



WELFARE POLICY

STAFF & COMMUNITY EDITION

REVISED MARCH 2017

The Leeton High School Student Welfare Policy aims, in partnership with parents, caregivers and the wider school community, to encourage students to enjoy success and recognition. Additionally, we aim to promote self-discipline, self-review, effective communication and conflict resolution skills in students.

The Welfare Policy seeks to place the responsibility for 'correct' behaviour on the students. It gives the students a number of opportunities to review any misbehaviour and to make decisions about changing it. It seeks to avoid the possibility of situations developing, where students feel that they are victims of the system, or from which they see little hope of retrieving themselves. It places the responsibility for establishing and maintaining effective welfare squarely on the individual student in the first instance. Executive staff will provide the necessary support if the strategies of the teacher do not rectify unacceptable behaviour.

STUDENTS are entitled to expect the school to provide an environment in which they can -

1. Live happily
2. Grow healthily
3. Learn enjoyably and to the best of their ability
4. Contribute freely what they can for the common good of the school.

TEACHERS are entitled to expect the school to provide an environment in which they can -

1. Teach efficiently and effectively
2. Discharge their duties and responsibilities in an atmosphere which is:
 - (a) peaceful and unstressful
 - (b) pleasant and friendly
 - (c) respectful and co-operative.

In any school, the rights of individuals to satisfy their wishes and desires must be balanced against their responsibility to exercise their rights without infringing upon the rights of others.

RIGHTS and RESPONSIBILITIES

The following rights and responsibilities have been developed by the students of Leeton High School. Rights and responsibilities are reviewed every second year.

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • I have the right to learn in this school. • I have the right to feel safe in school and on the way to and from school. • I have the right to be happy and to be treated with compassion in this school. • I have the right to expect my property to be safe at school. • I have the right to be treated fairly, equally and with dignity in this school. • I have the right to be able to hear and be heard in this school. • I have the right to learn and practise self-control in this school. • I have the right to the peaceful resolution of conflict. 	<ul style="list-style-type: none"> • I have the responsibility to do my best at all times and allow others to learn. • I have the responsibility to make the school safe and free from bullying, including cyber bullying. • I have the responsibility to treat others with courtesy and respect. • I have the responsibility to respect the property of others. • I have the responsibility to treat others as equals, with tolerance and dignity. • I have the responsibility to express my ideas and opinions in an appropriate manner. • I have the responsibility to learn and practise self-control in this school. • I have the responsibility to learn to resolve conflict peacefully.

All students in a Department of Education NSW Public School are obliged to adhere to the BEHAVIOUR CODE FOR STUDENTS

<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>



BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

DISCIPLINE CODE

Parents and caregivers share the responsibility with school staff for shaping students' understandings and attitudes about acceptable behaviour.

All students are expected to understand their rights, respect those rights for self and others, and exercise their rights without infringing upon the rights of others.

All students attending Leeton High School are expected to:

- ★ ***do their best and be the best they can be, at all times,***
- ★ ***obey all fair and reasonable requests*** from staff, prefects and others in positions of authority,
- ★ ***respect other individuals and their property,***
- ★ ***be well-mannered*** towards other students, teachers and community members in the classroom, in the school grounds and while travelling to and from school,
- ★ ***behave in a manner that ensures the safety*** of all members of the school community, in and around the school and at all school activities,
- ★ ***recognise that illegal drugs, alcohol, weapons and the use of violence, or intimidation are not tolerated,*** and their use will result in an immediate suspension,
- ★ ***attend school regularly,*** arriving at school and class on time, or provide a note of explanation to the Deputy Principal,
- ★ ***wear the agreed full school uniform*** or sports uniform, or provide a note of explanation. Failure to wear correct uniform and not provide a note will result in ineligibility for representation or higher honours in the Welfare System.
- ★ ***remain at school once they have arrived,*** until dismissal time, unless they have been granted a leave pass from Front Office.
- ★ ***complete all classwork and homework*** to the very best of their ability,
- ★ ***keep the school grounds tidy*** at all times and remain in their allocated areas at recess and lunch times,
- ★ ***understand that no visitors are allowed*** in the school without the approval of the Principal,
- ★ ***ensure animals are not ill-treated*** in all situations at school, on excursions and visits, other social, sporting, or cultural activities,
- ★ ***wait for buses in the designated area*** in the COLA area, until their bus stops,
- ★ ***abide by the bus code of conduct*** when travelling to and from school.

SCHOOL UNIFORM

Students are to bring a note from a parent / caregiver stating the reason why full school uniform cannot be worn on that particular day. Failure to do so will be recorded as a “UNIFORM VIOLATION”

CONSEQUENCES FOR BEING OUT OF UNIFORM

Daily uniform data will be collated by the Deputy Principal. The consequences for being repeatedly out of uniform, without an explanation, include:

- Being ineligible to represent the school in any extra-curricular activities, such as representative sporting teams and Creative Arts groups or performance ensembles.
- Being ineligible for attend non-compulsory excursions. All students must attend any excursions which constitute part of an Assessment Task.
- ***Students arriving to attend a non-compulsory activity out of uniform will not be allowed to attend and will remain at school in classes, as per timetable***
- Being ineligible to attend Gold and Silver Rewards Days
- Being ineligible for Executive Awards
- Being restricted from ascertaining Gold or Silver Levels on our Welfare “Level System”

The Deputy Principal will make contact with home after the 3rd unexplained violation. After the 6th unexplained violation in any term, students will be placed on the **Ineligibility List**. Students are able to ‘work off’ uniform violations, in consultation with the Deputy Principal. Students may perform acts of community service, negotiated between the student and the Deputy Principal, to restore their eligibility (i.e.: remove themselves from the Ineligibility List)

Students are also required to bring their **sport uniform** for double practical lessons. Again, failure to do so will be recorded and Level Drops will occur after the 3rd violation each term.

FULL UNIFORM POLICY: <http://www.leeton-h.schools.nsw.edu.au/our-school/rules-policies/uniform>

COMPUTERS AND THE INTERNET

Students and their parents / caregivers are expected to sign a ‘Computer Use and Internet Code of Behaviour Agreement’. Consequences for inappropriate use may include warning, withdrawal of use, Level 1, Level 2 or suspension depending on the severity and/or frequency of the misuse.

MOBILE PHONES / CAMERAS

Inappropriate use of mobile phones / cameras, iPods, MP3s, etc. will be treated in the same manner as other disobedient behaviour and recorded on SENTRAL WELLBEING. Inappropriate behaviour includes having a phone / camera switched on during lesson time or using it to intimidate, harass or bully other students.

PRACTICES DESIGNED TO PROMOTE POSITIVE STUDENT BEHAVIOUR AND ACHIEVEMENT

SCHOOL MERIT SYSTEM

In order to encourage students to maximise their potential, the School Merit System will acknowledge exceptional effort and achievement in:

- a) **academic**
- b) **cultural and sporting activities and**
- c) **outstanding school and community service.**

THE LEVEL SYSTEM

Student performance is measured in the seven levels shown below:

	LEVEL	CRITERIA	BONUS/ CONDITIONS
AWARDS OF EXCELLENCE (Based on Merit Certificates)	DOUBLE GOLD	2 Gold Diplomas	Double Gold Jacket (selected by Student Welfare Committee)
	ELIGIBILITY DIPLOMA	2 Gold Diplomas	Invited to a luncheon each Semester
	GOLD DIPLOMA	6 "Big Blue" merit certificates including at least one from each area	
	SILVER DIPLOMA	3 merit certificates from areas 1, 2 or 3	Silver Diploma - attend Silver/Gold Day
LEVEL 3		All students start here! Most stay on or above here!	
NEGATIVE BEHAVIOUR (Based on Negative SENTRAL WELLBEING Referrals)	LEVEL 2	2 negative SENTRAL WELLBEING reports within 1 week. 1 SENTRAL WELLBEING for truancy.	Blue Level 2 for at least 3 days. Parents notified.
	LEVEL 1	As above whilst on Level 2 Serious offence	Pink Level 1 monitoring card for at least 3 days. Mandatory lunch detentions, unless retrning from suspension.
	LEVEL 0	Persistent disobedience	You are removed from our school community.
	SUSPENSION EXPULSION	Extremely serious offence	

Most students remain on level 3 or higher during their time at school because they will recognise their responsibilities and cooperate with their teachers and other students.

SENTRAL “WELLBEING” REPORTS

Sentral’s ‘Wellbeing’ system is a database into which teachers can enter information about student actions – good or bad. Wellbeing reports are also used to generate letters to parents

‘BIG BLUE’ MERIT CERTIFICATES

Students can earn Silver and Gold Diplomas during their schooling at Leeton High. Students retain the highest level earned. Most students will stay on Level 3 or higher during their time at school, because they will recognise their responsibilities and cooperate with their teachers and other students.

A Merit Certificate can be earned in any of the following ways:

- a) significant improvement in assessment tasks, such as tests
- b) assignment or book work of a high standard
- c) significant improvement in attitude and effort in class work, sport or citizenship
- d) a consistent high standard of effort and achievement in class work, sport or citizenship.
- e) Attendance Merit Certificates are awarded to anyone who is absent three days or less in a semester.

Note: *Faculty awards and their recording is the responsibility of each teacher. Teachers should consider all students (7-12) in awarding certificates, giving recognition only where it is due.*

CHANGE OF LEVELS

The Deputy Principal will determine Silver and Gold Diplomas, based on Merit Certificates, and the Deputy Principal will determine changes to levels according to negative SENTRAL WELLBEING referrals. A student may be placed on a lower level if the student receives two (2) negative SENTRAL WELLBEING referrals within a period of one (1) week, or a single serious act of misbehaviour. A student may be returned to a higher (better) level if the Deputy Principal receives satisfactory Monitoring Cards and no negative SENTRAL WELLBEING referrals on the student for a period of three (3) school days. A student may be raised to higher levels by the awarding of Merit Certificates. All level changes will be recorded and parents will be notified accordingly.

AWARDS OF EXCELLENCE - SILVER & GOLD LEVELS

Silver and Gold Diplomas will be presented to students at Year Assemblies. Year Assemblies will be held approximately every four weeks when those and other awards and information in regard to this policy can be presented.

Silver and Gold Diplomas will indicate the year in which it was awarded. Students will be encouraged to earn more than one Gold Diploma and to gain eligibility for a Double Gold Jacket. An eligibility list will be maintained by the Deputy Principal.

SILVER DIPLOMA

Students on **Silver Level** have earned a minimum of three (3) Merit Certificates in at least one or any of the following areas:

1. Academic
2. Cultural or Sporting Activities
3. Outstanding School or Community Service.

Students on Silver Level have developed a high level of self-discipline and a consistent, positive attitude toward their education. They respect the rights of others and are prepared to accept their own responsibilities to fellow students, teacher and members of the community. They have earned the respect of fellow students, teachers and of the community. Their achievements will be recognised by a **Silver Diploma**. Students on **Silver Level** are invited to the Silver / Gold Reward Day held during Term 4 each year.

GOLD DIPLOMA

Students on **Gold Level** have earned six (6) Merit Certificates, and have shown exceptional effort and achievement in all of the following areas:

1. Academic
2. Cultural or Sporting Activities
3. Outstanding School or Community Service.

Students who are awarded an 'Executive Award' can use this to contribute to the award of a **Gold Diploma**. The executive award can be used for any of the three categories required above.

It is encouraging to teachers when students put extra effort into their work, sport, school and community. Leeton High School is pleased to publicly recognise their achievement, and will provide some special privileges to students on Gold Level. These include:

- an invitation to the Silver / Gold Reward Day held during Term 4 each year
- entry in a weekly raffle for a \$10 Canteen Voucher drawn on assembly.

DOUBLE GOLD ELIGIBILITY

Students who have earned two Gold Diplomas are eligible for the awarding of a Double Gold Jacket. Two awards will be made each term, with a student selected from those eligible by the Student Welfare Committee.

Students who are eligible for a Double Gold Jacket are to receive a 'Double Gold Eligibility' diploma. The Student Welfare Committee will decide on the most worthy recipient of the jacket. Eight jackets will be presented each year.

Students on the Double Gold eligibility list will be rewarded with a luncheon held once per semester.

DOUBLE GOLD JACKET

Students at **Double Gold Level** have shown consistent excellence over an extended period, and are of an elite band. Leeton High School is proud to publicly recognise their achievement by presenting these students with a **Double Gold Jacket** as a symbol of their continued excellence in the broadest sense of school life. The Jacket will be presented during a full school assembly.

The **Double Gold Jacket** is the highest reward a student can achieve in the Merit System.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Teachers have the primary responsibility for establishing and maintaining an effective learning environment in the classroom. All unacceptable behaviour has consequences, which may include one or more of the following:

Apology, reprimand, in-class isolation, clean-up duty, loss of privilege, behaviour contract, detention, time-out, peer mediation, individual behaviour modification program, placement in isolation (with a Head Teacher, Senior class or the Deputy Principal) parental contact, referral to Head Teacher, Deputy Principal or Principal, catching up on work, repair or compensate for damage caused, referral to School Counsellor, after-school detention, in-school suspension, suspension, or expulsion.

Restitution should be a collaborative problem solving process in which the student faces the consequences of his or her action and focuses on 'making things right' or redressing damage.

It is the responsibility of the classroom teacher to initiate and deliver consequential actions for students exhibiting negative behaviour. The Head Teachers and Deputy Principal should only be contacted when strategies have been trialled unsuccessfully.

CONSEQUENCES OF NEGATIVE BEHAVIOUR			
EXTENT OF NEGATIVE BEHAVIOUR	SCHOOL PROCEDURES	EXPECT	SENTRAL WELLBEING ENTRY?
<p>Minor Indiscretion</p> <p>↓</p>	<p>Normal Classroom Management procedures</p>		<p>None</p>
<p>No change in behaviour</p> <p>↓</p>	<p>Informal caution(s) by teacher</p> <p>Formal Caution by teacher</p>	<p>Remain after class.</p> <p>Possible detention</p>	<p>Possible Information Only</p> <p>SENTRAL WELLBEING Entry</p>
<p>Still no change in behaviour</p> <p>↓</p>	<p>Sent to Head Teacher for a Formal Caution.</p> <p>Return to class.</p>	<p>Detentions.</p> <p>Catch-up work</p> <p>Possible Level Drop</p>	<p>Definite</p> <p>SENTRAL WELLBEING Entry</p>
<p>Even after all that, still no change in behaviour.</p> <p>↓</p>	<p>Referral to Deputy Principal</p> <p>↓</p>	<p>Definite Level Drop</p> <p>↓</p>	<p>↓</p>
Possible Suspension (Level 1 Students)			

SENTRAL WELLBEING REPORT

If the Deputy Principal receives a SENTRAL WELLBEING report indicating a minor infringement of class or school rules, the student may be placed on an Individual Behaviour Modification Program or on green Level 3 Monitoring Cards to ensure they are observing school and class rules.

A SENTRAL WELLBEING report will be completed if a student has been:

continually disruptive (calling out, chewing, throwing things, interfering with others), disobedient, insolent, violent or aggressive, continually lacking equipment, racist, continually late, vandalising, bullying, smoking, stealing, rude, sexist, out of bounds, truanting, leaving school grounds without permission.

Leeton High expects that students will face up to the logical consequences of their choice of behaviour. Any inappropriate behaviour not resolved will be referred to a Head Teacher and then to the Deputy Principal or Principal.

SENTRAL WELLBEING REPORT PROCEDURES

1. Teachers will enter a SENTRAL WELLBEING report on a student whose behaviour is not acceptable
2. The students will be given the opportunity to read what the teacher has written about them.
3. These documents are a method of recording student behaviour and reporting student actions.
They are not a form of discipline in themselves and should not be used as such.
4. The document will also record the strategies used by the teacher to modify the behaviour causing concern.
5. These documents will be passed onto the Deputy Principal, via Head Teachers.
6. The Deputy Principal will use these documents to determine changes to levels.

LEVEL DROPS

Deputy Principal will determine changes to levels according to negative SENTRAL WELLBEING referrals. A student may be placed on a lower level, or '**Level Dropped**', if the student receives two (2) negative SENTRAL WELLBEING referrals within a period of one (1) week, or a single serious act of misbehaviour. A student may be returned to a higher (better) level if the Deputy Principal receives satisfactory Monitoring Cards and no negative SENTRAL WELLBEING referrals on the student for a period 3-5 school days. A student may be raised to higher levels by the awarding of Merit Certificates. All level changes will be recorded and parents will be notified accordingly.

AUTOMATIC LEVEL DROPS

In 2014, the following acts result in an automatic 'Level Drop'. If the student is currently on Level 1, this could lead to them being suspended.

- Failing to report to the appropriate Head Teacher when sent from class.
- Being sent to Sports Detention
- Truancy from class or sport
- Leaving the school grounds without following correct procedures.
- Failing to bring clothing for practical P.E. lessons 3 times in one term.

LEVEL 2

If the Deputy Principal receives two negative SENTRAL WELLBEING reports within one week or one “level-drop worthy” SENTRAL WELLBEING, the student may be placed on Level 2, and parents will be notified of the unacceptable behaviour. In the case of truancy only one referral is required.

For 3 days, the student will be required to ensure that their behaviour is acceptable. If their behaviour is unsatisfactory or the Deputy Principal receives a negative SENTRAL WELLBEING NOTIFICATION, a student may be dropped to Level 1.

Level 2 represents the school advising a student that they have erred but have the opportunity to show remediation of existing behaviours and avoid the consequences of Level 1.

LEVEL 1

If a student returns from suspension, or commits a serious or persistent act of misbehaviour, they may be placed on Level 1. These misbehaviours include:

theft at school, threats against other students, verbal abuse, very disruptive behaviour, dangerous behaviour (violence will incur an immediate suspension), gross insolence, damage to property, ill-treatment of animals, any repeat of Level 2 offences.

Parents will be notified of the unacceptable behaviour and have the option to sign the Monitoring Card, which must be returned to the Deputy Principal. If the Cards are satisfactory during this time, the student will be promoted to Level 2 for a further 3 (three) days.

If the Cards are unsatisfactory or the Deputy Principal receives a negative SENTRAL WELLBEING report whilst on Level 1, the number of cards required to be completed may be increased, or the student can expect a Suspension Warning. In this case, parents will be called and an official Suspension Warning letter generated.

If a student is demoted to Level 1, they will be required to both attend mandatory Level 1 Detentions for 3 days and carry a Level 1 Monitoring Card, or ‘Pink Card.’

LEVEL	Friday	CARD No	Shoodna DUNTHAT Yr13	
1	13/6	1 OF 3		
Period	«DPs_COMMENT»		Teacher	
DEAR				
1	MAKE SURE THAT YOU COLLECT THIS FROM YOUR TEACHER AT THE END OF			
2	THE LESSON			
3				
4	MAKE SURE THAT YOU HAND THIS CARD IN AT THE END OF THE DAY			
5				
6	OR YOU WILL RE-DO THIS DAY → SUSPENSION WARNINGS COULD HAPPEN			
Lunch 1	DETENTION IN ROOM 19? YES			
7	SPORT (WED)			
8	SPORT (WED)			
Parent Signature: (IF REQUIRED)			RETURN TO DEPUTY PRINCIPAL AFTER SCHOOL	

Students returning from suspension will not be required to attend Level 1 Detentions, but still be required to carry a 'Pink Card'. Unreturned 'Pink Cards', or unacceptable teacher comments, will remove the exemption from Level 1 Detentions for students returning from SUSPENSION.

Unsubmitted 'Pink Cards' and/or failure to attend Level 1 Detentions will result in a 'Re-Do' of that card on the following day, and/or may result in a 'Suspension Warning' being issued.

The consequences of being on Level 1 will be determined by the Principal or Deputy Principal, and may include the consequences as for Level 2, plus:

- possible isolation with the Deputy Principal
- removal from sport at a venue away from the school.
- mandatory lunch 1 detentions with the Deputy Principal in a designated room.
- Phone calls to parents warning of impending suspension.
- Placed onto "Level 0" -possible short or long term suspension (1 to 20 days)
- parents may be required to attend an interview with the Principal to determine readmittance to classes.


SUSPENSION WARNINGS

Suspension Warnings can be issued for unsatisfactory performance whilst on Level 1, or for serious misdemeanours on other levels.

Students will be personally notified by the Principal or Deputy Principal.

Parents will be contacted immediately, possibly via a Suspension Warning SMS, and a 'Suspension Warning' letter will be generated and signed by the Principal.

Current 'Suspension Warnings' will be stated on the student's Level 1 "Pink Card".



Leeton High School
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Fax: 02 6953 5085
Email: leeton-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Tuesday, 7th March 2017

RE: Suspension Warning - Bon Scott, Year 3

Dear Charles & Isabelle Scott,

This letter is to formally caution you that I am considering suspending your child/ward Bon Scott of Year 3 from Leeton High School.

Bon is being considered for suspension for the following reason(s):

Playing too loudly and disturbed other students.

This caution is compliant with the Department of Education Suspension and Expulsions Policy. I can furnish you with a copy on request. Should Bon be suspended, there will be a copy of this document attached to his suspension letter.

I hereby give notice that I may conduct an investigation into Bon's conduct and hold a formal interview with the view to suspend him.

If you have any questions, please contact me at the school on (02) 6953 2122.

Yours sincerely,

Andrew Morschel
Deputy Principal

Meagan Crelley
Principal

LEVEL 0

Suspension or expulsion are the possible consequences for a student who is extremely insolent, persistently disobedient, disruptive or continually harasses other students or staff or commits an extremely serious offence such as violence, physical abuse and threatening behaviour, consumption of alcohol or drugs, possession of illegal drugs, drug equipment or weapons. This applies to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

Suspension provides a period of time when all parties can seek a positive resolution to discipline and behaviour problems.

Where violence has occurred, or where for some reason the safety of students or staff is considered to be at risk, the Principal will immediately suspend the student pending determination of the appropriate action to be followed. If the student's behaviour is threatening to other students or staff, the police may be called.

The police will be contacted if a student or any other person on school premises or at a school activity is in possession, or is suspected to be in possession of a weapon or drugs. The student will be immediately suspended. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.

Short suspensions of up to and including four school days can be imposed for the following reasons:

1. Continued disobedience – this includes, but is not limited to, breaches of the school discipline code such as: being:
 - ❖ extremely insolent
 - ❖ persistently disobedient
 - ❖ disruptive
 - ❖ continually harass other students or staff
 - ❖ criminal behaviour related to the school
 - ❖ use or possession of alcohol
 - ❖ persistent use of tobacco.
2. Aggressive behaviour – this includes, but not limited to, hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Long Suspensions (of up to and including twenty school days) are issued if students commit an extremely serious offence, as indicated in the table below:

EXTREMELY SERIOUS OFFENCES	
VIOLENCE	Immediate suspension while decisions as to further action will be made. If through violence, the safety of students or staff is at risk, Police may be called.
ILLEGAL DRUGS	If you are suspected of being in possession of illegal drug, the Police will be called. If you assist others to obtain illegal substances, you will also be suspended.
WEAPONS	If you are suspected of being in possession of weapons, the Police will be called.
LIST OF BANNED WEAPONS	<ul style="list-style-type: none">❖ Knives, or improvised "shivs"❖ slings, catapults or slingshots❖ whips of any kind❖ kung fu sticks or <i>nunchaka</i>❖ batons of any type❖ spear-guns❖ knuckle-dusters, studded gloves or sap gloves❖ blow guns and devices capable of projecting a dart❖ Any defence or anti-personnel sprays.

Students who attend school premises or school activities without the permission of the Principal during periods of suspension, or if they have been expelled, will be asked to leave the premises. The police will be called if they refuse to leave.

RETURN FROM SUSPENSION INTERVIEWS

Students will not be returned into class if a “Return From Suspension” Interview has not been held. A parent/guardian must part of this process. The timing, format and personnel required as part of this process is at the discretion of the Deputy Principal or Principal.

Upon returning from suspension, a student will be placed on Level 1 for 5 days, before proceeding to Level 2 for 5 days, if monitoring card conditions have been successfully satisfied.

SUSPENSION PROCEDURES

Where appropriate the Principal will:

- ensure all appropriate strategies and options have been applied and documented;
- ensure that personnel such as School Counsellors have been involved;

In cases of suspension, both short and long, the Principal will:

inform the student of the grounds upon which suspension is being considered, and give the student the opportunity to express his or her view of the incident(s). This view will be taken into account before a decision is made to suspend.

Parents will be formally notified of:

- the suspension and the reasons for the suspension
- the date and duration of the suspension
- the expectation that the student will continue with studies at home
- the importance of their assistance in resolving the matter
- their responsibility for the care and safety of the student while under suspension
- procedures for the lodging of an appeal
- any intention to proceed to expulsion
- the availability of counselling to students and parents
- the option for them to organise a support person for the resolution meeting.

The Principal will convene a meeting of personnel involved in the welfare and guidance of the student including the parents to discuss appropriate action in the interests of the student concerned and of the school and record action taken.

In the case of long suspensions of 5 or more days, the Principal will :

- ensure all relevant documentation is retained on file and that a report from the School Counsellor is sought, including recommendations for further action.
- offer to develop with the student and parents an agreed study program to be undertaken by the student during the period of suspension.

Where a long term suspension has not resolved the problem, and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school, expulsion from Leeton High School may take place. In rare cases, expulsion from the NSW Government school system may be recommended.

ISOLATION

Isolation with the Deputy Principal may occur in the following circumstances:

- When a student is going to be suspended and is waiting to be collected from the school
- When the Deputy Principal has safety concerns for a student who will be suspended, if they were to be sent home.
- When the Deputy Principal feels it is an appropriate and fair measure in event of a 'Suspension Warning'
- When arrangements have been made with a classroom teacher for a temporary basis from that subject.

SCHOOL UNIFORM

Students will be excluded from certain school and school-linked activities:

- if their clothing compromises agreed upon school community standards articulated in the school uniform requirements, and might be considered damaging to the school in the larger community context;
-
- where the health and safety of the student or of other students, particularly as defined by occupational health and safety legislation, would otherwise be compromised.

Students are to bring a note from a parent / caregiver stating the reason why full school uniform cannot be worn on that particular day. Failure to do so will result in a 'Uniform Violation' being recorded. Following the third violation, parents will be contacted. Following the 6th violation of a term, the student will be placed on the "Ineligibility List" The Deputy Principal will advise parents / caregivers by letter when detention has been given.

Our full Uniform Policy can be accessed via the link below:

http://www.leeton-h.schools.nsw.edu.au/documents/7304204/7310307/lhs_uniform_policy_2017.pdf

COMPUTERS AND THE INTERNET

Students and their parents / caregivers are expected to sign a 'Computer Use and Internet Code of Behaviour Agreement'. Consequences for inappropriate use may include warning, withdrawal of use, Level 1, Level 2 or suspension depending on the severity and/or frequency of the misuse.

MOBILE PHONES / CAMERAS

Inappropriate use of mobile phones / cameras, ipods, MP3s etc will be treated in the same manner as other disobedient behaviour and recorded on SENTRAL WELLBEING. Inappropriate behaviour includes having a phone / camera switched on during lesson time or using it to intimidate, harass or bully other students.

INDIVIDUAL BEHAVIOUR MODIFICATION PROGRAM

If necessary, a student may be placed on an Individual Behaviour Modification Program (IBMP), independent of Levels 3, 2, 1 or 0. The Principal or Deputy Principal, in consultation with the Year Adviser or nominated teacher, School Counsellor, parents and student concerned, will develop a program specifically designed to assist the student develop acceptable behaviour patterns. The IBMP will provide greater opportunities for the student to review the unacceptable behaviour and to make decisions about changing it. A Case Manager, nominated by the Principal or Deputy Principal, will supervise the IBMP and review its progress at agreed times with the parents and student.

It will be the student's responsibility to manage the IBMP book, ensuring all the necessary information is completed by teachers and parents, and that the IBMP is taken each day to the Case Manager. It will be the responsibility of Leeton High School staff to provide the best possible opportunities and environment to enable the student the best possible chance to achieve the desired goals and to ensure that their registration of the students behaviour is completed with the utmost fairness and objectivity.

Example of Individual Behaviour Modification Program

Registration Sheet

Student _____

Year _____

Day _____

Date _____

Objectives

"S"

Satisfactory

"U"

Unsatisfactory

PERIOD	1	2	3	R	4	5	6	L1	L2	7	8
SUBJECT											
Punctual											
Complied with teacher requests											
Settled down quickly											
Sat still											
Remained quiet when asked											
Did not take students' property											
Remained calm if disciplined											
Avoided arguing with teacher											
Brought equipment											
Did not swear											
Tried to complete work											
Avoided disrupting others											
Completed homework											
Overall rating											
Student's Initials											
Teacher's Initials											

Case Manager's Signature: _____

Parent's Signature: _____

EXPULSION OF A STUDENT OF POST-COMPULSORY AGE

The Principal may expel a non-serious student of post compulsory age on the grounds of non-compliance with Board of Studies requirements for the award of the School Certificate, Preliminary Higher School Certificate and Higher School Certificate.

Prior to giving consideration to expulsion the student will receive at least one formal written warning that such action is being contemplated.

It will be the student's responsibility to negotiate re-enrolment at another school.

EXPULSION PROCEDURES

Before expulsion occurs the Principal will :

- ensure all appropriate student Welfare strategies and options have been applied and documented and that relevant personnel such as School Counsellors, have been involved;
- provide at least one formal caution to the student detailing the non-compliance issues;
- discuss with the student and parents the non-compliance issues with requirements and clear expectations of what is required for continued enrolment;
- place the student on a long suspension pending the outcome of the decision making process.

When expelling a student the Principal will :

- inform the student in writing of the precise grounds for the action that is being considered;
- give the student the opportunity to express his or her view of the incident(s), this view must be taken into account before a final decision is made;
- inform the student before the interview that he/she can bring another person to the interview;
- notify the parents of :
 - the expulsion
 - the implications of this action
 - the procedures for re-enrolment
 - the right of appeal
 - record action taken
 - notify the School Education Director.

Should the student and/or parents believe they have grounds, they may appeal to the School Education Director within ten days.



LEETON HIGH SCHOOL

ANTI-BULLYING PLAN

Reviewed September 2016

Introduction

Schools exist in a society where intimidation and harassment occurs. Bullying must be taken seriously and is not acceptable in any form at Leeton High School as is the case in any NSW DET school.

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

Bullying:

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

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

Our school's discipline code and core rules require that all students treat one another with respect and dignity. Bullying behaviour is considered to be a breach of our core rules and will be dealt with according to the discipline code.

Definition of Bullying

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be

- **verbal** eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg. hitting, punching, kicking, scratching, tripping, spitting
- **social** eg. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.
- **Any combination** of some or all of above

Statement of Purpose

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 Leeton High 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. Teachers must adopt an inclusive and proactive approach to their monitoring and application of the anti-bullying plan.

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

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

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.

Each group within the Leeton High School community has a specific role in preventing and dealing with bullying.

Students can expect to:

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning 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
- report bullying behaviour they have witnessed at school, whether or not they were a victim
- respond to incidents of bullying according to the 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.
- report bullying behaviour they have witnessed either in school or to and from school or has been reported to them.
-

Leeton High School has 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 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 and intimidation.

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.

Identifying Bullying Behaviours

Indicators that bullying behaviours may be occurring include the following –

- direct observation of bullying behaviours as covered by the definition
- student reports that they are being bullied in one of the ways as defined in this plan
- student reports that they are feeling undue pressure, fearful, intimidated, distressed, hurt, depressed, or humiliated or it is felt by others that a student has these feelings
- the student's mood and/or self esteem deteriorates over a relatively short period of time
- the student expresses reluctance to attend or engage in learning or other school activities
- the student has injuries, such as bruises, on any part of their body following/during a school day that are not adequately explained
- the student's group of friends changes markedly in a short space of time or there is a withdrawal from peer activities
- the student's absences from school sharply increase in frequency
- the student claims to feel ill on a frequent basis.

Strategies Used by Leeton High School to Deal with Bullying Behaviour

Leeton High School will deal with bullying quickly and effectively according to this plan, School Discipline Code and NSW Department of Education and Training policies such as the Procedures for Suspension and Expulsion of Students.

1. Strategies for Reporting Bullying Behaviour

Students can report instances of bullying behaviour by:

- talking about it with the School Counsellor and devising a 'safe' way to report bullying that they have been objected to
- telling their teacher/executive/Principal about bullying they have been subjected to
- telling their teacher/executive/Principal about bullying behaviours they have observed their peers being subjected to
- discussing instances of bullying with their parents and developing a plan on how to safely report the behaviour to the school
- keeping a diary of ongoing instances of bullying which can be given to a teacher/counsellor/executive/Principal when ready

- reporting incidents to their SRC representative who will report the bullying incident to the teacher/Principal/Deputy Principal/School Counsellor/Year Adviser on their behalf
- developing networks of peers who will inform teachers for each other, if a member of the network is subjected to bullying.

Parents and carers should:

- inform the school of any instances of bullying
- should discuss instances of bullying with their child, so that reporting occurs in a manner that makes the child feel supported and safe

Teachers should treat any report of bullying seriously and take appropriate action. This action should include:

- listen to students and ask questions to clarify the incident
- investigate thoroughly
- complete a SENTRAL WELLBEING report promptly, ensuring it contains all appropriate information
- give copy of SENTRAL WELLBEING report to the Year Adviser, Head Teacher or Deputy as appropriate
- (should the bullying be physical, the aggressor should be isolated immediately by the staff member)
- attempt to **advise** students on how to deal with any repeat incidents which may occur before the initial incident can be dealt with
- follow up with the victim and the person to whom the SENTRAL WELLBEING report was sent
- an effort should be made by the Deputy Principal, Year Adviser or Head Teacher to contact the parents of students involved.

2. Intervention:

Students are encouraged to intervene when witnesses to bullying by:

- being friendly and supportive to targets of bullying behaviour
- including targets of bullying behaviour in games and activities
- informing teachers about the incidence of bullying behaviour
- speaking out against all forms of bullying behaviour
- displaying confident assertive behaviours in the face of bullying behaviour
- playing a supportive role according to any specific plans devised by the school in response to bullying behaviour
- continuing to display behaviours that promote respect and dignity for all members of the school community.

Parents and carers can intervene when bullying occurs by:

- communicating their support for this plan with their children
- clearly communicating to their children that all forms of bullying, as defined in this plan, are unacceptable
- playing a supportive role as determined by the intervention plan that is developed in response to the report of bullying behaviour
- modelling behaviour at home that supports an anti-bullying ethos
- always talking with the school about instances of bullying behaviour before approaching the bullying student or their parents or carers
- providing an unconditionally caring and supportive environment for their child, especially if they are a victim of bullying.

Leeton High School has adopted a whole school approach to bullying, ensuring that bullying is dealt with consistently and with determination.

Should bullying occur at Leeton High School, the school will take the following response:

FLOW CHART TO DEAL WITH BULLYING

**1ST
OFFENCE**



**2ND
OFFENCE**



**3RD
OFFENCE**



**4TH
OFFENCE**



**5TH
OFFENCE**



**6TH
OFFENCE**

**CENTRAL WELLBEING & NORMAL
CLASSROOM MANAGEMENT PROCEDURES**

**CENTRAL WELLBEING & MANAGE
INTERVIEW BY EXECUTIVE OF ANTI-
BULLYING COMMITTEE
LETTER HOME**

**CENTRAL WELLBEING & MANAGE
OFFICIAL WARNING BY DEPUTY
LETTER HOME**

**ANTI-BULLYING PROGRAM
3 DAYS PLAYGROUND ISOLATION +
5 DAYS PLAYGROUND MONITORING
LETTER HOME**

**SHORT SUSPENSION
ANTI-BULLYING PROGRAM
5 DAYS PLAYGROUND MONITORING**

**LONGER SUSPENSION
10 DAYS PLAYGROUND MONITORING**

Anti Bullying Program- Student Sessions

After Second Offence

3 lunchtime anti bullying sessions using information and activities from DVD's "Bullying Behaviours: Investigating Myths and Legends" and/or "Girls' Business".

After Third Offence

A further 3 lunchtime anti bullying sessions using the DVD's mentioned above.

The school utilises a number of other strategies to improve student welfare and reduce bullying. These include:

- dealing with the bullying behaviour according to the school's Discipline Code and other NSW DET policies (eg. Suspension and Expulsion Procedures).
- dealing with the bullying in collaboration/consultation with outside agencies e.g. police.
- referral to the School Counsellor
- creating a Year 7 only zone at the front of the school. This area is out of bounds to the rest of the school and is supervised at every break by a member of staff. This is an effective safety zone for the youngest students in the school
- a Peer Support program where senior students are trained to lead a small group of Year 7 students in activities aimed at personal growth, self esteem and tolerance
- identifying areas within the school, which are seen as unsafe by students. This is done through the SRC and regular formal and informal surveys of students
- Year Advisers for each year negotiate a "safe place" that students can go to if they are being bullied
- activities in self esteem and conflict resolution are a part of the school curriculum in Personal Development, Health and Physical Education. In addition to this, activity booklets for each of the Junior Years are available for all staff to use. Class mentors and mentors for students returning from suspension use these booklets to guide students to change their attitudes and behaviour.

3. Accessing Help and Support

Students and parents can access support through:

- teachers and the school executive
- family members
- School Counsellor
- Kids Helpline (1800 551 800 or www.kidshelp.com.au)
- NSW DET Regional Office personnel, 6961 8100

4. Appeals

The Principal is responsible for communicating NSW DET complaints procedures to parents. Regional office staff can also advise on these procedures on 6961 8100.

Professional Development

The Principal, executive staff and the school's Welfare Committee will:

- liaise with Regional and other DET personnel to identify training and development workshops on bullying, including visiting expert speakers
- anti-bullying will always be included in a school's annual professional development plan
- the Principal and executive will allocate at least one session during staff development days each year for professional development on anti-bullying
- the school will send at least one delegate to any bullying workshops that are run as part of the Region's Teaching and Learning Forums and the staff member will report back to the whole staff at a Staff Meeting
- professional development with regards to bullying will be complimented by professional development around issues of racism, multiculturalism, Aboriginal education, sexual discrimination, same-sex attracted students, child protection, duty of care and the effects of socio-economic disadvantage

- staff, student and parent surveys will be conducted to assist in the identification of professional learning needs of staff
- cyber bullying workshops are conducted regularly for all staff by the School Liaison Police.

Evaluation and Review

The Anti-Bullying Plan is evaluated and reviewed every two years. This plan is due for evaluation and review in July 2011.

The school will employ the following strategies to review the plan:

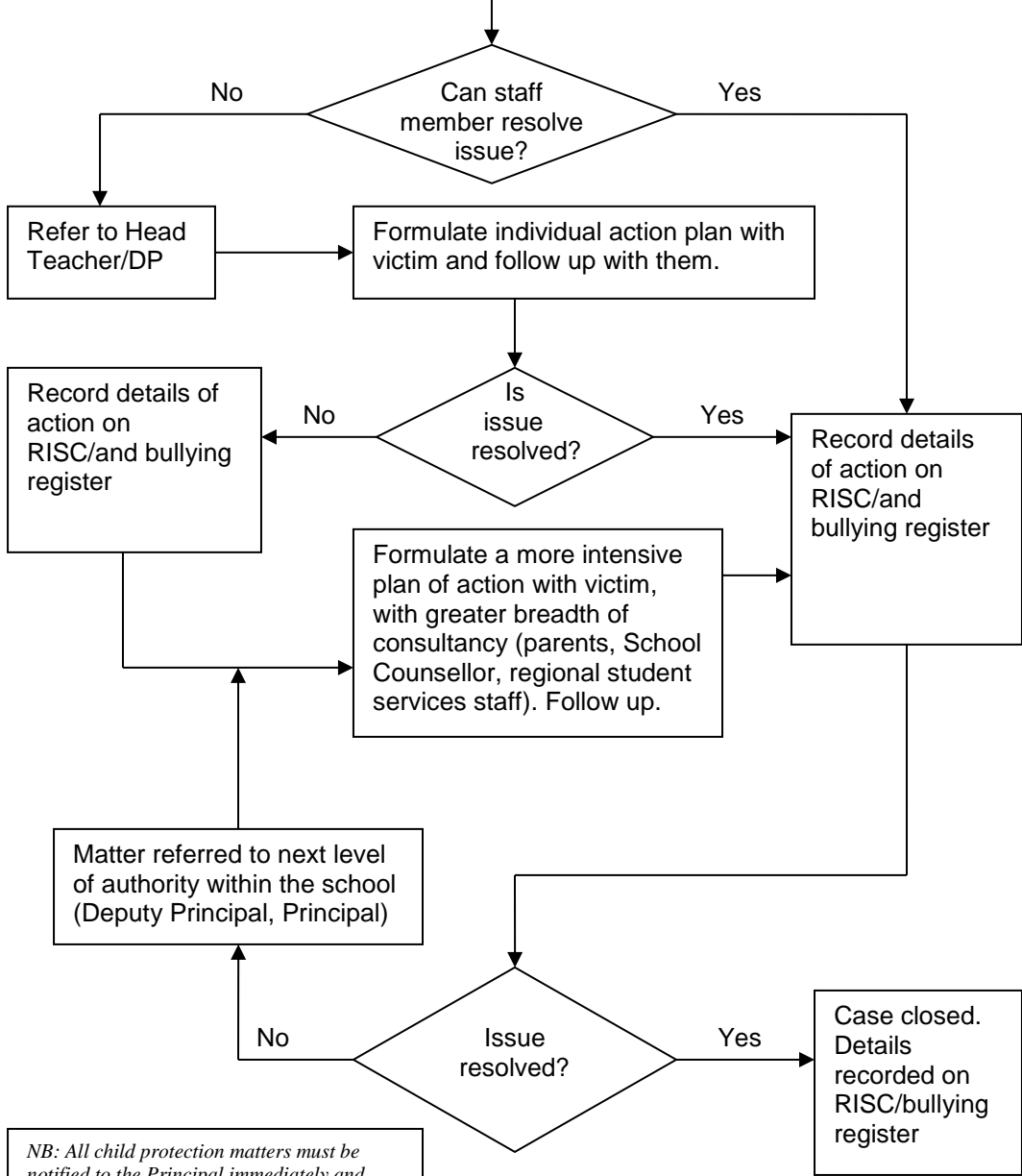
- use the following indicator to guide the evaluation process- Decrease in the number of reported bullying incidents
- consult with staff, SRC and P&C regarding anti bullying practices
- analysis of suspension data
- analysis of behaviour records, such as SENTRAL WELLBEING, to determine trends and patterns regarding bullying behaviours.

The school will develop and implement a revised plan, if necessary, following the review.

The school will continue to monitor and evaluate the implementation of the Plan on an ongoing basis.

School Response to Bullying Reports- Flowchart

Report received by staff member.
 (Individual staff should be aware that some bullying behaviours may require intervention by outside agencies e.g. police. The need for such reporting is to be discussed with the Principal and if in agreement the Principal will initiate appropriate contact.)



NB: All child protection matters must be notified to the Principal immediately and dealt with in accordance with DET Child Protection procedures.

STUDENT WELLBEING SERVICES

Leeton High School understands that maintaining good wellbeing levels maximises a student's potential for educational success.



Students and parents can access support through:

- teachers and the school executive
- family members
- School Counsellor
- Kids Helpline (1800 551 800 or www.kidshelp.com.au)
- NSW DET Regional Office personnel, 6961 8100

WHAT CAN I DO TO IMPROVE MY WELLBEING?

Source: HEALTHDIRECT (<https://www.healthdirect.gov.au/teenage-mental-health>)

There's plenty you can do for yourself, and there's plenty that other people can do to help.

- **eat well**
- **get enough sleep**
- **exercise regularly**
- **find out more about your particular issue – read about it from our information partners or ask an adult you trust**
- **learn some relaxation techniques to help you deal with stress**
- **practise mindfulness or meditation.**

OUTSIDE WELLBEING SUPPORT SERVICES

Should you feel that you may be suffering from a mental health issue, we advise that you see your doctor immediately.


If you need someone to talk to, or want to find out more online, here are some organisations that can help:



Kids Helpline
<https://kidshelpline.com.au/>
(telephone and online counselling for ages 5-25)
Call **1800 55 1800**



headspace
National Youth Mental Health Foundation
<https://headspace.org.au/>
(mental health service for ages 12-25)
Call **1800 650 890**



<http://au.reachout.com/tough-times/somethings-not-right>
Youth mental health service
– online help



Lifeline
<https://www.lifeline.org.au/>
Support for anyone having a personal crisis
Call **13 11 13**



sane
AUSTRALIA
<https://www.sane.org/>
People living with a mental illness
Call **1800 18 7263**

SUICIDE CALL BACK SERVICE
<https://www.suicidecallbackservice.org.au/>
Anyone thinking about suicide
Call **1300 659 467**

You can also ask your doctor or a mental health professional for advice or more mental health resources for teenagers and adolescents.

ACADEMIC SUPPORT

NSW Students Online 10 to 12
AUSTRALIA

Students Online is your source for information about your study from Year 10 to the HSC.
<https://studentonline.bostes.nsw.edu.au/>



LEETON HIGH SCHOOL

CONTACT INFORMATION

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DEPUTY
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<https://www.facebook.com/LeetonHS/>

P&C MEETINGS: **4th Tuesday of each month. 7.00pm. LHS Library**

VISION: ***'Leeton High School will inspire, engage and challenge students to succeed'***

MISSION: ***'Educating young people for active and responsible citizenship'***