

FRANCIS GREENWAY HIGH SCHOOL



Discipline Policy

The Department of Education and Communities (DEC) is committed to a positive approach to student discipline. Practices should foster student engagement in learning, set clear boundaries, recognise appropriate behaviour and manage inappropriate behaviour fairly. This approach is assumed in the Student Discipline in Government Schools Policy and is reflected in the Francis Greenway High School Discipline Policy. (Consistent with the Education Act 1990)

(<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>)

The core values of NSW public schools:

The Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

The core values are:

INTEGRITY: Being consistently honest and trustworthy.

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

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.

COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

DEMOCRACY: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

BEHAVIOUR CODE FOR STUDENTS

At Francis Greenway High School, students are expected to:

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

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

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE BEHAVIOUR

FGHS Behaviour Management Flowchart

Be proactive, not reactive- Do I know my students and how they learn?

Have I developed my Class Profile document using information about student learning, behaviour, medical and well-being?



Classroom Teacher- When behaviour causes concern

State the expectation > Repeat request /Outline Consequence > Restitution/ Restorative Conversation → Resolved



Repeated Incident

Follow student/ faculty behaviour plan > Restitution not completed - Detention/ contact home/ Restorative Conversation > Record in Sentral → Resolved



Ongoing or Escalating Behaviour

Refer to Head Teacher > Record on Sentral



Head Teacher

CRT refers student > Faculty consequence/ Phone call home/Senior Class placement/Restorative Conversation > Record on Sentral→Resolved



Repeated, Escalating, Serious Behaviour

Refer to Deputy Principal via Sentral along with collected documentation & conversation / consult with DP for possible DP Mediation>Record on Sentral→Resolved



Deputy Principal



DP Action- Formal Caution/Suspension/ Parent meeting/ Monitoring Card/ Senior Class Alternative Placement (SCAP) > Record on Sentral > Resolved

	Incidents	Possible Actions
Minor (For CRT management)	<ul style="list-style-type: none"> • Refusal to follow instructions • Late to class/ truancy • Lack of equipment • Inappropriate language • Inappropriate behaviour • Disrespecting people and property • Technology misuse 	<ul style="list-style-type: none"> • Redirect • Move seating/ have seating plan • Detention • Parent contact • Refer to HT (repeated/escalating behaviour)
More serious and escalating behaviour (Head Teacher involved)	<ul style="list-style-type: none"> • Continued misbehaviour • Swearing • Aggressive behaviour • Misuse of school property • Bullying/ harassment • Repeated technology misuse 	<ul style="list-style-type: none"> • HT detention • Parent contact • Faculty monitoring card • Referral to LST/DP • BYOD and technology restrictions
Major and escalating behaviour (DP involvement)	<ul style="list-style-type: none"> • Aggressive/violent actions • Vandalism • Swearing at staff • Harassment/bullying/vilification • Refusal to comply with instructions 	<ul style="list-style-type: none"> • Parent interview • LST intervention • Student Support Card • Pre-Suspension warning • Suspension/Expulsion • Senior Class Alternative Placement (SCAP) • Loss of privileges

RESPONSES TO INAPPROPRIATE BEHAVIOUR

REDIRECT – guides a students' behaviour from inappropriate to appropriate. Reduces the use of punishment techniques.

SEATING PLANS AND MOVING SEATING – teaching staff may have a class plan with specific seating arrangements to ensure a positive work environment. Students may be requested to move seats away from possible distraction or within closer proximity to the teacher. Choice of seating is a privilege.

DETENTION – can be an individual or class detention set by the classroom teacher (CRT), Head Teacher (HT) or Deputy Principal (DP). Detentions would be no more than half of a recess or lunch break. Sport detention is during sport time and is a result of poor prior behaviour at sport, misbehaviour at sport on the day, not attending correct sport or as a removal from normal routine as determined by the DP.

RESTORATIVE PRACTICE CONFERENCE – a conference is a forum where people deal with wrongdoing and conflict. Participants can speak, express their feelings and have a say in the outcome. Staff are trained in facilitating conferences.

PARENT CONTACT / INTERVIEW – CRT, HT, DP or Principal may require a letter to be sent home or a conversation with parents around misconduct. Misconduct can be in the form of code violation or academic performance and application.

REFERRAL TO HT or DP – referrals are made when the CRT or HT are unable to resolve a behaviour issue, if it is repeated after minor intervention or is major incident requiring executive intervention.

FACULTY MONITORING CARD / STUDENT SUPPORT CARD – each faculty may initiate a process of monitoring within their faculty. Continued failure to show improvement or major incident in violation of behaviour code may result in being placed on a Student Support Card for five school days by the DP. In both instances, parent contact will be made and an interview may be requested.

LEARNING SUPPORT TEAM INTERVENTION (LST) – where a student requires targeted or intensive support, the LST may work with students to ensure that behaviours are not a result of a learning deficit, mental, emotional or social concern. Counsellors and external services may intervene where required.

FORMAL CAUTION – (pre-suspension warning) issued when no behaviour modification has been achieved or a significant major or escalating behaviour incident has occurred. Parent contact will be made and a Student Support Card will be issue for five school days.

LOSS OF PRIVILEGES – the DP or Principal may withdraw students from recess and lunch breaks, sport, excursions or any activity outside school.

SENIOR CLASS ALTERNATIVE PLACEMENT (SCAP) – this is a consequence preceding a suspension. Students will be allocated to a senior class instead of normally attended lessons to complete alternative work. Students will have a Student Support Card and will be required to be supervised by the DP during breaks.

SUSPENSION / EXPULSION – there will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. This decision is made by the school Principal. See the following link to Information for Parents for details.

https://education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf

ANTI-BULLYING PLAN

The school has an Anti-bullying Plan consistent with the department policy:

<https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy>

The plan has been developed in consultation with the Principal, Senior Executive, Teachers, students and parents.

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 Francis Greenway High School Anti-bullying Plan outlines the responsibilities that all school community members have in promoting positive student behaviour.

The Anti-bullying Plan describes the school's preventative actions, interventions and response to bullying, and is supported by the School Discipline Policy and procedures.

(See Appendix 1)

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

- Provide positive, caring and appropriate adult and student role models
- Promote the wearing of uniform with pride
- High expectations relationships between staff and students
- VIVO rewards system
- Positive Behaviour for learning (PBL) – explicitly taught and displayed around all school settings
- Provide student leadership and decision making opportunities through Captains, Prefects, Sport House Captains, Student Voice Team, mentors program
- Actively support our students in a variety of extra-curricular activities
- Provide appropriate support programs such as welfare, counselling, Restorative Practice, learning support and transition programs to assist in times of change
- Encourage the establishment of a partnership with all members of the school community through the P&C, school committees, newsletters and information evenings
- Recognise Aboriginal, multi-cultural and gender equity issues in various programs across the school
- Support all staff in developing and maintaining exemplary teaching practices through ongoing professional learning programs

As a **Positive Behaviour for Learning (PBL) School**, Francis Greenway High School has developed the core values and expectations matrix (**see Appendix 2**). The school shares with families and the community the responsibility for teaching the values of **RESPECT, RESPONSIBILITY, COMMITMENT and CO-OPERATION**. The demonstration of the values is both the aim and a measure of success at our school. Student behaviour is guided by a deep understanding of these values and expectations.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

- Vivo Rewards System and reward assemblies
- Positive feedback in student / teacher interactions and relationships
- References and reports
- Extra-curricular activities
- Acknowledgment in school newsletters and social media
- Contact with parents through positive phone calls and letters
- GATS and academically challenging competitions
- Recognition of sporting achievement at local, regional and national levels
- Performances and displays in creative and performing arts