



**KINCUMBER
HIGH SCHOOL**



WELLBEING AND DISCIPLINE POLICY

REVISED | 2019

STUDENT WELLBEING AND DISCIPLINE POLICY

STATEMENT OF PURPOSE

Kincumber High School aims to pursue excellence by providing a positive, stable, caring and safe environment in which each individual student can develop to his or her potential.

The overriding priorities for Kincumber High School are to raise educational standards and levels of educational achievement, through the provision of quality education for all students.

Quality teaching and learning is enhanced when a supportive wellbeing network exists to allow every student to learn and grow. Wellbeing is a vital part of learning.

Wellbeing includes everything the school does to meet the personal, social and learning needs of individual students. This policy identifies the objectives and outcomes of Wellbeing and discipline within this school. It is framed on the Behaviour Code for Students (2017), which are set down for all students in NSW Government schools.

Behaviour Code for Students

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our school
- Not bully, harass, intimidate or discriminate against anyone in our school

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

WELLBEING & DISCIPLINE POLICY

The Student Wellbeing and Discipline Policy is reviewed regularly and relevant action plans are put into practice. Student Wellbeing and Discipline is the responsibility of every teacher, student and parent. The Wellbeing Team within the school is made up of the Deputy Principals, Supervisor Female Students, Head Teacher Wellbeing and Year Advisors. All staff are included in the wellbeing network, via regular communication and reporting.

Our parents and community members are expected to participate in the education of young people and share the responsibility for shaping appropriate student wellbeing and behaviour. In conjunction with this, the school liaises with outside agencies, including Headspace, RYSS, Gosford Council Youth Workers, Police and CC Area Health, to design and run programs for groups of students to build resilience, improve self-esteem, lower bullying, address risk taking and develop individual strengths. Additionally, Stage 4 students will undertake 'High Resolves', an awarding winning program of learning experiences to improve learning outcomes across subjects and develop a sense of global citizenship

Kincumber High School students are expected to take responsibility for their own learning and behaviour and to participate actively in the life of the school. All students are expected to take responsibility for implementing the anti-bullying policy through "Ignore, Walk Away, and Report" and by being an "upstander" not a "bystander".

We want you to be a part of the wellbeing and discipline process. Please do not hesitate to let us know of your concerns before they become major issues.

Brent Walker, Principal

STATEMENT OF STUDENT'S RESPONSIBILITIES AND RIGHTS

STUDENT RESPONSIBILITIES

- To wear the school uniform at all times.
- To learn as much as possible and do the best I can at all times.
- To cooperate with staff and students during lessons and all school activities.
- To behave in a way that will help all students to learn.
- To care for others and refrain from verbal, written or physical abuse of other students or teachers.
- Not to smoke or consume alcohol or other drugs or encourage others to do so.
- To wear footwear and clothing that is safe for all practical lessons.
- To be in the right place at the right time and not leave school without permission.
- To treat others in a polite and respectful manner.
- To be fair in my dealings with others.
- To accept and recognize rewards given to others.
- To accept that others may be different to me and have a right to be different.
- To respect the property of others or that of the school.
- Not to steal, damage, destroy or interfere with the property of others or the school.
- To listen to what others have to say.
- To accept that others may have views and ideas that is different to mine.
- To keep the school free from litter by not throwing food or rubbish and to clean up if necessary.
- To keep the school free from graffiti, not participate, plus notify of any instances and assist with removal.
- To show respect and courtesy to all.
- To behave in a responsible manner whilst travelling to and from school or whilst participating in school excursions or other activities.
- To ensure all work submitted is my own work, not copied or plagiarized.
- To behave responsibly 'on line' and avoid fraudulent log-in, inappropriate language or cyber-bullying.

STUDENT RIGHTS

1. To expect a quality education and to experience success in schooling.
2. To receive explicit feedback from teachers for all tasks.
3. To participate in all programmed activities.
4. To learn in a safe environment in which all students are free from physical and verbal violence both at school and in travelling to and from school.
5. To be treated with politeness and respect and to be recognised for achievement, effort and improvement.
6. To access advice and support related to learning, wellbeing and transition to post-school options.
7. To expect all property to be safe and undamaged.
8. To be able to express an opinion in an appropriate manner at the appropriate time.
9. To enjoy healthy and pleasant surroundings.
10. To attend a school with a good reputation.
11. To expect procedural fairness when dealing with school authorities.

Student Wellbeing Policy

Vision: 'To make a positive contribution to the wellbeing of every student, in order that every student can make a positive contribution to their world'

The Wellbeing Team includes the Head Teach Wellbeing, Year Advisors, Girls Supervisor, Anti Racism Contact Officer (ARCO) and Phone Intervention Program (PIP) Coordinators.

The Wellbeing team aims to help students to develop:

- a feeling of ownership and belonging in the school,
- a sense of pride in the wearing of full school uniform,
- a sense of enjoyment and fulfilment from learning and to have high esteem as a learner and as a person,
- a coherent set of values to guide behavior,
- a personal sense of dignity, worth and self-reliance,
- a sense of cultural identity,
- a feeling of belonging to the wider community and environment,
- kindness towards others, mutual respect and an ability to form healthy relationships,
- a sense of safety and comfort within the school environment.

To do this, the Wellbeing team will ensure that:

- the desire to learn is promoted by rewarding academic achievement and effort,
- standards of uniform are upheld, by establishing processes and protocols, maintaining a uniform pool and ensuring students assistance is offered where needed,
- students are encouraged to maintain high attendance rates, through supportive initiatives, such as school text messages to parents of absent students, Attendance Letters, Phone Intervention Program (PIP), Home School Liaison Officer (HSLO)/Aboriginal Student Liaison Officer referrals, parent interviews and other appropriate interventions,
- positive relationships are maintained, by ensuring that anti-bullying programs and processes are established and that leadership, mentoring and mediation interventions are implemented.

Sexist, racist and offensive slogans, photos, pictures or drawings on books, covers, clothing, mobile phones, emails, social networks or anywhere else, have no place at Kincumber High School.

If a student has a wellbeing issue, the first point of contact should be their Year Advisor.

Student Progress at Kincumber High School

Many students at Kincumber High School (KHS) progress effectively through school to take advantage of the social, cultural, sporting, leadership and academic opportunities given to them. Students are supported by a dedicated staff including Classroom Teachers, Head Teachers, Senior Executive, Year Advisors, School Administration Support Staff (SASS) and School Learning Support officers (SLSO) in the normal course of the school year.

Students are recognised for a range of endeavours such as sport, drama, leadership, dance volunteering, debating, music, art, public speaking etc, and participate in the many clubs and groups such as environmental programs, fishing etc. Students who embrace school opportunities are proven to form strong social connections.

Students who have difficulties in assimilating into school life or reaching the expectations of KHS may need additional support from their Year Advisor or the Learning Support Team (LST). The LST consist of Deputy Principals, Head Teacher Wellbeing, Head Teacher SSU, Learning and Support Teacher (LAST) and School Counsellor.

- The Learning support Team (LST) meets every week.
- Referrals to the LST are made by teachers, via the school's Millennium Online Wellbeing System.
- At the LST meeting, student issues are reviewed and actions are put in place to support the student in meeting behavior and learning outcomes.
- The LST may choose to refer students to staff in specialist roles within the school, including Careers Advisor, Aboriginal Education Officer, School Counsellor, Vocation Support Officer, LBOTE, teacher for Hearing & Vision Impaired, an additional staff employed to support students with learning needs and LAST for additional support.
- Students referred to the LST are regularly reviewed, to determine the success of implemented strategies and assess the need for further support.
- Year Advisors meet with the HT Wellbeing in fortnightly meetings to discuss specific wellbeing issues for their students and plan the implementation of targeted wellbeing programs as a part of the whole school wellbeing scope and sequence. The Wellbeing Team and Learning Support team work in unison to support students.

Student Reward and Recognition at Kincumber High School

Rationale:

Positive reinforcement is an essential component of every person's life. Students will be rewarded for work well done, whether it is academic, social, community, leadership or sporting achievement.

Merits will be presented to students who work consistently and strive for excellence at their own level.

Aims:

- To reward students for the pursuit of excellence in all areas of education.
- To recognise achievement of students at all levels.
- To involve all staff and faculties in the scheme.

Awards:

- All faculties operate their own classroom Faculty Awards.
- Academic Achievement, Effort and Improvement Certificates are awarded twice a year with the Half-Yearly and Yearly Reports.
- The Top Ten Academic Performers of each Year are recognised, along with specific Key Learning Area awards, sponsored awards, Principal Awards and Sporting Awards at the Evening of Excellence.
- The Blue Slips Award system targets positive behavior that reflects the 9 Values of Public Education: Respect, Responsibility, Excellence, Participation, Care, Democracy, Fairness, Integrity and Cooperation. Teachers present students who exhibit positive behaviours with a ticket. Tickets are placed into boxes located in the front office. A draw is carried out at each assembly for each house with a variety of prizes.
- Recognition for service to the school and community, including volunteering.
- Values Awards are issued at a Values Award Assembly each semester. They are based on positive behaviour entries from teachers on the Millennium Online Wellbeing System and Year Advisor input.

School Discipline Code

Introduction

This policy follows the Department of Education and Training documents

- Student Discipline in Government Schools (2018)
- Behaviour Code for Students (2017)
- Values in NSW Public Schools (2016)

Procedures for the suspension and expulsion of students follow the Departmental guidelines contained in the document: *Suspension and Expulsion of School Students (2011)*.

The Kincumber High School Discipline Code is the school's policy that outlines standards of behaviour expected of students at school and travelling to and from school. It reflects Government legislation and Department of Education policies and practices and was developed with the support and consultation of the school community, including staff, students and parents.

Individual student self-discipline and responsibility is an important aspect of school education and this School Discipline Code. The code and policy is supported by:

- School Reward and Recognition System, and
- Student Behaviour Monitoring Processes.

The School Discipline Code has other clear guidelines and expectations, consequences and support structures. A copy of the School Discipline Code is included in the Student Handbook issued to each student for discussion with parents or caregiver. Staff members are issued with a Fair Discipline Code.

Parents may contact the school for clarification of any issue in the School Discipline Code. Students may discuss any issue in the School Discipline Code with members of the teaching staff at an appropriate time.

Strategies for Dealing with Unacceptable Behaviour

Misbehaviour in class may result in action by the classroom teacher, including:

- loss of classroom privileges;
- a planned restitution;
- detention;
- withdrawal from class;
- parental contact with Head Teacher negotiation;
- strategies as deemed appropriate by the classroom teacher;
- referral to LST

Continued classroom disobedience, or serious misbehaviour, may result in the classroom teacher referring the student to the Head Teacher for further action. Head Teachers will ensure recording of incidents on the student database (Millennium Register).

Misbehaviour in the playground may result in action by the teacher-on-duty, including:

- playground clean-up;
- a planned restitution;
- loss of playground privileges;
- parental notification in negotiation with Head Teacher on duty;
- other strategies as deemed appropriate by the supervising Teacher/Head Teacher on duty;
- referral to LST.

Continued playground misbehaviour, or serious incidents, may result in the playground teacher referring the student to the Head Teacher-on-duty for further action. Head Teachers will record incidents on the student database (Millennium Register).

Head Teacher Monitoring

For continued disobedience the school may adopt a range of strategies that include:

- placement on a conduct monitoring booklet and or attendance in the Planning Room.
- individual management plans and contracts;
- withdrawal from playground;
- parental contact by telephone;
- parental assistance sought;
- parent interview and risk assessment;
- negotiated attendance plans;
- if student is risk assessed as causing harm to self or others, they may be excluded from sporting teams/excursions and other events.

Suspension and Expulsion

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

There may be cases of continued disobedience/aggressive behaviour/persistent or serious misbehaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are options available to the Principal in such circumstances.

The Principal may choose to immediately suspend any student who:

- is in possession of a suspected illegal drug;
(Mandatory police report, confiscation and disposal of illicit substance)
- is violent or threatens serious physical injury;
(Any student intentionally causing injury or threatening serious physical violence against another student or against a teacher, is to be suspended immediately - the police must also be notified of violence or threats of violence);
- is in possession of a prohibited weapon.
(Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately. The matter must be reported to the police immediately).

Any of these matters will be referred to the School Security Unit for procedural and legal advice.

The Principal may suspend any student who:

- is continually disobedient, insolent, or persistently disrupts,
- prevents the learning and teaching of others,
- engages in criminal behaviour related to the school (*this will result in police being notified of the circumstances*).
- Behaves aggressively, including verbal harassment and abuse.

Suspensions may be:

Short suspensions - up to and including four school days;

Long suspensions - up to and including 20 school days.

Short Suspension Process

- Student's behaviour warrants suspension.
- Appropriate school student support strategies and discipline options have been applied and documented, and appropriate support personnel have been involved. School-based intervention, however, has failed and the student's behaviour continues as unacceptable.
- Discussions with the student and parents/caregivers about misbehaviour that could lead to suspension have taken place (in cases other than those which warrant an immediate suspension).
- When appropriate, a formal written caution has been provided detailing the unacceptable behaviour with clear expectations of what is required of the student in future.
- All action is recorded.
- Parents/caregivers informed of the student's suspension.
- Suspension resolution meeting convened.

If, after two short suspensions, the unacceptable behaviour continues, strategies such as further short suspensions, a long suspension or alternative educational programs must be considered. The Director of Public Schools, Department of Education, must be advised if a student receives more than two short suspensions within a 12 month period.

Long Suspension Process

- A formal procedural fairness interview will be held with the student before making the decision to suspend.
- The School Education Director will be notified of the long suspension including its probable duration.
- A study program will be provided.
- A Counsellor interview prior to resolution meeting.
- A suspension resolution meeting convened by the Principal or delegate
- School, district and other available resources will be utilised to assist the return of the student to school.

The Principal may not impose more than two long suspensions on a student in a 12 month period without the approval of the Director. If, after two long suspensions, the matter remains unresolved, other strategies must be considered, including alternative educational placement or a recommendation for expulsion from the school or the Government school system.

The Principal will convene suspension resolution meetings as soon as practicable. A program to support re-entry is negotiated with the student, parents/caregivers and the school counsellor and documented prior to the suspension being lifted by the Principal.

Expulsion

Expulsion from a school may be made on the basis of:

- misbehaviour of a student of any age; or
- unsatisfactory participation in learning by a student of post-compulsory school age.

The Principal will ensure, except as a result of a most serious incident, that all appropriate student support strategies and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.

In the case of unsatisfactory participation in learning by a student of post-compulsory school age, the student must receive at least one formal written warning that expulsion is being considered. A program of improvement should be developed with the student.

Kincumber High School has a well-developed process of warning letters, parental contact and support from within faculties to ensure students of post-compulsory age are given every opportunity to satisfy course outcomes.

The school will follow the guidelines and requirements of Suspension and Expulsion of School Students – Procedures (2011) when considering suspension or expulsion of school students.

Appeals Process

Students and parents or caregivers, who consider that correct procedures have not been followed, or that an unfair decision has been made in respect of a suspension or expulsion, may appeal. Appeals should be in writing, stating the grounds on which the appeal is being made. Assistance in lodging an appeal is available from the District Office.

The appeals process follows the guidelines set out in Suspension and Expulsion of School Students – Procedures (2011).

The fact that an appeal has been lodged will not delay the Principal's decision to suspend or suspend prior to expulsion from the school, nor will it prevent attempts to resolve the suspension.