



Wellbeing and Discipline Implementation Guidelines

South Grafton High School

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Statements of Principle

Above all else South Grafton High School has zero tolerance for any behaviour that is harmful to the wellbeing of others.

Our School Discipline and Welfare Implementation Guidelines comprises of:

1. The School Discipline Code;
2. Strategies and practices to promote Positive Behaviour for Learning;
3. Strategies and practices to manage inappropriate behaviour.

The Discipline Code of Our School

The aim of the school's discipline code and welfare implementation guidelines is to develop a school community where all members:

- Show Respect
- Take Responsibility
- Personal best
- Stay Safe

The Discipline and Welfare Implementation Guidelines of South Grafton High will reflect the principles and of the NSW Department of Education as set by:

- [Digital Education Revolution – NSW Policy](#)
- [Drugs in Schools Policy](#)
- [Managing Drug Related Incidents Procedures](#)
- [Protecting and Supporting Children and Young People Policy](#)
- [Anti-Racism Policy](#)
- [Nutrition in Schools Policy](#)
- [Student Attendance Policy](#)
- [School Uniform Policy](#)
- [Student Discipline in Government School Policy](#)
- [Student Welfare Policy](#)
- [Suspension and Expulsion of School Students Procedures](#)
- [Safe Working Policy](#)
- [Homework Policy](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

As a result of implementing the South Grafton High School Discipline and Welfare Implementation Guidelines students will:

- Show sustained application to learning and development of self-discipline.
- Show respect for other individuals and their property.
- Show courtesy to other students and to community members.
- Act in a non-violent manner, free of discrimination, harassment, bullying or intimidation.
- Not bring to or use weapons at school.
- Abstain from illegal drugs, alcohol and tobacco.
- Seek peaceful resolution of conflict.
- Adhere to standards of dress determined by the school community
- Show to, and receive from teachers and school staff, due respect.

To achieve these outcomes students will need to review and be familiar with the PBL Program and Matrix

South Grafton High School PBL Matrix

	Take Responsibility	Show respect	Personal best	Stay safe
All Settings	Wear the correct school uniform Be in the right place at the right time Keep a clean and tidy environment Stay calm	Use appropriate language and tone Be considerate of others Listen to others	Take pride in what you do Be ready to learn Encourage others	Hands off Follow instructions Move sensibly
Playground	Use the toilet during recess and lunch Stay in bounds Use the bins for litter	Use School language Respect your own and others' property Bullying is not acceptable	Keep your area clean and tidy Move to class when the bell rings Include and encourage others	Hands off Follow directions of teachers and non-teaching staff Play safe
Moving around the school	Use the toilet during recess and lunch Line up ready for your class Be in class on time	Speak politely to and about others Respect each other's personal space	Be prepared for class Move to class when the bell rings	Hands off – no pushing and shoving Follow directions of teachers and not-teaching staff Stay to the left
Classroom	Arrive on time Be prepared and on task Digital devices off	Follow teachers' instructions Let others learn Look after the classroom Leave the classroom tidy	Challenge yourself Have a go Be proud of what you do	Bags in the right place 4 on the floor Follow instructions
To and from School	Be on time Look out for others	Care for myself, others, property and the environment Listen and follow bus driver instructions Use your manners and respectful language to all.	Set a good example for SGHS	Once in, stay in Be road safe Travel safely
Excursions /Sport	Notes and fees in on time Dress appropriately – hat, clothes and footwear	Be proud of SGHS Respect your own and other's property Behave lawfully	Demonstrate sportsmanship at all times Accept the referee/umpire's decisions Complete set tasks	Follow teachers' directions and requests Watch out for your mates Slip, slop, slap, wrap and slurp

This PBL Matrix lists the 4 South Grafton High School rules and the expectations of these rules in all areas of the school.

Strategies for Dealing with Unacceptable Behaviour

- Student Behaviour Management Chain -

All teachers

- Warning and statement of expected behaviour.
- A second warning, if appropriate.
- Relocation within the room, possibly combined with keeping back after class an interview (with witnesses, if appropriate).
- Implementation of **Classroom Teacher Level** and parent contact. This may include teacher-student interviews, Sentral entries, consultation with HT, YA other support personnel and parents, positive behavioural modification and detentions.
- Relocation out of class (to Head Teacher), with appropriate entry on the “out of class” slip.

Note Teachers should be supplied with a copy of their HT’s timetable.

Teachers **must not** leave students unsupervised outside classrooms.

If a student is removed from the classroom a Sentral entry must be made.

Head Teachers

- An informal HT interview and/or warning.
- Placement on the **Head Teacher Level** of Discipline, with associated lunchtime detentions as considered necessary. Failure to meet commitments of the Executive Level will result in a student being referred to the Deputy Principal for appropriate action.
- Further parent contact by Sentral letter and phone up-dates.
- Referral to the Learning Support Team.
- NOTE: It is mandatory for a Year Head Teacher to notify parents/carers by way of Warning Letter 1 when they receive a notification via Sentral that a student has had at least 5 negative incidents. It is mandatory for a Year Head Teacher to notify parents/carers by Warning Letter 2 AND a phone call home when they receive a notification from Sentral that the student has had at least 10 negative incidents. At this point the student is to be referred to the Deputy Principal

Deputy Principals and Principal

- An informal DP interview and/or warning.
- Placement on the **Executive Conduct Level** of Discipline, with associated clean ups and loss of privileges and school representation. Failure to meet commitments on this level may (unless there are mitigating circumstances) result in a student being suspended for persistent disobedience

For more serious breaches the Deputy Principal and Principal may use:

- i. Suspension.
- ii. In-school isolation, where students attend no regular classes for a set time prior to, or in special situations an alternative to suspension.
- iii. Further notification of parents, including the penalty being applied and the consequences of any further breaches e.g. placement on a more serious Level of Discipline. Parents may be invited to negotiate an effective process to improve the situation.
- iv. Counselling provided by School Counsellor or Student Support Officer.
- v. Referral to the school Learning Support Team.
- vi. Referral for placement in the Tutorial Centre
- vii. Expulsion for serious repeat offenders against the school rules and the rights of others

If necessary referral to Learning Support Team to develop specific strategies for students with more persistent and widespread problems.

At all times a student may be **fast tracked** to a HT or DP for a serious breach of our welfare and discipline code.

Once a student is referred to a higher discipline authority, the management of the student disciplinary process is entirely at the discretion of that person and their decision will be binding on all parties.

Roles of Personnel Involved in the Management of Discipline

STUDENTS

1. Show Respect
2. Take Responsibility
3. Personal Best
4. Stay Safe

CLASSROOM TEACHERS (Refer to Appendix I)

1. Show Respect
2. Take Responsibility
3. Personal Best
4. Stay Safe
5. Provide adequate, relevant learning experiences appropriate to the abilities of students.
6. Be sensitive to the wellbeing of students.
7. Delivery of lessons designed for maximum student engagement using appropriate Learning Adjustments.
8. Implement fair and consistent discipline within the classroom.
9. Encourage students to understand and follow appropriate school wellbeing and discipline procedures.
10. Support and encourage students with discipline problems.
11. Complete Award entries as appropriate

HEAD TEACHERS – KLA (Refer to Appendix II)

1. Show Respect
2. Take Responsibility
3. Personal Best
4. Stay Safe
5. Oversee discipline within the KLA by supporting teachers within their KLA.
6. Encourage classroom teachers to implement fair and consistent discipline within the classroom.
7. Encourage their KLA staff to understand and follow school welfare and discipline policies.
8. Support and encourage staff with student discipline problems.
9. Conduct parent interviews.
10. Make recommendations to Deputy Principals and Principal - for further appropriate action.
11. Provide feedback to teacher on any actions taken with their students.
12. Provide support with staff in regard to Playground Duty.
13. Assist with Bus Duty.
14. Make parental/carers contact in regard to notifications received from Sentral following 5 negative incidents and 10 negative incidents.

HEAD TEACHER TEACHING AND LEARNING

- 1 Monitors attendance of students and provides feedback to parents and teachers
- 2 Consults with the HSLO on the management of persistent school non-attenders
- 3 Is responsible non-curriculum discipline issues that warrant an Executive Conduct Level

HEAD TEACHER WELFARE

1. Is responsible for overseeing the welfare of all students.
2. Coordinates the Welfare Committee and liaise with the Learning Support Team.
3. Makes recommendation to teachers and the executive on the welfare dimension of discipline issues.
4. Responds to issues as per the South Grafton High School Anti-Bullying Plan.

YEAR ADVISERS

1. Are responsible for the welfare of all students in their particular year.
2. Monitor student awards system for their year group.
3. Comment on the progress of all students in their half-yearly and yearly report.
4. Keep teachers informed on special problems and needs of students.
5. Organise and conduct regular year assemblies to reward student achievements.
6. Responds to issues as per the South Grafton High School Anti-Bullying Plan.

DEPUTY PRINCIPALS (Refer to Appendix III)

1. Are involved when there is a serious breach of discipline.
2. Encourage and assist Head Teachers to implement fair and consistent discipline within KLA's.
3. Maintain records of misdemeanours and liaise with the relevant Year Adviser.
4. Responds to issues as per the South Grafton High School Anti-Bullying Plan.
5. Maintain a Suspension and Expulsion Register.
6. Make recommendations to the Principal.
7. Notifies parents/carers concerning suspensions and expulsions.
8. Any other appropriate action.

PRINCIPAL

1. Provides leadership and direction.
2. Enables provision of school structures that allow for an efficient welfare program.
3. Ensures that opportunities are given for professional learning for all teachers in welfare areas.
4. Makes decisions re suspensions and school expulsions; and communicates these decisions to appropriate personnel.
5. Reinforces the authority of all staff in relation to appropriate areas of discipline and provides support where necessary.

LEARNING SUPPORT TEAM

1. Addressing the learning support needs of students.
2. Coordination of educational and welfare programs.
3. Development of educational and welfare programs.
4. Implementation of educational and welfare programs.
5. Monitoring and evaluation of educational and welfare programs.
6. Have scheduled, structured weekly meetings with a specific set agenda.
7. Discussion and allocation of student referrals.
8. Providing support documentation and materials for staff on the school intranet.

South Grafton High School Homework Implementation Guidelines

At South Grafton High School, there is no such thing as '*No homework*'

Regular homework is an essential part of the school's educational program. As well as providing for both revision and extension of work done in class, it is intended to develop self-organisation and independent work habits in students.

Homework Responsibilities:

- **Teachers** are responsible for establishing homework guidelines for their classes; for setting assignments and specific activities; for marking assignments and checking that activities have been completed satisfactorily.
- **Students** are responsible for organising a regular home study program that allows them to complete homework tasks by a due date; for ensuring that set activities are done; and that regular revision of class work is done.
- **Parents** are responsible for helping the student organise a quiet workplace and a workable home/study timetable; for checking that set homework activities are completed by the student and; for helping the student to find and use non-school information.

As a guide, students are expected to average the following time on homework/revision/ study each week night:

Years 7 - 8: ½ - 1 hour;

Years 9 - 10: 1 - 2 hours;

Years 11 - 12: 2 - 3 hours.

There is no such thing as '*No homework*'

Although you may not have homework issued every night from every teacher, there are still tasks that you can work on at home to improve your knowledge and support your learning at school. These can include:

- Complete any incomplete class work or notes
- Read over your notes to reinforce your understanding of the day's lesson.
- Write a list of questions to ask your teacher if there are points you do not understand
- Read ahead in your textbook to prepare for your next lesson.
- Explain what you learnt in a class to a member of your family.

Uniform and Dress Standards

All students at South Grafton High School are expected to wear the school uniform and to adhere to the standards of dress determined by the school community. Wearing school uniform is a school expectation, is fully endorsed by both the P&C and SRC and fits into our Positive Behaviour for Learning matrix. It is the responsibility of all students attending South Grafton High School to wear the appropriate school uniform in a neat and responsible manner. It creates a safer environment for our students while at school, on their way to and from school and on school excursions. It also promotes pride in the school.

All staff will encourage the wearing of school uniform and will enforce the school uniform implementation guidelines. Students out of uniform on a persistent basis, without a valid reason, will be treated as a breach discipline. This will involve:

1. For persistent cases a warning of persistent disobedience.
2. Students will be required to wear BLACK LEATHER SHOES. Sturdy leather shoes are a safe work practice requirement. To get consistency across the school, the colour is black. This is also in line with the uniform for many partner primary schools. Acceptable shoes will also be those that are sturdy, have laces, buckles or Velcro. WH&S requirements are that footwear is safe and sturdy. Additionally, Technology, Visual Arts and Science subjects require *"substantial footwear appropriate to a practical activity should be worn. Footwear such as thongs, open weave type shoes, or shoes with open backs or platforms do not meet this requirement."*
3. Thongs, sandals and uncovered footwear, for occupational health and safety reasons, cannot be considered as acceptable footwear at school.
4. Students in unsuitable footwear will be withdrawn from any classes where such footwear would pose an WHS risk.
5. Uniform compliance will be checked daily in class by teachers who will indicate on their electronic class roll if a student is out of uniform.
6. Students out of uniform will be recorded on a central register.
7. Once students have been out of uniform on 4 occasions in the previous 10 weeks, the student will not be permitted to participate in any extra-curricular activities.
8. Students wearing inappropriate (uncovered) footwear will be taken to the front office and parents contacted.
9. A change of clothes for PE and sport is required. Students have their sports uniform as their change of clothes for the activity to ensure they are not in sweaty clothes at other lesson times.
10. Sport and PE uniform compliance will also be recorded as our normal class roll procedures.
11. Students in inappropriate clothing will be withdrawn from all classes pending their parents being contacted to either provide replacement clothing or to take them home.
12. Support may be available to help the student through the situation by using student assistance.

The decision not to wear school uniform does not rest with the individual student. Any decision not to wear the school uniform will be determined by the parent/carers in consultation with the Principal.

School Socials

Any student who is asked to leave a school social due to poor behaviour, smoking or any student who is found to have come to the social after drinking alcohol or who consumes alcohol at the social will be suspended, and will be excluded from all further socials for the next twelve months.

Mobile Phone and Personal Technology

The inappropriate use of mobile phones disrupts the learning environment and interferes with the operation of a school. Mobile phones have the potential to be used to:

- bully, intimidate or harass other students through SMS or messaging;
- store inappropriate photographic images and video;
- cheat during tests and examinations;
- communicate to persons outside the school without parent/carer knowledge;
- generally interfere with the continuity of learning within the classroom.

The high risk of theft is also potentially a significant problem to monitor and police.

The Principal or Deputy may be contacted to arrange for special provisions in the case of a specific circumstance.

Mobile phones may be taken on excursions and used in an appropriate manner to communicate with parents/carers if necessary with teacher approval.

In the best interests of the students, mobile phones are banned from use during the course of the school day at all times except Recess and Lunch. On all other occasions, phones which are seen by staff will be considered to be in use. Normal disciplinary procedures will apply.

Parents/Carers wishing to convey a message to their son/daughter may do so by phoning the school, whereby the message will be passed on to the individual. Students may also seek permission from the Deputy Principal to make brief phone calls regarding urgent issues at no expense.

If students bring mobile phones to school, it is at their own risk. **The school will not accept any responsibility for any loss or damage.**

Fractional Truancy

Students are to attend every class as per the NSW Department of Education
Core Rules for Students in NSW Government Schools. Student Discipline in NSW Government Schools.

Core Rule Number One

“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.”

Procedures to deal with fractional truancy

1. If a student is missing from a class but present at school that day
 - the teacher is to follow up with student.
 - If no reasonable excuse, the teacher is to follow SGHS Welfare and Discipline Implementation Guidelines ie Class Teacher Level, parent contact, etc.
2. If a student is out of class without a note or reasonable excuse, direct the student to class, where possible escort the student to class where the class teacher should record the truancy and place the student on a Class Conduct Level.
3. Follow normal procedures if a student fails the Class Conduct Level.

Behavioural Management Plan

A. STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING WITHIN THE SCHOOL

The School is:

- Aiming to provide appropriate curricula and programs to meet the needs of each student.
- Providing a desirable atmosphere that is conducive to learning.
- Developing a small number of rules that are fair, clear, and consistently applied.
- Cooperating and discussing with parents their role in promoting acceptable student behaviour.
- Providing appropriate support programs e.g. counselling, remediation, mentors.
- Providing programs that develop self-discipline, self-evaluation, communication and conflict resolution skills.
- Implementing Case Management Teams where appropriate. Developing co-operative learning strategies.
- Promoting good discipline and a happy environment by the consistent implementation, by all staff members, of SGHS Discipline and Welfare Implementation Guidelines.

B. PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The School recognises student achievement through various levels and award systems. Students are recognised by:

- Teacher encouragement at classroom level and recording of positive behaviour through the Sentral system. The positive comments by teachers will impact on the student's ability to be recognised through the Awards system.
- The use of merit certificates, awards and other appropriate school based rewards.
- Encouragement awards and awards of academic excellence at the end of each reporting session.
- Consistent behaviour and personal best award entries at the end of each term.
- Feedback and contact with parents eg letter, telephone, email, postcards.
- Annual Presentation of Awards ceremony for all areas of student endeavour.

Award System

Staff are to use Sentral- student wellbeing to give students AWARD entries.

AWARD entries should be used to award students using the following criteria.

Staff should not be giving out AWARD points to students who do not consistently display good behaviour and due diligence. If a student who regularly cannot follow instructions decides to do the right thing in a lesson they should NOT be awarded an AWARD entry.

A POSITIVE INCIDENT could be recorded instead which is to be used as an encouragement reward.

AWARD entries do not allow the teacher to put specific information in on regarding the award. Teachers may like to record a POSITIVE INCIDENT as well if they want to record the specific details of why student is receiving the chosen category for the AWARD point.

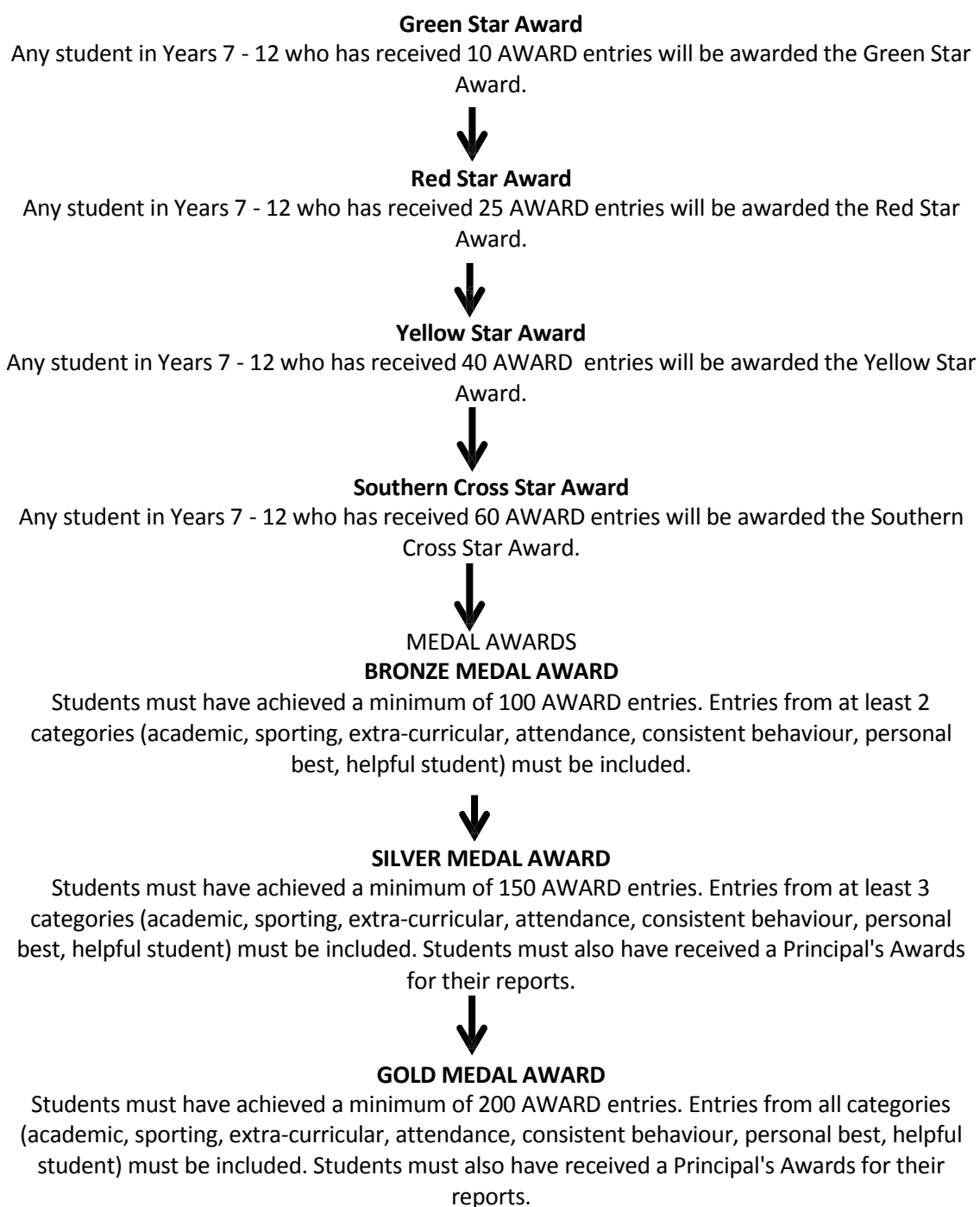
Award entry Criteria

Award entry	Who can enter it?	Example
Academic	All Staff	Students achieves 70% or more in Assessment task
Sporting	Staff Coaching team	Represented SGHS in a Sport
Extra- Curricular	Staff supervising activity	Represented SGHS in a extra-curricular activity, eg chess club, SRC duty, Schools spec etc
Attendance	HT Teaching and Learning	Student attends sporting carnivals and meets attendance criteria set by HT teaching and learning
Consistent behaviour	All Staff – to be entered at the end of every term. PBL Post card to be sent out.	Student display consistent behaviour for whole term. Based on teacher discretion.
Personal Best	All Staff – to be entered at the end of every term.	Teachers assess students effort for the term using PBL matrix.
Helpful Student	All Staff	Student offers to assist staff member or another student
CALM Award	All Staff to award 4 per timetable cycle. PBL Team to complete data entry.	Student displays behaviour from PBL Matrix
Principal Award Reports	Principal	Student must satisfy criteria for different Principals Awards – see below.

Principal Award Report

AWARD	Criteria
Principals Award of Excellence Award Outstanding Academic Achievement	Student average of 80% over in the report
Principals Encouragement Award	Student achieves a set average of outstanding/high competencies in report
Principals PBL Award	Student was one of the top students in year group to be awarded the greatest number of CALM awards in year group for that year.

Award Flow Chart



THE LEVEL SYSTEM

Level	Reasons	Consequences	Personnel Responsible
CLASS CONDUCT LEVEL Maximum. of 10 subject periods	<ul style="list-style-type: none"> • Ongoing discipline problems within the classroom such as; • not working • disobeying instructions. • disruptive behaviour 	<ul style="list-style-type: none"> • Form-letter to parents by Class Teacher. • Completion of catch-up work • Possible lunchtime detention • Parental phone call 	Classroom Teacher
HEAD TEACHER CONDUCT LEVEL Monitored for 2 weeks	<ul style="list-style-type: none"> • No improvement on Class Conduct Level. (three negative days) • Committed a more serious breach of rules. • Unco-operative behaviour which infringes on the learning of others 	<ul style="list-style-type: none"> • Lunchtime detentions (at least 1). • Form letter to parents by Head Teacher • Parental phone call • Parent interview may be requested. • Withdrawal of all privileges in that KLA area • SSO, Year Advisor, A team encouraged to be involved where appropriate 	Head Teachers
EXECUTIVE LEVEL Monitored for 2 weeks	<ul style="list-style-type: none"> • On the fourth Head Teacher level • Or for a more serious breach of the school discipline code • Or following at least twelve negative incidents recorded on Sentral following two Warning Letters and parent contact by Year Head Teachers. 	<ul style="list-style-type: none"> • Form letter to parents by DP • clean up duty • Parental phone call • Monitored by a blue level book • Parent interview maybe requested • Withdrawal of all privileges except those involving mandatory BOS requirements (socials, school representation, sport outside school, excursions, performances) • School Counsellor, Head Teacher Welfare, SSO, Year Advisor, A team encouraged to be involved where appropriate 	Deputy Principal
Return from suspension level Short suspension- 3 days Long Suspension- 5 days	<ul style="list-style-type: none"> • Return from suspension 	<ul style="list-style-type: none"> • Parent interview compulsory • clean up duty • Withdrawal of all privileges (as for Executive level) • Monitored by a yellow level book 	Deputy Principal

The levels system is monitored by a data base system called Sentral. Teachers will record both positive and negative behaviour on this system, which is networked across the entire school. Students who continue to have a considerable number of negative entries may be placed on the Executive Conduct Level, or may be suspended for continued disobedience.

APPENDICES

Appendix I – Classroom Teacher Checklist (to be completed before passing disciplinary action to Head Teacher)

- ┌ Used PBL principles.**
- ┌ Provided adequate, relevant learning experiences as defined in teaching programs.**
- ┌ Catered to the needs of all students with appropriate learning adjustments as per teaching programs.**
- ┌ Delivery of lessons designed for maximum student engagement as evidenced by appropriate lesson plans.**
- ┌ Implemented fair and consistent discipline in the classroom.**
 - Non-Verbal Cues**
 - Reminder**
 - Warning**
 - Move Student**
 - Private Discussion**
 - Detention**
 - Parent Contact**
- ┌ Is familiar with the South Grafton High School Student Welfare and Discipline Implementation Guidelines.**
- ┌ Has followed South Grafton High School Student Welfare and Discipline Implementation Guidelines.**

- 」 **Provided appropriate documentation for student/s exhibiting appropriate classroom behaviour with CALM awards, postcards and positive Sentral entries.**
- 」 **Referred to the school intranet in regard to support materials and information for individual students.**
- 」 **All actions and strategies fully documented.**
- 」 **Classroom teacher has kept parents informed of student's progress.**
- 」 **Considered if the situation could have been handled better.**
- 」 **In particularly difficult situations the HUSH Card (Hurry Up Send Help Card) can be used.**

Appendix II – Head Teacher Checklist (to be completed before passing disciplinary action to Deputy Principal)

- ┌ Used PBL principles.**
- ┌ Monitored KLA teaching programs.**
- ┌ Supported classroom teacher with appropriate lesson delivery to maximise engagement, in regard to student achievement of outcomes, as per teaching programs.**
- ┌ Ensure that learning adjustments have been incorporated into classroom teacher's lesson delivery.**
- ┌ Support staff to implement fair and consistent discipline in the classroom.**
- ┌ Is familiar with the South Grafton High School Student Welfare and Discipline Implementation Guidelines.**
- ┌ Has followed South Grafton High School Student Welfare and Discipline Implementation Guidelines.**
- ┌ Supported and promoted TPL for teachers.**
- ┌ Classroom teacher has been actively supervised.**
- ┌ Parent contact has been made.**
- ┌ All actions and strategies fully documented.**
- ┌ Considered if the situation could have been handled better.**

Appendix III – Deputy Principal Checklist (to be completed before passing disciplinary action to Principal)

- ┌ Used PBL principles.**
- ┌ Support Head Teacher to implement fair and consistent discipline in the school.**
- ┌ Is familiar with the South Grafton High School Student Welfare and Discipline Implementation Guidelines.**
- ┌ Has followed South Grafton High School Student Welfare and Discipline Implementation Guidelines.**
- ┌ Has referred to DoE Policy**
- ┌ Used the Good Practice Guide and Legal Issues Bulletin 5.**
- ┌ Is familiar with Suspensions and Expulsions Policy 2011.**
- ┌ Has used a Learning Support Team Referral.**
- ┌ Parental contact has been made.**
- ┌ Reports to and is accountable to the Senior Executive Team.**
- ┌ All actions and strategies fully documented.**
- ┌ Considered if the situation could have been handled better.**

Appendix IV

Reasons for Suspension

The Principal may impose a short suspension (4 days) on students for:

- Continued Disobedience. This relates to such things as breaches of the School's disciplinary code, minor criminal matters, refusal to follow staff instructions, gross insolence towards staff, ongoing truancy etc.
- Aggressive Behaviour. This relates to hostile behaviour that is directed towards other students, school staff or members of the community. Including abuse, the making of threats, both verbally and by electronic means.

The Principal **must** impose a long suspension (20 days) on students for:

- Physical violence that seriously interferes with the safety of others.
- Possession of a weapon.
- Possession, use or dealing in a suspected illegal substance.

The Principal may impose a long suspension on students for:

- Use of an object (not classified as a prohibited weapon), in a manner which seriously interferes with the safety of others.
- Persistent misbehaviour which interferes with the rights of others
- Criminal behaviour relating to the school.

As well as the above a student may be suspended for a behaviour that reflects a non-serious attempt to meet HSC requirements.

Each behaviour is defined below:

- Persistently disobedient: repeatedly disregard orders, break rules, not obey instructions.
- Insolent: offensive, insulting, act of despising, interference with lawful commands.
- Abusive: engage in verbal harassment and abuse.
- Disruptive: persistently disrupt and prevent the learning and teaching of others.
- Non-serious attempt: unsatisfactory participation in learning activities (non-serious attempt, not meeting requirements).

Before a student is suspended for continued or persistent disobedience, school based intervention will have been tried. This intervention could be in the form(s) of:

- Discussion with warnings to student.
- Contact with parents outlining the warning.
- Counselling.
- Isolation from class.
- Outlining expectations/responsibilities by the Deputy Principal or Principal.

Appendix V

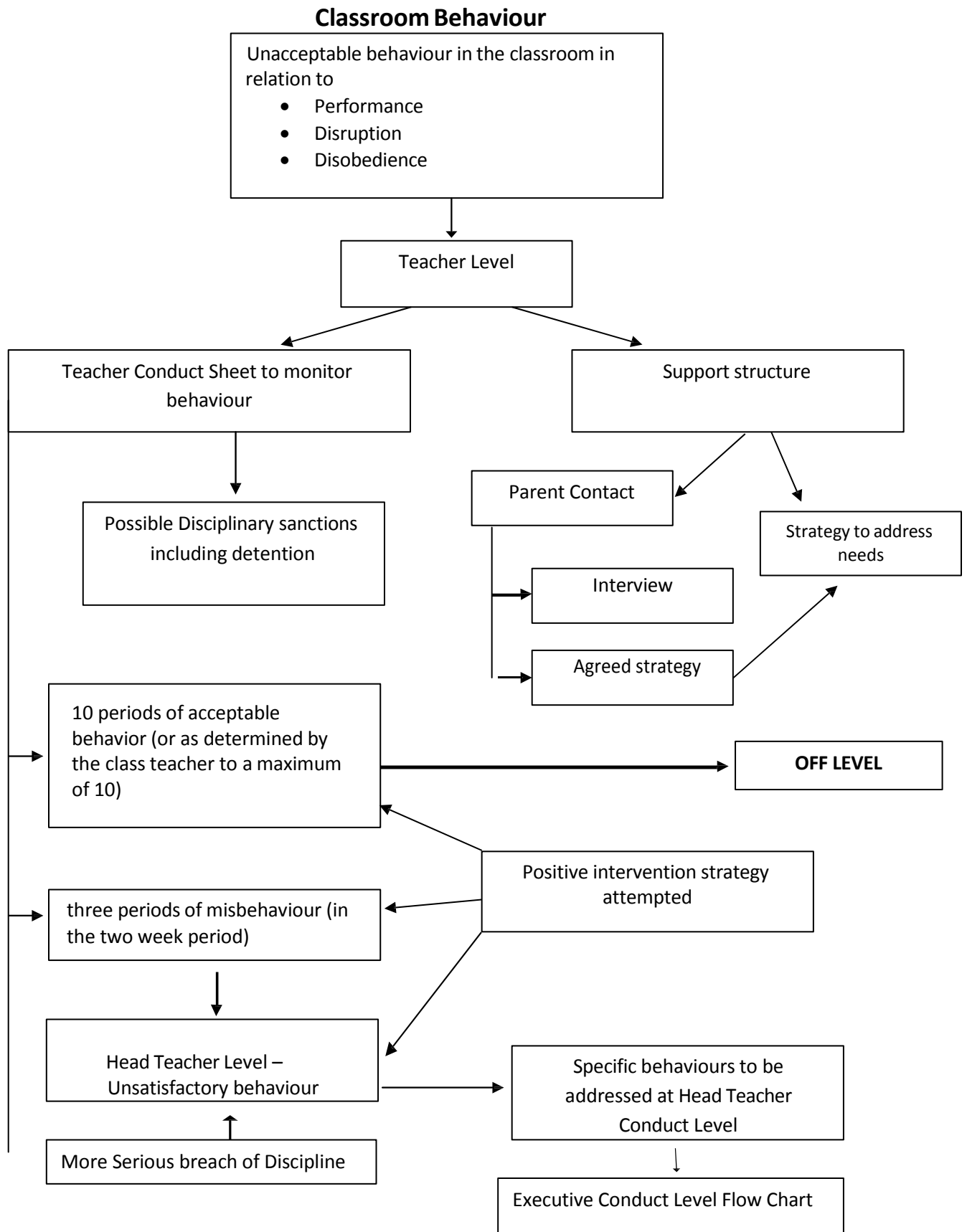
Weapons Prohibited in Schools

- Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act, 1989.
- If the Principal becomes aware that a student or any other person on school premises or at a school activity is in possession of a weapon or weapons, he or she should contact the police. The student should be suspended immediately.
- Weapons can include, but are not limited to, the items listed below. The following weapons are banned from the school premises:
 - firearms of any kind.
 - any imitation or replica of any firearm.
 - knives.
 - hunting slings, catapults or slingshots.
 - knuckle-dusters.
 - studded gloves or sap gloves.
 - blow guns or any other similar device capable of projecting a dart.
 - whips of any kind.
 - kung fu sticks or nunchaku.
 - batons of any type.
 - spear-guns.
 - mace.
 - any defence or anti-persperant sprays that are capable of discharging irritants in liquid, gas or

Further details are available from Appendix 15 of *Suspension and Expulsion of School Students – Procedures*.

Appendix VI – Discipline and Level System Flowcharts

A PLACEMENT ON CLASSROOM TEACHER LEVEL BY CLASS TEACHER (IN POSSIBLE CONSULTATION WITH HEAD TEACHER)

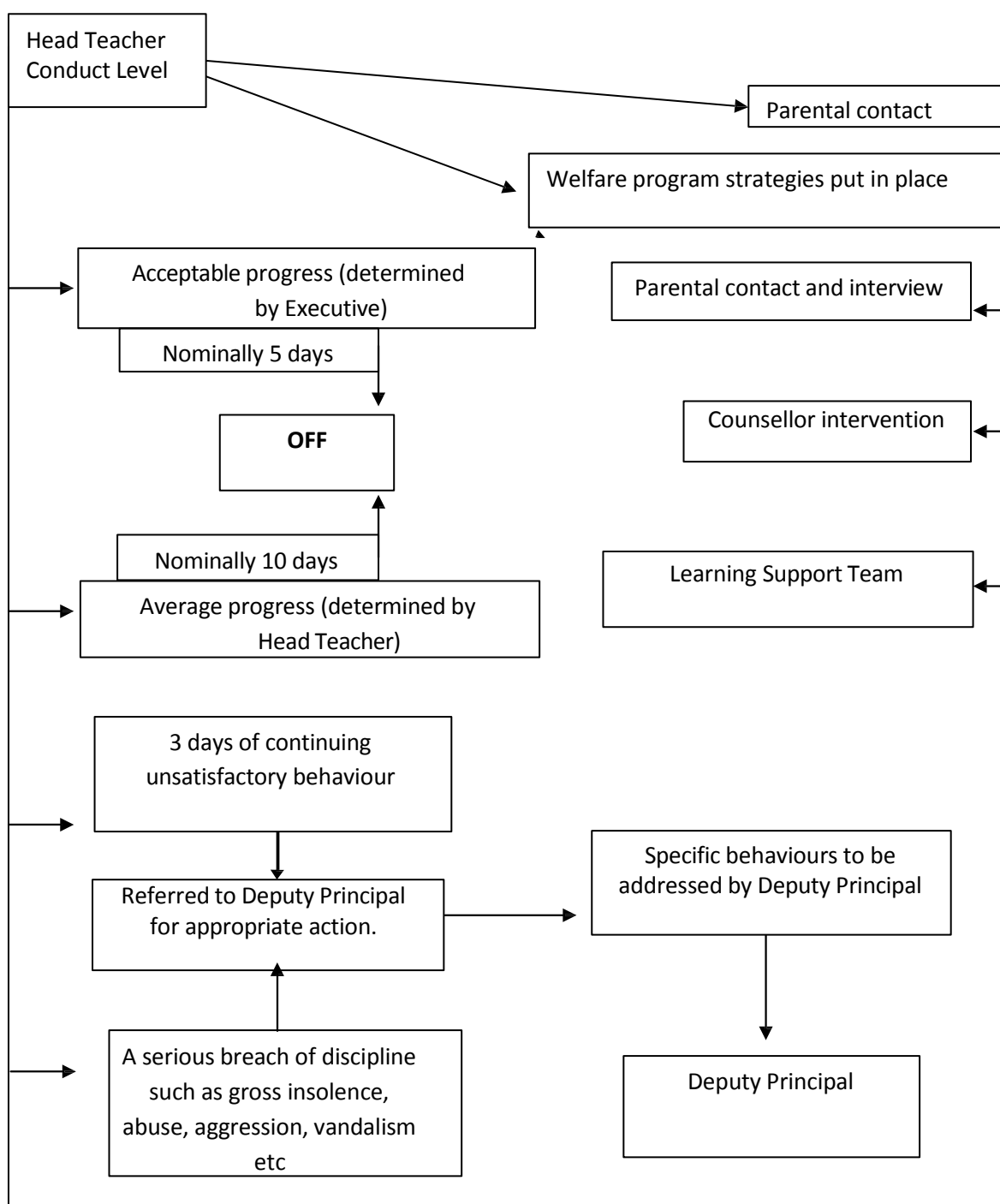


B PLACEMENT ON HEAD TEACHER CONDUCT LEVEL

Warning of behavioural change necessary so that student is not referred to Deputy Principal.

Reason for Head Teacher Conduct Level

- An incident involving more serious unacceptable behaviour.
- Continuing poor performance in class while on a Classroom Teacher Level.
- Ongoing negative Sentral entries.

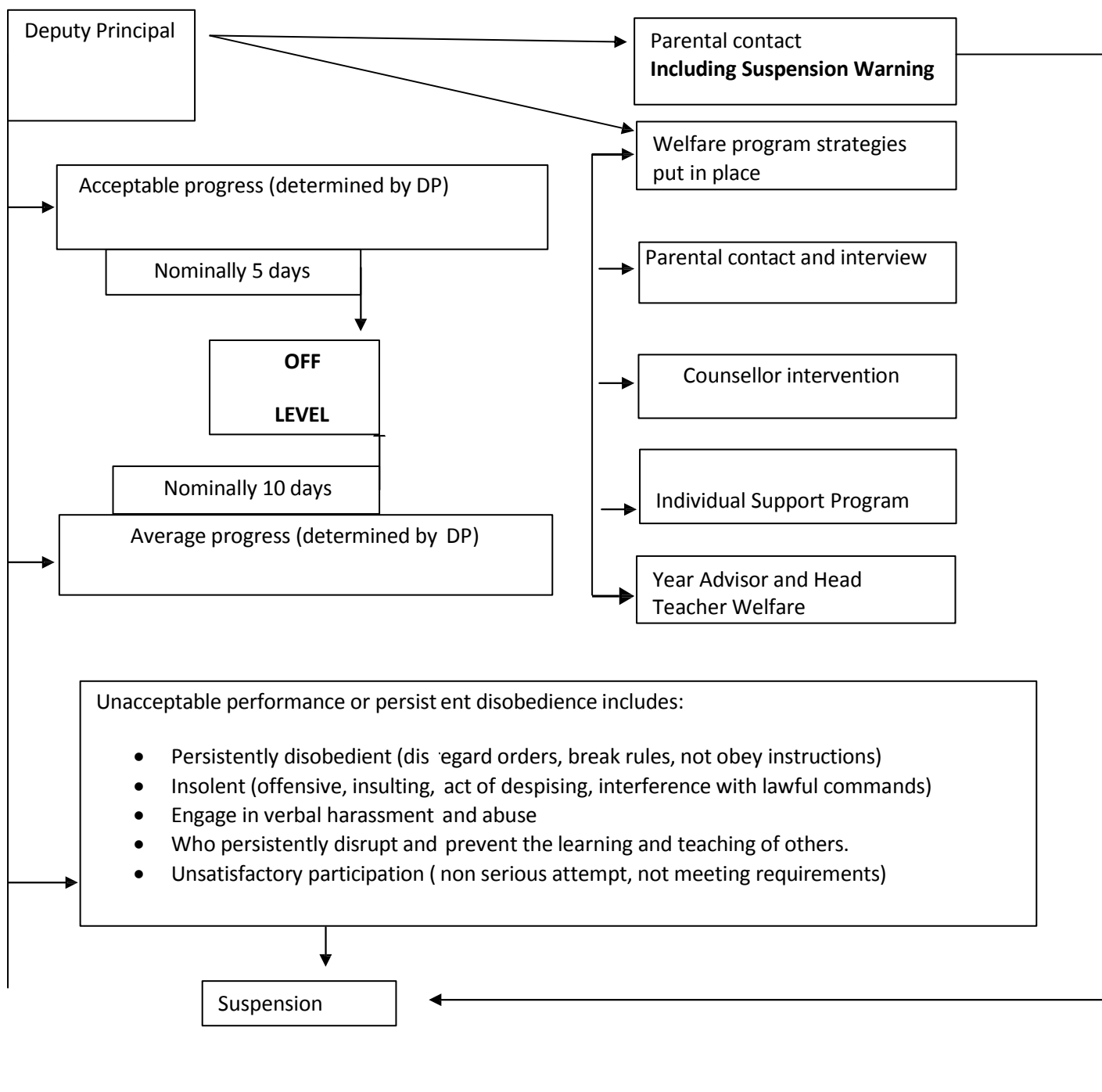


C PLACEMENT ON DEPUTY PRINCIPAL LEVEL (Deputy Principal)

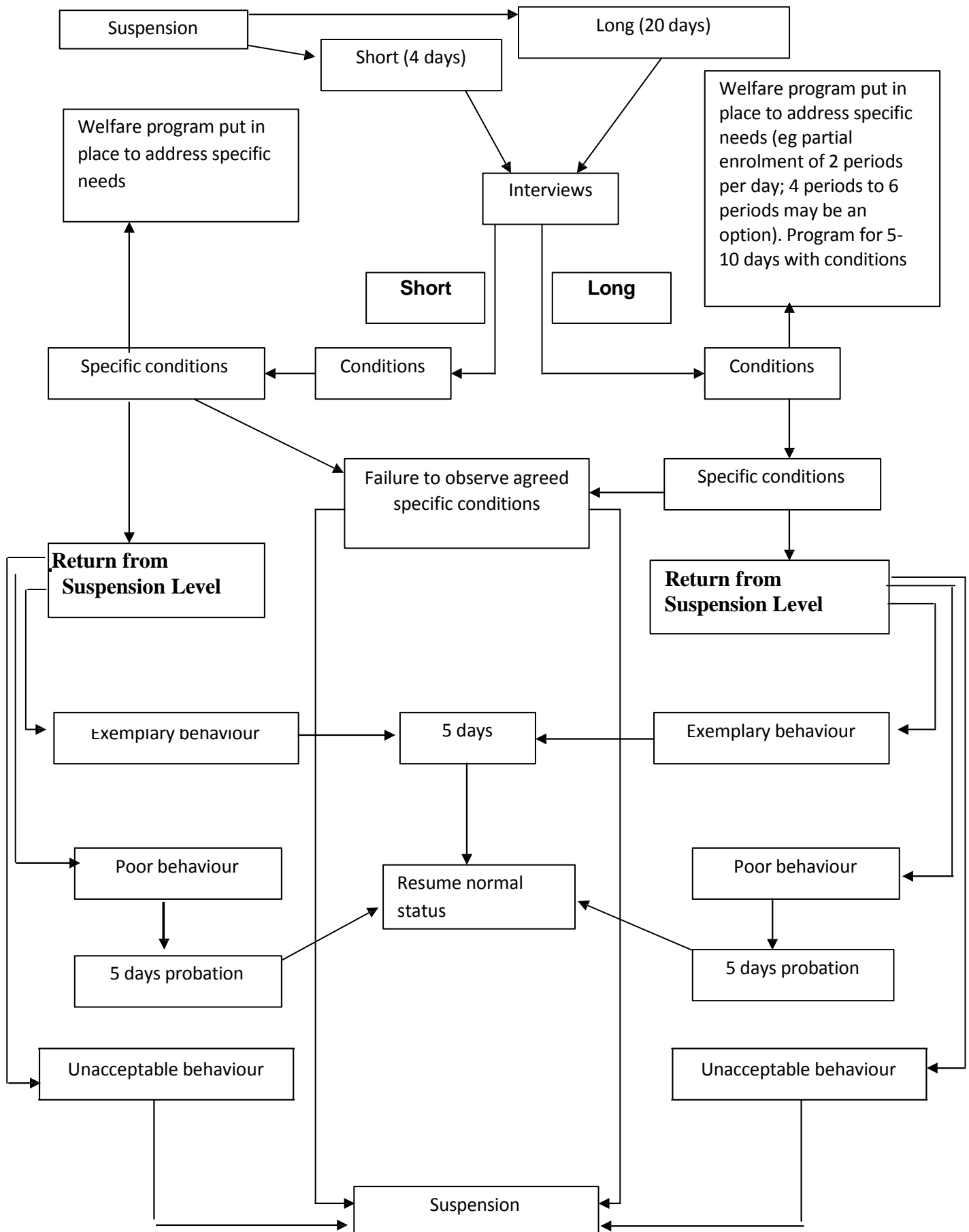
Warning of behavioural change necessary so that student is not suspended.

Reason for Executive Conduct Level

- An incident involving serious and unacceptable behaviour.
- Failure to meet responsibilities and obligations while on Level for Head Teacher.
- Ongoing negative Sentral entries.



D RETURN FROM SUSPENSION



South Grafton High School Classroom Discipline Flow Chart

