



Wellbeing & Positive Behaviour Policy 2017

SWANSEA HIGH SCHOOL RESPONSIBILITIES

The Principal

Accountable for ensuring a safe, secure and harmonious work environment for students and staff.

- Responsible for the development, implementation and monitoring of the school's welfare and discipline policy.
- Responsible for ensuring that the school's procedure is evaluated and reviewed by the school community, at least every three years.
- Ensure that students, staff and parent(s) carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- Provide a copy of the Swansea High School "Wellbeing and Positive Behaviour Procedures" to the school education director when the policy is developed or whenever it is reviewed.
- Provide parents and students with a copy of the Swansea High School "Wellbeing and Positive Behaviour Procedures" when the policy is developed or reviewed.
- Promote positive discipline through the implementation of the "Wellbeing and Positive Behaviour Procedures".

The Deputy Principal

- Provide leadership, positive support and actively reinforce school procedures.
- Work collaboratively with Head Teachers, Year Advisors and the Learning Support Team to support students.
- Provide support to staff with management of students.
- Liaise with parents.
- Monitor behaviour issues across faculties with support from Head Teachers and Year Advisors.
- Monitor and manage student behavior including, Learning Support Meetings with parents and carers, DP Check in Check Out Monitoring Program, Senior Class Placement and After School detention.
- Make Referrals to the Learning Support Team, School Counselor, Chaplain and Youth Worker.
- Refer serious issues of continued disobedience, persistent disobedience or serious misconduct to the Principal for further interventions.

Faculty Head Teachers

- Provide leadership, positive support and actively reinforce school procedures.
- Encourage the use of commendation awards for all students Years 7-12.
- Develop faculty student management practices in support of "Wellbeing and Positive Behaviour Procedures".
- Provide guidance to staff through professional development on behaviour management.
- Provide support to staff with behavior management.
- Refer students who continually breach our School-wide Expectations to the Deputy or Principal.
- Interview students referred by teachers, sign referral and develop a plan for improvement.
- Refer students to the Deputy Principal who do not successfully complete the plan for improvement.

Head Teacher Learning and Well Being

Provide leadership and support for:

- Staff - to develop skills in teaching and learning.

- Implementation of learning and support programs.
- Implementation of the Positive Behaviour for Learning (PBL).
- Implementation of Aboriginal Support programs.

Head Teacher Administration

As for Faculty Head Teacher plus responsibility for:

- Day to day administration of the school.
- Supporting the development of Education Plans for identified students.
- Management of the SLSOs within the school to provide support for identified students and programs.

Year Advisors

- Participate in the Learning Support Team to develop and implement proactive welfare programs.
- Support students in welfare issues and if required, monitor using the Check and Connect monitoring program.
- Liaise with parents.
- Refer students to school support staff when required.
- Monitor weekly PBL data extracts and provide welfare support for identified students in their respective year group.
- Assist students to resolve conflicts peacefully.
- Provide information to staff about students that may assist in providing a supportive environment.

Teachers

- Accept that student welfare and behaviour management are the responsibilities of all teachers.
- Follow and support Departmental and School policies and procedures.
- Follow the Positive Behaviour for Learning School-wide Expectations.
- Practice sound classroom management and maintain a non-coercive environment.
- Act as a positive role model in speech and manner to show respect for all students.
- Be sensitive to the needs of students treating them courteously and consistently – in particular be aware of learning and medical needs.
- Develop teaching and learning programs and assessment tools that are relevant to student needs and abilities.
- Enable a student with a disability including those with learning difficulties, to access and participate in education on the same basis as students without disability. This may require adjustments to assessment requirements in order that the student can effectively demonstrate what they know and can do.
- Recognise students who display excellent attitude, effort, skill or behaviour with Merit, Awards and Commendations or other forms of encouragement.
- Monitor student outcomes and ensure students complete work at their personal best.
- Refer students who continue to misbehave after all reasonable discipline methods have been attempted, to the Head Teacher.
- Be alert for harassment of students and take appropriate action to prevent it continuing – document all cases and pass details to Year Advisor, Head Teacher or Deputy Principal.

Students

- Maintain acceptable standards of behaviour in the classroom, playground and while travelling to and from school.
- Act safely in and around the school and at all school activities.

- Maintain acceptable standards of behaviour while on excursions and participating in or attending sporting or other activities.
- Comply with requests from staff and others in positions of authority.
- Adhere to the School-Wide Positive Behaviour for Learning Expectations
- Adhere to the standards of dress determined by the school community.
- Avoid illegal drugs, alcohol, tobacco and weapons.
- Show respect for teachers, fellow students, other staff and school visitors and are not to engage in any form of harassment or intimidation.
- Ask for assistance to resolve conflict peacefully.
- Complete all work to the best of their ability.

Parents/Carers are asked to:

- Support Swansea High School in the implementation of the Swansea High School, *Wellbeing and Positive Behaviour Procedures*
- Provide input into policy development through membership of the P&C.
- Communicate with the school when issues arise that may cause any concern.

SCHOOL – WIDE EXPECTATIONS AND SCHOOL VALUES

Students at Swansea High School are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour. Parents and care-givers are essential partners in supporting the Swansea High School school rules and the successful education of their children. At Swansea High School we wish to promote the highest standards of behaviour and learning.

Department of Education and Community Values

Integrity	Being consistently honest and trustworthy.
Initiative	To take the lead, enterprising. You plan it and decide to do it yourself without anyone telling you what to do.
Respect	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
Responsibility	Being accountable for your individual and community's actions towards yourself, others and the environment.
Co-operation	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
Excellence	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
Democracy	Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

School Wide Expectations

PBL stands for **P**ositive **B**ehaviour for **L**earning. It is a problem solving framework that addresses: social, behavioural and academic outcomes. It is a consistent and user friendly school-wide system of support that helps define, teach and support appropriate student behaviours, creating a positive school environment.

ALL of our PBL materials are developed in consultation with our staff and students. It is our aim to create an open and transparent system that is inclusive of all.

**Swansea High
School PBL
Teaching
Matrix**

Swansea High School PBL Teaching Matrix		What do our school-wide expectations look like in all settings?							
		All Settings	Corridors	Bus Lines	Toilets	Playground	Oval & Basketball Courts (Active Play ONLY)	Canteen (Purchasers ONLY)	Assembly
Expectations	Respect	<ul style="list-style-type: none">✓ Use manners✓ Follow instructions✓ Care for property and others	<ul style="list-style-type: none">✓ Give way to others✓ Walk quietly✓ Care for property	<ul style="list-style-type: none">✓ Allow others a place to sit✓ Wait patiently✓ Use manners	<ul style="list-style-type: none">✓ Keep it clean✓ Give privacy to all✓ Care for the toilet	<ul style="list-style-type: none">✓ Keep it clean✓ Play fairly✓ Use positive language✓ Follow instructions	<ul style="list-style-type: none">✓ Play fairly✓ This area is a privilege	<ul style="list-style-type: none">✓ Use manners✓ Wait your turn✓ Follow instructions	<ul style="list-style-type: none">✓ Hats and electrical devices off, manners on✓ Celebrate achievements appropriately✓ Sit quietly✓ Follow instructions
	Responsibility	<ul style="list-style-type: none">✓ Wear your uniform✓ Right place, right time✓ Accept consequences✓ Report problems	<ul style="list-style-type: none">✓ Keep left✓ Line up against classroom wall✓ Walk safely✓ Right spot, right time	<ul style="list-style-type: none">✓ Follow instructions✓ Board, travel and exit bus safely✓ Have bus pass or money ready	<ul style="list-style-type: none">✓ Report problems✓ Be hygienic✓ Be water wise	<ul style="list-style-type: none">✓ Play allowed games safely✓ Take care of your area and others✓ Report problems✓ Stay in bounds	<ul style="list-style-type: none">✓ Play safely✓ Feed your brain before you enter✓ Be sun smart	<ul style="list-style-type: none">✓ Buy only for yourself✓ Move safely and calmly✓ Use canteen during operating times	<ul style="list-style-type: none">✓ Sit in allocated spot✓ Report problems
	Ready to Learn	<ul style="list-style-type: none">✓ Right place, right time,✓ Participate	<ul style="list-style-type: none">✓ Be aware of your surroundings✓ Move directly and promptly to class	<ul style="list-style-type: none">✓ Right place, right time✓ Be road wise	<ul style="list-style-type: none">✓ Use the toilets during breaks✓ Permission note in class time	<ul style="list-style-type: none">✓ Leave for class when bell rings✓ Feed your brain✓ Use breaks to see staff/office	<ul style="list-style-type: none">✓ Be ready for class when the bell rings✓ Deodorise outside	<ul style="list-style-type: none">✓ Feed your brain✓ Pre-Order your lunch when possible✓ Know your costs, and have your own money ready	<ul style="list-style-type: none">✓ Participate positively✓ Enter and exit assemblies in an orderly manner

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR AND MAINTAIN A CLIMATE OF RESPECT

Teachers and parents of Swansea High School are aware the school community works hard to continuously address and help ensure that positive student behaviour is fostered.

- Students are much more likely to willingly behave in an appropriate manner when they feel that school is a place where they are respected, are given opportunities to develop responsibility and are provided with skills to be ready to learn.
- Students who do not feel respected, have and accept responsibilities or are equipped to learn effectively often feel alienated and are more likely to:
 - disengage from learning, be absent from school or drop out;
 - seek any attention even if it is negative,
 - hurt others and look for acceptance in negative groups,
 - challenge staff and exert power over students

The school has a range of programs to develop respectful relationships, a sense of personal and public responsibility and the skills required to be ready to learn. The school often involves parents to assist in the promotion of positive student behaviour.

Strategies used by Swansea High School to foster positive behaviour are:

- Positive and engaging teaching and learning programs and practices.
- The provision of opportunities for student leadership, learning support and enrichment.
- Individual and targeted programs aimed at specific individual and group needs.
- Positive Behaviour for Learning Program.

These strategies are constantly changing to ensure their relevance, and that they reflect improvements in school programs and practices.

At Swansea High School:

Respect is developed through:

- Fostering a strong sense of community and a welcoming culture.
- Including the consideration of perspectives of gender, class, ability, language and cultural background in all aspects of school, from signs and celebrations, to the content of lessons and teaching materials.
- Active co-operation of students, staff and parents in joint activities that are valued, such as sports, school performances, grounds improvement, parent/teacher interviews, curriculum evenings, etc.
- Speaking in a friendly tone, smiling, making eye contact.
- Taking care to know student's names and pronounce them correctly.
- Showing appropriate personal interest in students.
- Providing support and sensitivity when students are hurt or upset.
- Providing individual attention or extra help when needed.
- Avoiding ridiculing or demeaning students.
- Setting clear limits and boundaries and being firm and persistent when students test them.
- Not accepting hurtful behaviour towards students.

Responsibility is developed through:

- Encouraging students to make appropriate choices about what they learn, how they learn, with whom they learn and how they are assessed.
- Offering leadership roles in the classroom and/or school.
- Providing opportunities to participate in forums such as classroom discussions, SRC and school committees.
- Student feedback and suggestions on significant issues are sought and responded to.
- Students being held accountable for behaviour and required to make explicit choices about future behaviour when they misbehave.
- Providing regular feedback to students regarding behaviour and performance in positive language
- Rewarding responsible behavior.

Success is achieved through the development of **readiness to learn** by:

- Setting high and achievable expectations.
- Developing competency in the basic skills of literacy, numeracy and technology.
- Ensuring Intellectual Quality, Significance and a Quality Learning Environments are incorporated into teaching programs.
- Teachers demonstrating a love for their subject, that they clearly enjoy teaching and continually communicating confidence in their students' ability to learn.
- Teachers differentiating the curriculum to suit students' varying abilities and needs.
- Implementing assessment that is frequent, informative and provides constructive feedback.
- Providing a wide range of extra-curricular programs in which all students can achieve.
- Providing planned support for students experiencing difficulty in learning and/or behaviour.
- Encouraging students to take risks in their learning. It is reinforced that mistakes are an important part of the learning process.
- Expecting students to bring all required equipment to undertake their learning.

Swansea High School programs and practices that foster positive student behaviour are:

- Positive Behaviour for Learning.
- Mindsets
- School-wide expectations posted in each classroom and selected rules posted on corridor walls.
- Staff model positive behaviours and establish positive relationships.
- Ongoing Teacher Professional Learning for staff to deal with student behaviour and welfare issues.
- Strong commitment by staff to implementing a differentiated curriculum within each classroom
- Inspirational quotes posted on each classroom door.
- Positive life messages posted on corridor walls.
- Regular progress reviews of all students in Yrs 7-12 completed by the Year Advisors Terms 1-4.
- Review of performance of Year 11 and 12 by Head Teacher Administration and Deputy Principal Terms 1-3.
- Regular review of attendance patterns (Week 5 each term.)
- Term 4 Transition Program for identified student from Yr 6 who require behaviour support.
- Hello High School (program in Term 4 for incoming Year 6 students).
- Involvement in community programs to support student welfare.
- Learning Support Team meetings involving Principal, Deputy Principal, Head Teacher Learning and Wellbeing Year Advisors, Girls Advisor, Learning and Support Teacher, Counsellor, chaplain interested teachers and other personnel as required.

- Behaviour monitoring – CRT, HT and DP level. This involves regular conferencing to support positive behavior.
- Time out cards to address individual needs and provide student responsibility for behavior
- Peer mediation and mediation using Restorative Justice practices.
- Restitution, such as painting vandalized school property.
- Regular articles promoting student success in the school newsletter and at assemblies.
- Galgabba Community of Schools (Swansea High School and local primary schools) programs.
- Regular analysis and use of student performance and attendance data.
- Specialised focus programs including: Peer Mediation, Positive Behaviour for Learning Program, Shine, Girls Group, BroSpeak, SisterSpeak, Aboriginal Dance Group, Karakal & Tirriki classes, Reading Program, Scream, Rage and Managing the Bull. (The delivery of these programs may vary due to availability of staff, level of need or numbers of students wishing to participate.)
- Personalised Learning Plans are developed for all Aboriginal students Yr 7 – 12 and support is provided by our Aboriginal Education Workers.
- Individual Education Plans developed for students who require support in their education both academically and socially.
- Teacher mentoring.
- Jumpstart Program (Years 9 & 10), designed to support students who have a vocational direction in education.

COMMENDATION SCHEME

Commendation	Description	Process / Examples
VIVO Rewards This is an online system replacing the blue merits.	Everyday reward points are given to students online. Students earn points by being respectful, responsible and ready to learn.	These points can be accumulated and students can go online to the VIVO shop to purchase gifts with the points they have earnt.
Commendations	Awards provided to students who show CONSISTENTLY positive behaviour or demonstrated outstanding performance.	Two commendations are awarded by per teacher each week. Students take the commendations to their Year advisors who records them. Commendations accumulate through this record to move toward a: <ul style="list-style-type: none"> • Bronze Award - 4 commendations • Silver Award - 6 commendations • Gold Award - 8 commendations • Diamond Award – 10 commendations • Black Opal Award – 12 commendations These accumulated awards are presented at presentation assemblies
Term Assemblies	Academic and effort awards are presented at assemblies held at the beginning of Terms 2,3 & 4.	Teachers award 2 per class for academic performance and effort. All awards presented.
Annual Presentation	Academic & Effort Awards Special Awards	As well as class academic and effort awards, Special awards in academic, effort, citizenship and sport are presented. Top 10 academic performers PLUS Dux awarded for each year.
Principal Commendations	For students who show consistently high levels of performance	Students who receive 3 awards for achievement or effort in a term receive a Principal's Commendation at an Achievement Assembly Students who receive Principal's Commendation in each of the term awards receive a Principal's Excellence Award at the annual presentation
Sports Awards	For outstanding performance in sport	Age Champions in swimming, athletics & Cross Country, zone, regional and state representation, school Blues, Sportsperson of the year.
Other recognition	Students are recognised through mention in the communication processes within the school. Student also receive Merit Awards for being Responsible, Respectful and Ready to Learn as part of Positive Behaviour for Learning.	Teacher interview, congratulatory letters, weekly assembly recognition, school notice board, newsletter, parent teacher interview, local media.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Children grow into responsible adults when they have clear boundaries and consistent expectations. Swansea High School has a consistent and fair discipline system that was developed in consultation with our school community. Students learn best from their mistakes when the teachers, parents and the student work together to solve the problem, remembering that all solutions involve the student needing to make some changes in their attitudes and behaviours. Teachers and parents play a vital role in supporting individual students to make appropriate changes to overcome behaviour difficulties.

Inappropriate classroom behaviour may result in:

- Reprimand.
- Loss of privileges in class.
- Planned restitution.
- Detentions including after school.
- In-class isolation.
- Withdrawal from class and possible senior class placement.
- Parents notified.
- Other strategies as deemed appropriate by the classroom teacher.

Inappropriate behaviour in the playground or on the way to and from school may result in:

- Reprimand.
- Peer Intervention.
- Year Advisor Intervention.
- Detentions, including after school.
- Planned restitution eg clean-up duty.
- Loss of playground privileges.
- Parents notified.
- Other strategies as deemed appropriate by the supervising teacher or relevant head teacher.

Disobedience

Continual disobedience “includes, but is not limited to, continued breaches of the school discipline policy such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.” (as defined by DoE)

Consequences of continued disobedience or serious misbehavior may involve any of the following:

- Detentions - Faculty, Deputy Principal and After School Detention
- Referral to Head Teacher
- Parent notification letters or phone calls identifying behaviour and consequences.
- Faculty behaviour monitoring card supervised by the Head Teacher.
- Withdrawal from class and supervised by Head Teacher or colleague in another class in that faculty
- Behaviour Plan - support program developed in consultation with Executive and Teaching Staff, students and parents and carers.
- Referral to the Deputy.
- Written notification - formal caution letter to parent from Deputy Principal.
- Withdrawal from a faculty or faculties and managed by the Deputy Principal.
- Placement on a Deputy Principal Check in Check out monitoring card supervised by the Deputy Principal.

- Whole school isolation (senior class placement) – the student is withdrawn from all classes and removed from the playground for all breaks. The student will follow an isolation timetable completing work provided by the Deputy Principal or the class teacher for each subject.
- Parent / carer interviews and assistance may be sought in developing and supporting the student's behaviour modification program.

If these strategies fail to initiate improvement in behaviour then the following may result:

- Referral to principal.
- Possible suspension or expulsion (as in *Suspension and Expulsion of School Students – Procedures. 2011- Last update 2015*).

SPECIFIC BEHAVIOUR MANAGEMENT STRATEGIES

Peer Interventions

Students who violate School-wide PBL expectations on two separate occasions are identified in weekly data extracts and will be required to attend a brief meeting with Student Representative Council and PBL Working Team members who will ask the student to identify their violation and set in place a plan for improvement

Year Advisor Interventions

Students who violate School-wide PBL expectations another time after undertaking the Peer Intervention **or** those who fail to show for the Peer Intervention are referred to the Year Advisor to be placed on to a Check and Connect Year Advisor monitoring card for between 5-10 days. Students will be required to check in daily with their Year Advisor with their card signed from each period.

Detentions

Students may be given lunchtime or recess detentions as a consequence for unacceptable behaviour. In some circumstances the Deputy Principal may impose an after school detention on a Wednesday afternoon.

Parent Contact

All teachers have a responsibility to establish and maintain a good learning environment through strong, fair discipline. Where a student disrupts their own learning or the learning others or fails to comply with school expectations, then parents may be informed through a letter. This will give details of the incident and the consequence the student received. This letter should be signed and returned to the teacher who issued the letter. The parent may also receive a telephone call from the teacher to discuss the incident. Please be aware that this happens to ensure that parents are kept informed of their child's progress and any inappropriate behaviours.

Conferencing

Many issues students identify can be resolved by having all parties participate in a structured conference where everyone has the right and the responsibility to give their perspective of the issue, how it affects them and others and how the issue can be addressed. This approach supports the development of life long conflict resolution skills, allows students to see that every action has an effect on others and that everyone has a different perspective on issues.

Positive Behaviour for Learning Interventions

Students supported by sustainable interventions through the Positive Behaviour for Learning Program by the Learning Support Team as follows:

Year Advisor may call home when a student has three negative referrals from teachers. If the student's behavior does not improve and they reach five referrals, parents may be notified that the student is "nearing exclusion".

A Peer Intervention may be organised with students who have four negative referrals. Senior Students from the school leadership team meet with the student and discuss issues they may have and suggest strategies for improvement at school.

Head Teacher Intervention may be organised within individual faculties when a student reaches six referrals.

Deputy Principal Intervention occurs if a student has seven referrals. An exclusion letter may be generated which indicates that students are no longer able to participate in school representative duties or from leaving the school premises for non-curriculum excursions and other activities for a period of 10 weeks. The exclusion period will be reduced by one week for each week that a student receives zero referrals. As part of this intervention students are placed on a Check in Check Out monitoring card for a minimum of one week or longer if their behavior does not improve

Other Behavior Support

- Department of Education support such as, Home School Liaison Officer, Aboriginal Community Liaison Officer, Support Teacher Behaviour, Integration Support Teacher Behaviour, Student Welfare and Discipline consultant, Student Disabilities consultant.
- Counselling – support is offered by both school counsellors and outside counselling agencies such as Eastlakes Family Support Service, and Interrelate.
- Individual Education Plans for students at risk developed at Learning Support meeting with parents and student.
- School to Work Transition plans.
- Alternate Educational Settings.

Loss of Privileges

Loss of privileges include not being able to participate in:

- Non-compulsory excursions
- Sporting events
- Any non-compulsory performances

Students will lose privileges for that term if they accumulate 7 referrals. This will be for a maximum period of 10 weeks. These referrals will include behavior referrals as well as a referral for the following:

1. Students who are **chronically late** (more than 3 times without justifiable excuse) throughout the term who have had:
 - A Head Teacher attendance interview.
 - A Parent interview where a negotiated plan is established and has failed to comply with the negotiated plan without parental explanation.

Students who are **consistently out of uniform** and have had:

- An interview to discuss the situation with the Deputy Principal.
- A Parent interview or communication where support is gained and possible options to resolve the situation developed.
- Failed to comply with the support offered.

Behaviour Monitoring Program - Check in Check Out

Students who have been referred to the Deputy Principal or who have committed a serious breach of the school rules or who are consistently disobedient, may be placed onto a program of improvement. This involves being placed on a Deputy Principal's Monitoring Card (**Check In - Check Out**) and reporting to the Deputy Principal each morning to **Check In**. Once there is a consistent change in behavior then they will **Check Out** and discontinue the card. Students who show positive change during the day will be rewarded via the schools positive reward system.

A formal written warning may be issued to parents/guardians detailing the unacceptable behaviours and the consequences for that behaviour. Such a warning states that repeated offences in the playground or classroom may result in suspension. Students returning from suspension may also be placed on a Deputy Principal's behaviour Check in Check Out monitoring card.

The Check In - Check Out Monitoring Card:

- The card must be given to the teacher at the beginning of every lesson. Teachers will sign the card and indicate the student's behaviour as good, satisfactory or unsatisfactory.
- The card should be signed by a parent/guardian at the end of each day.
- To successfully complete the Check In - Check Out the student must demonstrate an improvement in behaviour and attitude and a positive engagement with learning. Failure to meet these expectations may result in an extension of the card, withdrawal of playground privileges, after school detention or suspension. Parents may be contacted in cases of unsatisfactory progress.
- Students are monitored for one week or until their behavior has improved.
- Students who have been placed on Check in Check Out monitoring may be considered for loss or privileges for example attendance at excursions.

Formal Caution and Senior Class Placement

Any serious breach of the Swansea High School Wide Expectations may result in the parent being notified. This will be either verbal and/or written notification of the nature of the unacceptable behaviour, the consequence being applied and the consequences of any further breaches. Students may also be placed on a Senior Class Placement. The student is provided with work and removed from their regular classes and also from the quad. They are placed in the back of Senior classes during this time. When appropriate, individual parents may be informed regarding the availability of counseling and any other support interventions that may allow the situation to improve. Formal Cautions are issued when students are at risk of suspension and serve as a written warning for the need for behavior change.

Suspension – Short (up to 4 days) or Long (up to 20 days)

Swansea High School expects high standards of student behaviour. Therefore, the Principal may consider removing a student from the school due to unacceptable behaviour, for a period of time or completely. Suspension and expulsion are two options available to the Principal. These options will be strongly considered if it is in the best interest of the school community and/or the student involved.

Suspensions are used as a last resort, when all interventions have failed to bring about a change in negative behaviour that has impacted negatively on the teaching and learning process or the safety and wellbeing of other students. Suspensions provide a timeout for both the student and the school to allow an opportunity for reflection and the development of a behavior plan for the individual concerned. Suspensions are most effective when school personnel and parent(s)/carer(s) work together to develop plans to assist students to engage in their education.

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school-endorsed activities and if directly connected to the school.

Generally short suspensions for continued disobedience will occur after **one or more** of the following.

- Teacher determines the issue warrants referral to the Head Teacher.
- Head Teacher has reviewed the incident before a referral to the Deputy Principal.
- Deputy Principal completes an investigation prior to any suspension recommendation made to the Principal.
- Appropriate student welfare strategies and discipline options have been previously applied and documented for previous unacceptable behavior.
- Support personnel have been involved.
- Discussions have occurred with student and parent/carer regarding unacceptable behavior which leads to a suspension.
- A behaviour management program has been developed.
- Providing a formal written caution detailing inappropriate behaviour and clear expectations.

In some circumstances the Principal must suspend immediately. For example, aggressive behavior, possession of illegal substances, verbal abuse of staff members may result in an immediate suspension. The Principal may utilise school, school education area, regional and other resources in seeking a means of returning the student after a long suspension.

A work program should be given for the duration of a long suspension. This includes learning tasks associated with the student's curriculum pattern.

The school counselor must be informed of a long suspension and complete a report for the advice of the Principal.

General

A formal disciplinary interview will be held with the student prior to making any decision to suspend. The student is given information about the nature of the allegation (s) and key features of the interview are taken down in writing. For long suspensions, the student must also be able to have an appropriate observer of their choosing present at the interview.

A suspension resolution meeting will be convened to discuss the basis on which the suspension will be resolved. The parent(s) or carer(s) may require a support person or an interpreter in order to participate fully in the suspension resolution meeting. This meeting is used to identify any supports, counseling or program inclusion that may assist in the most positive return to the school environment as well as an opportunity for students to identify strategies they may use to improve behaviours. Students returning from suspension complete a behavior monitoring program.

Short suspensions are imposed when a student demonstrates –

- Continued disobedience – when intervention programs implemented have not achieved positive outcomes. Behaviours include refusal, defiance, disruptive behaviour, minor criminal behaviour, use of alcohol or persistent use of tobacco.
- Aggressive 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 cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long suspensions are imposed when a student:

- Has had 2 short suspensions for continued disobedience and has failed to respond to ongoing behavior intervention programs implemented and continues to demonstrate unacceptable behaviours that disrupts learning in the school.
- Demonstrate behaviours involving the following - violence (where pain and injury has occurred), drug use or supply, criminal activity or the use or possession of a weapon. These behaviours result in immediate suspension and contact with the Police.

Alternative Department of Education or External Behaviour Support Programs

An application may be developed to seek alternative educational placement to address long term behaviour difficulties that impact on the student ability to engage in the learning at a mainstream high school. Regional consultants may assist the school, the student and parents in such applications or referrals. Examples are LMAS, Sea Change Tutorial Centre, Wakefield School, Alesco.

Expulsion

In extreme cases, the principal may expel a student from Swansea High School. This can be the result of serious circumstances of misbehaviour or unsatisfactory participation in the learning process by a student of post compulsory age. For expulsion for unsatisfactory participation, at least one formal warning that expulsion is being contemplated will have been issued and a program of improvement will have been implemented without success. Expulsions are imposed when all alternatives have been implemented and failed to achieve improved student behavior. In these situations, the student is removed from the school and given the possibility of another opportunity to access education in another school.

Students may be expelled from the system in extreme circumstances. This means the student may no longer attend any Government School in NSW. Students in this situation access education through Distance Education.

Appeals Process

- Appeals may be made if the student and parent(s) believe that the correct procedures have not been followed, or that an unfair decision has been reached.
- Appeals should be in writing, stating the grounds on which the appeal is being made. Assistance in lodging an appeal can be provided by personnel at the Newcastle District office.

The school education director or regional director will review, discuss and advise all relevant parties of the decision. The appeal process does not put on hold the principal's decision to suspend or delay attempts to resolve the issue.

SPECIFIC BEHAVIOURS – PROCEDURAL CONSEQUENCES

Truancy

One of the agreed responsibilities of all students at Swansea High School is to attend all lessons punctually. Truancy is unauthorised absence from classes or activities, or persistently arriving to school late without parental permission.

Fractional truancy (up to two periods per day) may result in lunchtime detentions supervised by the teacher or Head Teacher of that subject. It is the student's responsibility to catch up on work missed. Students who truant a specific subject may be placed on attendance monitoring within that subject.

Students who truant more than 2 lessons in a day may be placed on whole school attendance monitoring which is supervised by the Head Teacher in charge of attendance for up to a two week period.

A letter may be sent home for students who truant more than 2 lessons in a day. Persistent truancy may result in the student being placed on an attendance monitoring card or a Deputy Principal's monitoring card.

Repeated truancy may result in a formal caution for suspension for continued disobedience. Written notification and explanation is sent the parents including notification of loss of privileges. A referral may be also made to the Department of Education and Training's Home School Liaison Officer.

All incidences of truancy are recorded on reports as unauthorised absence.

Smoking

The Department of Education and Community premises are smoke free. Swansea High is committed to being tobacco free.

Smoking in school or within school hours in the vicinity of the school, may result in detentions and a letter home from the relevant Head Teacher or the Deputy Principal.

If students continue to smoke after a number of interventions this may be deemed continual disobedience and may result in a suspension.

Students in a group where smoking was detected or in possession of cigarettes, lighters or matches may be considered in support of smoking and may be dealt with in the same way.

Banned Items

Due to safety and security reasons, the following items are not allowed at school. If they are brought to school they may be confiscated and disciplinary action, and in the case of illegal drugs and weapons in long suspension, may result:

- aerosol cans and propellants
- cigarettes
- alcohol
- fireworks
- illegal drugs
- lighters
- matches
- water bombs
- knives or weapons
- replica pistols
- new items may be added as need arises

Uniform

The Swansea High School community supports the enforcing of the school's uniform policy. There are many benefits for the student, the school and the community for implementing an active school uniform policy.

If a student is unable to wear the school uniform, they are requested to have a note from their parents. This note allows them to collect a uniform pass from their roll teacher or deputy principal. If a student breaches the school uniform policy and does not bring a note, their name is recorded and a detention is given.

Repeated refusal to comply with the school uniform code without parental explanation may result in other consequences including loss of privileges. Parents may be contacted by phone if students are in inappropriate uniform and are unable to attend classes (eg thongs). Students may be required to remain in the front office until appropriate uniform is delivered to the school by the parents.

Procedures for Students Wearing the Incorrect Footwear in TAS, Science, Visual Arts and outdoor activities requiring covered leather shoes

In accordance with the Workplace, Health and Safety legislation Swansea High School students are expected to wear shoes that must have leather uppers that cover the top of the foot. The following procedures will apply.

1. Some spare shoes will be available for loan.
2. Students must wear shoes with leather uppers for the following practical lessons.
 - Practical TAS classes.
 - Art classes when there may be a risk of injury involved.
 - Science experiments where there may be a risk of injury involved.
 - Outdoor gardening where there may be a risk of injury involved.
3. Refusal to wear shoes with leather uppers or the loan shoes provided will result in non-participation in practical work and the student will be given a workbook to complete during that lesson.

The school operates a uniform shop located near the Canteen. Please contact the school for opening times. The school can assist families having difficulties in supplying the correct uniform through the Student Assistance Scheme, access to outside support agencies and the uniform pool.

Mobile Phones

Mobile phone technology includes mobile and smart phones, IPODs, IPADs, portable computer games, recording devices and cameras. They are an ever increasing aspect of life and the appropriate use of the technology is the objective of school policy.

At Swansea High School the use of smart phones as an educational aid in class is directed by the teacher, and students should follow all instructions provided. Personal use of a phone, IPOD or similar devices, recording devices and cameras in class is prohibited. All mobile technology devices are to be turned off or on silent at school unless otherwise directed.

Teachers have the right to confiscate any equipment that is used in an inappropriate manner. This may include using a phone or IPOD or other technological device which:

- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school
- is in breach of the Telecommunication Act. This includes
 - videoing or recording people without their consent.
 - threatening or is likely to be threatening the safety or wellbeing of any person
 - having sexual or inappropriate images on their phones

Inappropriate use of a mobile phone or other technology as listed above also includes:

- using it in a way that disrupts or is likely to disrupt the learning environment or interfere with the operation of the school.
- bullying, intimidating or otherwise harassing others through SMS or text messaging or through photographic, video or other data transfer system available on the phone
- recording of conversations, including lessons, without the knowledge and permission of the teacher or those involved in the conversation
- downloading or otherwise accessing inappropriate material on the internet such as child

abuse or pornographic or other offensive material

- filming of fights or other criminal behaviour involving students that occur at school, during school activities or while on the way to or from school.
- using it in a way that threatens or is likely to threaten the safety or wellbeing of any person
- use that is in breach of any law.

These procedures are in place for travel to and from school, as well as excursions. Police may be contacted in instances which involve a breach of the law.

If confiscated, the equipment will be taken to the office where it will be recorded and secured. The student would then need to collect the phone from the main office at the end of the day. Phones will not be returned before the end of the day. A second offence in the same year will result in the student organizing for a parent to collect the item from the office during office hours.

Students who refuse to hand over the device will be regarded as refusing to follow the teacher's instructions and dealt with according to school discipline procedure.