



THE HENRY LAWSON HIGH SCHOOL

WELFARE AND STUDENT SUPPORT POLICY

2012



THLHS - Welfare and Student Support Policy

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THLHS - Welfare and Student Support Policy

Rationale

The Henry Lawson High School (THLHS) recognises that a clear, logical and well understood Welfare and Student Support Policy (WSSP) is essential for ensuring the safety of staff and students and for creating an environment conducive to quality teaching and learning. The THLHS WSSP is designed around the school's Code of Conduct and Statement of Purpose. It is consistent with government and department policy, incorporates principles of procedural fairness and has been developed within a strong, student welfare context.

Such a policy has been created as a result of the following:

- The school code of conduct statement which outlines the rights and responsibilities of all stakeholders was changed in 2011.
- School strategies and practices which effectively manage student misbehaviour have not been evaluated since 2002.
- The recognition of the need to include, as a whole policy, a number of recently created school welfare plans and policies.
- The revision of strategies and practices to recognise and reinforce student achievement and promote positive student behaviour.
- A number of new guidelines need to be introduced regarding the acceptable use of new forms of technology such as mobile phones, PDA's and student laptops.

The THLHS WSSP has been developed with input from everyone who will be affected by the policy. This policy should be communicated clearly to staff, students, parents and the community. It should be regularly evaluated and modified to allow for the changing needs of the school community.



THLHS - Welfare and Student Support Policy

Statement of Purpose

CHALLENGE, ENCOURAGE, ACHIEVE

Value Statements

Commit to regular and open communication with all members of the school community.

Recognise and reward effort and achievement.

Encourage students to develop realistic educational and career goals.

Create an atmosphere of mutual respect.

Provide a range of choices and opportunities for all students.

Incorporate various teaching and learning strategies in encouraging the thinking curriculum.

Cater for individual needs with an emphasis on quality.

Provide an environment conducive to learning and supportive of all.



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School Code of Conduct

All members of the school have a RIGHT:

- To be safe.
- To be treated with courtesy.
- To be treated fairly.
- To be treated with respect.
- To learn in a supportive, cooperative and inclusive environment.

All students of our school have a RESPONSIBILITY:

- To apply themselves to learning and participating in school activities.
- To be on time and prepared for school and class.
- To abide by the school dress code.
- To follow reasonable instructions given by a teacher or other persons in authority.
- To give respect, encouragement and courtesy to students, teachers and community members.
- To respect the property of others.
- To use all technology appropriately and ethically.
- To prevent violence, discrimination, harassment, or bullying and resolve conflicts peacefully
- To not have illegal drugs, alcohol, weapons or other banned material.
- To always act safely.



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The Merit Award System

The merit award system is made up of three tiers:

- **blue** – teachers issue. These may be given to deputy to hand out on assembly, or teachers may hand them out themselves.
- **silver** – students hand in 5 blue merits – these are converted to a silver merit certificate, a SASS member will note names on a central register, silver merits are given to the deputy to be handed out at assembly
- **gold** – students hand in 5 silver merits – these are converted to a gold merit certificate, names are noted on a central register, gold merits are given to the deputy to be handed out at assembly.

Two to three times a year there is to be some reward for those who have been given a silver merit that term. This may take the form of a morning tea with the principal, or a BBQ lunch with the principal, or some other form of simple reward. Generally, the activity requires students to leave class approximately 10-15 minutes early.

Towards the end of each year there is to be some reward for those who have received a gold merit award that year, normally requiring a full day out of school. Reward days will be subsidised from the school's welfare budget.

The merit system is separate from the school's discipline system. Should it be questioned as to a student's suitability for attending a merit reward day event because the student has been involved in a **very serious** incident, it will be up to the Student Welfare Committee to decide if the student should attend, or whether the reward should be suspended until a more appropriate time.

All staff is encouraged to issue merits consistently across all years –

Some suggestions for the issuing of merit certificates

- Placing 1st, 2nd or 3rd in a test or exam
- Personal improvement in a test or exam
- Projects, assignments, tasks completed with effort
- Positive evaluations of a student at work experience/work placement
- Citizenship – being helpful; buddy to new student, volunteering for jobs,
- Neat, tidy book work
- Consistent application
- High level of participation in carnivals and other sporting events
- Taking on leadership roles
- Positive attitude
- Consistently courteous and well behaved
- Encouragement
- Development of skills



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Managing Student Behaviour – Teacher

Strategies to promote student achievement

The school strives to recognise and reward effort and achievement. Teachers cater for individual needs with an emphasis on quality. In doing this staff and executive:

- Widely use the three tiered merit system (see previous notes).
- Celebrate student achievement:
 - in Lawson's Latest and the local newspaper;
 - at Presentation Day;
 - during Education Week;
 - through the school webpage.
- Showcase quality work.
- Encourage students to enter external competitions.
- Encourage students to be involved in public presentations including the band, choir and debating.
- Issue Principal Awards.
- Make personal teacher awards and give classroom verbal acknowledgement.
- Model student work to others.
- Use past student visits and talks to motivate students.
- Involve students in sporting carnivals/knockouts and representative sport.
- Encourage house system achievement and awards.
- Use written student references to highlight individual achievement.
- Communicate student achievement via school reports to parents/guardians.
- Award Education Week Awards.
- Encourage students to be involved in school community work.
- Send school postcards to parents.
- Provide teacher feedback to students on class work.
- Organise the DEAR gifted and talented program.
- Teach students accounting for individual learning styles.
- Use technology as a tool to assist higher order thinking skills and to promote quality work.



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Managing Student Behaviour – Teacher

Strategies to promote positive student behaviour

Poor student behaviour undermines the goals of ensuring staff and student safety and creating an environment conducive to learning. In dealing with student misbehaviour, strategies must be used to clearly communicate to both students and staff what are acceptable and unacceptable boundaries and what the consequences of misbehaviour will be. How this is set out determines the culture of the school and identifies what type of learning situation we promote at this school.

The classroom teacher has a vital role in learning in the classroom but also sets the tone for behaviour in the school. They should have clear classroom rules and unmistakable consequences. Categories of poor behaviour should be clearly distinguishable. Positive strategies should be used to encourage desirable behaviour and the production of quality work.

The classroom teacher's responsibilities are:

- To provide meaningful and appropriate work for the class.
- To employ strategies to make a class safe for all.
- To negotiate class rules and consistently enforce school rules e.g. lining up, bags, having material, hats, expectations, dealing with late to class students.
- To deal with low level disruptive behaviour.
- To expect acceptable behaviour.
- To provide appropriate work.
- To provide consistency in classroom management.
- To provide clear consequence for areas of recent concern:
 - behaviour
 - lateness
 - lack of equipment
 - phones/technology
 - homework
 - uniform
 - follow-up class practices (in own time if necessary)
 - follow school Code of Conduct

The classroom teacher should at all times attempt to deal with their own student behaviour problems. Many teachers at THLHS use a three warning system program where offending students (after given reasonable instructions) will receive:

- Clear verbal warnings – if no satisfactory outcome.
- Will be placed in an 'in-class' isolation situation – with no satisfactory outcome.
- Follow up continued misbehaviour with detention, interview after class or obvious outcomes for the poor behaviour in class (such as time to catch up with work missed in class).

If a teacher feels that the situation cannot be resolved then that student is to be referred to the Head Teacher who is responsible for referrals for that particular year group (**Appendix 1 or Appendix 4**).



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Managing Student Behaviour –Head Teacher Referral

Referral to Head Teacher

If all measures/strategies used by the teacher have failed to bring about a reasonable outcome, the situation will be referred to the year Head Teacher.

Student is sent to Head Teacher with a Head Teacher Slip (**Appendix 4**) followed by a written referral (**Appendix 1**)

1. The Head Teacher (or their replacement) will
 - Interview the offending student/s to see if an acceptable outcome is reached
 - Decide whether the incident/s may result in further action such as:
 - Removal of student from class or classes for a certain period of time
 - Detention – recess/lunch/after school
 - Student excluded from certain school events
 - Parents will be informed of any of the above actions by phone or the pro-forma letter home
 - Refer any serious incident such as verbal abuse of staff or physical violence to the Deputy Principal.
 - Keep a copy of this document and record the incident on his/her central register for that form.
2. The classroom teacher will complete written referral, discuss incident and work with the head teacher to resolve the issue
3. Any further unresolved issues or a serious issue will be brought to the Deputy Principal/Principal for further consideration including the following.
4. Bring any student(s) with continuing behaviour issue to the attention of the executive, or faculty head teach if it is relating to one subject, at the next executive meeting.

Incidents in the Playground.

Teachers on playground duty are able to handle most playground incidents because they have a good feel about what is happening in the playground and as a result act quickly when situations are getting out of hand. In situations where the incident is a difficult one the teacher on duty will report the matter to the Head Teacher on duty. Depending on the circumstances the Head Teacher will handle the situation or pass it on to the Deputy Principal. An incident report form (**Appendix 2**) may be used to gauge exactly what happened during the break. A decision will then be made in terms of the appropriate outcome to be taken. If the incident gets to the stage where some form of action is taken, the matter will also be referred to the Head Teacher for that year for their information and records.

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Student Responsibilities

1. ARRIVING AT SCHOOL ON TIME

It is important for students to arrive at school on time. All students are expected to get to school by 8.50 am each day. Students late to school will be expected to bring a note explaining their absence. Persistent latecomers will be dealt with by Deputy Principal and Principal.

2. DEAR

Students should provide their own reading material for DEAR. Reading material can be either novels, short stories, poems, newspapers and magazines and comics which have reasonable content to read. Students consistently forgetting reading material will be referred to the duty Head Teacher for that DEAR and reading material will be organised for them.

Students involved in Peer Reading, F.O.R.C.E, Extension & Enrichment and HSC DEAR may be provided with resources and tasks during DEAR time.

**DEAR rules can be located in all roll folders and updated every year.

3. LEAVING SCHOOL

Students leaving school that day for an appointment or for a good reason will be required to do one of two things:

- a. have a note from parents/guardians explaining the reason for leaving and at what time of the day; or
- b. be picked up at school by parents/guardians; this needs to be organised through the office.

4. ABSENCES FROM SCHOOL- There should always be acceptable reasons as to why students are absent from school. Students absent for a day/s need to either let the school know in advance or on their first day back at school provide a note to the roll teacher explaining their absence. Students and parents who notify the school prior to a long absence (eg. holidays) will be granted immediate special leave by the school.

After students have been absent without reason for more than three days parents are contacted by the school regarding their absence (usually by phone by Deputy Principal or Principal) Students with outstanding absences (unexplained) are sent a letter asking for explanations.

Continued unexplained absences (usually attendance rate <85%) are examined by the Student Support Team who consider strategies to improve the attendance rate of that student. For students who continue to have a poor attendance rate (and if the local strategies to improve attendance have failed) the matter may be referred onto HSLO.

Unless students have been granted a lunch pass (for lunchtime) or have a leave pass from school they **should never** be outside the school grounds during school hours. All absences from school are listed on school reports.



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5. PLAYGROUND

All students are required to remain within the Area A or Area B boundaries from 8.30am to 3.30pm each day. The basketball courts, the front of the school and car parking areas are strictly out of bounds areas. Students may only go to areas such as the ag plot, the tech. shed, classrooms and the hockey field if they have permission from a teacher and supervision is provided. Stairs and upper corridor areas are out of bounds unless the student is using these as a transit area to go to the Library during lunch or need to meet a teacher in a staff or class room. Students are not to run around Area A, but may use Area B as an exercise and play area. Handball games are permitted in Area A but only in safe playing areas. Area B can be used for various ball games but no tackling or wrestling is permitted.

Students must wear footwear at all times.

Teachers need to intervene if they feel that students are playing or behaving in a dangerous manner. At times, students may be required to help clean the playground if an area contains too much litter.

6. HATS/HEADWEAR

Should not be worn inside buildings. We acknowledge that they are essential for sun protection but all hats must be removed before entering classrooms.

7. ATTITUDE TO WORK

Students are at school to learn and make the most of their opportunities. Student behaviour in class is an important factor which significantly influences learning and progress in subjects. Our school provides a wide variety of opportunities for students and they should take advantage of all that is offered at different times of the year. THLHS wants all students to achieve their best and for this to happen we believe that students need to:

- Behave in class and always follow reasonable instruction.
- Cooperate with teachers and friends.
- Apply themselves, participate in all activities and work to the best of their ability.
- Be on time to school and prepared for class.
- Respect other students and their property.
- Act safely at school.
- Complete homework and regular revision of course work.
- Be organised and plan ahead for tasks and activities.
- Respect school property, including furniture and equipment.

8. SENIOR STUDENTS

Should be positive role models for other students. Senior students should be seen as examples of good behaviour, exhibit a determined work ethic and be observed as students who get on well with their teachers.



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9. BANNED ITEMS

The school OH&S committee has deemed the following items as unsafe or unacceptable to have at school:

- Liquid paper(bottle and pen)
- Thick permanent texta pens
- Steel rulers and sharp objects,
- Alcohol, drugs, cigarettes and chewing gum.
- Weapons (guns and knives)

A list of banned items can be located in every school classroom. Banned items should be confiscated by the teacher and given to the year Head Teacher who will pass it on to the Deputy Principal.

Aerosol cans of deodorant are allowable but must be used by students in a safe manner.

Prescribed medicines which need to be taken at school should be stored in the office area.

10. PUNCTUALITY/LATE TO CLASS/OUT OF CLASS

It is expected that students are punctual to all classes on time. It is all about emphasising consistency and developing responsibility.

Situation 1. During the recess and lunch time breaks students are given three minutes (via a warning bell) to get to class on time. The following procedure should be followed when dealing with students who are persistently late from a scheduled break:

- a. Register the fact with the student that they are "X minutes late."
 - b. State "see me at the end, please" (do not ask why they are late unless the student insists to explain).
 - c. Sit them in a specified place because they are late indicating that lateness without an acceptable reason has outcomes.
 - d. See student after lesson regarding lateness and outline likely outcomes. (*This could cause further lateness*).
 - Firstly - warning this time – depending on circumstance
 - "Time with teacher for actual time late" for second offence eg if 4 minutes late then 4 minutes with teacher in detention.
 - Detentions for persistent lateness
 - Unresolved situation - referral to Head Teacher for that year group
- (Appendix 1)**



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Situation 2. Arriving late from another class or meeting

For the previous teacher:

If you have held a student/s back and you feel that they may arrive at the next class late then give students note (**yellow out of class pass – Appendix 3**) to explain lateness to next teacher.

For the next teacher:

If students do not have a note, then apply steps as above. This can be a tedious process but it is the only effective way to keep track students who are out of class.

11. THLHS MOBILE PHONE AND PERSONAL DIGITAL ASSISTANT POLICY

Electronic devices can be an effective learning tool or resource if used in a way which does not interfere with the learning of the user or others in the classroom.

Typical electronic devices which are included are:

a. Mobile phone/smart phone **b.** MP3 players **c.** PDA devices **d.** Game devices

The school does not encourage students to bring such devices to school. If they are brought to school by students, it is at their own risk. The storage of such devices is the responsibility of the student who owns them. The school will not take any responsibility for loss or damage incurred, nor will time and school resources be used to help find the devices if they are lost by students.

The increased ownership of mobile phones requires the school to have rules to ensure that mobile phones are used responsibly by students. This rule was designed to ensure that all students could concentrate on their learning without any interruptions while at the same time ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

The school accepts that parents give their children mobile phones for a variety of reasons. In our school situation many students commute long distances and the possession of a mobile phone does have its advantages. However, the following rules must be adhered to:

- Mobile phones must be switched off during and between lessons.
- Parents are reminded that in cases of emergency, the first point of contact should be the school (63431390). The office staff will ensure your child is reached as quickly as possible and will assist in any appropriate way.
- Mobile phones should not be used to make calls, send SMS messages, surf the internet, have a Facebook connection, audio record, take photographs / videos, in place of a proper school calculator or any other application during and between lessons.
- Mobile phones should not disrupt classroom lessons by ringing, beeping or vibrating.
- Mobile phones may not be used to audio record, video or photograph any person at school without their prior consent.
- Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photographs or objectionable images and phone calls. Student using mobile phones to bully other students will face disciplinary actions as outlined in THLHS Anti-bullying policy.



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Consequences

If a student's phone is out in class they will be subject to disciplinary action. If a phone has been handed to the Deputy Principal it can be collected at the end of the school day. If a student repeatedly uses their phone inappropriately, the parents will be contacted by the Deputy Principal.

12. STUDENTS NOT BRINGING EQUIPMENT/BOOKS TO CLASS

A very few number of students arrive to class without essential materials and books.

This is a particular concern for many of the **specialist learning areas** and each faculty has their own policy regarding materials and costs involved. When students constantly forget to bring materials for projects:

1. The matter is dealt with by the teacher first. If the problem persists the matter will be referred to the Head Teacher.
2. If no success the Head Teacher should contact parents and have the matter rectified. Keep a clear record as to the number of times this happens. Students need to be given a clear picture of how significant a particular problem is and when the Head Teacher keeps a record there is central coordination
3. If no success the matter will need to be passed onto the Deputy Principal and Principal.

For essential materials for classes (books, paper, pens, pencils):

1. For first occurrence, tell student you want to see them after the lesson and always have a complete box of materials and equipment on your desk. Let them borrow materials for this lesson. You may like to reposition the student in a seat near the materials, a natural consequence. Record the event.
2. If behavior is ongoing – continue to record and refer matter to Head Teacher for that form. If no suitable outcome, a letter may sent home or phone call to parents.
3. Further problems –matter referred to Head Teacher meeting and further action by Deputy Principal.

13. STUDENT LAPTOPS

Students and parents have already signed a contract concerning care and use of laptops. Students have been educated about their use and what they agreed to in the contract. They must have their laptops charged and must have them at school. You may expect some problems with the laptops in regard to charging and whether they are working at the time.

A list must be made by the teacher of those students who:

1. Refuse to bring their laptops to school
2. Who do not charge their laptops.

Persistent offenders must be given to the form Head Teacher who will pass this information on to the Deputy Principal and Principal.



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14. UNIFORM

THLHS has a proud tradition and a history of success in many areas of school life. One of the ways the school community has chosen to recognise these strong traditions and collegial spirit of the school is through an easily recognisable school uniform. All students are expected to wear correct school uniform. The school uniform identifies them as a member of the school and is the most sensible form of clothing for all school activities. Parents are urged to support the school in our effort to have every student in full uniform. The school uniform requirements and suggestions can be found in the school information booklet which is located on the school website.

The uniform helps to maintain a group identity and sense of unity. All students from Years 7 to 12 are able to contribute in a positive way to the image of the school and to be acknowledged by peers, teachers and the local community as belonging to THLHS.

Why is a school uniform encouraged by our school P&C and the wider school community?

- All students are the same in the eyes of the school and wider community.
- It creates pride in the school, identifies junior and senior students and is part of the mix which creates the culture of the school.
- It is usually less expensive than designer clothes and joggers.
- Students are identified by the community.
- Prospective employers see uniform in a positive way.
- There are many aspects of a uniform code which satisfy safety requirements in specialist room settings.

Footwear and Safety in Practical Work

Industrial Arts, Science, Home Economics, Art and Agricultural Science all require special footwear and as a result students are to follow the following guidelines for footwear:

Thongs, open type sandals or shoes, canvas type shoes and/or gym boots, shall not be worn in practical classes where there is the possibility of injury through spillage of hot liquids or metals or the dropping of heavy or sharp instruments or tools. Hence footwear of this type cannot be worn to school under any circumstances, even mufti days. While it is not possible to specify any one standard to meet all situations, shoes with a stout sole and firm leather uppers are considered necessary to protect students and staff. It will be necessary, on occasions, to exclude a student whose shoes do not meet these safety standards from participating in a particular aspect of practical work.

Staff are instructed to report to the Deputy Principal and Principal any incidences where correct school uniform is not worn. Parents will be contacted regarding the wearing of correct uniform and footwear. If parents are unable to supply uniform the school may assist via the Henry Hands Me Down shop or some financial assistance may be available.



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Students who persist in not wearing school uniform may be excluded from school based excursions. If a student resists parental support for the school in this matter then that student will be placed on detention or will complete a form of school community work.

15. SMOKING

Students in possession of cigarettes or in the company of students smoking, by association will also be considered as smokers.

Stage 1 – First notified occurrence

Student to be referred to the Deputy Principal.

Student will be given a copy of School Smoking Policy and placed on detention

Stage 2 – Second occurrence

Student to be given further detentions and instructed to complete notes on smoking and rules in NSW schools.

Stage 3 – Third occurrence

Counseling, parent interviews, plan developed and contract not to smoke developed.

Stage 4 – Fourth occurrence

Student to be suspended (repeat Stage 3).

Stage 5 – Fifth occurrence

Students will enter into a long suspension.

The above stages form the School's Policy to notification by staff for repeated smoking offences over a period of approximately one year. If there is a long time between offences then a particular step might be repeated.

16. VIOLENCE IN THE PLAYGROUND/CLASSROOM

Members of THLHS will not condone the use of any form of violence in the classroom or the playground. When an incident occurs and the teacher is able to ascertain that a form of violence has taken place between students then the matter will be referred directly to the Deputy Principal. The outcome decided by the DP and Principal will depend on what happened leading up to the altercation and the nature of the violence that resulted. In many circumstances a school suspension may be imposed on a student who willingly uses violence to hurt another member of the school.



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School suspensions

School suspensions are only imposed on students when the student:

- Displays continued disobedience.
- Uses aggressive behaviour which includes hostile behaviour directed towards students, members of staff or other persons, including the damaging of the property of the school or others; bullying; verbal abuse and abuse transmitted electronically.
- Physical violence.
- Serious criminal behaviour related to the school.
- Uses or possession of a prohibited weapon, firearm or knife.
- Use of an implement as a weapon.
- Possession, supply or use of a suspected illegal substance.
- Persistent or serious misbehaviour.

When suspending a student THLHS like all NSW government schools follows NSW DET policy.

When a student returns from a school suspension:

1. The parent and the Principal/Deputy Principal have a resolution meeting and discuss the terms of the student's return to school.
2. If a student has had an incident with a teacher then a further meeting will be set up with the teacher and student so that matters can be set in place for a successful return for the student.
3. The student will have a short interview with the Head Teacher who is responsible for looking after that year.
4. The student should show the Head Teacher the work that they completed while at home.
5. Depending on the circumstances, a student may return to classes with a behaviour monitoring sheet.
6. The student will not be permitted to represent the school for a period of 4 school weeks.



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Role of the Student Support Team

Aim:

- To improve learning outcomes for all students.

Role:

- To improve student learning outcomes, social interaction and attendance.
- To target individual students with learning needs, particularly if the flow on effect is positive for the student base as a whole.
- To improve communication between families and the school.
- To improve teaching and learning within the classroom.

Procedures:

A team, including Head Teacher responsible for welfare, Principal, Deputy Principal, counsellor, support teacher learning, year advisors and others as needed, are to meet at least three times per term.

Communication from teaching staff will be in the form of a Student Referral form **(Appendix 5)**.

Action by the team or its members will be reported back at the meeting following the action.

The Head Teacher welfare will report to both the executive and staff meetings on the actions of the student support team in the intervening period.

Strategies may include:

- Parent contact in the form of phone calls, letters or meetings.
- Student interviews.
- Referral to councillor, boys/girls advisor or outside agents.
- Referral to Head Teacher of the year or Deputy Principal/Principal.
- Interim student report (online).
- Personal learning plans **(Appendix 6)**.
- Individualised education programs **(Appendix 7)**.
- Outside student welfare programs.



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Role of the School Counsellor

The School counsellor has a critical role to play in the school's student welfare organisation. The counsellor's role is to contribute information, understanding and advice on the learning and behaviour of students, especially those with special needs and to assist parents and teachers in dealing with these needs. The school counsellor also provides a range of behavioural, psychological and academic assessments to assist with the needs of any particular student.

At THLHS the school counsellor works with students, teachers, parents and other agencies. He/she:

- Supports some of the most challenging students in our schools.
- Provides psychological expertise to address complex behavioural, mental health and learning needs of these students.
- Works with HSLOs to support students to attend school.
- Assists students with advice on studying, setting goals, relaxation methods, anger management and future career direction.
- Liaising with teachers and year advisors to support students.
- Promoting case management by involving parents when seeking to address a student's needs.
- Liaising with teachers and year advisors to support students.
- Providing post suspension support for students.
- Student mentoring.
- Support for gifted and talented students.
- To be available to all schools to assist student support teams in meeting the identified educational needs of all students.
- Assisting with school based programs such as peer mediation and SLO support

As a member of THLHS Student Support team the school counsellor could be:

- Collecting background information on students being referred to the school counsellor (structured observations in playground/classroom).
- Conducting parent interviews to follow up on SST referrals.
- Liaising with specialist support staff.
- Liaising with outside agencies.

At the THLHS the school counsellor can have students referred in three main ways:

- Student self referral.
- Staff referral usually via the Deputy Principal, Year Advisors, girls and boys supervisors or the SST. **(Appendix 8).**
- Parent referral including interviews with parents.



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Anti-Bullying Plan

The Henry Lawson High School staff, students, parents, caregivers and community members are committed to creating a safe and caring environment that fosters respect for the rights of others and embodies the school values of Challenge, Encourage and Achieve.

THLHS does not tolerate bullying and expects that the responsibility is a “**shared concern**” for all.

Definition of Bullying NSW DET guidelines state:

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships.

Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

We consider the following behaviour/s to be bullying when there is a clearly defined victim:

Verbal

- Name calling, teasing, putdowns, sarcasm, insults.
- Abuse and threats.
- Making fun of someone because of their appearance, physical characteristics or cultural, religious, social and family background.
- Making fun of someone's actions, ability or behaviour.

Physical

- Hitting, kicking, punching, pushing, shoving, scratching, tripping, spitting.
- Physical intimidation - using physical size and proximity to exert power over another individual.
- Throwing substances or objects on or at another person.

Social

- Ignoring, excluding, ostracising, alienating.
- Making inappropriate gestures.

Psychological

- Spreading rumours.
- Dirty looks and staring.
- Taking, hiding or damaging other people's possessions.
- Malicious SMS, email messages or other forms of cyber bullying.
- Inappropriate use of camera phones.
- Forcing others to hand over food, money, or any other belonging.
- Making someone do something they do not want to do.
- Writing graffiti about others.



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Anti-Bullying Plan continued

Statement of Purpose

Students at THLHS participate in quality education and are encouraged to form healthy social relationships and to develop positive self-esteem that will assist them in becoming lifelong learners and valued members of the community.

Any inappropriate behaviour that gets in the way of teaching and learning at this school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider school community have a “shared concern” and responsibility to create a safe and happy environment free from all forms of bullying.

Shared Responsibilities

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

- Students and staff will be safe at school, free from fear of bullying, harassment and intimidation;
- There will be open communication about bullying - what it is, how it affects us and what we can do about it;
- We will teach our students the skills, which will build their self-esteem and empower them to take the responsibility for themselves;
- We will take actions to deal with bullying behaviour;
- All students and staff will be provided with appropriate support when bullying occurs.

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community.
- Contribute to the development of the Anti-Bullying Plan and support it through words and actions.
- Actively work together to resolve incidents of bullying behaviour when they occur.

As bullying is a “shared concern,” each group within the school community has a specific role in preventing and dealing with bullying.



THLHS - Welfare and Student Support Policy

Anti-Bullying Plan continued

Responsibilities of School

THLHS will:

- Inform key stakeholders about the school discipline code and the Anti-Bullying Plan which clearly identifies the behaviours that are unacceptable and the strategies that deal with bullying in the school.
- Provide students with strategies to respond positively to bullying behaviour including responsibilities as bystanders.
- Follow-up reports of bullying, harassment and intimidation.
- Provide and encourage the use of peer mediation to resolve issues of conflict.

Responsibilities of Staff

Staff of THLHS will:

- Act as role models of appropriate behaviour.
- Be proactive in preventing bullying behaviour.
- Respond to bullying behaviour in an appropriate and timely manner in accordance with the THLHS Anti-bullying Plan. **(Appendix 9)**
- Investigate all reported and observed bullying behaviours.
- Mediate where appropriate and/or make an official report if necessary.

Responsibilities of Students

Students of THLHS have a responsibility to:

- Not to engage in bullying behaviour.
- Behave appropriately and respect individual differences and diversity.
- Report if they are being bullied.
- Report if they observe bullying.
- Discourage and be non-supportive of any witnessed bullying.
- Help someone who is being bullied, by assisting if possible, or notifying a teacher.
- Consider peer mediation as a way of resolving the conflict.

Responsibilities of Parents and Caregivers

Parents and caregivers have a responsibility to:

- Be aware of the school Anti-Bullying Plan.
- Assist their children in understanding bullying behaviour and in developing positive responses to bullying consistent with the school Anti-Bullying Plan.
- Watch for signs that their child may be being bullied.
- Speak to someone on staff at THLHS if their child is being bullied or if they suspect that they're being bullied. Work with the school in seeking a solution.
- Instruct their children to report if they are bullied.
- Work with the school in seeking a solution if their child is identified as a bully.
- Encourage counselling and peer mediation as strategies for dealing with bullying.



THLHS - Welfare and Student Support Policy

Anti-Bullying Plan continued

Strategies to Prevent and Deal with Bullying

THLHS aims to effectively teach the skills and understandings that will lead to eliminating bullying behaviours.

Strategies to prevent bullying:

- Dissemination of THLHS Anti-Bullying Plan and related information to parents, caregivers and community members (e.g. via newsletters) to assist in the identification of bullying.
- Raise awareness of bullying as a “shared concern” through newsletters, assemblies, posters, Police Liaison visits, guest speakers etc.
- Formulation of an Anti-Bullying Team, consisting of members of the SRC and other interested students, to generate and implement strategies for the prevention of bullying in the school.
- Implementation of an anti-bullying curriculum to be taught across key learning areas.
- Support and information for students through the welfare team (year advisers, School Counsellor, boys and girls supervisors) and Community Health visits

Strategies to deal with bullying:

In dealing with bullying behaviour, The Henry Lawson High School recognises the repeated and recurring nature of bullying and has mechanisms in place to identify patterns of repeated offending.

We define both of the following as reportable offences:

- **Bullying behaviour:** Behaviour, as per the ‘Definition of Bullying’ in the THLHS Anti-Bullying Plan, that has been reported or observed as a one-off occurrence.
- **Bullying incident:** Behaviour, as per the ‘Definition of Bullying’ in the THLHS Anti-Bullying Plan, that has been reported or observed as an ongoing, repeated occurrence.

Students and parents may report an event of bullying behaviour or a bullying incident to any teacher or the principal. Any bullying behaviour that is reported by parents, caregivers or students will be investigated.



THLHS - Welfare and Student Support Policy

Anti-Bullying Plan continued

Strategies to Prevent and Deal with Bullying continued

In dealing with bullying, parents and caregivers can:

- Talk with their children to provide support and to come to a clear understanding of the occurrence.
- Report their concern regarding the bullying occurrence to the school via a phone call, personal visit or in writing (letter, email).
- Work with the school in seeking solutions.

In dealing with bullying, students can:

- Tell the bully to stop.
- Report the occurrence of bullying to a member of staff.
- Attempt a resolution by requesting mediation.
- Discuss the occurrence of bullying with parents or caregivers.

Procedures for Staff

- When a staff member receives a complaint or observes bullying behaviour or an incident, they must investigate further by interviewing all students involved in order to ascertain whether a formal report needs to be submitted.
- From discussion with the students involved, staff may determine that mediation is required in order to resolve the issue. They may facilitate a mediation between students or encourage peer mediation be requested.
- Once the staff member has determined that the behaviour is bullying, as consistent with the definition in the THLHS plan, a formal report form must be completed and submitted to the Anti-Bullying Registrar.
- If it has been determined that the behaviour is NOT bullying, it is to be dealt with as a discipline issue, as per the school discipline policy.
- Principal will inform parents of the victim that there has been an issue regarding bullying of their child, that action has been taken, and if they feel there are continuing problems to contact the school.



THLHS - Welfare and Student Support Policy


Appendix 1 - Referral to Head Teacher

Name of Student		Year
Date	Period.....	Name of Teacher.....
Description of incident		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
Action Taken –		
Head Teacher Action	Incident recorded – Tick Box <input type="checkbox"/>	
<hr/>		
<hr/>		
Referral to DP - Tick Box	<input type="checkbox"/>	



THLHS - Welfare and Student Support Policy


Appendix 3 - Yellow Out of Class Pass

THE HENRY LAWSON HIGH SCHOOL	
	OUT OF CLASS PASS
Name _____	
Class _____	
Date _____ Time _____	
Reasons:	
<input type="checkbox"/> Toilet	<input type="checkbox"/> Office
<input type="checkbox"/> TSO	<input type="checkbox"/> Library
<input type="checkbox"/> Other _____	
Teacher sign: _____	



THLHS - Welfare and Student Support Policy

Appendix 4 – HEAD TEACHER SLIP

THE HENRY LAWSON HIGH SCHOOL	
	Head Teacher Slip
Name _____	
Class _____	
Date _____	Time _____
Has been sent to _____	
Reasons:	
<input type="checkbox"/> Interfering with the learning of others	
<input type="checkbox"/> Swearing/ inappropriate language	
<input type="checkbox"/> Consistent disobedience	
<input type="checkbox"/> Failing to follow instructions	
<input type="checkbox"/> Dangerous / inappropriate behaviour	
<input type="checkbox"/> Continued failure to bring equipment	
<input type="checkbox"/> Persistently late to class	
Other _____	
Teacher sign: _____	
<input type="checkbox"/> WORK ATTACHED	



THLHS - Welfare and Student Support Policy

Appendix 5 - Student Support Team Referral

Student Name: _____

Class: _____

Referred By: _____

Date: _____

Students causing ongoing concern may be referred to the Student Support Team (SST) through the SST Coordinator. Please tick where appropriate. Add comments to help give a detailed picture of your concerns. Persistent problems need to be dealt with via the discipline system but they may ultimately be referred to the SST by the Executive Committee.

Learning Difficulties

- ☐ Not meeting course requirements despite encouragement
- ☐ Extremely poor organisational/ time management skills
- ☐ Literacy / Numeracy concerns
- ☐ Well below average ability to maintain concentration
- ☐ Total lack of interest

Emotional Wellbeing

- ☐ Ongoing sadness / headaches
- ☐ Issues of grief or loss
- ☐ Social isolation

Physical Indicators

- ☐ Often unwell / headaches
- ☐ Frequent use of sick bay
- ☐ Often tired / lethargic
- ☐ Suspected eyesight / hearing problems

Relationships

- ☐ Isolation in classroom
- ☐ Ongoing friendship problems
- ☐ Bullying / Victim
- ☐ Inability to work with others
- ☐ Inappropriate behaviour towards staff / students
- ☐ Extreme attention seeking behaviour

Action taken to Date

Situation discussed with

- ☐ Student
- ☐ Parent
- ☐ Year Advisor
- ☐ Head teacher

Other Concerns

Student Support Team

Action to be taken	_____

Whom	When _____



THLHS - Welfare and Student Support Policy

Appendix 5 - Personalised Learning Plan

Name:		Review date	
Background Information			
Medical / Behavioural Condition:			
Additional Programs			
STLA, MultiLit, Reading Recovery:			
Literacy Data		Numeracy Data	
Benchmark		Number	
Rest Spelling		Patterns & Algebra	
Rest Reading		Measurement	
SA Spelling		Space & Geometry	
NAP		Data	
		NAP	



THLHS - Welfare and Student Support Policy

Appendix 6 - Personalised Learning Plan - Progress Report

Reading: Outcomes		WT	A
RS1.6	Students identify words that indicate where, why, when and how actions take place	<input type="checkbox"/>	<input type="checkbox"/>
RS1.7	Locates information in a variety of texts	<input type="checkbox"/>	<input type="checkbox"/>
RS1.8	Identifies conjunctions and understands they join clauses	<input type="checkbox"/>	<input type="checkbox"/>
Writing: Outcomes		WT	A
WS1.9	Writes elementary texts	<input type="checkbox"/>	<input type="checkbox"/>
WS1.14	Discusses functions of different stages of a text	<input type="checkbox"/>	<input type="checkbox"/>
WS1.11	Writes words using blends, letter combinations, long vowel sounds, double consonants and double vowels	<input type="checkbox"/>	<input type="checkbox"/>
Number: Outcomes		WT	A
NS1.1	Counts, orders, reads and represents two- and three-digit numbers.	<input type="checkbox"/>	<input type="checkbox"/>
NS1.3	Uses a range of mental strategies and concrete materials of multiplication and division.	<input type="checkbox"/>	<input type="checkbox"/>
NS1.4	Describes and models halves and quarters, of objects and collections, occurring in everyday situations	<input type="checkbox"/>	<input type="checkbox"/>
Data: Outcomes		WT	A
DS2.1	Gathers and organises data, displays data using tables and graphs and interprets the results	<input type="checkbox"/>	<input type="checkbox"/>
Space & Geometry Outcomes		WT	A
SGS1.1	Sorts, describes and represents three-dimensional objects including cones, cubes, cylinders, spheres and prisms, and recognises them in pictures and the environment.	<input type="checkbox"/>	<input type="checkbox"/>
Measurement Outcomes		WT	A
MS2.5	Reads and records time in one-minute intervals and makes comparisons between time units.	<input type="checkbox"/>	<input type="checkbox"/>
MS1.3	Compares the capacities of containers and the volumes of objects or substances using direct comparison.	<input type="checkbox"/>	<input type="checkbox"/>
MS2.2	Estimates, measures, compares and records the areas of surfaces in square centimetres and square metres.	<input type="checkbox"/>	<input type="checkbox"/>
MS2.3	Estimates, measures, compares and records volumes and capacities using litres, millilitres and cubic centimetres.	<input type="checkbox"/>	<input type="checkbox"/>
Patterns & Algebra Outcomes		WA	A
PAS1.1	Creates, represents and continues a variety of number patterns, supplies missing elements in a pattern and builds number relationships	<input type="checkbox"/>	<input type="checkbox"/>
PAS2.1	Generates, describes and records number patterns using a variety of strategies and completes simple number sentences by calculating missing values.	<input type="checkbox"/>	<input type="checkbox"/>
Action Plan			
Student goals		Self Assessment	
Reading	Eg <i>I would like to read out loud confidently.</i>	1.	😊 😐 😞
Writing	Eg <i>I would like to write with more detail.</i>	2.	😊 😐 😞
Talking & Listening		3.	😊 😐 😞
Number		4.	😊 😐 😞
Patterns & Algebra		5.	😊 😐 😞
Measurement		6.	😊 😐 😞
Space & Geometry		7.	😊 😐 😞
Data		8.	😊 😐 😞
Student Feedback:			
Teacher Feedback:			
Suggested 2012 Commencement Targets:			
1.			
2.			



THLHS - Welfare and Student Support Policy

Appendix 7 - INDIVIDUALISED EDUCATION PLAN

STUDENT'S NAME: YEAR: YEAR ADVISOR: D.O.B. OTHER PERSONNEL:		
GOALS Term/Semester/Annual 		
Strategies	How/Who/When	Comment



THLHS - Welfare and Student Support Policy

Appendix 8 – Referral to School Counsellor

Student Name: _____

Class: _____

**** A COPY OF THIS FORM MAY BE GIVEN TO, OR DISCUSSED WITH, PARENTS OR CAREGIVERS**

Please complete relevant sections and attach progress reports or information sheets from subject teachers as appropriate. Other information may be attached.

Reason for referral

--

Strategies tried with student and with what success

--

What outcomes would you like from this referral?

--

What outcomes would the parent/caregiver like?

--

The parent/caregiver is aware of the reasons for this referral and agrees to, this referral to the school counsellor.

Teacher' name _____

Signature _____

Date _____

THLHS - Welfare and Student Support Policy



Appendix 9 - Occurrence of Bullying Report

Teacher/Staff Member Reporting

Date

Name of Bully/Bullies

Name of Victim/s

Where incident occurred ☐ Classroom ☐ Playground

☐ Other

Type of Bullying ☐ Physical ☐ Verbal ☐ Social ☐ Psychological

☐ Interview held with student/s involved

Details of the incident/behaviour:

.....

.....

.....

.....

After interviewing the student/s involved I have decided that this constitutes:

☐ Bullying behaviour (one-off) ☐ A bullying incident (repeated)

☐ Tick that you have informed both the bully/ies and victim/s that you have recorded these details and will forward them onto the anti-bullying registrar.

Staff signature.....