



St Clair High School

Student Wellbeing and Discipline Policy

Introduction

Schools support the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline in public schools.

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members.

The school discipline policy should include:

- School rules that set out expected standards of behaviour consistent with the Behaviour Code for Students
- Strategies and practices to promote, recognise and reinforce appropriate student behaviour
- Strategies and practices to manage inappropriate student behaviour
- Clearly defined responsibilities of teachers, students and parents
- Strategies and practices consistent with the Wellbeing for Schools Framework
- The principles of procedural fairness.

St Clair High School's discipline policy statement is in four parts as required by the Department of education policy 'Student Discipline in Government Schools'. These include:

- The school discipline policy
- Strategies and practices to promote positive student behaviour
- Strategies and practices designed to recognise and reinforce student achievement
- Strategies and practices to manage inappropriate student behaviour.

School Values

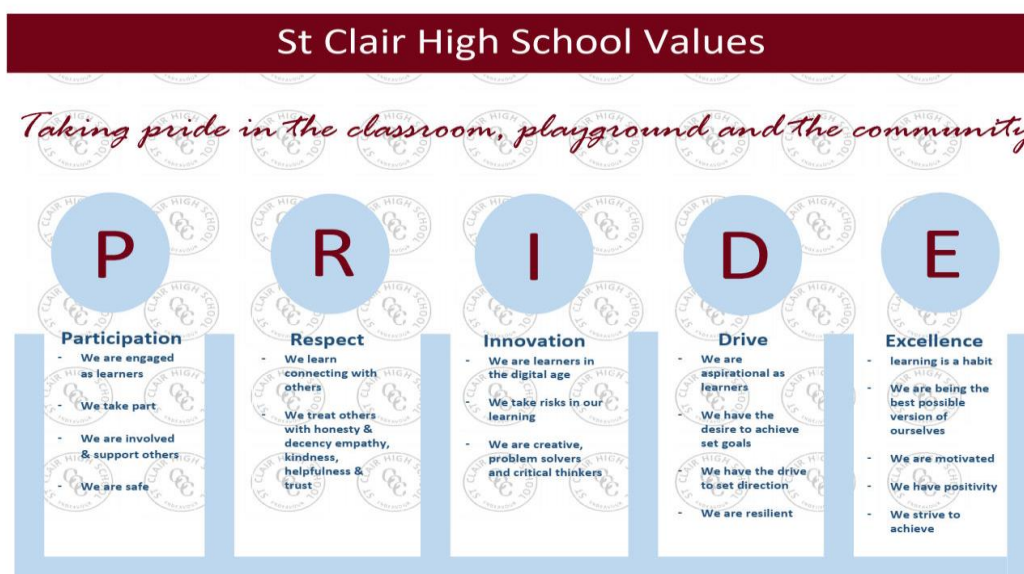
SCHS learning Community has established a holistic values platform focused on learning, reflecting a shared belief that as a school community it is our moral purpose to commit to learning for every student, making a difference for ALL students learning and outcomes.

The rationale for this focus was to identify an agreed set of values that teachers could use to authentically address learning as our core purpose, and is the responsibility of the whole diverse community.

All members of the SCHS community: Staff, Students, leaders, Parents/Carers and local community identified key values to facilitate learning values unique to the SCHS learning community.

Working side by side with students, staff, parents and community, has ensured all members of our school community have access to their learning in an environment where Participation, Respect, Innovation, Drive and Excellence are the focus. All members of the SCHS learning community are committed to our

school values of Participation, Respect, Innovation, Drive and Excellence, what each of these values mean in the classroom, the playground and in the wider community.



School discipline policy

At St Clair High School we:

- Strive for our personal best at all times
- Respect, appreciate and care for all members of our school community
- Are proud of ourselves and our school
- Behave safely, considerately and responsibly including when travelling to and from school
- Wear our uniform with pride and understand we represent the values of our school at all times both during school hours and out-of-school hours
- Care and respect for property belonging to ourselves, the school and others.

Strategies and practices to promote positive student behaviour

As a comprehensive high school our central concept which drives the school is "personal best for everyone". To provide quality education in a caring and academically challenging environment we:

- Provide positive, caring and appropriate adult and student role models
- Provide teaching and learning experiences that ensure all students can access their learning
- Create conditions that create learning so that every child can achieve their personal best in every classroom
- Promote the wearing of our uniform with pride
- Provide student leadership, and student voice, in decision making opportunities through School Captains, prefects, Sport and House Captains, Student Representative Council, Peer Support Leaders and membership of school committees
- Actively support our students in a wide range of extra-curricular activities
- Provide appropriate support programs such as welfare, counselling, learning support and transition programs to assist students in times of change
- Encourage the establishment of a partnership with all members of the school community through the P & C, social media platforms, the school website, newsletters, open days and information evenings

- Recognise Aboriginal and multicultural equity issues in various programs across the school
- Build the capacity of all staff in developing and maintaining exemplary teaching practices through ongoing professional development programs.

Strategies and practices to recognise and reinforce student achievement

At St Clair High School we acknowledge student achievement in the following ways:

- Presentation night
- Merit awards system
- Positive feedback in student/teacher interactions and relationships
- Recognition at assemblies and Recognition award Ceremonies
- Acknowledgment via our social media platforms
- Commendation letters
- Performances and displays in creative and performing arts
- Sporting achievement at Werrington Zone, Sydney West, Combined High Schools, state and national championships
- References and reports
- Contact with parents and caregivers in person, by letter, email or phone
- School publications
- Involvement in academically challenging competitions

Strategies and practices to support student behaviour and engagement

Our discipline policy at St Clair High School is based on the following principles:

- Self-discipline and motivation of students in the classroom, in the playground, when representing the school and while traveling to and from school. These support the school's statement of purpose, values and self-discipline code.
- Students have a thorough understanding of their responsibilities and rights through systems, structures and programs that are in place to support students in this respect.
- Procedural fairness forms the basis of any investigation into a breach of conduct.
- Consequences for breaches of the discipline code are applied fairly, without prejudice and in accordance with DoE Policy and Practice.

Consequences for breaches of the Discipline Code

- Loss of privilege e.g. self-improvement cards issued by DP
- Counselling and/or mentoring
- Detention, either at lunch time or after school
- Parental contact & involvement to ensure we are working together to develop positive behaviours
- Referral to the welfare team for strategic management of behaviour
- Student monitoring/modification programs
- Teacher mentor assigned to a student
- Negotiation and/or mediation
- Supervised withdrawal from class
- Suspension or exclusion from school

Classroom Expectations

Classroom expectations are established to support student learning. Teachers will aim to ensure classroom expectations are consistently applied across all areas of the school. Teachers are encouraged to discuss classroom expectations with students on a regular basis.

Individual teachers will be responsible for classroom expectations specific to their curriculum learning area. Those teachers involved in teaching practical subjects and/or specialised subjects may have additional expectations to the general classroom expectations.

We believe acknowledging appropriate behaviour is crucial in establishing a culture of cooperation and students who respect the class expectations and consistently do their best may be rewarded with merits.

When expectations are not met, there will always be a logical consequence. Teachers are to implement strategies to resolve the situation and record behaviours and their consequences through SENTRAL, the school database system. Where the classroom teacher has initiated strategies and the situation has not been resolved, the Head Teacher may discuss the situation with the student, teacher and/or parent.

Playground expectations

Playground expectations are established to ensure the safety of students and encourage all students to respect others and the school environment. Teachers are encouraged to discuss the playground expectations with students on a regular basis.

Teachers on playground duty will actively supervise and be responsible for supervision of students in their designated area and ensure students act in an appropriate manner.

Our playground expectations are framed in a positive manner, and based on our school values, P.R.I.D.E. Students expectations include:

- Interacting fairly and safely
- Respecting others' property
- Keeping the playground clean by placing rubbish in bins
- Speaking respectfully to all members of the SCHS community
- Staying in bounds
- Getting along with others
- Looking after your area.

Discipline Procedures

Disciplinary matters will be dealt with by individual teachers who will discuss the issue with the student(s) involved and who will take steps to resolve it. If the teacher is unable to resolve the matter, it will be referred to the Head Teacher. Students who persistently break the school rules are interviewed and any of the consequences outlined below may be invoked.

If a student is in breach of school rules, teachers may:

- Issue a warning or reprimand
- Place the student on detention or afterschool detention

- Record details of behaviour and consequence on SENTRAL.

A matter referred to the Head Teacher, in addition may result in a:

- Phone call or note to the family
- Short exclusion from attending a particular class
- Referral to the Year Adviser and/or the School Counsellor
- Referral to a Deputy Principal.

A matter referred to a Deputy Principal, in addition may result in a:

- Formal warning of suspension
- Daily behaviour support card
- Referral to the Principal.

Serious breaches of discipline, including but not limited to: hostility, violence, possession of a prohibited item including, drugs, alcohol and weapons, displaying inappropriate images, inappropriate sexualised behaviour, inappropriate use of technology, persistent disobedience, smoking, persistent lateness, truancy, will be dealt with in the first instance by a Deputy Principal.

It is important to note that breaches of the school discipline code can still be invoked as a result of out of school hour's activities if there is an identified connection to the school, the behaviour impacts on the school, and/or impacts on the daily running of the school, or student's ability to engage in their learning.

The Principal will be the final point of referral for repeated and/or serious breaches of discipline.

A matter referred to the Principal may lead to a short or long suspension from class or school. In most serious, or repeated cases, a recommendation for expulsion may ensue.

In serious breaches of the school discipline code, the Principal is required to follow set Department of Education Policy and Practice. This includes notification to Police, and or the necessary support services to ensure the safety and wellbeing of the school community.