



Coonabarabran High School

**Behaviour Management Policy
2021**

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1. The Discipline Code

1.1 Objective

Coonabarabran High School aims to develop accomplished, educated young adults with the skills required for life-long learning. Every student has the right to a learning environment free from bullying and intimidation, to feel safe and secure, and to be happy at School. They also have the right to be treated fairly and with respect. Similarly, all Coonabarabran High School staff have the right to a workplace where they are safe, treated with respect, and their welfare promoted.

Coonabarabran High School seeks to provide a safe, inclusive, supportive, and respectful teaching and learning environment that:

- Promotes student wellbeing and learning;
- Encourages students to value personal dignity and self-worth;
- Fosters student self-reliance and responsibility
- Supports the physical, social, academic, and emotional development of our students; and
- Actively promotes a safe and secure environment for all students and staff.

Fostering a community of active and engaged learners requires a well-disciplined environment which encourages the development of positive relationships between students and staff through a system of rules, rewards, and consequences.

Parents and caregivers, School, and community have complimentary roles to play in setting and maintaining acceptable standards of student behaviour. By working together these aspects of our students' lives can provide a positive influence and encourage acceptance and observance of acceptable behaviour.

This Behaviour Management Policy is consistent with relevant NSW Department of Education Policies and, should any inconsistency develop over time, the NSW Department of Education policies' take precedence. The policies, as current at the time of writing, are attached in the appendices.

This policy should be reviewed at the end of each School year to ensure that it is in compliance, as far as practicable, with NSW Department of Education policies.

1.2 Code of Conduct

Coonabarabran High School, through collaboration with staff, students, and representatives of the School community, has developed a code of conduct to promote the functioning of our School as a safe and supportive learning environment. This is embodied in the code of conduct for students.

At all times students are expected to take pride in attending Coonabarabran High School and comply with the standards and expectations of students at our School.

All students at Coonabarabran High School are expected to:

- Attend School everyday unless they have requested and been granted leave or are absent due to illness;

- Be in class on time and prepared to learn with all necessary equipment;
- Allow peers to engage with learning without distraction;
- Complete all in class, assessment, and homework learning activities assigned to them;
- Comply with the School's uniform policy;
- Refrain from bringing illegal or prohibited items including gum, energy drinks, steel rulers, aerosol cans, liquid paper, correction tape, and mobile phones onto School premises; and
- Behave safely, considerately, and responsibly, including when travelling to and from School or during School organised extra-curricular activities.



In interactions between staff and students it is expected that:

- Students will be courteous and respectful to all staff at all times;
- Greet staff members by name, using their titles and names without abbreviations or nick-names;
- Follow staff directions both in and out of the classroom
- Observe School and class rules
- Speak courteously, cooperate with instructions, requests and learning activities, and be attentive in class; and
- Respect and care for property belonging to themselves, the School, and others.

In interaction with other students, it is expected that students will:

- Treat one another with dignity, care, and consideration
- Be courteous to each other, not speak in person or online in a rude, belittling, or disparaging way;
- Respect the property of other students; and
- Tell a teacher if they are worried about another student in any way.
- Behaviour that infringes on the safety or wellbeing of others, including but not limited to harassment, bullying, threatening, disrespectful, or illegal or anti-social behaviour of any kind, will not be tolerated.

1.3 Rights and Responsibilities

All students and staff are expected to know, understand, comply with and enforce the Rights and Responsibilities of students.

Rights	Responsibilities
To be treated with respect	<ul style="list-style-type: none">• To treat everyone with respect and to discourage others from acting disrespectfully
To learn in a positive environment	<ul style="list-style-type: none">• To be punctual to class• To follow all directions of the teacher, to focus on learning while in the classroom and not to cause disruption to others• To treat the School environment with respect and to not litter, deface, or damage the environment• To avoid distracting others from their learning
To feel safe and secure	<ul style="list-style-type: none">• To not engage in risky or threatening behaviour• To avoid physical violence and to discourage others from doing so• To not bring weapons, drugs, cigarettes, or alcohol on to the School premises or to School events
To be treated fairly	<ul style="list-style-type: none">• To treat others fairly and encourage other people to treat others fairly
To be free from harassment and bullying	<ul style="list-style-type: none">• To refrain from harassing, intimidating, or bullying others• To report instances of ongoing or deliberate harassment, intimidation, or bullying of others
To have one's property respected	<ul style="list-style-type: none">• To not damage, destroy, steal, or interfere with the property of others or of the School
To have one's privacy respected	<ul style="list-style-type: none">• To respect the privacy of others• To not disclose personal information about others• To not gossip about others• To not make false claims about others
To seek help and appropriate support	<ul style="list-style-type: none">• To inform responsible and appropriate staff when you need assistance with any matters• To inform responsible and appropriate staff when you believe others may need assistance with any matters

1.4 Playgrounds

The rights and safety of other students must also be respected beyond the classroom. In addition to being recreation areas, these spaces are integral teaching and learning areas and so students are expected to maintain the same level of interaction with their peers and staff. In addition to the expectations of students described in the Code of Conduct, students are expected to:

- Maintain the areas in a clean and tidy state;

- Take responsibility for the cleanliness of the School grounds;
- Use footpaths when possible;
- Refrain from removing clothing including shoes;
- Use the main quadrangle only for socialising and handball;
- Use the North Wall, Oval, and Covered Outdoor Learning Area for approved non-contact sports and activities at recess and lunchtime; and
- Refrain from taking bags or eating on the Oval or Covered Outdoor Learning Area.

The quadrangle east of the Science classrooms is for senior students only. No student is to engage in any sporting activity in this area unless specifically approved and supervised.

It is expected that all students will comply with all teacher directions.

1.5 Transport to and from School

Students must travel safely and lawfully, demonstrating respect for other people's property and privacy.

Those students with an unsupervised driving licence who wish to drive themselves to School must:

- Drive to School only after receiving the written permission of the Principal or Deputy Principal;
- Comply with all relevant speed limits;
- Refrain from driving passengers without official permission;
- Park their vehicles in designated and approved areas;
- Refrain from going to their vehicle between lessons without first obtaining permission from the Deputy Principal or Principal; and
- Must not under any circumstances drive or take passengers on excursions or to and from sporting venues unless previously approved by the Principal.

Students who travel to School by public transport must:

- Obey all requirements of the bus driver;
- Remain inside the School grounds and only enter buses through the bollards on the northern side of the School bus bay; and
- Maintain a standard of behaviour in accordance with the Code of Conduct.

1.6 Procedural Fairness

Coonabarabran High School is committed to ensuring procedural fairness when disciplining a student. Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- Know what the rules are, and what behaviour is expected of them;
- Have decisions determined by a reasonable and unbiased person;

- Be informed of, and have the opportunity to respond to; any allegations made against them;
- Be heard before a decision is made; and
- Have a decision reviewed (but not to delay an immediate punishment).



2. Dealing with Bullying

2.1 Anti-Bullying Rationale

Coonabarabran High School is committed to the provision of a safe environment. All members of the School community are active participants in building a welcoming School culture that values diversity and fosters positive relationships. A key component of a supportive School culture is building respectful relationships and an ethos that bullying is not acceptable, in online and offline environments. Bullying in any form will not be tolerated.

Bullying is an ongoing pattern of behaviour by a person or group towards another which is designed to hurt, injure, embarrass, upset, discomfort, or denigrate that person. The behaviour is intentional, selective, and uninvited.

The effects of bullying can be particularly harmful for all people involved. For the victim of bullying it can result in constant fear; reluctance to attend School; anxiety attacks and nightmares; loneliness and isolation; low self-esteem; stress, depression and unhappiness, poor concentration, School work suffering and grades slipping, anti-social behaviour, difficulties forming satisfactory interpersonal relationships, and self-harm or suicide. For the perpetrators of bullying behaviour it can lead to poor performance and little success in School, feeling bad about themselves, having trouble maintaining friendships resulting in having few friends, and developing a reputation for being mean.

At Coonabarabran High School our emphasis is upon risk management, dispute resolution, conflict management, and the development of resilience as key principles when dealing with instances of bullying.

2.2 Types of Bullying

Bullying may take many forms. It may include, but is not limited to:

Types of Bullying	
Physical Bullying	The use of physical violence including pushing or shoving (where hurt is intended), kicking, pinching, invasion of personal space, the destruction of property, tripping, punching, standing over someone, pushing books or property from someone's hands or harms, or throwing objects at someone.
Verbal Bullying	Any comment of an offensive nature that refers to ability, race, religion, gender, or sexuality; including name-calling, offensive language, spreading rumours, mocking, imitating, teasing, abusive phone calls, laughing at someone's mistakes, using unwelcome nicknames, making threats or using intimidation.

Passive-Aggressive Non-verbal Bullying	Including making gestures, including 'dirty looks', to intimidate or embarrass.
Extortion Bullying	The use of force or intimidation to obtain money, food, or personal belongings from other students, harassing others to do tasks eg buying lunch, carrying materials.
Exclusion Bullying	Including the deliberate isolation (both explicit or implicit) of an individual student from their peer group.
Cyber Bullying	The use of information, communication, and imaging technologies such as social media, mobile phone and text messages, instant messaging, and social networking sites to perform deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

2.3 Procedures for dealing with Bullying

What students should do:

- Be aware that no one has to put up with bullying;
- Know that every person has the right to tell an individual who is bullying that their behaviour unacceptable;
- Report the bullying to a trusted adult/teacher such as the Year Advisor, Deputy Principal, or member of the School's Wellbeing Team;
- Be confident that the matter will be dealt with appropriately (where necessary) and confidentially;
- Be aware that sometimes actions are labelled as bullying when they are not. If unsure to talk someone who might help to interpret the situation; such as the Year Advisor, Deputy Principal etc.
- Keep a record of any bullying;
- Understand all individuals involved in a bullying incident need support; and
- If a friend or peer is being bullied, or an incident of bullying is witnessed, encourage that person to tell a teacher or tell a teacher yourself. If possible go with that person to support them if that would be helpful for them

What parents should do:

- Listen and try and provide an open, non-judgemental environment for their child to talk about the situation;
- Tell their child that they understand and give them support. Remind them that they have the right to feel safe;
- Contact the relevant teacher, Year Advisor, or Deputy Principal immediately if the problem seems to be serious or ongoing;
- Try to avoid an angry or emotional response;
- Assist their child to print out or hand in to the School any material from websites, emails, or social media; and
- Trust the School to carry through actions that will solve the problem.

What staff should do:

- Reassure students that their concerns are taken seriously and will be dealt with, as far as practicable, confidentially;
- Make a record of the incident in writing (either through SENTRAL or in contemporaneous written or typed notes) and forward these notes to the Deputy Principal and Year Advisor;
- Work with the Deputy Principal, as required, to investigate the allegations fairly and impartially; and
- Follow up with the students involved to check on their welfare after the alleged incident.

Process when investigating allegations of bullying

Upon receipt of a written report of bullying the School will:

- Investigate the allegation which may include interviews with those who have been bullied, witnesses, and alleged instigators of the bullying behaviour; and
- Provide all students involved with the opportunity to describe and explain their own behaviours.

Upon completion of the investigation the School will, together with relevant members of the School community, decide upon an appropriate course of action which may include:

Making the student who bullied aware of the social and disciplinary consequences that may ensue;

- Resolving the matter ensuring that offending students are aware that they are expected to change their behaviour;
- Placing the student/s on a Level 3 behaviour monitoring schedule; and
- Contact the parents of all students involved.

A Recurrence of Bullying Behaviour or Report of Severe Bullying Behaviour

Written report is made by the relevant teacher and provided to the Deputy Principal and Year Advisor who:

- Investigates the report;
- Informs the parent(s) of the student shown to be bullied of the School's response; and
- Will organise a meeting with the student found to have bullied, along with their parent(s).

2.4 When Bullying is found to have occurred Coonabarabran High School will take appropriate action to:

- Ensure the immediate safety and wellbeing of those involved;
- Provide opportunities for on-going support and counselling for the individual who has been bullied;
- Inform the individual/s who have been responsible for bullying that their behaviour is unacceptable;
- Counsel the individual/s to understand the implications of Bullying;
- Discipline the offender/s;
- Establish whether further support or counselling are required to rectify the behaviour;
- Advise individuals of the consequences of further bullying;
- Inform parents; and
- Follow up with the individuals to provide any additional and further support.



3. Strategies and practices to promote appropriate student behaviour

3.1 Strategies to promote good behaviour

The best method for promoting good behaviour is to foster positive and respectful relationships between students and between students and staff. To encourage good discipline and effective learning Coonabarabran High School will:

- **Clearly establish behaviour expectations based on rules which are fair, clear, and consistently applied and enforced.** This will include the Rights and Responsibilities of students being clearly displayed in all classrooms and these will also be the subject of assemblies, year meetings, and tutor group activities;
- **Establish specific teaching and learning programs** to ensure that the expectations of students are regularly reinforced and reviewed;
- **Communicate expectations with the wider School community** by encouraging parents to take an active and informed role in promoting acceptable behaviour. Parents and families need to be included as key partners in promoting appropriate and acceptable behaviour and programs will be developed in consultation with the School Parents & Citizens organisation as well as regular information being provided through School newsletters, social media and School Stream;
- **Ensure that staff are engaged in appropriate training and professional development** that provide staff with evidence based programs to enhance the School's capacity to provide a safe, inclusive, supportive, and respectful teaching and learning environment. Such staff development will occur through external providers, whole of staff meetings, faculty and 2LS meetings to maximise staff expertise; cohesive efficiency and
- **Provide appropriate support programs** which assist students identify and address issues which impact on their behaviour and/or engagement with learning. Access to a School counsellor, School psychologist, and/or Student Support Officer will be provided to students on an as needed basis. The School will also provide programs to provide assistance with literacy, numeracy, and academic skills to further promote appropriate behaviour in classrooms. These programs will be guided by meeting of both the Learning and Support Team and the Wellbeing Team.

3.2 Pastoral Care:

Coonabarabran High School commits to:

- Providing a caring community in where each students feels valued and are able to make a worthwhile contribution;
- Encouraging and supporting the developing of each student;
- Encouraging in all students a sense of belonging to the School community and pride in their School;

- Encouraging self-discipline and social responsibility;
- Preparing students for the opportunities and challenges of society;
- Encouraging an understanding of oneself and others and an appreciation of individual differences;
- Fostering quality relationships between staff and students;
- Establishing strong, supporting relationships between parents and the School; and
- Providing a positive and safe learning environment recognising that all members of the School community have rights and responsibilities.

While all staff provide pastoral care, Year Advisors, School Counsellor, School Psychologist, Aboriginal Education Officer, Student Support Officer, and School Chaplain are primarily responsible.



4. Practices to Recognise and Reinforce Student Achievement

Coonabarabran High School commits to taking active steps to promote, recognise, and reinforce the value of student achievement. At all times the School fosters a caring attitude towards students and emphasises that by providing appropriate, timely, and positive feedback, positive relationships between staff and students can develop and appropriate behaviour be encouraged.

4.1 Promoting Engagement

The School understands that disengaged students are more likely to behave in an inappropriate manner. To promote engaging learning activities the School encourages:

- A broad, balanced curriculum compliant with relevant Department and NESA requirements that caters to the varied interests and abilities of our students;
- A broad variety of learning activities to reflect the different learning styles of our students;
- Learning activities designed to challenge and interest all students; and
- Enabling all students to achieve success.

4.2 Extra-curricular Activities and Extension Programs

The School provides numerous opportunities for students to participate in extra-curricular activities and extension programs. Such programs are provided with the assistance of staff volunteers and the wider school community. The systemic provision of such programs:

- Provides students with opportunities to excel outside the classroom environment;
- Help foster student self-worth and promote wellbeing;
- Ensure that these learning opportunities do not interfere with classroom learning;
- Ensure a balance of activities which are accessible by interested students that are appropriate and relevant to their learning; and
- Are approved by the Principal.

Such programs may include school sporting competitions for teams and individuals, debating and public speaking competitions, North-West Equestrian Expo, School musicals, Concerts, Drama events including productions and the annual Shakespeare Festival, Livestock showing and judging, Robotics, academic and creative competitions including Maths, Science, and Literary competitions, and school facilitated excursions.

Opportunities for extension programs will also be made available to students where possible to provide academic, cultural, or athletic benefit to our students. Such activities have included writers' camps, debating camps, state, national, and

international Science camps, Music camps, and Northern Inland and Far West Academy Sporting programs.

4.3 Celebrating Success

A key part of fostering a safe, inclusive, supportive, and respectful teaching and learning environment and creating a culture of learning is by the acknowledgement of student and staff success. The School provides many avenues for the promotion of student success through:

- Morning whole school assemblies;
- Regular formal assemblies which provide a forum for the presentation of certificates, student presentations, musical and dramatic performances, and acknowledgement of student contributions to the whole school and broader community;
- Social media with regular posts describing the success of students;
- Local print media, Newsletters, and School stream including articles praising the success of the School's students; and
- Orion, the annual School magazine, which provides a recap of all the success of students through the previous school year.

Celebrating the success of students in our classrooms is also necessary and requires an ongoing relationship between the School and families. Staff are encouraged to make contact with parents and caregivers to report to them the success of our students in the classroom and within the School environment.

4.4 Merit Awards

A system of merit awards has been developed in conjunction with the school community to reward behaviour and academic engagement. These take a tiered approach to encourage appropriate behaviour and engagement in all aspects of learning, both inside and outside the classroom.

The merit system allows students to receive individual subject merits in both their practical and theory learning activities. The merit system has been designed provide students with continual and ongoing recognition for their educational efforts. They are handed out at the discretion of the teacher in recognition of academic excellence, engagement with learning, and demonstrating positive behaviour.

Once a student has collected 5 of any subject coloured merit slips they can then present these to their Year Advisor and receive a Commendation certificate. Once a student has received 5 Commendation certificates they will then be eligible for a "Principal's Award" which will be presented at a formal assembly. If a student receives 5 Principal's Awards they are then eligible for a "Dhirrabuu Award" which will be presented at the end of year Awards Night. It is the student's responsibility to look after their own Merits and Commendations and to present them to the year advisor. Merit awards will be able to be accumulated across the six (6) years of secondary schooling.

5. Strategies and practices to manage inappropriate student behaviour

Coonabarabran High School's behaviour management policy and practices are based on the policies set by the NSW Department of Education and reflect restorative principles which respect the dignity and rights of individual students while at the same focussing on promoting the effective running of the School for the benefit of all.

When responding to inappropriate student behaviour, staff are encouraged to remember the dignity of the student(s) involved. When discouraging or correcting student's behaviours, staff are encouraged to find the lowest-level possible intervention that works to encourage the student to return to more appropriate behaviours. It is important to consider the age, stage of development, and circumstances of students and the capacity of students to understand what is required of them. Coonabarabran High School commits to:

- Ensuring that teachers work to make students feel valued, respected, and welcomed while promoting a safe, inclusive, supportive, and respectful teaching and learning environment;
- Preparing documentation to describe the attempted behaviour management strategies prior to referring a student to the next stage of Behaviour management;
- Complying with the Anti-Bullying principles and procedures (referred to in section 2 above)
- Working with staff to reflect on appropriate processes to respond to individual student's negative behaviour
- Any form of corporal punishment is prohibited at law and is not permitted by any member of the School's staff, volunteers, and contractors.

5.1 Responsibilities of Staff

The primary responsibility for addressing inappropriate behaviour remains with the Teacher who observed the incident. The relevant Faculty Head Teacher is expected to provide assistance to the Teacher and to take appropriate action where required. The Deputy Principal supports all staff in disciplinary matters, however, referring a student to the Deputy Principal must be considered as a last resort rather than a first option.

The role of Year Advisors at Coonabarabran High School is pastoral rather than disciplinary. As such it is inappropriate to refer any matter to a Year Advisor unless it is for the purpose of obtaining support for the individual student or in accordance with the Learning and Support Team or Wellbeing Team referral process.

5.2 Levels of Behaviour

Inappropriate student behaviour should be seen as an opportunity for teaching appropriate behaviour either to the specific student or group. Interventions should be aimed at engaging with the student with a view to the long term promotion of School accepted and socially appropriate behaviours and should not be considered as punishments.

Minor 1 behaviour

Minor 1 behaviour is to be addressed in the classroom and recorded, as far as possible, in Sentral. Such behaviours include:

- Inappropriate language in conversation with fellow students
- Disrespecting others (manners, achievements, appearance)
- Being in prohibited areas of the School grounds
- Disruption of the learning environment
- Common displays of affection (eg hugging, holding hands)
- Misuse of property
- Late to class
- Fiddling with equipment
- Inappropriate clothing

Suggested strategies include:

- Conversation/explicit teaching of expected and social appropriate behaviours;
- Repositioning the student within the classroom environment;
- Restorative practices as necessary;
- Time-out Cards (if prearranged);
- Adjustment of task expectations;
- Modifying task to suit the needs of the individual learning;
- Making use of SLSO, AEO and one-on-one teacher support;
- On-task praise using affirmations;
- Cross-praise using affirmations; and/or
- Proximity without eye contact.

Minor 2 behaviour

Minor 2 behaviour is to be addressed in the classroom and recorded in Sentral. Such behaviours include:

- Swearing at students;
- Rude behaviour including tone, body language, and word choice;
- Regularly arriving late to class;
- Out of class without permission;
- Ongoing disruption of learning of the learning environment;
- Refusal to follow instructions;
- Excessive display of affection; and/or

- Unsafe behaviour (eg pushing, shoving, riding scooters, not having correct safety equipment and/or clothing).

Suggested strategies include:

- Conversation/explicit teaching of expected and social appropriate behaviours;
- Relocating the student within the classroom;
- Give choices;
- Set limits;
- Placement in alternative class;
- Exclusion of students from classroom for short periods; and/or
- Individual or group detention (first half of lunch only).

Major 1 behaviour

Major 1 behaviour is to be addressed by the teacher and relevant Faculty Head Teacher, and recorded in Sentral. Unless there are no alternatives, referring students to either the Deputy Principal or other Head Teacher should be avoided. Such behaviours include:

- Racist Language
- Disrespecting other's privacy and property
- Threatening behaviour (verbal and/or physical)
- Vandalism
- Truancy
- Consistent refusal to follow instruction over multiple lessons
- Dangerous behaviour (eg playing chicken, running on the road, climbing)

Suggested Strategies include:

- Conversation/explicit teaching of expected and social appropriate behaviours;
- Use of Level 1 or Level 2 behaviour management monitoring;
- Relocating the student within the classroom;
- Placement in alternative class;
- Subject withdrawal;
- Contact parents/caregivers (either by phone interview or meeting as appropriate);
- Exclusion from the classroom on ongoing basis of no more than five (5) lessons;
- Return to class contract (Appendix 4); and/or
- After class reflection (Appendix 5).

Major 2 Behaviour

Major 2 behaviour is to be addressed by the teacher, appropriate Head Teacher, and Deputy Principal and may, if necessary, require immediate significant intervention to ensure the safety of other students and staff. Such behaviours include:

- Aggressive swearing at staff or students
- Discrimination (eg on basis of race, gender, or religion)
- Physical violence
- Intimidating/Threatening behaviour (physical and/or verbal) aimed at staff or students
- Stealing
- Refusal to follow Head Teacher instructions
- Criminal behaviour

Suggested responses include:

- Conversation/explicit teaching of expected and social appropriate behaviours;
- Working with the student to reflect on their behaviour and its impacts on others;
- Removal of student from the classroom;
- Use of Level 1, 2, or 3 behaviour management monitoring;
- Contact parents/caregivers (either by phone interview or meeting as appropriate);
- Exclusion from the classroom on ongoing basis of no more than five (5) lessons;
- Isolation;
- Internal Suspension;
- Return to Class/School contract; and/or
- Suspension and/or Expulsion

In all instances it is the responsibility of the Teacher, Head Teacher, and or Deputy Principal to discuss the ongoing manner of intervention appropriate to the student and their parents. Ongoing inappropriate behaviour should be referred to either or both of the Learning Support Team or Wellbeing Team.

5.3 Suspension of School Student procedures

Internal and External Suspension is the last response for inappropriate student behaviour as it is the most intrusive on the student's learning opportunities. All suspensions and expulsion are regulated by NSW Department of Education policy and where there is any inconsistency between this policy and the Department's, the Department's policy takes precedence.

Internal Suspension

In circumstances where measures have been unsuccessful in resolving the inappropriate behaviour the Principal, in consultation with the Deputy Principal, may choose to impose a short internal suspension of up to two school days where the student is excluded from all lessons and the Quadrangle, North Wall, Oval, and COLA during recess and lunchtime. Internal suspensions may be imposed for the following reasons:

- Continued Disobedience – this includes, but is not limited to, breaches of the Code of Conduct, refusal to follow staff instructions, defiance, ongoing disruption of lessons, minor criminal behaviour, possession of, use of, or distributing illegal or prohibited items.
- Aggressive Behaviour – this includes, but is not limited to, hostile behaviour directed towards students, members of staff, or other persons, damaging the property of the school or other students, bullying (as outlined in the Anti-Bullying principles and procedures (referred to in section 2 above), verbal abuse and abuse transmitted electronically such as by email, SMS text message, or social media.

Short Suspension

In circumstances where measures have been unsuccessful in resolving the inappropriate behaviour the Principal, in consultation with the Deputy Principal, may choose to impose a short external suspension of up to four school days where the student is excluded from attending the School. External suspensions may be imposed for the following reasons:

- Continued Disobedience – this includes, but is not limited to, breaches of the Code of Conduct, refusal to follow staff instructions, defiance, ongoing disruption of lessons, minor criminal behaviour, possession of, use of, or distributing illegal or prohibited items.
- Aggressive Behaviour – this includes, but is not limited to, hostile behaviour directed towards students, members of staff, or other persons, damaging the property of the school or other students, bullying (as outlined in the Anti-Bullying principles and procedures (referred to in section 2 above), verbal abuse and abuse transmitted electronically such as by email, SMS text message, or social media.

Long Suspension

If a short suspension has not resolved the issue of inappropriate behaviour, or the inappropriate behaviour is of sufficient gravity, the Principal, in consultation with the Deputy Principal, may choose to impose a long suspension of up to and including twenty (20) school days. Long suspensions may be imposed for the following reasons:

- Physical Violence – where such actions results in pain and/or injury to the victim, or which seriously interferes with the safety and wellbeing of other students and staff.

- 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 1998* (NSW) except where there is a legal exemption for such an item to be carried for religious purposes as per the *Summary Offences Act 1988* (NSW), the student uses a knife or possess a knife (without reasonable excuse), or the student uses or possess a firearm of any type.
- Possession or use of a suspected illegal substance – not including alcohol or tobacco, but including supply other students with illegal drugs or restricted substances such as prescription drugs.
- Serious criminal behaviour related to the school – including malicious damage to property (school, personal, or community), or against the property or person of 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.
- 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 wellbeing of any other person. This includes anything made, or adapted for use to cause for injury to a person.
- Persistent or serious misbehaviour including repeated refusal to follow the Code of Conduct, 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, staff, or their families, and/or behaviour that deliberately and persistently interferes with the rights of other students.

Students suspended in the Preliminary year (Year 11) will be ineligible for Prefect nomination and any suspension occurring while a student is a Prefect may result in their loss of that position.

Students suspended for behaviour of a criminal nature may, upon the discretion of the Principal, be referred to NSW Police for investigation.

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 relevant Department of Education policies and procedures.

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 allegation(s). The key features of the interview must be recorded in writing. Both parents and students are to be notified of their right to have an observer present during interviews. All such interviews must be in accordance with Procedural Fairness principles.

Supervision to ensure the care and safety of a student who is the subject of an external suspension is the responsibility of the carer.

A suspension resolution meeting must be convened by the Deputy 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 their behaviour. The use of such resources should be discussed in the suspension resolution meeting. The School Learning Support Team, Wellbeing Team, Year Advisors, and School welfare staff should be notified of both the suspension and the terms of the suspension resolution meeting.

5.4 Expulsion of School Student procedures

In circumstances of serious and exceptional misbehaviour the Principal may, after consultation with relevant Department of Education Staff, recommend a student be expelled from their school. Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the Executive Director, Public Schools NSW.

Expulsion of a student is a particularly onerous decision and must be in accordance with the principles of Procedural Fairness and in accordance with the relevant NSW Department of Education policies and procedures.

In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the Director, Public Schools NSW and all the requirements for notification and documentation are fulfilled.



6. Behaviour Monitoring

In circumstances where students are engaging in ongoing inappropriate behaviour students may be required to accept behaviour monitoring. At Coonabarabran High School formal behaviour monitoring takes a tiered approach:

- Level 1 – Classroom monitoring (Appendix 7) – where a student is engaging in Minor 2 or higher inappropriate behaviours, a student may be required to successfully complete six (6) lessons of ongoing behaviour monitoring;
- Level 2 – Head Teacher monitoring (Appendix 8) – where a student is engaging in Major 1 or higher inappropriate behaviours or where a student has failed to successfully complete a period of Level 1 Classroom monitoring, a student may be required to successfully complete ten (10) lessons of Head Teacher monitoring; and
- Level 3 (Appendix 9)- Whole School monitoring – where a student is engaging in Major 2 behaviours, is returning from suspension, or where a student has failed to successfully complete a period of Level 2 Classroom monitoring, a student may be required to successfully complete ten (10) days of lessons, across all subjects, of Whole School monitoring. Such monitoring sheets require the student to obtain their parent's signature each night and may, upon the Deputy Principals discretion, require the student to provide their monitoring sheet to the Deputy Principal at recess and/or lunch each day.

Failure to complete a period of Whole School monitoring may result in the student's suspension.

A student who is placed on any level of behaviour monitoring may, at the discretion of the Principal, be excluded from representing the school at Sporting, Academic, or Cultural events or from extra-curricular activities and extension programs during the period of monitoring. A student who has been repeatedly placed on any level of behaviour monitoring may be similarly excluded from such school activities.

The decision to place a student on a level must reflect that student's age and level of development and accord with the principles of Procedural Fairness. Given the significance of placing a student on a level, the student's parent(s) or carer(s) must be contacted upon reaching the decision to place a student on such behaviour monitoring.

To place a student on a monitoring the appropriate standard letter and/or telephone contact must be completed and provided to the student's parent(s) or carer(s) and the standard form must be used. Such forms and letters are available from the School's administrative staff. Teachers are encouraged to work closely with their Head Teacher, Deputy Principal, and/or Principal in the event that they are considering placing a student on Behaviour monitoring.



YOUR RIGHTS AT SCHOOL

- To be Treated with Respect**
- To Learn in a Positive Environment**
- To feel Safe and Secure**
- To be treated Fairly**
- To be free from Harassment and Bullying**
- To have your property respected**
- To have your privacy respected**
- To seek help and support**





Coonabarabran High School Levels of Behaviour

Minor 2 Major 1

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Aggressive swearing at staff or students Discrimination (eg on basis of race, gender, religion) Physical violence Intimidating/Threatening Behaviour aimed at staff or students Stealing Refusal to follow Head Teacher instructions Criminal behaviour Repeated Level 3	Conversation/explicit teaching of expected behaviour Work with student to reflect on their behaviour and its impacts on others Removal of the student from the classroom Placement in alternative class Contact parents/caregivers	Use of Level 1, 2, or 3 Behaviour monitoring Placement in alternative class Subject withdrawal Contact parents/caregivers Exclusion from classroom on ongoing basis (no more than 5 lessons) Internal Suspension Return to class contract Suspension and/or Expulsion

Minor 2 Major 1

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Racist Language Disrespecting other's privacy or property Threatening behaviour (verbal and/or physical) Vandalism Truancy Consistent refusal to follow instructions over lessons Dangerous behaviour Repeated Minor 1/2	Conversation/explicit teaching of expected behaviour Relocating student within the classroom Placement in alternative class Individual or Group Detentions After class reflection Contact parents/caregivers	Use of Level 1 or Level 2 Behaviour monitoring Placement in alternative class Subject withdrawal Contact parents/caregivers Exclusion from classroom on ongoing basis (no more than 5 lessons) Return to class contract Suspension

Minor 2 Major 1

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Swearing at Students Rude Behaviour Regularly late to class Out of class without permission Ongoing disruption of the learning environment Refusal to follow instructions Excessive display of affection Unsafe behaviour	Conversation/Explicit teaching of expected behaviours Relocating the student within the classroom Give choices Set limits Placement in alternative class Exclusion of student from classroom for short periods Individual or Group Detentions	Repeated instances use Level 1, 2, or 3 Behaviour Monitoring Repeated instances and failure to comply with Level 1, 2, or 3 Behaviour Monitoring could result in Suspension

Minor 1

Examples of Behaviour	Suggested Classroom Teacher Strategies	Head Teacher/Deputy Principal Strategies
Inappropriate language in conversation Disrespecting others Being in prohibited areas of school Disruption of learning environment Common displays of affection Misuse of Property Late to Class Fiddling with Equipment Inappropriate Clothing	Conversation/explicit teaching of expected behaviour Reposition the student within the environment Restorative practices (as necessary) Time-out Cards (if prearranged) Adjustment of task expectations Modifying the task to suit the needs of the individual Make use of SLISO, AEO, and one-on-one teacher support On-task praise using affirmations Cross-praise using affirmations Proximity without eye contact	

**Coonabarabran High School
Behaviour Management Policy**

Return to Class Contract

Name: _____ Year: 7 8 9 10 11 12

On _____ (date), _____ (Student Name) was excluded from _____
because of behaviours including:

So that _____ can return to class it has been agreed that the student,
teacher, head teacher, school, and parent/caregiver shall:

Action	Who	Follow Up Date

Upon returning to class the student shall complete Level 1 / Level 2 monitoring for five (5) days.

Student Name

Teacher Name

Head Teacher Name

PARENT'S/ CARER VERIFICATION:

**I confirm that I have discussed the behaviour of _____ and will support
their return to the class.**

Signature: _____ Date: ____ / ____ / ____

Student Self-Reflection		
Student name:	Date:	Period:
Teacher:	Year group:	Subject:

Instructions

Take a moment to reflect on your behaviour in class. Some of your behaviour has been unacceptable this lesson and has prevented yourself and other students from learning and the teacher from teaching.

- Every student in this class has the right to learn without disruption.
- The teacher has the right to teach without disruption.

Please cooperate now and complete this form without further disruption to the lesson. You will need to attend an interview with the teacher during recess or lunch to discuss your behaviour. The teacher will advise you of the date, time and location when you have completed this form.

Acceptable Classroom Behaviour	Student Did you do this? Yes or no	Teacher Do you agree? Yes or no
1. I arrived to class on time		
2. I waited quietly and sensibly to enter the room and did not interfere with other students or their belongings		
3. I entered the room quietly and sensibly		
4. I went straight to my seat and sat down		
5. I was prepared for class (I brought all of my equipment, eg. pens, book, ruler, calculator, pencils)		
6. I waited quietly for the teacher's instructions		
7. I listened carefully to all instructions		
8. I followed all instructions		
9. I followed all safety rules (eg. no throwing objects, no eating, only moving around the classroom when told to do so by the teacher, no practical jokes/fooling around)		
10. I put my hand up when I wanted to speak and did not call out or interrupt		
11. I was immediately silent when the teacher asked for silence		
12. I spoke quietly and politely (eg. I did not use inappropriate or offensive language or participate in inappropriate conversations)		
13. My mobile phone remained in my bag or pocket		
14. I contributed positively to classroom activities		
15. I showed respect for the teacher and the other students (I did not interfere with anyone else, verbally or physically, I did not argue with the teacher)		
16. I was on-task and worked to the best of my ability on all class work and activities		

If you responded honestly, you should see that some of your behaviour this lesson was unacceptable. Please complete the following:

- My behaviour this lesson was unacceptable because

.....

.....

.....

- In order to improve my behaviour next lesson I am going to

.....

.....

.....

- If I repeat this unacceptable behaviour in the future, I expect the consequence to be

.....

.....

.....

- If you would like to apologise for disrupting the class you may use the space below to write an apology.

.....

.....

.....

Student signature:	Date:
Teacher's comment	
Teacher's signature:	Date:



SUSPENSION RESOLUTION

Present at meeting: Mr D Graham – DEPUTY PRINCIPAL – PARENT
– STUDENT

Dear _____

_____ is returning to school after a suspension for: _____. Coonabarabran High School regards the resolution process when _____ returns to school from suspension as an important step to ensure that _____ is not suspended again. I have the responsibility to ensure the safety and the right to learn of all students including _____.

Action	Who	Follow Up Date
	D Graham	

Thank you for your assistance in resolving this matter. The school acknowledges the importance of support from parents in creating a successful future at our school for _____. Please feel free to contact the school if you have any further concerns during the Term.

Ms M Doolan
PRINCIPAL

**Coonabarabran High School
Behaviour Management Policy**

LEVEL 1 (CLASSROOM) MONITORING SHEET

Name: _____ Year: 7 8 9 10 11 12

Date: ____ / ____ / ____

Class/Subject: _____ Class Teacher: _____

- 1 The student is on this monitoring sheet for at least FIVE periods in this subject.
- 2 If the student receives an Unsatisfactory he/she may complete extra days on Level 1 (Classroom) or be placed on Level 2 (Head Teacher).
- 3 To get a Satisfactory, the student must not disrupt the class in any way.

NB: This card is retained by the Class Teacher.

DATE	G	S	U/S	COMMENT
				Student signature
				Student signature
				Student signature
				Student signature
				Student signature

Class Teacher's recommendation

☐

Return to Level 0: Inform Head Teacher

☐

Continue on Level 1: Inform Head Teacher

☐

Placement on Level 2: Refer to Head Teacher

Date: ____ / ____ / ____

Reason: _____

HEAD TEACHER'S VERIFICATION:

Signature: _____ Date: ____ / ____ / ____

**Coonabarabran High School
Behaviour Management Policy**

LEVEL 2 (HEAD TEACHER) MONITORING SHEET

Name: _____ Year: 7 8 9 10 11 12

Date: ____ / ____ / ____

Class/Subject: _____ Head Teacher: _____

- 1 The student is on this monitoring sheet for at least FIVE periods in this subject.
- 2 If the student receives an Unsatisfactory he/she may complete extra days on Level 2 (Head Teacher) or be placed on Level 3 (Whole School).
- 3 To get a Satisfactory, the student must not disrupt the class in any way.

NB: This card is retained by the Class Teacher.

DATE	G	S	U/S	COMMENT
				Student signature
				Student signature
				Student signature
				Student signature
				Student signature

Class Teacher's recommendation

☐

Return to Level 0: Inform Head Teacher

☐

Continue on Level 2: Inform Head Teacher

☐

Placement on Level 3: Refer to Deputy Principal

Date: ____ / ____ / ____

Reason: _____

HEAD TEACHER'S VERIFICATION:

Signature: _____ Date: ____ / ____ / ____

**Coonabarabran High School
Behaviour Management Policy**

LEVEL 3 (WHOLE SCHOOL) MONITORING SHEET

Name: _____ Year: 7 8 9 10 11 12

Date: ____ / ____ / ____ Sheet: _____ of _____

- 1 The student is on this monitoring sheet for at least 10 days in all subjects.
- 2 If the student receives an Unsatisfactory he/she may complete extra days on Level 3 (Whole School) or be referred to the Deputy Principal for further disciplinary measures.

NB: This sheet is to be presented to the class teacher at the beginning of the lesson.

PERIOD	SUBJECT	G	S	U/S	COMMENT
1					
2					
3					
4					
5					
6					

- * *You have been placed on this level as a result of: ongoing disruptive behaviour; a serious incident in the playground or classroom; or because you are returning from suspension.*
- * **To progress each day** it is your responsibility to collect this sheet from the Deputy Principal **before assembly** each morning, present it to your teachers at the beginning of every lesson and have your parent/guardian sign it every night. You must return it to the Deputy Principal before assembly on the next day.
- * *As a consequence of your behaviour, you will not be permitted to participate in non-compulsory activities while you are on this level.*

Report to DP at: Recess ☐ Lunch ☐

PARENT'S/ CARER VERIFICATION:

Signature: _____ Date: ____ / ____ / ____