BEHAVIOUR AND DISCIPLINE POLICY

Revised June 2024

Sydney
Technical
High School

RATIONALE

NSW DEPARTMENT OF EDUCATION DISCIPLINE POLICY OBJECTIVES

Good discipline is fundamental to the achievement of government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members. The policy must contain four components.

These are:

- the discipline code or school rules
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour. The school disciplinepolicy must:
    – be consistent with legislation and reflect government and departmental policy
    – incorporate the principles of procedural fairness
    – be developed within a strong student welfare context
    – reflect the identified needs of the community
    – grow from existing policies and practices
    – outline expected standards of behaviour
    – define the responsibilities of teachers, students and parents

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. In NSW public schools students are expected to:

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

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

Student behaviour and discipline at STHS is strongly influenced by our culture of high expectations and managed through a modified 'choice theory' model, originally developed by American psychologist, William Glasser. This model has been central to the school's behaviour management systems for several years and an evaluation of the school's discipline processes and procedures wasconducted in 2017. Data obtained in this process strongly recognised the ongoing relevance and appropriateness of this model within our school's context. The evaluation committee recommendedthat the "Time Out Desk' system remain but was altered to allow for increased respectful conversations with cooperative processes aimed at restoring optimal teaching and learning practicesin the most appropriate time and manner.

It was also recommended that the school rules be updated, rebranded and explicitly taught across the school in varying formats. Effective Term 4 2017, our school rules are:

1. Respect students and all staff
2. Approach your studies with diligence and a positive attitude
3. Behave safely
4. Support your school's good name
5. Respect the property of others

DoE'S BEHAVIOUR CODE FOR STUDENTS (Revised 2024)

In NSW public schools students are expected, to the best of their ability, to:
- show respect to other students, their teachers and school staff and community members • follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.
- Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning

All students have a right to:
- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.
- The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the NSW Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

- Students must be responsible for their own behaviour.
- No student has the right to disrupt the learning of others in class.

Step 1	**Brief verbal reprimand Separate students**	No dialogue is necessary.

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Step 2	**First disruption – teacher prompts student to recognise his unacceptable behaviour.** It may be similar to: What school rule is being broken? What should you be doing?	Student ceases his unacceptable behaviour and lesson resumes.

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Step 3	**Second Disruption – teacher repeats the prompt in step 2.** **This step may be ignored if the misbehaviour is serious enough.**	Student ceases his unacceptable behaviour and lesson resumes.

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Step 4	**Third Disruption – teacher indicates that since the student has not chosen to alter his behaviour, he must move to the Time Out (TO) desk.**	

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Step 5	**Student makes plan at time out desk and hands it in at the end of the lesson. He takes no part in classroom activities while at the Time Out desk.** **Student must seek a negotiation time.** The resolution must be worked out within one week, each period being at the time out desk. Teacher copies plan for head teacher (HT) and year adviser (YA) – either of whom may contact parents. YA may place student on progress book or gain a progress report if this occurs in three subjects.	Student returns to class after negotiation with teacher.

IF PLAN NOT COMPLETED SATISFACTORILY
⇓

Step 6	**STUDENT IS SENT DIRECTLY TO RELEVANT FACULTY HEAD TEACHER (HT)** ***** supervises student or places him at HT Time Out desk in another room. ***** sends letter home via welfare database inviting parent/carer to an interview. Copy of letter to faculty and school files. ***** ensures that when student returns letter it is also signed by YA * student stays at this step for one week.	Return to class after negotiation with head teacher and teacher.

NO SATISFACTORY PLAN WORKED OUT
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Step 7	**STUDENT IS ESCORTED TO DEPUTY PRINCIPAL FOR INTERVIEW**	Return to class after negotiation with deputy principal and head teacher.

STUDENT ENGAGES IN PERSISTENT MISBEHAVIOUR
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Step 8	**SUSPENSION,** at Principal's discretion, following serious offence or after further parent/carer interview.	

NON-CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

CORRIDORS, PLAYGROUND, CANTEEN
- Supervising teacher warns, if appropriate.
- Persistent misbehaviour will lead to removal to deputy principal's office.
- Supervising teacher provides written statement
- Deputy Principal interviews and determines course of action, restitution, parental notification,student plan. Further action following classroom procedures.

In all cases a plan for action and resolution must be completed and filed. Head teacher level andrepeated offences must be noted in the welfare database.

DURING ASSEMBLY
- Supervising teacher warns, if appropriate
- Persistent misbehaviour will lead to removal from the assembly to Deputy Principal's office
- Student will be placed on school detention

DURING SPORT
- Supervising teacher follows procedures of warning, then exclusion
- Statement obtained
- Reported to Sports Coordinator
- Sports Coordinator interviews and determines course of action, restitution, parental notification, student plan. Further action may include sports detention, suspension from sport (Library), or, in the case of fractional truancy, referral to the Deputy Principals.

EXCURSIONS AND CAMPS
- Supervising teacher follows procedures of warning, then exclusion
- Statement obtained
- Reported to Head Teacher or teacher in charge or head teacher welfare, as appropriate.
- Head teacher interviews and determines course of action, restitution, parental notification,student plan. Further action following classroom procedures.

TRAVEL TO AND FROM SCHOOL
- Seen by teacher, prefect, other student, member of the public
- Statement obtained
- Reported to Deputy Principal
- Deputy Principal interviews and determines course of action, restitution, parental notification, detention or other action.

STUDENTS LEAVING THE SCHOOL AT THE END OF THE DAY

Students are supervised by members of the Executive according to the Bus Duty Roster. Parents mustnot park in the school carparks or block the school entrance to Anderson Street. Parents are requested to pick up and set down their children in Botany Street or Ethel Street.

Students who leave school before the end of the timetabled school day are required to sign in at theschool administration office before leaving.

STUDENT DETENTION REFLECTION

A school detention may given for breaches of specific school rules and not for unacceptable classroom behaviour. The final decision of which students should be placed on school detention willlie with the principal and the deputy principals.

Breaches of school rules and unacceptable behaviour which may result in school detention include:

- lateness to school
- fractional and whole day truancy
- misbehaviour during assembly
- misbehaviour at sport or in the playground
- out of uniform without a uniform pass
- repeated bullying behaviour
- dangerous conduct

Detention is held at school and during normal school hours. The location and duration will be determined by the relevant Deputy Principal. A detention reflection sheet is available for students to reflect on their behaviour.

Students will receive a detention slip from the deputy principal outlining the date of and reason for the detention. Students should receive notice of a detention. Failure to attend detention may result in a warning of suspension.

Notice of placement on detention is recorded in the wellbeing database by the executive staff member responsible for issuing the detention.

Individual faculties may hold detentions to deal with specific subject matters not related to behaviour, such as unfinished homework. This should not be at recess or for the whole of lunch.

CONSISTENT AND CARING BEHAVIOUR BY STAFF

Student wellbeing is a responsibility of all staff. The school climate is therefore characterised by mutual respect among staff and students in a caring, supportive and sensitive environment and is underpinned by the school values of mutual respect and responsibility. The school has a positive working environment with high expectations for all students in terms of behaviour and participation.Equity is a key component of the discipline system which is to be applied with fairness to all. Consequences for poor student behaviour are detailed below.

Staff must observe the DEC Code of Conduct at all times in their dealing with other staff, students and the community, found at:

Code of Conduct Policy
https://education.nsw.gov.au/policy-library/policies/code-of-conduct-policy

Code of Conduct Procedures
https://policies.education.nsw.gov.au/policy-library/policies/code-of-conduct-policy/code-of-conduct-procedures.pdf

Staff must also comply with the DoE Child Protection Guidelines at:

https://education.nsw.gov.au/policy-library/policies/child-protection-policy-responding-to-and-reporting-students-at-risk-of-harm

Policy guidelines are found at:
https://education.nsw.gov.au/student-wellbeing/child-protection/child-protection-policy- guidelines

STHS ANTI-BULLYING POLICY

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education. The School Anti Bullying Plan is located on tech.net. Go to Staff menu.

The DoE Bullying: Prevention and Response Policy can be found here:
https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and- response-policy

RISK MANAGEMENT PLAN: STUDENT BEHAVIOUR

A Risk Management Plan will be completed for any student whose behaviour is identified as a risk to himself or others.

The Risk Management Plan can be found on tech.net in Staff\School Proformas.

RECOGNISING POSITIVE BEHAVIOUR

Positive student behaviour is recognised through the merit and Wykeham Award system. Students receive merits for extra-curricular activities and positive behaviour. Year Advisers present students with their level of achievement badge when enough points are accumulated.

Techie of the Term is an award that students nominate their peers for. Students make nomination via their Wellbeing Hubs for students have been a positive role model. These students are presented with a medal on whole school assemblies.