

POLICY IMPLEMENTATION DOCUMENT

STUDENT WELFARE AND DISCIPLINE

Implementation Procedures

The Student Welfare and Discipline Policy is one of many policies which supports the students of Kariong

Mountains High School. All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

KMHS is a **PBL** (Positive Behaviour for Learning) school. PBL provides a framework for positive recognition and discipline on a consistent basis. The school's core values of Unity, Knowledge, Respect are embedded into our PBL framework. Consequently, this school is committed to the provision and implementation of a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

Our school is committed to promoting the highest standards of behaviour and learning. Students at KMHS are provided with a high quality education so that they can learn to the best of their ability and become self-disciplined and self-directed lifelong learners who can create a positive future for themselves and for the wider community.

This policy is consistent with legal and departmental requirements, is based on the principals of procedural fairness and developed within a framework of student welfare. Staff, parents and students have been consulted to ensure that it reflects the particular needs of our school community.

The following links for Department of Education policies apply

Student Welfare Policy:

<https://education.nsw.gov.au/policy-library/policies/student-welfare-policy>

Student Discipline in Government Schools Policy:

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

Suspension and Expulsion of School Students – Procedures:

https://education.nsw.gov.au/policylibrary/associated-documents/leaflet_1.pdf

KMHS takes a positive approach to student discipline. Our policy identifies core rules and practices that support quality teaching and learning. It sets clear and consistent limits to recognise and promote positive behaviour as well as applying consequences for inappropriate behaviour.

Core Rules for Students

KMHS has developed a set of 'Core Rules' based on the nine core values of NSW public schools. These are integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

At KMHS students are expected to:

- attend school every day and attend all classes unless legally excused
- arrive at lessons on time and be prepared to participate in learning
- strive for the highest standards in learning
- maintain a neat appearance and comply with the school's uniform policy
- resolve conflict respectfully, calmly and fairly
- behave in a safe, considerate and responsible manner, this includes travel to and from school
- be respectful at all times and cooperate with teacher instructions and learning activities
- treat all members of the school community with dignity and respect
- take care of their own property, the school's and others
- keep the school grounds tidy at all times
- not be violent or bring weapons, illegal drugs, alcohol or tobacco into our school
- not harass, bully or interfere with the safety of others or engage in any illegal or anti-social behaviour of any kind.

Kariong Mountains High School PBL Expectations

Additionally, within the framework of PBL and our core values, there are expectations that are reinforced constantly. These expectations are displayed prominently around the school and in all classrooms.

| Value | Everywhere | Classroom | Corridors | Front Office | Assembly | Playground | Canteen | Bus | Toilets |
|------------------|-------------------------------|----------------------------------|--------------------------|--|---------------------------------|--------------------------|------------------------------------|----------------------------|---------------------|
| KNOWLEDGE | Value learning | Challenge yourself | Be ready | Show care and consideration for others | Use active listening skills | Have fun | Buy smart | Follow the rules | Leave when finished |
| | Be curious | Be selfdirected | Be on time | Move directly to class on the bell | | Respect boundaries | Follow the rules | | |
| | Apply yourself | Personal best | Walk quietly | | | | Have money ready | | |
| | Overcome setbacks | Be responsible for your learning | Consider others | | | | | | |
| | Support others | | | | | | | | |
| | Be proud of success | | | | | | | | |
| | Be a role model/high achiever | | | | | | | | |
| Value learning | | | | | | | | | |
| UNITY | Be a role model | Be a contributor | Be punctual | Wait patiently for your turn | Applaud appropriately | Share the space | Care for younger, smaller students | Line up in a social manner | Turn taps off |
| | High achievers | Care about our class | Be prompt | | | Place rubbish in the bin | | | Wash hands |
| | Support others | | | | | | | | |
| | Care about our school | | | | | | | | |
| RESPECT | Right place | Have a go | Keep left | Say please and thank you | Listen quietly | Be safe | Eat healthy | Be safe | Be hygienic |
| | Right time | Do your best | Keep moving | Always be polite | Keep hands and feet to yourself | Protect nature | Wait in line | Be ready | Keep clean |
| | Right gear | Be positive | Be careful with your bag | | | Treat others nicely | Be polite | | Respect privacy |
| | Hands to yourself | Value learning | Keep in bounds | | | | | | |
| | Speak politely | Room pride | | | | | | | |
| | Be considerate | | | | | | | | |
| | Litter in bin | | | | | | | | |

Rights and Responsibilities

The following rights and responsibilities have been developed by the students of KMHS. The rights of an individual must be balanced against their responsibility to exercise their rights without infringing upon the rights of others.

| RIGHTS | RESPONSIBILITIES |
|--|--|
| <p>A right is something that belongs to you and cannot be taken away. We all have the same rights.</p> <p>Each person can say: <i>I have the right –</i></p> | <p>A responsibility is something you should do automatically and relates to respecting the rights of others. We all have the same responsibilities.</p> <p>Each person can say: <i>I have the responsibility -</i></p> |
| To be happy and safe | To behave in a way which also allows others to feel happy and safe at school, travelling to and from school and in the community. |
| To have an opportunity to learn | To behave in a way which allows themselves and others to learn. |
| To be treated fairly | To treat others fairly |
| To be treated with respect | To respect staff, students and visitors, regardless of differences |
| To have achievements celebrated | To celebrate the success of others |
| To belong to a school which enjoys a good reputation | To behave in a way which enhances the reputation of the school |

Supporting Student Achievement and Positive Behaviour for Learning

At KMHS we take great pride in recognising and rewarding positive behaviour, responsibility and application. We have levels of recognition where a student can progress through the achievement of Positive Memos and Accomplishment Awards. All awards are recorded on Sentral and tallied at the end of each term.

Positive Memo:

Can be awarded for, but not limited to, excellent classwork, attitude and participation. Staff are to issue a minimum of 5 Positive Memos before the commencement of each staff meeting.

Accomplishment Award:

Can be awarded for a significant contribution to the school or outstanding class performance. 5 Positive Memos equate to one Accomplishment Award.

Merit Certificate:

To be awarded when 2 Accomplishment Awards are achieved. It will be presented at a Year Assembly and parents will be informed by letter.

Achievement Award:

To be awarded when 3 Merit Certificates are achieved. It will be presented at a Year Assembly and parents will be informed by letter.

Outstanding Achievement Award:

To be awarded when 6 Merit Certificates are achieved. It will be presented at a whole school assembly and parents will be informed by letter.

Principal's Recognition Award:

To be awarded when 9 Merit Certificates are achieved. It will be presented at a whole school assembly and parents will be invited to attend.

In addition to the awards process described above, student achievement is also recognised by the STARS program. At the end of Terms 1 and 3, staff are asked to nominate students for a STARS award who have shown consistent application and a positive attitude to their learning. To receive a STARS Certificate, presented at a special assembly, students in Years 7-10 need 4 nominations while students in Years 11 and 12 require 3 nominations.

On each weekly assembly a random draw of positive Sentral entries will take place. During Week A it will be Years 7 to 9 and Week B will be Years 10 to 12. The prize will be a \$10 Canteen Voucher.

At the end of each Semester the House with the most House Points will have an afternoon free from classes, a barbeque lunch provided, and be invited to participate in a recreational activity free of charge.

Students who achieve an Achievement Award or higher by the end of the Year will be invited to participate in a Rewards Day. This will involve recreational activities and lunch provided at no cost to the students.

Student Welfare Support

Our school has a range of support processes and programs to assist students at an individual level. The Head Teacher Student Wellbeing oversees the Student Welfare Team and the Learning and Support Team.

Programs such as Managing the Bull, Drumbeat, Young Men's and Women's groups and KARS (*Kariong at Risk Students*) are examples of what can be offered to students in need. Behaviour Support Plans as well as Individual Learning Plans are also developed for identified students. Other activities such as Brainstorm and Student Wellbeing Days are provided throughout the year.

Students have a range of support personnel within the school who they can access in times of need. These include Year Advisors, Girls Supervisor, Boys Supervisor, Head Teacher Wellbeing, Learning and Support Teachers, Deputy Principals and School Counsellors. A student services room (Nara Nganga) is available for identified students who require 'time out' for a short duration.

Procedures to Manage Inappropriate Student Behaviour

Teachers have the primary responsibility for establishing and maintaining an effective learning environment. In promoting PBL across the school, staff are to work within the parameters of the Behaviour Consistency Guide (*Appendix A*).

Initial in-class misbehaviour leads to teacher actions such as reprimand, movement to another location, sent outside for a brief time and outlining the unacceptable behaviour(s) and reinforcement of expectations. Should the negative behaviours persist, the teacher will issue a detention. During the detention the student is cautioned that a repeat of negative behaviour during following lessons will lead to a Head Teacher referral and another detention. Negative behaviour(s) are recorded on Sentral.

If a student displays behaviours which are, in the teacher's opinion, due to ongoing academic, social or emotional difficulties, the student should be referred to the Learning and Support Team.

Should a student receive 2 Head Teacher referrals in the same subject they will be placed on a White Sheet (*Appendix B*) monitored by the classroom teacher. Students who average 3 or less over the 5 lessons will be placed on a Green Sheet (*Appendix C*) monitored by the Head Teacher. Contact home will be made by the class teacher or Head Teacher when a sheet is issued. The Deputy Principal is notified in Sentral of placement of students on White and Green Sheets.

Students who fail to comply in 2 or more lessons on a Green Sheet will be referred to the Deputy Principal. The Deputy Principal will caution the student that any further misbehaviour will result in a Monitoring Booklet (*Appendix D*) being applied. While students are on a Monitoring Booklet they are ineligible to represent the school at non-compulsory extra-curricular activities.

Students who are simultaneously on 2 or more Green Sheets will be placed on a Monitoring Booklet.

Students on Monitoring Booklets are not required to be on White or Green Sheets.

Students have a maximum of 10 days to complete a Monitoring Booklet, that is, to have 5 successful days of positive comments in all lessons. Failure to do so will result in the Principal cautioning the student that failure to successfully complete the booklet within 5 further days will result in an In-School Reflection.

Students who are placed on an In-School Reflection will not attend regular classes for either 1 or 2 days, depending on the recent misbehaviour and any relevant behavioural history. The student will be required to complete a Reflection Booklet and will have different break times to other students. While on Reflection the student will complete normal classwork wherever possible. In cases where this is not possible, alternative work will be provided. An In-School Reflection automatically results in an out-of-school suspension caution.

The Deputy Principal will monitor Sentral on a weekly basis. Students who receive 3 or more negative incidents for the week will be informally cautioned. If this repeated within a 2 week period a formal caution will be issued with a letter or phone call to home. Any further repetition will result in the student being placed on a Monitoring Booklet.

The school applies a behaviour code for attendance at excursions (*Appendix E*). The term 'excursions' refers to all activities that complement the normal curriculum, including incursions. It is expected that such activities would involve parents/carers in giving permission.

KMHS follows the Department of Education's Suspension and Expulsion Policy. Suspension provides a period of time where students can reflect on their behaviour and all parties can seek a positive resolution to discipline and behaviour problems. The policy covers the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

Short suspensions (up to 4 school days) may be imposed for the following reasons:

- Continued disobedience: this includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.
- Aggressive behaviour: this includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or other persons; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

The school's anti-bullying plan is a document of its own.

Long suspensions (up to 20 school days) may be imposed for the following reasons:

- Physical violence: any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with safety and wellbeing of others, will be suspended immediately.

- Possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act) or knife (without reasonable cause): the student will be suspended immediately and the matter will be reported to the Police.
- Uses, supplies, or is in possession of, a suspected illegal substance or supplies a restricted substance: the student will be suspended immediately and the matter will be reported to the Police. This also applies to students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs.
- Engages in serious criminal behaviour related to the school: the matter will be immediately reported to the Police.

Before a student returns to school from a suspension a resolution meeting must take place beforehand. The student and a parent/carer will need to meet with a member of the school's senior executive. At the conclusion of the meeting the student is required to sign a post-suspension agreement. The student will also be placed on a Monitoring Booklet.

Appendix A

| Kariong Mountains High School – Behaviour Consistency Guide | | | |
|---|--|---|--|
| Green = Teacher correction procedure Orange = Head Teacher referral Red = Direct referral to the Deputy Principal/Principal | | | |
| <p>Inappropriate Physical Behaviour</p> <p>Non-malicious Pushing /Shoving Grabbing at body/clothing Kissing/Intimate behaviour Entering storerooms without permission Inside buildings during breaktimes</p> <p>Pursuing with intent to strike</p> <p>Striking (open hand) Striking (closed fist) Fighting</p> | <p>Arguing/ Back Chat</p> <p>Challenging manner Talking in class</p> <p>Continued Challenging manner Lack of Respect towards an individual Verbally aggressive towards an individual Consistently talking in class</p> | <p>Defiance</p> <p>Slow to comply with request Intentional distraction from request Not working Eating in class Ignoring teachers instructions Failure to attend detention</p> <p>Refusing timely request in a timely manor Repeatedly ignoring teacher instruction & defiance</p> <p>Ignoring HT instructions</p> | <p>Teasing / Bullying</p> <p>Isolated name calling/put down Student complaint about bullying Taking other students equipment Discrimination based on sexist/Homophobic/ disability/ racist comments directed towards a person Racist comments + ARCO</p> <p>Repeated name calling/put down Sustained aggressive talk</p> <p>Taking teachers personal equipment Threatening harm Sustained name calling/put down</p> |
| <p>Dangerous/Offensive Behaviour</p> <p>Swinging on chair Careless behaviour Kicking/throwing ball in class Swearing as an exclamation Swearing among peers</p> <p>Enter/exit class through window Dangerous behaviour Swearing directed aggressively</p> <p>Making dangerous items Swearing abusively at an adult Creating offensive material</p> | <p>Equipment / Resources</p> <p>Unprepared for class Careless use of equipment Walking/standing on furniture Listening to music</p> <p>Interfering with teacher’s Equipment</p> <p>Unauthorised use of phone in class</p> <p>Using electronic equipment in a way not authorised by the teacher</p> <ul style="list-style-type: none"> • Games • Social Media • Sexual • Violent | <p>Destruction of Property</p> <p>Chewing gum Accidental breakage via carelessness</p> <p>Accidental breakage through misuse Intentional damage to faculty equipment</p> <p>Vandalism or misuse of school property</p> | <p>Attendance / Assessment</p> <p>Fractional truancy Non serious attempt at class task Failure to hand in assessment task Leaving class without permission Frequent absences from class Non serious attempt at assessment task (Yr 7-9)</p> <p>Non serious attempt at class tasks over a period of time Multiple truanancies from same course Whole lesson truancy</p> <p>Whole day truancy</p> |

Appendix B

Sample

Student Behaviour Program (Teacher Monitoring)

Student: _____ Classroom Teacher: _____

Subject: _____ Date Commenced: _____

This behaviour contract is to assist students in achieving to the best of their ability in this class. Students on this program are required to abide by the values of Kariong Mountains High School, with a particular focus on:

- Focus point - Item 1
- Focus point - Item 2
- Focus point - Item 3
- Focus point - Item 4

Students will be given a mark out of five for **five** lessons in this class. A mark of two or less in any lesson will reflect that this student has not followed the expectations set and further action may be taken by the Head Teacher. An average score of three or less over the five lessons will result in a referral to the Head Teacher.

| | Grading | Teacher Comment |
|----------|-----------|-----------------|
| Lesson 1 | 1 2 3 4 5 | |
| Lesson 2 | 1 2 3 4 5 | |
| Lesson 3 | 1 2 3 4 5 | |
| Lesson 4 | 1 2 3 4 5 | |
| Lesson 5 | 1 2 3 4 5 | |

1 - Extremely poor (removed from class) 2 – Poor (failure to achieve on or more of the focus points shown above) 3 – Achieved all focus points to an acceptable level 4 – Achieved all focus points to a high level 5 – Achieved all focus points to an excellent level.

Student Signature : _____

Teacher Signature : _____

Parent Signature : _____

Review Date : _____

Appendix C

Sample

Student Behaviour Program (Head Teacher Monitoring)

Student: _____ Classroom Teacher: _____

Subject: _____ Date Commenced: _____

This behaviour contract is to assist students in achieving to the best of their ability in this class. Students on this program are required to abide by the values of Kariong Mountains High School, with a particular focus on:

- Focus point - Item 1
- Focus point - Item 2
- Focus point - Item 3
- Focus point - Item 4

Students will be given a mark out of five for **five** lessons in this class. A mark of two or less in any lesson will reflect that this student has not followed the expectations set and further action may be taken by the Head Teacher. An average score of three or less over the five lessons will result in a referral to the Deputy Principal.

| | Grading | Teacher Comment |
|-----------------|------------------|-----------------|
| Lesson 1 | 1 2 3 4 5 | |
| Lesson 2 | 1 2 3 4 5 | |
| Lesson 3 | 1 2 3 4 5 | |
| Lesson 4 | 1 2 3 4 5 | |
| Lesson 5 | 1 2 3 4 5 | |

1 - Extremely poor (removed from class) **2** – Poor (failure to achieve on or more of the focus points shown above) **3** – Achieved all focus points to an acceptable level **4** – Achieved all focus points to a high level **5** – Achieved all focus points to an excellent level.

Student Signature : _____

Teacher Signature : _____

Parent Signature : _____

Review Date : _____

Appendix D

Sample

BEHAVIOUR IMPROVEMENT PROGRAM

Student: _____

Date: _____

The value aspects I need to focus on are:

- Item 1
- Item 2
- Item 3

| Period | Comment | Signature |
|--------|---------|-----------|
| 1 | | |
| 2 | | |
| WRAD | | |
| 3 | | |
| 4 | | |
| 5 | | |

Parent Signature : _____

Supervisor Signature : _____

Appendix E – Behaviour Code for Excursions

Day Excursions/Sporting Teams

Unless there are unusual circumstances, only referrals up to a month before the date of the activity will be considered.

Overnight Excursions/Camps

Unless there are unusual circumstances, only referrals up to 3 months before the date of the activity will be considered.

Suspension Protocols

For short suspensions, a student is unable to participate in an excursion for at least 1 week after the resolution date, regardless of any other referral data, positive or negative. For long suspensions, a student is unable to participate in an excursion for at least 4 weeks after the resolution date, regardless of any other referral data, positive or negative.

Note: An exception may be made by the Principal in very rare and unique situations, if the activity is very close to the end of the exclusion date and will be on a case by case basis.

Excursions linked to mandatory curriculum requirements

These will be considered on a case by case basis, but generally, an alternative experience can be offered to the student so that curriculum requirements are still met.

Attendance at School

A student who is not able to attend an excursion is expected to be at school unless they have a justifiable reason for being absent.

All students for whom the excursion is targeted, or who nominate to be involved in a sporting/co-curricular event will have their behaviour record examined to determine if there is possible cause for concern about their behaviour and capacity to self-manage that behaviour.

If a student has received a number of referrals from staff and wishes to participate/or is in the cohort for attending the excursion, then these will be considered by the Deputy Principal before the permission note is issued and a decision about whether the student can attend will be made. This decision will be based on factors including severity, frequency and emerging patterns of behaviour.

The Deputy Principal may seek guidance from the Year Advisor before coming to a final decision.

Students with unresolved N-award warnings will not be permitted to attend/participate in an excursion/activity, without evidence of significant progress on a resolution plan.

Due to the complex nature of different types of behaviour and whether they are repetitive or once only, it is too difficult to put forward a definite number of referrals that leads to withdrawal from

the event. Each case will be documented and the parents/carers and students are entitled to full disclosure about the decision making process.

Students will be issued with a letter outlining the reason/s why they are ineligible to attend the excursion, at the same time as permission notes are handed out. The Deputy or teacher-in-charge will ring home to communicate this decision to the parent, and request if the parent would like a copy of the letter in the post or electronically. A neutral referral will be placed on Sentral by the teacher-in-charge.

Parents/carers may appeal to the Principal. The timeframe for appeals will vary depending on the activity. It is expected that a change of decision will only occur if new information comes to light or there was an issue with the process. The Principal's decision is final.

School Uniform Requirement

Students are only permitted to attend the excursion/activity if they are wearing full school uniform (unless the permission note indicates a variation to this rule).