Wellbeing Policy

Welfare, Good Discipline and Effective Learning

Tumut High School
January 2012
1. Introduction

Tumut High School supports a SAFE learning community which develops RESPECTFUL and RESPONSIBLE citizens

‘Student Wellbeing’ encompasses everything that the school community does to meet the social, emotional, physical and educational needs of its students.

The Tumut High School (THS) Wellbeing Policy aims to support effective learning and teaching within a secure and well-managed environment, in partnership with parent bodies and the wider community.

The Wellbeing Policy promotes the THS core values of RESPECT, RESPONSIBILITY and SAFETY.

The Wellbeing Policy follows processes outlined in the following New South Wales Department of Education and Training documents:

- Student Discipline in Government Schools Policy. (2006).

2. The Welfare Faculty

Students are better prepared for learning when they are healthy, safe and happy, which reinforces that student wellbeing is the responsibility of all staff.

To support staff, THS has a Welfare Faculty, which aims to provide a school environment in which all students can experience success by focusing on their physical, emotional, social and intellectual well-being.

The Welfare Faculty is managed by the Head Teacher Welfare and involves the following people:

- Year 7 Coordinator
- Year 8 Coordinator
- Year 9 Coordinator
- Year 10 Coordinator
- Senior School Coordinator
- Girls Supervisor
- School Counsellor
- School Chaplain
- Regional Staff (e.g. HSLO)
- Aboriginal Education Worker
- Peer Support Coordinator
- SRC Coordinator

The Welfare Faculty meet weekly.
The Welfare Faculty works closely with and provides support to the following teams:

<table>
<thead>
<tr>
<th>Team</th>
<th>Leader</th>
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<tbody>
<tr>
<td>Executive Team</td>
<td>Principal</td>
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<tr>
<td>Positive Behaviour for Learning (PBL)</td>
<td>Deputy Principal</td>
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<tr>
<td>Learning Support Team</td>
<td>Head Teacher Special Education</td>
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### 3. The Wellbeing System Rationale

The Wellbeing System supports THS’s reasonable expectations of students which are promoted throughout the school and in the Student Diary.

**Students are expected to:**
- Follow all school rules and Department regulations.
- Respect the rights and needs of others.
- Treat all staff, school visitors and fellow students with respect.
- Behave in a safe manner at all times.
- Encourage parents and/or guardians to attend school activities such as parent/teacher nights.
- Not use unauthorised equipment at school.
- Ensure that no damage occurs to the school in any way.
- Refrain from bringing liquid paper, textas and metal rulers to school.
- Respect and do not interfere with the property of others.
- Take home all school communication and give to parents and/or guardians.
- Maintain a drug free environment.
- Exhibit a high standard of behaviour.
- Present a positive image when representing the school in public.
- Not swear or use abusive language towards any member of the school.
- Keep hands and feet to themselves.
- Not engage in romantic petting while at school.
- Wear school uniform.

**In the classroom students are expected to:**
- Follow directions from all school staff.
- Line up outside classrooms in an orderly manner unless otherwise directed by a teacher.
- Remove caps, beanies and hoods whilst inside classrooms or the administration area.
- Be punctual to class.
- Be prepared for class with all the necessary books and equipment.
- Maintain bookwork to the highest possible standard and meet faculty requirements.
- Complete all homework and assessment items on time.
- Only leave the classroom with a note from a teacher.
- Do their best in every lesson.
- Follow examination protocol during all examinations.
- Not eat or drink in class unless permission has been given by the teacher.

**In the playground students are expected to:**
- Follow the directions of playground supervisors.
- Put their rubbish in the garbage bins provided.
- Stay within school boundaries.
### Level System Overview

The Wellbeing System operates with *three* positive (Merit) and *three* negative (Demerit) levels. These levels:

- Encourage students to develop as young adults, recognising their rights and responsibilities;
- Enable students to have their welfare protected;
- Assist students to complete their schoolwork in a safe and productive environment;
- Recognise and reward personal success and positive achievements in the school;
- Respond to inappropriate behaviour.
- Treat all students equally.

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<thead>
<tr>
<th>Level</th>
<th>Outcome</th>
<th>Encouragement</th>
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<tbody>
<tr>
<td><strong>Gold Level</strong></td>
<td>Principal’s Award&lt;br&gt; 2 Year Coordinator awards which have been converted to a Principal’s award</td>
<td>Family invitation to our <em>Special</em> assembly/morning tea&lt;br&gt;Letter to parents&lt;br&gt;Noted on student’s record&lt;br&gt;Noted in newsletter</td>
</tr>
<tr>
<td><strong>Silver Level</strong></td>
<td>Year Coordinator’s Award&lt;br&gt; 10 Personal Achievement Awards which have been converted to a Year Coordinator’s award.</td>
<td>Award presented at School Assembly&lt;br&gt;Letter to parents&lt;br&gt;Noted in newsletter</td>
</tr>
<tr>
<td><strong>Bronze Level</strong></td>
<td>Personal Achievement Awards awarded by staff</td>
<td>Award presented at Year Assembly</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>All students begin here&lt;br&gt;Year 7 – 11 – Term 1 Day 1&lt;br&gt;Year 12 – Term 4 Day 1</td>
<td>Participate in all school activities&lt;br&gt;All student rights and responsibilities are available&lt;br&gt;Support is available if necessary</td>
</tr>
<tr>
<td><strong>Yellow Level</strong></td>
<td>Yellow Monitoring Card – 5 day minimum&lt;br&gt;Repeated misbehaviour in class or irresponsible behaviour in the playground.&lt;br&gt;OR&lt;br&gt;Multiple notifications requesting Head Teacher action.&lt;br&gt;OR&lt;br&gt;Placed on level by Head Teacher or Year Coordinator</td>
<td>Support from Head Teacher&lt;br&gt;Support from class teacher&lt;br&gt;Letter and phone interview with parents.&lt;br&gt;Student is placed on YELLOW Monitoring Card with targeted behaviours negotiated with teacher and Head Teacher&lt;br&gt;Progress card signed by parents and issuing Head Teacher or Year Coordinator daily&lt;br&gt;Year Coordinator assistance and feed back&lt;br&gt;Name on Day Sheet&lt;br&gt;Student may be referred to the school counsellor</td>
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<tr>
<td><strong>Orange Level</strong></td>
<td>Orange Monitoring Card – 10 day minimum&lt;br&gt;Students whose repeated unacceptable behaviour warrants referral by Head Teacher/Failure to respond to requirements of Yellow level.&lt;br&gt;OR&lt;br&gt;A particular incident and/or Formal Warning of Suspension</td>
<td>Support from Head Teacher Welfare, Deputy Principal and all staff&lt;br&gt;Communication with parent by Head Teacher Welfare (written and verbal)&lt;br&gt;Student is placed on ORANGE Monitoring Card to support behaviour improvement signed daily by parents and Head Teacher Welfare or Deputy Principal.&lt;br&gt;Excluded from optional excursions and from participation in activities outside school grounds for a period of 5 school weeks.&lt;br&gt;Name on Day Sheet&lt;br&gt;Student may be referred to the school counsellor&lt;br&gt;Student may be referred to the Careers Adviser</td>
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<tr>
<td><strong>Red Level</strong></td>
<td>Red Monitoring Card – 20 day minimum&lt;br&gt;Suspension</td>
<td>Support from Principal, Deputy Principal and all staff&lt;br&gt;Contact is made with parents by Deputy Principal or Principal&lt;br&gt;Upon return to school the student is required to work with an agreed teacher mentor&lt;br&gt;Student is placed on RED Monitoring Card to support behaviour improvement signed daily by parents and Deputy Principal or Principal&lt;br&gt;Excluded from optional excursions and from participation in activities outside school grounds for a period of 5 school weeks.&lt;br&gt;Name on Day Sheet&lt;br&gt;Student may be referred to the school counsellor&lt;br&gt;Student may be referred to the Careers Adviser</td>
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5. Merit Levels

These Levels recognise and encourage any student who has achieved personal success in areas of school life, and also reward those students who go on to achieve excellent or outstanding successes in areas such as community service, personal effort, leadership, participation, schoolwork, school service or sport.

- All students are placed on Level 0 when they enrol at Tumut High School
- All students in Years 7 – 11 commence each year on this level
- Year 12 students carry their merit points earned in term 4 in Year 11 into the following year.

**BRONZE**

- Students are awarded Personal Achievement Awards at Year Level Assemblies.
- Teachers complete entry in the Merit Award Register.

**SILVER**

- Students are awarded a Year Coordinator’s Award by accumulating 10 Personal Achievement Awards.
- Students are eligible for a positive level lunch at the end of each semester.
- Head Teacher Welfare generates letter notifying parents of level placement
- Student names published in the school newsletter
- Award presented at a School Assembly

**GOLD**

- Students are awarded a Principal’s Award by accumulating 2 Year Coordinator’s Award’s
- Head Teacher Welfare generates letter notifying parents of level placement
- Students go into a draw for a $10 iTunes voucher once a term
- Students are eligible for a positive level lunch at the end of each semester
- Award presented at a Formal Assembly, to which parents are invited to attend.

Teachers are encouraged to issue students with Personal Achievement Awards for achievement in any school related area: for example, leadership, service, academics, personal effort, participation or sporting excellence.
5.2 Merit Levels – additional awards

Awards presented at Formal Assemblies

- *Unbroken Attendance Award* – issued to students who have no Unexplained or Unjustified partial or whole day absences.
- *Diligence Award* (Senior School) – awarded to Year 10, 11 and 12 students for sincere and persistent application to their studies. Nominations are collated and students must be nominated in at least three of their enrolled subjects to receive this award. Nomination forms will be distributed to teachers three weeks before a Formal Assembly by the Head Teacher Welfare.

Awards presented at Presentation Evening

- *Diamond Award* – for a student placed on Gold Level and who has received two or more Principal’s Awards. A summary of the students’ achievements will be read out.
6. Demerit Levels

These levels describe the action which will be taken to help students who are choosing to ignore the rights of others or neglect their own responsibilities, so they can properly choose to change their behaviour and outlook.

Within the classroom / playground, Teachers use appropriate behaviour management strategies including (but not limited to):
- Questioning of student
- Verbal warning / encouragement
- Name on the board
- Change to seating plan / placement
- Teacher detention etc.....
- Isolation desk
- Speak to parents

Yellow

- Teacher consults with their Head Teacher.
- RISC entries viewed.
- Together, they plan the appropriate student management plan / consequences.
- A Head Teacher or Year Level Coordinator, as part of a management strategy, may place a student on a Yellow Monitoring Card for a 5 day period. Phone contact is made with parents by the Head Teacher or Year Level Coordinator.
- When placed on the card, a RISC entry is to be made indicating date and time of issue.
- The RISC is printed and given to the office where a letter is generated confirming placement on a Yellow Monitoring Card.
- Deputy Principal notified (placement published on the Today sheet)
- The monitoring card would be taken by the student to all classes and checked on a daily basis by the Head Teacher or Year Level Coordinator.
- Head Teacher / Teacher work towards addressing the issue / student behaviour.

Orange
• Head Teacher or Year Level Coordinator consults with the Head Teacher Welfare and Deputy Principal.
• RISC entries viewed.
• Together, they plan the appropriate student management strategy, may place a student on an Orange Monitoring Card for a 10 day period. Phone contact is made with parent by the Head Teacher Welfare.
• When placed on the card, a RISC entry is to be made indicating date and time of issue.
• The RISC is printed and given to the office where a letter is generated confirming placement on an Orange Monitoring Card / placement published on the Today Sheet.
• The monitoring card would be taken by the student to all classes and checked on a daily basis by the Head Teacher Welfare.
• Head Teacher Welfare / Head Teacher / Teacher work towards addressing the issue / student behaviour.
• Student will meet with the Head Teacher Welfare each morning at 8.50am to review progress.
• No school representation for a minimum of 5 school weeks.

Red

• Return from suspension.
• No school representation for a minimum of 5 school weeks.
• Daily Monitoring on Red Monitoring Card for a 20 day period by the Deputy Principal.

Teacher Responsibilities when teaching students placed on the Demerit Level system:
• Teachers should check the TODAY sheet each morning to see which students are on the Demerit Level system.
• Teachers should ask to see the student’s card at the beginning of the lesson and return the card at the end of the lesson.
• Teachers should complete the card giving a score of 0, 1 or 2 recognising Behaviour and Effort as Unsatisfactory, Satisfactory or Excellent.
• Teachers should complete a RISC and seek guidance from their Head Teacher for appropriate consequences when issuing a score of 0.

Student Responsibilities when placed on the Demerit Level system:
• Students should bring their monitoring card to school daily
• Students should present their card to each of their teachers at the beginning of the lesson
• Students should collect their card from their teacher at the end of the lesson
• Students should maintain scores of one/two
• Students should meet with the Head Teacher Welfare or Deputy Principal each morning at 8.50am to review their progress.
If a student fails to accept any of the above responsibilities one or more of the following actions will occur:

- detention (lunchtime or after school)
- moved to the next monitoring level
- placed on In-School intervention
- placed on a card for additional time
- suspended from school

7. **Related Tumut High School Policies**

The Wellbeing Policy is to be read in conjunction with the following Policies used at Tumut High School:

- Anti-bullying Plan (2012)
- Welfare Faculty - Positions of Leadership Role Statements - Year Level Coordinator (2012)
- Attendance and Absenteeism Policy (2011)
- Excursion Policy (2011)
- Uniform Policy, including Footwear Policy (2011)
- Mobile Phone Policy (2010)