



# **Belmore Boys' High School**

## **Wellbeing Policy**

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## 1. Rationale

Student welfare:

- Encompasses everything the school community does to meet the personal, social and learning needs of students and to enhance their happiness and safety
- Promotes a quality learning environment which provides social support so that there is strong positive support for learning and mutual respect among teachers and students and others assisting students' learning
- Is achieved through the total school curriculum and the way it is delivered
- Incorporates effective discipline
- Incorporates preventive health and social skills programs
- Stresses the value of collaborative early intervention when problems are identified
- Provides ongoing educational services to support students
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- Recognises the role that the school plays as a resource to link families with community support services
- Provides opportunities for students to:
  - enjoy success and recognition
  - makes a useful contribution to the life of the school
  - derive enjoyment from their learning

Central to the effectiveness of this policy is the general principle of home and school working in support of each other to provide a happy, safe and secure quality learning environment where our expectations of the students is made clear and policy implementation is consistent.

The Welfare Policy is to be reviewed annually for the first three years and then every three years in an ongoing manner.

The Belmore Boys' High School Wellbeing Policy:

- Is consistent with legislation and reflects Government and departmental policy, Student Welfare Policy – DET 1996 and Quality Teaching in NSW Public Schools - 2003
- Incorporates the principles of procedural fairness
- Has been developed within a strong student welfare context
- Reflects the identified needs of the community
- Grew from existing policies and practices PBIS Choice Theory
- Outlines expected standards of behaviour
- Defines the responsibilities of teachers, students and parents.

## 2. Context

Belmore Boys' High School and its community work together to provide quality teaching and learning environments which are:

- inclusive
- safe, secure and enjoyable
- free from bullying, harassment and intimidation.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Belmore Boys' High School will maintain high standards in expectations and quality teaching and learning.

When parents enrol their children at Belmore Boys' High School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of welfare strategies.

The aim of the partnership between school community members and Belmore Boys' High School is to develop socially responsible young men who are capable of making informed decisions. This is achieved through an effective academic, social and cultural curriculum which caters for the individual needs of students.

In implementing the Wellbeing Policy, no student is discriminated against on any grounds as required by legislation.

This policy's implementation is consistent with Occupational Health and Safety obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

The Wellbeing Policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

## 2.1 Attendance

Regular attendance at school is essential to ensure students maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

Encouraging regular attendance is a core school responsibility.

The school attendance register should reflect the highest professional standards.

Underpinning the effectiveness of our school's welfare and learning programs, is the expectation that all students should be attending regularly. In fact, sound attendance-monitoring is probably one of the most important welfare programs of all, given:

- the importance of continuity to effective learning of any type, and the potentially devastating effects of prolonged or punctuated patterns of absences;
- the potential harm to students which may await truants and non-attenders, outside the school;
- the damage done to a school's perception, in the eyes of the community, through being "loose" in the area of attendance-monitoring; conversely, the approval resulting from close checking and follow-up;
- its importance as one of the pre-conditions to avoiding higher-order student welfare and management difficulties (i.e. "fix the little things"), and establishing a good tone within the school; and
- the essential nature of establishing, within students, good habits of attendance and punctuality, as training for the life and workforce.

There are a number of student welfare programs operating at Belmore Boys High School that are in place to enhance student self-esteem, cooperation, communication and other social skills which support positive attendance. The programs currently available at Belmore Boys High School are:

Student Representative Council (SRC)  
Rock and Water  
Excursions and camps  
Vicki Lawson's program  
Vulnerable Students program  
Together for Humanity  
Dare to Be Sensible  
MTC Work Solutions/ Youth Connections Mentoring  
Links to Learning in school/ at Riverwood  
NSW Rugby League program Dream, Believe Achieve  
RISE program  
Together for Humanity  
Sport  
Assemblies/ Awards

There is also a need to comply with current DEC policy requirements: ie,

- Education Act (1990)
- NSW DET School Attendance Policy (2010)  
[https://www.det.nsw.edu.au/policies/student\\_admin/attendance/sch\\_polproc/PD20050259.shtml](https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml)
- Exemption from School- Procedures
- Student Attendance in Government Schools- Procedures (2010)
- Attendance Register Codes
- Guidelines for Supporting Student Attendance- working document (2011)

### 3. The School Expectations

All students at Belmore Boys' High School are expected to:

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

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

### 3.1 **Expectations for Parents and Teachers**

When parents enrol their child at our school they enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect, aiming at achieving quality learning, good discipline and an understanding of appropriate public behaviour. The character of the partnership between parents, teachers and students will be unique to each student. There are, however, certain expectations in common to all such partnerships.

#### **Parents**

Parents are responsible for ensuring their children attend school. They share in the responsibility for shaping their children's understandings and attitudes about acceptable behaviour.

#### **Teachers**

Teachers are responsible for the learning and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student. They are also responsible for appropriately communicating with parents about educational progress and behaviour of students.

Teachers, the Principal, and all other school staff, are required by law to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to:

- Child Sexual Assault
- Physical Abuse
- Emotional Abuse
- Neglect

The principle underpinning this mandatory requirement is that the welfare of the child is paramount.

#### **Visitors and Volunteers**

All visitors and volunteers report to the office to sign in and out.

#### **Expectations for Students**

All students at Belmore Boys' High School have rights and responsibilities to ensure that their learning at school is both happy and safe.



I have a right to:

- Learn as much as I can at school
- Learn without interruption
- Be safe and happy
- Be treated fairly, with respect and consideration
- Expect my belongings to be safe
- A clean and well maintained school
- Communicate and be listened to
- Expect that people will think that my school is great

I have the responsibility to:

- Work to the best of my ability and to ask for help if I need it
- Allow others to learn without causing distractions
- Help others to feel safe and happy in the classroom and playground
- Treat others with respect and good manners and not tease, bully, laugh at, or hurt the feelings of others
- Respect the property of others and not to take, damage or destroy other people's belongings
- Keep myself and my school neat and tidy and to care for the school environment
- Listen to others, try to work out problems in a fair and peaceful way and to tell the truth
- Act sensibly in and out of school and bring credit to my school

**4. Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.**

Our school encourages positive behaviour and effective learning. The practice of PBIS (Positive Behaviour Interventions Support) is used by staff in all school settings to promote a positive school environment. This includes:

- Setting clear expectations for all school settings
- Explicitly describing positive behaviour in terms of the three school expectations of being safe, respectful and responsible.
- Promoting classrooms in which there is a strong positive support for learning and mutual respect among teachers and students

- Providing classrooms which are free of negative personal comment or put-downs
- Allowing and expecting students to take responsibility for their own behaviour. We build the belief in the student that he understands and appreciates the school expectations because it is a benefit to his and others' learning and wellbeing
- Promoting, teaching and supporting positive behaviour – modelling and expecting respect
- Acknowledging and rewarding achievement and appropriate behaviour
- Providing appropriate support programs, based on needs
- Intervening and providing educational services to support students
- Implementing policies and programs to protect the rights, safety and health of everyone in our school (e.g PBIS, Anti-Bullying, attendance monitoring, 5Rs teacher script, reflection processes, merit system)

Students need to know that they are responsible for their own learning and behaviour. We aim to develop a clear understanding of the ways in which students' behaviour affects themselves and others.

## 4.1 Using PBIS

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. A continuum of positive behaviour support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as sport, excursions and the playground). PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioural practices for improving important academic, social and behaviour outcomes for all students. Attention is focused on creating and sustaining green (school-wide, classroom), amber (small group), and red (individual) systems of support that improve social and behavioural practices for all children and youth by teaching desired behaviours and reducing the impact of negative behaviours.

Teachers manage student behaviour using the PBIS model of behaviour expectations in all school settings. Refer to Appendix 1 for Posters on PBIS. Teachers are to use the 5 Rs behaviour script (Redirect, Remind, Review, Refer and Resolve) in classrooms in conjunction with the PBIS posters to keep students focused on their learning. Refer to Appendix 2 Teacher Script for Managing Student Behaviour and to the Reflection sheet in Appendix 3. If problem behaviours continue, or a serious incident occurs, then refer to Appendix 6 for referral flow chart.

Teachers are encouraged to use the Language of Acknowledgement to acknowledge positive behaviour in the classroom, and the Language of Expectation and Correction to teach desired behaviours in an explicit way. These form the basis of the 5R teacher script, as well as our PBIS matrix document, and are taken from the work of Christine Richmond (UNE). This suggests that there will be improvement in behaviour if there is explicit recognition of positive behaviour.

The philosophy of PBIS is explicitly reinforced in weekly lessons (during two terms per year) for year 7 that concentrate on elements of being a respectful, responsible and safe learner in different settings. PBIS refresher lessons are delivered annually to all other grades by Year Advisers, and new students are inducted into the system.

## 4.2 Quality Teaching & Learning

Our teachers are implementing quality teaching elements which impact on student learning outcomes. High levels of social support develop a positive classroom environment and maintain a climate of respect.

Our teaching is underpinned by the Quality Teaching in NSW Public Schools Discussion paper May 2003. This includes:

- Providing appropriate curriculum, based on Board of Studies requirements
- Presenting the curriculum in a way which motivates and encourages students to participate in learning

### School Expectations

To help protect rights, and to encourage responsibility, we have basic school expectations for the different areas of the school.

AT BELMORE BOYS HIGH SCHOOL WE ARE  
**SAFE, RESPECTFUL and RESPONSIBLE,**  
**and FOCUSED ON OUR LEARNING**

### Classroom Expectations

Our school expectations of being safe, respectful and responsible can be explicitly taught and modelled in classrooms to set students up to be successful. Students are regularly acknowledged and praised by teachers when they follow the classroom expectations.

The classroom expectations were developed and owned by the teacher(s) and students', and are:

- Focused on the behaviour expected
- Based on school expectations
- Fairly and consistently implemented
- Visually displayed in the classroom
- Taught and discussed
- Readily understood by students
- Communicated to parents and carers at the beginning of each year and upon enrolment

## **Ensuring Students are Safe during Teaching and Learning Activities**

Students are supervised by teachers during all teaching and learning activities that occur within classrooms, within the school grounds, at sporting venues and other locations of teaching and learning activities such as excursions.

Under no circumstances are students to be left unsupervised, sent to work in an unsupervised area, sent out of class to get a late note, or generally excluded from classes. In special cases where a teacher must leave a class/group/venue, suitable arrangements must be made with another staff member to supervise the students before leaving the classroom / area.

Parents will be informed of supervision arrangements prior to excursions, sporting activities and other variations to routine.

## **5.Strategies and practices to recognise and reinforce student achievement.**

### **5.1 Merit Award System (Refer to Appendix 5)**

The merit points award system is to reward both student learning achievement and behaviour. Use of the merit point system will assist to create a positive classroom environment. Whole school recognition of progress in the system will occur at assemblies.

5, 10 and 20 point merit awards are distributed in recognition of high standards of achievement or behaviour.

50, 100 and 150 point awards are distributed at whole school assemblies as recognition of accumulated awards. This ensures public acknowledgement and affirmation of positive behaviour on assemblies.

### **5.2 Year Assembly Awards**

Each term a Year Assembly is organised by the Year Adviser to acknowledge student achievement in their classes. Each teacher nominates 1 student for each of the following categories:

- Academic achievement
- Most improved
- Most consistent effort
- Exemplary student (for role model students and not necessarily academic achievers)
- Positive contribution to BBHS (this is a PBIS award for those students who are always safe, respectful, responsible learners)

Students will receive a laminated certificate for their achievement in the nominated subject.

### **5.3 Presentation Day Awards**

At the end of Semester 2 students who have excelled during the year are recognised with the receipt of either academic, sport, behavioural or community service awards at the annual School Presentation Day.

#### **Academic Achievement**

One student in each class in Years 7 and 8 will receive a certificate and medallion to recognise their success in gaining first place in each subject. One student in each year is chosen as Dux of the year on the basis of their success in a majority of subject areas and receives a trophy.

In Years 9-12 students receive a certificate and medallion to recognise their success in gaining first place in the Year in each subject. One student in each Year is chosen as Dux of the year on the basis of their success in a majority of subject areas and receives a trophy.

#### **Sport Awards**

In Years 7 -12, one student in each sporting code will receive a certificate and medallion to recognise their success in gaining first place in that sporting code. A Junior and Senior sportsman is chosen to recognise their high level of achievement across all sporting events that our school has undertaken throughout the calendar year and receives a trophy.

#### **Community Service Awards**

A variety of awards are distributed to students who have contributed significantly to the school community. These include:

- Year Advisors Awards
- Parliamentary Awards
- Highest ATAR in preceding year
- School Service and Co-curricular Awards (SRC, YouthRock and Public Speaking)
- Special Awards (Reuben S Scarf award for commitment, Caltex All Rounder Awards, Abdullah El Dannawi Encouragement Award in Music, University of Western Sydney Most Outstanding Year 11 Student Award)

#### **5.4 Identification Process**

Nominated member of Presentation Day Team coordinates the collection of information about students from Year Advisors, Head Teachers and Senior Executive. A list of awards is compiled and then ratified by the Executive.

#### **5.5 Alternate Method of Positive Acknowledgement**

**Students are acknowledged by rewarding them with a special Principal's lunch.**

This brings together a small group of targeted students in a pleasant social environment organized by the Recognition coordinator.

## 6 Attendance Policy

The school will undertake all reasonable measures to contact parents promptly and within two school days of an unexplained absence occurring.

### Staff expectations

Teachers are responsible for ensuring that attendance records are maintained in an approved format and an accurate record of the attendance of students.

- All teachers are expected to mark their class roll electronically for each period.
- All teachers are expected to do a **Head Count** to double check that the number of students present, **tally** with the number of students submitted on their roll.
- **Class lists are not to be altered in any way.** Do not accept a student into your class if his name is not on your roll. Send the student to the subject Head Teacher if they are unsure of the class they should be in. The Head Teacher of the subject is then to e-mail the Head Teacher Administration if there are issues with the roll.
- Teachers should refer all students with whole day absence notes to the front office. Students are to submit these absence notes to the front office before school, at recess or at lunch.
- All teachers remain aware that the roll is a legal document which may be used in court. Teachers should be diligent and accurate in their marking of all rolls.

### Student Expectations

- Students must hand in notes for **explanation of absence** on the day they return to school to **the front office**. The SASS staff must check that the student's full name as per the roll, year and the date of absence is on the note, is correct and legible. This will be transferred by the SASS to the electronic roll.
- Students must ensure they are on time for their first scheduled lesson. If they are late to school they must sign in at the front office.
- Students in Year 12 who do not attend Period 1 because they have a Late Start, must ensure they are present for first timetabled lesson. If the Year 12 student arrives during his flexible period he must go to the library after signing in at the front office. Students using the library for Private Study periods must also sign the Attendance Register for the Private Study period in the library.

### Parents

- Parents are responsible for ensuring that their son attends school regularly and on time. (Education Act, 1990);
- Parents must ensure that their son's absences from school are explained promptly and within seven days of the absence.



- Parents of senior school students (Year 10, 11 and 12) are to ensure that if their son is unable to attend an examination, absent and unable to complete an in class assessment task or unable to hand in an assessment task, that they ring the school during school hours on the day that the assessment task is due or the exam. They are also required to provide a medical certificate explaining the absence on the first day of return to the subject Head Teacher and the front office.
- Parents are responsible to ensure that personal contact details are accurate. If a family's address or phone numbers change parents must ensure that the school is informed promptly.
- Parents are to take measures to resolve attendance issues involving their son.
- Parents are to ensure that the permission note regarding attendance at sport and carnivals is returned in the first two weeks of the year.

## 7 Procedures for monitoring attendance in Years 7-12

### A) RECORDING ATTENDANCE

#### • AT THE BEGINNING OF THE DAY

- The teacher calls the roll in the first **10 minutes** of **Period 1**. If you have been issued with a laptop, use it to submit the roll **electronically** using Period by Period.
- If you don't have a laptop, use a roll printout from Edval and transfer absent students to the non-attendance slip provided. This slip should be sent to the SASS staff in the front office immediately.
- If you experience a system failure with your laptop during the lesson, write the students absent on a piece of paper. This will be sent to the SASS staff using a student from the class.
- All teachers are expected to do a **Head Count** to double check that the number of students present, **tally** with the number of students submitted on their roll.
- The non-attendance slip will be collected by the office boy in the **first 20 minutes** of the period. This will then be transferred by a nominated SASS member to the electronic system.
- **Class lists are not to be altered in any way.** Do not accept a student into your class if his name is not on your roll. Send the student to the Subject Head Teacher if they are unsure of the class they should be in. The Subject Head Teacher will then e-mail the Head Teacher Administration if you believe there are issues with your roll.
- Students who enter the room after the roll has been marked for Period 1 must have a late note receipt from the front office. If they do not, for electronic rolls adjust on your roll to be a late arrival to class and the number of minutes since the bell has rung.
- For paper rolls place a **P** before the A and write the time they arrived to class.
- Students in Year **12 who do not attend Period 1** because they have a Late Start, must ensure they are present for first timetabled lesson. If the Year 12 student arrives during his flexible period he must go to the library after signing in at the front office. Students using the library for Private Study periods must also sign the Attendance Register for the Private Study period in the library.
- The information from the non-attendance slips and Web Attend is transferred to OASIS. This then becomes the school's official Attendance Register, which can be called on in legal cases.
- A day sheet is produced from Web Attend by the SASS and distributed to staff for use in monitoring attendance for the rest of the day. This is e-mailed to staff during the day.
- For students who are recorded as absent for Period 1 and the beginning of Period 2 a text message is sent by the SASS staff to parents of absent students.

- **THROUGHOUT THE DAY**

- **Laptops** are to be used by staff who have been issued with a laptop to mark rolls during lessons. Rolls are to be submitted **within the first 10 minutes** of the lesson.
- If a student arrives after the class has begun, they are late. This is recorded on the system as a late arrival. The number of minutes absent is recorded by the teacher. A **suitable consequence** should be given by the **teacher**. The student should be kept in the class, not sent out for a note.
- If a student leaves the class without permission, they should be recorded as an early leaver. The number of minutes absent from the class is recorded.
- If a student needs to go to the **toilet**, a permission **note** must be given to the student. However, it is expected that students will use the toilets during breaks, and this should be avoided as much as is possible.
- **Casuals** are given paper rolls in the morning to mark for their allocated classes. They write the names of the students who are absent on the non-attendance slip. This slip will be collected by the office boy during the lesson. These names will be transferred by SASS staff to period by period rolls.
- Casuals are required to return paper rolls to the Head Teacher Administration at the end of the day.

- **FOR SPORT**

- **Rolls** for Summer sport are **prepared** by teachers of the designated sport **during trials** at the beginning of Term 1 for use in Terms 1 and 4 using a red/black folder. Rolls for Winter Sport are prepared by teachers of the designated sport during trials at the beginning of Term 2 for use in Terms 2 and 3 using a red/black folder.
- The roll will inform the coach/manager the **maximum number** of students required for the team.
- **After the trial period no coach/manager is allowed to alter the rolls** or accept students into their team if their name is not on the roll.
- **The Sports Organiser is the only member of staff allowed to change a student's sport after the initial trial period.**
- For new enrolments, the Sports Organiser will decide which sport they will attend according to availability.
- Staff will **mark sport rolls** during the sports assembly by marking an "a" for students who are absent. All the rolls (including grade and house sport) are to be given to the SASS staff by an allocated staff member as the teams leave for their sport.

- The roll is to be marked again with an “a” for absence at the **conclusion of sport**, i.e. 2:30pm.
- When sport is cancelled, a class is repeated (either period 1,2,3 or 4) and the day will function with Thursday bell times. The roll for the class is to be marked on paper and a non-attendance slip completed for the office boy to collect.

- **DURING EXAMINATIONS**

- It is the responsibility of the Head Teachers or nominees who are supervising the beginning of an examination to ensure the rolls for Years 10 to 12 are marked by writing an “a” next to any student who isn’t present at the exam.
- If a student is late for an examination they must sign in at the front office and give the late note receipt to the supervising teacher of the exam. These late note slips must be returned to the front office by the supervising teacher and attached to the roll that was marked for the exam by the SASS staff.
- These sheets are to be sent to the SASS as soon as possible once they are marked. This is then entered into WebAttend.

- **FOR SPORT CARNIVALS**

- All students must have **parental/guardian permission notes** handed in to the SASS staff during the first two weeks of the year to attend sport carnivals. SASS staff **won’t accept** permission notes on the day of the carnival.
- Students will go to the hall and sit in year groups to have the roll marked by allocated staff members using paper rolls prepared by the SASS staff. The rolls will indicate whether the student has submitted a permission note. Any students who are present but haven’t submitted a permission note will be sent to a designated room but are marked present by the teacher.
- These rolls are photocopied by the Head Teacher Administration and taken to the carnival. These rolls will be marked by the same teacher as the morning before they leave the carnival.
- A separate roll will be prepared for students who were present in the hall but didn’t submit a permission note prior to the carnival. This roll will be marked immediately after it is prepared by the SASS staff and then each period by the designated teacher/s.

- **FOR EXCURSIONS**

- It is the responsibility of the **teacher in charge of an excursion** to
  - **provide the list of names in alphabetical and year order to the SASS staff** for inclusion on the day sheet at least **one week before** the excursion is to occur.
  - **provide a list of students attending for roll marking** on the excursion

- ensure the roll is marked and **give a photocopy to the SASS** staff responsible for entering students attendance prior to leaving. The teacher keeps the original roll for use during the day.

- **FOR EXTRA-CURRICULA ACTIVITIES**

- It is the responsibility of the **teacher in charge of an extra-curricula activity** to
  - **provide the list of names in alphabetical and year order to the SASS** staff for inclusion on the day sheet at least one day before the variation to routine is to occur.
  - provide **class lists for roll marking** for these activities
  - ensure the roll is marked and **give a photocopy to the SASS** staff responsible for entering students attendance at the completion of the period/s.

### **Roles and responsibilities:**

#### **Principal/DPs to:**

- inform office, for real-time updating of Oasis records, of students suspended or withdrawn from class;
- approve leave and exemption-certificate applications, prior to forwarding/circulation; (note special conditions applying to granting of leave for International Students), then informing of result in writing.
- ensure appropriate archiving and filing of attendance records: leave notes, exemption certificates/applications, roll books, Oasis printouts;
- authorise early leave notes

#### **Head Teacher Welfare to:**

- initiate generation and circulation of attendance reports: fortnightly, monthly, and end – term;
- raise attendance – related issues with Executive or Welfare team, following checks of data;
- monitor Year by Year total attendances every fortnight;
- request Oasis adjustments; eg, appropriate removal of students names; and
- initiating requests for counselling;
- interview and follow-up of red zone attenders, once identified then ongoing;
- arrange for attendance-related phone calls,
- generate letters for red zone partial attenders;
- initiate circulation of appropriate attendance – related information to parents (eg, through **newsletters**);
- monitor daily attendance-printout;
- inform HSLO, where appropriate, of chronic cases of non-attendance or poor attendance;
- monitor high-risk situations, such as final week of Term, excursions and sporting events
- Refer students whose attendance is of concern to the Year Adviser;
- Organise HSLO interviews and referrals, as appropriate;
- Initiate welfare-based responses to attendance data, in consultation with Principal/DP's
- Sending home letters, and entering onto ESR;
- monitor daily attendance returns or other suspected truancy cases by:
  - interviewing students;
- follow up instances of recording errors, and generally monitor maintenance of roll books;
- inform staff of roll-marking procedures;

- encourage faculty generation of BOS warning letters for Years 10, 11 & 12, in response to attendance data circulated.
- monitor beginning – Term attendance, and follow up on non-returners (especially at beginning of year);
- send out appropriate ISC attendance warning letters each Term, in response to Term attendance data from designated SASS (copies to student file, and to International Students Coordinator).

**Head Teacher Admin to:**

- ensure entry of enrolling student names onto roll via Edval, on first day of attendance;
- monitor return of attendance folders from casuals;
- send SMS to parents for partial attenders via Sentral data.
- ensure faculty generation of BOS warning letters for Years 10, 11 & 12, in response to attendance data circulated.

**Office staff to:**

- issue common leave passes, on presentation of leave note authorised by Principal/DP's;
- generate and circulate daily absentee sheet to all faculties and executive staff via email;
- generate letters, fortnightly, for all unexplained absences;
- file/archive attendance records (eg leave notes, exemption certificates, Oasis printouts, rolls) as requested by Principal, DP's or Head Teacher Welfare, Head Teacher Admin;
- generate attendance printouts, as requested by Head Teacher Welfare;
- transfer attendance information from WebAttend onto Oasis; also, enter variations due to: lateness, early leavers, withdrawals by Executive, leave information;
- generate weekly Oasis attendance printouts, also attendance whole-year printout prior to rollover then file hardcopy;
- relay urgent attendance-related messages from parents, to Principal/DP's, Head Teacher Welfare and Head Teacher Administration
- ensure entry of enrolling student names onto Oasis, on first day of attendance; also, carry out clearances as requested.
- Send SMS messages daily for whole day absences to parents of students who are marked absent using data from Sentral.
- SASS staff responsible for International Students to:
  - set up student record card for each ISC student, as per template;
  - calculate % attendance for each ISC student, at end of each Term; then, enter this on student record card, and forward attendance to Principal.
  - Print room SASS to distribute copies of all ISC attendance warning letters to:
    - student files
    - International Students Coordinator.

**Year Advisers to:**

- Analyse attendance printouts and identify students whose whole day and partial attendance is of concern.
- Regularly monitor 10 Amber Zone students in Year group whose attendance is of concern for 15 days through the use of attendance monitoring cards, student tracking sheets and entering interventions on ESR.
- Make parental contact and organise interviews for students whose attendance is of concern.
- Issue awards for students whose attendance is 100% at end of term year assemblies.
- Inform staff of students who have approval for leave and organise work as required.

**Head Teachers to:**

- Ensure faculty members are marking rolls correctly and electronically.
- Inform the Head Teacher Administration of any anomalies with class lists in faculty.
- Ensure faculty generation of BOS warning letters for Years 10, 11 & 12 in faculty meetings in response to attendance data circulated.

**Class teachers to:**

- Mark, and accurately maintain, daily class rolls for each class taught;
- Lodge accurate “variations” lists for all excursions and other activities, on the morning of the event;
- Report all discrepancies between class rolls and absence sheet on any given day to the SASS staff;
- Inform their Head Teacher of any discrepancies with their rolls.

**Sports Co-ordinator to:**

- Ensure sport rolls are accurate, then forward to SASS staff.
- Ensure all staff members are familiar with roll marking procedures during sport.

**International Students Coordinator to:**

- inform International Students of relevant Visa conditions (at least 80% attendance), and of rules for taking leave;
- inform International Students of appeal-rights;
- contact any International Student with more than 5 consecutive days unexplained absence;
- forward any requests for leave to the Principal, and inform student and guardians of result;
- forward copies of attendance warning letters to parents and caregivers.

Students who cannot be located or contacted and have been absent for 5 consecutive days would be considered “missing” and the Principal is to:

- Contact the student, guardian/carers or emergency contacts.
- Follow up with other students and friends to locate the student.
- Contact parents overseas.
- Notify DEC International of the missing student and actions taken by the school; DEC International will notify the Department of Immigration and Citizenship as required
- Report the student as a missing person to the police and notify the appropriate consulate or embassy.

Any reports of emergencies/critical incidents should be copied for information or action as necessary to the Director, International Students in addition to regular departmental incident

**Monitoring accommodation and welfare arrangements****National Code 2007 – Standard 5 – Younger students**

- *The Australian government must be satisfied that there are appropriate accommodation, support and general welfare arrangements for a student under 18 prior to issuing a student visa.*
- *If students are not being cared for by a parent or nominated relative approved by DIAC, the registered provider must ensure the arrangements made to protect the personal safety and social*

wellbeing of students are appropriate. The provider must nominate the dates for which they are prepared to take responsibility for approving arrangements on the confirmation of appropriate accommodation and welfare arrangements form (CAAW).

- If the provider terminates, suspends or cancels enrolment, the provider must continue to check suitability of arrangements until:
  - o the student is accepted by another provider who will approve arrangements
  - o the student leaves Australia
  - o other suitable arrangements are made which satisfy requirements (such as a parent or suitable relative caring for the student)
  - o the provider reports to DIAC that they can no longer approve arrangements.

### **School responsibilities**

- Check, copy and file all documentation on enrolment against information on ATE, including the guardian's ID showing address.
- The International Student Coordinator or other delegated staff member is responsible for monitoring student accommodation and welfare arrangements to check students remain in approved accommodation. This should include regular meetings with students and regular contact with guardian / carers by the coordinator and a letter is to be sent to the guardian by the delegated staff member twice a term confirming accommodation.
- **Schools should retain on files written records of accommodation checks twice a term.** Relying on students or guardian/carers to advise of changes is not sufficient.
- Refer concerns about homestay accommodation to the homestay provider or directly to DEC International where appropriate.
- Advise DEC International immediately of any changes to a student's accommodation and welfare arrangements if the student is under 18 years of age.

Where there are current concerns for the safety, welfare and wellbeing of the student or there are reasonable grounds to suspect risk of harm, a report must be made to the Department of Community Services (DOCS) in accordance with DEC's child protection policy.

Regular contact with guardian/carers and parents through specific events such as guardian/carer/parent information evenings assists schools to maintain contact and monitor arrangements.

Students over 18 years of age are allowed to live independently. However, it is strongly recommended that students remain in homestay accommodation while at high school. The school should ensure that the student is counselled about living independently, advised that a contact person's name and details must be provided, and advised that progress and attendance will be monitored. If there are concerns about the student's progress, attendance or living arrangements then schools must notify the parents and DEC International.

### **International Students - Critical incident**

Additional actions required for international students involved in an emergency are:

- For students under 18 years, contact family in the student's home country and guardian/carers in Australia



- For students 18 years and older, contact the student's family in their home country and the guardian if they have one.
- Notify the relevant consulate or embassy if the situation is life threatening
- Notify DEC International of the emergency and actions taken by the school.

- Record on the student's file all actions, interviews and conversations.

*Examples of emergencies (or "critical incidents") given by the **National Code** are:*

- *Missing students*
- *Severe verbal or psychological aggression*
- *Death, serious injury or any threat of these*
- *Natural disaster*
- *Issues such as domestic violence, sexual assault, drug or alcohol abuse.*

## **8 Belmore Boys High School Bullying: Preventing and Responding to Student Bullying in Schools Policy**

### **Policy Statement Against Bullying**

Schools exist in a society where incidents of bullying behaviour may occur. Staff members, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying. It is the duty of all staff and students not to accept, tolerate or suffer bullying. Each individual has the right to expect a supportive and caring response from the authority of the school, when bullying is reported.

### **Bullying**

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all the forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

### **There are different types of bullying:**

- **Verbal** – name calling, teasing, put downs (racist remarks, homophobic or gender-based put-downs), abuse, sarcasm, insults, threats, writing nasty notes
- **Physical** – hitting, tipping, poking, punching, scratching, spitting, physical intimidation
- **Social** – ignoring, embarrassing, hiding, ostracising, excluding, alienating, making inappropriate gestures
- **Psychological** – stalking, dirty looks, spreading rumours, hiding and/or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.
- **Cyberbullying** – using digital communication technology (eg.SMS, MSN, Facebook, YouTube etc...) to threaten, harass, humiliate, embarrass or offend a student or group of students

Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

### **School staff** have the responsibility to:

- respect and support students in all aspects of their learning
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in an appropriate and timely manner to incidents of bullying harassment, intimidation and victimisation according to the school Anti-bullying Plan

- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have the responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

**Parents and caregivers** have the 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
- report incidents of school related bullying behaviour
- work collaboratively with the school to resolve incidents of bullying when they occur

**All the members of the school community** have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity with the school community
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

## **9 Belmore Boys High School Anti-Bullying Plan**

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying: Preventing and Responding to Student bullying in Schools policy of the New South Wales Department of Education and Communities.

Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Belmore Boys High School rejects all form of bullying.

Incidents of bullying are recorded on a school based database (ESR Welfare). This data is monitored regularly by the Deputy Principals, the Head Teacher Welfare and Year Advisers. The Deputy Principal, the Head Teacher Welfare and the Year Adviser keep a record of the students who have been bullied.

### **STATEMENT OF PURPOSE**

Belmore Boys High School actively seeks to provide students with a stimulating learning environment that is safe. It is a fundamental right of everyone in our school community to feel safe. It is the right of everyone to be able to come to our school each day without fear of being intimidated, humiliated or threatened verbally or physically with harm. Bullying denies this right to members of our school community and as such bullying is not accepted in our school.

Belmore Boys High School holds the following expectations of all members of our school community:

*We look out for one another, and offer our support when others need our help to ensure everyone is kept **safe**.*

*We behave, speak and treat one another **respectfully**.*

*We understand that everyone is different, and it's everyone's **responsibility** to respect those differences.*

## **PROTECTION**

At Belmore Boys High School, bullying is considered to be a repetitive attack, causing distress not only at the time of the attack, but also by the threat of future attacks. Sometimes the bully repeats the form of attack with a variety of people, rather than repeats the attack on a single person. Bullying always involves an imbalance of power.

Bullying and harassment take many forms including:

- **Verbal** – name calling, teasing, put downs (racist remarks, homophobic or gender-based put-downs), abuse, sarcasm, insults, threats
- **Physical** – hitting, tipping, poking, punching, scratching, spitting
- **Social** – ignoring, hiding, ostracising, excluding, alienating, making inappropriate gestures
- **Psychological** – stalking, dirty looks, spreading rumours, hiding and/or damaging possessions
- **Cyberbullying**- the sending of abusive texts and emails, taking and sharing unflattering or private images, including naked or sexual images, posting unkind messages or inappropriate images on social networking sites, excluding individuals from online chats or other communication, assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others.

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

## **Shared Responsibilities**

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 and have a role in preventing and dealing with bullying:

**All staff** have a responsibility to:

- model positive relationships in their day to day dealings with members of the school and model pro-social ways of resolving disputes using the PBIS model
- positively reinforce students for behaving in a pro-social manner
- be knowledgeable about and educate students about the nature, causes and consequences of bullying and the procedures that have been set in place to address bullying episodes in the school
- be familiar with the school's behaviour code and management system
- respond in a timely fashion, decisively and consistently to cases of bullying brought to attention by students, parents and/or colleagues
- respond to early signs of distress in students. These early signs can include an unusual lack of concentration or inappropriate behaviours such as aggressive behaviour outbursts and poor class or school attendance
- seek advice and support from colleagues when unsure as to how to respond to and address specific bullying incidents
- encourage students to report situations of bullying by: listening carefully and avoiding giving judgements when reports are made, and remaining calm and understanding of the student's/ parent's/ colleague's concern

**Students** are expected to:

- contribute to a safe learning environment by being respectful of others, being responsible and behave in a safe manner
- positively interact with members of the school community in their day to day dealings and resolve disputes in a socially responsible manner
- being aware of STOP, HELP, TELL strategies and address the bullying by showing disapproval of bullying, offering to help the victim of the bully, and reporting bullying incidents to teachers
- support students who are being bullied
- report all bullying incidents to a trusted adult so that all incidents of bullying can be addressed

**All parents and caregivers** have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity with the school community
- support the school's Anti-bullying Plan through words and actions

- work collaboratively with the school to resolve incidents of bullying when they occur

## **PREVENTION**

- All teachers will be vigilant while moving around the school and in class for indicators of bullying
- Teachers will be on time for classes to maximise effectiveness of supervision of students.
- Playground duty teachers will be vigilant across their entire area during rostered supervision.
- Head Teachers to oversee the supervision of students within their areas of responsibility.
- Teachers should recognise themselves as role models.

## **RESPONSE**

### **Remedial Strategies**

If bullying occurs there is to be a response guided by the following principles:

1. In all cases a mutually agreeable resolution will be sought.
2. Each party is to have ample opportunity to put their perspective
3. Each party is to be encouraged to empathise with the other party
4. A mutual agreement should be signed by all involved.
5. If there is no lasting agreement all those involved will be called to sign individual mutual agreements indicating their future behaviour.
6. If it's an ongoing issue, a monitoring process is to be set up.
7. Counselling, where appropriate, is to be conducted by either the teacher or the school counsellor.
8. If physical violence has occurred or if the incident is not able to be resolved by mutually agreeable means, the Deputy Principal may consider the use of suspension or other school based penalties to assist in remediation. Interviews with parents may be sought.

### **MUTUAL AGREEMENT**

We agree that:

1. There will be no

- name calling
- gossiping
- spreading of bad comments
- threats
- physical contact
- intimidation
- throwing things at others
- victimisation
- picking on others

or harassment of any sort amongst us in future.

2. There will be only polite and courteous communication amongst us in future.

3. Should there be any incident of conflict amongst us it will be reported in writing to the Year Advisor. The writing should say:

what happened  
where it happened  
when it happened  
who was involved  
why it happened

| Signature | Printed Name | Year | Date |
|-----------|--------------|------|------|
|           |              |      |      |
|           |              |      |      |
|           |              |      |      |

### **What happens when the teacher detects a bully?**

1. The teacher, in a timely manner, interviews the students involved. Details of the incident are to be recorded on ESR with consequence which could be mediation, a reflection sheet, and a phone call to the target's parent to inform them of the resolution.
2. If the teacher considers the incident sufficiently important that further action should be taken, the teacher reports details to the appropriate Year Adviser. The Year Adviser is to investigate further and try for a resolution. If the matter still remains unresolved then it is to be reported to the HeadTeacher Welfare or to the Deputy Principal. Teachers are then to be informed on the mutual agreement.
3. The Head Teacher Welfare will be immediately consulted in all major incidents.
4. An interview will be arranged with all the students concerned. From the results of this interview, it may be appropriate for all the students present to enter into a mutual agreement'. The agreement should be read out to those involved – they must be aware of the nature of the agreement they may be entering into. Each student will then be invited to sign the agreement in the presence of each other.
5. Copies of the agreement are given to each student who signed.
6. A record of this agreement is made on ESR. A record of the agreement is placed in each student's file.
7. Any further complaints made by the students involved must be written complaints and returned to the Year Advisor and should be dealt with immediately.
8. Further interviews will most likely take place. The following consequences could result:
  - Parents of both parties are informed
  - Involvement of the Police Youth Liaison officer and the Community Liaison Officer
  - Parent meeting organised

9. In extreme cases the Head Teacher Welfare will already be involved from the outset but if a pattern is established or there are repeated incidences by the same group of students the Deputy Principal will become involved. The Police Liaison Officer will also be informed of the situation.

10. Parents of the target need to be informed that the school has dealt with the matter and they are to be informed of the resolution. The parents of the bully are also to be informed of the matter and the consequences.

11. The school Principal will be kept informed throughout these procedures.

12. The referring teacher or Year Adviser is to be given feedback by the Head Teacher Welfare or the Deputy of the outcome in regards to both parties.

## **ADDITIONAL INFORMATION**

The Police Liaison Officer is Gandhi Sindyan/Sina Winterstein  
Campsie Police Station  
58 Campsie Street, Campsie 2194  
Telephone: 9784 9635  
Fax: 9784 9619  
Email: [sind1gan@police.nsw.gov.au](mailto:sind1gan@police.nsw.gov.au)

## **Useful websites:**

### **Bullying No Way!**

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

This website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia.

### **Mindmatters**

<http://www.mindmatters.edu.au/>

Mindmatters is a program to support Australian secondary schools in promoting and protecting the social and emotional wellbeing of members of school communities

### **National Coalition Against Bullying**

[www.ncab.org.au](http://www.ncab.org.au)

National Coalition Against Bullying (NCAB) brings together a group of individuals from key organisations to draw national attention to the issue of bullying and to bring about a social change in



our community. NCAB wants to empower individuals to realise that the issue of bullying is everyone's problem and each individual can make a difference.

### **Kids Help Line**

[www.kidshelp.com.au](http://www.kidshelp.com.au)

Kids Help Line is Australia's only free, confidential and anonymous, 24 hour telephone and online counselling service specifically for young people aged between 5 and 18. The 24 hour, toll free telephone number is 1800 55 1800

Reach Out!

[www.reachout.com.au](http://www.reachout.com.au)

Reach Out! Is a web-based service that assists young people to help themselves through tough times. The aim of the service is to create opportunities for young people to help themselves and to help others.

This policy has been developed in 2012 with the assistance of the P&C association, the Student Representative Council (SRC) and the Welfare Team of BBHS.

## **Peer Mediation School Policy**

What is it? Peer Mediation is a process which allows student conflicts (e.g. name calling, property disputes) to be handled by the disputants themselves with the assistance of other students who have been trained as mediators.

It follows a step-by-step formula which assists students to work through immediate problems, take responsibility for finding their own solutions, agree on those that are mutually acceptable and then works at implementing them.

It is important to clarify the kind of conflicts which are suitable for student mediators and those which should be passed to a teacher. Low level conflicts are the most suitable for Peer Mediation include: Gossip/rumours, arguments, property disputes, teasing, low-level threats and name calling.

Teachers are to refer the matter to the Head Teacher Welfare Nevine Atlagic or the Peer Mediation Co-ordinator Ramy Yassa. All Peer Mediation sessions will be in Room 3.

### **The Process**

#### **Step One – Agree to Mediate**

The Mediators welcome both people and introduce themselves as mediators. The mediators then explain that mediators do not take sides. Everything that is said in mediation will be kept confidential (private) unless they think someone's safety is at risk. They then explain the ground rules, which include: Take turns talking and listening, no blaming, no excuses, tell the truth, No name calling and agree to work on the problem. The boys MUST agree on the rules!

#### **Step Two – Gathering Information**

The mediators ask each disputant for his story by asking: Please tell us what happened? Once the disputants have both told their side of the story, the mediator's listens, clarifies and asks for additional information: Is there anything you want to add?

The mediators make it clear that understanding the feelings of the other person involved is an important aspect of the process. The mediator may ask "How did you feel when that happened?"

#### **Step Three: Focus on common needs/interests**

A person's needs are why that person wants and what he or she wants and so the mediator searches for the shared needs that join the disputants.

The mediators may ask "What do you want" Why?

The mediators summarise the shared interests – "Both of you seem to agree that" "It sounds like each of you wants"

#### **Step Four: Create Win/Win Possibilities**

Mediators ask each disputant for ideas to solve the problem; they explain that a good way to do this is through brainstorming. They can explain the brainstorming rules, which include:

Say any idea that comes to mind

Do not judge or discuss ideas

Come up with as many ideas as possible

If they don't come up with suggestions, Peer Mediators can suggest some ideas "Here are some ideas other people have used. What do you think?"

#### **Step Five: Evaluate the Possibilities**

After writing down the ideas presented by the disputing students the mediators read out the suggestions and ask each student to give a yes/no evaluation. There needs to be two yes agreements for each item to remain.

Mediators should try and set some guidelines by asking: What will happen if you do that? Can you do it?, Is it realistic? Is it fair?

#### **Step Six: Create an agreement**

Mediators should write the argument in disputants own words on the agreement sheet and re-state what the agreement is

They should then:

Ask disputants to make a plan of action: Who, what, when, where and how?

Ask each person to summarise the plan

Ask "Is the problem solved?"

Both will need to sign a written contract that has their names, statements on disputes, understand further consequences (e.g. Head Teacher Welfare), follow up arrangement, agreement both parties agreed to and both are to sign the contract and stored in the Peer Mediation folder

Say thank you to the boys and tell them they did great work.

## Peer Support School Policy

### What is it?

Peer support occurs when students provide knowledge, experience, emotional, social or practical help to each other. Peer Support can give senior students leadership skills and opportunities for self-development. It also provides the younger students with a supportive environment in which to develop self-confidence, individuality, resilience and strength to resist harmful peer pressure.

Peer support is distinct from other forms of social support in that the source of support is a peer, a person who is similar in fundamental ways to the recipient of the support; their relationship is one of equality. A peer is in a position to offer support by virtue of relevant experience: he or she has "been there, done that" and can relate to others who are now in a similar situation.

Junior students who teachers believe need further support (emotional/social) should contact Head Teacher of Welfare Nevine Atlagic or Peer Support Co-ordinator Ramy Yassa. A Peer Support leader will then be allocated to the junior boy where they will provide emotional, social and practical help. Peer Support leaders will use a range of communication skills, skills to help others and people skills to try and support the junior boy. Sessions will be located in Room 3 or in the library. All sessions will be on a one v one basis.

### Appendix 1 PBIS posters



# In our Canteen

- Use correct entry and exit
- Use inside voices
- Say "please" and "thank you"
- Buy for yourself



## Safe

- Keep my hands & feet to myself
- Walk only
- Leave canteen when finished

- Line up
- Have my order and money ready.
- Wait for the teacher to call you through



# In our Classrooms

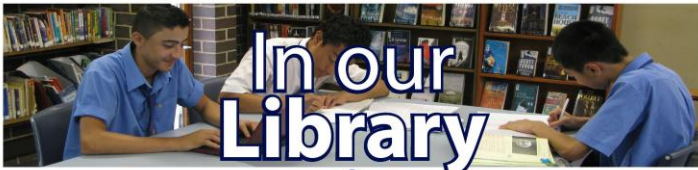
- Silent and still when listening
- Allow others to learn
- Listen and follow teachers' instructions
- Hand up & wait
- Use appropriate language
- Value everyone's contribution
- Use inside voices



## Safe

- Hands off
- Use any equipment with care
- Stay seated unless given permission

- Mobile phones and audio devices switched off & away
- Bring appropriate equipment
- Complete all tasks, including homework
- Be willing to learn



# In our Library

- Listen and follow teachers' instructions
- Use appropriate language
- Hand up & wait
- Wait for the teacher at the door
- Look after equipment and books



## Safe

- Hands off
- Use any equipment with care
- Place bags on bag shelves

- Bring appropriate equipment
- Mobile phones & audio devices switched off & away
- No food in the library



# In our Assemblies

- Silent, still & listening
- Eye contact to the speaker
- Applaud when appropriate
- Listen & follow teachers' instructions



## Safe

- Keep my hands & feet to myself
- Enter & exit in an orderly manner

- Sit in your allocated area
- Be attentive
- Follow exit instructions



# In our Playground

- Listen and follow teachers' instructions
- Use appropriate language
- Make the playground a better place



## Safe

- Hands off
- Play safely
- Stay in areas where there is teacher supervision

- Tell the teacher if you need assistance
- Play ballgames in the appropriate area
- Put rubbish in the bin



# In our Practical lessons

- Listen and follow teachers' instructions
- Use appropriate language
- One person using equipment
- Be willing to learn
- Use inside voices



## Safe

- Hands off
- Wear appropriate safety equipment
- Use any equipment correctly & with care
- Wear closed-in shoes

- Put all equipment back where it belongs
- Know how to use equipment before starting
- Wear appropriate uniform





- Listen & follow teachers' instructions
- Use appropriate language
- Wait quietly for teacher



- Move quickly to class (in less than 5 minutes)
- Move sensibly & quietly
- Have my timetable to know where I'm going

**Safe**

- Hands off
- Line up outside classroom
- Stay to the left



- Listen and follow teachers' instructions
- Use appropriate language
- One person using equipment



- Know how to use equipment before starting
- Put all equipment back to where it belongs
- Wear appropriate sports uniform

**Safe**

- Hands off
- Use any equipment correctly & with care
- Wear closed-in shoes



## Appendix 2

## Teacher Script for Managing Class Behaviour

**Purpose:** Empower classroom teacher. Make explicit what is required.

### 5 R's

|                                   |   |   |
|-----------------------------------|---|---|
| <p>Step 1<br/><b>Redirect</b></p> | <p>Focus on your learning.<br/>(Refer student to appropriate expectation on PBIS poster )</p>   | <p><i>Use positive language<br/>Refer to behaviour expectations.<br/>Teacher must be explicit when speaking to student<br/>"Are you being respectful/ responsible or safe"</i></p>  |
| <p>Step 2<br/><b>Remind</b></p>   | <p>I am concerned about your learning. I am going to put a <b>reminder</b> to learn on the board. You need to make a choice.</p>                                    | <p><i>Be supportive, focus on their learning, not their behaviour. Have every expectation that they will learn.<br/>Speak to the student quietly and individually.<br/>Depending on the behaviour you may need to move the student to another desk or move the student(s) sitting next to him.<br/>Do not make a scene - do this quietly.</i></p> |
| <p>Step 3<br/><b>Review</b></p>   | <p>You have chosen not to learn. I am putting a second reminder on the board and I will review your learning at the end of the lesson and make a decision then.</p> | <p><i>Once the second reminder goes up teacher could walk around and speak to the student quietly – see if the student needs help and get them back on task. As a result of the review of their work at the end of the lesson, teacher may make an appointment with the student to complete a reflection sheet during lunch or recess.</i></p>    |
| <p>Step 4<br/><b>Refer</b></p>    | <p>It is time to work it out with the Head Teacher. I am here to teach and you should be here to learn.</p>   | <p><i>If behaviour is serious it will need to be referred to the HT and an ESR entry by classroom teacher is required. HT reviews ESR entry, speaks to student and calls home.<br/>Do not escalate situation.</i></p>   |
| <p>Step 5<br/><b>Resolve</b></p>  | <p>Student, Teacher and Head Teacher resolve the situation together so they can re-enter the class the next period</p>  | <p><i>At the end of the lesson, at recess/lunchtime, sit with the student and complete a reflection sheet. Use inclusive language and focus on resolving the issue together. Be supportive.</i></p>   |

## Appendix 3

### Belmore Boys High School Reflection Sheet

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

What were you doing? \_\_\_\_\_

---

|                    |                    | Yes                      | No                       |
|--------------------|--------------------|--------------------------|--------------------------|
| Was your behaviour | respectful         | <input type="checkbox"/> | <input type="checkbox"/> |
|                    | and/or responsible | <input type="checkbox"/> | <input type="checkbox"/> |
|                    | and/or safe        | <input type="checkbox"/> | <input type="checkbox"/> |

Who has been affected by your behaviour? \_\_\_\_\_

How were they affected? \_\_\_\_\_

What should you have been doing? \_\_\_\_\_

What do you think you need to do to focus on your learning?

1. \_\_\_\_\_

2. \_\_\_\_\_

How can your teacher help you achieve this? \_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

## COMMUNICATION MODEL

| Withdrawn                              | Passive   | Assertive  | Aggressive   | Assaultive                   |
|--|---|--|--|------------------------------|
| Ignoring<br>Dismissive<br>Not speaking | Sarcasm<br>Body language<br>Feigned –<br>deafness<br>blindness<br>amnesia<br>Provoking<br>Setting Up<br>Tone of Voice | Clear Communication<br>Honest Communication<br>Negotiation<br>Positive<br>Good Choices<br>Cooperation<br>Tone of Voice | Abusive<br>Intimidation<br>Threatening<br>Shouting<br>Swearing<br>Provoking<br>Tone of Voice | Hit<br>Kick<br>Punch<br>Spit |



**5 Merit Points**

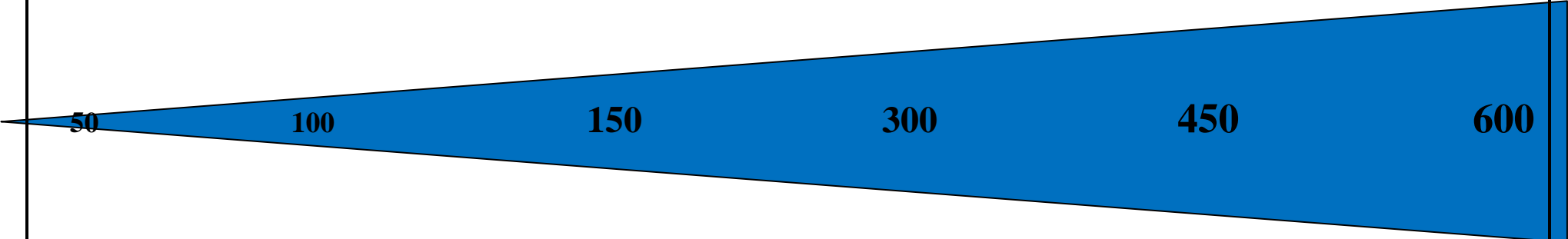
- Improved behaviour in the classroom
- Improved achievement in the classroom

**10 Merit Points**

- Working on a task throughout a unit of work
- Regularly completing homework to expected standards
- Providing a role model for others

**20 Merit Points**

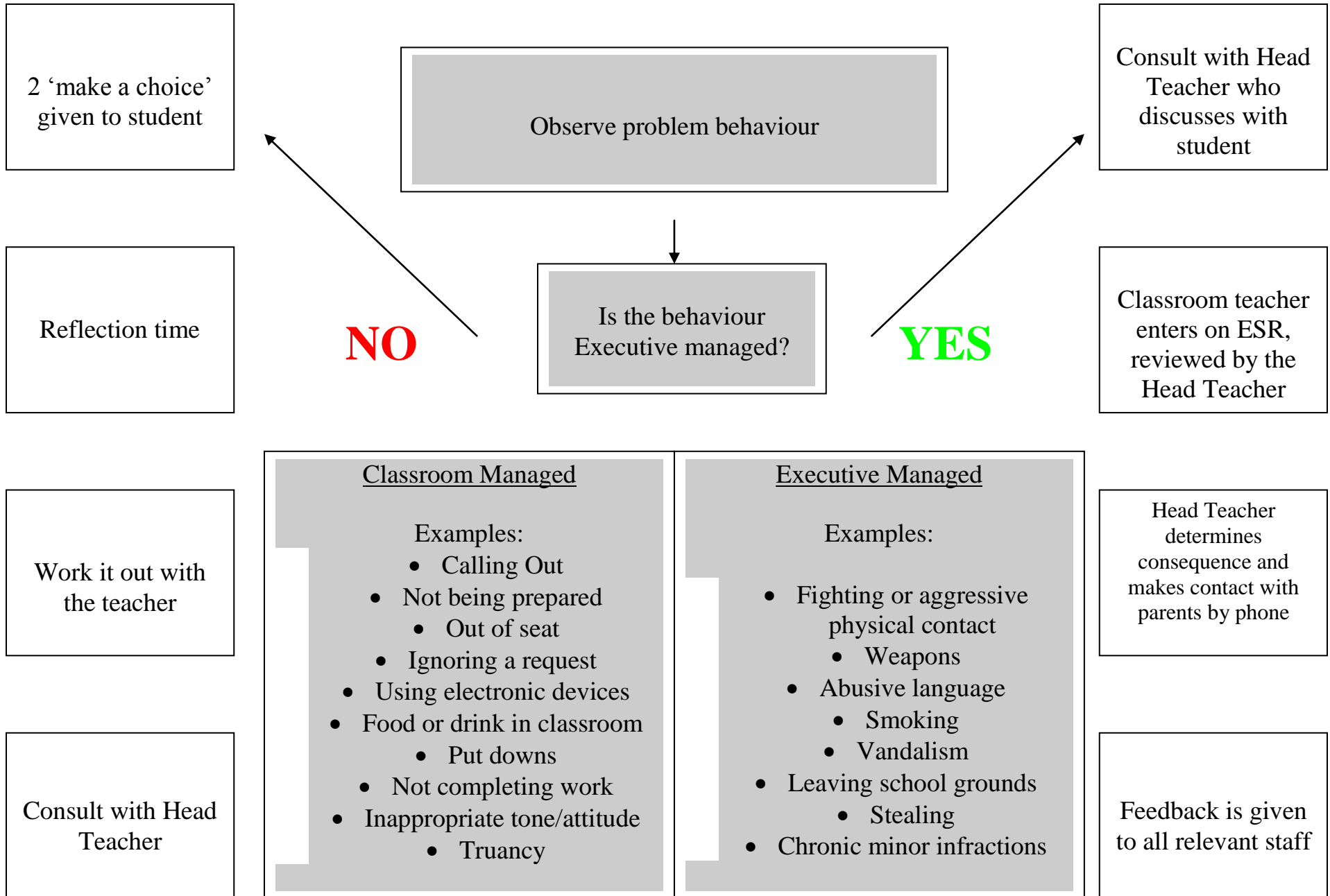
- Outstanding academic achievement
- Outstanding academic effort
- Displaying responsible leadership
- Outstanding school service



| 50 MERIT POINTS          | 100 MERIT POINTS      | 150 MERIT POINTS   | 300 MERIT POINTS   | 450 MERIT POINTS   | 600 MERIT POINTS  |
|--------------------------|-----------------------|--|--|--|---|
| Green award              | Year Adviser award    | Deputy 's Yellow   | Deputy's Purple  | Principal's award  | Principal's Gold  |
| Pastel green certificate | Pale Blue certificate | Yellow certificate<br>Phone call home<br>Club passes<br>Anticipated 40-50 per year | Purple certificate<br>Phone call home<br>Phone cards \$10-<br>Anticipated 50-60 per year | White printed card certificate<br>Phone call home<br>Excursion<br>Anticipated 10-15 per year | Buff printed Card certificate<br>Phone call home<br>I-pod<br>Anticipated 4-6 per year |

Appendix 6.

Behaviour Referral Flowchart



*Our focus is on learning*