

Dorrigo High School Student Welfare Policy



Statement of Purpose

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Our school is committed to promoting the highest standards of behaviour and learning and providing effective individual and whole school student support strategies so that every student can develop his or her personal and intellectual potential within the dynamics of their secondary education.

Dorrigo High School strives to create a stimulating, disciplined and purposeful learning environment that encourages all students to achieve their best in all areas of school life so as to become successful and responsible citizens.

Student welfare underpins everything that we do to meet the personal and social needs of students and enhance their wellbeing. The values that underpin the school's student support strategies are:

- Acknowledging uniqueness
- Communicating acceptance
- Emphasising the positive
- Describing and applying boundaries
- Prescribing self reflection and evaluation
- Encouraging initiative
- Nurturing independence
- Developing resilience

This policy is consistent with legal and departmental requirements and is based on the principles of procedural fairness and developed within the framework of Every Student, Every School. Our discipline policy identifies core rights and responsibilities, values and practices that support quality teaching and learning while recognising and responding to individual differences. The policy sets clear limits, recognises and promotes positive behaviour as well as applying consequences for inappropriate behaviour.

Our Students Welfare Policy defines the rights and responsibilities of students, staff and parents so that the whole school community is able to co-operate and support the policy guidelines. It comprises four components:

- A discipline code
- Promoting positive student behaviour
- Recognising and reinforcing student achievement, and
- Managing inappropriate student behaviour

The Student Welfare Policy will be distributed to all families and clearly articulated to all students. School core values will be displayed prominently in classrooms and on notice boards.

Our school community recognises the vital role played by other students, school staff, parents, carers and the extended family in achieving student wellbeing. The school also acknowledges the specific roles of educational, health and other community networks in supporting the school to fulfil this commitment to the students.

The Dorrigo High School Welfare team consists of:

- Deputy Principal
- Learning and Support Teacher
- Year Advisers 7 - 12
- School Counsellor

Student Learning and Support Strategies

Our school uses a layered approach to achieve its commitment to students through the schools merit system and the 5 stage behaviour management system. Students with additional needs are supported on an individual basis as follows:

- Case management
- Assessment by counsellor, LaST and careers personnel
- Links with the broad educational support offered by regional support staff such as AP Learning and Support, Home School Liaison
- Liaison with outside agencies such as Dorrigo Youth Clinic, NORTEC, Police Youth Liaison Officer

Part I

Discipline Code

As a reflection of wider community expectations, our school community has agreed upon three wide reaching core values. These provide students with a clear understanding of community and school expectations of behaviours with regard to respect for others, self and property.

Our core values are:

- Be Safe
- Be Respectful
- Personal Best

In order to promote the highest standards of behaviour at our school and ensure a harmonious and productive learning environment, we have identified a set of rights and responsibilities that reflect these core values. These following rights and corresponding responsibilities apply not only at school but in all school related situations.

Rights	Responsibilities
To have access to the best possible education	To attend school and be punctual to all classes and activities
To know, in advance, the requirements in regards to homework and assessment in each subject	To apply ourselves and complete all work (including class work, homework and assignments) to the best of our ability
To be respected by other members of the School Community	To respect others
To be trusted	To behave in a trustworthy manner
To be treated as individuals without discrimination	To accept and respect others' individuality
To voice our opinions in the proper manner	To listen to and respect others' opinions
To have access to peaceful conflict resolution procedures	To resolve conflicts peacefully
To be informed of any decisions and policies that affect us and to be involved in the making of these wherever possible	To be aware of and abide by school decisions and policies
For ourselves and our property to be safe	To ensure our own and others' safety (both personal and property)
To have a pleasant and clean environment	To maintain and improve the environment. Keep facilities clean and work to improve environment
To have the use of facilities provided by the school provided all other responsibilities have been met	To use school and related facilities sensibly and safely
To be aware of school uniform and be consulted if any changes are made	To abide by the school uniform and present a neat clean and tidy appearance at all times because uniform creates the first impression
To have access to all activities provided all other responsibilities have been met	To fulfil our educational, sporting and cultural commitments in the specified time

Practicing these rights and responsibilities ensures all members of the school community are treated fairly and with dignity and enables students to grow into active, caring and socially responsibility citizens.

Part 2

Promoting Positive Student Behaviour

Dorrigo High School has a whole school approach to promoting positive behaviour called Positive Behaviour for Learning (PBL). We explicitly teach positive behaviours to our students across a range of classroom and non-classroom settings. Students who display positive behaviours are recognised and rewarded.

Our approach encourages our students to make positive choices that demonstrate our core values of respect, safety and personal best. It is comprehensive and school wide in the promotion of positive behaviour.

The following table is representative of, but not limited to, our target areas and behaviour expectations:

Core Values	Excursions and Sport	Corridors	Assembly	Playground	Classroom
RESPECT	<ul style="list-style-type: none"> Notes and fees in on time Full sports uniform and appropriate footwear Respect your own and others' property 	<ul style="list-style-type: none"> Arrive on time and line up Respect others' personal space Speak politely to and about others 	<ul style="list-style-type: none"> Move quietly into the hall Applaud at the correct time Follow instructions Listen to the speaker 	<ul style="list-style-type: none"> Stay in bounds Use bins Respect your own and others' property Line up and wait patiently at the canteen 	<ul style="list-style-type: none"> Follow teacher instructions Speak politely Listen to the speaker
BE SAFE	<ul style="list-style-type: none"> Follow instructions and requests Watch out for your mates Slip, Slop, Slap, Wrap and Slurp 	<ul style="list-style-type: none"> Stay to the left Leave your bag against the wall 	<ul style="list-style-type: none"> Walk sensibly in and out of the hall 	<ul style="list-style-type: none"> Follow instructions and requests Play safe 	<ul style="list-style-type: none"> Care for your personal and school equipment Consider the learning of others
PERSONAL BEST	<ul style="list-style-type: none"> Demonstrate sportsmanship Accept the referee's decision Participate at your best 	<ul style="list-style-type: none"> Move to class when the bell rings Get equipment ready for class 	<ul style="list-style-type: none"> Participate Congratulate others by applauding 	<ul style="list-style-type: none"> Keep your area clean and tidy Move to class when the bell rings Include and encourage others 	<ul style="list-style-type: none"> Provide your own equipment Engage in the lesson Take pride in your work

PBL engages all staff and students across all school settings. Students demonstrating a core value are issued with one Gotcha slip. Students who accumulate Gotcha slips are eligible for a reward as follows:

Number of GOTCHAS	REWARD
10	<i>Certificate of Achievement</i>
20	<i>Special Canteen Prize</i>
30	<i>Pick-a-box Prize</i>
50	<i>Gift Card</i>

These students have consistently demonstrated our core values and are entered into our Mega Draw which is held once per school term in which many local and coastal businesses generously donate vouchers into our prize pool.

These rewards are in recognition of positive behaviour and separate to our school's merit system. PBL complements our merit system (Part 3) and our behaviour management system (Part 4). Our focus is on promoting positive behaviour by:

- Teaching core values to all our students across all school settings
- Focusing on a select groups who need additional support including increased academic support
- Focusing on individual students functional behaviour assessments, individual behaviour management plans, parent training and collaboration

Part 3

Recognising and Reinforcing Student Achievement

Merit Scheme

At Dorrigo High School meritorious students are regularly recognised and rewarded for academic achievement, a high level of positive participation and giving of their best.

Our merit system is designed to recognise student achievement and participation with opportunities for students to achieve a **Gold or Silver** award each term.

Twice a term teachers are issued a folder containing their class lists and invited to record student achievement and participation on a scale from 1 to 10 using specific criteria (see table below). These scores are collated and sent to each student via email. Students are able to see the level they have achieved and understand what they need to do to move to the next level. They can also identify the ways in which they have improved.

Criteria for Scoring Student Achievement

Score	Achievement	Criteria
10	Gold Outstanding	Outstanding and proactive learner all of the time • Always has correct gear and equipment • Always ready for learning without having to be directed • Regularly participates in classroom discussions • Always on task • Always addresses teachers and students respectfully • Consistently punctual • Up to date with work and demonstrates personal best • Always honest • Displays the highest order of citizenship and relates well to others • Always models core values
9	Gold Excellent	Consistently excellent student • Correct gear and equipment • Ready for learning • Participates in classroom discussions • Remains on task • Addresses teachers and students respectfully • Punctual • Up to date with work and demonstrates personal best • Honest • Displays good citizenship and relates well to most students • Models core values
8	Silver Very good	Consistently good student • Correct gear and equipment • Usually ready for learning • Participates in classroom discussions • Usually remains on task and responds positively to redirection • Addresses teachers and students respectfully • Punctual • Usually up to date with work and demonstrates personal best • Honest • Usually displays citizenship and relates well to most students • Models core values • Standards may slip a little from time to time
7	Silver Good	Good student • Correct gear and equipment • Ready for learning with an occasional reminder • Participates in some classroom discussions • Usually remains on task and responds to redirection • Addresses teachers and students respectfully • Punctual • Usually up to date with work and demonstrates personal best • Honest • Occasionally displays citizenship and relates well to most students • Models core values • May be minor inconsistencies in standards of work and behaviour
6	Blue Satisfactory	Good student but needs encouragement to be more involved and is slightly underperforming • Work is not quite up to standard and may need occasional reminder to follow our core values • Needs to be reminded to get ready for learning • Occasionally forgets to bring gear and equipment • Does work but not always to their personal best • Addresses teachers and students respectfully • Honest • Punctual and responds to positive instruction • Usually demonstrates core values
5	Blue Marginal	Frequently needs reminders to be on task and display core values • Requires teacher redirection to stay on task • Occasionally lazy and/or does not display their personal best • Work is incomplete or not submitted • Punctuality to school and/or class can be an issue • Frequently forgets to bring gear and equipment • Does not always address teachers and students respectfully • Student at Blue Stage
4	Orange Of concern	Student is of concern • Lack of effort and participation • Gear and equipment is often forgotten • Work is often inconsistent and without regard for personal best • Distracted and/or disrupts the learning of others • Requires constant redirection to get started and remain on task • Punctuality to school and/or class is a concern • Does not regularly display core values • Teacher, Head Teacher and student negotiate restitution and improvement (refer to Orange Stage Plan B)
3	Orange Serious concerns	Student is of serious concern • Disregard for core values • Does not address teachers and students respectfully • Teacher and Head Teacher to monitor student behaviour and negotiate restitution and improvement (refer to Orange Stage Plan C)
2	Pink Unsatisfactory performance	Persistent, ongoing misbehaviour or totally unacceptable behaviour in or outside the class • Complete disregard for core values • Head Teacher to refer student to Deputy Principal who will monitor behaviour program (refer to Pink Stage)
1	Pink Non-attendance	Non attendance: N Award Concern

***Note: Suspended students are ineligible for Silver and Gold awards during the term they are suspended.**

Gold awards will be presented each term at Assembly by the Principal. Parents will be invited to attend.

At the end of each semester those students who received a **Gold and not less than a silver award** are invited to attend a Gold BBQ.

Students who reach the **Silver level** will be presented with a **Silver award** at Assembly each term.

In addition, those students who have consistently achieved at the Gold, Silver and not less than Blue Satisfactory level, are eligible for a Well Done excursion at the end of each semester.

Suspended students are ineligible for the Gold BBQ and the Well Done excursions during the semester they are suspended.

School Socials

Eligible students are invited to attend our school social at the end term (1- 3). To be eligible for the social students must not be on the orange monitoring stage or pink stage of the school's behaviour system during the term of the social. Students who are on suspension or warning to suspend and students who have not attended school on the day of the social are also ineligible to attend.

The extent to which uniform contributes to eligibility is currently under review.

*Note: There is a correlation between the levels in the merit system and the stages in our managing behaviour system. Students whose score places them in the blue, orange or pink level are supported by the behaviour management strategies identified in the corresponding stage.

See the following section for details on Managing Inappropriate Student behaviour.

Part 4

Managing Inappropriate Student Behaviour

At Dorrigo High School we recognise each student's abilities, respect each student's individual difference and respond effectively and positively to each student's learning and support needs. It is reasonable to make adjustments to the way the discipline policy applies to those students with behaviour that is a symptom or manifestation of a disability. In this instance it is the role of the class teacher to make adjustments to learning programs. Additionally, the role of the Learning and Support team is to work collaboratively with parents/carers, colleagues and other professionals to implement personalised learning and support for those students with additional needs.

We have developed a five-stage strategy to manage inappropriate student behaviour. When minor misbehaviours are disrupting teaching and learning class teachers will talk to students about how they can improve their behaviour. When inappropriate behaviours continue, despite several reminders in one lesson students are placed onto Blue Stage.

See the following section for details on Managing Inappropriate Student Behaviour:

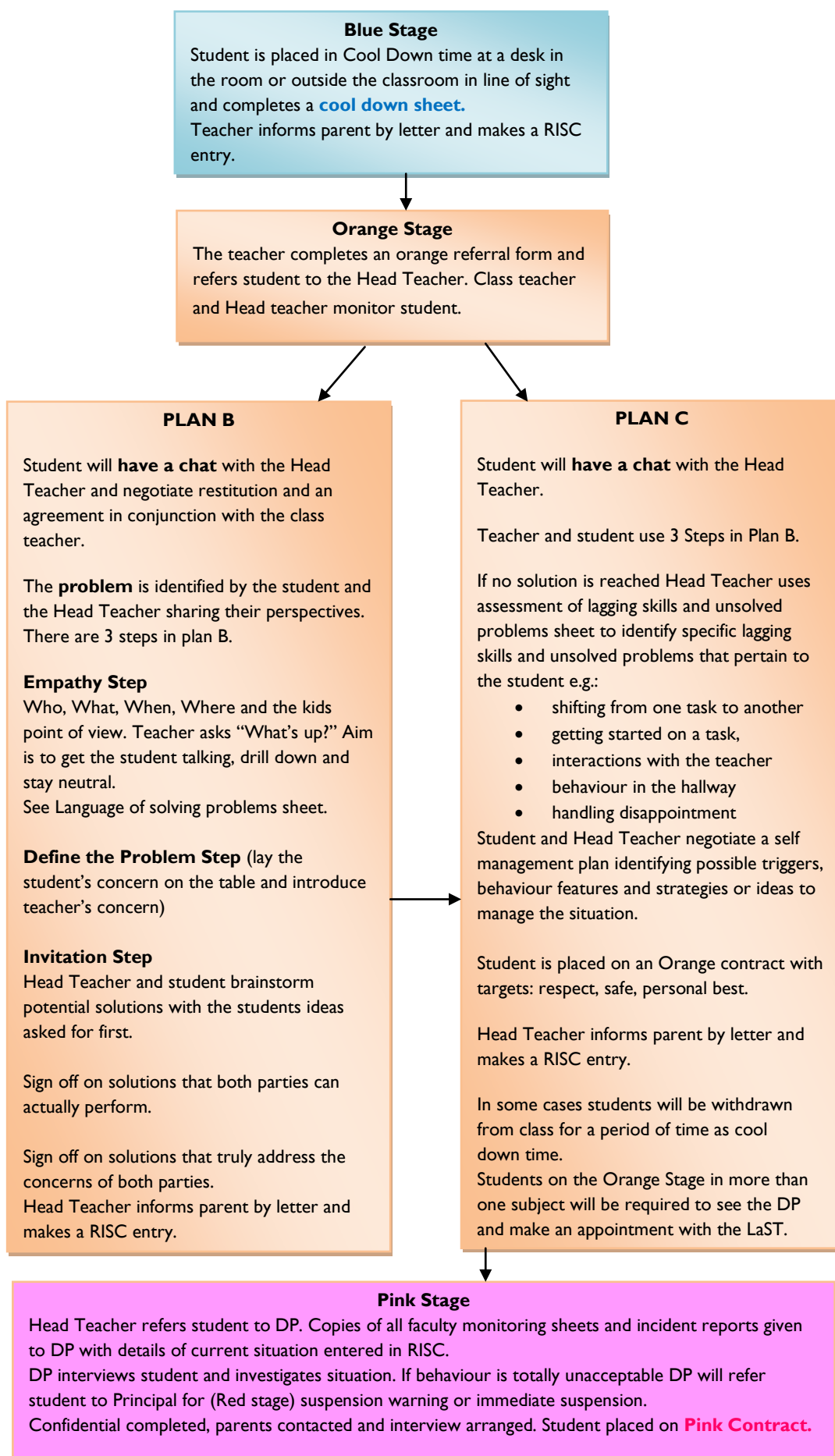
Managing Inappropriate Student Behaviour

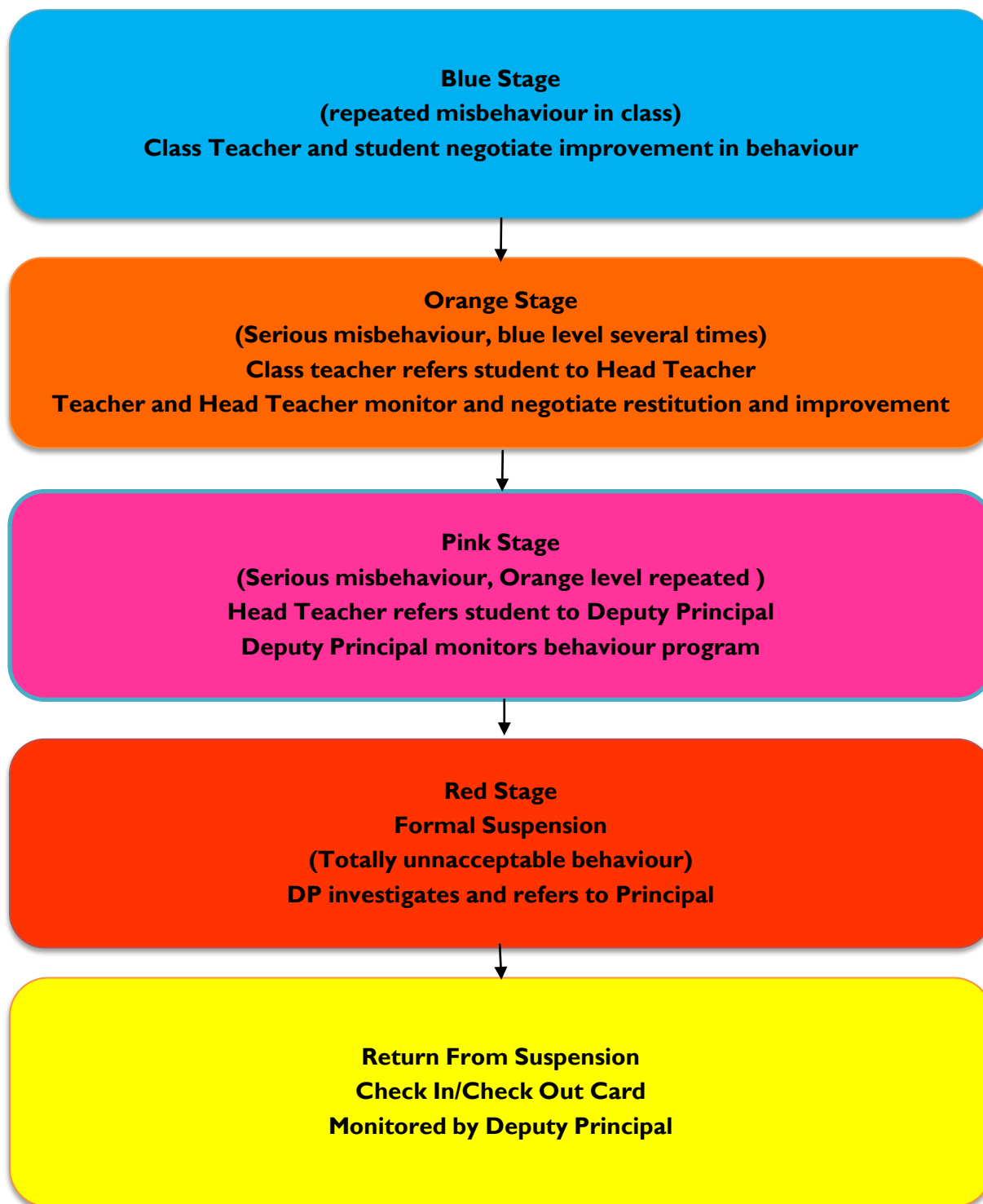
Stage	Teacher Action	Executive Action
<p>Blue Stage Students are placed on this stage for repeated misbehaviour in class. This level involves classroom monitoring.</p>	<p>Student is placed at Cool Down desk in the room or outside the classroom in line of sight and completes a Cool Down sheet.</p> <p>This enables the student to negotiate a return to the lesson and plan, with the teacher, how they might work towards changing their behaviour.</p> <p>Classroom teacher retains the cool down sheet, sends letter home and makes an entry on RISC.</p>	<p>Dealt with at class teacher level</p>
<p>Orange Stage Students are placed on this stage for serious misbehaviour. This stage involves class teacher and faculty monitoring.</p> <p>Students are placed on Orange Stage if they have not been successful in improving their behaviours at Blue Stage or they demonstrate serious misbehaviour that is beyond Blue Stage.</p>	<ul style="list-style-type: none"> • Teacher completes an orange referral form to refer student to the head teacher. Class teacher and head teacher monitor student. <p>Students at the orange monitoring stage are ineligible to attend the:</p> <ul style="list-style-type: none"> • Well Done excursion during the semester they are on orange monitoring • Gold BBQ during the term they are on orange monitoring • School social during the term they are on orange monitoring 	<ul style="list-style-type: none"> • Student will be interviewed by the Head Teacher and will negotiate a restitution/agreement in conjunction with the class teacher (plan B)*. • If Plan B is unsuccessful the head teacher places student on an Orange Contract which targets areas of respect, be safe, personal best (plan C). Student may be placed on an alternative program in one or more class for a period of “cool down” time. Student is to make amends by undertaking restitution for their behaviour. • The Head Teacher will inform parents by letter and make a RISC entry. Documentation remains in the faculty. When misbehaviour occurs outside the classroom it will be dealt with by the Deputy Principal. • Students who are on Orange Stage in more than one subject will be required to make an appointment with the LaST and will need to see the Deputy Principal and may be placed on Pink Stage. Parents will be informed and may be asked to visit the school to discuss the issues. In some cases, students will be withdrawn from class for a period of time as cool down. • Students on Orange Stage might be issued with a suspension warning if the behaviour merits it. This is the decision of the Principal. <p>*Restitution includes community service, assisting a teacher on playground duty or other appropriate consequence.</p>
<p>Pink Stage Students are referred to this stage for persistent ongoing misbehaviour. This stage involves executive monitoring.</p> <p>Pink Stage is a result of persistent ongoing misbehaviour or totally unacceptable behaviour in or outside of class. This includes repeated referral to orange stage, disobedience, defiance, aggression, harassment and abusive behaviours. Placement on the Pink Stage will result in a suspension warning. It will also result in:</p> <ul style="list-style-type: none"> • withdrawal of playground privileges • exclusion from excursions /participation in representative sport • use of a Behaviour Monitoring Booklet in all subjects • negotiated school community service • Cool Down ongoing monitoring of the student behaviour • other appropriate consequences <p>Ongoing poor behaviour whilst on Pink Stage may result in a formal suspension.</p>	<ul style="list-style-type: none"> • Teacher refers student to Head teacher who decides on Pink referral. • Students at the pink stage are ineligible to attend the: • Well done excursion during the semester they are on pink • Gold BBQ during the term they are on pink • School social during the term they are on pink 	<p>Head teacher refers student to DP.</p> <ul style="list-style-type: none"> • Copies of all faculty monitoring sheets, and incident reports given to DP with details of current situation entered in RISC. • DP interviews student and investigates. If behaviour is totally unacceptable DP will refer student to Principal for suspension warning or immediate suspension (red stage). • Confidential completed, parents contacted and interview arranged. Student interviewed by DP and placed on Pink Contract.

Managing Inappropriate Student Behaviour continued

<p>Formal Suspension Red Stage results in a Formal Suspension. Students are placed on Red Stage has engaged in behaviour that is totally unacceptable during class, in the playground, at sport, on the buses or on an excursion or whilst representing the school. This might include:</p> <ol style="list-style-type: none"> 1. Continued Disobedience - breaches of the school discipline code such as, but not limited to: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol. 2. Aggressive Behaviour - including, but not limited to, hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyber bullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means. 3. Physical violence. 4. Use or possession of a prohibited weapon, firearm or knife. 5. Possession, supply or use of a suspected illegal substance. 6. Serious criminal behaviour related to the school. <p>A student who is suspended may not attend school or participate in any school activities until the suspension is resolved.</p> <p>Suspension provides students and their families with an opportunity to reflect on the concerning behaviours and to discuss options and approaches to foster improvement. It also provides an opportunity for the school to plan strategies that will assist in supporting students when they return from suspension.</p>	<p>Students at the red stage are ineligible to attend the:</p> <ul style="list-style-type: none"> • Well done excursion during the semester they are suspended • Gold BBQ during the term they are suspended • School social during the term they are suspended 	<p>Student is referred to Principal via Deputy Principal.</p> <ul style="list-style-type: none"> • After investigation by DP, Principal may decide on Suspension.
<p>Checking Back In Return from Suspension This stage involves executive monitoring. On return from suspension students are required Complete a check in check out procedure with the DP.</p>		<p>In the post suspension stage the school works with parents in assisting the student to rejoin the school community through the development and implementation of a Post Suspension Return to School Plan.</p> <p>Students will identify their learning and behaviour goals and check in each morning with the DP and check out at the end of the day. This will provide students with an opportunity to discuss their progress.</p>

Flow Chart for Managing Students at the Blue and Orange Levels

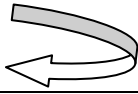




In addition to our five-stage strategy Dorrigo High school students are offered the opportunity to be mentored by their year adviser. Students will negotiate at set of learning goals with their year adviser and be monitored using a mentor book. Please note; this is not a behaviour management strategy but an opportunity for students to improve and excel.

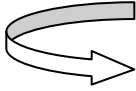
What happens when my behaviour is unacceptable? How the system works....

I am behaving inappropriately.
I need to speak to my class teacher about how I can improve.
If I need to, I can talk to my year adviser.



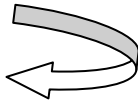
BLUE STAGE

I am trying but it's not working out in class.
I need to write down what is going wrong on a blue sheet and talk to my class teacher again.



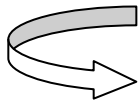
ORANGE STAGE

I'm having trouble getting it right.
I am behaving inappropriately in class and this is impacting on my learning and the learning of others. I need to talk to the Head Teacher and negotiate restitution with my teacher or each lesson my teacher will keep track of my work on an orange sheet. I can get help or advice from my year adviser or the school counsellor. My parents will be told that I am having problems at school.
If I reach Orange Stage in more than one subject I will have to make an appointment with the Learning and Support teacher and see the Deputy Principal.



PINK STAGE

My behaviour is offending students and teachers. It is stopping other students from learning. I will be issued with a pink booklet. My teachers will monitor my attendance, application and behaviour in every class and I will need to show the pink book to the Deputy Principal each afternoon. My parents will be asked to sign this book each night.



RED STAGE

If behaviour is totally unacceptable during class, in the playground, at sport, on the buses or on an excursion I will reach the Red Stage and be suspended. I am suspended from school until my parents attend an interview with the Principal or the Deputy Principal.

At any stage, if my behaviour improves I can return to normal class routine and work towards receiving commendations

**Blue Stage
Cool Down Sheet**

Name: _____ Class: _____ Teacher: _____ Date: _____

I am trying but it's not working out in class. I need to write down what is going wrong on a blue sheet and talk to my class teacher again.

What did I do?

What Should I have done?

What can I do to fix it?

Orange Stage Restitution Agreement

Name: _____ Class: _____

Teacher: _____ Faculty: _____ Date: _____

I'm having trouble getting it right.

I am behaving inappropriately in class and this is impacting on my learning and the learning of others.

I need to talk to the Head Teacher and negotiate restitution with my teacher. I can get help or advice from

my year adviser or the school counsellor. My parents will be told that I am having problems at school.

I agree to follow our core values and:

- speak respectfully and follow instructions
- be on time and remain in my seat
- do my best to complete all set work

I have met with my teacher and the head teacher and we have negotiated following resolution:

My negotiated time frame for improvement is: _____

Student's signature: _____

Teacher's signature: _____

Head Teacher's signature: _____

Orange Stage Monitoring card

Name: _____ Class: _____

Teacher: _____ Faculty: _____ Date: _____

I'm having trouble getting it right. I am behaving inappropriately in class and this is impacting on my learning and the learning of others. My teacher will keep track of my work on this sheet. I can get help or advice from my year adviser or the school counsellor. My parents will be told that I am having problems at school.

If I reach Stage 2 in more than one subject I will have to make an appointment with the Learning and Support teacher and see the Deputy Principal.

I will follow our core values and:

- speak respectfully and follow instructions
- be on time and remain in my seat
- do my best to complete all set work

Day	Teacher's Comment
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	