



PRAIRIEWOOD HIGH SCHOOL

Student Wellbeing Policy

Version 2020.1



1) AN INTRODUCTION

The Student Discipline in Government Schools policy¹ indicates Principals are responsible for developing a school discipline policy in consultation with the school community. The policy must be evaluated and reviewed by the school community at least every three years and it must include:

- school rules as consistent with the *Behaviour code for students*
- strategies and practices to promote positive behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour

The school discipline policy must:

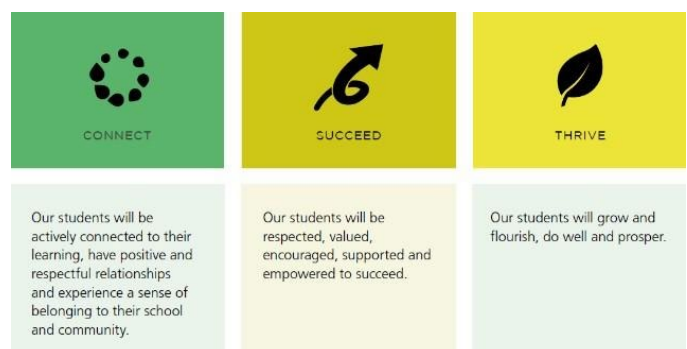
- be consistent with legislation and reflect government and departmental policy
- incorporate the principles of procedural fairness
- be developed within a strong student welfare context – see the [Wellbeing Framework for Schools](#)
- reflect the identified needs of the community
- grow from existing policies and practices
- outline expected standards of behaviour
- define the responsibilities of teachers, students and parents

The PrairieWood High School Wellbeing policy (2016) was evaluated and reviewed by the Wellbeing Team, the P&C and student voice groups in 2019. This policy now replaces the 2016 version and incorporates:

- The DoE Wellbeing Framework
- The DoE Behaviour Code for Students
- The School Community Charter (expectations of parents/carers and staff when supporting students)
- The Positive Behaviour for Learning (Safe, Respectful, Learner) framework at PrairieWood High School
- DoE Suspension and Expulsion processes
- Strategies of support (personnel, programs, interventions) at PrairieWood High School to enrich student wellbeing

The NSW Department of Education WELLBEING FRAMEWORK informs our practice

PrairieWood High School's understanding of wellbeing reflects that of the Department of Education (DoE). The DoE Wellbeing Framework acknowledges the strong links between wellbeing and school excellence supports schools to create learning environments that enable students to be healthy, happy, engaged and successful. The DoE commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; to do this in the context of individual and shared responsibility underpinned by productive relationship that support students to learn².



PrairieWood High School considers its students wellbeing and safety as one of our utmost priorities. We aim for the academic success and personal happiness of every student and support each student to reach their potential, achieve the skills to continue effective life-long learning and prepare to take up successfully the role of citizens of the future. To support this aim; we provide a safe, caring and stimulating learning environment; maintain high expectations of work and behaviour; promote self-esteem and celebrate success in all areas.

¹ <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>

² <https://education.nsw.gov.au/student-wellbeing/whole-school-approach/media/documents/Wellbeing-Framework-for-schools-Accessible.pdf>

2) DoE Behaviour Code for Students and School Community Charter

The DoE released the Behaviour Code for Students³ in 2017 as a fair, explicit and transparent code of expected behaviour. In 2018, the DoE released the School Community Charter⁴, outlining the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

Behaviour Code for Students

NSW Department of Education

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

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 behaviour 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 will back the authority and judgment of principals and school staff at the local level.

education.nsw.gov.au



³ <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>

⁴ <https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>



School Community Charter

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school



We create collaborative learning environments

We all play our part

We work in partnership to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students.

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



School Community Charter

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3) POSITIVE BEHAVIOUR FOR LEARNING –

Safe, Respectful, Learner Framework at Prairiewood High School

Prairiewood High School has adopted the Positive Behaviour for Learning (PBL) wellbeing model, which is an evidence-based whole school process to improve learning outcomes for all students. The school has developed and implemented over recent years its Safe Respectful Learner (SRL) structure that underpins the student wellbeing strategy at the school.

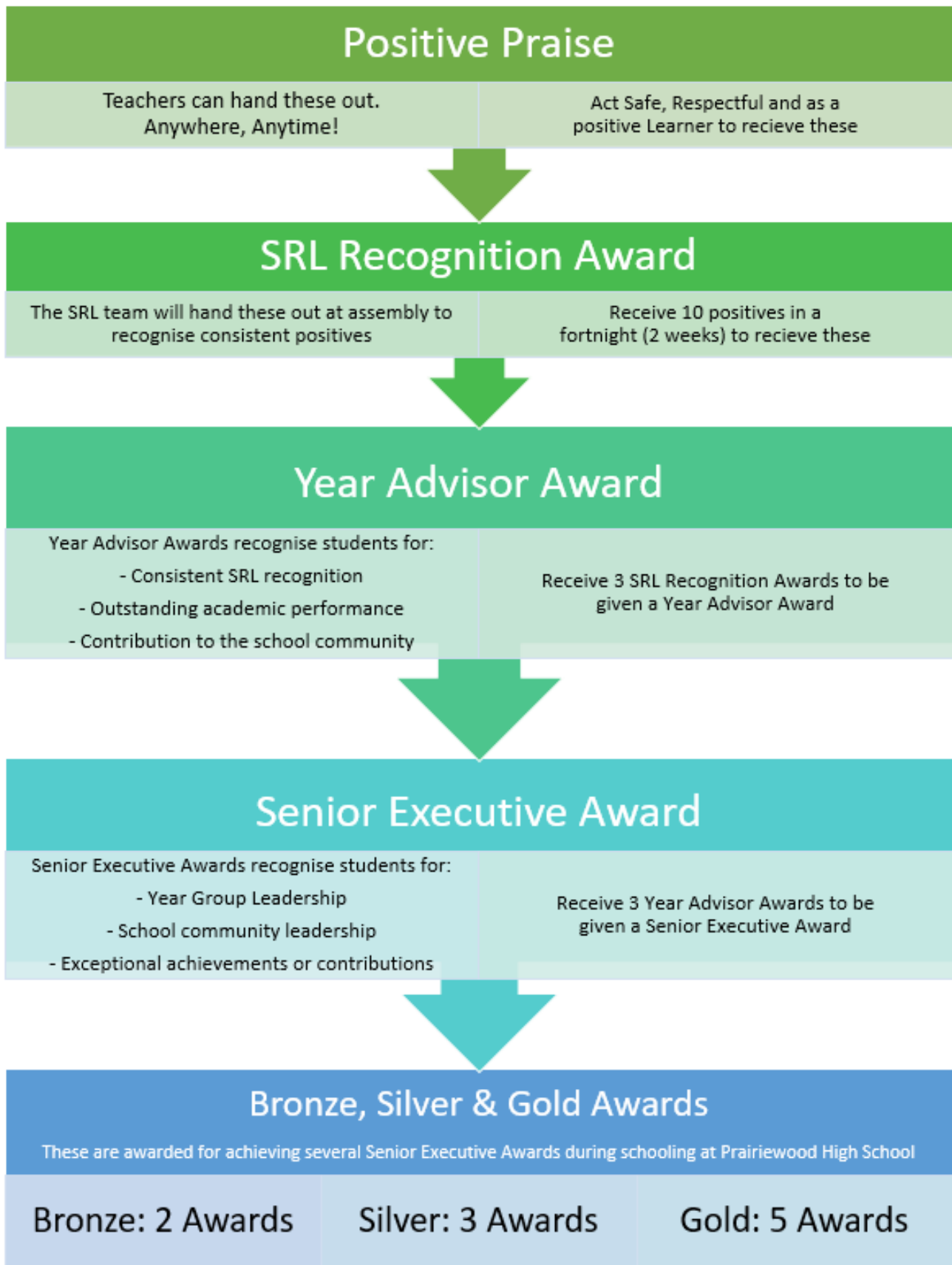
Positive Behaviour for Learning is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBL.

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, school gates and buses/travel, is considered part of the total learning environment.

Prairiewood High School develops a continuum of support that promotes student learning and wellbeing for all students. Importantly, students have access to more support when they need it. The continuum emphasises prevention and early intervention and includes:

- Tier 1 Universal prevention: school-wide and classroom systems for all students, staff and settings
- Tier 2 Targeted interventions: small group systems for students at-risk behaviourally and academically
- Tier 3 Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

Key components of the SRL system:




Additional strategies and practices that recognise and reinforce student achievement include:




- **Student Leaders Investiture Ceremony** - Students who have been elected to leadership positions by the student body are publicly invested in their office at a special formal ceremony in early term four of each year. The Prefects (including School Captains and Vice-Captains) are determined by the Year 11 cohort and staff; the Student Representative Council members are elected by each year's cohort; whilst the Sports Council Student leaders are elected by the respective members of each of the school Houses of Cobras, Hawks, Mustang & Scorpions. The Student Leadership Committee is responsible for this prestigious ceremony. Parents of award recipients are invited.
- **Formal annual celebrations including Mid-Year Presentation (Years 7 to 12), End-of-year Academic Presentation Evening (Years 7 to 11), Year 12 Graduation and the Sports Presentation (Years 7 to 12).** Academic achievement, citizenship and sporting process is acknowledged and rewarded. Parents of award recipients are invited.
- **Quiet Achievers Awards** - These awards are issued twice each year at a special ceremony with peers, school staff and parents invited to attend. They are based upon teachers' recommendations and are awarded to students who deserve recognition for their outstanding effort in classwork and schoolwork. Principals' awards, Bronze Medallions, and other Certificates of Recognition are presented at these ceremonies. The typical student receiving this award will have demonstrated a conscientious, diligent and sustained approach to his/her studies throughout a semester. Year Advisers and their assistants are responsible for these award ceremonies.
- **Outstanding Attendance Awards** – for students with above 95% attendance and those with significant improvements
- **Frequent awards and recognition at whole-school assemblies** – this is for achievements in academics, SRL, leadership, sport, civics and citizenship
- **Frequent media recognition** – including student and school achievement reports displayed through local newspapers, social media etc.
- **Success and recognition through prestigious scholarships and awards** – supporting academic achievement and engagement. Examples include: Public Education Foundation, Australian Business and Community Network and numerous university scholarships and awards for students

Behaviour Matrix

Students are explicitly taught the schools Safe, Respectful Learner expectations. Students participate in regular and sequential SRL lessons which focus on building understanding of behaviour expectations in school and online settings, social skills and positive relationships. The SRL behaviour matrix explicitly teaches and models the DoE Behaviour Code for Students. These strategies and practices promote positive behaviour, including strategies to maintain a climate of respect.

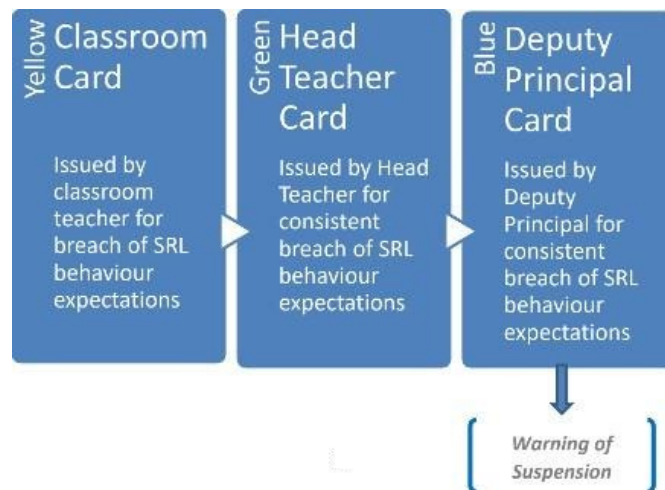
PRAIRIEWOOD HIGH SCHOOL



<p>AM I DOING THE RIGHT THING?</p> 	<h3>OUR CORE VALUES</h3> <table border="1"><tr><td style="text-align: center;">SAFE</td><td style="text-align: center;">RESPECTFUL</td><td style="text-align: center;">LEARNER</td></tr></table>	SAFE	RESPECTFUL	LEARNER
SAFE	RESPECTFUL	LEARNER		
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Per Ardua - Through Striving

SRL Student Monitoring Card



Student Monitoring Cards	How does the student achieve this level?	What will happen?
Classroom Card <i>The student has:</i> <ul style="list-style-type: none"> failed to meet classroom expectations had two reflection opportunities 	Move on: <ul style="list-style-type: none"> Placed on Classroom Card by a teacher for an individual class issue Move off: <ul style="list-style-type: none"> Meets behaviour expectations targets for 6 consecutive lessons 	<ul style="list-style-type: none"> Classroom Card issued 3 behaviour goals negotiated with teacher and listed Reflect after each lesson Phone call to parents is recommended by Head Teacher Faculty or classroom teacher
Head Teacher Card <i>The student has:</i> <ul style="list-style-type: none"> failed to meet classroom or school expectations participated in a serious breach of school policy 	Move on: <ul style="list-style-type: none"> Lack of improvement on Classroom Card Placed on Head Teacher Card for serious breach of school policy Move off: <ul style="list-style-type: none"> Meets expectations for 5-10 (with HT monitor's discretion) complete consecutive days 	<ul style="list-style-type: none"> Head Teacher card issued Head Teacher telephones parents. Head Teacher mentor monitors the card across the school Head Teacher card is signed daily by parents/carers
Deputy Principal Card <i>The student has:</i> <ul style="list-style-type: none"> failed to meet school expectations on Head Teacher Card participated in a serious breach of school policy. 	Move on: <ul style="list-style-type: none"> Failed to respond to support on Head Teacher Card Placed on a Deputy Card for serious breach of school policy Move off: <ul style="list-style-type: none"> Meets expectations for 5-15 (with Deputy Principal's discretion) complete consecutive days 	<ul style="list-style-type: none"> Deputy Principal Card issued Suspension of all non-classroom privileges Deputy Principal monitors card across the school Deputy Card is signed daily by parents/carers
Letter of Formal Caution	<ul style="list-style-type: none"> Failure to meet behaviour expectations on Deputy Card Any serious breach of school policy/ DoE policy for a student not on a monitoring card 	<ul style="list-style-type: none"> Letter sent home to parents/carers by Principal/ Deputy Principal
Suspension <i>The student has:</i> <ul style="list-style-type: none"> failed to meet school expectations on Deputy Card or participated in a serious breach of school / DoE policy. 	Move on: <ul style="list-style-type: none"> Failed to respond to support on Deputy Card Placed on suspension by Principal for serious breach of school / DoE policy Move off: <ul style="list-style-type: none"> Suspension resolution completed (parent interview, counsellor evaluation – if required) 	<ul style="list-style-type: none"> Short suspension up to 4 days Long suspension up to 20 days Suspension of all privileges Resolution interview with parent and student Student may be placed on a Student Improvement Plan for monitoring after return to school

4) DoE SUSPENSION AND EXPULSION PROCESSES

All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour. There will be cases of unacceptable behaviour where it will be in the best interests of the school community, and/or the student involved for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations. *Suspension and Expulsion of School Students Procedures, NSW DET (2011)*.

When a student is suspended from school, the parent/carer receives a copy of the *DoE Suspension and Expulsion procedures – Information for parents (2011)*.⁵ This document outlines all procedural aspects. The Principal or Deputy Principal can answer any specific questions or concerns parents/carers have. They can also organise additional support when a student is on suspension. In addition to organising and providing work, this includes organising student attendance at a program of support. Prairiewood High School has partnerships with Cabramatta PCYC and Bonnyrigg Youth Centre, as examples. The DoE Return to School program (DoE support for long suspensions) can also be accessed on application and referral.

Suspension procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

As the policy indicates, the Principal may make the decision to short suspend a student (up to 4 school days) for:

- **Continual disobedience** - this includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.
- **Aggressive behaviour** - This includes, but is 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 cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

The Principal may make the decision to long suspend a student (up to 20 school days) for:

- **Physical Violence** - Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and wellbeing of others, is to be suspended immediately.
- **Use or possession of a prohibited weapon, firearm or knife** - Refer to Schedule One of the Weapons Prohibited Act
- **Possession, supply or use of a suspected illegal substance** - This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **Use of an implement as a weapon** - When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made or adapted to cause injury to another person).
- **Serious criminal behaviour related to the school** - This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
- **Persistent or Serious Misbehaviour** - This includes, but is not limited to: repeated refusal to follow the school discipline code; threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person; making credible threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.

The principles of procedural fairness

The principles of procedural fairness are fundamental to the implementation of SRL and Suspension & Expulsion procedures. Procedural fairness includes the right to be heard, and of a person to a fair and impartial decision. In dealing with any escalation of a student behaviour, procedural fairness must be applied before a decision is made. Decisions are made after comprehensive investigation and formal interview with the student where the allegations are put to the student, and the student has the opportunity to formally respond. A support person should be offered for long suspensions. If a student or parent/carer believes an unfair decision had been made, they can follow-up with the relevant personnel. For classroom incidents, this is the faculty Head Teacher. For Head Teacher cards, this is the Deputy Principal. For Deputy Principal situations and formal cautions, this is the Principal. For concerns related to decisions made by the Principal, please make an appointment with the Principal to discuss the concern. If you are still dissatisfied with the situation, you will need to follow the DoE Consumer Complaints process⁶.

⁵ https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

⁶ <https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students>

5) STRATEGIES AND PRACTICES TO PROMOTE POSITIVE BEHAVIOUR AND ENHANCE STUDENT WELLBEING

PHS Support Personnel creating a safe and supportive school community

Student wellbeing is the responsibility of every staff member. The Student Wellbeing Team is a formalised group, which provides a network of support and help to all students and their parents. The Student Wellbeing Team consists of:

- **The Principal** – who holds the overriding responsibility for wellbeing policies and procedures of the school
- **Deputy Principals**– work in partnership with students, their parent/carers and external organisations (as applicable) to address a range of wellbeing matters impacting on achievement and engagement at school
- **School Counsellor/School Psychologist** – available to provide specialised psychological assessment, counselling and intervention services for students.
- **Head Teacher Wellbeing** – responsible for the co-ordination of the student wellbeing team.
- **Head Teacher Student Engagement** – whole-school coordination of Student Attendance policy
- **Head Teacher Learning Support** – leads whole school planning and support service aimed at addressing the learning needs and abilities of individual students; member of the Student Wellbeing Assessment Team
- **Year Advisors** – the central figure for the student and often the first contact for parents. YA’s provides support, assistance and care for each individual and when necessary makes the appropriate referrals to seek the most beneficial support for the student's specific needs.
- **Wellbeing Hub staff** – provide case management support for students and assists in the delivery of universal, targeted and individual programs of support
- **Student Support Officer** – An experienced Social Worker facilitates in school support programs and wellbeing initiatives as part of the Hub.
- **Community Liaison Officers** – develop links between school and community, providing information and support on education related issues for the facilitation of partnerships in decision making to enhance learning

When applicable, students and families can be supported by DoE personnel. This includes the Home School Liaison Officer, Multicultural Education officers, Aboriginal Community Liaison, Out of Home Care officer and specialist student wellbeing support including the Learning & Wellbeing Officers.

PHS also works with our local community and these services offer additional support to our students:

HELPLINE	1800 55 1800	Drug and Alcohol Information & Counselling	1800 422 599
Salvo Crisis Line	9331 2000	Family & Drug Support	1300 368 186
FLYHT (youth counselling)	9794 1700	Woodville Alliance	9724 3807
Community First Step	9727 4333	HEADSPACE	8785 3200

Universal, targeted and individualised programs of support

The school boasts an extensive support network that implements universal (school-wide), targeted (population-specific) and individual (student-specific) strategies to positively engage students in learning and engage them in the school community. The schools Anti-Bullying Guidelines (2018) provides the following overview:

Wellbeing programs for anti-bullying and positive relationships: A range of anti-bullying initiatives are embedded into the Wellbeing Yearly Plans:

<p>Year 7:</p> <ul style="list-style-type: none">• Peer Support program: Term 1 Resilience and Term 3 Anti-Bullying focus on building positive relationships• High Resolves program of global citizenship develops sense of collective identity and justice• Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour
<p>Year 8:</p> <ul style="list-style-type: none">• High Resolves program of global citizenship develops sense of collective identity and justice• Health and Wellbeing Sessions• Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour
<p>Year 9:</p> <ul style="list-style-type: none">• High Resolves program• Health and Wellbeing Sessions• Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour
<p>Year 10:</p> <ul style="list-style-type: none">• Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour• Opportunity to build relationships with junior students through Peer Support and Mediation training
<p>Year 11:</p> <ul style="list-style-type: none">• Wellbeing and mental health sessions focusing on stress, anxiety and building resilience• Year meetings and learning activities focused on avoiding risk and peer pressure
<p>Year 12:</p> <ul style="list-style-type: none">• Wellbeing and mental health sessions focusing on stress, anxiety and building resilience• Year meetings and learning activities focused on avoiding risk and peer pressure