SYLVANIA HIGH SCHOOL

WELFARE AND DISCIPLINE POLICY

&

PROCEDURE

Effective: February 2019

A Statement of Purpose

Student discipline is an important part of providing a conducive learning environment for our school community. Our school discipline policy is reviewed regularly and has been developed collaboratively with all members of our school community, including students, staff, parents and the Parents and Citizens association. Our discipline policy equally recognizes and acknowledges student achievement as well as outlining the procedures required to deal with unacceptable behaviour. The foundations of these policies are based on our two Rs of Respect and Responsibility. It is this strong foundation that creates opportunities for our students to become responsible and active members of our wider community whilst at the same time creating an effective teaching and learning environment which encourages students to reach their potential.

Our Welfare and Discipline Policy is in three sections:

Welfare Anti – Bullying Discipline

The policy includes:

- Behaviour Code For Students – two Rs of Respect and Responsibility
- Student Awards Scheme Policy & Procedure including achievement assemblies, see School Policy Bank;
- Bullying response flowchart
- Strategies for dealing with unacceptable behavior
- Attendance Monitoring Policy & Procedures, see School Policy Bank.

In addition to the above information our School Discipline Policy outlines the responsibilities of staff, students and parents in ensuring our school remains a happy and safe learning environment where all members of our school community are respected.

The following principles underpin our code of conduct:

- All individuals are valued and treated with respect.
- Students have a right to work in a safe and happy learning environment.
- Parents have the right to expect that their children will be educated in an environment in which care, courtesy and respect for the rights of others is encouraged.
- Teachers have the right to expect that they will be able to teach in an orderly and co-operative environment.
- Parents have a responsibility to support the school in its efforts to maintain a positive teaching and learning environment.
- All staff have a responsibility to fairly and consistently implement the code of conduct.

A. WELFARE

Welfare Priorities - 2018-2020

- ✓ Plan a series of welfare programs to complement the broad goals of the school community which may include guest speakers and workshops in each year group;
- ✓ Continue to implement and reassess the Anti-Bullying policy including the eSafety framework within the school community and obtain eSmart status;
- ✓ Implementation of all mandatory Child Protection Policies and Procedures;
- ✓ Continue our involvement in White Ribbon to encourage positive and respectful relationships;
- ✓ Review and enhance the process for student monitoring and support;
- ✓ Develop and implement a whole school approach to Boys' Education;
- ✓ Strengthen our link with e-Smart, Headspace and Project Youth to meet the welfare needs of students;
- ✓ Encourage the use of our School Merit Scheme to promote positive behaviours;
- ✓ Implement Be You Project across school community to promote positive wellbeing focusing on Mental Health; and
- ✓ Educate and empower students to be responsible and active bystanders to maintain a respectful school environment.

The role of the Welfare Team is to:

- Address welfare concerns raised by staff;
- Co-ordinate and communicate with teachers, parents and students on matters concerning the welfare of students whilst being mindful of confidentiality;
- Conduct case discussions of selected students involving Year Advisers, to pool information and develop strategies to assist students;
- Collect and share information relating to student welfare matters;
- Invite community members to address aspects of student welfare, particularly relating to the smart, safe and responsible use of digital technologies;
- Initiate, develop, co-ordinate and evaluate programs that promote student and staff welfare as outlined in our School Resilience Framework 2019 see School Policy Bank;
- Implement DE policies including the Wellbeing Framework, Child Protection, Anti-Bullying and Anti-Racism;
- Liaise with external welfare agencies to further meet the needs of students such as Police Youth Liaison Officer (YLO), Police School Liaison Officer, Project Youth and Headspace where appropriate;
- Closely monitor and evaluate student attendance; and
- Liaise with DE personnel including Home School Liaison Officer (HSLO).

Aims of the Welfare Team:

- Promote academic, emotional, social and physical development of each student;
- Promote the idea that student welfare is intrinsic to the education process;
- Initiate and integrate programs that support the growth and development of our students;
- Empower the whole school community to recognise and respond to all forms of bullying, harassment and victimisation and behave as responsible bystanders;
- Inform students, staff, parents and the community of the strength of our welfare programs and other community services available for student support; and
- Implement DE policies, including the Wellbeing Framework, Child Protection, Anti-Bullying and Anti-Racism, The Disability Act (1992), The Disability Standards for Education (2005).

This policy is subject to continuous evaluation and annual review. Students, staff and parents are regularly surveyed to determine areas of concern and the most effective methods of dealing with these concerns.

Teacher Responsibilities

Student Welfare in its widest context covers the safety of all students in our care, their emotional, social and intellectual wellbeing as well as their conduct and behaviour.

All staff have responsibilities to achieve a safe learning environment by:

- Maintaining classroom, playground & sport environments that are safe, secure and orderly;
- Providing proper supervision for all students under their care; and
- Implementing our student welfare and discipline policies.

Specific responsibilities for student welfare lie with the Welfare Team which consists of the Year Advisers, Supervisor of Girls, Boys Mentor, Aboriginal Education Coordinator, School Counsellor, Head Teacher Welfare, Deputy Principals and Principal. This team meets regularly and is led by the Head Teacher Welfare.

B. ANTI – BULLYING

Anti-Bullying Policy

Every person at Sylvania High School has the right to learn within a safe, happy, fair and supportive environment. They also have the right to experience positive and respectful relationships between all members of the school community. Any form of Bullying behaviour is not acceptable at Sylvania High School.

We believe that teachers, students, parents and members of the wider school community have a responsibility to work together to address bullying with a structured approach to sustain a safe environment at Sylvania High School.

What is bullying?

Bullying can be defined in the following ways:

- a **repetitive** attack causing distress not only at the time of the attack, but also by the threat of future attacks;
- an imbalance of power;
- verbal: name calling, put-downs, threatening language (harassment);
- physical: hitting, tripping, poking, punching, kicking, throwing objects, stealing
- social: often covert including ignoring, hiding, ostracizing; and
- psychological: often covert including stalking, 'dirty looks', spreading rumours, hiding and/or damaging possessions *(Mind Matters - National Mental Health Strategy 2002)*.

Cyberbullying can be defined as:

- The use of digital technology including devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat sites and websites to bully a person; and
- Covert bullying behaviour is also unacceptable. This includes repeated bullying behaviour that is hidden or out of sight

Why have this policy?

At Sylvania High School we recognise that bullying:

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

Strategies used to help prevent bullying at Sylvania High School

- Development and implementation of a clear Anti-bullying Policy including the eSafety Commissioner Anti-Bullying Plan which is accessible to all members of our school community (students, parents, teachers and other school staff);
- Provide professional learning for new staff members;
- Flowcharts for offender and target of bullying issued and displayed in each staffroom;
- Increase the awareness of our school community through the staff and student handbooks, Anti-Bullying brochure, year and whole school assemblies, Sylvan Lights Newsletter and other initiatives with a link to eSafety Commissioner website for resources and support material and links;
- Enabling the welfare team to meet on a regular basis to discuss student welfare including bullying;
- Mentoring through the Peer Support Program (Year 10 students trained in Term 4 each year to guide/mentor the incoming Year 7 students the following year) which incorporates self-esteem, resilience and assertiveness components;
- Linking with third party providers including eSmart, Headspace, Project Youth and performance companies to assist in achieving professional whole school and anti-bullying goals; and
- Implementation of eSmart and Be You Project across all faculty areas to promote positive wellbeing and respectful relationships to maintain a safe school.

What should we do if we are or see others being bullied?

Sylvania High School encourages students and parents to notify staff about bullying concerns. This is important and should be seen as responsible reporting. On notification of these concerns our school community can be confident in knowing that these issues will be dealt with in a timely and sensitive manner. These issues are often complex, however the school will work towards a solution as necessary.

What should a target of bullying or a bystander (witness to the bullying incident) do?

1. Tell someone (teacher, parent/guardian) immediately about the bullying concern.
2. Where the bullying involves a physical assault or threat, you should immediately report the incident to either the Principal, Deputy Principal, Year Adviser or nearest staff member.
3. Feel assured that your concerns will be dealt with by a member of the welfare team and/or other trained staff.
4. Report any on-going concerns or incidents where the bullying behaviour has not stopped.

Bullying students thrive on attention. If possible:

- Try to ignore the bully and say to yourself, "That's their problem, not mine."
- Be assertive and stand up to the bully. Confidently and politely tell them to stop what they are doing.
- Record and report the bullying if they continue. Bullying students thrive on the fact that you do not want to 'dob' or tell others. Be confident that teachers at our school are trained in conflict resolution and can help.

What should parents do?

1. Encourage your child to understand the unacceptability of bullying as much as possible and assure him/her that the problem can be solved. Please read this policy with your child.
2. Encourage your child to communicate his/her concerns about bullying with a staff member e.g. Year Adviser, Head Teacher Welfare or Deputy Principal.
3. Contact the school if your child's efforts to deal with bullying do not appear to be working. A member of the welfare team will work with your child to devise strategies to stop bullying incidents.

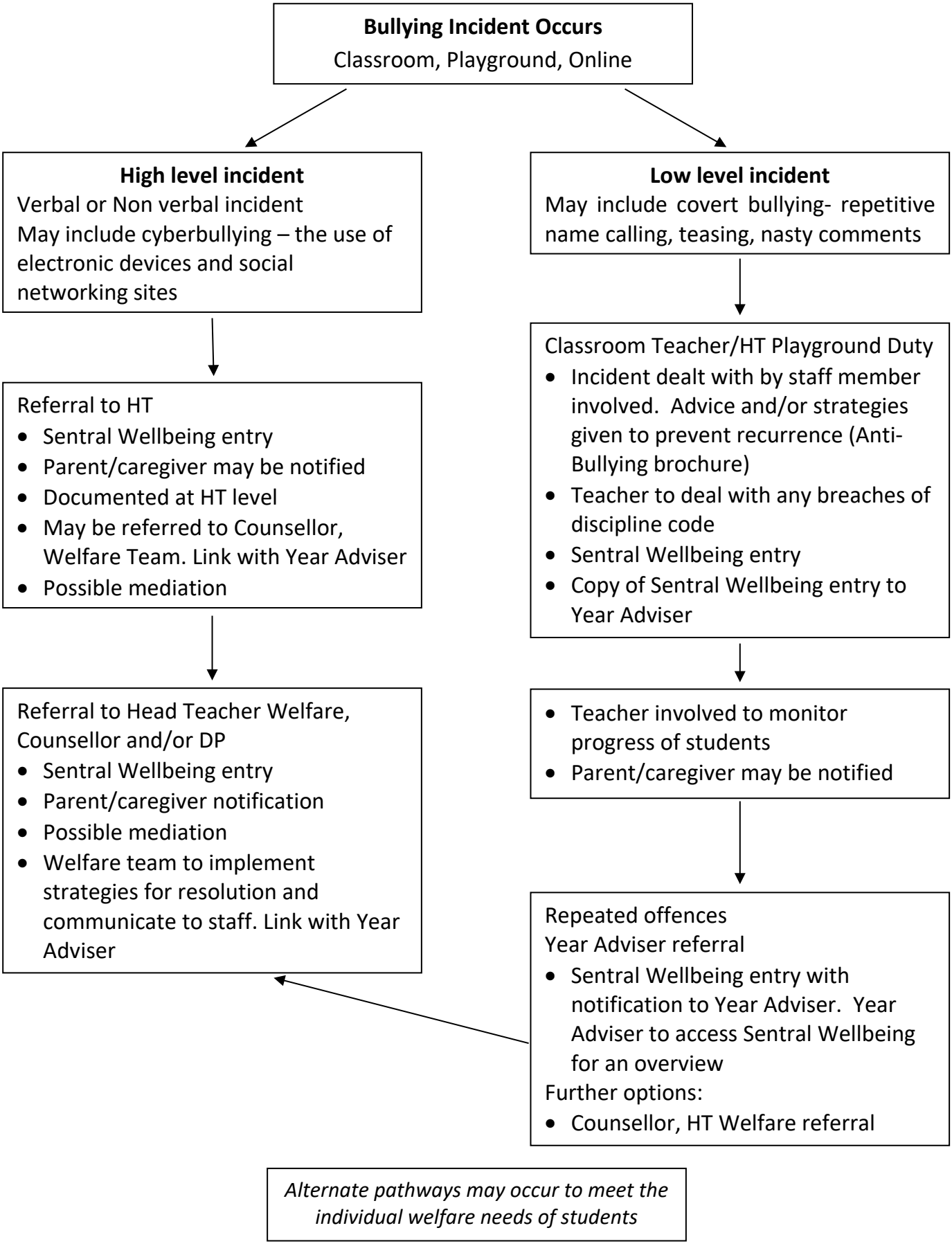
What should staff do?

1. Listen and acknowledge the seriousness of the bullying and report immediately where necessary. Log the incident on Sentral Wellbeing.
2. Try to resolve minor bullying situations following the schools Anti-Bullying Flowchart. Refer to the Welfare team any ongoing or major incidents. They will coordinate reports and propose appropriate anti-bullying strategies. Log the incident on Sentral Wellbeing.
3. Deal with any breach of the school discipline code in line with school policy
4. Monitor student(s) in the short term.

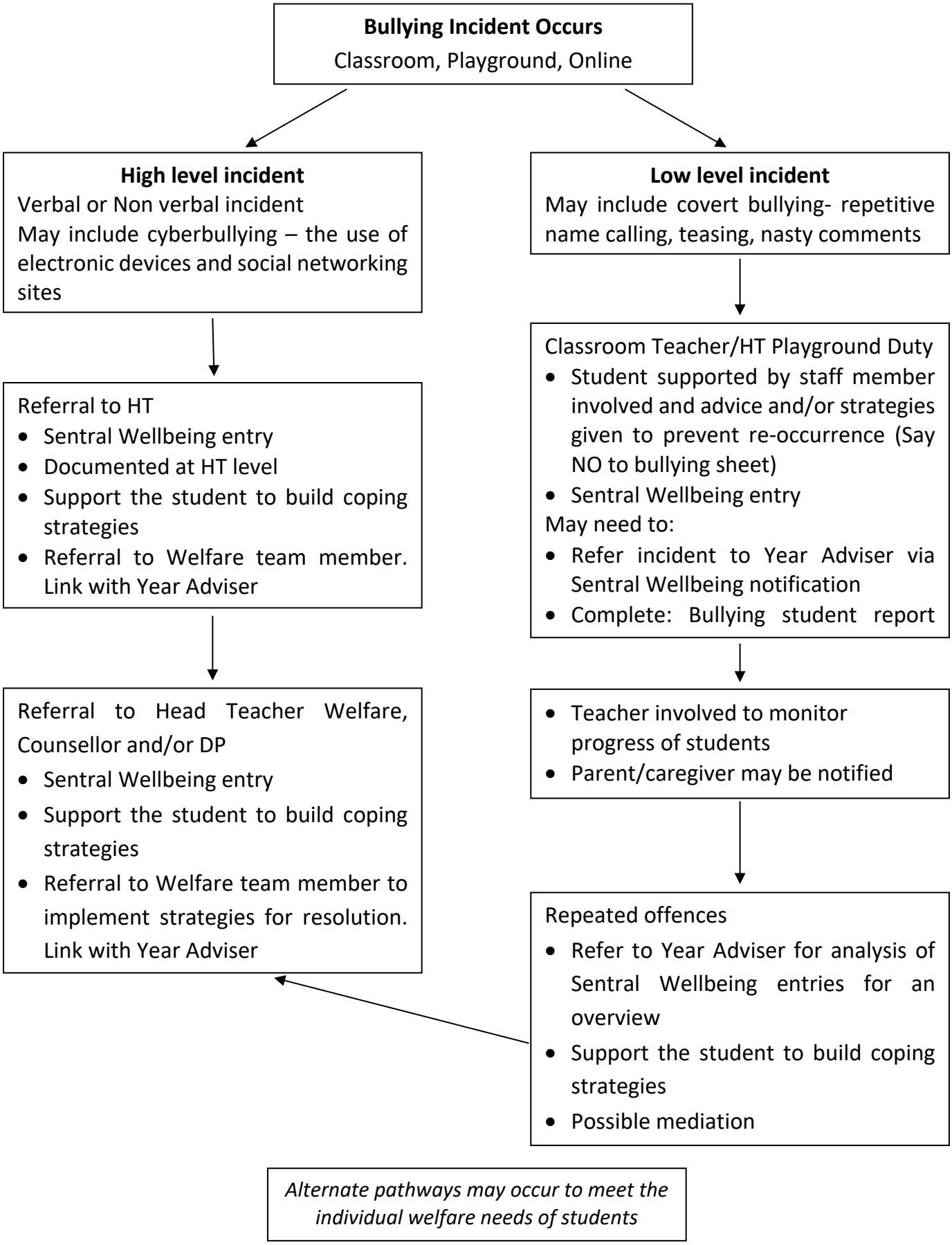
To maintain a safe, happy and caring learning environment Sylvania High School will help targets of bullying, bystanders and those who bully through:

- mediation
- counselling sessions
- parental involvement
- distribution of information e.g. school Anti-Bullying brochure, pamphlets,
- student anti-bullying program
- link with external organisations including eSmart, Headspace, Kids Helpline
- disciplinary action

ANTI-BULLYING PROCEDURES FLOWCHART FOR OFFENDER



ANTI-BULLYING PROCEDURES FLOWCHART FOR TARGET OF BULLYING



C. DISCIPLINE

Student Responsibilities

Students are responsible for their opportunities for academic success and management of their behavior. Our Behavior Code for Students is pivotal to enhancing this and fostering positive and respectful relationships with others in our school community.
It is the responsibility of all students to follow the school rules as outlined below:

BEHAVIOUR CODE FOR STUDENTS

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

Respect

- ✓ Be polite and courteous
- ✓ Respect the rights of others to learn and teachers to teach
- ✓ Respect the rights of all staff and visitors at our school
- ✓ Value the interests, ability, diversity and culture of others
- ✓ Respect the community at all times
- ✓ Resolve conflict respectfully
- ✓ Respect school property and the property of others

Responsibility

- ✓ Attend school and be on time
- ✓ Be prepared for every lesson
- ✓ Actively participate in learning
- ✓ Follow instructions and school policy
- ✓ Behave safely at all times
- ✓ Behave appropriately when travelling to and from school
- ✓ Be in full school uniform

Responsibilities of Parents

Sylvania High School promotes the active involvement of parents within our school as we believe a strong partnership between our school and parents is critical to a child's overall development and education. Parents model of positive behaviour for their children. We strongly encourage parents and caregivers to regularly reinforce respect for others at home, at school and in the community.

As a school community we encourage our parents to:

- Share our common belief of the importance of a good education to the overall wellbeing of our students;
- Be aware of and support our whole school policies regarding our welfare and discipline procedures;
- Encourage students to work to the best of their ability through the completion of all set work both within the classroom and with homework;
- Communicate any concerns about their child to our school immediately via their child's Year Adviser;
- Encourage students to become active members of school life shown through their involvement in extracurricular activities;
- Promote a positive image of the school and ensure the wearing of correct school uniform;
- Ensure their child attends school each day possible and provide required documentation to explain any absenteeism; and
- Participate in all school based activities designed and developed to meet the learning and welfare needs of their child. Examples may include:
    - Parent Interviews regarding a child's report
    - Course Selection Night
    - Parents and Citizen Meetings
    - Performing Arts Nights
    - Attending school ceremonies or formal occasions
    - Year 10 Mock interviews
    - Welfare based workshops for Parents eg. Responsible use of digital technologies for children

Responsibilities of Teachers

DEALING WITH UNACCEPTABLE BEHAVIOUR		
Responsibility of	Type of Incident	Action
Teacher	• Low level issues	▪ Sentral entry ▪ Sanction and Sentral entry ▪ Continued sanctions and Sentral entry
Head Teacher	• Repetition at Teacher tier • Medium - Higher level issues • Repetition at HT tier	▪ Sentral and HT Sanction ▪ Verbal notification to HT must be provided ▪ Sentral and HT sanction (+ Deputy Principal informed) ▪ Sentral and Head Teacher Sanction + Deputy informed
Deputy Principal	• Repetition at Head Teacher tier • Executive Detention x 3/year or 2 missed in succession • Higher level issues	▪ Sentral and Deputy Principal/Principal sanction

Appendix

ESafety Commissioner Anti-Bullying Plan
This is included as per DE Policy

Bullying behaviour has three key features. It involves the:

1. The intentional misuse of power in a relationship.
2. It is ongoing and repeated
3. It involves behaviours that can cause harm.

The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources
The NSW anti-bullying website (https://antibullying.nsw.gov.au/) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support 1. whole-school prevention 2. early intervention and response approaches and 3. strategies for student bullying behaviour.

Sylvania High School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. <u>School culture and inclusion</u>

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.
Our school engages in the following practices to promote a positive school culture: through the delivery of the schools Behaviour Code For Students on Day 1 for all students, new students signed contract and regular review of the schools Welfare and Anti-Bullying Plan. The annual review and updated eSafety Framework further fosters and promotes a positive school culture through the delivery of eSafety commissioner resources.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Year Meeting Material Behaviour Code For Students e-Safety .gov resources- Feeling on Display Sexting- ACMA Like A Girl Workshop Outside Agency Presentations Optus Digital Workshop Police Youth Liaison Officer- Cybersafety Bullying No Way Day- Brett Murray, Making Bullying History/Enough Is Enough Boxer Billy Dib- Anti-Bullying presentation Cyberbullying Focus Groups In School Curriculum Programs eSmart Digital Licence- All Year 7 Students YES Program- Stage 5 PDHPE Teaching Programs Peer Support- Digital Citizenship/Resilience/SWAT material
Term 2	Year Meeting Material Tell Them From Me Survey Results- Data Analysis regarding Bullying ReWrite Your Story Gaming Outside Agency Presentations Brainstorm Productions- Verbal Combat, The Flip Side, Cyberia

Dates	Communication topics
Term 3	Year Meeting Material Let's Fight It Together e-safety.gov resources- Digital Resources, Tagged Think You Know Resources- Staying safe Fuse Education- Growing up Netsmartz- Disrespecting Others Online The Wellbeing Hub- Virtual World Gaming ACMA- Sexting State & Federal Law- Growing Respect Outside Agency Presentations Love Bites eSmart Week- Alannah & Madeleine Foundation. In-class student activities & Staff PL
Term 4	Year Meeting Material Early Intervention- Resilience and response approaches Mind Matters-Module 2.1 Adolescent Development, 4.5 Friends & Peers Reach Out- Wellbeing & Resilience Overview Inside Out-Emotional Wellbeing Outside Agency Presentations Headspace Miranda

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Code of Conduct Behaviour Code For Students Welfare and Anti-Bullying Policy/ Anti-Bullying Flowchart Child Protection YES project and implementation- PDHPE Curriculum eSmart School Annual membership and support
Term 2	The Thriving Teacher Staff TTFM Surveys
Term 3	eSmart Week presentation to staff and delivery of Educational lessons to

	students Behaviour Code For Students Review & Delivery to Students Tell Them From Me Survey Analysis The Wellbeing Teacher- Danielle Flakeli website Reach Out- Welbeing 5s Activities for Students for staff
Term 4	SES- School Assessment Survey- Analysis of student needs eSafety commissioner PL webinars Welfare Team Planning- eSafety Parent Communication & Engagement Strategy established and reviewed eSafety Women- How safe are you PL

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

At Sylvania High School all new staff are inducted by the Executive and provided with information regarding all school policies and expectations which includes the schools Anti-Bulling flowcharts and Behaviour Code For Students.

The Senior Executive meets with all new executive staff as an induction to school policies and procedures.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website.

School Anti-bullying Plan
NSW Anti-bullying website
Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
	Parent Information Evening- External presenter Term Newsletters with eSafety commissioner links Parent Teacher Night- eSafety commissioner Booklets available TTFM Survey opportunity for all parents to provide feedback eSafety Parent Communication and Engagement Strategy established by the school Orientation Day Student Contracts signed and witnessed by Parents eSafety commissioner resources- How to report CyberBullying
	School Facebook Page advertising events held at school Links provided to parents on the FB page

3. <u>Support for wellbeing and positive behaviours</u>

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following-

Resilience School Framework
E-Safety Framework
National Safe School Framework
Alannah & Madeleine eSmart Curriculum
eSafety YES program
eSafety Digital Licence for students
Behaviour Code For Students delivered at Year Meetings
Regular review of the Welfare and Anti-Bullying Plan

Completed by: Deb Garioch HT Welfare