

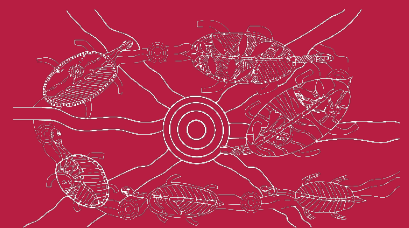


Hawkesbury High school

DISCIPLINE POLICY

Reviewed May 2019

2019



STATEMENT OF PURPOSE

Positive and responsible student behaviour is essential to the smooth running of the school, enhancing learning opportunities for all students, and the development of a supportive and caring school environment. To assist students, staff and parents to create and maintain a disciplined learning environment at Hawkesbury High School, we are all responsible to follow and uphold the school's STAR values and expectations.

ROLES AND RESPONSIBILITIES

THE SCHOOL

At Hawkesbury High School, all students, staff, parents and community members are expected to follow the school's STAR values – core rules and expectations built on rights and responsibilities to be **SAFE**, a **TEAM PLAYER**, an **ACHIEVER**, and to be **RESPECTFUL**. The school's STAR values are explicitly taught and all students are expected to observe these values and the associated behaviour expectations listed below:



CORE VALUES AND EXPECTATIONS



I am SAFE when I:	I am a TEAM PLAYER when I:	I am an ACHIEVER when I:	I am RESPECTFUL when I:
Wear full school uniform and appropriate shoes	Work with and support others	Bring all required equipment to school	Communicate politely with everyone
Attend class on time and remain in class	Respond to teacher feedback or instructions	Actively participate in learning	Allow one person to speak at a time
Protect my privacy and act responsibly online	Communicate my concerns, questions or problems	Attempt all tasks regardless of difficulty	Use appropriate language that does not include swearing or offensive words
Follow teacher instructions	Listen to others' concerns, questions or problems	Stay on task	Allow others to express their views or opinions without putting them down
Avoid behaviour that may endanger myself or others	Accept that others may have different points of view	Ask for help when I need it	Look after my learning environment

THE SUBJECT HEAD TEACHER

The role of the Head Teacher is to support classroom teachers to create and maintain supportive and safe learning environments, in line with Standard 4 of the Australian Professional Standards for Teachers. Head teachers develop and share with colleagues a range of behaviour management strategies and lead the implementation of the school's behaviour management initiatives to assist classroom teachers to enhance and broaden their range of discipline management strategies. The role of the Head Teacher is not to manage student discipline in other teachers' classrooms. Rather, the role of the Head Teacher is one of supporting and modelling strategies to manage inappropriate student behaviours.

THE CLASSROOM TEACHER

The role of the classroom teacher is to create and maintain a supportive and safe learning environment, in line with Standard 4 of the Australian Professional Standards for Teachers. Classroom teachers are expected to establish and maintain orderly and workable routines and demonstrate knowledge of practical approaches to manage challenging and inappropriate behaviours (Standard 4.3.1) and establish clear expectations and address discipline issues promptly, fairly and respectfully (4.3.2) in line with the school's STAR values and expectations.

THE STUDENT

All students at Hawkesbury High School are expected to follow the school's core values and expectations, also known as STAR values. All students are expected to:

- Wear full school uniform and appropriate shoes
- Attend class on time and remain in class
- Protect their privacy and act responsibly online
- Follow teacher instructions
- Avoid behaviour that may endanger them or others, including keeping hands off the belongings of others
- Work with and support others to solve problems and resolve conflict
- Respond to teacher feedback or instructions
- Communicate their concerns, questions or problems
- Listen to others' concerns, questions or problems
- Accept that others may have different points of view
- Bring all required equipment to school
- Attempt all tasks regardless of the difficulty
- Stay on task
- Actively participate in learning
- Ask for help when they need it
- Communicate politely with everyone and follow instructions without arguing
- Allow one person to speak at a time
- Look after their learning environment
- Allow others to express their views or opinions without putting them down
- Use appropriate language that does not include swearing or offensive words

The school's core values and expectations are explicitly taught, and they are visibly displayed in all learning environments and around the school. These values and expectations were developed in consultation with the school community, including students, parents and staff, and all students are expected to follow them every day in every classroom, in every learning environment, at all times.

THE LEARNING SUPPORT TEAM

The Learning and Support Team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met. The Learning and Support Team is led by the Head Teacher Teaching and Learning and includes learning and support teachers, the school psychologist (counsellor), the Careers Advisor and members of the school executive. The team supports teachers in identifying and responding to the additional learning needs of students, including students who engage in inappropriate behaviours and who may need assistance to develop pro-social, receptive and expressive language skills which may be affecting their ability to follow the school's STAR expectations. The Learning and Support Team:

- Facilitates and coordinates a whole school approach to improving the learning outcomes of every student, including students with challenging behaviours
- Coordinates planning processes and resourcing for students with additional learning and support needs
- Designs and implements the supports required to build teacher capacity so that all students access quality learning
- Develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.

THE WELLBEING TEAM

The Wellbeing Team plays a key role in ensuring that the specific wellbeing needs of students are met. The Wellbeing Team is led by the Head Teacher Wellbeing and includes year advisors, the school psychologist (counsellor) and members of the school executive. The team supports students to develop emotional, social, and physical wellbeing. The Team also collects and analyses wellbeing and discipline data to identify the strengths and weaknesses of current practices. The Wellbeing Team supports students, staff and parents to:

- Develop positive relationships that foster connectedness and feelings of belonging
- Build social and emotional skills that nurture positive, caring and respectful relationships.
- Enhance confidence and self-efficacy and greater feelings of resilience, health and wellbeing
- Develop social competence, self-esteem and students' sense of meaning and purpose.

THE PARENT/CAREGIVER

Parents are valued partners who work with the school to support their children to meet the school's core values and expectations. Parents are expected to actively participate in the school and to help their children develop positive connections, support learning and the school's behaviour expectations. Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character and to work with the school to ensure that teaching and learning is not disrupted by unacceptable behaviour in the classroom, in the playground and in activities for which the school is responsible. Parents have the rights and responsibilities to:

- Support their children in their learning
- Inform the school of circumstances that may impact on the student's progress or behaviour
- Communicate concerns to the school
- Be informed if the school has concerns relating to their children's behaviour
- Inform the school of any knowledge they may have of bullying incidents involving any students at the school
- Support the school to manage inappropriate behaviours of their children

DISCIPLINE POLICY IMPLEMENTATION

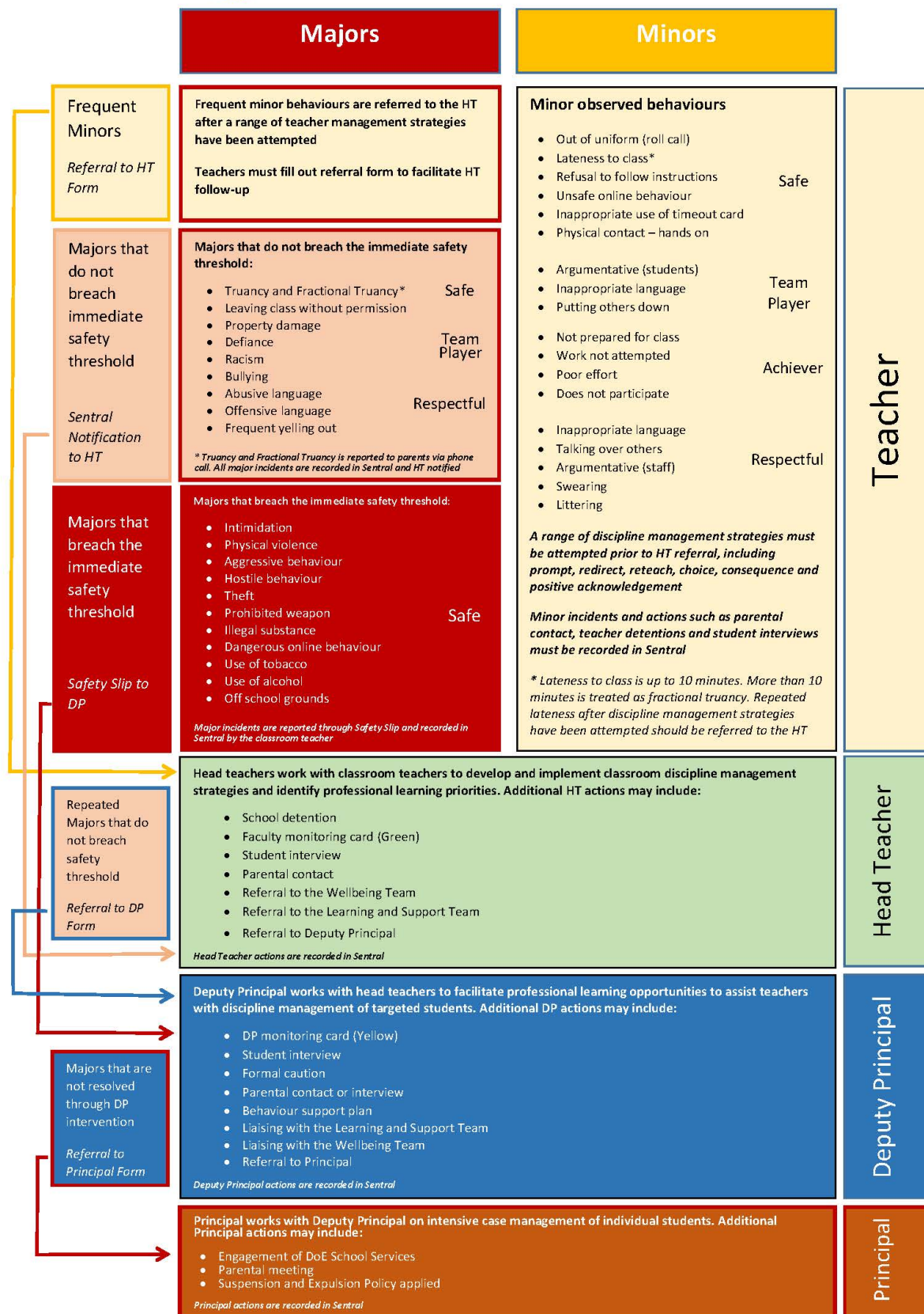
Hawkesbury High School is committed to a positive approach to student discipline. Student discipline management practices foster student engagement in learning, set clear boundaries, manage inappropriate behaviours fairly, and recognise and reward positive behaviours. This approach is assumed in the Department of Education (DoE) Student Discipline in Government Schools Policy and is reflected in school's Discipline Policy. The school's Discipline Policy is consistent with the following legislation and DoE policies and procedures:

- The Disability Discrimination Act 1992
- The Disability Standards for Education (2005)
- Core Rules in NSW Government Schools
- Values in NSW Public Schools
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- School Attendance Policy
- School Uniform Policy
- Suspension and Expulsion of Students – Procedures
- Anti-Racism Policy
- Work Health and Safety Policy

The flowchart below outlines the processes for managing inappropriate student behaviours at Hawkesbury High School:



Student Discipline Management Flowchart



CLASSROOM TEACHER

Classroom teachers are expected to follow the procedures outlined below to assist them to implement the school's Discipline Policy and manage inappropriate student behaviours. A range of discipline management strategies must be attempted prior to a referral to the Head Teacher, including prompt, redirect, reteach, choice, consequence and positive acknowledgement. Observed inappropriate behaviours in class or the playground may include:

- Out of uniform (roll call)
- Lateness to class
- Refusal to follow instructions
- Unsafe online behaviour
- Inappropriate use of timeout card
- Physical contact – hands on
- Argumentative (students)
- Inappropriate language
- Putting others down
- Not prepared for class
- Work not attempted
- Poor effort
- Lack of participation
- Inappropriate language
- Talking over others
- Argumentative (staff)
- Swearing
- Littering

Inappropriate behaviours, incidents and actions such as parental contact, teacher detentions and student interviews are recorded in Sentral to allow the school to gather and analyse information. At this level the teacher will confer with the student and may contact parents by phone and consult with the faculty head teacher and the Wellbeing and Learning and Support teams. **Truancy and Fractional Truancy is always reported to parents via a phone call.**

HEAD TEACHER

Frequent inappropriate behaviours are referred to the faculty head teacher after a range of teacher management strategies have been attempted. In some circumstances, teachers may refer students directly the faculty head teacher for the following inappropriate behaviours:

- Leaving class without permission
- Property damage
- Defiance
- Racism
- Bullying

- Abusive language
- Offensive language
- Frequent yelling out

Head teachers work with classroom teachers to develop and implement classroom discipline management strategies and identify behaviour management strategies and priorities. Additional Head Teacher actions may include:

- School detention (recess)
- Faculty monitoring card
- Student interview
- Parental contact
- Referral to the Wellbeing Team
- Referral to the Learning and Support Team
- Referral to the Deputy Principal

DEPUTY PRINCIPAL

In exceptional circumstances, students may engage in behaviours that are serious breaches of the school's STAR values and expectations, legislation and DoE policies and procedures. These behaviours may include:

- Intimidation
- Physical violence
- Aggressive behaviour
- Hostile behaviour
- Theft
- Possession of a prohibited weapon
- Possession or use of an Illegal substance
- Dangerous online behaviour
- Use of tobacco
- Use of alcohol
- Being off school grounds without permission

Ongoing inappropriate behaviours or serious breaches of the school's STAR values and expectations, including legislation and DoE policies and procedures are immediately referred to the Deputy Principal. The Deputy Principal works with head teachers to facilitate professional learning opportunities to assist teachers with discipline management of targeted students. Additional DP actions may include:

- DP monitoring card
- Formal student interview
- Formal caution
- Parental contact or interview
- Behaviour support plan
- Liaising with the Learning and Support Team

- Liaising with the Wellbeing Team
- Referral to the Principal

PRINCIPAL

The Principal works with Deputy Principal, the Wellbeing and Learning and Support teams on intensive case management of individual students. This occurs when a range of school and home strategies have not resulted in improved behaviour outcomes, or a serious breach of the school's STAR values and expectations occurs. Principal actions may include:

- Engagement of DoE School Services
- Parental meetings to evaluate existing behaviour support plans
- The application of the DoE Suspension and Expulsion Policy

RECOGNISING AND REINFORCING STUDENT ACHIEVEMENT

Hawkesbury High School actively promotes and teaches the STAR values and expectations of Safe, Team Player, Achiever and Respectful. Our staff inspire, challenge and motivate students through engagement and wellbeing programs which foster the development of students' capacities as lifelong learners. These programs recognise positive student behaviours, including social skills, communication and resilience, among others. Students are rewarded and recognised for positive behaviours in and out of the classroom, and through wellbeing initiatives that recognise, reward and promote positive behaviours and pro-social skills such as Harmony Day, R U OK Day, International Women's Day, HPE Day, White Ribbon Day, National Week of Action Against Bullying and Violence and Kindness Day, among others. Pro-social skills and the school's STAR values are explicitly taught in year meetings.

The school also recognises positive student behaviours and achievements through the Positive Recognition Program to:

- Increase student connection with the school community
- Encourage staff to recognise student strengths and achievements
- Promote a positive school culture as there is an emphasis on positive behaviour.

Positive points are awarded to students by their teachers using SENTRAL. Students receive positive points when they display behaviours based on our STAR expectations either inside or outside the classroom. Certificates and medallions which recognise and reinforce student achievements are issued at school assemblies and recognition ceremonies.