

# COONABARABRAN HIGH SCHOOL



## WELFARE, DISCIPLINE & ANTI- BULLYING POLICY

2017

## PRINCIPLES

- \* The Coonabarabran High School Welfare Discipline & Anti-Bullying Policy is a vital part of the school's management strategy. Its implementation will enable students to become responsible, contributing members of society.
- \* Discipline concerns the development of appropriate and responsible attitudes and behaviour in students. It implies the development of self-discipline, and the ability to distinguish right from wrong.
- \* Students learn most effectively in a secure, ordered and well-disciplined environment in which both staff and students take pride in achievement. It is in such an environment that students are most likely to adopt a sustained commitment to learning.
- \* A well-disciplined environment provides a system of relationships, rules, rewards and punishments designed to promote effective learning. A strong emphasis on the use of positive practices will assist students to develop the ability to accept responsibility for their behaviour, and show concern and respect for others.
- \* Parents and caregivers, school and community have complementary roles to play in setting and maintaining acceptable standards of student behaviour. They have a shared responsibility to influence students to accept and observe that standard.
- \* The provisions of this policy will apply to govern students' behaviour towards staff both within and outside school hours.

## AIMS

- \* To provide a caring, safe and orderly environment within which students may learn effectively and behave responsibly.
- \* To provide students with excellence in teaching.
- \* To encourage students to value the personal dignity and worth of themselves and all others.
- \* To promote in students a respect for the values that underpin our society.
- \* To create and maintain positive, fair, courteous and respectful relationships within the school community and beyond.
- \* To develop practices which encourage students to develop self-discipline by accepting responsibility for their own behaviour.
- \* To demonstrate to students that violence, discrimination, harassment, bullying and intimidation are unacceptable.
- \* To develop skills in students which enable them to pursue the peaceful resolution of conflict.
- \* To familiarise all staff, students, parents and caregivers with our discipline/welfare structure and expectations.
- \* To promote in students a respect for school rules and the school discipline policy.

# SCHOOL DISCIPLINE CODE

## ATTENDANCE

Students must attend the school on each day that instruction is provided. Parents/guardians are required to provide an explanation for all absences, whether whole or part day. Regular attendance is necessary to achieve the outcomes required for the award of a Record of School Achievement or Higher School Certificate.

## TRUANCY

Truancy disrupts learning and is unsafe for students. Parents/guardians will be notified. Students may be placed on Level 3, with possible exclusion from activities.

## PUNCTUALITY

Students are expected to arrive at school in time for morning assembly. Those arriving late must report to the Front Office, enter their name and reason in the Late Book and collect a late slip. The number of times a student arrives late will be recorded on their school report each semester. Students are also expected to be punctual to class. Unless prior contact with Deputy Students should not arrive prior to 8.30am

## BEHAVIOUR

Students are responsible for their actions. Consideration for others is essential. The rights and safety of others should be respected. Requests and directions from staff should be listened to, and followed.

## CODE OF CLASSROOM BEHAVIOUR

Students are required to:

- \* Make this school a good place to be.
- \* Be courteous and respect the feelings of others.
- \* Allow others to work without disturbing them.
- \* Stay in the work area, and be prepared for the lesson eg. text books, pens, workbooks, ruler, calculator.
- \* Wear appropriate shoes and personal protective equipment for specific subjects
- \* Complete all class and home assignments.
- \* Respect all property, public and private.
- \* Refrain from eating in the classroom.
- \* Preserve personal and environmental cleanliness.
- \* Know and abide by the school code of conduct.
- \* Be respectful when staff or students are addressing the class

## PROHIBITED SUBSTANCES/ARTICLES

- \* Alcohol, tobacco, drugs and weapons are not permitted on school premises.
- \* Gum, steel rulers, aerosol cans and liquid paper are considered undesirable and should not be brought to school.

## NO KNIVES AT SCHOOL

It's against the law for students to have a knife in a public place or at school. NSW now has the toughest knife laws in Australia and you need to be aware of these laws.

No knives are allowed at school under any circumstances:

- \* You are not allowed to have any type of knife at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives or any item that can be used as a weapon, for example a chisel.
- \* The principal may call the police and you may be expelled or suspended from school immediately if you are found possessing or carrying a knife.
- \* You can now receive a fine of over \$2,000 or be sent to jail for many years for knife related offences.

- \* This may happen even if you just have it at school in your bag or locker, and don't use the knife, or threaten anyone with it.
- \* You are not allowed to carry a knife, even if you believe it is for your own protection. If you feel intimidated, worried that someone will harm you or you're being bullied, talk to your school principal, counsellor or year advisor.

The police can search you in public places and at school if they suspect you possess a knife. They can confiscate any dangerous object they might find during the search:

- \* If police tell you they are going to search you because they suspect you of having a knife at school, you must comply.
- \* If you do not co-operate with the police, they can arrest and charge you.
- \* It is also illegal for anyone to sell you a knife if you are under 16 years old.

There are very tough sentences for assaults or threats if you are in a fight and wound someone with a knife. If you commit this sort of crime with other young people, the sentences are even tougher. Your parents can be charged if they know and allow you to carry a knife in public places or at school.

There's no good reason for you to ever bring a knife to school.

### **UNIFORM**

The policy of the school and the community is that students wear school uniform in a correct and appropriate manner. This policy is supported by the Department of Education. Students out of uniform for a particular reason must be able to present a note explaining the reason. The note must be presented to the Deputy Principal prior to the morning assembly. The wearing of hats outside the classroom is encouraged. Hats and beanies are not to be worn in the classroom.

Navy blue beanies may be worn in the winter months

### **EXCURSIONS AND SPORT**

When at venues other than school, students must still follow all school rules and behaviour codes. School uniform will be worn on excursions, unless otherwise specified.

### **LEAVING GROUNDS**

All students must receive the Principal or Deputy Principal's permission to leave the school grounds. Students wishing to leave the grounds, for whatever reason, should have a note signed by parent or guardian, stating the reason. This note should be presented to the Front Office before 8:55 am and a Leave Pass will be given to the student to carry on their person when leaving the school grounds.

### **HOMEWORK**

Homework is an essential part of a student's task, and should become an automatic routine undertaken each night. It may be work set by the teacher, or revision of the day's lessons. Staff will be mindful of the age of students, and the potential amount of homework set across the curriculum. Students are encouraged to have and use a homework diary.

### **CLASSROOMS, DEMOUNTABLES AND CORRIDORS**

These are out of bounds before 8.55am, and at lunch and recess. Note: A permission note must be obtained from the teacher before leaving the class. D4 can be used by senior students in wet weather.

### **CANTEEN**

Lunches should be ordered before 8.55am. Students may not make purchases at the Canteen during lesson time. Students must queue in an orderly fashion (two students to be at the window at a time) and follow the directions communicated by the canteen supervisor.

## **CASES & BAGS**

Students should take into the classroom all they need for the lesson - this is best done by taking their bags to class. These should be placed to allow safe access through doors, corridors and aisles. When left in corridors, they should be left in the areas marked for them. Wheelchair access must be adequately provided.

## **HEATERS**

Staff only will attend to their lighting and operation.

## **LOST PROPERTY**

Property lost or found should be reported to the Front Office.

## **PLAYGROUNDS**

The rights and safety of other students must be respected. Grounds are to be kept clean and tidy. Everyone must take responsibility for the cleanliness of the area where they choose to sit, and help to maintain the environment wisely. Footpaths should be used wherever possible. Any incidents should be reported to the teacher on duty or the Deputy Principal. Games should be played in the appropriate areas, eg. Ballgames on basketball courts.

Handball games are permitted in the quad but not under stairwells or near the toilets or lockers

Students may use:

- the quadrangle
- the Northern Wall, COLA, the top oval.

The area between the Science rooms and the demountables is for seniors only. (No ball games in senior area).

No ball games on the North Wall in the morning (before school).

It is expected that students will stay in sheltered areas in wet weather.

## **TEACHERS COMMON ROOM, STAFF ROOMS & OFFICES:**

These are out of bounds to students, who should knock on the door and wait until attended.

## **MOBILE PHONES**

Mobile phones are not required by students at school, and the school recommends that students leave their mobile phone at home to support their learning.

Parent/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.

The Principal or Deputy can be contacted to arrange for a special provision in the case of a specific circumstance (eg Medical condition). Mobile phones may be taken on excursions and used in an appropriate manner to communicate with parents/carers.

The high risk of theft is also potentially a significant problem to monitor and the school will not be liable for the expense of replacing lost or stolen phones.

Students who bring their mobile phone to school MUST have them turned off and away during classes unless directed to use them by their teacher. If a student leaves class to go to the toilet they must leave their mobile phone with the teacher. If a student is placed at the isolation desk they must surrender their mobile phone to the Deputy Principal.

Students who bring their mobile phone to school must use them appropriately and respectfully. 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 text messaging;
- \* view, store and transmit pornographic images and video;
- \* cheat during tests and examinations;
- \* communicate to persons outside the school without parent/carer knowledge;
- \* cause disruption to the continuity of learning within the classroom.

If students use their phone inappropriately at school, or outside the school, but with a clear and close connection to the school, they may:

- \* lose the privilege of bringing a phone to school
- \* have the phone confiscated by the Deputy or Principal, to be collected by a parent;
- \* be suspended for the use of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or departmental staff officer;
- \* be suspended and referred to Police for criminal behaviour related to soliciting, storing and/or transmitting pornographic images or video.

### **ENERGY DRINKS**

Energy drinks eg. Mother, Monster, V and Red Bull etc are not permitted to be consumed at school or school events.

### **TRAVEL TO AND FROM SCHOOL**

Students must travel safely and lawfully, respecting other people's property and privacy.

### **BUS RULES**

Behave safely and sensibly at the bus stop. Students are to remain behind the bollards until directed by supervising teacher to 'board'. Students are expected to be courteous to adults and to each other. Passengers must remain seated at all times. Make sure the driver has an unobstructed view. Obey the instructions of the driver for your own and others' safety. No articles are to be thrown either within the bus or through the windows. No eating or drinking is permitted on buses. Seniors are expected to set a good example on the bus, and assist with supervision of younger students. The Bus proprietors have the legal right to withdraw travel rights to students where appropriate. The school may impose disciplinary action if anti-social or aggressive behaviour is displayed.

### **STUDENT VEHICLES AND PASSENGERS**

Cars may be parked in the school grounds at the discretion of the Principal. A student driving a vehicle to school must have the approval of the Principal or Deputy Principal and must have completed an official permission note. Students wishing to be passengers must also have an official permission note for each driver with whom they travel. Students may not drive or take passengers on excursions or to and from sporting venues unless indicated by the Principal. Students are not permitted to park in the horseshoe carpark or the northern side of the top carpark.

### **VISITORS**

All visitors to the school must report to the Principal or Deputy Principal. Visitors wishing to meet with students may do so within the administration block environment unless permission is obtained from the Deputy Principal. All visitors will be required to wear a 'visitors badge'.

# ANTI-BULLYING POLICY

Bullying is a pattern of behaviour by a person, or a group of people, towards another, which is designed to hurt, injure, embarrass, upset or discomfort that person. The behaviour is intentional, selective and uninvited. It can be:

- \* physical aggression;
- \* the use of put-down comments or insults;
- \* name-calling;
- \* damage to the person's property;
- \* deliberate exclusion from activities;
- \* the setting up of humiliating experiences.

## **BULLYING:**

- \* devalues, isolates and frightens
- \* affects an individual's ability to achieve
- \* has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

## **CYBER BULLYING:**

- \* Deliberate harassment using mediums such as chat rooms, SMS, Facebook and network sites.
- \* Can be devastating as messages and visual images are able to be spread quickly and permanently to a wider audience.
- \* Threatening or aggressive communication related to staff eg Facebook outside of school hours is a breach of the School's Welfare & Discipline Policy and will be dealt with accordingly.
- \* If students receive threatening or aggressive communication outside of school hours it is strongly recommended that they save the undesirable accounts, not respond, communicate to parents, and if necessary contact the school and/or police.

## **RACISM**

*"Racism is a particularly hurtful and damaging aspect of bullying behaviour"*

*"The NSW Department of Education & Training rejects all forms of racism. It is committed to the elimination of racial discrimination - including direct and indirect racism, racial vilification and harassment - in its organisation, structure and culture, in its curriculum and in the learning and working environments for which it is responsible."*

NSW Dept of Education & Training Policy Statement 2005

At Coonabarabran High School we will:

- \* Strive to ensure that no student, employee, parent, caregiver or community member experiences racism within the learning or school environment;
- \* Eradicate expressions of racism in the learning environment and challenge the attitudes that allow them to emerge;
- \* Ensure all teaching and non-teaching staff contribute to the eradication of racism by promoting the acceptance and celebration of Australia's culture, linguistic and religious diversity, by identifying and challenging prejudicial attitudes;
- \* ensure that racist behaviour is addressed with a consistent, fair discipline and policy by
  - Promoting the role of Anti-Racism Contact Officer and Aboriginal Education Officer to support students to notify racist behaviour;
  - Follows school welfare and discipline procedures to provide support to students and ensure natural justice;
  - Follow-up racist incidents with strategies to prevent further harm.
- \* Provide an environment where Indigenous students feel a sense of belonging and can freely express their unique cultural identity;



- \* Ensure that we have a trained Anti-Racism Contact Officer and provide prompt response to suggestions, complaints and allegations regarding racism;
- \* Maintain records of complaints concerning racism and collect information from students regarding their experience at school for inclusion in school planning.

## **EXPECTATIONS OF SCHOOL, STAFF, STUDENTS AND PARENTS**

### ***Coonabarabran High School is required to provide:***

- \* An inclusive environment, where diversity is affirmed and individual difference are respected.
- \* An environment where bullying must be taken seriously and is not acceptable in any form.
- \* For students a school day free from the fear of bullying, harassment and intimidation.
- \* A school day free from the fear of bullying, harassment and intimidation.
- \* An environment where teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.
- \* An Anti-bullying Plan that is consistent with the department's policy according to:  
[https://detwww.det.nsw.edu.au/policies/student\\_serv/discipline/anti\\_bully/PD20040050\\_i.shtml](https://detwww.det.nsw.edu.au/policies/student_serv/discipline/anti_bully/PD20040050_i.shtml)

### **STUDENTS**

#### ***Students can expect to***

- \* know that their concerns will be responded to by school staff
- \* be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- \* take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

#### ***Students have a responsibility to***

- \* behave appropriately, respecting individual differences and diversity
- \* follow the school Anti-bullying Plan
- \* respond to incidents of bullying according to their school Anti-bullying Plan.

#### ***Parents and caregivers***

- \* Parents and caregivers have a responsibility to:- support their children in all aspects of their learning
- \* be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- \* support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- \* support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan.

### **SCHOOL**

Schools have a responsibility to:

- \* develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- \* inform students, parents, caregivers and the community about the School Discipline Code and Anti-bullying Plan
- \* provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- \* provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.



- \* communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children and follow up complaints of bullying, harassment and intimidation.

Coonabarabran High School has the following PROCEDURES, STANDARDS and STRATEGIES in place to prevent and deal with bullying in our school.

***Students are expected to:***

- \* Play safely
- \* Not be involved in any form of bullying or harassment
- \* Report bullying incidents, directed to themselves or others
- \* Co-operate with other students and staff
- \* Attend anti-Bullying seminars

***Staff are required to:***

- \* Be observant of signs of distress and incidents of bullying
- \* Encourage co-operative behaviour through the utilisation of co-operative learning techniques where possible
- \* Be vigilant and pro-active in the classroom and whilst on playground duty
- \* Be prompt to class
- \* Report all incidents of inappropriate behaviour which detract from a safe environment
- \* Take appropriate steps to comfort victims of harassment
- \* Provide students under their care with strategies to resist bullying
- \* Assist with the identification of students who are seen as 'bullies' or victims'
- \* Follow the school's Welfare and Discipline Policy
- \* Enforce the school's and/or DET's Discrimination and Anti-Racist Policies
- \* Deputy Principal - keep a record of all students suspended for bullying.

***Parents are asked to:***

- \* Discuss this issue with their children
- \* Encourage co-operative behaviour in their children
- \* Encourage their children to tell a member of staff should they be involved or witness any negative playground or classroom behaviour
- \* Not encourage their children to retaliate should the child be bullied or harassed
- \* Encourage independence in their children
- \* Report any incidents, which cause unhappiness in either the classroom or the playground to the school

## **Bullying will not be tolerated at Coonabarabran High School**

Just as for any other breach of the school's discipline code, students involved in bullying can expect to be disciplined. Actions may include referral to a Head Teacher, detention, isolation, parental notification, placement on a discipline level, or suspension.

### **Monitoring, Evaluation and Reporting**

Coonabarabran High School will, on a regular basis, review the Anti-Bullying Policy, so that all members of the school community are aware of and remain committed to this policy. The policy will reflect the current teaching and learning practices at the school. The reviews will provide opportunities for reflection and renewal.

The School has identified as part of this ongoing policy the indicators that have been successful in monitoring the effectiveness of this procedure.

These indicators are:

- \* Number of suspensions due to bullying
- \* Students' reporting incidents due to bullying and coming forward freely to report them

- \* The school environment is an inclusive environment, where diversity is affirmed and individual differences are respected
- \* Student's general well-being is positive and happy and effective learning is taking place
- \* Welfare Meetings to discuss problems that may occur
- \* Feedback from the community.

## **SCHOOL BEHAVIOUR MANAGEMENT PLAN**

### **1 STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING**

To encourage good discipline and effective learning, Coonabarabran High School:

**Recognises the importance of, and has in place, a balanced, broad curriculum designed to cater to the varied interests and abilities of our students. The curriculum has been constructed to -**

- \* most efficiently utilise the physical and human resources at our disposal;
- \* provide subject choices appropriate for each student;
- \* challenge and interest all students;
- \* enable all students to achieve success.

The curriculum is regularly evaluated. It changes according to NESA requirements but more commonly through changing patterns of election by students within the framework of an established yet not inflexible school curriculum ethos.

**Supports children in achieving success in learning by:**

- \* encouraging students to take responsibility for their learning and behaviour;
- \* identifying and catering for the individual learning needs of students;
- \* establishing well-managed teaching and learning environments;
- \* ensuring that learning activities build on prior knowledge and experiences;
- \* providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress, most notably through parent / teacher evenings. Parents are encouraged to make an appointment for an interview when the need arises.
- \* ensuring that gender and equity issues are recognised and addressed across the curriculum;
- \* the existence of assessment practices across all faculties that nurture competitiveness whilst ensuring that the self-esteem of all students is enhanced;
- \* a descriptive reporting system designed to clearly communicate to parents and students strengths and weaknesses across the curriculum, encouraging goal setting and highlighting personal progress.

***Has a small number of easily understood rules which are fair, clear and consistently applied.***

- \* Classroom codes of behaviour are prominently displayed in all classrooms and are the result of student, teacher, parent and community collaboration and consensus.
- \* Students are regularly reminded of expectations of them through school assemblies, classroom reinforcement and regular Year group meetings.
- \* The guiding principle underpinning the school rules is maintenance of a sense of safety and well-being for the total school community, an environment where all concerned have the opportunity to achieve their best.

***Encourages parents to take an active and informed role in promoting learning and acceptable behaviour.***

- \* The school recognises the great benefits to be reaped from establishing a learning community in which staff, students and parents work together for planned results.
- \* Equally, the school acknowledges the key role parents have to play as partners in school education. This acknowledgement finds expression in regular Parents & Citizens meetings, newsletters, local media columns and a strong student welfare network including parental involvement in key stages.
- \* The school takes every opportunity to access the skills and experiences of parents to enhance student learning.

***Ensures that staff are engaged in appropriate training and development programs.***

- \* The school recognises that the quality of the interaction of student and teacher in a classroom is a cornerstone to good discipline and effective learning.
- \* In seeking to maximise expertise, all staff are engaged in negotiated professional development programs at faculty, school and district level.

***Provides appropriate support programs.***

- \* The School Counsellor as a member of the welfare network is integrally involved in assisting staff and parents to ensure that students are afforded the guidance needed to achieve to potential. The Counsellor also has an important role to play in developing that expertise in staff which equips them to work with those students experiencing particular difficulties, emotionally, physically or academically.
- \* Pastoral care is one of the main roles of the Year Adviser.
- \* Literacy is the key to all learning and the school devotes a good proportion of its resources to programs enhancing it, particularly for those students in desperate need.
- \* Staff are also involved voluntarily in:
  - After school tutoring in specific subject areas as well as key skills like study habits and time-management.
  - Taking on the role of 'mentor' for particular students in need of special attention for a wide variety of reasons.
  - Learning Support Team, consisting of Head Teacher support, Year Advisers, School Counsellors and staff who meet weekly to discuss individual student's learning and arrive at appropriate strategies.
  - Whole-staff Welfare meetings take place every Tuesday where Year Advisers and staff provide the opportunity to discuss student welfare needs.

## **2 PRACTICES TO RECOGNISE & REINFORCE STUDENT ACHIEVEMENT**

Coonabarabran High School will take every opportunity to recognise and reinforce student achievement through a wide range of strategies. These include:

- \* Maintaining a **consistent and caring** attitude towards students at all times.
- \* Emphasising that **self-discipline** is everyone's primary aim, and that one must take responsibility for one's actions.
- \* Providing ongoing **positive feedback** for appropriate behaviour and work well done. This can be done through giving clear and explicit directions, regular marking of class, book and homework, insisting on the best possible standards, thoughtful direction of oral questioning to elicit correct responses, and acknowledging progress both rapid and steady. Careful analysis of the components on set tasks can lead to recognition of skill mastery of each component.
- \* Adopting a **positive and enthusiastic attitude and approach** to one's subject. This indicates to students that the subject is important, interesting and valuable - worthy of time and effort in its study. It is also important for staff to positively value subjects other than those one teaches, and to give positive recognition for achievements outside one's own

faculty area, thus showing to students that achievement in every area, in and outside the classroom, is valuable.

- \* Regular acknowledgement, mostly at **morning assemblies**, of students' achievements.
- \* Holding **formal assemblies** at regular intervals to provide a forum for the acknowledgement of student achievements. These are suitable occasions for the presentation of Certificates of Merit and above, as well as student reports on major excursions, talks by exchange students, musical items, etc.
- \* Entering in **state and national subject competitions**, such as Chemistry, Science, Mathematics, Computer, English, Geography, Commerce, Biology and Physics Olympiad trials.
- \* Participating in other **regular competitions** which extend student skills, such as Science and Engineering Competitions. These activities, organised by the Talented and Gifted Education Committee, provide opportunities for the extension of more able students?
- \* Supporting the **Parents & Citizens School Blues** awards, presented annually for achievement of excellence in a recognised field of endeavour.
- \* Continuing the annual **Awards Night**, when academic and sporting achievements are acknowledged.
- \* Supporting a balanced program of **extra-curricular activities**, designed to extend student skills and develop self-esteem. Consideration must be given to ensuring that these do not interfere in an unsatisfactory manner with classroom work. However, it is often through extra-curricular activities that students find their chance to excel. These may include such things as:
  - School sporting competitions for teams and individuals
  - Debating, public speaking, and mock trial competitions
  - North-West Equestrian Expo and Arts Expo days
  - School musicals or concerts, Choral and Celebration Concerts
  - Drama days, such as the Shakespeare Festival
  - Stock showing and judging, literary, history and other similar competitions.
- \* Nominating students for **camps and special training experiences**, such as Writers Camp, Debating Camp, Northern inland and Far West Academy, etc, and then publicly acknowledging these occasions.
- \* Maintaining **contact with parents/caregivers** in person, by letter or telephone when necessary. This contact, made always through the Principal or the Deputy Principal, not directly by staff members, provides ways for both parties - family and school - to work together in the best interests of the student.
- \* Giving recognition through the **local media** of school and individual student achievement, and of participation in special events. This can be achieved by giving responsibility to one teacher to co-ordinate publicity. One class then takes on the role of reporting, and the designated staff member types the report, which is then checked by the Principal before submission to the Coonabarabran Times office each Monday or Tuesday. Alternatively, it can be the responsibility of the Head Teachers to submit items for publicity.
- \* Giving recognition through the monthly **P&C Newsletter**, distributed via the School's website the week before each P&C meeting. Staff and P&C members contribute articles, which are collated into the newsletter by Library staff.
- \* Community achievements and activities on the School Community Notice Board situated at the front of school.
- \* Acknowledge participation and achievement on our school website.

### 3 STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Coonabarabran High School has a **graded set of practices** for dealing with unacceptable behaviour. The practices depend on the nature of the misbehaviour and the frequency with which they (or related breaches) have been perpetrated by the student.

***For minor breaches, consequences include reprimand, part of lunch detention run at Faculty level, loss of privilege, and in-class isolation.***

Teachers are encouraged to use the Coonabarabran High School Welfare and Discipline Policy Levels System. The following is a summary:

**Level 1 – Classroom Teacher** In order to reinforce the authority of the classroom teacher and ensure early notification to parents of concerns regarding students, teachers may choose to place students on *Level 1 – Classroom* if they cause serious or repeated offences within their classroom eg. disruptive behaviour, swearing in conversation with their peers. Students placed on this level will have a letter sent home reporting what they have done. In addition to any normal detentions or other impositions, their behaviour in class will be monitored for ten periods in that particular subject.

**Level 2 – Head Teacher Students** who fail to modify their behaviour after being placed on *Level 1 – Classroom* will progress to *Level 2 – Head Teacher*. At this stage, parents will receive a second letter informing them of the problem. The student will be required to report daily to the appropriate Head Teacher in order to monitor their progress. This monitoring will take place for ten periods.

**Level 3 – Whole School Students** who are unable to improve whilst on *Level 2 – Head Teacher*, or who have appeared on a number of Levels in a variety of subjects, or are involved in serious incidents such as truancy or swearing in the presence of a teacher, may be placed on *Level 3 – Whole School*. Parents will be notified if this occurs and students will be placed on a blue monitoring sheet so that the Deputy Principal can monitor their progress in every subject for 10 days. Students on this level may also be banned from non-compulsory activities for up to 20 school days (students returning from suspension will also be placed on Level 3 monitoring).

- \* The school has in place a conduct referral sheet with provision for teacher, student and Head Teacher/Deputy comment. The sheet is normally generated at classroom / playground level and can request further action to be taken or can indicate that it has been handled at teacher level with no further action required. The original copy is placed in the student's central file. Parents will be duly informed if the behaviour persists and an interview arranged incorporating student, parent, Year Adviser, Deputy Principal / Head Teacher and perhaps the School Counsellor, depending on the nature of the misbehaviour. Following this interview, it is common practice to arrange a meeting of all the student's teachers to appraise them of developments and suggest classroom strategies to solve the problem.
- \* The school may utilise a 'Notification of Unsatisfactory Progress' letter to inform parents that tasks have not been completed, or that there needs to be improvement in effort and attitude.
- \* The names of 'students causing concern', for welfare or disciplinary reasons, are raised at weekly Executive meetings, so that appropriate steps can be taken to intervene and assist.
- \* Where a student's classroom behaviour across all or most classes has become a cause for concern, the Year Adviser in consultation with the Deputy Principal decide to gain more information and distribute a student progress sheet to be completed by all classroom teachers may decide to place the student on a behaviour book. These are a preventative

rather than punitive measure and may be requested by parents or the students themselves. A 'Yellow' behaviour book may be utilised by the Year Adviser to monitor the students attitude and progress.

The features of this book include:

- a list of target behaviours sought by the initiator and discussed with the student;
- a period by period commentary on the student's behaviour by each teacher;
- the student presents the book at the end of each day to the Deputy Principal who informs the Year Adviser and parent of their progress.
- clearly, if a student is showing no attempt to respond to the spirit of the book, parent involvement will be sought immediately.
- parent signature required each evening and shown to the Deputy Principal the following morning.

\* Students may be isolated if they:

- are seriously interfering with the learning of other students in a particular class. This is a temporary measure to allow all parties time to meet in an attempt to find a solution to the problem in that particular class. Students will be provided with work from that faculty or the Year Adviser in the interim;
- have been suspended early in the day for serious breaches of school rules and who cannot be sent home because adequate supervision cannot be arranged;
- have seriously breached school rules but in the opinion of the school have 'engineered' their suspension for time off, or at the school's discretion having the opinion that out of school suspension will not in any way serve the student's or school's interests.

\* Strategies that allow for restitution particularly in the area of wilful damage done to school property has undergone legislation, allowing schools to have students perform safe and reasonable work for the school. This measure allows students to contribute something positive to the school in making amends and also re-inforces the principle of collective ownership and responsibility for school resources.

\* **Suspension, Exclusion and Expulsion.** These strategies appear at the highest end of the school's graded scale of responses to unacceptable behaviour. Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parents' responsibility for remediation of that behaviour. The school, and the public school system, will work in partnership with parents in assisting the student to rejoin the school community. As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

**NOTE:** The authority, responsibility and accountability of school Principals are derived from relevant State legislation and the policies and priorities of the Government.

### **The Responsibilities of Parents**

Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions.

The school is not by itself responsible for, nor equipped to develop, socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers.

If parents are unable to meet their responsibilities for the basic care of children - and all too often this is because of circumstances beyond their control - the school will seek to link the children and family to appropriate support agencies.



# SUSPENSION & EXPULSION OF SCHOOL STUDENT PROCEDURES

## SHORT SUSPENSION

In circumstances where measures have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose a short suspension of up to and including four school days. Short suspension may be imposed for the following reasons:-

- 1 **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline codes such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to school; use of alcohol or persistent use of tobacco.
- 2 **Agressive Behaviour.** This includes, but is not limited to; hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyber bullying); verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

## LONG SUSPENSION

If a short suspension has not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days.

- 1 **Physical Violence:** Which results in pain or injury, or which seriously interferes with the safety and well being of other student and staff.
- 2 **Use or possession of a prohibited weapon, firearm or knife:** When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possess a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- 3 **Possession or use of a suspected illegal substance:** not including alcohol or tobacco, but including supplying other students with illegal drugs or resitricted substances such as prescription drugs.
- 4 **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person or a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Principals may also impose a long suspension for:

- 1 **Use of an implement as a weapon:** When any item is used as a weapon, in a way which seriously interferes with the safety and well being of any other person. This includes anything made, or adapted for use to cause injury to a person.
- 2 **Persistent or serious misbehaviour:** Including:
  - repeated refusal to follow the school discipline code;
  - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
  - making credible threats against students or staff;
  - behaviour that deliberately and peristently interferes with the rights of other students to learn or teachers to teach.



Students suspended in the preliminary year may lead to the student being excluded from prefect nomination.

When consideration has been given to factors such as age, disability and developmental level of students (amongst others), principals must suspend immediately and consistently with the Department's "Suspension and Expulsion of School Students Procedures", any student who:

- \* Is physically violent
- \* Is in possession of a firearm, prohibited weapon or knife
- \* Uses, supplies or is in possession of a suspected illegal substance or supplies a restricted substance
- \* Engages in serious criminal behaviour related to the school.

In considering less serious behaviours, a formal disciplinary interview must be held with the student prior to making the decision to suspend. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegations(s). The key features of the interview must be taken down in writing. Both parents and students are to be notified of their right to have an observer present during interviews.

Supervision to ensure the care and safety of a student who has been suspended is the responsibility of the parent or carer.

A suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parent(s) or carer(s), should utilise the school, regional and other available resources in seeking a means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting. The school learning support team and school counsellor should be notified of the suspension.