



Erskine Park High School

Pride In Achievement

78-82 Swallow Drive, Erskine Park NSW 2759
Website: www.erskinepk-h.schools.nsw.edu.au

Phone: 9834 3536 Fax: 9834 3864
Email: erskinepk-h.admin@det.nsw.edu.au

Student Wellbeing Policy Revised February 2018



Erskine Park High School is committed to creating quality learning opportunities for children and young people. In doing so it is essential to understand the strong links between student wellbeing and learning. The purpose of this document is to outline the programs, systems and procedures to support the wellbeing of all students at Erskine Park High School. Our school is a public school within the Department of Education and the contents of this policy support the implementation of departmental policies. A list of these policies is included in this document.

Wellbeing is complex and requires a shared and whole-school community approach. To be successful in supporting students to connect, thrive and succeed in life, wellbeing must be integrated into the school learning environment, the curriculum and pedagogy, the policies and procedures, and partnerships inherent within and outside the school. Teachers, students, parents, support staff and community groups all play a part in promoting positive student wellbeing. All teachers and staff, parents and community members have a responsibility to enhance student wellbeing by focussing on developing student's protective factors as well as teaching the skills, knowledge and understandings students need to be resilient and effective members of the community.

Erskine Park High School endeavours to create a school environment in which students are safe, secure and feel cared for. Student wellbeing is a priority for all staff and is integrated within all school programs. Wellbeing at Erskine Park High School has an interdependent and reciprocal relationship with learning and underpins programs and activities that encouraged students to become active and empowered members of our school community.

This document will be reviewed annually to ensure our programs, systems and procedures address the rapidly changing challenges for our students.



The school motto is Pride in Achievement

The swallow with a sprig of peppertree reflects the essence of the area's flora and fauna.

The following documents should be read in conjunction with this policy:

DoE Student Welfare Policy PD/2002/0052/V01 Last updated 11/7/2014

DoE The Wellbeing Framework for Schools Last Updated April 2015

DoE School Excellence Framework Version 2 Updated 2017

DoE Bullying: Preventing and Responding to Student Bullying in Schools PD/2010/0415/V01
Updated 5/6/17

DoE Drugs in Schools Policy PD/2002/0040/V04 Updated 11/6/2010

DoE Nutrition in Schools Policy PD/2011/0420/V01 Updated 27/2/2017

DoE Protecting and Supporting Young People Policy PD/2002/0067/V02 Updated 30/5/2017

DoE Student Discipline in Schools Policy PD/2006/0316/V03 Updated 5/8/2016

DoE Suspension and Expulsion of School Students Procedures PD 2006 0316 Updated April
2015

Student Health in NSW Public Schools: A Summary and Consolidation of Policy
PD/2004/0034/V01 Updated 5/6/201

Work Health and Safety Policy PD/2013/0454/V01 Updated 10/6/2016

Aboriginal Education Policy [PD/2008/0385/V03 Updated 27/11/2016](#)

Section 1

Introduction

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

For this to occur, government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Context

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students.
- creates a safe, caring school environment in which students are nurtured as they learn.
- 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.
 - make a useful contribution to the life of the school.
 - derive enjoyment from their learning.

Effective Learning and Teaching

Enhances effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour.
- identifying and catering for the individual learning needs of students.
- establishing well-managed teaching and learning environments.
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant.
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.

- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time.
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

Positive Climate and Good Discipline

Enhances school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
- providing opportunities for students to demonstrate success in a wide range of activities.
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly.
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- valuing difference and discouraging narrow and limiting gender stereotypes.
- incorporating students' views into planning related to school climate and organisation.
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support.
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Community Participation

Enhances community participation by:

- building learning communities in which staff, students and parents work together for planned results.
- encouraging parents and community members to participate actively in the education of young people and in the life of the school.
- acknowledging parents as partners in school education.
- encouraging students to have a sense of belonging to the school community.
- assisting families to gain access to support services in the community.
- fostering close links with the wider community.
- encouraging links between parent and student representative groups.
- inviting parents to share their skills and experiences in the school community.
- supporting students and their parents in making decisions about learning programs.
- recognising students' families, cultures, languages and life experiences.

Responsibilities

Principals will ensure that:

- commitment to student welfare underpins all activities of the school.
- the school community reviews policies and practices related to student welfare.
- student welfare is regularly reviewed using appropriate planning processes.
- a school discipline policy is developed and regularly reviewed.
- the review processes take into account other mandatory policies.
- strategic issues identified in reviews are incorporated into the school plan.
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy.
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- participate in the learning and teaching process in ways which take account of the objectives in this policy.

Staff with a specific student support role will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- act according to the discipline code established by the school community.
- contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- participate actively in the learning and teaching process.
- provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments.
- practise peaceful resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- share responsibility for shaping their children's understanding about acceptable behaviour.
- work with teachers to establish fair and reasonable expectations of the school.

Source DoE Student Welfare Policy Reference Number PD/2002/0052/V01

Behaviour Code for Students: Actions

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

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behavior and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

Section 2

Supporting Student Wellbeing

What is wellbeing?

In very broad terms, wellbeing can be described as the quality of a person's life. Wellbeing needs to be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.

There are strong links between wellbeing and school excellence. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes.

The department is committed to creating quality learning opportunities for children and young people.

Our students will:

- be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- be respected, valued, encouraged, supported and empowered to succeed.
- grow and flourish, do well and thrive.

CLUES Program

This program is underpinned by the school's CLUES documents, which outlines school expectations and values. The program is designed to meet the individual needs of students in each year group and may be adapted in response to emerging needs as they arise. Roll teachers lead groups of students, organised by year group, through wellbeing activities to promote student wellbeing. This program is designed and managed by the wellbeing team under the leadership of the Head Teacher Wellbeing and supported by Year Advisers, Assistant Year Advisers and Head Teachers supervising year groups. Each term teachers and the wellbeing team are allocated professional learning time to develop and plan resources to ensure the implementation of high quality wellbeing lessons.

Elements of the Wellbeing Framework

Teaching and learning

- Schools will consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning.
- Students should be provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- The child or young person's subjective view of their own wellbeing is recognised by schools, peers and parents as an important measure to inform decisions about the child or young person.
- Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Behaviour, discipline and character education

- Every school will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment.
- The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

Learning and support

- Students with identified learning needs benefit from personalised learning and support.
- Aboriginal children and young people will have an individual personalised learning pathway.
- Students with identified healthcare needs have an individualised health care plan.
- Parents are consulted and contribute to the planning to support their child's individual learning.
- Adjustments to the learning environment are made and documented as required.
- Assessment of student achievement informs individual learning.

Professional practice

- Professional learning is linked to the needs of the students, teachers, schools and the system.
- All staff undertake mandatory training to comply with legislative and policy requirements.

Effective leadership

- Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.
- The principal implements systems to meet accountabilities relating to wellbeing policies in the school environment.
- The principal effectively uses school and system resources to support the learning and wellbeing of all students.

School planning

- Wellbeing is an element of the School Excellence Framework and is addressed through school planning and school self-evaluation.
- A self-evaluation of wellbeing incorporates the stages of learning of the students, environmental factors and the influences and domains of wellbeing.
- Schools use qualitative and quantitative evidence to inform and guide school planning for wellbeing.

ERSKINE PARK HIGH SCHOOL

PRIDE IN ACHIEVEMENT



Peer Support

The Erskine Park High School Peer Support Program is aimed at providing a personal introduction to high school for all Year 7 students by way of a mentor. The mentors are Year 10 students who are trained to deliver a social skills and transition program throughout the initial arrival phase for Year 7 during term 1.

This initiative allows Year 10 students to develop their leadership skills. Year 10 students are selected on account of their enthusiasm, social and leadership skills. Emphasis is placed on an equal number of male and female leaders who serve as role models for the Year 7 students, so as to foster gender equity leadership opportunities and build school wide leadership capacity. The initial contact with Year 7 occurs on Orientation Day as leaders of the Year 6 students for the day. Peer Support leaders will also lead activities at the Year 7 Camp in term 1.

Peer leader training is facilitated through a 2 day leadership induction and teamwork workshop. Training is limited to twenty five (25) participants at any given time.

Lessons include and activities on anti-bullying, orientation, maps of the school, school rules, teacher names and locations, group building activities as well as 'getting to know you' activities which are all useful for Year 7 students.

Peer Support Mission Statement

Mentoring is an alliance, which creates a space for dialogue that results in reflection, action and learning.

Erskine Park High School's mentoring program endeavours to initiate this process and establish connections between the students and their mentors in a caring, safe and structured environment.

Confidentiality - Both mentor and mentee are made aware of the importance of confidentiality and understand that certain issues must be disclosed to the coordinating teacher. These issues are covered in mentor training.

Merit System

We are strongly committed to a policy of encouraging and rewarding achievement in all aspects of school life.

For achievements within the classroom or participation in school activities students can be awarded a **Teachers' Award**. Behaviours recognised with a **Teachers' Award** could include: consistent effort, a good assignment, a good test result, improvement, leadership, improved attendance, uniform, public speaking, work on school environment, community service.

Five Teachers' Awards from any area of school life are taken to the Assistant Year Adviser who arranges for the presentation of **Bronze Awards** at a Year Assembly. Year Advisers/Assistant Year Advisers keep accurate records of these and prepare all awards for distribution.

Three Bronze Awards will earn a **Silver Award** which is presented at a weekly assembly. **Three Silver Awards** will gain a **Gold Award** and **three Gold Awards** will gain a **Diamond Award**. Gold and Diamond Awards are presented at Recognition Assemblies which are held each semester.

Any teacher may make recommendation to a Year Adviser or Assistant Year Adviser at any time for a student to receive a **Bronze Award** for outstanding school service (representing the school in debating or public speaking, voluntary work on a school environment project), outstanding school report, outstanding sporting achievement or outstanding service to the community.

There are no restrictions on combining higher awards from the same areas and they can be accumulated over the six years of secondary education. The Principal has the discretion to present Award certificates to recognise deserving students.



A SUMMARY OF THE AWARD LEVELS

5 Teachers' Awards =
1 Bronze Award

3 Bronze Awards =
1 Silver Award

3 Silver Awards =
1 Gold Award

3 Gold Awards =
1 Diamond Award

Anti bullying

It is important for all people who have an influence on our students' lives to be aware of the types of harassment and bullying that they can be confronted with. Bullying is not an acceptable behaviour in students, staff, or parents in this school.

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. Cyber-bullying refers to bullying through information and communication technologies.

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

Bystanders are anyone who is aware of bullying but does not act to try and stop it. This includes omitting information about a bullying incident, watching, assisting/joining in, videoing, sharing videos or photos, or encouraging by cheering or laughing.

Conflict or fights between equals or single incidents are not defined as bullying. Erskine Park High School has a comprehensive anti-bullying plan which is reviewed annually. It is available on the school website: <http://www.erskinepk-h.schools.nsw.edu.au/our-school/school-policies>

Cultural Diversity

Erskine Park High School has a diverse student population, represented by students from more than forty different language backgrounds. To celebrate our cultural diversity, the school holds a Harmony Day and Multicultural Day. These days include a variety of activities, determined by the multicultural team and student representatives, and may include student performance, food stalls, assembly presentations, national dress or visiting performance artists.

Aboriginal Education

The Erskine Park High School community values the identity, culture, goals and aspirations of Aboriginal students. Programs and activities to support the wellbeing and learning of Aboriginal students in the school include

- Acknowledge of country at all public events
- Student led welcome to country at all school assemblies

- Funding to support the employment of an Aboriginal Education Officer
- AIME program
- AECG Junior leadership participation
- Black On Ya Feet Program
- Stepping Up program within the STEPS community
- NAIDOC Assembly
- Aboriginal Garden
- Yarn Circle

Student Representative Council

A Student Representative Council (SRC) is a group of students elected by their fellow students to represent all students in the school. SRCs work democratically to represent the student body in school decision-making and organise ways for students to participate in school life.

The EPHS Student Representative Council aims to:

- provide effective representation of students through communication with and between students, staff and the community of EPHS
- provide a forum for student opinions, ideas and attitudes
- provide the student body with an opportunity to contribute to school decision making
- develop leadership in representing the opinions, ideas and attitudes of students
- promote involvement in the school and its physical surroundings
- promote school and community spirit
- encourage pride in achievement
- support local charities through student led fundraising activities

More information about the SRC including role statements and election procedures can be found in the SRC constitution.

School Houses

The inclusion of school Houses into the Welfare program promotes a self of belonging amongst students and staff. The current House names have been in place since 2010 and provide an opportunity for students to identify with a historical connectedness to the community. House names reflected the history and character of our Erskine Park setting. The House system includes points allocated through our academic achievements, extra curricula participation and leadership programs. These are tallied with sporting carnival results to determine the annual champion house, announced at Presentation Night each year.

A-D: BAKER - BLUE ('Blue Tongues')

Baker is a name belonging to the early pioneers of Erskine Park, who lived in 'Chatsworth', a distinguished local estate. Owen Baker fought in World War I, dying in battle in Messines at the age of twenty two.



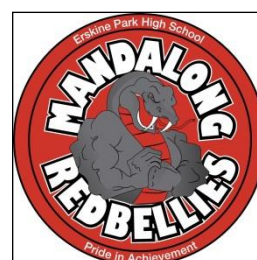
E-L: LOCKE - GREEN ('Stingrays')

Locke is a name belonging to the first and most preeminent female Aboriginal leader in Western Sydney, Maria Locke. She was a high academic achiever whose father was Yarramundi and brother was Colebee. Maria is said to have founded the Darug clan.



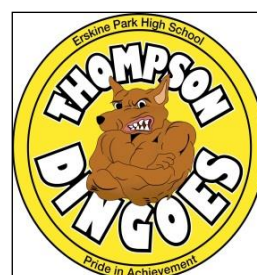
M-R: MANDALONG - RED ('Redbellies')

Mandalong Park was a very early allotment of land - and later a dairy farm - in the Erskine Park area which since has produced a unique 'Mandalong Special' breed of cattle.



S-Z: THOMPSON - YELLOW ('Dingoes')

Andrew Thompson lends his name to a local park on Peppertree Drive and was a name associated with a successful local tannery business in the early days of our community.



Student Leadership

In addition to participation on the School Representation Council students are provided the opportunity to develop leadership skills through a range of leadership programs which include:

- Dare to Lead (Year 7 and 8 students)
- House Captains (Year 12 students)
- Peer Mediators (Year 10 students)
- Peer Support Leaders (Year 10 students)
- Events Crew
- Primary Links Programs
- AECG Junior Council
- Formal Committees
- Camp Leaders

Peer Mediation

The Erskine Park High School Peer Mediation program is designed to repair damaged relationships between students. It aims to reduce bullying as well as to improve students social and emotion skills while strengthening their feeling of belonging within the safe school environment. It is a student based conflict resolution group which helps the students themselves come up with a lasting solution and resolution for their own issues.

It is run by a trained group of Year 10 students who work in pairs to assist our younger students with issues like bullying and friendship breakdown. This is coordinated by a teacher; however, the process of mediation is carried out by the students to encourage the participants to resolve their own conflicts in a supervised setting.

Approximately 20 Year 10 students are trained at the start of each year to become Peer Mediators. The training takes place over 2 periods and teaches the students about conflict, the causes of it and strategies of how to reach a peaceful and lasting resolution.

Peer mediation is initiated by a member of the executive team, Head Teacher or Year Adviser on Sentral to alert the Peer Mediation Coordinator who then arranges a mediation session. Two Year 10 students are briefed about the situation and facilitate a mediation between the younger students. All correspondence is confidential and filed securely in case of future need.

Students involved in the mediation have reported around a 90% success rate in finding a lasting resolution and have identified benefits such as self-regulation of behaviour and students empowerment.

Primary Links

Erskine Park High School has multiple programs where students and staff of the STEP's learning community and James Erskine Public School work together to enhance learning opportunities for all students and build positive relationships with students from Kindergarten to Year 12. Programs within this initiative include:

- Stepping Up
- Top Steps
- STEP's Music Festival
- Fiction Frenzy
- White Ribbon and Day for Daniel Charity work
- Science Programs, and
- Leadership Days

Camps

Camps promote positive interaction and build new relationships between students. The following camps are held either annually or biannually:

- Year 7 Camp
- Year 11 Camp
- Gifted and Talented overnight challenge
- Cultural exchange to China
- PASS ski excursion, and
- Duke of Edinburgh Camps

Enterprise Program

The program targets students at risk of not completing school. Identified students are supported for one period every day in developing work readiness skills including teamwork, safe work practices, interview techniques, resume writing, work place behavior expectations. This program targets Year 10 students and includes work experience.

Crossroads

Crossroads is a mandatory program for students in Years 11 and/or 12 in NSW government schools. It extends on student learning in PDHPE. Crossroads is designed to help senior students address issues of health, safety and wellbeing at a time when they face significant changes and challenges in their lives. Crossroads aims to prepare and support students as they encounter situations related to identity, independence and their changing responsibilities.

Senior Transition

The Senior Transition team supports students who are disengaged from school to explore transition opportunities to TAFE or work. Students are referred to the transition team as a result of poor attendance, disengagement from classwork or assessment tasks and poor behaviour. This program targets students in Years 10 and 11 and involves the case management of individual students.

Section 3

Student Discipline and Management

Good discipline is fundamental to the achievement of government priorities for the public school system. The management of student discipline is underpinned by the Department of Education Behaviour Code for students and the schools core values which are represented in the CLUES document. Students are expected to show **consideration**, have a focus on **learning**, be **understanding** of others, respect the learning **environment** and demonstrate **safe** behaviours.

All students have the right to be treated fairly in an environment free from disruption. To achieve this, the school will maintain high standards of discipline.

“When parents enrol their children at public schools 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 discipline in government schools” (Student Discipline in Government schools policy, updated 2016)

Classroom Management

The classroom teacher is the member of staff in the room and as such has the primary role in managing behaviour and learning. Interventions at the classroom teacher level should be timely and specific and should reinforce expectations and routines established by the classroom teacher. Records of interventions and parental contact should be recorded for each student on Sentral.

Where behaviours are not improved through interventions from teachers, or in the case of serious behaviour concerns exists, the matter should be addressed by the Head Teacher of the faculty, or the Head Teacher on duty in the case of playground issues. Records of interventions and parental contact should be recorded for each student on Sentral.

Where Head Teacher intervention is unsuccessful in modifying behaviour, or if a major behaviour concern exists, the Head Teacher should refer the matter to be addressed by the Deputy Principal. Appropriate records of these interventions should be kept on Sentral and in the student's file.

Where poor behaviour occurs in the playground it is the responsibility of the teacher on duty to intervene. This may include asking the student to clean up a playground area. One Head Teacher will be rostered on duty every day and ongoing issues should be referred to the Head Teacher for follow up.

All serious incidents including verbal abuse towards teachers, physical abuse, criminal activity, incidents involving drugs or weapons should be referred immediately to the Deputy Principal. If intruders enter the school grounds the Deputy Principal should be notified immediately. If necessary the staff member on duty should send a student to the office for help.

Student Referrals - Sentral

Staff interaction with students is recorded using Sentral, a database of student behaviour (both positive and negative), parental contact and records of parent meetings, reports on conduct and progress, and referrals to other support staff across the school.

Staff record details of interactions concerning a particular student accurately and in a timely manner to provide a detailed overview of the student's actions, interventions and supports in place for that student.

At times, this information may be drawn upon to make appropriate decisions supporting the wellbeing, discipline and academic progress of the student.

Detention

Student behaviour is managed both in the classroom and in the playground using a range of strategies. This often includes the use of detention during student breaks or after school.

Students may be placed on detention by staff as a consequence for problematic or ongoing behaviour. Students are expected to attend detention during lunch breaks for the allocated time period, with time allowed in the break for students to eat their lunch and access the toilets at the completion of the detention.

Students may be issued with a detention during lunch breaks for minor incidences of problematic behaviour. Students will be given a detention slip to indicate the time, date and location of the detention. More serious or ongoing issues with behaviour may result in after school detentions being allocated.

After school detentions may be allocated by Head Teachers or the Deputy Principal. After school detentions are run each afternoon from 2:40 to 3:45pm. Parents of students placed on after school detention will be notified at least 24 hours before the detention is to take place.

Classroom Teacher

The Classroom Teacher is the leader in the room. Generally, behaviours that occur in the classroom should be addressed by the teacher in the room at the time of the event .

Examples of appropriate strategies include:-

- | | | |
|--------------------------------------|-----------------------------------|-------------------------|
| -Verbal Warnings | -Strategic Ignoring | -Varied Tasks |
| -Detention | -Restating rules / Expectations | -Proactive intervention |
| -Isolation in the room | -Encouragement | -Behaviour Contracts |
| -Seating Plans | -Hands on activities | -Negotiate expectations |
| -Modified work | -Project Work | -Coach behaviour |
| -Rewards systems | -Clear Boundaries | -Thinking activities |
| -SENTRAL referrals | -Discussion with student | -Reflect on behaviour |
| -Parent Contact | -Proximity to student | -Escalate intervention |
| -Letters home | -Negotiate Goals | -Building Rapport |
| -Year Advisor Referral | -Positive reinforcement | -Clear Instructions |
| -Counsellor Referral | -Acknowledging effort and success | -Group Work |
| -Teaching and Learning Team Referral | -Listening to student | Lots more... |



Head Teacher

Referrals to the Head Teacher should only take place in the case where Classroom Teacher interventions have not been effective at resolving the issue/s.

Examples of Head Teacher interventions include:

- | | |
|-----------------------|--------------------|
| -Detention | -Change of class |
| -Isolation from class | -SENTRAL Referrals |
| -Monitoring Cards | -Deputy Referral |
| -Parent Contact | |



Deputy Principal

Referrals to the Deputy Principal only take place in the case where Head Teacher interventions have not resolved the issue/s; or in the case of extreme issues such as violence, abuse of staff and credible threats.

Examples of Deputy Principal interventions include:

- | | |
|-------------------|----------------------------|
| -Monitoring Cards | -Access support agencies |
| -Formal Caution | -Long and Short Suspension |

Monitoring Student Behaviour

Student behaviour may be monitored for the purpose of providing wellbeing support, or monitoring problematic behaviour. There are two levels of student monitoring:

Faculty Monitoring Card (Yellow): Head Teachers will place students on monitoring at this level to review student conduct in one particular class. This card is not meant to be used for all classes. The staff member retains the student's card between lessons and reviews the card at the completion of the allocated period of time for monitoring.

Student Monitoring Card (Red): This is a school wide monitoring card system. Students are placed on a Student Monitoring Card by the Deputy Principal, Head Teacher Wellbeing or Head Teacher Administration to monitor student's conduct in class as a means of providing support for the student's learning.

The student presents the card to each of their teachers at the beginning of the lesson. The staff member will make the appropriate selections and comments for the student's conduct during that lesson, in each of the CLUES areas. The student collects the card at the end of each lesson. Each day before the commencement of school the student presents the card to the Deputy Principal or Head Teacher for review.

Suspension

In extreme cases of problematic behaviour, or where other interventions have not successfully resolved behavioural issues, the Principal may impose a suspension or expel a student from the school. The Department of Education's "Suspension and Expulsion of School Students" procedures will be used where suspension or expulsion is deemed necessary.

Students who are suspended will have their parents notified verbally and in writing, and will be provided with an excerpt of the Department of Education procedures, a copy of the CLUES document and a reflection booklet to complete whilst on suspension.

Students do not return to school from a suspension until the suspension has been resolved and a plan of support is in place for the student. This occurs during a meeting with the parent, Deputy Principal and student and involves all parties signing an agreement to return to school.

Mobile Phone Policy

Learning at Erskine Park High School is our priority. Use of mobile phones during the day causes disruption to the smooth operation of the school and its primary function; it is intrusive and unsettling to the learning environment. Of equal concern is the fact that mobile phones have been targeted by thieves, with phones stolen from school bags or pockets.

Mobile phones can be surrendered to the Deputy Principal at the front office before school. The phone should be switched off and the student's name attached to it. Mobile phones handed to the DP will be stored securely in the school's strong room and returned at the end of the school day. Any messages can then be retrieved and students are able to communicate with parents as they travel home.

Mobile phones which are brought to school must be switched off and secured in the student's bag. They must not be used at any time during the school day, either to make calls, send or receive text messages or as a means to listen to music. The school has implemented a very clear procedure surrounding mobile phones.

If a student does use their phone it can be confiscated and sanctions apply- such as faculty detentions for a first offence and after - school detentions and confiscation for a second offence. Repeated defiance of the school mobile phone policy will result in a warning of suspension and/or a short suspension.

Parents and guardians who need to contact a student during the day must only make contact with their son/ daughter through the front office. Mobile phone calls to students interrupt learning and compromise staff and the school policy.

If a student misuses their phone and refuses to hand it over to a member of staff, this will be viewed as a breach of school discipline in that the student has failed to follow a reasonable instruction after electing not to follow the school's policy.

Mobile phone use or possession of a mobile phone in formal examinations is prohibited. All phones should be left at home. NESA upholds very strict rules regarding mobile phones in examinations. These guidelines can be accessed via the NESA website.

The complete mobile phone policy can be viewed on the school's website.

Section 4

School Systems to Support Student Wellbeing

Erskine Park High School has a strong focus on linking and networking with outside community organisations and service providers. Specific programs are developed to support and address emerging issues. These programs are developed with input from across our school community.

The wellbeing team is made up of Year Advisers, assistants and the Head Teacher Wellbeing. The team meets once a fortnight to discuss professional learning opportunities and emerging issues that affect the whole team. Our priority is to be committed educators that have a vision of student wellbeing that engages and supports students, teachers and the wider community to ensure high quality educational outcomes for all students.

Student Wellbeing Team

Student wellbeing is the responsibility of all staff at Erskine Park High School. A wellbeing team exists to assist with the creation of an environment in which the school's goals and high expectations can be achieved. Student Welfare Team personnel include:

- Head Teacher Wellbeing
- Year Advisers and Assistant Year Advisers
- Principal and Deputy Principal
- Head Teacher Administration
- School Counsellor
- Learning Support Team Representative
- Senior Transition Team Representative
- Careers Adviser
- ARCO – Anti Discrimination Officer
- Home School Liaison Officer
- Head Teacher Support Unit

School Education Area Regional Office

We utilise School Education Area and Regional Office expertise, personnel and resources to help support and develop student wellbeing programs and interventions that are responsive to the needs of our school community.

Assemblies

School assemblies are held every week. They are run by the SRC. Assembly times are divided into senior and junior assemblies.

Students are to assemble in the quad in their designated roll class. Students are briefed by a member of the Executive and invited into the hall. Student bags are to be left in their classroom.

Year Assemblies are held regularly and coordinated by Year Advisers.

Attendance Awards

Students who obtain 100% attendance for a term are issued with a Bronze Award. Students obtaining this certificate are entered into a raffle to win a canteen voucher each term. Students also receive a DoE attendance certificate for 100% attendance throughout the school year.

Child Protection

All staff are trained in Child Protection and are mandatory reporters if they have reasonable grounds to suspect a risk of harm. All concerns of children at risk of harm are reported to the Principal.

No Contact List and Not For Publication List

These details are provided by parents. All parents are given access to information about their child's education except when court orders are provided to the school. This information is stored securely in the child's file and is flagged on the school's database for no contact to be made.

Parents may request their child's photo is not published. This includes use in the school newsletter or website. These students are flagged on the school's database

Parents should contact the school immediately if there are any changes in circumstance.

Parent Interviews

Parent – Teacher interviews are scheduled for the middle of the year. All parents are encouraged to attend these interviews. Appointments are made via the parent portal.

Parents are also welcome to contact the school and make an appointment at any time during the year. Interviews concerning student wellbeing or personal issues should be made with the Year Adviser or Head Teacher Wellbeing. Interviews concerning classwork, homework or teaching should be made with the teacher or Head Teacher of the faculty.

The Deputy Principals and Principal are available for interviews by appointment regarding serious concerns or when concerns raised have not been resolved.

In some cases a parent may request a Progress and Conduct report when there are concerns about their child. This is organised through the Year Adviser or Head Teacher Teaching and Learning.

Financial Assistance

Dedicated financial support is available for students and families in need. Application is made through the front office. Each case is considered by wellbeing support staff/senior executive. The Principal oversees the final decision in regards to payment of student assistance.

Students Out of Class

Students are not permitted to leave a classroom in pairs or groups, unless there is a specific purpose for doing so, e.g. emergency, library group work.

If a student has permission to leave the room they must be issued with an orange 'out of class' pass indicating their name, class and the time/date. This note must be signed by the teacher. It is the responsibility of that teacher to ensure that the student returns the note. Destroy the note upon the student's return.

Students should use the toilets between during breaks. In emergencies a note may be given for students to use the toilet in the front office during class time.

Student Health Care Plans

An individual Health Care Plan formalises the support for students with complex health care needs. Information from the student's medical practitioner, provided by parents, will inform the collaborative development of a Health Care Plan.

Individual health care plans should include [the individual health care plan cover sheet \(DOCM 74.49 KB\)](#) and clear details for the following where relevant:

- an emergency care/response plan
- a statement of the responsibilities of those involved in the student's support
- a schedule for the administration of prescribed medication as provided by the treating medical practitioner
- a schedule for the administration of health care procedures as provided by the treating medical practitioner
- an authorisation to contact the medical practitioner
- other relevant documents.

An individual health care plan must be developed for:

- severe asthma, type 1 diabetes, epilepsy and anaphylaxis
- any student who is diagnosed as having a condition that may require an emergency response
- any student who requires the administration of health care procedures

The principal is responsible for assessing, in consultation with appropriate school staff, the parent and the medical practitioner, how the school will meet the health care needs of the student.

The principal will arrange a meeting with the parent and appropriate school staff to discuss the management of the student's health care needs.

Student Risk Management Plans

When a student is at risk to themselves, another student or teacher a risk management plan is developed to ensure the safety of all members of the school community so effective learning can take place.

These plans are developed in consultation with the wellbeing team, executive staff and parents. The plan is communicated to the parent and staff. A copy of the plan is uploaded onto the school's database, with a hard copy being stored in the student's file. Time is taken to ensure the student has a clear understanding of their expectations in the plan.

Dental Health and Vaccinations

The wellbeing team coordinate with the free dental service to provide free dental care to all students on an annual basis.

The wellbeing team also coordinate with the Department of Health recommended vaccinations.