

Policy Details

Policy Title:

Discipline Policy 'promoting a holistic sense of wellbeing'

1. Policy Statement

1.1 . Good student discipline and supportive welfare strategies are essential to the achievement of many of the school's aims and objectives/goals. The aim of this policy is to provide members of staff with a structure for the sound management of students and to encourage standards of behaviour for effective and enjoyable learning.

2. Applicability

2.1 Students and staff at Mosman High School

3. Context

3.1 *Teachers have a sense of moral purpose and duty of care informed by the Values We Teach.*

At Mosman High School the values are reflected in the "values document" Appendix 1

The quality of interaction between teachers and their students is fundamental to the quality of well being in the school community. Teachers have the responsibility to utilise a combination of developmental, preventative and remedial strategies in guiding the social, emotional, intellectual and physical wellbeing of each student within their care. Teachers strive to achieve a positive, developmental and preventative approach in their interactions with students. This positive approach to student management should provide a model of human interaction in many situations.

4. Document history

4.1 This policy was most recently reviewed in July 2016.

5. Responsibilities and Delegations

5.1. Student Rights and Responsibilities

Values influence all behaviours and decisions. The following values have been agreed to by the school community as important influences in how students should think and behave.

Rights

1. To feel safe
2. To learn
3. To be treated with dignity and respect
4. To work, play and study in a quality environment
5. To respect and take care of all property
6. To seek help
7. To strive for highest standard in learning
8. To feel happy and comfortable in the school environment
9. To feel we are all equal
10. To understand all the above

Responsibilities

- To behave safely and to ensure the safety of others, including when travelling to and from school
- To be in class on time and prepared to learn and let others learn
- To show respect at all times to teachers, other school staff and helpers, students and parents
- To care for and respect their own learning environment
- Use appropriate steps to care for property belonging to themselves, the school and others
- To report for help, care for self and others
- To set and take action on working towards my personal best
- To care for self and others
- To not bully, harass, intimidate or discriminate against anyone in our school
- To adhere to all of those above

To assist students in realising their personal best teachers provide guidance to students to support their well being. Refer to Mosman High Student Expectations.

STRATEGIES TO PROMOTE EFFECTIVE LEARNING AND REINFORCE STUDENT ACHIEVEMENT

In order to allow teachers the professional freedom to develop effective teaching and student management strategies, the following aspects of student management have been included as being fundamental aspects of good teaching practice.

Pedagogy	Relationships	Management
<p>Teachers will:</p> <ul style="list-style-type: none"> ○ develop good teaching practice within the quality teaching framework and Australian Professional Standards ○ ensure effective lessons ○ include literacy building activities ○ apply learning strategies as appropriate ○ set and mark authentic and appropriately challenging formative tasks ○ record and provide feedback of student progress ○ set and mark authentic and appropriately challenging summative assessment tasks ○ understand that resilience and wellbeing are components of a quality learning environment and that it supports students to achieve their Personal Best 	<p>Teachers will:</p> <ul style="list-style-type: none"> ○ apply DET 'Core Rules and Values' ○ provide encouragement, rewards and positive reinforcement ○ set high expectations ○ promote personal best ○ apply the principles of natural justice, inclusion and procedural fairness ○ know your students and how they learn 	<p>Teachers will:</p> <ul style="list-style-type: none"> ○ implement and monitor the School's Wellbeing, Learning and Support, Assessment and Discipline Policies. ○ communicate expectations and apply appropriate consequences ○ ensure a consistent approach to management ○ motivate students to achieve personal best ○ utilise a range of strategies to address underachievement ○ record and provide feedback of student progress ○ make appropriate adjustment for students on learning plans

STUDENTS of CONCERN or STUDENTS who are UNDERACHIEVING

If a student is of concern or underachieving, then the Head Teacher may place the student on a Student Management Program (Level System). The Class Teacher begins a process of documentation, including:

- details such as incident dates, student behaviour details, student underachievement details, teacher actions and student outcomes (on Sentral)
- the class teacher may consult the Head Teacher for advice and support
- the class teacher may send the student to the Head Teacher
- the class teacher or Head Teacher may refer the student to the Learning Support Team
- the Head Teacher provides ongoing support and intervention (when requested)

5.2 ROLES AND RESPONSIBILITIES OF STAFF

The Teacher

A teacher should model disciplined behaviour, using appropriate language and give students the opportunity to be responsible for their behaviour. It is inappropriate and counter-productive to resort to aggressive language to students. A teacher should maintain dignity and objectivity, pointing out firmly where rules have been broken, and indicating the need for a solution to be found. The teacher should also make clear his or her readiness to assist in working out a satisfactory solution to any problems in the classroom. This may involve:

- filling out progress reports in a timely manner with meaningful feedback
- supporting the welfare team in welfare initiatives such as monitoring attendance and attending year assemblies.
- **Supporting the learning and support team in wellbeing initiatives such as making observations on Sentral about the implementation of ILPs every ten weeks**
- distributing attendance slips and other information at the start of first period
- marking the roll on Sentral each period

The Teacher has an important role in the development of the student's self esteem and this should be achieved by the use of positive measures such as praise, setting expectations **discussing success criteria** and encouragement wherever possible. This growth of self esteem is further enhanced by the broader programs that encompass wellbeing within the school.

Quality teaching, literacy and/or numeracy development, curriculum differentiation (**include ing assessment**) and a concern for the resilience of the individual will enable many 'difficult' situations to be avoided or brought to a satisfactory outcome.

Mosman High School values the difference in individual students. The corollary of this is that individual relationships between staff and students are important as students expect an adult discussion about behaviour and MUST acknowledge their responsibility to the community and within the classroom.

Where the use of 'consequences' is indicated, a consistent approach must be maintained at all times. Co-operation between teacher and students in all aspects of schooling should occur wherever possible and the teacher should seek advice wherever a breakdown in this co-operative relationship occurs. The teacher should require respect at all times and be supportive of other staff members as required.

Procedural fairness should be implemented by striking a balance between correction and acknowledgment of positive behaviours and effort.

Some examples of appropriate management strategies are listed below:

Behavioural consequences rather than punitive sanctions should be preferred, i.e. calm, reasoned positive direction which focus on student responsibility for action.

Try the following:

Pedagogy	Relationships	Management
<ul style="list-style-type: none"> find an area where students are challenged and negotiate the learning process differentiate the curriculum and assessment create and sustain an inclusive, quality learning environment focussing on personal bests and success criteria vary teaching style to include 21 st century learning respond to the students' preferred learning style vary the classroom routine understand and respond to students with Learning Plans 	<ul style="list-style-type: none"> praise effort; encourage and recognise academic excellence and personal best. acknowledge students by name as they enter the room give friendly comments and show interest in a student's work. Display student work. Issue merit letters, give positive feedback and send letters home (using Sentral) commending achievement; send commendable work with the student to another teacher, HT, stage HT, YA the DP or Principal 	<ul style="list-style-type: none"> focus on the school's classroom expectations use problem solving techniques reorganise seating arrangements complete promptly all paperwork distributed by the welfare team implement immediately strategies suggested in ILPs

Teachers can follow a series of steps in the classroom:

Try the following:

Non-verbal signals

- Use of eyes, hand gestures, facial expressions and body positioning.

One way verbal signals

- Voice variation, use of pupil's name, reminder of class rules.
- Inform student of the effect of behaviour on the class and outline possible consequences.

Two way verbal interchanges

- Ask the student to describe what he /she is doing and why they think it is the wrong type of behaviour during or at the end of the lesson. This can also be done in written form.

Ask questions:

WHAT IS THE PROBLEM?

HOW CAN IT BE WORKED OUT?

WHAT WILL HAPPEN IF THE PROBLEM IS NOT WORKED OUT?

WHO OWNS THE PROBLEM?

WHO SHOULD BE ABLE TO WORK IT OUT?

*IS WHAT YOU ARE DOING HELPING?**IS IT OKAY?***Low level loss of privileges**

- Isolation from class activities through the use of an isolation desk pending the working out of problems.

Impositions of classroom sanctions

- Cleaning the room and straightening desks, lunch-time detention, writing out extra work,

Level 1

- phone calls to parents after approval from the Head Teacher. Record on Sentral.

Referral to Head Teacher

The Teacher should discuss with the Head Teacher further action and alternative strategies of welfare/discipline. The Head Teacher can place the student's name in a faculty register for consultation and decisions for further action if necessary. In some cases it may also involve placement on a Level 1 by the classroom teacher. Using Sentral, a letter is sent to parents notifying parents of placement on:

Level 1. Students should only be isolated from the classroom as a 'cooling off' measure for a short period for example 5 minutes. Duty of care issues must apply. If the Head Teacher chooses to have a student removed from a classroom the classroom teacher should provide set work to the student, matching the work of the other students. Students must be told the length of time they will be removed from the class and have class work to do.

Level 2

Students in breach of level one should be given other sanctions or preferably referred to the school's discipline structure ie Level 2

Developing the Information Profile

- note down each instance of disruptive behaviour/under achievement and develop consequences for each one
- maintain records on Sentral
- make students understand that after initial warnings, each major disruption or example of under achievement will be noted
- make sure they know when an official notification will be made and that this notification will be passed on to the H.T. and will be sent to the Student Adviser and the D.P. If it is serious, the HT may place the student on a Level 2.
- make sure they know that if 3 notifications are made, the HT will probably refer the student to the DP and be placed on a Level 3.
- contributing actively and promptly by completing all paperwork including progress reports

5.3 Roles and Responsibilities of the Head Teacher

A Head Teacher has a primary role in the maintenance of school "well being" by supporting effective learning and welfare programs that connect, encourage success and provide opportunities to thrive.

This may include assisting the teacher where breaches of school rules occur through providing background student information, **identifying student learning needs** and support for the teacher in developing strategies. The Head Teacher intervenes, where required, to assist in achieving the best possible outcome and is called upon to make decisions regarding appropriate disciplinary measures.

Where problems of a persistent or serious nature occur, such as those that involve the removal of the student from the classroom environment, documentation of the problem is required and forms the basis for further action involving the Student Adviser, Learning Support team, Head Teacher Stage, School Counsellor or DP.

The Head Teacher should be seen as emphasising and aiding the professional development of the teacher, leading ultimately to better quality teaching and a quality learning environment.

Head Teacher Measures

Pedagogy	Relationships	Management
<ul style="list-style-type: none"> ○ evaluate the quality learning environment and suggest strategies for accommodation of a student’s learning styles. ○ evaluate significance in the classroom and discuss this with the teacher ○ monitor organisational skills of students ○ discuss the elements of the Quality Teaching model ○ differentiation of the curriculum ○ literacy and numeracy strategies ○ underachievement in students and appropriate strategies ○ review of external exam data to inform practice ○ review of individual learning plans and making adjustments ○ review of student behaviour plans and applying strategies 	<ul style="list-style-type: none"> ○ support the relationship between the classroom teacher and student focussing on “wellbeing”. ○ act as mentor for the classroom teacher in terms of building relationships and guiding strategies for working with difficult students ○ act as a mentor for classroom practice 	<ul style="list-style-type: none"> ○ apply appropriate consequences e.g Verbal reprimand, imposition of sanctions, faculty detention supervised by the Head Teacher or school detention, extended work etc. ○ interview the student and provide problem solving strategies e.g. working their way out of 'time out/isolation' or discussion on solving the problem. ○ place on a Level card (Level 2). ○ Sentral letters sent home or phone calls to parents. ○ within faculty suspension or isolation from class with documentation of incidents for future reference with welfare team ○ parental interview after consultation with Deputy and/ or Student Adviser. ○ feedback to the class teacher with developments and action taken. ○ lack of sustained student effort and diligence may result in an N Award warning or Letter of Concern. This letter is sent home to parents signed by the Principal and if necessary a parent interview arranged.

Proforma faculty documents are available for Level 1 and 2 Cards and on Sentral there are various

letters including Letters of Commendation.

The Head teacher refers the student on to the school's discipline structure after all reasonable strategies have been exhausted. The following procedures apply:

1. Head Teacher sends a Sentral letter to the Parent and/or telephones them.
Documentation is recorded on Sentral.
2. The Head Teacher, Class Teacher and Student negotiate a Level 2 Card with targeted behaviours. The targeted behaviours are also noted on Sentral.

5.4 Deputy Principal's Responsibilities

- Ensure the school's Discipline Policy is implemented and reviewed.
- Apply the principles of natural justice and procedural fairness to policy and procedures.
- Lead the regular review of policies, programs and practices which promote the protection, safety, self esteem and wellbeing of students so that they connect, succeed and thrive.
- Address the welfare needs of each student by working with Head Teachers and the Welfare Team for the provision of a safe, responsive and harmonious teaching and learning environment.
- Support the Principal and the Professional Learning Team to provide staff training that will promote the consistent implementation of student wellbeing and discipline procedures – in particular child protection as well as engaging and appropriately challenging lessons to support student resilience.
- Ensure inclusivity by evaluating practices and ensuring they are in accord with students' special needs.
- Promote values education as part of the learning and welfare program
- Leading and supporting the Learning Support and Welfare Teams.
- Effectively administer policies and procedures or delegate to appropriate staff regarding Student Welfare Programs, such as Levels, Suspension and Expulsion, N Award, WH&S, Child Protection and Emergency Care Updates.
- Assess and utilise community welfare networks, outside agencies, the police youth liaison officer and other welfare contacts to support the school's welfare and discipline system.

5.5 Principal's Responsibilities

- Ensure the school's Wellbeing and Discipline Policies are regularly reviewed.
- Make certain the principles of natural justice and procedural fairness are applied to policy and procedures.
- Supervise the regular review of policies, programs and practices which promote the protection, safety, self esteem and welfare of students.
- Address the welfare needs of each student by the provision of a safe, responsive and harmonious teaching and learning environment.
- Provide staff training that will promote the consistent implementation of student welfare and discipline procedures – in particular child protection.
- Ensure inclusivity by evaluating practices and ensuring they are in accord with students' special needs.
- Be a member of the Learning Support and Welfare Teams.
- Effectively manage and or delegate responsibility to an appropriate staff member regarding Student Welfare Programs including Suspension and Expulsion, N Award implementation, WH&S, Child Protection and Emergency Care Updates.
- Assess and utilise community welfare networks, outside agencies, police and other welfare contacts to support the school's welfare and discipline system.

6. Monitoring, Evaluation and Reporting Requirements

6.1 Monitoring Level 1 and Level 2

6.2 The Class Teacher's Responsibilities

The Class Teacher has an ongoing responsibility to:

1. encourage the student to achieve through continued positive reinforcement and student management.
2. not accept the student into the class without possession of the Level 1/2 Card through immediate referral to the Head Teacher.
3. Sign the Level 1/2 Card for the targeted behaviours and return it to the student at the end of each period.

6.3 The Student's Responsibilities

The student is responsible for the improvement of behaviour and maintenance of the Level 1/2 for a total of 5/7 lessons or two weeks (whichever comes first). During this time the student is under the ongoing supervision in class of the Class Teacher and the overall supervision of the Head Teacher. The student's responsibilities include:

- 1) Bringing the card to school each day, presenting the card to the teacher at the beginning of each lesson and collecting the card at the end of each lesson.
- 2) Satisfactorily fulfilling the target behaviours of Level 1/2.

6.4 Head Teacher Responsibilities.

Note: For Level 1 or 2, if a class teacher makes any unsatisfactory comments on the card then a student is to be referred to the Head Teacher. The Head Teacher refers the student on to School's Discipline System and makes a judgement that the student moves to Level 2 or make recommendations to the DP to move to Level 3.

Promotion to Normal Class Routines

After the required period, if progress on the card is deemed by the Head Teacher to be satisfactory then the student returns to normal routines in the classroom and a Letter of Improvement may be sent to the Parent.

6.5 EVALUATION OF DISCIPLINE PROCEDURES

An improvement in class behaviour and classroom tone should be an essential aim for the classroom teacher. The Head Teacher's role is to support teachers but not solve all the individual discipline problems of individual teachers. Evaluation of existing classroom practices will aid the teacher to identify problems and undertake constructive positive solutions. Such evaluation should be on-going, productive and requires an examination of such things as:

- lesson preparation/suitability of material
- consistency of approach
- follow up of problems
- student background
- student progress
- teacher expectations/student goals
- student participation
- student maturity and ability

Policy details

- community values

Evaluation of this policy and in particular the various strategies will take place at faculty/staff meetings.

7. Implementation date

August 2016

8. Appendix or additional material or references

8.1 Attendance Policy

8.2 Anti-bullying Policy and Plan

8.3 Homework Policy

Implementation Documents

Level Cards

Teacher Information Handbook

Suspension Procedures

Related Information

This document is to be read in conjunction with the

- DET Welfare/Discipline Policy (revised 2006) and
- Core Rules (Student Discipline in NSW Government Schools 2006),
- "The values we share" and the Anti-Bullying Policy.
- Wellbeing Framework

Good student welfare and discipline is essential to the achievement of many of the school's aims and objectives/goals. The aim of this policy is to provide members of staff with a structure for the sound management of students and to encourage standards of behaviour for effective and enjoyable learning.