition letter
<b>Silver</b>	Excellent No letters of concern	6 Excellence Awards Any 30 Faculty Certificates	Silver Medallion Recognition letter
<b>Bronze</b>	Excellent No letters of concern	3 Excellence Awards Any 15 Faculty Certificates	Bronze Medallion Recognition letter
<b>Blue</b>	Excellent	2 Excellence Awards Any 10 Faculty Certificates	Year Adviser Award Recognition letter
<b>Starting level for all students</b>			
<b>Green</b>	Good No referrals beyond the classroom	<ul style="list-style-type: none"> <li>• 1 Excellence award</li> <li>• 5 Recognition Awards from same Faculty = 1 Faculty Certificate</li> <li>• Any 5 Faculty Certificates = 1 Excellence Award</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing Entry</li> <li>• Parent contact</li> <li>• Phone/letter home</li> </ul>
<b>Orange</b>	Considerable concern Issues in class, playground, attendance, welfare, other	<ul style="list-style-type: none"> <li>• Eligible for Faculty Recognition Award if appropriate</li> <li>• Level letter</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty consequence</li> <li>• Monitoring YA/HT Orange Card, Playground Pickup, Parent/HSLO contact</li> <li>• Wellbeing entry</li> </ul>
<b>Red</b>	Serious concern Issues in class, playground, attendance, welfare, other	<ul style="list-style-type: none"> <li>• Restricted access to extra-curricular activities</li> <li>• Level Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring YA/DP</li> <li>• Wellbeing entry</li> <li>• Parent/HSLO contact</li> <li>• Referral to External Agency</li> <li>• Suspension</li> </ul>
<b>Purple</b>	Extreme concern Issues in class, playground, attendance, welfare, other	<ul style="list-style-type: none"> <li>• Restricted access to extra-curricular activities</li> <li>• Level Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring P/DP</li> <li>• Wellbeing entry</li> <li>• Parent/HSLO contact</li> <li>• Referral to External Agency</li> <li>• Program of improvement</li> </ul>

# Awards System

 <p>Five Recognition Awards from the same Faculty</p>	 <p>1 Faculty Certificate</p>
 <p>Any five Faculty Certificates</p>	 <p>1 Excellence Award</p>
 <p>Three Excellence Awards</p>	 <p>Bronze Medallion</p>
 <p>Bronze Medallion plus three Excellence Awards</p>	 <p>Silver Medallion</p>
 <p>Silver Medallion plus four Excellence Awards</p>	 <p>Gold Medallion</p>
 <p>Gold Medallion plus five Excellence Awards</p>	 <p>Platinum Medallion</p>
 <p>Platinum Medallion plus six Excellence Awards</p>	 <p>Double Platinum</p>

## Roles and Responsibilities within the Welfare and Discipline System

<p><b>Principal:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and direction. Be a role model</li> <li>• Disseminate DoE policy information and training to all staff</li> <li>• Ensure all procedures are in line with DoE policies and procedures</li> <li>• Oversee all suspensions and complex welfare and discipline issues</li> <li>• Liaise with staff, students, caregivers and relevant DoE personnel</li> <li>• Monitor suspensions</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Establish classrooms that have positive learning environments</li> <li>• Set clear behavioural expectations with appropriate consequences</li> <li>• Promote and model positive behaviours</li> <li>• Liaise with head teacher re student issues and use Sentral to document</li> <li>• Make contact with caregivers, where appropriate and necessary</li> <li>• Ensure positive student achievement is acknowledged and rewarded</li> <li>• Issue, supervise and monitor Category Greens &amp; Bronze Awards</li> </ul>
<p><b>Deputy Principals:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and direction. Be a role model</li> <li>• Facilitate training and development opportunities for staff in student welfare</li> <li>• Overall responsibility for the implementation of school policy/procedures</li> <li>• Liaise closely with Head Teachers, HT Welfare and Welfare Teams</li> <li>• Recommend suspensions to Principal and conduct resolutions</li> <li>• Issue, supervise and monitor Red and Purple Monitoring</li> </ul>	<p><b>Year Advisers</b></p> <ul style="list-style-type: none"> <li>• Be a positive role model for students and be a mentor to those in need</li> <li>• Disseminate information for staff and use Sentral effectively for this</li> <li>• Liaise with staff, executive and the Welfare Teams re student issues</li> <li>• Use a positive language of behavioural expectations as a role model for staff &amp; students</li> <li>• Assist caregivers, staff and students with welfare issues as they arise</li> <li>• Undertake this position in line with relevant role statements</li> </ul>
<p><b>Head Teacher Welfare:</b></p> <ul style="list-style-type: none"> <li>• Lead Student Welfare and learning Support Teams, training, review and implementation of welfare reforms.</li> <li>• Clear, consistent, timely information dissemination to staff about students</li> <li>• Work with complex welfare and discipline issues in a sensitive manner</li> <li>• Liaise with staff, students, caregivers and relevant DoE personnel</li> <li>• Make referrals for funding and DoE support and coordinate funding</li> </ul>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• Provide student with full uniform, sports uniform and correct equipment</li> <li>• Provide relevant documentation to the school, where necessary</li> <li>• Encourage child to be a responsible, safe and cooperative member of the school</li> <li>• Contact school, where necessary, if any issues needs resolving</li> <li>• Read newsletter and school website to know about current activities</li> <li>• Assist child file all recognition and other awards</li> </ul>
<p><b>Head Teachers:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and direction within the faculty in Welfare &amp; Discipline</li> <li>• File all Orange Monitoring and relevant statements &amp; documentation</li> <li>• Liaise with senior executive and the Welfare Teams Use a positive language of behavioural expectations as a role model for staff &amp; students</li> <li>• Make contact with caregivers and conduct interviews, where necessary</li> <li>• Issue, supervise and monitor Orange Monitoring Cards</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Be a responsible, safe and cooperative member of the school community at all times.</li> <li>• Use the SRC and Prefects to bring up issues of concern</li> <li>• Participate in welfare activities with enthusiasm</li> <li>• Be familiar with the school's expectations and follow them</li> <li>• Ensure positive student achievement is acknowledged and rewarded</li> <li>• Save up Recognition and other awards to contribute to achievement in the Schools Positive Awards Scheme.</li> </ul>

## **General School Rules & Procedures**

### **Safety Signs and Equipment**

There are many safety signs displayed, and safety equipment used around the school, particularly in practical areas. Students should become familiar with these, and at all times obey their directions and the instructions of teachers. Serious consequences will be imposed on students interfering with safety signs and/ or equipment or deliberately disobeying the instructions of teachers.

### **Road Safety**

Student safety is of paramount importance. With student help and common sense accidents can be avoided. When arriving at and leaving the school, students must only cross the road at designated crossing points on Horningsea Park Drive. Students must follow all instructions from supervising teachers. Students on bicycles must walk them across the crossing.

### **Bicycles**

Students who ride bicycles to school do so at their own risk. Bicycle riders are responsible for the security of their bikes. Racks are provided and bikes must be secured to them. All bicycle riders must wear an approved safety helmet. Students are not permitted to ride bicycles within the school grounds. Students who do not follow these requirements will have their bicycle privileges removed.

### **Out of Bounds Areas**

Out of bounds areas are indicated by signs and lines. Students should avoid these areas unless they have permission from a teacher. Unless otherwise indicated, the oval area is out of bounds at Recess. All car park areas and the bicycle racks are out of bounds during the day. The front of the school is out of bounds between 8.25 am and 2:40pm. Classrooms (except the Library) and corridors are out of bounds during recess and lunch and before and after school, unless a student has the permission of a teacher. The staff study area (Block D top floor) is out of bounds to students. Students wishing to see staff must make alternative arrangements. Students with business in the Admin Block must enter through the student entry door. The Child Care Centre next to the school is out of bounds.

### **Movement Around the School**

Students must at all times be sensible in the movement around the school. Movement between lessons should be quick, quiet and direct. Running is not permitted in the corridors, classrooms or the quad. Outdoor learning areas and grassed areas within the main quad are passive areas. Ball games are only be played on the oval or the playing courts at lunchtimes. Tackle football and boisterous roughhouse play are banned. Touch football and soccer are permissible only under supervision. Students should at all times obey the directions of teachers on duty.

### **Students Representing the School**

All students should at all times conduct themselves in a manner that brings credit to John Edmondson High School and the community. Unless otherwise stated, students should be correctly dressed in full school uniform at excursions, sporting and cultural occasions, interschool visits and while travelling to and from school. The standards of behaviour expected within the school are identical to those expected when representing the school and/or participating in school activities off the school premises.

### **Safeguard Your Property**

All students must learn to take responsibility for their own property. Students should safeguard against loss or theft of property. Valuable items or large amounts of cash are not to be brought to school. Payments at the front office should be made before normal classes begin. Items should be clearly labelled with your name. As a general rule equipment should not be left in the care of others, particularly strangers. Students should always respect the rights and property of others.

### **Toilet Passes**

Students should wherever possible avoid using the toilets during class time. High school students should rarely need to use toilets outside recess and lunch breaks. Permission to use the toilets during class time will not be granted automatically. Students with signed toilet passes must obtain a toilet key from the Admin Block. There is to be no loitering in the toilet or change room area.

### **Consumption of Food and Drink**

Unless otherwise specified, the consumption of food and drink in classrooms and corridors is not permitted.

## **Violence (and other anti social behaviour), Illegal substances, Weapons, Cigarettes, Alcohol, Other Banned Items, Gambling.**

### **Violence and Other Anti Social Behaviour**

The school community does not accept or condone violence in all its forms: physical assault, threats of violence, verbal abuse, intimidation, bullying in all its forms, harassment, racial, ethnic or sexual vilification. Similarly, there is no place in our school for school for theft, deceit, vandalism, graffiti, destruction of property.

### **Illegal Substances**

These substances are totally prohibited on the school premises. Any student who is found to be using, distributing or possessing illegal drugs faces immediate and mandatory suspension. It is the policy of the Department of Education and this school that the police also be notified. These conditions also apply to students on any school related activity outside the school where there exists a clear and close relationship the school.

### **Weapons**

The possession, distribution and use of weapons is illegal and prohibited on and around the school premises. This particularly applies to firearms and knives but also to all those weapons described in Schedule One of the Prohibited Weapons Act.

Offending students face immediate suspension and the Police will be informed. These conditions also apply to students on any school related activity outside the school where there exists a clear and close relationship the school.

### **Cigarettes**

Whilst tobacco is not an illegal product, its possession, distribution and use on school premises is prohibited. The school's policy is that any students who do not follow this advice will be suspended. The school community expects that students will not bring the school into disrepute by smoking on the way to, or on the way home from school, or on any school related activity.

### **Alcohol**

Whilst alcohol is not an illegal product, its possession, distribution and use on school premises is not permitted. Students are also not permitted to attend school under the influence of alcohol. The school's policy is that students who do not follow this advice will be suspended. The school community expects that students will not bring the school into disrepute by using alcohol on the way to, or on the way home from school, or on any school related activity.

### **Mobile Phones**

Mobile phones are not permitted to be used at school for any purpose unless under the specific instruction of the supervising teacher. This is to minimise disruption to school operations and to focus on learning. Students bringing mobile phones to school should ensure that they are either switched off or on silent and that the mobile phone cannot be seen. This applies while ever students are on the school premises and also attending any school related activity. Students whose mobile phones are seen or heard by staff at school will have their phone confiscated, to be collected by their parent/carer at their earliest possible convenience. Further use of mobile phones will lead to a warning of suspension then suspension for continued disobedience if the issue persists. In those cases where students require their mobile phone after school for safety purposes, students are to speak to the Deputy Principal so contact with parents can be made to ensure students are safe after school.

### **Other Items Not Permitted**

Unless otherwise advised, the following items should not be brought to school. The school will not be held responsible for the loss or theft of any item described below:

Skateboards, scooters, roller blades, roller skates.

Cigarette lighters, aerosol cans, matches, fireworks, textas, liquid paper, chewing gum. Pornographic material, swap cards.

Other offensive or inappropriate material/items of clothing (see uniform Policy).

The school advises students to avoid bringing large amounts of money, expensive, valuable or other desirable items to school.

Banned items will be confiscated by staff members. Parents/ caregivers will be called to collect them from Principal or Deputy Principal. Repeat offenders may also be subject to the other penalties for continued disobedience.

### **Gambling**

Gambling of any kind is not permitted on school premises or on school related activities.

## **Grounds for Suspension of Students**

### **Short Suspension**

Continued Disobedience, including but not limited to:

- Refusal to obey teacher instruction
- Defiance
- Disrupting other students
- Minor criminal behaviour related to the school
- Use of alcohol or tobacco
- Aggressive behaviour, including but not limited to:
  - Hostile behaviour to students, members of staff or other persons (including verbal abuse, and abuse transmitted electronically such as by email or SMS text messages).

### **Long Suspension**

Persistent misbehaviour, including:

- Repeated refusal to follow the school discipline code.
- Making serious threats against students or staff.
- Behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

Physical Violence

- Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.

Use or possession of a prohibited weapon, firearm or knife when:

- The weapon is one of those listed on Schedule One of the Weapons Prohibition Act.
- The student uses a knife or possesses a knife without reasonable cause.
- The student uses or possesses a firearm of any type.

Possession or use of a suspected illegal substance

- Not including alcohol or tobacco, but including assisting other students to obtain illegal drugs or restricted substances such as prescription drugs.

Use of an implement as a weapon or threatening to use a weapon

- When any item is used as a weapon in a way which seriously interferes with the safety and well being of another person.
- Includes an offensive implement which is anything made, or adapted for use to cause injury to a person.

Serious criminal behaviour related to the school

- Including malicious damage to property (school or community) or against the property or person of a fellow student or staff member inside or outside of school premises.

If the incident occurred outside of the school or outside school hours, there must be a clear and close relationship between the incident and the school.

### **Immediate Suspension**

- Physical violence resulting in pain or injury
- Possession of a firearm, prohibited weapon or knife
- Use or possession of an illegal substance
- Use or possession of alcohol or tobacco

# Protecting Children and Young People

Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk.

All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people.

We recognise that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility.

**Keep Them Safe:** A shared approach to child wellbeing provides the framework for parents, communities, government and non-government agencies to work together to support children and families.

## Training

- all staff participate in an initial child protection induction and an update annually.
- all staff are aware of the indicators of abuse and neglect of children and young people.
- all staff are aware of their obligation to advise the principal or workplace manager of concerns about the safety, welfare and wellbeing of children and young people that arise during the course of their work.
- all staff are aware of their mandatory obligation to report suspected risk of significant harm and of the procedures for doing so.

### 4.1.2. Reporting

- Appropriate tools are used to inform decision making, such as the online **Mandatory Reporter Guide**, professional judgment or specialist advice, where there are concerns about risk of harm.
- determine whether concerns about the safety, welfare or wellbeing of children or young people constitute risk of significant harm and, if they do, report these to Family and Community Services.
- Advice will be sought from the Child Wellbeing Unit where there is uncertainty about whether concerns amount to risk of significant harm.
- The Child Wellbeing Unit will be contacted about the safety, welfare and wellbeing of children and young people where:
  - there are concerns about risk of harm, that do not meet the threshold of significant harm but are not trivial.
  - the Mandatory Reporter Guide indicates this should be done.
  - a case has been reported to Family and Community Services and did not meet the risk of significant harm threshold.
  - there is an observable pattern of cumulative harm that does not meet the threshold of significant harm.

### 4.1.3. Supporting children and young people

- Effective systems in the school will be used to:

- Identify child protection concerns in the course of the work of staff, reported and action taken, where appropriate, so vulnerable children and young people are supported.
- Take reasonable steps to coordinate decision making and coordinate services to children and young people and their families with other local service providers, if required.
- Work collaboratively with other agencies for the care and protection of children and young people in ways that strengthen and support the family and in a manner that respects the functions and expertise of each service provider.
- exchange relevant information to progress assessments, investigations and case management as permitted by law.
- use best endeavours in responding to a request for a service from Family and Community Services provided that the request is consistent with departmental responsibilities and policies.

#### **4.2.2. Reporting**

- Mandatory procedures are followed by staff to convey risk of harm concerns to the Principal.
- We adhere to mandatory procedures for reporting risk of significant harm to Family and Community Services.
- We will ensure that any relevant information that they become aware of, subsequent to a report being made to Family and Community Services or following contact with the Child Wellbeing Unit, is provided to Family and Community Services or the Child Wellbeing Unit respectively. If the additional information forms concerns about risk of significant harm a report must be made to Family and Community Services.

#### **4.2.3. Supporting children and young people**

- We will cooperate with reasonable steps to coordinate service delivery and decision-making with other relevant service providers.
- We will avoid undertaking any investigation of the circumstances giving rise to a report where risk of significant harm has been reported, without the express prior approval of the relevant Family and Community Services case officer.
- We will inform students of their right to be protected from abuse and of avenues of support if they have concerns about abuse.