

ST IVES HIGH SCHOOL DISCIPLINE POLICY

OPENING STATEMENT

St Ives High School values **Respect, Perseverance and Growth**. Staff modelling and school programs focus on the development of students' capacities to reflect on experience, set goals, make informed decisions and maximise their growth. SIHS is a comprehensive, high performing school that engages students in academic, creative and sporting excellence. We foster students' understanding of their responsibilities to others and an understanding of their individual and collective responsibility as a member of our inclusive school community.

RESPECT PERSEVERANCE GROWTH

All students have the right to feel happy and safe at school and enjoy learning. The school's core expectations for all students and staff are set out below. This is the foundation of a well-disciplined, effective and encouraging learning environment.

RESPECT: Everybody. Every day

- We are responsible for our own actions and are safe at all times
- We show kindness and consideration to everyone and our school environment
 - Accepting the diversity of the SIHS community

PERSEVERANCE: Persistence pays off

- We are prepared for every lesson and ask for help when we need it
- We will keep trying after we make mistakes or experience a setback
 - Keep striving for a goal even if success is not immediate

GROWTH: Striving towards better things

- We set goals and work to meet them
- Celebrating achievement and new experiences
 - Being a lifelong learner

DET Links

STUDENT WELLBEING AND DISCIPLINE – INCLUDING

http://www.stives-h.schools.nsw.edu.au/documents/66729205/66736620/sihs_antibullying.pdf

<https://education.nsw.gov.au/student-wellbeing>

https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf (Suspension Policy)

https://education.nsw.gov.au/about-us/rights-and-accountability/media/documents/public-legal-issues-bulletins/number_56.pdf (Confiscation of student property)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

At St Ives High School, we have in place a comprehensive and inclusive discipline policy to support student and teacher wellbeing. This is fundamental to achieving the priorities of providing quality education for all, raising educational standards and achievement, taking responsibility for the care and safety of others, and creating responsible and tolerant students who achieve their full potential.

We believe that all students, teachers, parents and community members have a right to be a part of our safe and caring schooling community. In order to maximise the potential and safety of SIHS students, the following needs to be taken into consideration:

<i>Students have the right to:</i>	<i>So students have the responsibility to:</i>
work, learn and receive the maximum benefits from our school	attend lessons and school functions and behave in a way that allows each person to work and learn and ultimately benefit. Participate in extracurricular days.
feel safe and secure at school speak to a staff member that I feel comfortable with, if I think I have been unfairly treated.	cooperate with accepted standards of behaviour, including 'no touch school'.
be valued as an individual	I have the responsibility to be accepting of others including not bullying or harassing others.
be treated fairly and with respect	I have the responsibility to be courteous, cooperative and respectful of the rights of others
I have the right to work and study in a pleasant and safe environment	I have the responsibility to respect all property, take care of our school and bring nothing to school that could cause damage or injury
I have the right to benefit from the good name of our school	I have the responsibility to help establish a good reputation for our school in the wider community by conducting oneself in an appropriate manner, wearing full school uniform and familiarising myself with school expectations and follow them.
I have the right to be celebrated for efforts made in the school community	I have the responsibility to make efforts both in and outside the classroom to produce my personal best

STUDENT EXPECTATIONS

To ensure a safe and positive environment in the school, it is essential that students, teachers and parents value and uphold accepted standards of behaviour in an environment of mutual respect.

To achieve and maintain the standards of behaviour outlined above together with the normal standards of the community it is expected that *students will*:

Within the Classroom

- Be punctual and prepared for all lessons
- Adhere to the requests of **all** staff and others in authority
- Adhere to the expected standards of behaviour set by each classroom teacher
- Respect the rights of other students within the classroom
- Bring all correct equipment; **Follow the SIHS Computer/BYOD Policy**
- Complete all set work commensurate with ability

In the Playground

- Act in a manner that ensures the safety of all members of the school community
- Adhere to the requests of **all** staff and others in authority
- Respect the rights of other students within the playground
- Remain within the designated boundaries of the playground
- Be responsible for keeping the school grounds tidy
- Respect the school buildings, environment and equipment

On Excursions / Sporting Activities / Out of School Events/ Travelling to and from school

- Adhere to the standards of dress determined by the organiser of the event
- Act in a manner that maintains a sound reputation for the school
- Adhere to the requests of all staff and others in authority
- Interact positively with the wider community on public transport including giving up one's seat for paying customers.

While walking, driving, riding a bike, scooter or skateboard to school I will:

- If driving to school; I will drive to the speed limit and park my car respectfully
- When walking to school I will use the pedestrian crossing when crossing the road
- Obey the rules of the road, ride in a safe manner and wear an approved safety helmet
- Walk my bike, scooter or skateboard in and out of the school grounds
- Use the bike bay provided and ensure that the bike, scooter or skateboard is adequately secured

In General

- not use or be in possession of illegal drugs, alcohol, tobacco or weapons

**NB: Students who bring items of value to school do so at their own risk.
The school will not take responsibility for personal items brought to school.**

ROLES OF SCHOOL AND COMMUNITY MEMBERS

<p>Principal:</p> <ul style="list-style-type: none"> - Provide leadership and direction - Be a role model - Disseminate DoE policy information and training to all staff - Ensure all procedures are in line with DoE policies and procedures - Oversee all suspensions and complex wellbeing and management issues - Liaise with staff, students, parents and relevant DoE personnel - Issue & monitor long suspensions and conduct resolutions - Oversee all suspensions and complex wellbeing and management issues 	<p>Teachers:</p> <ul style="list-style-type: none"> - Be a positive role model and mentor to students - Establish classrooms that have positive learning environments - Liaise with Head Teacher re: student issues and log onto Sentral - Make contact with caregivers, parents where appropriate and necessary - Ensure positive student achievement is acknowledged and rewarded with merit awards (log onto Sentral) - Monitor and support classroom behaviour
<p>Deputy Principals:</p> <ul style="list-style-type: none"> - Provide leadership and direction - Be a role model - Facilitate training and development opportunities for staff - Overall responsibility for the implementation of school policy and procedures - Liaise closely with Head teachers, HT Welfare, Year Advisers, and LaST - Recommend short suspensions to Principal - Issue level system and monitor with alongside Head Teacher 	<p>Year Advisers:</p> <ul style="list-style-type: none"> - Be a positive role model for students and be a mentor to those in need - Student's first stop for support - Parent's contact for information and advice - Disseminate information re: students for staff - Liaise with staff, executive and the wellbeing team re: student issues - Assist caregivers, staff and students with wellbeing issues as they arise - Primary function to support a student's academic (alongside Head Teachers) and social progress - Monitoring of reports/progress reports, the organisation of follow-up letters and interviews for unsatisfactory students
<p>Head Teacher Welfare:</p> <ul style="list-style-type: none"> - Clear, consistent, timely information dissemination to staff about students - Work with complex wellbeing and management issues in a sensitive manner - Liaise with staff, students, caregivers and relevant DoE personnel - Make referrals for funding and DoE support and coordinate funding - Manage school attendance and contact caregivers/students for poor attendance - Monitor truancy 	<p>Parents:</p> <ul style="list-style-type: none"> - Provide student with full uniform, sports uniform and correct equipment - Provide relevant documentation to the school, where necessary - Encourage child to co-operate with the school, create goals, and respect others - Contact school, where necessary, if any issues needs resolving - Read newsletter, school website and calendar to know about current activities/examinations - Provide feedback to recognise their child's achievement and engagement - Contact the school rather than your child directly during school hours
<p>Head Teachers:</p> <ul style="list-style-type: none"> - Provide leadership and direction within faculty in Wellbeing & Management - Follow relevant policy procedures and communicate them to staff - Liaise with senior executive and the welfare teams re: student issues - Make contact with caregivers and conduct interviews, where necessary 	<p>Counsellor:</p> <ul style="list-style-type: none"> - Access requests for alternative settings - Long suspension reports - Counselling - Make referrals for funding and DoE support and coordinate funding - Review meetings - Liaise closely with Head teachers, HT Welfare, Year Advisers, LaST and parents

DISCIPLINE LEVEL SYSTEM

Classroom and playground: managed by teachers

Sample of negative behaviours		Suggested management strategies Try these strategies in your classroom first
Level	Including but not limited to:	
0	<ul style="list-style-type: none"> - Arriving late to class - Not following teacher instruction on the first occasion - Failing to complete set tasks - Failing to bring appropriate materials to class - Repeated talking in class - Disruptive to other students in class - Student using electronic device/s without permission - Failing to work cooperatively - Littering - Low level swearing (not directed at people or aggressive) - Chewing gum/eating in class - Wandering out of allocated seat - Not doing homework, talking in an assembly 	<ul style="list-style-type: none"> - All student effort is valued - Showing students respect and expecting students to respect the rights of others - Evaluating individual student learning and support needs for adjustments to learning - Class detention for up to half of break (log on Sentral) - Student seating redirected/seating plans - Verbal redirection to an appropriate activity or behaviour - Completing reflection activities that focus on the changing behavior - Communication to parents (letters of concern, phone calls and emails), again a log should be made on Sentral. - Refer/discuss student to Head Teacher - Cueing, referring to the class rules posted on the wall
Level	Behaviour	Outcomes
1	<p>Persistent misbehaviour and/or actions which hurt or stop others from learning:</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> - Back chatting teacher repeatedly - Repeated disruptive behavior/ impacts on learning - Out of bounds - Single period truancy - Pattern of roll call lateness - Pattern of uniform infractions - Anti-social behaviours - Repeated inappropriate use electronic device/s in class - Failure to attend both a break detention and also 1 after school detention <p>If referring more than one students for a level 1, this must be done by the Head Teacher</p>	<p>You will be placed on Level 1 for one week by a teacher in consultation with head teacher</p> <p>The teacher/Head Teacher will explain why you are being placed on this level and suggest ways to improve your behaviour.</p> <ul style="list-style-type: none"> - Your parents/care providers will be notified and this will be logged within the original incident that was logged on Sentral. - 1 hour after school detention - <i>Level 1 Improvement Agreement</i> issued by executive member. <i>Level 1 Improvement Agreement</i> will identify the behavior that has caused concern and set time where you will stay afterschool to discuss your plan for improvement. You are to bring your <i>Level 1 Improvement Agreement</i> to the after school detention and you will have an opportunity to discuss your plan for improvement with a Deputy Principal. - Year Advisers will be notified - Your behaviour will be monitored over the week through Sentral negative incidents. <p>Improved behaviour will allow you to be removed from the level system (No level 1 behaviours recorded on Sentral).</p> <p>If there are one or more level 1 behaviours logged on Sentral you will move to a Level 2.</p>

<p style="text-align: center;">2</p>	<p>More serious or repeated Level 1 offences – particularly across KLAs:</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> - Significant class disruption – an escalation of level 1 behaviours as noted on <i>Sentral</i> negative incidents - Possession of cigarettes and/or smoking - Behaviour without provocation causing injury to others - Sustained harassment and taunting of others - Repeated and persistent disobedience in use of electronic device/s in class - Persistent lateness and truancy - Deliberate property damage or similar behavior 	<p>You will be placed on Level 2 for two weeks by an executive teacher.</p> <ul style="list-style-type: none"> - You will be counselled about your behavior by the executive member who placed you on the level 2 - Your parents/care providers will be notified and may be asked to come to the school for an interview - An <i>Improvement Booklet</i> will be issued by executive member. <i>Improvement Booklet</i> will identify the behavior that has caused concern and set expectations for each lesson - You are to bring your <i>Improvement Booklet</i> to the executive teacher on 4 occasions during the two week period. The <i>Improvement Booklet</i> will be signed by the executive member and signed daily by your parent/guardian. You are also expected to show a Deputy Principal your <i>Improvement Booklet</i> when attending afterschool detention - You may be required to perform some community service, give an apology, complete 2 hours of detention, participate in a program to assist you and/or attend additional counselling - Students on return from Long Suspension may be put on level 2 <p>Consistently improved behaviour will allow you to be removed from the level system (no level 1 or 2 behaviours recorded on <i>Sentral</i>).</p>
<p style="text-align: center;">3</p>	<p>More serious or repeated Level 2 offences:</p> <p>Included but not limited to:</p> <ul style="list-style-type: none"> - Significant class disruption – an escalation of level 1 and 2 behaviours as noted on <i>Sentral</i> negative incidents - Continued disobedience or defiance - Vandalism - Computer network abuse - Intentional and/or dangerous harm to another student with or without provocation - Use of alcohol or repeated use of cigarettes - Abuse transmitted electronically 	<p>You will be placed on Level 3 for three weeks by the Principal or Deputy Principals or their delegate.</p> <ul style="list-style-type: none"> - You will be counselled about your behaviour - Your parents/carer will be notified and may be interviewed about your future - Your behaviour will be monitored over three weeks and an agreed standard of improved behaviour must be met (this agreement will be logged on <i>Sentral</i>). You will need to show you understand what you have done and how it will not occur again. You will be excluded from all excursions and extra-curricula activities including school representation - Additional counselling may be arranged and you maybe asked to participate in an assistance program. You may be required to perform some community service, complete detentions, make restitution - A suspension warning or you may be suspended - For particular offences the Police may be notified
<p style="text-align: center;">4</p>	<p>Serious or repeated Level 3 offences causing whole school disruption or impeding the learning of others:</p> <ul style="list-style-type: none"> - An escalations of the behaviours of level 3 	<p>You will be placed on Level 4 for four weeks by the Principal or Deputy Principals.</p> <ul style="list-style-type: none"> - You will be counselled about your behaviour and you may be suspended from school by the Principal - Your parents/care providers will be notified and interviewed about your future. - Your behaviour will be monitored over four weeks - Follow up actions as per level

	<p>Very serious misbehaviour and/or incidents:</p> <p>- Refer to <i>The Suspension and Expulsion of School Students – Procedures</i></p> <p>https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf</p>	<p>You will be put on a Short or Long suspension and/or expelled from school by the Principal.</p> <ul style="list-style-type: none">- In particular circumstances the police will be notified.- On return to school you will be placed on an appropriate level- The ‘Suspension and Expulsion Policy’ will be followed.- Serious misbehaviour or repeated suspension may result in: An alternative school placement or expulsion from the school.
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ACCEPTABLE USE POLICY FOR MOBILE PHONES AND PERSONAL TECHNOLOGY DEVICES

Purpose and Rationale

This policy needs to be read with the St Ives High School *Student Discipline Policy; Anti-Bullying Plan; Assessment Policy* and *BYOD Student Agreement*.

The widespread ownership of mobile phones (and similar devices such as tablets and smart watches) among students requires that school administrators, teachers, students, and parents take steps to ensure that such mobile devices are used responsibly at school. This *Acceptable Use Policy for Mobile Phones and Personal Technology Devices* is designed to provide guidelines and instructions for the appropriate use of mobile devices during all school related activities ensuring the benefits that mobile phones provide (such as increased safety to and from school) can continue for our students.

Responsibilities – Students and Parents

Students and their parents or guardians should read and understand the *Acceptable Use Policy for Mobile Phones and Personal Technology Devices; Student Discipline Policy; Anti-Bullying Plan; Assessment Policy* and *BYOD Student Agreement*. Both students and their parents or guardians will be required to sign the *Acceptable Use Policy for Mobile Phones and Personal Technology Devices Contract* before students are permitted to bring their mobile phone or other mobile device to school.

- 2.2 Parents who have a significant reason to contact their children during school hours must do so through the school administration office and a message will be relayed to the student. Parents may not contact their children during class as this disrupts their learning and that of others.

Acceptable Uses of Mobile Phones and other mobile devices at School

Using mobiles responsibly at school:

- 3.1 Students and their parents or guardians will be required to sign an *Acceptable Use Policy for Mobile Phones and Personal Technology Devices Contract* before students are permitted to bring their mobile phone or other personal technology device to school.
- 3.2 Students are to use mobile devices responsibly at all times at school and follow the *Acceptable Use Policy for Mobile Phones and Personal Technology Devices; Student Discipline Policy; Anti-Bullying Plan; Assessment Policy* and *BYOD Student Agreement*, as well as all Federal and NSW legislative requirements.
- 3.3 Mobile devices are to be on silent and kept in the student's bag at all times during lessons unless explicitly authorized by the teacher. Students may not take their mobile devices with them on bathroom breaks.
- 3.4 Students must follow teachers' instructions and not interrupt their own or others' learning.
- 3.5 Misuse of a mobile device may result in confiscation.
- 3.6 No student is to invade another person's privacy by using their device to take photographs, video or audio without their permission. Failing to adhere to this rule may result in suspension and the matter may be referred to police in accordance with the *Acceptable Use Policy for Mobile Phones and Personal Technology Devices; Student Discipline Policy; Anti-Bullying Plan; Assessment Policy* and *BYOD Student Agreement*, as well as all Federal and NSW legislative requirements.
- 3.7 Mobile devices must not be used to send intimidating, harassing or unpleasant messages. Failing to adhere to this rule may result in suspension and the matter may be referred to police.
- 3.8 Students who bring mobile devices to school must take full responsibility for them and do so at their own risk. Staff take no responsibility for mobile devices and it is not possible for staff to carry out lengthy investigations if a mobile device goes missing.
- 3.9 Students who persistently misuse their mobile device in contravention of the *Acceptable Use Policy for Mobile Phones and Personal Technology Devices; Student Discipline Policy; Anti-Bullying Plan; Assessment Policy* and *BYOD Student Agreement* or Federal and NSW legislation, may have the privilege of bringing their mobile device to school removed.
- 3.10 Mobile phones or other personal technology devices should not be used in any manner or place that is disruptive to the normal routine of the school.

- 3.11 Students may not use mobile phones for “sexting”; including the transmission of pornographic, nude, sexually explicit or suggestive material in line with the *Acceptable Use Policy for Mobile Phones and Personal Technology Devices*; *Student Discipline Policy*; *Anti-Bullying Plan*; *Assessment Policy* and *BYOD Student Agreement* or Federal and NSW legislation. Failing to adhere to this rule may result in suspension and will be referred to the police.
- 3.12 Students must report any inappropriate behaviour or inappropriate material in contravention of the *Acceptable Use Policy for Mobile Phones and Personal Technology Devices* to a staff member.

Cyber bullying: refer to the St Ives High School Anti-Bullying Plan

Students and parents are reminded that in accordance with state and federal legislation, it is a criminal offence to use a mobile phone or other mobile device to menace, harass or offend another person and that almost all calls, text messages, emails and social media posts can be traced.

- 4.2 Mobile phones and other mobile devices must not be used to take photos/video of any other student or any staff member without their consent. It is prohibited by both state and federal law to upload photos/video of other students/staff members to social media websites or distribute photos/video to others if doing so would embarrass, humiliate or cause discomfort to the subject of the photo/video.

Theft or damage

- 5.1 Students are responsible for the safe keeping of their mobile phones and personal technology devices at all times and these are brought or used at school at entirely their own risk. St Ives High School or its staff accepts no responsibility for replacing lost, stolen or damaged mobile devices or personal technology devices.
- 5.2 Staff take no responsibility for mobile devices and it is not possible for staff to carry out lengthy investigations if a mobile device goes missing.
- 5.3 St Ives High School and its staff accepts no responsibility for students who lose or have their mobile devices stolen while travelling to and from school and on excursions.