

1. Enrolment Policy

Wenona is a global learning community, educating and empowering young women to serve and shape the world. We provide a safe, secure, and supportive learning environment for girls from Year 7 to Year 12 and Boarders in Years 7 to 12.

Rationale

The School operates within the policies of the NSW Education Standards Authority (NESA). The School's Enrolment Policy has been developed in order to provide guidelines for the enrolment of students to ensure that all enrolments are in the best interests of the School and its students.

Policy Statement

The School's key intake years are Kindergarten, Year 3, Year 5 and Year 7. Opportunities for enrolment occasionally arise in other years.

The offer of a place at Wenona is at the discretion of the Principal with consideration given to the:

- appropriate day or boarding place for the student
- availability of an appropriate place for the student
- student's ability to benefit from the School's programs

- the student's academic and personal background

- the student's previous educational experience

- the student's health and safety requirements

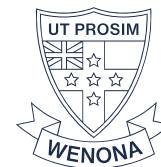
The Principal has discretion to accept applications for the enrolment of private students at Wenona. This could extend to the enrolment of daughters of families transferring from interstate or overseas, or for other reasons requiring special consideration, pending the availability of places at the School at the time of the requested enrolment.

Parents are expected to agree to the School's policies and procedures, and to ensure that their children comply with the School's rules to maintain their enrolment. Parents are also expected to be supportive of the ethos of the School, and to abide by the Community Code of Conduct.

2.

Wenona is a global learning community, educating and empowering young women to serve and shape the world. We provide a safe, secure, and supportive learning environment for girls from Year 7 to Year 12 and Boarders in Years 7 to 12. Student management policies and practices are underpinned by a whole-school approach to pastoral care, and are designed to support students to develop their potential, whilst also being encouraged to accept responsibility for their actions and to contribute positively to the school community. The School's policies and practices are designed to ensure that all students are treated fairly and with respect, and to provide a safe and secure learning environment for all students.

The Student Code of Behaviour and the list of School Rules and Guidelines are key guides to the school's expectations for student behaviour. The School's policies and practices are designed to ensure that all students are treated fairly and with respect, and to provide a safe and secure learning environment for all students.



individual student development towards respect for self and others, personal integrity and responsibility, compassion and appropriate conduct. The School has developed a set of easily understood rules and

House.

Policy Statement

The School aims to:

- establish structures and processes which focus on a positive, preventative approach to the management of students, with a focus on early intervention,
- define and promote acceptable student behaviour and appropriate discipline and support measures, through the communication of clear expectations and guidelines,
- protect the safety of both individuals and the School community, discourage destructive behaviours, restore relationships, encourage reconciliation, foster responsibility, enable personal growth and promote the common good
- provide opportunities for students to learn and practice appropriate pro-social behaviours and self-discipline.

Guiding principles

The management of students will be enhanced through a focus on prevention and early intervention.

Disciplinary measures will be based on values that promote School values, restorative justice practices and are educative in nature.

All processes and decisions relating to the management of students are aligned with the values of the School and the school's vision for student outcomes.

Student behaviour should not be viewed in isolation but as part of an interaction between the student, staff and the School community.

Wenona staff will demonstrate accountability for evidence-based decision making, reporting, record keeping and referral to appropriate support.

Parental involvement is a key component of the School's approach to student management and is supported by the following structures:

All student management processes will be in keeping with the School's Child Protection and Mandatory Reporting Policy, and the Staff Code of Conduct. Student management procedures will also according

All staff and students have a responsibility to uphold the School's values and expectations. Teachers are required to refer more serious incidents to their Head of Department, a senior member of staff, School pastoral, Pastoral Principal, or School Welfare Officer, or Principal, as appropriate.



3. Anti-bullying Policy

Wenona seeks to provide a friendly, safe and caring environment for all members of the School community: an environment which is conducive to academic achievement and personal growth, free from oppression or fear.

Bullying is anti-social behaviour with the effect of causing harm. It is prohibited and unacceptable and will not be tolerated at the School. Every member of the school community has the right to be treated with respect and is expected to support

The School encourages a community of kindness and care for others. This means that everyone is

Expected to support bullying behaviour and encourage these anti-social behaviours, and the School will not tolerate bullying. Students will be encouraged not to be part of the problem: not to pass the rumour or derogatory message, to walk away from these acts..

and to report self bullying or other children's bullying.

Policy Statement

The School aims to:

Ensure members of the Wenona community understand and follow the bullying policy to be familiar with the School policy

To empower girls to become proactive in problem solving associated with bullying

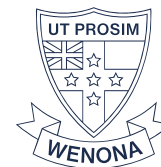
That girls will be aware of their rights and should stand up if they are bullied or if they observe bullying.

To ensure all incidents are reported and dealt with in a timely and appropriate manner and that any bullying is reported

relationships.

Definitions

Bullying is a form of psychological or physical oppression, of a less powerful person or group of persons, by a more powerful person or group of persons. Bullying is ongoing in nature and the bully is encouraged by another's pain, distress, fear or humiliation.



Bullying generally takes one of the following forms:

Indirect	Referring to someone as a bully or name-calling, only mentioning the bully or books)
Physical	Physical bullying, hitting, pushing, kicking, or any form of violence
Non-verbal	Writing unkind or threatening notes, graffiti, rude gestures, stares
Verbal	Name-calling, teasing, threats, sarcasm, yelling
Cyber	Unkind or threatening messages or images via electronic communication (eg. social networks, apps, Internet blogs, text messaging and calls, instant messaging etc.)

Implementation

The Student Code of Behaviour, as outlined in the Student Planner, states clearly the rights and responsibilities of each girl in relation to bullying. Behavioural consequences may be the first instance of discipline of a woman of escalating detention. As stated in the Staff Guidelines and Student Behaviour, serious breaches of conduct (which can include bullying) may, at the discretion of the

The School will implement this provision on the following basis: The school will provide the necessary support and resources, including the provision of appropriate consequences, as well as a range of support for both the victim(s) and the perpetrator(s) to ensure the provision of appropriate consequences.

related to the provision of appropriate consequences.

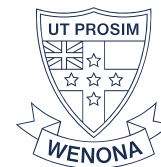
Parent and student surveys on peer relations will be conducted on a regular basis. The findings of these surveys will contribute to the ongoing monitoring, evaluation and review of the effectiveness of the Policy and Guidelines.

Prevention

As part of the Policy, the school will ensure that all students are aware of the policy and are encouraged to develop empathy towards the subject(s) of the bullying.

Measures adopted by the School may include:

- Involvement of the School's Bullying Response Committee (BRC) in the development of strategies to reduce the incidence of bullying, including bullying awareness presentation (as part of the School's broader anti-bullying and cyberbullying program).
- Provision of contact details to external organisations that support students who experience bullying. These include Headspace (Chatswood: 8021 3668) and Kids Helpline: 1800 551 622. The school will also provide support for the Bullying Response Committee team.
- Providing professional development for staff on promoting positive relationships and managing bullying, ensuring constructive role modelling.



- Implementing and communicating a series of bullying deterrents through a clear set of School rules and consequences
- Introducing Year 9 and 10 group presentations on anti-bullying messages (eg. plays)
- Providing parent information evenings related to peer relations
- Providing opportunities for cross-school student leadership and involvement such as Peer Support and Student Representative Council
- Reinforcing anti-bullying messages and promoting positive peer relationships at key public events
- Reinforcing of positive, pro-social behaviours.

4. Procedures & Rationale

Rationale

Wenona promotes a school community where each member is supported and valued. Positive relationships, professional interactions and a willingness to take a pro-active approach to concerns is a consideration and a key focus in the vision of all members of the Wenona community as a means to maintain a positive, safe learning and well functioning school environment.

The School recognises that from time to time members of the school community may have concerns that need to be addressed in a timely, professional and appropriate manner.

The following guidelines are aimed at assisting members of the community in identifying the most appropriate and supportive approach to raising concerns and addressing grievances. The guidelines are intended to be used as a guide and not a strict protocol.

- protected when a concern or grievance is submitted
- resolved as expeditiously and effectively as possible
- handled following standard procedures across the School and Wenona community and
- processed in accordance with government requirements.

Guidelines for raising concerns

For students and parents

All matters relating to child protection or staff conduct should be reported to the relevant authority. Further information about reporting these concerns are available in the Child Protection and Mandatory Reporting Policy.

For all other concerns relating to staff or students, parents should communicate verbally with the subject teacher (Senior School) or class teacher (Junior School) in written form with the subject teacher (Senior School) or class teacher (Junior School).

It may be appropriate to raise some concerns with the relevant Year Coordinator, Head of School or Head of Department (e.g. Head of Department of Health, Physical Education, Sport, etc.) or to Year 6) or the Head of Teaching and Learning (Years 10 to 12). If a concern is ongoing or is of a serious nature, it should be reported to the relevant authority.

