DISCIPLINE POLICY & PROCEDURES

Statement of Purpose

Kadina High School Discipline Policy and Procedures aims to ensure that all students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

The Discipline Policy and Procedures are founded on the needs of individual students and their right to receive a quality education and is based on Core Rules in NSW Government Schools and procedural fairness.

The policy can be divided into 4 main areas.

1. The school discipline code (school rules and expectations)
2. Strategies to promote effective discipline and productive learning within the school
3. Strategies to recognise student achievement
4. Strategies for dealing with unacceptable behaviour

“Kadina High School is a learning community supporting and challenging all students to strive for personal success and develop skills for lifelong learning.”
1. KADINA HIGH SCHOOL – Rules and Expectations

**Care for Yourself**

**Kadina’s Role:**
- Enable all students to strive for personal growth in the academic, cultural, physical, creative and social domains.
- Encourage and support students through a range of student welfare programs.
- Provide a foundation for the future by developing a personal sense of responsibility.

**Student Responsibilities:**
- Be proud to wear your uniform and always be clean and tidy.
- Live your life and your learning.
- Live a healthy life and make healthy choices.
- Act safely in the classroom and the playground.
- Always represent your school with pride.

**Care for Others**

**Kadina’s Role:**
- Acknowledge the diversity of individuals and promote the acceptance and appreciation of others.
- Provide a foundation for the future by developing a communal sense of responsibility.
- Encourage and support students through a range of student welfare programs.

**Student Responsibilities:**
- Co-operate at all times.
- Treat everyone in a polite and respectful manner.
- Be fair to others.
- Encourage others.
- Accept people’s differences.

**Care About Learning**

**Kadina’s Role:**
- Provide a learning foundation for the future by equipping students to be independent thinkers, capable of cooperating with others.
- Encourage and support students through a comprehensive curriculum.
- Challenge students to reach their potential through personal growth.

**Student Responsibilities:**
- Take part in all learning activities.
- Bring all equipment to class.
- Listen carefully to your teacher.
- Try your best with all set tasks.
- Move promptly to your next lesson.

**Care for the Environment**

**Kadina’s Role:**
- Provide a safe and caring community where students, staff and parents feel welcome, valued and safe.

**Student Responsibilities:**
- Look after school property.
- Respect the property of others.
- Act in an environmentally positive way.
- Place all rubbish in bins.

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**Core Rules**

Student discipline in NSW Government Schools

**All students in NSW Government schools are expected to:**

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.

- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.

- Behave safely, considerately and responsibly, including when travelling to and from school.

- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

- Treat one another with dignity and respect.

- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.
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<td><strong>Care For Yourself</strong></td>
<td>- Wear appropriate uniform - Be punctual - Do your best - Accept responsibility</td>
<td>- Bring equipment - Be punctual - Use your diary - Be responsible for your actions - Act safely - Follow teacher instructions</td>
<td>- The Front Office is a public area, use best manners. - Permission is needed to access the Sick Bay and its resources.</td>
<td>- Make healthy food choices - Use own money - Be honest</td>
<td>- Stay in bounds - Walk calmly around buildings - Display healthy practices - Use facilities appropriately and safely</td>
<td>- Follow dress code - Stay with the group - Act safely</td>
<td>- Walking to the left when walking - Stay inbounds - Line up against the wall; keep the walkway free</td>
<td>- Maintain a high standard of personal hygiene</td>
<td>- Stay safe: stand behind the safety rail - Line up patiently - Stay away from road - Cross road at crossing</td>
<td>- Sit in year groups - Show you are listening by facing the speaker and sitting up straight - Remove hats</td>
</tr>
<tr>
<td><strong>Care For Others</strong></td>
<td>- Use respectful language - Respect the rights of others - Co-operate with all staff - Keep your hands to yourself</td>
<td>- Treat others with respect, including their equipment - Only one person speaking at a time - Be cooperative</td>
<td>- Use the front door only, to enter and leave Admin block. - Be patient and wait your turn. - Access executive offices only when instructed by staff</td>
<td>- Be polite and courteous - Queue patiently, wait your turn - Show respect to canteen workers - Participate in passive play</td>
<td>- Stay safe: leave sticks and stones on the ground - Play touch not tackle - Follow teacher requests - Respect people and their property - Use respectful language</td>
<td>- Wait quietly for teacher - Be patient and polite - Be respectful of others' personal space - Use respectful language</td>
<td>- Respect privacy in toilets - Report illness or distress to staff - Use sanitary bins provided</td>
<td>- Play on oval only - Have bus pass ready - Unless raining, Stay behind fence until bus or lift arrives - Follow teachers instructions</td>
<td>- Fill seating from the front - Show respect to speakers by responding appropriately - Celebrate each other's achievements appropriately (clapping) at the end) - Enter and exit safely and calmly</td>
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<tr>
<td><strong>Care For the Environment</strong></td>
<td>- Place rubbish in bins</td>
<td>- Bags under the desk - Rubbish in the bin - Care for school furniture and equipment</td>
<td>- Front Office area is a food/drink free zone. - Store bags/equipment under bench in print room</td>
<td>- Place all rubbish in bins - Garden beds are out of bounds, stay inbounds</td>
<td>- Place rubbish in bins - Play ball games in set areas - Access oval during Lunch 2 only - Use pathways to protect gardens - Respect school property</td>
<td>- Talk quietly on the bus</td>
<td>- Move quickly between classes - Rubbish in bins</td>
<td>- Use facilities appropriately - Report graffiti or damage to staff - Be water-wise, turn off taps - Flush toilet after use</td>
<td>- Kadina Park is out of bounds - Obey signs</td>
<td>- Take care of the floor and other equipment set up for classes</td>
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<tr>
<td><strong>Care About Learning</strong></td>
<td>- Be an active learner - Bring equipment - Listen carefully - Respect all school staff</td>
<td>- Electronic devices turned off in class and in bags - Try your best - Be enthusiastic - Participate in learning activities - Do not access social media</td>
<td>- Complete front office business out of class time</td>
<td>- Follow the rules of the game</td>
<td>- Be an ambassador for KHS and represent the school with pride - Complete set tasks</td>
<td>- Move promptly to next class - Respect classes already in progress</td>
<td>- Follow correct procedure for accessing toilets during class time - Use toilets out of class time</td>
<td>- All electronic devices, including: Phones and iPods turned off and in bags in assembly</td>
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2. STRATEGIES TO PROMOTE EFFECTIVE DISCIPLINE AND PRODUCTIVE LEARNING

Discipline problems are far less likely to occur if all students, staff and caregivers feel that their needs are recognised and catered for. Staff also need to be aware of various strategies to maintain and promote productive teaching and learning in all contexts. All parties will be regularly updated on current curriculum decisions, classroom management strategies and educational issues in line with DEC policy.

The broad curriculum available, the support for the special needs of individuals, the extra curricular and leadership opportunities available to students are all designed to help students achieve their best possible outcomes.

Parents are encouraged to be active participants in the learning of their children, including supporting the efforts of the school to enhance student welfare and influence their children’s understanding of acceptable behaviour. They are encouraged to participate in parent forums and work with school staff to establish and maintain fair and reasonable expectations within the school community.

Under the Disability Standards for Education 2005 there are obligations associated with the education of students with disabilities. As such consideration and structured support needs to be provided to these students.

3. STRATEGIES TO RECOGNISE STUDENT ACHIEVEMENT (currently under review)

The emphasis at Kadina High School is on positive reinforcement and recognition of student achievement and appropriate behaviour. This ranges from the classroom level where teachers are encouraged to recognise student achievement/appropriate behaviour with verbal praise, merits and awards to formal recognition at assemblies where parents are invited to attend award ceremonies. The discipline policy is therefore intertwined with the welfare and anti-bullying policies. Kadina High School uses two schemes to positively reward student achievement.

Merit Award Scheme

This merit award scheme is used to recognise and promote excellence in conduct, work ethic, achievement and attitude within the classroom. All students are eligible to receive these awards. Individual teachers award student achievement and these can accumulate into Faculty Merit awards, Principal Awards, Bronze medallions, Silver medallions and Gold medallions. Principal Awards as well as all medallions are presented at weekly School Assemblies.

Celebration Scheme

This scheme recognizes the achievement of students both within and outside the classroom. Students are awarded points for recognition of excellence and achievement in the following areas: Curriculum, School Service, School representation and Involvement in community activities beyond the school.

Within this Celebration Scheme positive rewards include: Celebration assemblies at the end of each semester, Celebrations Big Day Out, Top 5 for the year receive a Gold Celebrations Certificate at the end of year Presentation Assembly.

Kadina Care Cards are given for immediate positive reinforcement and a weekly draw is conducted to reward student who are following expectations.
4. STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Every teacher at Kadina High School will work within a framework of actions that are supportive of student engagement with clear consequential pathways designed to ensure a safe and equitable learning environment for all students and staff.

Students at Kadina High School are aware that infringements of school rules will result in varying consequences. These consequences initially involve the classroom teacher, but with repeated infringements involve other people in the school. At various stages of this process, or in response to the severity of the student’s inappropriate behavior a: classroom contract, HT referral, faculty contract, whole school contract, attendance contract, suspension warning or suspension may be issued.

Reasons for referrals may include:

- Persistent lateness to class
- Disruptive behaviour
- Inappropriate language
- Continual refusal to follow instructions
- Persistent failure to bring equipment
- Persistent failure to complete class work
- Persistent failure to complete homework
- Willful damage
- Physical violence/bullying
- Harassment/Discrimination

If a student fails to respond to classroom teachers repeated efforts to ensure acceptable behaviour or engages in behaviour that warrants executive involvement, the teacher will send that student to the appropriate Head Teacher with a referral form.

HT referrals can be made to a Head Teacher for behavioural issues in all contexts – classroom, playground, sporting and excursions.

The Head Teacher will take appropriate action which may include counseling, a verbal warning, detention, faculty withdrawal, repair of damages, parental interview or a higher referral.

If the Head Teacher considers necessary, serious breaches of discipline will be referred to the Deputy Principal or Principal.

Whole School and Attendance Contracts are issued by the Deputy Principal to students who:

- Persistently truant lessons (Attendance contract)
- Are placed on multiple faculty contracts at any given time
- Are responsible for a serious breach of school rules
- Are responsible for serious incidents connected with sport/playground duty

Students who are currently on Whole School Contracts may not be allowed to take part in school events, incursions or excursions (with the exception of mandatory curriculum). This decision will be made at the discretion of Senior Executive and the event coordinator. Involvement in Rewards Excursions will also be at the discretion of the Year Advisor, excursion coordinator and Senior Executive. Students with a history of poor behavior throughout the year may not be deemed eligible to attend an excursion.
Students who fail to modify their behaviour while on a Whole School or Attendance Contract will be interviewed by the Deputy and may be issued a suspension warning or placed on the contract for an extended period of time with possible removal of privileges during breaks. Students who do not comply with their Attendance Contract conditions will also be placed on a Whole School Contract.

Suspensions may be imposed by the Principal on students who have been placed on a School Contract and have failed to modify and improve their behaviour. All suspensions must comply with the DEC Suspension Policy and Procedures.

Students will be immediately suspended if they are found in possession of, using or distributing any illegal substance, cause injury or threaten violence against another student, staff member or visitor; possess a weapon or engage in criminal behaviour. Suspension in these cases will be automatic and the police may be informed.

The Principal may impose short or long periods of suspension and in extreme cases organise a student’s expulsion from school. Students will be referred to the Principal if it becomes necessary to involve authorities outside the school eg Police.
SERIOUS CLASSROOM / SPORT / PLAYGROUND BEHAVIOUR

Classroom Contract (1 cycle/2 weeks)

Faculty Contract (1 cycle/2 weeks)

School Contract (minimum 5 days or longer consultation with DP)

SUSPENSION WARNING

SUSPENSION/EXPULSION

RETURN FROM SUSPENSION (Whole School Monitoring Contract for 5 days)
KADINA HIGH
BEHAVIOUR MONITORING
FLOW CHART

Every Student is to be made aware of the Classroom Rules

Student Misbehaviour

Teacher Intervention- Range of classroom management strategies

- NO

Misbehaviour Continues

- NO

Classroom Contract (Class teacher)
H/T and teacher interview with student, letter sent/parents contacted

- NO

Misbehaviour Continues

- NO

Faculty Contract (HT)
More serious consequences from H/T, H/T interview with student, letter sent/parents contacted

- NO

Misbehaviour Continues

- NO

Whole School Contract (DP)
Faculty Withdrawal if 3rd offence occurs in same faculty within 10 week period, multiple Faculty Contracts, or non-compliance with Faculty Contracts, DP interview, letter sent/parent contact

- NO

Misbehaviour Continues

- NO

PRINCIPAL/DEPUTY PRINCIPAL INTERVENTION
Parent Contact—Warning of Possible Suspension/Expulsion

- NO

Misbehaviour Continues

- NO

SUSPENSION / EXPULSION
Every Student is to be made aware of the school's uniform Policy and Procedures

Student presents with parental note at roll call, teacher issues a Blue uniform slip and makes EDVAL entry noting parental justification

Student does not present with parental note at roll call, teacher issues a Blue uniform slip and makes EDVAL entry noting unjustified uniform and item clothing

HT 's review EDVAL uniform entries for their assigned Year Group every fortnight - students with 3 or more unjustified entries

1st instance= letter home, RISC, student interview

2nd instance= letter home, RISC, student interview, possible consequences

3rd instance= parent contact, RISC, student interview, possible consequences

4th instance= face to face parent meeting, RISC, student interview, possible consequences

5th instance= parent and principal meeting, RISC, student interview
KADINA HIGH
TRUANCY MONITORING
FLOW CHART

TRUANCY

Class Teacher refers suspected truant to HT and consequential pathway followed.

Head Teacher follows up on truants in KLA area and consequential pathway followed.

Repeated Truancy= Referral to the DP

DP Placement on attendance contract (5 days) Referral to welfare team and HSLO

SUSPENSION WARNING

SUSPENSION