

# Wellbeing Policy

Policy Reviewed November 2020

## Introduction

This *Wellbeing Policy* was developed following a comprehensive review of the existing policies and procedures, as well as incorporating the policy *Student Discipline in Government Schools*, the related *Core Rules in NSW Government Schools* and *The Wellbeing Framework for Schools*. Other government, departmental and school documents and policies on which this school policy is based, or is related to, are listed in the appendices.

The *Wellbeing Policy* is summarised for students and their parents in the school's *Information Handbook*.

The complete policy is posted on the school's website,

[www.warilla-h.school.det.nsw.edu.au](http://www.warilla-h.school.det.nsw.edu.au) and a hard copy is available on request.

## Purpose

At Warilla High School we aim to prepare all our students for the future and have them strive at all times for personal excellence. We want all our students to achieve their full potential and learn to live happy, full and satisfying lives.

We believe that by providing and promoting

- a culture of excellence and a strong commitment to the recognition and celebration of student achievement
- a relevant, challenging, responsive and balanced curriculum with programs designed to meet the needs of our students
- quality learning environments characterised by positive student-teacher relationships and students engaged in their learning
- a climate of caring, effective communication, co-operation, tolerance and respect with an emphasis on teamwork and equality of opportunity for students and staff
- positive student wellbeing programs and practices

By committing to this purpose we will go a long way towards ensuring our students achieve personal excellence.

## Expectations

At Warilla High School we take great pride in our school motto, *Student Centred, Outcomes Driven*, and expect our students to:

- set high personal goals and targets and strive to achieve them to the best of their ability
- demonstrate ongoing progress in academic, physical, creative and cultural skills
- learn co-operatively and productively with others
- accept responsibility for their own learning which they see as a lifelong process
- respect others, care about the environment and have a strong sense of their social and civic rights and responsibilities
- contribute positively to school life with pride in their own achievements and those of others
- be flexible, adaptable and responsive to change

The result will be that students consistently make *positive choices* about their learning and behaviour.

# Identifying and Addressing Student Wellbeing Needs and Issues

The following strategies and processes are generally not related to disciplinary action but are in place to help students who, for a range of reasons, are experiencing some difficulty in their lives that is detrimental to their successful schooling. Students may present with a variety of wellbeing issues, and the scope of procedures used at WHS is to address these in an effective and timely manner.

- teacher observation of student behaviour and their interaction with peers and staff by all staff members
- classroom teacher counselling of students who present with behaviours that are uncharacteristic, negative or disruptive
- **Year Adviser counsels and records students who continue to present with behaviours that are uncharacteristic, negative or disruptive which may be indicative of a wellbeing issue with that student**
- **involvement of School Counsellor, Student Support Officer and/or Head Teacher Wellbeing for welfare issues that are more serious or are of a prolonged nature**
- involvement of the Deputy Principal for wellbeing concerns and behaviours that are of a more serious nature that may be causing repeated disruption to the school
- **involvement of the Principal for wellbeing concerns that are of a very serious nature and may require Family & Community Services or Police involvement**

See *Appendix E* for a list of wellbeing programs and resources.

## Discipline Code

The Warilla High School discipline code is based on *Core Rules in NSW Government Schools Departmental Policy*.

The school's discipline code consists of the statement of *Student Rights and Responsibilities*, the *Student Code of Conduct* and the four core school values, all of which are attached (Appendix B).

The discipline code is to be:

- published in the handbook for incoming Year 7 students and the information handbook for all other students new to the school
- displayed on posters in the library and all classrooms
- reinforced regularly

As a result, all members of the school community know what is expected of our students and work towards the school's aim of having all students striving for personal excellence. It will also help to ensure consistency in the application of the discipline code.

## Strategies and practices to promote a climate of respect and positive student behaviour

Students will only develop and improve if they feel that their school and their classrooms are places where they belong, are catered and cared for, experience success, are able to make decisions about their own learning and enjoy themselves. Conversely, students who feel alienated are more likely to engage in off task or disruptive behaviour, or worse, disengage from learning entirely.

To promote student success and engagement, the school recognises and addresses a number of important links:

- Curriculum and wellbeing. *What we teach and how we teach* it is critical to providing students with a program of learning which appropriately challenges them and meets their individual needs as well as the outcome statements of the curriculum. Effective teaching is about what students will learn, not simply what they will do. The three dimensions of the Quality Teaching model are critical to ensuring that students are connected to school and their own learning. They are:
  - *intellectual quality – pedagogy focused on deep understanding of concepts, skills and ideas*
  - *quality learning environments clearly focused on learning and positive relationships*
  - *significance – pedagogy that helps make learning meaningful and important to student*
- Challenge and support. We challenge students with our high expectations for behaviour and learning, and a school-wide emphasis on and consistent application of the three elements of the discipline code. At the same time, **we also provide a safe and supportive environment with a wellbeing 'umbrella' of appropriate structures, proactive programs and procedures**

- Basic skills and engagement. Literacy is the 'key to success' in all KLAs, closely followed by numeracy and technology skills. Students who underachieve because of poor skills are far more likely to give up, avoid, disrupt and act out.
- Success and enjoyment of school. We want our students to feel they belong here and take pride in being a student of WHS.

The following specific strategies are used to promote positive student behaviour and relationships:

- placement of students in appropriate classes
- differentiation of the curriculum to suit the different needs and preferred learning styles of students
- positive feedback for appropriate behaviour and effort – Vivo Rewards System
- Warilla High Level System, Appendix A
- appropriate interest shown by teachers in their students - be seen to care
- **planned support for students experiencing difficulty – involvement of the Equity Team where appropriate**
- teachers and other staff members to be good role models
- acknowledgement and praising of effort and appropriate behaviour in classroom, playground and extra-curricular activities
- regular constructive feedback given to students about their learning and achievements
- Student Representative Council (SRC), Peer Support Leaders, Peer Mediators and Student Leaders' involvement in school decision making
- various school assemblies chaired by Student Leaders and other SRC members
- students encouraged to speak and perform at assemblies
- reminders to students that being a good audience (respectful listening) is a part of the culture of WHS
- involvement of student leaders, SRC representatives and other students on formal occasions and special ceremonies - wearing of formal uniform [blazers, tie, badges, etc] where appropriate
- Welcome to Country / Acknowledgement of Country at formal assemblies and occasions
- commemorative assemblies
- ATSI celebrations
- **wellbeing programs via various external agencies**
- eSmart
- Staff regular reference to WHS Core Values
- house system
- wide range of extra-curricular activities and encouragement of students to 'put their hands up' for one or more of these

## **Strategies and practices to recognise, celebrate and reinforce student achievement**

- Student involvement, effort and achievement in each of the five areas of school life (academic, sporting, cultural, school service and community service) are recognised by the following:
- the merit zone program - achievement awards, Vivo points and certificates of excellence leading to progression up the merit levels to bronze, silver, gold, platinum and diamond
- positive phone calls and letters home
- regular reward excursions, outstanding report morning teas for senior students and lunches for junior students
- formal assemblies and semester awards
- weekly whole-school assemblies - outstanding achievements by both individuals and groups or teams are recognised and student speakers report on events and achievements
- year meetings - Student Advisors use these to acknowledge the efforts and achievements of individuals and groups of students
- display of print media articles and photos on notice boards
- announcements made on our school sign
- permanent recognition of achievement on honour boards, shields and trophies
- nomination of students for region and state awards
- *Warilla High Flyers* morning teas for students and their parents-caregivers
- Education Week activities and performances
- Annual School Report
- semester Reports and follow-up awards
- sports presentation assembly
- Year 12 farewell assembly
- Annual presentation night

## Strategies and practices to manage inappropriate student behaviour

Action to redirect behaviour by students is taken initially at three levels or 'stages'

Stage 1: teacher in classroom or teacher observing behaviour

Stage 2: referral to and/or action taken by Head Teacher

Stage 3: referral to and/or action taken by Deputy Principal / Principal

Subsequent 'escalation' of the scale of consequences and action taken will occur if behaviour is serious, repeated or consistent. At all three stages, staff should refer specifically to the school discipline code and emphasise the link between rights and responsibilities, as well as ensuring that students see the connection between their choice of inappropriate behaviour and the negative consequences.

The behaviour levels are the 'down side', the 'red zone' of the school's levels system, (see appendix A) with students moving from the orange warning level to red level, suspension and ultimately expulsion.

### Stage 1 consequences and strategies: action taken by teacher in classroom or observing behaviour

At all times, teachers will refer specifically to the discipline code when counselling students for inappropriate behaviour, reminding them of their responsibilities to themselves and others and of the link between the choices they make and the resulting consequences - a student *chooses* and 'owns' their behaviour and therefore 'wears' the consequences.

- Teachers in the classroom, at sport or on playground duty will monitor and manage student behaviour, using strategies that best suit the situation, including the following: non-intrusive and non-confrontational acknowledgement of low-level negative and attention-seeking behaviour (but not for persistent and unacceptable disruptions to learning)
- Give a **'friendly'** reminder to students about expectations, including verbal or non-verbal redirection or referral to the **four school values**
- In the event a student does not respond appropriately to a minor redirection, a teacher may explicitly discuss the poor choice of behaviour with students, explaining the negative impact of the behaviour on the student, their peers, the teacher and community
- Teachers will state clearly the consequences of continued inappropriate behaviour and refer to the discipline code to support students to manage their own behaviour before issuing more serious consequences which may include:
  - Student moved to another seat in classroom or part of the playground, sat on sideline, etc
  - Restitution or school service relevant to the students behaviour [clean up room, remove graffiti, pick up rubbish, etc]
  - Incomplete learning activities may be completed during a lunchtime detention
  - Parent contact – phone call, faculty letter home, interview
  - Classroom teacher detention to discuss inappropriate behaviour and future expectations
  - Placement on yellow classroom monitoring card
  - Sentral may be used to record repeated disruptive behaviours or more significant incidence as a record of ongoing student behaviour
  - Removal from classroom to a "buddy-room" if student's poor choice of behaviour is repeated
  - Referral to Head Teacher for a serious breach of the discipline code during class or if poor behaviour is persistent - may become a referral to Deputy Principal if serious enough
  - Students may be directed to leave the playground and report to a Head Teacher

### Stage 2 consequences and strategies: referral to and/or action taken by Head Teachers

Stage 2 consequences and strategies will generally be employed when students fail to respond to normal management strategies, when the breach of discipline is serious or persistent. At all times, Head Teachers should refer specifically to the discipline code when counselling students for inappropriate behaviour, reminding them of their responsibilities to themselves, other students, staff and the school itself.

#### *Faculty Head Teacher*

- Faculty Head Teacher lunch detention
- Contact with parent – phone call, faculty letter home, interview
- Sentral entry made by Head Teacher
- Student placed on Head Teacher/faculty monitoring card by Head Teacher (Orange card)
- After school detention
- Removal from class, with student to be supervised by Head Teacher or a colleague (generally with a

senior class)

- Liaise with classroom teacher to issue an N Award warning letter to parents if there is a persistent failure to meet course requirements due to incomplete learning activities
- Referral to school counsellor if there is a wellbeing issue which may be contributing to poor behaviour
- Referral to the school Equity Team
- Referral by Head Teacher to Deputy Principal

*Attendance:*

- Student placed on attendance monitoring card by Head Teacher Administration
- Phased attendance plan
- Referral to the school Equity Team.
- Referral to Home School Liaison Officer (HSLO)

*Sport:*

- Removal of a student from sport
- Removal of a student from off-site sport
- Placement on sport detention
- Student placed on Head Teacher card by Head Teacher PDHPE (sport) (Orange card) referral by
- Head Teacher PDHPE (sport) to Deputy Principal

**Stage 3 consequences and strategies: referral to and/or action taken by Deputy Principal / Principal**

- Refer specifically to the discipline code when counselling students for inappropriate behavior, interview student and issue warning –Sentral entry made
- Loss of privileges
- Lunchtime detention
- Parent contact – phone call, letter, interview
- Request for Year Advisor to collect information for a progress report on student – subsequent contact with parent
- Involvement of Equity Team members for possible interventions to support student
- Placement on the levels system
- Completion of risk assessment and development of risk management plan
- Removal from one or more classes eg for safety reasons
- Phased attendance plan
- After-school detention
- Partial or full in-school isolation from classes
- In-school suspension – removal from all classes and playground
- Use of or referral to outside agencies e.g. Headspace, HSLO, Smith Family, DOCs
- Short suspension and re-entry procedures
- Long suspension and re-entry procedures
- Move to expulsion

See *Appendix C* for a list of unacceptable behaviours and their likely consequences

**Evaluation**

- this policy will be reviewed every year by the school's HT Wellbeing/ senior executive
- this policy will be evaluated by the school executive/student leaders
- current research as well as NSW Department of Education and Communities policy reviews will also inform the shaping or reshaping of this policy

## Appendix A: Overview of the Warilla High School Levels System

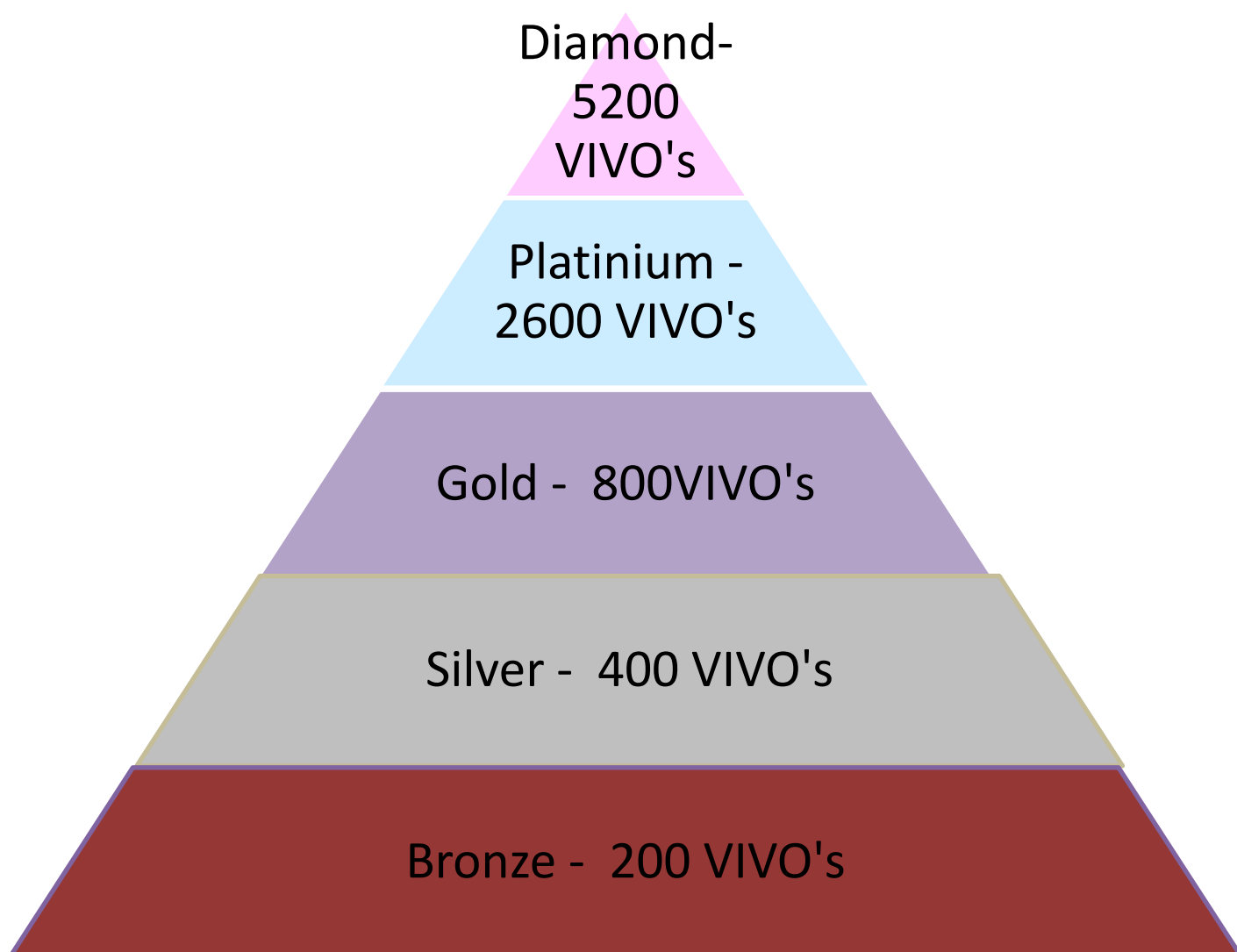
- a. **'Traffic Lights'**. All students are on green level when they start at Warilla High. They are at the 'traffic lights' and it's 'decision time', time to make a choice.
- b. **Merit Zone**. Students who make the right choices about their learning and their behaviour will move up into the merit zone and be able to access the higher level awards. There are five different certificates of excellence, bronze, silver, gold, platinum and diamond.
- c. **Red Zone**. Students who make poor choices will move down into the red zone and the behaviour levels. The orange warning level is an indication that things are not going well – poor choices have been made and it really is time to 'stop the downhill slide'! If poor behaviour and/ or lack of application continues, a student moves onto the red level and receive a pre suspension. Suspension is the next step in the 'downhill slide'.

# WARILLA HIGH SCHOOL LEVELS SYSTEM

	LEVEL	
<b>MERIT ZONE</b> = merit levels	<b>DIAMOND</b>	5 <sup>th</sup> Certificate of Excellence (2 Platinum Cert)
	<b>PLATINUM</b>	4 <sup>th</sup> Certificate of Excellence (3 Gold Cert)
	<b>GOLD</b>	3 <sup>rd</sup> Certificate of Excellence (2 Silver Vivo)
	<b>SILVER</b>	2 <sup>nd</sup> Certificate of Excellence (400Vivo)
	<b>BRONZE</b>	1 <sup>st</sup> Certificate of Excellence (200 Vivo)
<b>DECISION TIME</b>	<b>GREEN</b>	<b>ENTRY LEVEL</b> <i>You are at the 'traffic lights' – which way will you choose to go?</i>
<b>RED ZONE</b> = behaviour levels	<b>YELLOW</b>	<b>WARNING LEVELS</b> <i>Classroom teacher monitoring</i>
	<b>ORANGE</b>	<b>HEAD TEACHER MONITORING</b>
	<b>RED</b>	<b>PRE SUSPENSION</b> <i>Things are not going well – time to 'stop the downhill slide'!</i>
		<b>SUSPENSION</b>
		<b>EXPULSION</b>

## WARILLA HIGH SCHOOL MERIT SYSTEM – VIVO REWARDS

*Vivo's are given "free and frequently" to students who comply with the Warilla High School Core Values. Each Vivo is worth 5 points with double points awarded each fortnight in reference to the value focus for nominated behaviours. (Please refer to the Warilla High School Core Values).*

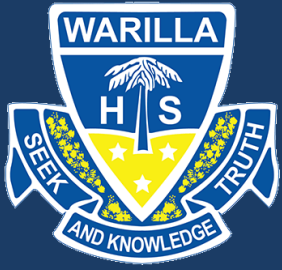




## Appendix B: Warilla High School Discipline Code

### STUDENT RIGHTS AND RESPONSIBILITIES

My Rights	My Responsibilities
<i>I have the right to be myself, to be happy and to be treated with understanding, respect and courtesy.</i>	I have the responsibility to treat others politely and with understanding, to respect them as individuals and not to pick on them, tease them, hurt their feelings or persecute them for being different to me [whether it be gender, race, customs, sexual preference, language, religion or appearance]. I have the responsibility to respect the authority of teachers and other members of staff who are responsible for my education and safety at school.
<i>I have the right to obtain maximum benefit from lessons and other organised school activities.</i>	I have the responsibility to adhere to Warilla High School's four school values and the student code of conduct. I have the responsibility to participate in a positive manner in all school activities and not to behave in a way that interferes with other students' right to learn or my teachers' right to teach.
<i>I have the right to be safe. I have the right not to be offended at school by sexist, racist, pornographic or other offensive materials or behaviour.</i>	I have the responsibility to make the school a safe place for myself and others by : <ul style="list-style-type: none"> <li>- observing the safety rules of the playground, classroom and specialist equipment [especially in practical subjects]</li> <li>- always being in the right place at the right time and by not : <ul style="list-style-type: none"> <li>- threatening, hitting or hurting anyone in any way</li> <li>- using offensive or abusive language</li> <li>- behaving in a dangerous manner</li> <li>- bringing weapons or anything dangerous to school</li> <li>- bringing any sexist, racist, pornographic or other offensive materials to school or behaving in such a manner</li> </ul> </li> </ul>
<i>I have the right to expect my property to be safe.</i>	I have the responsibility to take good care of my own property and not to steal, damage, destroy or interfere with the property of other students or the property of the school. I have the responsibility to be honest, to hand in lost property and report thieves and vandals.
<i>I have the right to a pleasant, healthy, clean and well-maintained school environment.</i>	I have the responsibility to care for the school environment, not to litter school premises, deface or damage furniture, rooms or equipment, or in any way make the environment dangerous, offensive or less attractive. I have the responsibility to assist in removing litter and rubbish, and to report any defects or hazards in the school buildings and grounds. I have the responsibility for my own cleanliness and personal hygiene, to take part in healthy activities such as physical education and sport and not to do unhygienic things such as spitting or interfering with others' food and drink. I have the responsibility not to use, or encourage others to use, tobacco, alcohol or drugs.
<i>I have the right to expect the local community to support, respect and have pride in our school</i>	I have a responsibility to show my worth to the local community by my out of school conduct. This will show that the school is a worthwhile place and is developing good citizens for the future. This applies to my travel to and from school, work experience and excursions
<i>I have a right to be informed as to what is happening at school.</i>	I have a responsibility to listen carefully to instructions, listen attentively at assemblies and roll call, take home parent/caregiver letters and notes and to make it my business to find out what I need to know.



# WARILLA HIGH SCHOOL CORE VALUES

**E**

## **Excellence**

Aim to achieve your personal best.

**R**

## **Respect**

Show respect to yourself and others.

**I**

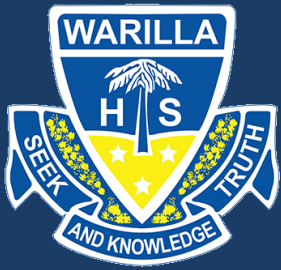
## **Integrity**

Be honest and trustworthy.

**C**

## **Compassion**

Care for the wellbeing of yourself & others.



# WHS CORE VALUES

## WHAT DO THEY MEAN?

### EXCELLENCE

- Be at school everyday.
- Strive for your personal best.
- Persist through challenges & difficulties in learning.
- Be prepared for learning - organise, plan and revise.
- Engage in class activities.

### RESPECT

- Follow teachers instructions.
- Speak politely.
- Wear our school uniform with pride.
- Take care of our equipment & facilities.
- Value other students personal space & property.

### INTEGRITY

- Be truthful, regardless of the consequences.
- Be on time to all lessons.
- Do your own work.
- Be accountable for your actions.
- Use technology & social media responsibly.

### COMPASSION

- Treat people with courtesy and kindness.
- Have pride in our community.
- Accept others and their differences.
- Care for yourself and others.

## Unacceptable behaviours and their likely consequence

[1 = Teacher, 2 = Head Teacher and 3 = Deputy Principal / Principal]

Subsequent 'escalation' of the scale of consequences and action taken will occur if behaviour is serious, repeated or consistent

<b>EXCELLENCE</b>		
1	Failure to bring books/equipment to class	CT consequence, phone parent, CT monitoring card
	Failure to attempt/complete learning activities in class	CT consequence, phone parent, CT monitoring card
	Failure to attempt/complete assessment tasks	N awards, phone contact
2	Failure to attempt/complete learning activities in class	N awards, phone contact
	Failure to attempt/complete assessment tasks	N awards, phone contact, HT monitoring card
3	Failure to attempt/complete learning activities in class	N awards, possible expulsion if over 17yrs
	Failure to attempt/complete assessment tasks	N awards, possible expulsion if over 17yrs
<b>COMPASSION</b>		
1	Littering	School service - pick up rubbish
	Minor graffiti	Removal of graffiti and clean up

<b>RESPECT</b>		
1	Refusal to follow instructions, back chatting, defiance	CT consequence, referral to HT if ongoing
	Incidental swearing, offensive language in classroom	Warning or CT detention
	Incidental swearing, offensive language on school grounds	Warning/detention/pick up rubbish
	Failure to report to lunchtime detention with teacher	Reissue detention
	Wearing of banned or offensive personal items	Referral to DP
	Failure to follow safety rules	CT/ PGD consequences, referral to HT if ongoing
2	Failure to report to lunchtime detention with CT	Reissue detention
	Failure to report to lunchtime detention with HT	Reissue detention
	Wearing of banned or offensive personal items	Referral to DP
	Failure to wear appropriate uniform	Referral to DP
	Failure to follow safety rules	Discretion
3	Failure to report to ASD	Reissue detention - ASD
	Failure to wear appropriate uniform	Discretion
	Failure to comply with monitoring card	Discretion
	Ill treatment of animals	Possible Suspension
	Dishonouring the name of WHS in public	Possible Suspension
	Repeated failure to comply with school rules and procedures	Possible Suspension
	Behaviour that deliberately/persistently interferes with the rights of other students to learn or teachers to teach	Possible Suspension
	Failure to follow safety rules	Faculty action taken if ongoing
	Damage to buildings/equipment/computers/fire extinguishers	School service – compensation/restitution

<b>INTEGRITY</b>		
<b>1</b>	Lateness to class	CT detention, referred to HT if ongoing
	Being out of bounds	Discretion
	Leaving school grounds	Referral to DP
	Unexplained absences, truancy, fractional truancy	CT consequence, referral to HT if ongoing
	Lying, failure to cooperate	Discretion
	Use of electronic devices at inappropriate time	CT consequence, referral to HT if ongoing
<b>2</b>	Leaving school grounds	Referral to DP
	Being out of bounds	Discretion
	Lateness to school	HT Admin
	Unexplained absences, truancy, fractional truancy	HT Admin, student placed on attendance monitoring card
	Lying, failure to cooperate	Discretion
	Use of electronic devices at inappropriate time	Referral to DP if repeated offence
<b>3</b>	Leaving school grounds	Discretion
	Failure to report for ASD DP/P detention	Possible Suspension

## Dangerous Items

[1 = Teacher, 2 = Head Teacher and 3 = Deputy Principal / Principal]

Subsequent 'escalation' of the scale of consequences and action taken will occur if behaviour is serious, repeated or consistent

INTEGRITY		
3	Use or possession of alcohol	Possible Suspension
	Possession, use or supply of suspected illegal substances	Suspension
	Repeated unsafe or dangerous behaviour, bringing banned items to school	Possible Suspension

COMPASSION		
1	Liquid paper/permanent textas	Confiscation
3	Water bombs/stink bombs	Possible Suspension

## Criminal Behaviour

[1 = Teacher, 2 = Head Teacher and 3 = Deputy Principal / Principal]

Subsequent 'escalation' of the scale of consequences and action taken will occur if behaviour is serious, repeated or consistent

RESPECT		
1	Throwing something in class, in buildings or on school grounds	CT/PGD consequence, monitoring card, parent contact
	Metal rulers	Confiscation
	Metal rulers, other sharp or dangerous objects	Confiscation
	Cigarettes, tobacco - smoking or possession	Referral to DP
2	Cigarettes, tobacco - smoking or possession	Referral to DP
3	Hitting someone by throwing an object	Possible Suspension
	Possession of laser pointers, matches, lighters, solvents, aerosol can	Confiscation/ Possible Suspension
	Directing a laser pointer at someone	Possible Suspension
	Lighting solvent, propellant, aerosol can	Possible Suspension
	Cigarettes, tobacco - smoking or possession	Referral to DP
	Using camera, mobile to video record or film people inappropriately	Possible Suspension
	Placing images or a video of other students/staff on social media without consent	Possible Suspension
	Possession or downloading of pornography, racist, sexist or offensive material	Possible Suspension
	Possession, use or threatening use of prohibited weapon, implement, firearm or knife	Suspension
	Possession of fireworks	Suspension

INTEGRITY		
3	Stealing and theft	Suspension

COMPASSION		
3	Damage to buildings or equipment (major vandalism and graffiti)	Suspension Restitution

# Bullying, aggressive behaviour

[1 = Teacher, 2 = Head Teacher and 3 = Deputy Principal / Principal]

Subsequent 'escalation' of the scale of consequences and action taken will occur if behaviour is serious, repeated or consistent

	RESPECT	CONSEQUENCE
1	Lack of respect, teasing, name calling, jokes at expense of others, ridiculing, belittling, put downs, throw away lines, obscene gestures, dirty looks	CT consequence, Referral to HT if serious or ongoing
	Intimidation, forcing others to act against their will (eg money for food/property/truancy)	CT consequence, Referral to HT if serious or ongoing
2	Lack of respect, teasing, name calling, jokes at expense of others, ridiculing, belittling, put downs, throw away lines, obscene gestures, dirty looks	HT Consequence/Referral to DP if serious or ongoing
	verbal abuse - swearing at/using offensive language	HT Consequence/Referral to DP if serious or ongoing
	Intimidation, forcing others to act against their will (eg money for food/property/truant)	HT Consequence/Referral to DP if serious or ongoing
3	Intimidation, forcing others to act against their will (eg money for food/property/truancy)	Discretion
	Pushing/shoving/barging/tripping/grabbing/posturing/getting in someone's face/spitting/hair pulling	Discretion
	Physical Sexual harassment	Possible Suspension
	Dacking another student	Possible Suspension
	Punching, kicking, fighting, encouraging or 'setting' up a fight or assault	Suspension
	Repeated aggressive behaviour	Suspension

	INTEGRITY	CONSEQUENCE
1	Minor stealing or damaging belongings to annoy or harass another student	CT consequence, phone contact, CT monitoring card, referral to HT if ongoing
	Abuse transmitted electronically	Referral to HT if serious or ongoing
	Cyber-bullying – including the use of any technology to repeatedly intimidate, harass or abuse	Referral to HT if serious or ongoing
2	Stealing or damaging belongings to annoy or harass another student	HT monitoring card, referral to DP if serious/ongoing
	Abuse transmitted electronically	HT consequence/ Referral to DP if serious or ongoing
	Cyber-bullying – including the use of any technology to repeatedly intimidate, harass or abuse	HT consequence/ Referral to DP if serious or ongoing
3	Posting or sending inappropriate photos of themselves or others	Possible suspension
	Serious criminal behaviour related to the school	Suspension

	COMPASSION	CONSEQUENCE
1	Writing offensive notes or graffiti about others	Referral to HT/DP if serious or ongoing
	Verbal abuse – swearing at/using offensive language	CT consequence, Referral to HT if serious or ongoing
	Pushing/shoving/barging/tripping/grabbing/posturing/spitting/hair pulling	CT consequences, Referral to HT if serious or ongoing
2	Verbal abuse – swearing at/using offensive language	HT consequence/Referral to DP if serious or ongoing
	Pushing/shoving/barging/tripping/grabbing/posturing/spitting/hair pulling	HT consequence/ Referral to DP if serious or ongoing
	Offensive comments – racist, sexist, homophobic, religious, social background, verbal, sexual harassment – eg sexually offensive suggestions	Consult DP Referral to DP
3	Offensive comments – racist, sexist, homophobic, religious, social background, verbal, sexual harassment – eg sexually offensive suggestions	Discretion

## Appendix D: RED ZONE PROCEDURES

### **Yellow Level** – Use of yellow monitoring card :

Behaviour – yellow card monitoring (10 days)

Issued, monitored and handled at classroom teacher and HT level.

Any combination of two yellow warnings will result in the student being placed onto Orange Level by the faculty Head Teacher who is attempting to process the second warning.

Students placed on this level must be registered on Sentral with parental contact made via telephone and letter generated from Sentral.

Monitoring card to remain with classroom teacher at all times.

### **Orange Level** – Use of orange monitoring card:

Behaviour – orange card monitoring (10 days)

Issued, monitored and handled at HT level.

If behaviour does not improve this may result in the student proceeding to red level-danger level via a referral to the DP.

The student is issued with a monitoring card and it is their responsibility to hand it to each teacher before the start of every lesson.

Students placed on this level must be registered on Sentral with parental contact made via telephone and letter generated on Sentral.

The Head Teacher who has issued the monitoring card needs to meet with the student every day in order to monitor their progress.

If the student continues to misbehave on this level, it is imperative that this is recorded on Sentral with actions taken by the respective staff member in case monitoring cards go missing.

### **Red Level-Danger Zone** – Use of red monitoring card for the danger level: Red

Level – 10 days of intensive monitoring.

Issued, monitored and handled at DP level.

Penalty for red level may include - no excursions, other than mandatory curriculum based excursions, while on red level.

Continued misbehaviour while on red level may result in a student being suspended.

A student who has returned from a suspension, placed on red level and who has failed to meet the re-entry expectations may be re-suspended without issue of a pre-suspension letter as long as parents/caregivers are contacted.

If the student continues to misbehave on this level, it is imperative that this is recorded on Sentral with actions taken by the respective staff member in case monitoring cards go missing.

The student is issued with a monitoring card and it is their responsibility to hand to each teacher before the start of every lesson. It is the responsibility of the Deputy Principal to monitor the student whilst on red level.

Note: At any stage, students who engage in gross misconduct may be accelerated to suspension without passing through other demerit levels.



## APPENDIX E: WELLBEING PROGRAMS AND RESOURCES

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| <ul style="list-style-type: none"> <li>• Shellharbour City Council Youth Worker in school program- every Wednesday (Louise Hakkenbrock)</li> <li>- Girl's Group</li> <li>- Train Safety Program</li> <li>• Connect-ED Program</li> <li>• Rock and Water Program - Resilience</li> <li>• After School Tutoring 7-12</li> <li>• Stage 6 Tutoring</li> <li>• In2Uni Program</li> <li>• Peer Support</li> <li>• Peer Mediation</li> <li>• Individual Learning Programs</li> <li>• Student Support Officer</li> <li>• Year 8 Girls Group</li> <li>• e- Smart Cyber Safety Registered School</li> <li>• Wellbeing - Year Adviser support</li> <li>• Achievement Certificates – Vivo rewards</li> <li>• Gold Award Assemblies (every semester)</li> <li>• Year 11 &amp; Year 12 Good Report Morning Teas – (mid year)</li> <li>• Year 7-10 Good Report Lunch- (every semester)</li> <li>• Year 7 &amp; 11 Camps</li> <li>• Study Skills Seminars – Prue Salter – Years 10,11 &amp; 12</li> <li>• Student Leadership Days/ Camps</li> <li>• Year 7 Transition Program</li> <li>• PCYC Student Mentoring Program</li> <li>• Fitness Shed Program</li> <li>• Yoga</li> <li>• Year 11 &amp; 12 Relaxation Workshops</li> <li>• HSC Wellbeing Day</li> </ul> | <ul style="list-style-type: none"> <li>• Brainstorm Productions - Year 7 &amp; 8 Anti-Bullying Workshops</li> <li>• Guidance Lessons Year 7 &amp; 8</li> <li>• Year 7, Year 10 Peer Support Leaders</li> <li>• SRC “Good Student Easter Show Excursion”</li> <li>• Year 7 -12 Reward Excursions</li> <li>• Year 12 Teacher Mentoring Program</li> <li>• “Save a Mate” Drug &amp; Alcohol Education Program</li> <li>• 'Time In' Cards</li> <li>• “Top Blokes” Program</li> <li>• Year 12 “Travel Safety” Presentation</li> <li>• Semester Awards</li> <li>• Presentation Night</li> <li>• Year 7-12 Brainstorm Production Workshops</li> <li>• Girls Supervisor</li> <li>• St Vincent De Paul Breakfast Club</li> <li>• Homework Centre</li> <li>• School Counsellors</li> <li>• School Learning Support Teachers</li> <li>• Equity Team</li> <li>• Resilience Program</li> <li>• R U OK Day</li> <li>• eSmart Expo - Biannual</li> <li>• National Day of Action Against Bullying</li> <li>• Youth Frontiers Student Mentoring</li> <li>• SRC Leadership Camp</li> <li>• Year 7 eSmart Digital Licence</li> <li>• Police School Liaison Officer Workshops</li> <li>• Batyr - Mental Health Awareness</li> <li>• YAM</li> <li>• Illawarra Women’s Health Centre</li> <li>• Preventure - a preventative program</li> <li>• Conviction program</li> </ul> |
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