

Discipline Procedures

Purpose: Gloucester High School is committed to a positive approach to student discipline by promoting consistent practices based on PBL to foster student engagement in learning, establish clear boundaries, recognise appropriate behaviour and apply consequences for inappropriate behaviours.

GHS Expectations (Core Values) based on PBL:

Care, Achievement, Respect, Effort and Responsibility. These are the foundations for our merit and discipline systems.

OPAL – Online Performance and Learning:

Staff report to students and parents twice a term. It is expected they achieve a minimum of 7 points each reporting period. Head teachers to regularly review.

Responsibilities:

Principal:

- Manage discipline and merit award procedures – delegate areas of responsibility to Head Teachers and regular meetings to review students
- Discussion with DP re any suspensions
- Seek regional office support for complex issues arising from a serious suspension or ongoing suspensions

Deputy Principal:

- Organise the collection of school work for students who have been suspended
- Trained in MAPA and communicate strategies to all staff
- Manages suspensions and return from suspension
- Communicates with staff when a suspension occurs, the collection of school work, when the student returns and the conditions of the return
- Communicates with office staff to amend attendance rolls to reflect any suspensions



Head Teachers:

- Monitor classroom teacher discipline notices and merit awards
- Proactively support classroom teacher to manage discipline based on evidence from SENTRAL data
- Manage communication to parents/carers in a timely manner
- Support students in their year who are having behaviour difficulties

Classroom Teachers:

- Follow the GHS guidelines and referral process and be consistent with expectations based on PBL yellow monitoring sheets
- Manage their own class' behaviour before referring to Head Teacher
- Manage the behaviour in their area of playground supervision before referring to Head Teacher on duty
- Document discipline issues on SENTRAL and follow up with parent/carer phone call if required

School Counsellor:

- To complete counsellor reports for long suspensions and provide these to the DP for use when planning the return from suspension meeting
- Provide suggestions for the school, students and or family to assist in supporting the student to positively engage with school expectations

Positive Behaviour for Learning – PBL- Team: Meet each fortnight to discuss:

- Maintain a continuum of supports that are intensified to meet the needs of every student
- Solving of problems related to academic, social, wellbeing and behavioural needs of students, by using data, systems and practices that engages students, parents and staff
- Positive social expectations for all in the school community

Discipline Team: Meet each week to discuss:

- Review individual students and monitor their placement on the points system
- Discuss the implementation of preventative measure to manage any further unacceptable behaviours



- Discuss the implementation of support structures when a student returns from suspension
- Referring for risk assessments and behaviour plans

Head Teacher Wellbeing:

- Investigate external support agencies to assist the student. Communicate these to the parents and student
- In year 7 Wellbeing lessons, explicitly teach GHS discipline/merit/PBL to the students

Learning and Support Teacher:

- Investigate different ways to support the learning style of the student and communicate to staff
- Investigate ways to adjust the curriculum to support successful learning and communicate this to staff, student and parents
- Review adjustments for students with a disability

Student Learning Support Officer:

- Supports classroom teacher with any teaching and learning adjustments that may assist the student to proactively engage with learning

Office Staff:

- Adjust the attendance roll to reflect any suspensions

Students:

- Are expected to follow the discipline code and school rules and comply with staff directions regarding discipline and appropriate behaviour
- They are to show respect for teachers, other students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation

Parents/carers:

- Are expected to support the school in the implementation of the school discipline procedures



Regional Office staff:

- To support the school and student when requested to improve student behaviour

Resources:

PBL: <http://www.pbl.schools.nsw.edu.au/>

<https://education.nsw.gov.au/student-wellbeing/whole-school-approach/positive-behaviour-for-learning-pbl>

Student attendance, behaviour and engagement: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement>

Suspension, expulsion procedures: https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Student Discipline: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/student-discipline>

Behaviour Code for Students: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>

Student Wellbeing: <https://education.nsw.gov.au/student-wellbeing>

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129 Ravenshaw Street, Gloucester NSW 2422 / P 02 6558 1605 F 02 6558 1229
www.gloucester-h.schools.nsw.edu.au / gloucester-h.school@det.nsw.edu.au