



Illawarra Sports High School

Student Welfare and Behaviour Support Structure

(updated May 2017)



STUDENT WELFARE AND DISCIPLINE POLICY

Statement of Purpose;

Student Welfare at Illawarra Sports High School includes all things the school community does to meet the personal, social and learning needs of students. The components of our welfare program are suited to all students regardless of cultural background, ability, religion, age, gender, sexuality or socio-economic status. This Welfare and Discipline Policy has been developed with extensive consultation with staff, students and community members.

Illawarra Sports High School utilises school-wide systems of support that include pro-active strategies for defining, teaching and supporting appropriate student behaviours to create a positive school environment. This is known as **PBL – Positive Behaviour for Learning**. Positive behaviour for Learning 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. The purpose of school-wide PBL at Illawarra Sports High School is to establish a climate in which appropriate behaviour is the norm.

Everything within this policy document is designed to help nurture students to develop and demonstrate the attributes specified in our three PBS focus areas of **Respect, Responsibility and Learning**. Although the details of this policy are explicit in relation to the daily implementation of student welfare and discipline procedures, it is understood that ongoing training and development will occur for staff in developing a repertoire of effective behaviour management strategies to complement this. Concurrently 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 (2014)*, *Student Discipline in Government Schools Policy(2015)* and *Suspension and Expulsion of School Students Procedures (2014)* and the *Bullying: Preventing and Responding to Student Bullying in Schools Policy*

This policy

- incorporates the principles of procedural fairness i.e. the right to be heard and the right to an impartial decision (*Suspension and Expulsion of School Students – Procedures, 2011, Appendix 2*)
- has been developed within a strong student welfare context and reflect the identified needs of the community
- defines the responsibilities of teachers, students and parents.

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. The information in this booklet forms the basis of the partnership between the school and parents. This partnership is based on shared responsibility for achieving good discipline and thus a productive and harmonious school environment.

CORE RULES: Student Discipline in Government Schools

All students in NSW Government Schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Behave safely, considerately and responsibly including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities
- Treat each other with dignity and respect
- Care for property belonging to themselves, the school and others

Illawarra Sports High School Rules

These rules have been decided upon with input from all members of our school learning community: students, parents and carers and teachers and are displayed in all classrooms.

- Pursue excellence and high standards in your learning
- Treat all staff and students with dignity and respect
- Attend every class, on time and prepared to learn
- Use only teacher approved devices in the classroom
- Care for property belonging to yourself, the school and others

EVALUATION:

Evaluation will be undertaken annually. Extensive revision will occur every 3 years. The evaluation process will incorporate data that will be collected and collated from Sentral Welfare (the student welfare and discipline database used at Illawarra Sports High School), focus groups, online surveys, parent meetings and consultation, student input and school reviews. This data will be used to determine the effectiveness of our Student Welfare and Discipline Policy and Procedures and will determine which elements, if any, require modification and review.

ESTABLISHING A POSITIVE SCHOOL CLIMATE:

Our school aims to enhance school climate and discipline by

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice. The Student Representative Council is an active voice in our learning community and has been actively involved in the creation of the 2015-17 school plan and in this and other school policies
- providing opportunities for students to demonstrate success in a wide range of activities eg SRC, school band, school choir, school gardening group, student technology leaders, debating and public speaking, sporting groups, youth parliament
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships,

- social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- valuing our large Aboriginal student population and Aboriginal parent/carer community, providing opportunities for them to participate in school decision making and encouraging them to access the Aboriginal Learning Centre and the assistance of our Aboriginal Education Officer and Norta Norta tutors
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority

PBL – Values and Positive Behaviour Expectations

This Values and Expectations matrix was developed to state in a positive way, the behavioural expectations of students at Illawarra Sports High School.



Illawarra Sports High	RESPECTFUL Care for self & others	RESPONSIBLE Make the right choice	LEARNERS Do your Personal Best
ALL SETTINGS	Respect self & others Be polite & honest Keep hands & feet to self Respect property Place rubbish in bins	Follow instructions Wear school uniform Right place, right time Use technology appropriately Report unsafe behaviour	Be prepared Stay on task Do your best Be proud of your achievements Observe school rules
CORRIDORS	Allow others to pass Move quietly	Walk Keep doorways clear Keep to the left	Allow others to learn Line up correctly
TO AND FROM SCHOOL, BUSES and EXCURSIONS	Appreciate school transport Keep buses clean	Represent the school positively Travel safely	Bring bus money or bus pass
TOILETS	Allow privacy of others Keep them clean	Use & leave Use at recess and lunchtime	Be hygienic
CANTEEN	Use good manners Wait in line	Buy for yourself Be patient Leave the area when served	Wait your turn Make healthy choices
FRONT OFFICE & ROOM 11	Use good manners Wait patiently	Arrive with a note Leave area when finished	
PLAYGROUND & FIELDS	Play by the rules Care for school environment	Stay in bounds Play approved games Play safely	Stay in designated area Move on the bell
ASSEMBLY	Listen Acknowledge achievements of others	Participate Sit appropriately	Applaud appropriately Celebrate your success
GYM & HALL	Care for the facility Play safe	Observe the rules of the gym Play approved games/activities	Use equipment under supervision

Platinum Category

5000 Vivomiles

A **certificate** and trophy will be presented at Presentation Day (Term 4)

Students will be invited to attend a special reward excursion or initiative each term.

An additional award will also be presented for this category.

Diamond Category

3000 to 4999 Vivomiles

A **certificate** and trophy will be presented at Presentation Day (Term 4)

Students will be invited to attend a special reward excursion or

Gold Category

2000 to 2999 Vivomiles

A **certificate** will be presented at end of Term Merit Assembly.

Students will be invited to attend a special reward excursion or initiative each term.

Silver Category

1000 to 1999 Vivomiles

A **certificate** will be presented at end of Term Merit assembly.

Students will be invited to attend a special reward excursion or initiative each term.

Bronze Category

All students start on this Category.

0-999 Vivomiles

Positive Recognition of Student Achievements:

<div><div>VIVOS</div><div><p>All staff may issue VIVOS.</p><p>These may be issued for: Being Respectful Being Responsible Being a Learner</p><p>or for</p><p>School Representation Community Service Sport</p><p>Any reason a teacher deems worthy</p><p>Students can track their accumulation of VIVOS and progression towards receiving a Silver, Gold, Diamond or Platinum category using the VIVO website</p></div></div>	<div><div>Category Silver</div><div><p>Students who earn the required number of VIVO points to earn a Silver Category will receive a letter home and a certificate.</p><p>The certificate will be presented at the end of Term Merit assembly. Students will also be invited to attend a special reward excursion or initiative each term.</p></div></div>	<div><div>Category Gold</div><div><p>Students who earn the required number of VIVO points to earn a Gold Category will receive a letter home and a certificate, each time they receive a Category Gold.</p><p>The certificate will be presented at end of Term Merit Assembly. Students will be invited to attend a special reward excursion or initiative each term.</p></div></div>	<div><div>Category Diamond</div><div><p>Students who earn the required number of VIVOS earn a Category Diamond</p><p>The student will receive a letter home when they receive Category Diamond.</p><p>At Presentation Day each Category Diamond student will receive a certificate and a trophy as recognition of their achievement.</p></div></div>
<div><div>VIVO SHOP</div><div><p>Students are able to use their VIVOS to purchase items at the VIVO shop located in the school library</p></div></div>			<div><div>Category Platinum</div><div><p>This is a highly prestigious category for students who have earnt a large number of VIVOS throughout their high school career. A certificate and trophy will be presented at Presentation Day by an invited official guest.</p></div></div>



Bronze Category

All students start on this Category. Minor misbehaviours by students may lead to such consequences as detentions, specified seating arrangements, warnings or school service. Persistent minor behaviours will result in Green Category placement

Green Category

This is used by **Classroom Teachers** to monitor students who demonstrate minor misbehaviours or persistent disobedience within the classroom.

Students will be monitored via **Green Card**. **Up to 10 points must be earned in each area respect, responsibility and learning.**

Appropriate consequences will be issued and a **letter** will be sent home by the **Teacher**.

Yellow Category

Issued and monitored by Head Teachers of each year group for more serious misbehaviours and persistent disobedience/failure to get off the Green Category within a realistic time frame or when students are on Green in more than 1 subject.

Students are issued with a **Category Yellow booklet**, signed every lesson by staff, and signed each night by a guardian. The Card will also be signed each day by the issuing Head Teacher. **Up to 60 points** needs to be earned in each of the areas of **Respect, Responsibility, Learning & Uniform**.

Consequences will be issued & a letter will be sent home by the Head Teacher. Students will lose Category Gold or Category Diamond, where relevant. Students cannot represent the school on excursions or for sport

Red Category

This is **issued and monitored by Deputy Principals** for serious misbehaviours, persistent disobedience/failure to get off the Yellow category within a realistic time frame and aggression. Students are issued with a **Red Card** and will be monitored by the Deputy. It will be signed every lesson by staff (who still issue consequences & referrals for misbehaviour).

Up to 60 points needs to be earned in each of the areas of **Respect, Responsibility, Learning & Uniform**. **Appropriate consequences** will be issued & a letter will be sent home by the Deputy Principal. Students will lose Category Gold or Category Diamond, where relevant & will not be allowed to represent school on excursions or for Sport.

This level constitutes a **"Warning of Suspension"**

Short Suspension, Long Suspension and Expulsion

Short suspensions are for **"Persistent Disobedience"** and **"Aggressive Behaviour"**. Long Suspensions are for **"Serious Criminal Behaviour relating to the School"**, **"Possession/Use of a Weapon"**, **"Persistent Disobedience"**, **"Possession/Use of an Illegal Substance"**, **"Aggressive Behaviour"**

All students are entitled to **procedural fairness** i.e. the right to be heard and the right to an impartial decision. For this reason a formal disciplinary interview must be held with the student prior to making the decision to impose a short or long suspension (support person offered). Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s) and that statements from witnesses are obtained. The key features of the interview must be taken down in writing.

Deputy Principal's / Principal conduct **return from suspension interviews** and **facilitate resolutions**.

Grey Category

Principal monitors **Grey Card** for students who return from long suspension where possible.

Deputy monitors **Grey Card** for students who return from short suspension.

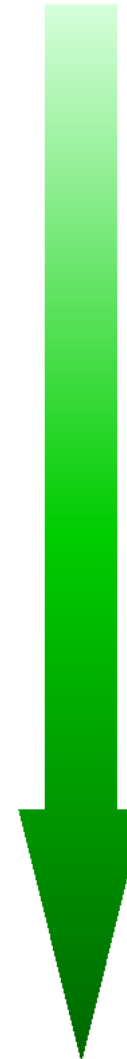
Up to 60 points need to be earned in each of the areas of **Respect, Responsibility, Learning & Uniform**

Monitoring Students who fail to be Respectful, Responsible Learners:

<p>Category Green</p> <p>All staff may issue Category Green.</p> <p>These may be issued for:</p> <p>Failing to be Respectful</p> <p>Failing to be Responsible</p> <p>Failing to be a Learner</p> <p>Truancy</p> <p>Category Green will be a letter home for any inappropriate behaviour that the teacher is dealing with at classroom level.</p> <p>In the Category Green letter home, staff will outline:</p> <ul style="list-style-type: none"> a) problem behaviour b) consequences issued c) behavioural expectation <p>Consequences will be issued by the teacher in line with faculty policies and procedures, PBS strategies, the school's Welfare and Discipline Policy and the nature of the student's misbehaviour.</p> <p>Teachers may choose to monitor the students on Category Green in their class on a monitoring card for their subject only. Students have to earn up to 10 points in each of the areas of Respect, Responsibility and Learning.</p> <p>Parents may be informed at completion of monitoring and Green category placement removed from SENTRAL</p>	<p>Category Yellow</p> <p>Staff refer issues to their faculty head teacher by writing an "incident report" on SENTRAL WELFARE and passing on the printed version to their head teacher for action, with a referral slip.</p> <p>The head teachers of each year group and year group Deputy Principal meet fortnightly for a Level Monitoring Meeting to monitor SENTRAL entries and referrals from faculty Head Teachers. A decision may be made to place particular students on a Category Yellow due to</p> <ul style="list-style-type: none"> -consistently poor behaviour -being placed on Green level in more than one subject. A letter will be sent home, where the Head Teacher will outline the: <ul style="list-style-type: none"> a) problem behaviour b) consequences issued c) behavioural expectation <p>Head teachers will issue a consequence and will monitor the students on Category Yellow, using a booklet, where students have to earn up to 60 points each in Respect, Responsibility, Learning and Uniform, in order to get off the Category Yellow.</p> <p>Students on Category YELLOW cannot attend excursions or represent the school for sport.</p> <p>Parents may be informed at completion of monitoring and Head Teacher will remove Yellow category placement from SENTRAL</p>	<p>Category Red</p> <p>Head teachers of each year group refer issues to the relevant deputy by collating incident reports from SENTRAL WELFARE and from students and passing these on to the deputy for action, with a referral slip. Referrals may also come from fortnightly Level Monitoring Meetings</p> <p>The deputy will consult with the head teacher about the incident and discuss the incident with the student.</p> <p>A decision may be made to place the student on Category Red, or to recommend suspension. A letter will be sent home, where the deputy will outline the:</p> <ul style="list-style-type: none"> a) problem behaviour b) consequences issued c) behavioural expectation <p>Category Red is the "warning of suspension" phase of our system.</p> <p>Deputy principals will issue a consequence eg detention and monitor the students on Category Red, using a booklet, where students have to earn up to 60 points each in Respect, Responsibility, Learning and Uniform, in order to get off the Category Red.</p> <p>Students on Category RED cannot attend excursions or represent the school for sport.</p> <p>Parents may be informed at completion of monitoring and Deputy Principal will remove the Red category placement from SENTRAL</p>	<p>Category Grey</p> <p>All students returning from suspension will be placed on Category Grey.</p> <p>This monitoring card will be issued by the Principal or Deputy</p> <p>Students may be required to report every two periods to one of the senior executive.</p> <p>There will be a sign off spot for every Category Grey student to report to the Principal once during their time on Grey.</p> <p>The return from suspension interview will incorporate the teacher concerned with the original incident, where appropriate or feasible.</p> <p>Students will be issued a monitoring booklet, where students have to earn up to 60 points each in Respect, Responsibility, Learning and Uniform, in order to get off the Category Grey.</p> <p>Students on Category GREY cannot attend excursions or represent the school for sport.</p> <p>Parents may be informed at completion of monitoring and Deputy Principal/Principal will remove the Grey category placement from SENTRAL</p>
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Current educational research indicates strongly that the key to working successfully with young people is to create meaningful relationships with them

	Behaviour	Definition	Suggested Interventions	
Minor Behaviours Managed by	Inappropriate Language	Non-threatening indirect verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way	Teacher Response <ul style="list-style-type: none"> Refer to classroom and PBL core values Praising good work and/or appropriate behaviour Rewarding positive behaviour with Vivos Write the student's name on the board (may be worked off before the end of the lesson) for detention at 1st or 2nd break. Provide a choice. Category Green monitoring card. Record incident in Sentral Welfare Consult Student Adviser, Sentral Welfare and/or counsellors for background information Detain students at the end of the lesson to discuss the problem (send to next class with a late note) Recess or lunch detention involving reparation i.e. Complete work, clean desks, etc. Alternate seating arrangement in class Gain verbal agreement re. seating, behaviour, work If it is a minor playground issue, remind them of the core values & apply a minor consequence. If necessary, contact parent by phone Head Teacher Responsibility <ul style="list-style-type: none"> Continue to support and provide advice to class teacher If required support classroom teachers by reinforcing the consequences to the student. Inform the student that the continuation of this behaviour may result in Category Yellow and that parents may be contacted. Support the development of responsible class behaviour by visiting classes to acknowledge good behaviour, commitment to work, present merits etc. 	Least Intrusive
	Defiance / Disrespect	Brief or low-intensity failure to follow instructions – arguing, eating in class, mobile phone breach, rudeness, out of bounds etc.		
	Disruption	Intentional behaviour causing an interruption to class or activity. Disruption includes inappropriate talking, noise with materials or body parts, getting out of seat,		
	Mucking around / physical contact	Non-threatening, inappropriate physical interactions		
	Lying / Cheating	Student fails to tell the truth for personal gain or to hide a deliberate violation of the rules		
	Lateness	Student is late to class or the start of a school day without a note		
	Out of uniform	Student fails to wear school uniform		
	No equipment	Failure to bring equipment required to participate in lesson e.g. book, pen, PE gear etc.		
	Failure to complete tasks / off task	Failure to complete set tasks during lesson, student frequently off task requiring re-direction.		
	Truancy	Unauthorised absence from a timetabled period or activity		
	Property Misuse	Unauthorised and inappropriate use of school property including technology (e.g., downloading of software, sites, pictures, etc. changing computer settings)		
	Failure to attend detention	Failing to attend detention without valid excuse		Most Intrusive



	Behaviour	Definition	Suggested Interventions	
Major Behaviours Referred to	Persistent Minor Infringements	Students reported persistently for minor behaviours.	Teacher Response <ul style="list-style-type: none"> Remind and reiterate the school values. Interview student to ascertain reason for their behaviour. Confine student to an isolation desk in the classroom. Contact home to inform parents of classroom issues. Record incident in Sentral Welfare and give a copy to relevant Head Teacher. Inform student of escalation of consequences. Arrange for the student to be supervised temporarily in another class. Send student to Head Teacher to discuss the problem. For playground incidents, complete Sentral Welfare entry and give to Head Teacher on duty. Discuss a behaviour management plan with Head Teacher. For Bullying refer to procedures for bullying Head Teacher Responsibilities <ul style="list-style-type: none"> Enter matter onto Sentral Welfare If appropriate Place Student on Category Yellow If appropriate refer to Learning Support Team or Deputy Principal Class isolation if appropriate / Use of Green Room Continue to liaise with Class Teacher Arrange parent interview or phone call 	Least Intrusive
	Abusive / Inappropriate Interactions with Peers	Threatening verbal or gestural interactions with peers that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way		
	Use/Possession of Tobacco	Student is in possession of or caught using tobacco products		
	Harassment / Bullying	Student delivers disrespectful message(s) (electronic, verbal, or gestural) to another person. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.		
	Persistent Disruption / Defiance	Behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions or behaviour is repeated over several lessons. High level and or ongoing refusal to follow teacher direction		
	Property Misuse	Repeated unauthorised and inappropriate use of school property		
	Property Damage / Vandalism	Student participates in an activity that results in destruction or disfigurement of property		
	Forgery / Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission or has used identifying information from another person.		Most Intrusive



Major Behaviours Referred to	Behaviour	Definition	Suggested Interventions	
	Persistent disobedience non-responsive to HT intervention	Student continues to be reported persistently for minor behaviours, fails to respond to HT intervention.	Teacher Actions <ul style="list-style-type: none"> Stay calm and avoid escalation. Send a reliable student with a note for collegial assistance. Isolate or remove student where possible. Call on faculty Head Teacher or other executive for assistance. In extreme cases seek direct assistance from the Senior Executive. 	<p>Least Intrusive</p>  <p>Most Intrusive</p>
	Use / Possession of Drugs, Alcohol	Student is in possession of, caught using, or under the influence of illegal drugs or alcohol		
	Possession of a Dangerous Weapon	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm	Teacher Follow-up <ul style="list-style-type: none"> Complete Sentral Welfare entry Notify Head Teacher of discipline issue as soon as possible and provide them with a copy of Sentral Welfare entry. Debriefing: seek collegial support Manage the welfare of the students either in class or in close proximity of the incident if it occurred in the playground. 	
	Harassment / Bullying	Student delivers (ongoing) disrespectful message(s) (electronic, verbal, or gestural) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.	Head Teacher Responsibilities <ul style="list-style-type: none"> Respond to referral as soon as possible. Arrange for student to be immediately excluded from class with appropriate supervision. Send student to Deputy Principal to discuss the problem if necessary. Notify Senior Executive of incident and give copy of Sentral Welfare entry with appropriate statements if possible. With the Senior Executive liaise establish a behaviour management plan before allowing the student to participate in normal lessons. Provide feedback to teacher involved and faculty. 	
	Fighting / Physical Aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)		
	Abusive / Inappropriate Interactions with Staff	Threatening verbal or gestural interactions that are directed at teacher including swearing, name calling	Deputy Responsibilities <ul style="list-style-type: none"> Deputy Principal implements Suspension and Expulsion procedures as required Deputy Principals will contact parent and discuss the problem/issues Category Red placement Failure to comply with the conditions set down may result in the student being suspended and incur a range of other consequences. Deputy Principal's will investigate other strategies that may assist the student e.g. Partial attendance, time out card, whole class monitoring books, Green Room intervention, external community support, counselling etc. feedback will be provided to all staff. 	
	Physical Assault on Staff	Intentional aggressive actions (e.g., hitting, kicking, throwing objects at, pushing, etc.) directed at staff.		
	Inappropriate Sexual Contact	Consensual physical contact between students that is sexual in nature and goes beyond a simple kiss	Learning Support Team referral (if necessary) to examine options and strategies.	

Roles and Responsibilities within the Welfare and Discipline System:

Principal:

- ✓ Provide leadership and direction. Be a role model
- ✓ Disseminate DOe policy information and training to all staff
- ✓ Ensure all procedures are in line with DOe policies and procedures
- ✓ Oversee all suspensions and complex welfare and discipline issues
- ✓ Liaise with staff, students, caregivers and relevant DET personnel
- ✓ Issue & monitor long suspensions, Category Grey & Category Diamond

Teachers:

- ✓ Establish classrooms that have positive learning environments
- ✓ Liaise with head teacher re student issues and use SENTRAL WELFARE to document
- ✓ Use the language & structure of PBL as a role model for staff & students
- ✓ Make contact with caregivers, where appropriate and necessary
- ✓ Ensure positive student achievement is acknowledged and rewarded
- ✓ Issue, supervise and monitor Category Green & VIVOS

Deputy Principals:

- ✓ Provide leadership and direction. Be a role model
- ✓ Facilitate training and development opportunities for staff in PBL
- ✓ Overall responsibility for the implementation of school policy/procedures
- ✓ Liaise closely with Head Teachers, HT Welfare and Welfare / LST Teams
- ✓ Recommend short / long suspensions to Principal and conduct resolutions
- ✓ Issue, supervise and monitor Category Red / Grey and Category Gold

Year Adviser:

- ✓ Be a positive role model for students and be a mentor to those in need
- ✓ Disseminate information for staff and use SENTRAL WELFARE effectively for this
- ✓ Liaise with staff, executive and the Welfare Teams re student issues
- ✓ Use the language & structure of PBL as a role model for staff & students
- ✓ Assist caregivers, staff and students with welfare issues as they arise
- ✓ Undertake this position in line with relevant role statements as per YA handbook
- ✓ Issue, supervise and monitor Category Silver and organise rewards initiatives / excursions

Head Teacher Welfare:

- ✓ Lead PBL implementation, training ,review and PBS team
- ✓ Lead Welfare in the school
- ✓ Work with students experiencing complex welfare and discipline issues in a sensitive manner
- ✓ Liaise with staff, students, caregivers and relevant DET personnel
- ✓ Make referrals for funding and DET support and coordinate funding
- ✓ Issue, supervise and monitor Category Yellow

Parents:

- ✓ Provide student with full uniform, sports uniform and correct equipment
- ✓ Provide relevant documentation to the school, where necessary
- ✓ Encourage child to be a "Respectful, Responsible Learner" at all times.
- ✓ Contact / support the school, where necessary, if any issues need resolving
- ✓ Read newsletter and school website to know about current activities
- ✓ Assist & encourage child in collecting VIVOS

Head Teachers:

- ✓ Provide leadership and direction within the faculty in Welfare & Discipline
- ✓ File all Category Yellow Cards and relevant statements & documentation
- ✓ Liaise with senior executive and the Welfare / LST Teams re student issues
- ✓ Use the language & structure of PBS as a role model for staff & students
- ✓ Make contact with caregivers and conduct interviews, where necessary
- ✓ Issue, supervise and monitor Category Yellow

Students:

- ✓ Be a "Respectful, Responsible Learner" at all times.
- ✓ Use the SRC and Prefects to bring up issues of concern
- ✓ Participate in PBL and welfare day activities with enthusiasm
- ✓ Be familiar with the school's expectations and follow them
- ✓ Ensure positive student achievement is acknowledged and rewarded
- ✓ Save up Merits and apply for higher categories

Head Teacher Learning and Support

- ✓ Lead Learning and Support Team
- ✓ Collaborate in writing Individual Education Plans for students with identified learning needs
- ✓ Make referrals for funding and DET support and coordinate funding

Head Teacher Attendance

- ✓ Process new enrolments, leavers and student subject changes
- ✓ Work with students and parent/carers to resolve attendance issues
- ✓ Actively promote the importance of good attendance

Welfare Intervention and Supports for Students

The philosophy of PBL is that the majority of the students, 80%, respond effectively to whole school, consistent school wide interventions and supports. We have many programs to address the needs of the majority of the students.

The second tier of support in the school, is for approx 15% of the students, who require small group intervention and supports. We cater for these students in a variety of ways, primarily via special programs, year adviser workshops and general activities that target small groups of students.

The third tier of support in the school is for the 5% of our school population who require intensive, individualised programs that specifically meet the needs of each student. We are constantly designing new programs to meet the specific needs of these students.

5% - Individual intervention & supports

Individual Education Programs (IEP)
Individual Welfare Programs (IWP)
Integration Funding Support
Individual Behaviour Support
Senior Review Panel
External Support Programs
Life Skills School Certificate and HSC
RSSSP and Access Requests

Work Placement
Student Learning Support Officer - SLSO
Aboriginal Individual Education Programs
Student Disabilities and Conditions List
Student Financial Assistance
Progress Reports
Peer Mediation
Home School Liaison Officer

15% - Small group intervention & support

Work Education & Academic Support
Anti-bullying Policy and Procedures
Anti Racism Officer and Procedures
Attendance Monitoring
Category Yellow / Red
SLSO / SLST

Board of Studies Coordinator
Making Up for Lost Time in Literacy (MULTILIT)
External Services such as Links to Learning
Counselling
LST
Senior Review Panel

80% - Whole school consistent school wide recognition & support

Year 6 into 7 Orientation Program
Year Advisers and Assistant Year Adviser
Uniform Code
Graduation Ceremonies
Head Teacher Student Welfare
Head Teacher Learning and Support
Head Teacher Attendance
Sports Assemblies
School Counsellors
Record of Achievement - HSC
Reports to Parents
Prefects and Captains
Peer Support Program
Performances
Primary Links
Parent/Teacher Evening

Welfare and Discipline system
Year Adviser's Meetings
Student Record Cards - electronic access of details
Student Representative Council
Student Self Discipline via PBS lessons
Student Welfare Referral
Category Green
Careers Adviser
Achievement Excursions
Achievement Reward Scheme
Child Protection: Procedures & Policies
Course Selection Counselling
Critical Incident Plan
Crossroads – Year 12 PDHPE program
Merit Assemblies
Learning Support Team Referrals

The PBS Team

The PBL Team consists of:

Representatives from across the staff including a:
Coordinator
Secretary
Data Analyst
Communications Manager
Meeting Chairperson

The role of the PBL Team is to:

Develop comprehensive, school-wide, management systems and practices to best support all students. Make decisions based on the collection of school data which drives the development of supportive school management systems and classroom practices. Ensure that school values and expected behaviours are explicitly taught, practiced and rewarded while problem behaviours are discouraged through clear, meaningful consequences and efficient teaching supports.

Specifically the PBL team will:

Collect, collate and analyse behaviour data from Sentral Welfare to inform decision making

In conjunction with the school's executive, regularly review and oversee the implementation of the student welfare and discipline policy including the category system.

Initiate and coordinate TPL that will increase the expertise and knowledge of all school staff in the management of student behaviour and the provision of quality learning environments.

Maintain behaviour management consistency throughout the school.

The Student Welfare Team (SWT)

Members of SWT

Head Teacher Student Welfare
Year Advisers
May include as required:
Counsellor
Careers Adviser
Coordinators of specific programs such as Peer Support, Peer Mediation, Prefects, SRC etc...

The role of SWT is to:

- ✓ meet the welfare needs of all students
- ✓ coordinate Welfare Days for each year group
- ✓ seek and implement solutions to welfare issues
- ✓ promote student achievement and talent
- ✓ communicate with and provide guidance for staff on matters relating to student welfare

The Year Advisers meet each fortnight with the Head Teacher Welfare to plan programs specifically designed to meet the needs of students within each year group and discuss individual students, analyse data from Sentral Welfare and come up with strategies to support students who are experiencing difficulty.

The Learning Support Team (LST)

Members of LST

Principal
2 x Deputy Principals
Head Teacher Student Welfare
School Counsellor(s)
Support Teacher Learning Assistance
Student Learning Support Coordinator

The role of LST is to:

- ✓ meet the welfare and learning needs of all students
- ✓ discuss specific referrals made by staff
- ✓ support long suspension students and plan their return
- ✓ seek and implement solutions to learning issues
- ✓ make referrals to specialist agencies
- ✓ complete Access Requests
- ✓ access the support of Regional personnel/services
- ✓ Review IEPs and make recommendations
- ✓ communicate with and provide guidance for staff
- ✓ maintain consistency throughout the school
- ✓ initiate and coordinate staff training in learning support
- ✓ make links with caregivers about special programs

LST meets weekly in order to facilitate the above

The Learning Support Team meets regularly to plan programs specifically designed to meet the needs of students who are referred to the LST.

The LST specifically works on supporting students who have been long suspended and works on planning for their return to school, modifications that may be needed to help them succeed and any referrals that may need to be made.

Life Skills, Individual Education Plans, Applications for Integration funding and the development of specific programs for targeted students with special needs are discussed and implemented via the Learning Support Team, and are also referred to Welfare / Exec Team for input.

All information is provided to staff and a Student Support folder is issued to each staffroom for all documentation to be collated and stored in there for ease of staff to access.

ANTI-BULLYING PLAN

Introduced Term 3 2010

INTRODUCTION AND CONTEXT

Illawarra Sports High School promotes the values of equity, diversity and acceptance in a multi-cultural society. All members of the school community are valued for the positive contributions they are able to make to improve the quality of school life for our students.

Our school exists in a society where intimidation, harassment and victimisation occur. Bullying must be taken seriously and is not acceptable in any form.

Students have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.

Bullying:

- ☐ devalues, isolates and frightens
- ☐ affects an individual's ability to achieve
- ☐ has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders

BULLYING IN ANY FORM IS NOT ACCEPTABLE AT ILLAWARRA SPORTS HIGH SCHOOL.

DEFINITION

Bullying and harassment

- may be physical (hitting, kicking, pinching), verbal (name-calling, teasing), psychological (stand over tactics, gestures), social (social exclusion, rumors, putdowns) or sexual (physical, verbal or nonverbal sexual conduct)
- may be done directly (e.g. face to face) or indirectly (e.g. via mobiles or the internet)
- may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- have an element of threat
- can continue over time
- are often hidden from adults
- will be sustained if adults or peers do not take action.

COMMUNICATION AND INTERACTION WITHIN THE SCHOOL COMMUNITY.

Illawarra Sports High School has a variety of communications systems.

For example: Staff meetings, daily staff communication meetings, whole school assemblies, year meetings, faculty meetings, welfare meetings, learning support meetings, the Sentral Welfare System and student interviews.

The Positive Behaviour for Learning (PBL) program aims to develop school wide interventions to enhance the learning of all students. It assists in the development of positive communication and interactions within the school and complements the many other communication processes.

STATEMENT OF PURPOSE.

INDIVIDUAL AND SHARED RESPONSIBILITIES OF STUDENTS, PARENTS, CAREGIVERS AND TEACHERS

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

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.

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, intimidation and victimisation
- ☐ 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.

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.

Specific roles in preventing and dealing with bullying

STUDENTS

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)
- ☐ participate in learning experiences 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 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.

SCHOOLS have a responsibility to:

- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform students, parents, caregivers and the community about the School Discipline Code or School Rules and Anti-bullying Plan
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up complaints of bullying, harassment, intimidation and victimisation

TEACHERS have a responsibility to:

- 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. A shared responsibility between all school community members in managing bullying must be clearly articulated.

INFORMATION FOR STUDENTS, PARENTS, CAREGIVERS AND TEACHERS TO IDENTIFY BULLYING BEHAVIOURS

Illawarra Sports High School has adopted the Positive Behaviour for Learning (PBL) program which aims at providing a school wide system of behaviour management where students learn the core values adopted by the school of Respectful, Responsible, Learners. Students and staff are provided with information and practice in the development of the program in settings outside the classroom as well as within the classroom. This program is uses data collected by the school on the Sentral Welfare system and through personal representation.

INFORMATION ABOUT BULLYING BEHAVIOUR is provided to

STUDENTS:

Year meetings explaining and demonstrating the principles of the Positive Behaviour for Learning (PBL) program

Signage throughout the school displaying expected behaviours that demonstrate Respectful, Responsible Learners.

In lessons presented by the PD/Health/PE faculty as part of the syllabus in this subject.

At Year meetings which are held each term and matters of importance are related to students.

Through presentations by Australian Communications and Media Authority on cyber-bullying and protective strategies related to using technology.

Through presentations by Police School Liaison Officer to large and small groups, and on occasions to individuals.

Participation in a whole day program for Year 7 and 8 students which stresses the development of resilience in students.

PARENTS AND CAREGIVERS:

Through information in the school newsletter and on the school website.

The Parents and Helpers Group has also been made fully aware of the PBS program and systems in place for reporting incidences of bullying and harassment.

Through presentations by ACMA (Australian Communications and Media Authority), and Police School Liaison Officer on cyber-bullying and protective strategies related to using technology.

When their child has been the victim of bullying or has been bullying others.

TEACHERS:

Teachers are regularly given information and training on aspects of the School Discipline Code at staff meetings and during sessions on Staff Development Days.

Teaching and non-teaching staff are regularly given intensive training in the principles of the PBS program.

Teachers are able to access the Sentral Welfare to report unacceptable student behaviour and to monitor student behaviour.

STRATEGIES UTILISED BY THE SCHOOL TO EFFECTIVELY DEAL WITH BULLYING BEHAVIOUR.

The school operates a discipline system that incorporates the use of “Levels or categories” to assist in the monitoring of student behaviour. Information that informs the placement of students on the various levels is provided by data entered on the Sentral Welfare System which can be accessed by all staff to report students with behaviour concerns. The information on Sentral Welfare is examined regularly by the Deputy Principals, Head Teacher Welfare and other school staff. Incidents of bullying are reported and monitored through this system

Students who engage in bullying behaviour are given consequences in keeping with the School Behaviour Support Structure. This may involve lunchtime or after school detention, student mediations, removal from class to another learning environment, restrictions in movement around the playground, parent interview and /or suspension, or other consequences imposed by the Deputy Principals or Principal.

The PBS program as described above is a strategy that has been specifically introduced to assist in the continuing development of a positive learning environment and includes the reduction of incidences of bullying.

Students who have been found to have bullied students have the details entered on the Sentral Welfare System.

In addition a variety of behaviour modification actions may be utilised by the teacher, Head Teacher, Deputy Principals or Principal.

These include:

- An explanation that the behaviour is unacceptable at Illawarra Sports High and is to cease immediately and a warning that continuation could lead to more serious consequences
- Parent interview
- Executive lunchtime detention
- Placement in a senior class for a day with work provided by their normal teachers
- Suspension in accordance with DEC policies

Other strategies are articulated in the above section on “Providing information”.

PROCEDURES TO REPORT BULLYING BEHAVIOUR.

Students are advised through the various processes and programs mentioned above on how to report bullying behaviour.

In addition the Year Advisors and Head Teacher Welfare are regularly advising students through meetings and information sessions to immediately report incidents to their teacher, Year Advisor, the HT Welfare, Deputy Principals, any other adult or a friend so that action can be taken.

The “Anti-Bullying Brochure” is also distributed to students and parents.

DATA ON THE NATURE AND EXTENT OF BULLYING IN THE SCHOOL.

Data on bullying is collected through the Sentral Welfare System and is analysed throughout the year.

The PBS program committee conducts regular surveys of staff and students on all aspects of school life. This information includes information on bullying. The information is analysed by the PBL committee with the intention of modifying school practices to improve the quality of school life for students.

Students have been surveyed and interviewed on their experiences of bullying whilst at school. They have indicated the number of occurrences they have observed and the location of these occurrences. As a result supervision and monitoring of certain areas of the grounds was adapted.

INDICATORS TO ASSESS THE EFFECTIVENESS OF THE STRATEGIES, PROGRAMS, AND PROCEDURES

Indicators have been identified by the PBS program and include data from surveys, both quantitative and qualitative, and Sentral Welfare.

MONITORING PROCEDURES.

The monitoring process is conducted at regular intervals as stated above. In PBS meetings, Welfare and Discipline meetings, at annual reviews and at Year Advisor annual development days.

Bullying

is an offence

at

Illawarra Sports High!

Don't let it happen to you!

If you are being “picked on” at school by someone or a group of people, tell your **teacher** or a member of the **Welfare Committee** immediately.

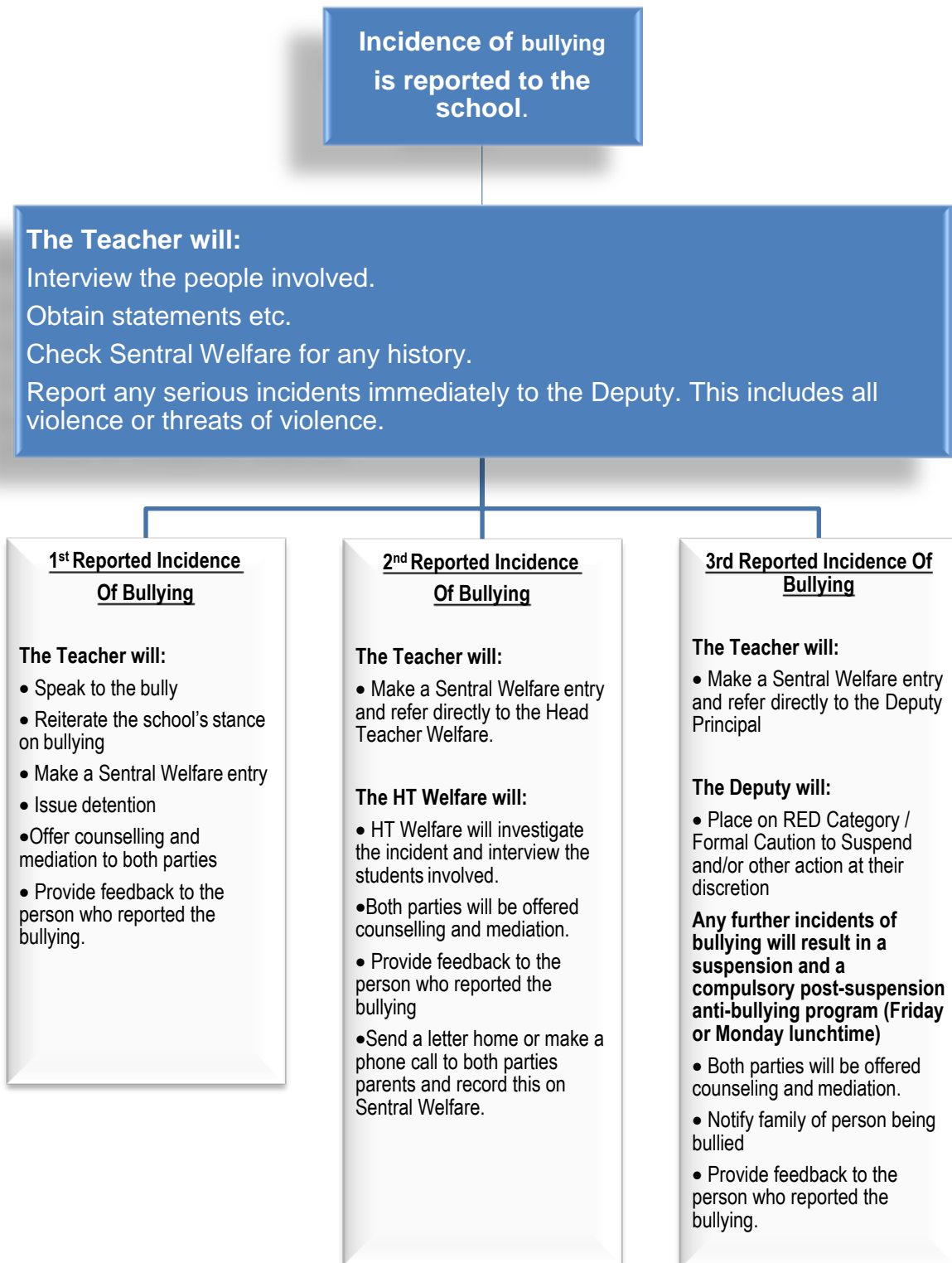
The problem won't go away by itself so get some help.

The Welfare Committee:

- Head Teacher Welfare
- Year Advisers
- Deputy Principals



Anti-Bullying Procedures



SUPPORTING STUDENT ATTENDANCE

The following structures and responsibilities have been identified and implemented to maximise and monitor student attendance at Illawarra Sports High School.

Student absence from school

- The school will supply an absence booklet to all students which maybe used to communicate with the school when their child is late or absent.
- If absence is known in advance parents should contact the school via a note which will be collected by the roll call teacher and recorded on SENTRAL which is then uploaded into OASIS. Absences of more than a week require doctors certificates or approval from the Principal in the case of family holidays etc (see Attendance Policy and Procedures Parent Guide)
- If not known parents should complete the absence note supplied from ISHS and return it to the roll call teacher at the next possible opportunity.
- If a student is late to school they should report to the Deputy Principal. A note from parents should be supplied. Students will be issued a late to class slip. This information will be recorded on SENTRAL and OASIS.
- If a student requires an early departure students should report to the Head Teacher Attendance prior to the commencement of school. Students will be issued a card to present at the front office on departure. This information will be recorded on SENTRAL and OASIS
- If the student is absent due to a change of normal school routine teachers will inform the Deputy Principal and SASS staff on the change of routine form of the students involved in the activity and this will be marked on SENTRAL/OASIS

Roll Call Teacher

- The roll call teacher marks student attendance on a daily basis.
- The roll call teacher is proactive in questioning student attendance and the gathering of notes to explain absence or lateness.
- If a student is late or attends roll call less than 80% of the school cycle they may be referred to their supervising Head Teacher or Year Advisor.

Head Teacher / Year Advisor

- Head Teachers and Year Advisors have been allocated specific roll calls to monitor.
- Regular attendance and counselling of persistently late and or absent students should take place during roll call.
- Head Teachers and Year Advisors may contact parents to discuss persistent attendance issues.
- Head Teachers will report parent contact at executive meetings and on 'Sentral'.

Deputy Principal

- Monitors late to school register, issues late slips. Phone home to persistent offenders parents.
- Liaises with Head Teachers, Head Teacher Attendance and Year Advisor of persistent issues of lateness and absence from their designated roll groups.

Head Teacher Attendance

- Analyses student attendance data in partnership with Home School Liaison Officer (HSLO) and Head Teacher Attendance to identify students with less than 80% attendance.
- Refers student to HSLO and completes associated documentation.
- Asks Deputy Principal or Principal to contacts Child Well-Being Unit for students who are persistent absentees over a sustained period.
- Corresponds to parents via mail of the intent to take further action if attendance does not improve

SASS

- Enters student attendance onto SENTRAL on a daily basis.
- Prints off unexplained absences of all year groups each week.
- Corresponds via mail to parents of students who have two consecutive unexplained absences.

HSLO

- Works in conjunction with Head Teacher Attendance to identify students who are attending less than 80% of school days.
- Notify the Police Youth Liaison Officer and attend their place of residence.
- Observe the school and surrounding suburbs looking for students who are absent from school. Question and refer to Deputy Principal.

ANTI-TRUANCY PROCEDURES

1. Teacher Confirms Truancy

- Marks PXP roll and identifies that a student is truanting ie not on an excursion, not late etc
OR
- Student has been returned to class by a teacher who has caught them truanting



2. Truancy Confirmed

- Teacher enters truancy onto Sentral Welfare and places student on Green category
- Phone contact with parent and/or letter sent home.
- Class detention



3. HT of Year Group Action for continued truancy

- Place student on Yellow category when student has been identified as truanting in more than one subject.
- Executive detention
- Enter Yellow category on SENTRAL and letter sent home



4. DP of Year Group Action for continued truancy after placement on Yellow category

- Place student on Red category
- After school detention
- Enter Red category on SENTRAL and letter sent home

Reminders to Staff

- When you send students out of class they **MUST** have a green slip
- When students arrive late to class **DO NOT** send them away to get a note. They should be admitted and instructed to sort out their excuses, notes etc. with you in their own time.
- Late students without notes must be given a consequence. Repeat offenders should be referred to HT's
- Students who have not attended roll call but are in the teacher's class need to be sent to Room 11 OR a reliable student should be sent to Room 11 with the information that this student is in attendance so that rolls may be adjusted

Supports Available:

- Attendance monitoring cards
- Parent Conferencing
- Attendance Improvement Plan including gradual return to school.
- HSLO Referral
- Referral to Wellbeing Unit