

Wollongong High School of the Performing Arts

DISCIPLINE AND WELLBEING PROCEDURES

A Fair System of Discipline for All

Good discipline is fundamental to ensuring that schools are conducive to best student engagement in a thriving learning community. Wollongong High School of the Performing Arts bases its discipline policy on a code of positive student behaviour upholding the core values of **Safety, Tolerance, Achievement, and Respect**. It has been developed with the students for the students in a collaborative process based on procedural fairness which is regularly reviewed and evaluated. The policy aims to promote and secure a healthy learning environment in which students grow to be discerning, self-disciplined and contributing members of society.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.

S.T.A.R. – Wollongong High School of the Performing Arts Core Values

Safety

All students and staff should:

- 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
- Expect Head Teachers to perform regular learning walks throughout the term to support a safe and engaged learning environment.

Tolerance

- Promote tolerance within the school community and learning environment
- Appreciate and tolerate differences
- Model tolerant behaviour in all aspects of the school community
- Appreciate and promote the diversity of students that attend Wollongong High School of the Performing Arts

Achievement

- 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

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

Students whose behaviour is unacceptable may be dealt with using the following Level System. It is based on the premise that different personnel within the school best manage certain categories of behaviour, and that dealing with behaviours should follow a set hierarchy to achieve maximum effectiveness.

Level System

Level 1 Classroom Teacher

This Level is issued and monitored by the classroom teacher, following sufficient verbal warning from the teacher. It could be used for a variety of low level, consistently displayed negative behaviours in the classroom, during sport, or on the playground and may include misbehaviour, disobedience, disruption, lack of classwork, late to class (unexplained), lack of equipment, offensive language (not directed at a teacher or student) or technology misuse.

Steps to follow:

1. Assigned seating in the classroom
2. Lunch detention (classroom or playground) or Sports detention (sport time only)
3. Phone call or email to parents (by classroom teacher)
4. Incident entry on Millennium
5. WHITE Level 1 monitoring card for 3 consecutive lessons (parents must be notified)
6. Possible removal from school excursions after consultation with the Senior Executive (while on monitoring)
7. Classroom teacher is to follow up where necessary.

Level 2 Head Teacher

This Level is initiated by the classroom teacher, in consultation with the Head Teacher of the faculty in which the behaviour has occurred (or Roving HT on playground duty). It is to be monitored by the Head Teacher through feedback from the classroom teacher. It is to be used when the Level 1 monitoring card has not been successful in deterring the behaviours, OR in the event that a more serious negative behaviour has occurred. This may include, but is not limited to, persistent lateness, persistent disobedience, persistent misbehaviour, lack of class work.

Steps to follow:

1. Phone call or email to parents (by Head Teacher)
2. Incident entry on Millennium
3. Letter of Concern and/or N-warning letter
4. Student interviewed by Head Teacher and strategies put in place for subsequent lessons
5. YELLOW Level 2 monitoring card (2 weeks), checked by Head Teacher daily
6. Written reflection by student of how behaviour could have aligned more closely to Core Values
7. Possible removal from school excursions after consultation with the Senior Executive (while on monitoring)
8. After school faculty detention (to be supervised by Head Teacher or other negotiated teacher).
9. Failure to comply with Level 2 results in student being moved to Level 3.

Level 3 Deputy Principal

This Level is initiated by the Deputy and/or in consultation with the Head Teacher ONLY in cases where the behaviour is severe, or where a Level 2 monitoring card has not been successful in deterring the behaviour. Behaviours that result in a Level 3 monitoring card may include, but are not limited to, persistent misbehaviour, damaging property (minor or severe), dangerous behaviours (minor or severe), disobedience/defiance (severe), disruption (severe), physical conflict (minor or severe), persistent truancy and theft.

Steps to follow:

1. Phone call or email to parents (by Deputy)
2. Incident entry on Millennium
3. One week off the playground
4. RED Level 3 monitoring booklet (all classes)
5. Written reflection by student of how behaviour could have aligned more closely to Core Values
6. Student will not be allowed to attend any school excursion, incursion, or school event

Suspension and Expulsion

For a very serious offence or failure to comply with Level 3 monitoring, penalties of suspension and expulsion will be carried out according to the Department of Education policy.

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

https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Suspension is not intended as a punishment. Suspension allows time for school staff to plan and/or review learning and behaviour supports to assist a student engage positively with school and learning.

Level 4 Principal/Deputy Principal Suspension Level

This Level is initiated only by the Senior Executive. Suspension will result where a student has failed to comply with Level 3 monitoring, or where a student has broken the Department of Education Behaviour Code for Students:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students>

On return from suspension, the student will complete a Behaviour Management Plan and reflection of how behaviour could have aligned more closely to Core Values.

Smoking, Alcohol and Drug use

Refer to the Legal Drugs Policy: <https://education.nsw.gov.au/policy-library/policies/drugs-in-schools-policy>

Attendance

Whole day or part day truancy will be dealt with as per the 'Partial Absence (truancy) Action Flowchart' found in the Attendance Policy.

This procedure was last discussed with the School Executive in 2018.