

Warrawong High School 2024

Overview

Warrawong High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, Berry Street trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our actions are based on the belief that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

- To help you articulate the key approaches and programs prioritised and valued by the school community, consider the following common areas of focus:
- **Inclusive Education:** Emphasising programs that cater to diverse learning needs and promote equity among students.
- **Student Wellbeing:** Implementing initiatives that support mental health, resilience, and overall wellbeing of students. Restorative Practice through the Berry Street Triage Conversation Model. These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.
- **Curriculum Innovation:** Adopting modern educational practices that individualised to meet the needs of students.
- **Community Engagement:** Building partnerships with families and local organisations to enhance educational outcomes.
- **Professional Development:** Prioritising ongoing training and support for teachers to improve instructional practices and student engagement.
- **Cultural Competency:** Developing programs that celebrate and respect cultural diversity within the school.
- **Extracurricular Activities:** Valuing sports, arts, and other extracurricular programs that contribute to a well-rounded education.
- **Restorative Practice** is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Warrawong High School has partnered with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school’s P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Warrawong High School communicates these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Warrawong High School has the following school-wide expectations and rules:

To be Respectful, Responsible, Resilient learners.

Respect	Responsible	Resilience
I will respect everyone around me.	I will always aim to do my best	I will bounce back from challenges.
I will listen to all.	I will own my own actions.	I will try my hardest to not give up
I will speak with kindness and respect.	I will wear the correct school uniform.	I will seek support when I feel too challenged.

Behaviour code for students

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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents. Warrawong High School is committed in supporting students through the Step Care Model.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Planned responses to behaviour that does not meet school expectations are managed through a Tiered Intervention approach. Staff use the schools Behaviour Management Procedures to support student behaviour. Staff at Warrawong High support students through the most appropriate action and will consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Warrawong High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations.</p>	<p>1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons are taught during fortnightly wellbeing lessons.</p>	<p>4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system. Student awards for positive behaviour are given at fortnightly year group assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p>

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school

- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Overview and purpose

These practices are a layer within the schools 'School Behaviour Support and Management Plan (SBSMP)'. This strategic layering provides Teachers, Head Teachers and Deputy Principals with the opportunity to collectively monitor students who have demonstrated or displayed behaviour that is ongoing, persistent, complex, or concerning in nature, across the school setting. These behaviours are seen to impact the learning, safety, and wellbeing of self or others within the school environment. These students are displaying behaviours that have gone beyond a standard classroom or whole school detention, and they are required to attend a formalised workshop that allows them to reflect on their behaviour and ways to reset moving forward. These workshops are not to be seen as a punitive experience for students, they are structured in a way that students will reflect on the harm or disruption they have caused. This is a key opportunity for the school leaders to work on building strong relationships and high expectations for these students to assist them to be successful within the school setting.

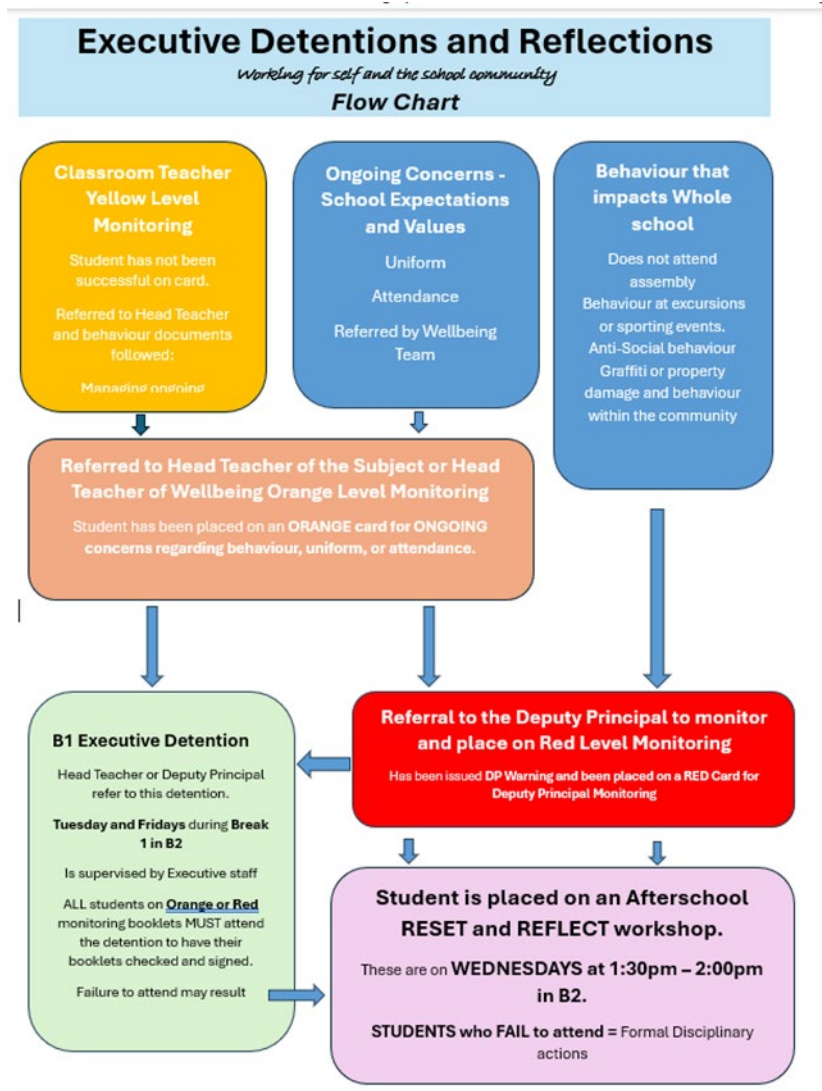
The levels of Detentions, Reflections and Restorative opportunities are highlighted within this document to provide a clear process and practice of where Detentions, Reflections and Restorative conversations (Collectively Reflect and Reset) fit when working with students who present with challenging or concerning behaviour at all levels within the school setting. All scheduled Detentions, Reflections and Restorations focus on providing students with a planned time where they will be required to give up their time in response to the behaviours they have recently displayed. Reflecting on the harm it has caused and explore options for moving forward. To best support these students, it is crucial that these opportunities are provided to aide in building stronger relationships with students and develop the skills these students require to reflect on their behaviour and learn ways to positively function within the school setting. These reflect and reset opportunities are tied into the schools current behaviour management system and card monitoring systems. They are aligned to an executive and Senior Executive level. The workshops will be based on the principles of the Berry Street Education Model, Restorative Practices, Community Service and Social Emotional Learning. It links to the larger overriding initiative for the DoE 'The Care Continuum'. This intervention will be tied into the whole school approach of a prevention focused and positive approach to behaviour support to meet the needs of all students. This will occur at the targeted and Individual Intervention stages, as students will be displaying ongoing or persistent behaviours of concern.

Supporting initiatives

The key initiatives that supports this form of intervention for ongoing student behaviour is the Detention and time out guidelines. This guideline has been read and understood in conjunction with the DoEs 'Restrictive Practices Framework' and 'Restrictive Practices Reduction and Elimination Policy'

The Key elements that are driving the structure of this intervention are drawn from the DoEs Effective behaviour Programs Advice, ensuring the following: The intervention is developmentally appropriate, it is proactive in the fact it is the step before formal disciplinary for the student, but also may be used as an aspect of formal disciplinary action, removes the punitive approach where students will be actively engaged in the reflect and reset workshops, it is embedded within other wellbeing and positive behaviour programs across the school, it is evidence based and will be monitored via Sentral over a period of time.

Both the Student behaviour policy and Behaviour Code for Students support the need to embed practices around supporting student who present within the school with any forms of ongoing or persistent behaviour that impact the learning, safety and wellbeing of all within the school. The key message taken from current policy is that the intervention **MUST** consider the holistic child and all factors that may be impacting the student at that current time. They express that before decisions are made around consequences or interventions all predisposing factors must be considered such as disability, student socio cultural /economic demographic, is the student identified as First Nations or Living out of home. Once these factors have been considered, the consequence or intervention implemented must be developmentally appropriate and provide an opportunity for reflection and supported exposure to new required skill that will support student needs in relation to their behaviour and emotional regulation. This intervention will be reflected as part of the 'School Behaviour and Management Plan'.



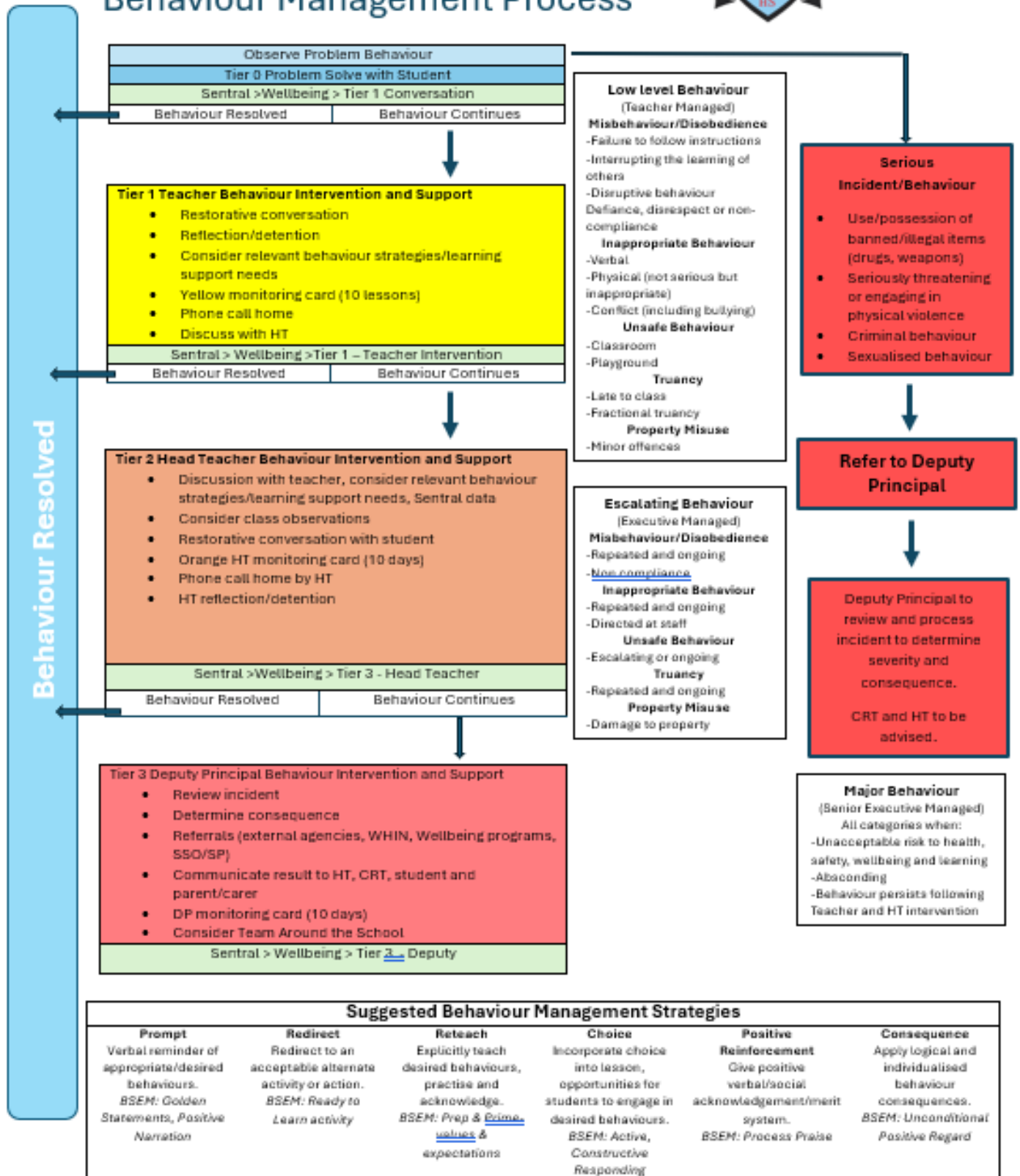
Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Warramong High School

Behaviour Management Process



Response to all student misbehaviour is:

calm, consistent, brief, immediate, respectful and private.

Parents & Caregivers

Have a responsibility to support their children in all aspects of their learning.

- Be aware of the School Anti-Bullying Policy, Plan and assist your child's behaviour
- Support their children in developing positive responses to the schools Anti-Bullying Plan
- Support all students at the school to deal effectively with bullying

Your child may be being bullied if he/she:

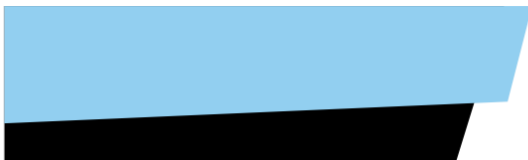
- Suddenly does not want to go to school, is truanting
- Has bruises but won't talk about them.
- Suddenly is unable to sleep
- Becomes moody
- Frequently feels sick with vague symptoms

What can you do if your child is bullied:

- Assure your child that the problem can be solved
- Let the school know that your child is being bullied by contacting your child's Year Adviser, the School Counsellor, the Head Teacher Welfare or the Deputy Principal.
- Contact the website:
www.cybersmart.gov.au

What can you do if your child is bullying:

- Talk to them about their responsibilities
- Contact the School Counsellor or Head Teacher Welfare for support



School Support:

Students

Teachers
Year Advisers

Counsellors:

- Mr Mark Lazarus

Head Teacher Wellbeing & Engagement:

- Mrs Megan Murdzewski
- Mrs Amanda Daenell

Deputy Principals

- Mr Michael Stanizzo
- Mrs Christine Goldspink

Principal

- Mr Brad Hughes

Peer Mediation Program

- Older students assisting younger students

Student Representative Council

- Consultation role for school policies & strategies

For further information
call us on Ph: 4274 0707

127 Cowper Street, Warrawong, NSW 2502 - PO Box 105 Warrawong NSW 2502 - T: 4274 0707 - F:

www.warrawong-h.schools.nsw.edu.au

Anti-Bullying Policy

2023

At Warrawong High School, bullying is taken seriously and is **NOT** acceptable in any form.

Public schools are inclusive environments, where diversity is affirmed and individual differences are respected.

Everyone at Warrawong High School has the right to expect that they will be free from fear of bullying, harassment and intimidation at school.

Explanation

Bullying is intentional or repeated harassment by a person or a group. Bullying behaviour can be:

ELECTRONIC for example: hurtful email, text messages, posting or forwarding photos & videos, commenting on "Facebook" threads or joining hurtful groups.

VERBAL comments about your physical appearance, gender, sexuality, race, disability, religion or any other perceived difference for example: name calling, teasing, taunting, abuse, putdowns or sarcasm.

PHYSICAL for example: mucking about that goes too far, hitting, punching, kicking, scratching, tripping, barging, shoulder charging, dacking, deliberate contact.

SOCIAL for example: ignoring, excluding, ostracizing or alienating.

PSYCHOLOGICAL for example: spreading rumours, dirty looks or hiding property.

FINANCIAL for example: extortion, blackmail, vandalism, demanding, taking money or equipment.

Anti - Bullying Response

School Response

Teachers will not tolerate bullying in the classroom or playground.

All who speak up will be supported.

TEACHERS may

- Ask students to complete a statement
- Support students involved in counselling
- Counsel and discipline bullies

HEAD TEACHERS may

- Interview students
- Suggest counselling
- Counsel and discipline offenders
- Contact parents

DEPUTY PRINCIPALS may

- Interview students and parents
- Suggest counselling
- May involve the Police School Liaison Officer
- Discipline students, which could include caution and/or recommend suspension
- Issue Anti Harrassment Order

PRINCIPAL may

- Interview students & parents
- Suggest counselling
- Caution and/or suspend. Students with a history of suspension for bullying and harassment may face expulsion.

Speak Up!

Bullies look for something that makes you different, but difference is what makes us individuals.

If you are being bullied, speak up, because if we don't know what is happening to you, we can't help you.

- Your friends, family and school staff will listen and can help you.
- By speaking up you will not only be helping yourself but also protecting other students and stop bullying at Warrawong High School.
- It's all about respect.
- Warrawong High School has a zero tolerance for bullying.

To have a successful anti-bullying program students need to:


- Behave appropriately, respect individual differences and beliefs
- Follow the school's Anti-Bullying Procedures.



Playground Expectations

Right Place, Right time	In the playground make sure you stay to inbounds and within the areas that have supervision. Leave the playground when the bell signals the end of break and head straight to your next lesson.
Place rubbish in the bins	Keep our school litter free by placing your rubbish into the bins provided. If you see litter on the ground please pick it up and dispose of it to keep our school beautiful.
Follow staff instructions	When given instruction by supervising staff in the playground follow the instruction, do not argue or question. This ensures the safety of all and minimises conflict.
Act safely, treat others with respect and kindness	Safety is everybody's responsibility, ensure you act safely, report hazards or dangerous incidents and conduct yourself in manner that promotes the safety and wellbeing of yourself and others. Resolve conflict respectfully, calmly and fairly. Show respect at all times for teachers, other school staff, helpers and students including following playground rules, speaking courteously and cooperating with instructions and rules for games or activities. This also includes the use of appropriate language at all times. This will help build positive relationships across the school and demonstrates our schools commitment to treating each other with dignity and respect.
Use the toilet and bubblers BEFORE bell rings	The toilets and bubblers are there for your convenience. They are to be used at break times and this needs to happen prior to the end of lunch bell. To help maintain these services report damage or vandalism immediately.
The canteen is to be used during lunchtimes ONLY	The canteen is a valuable service for those who purchase food and beverages daily. The canteen is open for purchases during the lunch break times not in class time. When attending the canteen, line up, speak courtesy and use manners.
Respect our environment	The facilities including toilets, bubblers, seating and playground spaces are there for everybody to use, we must look after them to ensure they are kept in working order and free from graffiti and damage

CLASSROOM RULES



1 Be at the right place at the right time	2 Line up outside the classroom, prepare to learn and follow teachers instructions.
3 Enter quietly, no devices and hats off.	4 Remain seated in class unless you have permission otherwise and raise your hand to speak or ask a question.
5 Treat others with respect and kindness.	6 Actively participate in my own learning.
7 The bell is a signal for the teacher, not permission to pack up or finish learning.	