



STUDENT WELFARE AND DISCIPLINE POLICY

Revised March 2017

Principles

When parents/caregivers enrol their children at Keira High School they enter into a partnership with the school staff to provide a secure environment in which each member of the school community is able to work effectively and achieve personal success.

This partnership is based on shared responsibility and mutual respect. It should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious. The partnership must strive to create in children an understanding of appropriate behaviour.

Such understanding should lead the student to develop a responsibility for his or her own behaviour.

The precise character of this partnership will be unique to each student. There are, however, certain expectations in common to all such partnerships.

Parents/caregivers are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour. They assume greater responsibility for their children's behaviour as their children travel to and from school.

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student. They are also responsible for appropriately communicating with parents/caregivers about the educational progress and behaviour of each student.

When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

Aims and Objectives

Through its structure, practices and courses and the relationships within it, the school will contribute to the general personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement;
- develop understanding and skills in communication and inter-personal relationships;
- develop a realistic and comprehensive self-concept;
- enhance their self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision making;
- understand their own feelings and their behaviour and those of others;
- positively value cultural differences;
- be caring and supportive of others;
- contribute to the life of the school and local community;
- assist students towards full participation in the school's educational programs;
- establish clear, fair and consistent ways of dealing with behaviour problems;
- develop respect for property and possessions;
- develop respect for all living things, including animals and the environment.

THE CORE RULES FOR NSW GOVERNMENT SCHOOL STUDENTS

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

The School Code

The School Code is part of the evidence of the partnership between the members of the school community. Both students and teachers have responsibilities and rights in relation to:

- maintaining a high standard of diligence and a work ethic;
- establishing an expectation of high standards of behaviour in the classroom, in the playground and while travelling to and from school;

- ensuring a safe environment in and around the school and at all school activities;
- ensuring acceptable standards of behaviour while on excursions and participating in or attending sporting and other activities;
- obedience to requests from staff and others in positions of authority;
- implementing the school’s homework policy;
- adhering to the standards of student dress and uniform as determined by the school’s community;
- attending all scheduled classes and activities;
- being punctual to all activities and classes;

<i>This section will describe the things the school is doing to encourage appropriate behaviour and work ethic, for example:</i>	EXAMPLES
<ul style="list-style-type: none"> • Providing appropriate curriculum to meet the needs of each student 	<ul style="list-style-type: none"> • Life Skills • Vocational Education • Diverse Stage 5 Elective Curriculum • Diverse Stage 6 Curriculum • Academic and Vocational Pathways • Board Endorsed Courses • Board Determined Courses • Extension Courses • Extra curricula activities
<ul style="list-style-type: none"> • supporting children in achieving success in learning 	<ul style="list-style-type: none"> • Gifted and Talented programs • Remedial program • Study Period Monitoring • Monitoring of Academic Progress • Enhancing school environment • Merit system • Field work • Homework Centre • Technology Enhanced Learning • Literacy/Numeracy programs • Integrated Learning • Learning Teams

<ul style="list-style-type: none">• developing a small number of easily understood rules which are fair, clear and consistently applied	<ul style="list-style-type: none">• School code• Individual classroom rules
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- establishing the school and its related venues as areas free from prohibited drugs, alcohol, tobacco and weapons;
- developing positive and respectful relationships among all members of the school community;
- ensuring that animals are treated in a responsible and humane manner either at school or during school-based activities.

Strategies for Promoting Good Behaviour

<ul style="list-style-type: none"> • discussing with parents/caregivers their role in promoting acceptable student behaviour 	<ul style="list-style-type: none"> • Welfare system • Parent/Teacher evenings • Parental contact—unsatisfactory courses • Progress reports • Monitoring cards
<ul style="list-style-type: none"> • attending appropriate training and development programs 	<ul style="list-style-type: none"> • School development days • Staff meetings • Welfare meetings • Child Protection Courses • Curriculum based training • Welfare based training and • Beginning teachers program
<ul style="list-style-type: none"> • providing programs that develop self-discipline, self evaluation, communication and conflict resolution skills 	<ul style="list-style-type: none"> • Peer support • Welfare days • PD/Health programs • Anti-Violence • Drug Education • SRC

Student achievement is also recognised by commendations and presentations at special assemblies, Year meetings, presentation days and sports award functions. The community is welcome to attend these functions.

Strategies for Dealing With Unacceptable Behaviour

Students whose behaviour is unacceptable may be dealt with using the following is based on the premise that certain categories of behaviour are best managed by the school.

CATEGORY GREEN

The classroom teacher category

This is the category that is initiated and managed by classroom teachers. It could be used for a wide range of negative behaviour from classroom, sport and playground misbehaviour,

disobedience, fractional truancy, a lack of appropriate equipment, the non-completion of homework and so on. It is intended to indicate an immediate response to negative behaviour.

**Features: Intended as an early intervention.
Letter sent home**

CATEGORY YELLOW

The Head Teacher category

This is the category that is initiated and managed by Head Teachers only. It could be used for a wide range of more serious negative behaviour from classroom, sport and playground misbehaviour, persistent disobedience, fractional and whole school truancy, persistent non-wearing of uniform and so on. It may also be used when intervention by the classroom teacher has not been able to modify behaviour.

**Features: Category Yellow monitoring card issued. Mentor chosen by student.
Letter sent home.**

CATEGORY RED

The Deputy Principal category

This is the category that is initiated and managed by Deputy Principals only. (In some cases, it will be used by the Principal on behalf of a Deputy). It could be used for a wide range of very serious negative behaviour that has been brought to the attention of the Deputy Principals by a Head Teacher.

**Features: Category Red monitoring card issued. Mentor chosen by student.
Letter sent home.**

CATEGORY GREY

The Principal/Deputy Principal category

This is the category that is initiated and managed by the Senior Executive only. It is an automatic consequence for all students returning from either a short or long suspension.

**Features: Automatic for a Return from Suspension.
More intense Category Grey monitoring booklet issued.
Mentor chosen by student. Letter sent home**

The staff of Keira High School supports this system by:

- treating and respecting students as individuals
- promoting practices of fairness and equity
- modelling appropriate and acceptable behaviour
- encouraging students to have positive expectations of themselves.

Category Green consequences could include reprimand, short detention, loss of privilege and in-class isolation.

For Categories Yellow, Red and Grey, formal after-school detention, restitution, compensation or in-school suspensions can be used.

Restitution should be a collaborative problem solving process in which the student concerned faces the consequences of his or her action and focuses on “making things right” or redressing damage. One of the consequences of restitution may be that students are required to carry out works or services to repair or compensate for damage they have caused.

Parents/caregivers will be formally notified, in writing, of placement on all categories and informed of the penalty that is being applied and of the consequences of any further breaches. They must be informed of the availability of counselling to students and parents/caregivers. They should also be invited to negotiate an effective process to improve the situation. Should a further breach occur, the foreshadowed consequences will be applied.

If parents/caregivers or students have any questions or enquiries regarding a category on which they have been placed, they should contact the Head Teacher in charge of the relevant faculty or in the case of Category Red or Grey the Deputy Principal responsible for the placement.

Suspension and Expulsion

For very serious offences, penalties of suspension or expulsion will be carried out according to Department of Education (DOE) policy.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for behaviours which led to the suspension and accept responsibility for changing their behaviour to meet the school's expectations in the future.

Keira High School and the Department of Education (DOE) will work in partnership with parents/caregivers in assisting the student to rejoin the school community. This will include the provision of counselling and access to special behaviour programs. As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

A short suspension of up to and including four school days may be imposed on students, consistent with the procedures, for the following reasons:

- Continued Disobedience
- Aggressive Behaviour

A long suspension of up to and including 20 school days, consistent with procedures, will be imposed for the following reasons:

- Physical violence
- Use or possession of prohibited weapon, firearm or knife
- Possession or use of suspected illegal substance
- Use of an implement as weapon or threatening to use a weapon
- Serious criminal behaviour related to the school

- Persistent misbehaviour

The Principal will report to the Police behaviour that is criminal or incidents where there is evidence of a suspected crime.

If Parents/caregivers or students have any questions or enquiries regarding suspension or expulsion they should contact the Principal.

The Authority of the Principal:

The Principal is accountable to the Secretary of the Department of Education (DOE) for the educational leadership and effective management of schools. Part of that management responsibility involves ensuring the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment. In this context, and consistent with policy, the Principal has the authority to suspend for short or long periods or expel from the school.

A decision to expel from the government school system may be made by the Minister on a recommendation from the Secretary.

Consistent with legislation and government policy, the Principal also has the authority to determine the conditions for a student's continued enrolment.

The exercise of this authority will have regard to the Principal's responsibilities to the entire school community and the principles of procedural fairness and natural justice.

The Responsibilities of Parents/Caregivers:

The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents/caregivers and students in partnership with teachers. There must be a partnership between parents/caregivers, teachers and students to teach and promote socially responsible behaviour.

Parents/caregivers have the responsibility of ensuring that their child meets Department of Education (DOE) attendance requirements.

Evaluation:

In order to ensure this policy remains relevant to the school's needs, and so as to ensure new parents/caregivers entering the school community have the opportunity to participate in forming the policy, it will be evaluated by the school community on a regular basis.

Any changes to the Department of Education (DOE) policy and procedures will be reflected in revisions to this policy.

