

## Discipline (Behaviour Support and Management) Policy

### Overview

St Ives High School 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 members of our inclusive school community.

St Ives High is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our community has high expectations of student behaviour. Our community values Respect, Perseverance and Growth. Staff modelling and school programs focus on the development of students' capacities to: reflect on experience; make informed decisions; set goals; and maximise their growth.

At St Ives High School, we have in place a comprehensive and inclusive Behaviour Support and Management Plan 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 respectful 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.

### Promoting and reinforcing positive student behaviour and school-wide expectations

Students are rewarded with digital merits for meeting expectations and going 'Above'. Digital awards are regularly tallied and the most outstanding students are recognised through school assemblies, the school newsletter and end of year awards ceremonies.

### Values and expectations

Respect	Perseverance	Growth
<ul style="list-style-type: none"> <li>● Obeys school and community rules</li> <li>● Behaves and communicates respectfully to others</li> <li>● Follows reasonable requests of all staff and others in authority.</li> <li>● Takes care of their belongings, and those of others</li> <li>● Is safe: respects and follows the 'no touch' rule;</li> <li>● Cares for their learning and physical environment; brings nothing to school that could cause harm, damage or injury</li> <li>● Shows kindness; Respects difference/diversity/ rights and is inclusive.</li> <li>● Is accountable for their actions</li> <li>● Remains within the designated boundaries/areas.</li> <li>● Wears the full school uniform</li> <li>● Interacts positively and respectfully with the wider community; contributes to the good reputation of St Ives High School</li> </ul>	<ul style="list-style-type: none"> <li>● Prepared for learning (including correct equipment with charged and operating BYOD )</li> <li>● Keeps trying after making mistakes</li> <li>● Attempts set tasks with the aim of completion.</li> <li>● Submits tasks on time.</li> <li>● Attempts tasks commensurate with ability.</li> <li>● Participates with enthusiasm in school carnivals, excursions and incursions</li> </ul>	<ul style="list-style-type: none"> <li>● Sets goals and aims for personal best</li> <li>● Collaborates with peers without hindering the learning of others.</li> <li>● Listens to the teacher</li> <li>● Listens to and responds to feedback</li> <li>● Willingness to learn</li> <li>● Attends all timetabled, arrives on time</li> <li>● Celebrates achievements of self and others</li> <li>● Is a lifelong learner</li> </ul>

## Health and Safety Expectations – I will:

- Communicate and behave respectfully towards others at all times
- Line up safely and respectfully as required eg. at the canteen, for buses, outside classrooms
- Use bathrooms for the purpose for which they were designed
- Follow the No Touch school rule
- Power off my phone and store it in my bag while on school grounds
- Not use or be in possession of illegal drugs, alcohol, tobacco, e-cigarettes/vapes or weapons
- Keep nails short and smooth; no acrylic nails
- Not wear large earrings; remove jewellery and tie back hair when participating in physical activity.
- Not wear a hooded jumper or jacket; hooded raincoats allowed in wet weather
- Dispose of chewing gum in a bin before entering a school building
- If driving to school, drive to the speed limit and park my car respectfully
- Use the pedestrian crossing when crossing the road
- Obey road rules; ride bikes, skateboards and scooters 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

## Partnership with parents/carers

St Ives High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by our Above Expectations positive reinforcement system, and our Level System for detention, reflection and restorative practices. St Ives High School will communicate these expectations to parents/carers through the school website and other avenues.



The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs.

The care continuum includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.

Prevention	Early Intervention and Targeted Support	Individual Interventions and supports
<p>School-wide prevention practices include:</p> <ul style="list-style-type: none"> <li>• reaffirming relationships through developing social and emotional skills</li> <li>• identifying common values and guidelines promoting and strengthening students' sense of belonging and ownership</li> <li>• developing social-emotional understanding and skills to build healthy relationships</li> </ul>	<p>Managing targeted difficulties and repairing relationships through:</p> <ul style="list-style-type: none"> <li>• preventing harm</li> <li>• resolving differences with mediation and restorative intervention</li> <li>• building social-emotional capacity</li> <li>• Supporting students to take accountability for behaviours and repair any harm.</li> </ul>	<p>Intense interventions and rebuilding relationships through:</p> <ul style="list-style-type: none"> <li>• focusing on accountability</li> <li>• organising resources to address behavioural and academic support needs</li> <li>• one to one support and successful reintegration for youth in crisis or those returning from suspension.</li> </ul>

## Student behaviour includes behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

## Discipline and Support – Level System

### Level 0

Behaviours requiring intervention	Support for and discipline of students
<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Arriving late to class</li> <li>• Not following teacher instruction on the first occasion</li> <li>• Failing to complete class tasks</li> <li>• Failing to bring appropriate materials to class</li> <li>• Repeated talking in class</li> <li>• Inappropriate, disruptive comments</li> <li>• Disruptive to other students in the class</li> <li>• Off-task electronic device usage</li> <li>• Low-level swearing (not directed at people or aggressive)</li> <li>• Chewing gum/eating in class</li> <li>• Wandering out of allocated seat</li> </ul>	<ul style="list-style-type: none"> <li>• Will be provided with opportunities to reflect to develop strategies to self-monitor and self-correct</li> <li>• Modelling of respectful relationships</li> <li>• Adjustments for individual learning needs</li> <li>• Directing, redirecting and cueing</li> <li>• Seating plans</li> <li>• Enforcement of whole school and class rules</li> <li>• Recess or half-lunch (faculty based) detentions</li> <li>• School service eg. cleaning playground</li> <li>• Informal, supportive conversations where form, function, and context of behaviour is discussed with student and strategies to self-monitor and self-correct</li> <li>• Communication of concern to parent/carer</li> <li>• May receive Level 1 warning</li> </ul>

### Level 1

Behaviours requiring intervention	Support for and discipline of students
<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Pattern of arriving late to class</li> <li>• Repeated disrespectful comments to staff/students</li> <li>• Back chatting teacher repeatedly</li> <li>• Repeated refusal to follow teacher instruction</li> <li>• Repeated disruption to learning</li> <li>• Repeated breach of rules regarding electronic device/s</li> <li>• Failure to attend break detentions</li> <li>• Language or gestures that may offend, based on race, gender, religion, sexuality, disability or appearance</li> <li>• Pattern of uniform infractions</li> <li>• Failure to report to Detention and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Detention and Reflection (Welfare team based)</li> <li>• Supportive conversations where form, function, and context of behaviour is discussed between student and subject Head Teacher or Deputy Principal. Student Support Officer may also support.</li> <li>• Target Behaviour Goals established, strategies to self-monitor and self-correct devised</li> <li>• Close monitoring of student behaviour for two weeks</li> <li>• Communication with parent/carer</li> <li>• May be excluded from excursions</li> </ul>

## Level 2

Behaviours requiring intervention	Support for and discipline of students
<p>Included but not limited to:</p> <ul style="list-style-type: none"> <li>• A pattern of Level 1 behaviours</li> <li>• Significant class disruption</li> <li>• Unsafe behaviour</li> <li>• Repeated and persistent disobedience in the use of electronic devices</li> <li>• Refusal to hand over electronic devices when directed</li> <li>• Possession of cigarettes, vapes and/or smoking or in the company of vapers/smokers</li> <li>• Harassment and taunting of others, including but not limited to offensive language</li> <li>• Language or gestures that offend based on race, gender, religion, sexuality, disability or appearance</li> <li>• Offensive behaviours</li> <li>• Buying or selling of merchandise at school</li> <li>• Continued failure to report to Detention and Reflection despite reminders and support for disabilities</li> <li>• Persistent truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Detention and Reflection (Welfare team based)</li> <li>• Supportive conversations where form, function, and context of behaviour is discussed between student and Head Teacher or Deputy Principal</li> <li>• Target Behaviour Goals established, strategies to self-monitor and self-correct devised,</li> <li>• Close monitoring of student behaviour for two weeks</li> <li>• Communication with parent/carer</li> <li>• Formal Individual Behaviour Support Plan may be developed</li> <li>• May be excluded from excursions</li> <li>• Student will be nominated to attend relevant wellbeing program, where available; support from Student Support Officer to achieve goals</li> <li>• Formal caution to suspend may be issued</li> </ul>

## Level 3

Behaviours requiring intervention	Support for and discipline of students
<p>Included but not limited to:</p> <ul style="list-style-type: none"> <li>• An escalation of Level 2 behaviours</li> <li>• Serious behaviours of concern</li> <li>• Computer network abuse</li> <li>• Causing actual harm or poses a significant risk</li> </ul>	<ul style="list-style-type: none"> <li>• Detention and Reflection (Welfare team based)</li> <li>• Supportive conversations where form, function, and context of behaviour is discussed between student and Deputy Principal.</li> <li>• Target Behaviour Goals established, strategies to self-monitor and self-correct devised, monitoring of behaviour and communication with parent/carer</li> <li>• Individual Behaviour Support Plan and Risk Assessment may be developed</li> <li>• Will be excluded from excursions</li> <li>• Student will be nominated to attend relevant wellbeing program, where available; support from Student Support Officer to achieve goals</li> <li>• Formal caution to suspend may be issued or student may be suspended from school</li> </ul>

## Level 4

Behaviours requiring intervention	Support for and discipline of students
<p>Included but not limited to:</p> <ul style="list-style-type: none"> <li>• An escalation of Level 3 behaviours</li> <li>• Serious behaviours of</li> </ul>	<ul style="list-style-type: none"> <li>• Detention and Reflection (Welfare team based)</li> <li>• Supportive conversations where form, function, and context of behaviour is discussed between student and Deputy Principal.</li> <li>• Target Behaviour Goals established, strategies to self-monitor and self-correct devised, monitoring of behaviour and communication with parent/carer</li> </ul>

<p>concern</p> <ul style="list-style-type: none"> <li>• Causing actual harm or poses a significant risk</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Behaviour Support Plan will be developed</li> <li>• Will be excluded from excursions</li> <li>• Student will be nominated to attend relevant wellbeing program, where available; support from Student Support Officer to achieve goals</li> <li>• Formal caution to suspend may be adjusted, issued or the student may be suspended from school</li> </ul>
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**Suspension** from school - please refer to NSW Department of Education's Suspension and Expulsion Procedures

<https://education.nsw.gov.au/about-us/education-data-and-research/scout/scout-overview/apps-and-reports/suspensions#:~:text=The%20suspension%20duration%20is%20as,up%20to%2010%20school%20days>

**DoE Behaviour Code for Students**

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>

**School Anti-Bullying Plan**

Click [here](#) to find St Ives High School's anti-bullying plan, or go to our school website.

**Review Dates**

Last Review Date: 28/1/2024

Next Review Date: 1/4/2024