



Welfare and Discipline Policy

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School Mission Statement

New England Girls' School and St John's Co-Educational Junior School aim to develop accomplished, educated individuals with active, passionate and creative minds. Respect and compassion for others and the courage to act on their beliefs are developed within a Christian ethos.

Aim

To create a caring and supportive Christian school environment where all students can learn, develop their self-esteem and self discipline and to assist students to accept responsibility for their own behaviour. Our behaviour management policy is based on the positive relationships established through pastoral care in the classrooms and general and social interaction.

The School seeks to provide a safe and supportive environment which aims to:

- Minimise risk and ensure students feel secure
- Support the physical, social, academic, spiritual and emotional development of students
- Provide student welfare policies and programmes that develop a sense of worth and foster personal development.

Procedural Fairness

It is a legal requirement that policies relating to the discipline of students be based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. Procedural fairness is a basic right of all when dealing with authorities. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations.

The "right to an unbiased decision" includes the right to:

- Impartiality in an investigation and decision-making
- An absence of bias by a decision maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will

usually involve providing an outline of the allegations made in witness statements and consideration of witness protection.

As part of ensuring the right to be heard, schools could establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available. While it is generally preferable that different people carry out the investigation and decision-making, in the school setting this may not always be possible. If the Principal is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the Principal must act justly and be seen to act justly.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.

Pastoral Care Objectives

- Provide a caring community in a Christian context in which each student feels valued and able to make a worthwhile contribution
- Encourage and support spiritual development and growth in the Christian faith
- Encourage a sense of belonging to the school community and pride in the school
- Encourage self discipline and social responsibility
- Prepare students for the challenges of society
- Encourage an understanding of oneself and others and an appreciation of individual differences
- Foster quality relationships between staff and students
- Establish strong, supportive relationships between parents and the School
- To provide a positive and safe learning environment recognising that all members of the School community have rights and responsibilities.

Code of Behaviour

1. Students at NEGS have the right to -

- be given access to a broad range of school activities
- be able to learn without distraction or interference from others
- be shown respect, concern and interest from their teachers and non-teaching staff
- feel safe from discrimination, harassment or indoctrination
- have a safe and supportive environment which provides an atmosphere and facilities which will enhance their prospect of success
- the support and assistance of staff.

2. Students at NEGS are expected to –

- behave at all times in a respectful and courteous manner which shows regard for their own safety and that of others
- conduct themselves in an exemplary manner at all times when representing the School
- be punctual to School and all lessons
- attend all scheduled lessons
- come to class prepared for work and to be responsive to guidance and advice
- interact courteously with all members of staff and other students
- wear the school uniform correctly and with pride
- exercise self control and negotiate with other people
- respect the rights of other students to have equal access to information sources
- care for their own property and respect the property of other students and the School
- care for the environment and assist in keeping the school grounds clean and tidy
- respect the rules and guidelines as set out by the staff.

The basis of the Welfare and Discipline Policy is that every action has consequences and the individual student is the one responsible for deciding whether the consequences are positive or negative.

For the student:

- 1) You must have your Diary with you for class, roll call, co-curricular and extra-curricular activities, and appointments with staff.
- 2) If you have been consistently working in your classes and your teacher is impressed by your effort and attitude then you will receive a commendation certificate. Once you have received 8 commendation certificates (Years 7 – 10) and 6 commendation certificates (Years 11 and 12) you will receive a Principal's Award.
- 3) If a teacher is unhappy with some aspect of your behaviour you will be issued a Green Slip and appropriate detention. If you receive a second Green Slip you will be immediately referred to the Head of Department and appropriate action/punishment will be taken. Inappropriate behaviour can include: lateness to class, arguing with the teacher, truancy, inadequate preparation for class (including completion of Prep), general misbehaviour, rudeness and swearing.
- 4) If you receive a third Green Slip for a subject you will be immediately referred to the Deputy Principal. A third Green Slip is an automatic weekend detention. This is non-negotiable and you may have to forfeit sporting and other extra-curricular activities as a result.
- 5) Failure to wear your uniform correctly will result in you receiving a Yellow Uniform Slip. If you receive three Uniform Slips you receive an automatic weekend detention. This is non-negotiable.
- 6) Your Diary will be checked fortnightly by your Year Advisor or Home Room Tutor or nominated person.

Students behaving in an unacceptable manner need to understand and experience the consequences of their actions. They will be supported in changing their behaviour for the better.

Minor offences are dealt with by class teachers, subject coordinators and year advisors. Repeat offences are recorded and disciplinary actions may involve any number of the above or the Deputy Principal. Some repeat offences may involve temporary exclusion from school (suspension), the Principal will be the one to determine length of absence from school and indiscretions will be noted on the student's file. In exceptional circumstances student's misbehaviour may result in permanent exclusion from the school (at discretion of the Principal and after discussion with the student and her family). At the Principal's discretion some offences may result in the parents being asked to withdraw their child from the School.

Serious or repeated misbehaviour may lead to permanent exclusion from the School.

The Education Reform Amendment (Corporal Punishment) Act 1995 has abolished corporal punishment in all NSW schools. Corporal punishment of a student means the application of physical force in order to punish or correct the student.

The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

From 1 February 1996 **no form of corporal punishment** is permitted within the school.

Discipline Levels for use by Staff

The following Levels are a guide that offer some examples of inappropriate behaviours, some possible strategies and a level of referrals. The Deputy Principal has Level 3 discipline problems to deal with and the Principal has Level 4.

Level 1: Class Teacher

Examples of inappropriate behaviour may include some of the following:

- Failing to complete Prep/assigned work
- Calling out in a disruptive manner and/or consistently seeking attention
- Offensive language/swearing
- Truanting from class
- Failing to bring necessary equipment to class
- Frequently inattentive
- Often arrives late to class
- Bullying

Possible Strategies

- 1) Analyse the situation by asking: “What is it I am doing when student X breaks the rules?” “Are my actions helping to solve the problem?” Do not take the student’s behaviour personally.
- 2) Take positive steps to reinforce acceptable behaviour.
- 3) Give the student choice and options. Make sure they know the possible consequences of their inappropriate actions.
- 4) Talk to the student in private about their behaviour. Use “I” statements, not “You” statements.
- 5) Isolate student within the classroom.
- 6) Remember that in many cases punishment will not stop bad behaviour and does not teach good behaviour. Always try positive approaches before resorting to negative consequences. Attack only 1 or 2 behaviours at the same time.
- 7) Possible negative consequences:
 - a. Green Slip issued
 - b. Phone call to parents
 - c. Student to work in isolation within teacher’s classroom for a stated length of time
 - d. Refer to Head of Department for Level 2, but it is important that the Class Teacher retains “ownership” of the problem.

Level 2: Head of Department

- Failure to respond to Level 1
- Repeatedly failing to complete assigned work
- Consistently rude/insolent/disruptive/unco-operative
- Repeated lying/dishonesty/theft
- Failing to change pattern of behaviour for class teacher
- Bullying
- Consistently arriving late
- Repeated truancy from class
- Consistently failing to bring necessary equipment to class
- Matter is referred to the Head Teacher when the student has a second offence or the Green Slip

Possible Strategies

- 1) Level 1 strategies can be carried out by Head of Department
- 2) Positive Conduct Program via a Card that can monitor a particular behaviour
- 3) Contract

Level 3: Deputy Principal

The Deputy Principal will manage the behaviour of the student. A special behaviour modification program may be used. Negative consequences are also applied.

- Failure to respond to Level 2
- Repeated bullying
- Damaging other pupil’s or School property
- Refusing to obey teacher instruction

Possible Strategies

- 1) Level 3 monitoring card
- 2) Phone call to parents
- 3) Weekend detention
- 4) Withdrawal of privileges such as socials and town visits
- 5) Withdrawal from extra-curricular activities such as sport, music etc.
- 6) Isolation

Level 4: Principal

- Failure to respond to Level 3
- Repeated smoking offences in School grounds/uniform
- Possession of alcohol, or alcohol affected behaviour and drugs or drug affected behaviour.
- Extreme/continual bullying
- Breaking bounds
- Grand larceny

Strategies

- 1) Level 1, 2 and 3
- 2) Interview with parents
- 3) Isolation
- 4) Suspension (internal or external)
- 5) Show due cause why student should continue schooling at NEGS