

# *Liverpool Boys High School*



## **WELFARE & DISCIPLINE POLICY**



**Be Respectful**



**Be Responsible**



**Be a Learner**



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## VALUES & BELIEFS

**"This school is dedicated to the advancement of learning, the development of character and the betterment of mankind."**

(Board in school's foyer donated by the leaving certificate classes of 1964 as a token of their gratitude to the school)

- Liverpool Boys' High School is a Learning Community.
- We believe all students can learn well.
- To this end we strive to create a caring, supportive environment in which each student is challenged in his learning to become the best he can be as a citizen of our world.
- We believe in working together in a co-operative framework, where there is fairness and truth without fear.
- We encourage students to work together towards self-discipline, acceptance of responsibility for their own actions and the peaceful resolution of conflict.
- We strive for a school where there is always trust, respect for the individual, tolerance for differences, recognition and trust.

At Liverpool Boys' High, we seek to create a learning environment in which students feel cared about and are encouraged to care about each other. We believe that students should experience a sense of being valued and respected - that they matter to each other and to the teacher.

We believe that students learn best in a caring learning environment. If we want social and academic achievement we have to attend to how children feel about each other. This can do this through promoting and creating an environment in which students are encouraged to believe in their own abilities without fear of failure or the stigma of being harassed.

We believe that a discipline problem is a problem to be solved together. The Liverpool Boys' High Discipline Policy represents a move from "doing to" to "working with" students. Our success depends on building strong relationships among students, teachers, parents and the local community.

We encourage students to evaluate their behaviours according to the principles that guide their lives and the shared beliefs we have about our school and our community. We will attempt to solve all problems through staff and students talking with each other without anyone threatening or hurting anyone else. Students, teachers and parents will make the rules together to help students grow into compassionate, caring and principled people. We will strive to help students to become active participants in their own social and ethical development.

Quality Education: A Definition Derived from the Quality Schools Consortium

Quality Education is education that engages all school participants, including students, teachers, parents, administrators, support staff and members of the local community in learning that adds quality to the lives of the participants and leads to competence, success and fulfilment both within and beyond the community. These outcomes are dependent upon the involvement of participants in work, skills and learning experiences that are meaningful and useful to the individuals involved. Engagement of participants is enhanced through the use of processes that include lead management practices to foster continuing dialogue, encouragement, self-evaluation, self responsibility, constant improvement and best efforts on the part of all participants. The involvement of all participants in such processes is only possible in a learning environment that is non-coercive, supportive, needs - satisfying and enjoyable.

From:

Dryden J *The Quality Schools initiative: Analysis of an education reform as perceived by principals in K-12 consortium schools*. Unpublished doctoral dissertation, University of the Pacific, Stockton, CA

**We believe that building relationships based on trust is the foundation for quality.**

*"One is born with intrinsic motivation, self-esteem, dignity, cooperation, curiosity, a sense of trust and joy in learning. These attributes are high at the beginning of life, but are gradually crushed by the forces of destruction (coercion). These forces causes humiliation, fear, self defense, competition for gold stars, grades, high ratings. They lead anyone to play to win, rather than play for fun. They crush out joy in learning, joy on the job, and innovation. Extrinsic motivation (stimulus response) gradually replaces intrinsic motivation (Choice theory), self esteem, dignity and joy in learning".*

Dr W Edward Deming

Establishing a climate of trust is one of the most important elements in creating a quality environment where people can do their best and work towards quality.

Trust is a necessary condition for effective cooperation, teamwork and communication. Without it we continue to treat symptoms, thus, we continue to have the problems that get in the way and prevent people from doing quality work.

When trust is low we can expect, students to be evasive, dishonest, inconsiderate in their communication and behaviour, blaming others and putting others down. This creates barriers to the kind of person we want to be.

Trusting others is practiced by beginning with the end in mind. Treat people as you know they can become and they'll become that, treat them as they are and they will remain as they are. Seek first to understand and then to be understood.

Trust is destroyed when we respond with criticism, rejection, comparing and judgement.

Trust is enhanced when we help people to evaluate themselves rather than to evaluate them. Self-evaluation creates involvement, ownership and commitment.

### Keys to Effective Discipline in Quality Schools

In the quality school the purpose of all discipline is to lead to self-discipline and personal responsibility in students. Responsibility is defined as meeting my needs in a way that I do not prevent other people from meeting their needs. Effective discipline involves the process of connecting rules and consequences to the FIVE R's

1. **RULES:** and consequences must involve students in the mental creation so they will be committed to the physical creation.
2. **REASONABLE:** the teacher must guide students to make sure rules and consequences are reasonable. Students tend to be too hard on each other.
3. **RESPECTFUL:** all rules and consequences must be respectful for all students involved. The basic intent is that we can work out any problem without people being hurt.
4. **RESPONSIBLE:** all rules and consequences will be responsible which means through the process a student can meet his needs without preventing others from meeting their needs.
5. **RELATED:** to what happened. Move to present and future time frame. Deal with behaviour, not personality or character.

## Student Welfare Good Discipline and Effective Learning Student Welfare Policy

### **Introduction**

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self directed, life long learners who can create a positive future for themselves and for the wider community.

For this to occur, government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

School communities have developed their own student welfare policies and practices within the framework of the Student Welfare Policy, introduced in 1986. The policy has now been extensively revised to assist schools to build on existing good practice and to incorporate contemporary educational perspectives.

With the release of the revised Student Welfare Policy it is now timely for each school community to:

- review student welfare, including discipline
- determine key issues for action
- develop action plans relating to student welfare
- implement student welfare actions and the school discipline policy
- review student welfare within the school's ongoing planning and reporting processes.

### **Context**

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents\* and the wider school community. The objectives and outcomes that follow therefore relate to:

Effective learning and teaching

Positive climate and good discipline

Community participation.

*\* Throughout this policy the term parent should be read to include caregiver.*

### **Effective learning and teaching Objective**

To enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress

### **Outcomes**

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

### **Results for students**

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

### **Positive climate and good discipline**

#### **Objective**

To enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

#### **Outcomes**

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

### **Results for students**

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.

### **Community participation Objective**

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent and student representative groups
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences.

### **Outcomes**

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

### **Results for students**

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

### **Responsibilities Schools**

*Principals will ensure that:*

- a commitment to student welfare underpins all the policies and activities of the school
- the school community reviews policies and practices related to student welfare
- student welfare is regularly reviewed using appropriate planning processes
- a school discipline policy is developed and regularly reviewed
- the review processes take into account other mandatory policies
- strategic issues identified in reviews are incorporated into the school plan
- students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school
- other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

*Teaching and support staff, according to their role in the school, will:*

- ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- participate in the learning and teaching process in ways which take account of the objectives in this policy
- participate in the school community's implementation of the Student Welfare Policy.

*Staff with a specific student support role will ensure that:*

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

*Students will be encouraged to:*

- act according to the discipline code established by the school community
- contribute to the provision of a caring, safe environment for fellow students, staff and parents

*Parents will be encouraged to:*

- participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code
- share responsibility for shaping their children's understanding about acceptable behaviour
- work with teachers to establish fair and reasonable expectations of the school.

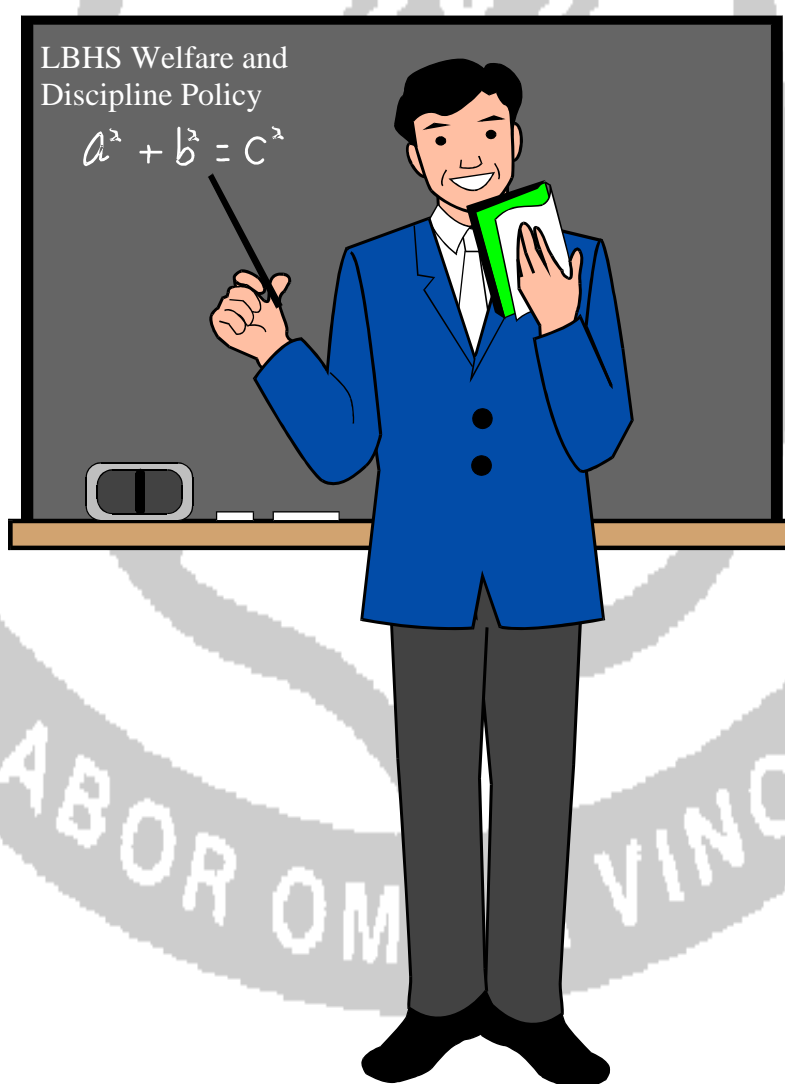
#### **Districts and state office**

*The district superintendent will ensure that:*

- all staff are familiar with, and implement the Student Welfare Policy
- the implementation of this policy is supported by district office staff
- school programs support student welfare priorities and are responsive to the school community.

*State office directors will ensure that:*

- all staff are familiar with the Student Welfare Policy
- support generated in their directorate is consistent with this policy
- all staff consider the implications of this policy
- State Executive is provided with information on system-wide performance and policy advice





## Referral System for Discipline Problems

The problem should be resolved at the level at which the problem occurs.

### CLASSROOM TEACHER

First steps: good lesson planning, outcome for lesson written on board, variety tasks, good timing of tasks, class rules, effective instructions, waiting and scanning, cueing with parallel acknowledgement, encouraging body language, descriptive encouraging, selective attending, giving a choice

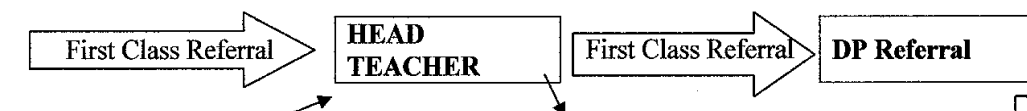
#### Continuing Classroom Problems

- Homework not attempted
- Lack of equipment
- Lesson disruption
- Not following instructions
- Poor standard of work
- Lack of participation in activities
- Swearing at each other
- Throwing paper
- Unsafe behaviour
- Teasing, bullying behaviour

#### Possible teacher consequences (First Class)

- Verbal warning
- Seat change
- Detention
- Student interview
- Class contract
- Phone home
- Faculty letter home
- Parent interview
- Blue Desk
- Referral to HT (See Referral Sheet)

#### Unresolved Classroom Problems



#### Major Problem Areas

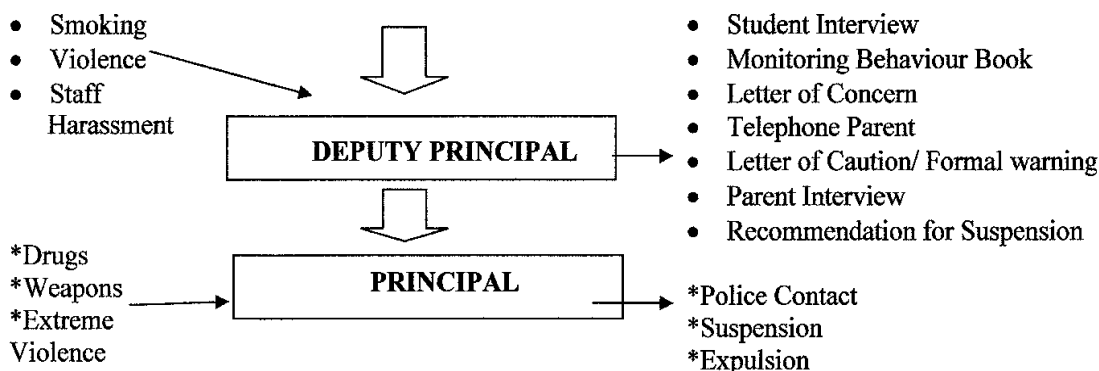
- Offensive language to teacher
- Threatening manner to teacher
- Extremely dangerous behaviour
- Property Damage / wastage
- Fighting
- Racial / sexual comments
- Insolence / defiance

#### Possible Consequences (First Class Entry)

- Verbal warning
- Phone home/Parent Interview
- Letter home
- Detention/ Faculty Withdrawal
- Negotiated Behaviour Monitoring Card
- Blue Room
- Referral to DP's (See Referral Sheet)

#### Serious Incidents and Injury and Unresolved Faculty Matters

HT First Class Referral hands DP's  
statements by students and staff  
concerned



## Discipline Referral

<b>Student:</b>	<b>Year:</b>	<b>Class:</b>
<b>Subject:</b>		<b>Teacher:</b>

### Class Teacher Intervention

Respect, Responsibility and Learning			
Lack of equipment		Offensive language to teacher	
Homework not attempted		Threatening manner to teacher	
Lesson disruptions		Dangerous behaviour	
Unsafe behaviour		Property damage	
Disobeys teacher		Fighting/violence	
Poor standard of work		Racial comments	
Lack of participation		Insolence/defiance	
Bullying/teasing			

**Specific Incident:** Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

### Action taken by Classroom Teacher: (Record on First Class)

Verbal warning		Class contract	
Seat change		Letter home	
Detention		Phone home	
Blue desk			

**Other:** \_\_\_\_\_

### Record of Phone interview: (Record on First Class)

Date/time :	Ph. Number:	Contact:

## Head Teacher Intervention (Record on First Class)

### Record of Student interview:

<b>Student:</b>	<b>Class:</b>	<b>Teacher:</b>	<b>Date:</b>

### Record of Phone interview:

Date/time :	Ph. Number:	Contact:

## Action taken by Head Teacher (Record on First Class)

Verbal warning		Phone home		Progress Report (YA)	
Detention		Letter home		Faculty monitoring card	
Faculty withdrawal		Blue Room		Parent Interview	
After school detention		School councilor referral		DP Referral	

Other :


Referral to Learning Support Team (First Class)	
Referral to Welfare Coordinator (First Class)	
Student Advisor notified (First Class)	
DP notified and given incident reports, copy of discipline referral form class teacher and student witnesses. (First Class)	

**Student Referral sheet original is to remain with the Class Teacher.**

If referred to Head Teacher/ Deputy Principal a **copy** must be passed on as a record of the process of intervention and/or incident.

# ACORN FOR EDOC

PBIS at LBHS	All Settings	Classrooms & Library	Corridors	Office	Toilets	Playground	Canteen	Assemblies	Representing the school
<b>Be a Learner</b> <b>By:</b>	Following school rules and obeying staff instructions. Attending school every day.	Having your equipment and diary and being ready to learn. Arriving to class on time.	Moving to your classes quietly and promptly.	Arriving at school on time.	Using the toilets at appropriate times.	Moving to class on time. Playing fairly and calmly. Following school rules and instructions. Behaving safely.	Students leave the area after the first bell sounds.	Attending assemblies on time. Actively listening.	Participating in all activities to the best of your ability.
<b>Be Respectful</b> <b>by:</b>	Treating each other fairly and in a safe way. Caring for the school environment.	Listening to teachers and peers without interrupting. Allowing peers and staff to express themselves without prejudice.	Not disturbing classes. Caring for our school environment.	Showing good manners at all times.	Allowing for peoples privacy. Not smoking in the toilets. Caring for the environment (eg no vandalism & graffiti).	Place rubbish into bins. Speaking to each other with respect.	Cooperating with staff and students. Placing all rubbish in the bins.	Responding positively to all people on assembly. Removing your hat and remaining silent during the National Anthem.	Using good manners at all times. Following instructions.
<b>Be Responsible</b> <b>By:</b>	Wearing your full school uniform. Using technology appropriately (eg phones, email, Mp3s) Caring for our school.	Caring for our resources (text books, computers, furniture). Actively engaging in class work.	Caring for the safety of peers. Keeping noise levels low.	Entering and leaving the office with permission.	Behaving safely in the toilets. Using the facilities appropriately and leaving them in a good condition.	Remaining in bounds. Always wearing full school uniform. Playing games in appropriate locations.	Lining up and waiting your turn. Leaving the canteen after you have purchased.	Being in your correct line and position.	Wearing your full school uniform with pride. Being on your best behaviour.



## Behaviour Flowchart using Applied Control Theory and the Code of Conduct – Respect, Responsibility and Learning

Applied Control Theory explains that all behaviour is purposeful and that we choose the behaviour to meet one of more of our basic needs: Love & Belonging, Fun, Freedom, Power and Survival. When we receive an input (our perception) we compare it to our needs and **values** – are we in balance, are we getting what we want? From here we choose our response, our behaviour: what we do, what we think, how we feel, and how our body responds. **We can only control ourselves.**

At Liverpool Boys High School we value **Respect, Responsibility and Learning**. As teachers it is our responsibility to help students learn to make good choices, and all our responses to behaviour are designed to assist this learning. This needs to be done in an atmosphere of mutual respect. The techniques suggested in the flowchart below are examples of following the principles of Applied Control Theory.

Increasing Inappropriate Behaviours						
Incresing Intention	Least Intrusive To Most Intrusive	Low Level	Continuing Minor problems	Escalation of poor behaviour	Serious violation of the rights of others	
		e.g. Rudeness, annoying others, homework not done, late to class etc.	e.g. swearing in class, verbal harassment, poor attitude, unresponsive to positive correction	e.g. continued abuse of students, unsafe behaviour, throwing objects, refusal to follow reasonable instructions	No commitment to improve, direct verbal abuse, threatening behaviour	
	<b>Teacher Response (Corrective)</b>	Praise correct behaviour Pause direction Non verbal cue Tactical ignoring Simple directions Take up time Partial agreement Cool off time Choose to respond to behaviour as 'Manager' not Punisher, Guiltier or Buddy Remind – Direct – Question Use soft tone and open body language	Values reminders – Respect, Responsibility, Learning Detentions / Restitution Instead of using 'no' use 'when ... then' Use the 6 self-evaluation questions Use self-evaluating questions based on Respect, Responsibility & Learning Reframing Ask yourself – why this behaviour, validate student intention and flip it to a positive Avoid authoritarian demands One instruction at a time Use soft tone and open body language	Blue Desk Detentions Restitution Removal from class – send to HT Avoid engaging in an argument with student Ensure student has options – don't back into a corner Stay Grounded, Centered and Focused Use soft tone and open body language	Minimise escalation Blue Desk Send for assistance or send student to HT if safe. Avoid engaging in an argument with student Ensure student has options – don't back into a corner Stay Grounded, Centered and Focused Use soft tone and open body language	

I n c r e a s i n g I n t e r v e n t i o n						
Teacher Follow up (Supportive)	Evaluate and refine discipline plan. Evaluate and refine teaching style to cater for all students. Use of recognition system to reward positive behaviour and learning <i>Document as required on First Class</i>		Talk to Year adviser, LST Seating plan Consult with HT for advice Contact parents for support  <i>Interview Record Class monitoring agreement First Class referral / documentation</i>		After School Detentions Contact parents for support Joint interview between teacher, student and HT  <i>Complete referral to Head Teacher on First Class Interview record Log phone calls</i>	Follow up on all subsequent agreements with student Debrief with colleagues  <i>Complete referral to HT on First Class</i>
Head Teacher responsibility	Support teacher initiatives Suggest alternatives using Applied Control Theory , and the school Code of Conduct Matrix (ongoing professional development)		Support teacher initiatives Observe students and teachers Recognise and praise teacher efforts Engage student in Applied Control Theory dialogue - give clear directions (possible consequences) to students if their behaviour does not improve		Seek support - counselor, LST, STBD Contact parents Removal from class After school detention Restitution Monitoring book (Orange) Develop individual behaviour agreement. Follow up  <i>Orange Book Interview record Log phone calls Document on First Class</i>	Support & maintain teacher morale Respond immediately Develop faculty policy on removing students from the classroom Contact Parents Blue Room  <i>Log phone calls Continue First Class referral</i>
It is the Certainty not Severity of consequences that makes the difference.						
Senior Executive responsibility	Maintain a presence around the school in classrooms and playground. Support teachers, not take over		'Chat' to student to support class teacher Coordinate referrals Warn students who display inappropriate behaviour across more than 1 class		Coordinate referrals Provide support and advise to HT Contact Parent if needed  <i>Interview record Green book Log phone calls</i>	Green Book Blue Room Pre-suspension warning letter ASD Restitution Community Service Suspension Expulsion <i>Document on First Class</i>

## At Liverpool Boys' High School

Students need to be taught that:

- their behaviour is chosen
- they have almost no control over anyone else
- they have almost total control over themselves and therefore are responsible for anything that they do, think or feel.

We encourage students to evaluate their behaviours according to the principles that guide their lives and the shared beliefs we have about our school and our community. We will strive to help students to become active participants in their own social and ethical development. The provision of appropriate curriculum in the school and classroom, which meets the needs of each student, is the foundation of any behaviour system.

### Summary of Support

Numerous individual, group, year and whole school pastoral care programs

- Peer Mediation
- Peer Support
- SRC
- Study Skills
- Social Skills
- Support Personnel:

Year Adviser, Deputy Principals, Counsellors, Welfare Coordinator,

- STLAs, ESL, Careers
- Learning Support Team
- Uniform Policy
- Attendance Policy and Procedures

### Community Participation

- Parent and community participation in school activities will support students.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.

*Students will be partners with parents and teachers in the teaching and learning processes at the school*

*Student Welfare Policy  
Department of Education and Training*

At Liverpool Boys' High School



Parents/carers have access to the following:

- Counsellor
- Careers Adviser
- Subject Selection Nights
- After School Homework Centre
- Student Representatives Council
- Work Placement
- Guest speakers to class
- Guest Speakers at assemblies
- Links to Learning
- Support Teacher Behaviour



## **Welfare Roles Head Teacher**

Provide professional development opportunities to staff through faculty meetings, individual discussions, classroom visits  
Be an adviser and resource person to the faculty  
Assist staff with teaching and management strategies  
Assist in managing students with extreme or regularly poor behaviour  
Act as a positive role model  
Assist staff to understand and use the school wide system  
Coordinate faculty administration  
Coordinate communication with parents  
Represent faculty at executive meeting and wider forums  
Maintain faculty file of system paperwork  
Responsibilities for playground problems  
Maintains accurate class lists

## **Student Adviser**

Take an active interest in all of the students in their year  
Be someone students feel they can talk to  
Design, modify and implement pastoral care programs for their year group each term  
Involved member of the Learning Support Team  
Contribute to the writing of submissions for increased student support  
Intervene when students are exhibiting behaviour problems  
Welcome parent involvement in addressing particular welfare issues  
Identify and refer students with concerns to the Learning Support Team  
Maintain a file with all system paperwork for each student in their year group each term  
Provide information about student welfare to classroom teachers and parents/caregivers  
Advice for teachers in dealing with particular students  
Monitor and support students with a Monitoring Book/Attendance Card  
Oversee school reports  
Liaise with out of school personnel eg HSLO, District Behaviour Team

## **Senior Executive**

To deal quickly with serious one-off incidents such as a major incident of violence, weapons, drugs, vandalism, harassment. Referral would come from a classroom teacher through a Head Teacher via First Class. Head Teachers would communicate the nature of the urgent problem by phone or a student referral sheet and First Class referrals.  
Assist staff with teaching and management strategies  
Be an adviser and resource person to the assigned faculty  
To deal with long-term problems that has not been resolved by the Head Teachers.  
Maintain First Class profiles on students  
Investigate incidents that could lead to a school suspension  
Suspensions, Exclusion (by Principal only)  
Parental interview with student and concerned teachers  
Liaise with District personnel, police and outside agencies

# Respect, Responsibility, Learning

**Applied Control Theory:** Students learning to make good choices and to take responsibility for those choices. This is done without coercion and threats, in an atmosphere of mutual respect, accepting the consequences of our decisions.

## Procedure: Assemblies

### Code of Conduct

<b>PBIS at LBHS</b>	<b>Assemblies</b>
<b>Be a Learner By:</b>	Attending assemblies on time. Actively listening.
<b>Be Respectful by:</b>	Responding positively to all people on assembly. Removing your hat and remaining silent during the National Anthem.
<b>Be Responsible By:</b>	Being in your correct line and position.

**Expectation:** All students and staff attend assemblies. Assemblies allow us to communicate as a whole school, share information and celebrate achievements.

- Assemblies are held each Monday morning after roll call beginning at 10.05am
- Special Assemblies: ANZAC Ceremony, NAIDOC, SRC Induction etc

# Respect, Responsibility, Learning

**Applied Control Theory:** Students learning to make good choices and to take responsibility for those choices. This is done without coercion and threats, in an atmosphere of mutual respect, accepting the consequences of our decisions.

## Procedure: Attendance

### Code of Conduct

PBIS at LBHS	All Settings
Be a Learner By:	Attending school every day.

**Expectation:** All students and staff are to attend school every day, unless sick or other approved reasons. Explanations for absences is required. Consistent attendance is essential for consistent teaching and learning success.

#### Roll Call

- Our **first period** begins each day at **9.00 am**. All students and roll teachers are to be in **roll call** by **9.55 am**.
  - Reserve roll teachers must report to common room and HT Admin every morning until all rolls are marked
  - Students are to read during roll call
  - Only the teacher may collect, mark and return the roll to student admin office.
- Head Teachers will come around and check uniform each day in roll call

#### Early Leavers / Pass outs

- Students get their names marked off, show their note from home to the roll teacher and report to HT Admin, except for Wednesday on assembly, students see HT PD/H/PE.
  - Student then takes signed note to student admin to get a pass. They also see (during a break) the teachers of the classes they will miss.
- When the student is due to leave they show the slip to the class teacher then go to student admin to complete the sign out.

#### Absentee Sheet

- Student Admin will produce an absentee sheet every day and distribute it to each faculty. Student Admin will send an SMS to parent's mobile number of absent students every day.

#### Class rooms

- Every teacher will mark a class roll every lesson and maintain these records in their day book.
- Teachers need to check absent students from class against the Absentee sheet.
- It is the class teacher's responsibility to follow up on all truancy. Strategies include detentions, contacting parents, referring to HT, seeking YA and LST support, and documenting on First Class.

# Respect, Responsibility, Learning

**Applied Control Theory:** Students learning to make good choices and to take responsibility for those choices. This is done without coercion and threats, in an atmosphere of mutual respect, accepting the consequences of our decisions.

## Procedure: Blue Desk and Blue Room

### Code of Conduct

PBIS at LBHS	All Settings	Classrooms & Library
<b>Be a Learner By:</b>	Following school rules and obeying staff instructions. Attending school every day.	Having your equipment and diary and being ready to learn. Arriving to class on time.
<b>Be Respectful by:</b>	Treating each other fairly and in a safe way. Caring for the school environment.	Listening to teachers and peers without interrupting. Allowing peers and staff to express themselves without prejudice.
<b>Be Responsible By:</b>	Wearing your full school uniform. Using technology appropriately (e.g. phones, email, Mp3s) Caring for our school.	Caring for our resources (text books, computers, furniture). Actively engaging in class work.

**Expectation:** All students choose behaviours that align with our core values of Respect, Responsibility and Learning. All students accept the consequences of their behaviour.

#### Philosophy of the Blue Desk and Blue Room (Time out space)

- This is a time out space for the student to self reflect on their behaviour, how they can fix any problems caused, to make a commitment to accept consequences and work to change their behaviour. It is not a punishment space, or a holding space for problem students.

Students need to be given direction and guidance in how to self reflect. Once the teacher who placed them in time out has an opportunity to speak to the student about the behaviour, the student may return to class. This will usually be followed up with a monitoring agreement and consequences as part of the restitution - see Behaviour Flowchart. It is a structure designed to avoid escalation and promote calm resolution of issues. It is not a 'consequence' or punishment.

#### Referral to Blue Room via Blue Desk

- Students who escalate inappropriate behaviours in class are to be moved, after a warning to the blue desk in class.
- Students should be provided with a reflective question sheet, and can continue with class work.

When the teacher is able, and the student has completed reflection sheet, the teacher will speak with the student and complete restitution, decide on consequences and reengage student in class,



- OR reengage student in class and make a time at a break for the student to complete restitution and decide on consequences. This should be briefly documented on First Class
  - If this process does not work, the teacher will refer the student via First Class to the Head Teacher, who may place the student in the Blue Room.
  - In the blue room the student completes a reflective booklet, and then continues with class work provided by the referring HT. The teacher on duty may choose to engage the student in an ACT style conversation. Once the student has completed the reflective book and indicates they are ready to resolve the situation, a message should be sent at the end of the lesson by the teacher in the blue room to the referring HT.
  - The referring HT is responsible for contacting the student's family (via phone if possible) and explaining the situation.
  - The referring HT should meet with the student as soon as practical to complete restitution, decide on consequences and reengage the student in class. This process is best done with original class teacher.
- If after 5 periods the student is not ready to resolve the issue, a referral must be made to the DP as soon as possible. This may lead to a suspension.

#### **Teacher Supervising Blue Room**

- The HT Admin will coordinate a Blue Room roster, teachers volunteer their time.
- Please be punctual at all periods and breaks. If there are no students sign in and specify where you will be in case you are needed.
- Do not leave the students unsupervised.
- Normal classroom rules and expectations apply in the blue room. If student fails to follow reasonable instructions, refer to DP straight away.
- Teachers may engage students in conversations about their behaviour and how they intend to fix it. Use the principles of Applied Control Theory in these conversations.
- Students should not speak with each other.

Once a student has finished the reflection booklet and indicated they are willing to resolve the issues, they may continue with work provided or read from the reading box provided.



# Respect, Responsibility, Learning

**Applied Control Theory:** Students learning to make good choices and to take responsibility for those choices. This is done without coercion and threats, in an atmosphere of mutual respect, accepting the consequences of our decisions.

**Procedure:** Late to Class

**Code of Conduct**

PBIS at LBHS	Classrooms & Library	Corridors	Playground	Assemblies
Be a Learner By:	Arriving to class on time.	Moving to your classes quietly and promptly.	Moving to class on time.	Attending assemblies on time.

**Expectation:** All students and staff are expected to be in class on time, to maximize teaching and learning time.

Students and Teachers are to move to their classes at the first bell, and to be lined up ready to enter (or in class) by the second bell.

**Students late to class:**

- Students will make up the time they are late at the next recess or lunch. Teachers need to contact parents of repeat offenders. If this does not help they should refer student to Head Teacher. Repeat offenders should be documented on First Class.
- Students who arrive late to class with a note should be allowed to enter the room.
- Students who arrive late without a note are not to be sent away to get a note - this just wastes learning time and gives student an 'excuse' to wander the school. They should be allowed to enter and the student needs to make up the time.

## Period Times

### MONDAY, TUESDAY, THURSDAY AND FRIDAY

MUSTER	8.30 – 8.50	(20 Minutes)
PERIOD 1	9.00 – 9.55	(55 Minutes)
ROLL/READING	9.55 – 10.15	(20 Minutes)
PERIOD 2	10.15 – 11.10	(55 Minutes)
RECESS	11.10 – 11.40	(30 Minutes)
PERIOD 3	11.40 – 12.35	(55 Minutes)
PERIOD 4	12.35 – 1.30	(55 Minutes)
LUNCH	1.30 -- 2.05	(30 Minutes)
PERIOD 5	2.10 – 3.05	(55 Minutes)

### WEDNESDAYS ONLY

FACULTY OR TEAMS MEETINGS	8.15 – 8.55	(40 Minutes)
PERIOD 1	9.00 – 9.55	(55 Minutes)
ROLL CALL	9.55 – 10.05	(10 Minutes)
PERIOD 2	10.05 – 11.00	(55 Minutes)
ASSEMBLY	11.00 – 11.20	(20 Minutes)
RECESS	11.20 – 11.50	(30 Minutes)
PERIOD 3	11.50 – 12.45	(55 Minutes)
LUNCH	12.45 – 1.15	(30 Minutes)
PERIOD 4	1.15 – 2.10	(55 Minutes)
PERIOD 5	2.05 – 3.05	(55 Minutes)

# Respect, Responsibility, Learning

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## Procedure: Late to School

### Code of Conduct -

<b>PBIS at LBHS</b>	<b>Office</b>
<b>Be a Learner By:</b>	<b>Arriving at school on time.</b>

**Expectation:** All students and staff are expected to arrive at school on time. Lateness requires an explanation. This maximises teaching and learning time.

#### **Student lateness during Period 1.**

- Student is to report to Late Book Teacher on the Breezeway or Front Office.
  - Teacher will accept student in room only if they are in possession of a Late Note
- Student admin will enter lateness into First Class.

#### **Student lateness after Period 1.**

- Student is to go straight to the Student Administration Office.
- Student Admin records lateness and gives student a pass to go to class or Roll Call.

#### **Follow up of lateness**

- Letters will be sent home when students are late to school 3 or more times in a term (generated by student admin).
- Students will be placed on Lunchtime Detention by Head Teacher Administration on the third and any subsequent lateness to school without explanation.
- Head Teacher Administration will interview boys and initiate parent contact for students who continue to arrive late to school.
- Formal Warnings will be issued by Deputy Principal to those students who fail to attend their detentions.
- This may then result in Suspension from school.

# Respect, Responsibility, Learning

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## Procedure: Out of Class

### Code of Conduct

<b>PBIS at LBHS</b>	<b>Classrooms &amp; Library</b>	<b>Corridors</b>
<b>Be a Learner By:</b>	Having your equipment and diary and being ready to learn. Arriving to class on time.	Moving to your classes quietly and promptly.
<b>Be Responsible By:</b>	Actively engaging in class work.	

**Expectation:** All students and staff should be in class at all times. This is the only way to maximise learning opportunities.

- All movements outside of class - toilet passes, jobs, interviews etc should be kept to a minimum during class time.
  - Students sent out of class must have a note (pass) from their teacher.
  - No student is to ever receive an 'early mark' for any reason.
  - Staff are not to send students out of class unsupervised. If a student's needs to be removed from class for behaviour reasons the options are:
    - The student is instructed to stand at the door in full sight for a few minutes and the teacher must maintain line of sight. It is imperative to deal with the student as quickly as possible
    - Send the student with a note to the Head Teacher, or other pre arranged teacher.
- Any staff member who sees a student out of class must stop and ask the student to see their pass. If student does not have a pass the student is to be instructed (better escorted) to return to their teacher.



# Respect, Responsibility, Learning

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## Procedure: Playground & Canteen

### Code of Conduct

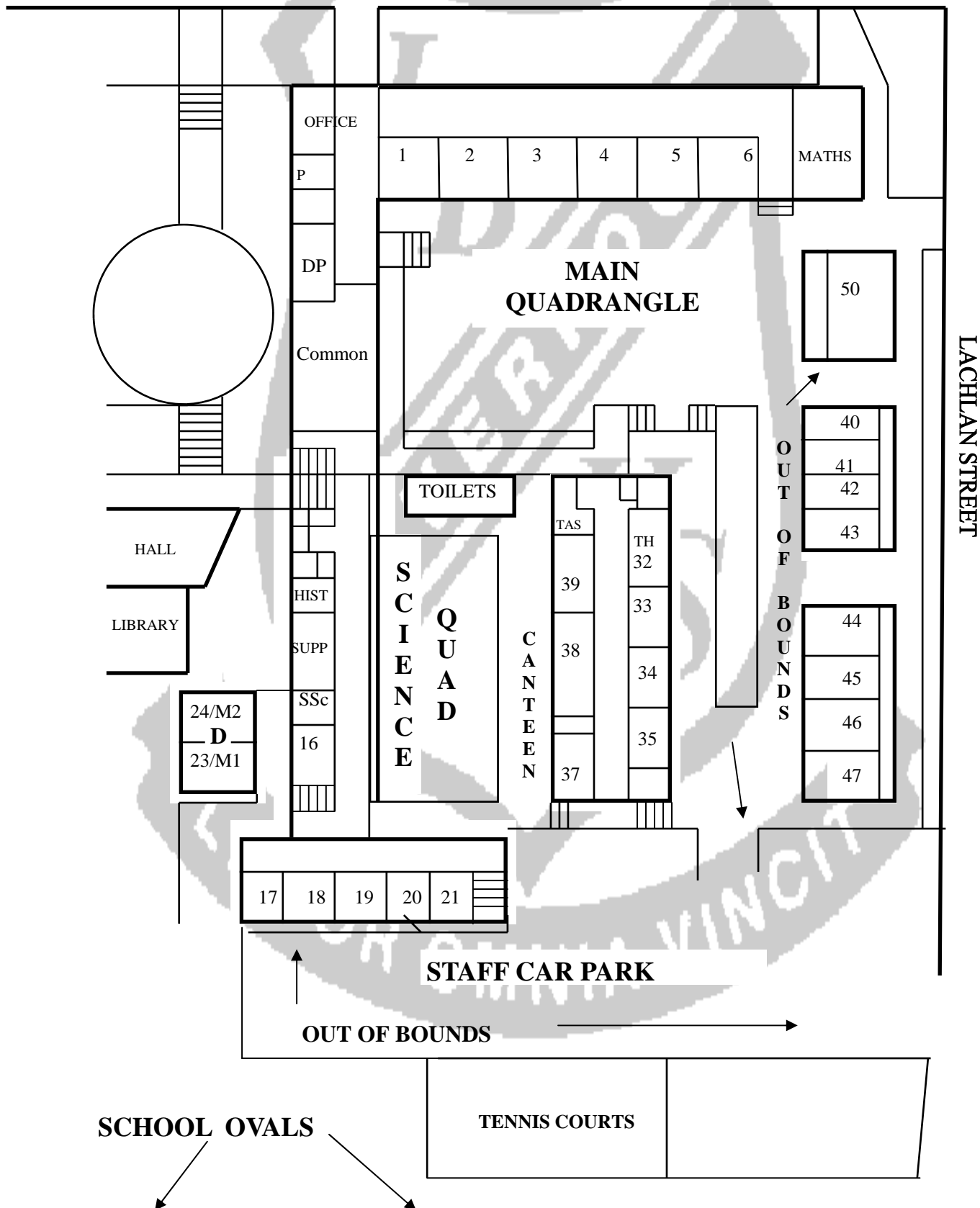
PBIS at LBHS	Playground	Canteen
<b>Be a Learner</b> By:	Moving to class on time. Playing fairly and calmly. Following school rules and instructions. Behaving safely.	Students leave the area after the first bell sounds.
<b>Be Respectful</b> by:	Place rubbish into bins. Speaking to each other with respect.	Cooperating with staff and students. Placing all rubbish in the bins.
<b>Be Responsible</b> By:	Remaining in bounds. Always wearing full school uniform. Playing games in appropriate locations.	Lining up and waiting your turn. Leaving the canteen after you have purchased.

**Expectation:** All students are able to use playground in a safe manner, respecting each other. This creates a spirit of cooperation and respect in the school.

- Staff are expected to be on playground duty at the beginning of the break they are rostered.
- Staff are expected to stay on playground duty until the second bell, and actively move students to class between bells.
- Staff are expected to unlock gates to the back oval and toilets at the beginning of the break, and lock them at the end.
- Staff are expected to be active in their supervision. This includes moving around the entire area, watching students' behaviour, checking out of bounds where possible and talking with students.
- The Head Teacher on duty is expected to ensure all staff are present on duty, check the staff member is OK or has concerns, and be visible and available to the staff on duty.
- Staff will refer behaviour issues to the Head Teacher on duty during the break, or as soon as possible after the break. Staff will report repeated out of bounds students to the HT on duty.
- Senior executive will have a presence in the playground whenever possible.
- The Head Teacher Administration will produce a playground duty roster. It is staffs responsibility to know when they are on duty. If staff make a swap, they must inform both the HT Admin and the HT on duty that day prior to the duty commencing.

# SCHOOL MAP

FORBES STREET



## **Duty Areas:**

### **Quadrangle**

- This area is for handball, and quiet games, no running games. Ensure students are not going in out of bounds areas behind the wooden buildings or the driveway down towards the car park.

Area includes the breezeway. No ball games on the breezeway.

### **Science Quad / Toilets**

- Unlock toilets at the beginning of the break, and lock them just after the first bell.
- Passive area - no running or ball games.
- Check behind toilet block and corridor to library.

Check bubblers near music rooms.

### **Library**

The library and transit area (corridor) are only open at recess.

### **Canteen**

You must be on duty when the bell sounds for the start of a break.

Ensure students line up in one line against the eastern wall. Students must not take bags to the windows.

Let a small number (4 - 6) of students go to windows at a time, this allows a steady flow of students, but also minimises theft and bullying at the canteen.

Students are expected to leave as soon as they have purchased. No student is to wait in the canteen unless they are in the line and intending to purchase food.

### **Oval**

- Two staff are on duty. Staff are expected to patrol different sections of the area, not stand together.
- Students are not to bring food to the ovals.
- Students may change their shoes, but no other items of uniform.
- Active games are permitted. Restrictions include: no tackling or grabbing games, no hard ball games.
- The tennis courts are for students playing tennis only - no other games permitted.
- The out of bounds areas include any space away from where games are being played (e.g. students are not permitted to 'wander' down to back fence). Students may play on the soccer oval, and the section of rugby oval near the basket ball courts. Students are not permitted near the treed area adjacent to the gym, nor are they allowed on the rugby oval directly behind the gym.
- If there are a lot of boys playing active games, do not attempt to overcrowd them into a small area - this will increase the likelihood of an accident.
- In wet weather, the oval will be closed by HT on duty, HT PD/H/PE or Senior Executive. One staff member is expected to help supervise in science quad, and the other staff member will supervise the out of bounds area behind TAS and the wooden buildings. Students are not permitted in this area even in wet weather.

# Respect, Responsibility, Learning

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## Procedure: Representing the School

### Code of Conduct -

PBIS at LBHS	Representing the school
Be a Learner By:	Participating in all activities to the best of your ability.
Be Respectful by:	Using good manners at all times. Following instructions.
Be Responsible By:	Wearing your full school uniform with pride. Being on your best behaviour.

**Expectation:** All students and staff show themselves and the school as a place of excellence whilst representing the school. This gains both the student and the school an excellent reputation.

#### Organising excursions/incursions

- Staff need to check the calendar dates before they book a variation.
- Staff must complete the necessary paperwork, including a risk assessment, and have the variation approved by a senior executive prior to the excursion.
- The student names must be provided to student admin office the day before the variation.
- Staff need to organise payment to close before the excursion - see front office for dates.

Permission notes must be signed by parents and collected by staff prior to any student leaving the school.

#### Student Responsibilities

- Students will not be permitted to represent the school whilst on suspension.
- Students may be banned from representing the school for a period of time at the discretion of the Senior Executive.

		<b>Liverpool Boy's High School</b> <b>EXCURSION NOTIFICATION</b>			
<i>Please complete the top section for Principal's approval.</i>					
<b>ORGANISING TEACHER:</b>				<b>FACULTY:</b>	
<b>OTHER TEACHERS ATTENDING:</b>					
<b>DATE:</b>	/ /	<b>CYCLE DAY:</b>	1 2 3 4 5 6 7 8 9 10	<b>TIME:</b>	to
<b>ACTIVITY TITLE:</b>					
<b>ACTIVITY GROUP:</b>					
<b>ACTIVITY JUSTIFICATION:</b> ..... ..... .....					
<b>ACTIVITY VENUE:</b>					
<b>NUMBER OF STUDENTS ATTENDING:</b>				<b>COST PER STUDENT:</b>	
<b>MODE OF TRANSPORT:</b>				<b>NAME OF COMPANY:</b>	
<b>PRINCIPALS SIGNATURE: (APPROVAL)</b>				<b>DATE:</b>	
<i>Please initial the steps below and attach a copy of this sheet to your 'Internal Cover Sheet'</i>					
					<b>Initial</b>
1) The excursion proposal above has been approved.					
2) Permission and information sheet has sent home explaining the rationale of the excursion.					
3) The excursion details have been entered in the HT Admin's daily organisation folder.					
4) The students have been informed of the dress requirements.					
Arrangements have been made for the supervision of students not attending the activity. (Please outline) ..... .....					
6) The collection of monies list and details of the activity have been given to the SASS Senior.					
7) Students are aware of roll call arrangements for the activity.					
8) List of students attending has been provided to the student office for inclusion on the daily absence sheet.					
9) Canteen manager has been notified.					
10) Cover has been organised and an 'Internal Cover Sheet' has been completed.					
Work has been prepared for the classes of the teachers attending the activity. (Work is available from) .....					
<b>FACULTY HEAD TEACHER APPROVAL:</b> .....					
<b>DEPUTY PRINCIPAL APPROVAL:</b> .....					

## School excursions: Parent or caregiver information and consent forms

### Instructions:

This document provides wording to create an information form and permission slip for use with a range of excursions. This is the minimum information required. However, depending on the nature and specific activities of each excursion, further advice and details may need to be included.

For many excursions it will not be necessary to collect a new medical information form. Medical information held by the school should, however, be updated as required and take account of activities proposed for the excursion.

Section A provides a simple information form that will be of use for most excursions.

Section B provides wording to cater for a range of activities that may occur on excursion, and advice on the privacy implications of the collection of personal data. These sections should be copied as required and inserted into Section A.

### Overseas excursions:

Due to the more complex nature of overseas excursions, consent forms should provide as much detail as possible for parents and caregivers on:

Travel details, including

- detailed itinerary

- all travel times, dates and modes of transport

- planned activities

Accommodation details, including:

- addresses

- contact phone numbers where applicable

Supervision details, including:

- names and gender of all accompanying adults

- advice on staff with CPR and emergency care certification

- how parents and caregivers might get in contact with their child, and staff in an emergency

As personal information will be sought on students, the consent form must include advice on privacy and the use of personal details. A sample is provided below.

Parents and caregivers should provide the organising teacher(s) with informed consent for the excursion, including:

- relevant medical information relating to their child

- a copy of travel insurance, where necessary

- acknowledgement of the supervision arrangements in place and, where necessary, the accommodation arrangements.



## Section A

Dear parent or caregiver,

's class will be going on an excursion to on to .

This excursion has been planned to supplement the following work being done in the classroom:

The cost of the excursion is \$

The class will depart from at and return to at

Travel will be by .

The staff member with emergency care training is

The staff member with CPR training is

Accompanying staff are

**Insert as appropriate:**

**Overnight excursion advice**

**Water activities advice**

**Travel insurance advice**

**Privacy advice – whenever personal information is sought the privacy advice must be included.**

**Overseas excursion advice, including travel, itinerary, accommodation and supervision details.**

\_\_\_\_\_  
Excursion coordinator

\_\_\_\_\_  
Principal

-----"----- Please detach and return to by -----

I do / do not consent to ..... participating in an excursion to on .

My son / daughter has the following special needs (please provide full details and include any relevant medical details)

I give / do not give permission for my child to receive medical treatment in case of emergency.

**Insert as appropriate:**

**Overnight excursions – response**

**Water activities – response**

**Travel insurance - response**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Section B

<b>Overnight excursions - advice</b>
Accommodation will be at ..... Travel will be by ..... The group will be supervised by .....  <i>Additional information (consider advice on the number of students and teachers, protective clothing or equipment)</i> ..... .....
<b>Overnight excursions - response</b>
I understand that my son / daughter will stay overnight at .....

<b>Water or swimming activities - advice</b>				
The excursion will involve the following water or swimming activities: ..... These activities will take place at: ..... The school will provide the following flotation devices to students who may require assistance in the water: .....				
<b>Water or swimming activities - response</b>				
<b>In relation to the proposed water or swimming activities, I advise that my child is a: <i>(please tick one)</i></b> <table border="1" data-bbox="116 1122 1401 1176"> <tr> <td><input type="checkbox"/> c strong swimmer</td> <td><input type="checkbox"/> c average swimmer</td> <td><input type="checkbox"/> c poor swimmer</td> <td><input type="checkbox"/> c non-swimmer</td> </tr> </table> I advise that my child requires the following flotation device to assist him/her in the water: ..... I undertake to provide this device so that my child can participate in the excursion. Yes / No I give / do not give permission for my child to participate in the water or swimming activities.	<input type="checkbox"/> c strong swimmer	<input type="checkbox"/> c average swimmer	<input type="checkbox"/> c poor swimmer	<input type="checkbox"/> c non-swimmer
<input type="checkbox"/> c strong swimmer	<input type="checkbox"/> c average swimmer	<input type="checkbox"/> c poor swimmer	<input type="checkbox"/> c non-swimmer	

<b>Travel insurance - advice</b>
The Department recommends that parents or caregivers arrange travel insurance for students for intrastate or interstate excursions that require travel by air.
<b>Travel insurance - response</b>
I have arranged travel insurance with ..... A copy of that policy is attached.

### Privacy notice

**Note:** A Privacy notice must appear on all forms issued by the Department used for collecting personal information. A sample *Privacy advice* notice is below for use with consent forms. Principals will need to fill in the blanks to make this relevant to each particular excursion. A Privacy notice will also need to be included on any electronic personal information data collection system.

For further information on privacy and the *Privacy and Personal Information Protection Act 1998* please see <http://detwww.det.nsw.edu.au/directorates/leglserv/privacy2/privacy.htm>.

### Privacy - advice

The information provided on [...date...] by [...name...] is being obtained for the purpose of ascertaining relevant medical information, requirements and other health care related needs about [...student name...] who is currently enrolled at the school and who may participate in school excursions, sporting activities or other educational or school activities conducted by or in conjunction with [...name of school...].

It will be used by officers of the NSW Department of Education and Training to assist planning, to support students, and to minimise risks when conducting school excursions, sporting or other school activities.

Other persons or agencies that may be provided with this information include, but are not limited to, volunteers and members of external organisations who join with the school or are otherwise involved in the planning or delivery of the excursion, sporting or other school activity; and persons that may be called upon to provide health care treatment or other assistance during or as a consequence of such excursions or activities.

Provision of this information is not required by law. However, a failure to provide the information may mean that your child can not participate in a particular excursion or school activity. In such circumstances the school will make available a sound alternative educational experience.

Provision of this information will significantly assist the school in planning a safer educational activity. It will be stored securely. If you have any concerns about provision of this information, please contact the school principal to discuss further.

You may correct any personal information provided at any time by contacting the school office.

# Respect, Responsibility, Learning

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## Procedure: Toilets

### Code of Conduct

PBIS at LBHS	Toilets
Be a Learner By:	Using the toilets at appropriate times.
Be Respectful By:	Allowing for peoples privacy. Not smoking in the toilets. Caring for the environment (e.g. no vandalism & graffiti).
Be Responsible By:	Behaving safely in the toilets. Using the facilities appropriately and leaving them in a good condition.

**Expectation:** All students and staff have the right to use the toilet. This should be done at break times whenever possible to maximise teaching and learning time.

- Toilets are to be unlocked and locked by teacher on duty before school, recess and lunch  
Teacher on duty needs to actively monitor the toilets to ensure safe, hygienic behaviour (including no smoking)

#### Toilet Passes during class:

- Students should use toilets during break times.
- Teachers must record in their day book when they issue a toilet pass. Every student is allowed one toilet pass per class per term. If a student needs a toilet pass for a second or subsequent time, the teacher will allow the student to go, but will require the student to make up lost time during the next recess or lunch.
- Student is sent with a note to student admin office.
- Student admin office enters the toilet visit in First Class, prints a slip and gives student key to toilet.
- Each fortnight student admin will print a list of toilet passes issues and examine it for repeat students. These names are to be passed to appropriate DP to interview student.
- Students with medical conditions will carry a laminated pass provided by Deputy Principal, and will be allowed access to toilets as required via the student admin office.

# Respect, Responsibility, Learning

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## Procedure: Uniform

### Code of Conduct

PBIS at LBHS	All Settings	Playground	Representing the school
<b>Be Responsible By:</b>	Wearing your full school uniform.	Always wearing full school uniform.	Wearing your full school uniform with pride.

**Expectation:** All students are to wear uniform. All staff are to wear appropriate dress at all times. This shows respect for the school.

**Uniform is:**

	Junior	Senior	Sport
<b>Shirt:</b>	Mid blue collared shirt, or polo shirt	White collared shirt, or polo shirt	School sports shirt
<b>Pants:</b>	Plain grey trousers or shorts	Plain grey trousers or shorts	Black sports shorts
<b>Shoes:</b>	Plain black leather	Plain black leather	Joggers/runners
<b>Jumper:</b>	Navy jumper or Sloppy Joe (no hoods)	Navy jumper or Sloppy Joe (no hoods)	School tracksuit
<b>Hat:</b>	School cap	School cap	
<b>Tie:</b>	School Tie (optional)	School Tie (optional)	
Excessive jewellery scarfs and other items are not acceptable.			

- All students must wear correct uniform to school every day. If they can not, they must bring a note from home and show their roll teacher.
- Head teachers will check uniform during roll call and issue passes. This must be noted on roll and a copy of the pass sent to student admin office with roll.
- After roll call, class teachers are to issue passes to students without a pass and out of uniform. A copy of the pass is to be sent to student admin the same day.
- Student admin will record on First Class students out of uniform.
- Senior Executive will monitor uniform during the day.
- Student assistance will be used to ensure all boys have access to uniform.
- Letters will be sent home when students are out of uniform 3 times in a term (generated by student admin).
- Head Teachers will interview boys and phone home when student is out of uniform 6 times in a term. An offer of student assistance will be made (student admin will generate list for HT's).
- Deputy Principals will follow up students who still continue to be out of uniform- via First Class referral.

## School Uniform Policy

Unique Identifier: PD/2004/0025/V01

Implementation Date: 16/08/2004

Web Publication Date: 06/09/2004

ISBN: 07313 83559

SCIS Number: 1182 515

### 1 Abstract

This policy requires schools to review and document school uniform or dress code requirements in consultation with their communities and to develop strategies for the wearing of school uniforms. School uniforms should reflect school community standards and be consistent with occupational health and safety, anti-discrimination and equal opportunity legislation.

### 2 Applicability

Schools; Parents/Guardians/Caregivers; The Public

### 3 Superseded Documents

*3.0.1 School Uniforms and General Standards of Dress* S88/276 89.087 (S.061)

*3.0.2 Changes to School Uniform* 97/096 (S.092)

### 4 Context

The Department of Education and Training supports the wearing of school uniforms by students and the upholding of high standards of dress by students and staff. The Department recognises that NSW has a long history of school uniforms or dress codes being decided by the local school community.

#### 4.1 Legislation

**4.1.1** Under the NSW Occupational Health and Safety Act 2000 (OH&S Act)

[http://www.austlii.edu.au/au/legis/nsw/consol\\_act/ohasa2000273/](http://www.austlii.edu.au/au/legis/nsw/consol_act/ohasa2000273/) the Department of Education and Training must ensure that students are not exposed to risks to their health or safety while they are on Departmental Premises.



**4.1.2** Under the NSW Anti-Discrimination Act 1977, [http://www.austlii.edu.au/au/legis/nsw/consol\\_act/aa1977204/](http://www.austlii.edu.au/au/legis/nsw/consol_act/aa1977204/) it is unlawful for an education authority to discriminate on grounds of race, ethno-religion, sex, pregnancy, disability, age, homosexuality, transgender status, responsibility as a carer or marital status.

## **4.2 Other Departmental Policy**

**4.2.1** *OH&S Responsibilities for Principals - Memorandum To Principals* (PD/2003/0008/V001)

[http://detwww.det.nsw.edu.au/policies/staff/oh\\_s/ohsresps/PD20030008\\_i.shtml](http://detwww.det.nsw.edu.au/policies/staff/oh_s/ohsresps/PD20030008_i.shtml) sets out the responsibilities of principals in dealing with OH&S matters and the support arrangements available to them.

**4.2.2** *Student Welfare Policy* (PD/2002/0052/V001)

[http://www.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/stude\\_welf/PD20020052.shtml](http://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml) sets out the framework for student welfare in NSW public schools.

**4.2.3** *Protection from the Sun: Guidelines to Assist in Implementing the Student Welfare Policy* (PD/2002/0055/V001)

[http://www.det.nsw.edu.au/policies/student\\_serv/student\\_health/protec\\_sun/PD20020055.shtml](http://www.det.nsw.edu.au/policies/student_serv/student_health/protec_sun/PD20020055.shtml) provides advice about how schools can take action to protect students from the sun.

**4.2.4** *Code of Conduct* (PD/2004/0020/V001)

[http://www.det.nsw.edu.au/policies/staff/ethical\\_behav/conduct/PD20040020.shtml](http://www.det.nsw.edu.au/policies/staff/ethical_behav/conduct/PD20040020.shtml) refers to standards of teacher dress.

## **5 Policy Statement**

### **5.1 School uniform**

**5.1.1** A school uniform consists of a limited range of clothing, including footwear and headwear. It identifies students as belonging to a particular school. Schools usually expect students to wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

### **5.2 Choosing a school uniform**

**5.2.1** Careful selection of a school uniform can contribute to the health and safety of students when engaged in school activities. A school uniform should reflect school community standards and expectations. It should be developed in consultation with and agreed upon by the school community. It should be based on a strong student and parent voice. The whole school community has a role to play in encouraging the meeting of these standards.

### **5.3 Principles**

**5.3.1** Decisions about school uniforms should be consistent with occupational health and safety, anti-discrimination and equal opportunity legislation. Aspects of the uniform related to safety, e.g. safe footwear, eye protection and hats, will need to be enforced as appropriate.

**5.3.2** Each school's uniform policy must be the result of formal consultation with students, teachers and parents or carers, including the Parents and Citizens' Association, local Aboriginal Education Consultative Group and School Council, where relevant. The consultation will be conducted in a manner appropriate to each school and be based on participatory decision-making principles. The school's uniform policy and uniform requirements should be formally endorsed by the school community before implementation.

**5.3.3** A school's uniform policy should take into account the diverse nature of the student population in the school and not disadvantage any student. Economic, personal, social and cultural factors affecting students and their families must be considered when deciding on items of uniform. Other considerations, such as body shape or religious requirements should be taken into account in making a final decision on the design and fabric of school uniforms.

**5.3.4** The school's uniform policy and school uniform requirements should be reviewed at least every five years and amended where necessary. Groups within the school community may also seek a review when circumstances change significantly or issues arise.

## **6 Procedures and Standards**

### **6.1 Implementing school uniform requirements**

**6.1.1** Positive reinforcement and encouraging responsible behaviour are the preferred approaches to ensuring students wear the school uniform.

**6.1.2** Everyone has a role in setting the standards for the school. Teachers and other school staff model appropriate standards for students. They should dress in a professional manner at all times.

**6.1.3** Suspension or expulsion solely for non-compliance with uniform requirements is not to occur. Student enrolment cannot be contingent upon adherence to school uniform policy.

**6.1.4** Students should not be disadvantaged where required uniform items are not available because of circumstances beyond their control.

**6.1.5** Conscientious objections by parents to the wearing of school uniform should be

respected.

**6.1.6** Responses to students who do not wear uniform must be appropriate. They should be clarified, agreed upon by the school community and documented. Responses must be fair and consistent. They must not prevent students from continued participation in essential curriculum activities except where exclusion is necessary for reasons of safety. In this situation, alternative educational activities must be provided.

## **6.2 Arrangements with clothing suppliers**

**6.2.1** Arrangements for the supply of uniforms with individual firms, where selected firms receive preference in the placement of orders or publicity, can only be entered into following public tendering.

**6.2.2** Any change in school uniform has significance not only for students and their parents or carers but also for those agencies that supply uniforms.

**6.2.3** Any school which, after a process of consultation with students, teachers and parents or carers, proposes a change in school uniform should announce its decision early in the school year preceding the change. All parents or carers and, as far as is practicable, all retailers concerned must be notified. Some schools may need to allow up to three years for change, to enable school uniform shops and others with significant stocks of the uniform to be replaced to prepare for the change.

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## **7 Responsibilities and Delegations**

**7.0.1** It is the responsibility of the principal to ensure that the school uniform policy is developed and reviewed collaboratively with the school community.

**7.0.2** When a school community agrees on a school uniform, the principal oversees the shared responsibility for ensuring that students are encouraged to wear school uniforms that meet agreed community standards and adhere to legislative requirements.

**7.0.3** Principals must provide parents or carers with the school's uniform policy and school uniform requirements.

**7.0.4** Principals who operate within the policy framework will be supported by the Department in the implementation of this policy.

## **8 Timeframes**

See 5.3.4

## **9 Monitoring, Evaluation and Reporting Requirements**

The documentation of the school's uniform policy and the school uniform requirements, together with a brief statement about consultation undertaken, should be kept on file by the principal of each school. Completed checklists, where appropriate, may also be kept on file (refer to support document: *School Uniforms in New South Wales Government Schools* - see #12 below).

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1  
0 Optional Guidelines  
N/A

1  
1 Transition Arrangements  
N/A

1  
2 Associated Documents and Forms  
Support Document: *School Uniforms in New South Wales Government Schools*  
<http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/index.php>

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1  
3 For Further Information  
Manager Student Wellbeing - telephone (02) 9244 5861

1  
4 Appendices  
Nil

[www.nsw.gov.au](http://www.nsw.gov.au)

Page last updated: 06/09/2004

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## Anti-Bullying Plan

**Applied Control Theory:** Students learning to make good choices and to take responsibility for those choices. This is done without coercion and threats, in an atmosphere of mutual respect, accepting the consequences of our decisions.

Bullying is not tolerated in NSW government schools. This policy sets out the requirements for Liverpool Boys High in dealing with bullying behaviour. It provides us with operational guidelines and a framework to use to develop and implement our Anti-bullying Plan. We have specific strategies to assist students, teachers and parents to identify report and deal with bullying at Liverpool Boys High.

Our strategies must address all forms of verbal, physical, social or psychological bullying including the use of technology to harass, intimidate and humiliate.

The Anti-bullying Plan is a key part of every school's planning for student wellbeing and effective learning. It complements our Student Welfare and Discipline Policies.

### Context

Liverpool Boys High is an inclusive learning environment, where diversity is affirmed and individual differences are respected.

Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.

The focus of quality education is for students to learn and grow with confidence. We believe that students develop best where teaching and learning occur in a context of student welfare.

The wellbeing, safety and health of students inform school policies, programs and practices.

Partnership with parents and the wider community is central to the success of this process.

### Our Values and Expectations

- ◇ Liverpool Boys' High School is a Learning Community.
- ◇ We believe all students can learn well.
- ◇ To this end we strive to create a caring, supportive environment in which each student is challenged in his learning to become the best he can be as a citizen of our world.
- ◇ We believe in working together in a co-operative framework, where there is fairness and truth without fear.
- ◇ We encourage students to work together towards self-discipline, acceptance of responsibility for their own actions and the peaceful resolution of conflict.
- ◇ We strive for a school where there is always trust, respect for the individual, tolerance for differences, recognition and trust.
- ◇ Bullying must be taken seriously and is not acceptable in any form.
- ◇ Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.
- ◇ Bullying Devalues, isolates and frightens
- ◇ Affects an individual's ability to achieve
- ◇ Bullying has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying.

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

### **Identifying bullying**

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality, or transgender), humiliation, domination and intimidation of others.

Bullying behaviour can be verbal, physical, social or psychological.

### **The purpose of the school Anti-bullying Plan**

Schools must deal with bullying quickly and effectively.

Strategies for dealing with bullying must be described clearly in the school Anti-bullying Plan and implemented consistently by school staff.

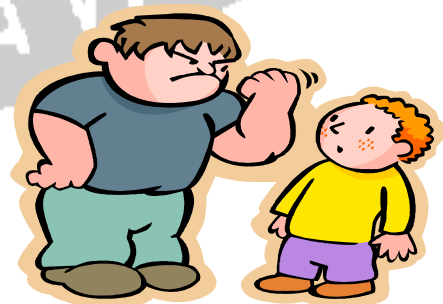
Strategies for dealing with bullying must be linked to the School Discipline Policy and encompass the range of options available to school to deal with unacceptable behaviours, including suspension and expulsion.

### **The Anti-bullying Plan must include specific strategies for:**

- ◇ reporting - by students, parents, caregivers and teachers
- ◇ intervening - by students, parents, caregivers, teachers and other school staff
- ◇ accessing help and support - by students, parents and caregivers
- ◇ communicating Departmental appeal procedures - for students, parents and caregivers
- ◇ professional learning - for teachers and other school staff

Strategies must also be in place in all schools to effectively teach the skills and understandings that will lead to eliminating bullying behaviours. Programs targeting peer support, peer mediation, mentoring, transition, conflict resolution and student leadership are effective ways of developing a positive school culture and promoting resilience in students.

**Key Contact:** Principals are responsible for leading the development, implementation and evaluation of the Anti-bullying Plan and for ensuring that the Plan is readily accessible to all members of the school community.





Keynotes	A FRAMEWORK FOR THE SCHOOL ANTI-	Resources
Policy statement against bullying	<p>An encapsulating statement that reflects equity, diversity and acceptance in the school community</p> <p>This statement must be consistent with the School Discipline Code and articulate clearly that bullying is not acceptable in NSW government schools.</p>	<p><i>Student Welfare Policy</i></p> <p><i>Values in NSW Public Schools</i></p>
Defining bullying behaviour	<p>A definition that captures all forms of bullying, including verbal, physical, social and psychological.</p> <p>Schools need to consider all forms of communication and interaction currently occurring within their school community.</p>	<p><a href="http://www.bullyingnoway.com.au">www.bullyingnoway.com.au</a></p> <p><a href="http://www.det.nsw.edu.au/antibullying">www.det.nsw.edu.au/antibullying</a></p>
A statement of purpose	<p>Individual and shared responsibilities of students, parents, caregivers and teachers when dealing with bullying behaviour must be outlined in the school statement of purpose.</p> <p>A shared responsibility between all school community members in managing bullying must be clearly articulated.</p> <p>Underpinning this statement of purpose is the need for schools to promote respectful relationships within the whole school community.</p>	<p><i>Revised Resources for Teaching Against Violence</i></p> <p><i>Anti-bullying: Best Practice in Schools</i></p> <p><i>Social Responsibility Years K-6; Years 7-12</i></p> <p><i>Countering Discrimination</i></p>
Managing bullying	<p>The school Anti-bullying Plan will provide information for students, parents, caregivers and teachers to identify bullying behaviours.</p> <p>Strategies that will be utilised by the school to effectively deal with bullying behaviour will be clearly articulated, including the professional learning of teachers and other school staff.</p> <p>Students, parents, caregivers and teachers will be provided with clear procedures to report bullying behaviour.</p> <p>Schools have the responsibility to collaboratively develop and widely communicate information on the school Anti-bullying Plan.</p>	<p><i>Child Protection Curriculum</i></p> <p><i>MindMatters</i></p> <p><i>Strategies for Safer Schools</i></p> <p><i>Responding to Suggestions, Complaints and Allegations</i></p>
Monitoring and evaluating	<p>Schools need to collect and analyse appropriate data on the nature and extent of bullying in their school.</p> <p>Schools will identify indicators to assess the effectiveness of the strategies, programs, and procedures they have in place to address bullying.</p> <p>Schools will have ongoing monitoring procedures in place.</p>	<p><i>Quality of School Life Questionnaire</i></p>

# Child Protection



## Identifying and Reporting Risk of Harm

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Information in this section has been sourced from:  
**IDENTIFYING AND RESPONDING TO CHILDREN AND YOUNG PEOPLE AT RISK  
 OF  
 HARM, FACILITATOR TRAINING, November 2005.**

# Definitions

The following definitions have been taken from the *NSW Interagency Guidelines for Child Protection Intervention, 2000*.

## Child

Under the *Children and Young Persons (Care and Protection) Act, 1998*, a child is a person who is under the age of 16 years.

## Young Person

Under the *Children and Young Persons (Care and Protection) Act, 1998*, a young person is a person who is aged 16 years or above but who is under the age of 18 years.

## Report

The *Children and Young Persons (Care and Protection) Act, 1998*, establishes a process for people, who have reasonable grounds to suspect that a child or young person is at risk of harm, to report to the Department of Community Services.

## Risk of Harm

Risk of harm refers to the likelihood that a child or young person may suffer physical, psychological or emotional harm as a result of what is done (physical, sexual or psychological abuse) or not done (neglect) by another person, often an adult responsible for their care.

Risk of harm can also refer to physical, psychological, sexual or emotional harm as a result of environmental factors (for example, homelessness), or self harming behaviours.

## Current Concerns

Current concerns means that at the time of making a report you are worried about the safety, welfare or well being of the child or young person. Reporters may also have concerns about other children or young people who may have current contact with the alleged abuser.

Current concerns may also exist for a child or young person where abuse has happened in the past, and/or where the alleged perpetrator still has contact with children (for example workers in a children's service or as a youth worker).

## LEGISLATION

There are many pieces of legislation that relate to child protection. Some of the key pieces of legislation include;

*The Children and Young Persons (Care and Protection) Act, 1998.*  
*Child Protection (Prohibited Employment) Act, 1998.*  
*Ombudsman Act, 1974 (Amendment).*  
*The Child Protection Legislation Amendment Act, 2003.*  
*Crimes Amendment (Child Neglect) Act, 2004.*  
*Crimes Amendment (Child Protection – Physical Mistreatment) Act, 2001.*  
*Commission for Children and Young People Act, 1998.*  
*Interagency Guidelines for Child Protection Intervention, 2000*

Organisational policies and procedures must reflect the principles of the *Children and Young Persons (Care and Protection) Act, 1998*. \*

**Section 27 (1) (a)** states that you are a mandatory reporter if in the course of your professional work you deliver any of the following wholly or partly to children:  
health care, welfare, education, children's services, residential services, law enforcement.

**\*Department of Education and Training policy regarding Reporting:**

**Protecting and Supporting Children and Young People: Revised Procedures December 2000**

**Please note the following:**

The importance of providing all relevant information to the Helpline, not just the minimum sufficient to fulfil legal responsibilities. This additional information may make a significant difference to DoCS response.

The right of the child or young person to have a support person and to be informed of this right. It is important that children are able to freely express their wishes regarding the support person, and that the interview takes place in a setting where the child will feel comfortable. (For example, the principal's office is probably not an appropriate setting).

The role of DET staff not only in making a report, but in providing support and relevant services. For example, where risk of harm has impacted on a child or young person's educational achievements or capacity for peer relationships DET staff may play a role in providing assistance to the child to address these issues. Note that the Additional Information form provides space to record such support as may have been provided prior to the report being made.

Where the actions of staff may mean a child is at risk of harm a report should be made to the Helpline, and the EPAC (Employee Performance and Conduct Unit) should be contacted.

## ***Making reports of Risk of Harm***

***See: Protecting and Supporting Children and Young People: Revised Procedures, December 2000***

### ***What are the relevant procedures to follow?***

While it is the responsibility of the principal or executive officer to contact the Helpline and make the report, the person who first identified that a child or young person was at risk of harm can assist by being an active participant in the reporting process. If the report is being made by phone that person should preferably be present when the Helpline is contacted. This ensures any queries that the Helpline staff may have can be addressed.

It is important that both Form A and the Additional Information form are completed, where a report is faxed to the Helpline. This covers the details of current concerns, background information, and supports already in place (see forms on pages 22 & 23 of this section). The information in this form gives the Helpline staff a more detailed understanding of the risk of harm circumstances, and allows Helpline staff to identify more accurately the urgency of the situation, and the kind of response required. This information is particularly helpful in identifying the impact of the harm on the child or young person, and additional factors which may contribute to their vulnerability.

Note that while it is not mandatory under the legislation to report young people at risk of harm, employees of the Department of Education and Training should make a report if they believe a young person (i.e. aged 16 or 17) is at risk of harm.

DoCS or Joint Investigation Response Teams (JIRT) may interview children or young people at a DET site such as a school or TAFE where it is inappropriate for an interview to be conducted at home. This may be the case, for example, where the child or young person could be placed in an unsafe situation, or subjected to intimidation if interviewed at home and/or if the alleged offender is a family member or resident of the home. No child or young person is to be interviewed against his or her wishes.

All children and young people should have an opportunity to have a support person when interviewed. The support person needs to be someone the child or young person have nominated for themselves, rather than being asked if a particular person is acceptable. Children and young people may feel uncomfortable in the presence of staff who they see as authority figures, and may need support to express their wishes. For this reason interviews are best held in a neutral space, rather than a setting such as the principal's office which may have other associations for a child or young person.

If you are unsure about whether or not to make a report, talk with your principal or executive officer. If they are unavailable, talk to your supervisor. Helpline staff can assist principals in deciding whether a report needs to be made.

If the actions of staff mean a child may be at risk of harm a report must be made to the Helpline, but in addition the principal or executive will also seek advice from the Employee Performance and Conduct Unit (EPAC). A paper copy of Form A will be completed and faxed to the EPAC. Further details can be found in:

**Protecting and Supporting Children and Young People: Revised Procedures Section 9.**

## Reporting Risk of Harm

### *Children and Young Persons (Care and Protection) Act, 1998*

#### **Section 23: Child or young person at risk of harm**

A child or young person is **at risk of harm** if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence of any one or more of the following circumstances:

the child or young person's **basic physical or psychological needs** are not being met:

the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive **necessary medical care**,

the child or young person has been, or is at risk of being, **physically or sexually abused or ill-treated**,

the child or young person is living in a household where there have been incidents of **domestic violence** and, as a consequence, the child or young person is at risk of serious physical or psychological harm,

a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of **suffering serious psychological harm**.

**Note:** Physical or sexual abuse may include an assault and can exist despite the fact that consent has been given.

## INDICATORS OF RISK OF HARM:

### Basic physical and psychological needs not being met

#### Definition:

***s.23(a) Children and Young Persons (Care and Protection) Act, 1998***

The child or young person's basic physical or psychological needs are not being met or are at risk of not being met.

Neglect is the failure to provide the basic physical or emotional necessities of life. Neglect may be an ongoing situation and can be caused by a repeated failure to meet the child or young person's basic physical or psychological needs.

***(NSW Interagency Guidelines for Child Protection Intervention, 2000)***

### Indicators of failure to meet basic physical and psychological needs

#### In children and young people:

Poor standards of hygiene leading to social isolation.  
Scavenging or stealing food.  
Being focused on basic survival.  
Loss of 'skin bloom'.  
Poor hair texture.  
Delay in developmental milestones.  
Non-organic failure to thrive.  
Extended stays at school, public places, others' homes.  
Extreme longing for adult affection.  
A flat and superficial way of relating, lacking a sense of genuine interaction.  
Self-comforting behaviour, e.g., rocking, sucking.  
Anxiety about being dropped or abandoned.

#### In young people:

Staying at the homes of friends and acquaintances for prolonged periods, rather than at home.  
Resources are not provided which would allow the young person to care for himself or herself, e.g., access to washing or food.



***In parents or caregivers:***

Failure to provide adequate food, shelter, clothing, medical attention, hygienic home conditions or leaving the child or young person inappropriately without supervision.  
Inability to respond emotionally to a child or young person.  
Child or young person left alone for long periods.  
Depriving or withholding physical contact or stimulation for prolonged periods.  
Failure to provide psychological nurturing.  
One child or young person treated differently or scapegoated.  
Absence of social support from relatives, other adults or social networks.

Indicators from: [Protecting and Supporting Children and Young People: Revised Procedures 2000](#)

**INDICATORS OF RISK OF HARM: Necessary Medical Treatment Definition:**

***s.23(b) Children and Young Persons (Care and Protection) Act, 1998***  
**The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care.**

**Indicators of failure to provide necessary medical care**

**In children and young people:**

Untreated injuries.  
Symptoms of illness or poor health where the child is likely to suffer harm without treatment.  
Failure to thrive.

**In parents or caregivers:**

- Parents or caregivers' comments or behaviour indicate that they are either unable or unwilling to arrange necessary medical care.

## Indicators of Risk of Harm: Physical Abuse and Ill-treatment

### Definition

**s.23(c) Children and Young Persons (Care and Protection) Act, 1998**  
The child or young person has been, or is at risk of being, physically abused or ill-treated.

Physical abuse or ill-treatment is assault, non-accidental injury and/or physical harm to a child or young person by a parent, caregiver, another person responsible for the child or young person, or other child or young person. It includes injuries or harm which are caused by excessive discipline, beating or shaking, bruising, lacerations or welts, burns, fractures or dislocation, female genital mutilation, and attempted suffocation or strangulation.

### INDICATORS OF PHYSICAL ABUSE OR ILL-TREATMENT

#### Indicators in children and young people

Facial, head and neck bruising.

Lacerations and welts from excessive discipline or physical restraint.

Explanation offered by the child or young person not consistent with the injury.

Other bruising and marks which may show the shape of the object that caused it (e.g. a hand-print, buckle).

Bite marks and scratches where the bruise may show a print of teeth and experts can determine whether or not it is an adult bite.

Multiple injuries or bruises.

Ingestion of poisonous substances, alcohol, drugs or major trauma.

Dislocations, sprains, twisting fractures of bones, especially in children under 3 years.

Burns and scalds.

Head injuries where the child or young person may have indicators of drowsiness, vomiting, fits or retinal haemorrhages suggesting the possibility of the child having been shaken.

Crouching or physical withdrawal in response to sharp movements.

#### Indicators in young people

Aggressive or violent behaviour towards others, particularly younger children.

Explosive temper that is out of proportion to precipitating events.

Being constantly on guard around adults and cowering at sudden movements.

## Indicators in parents or caregivers

Direct admissions by parents or caregiver that they fear they may injure the child or young person.  
Family history of violence, including previous harm to children and young people.  
History of their own maltreatment as a child or young person.  
Repeated presentation of the child or young person to health or other services with injuries, ingestions or with minor complaints.  
Marked delay between injury and presentation for medical assistance.  
History of injury which is inconsistent with the physical findings.  
History of injury which is vague, bizarre or variable.

## General Indicators of Female Genital Mutilation Which Could Include:

Having a special operation associated with celebrations.  
Reluctance to be involved in sport or other physical activities when previously interested.  
Difficulties with toileting or menstruation.  
Crouching or physical withdrawal in response to sharp movements.  
Anxiety about forthcoming school holidays or a trip to a country which practices FGM.  
Older siblings worried about their sisters visiting their country of origin.  
Long periods of sickness.

*Indicators taken from: [Protecting and Supporting Children and Young People: Revised Procedures, 2000](#)*

## INDICATORS OF RISK OF HARM: SEXUAL ABUSE AND ILL-TREATMENT

### Definition

s.23(c) Children and Young Persons (Care and Protection) Act, 1998

The child or young person has been, or is at risk of being, sexually abused or ill treated.

Sexual abuse or ill-treatment is any sexual act or sexual threat imposed on a child or young person. Adults, adolescents or older children who sexually abuse children or young people exploit their dependency and immaturity. Coercion, which may be physical or psychological, is intrinsic to sexual abuse and differentiates it from consensual peer sexual activity.

(NSW Interagency Guidelines for Child Protection Intervention, 2000)

## INDICATORS OF SEXUAL ABUSE OR ILL-TREATMENT

### Indicators in children and young people

- Describe sexual acts.
- Direct or indirect disclosures.
- Age inappropriate behaviour and/or persistent sexual behaviour.
- Self-destructive behaviour, drug dependence, suicide attempts, self-mutilation.
- Persistent running away from home.
- Eating disorders.
- Going to bed fully clothed.
- Regression in developmental achievements in younger children.
- Child or young person being in contact with a known or suspected perpetrator of sexual assault.
- Unexplained accumulation of money and gifts.
- Bleeding from the vagina or external genitalia or anus.
- Injuries such as tears or bruising in the genitalia, anus or perineal region.
- Sexually transmitted diseases.
- Adolescent pregnancy.

Trauma to the breasts, buttocks, lower abdomen or thighs.

### Indicators in young people

- Particularly negative reactions to adults of only one sex.
- Sexually provocative.
- Desexualization, e.g. wearing baggy clothes in order to disguise gender.
- Eating disorders may be a possible indicator in this category.
- Art work or creative writing with obsessively sexual themes.
- Preoccupation with causing harm to men they believe are homosexual.

- Engaging in violent sexual acts which they talk about.
- Knowledge about practices and locations which are usually associated with prostitution.

**Indicators in parents, caregivers, siblings, relatives, acquaintances and strangers**

- Exposing a child or young person to prostitution or child pornography or using a child or young person for pornographic purposes.
  - Intentional exposure of a child or young person to sexual behaviour in others.
  - Ever committed / been suspected of child sexual assault.
  - Inappropriate curtailment or jealousy regarding age-appropriate development of independence from the family.
  - Coercing child or young person to engage in sexual behaviour with other children and young people.
  - Verbal threats of sexual abuse.
  - Denial of adolescent's pregnancy by family.
- Perpetration of spousal abuse or physical child abuse.

*Offenders use a range of tactics including force, threats and tricks to engage children or young people in sexual contact and to try to silence the child or young person. They may also try to gain the trust and friendship of parents in order to obtain access to children and young people.*

Indicators taken from:

[Protecting and Supporting Children and Young People: Revised Procedures 2000](#)

## Indicators of Risk of Harm: Domestic Violence

### Definition

***s.23(d) Children and Young Persons (Care and Protection) Act, 1998***

A child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm.

*There are numerous definitions of domestic violence, with a general agreement that it is violence, abuse and intimidatory behaviour perpetrated by one person against another in a personal, intimate relationship. It is partnership violence that includes violence perpetrated when couples are separated or divorced. The acts of domestic violence are mainly, but not only, perpetrated by men against women within heterosexual relationships but can also occur within same sex relationships.*

[\(NSW Interagency Guidelines for Child Protection Intervention, 2000\)](#)

Indicators that as a consequence of domestic violence a child or young person may be at risk of serious psychological harm.

Serious psychological harm should be assumed in the presence of:

- The repetition or an escalation in frequency or severity of violence in the household.
- Where a child or young person has been physically harmed.
- If a partner has required medical attention.
- Where weapons have been used.

If police officers have attended the house, or where an apprehended violence order has been issued, and/or breached.

[\(NSW Interagency Guidelines for Child Protection Intervention, 2000\)](#)

Other relevant factors include:

- Where a parent or caregiver's level of victimisation is such that they are unable to act protectively towards the child.
- Presence of other factors, such as use of alcohol or other drugs, mental health issues or disability which may increase likelihood of serious physical or psychological harm, or reduce the capacity of members of the household to act to protect the child.

# Indicators of Risk of Harm: Serious Psychological Harm

## Definition

**s.23(e) Children and Young Persons (Care and Protection) Act, 1998**

A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered from or is at risk of suffering serious psychological harm.

## INDICATORS REGARDING PSYCHOLOGICAL HARM

### Indicators in children and young people:

- Feelings of worthlessness about life and themselves.
  - Inability to value others.
  - Lack of trust in people and expectations.
  - Lack of interpersonal skills necessary for adequate functioning.
  - Extreme attention seeking or risk taking behaviour.
- Other behaviour disorders (e.g. disruptiveness, aggressiveness, bullying).

### Indicators in young people:

- Avoiding all adults.
  - Being obsessively submissive to adults.
  - Difficulty in maintaining long term significant relationships.
- Being highly self-critical.

**Children and young people sustain psychological harm from all types of abuse.**

### Indicators in parents and carers:

- Constant criticism, belittling, teasing of a child or young person, or ignoring or withholding praise and affection.
- Excessive or unreasonable demands.
- Persistent hostility and severe verbal abuse, rejection and scapegoating.
- Belief that a particular child or young person is bad or evil.
- Using inappropriate physical or social isolation as punishment.

Situations where an adult's behaviour harms a child or young person's safety, welfare and well-being.

## When Does Serious Psychological Harm occur?

Where there is psychologically abusive behaviour of a parent, caregiver, older child or other person resulting in:

- Profound damage to the confidence and self-esteem of a child or young person resulting in serious emotional deprivation or trauma and/or
- Serious impairment of a child or young person's social, emotional, cognitive intellectual development and/or disturbance of a child or young person's behaviour.

**Psychological abusive parenting or carer practices may include:**

- High criticism coupled with low warmth.
- Domination or excessive, inappropriate or inconsistent discipline.
- When the child or young person is the butt of degrading or derisive statements.
- On-going scapegoating.
- On-going social isolation.
- Inconsistent, inappropriate and unrealistic expectations.

Situations where inappropriate behaviour is targeted, sustained and repetitive.

Indicators taken from: [Protecting and Supporting Children and Young People: Revised procedures 2000](#)



## Other Reports

### *Pre-Natal Reporting*

**Assistance and support could include:**

- Referral to family work services.
  - Assistance in accessing parent education.
- Assistance in accessing accommodation.

**Note:** The intention of this section is to provide assistance and support to the pregnant woman to reduce the likelihood that her child, when born, will need to be placed in out-of-home care. The principle is that of supportive intervention rather than interference with the rights of pregnant women.

#### ***s.25 Children and Young Persons (Care and Protection) Act, 1998***

*A person who has reasonable grounds to suspect before the birth of a child that the child may be at risk of harm after his or her birth may make a report to the Director General.*

#### **Reporting of homelessness**

##### **Section 120 Children and Young Persons (Care and Protection) Act, 1998**

Any person may report the homelessness of a child to the Director-General.

On receipt of a report, the Director-General must conduct such investigation and assessment concerning the child as the Director-General considers necessary.

The Director-General may provide or arrange for the provision of services, including residential accommodation, where appropriate, for a child whose homelessness has been reported to the Director-General.

##### **s. 121 Children and Young Persons (Care and Protection) Act, 1998**

Any person may, with the consent of the young person, report the homelessness of a young person to the Director-General.

*Although reporting of homelessness is not mandatory in most circumstances (see below for the exceptions) some departments and agencies may have their own policies directing staff where a child or young person is homeless.*

**Note** that where a child is at risk of harm, and homeless, a report must be made under s.23.

## ***Mandatory Reporting of child who lives away without parental permission***

*s. 122 Children and Young Persons (Care and Protection) Act, 1998*

A person who provides residential accommodation for another person who the person believes, on reasonable grounds:

- A) is a child and
  - B) is living away from home without parental permission
- must immediately inform the Director-General of the child's whereabouts.

Note: The police will notify the Director-General of the details of children who have been reported to the police as missing. If the Director-General becomes aware that a child reported missing is safe, the Director-General is required to advise the police that the child is safe but not of the whereabouts of the child. The purpose of this provision is to avoid wasting resources in having the police search for missing children whose whereabouts are known to the Director General.

*The parents should be informed that the child is safe, but nothing in this section requires any person to reveal the whereabouts of the child to a person other than the Director General.*

***This provision balances the need to keep children safe with the need to inform parents about their whereabouts. It makes clear the responsibilities of agencies providing residential accommodation, and promotes partnership and clear communication between police, agencies and the Department of Community Services. The Department of Community Services has responsibility for assessing any safety issues involved, and taking action if necessary to protect the child.***

## **Guidelines for Responding to a Disclosure**

Remember that if a child discloses their story to you, they have most likely chosen you because they trust you, and trust that you will assist them.

Whilst receiving a disclosure is difficult for the worker, remember that the experience of the child or young person is where our attention should be focused. There is a privilege in sharing people's stories - we need to be respectful.

### **Listen to the child or young person:**

Use a calm reassuring tone and talk at the child's level

Believe the child

Comfort the child

Avoid expressing judgment, doubt or shock

Be honest with the child or young person

Be accepting

Avoid negative emotional reactions to the child or young person's story

Let the person talk at their own pace. You don't need to stop them talking, but avoid pressure on them to tell you more.

Take notes of what is said (either during or after the disclosure).

### **Convey the following messages:**

It is not their fault.

It was right to tell.

It is not OK for adults to harm children - no matter what.

Explain what will happen now.

Explain that it is part of your job to inform people who can assist when a child or young person has been harmed, or is at risk of harm.

Acknowledge the concerns of the child about "what will happen next?" and "what will happen to the perpetrator?"

### **Things that you must avoid:**

Do not ask leading or probing questions - this is the role of investigating officers.

Never make promises that you cannot keep.

Never try to "close down" the conversation - this conveys the message that they have done something wrong, and that it is not alright to tell anyone.

Do not make negative comments or pass judgement about the alleged perpetrator - the child or young person is telling you because they want you to help in stopping the abuse occurring. The child may (and probably does) love the person they are talking about.

Source: Identifying and Responding to Children and Young People at Risk of Harm: Facilitator Training 2005, p. 27

## **Making Risk of Harm Judgement**

A report to the Department of Community Services must fit with one of the circumstances covered by the legislation.

### **The key questions are:**

***Do you have reasonable grounds?***

***Do you have current concerns?***

***Is there harm or risk of harm?***

### **The Helpline contact numbers are:**

Public Number: 132 111 (0)

**Mandatory Reporters: 133 627 (0)**

Faxed reports: 9633 7666 (fax)

### **It can be helpful to think about:**

The age, development, functioning and vulnerability of the child or young person.

The behaviour of a child or young person which suggests they may have been, or are being, harmed by another person.

Behaviour from another person, that has had, or is having, a demonstrated negative impact on the healthy development, safety, welfare and well-being of the child or young person (for example carer's drug and alcohol abuse or domestic violence).

Contextual risk factors, for example, recent abuse and neglect of a sibling, or a parent recently experiencing significant problems in managing a child or young person's behaviour.

Indications that a child or young person's emotional, physical or and neglect.

***Consider also factors that may heighten risk of harm. These are not grounds for current concerns in themselves, but may be relevant when thinking about the level of risk and the degree of harm:***

psychological well-being is significantly affected as a result of abuse

***Access to financial and other resources;***

***Social isolation;***

***Presence of disability;***

***Absence of educational opportunity.***

## **Information the Helpline May Need**

**This information is listed in the order of the Helpline prompts**

### **DETAILS OF THE CHILD OR YOUNG PERSON AND FAMILY COMPOSITION**

(The Helpline caseworkers need the child details first - as that is how records are accessed)

Age or date of births of all children involved

Names of all children involved

(including any other names by which the child is known, and, if possible, correct spelling of names)

If there was a domestic violence incident, where the children were at the time

The address of the child or previous address.

Child's school if this is known or previous schools.

Address of parents if this is different to the child's address

Names of parents/defacto/step parents and other names that may have been used.

If the mother was placed in a refuge - which one, length of stay.

The length of the relationship or if the parents have separated, how long have they been apart, have they gone back.

### **CALLERS DETAILS**

Caller's name, organisation, position, address, phone and fax.

### **CALLER'S CONCERNS / REASON FOR CALL**

Questions which may be asked by the Helpline include:

Has anything occurred that has prompted you to call today?

Do you have a concern for the immediate safety of the child or young person?

If yes, why? Are they going to be hurt today? Cannot wait

What is child saying about going home and/or what is parent saying?

If yes, caseworker will consult with team leader at this point.

### **ABUSE OR NEGLECT ISSUES**

Why you think that the child is at risk of harm? (physical, emotional, neglect, sexual, DV, necessary medical care)

What led you to that conclusion?

When did it become obvious?

The date and the time of any incident

Were police called to the incident and if yes, by whom?

If medical treatment was required – who required it, where they received it from, and how serious were the injuries?

If the child witnessed an event or if they were harmed as a result of an event?

What threats were used?

Physical appearance of the child, circumstances of their home life, and the emotional state of the child

Are they withdrawn or acting out?

Other facts that are relevant to your belief about risk of harm.

It may also assist DoCS staff if you can explain what you think DoCS could do to protect the child or young person (bearing in mind the constraints of resources and legal mandate).

### **CHILD or YOUNG PERSON'S BEHAVIOUR**

Have you noticed changes in the behaviour of the child / young person? eg. severe withdrawal, eating disorders, suicidal ideation, self-harm, toileting, bullying/aggressive.

Changes in school behaviour

How do they play?

### **CULTURAL ISSUES**

The Helpline staff need to know if members of the family are Aboriginal so Aboriginal staff and service referrals can be utilised.

Information about cultural and linguistic diversity relating to family members assists referrals to appropriate services and workers.

### **FAMILY RELATIONSHIPS**

Changes to relationship

Death of a close family member

Changes in mum eg mental illness

Who are the significant people in child's life?

Any recent moves?

### **ALCOHOL OR OTHER DRUG ISSUES**

Type, frequency, amount, length of time

Rehab / Detox episodes

### **PARENTING ISSUES**

How they parent

How they see children in the family

Relationship between parent and child

How they interact

Child's role in family, e.g., parentified behaviour

## **DOMESTIC VIOLENCE ISSUES**

Including any previous incidents of Domestic Violence  
Safety issues - e.g., firearms etc  
If an AVO was applied for - what conditions and the hearing date  
Previous DV relationships  
Compliance with AVO's  
Bail conditions

## **MENTAL HEALTH ISSUES**

Diagnoses: what, when, who by?  
How many occurrences?  
Admissions to hospital, how many?  
Medications / treatment  
Behaviours, thoughts, feelings  
Suicidal ideation / attempts

## **CURRENT CIRCUMSTANCES**

Where is the child now?  
What is happening to the child today?  
Where is the alleged perpetrator?  
Where is a supporting adult/carer?

## **STRENGTHS OR SUPPORTS**

Anyone or anything positive in child's life eg school, grandparent, other parent  
Anything that parent / carer does that is caring  
Any perceived connection between parent and child

## **AGENCIES INVOLVED AND OTHER CONTACT PERSONS**

Including any information about support you or your organisation may be able to provide the child or young person.  
Any agencies previously involved

**The more relevant the information available the better the outcome for the child.**

## **Points to remember**

Staff at the DoCS Helpline may not use or understand abbreviations that are specific to particular departments or organisations.  
Helpline caseworkers are interested primarily in the events that led to the report and how that has impacted on the child.

## FORM A

Fax to: 9633 7666

CC: School Education Director

Please indicate: ☐ This is a faxed new report

☐ Report has been taken by a case worker \*

☐ A message has been left

### CONFIDENTIAL NSW DEPARTMENT OF EDUCATION AND TRAINING REPORT TO DOCS ABOUT SUSPECTED RISK OF HARM

Name of child or young person ..... Age .....  
Date of birth ..... Sex: M F  
Home address ..... Postcode .....

Home phone .....

School/course/program attended .....

School/campus/centre or other location .....

Names of parents or carers and relationship to child or young person:

Name ..... Name .....

Phone no ..... Phone no .....

Relationship ..... Relationship .....

What actual harm or risk of harm is suspected? (For grounds for suspected risk of harm refer to Section 5 of these procedures or Section 23 *Children and Young Persons (Care and Protection) Act 1998*.)

If known, what are the wishes of the child or young person about this matter?

Is this a report related to the homelessness of a young person who has given permission for the report to be made? Yes No

Name of principal/executive officer/TAFE or AMES counsellor .....  
.....

Signature .....

Address ..... Postcode .....

Telephone ..... Fax .....  
(include after hours contact if applicable)

\* Report made to the DoCS Helpline (ph: 13 3627)

Date ..... / ..... / ..... Time .....

Recommended decision of DoCS Helpline officer about action to be taken, if known.

.....

Reference number allocated to this report by DoCS .....



## Additional information

Name of child or young person: .....

### Current concerns

Incidents or behaviour causing concern about risk of harm, impact on student, indicators, severity of harm, vulnerability of student.

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### Background

Family issues, current capacity of parents to provide protection and support, domestic violence, alcohol or other drug issues, history/patterns of risk, strengths or supports available, eg. people.

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### Actions to date

Strategies, supports used, services accessed, counselling / behaviour support history.

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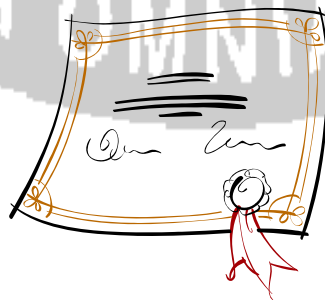
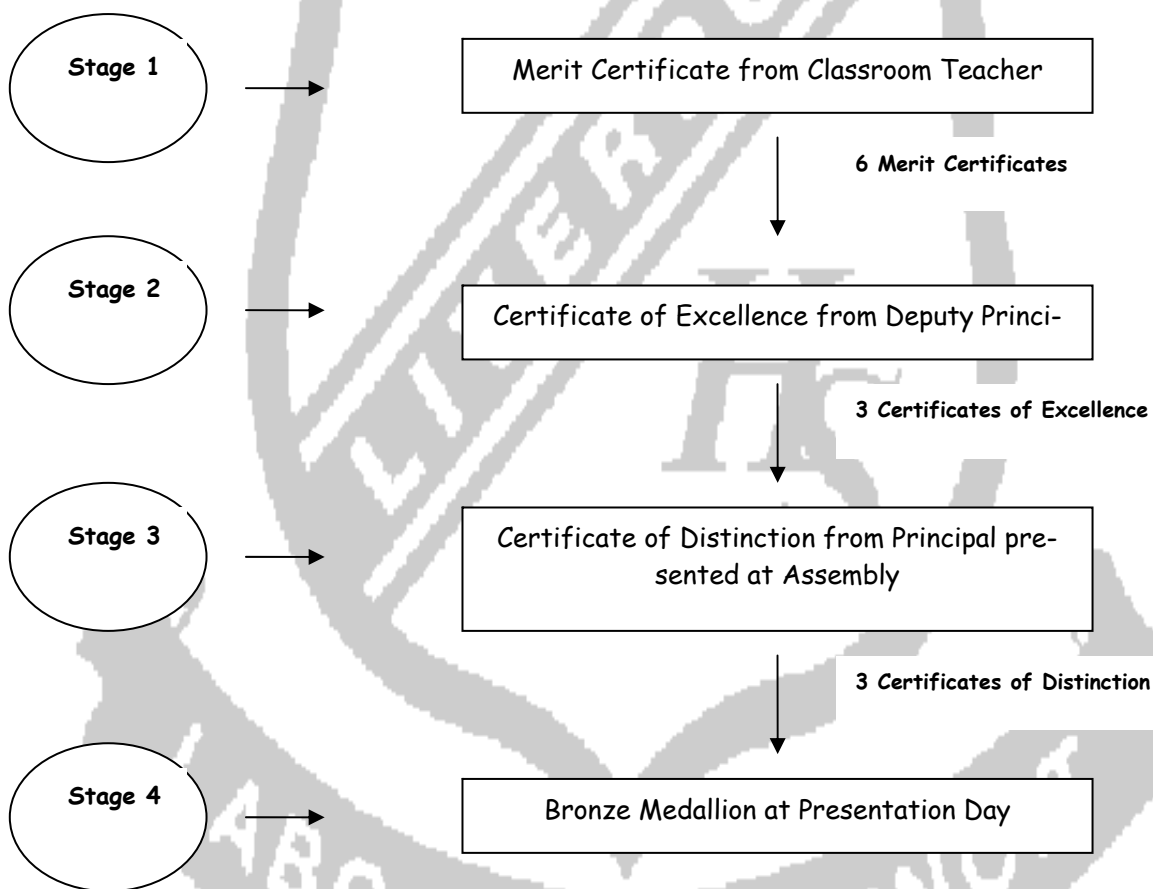
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## Practices to Recognise and Reinforce Achievement

Student achievement is recognised in many different ways at Liverpool Boys' High School. Our major methods of recognition are outlined below.

### Scholastic/Classroom Achievement

All students have the opportunity to receive merit certificates. They are given out by all teachers for many different kinds of achievement.



## School Achievement Awards



### Student of the Week

This award is presented weekly on assembly. All students are eligible for this award. They are nominated by any teacher in the school in recognition of either a special achievement or consistent effort.

### School Service

This award is presented at Presentation Day in recognition of sustained effort in a variety of ways. This award is presented for more than just effort in class. It includes involvement in school activities and citizenship achievements.

### Sporting Awards

#### Inter-School Competition

Students who participate in the inter-school competition on Wednesday afternoon and qualify for the finals are recognised on morning assembly and at the Sport Presentation in December each year. Winning teams are presented with pennants.

#### Sportsman of the Year

Students are awarded Sportsman of the Year in three categories:

- Junior - Years 7 and 8
- Intermediate - Years 9 and 10
- Senior - Years 11 and 12

Involvement in a variety of sporting events during the year qualify a student for this award.

