

Dulwich High School
of Visual Arts & Design

**Student Welfare
and
Behaviour Management Policy**

Student Welfare and Behaviour Management Policy

Policy context	<p>Dulwich High School of Visual Arts and Design aims to develop skilled and creative learners who value learning as a social process.</p> <p>This policy contextually implements the requirements of the NSW Department of Education's (DoE) <i>Student Welfare Policy and Wellbeing Framework for Schools</i>, which can be accessed at: https://education.nsw.gov.au/policy-library/policies/student-welfare-policy https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf</p>
Policy Statement	<p>Dulwich High School of Visual Arts and Design students and teachers are committed to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The 3Rs of Respect, Responsibility and Relationships <input type="checkbox"/> Restorative discussions to negotiate goals as a way to resolve conflict <input type="checkbox"/> Developing a sense of identity and belonging <input type="checkbox"/> Creating teaching and learning environments that enable students to be healthy, happy, engaged and successful <input type="checkbox"/> NSW Department of Education goal: Students are recognised, respected and valued when schools enable them to connect, succeed and thrive
Policy Aims	<p>Our aims as a school community are to participate in a positive and safe school environment by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being consistent in our expectations for positive behaviour <input type="checkbox"/> Providing support for students to foster a sense of identity and belonging <input type="checkbox"/> Developing communication and problem-solving skills <input type="checkbox"/> Having clear and high expectations
Roles and responsibilities	<p>Dulwich High School of Visual Arts and Design's current welfare system involves all students, parents, staff and the school community.</p> <p>Teachers implement wellbeing strategies and follow school procedures to support and nurture positive wellbeing of young people.</p> <p>Student wellbeing is a whole school responsibility and the driving force behind it is our Wellbeing Meeting which consists of experienced and dedicated staff who support and mentor students through their learning, social and emotional wellbeing.</p> <p>Principal or delegate lead the policy implementation within the school context.</p>
Appendices	<ul style="list-style-type: none"> <input type="checkbox"/> Appendix 1: Student Behaviour Management Flowchart <input type="checkbox"/> Appendix 2: Reflection Desk Expectations <input type="checkbox"/> Appendix 3: Reflection Room Activity <input type="checkbox"/> Appendix 4: Reflection Desk Plan with Teacher <input type="checkbox"/> Appendix 5: Reflection Room Plan with Head Teacher <input type="checkbox"/> Appendix 6: Reflection Room Expectations <input type="checkbox"/> Appendix 7: Reflection Room Daily Organisation (Mon, Wed, Thurs, Fri) <input type="checkbox"/> Appendix 8: Reflection Room Daily Organisation (Tues) <input type="checkbox"/> Appendix 9: Staff Uniform Procedures 2020 <input type="checkbox"/> Appendix 10: Uniform Procedures for Students 2020 <input type="checkbox"/> Appendix 11: Truancy Flow Chart

School Based Wellbeing Strategies: An Overview

Homeroom

- Every morning the Homeroom Teacher marks the roll, read notices, and monitors student wellbeing
- Homeroom Teachers are a support person for students and on allocated days deliver wellbeing lessons and activities

KEYS Program

- Whole school implementation of KEYS (Knowledge Equals Youth Success) wellbeing program is delivered by Homeroom Teachers

Goal Setting

- Students engage in a goal setting process where personalised goals are monitored, as well as students gathering evidence to support their achievement in academic studies and foster student agency

Wellbeing

- Whole school behaviour management system based on positive behaviour model and restorative justice
- Implementing school uniform expectations

Transition programs

- Year 7 Orientation (including school camp), Peer Support, Year 10 transition programs and Year 11-12 transition to further education

Student Leadership

- School Captains, Prefects, Student Representative Council, Peer Support Leaders, Peer Mediators, Key Learning Area Ambassadors, Year 9 Leadership Camp, House Leaders, Student Volunteering

Additional Mentoring Programs

- Year 9 RAISE Mentoring Program, Year 9 LEAPS Mentoring Program, Year 11 Mentoring and Australian Indigenous Mentoring Experience (AIME)

- Implementation and review of Health Care Plans, Wellbeing and Learning Plans
- Attendance monitoring, School Counsellor referral and Reconnect referrals

Wellbeing and Learning Support Teams

Head Teacher Wellbeing and Learning Support

- Coordinates wellbeing referrals
- Specialist wellbeing strategies
- Program implementation

Year Advisors

- Promotes wellbeing
- General student support
- Referrals

Learning and Support Teachers

- Implements learning interventions
- Facilitates learning adjustments
- Facilitates group programs
- Transition Programs

School Counsellors

- Provides mental health and wellbeing support
- Activates referral pathways
- Administer assessments

Careers Advisor

- Provides transition to work
- Post-school support
- Careers program

Aboriginal Education Coordinator

- Personalised Learning Plans
- Mentoring programs

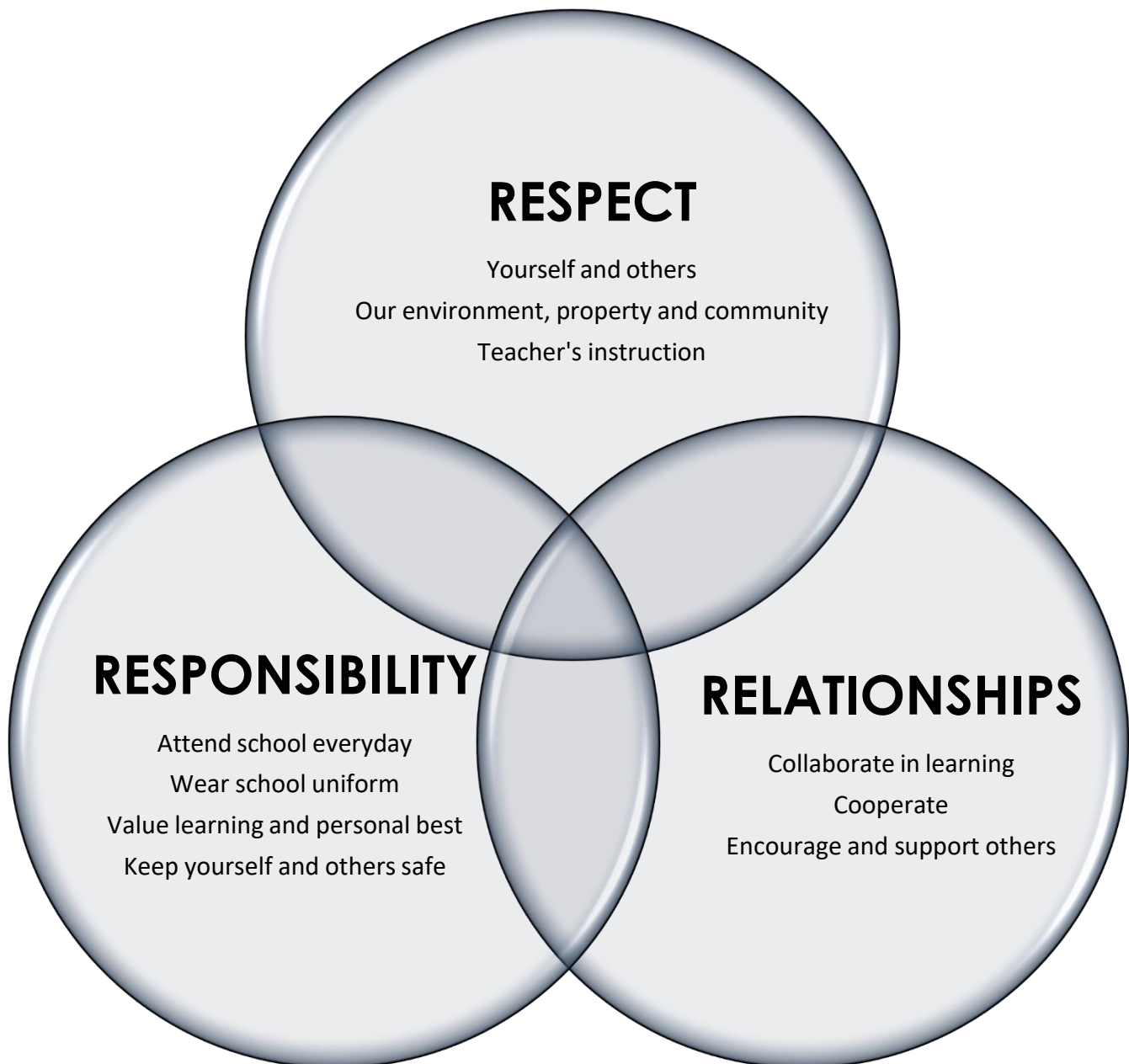
Supervisor of Female Students

- Provides targeted mentoring support
- Promotion of wellbeing initiatives

Deputy Principal Wellbeing supports policy implementation

School Values

At our school the way we behave is informed by 3 fundamental values:



In practice these values can also be seen as student rights:

DO YOUR BEST TO LEARN	I have a right to learn to my full potential
RESPECT YOURSELF AND THE LEARNING OF OTHER STUDENTS	I have the right to be treated with respect, honesty, understanding and politeness
BE EQUIPPED AND ON TIME	I have the right to get maximum benefit from all lessons and classes
CARE FOR YOUR SCHOOL	I have the right to a pleasant, clean and well-maintained school
KEEP YOURSELF AND OTHERS SAFE	I have the right to be safe.
WEAR SCHOOL UNIFORM	I have the right for my property to be safe
	I have the right to be part of a student body of which I can be proud



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Student Behaviour Management

Student behaviour in the classroom - Teacher

Students whose behaviour disrupts the learning in the classroom and conflicts with the school's behaviour values of: Respect, Responsibility and Relationships will:

- Receive two explicit warnings and Reflection Desk at third warning
- Be provided time to reflect on their behaviour and make plans for change
- Have a restorative conversation with the teacher to be able to positively participate in classroom learning

Ongoing Disruptive Behaviour – Head Teacher

Students whose behaviour continues to disrupt the learning in the classroom and has not resolved behaviour with the teacher will:

- Work with the Head Teacher and Teacher to address and make goals to improve behaviour
- Be provided with time to reflect on their behaviour, this may include spending time in the Reflection Room

Continuous and Ongoing Disruptive Behaviour – Deputy Principal

Students whose behaviour continues to disrupt the learning in the classroom and has not resolved behaviour with the Head Teacher/Teacher will:

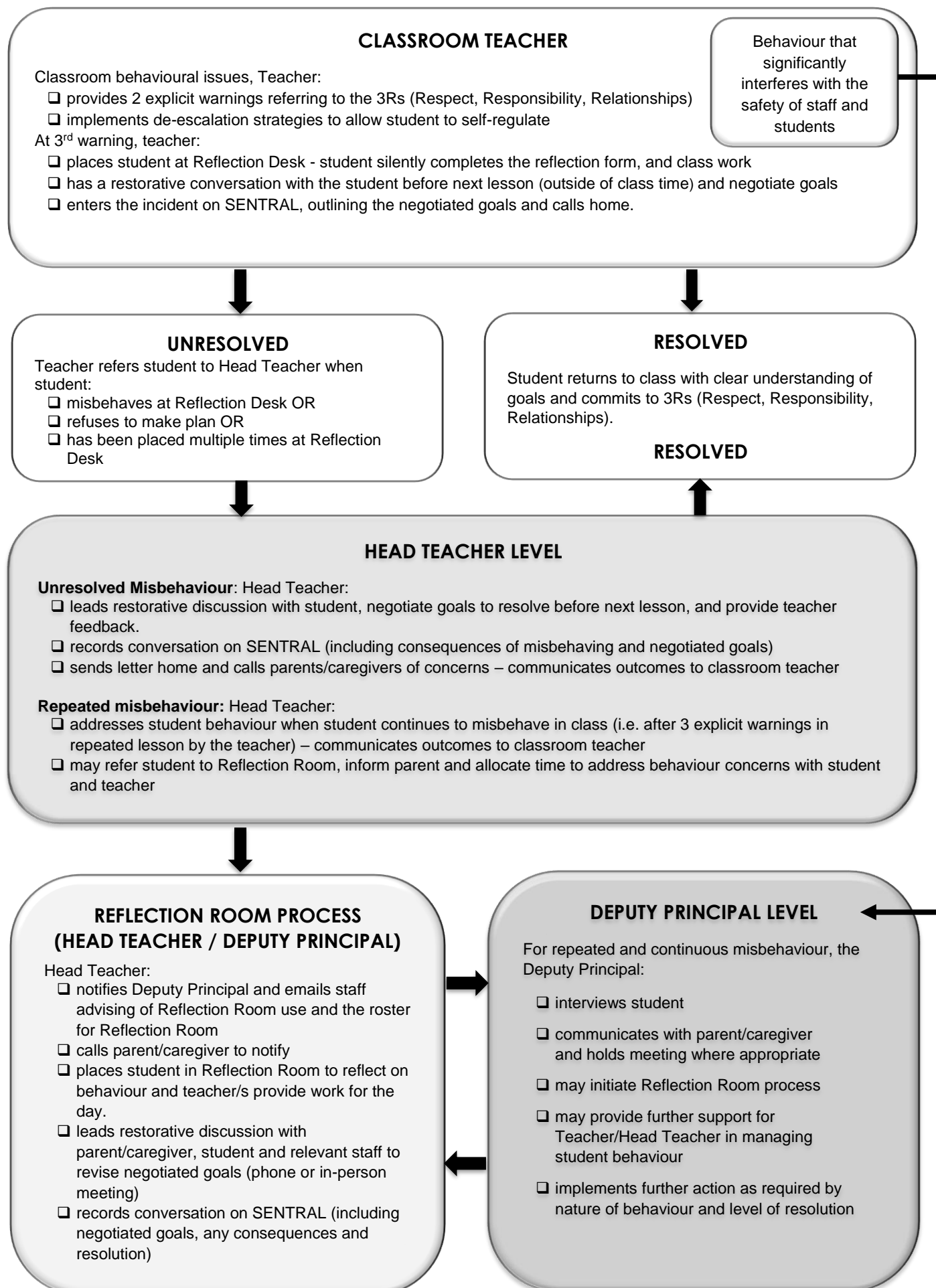
- Work with the Deputy Principal to address and make goals to improve behaviour
- Participate in discussions about their behaviour with the Deputy Principal, parents and Teachers or Head Teachers.
- Be provided with time to reflect on their behaviour, this may include spending time in the Reflection Room

Continuous disruptive behaviours may result in formal disciplinary actions such as formal cautions and suspensions.

Process to Manage Student Behaviour

Issue	By	Process
Classroom	Classroom Teacher Head Teacher Deputy Principal	Follow <i>Student Behaviour Management Flowchart</i> (Appendix 1) Inform Deputy Principal if incident is serious
Lateness to Homeroom Year 7-12 (persistent)	Year Advisors Head Teacher Wellbeing Deputy Principal	Year Advisors to check student attendance on SENTRAL every 2 weeks and check for absences less than 85%, including unjustified lateness and raise in Wellbeing Meeting. Year Advisors enter on Sentral and create letter (<i>Lateness Concern Letter</i>) home if student has more than 3 lates that are unjustified. Interview student and phone call home at 6 lates that are unjustified. If behaviour continues inform Deputy Principal for further intervention (more than 9 unjustified lates) <ul style="list-style-type: none"> —→ Reflection Room/lunchtime detention —→ Intervention from School Counsellor or Head Teacher Teaching & Learning or Head Teacher Wellbeing
Partial Truancy*	Classroom Teacher	Follow Teacher Truancy Procedures: Appendix 10
Uniform	Head Teacher Wellbeing Head Teacher Homeroom Deputy Principal	Follow <i>Staff Uniform Procedures 2020</i> (Appendix 7) All teachers are required to monitor uniform by asking students out of uniform for a Uniform Exemption Pass. Students without Exemption Pass and those who do not attend lunchtime detention to be sent to Deputy Principal.
Leaving school grounds without permission	Classroom Teacher Deputy Principal	Staff to enter details on Sentral and notify Deputy Principal. Deputy Principal to send letter and to call home Reflection Room for lunchtime detention/ <i>Letter of Caution</i>
Assembly	Classroom Teacher and Head Teacher Homeroom Deputy Principal	Follow <i>Student Behaviour Management Flowchart</i> (Appendix 1) Inform Deputy Principal if behaviour significantly interferes with the safety of staff and students
Playground	Classroom Teacher and Head Teacher on duty Deputy Principal	Report incident to Head Teacher on duty. Teacher enters details of incident on Sentral Inform Deputy Principal if behaviour significantly interferes with the safety of staff and students.

Student Behaviour Management Flowchart



Reflection Desk Expectations

Respect
Responsibility
Relationships



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Whilst at the Reflection Desk the student will:

- ▶ Complete the Reflection Sheet
- ▶ Continue class work silently
- ▶ Do not interact with other students

See the teacher at the end of the lesson to
make an appointment to negotiate a plan

Reflection Desk Activity

Respect - Responsibility - Relationships

Student's name: _____

Date: _____

Subject: _____

Teacher: _____

1. What happened in class that led to you going to the Reflection Desk?

2. What were you thinking at the time?

3. Who has been affected by what you have done? Please tick.

☐

You

☐

Teacher

☐

Other students

☐

Parents/carers

4. In what ways have they been affected?

5. What could you have done differently?

Teacher Checklist:

☐

1st Plan and enter incident on Sentral

☐

2nd Plan and enter incident on Sentral

Teacher to retain this document as part of your record

Reflection Plan with Teacher

Respect - Responsibility - Relationships

Student's name: _____

Date: _____

Subject: _____

Teacher: _____

My goals to improve my behaviour in class

1. What aspects of respect, responsibility and relationships do I need to be working on to improve my behaviour in class?

☐ Respect yourself, others and property

☐ Try your best in everything you do

☐ Interact with others appropriately

☐ Be appropriately dressed at all times

☐ Respect the teacher and accept consequences

☐ Cooperate, encourage and support others in the classroom

☐ Other _____

2. What actions can I take to improve my learning in class?

3. What areas do I need help with in order to achieve my goals?

I understand that this plan is a contract between myself and my teacher to help improve my behaviour and learning.

Signatures:

Student: _____ Teacher: _____

Teacher comments:

Teacher to retain this document as part of your record

Reflection Plan with Head Teacher

Respect - Responsibility - Relationships

Student's name: _____

Date: _____

Subject: _____

Teacher: _____

My goals to return to class include:

Respect

Responsibility

Relationships

1. I understand it is my responsibility to catch up on my work.



2. What can I do to achieve my personal best and improve my learning?

3. What areas do I need help in to achieve my goal?

Signatures:

Student: _____ Head Teacher: _____

Head Teacher comments:

Head Teacher to retain this document as part of your record

Reflection Room Expectations



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You may:

- ▶ raise your hand if you wish to speak to the supervising teacher
- ▶ read (silently)
- ▶ complete schoolwork
- ▶ use your laptop/device for schoolwork

You must not:

- ▶ use your phone
- ▶ borrow anything from another student
- ▶ speak to another student whilst in the Reflection Room
- ▶ listen to music, play games or use mobile phones
- ▶ eat or drink

Reflection Room Teacher supervises recess and lunch, which are at different times:

- Recess (9.55 am -10.15am)
- Lunch (12.30pm – 1.05pm; Tuesday 11.55am – 12.25pm)

Reflection Room – Daily Organisation

Monday, Wednesday, Thursday, Friday

Student Name: _____ Year: _____ Date: _____

Reason: ☐ Head Teacher (Faculty: _____) ☐ Deputy Principal

Timetable	Supervising Teacher	Comments	Work offered	Toilet	
				Time left	Time returned
Homeroom	Head Teacher or Deputy Principal				
Period 1					
RR Recess 9.55 am - 10.15am	Period 1 Teacher to supervise RR Recess				
Recess*					
Period 2					
Period 3					
RR Lunch 12.30pm – 1.05pm	Period 3 Teacher to supervise RR Lunch				
Lunch 1*					
Lunch 2*					
Period 4					

*Note: Students in Reflection Room are not to have recess and lunch at the same time as the rest of the school

Reflection Room – Daily Organisation

Tuesday

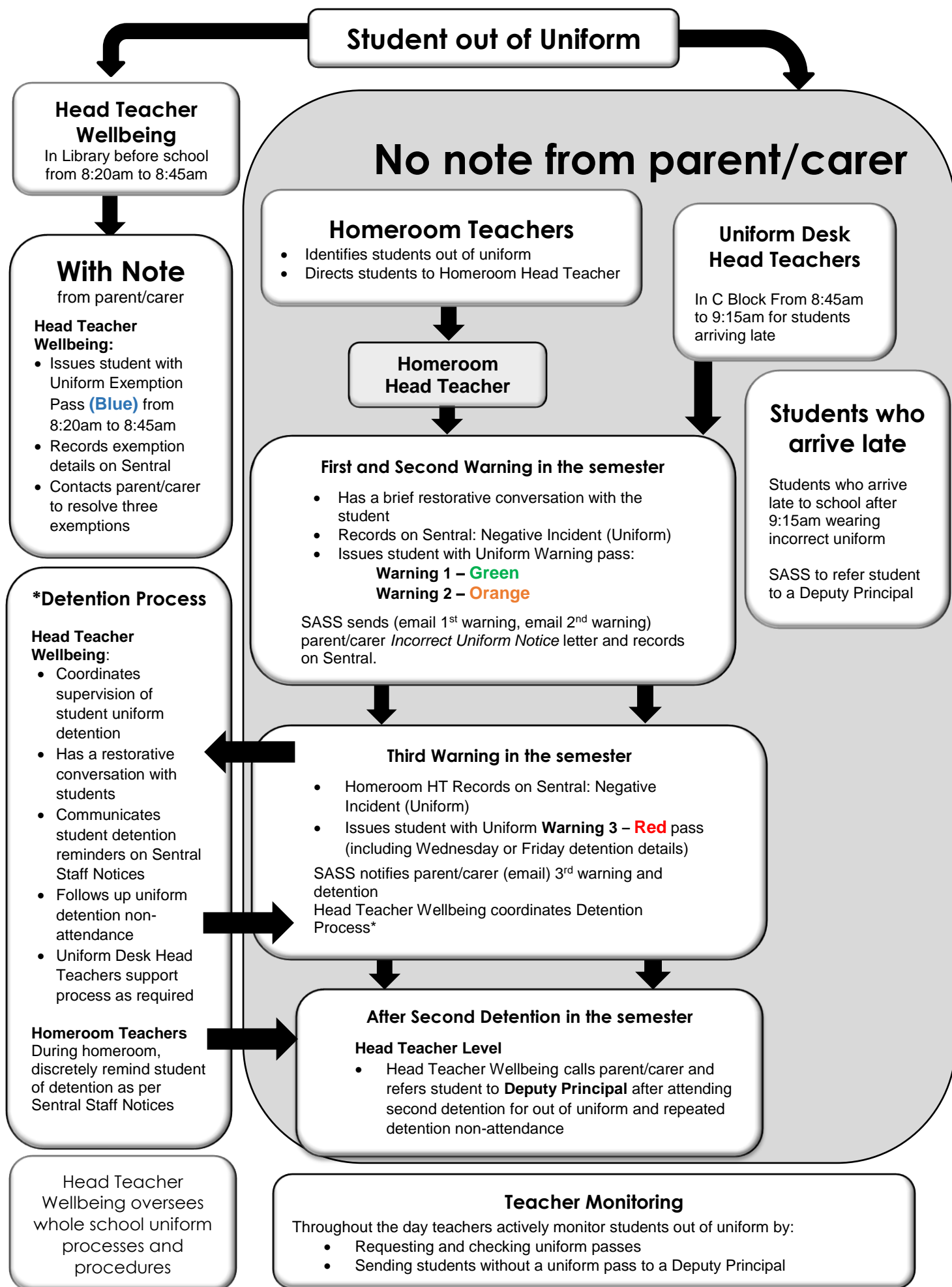
Student Name: _____ Year: _____ Date: _____

Reason: ☐ Head Teacher (Faculty: _____) ☐ Deputy Principal

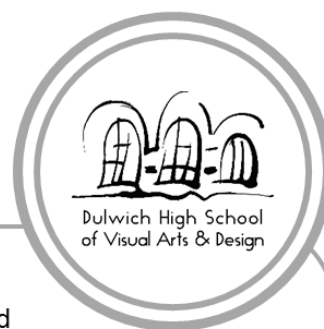
Timetable	Supervising Teacher	Comments	Work offered	Toilet	
				Time left	Time returned
Homeroom	Head Teacher or Deputy Principal				
Period 1					
RR Recess 9.55 am - 10.15am	Period 1 Teacher to supervise RR Recess				
Recess*					
KEYS/ASSEMBLY					
Period 3					
RR Lunch 11.55am – 12.25pm	Period 3 Teacher to supervise RR Lunch				
Lunch 1*					
Lunch 2*					
Period 4					

*Note: Students in Reflection Room are not to have recess and lunch at the same time as the rest of t

Staff Uniform Procedures



Uniform Procedures for Students

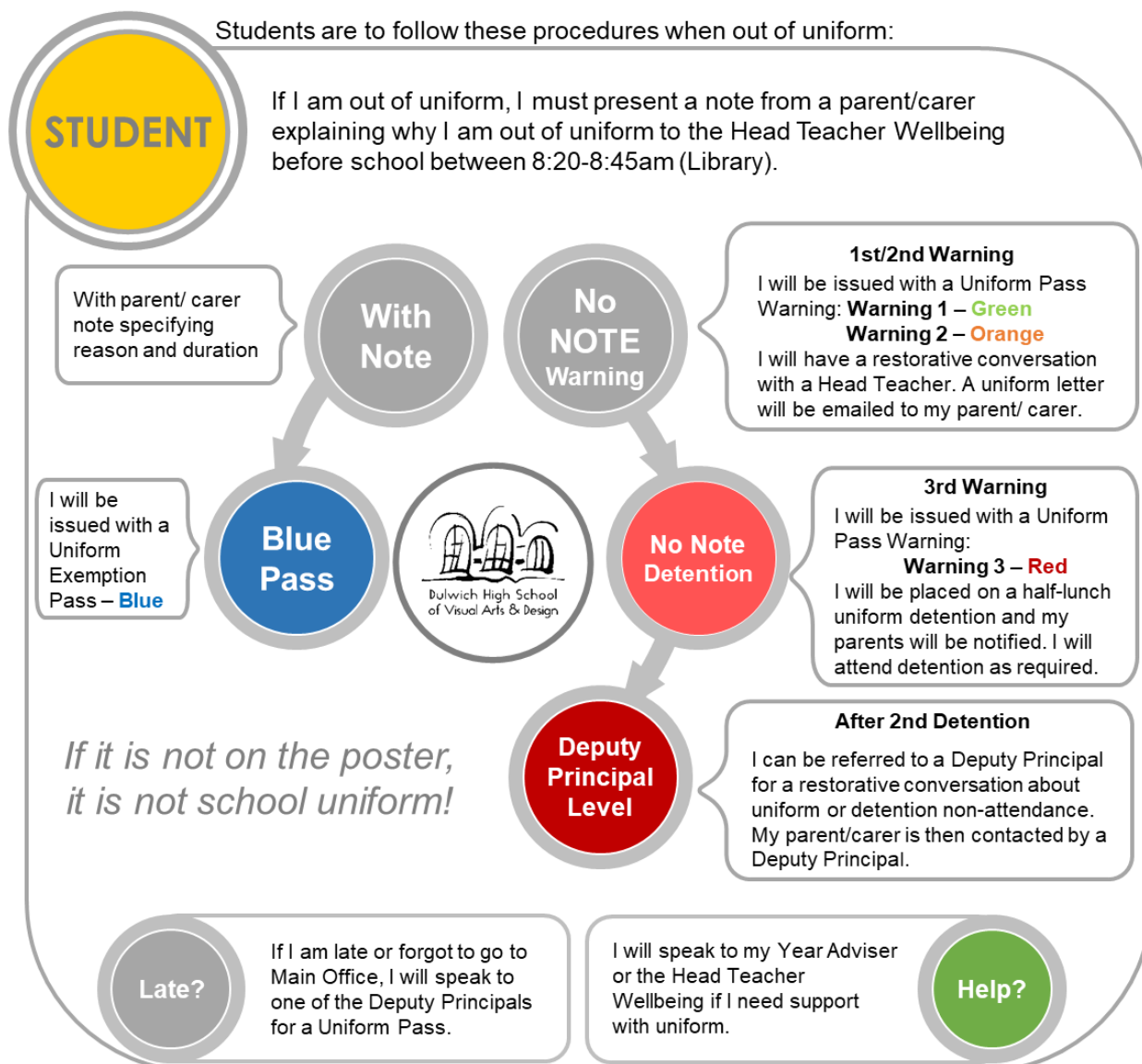


Students of Dulwich High School of Visual Arts and Design are expected to wear full school uniform. The wider school community and the Parents and Citizens Association supports the school's uniform.

Wearing full school uniform:

- Builds a sense of identity, ownership and pride in the school that promotes a positive school culture.
- Maintains Respect, Responsibilities and Relationships with the community.
- Applies a consistent standard of safety and inclusion in learning.
- Meets duty of care requirements where students are identifiable within the school.
- Is an important life skill that students are able to apply in post school occupations and responsibilities.

Students are to follow these procedures when out of uniform:





Teacher Truancy Procedures

Expectations

Students are to:

- arrive to class within a reasonable time, if not they are to have a note to explain their absence/lateness
- only leave class with their teacher's permission, doing otherwise is considered truancy

Student Truants

(Includes arriving late without a note)

Teacher

Teacher checks Sentral and interview student the next lesson. If the student has truanted:

- ☐ Enter incident on Sentral
- ☐ Creates and saves letter, calls parent
- ☐ Arrange faculty detention

Head Teacher

If student truant three times or more in a course per term, Head Teacher of course to interview student.

- ☐ Enter each student individually on Sentral
- ☐ Creates and saves letter (*HT level truancy*), calls parent
- ☐ Arrange faculty detention

Deputy Principal

If student is consistently truanting in one or more classes, further intervention required

- ☐ Inform Deputy Principal who will call home
- ☐ Reflection room/letter of caution
- ☐ Refer to Year Advisor or School Counsellor or Head Teacher Teaching and Learning or HT Wellbeing & Learning support as appropriate

SASS:

- ☐ Run daily truancy report at 3pm
- ☐ Email individual letter to parents through Sentral