



Glendale Technology High School

Discipline Policy

Rationale

Glendale Technology High School focuses strongly on the values, RESPECT, RESPONSIBILITY and PERSONAL BEST. This adoption recognises that positive student behaviour is fundamental to providing students with a learning and social environment that maximises learning outcomes for all.

The *Glendale Technology High School Discipline Policy* has been developed in consultation with school community members and reflects the requirements of the Department of Education.

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.



Behaviour code for students

In NSW public schools, 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

This code of conduct is shown at Glendale Technology High School through the whole school values of Respect, Responsibility and Personal Best

Whole School Values	Expectations
Respect	<i>We earn and display respect when we;</i> • consider other people • speak positively • ensure the right of others to learn • care for our school environment

Whole School Values	Expectations
Responsibility	<i>We fulfil our responsibilities when we:</i> • act with integrity • behave in a safe manner • are reliable in the things we do • own our behaviour
Personal Best	<i>We show our personal best when we:</i> • overcome obstacles to achieve goals • take pride in what we do • show initiative • recognise and reward success

Responsibilities

Students

Students can ensure that learning environments are safe, supportive and responsive for everybody by undertaking the following actions:

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
- Take care with property

Responsibility

- Dress appropriately by complying with the school uniform or dress code
- Model and follow departmental, school and/or class codes of behaviour and conduct
- Take personal responsibility for behaviour and actions
- Care for self and others
- Attend school every day (unless legally excused)
- Be prepared for every lesson
- Arrive at school and class on time

Personal Best

- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning
- Negotiate and resolve conflict with empathy

Staff

Staff can ensure that learning environments are safe, supportive and responsive for students by undertaking the following actions:

Respect

- Treating students with dignity and consistency
- Model how to speak courteously
- Cooperate with students and other staff

- Develop positive and respectful relationships with students
- Value the interests, ability and culture of all students

Responsibility

- Model appropriate dress
- Follow departmental codes of conduct
- Care for self and others
- Prepare engaging lessons
- Greet students positively as they arrive at lessons

Personal Best

- Encourage actively participation in learning
- Inspire students to strive to achieve the highest standards of learning
- Negotiate and resolve conflict between students and between staff and students with empathy

Parents

Parents are encouraged to share the responsibility for shaping their children's understanding about acceptable behaviour and work with teachers to establish fair and reasonable expectations of the school.

Parents should and are encouraged to support the school in the implementation of the *Glendale Technology High School Discipline Policy*.

Parents/carers set the best examples of positive behaviour for their children. We expect parents and carers to reinforce respect for others and their property at home, at school and in the community.

Parents will receive a letter resulting from the AIM program each term. This letter provides an opportunity for a discussion to occur between parents and students about their child's progress. It can also form the basis of discussions between home and the school.

Principal

The Principal is accountable and responsible for:

- Ensuring a safe, secure and harmonious work environment for students and staff
- Developing, implementing and monitoring the school's discipline policy
- Ensuring that the school's policy is evaluated and reviewed by the school community at least every three years
- Ensuring that students, staff, parent(s) and 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
- Providing a copy of the *Glendale Technology High School Discipline Policy* to the Director Educational leadership when the policy is developed or whenever it is reviewed
- Providing parents and students with a copy of the *Glendale Technology High School Discipline Policy* and school rules when the policy is developed or reviewed

Strategies and programmes to promote, recognise and reinforce positive student behaviour

The school has a range of programs and activities to develop and acknowledge positive student behaviour.

E-Goanna

E-Goannas are a reward given in acknowledgement that a student is meeting the values of the school (Respect, Responsibility and Personal Best) and can be given in any setting. Teachers will enter an E-Goanna via Sentral and inform the student they have received one.

Above and Beyond Postcards

Staff are encouraged to recognise students that have demonstrated above and beyond behaviours by recording on Sentral and sending a postcard home to families. Students each week will be invited to a reward with the Principal.

AIM Program

By the end of Week 5 of each term staff are required to rate all students on a scale of 1 – 10. Students in the upper bands of the rating system will be given the option to participate in a range of reward activities at the conclusion of each term, with a major initiative to be applied for students who maintain a high average across the school year. Once a term parents and carers will be notified by mail the rating their child received in each subject and be encouraged to make contact with the school if they have any questions regarding their child's progress. Staff will use a criteria based on the following points to determine the rating of each student.

- General statement
- Classwork
- Punctuality
- Equipment
- Conduct
- Engagement
- Interactions with teachers and students

Students who received an average above 8 across all subjects will be awarded a merit certificate under the category of "AIM" and be part of the commendation system.

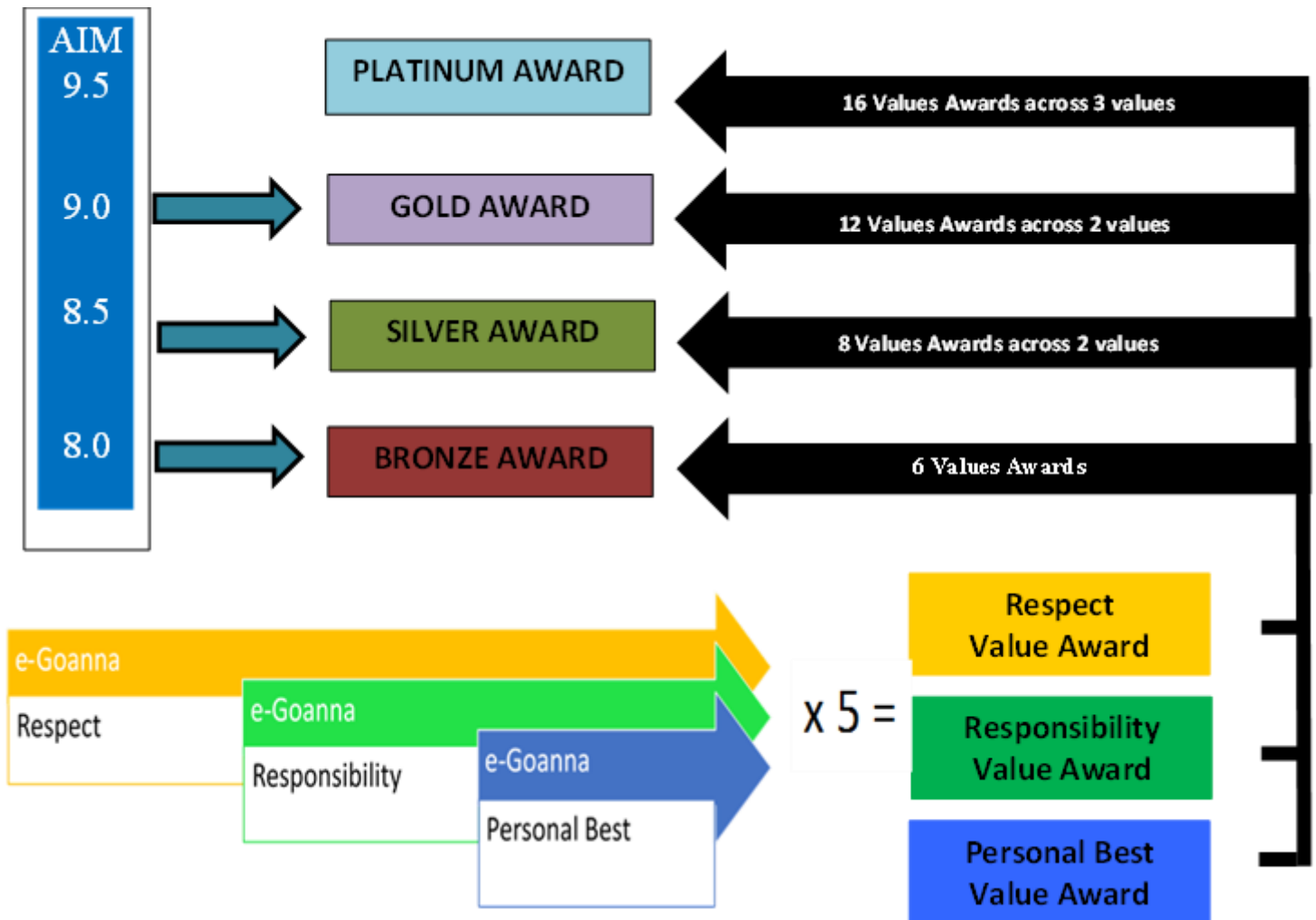
AIM Improver Awards

Each term the Principal will recognise students that have improved their AIM score from the previous term.

Student consultation

Staff will be encouraged to undertake some consultation with the students in their class, which focuses on what aspects of their teaching can assist them to engage with learning.

Merit System



Students can achieve Bronze, Silver, Gold or Platinum Awards through their AIM scores or through the collection of Values Awards.

Values Awards will be presented at fortnightly year assemblies.

e-Goanna's are recorded in Sentral. These are not awards that students receive, but merely positive incidents recorded in Sentral.

Academic awards are presented at the Annual Presentation evening along with many other special awards to recognise the achievements of students

Strategies and practices to manage inappropriate student behaviour

Inappropriate behaviour in a range of school settings (classroom, playground, assemblies) can lead to the disruption of a positive learning environment and may reduce the safety of students. The types of inappropriate behaviour include but are not limited to;

Student Management Procedures

(Examples only. All cases must be looked at individually and with regard for procedural fairness for all involved)

	Behaviour	Process	Possible consequences for student	Monitored
Low Level Unacceptable Behaviour <i>Dealt with by classroom teacher</i>	- The non-sanctioned use of mobile devices during class time - Inappropriate language while talking to staff and other students - Not completing set classwork - Not bringing the required equipment to lessons - Eating and drinking in classroom - Disrupting the lesson through calling out or leaving work area - Fractional truancy - Failure to follow teacher instructions	1. REMINDER Private reminder of school values RESPECT, RESPONSIBILITY, PERSONAL BEST. 2. CAUTION Clear verbal caution delivered privately using microscripts. 3. LAST CHANCE 30 second intervention- State behaviour and value. Indicate consequence. Remind of previous good behaviour. 4. TIME OUT Teacher speaks to student away from others. Boundaries reset. Indicate consequences. Remind of previous good behaviour. 5. PARKED Student asked to leave room to work in identified parking classroom. (Documented on Sentral) 6. FOLLOW-UP & RESTORE After the lesson, have a restorative meeting with the student. (Documented on Sentral)	Teacher follows the Glendale Way. Process is about restoration of the relationship.	Class Teacher Year Advisor

	Behaviour	Process	Possible consequences for student	Monitored
Moderately Serious / CONTINUOUS Unacceptable Behaviour <i>Managed by the Classroom teacher with the support of the Head Teacher</i>	Students NOT responding to 5 Pivotal Steps. eg refusing to do Time Out or Parking or those students requiring regular parking	- Phone call home. - Discussion with HT of management strategies - Reparation meeting led by teacher with Head Teacher support. <i>All documented as actions on most recent negative referral.</i>	- Red Detention - Alternative class placement - Parent notification - Confiscation of property	Head Teacher Deputy Principal
	- Dangerous behaviour (faculty HT / HOD) - Smoking (HOD) - Bullying and Harassment - Truancy (faculty HT) - Bringing unhealthy food substances onto the school grounds - Out of bounds - Vandalism - Technology misuse	- Ensure student safety - Student interview, Sentral entry and referral to Head Teacher. <i>Depending on severity of behaviour, incident may be referred to Senior Executive.</i> - Consequence issued - Phone call		
Serious Unacceptable Behaviour <i>Dealt with by Principal or Deputy with feedback to staff</i>	Students NOT responding to Moderate behaviour management strategies	- HT to bring details to the DP / Principal - Deputy to interview student and if appropriate witnesses to the incident - Consequence determined and issued to student in conjunction with parent notification - Referral made into Sentral database - Sentral Data record entered	- Parent notification and interview - Loss of privileges – excursions (eg sport teams) - Student Welfare / Counsellor intervention - Attendance at Monitoring Roll Call	Deputy Principal Principal

	Behaviour	Process	Possible consequences for student	Monitored
	• Teacher abuse • Serious incidents / violence • Repeated smoking • Stealing • Continued bullying or harassment • Sexual Assault • Harassment / Vilification • Illegal actions • Off school grounds (HOD) • Banned item	1. Staff to gain support from HT or DP to diffuse situation and minimise possible harm (serious incident) 2. HT to bring details to the DP / Principal, including Sentral entry and student witness statements. 3. Deputy to interview student and if appropriate witnesses to the incident 4. Consequence determined and issued to student in conjunction with parent notification	• Legal action • Referral to outside agencies • Monitoring by Learning Support Team • Formal caution (Pre-suspension) • Suspension – short or long • Suspension resolution meetings • Behaviour card monitoring following suspension • Attendance monitoring cards	

DEFINITIONS

Truancy – missing a whole period without explanation

Fractional truancy – Missing part of a lesson (late to class / leaving class early / not returning in a timely manner)

Dangerous behaviour – a student action that increases the risk of harm to themselves or others

Off-school grounds – Students who go onto TAFE grounds or leave the school during school hours

Banned Items

Due to safety and security reasons, the following items are not allowed at school. If these items are brought to school, they will be confiscated by the classroom teacher or Head Teacher and handed to the Deputy Principal. Disciplinary action will result:

- Aerosol cans and propellants
- Cigarettes/e-cigarettes/vapes
- Alcohol
- Fireworks
- Illegal drugs
- Lighters
- Prescription drugs
- Laser pointers
- Ammunition/caps
- Matches
- Water bombs
- Knives or weapons
- Replica pistols
- Permanent markers
- Glass bottles
- Pornography
- New items may be added as need arises

Mobile phones / Electronic devices

Mobile phones which are brought onto the Glendale Technology High School site have the potential to disrupt learning. As a result, the following expectations are to be met.

- The school will accept no responsibility for any loss or damage to mobile phones or electronic devices.
- The school will not allow the unsanctioned use of student phones and other electronic devices during lessons or sport periods
- Mobile phones are to be turned off and kept in their bags. This includes during PDHPE classes, change rooms, toilets and during sport.
- Staff will follow the Pivotal process for the management of mobile phones

1. REMINDER

Private reminder to place their phone off and away

2. CAUTION

Clear verbal caution delivered privately using MicroScript's.

3. LAST CHANCE

30 second intervention- State that is their responsibility to focus on their learning. Indicate consequence. Remind of previous good behaviours that have been witnessed.

4. TIME OUT

Teacher speaks to student away from others and asks them to deliver the phone to the Deputy Principal. Boundaries reset. Indicate consequences. Remind of previous good behaviour.

5. PARKED

Student asked to leave room to work in identified parking classroom. (Documented on Sentral). Referral to Head Teacher for discussion and HT Detention.

6. FOLLOW-UP AND RESTORE

After the lesson, have a restorative meeting with the student. (Documented on Sentral)

It is illegal to film or photograph a person without their consent. This will be considered Serious Unacceptable Behaviour and referral to a Deputy Principal will occur.

Unhealthy Food Substances

High energy drinks and take away food have been shown to create health concerns both in the short and long term for students. Additionally, chewing gum creates many issues with its disposal and use in classrooms. As a result students will be prohibited from bringing these items onto the school grounds unless it is associated with a sanctioned activity organised by member of staff.

- Students found with these items will be asked to dispose of them by a member of staff.
- Staff are to utilise the Glendale Way in approaching the behaviour with the student.

- Refusal to comply with this instruction will be treated as Moderately Serious Unacceptable Behaviour and the student will be referred to the Head Teacher of the staff member's faculty or the Head Teacher of the day if the incident occurs in the playground.

Strategies to help teachers in managing student behaviours

Preferred actions for minor behaviours

Actions taken by staff to manage minor disruptive behaviours should be positive and consistent and should lead to the least amount of disruption to the learning of the class.

Rule reminders with take up time

Tone and gesture – use an encouraging and confident tone of voice and body language when redirecting students rather than being aggressive or pleading.

Gaining a student's attention – use a student's name to gain attention, ensure they are focused and then give direction.

Use privately understood signals – by using non-verbal cues directed towards students who are displaying undesirable behaviour or desired behaviour will allow teachers to continue with the task at hand.

Strategically ignoring behaviour – teachers may choose to tactically ignore minor behaviours so that the flow of the lesson can be maintained. Approaching the student later about the behaviour will limit the disruption to the rest of the class. This strategy cannot be used for aggressive behaviour.

When and then – Ensuring that students know they are required to meet the requirements of the current task before they are allowed to do something else (undertake practical activity, go to lunch).

Questioning and feedback – When a student is not doing what is asked in the classroom the following script can be used to direct the student back to the task.

- I noticed you were...
- I need you to...
- I know you can...
- You can impress me by...

- Show me how you can...
- You can show RESPECT by...
- You can demonstrate your PERSONAL BEST by...

Applying consequences for minor behaviour

Make clear links between behaviour and consequences – consequences for behaviour should be linked to the behaviour. For example, if you drop rubbish you need to pick it up, continuing to talk to the person next to you will lead to you to being moved to another seat.

Clearly state consequences when trying to change behaviour – give students choice about their behaviour by stating a set consequence for the behaviour being displayed and allowing time for the behaviour to change before implementing a consequence. For example, if you don't complete the set work you will stay in at lunch to complete it.

Apply consequences consistently – teachers need to ensure that appropriate consequences are applied in the same manner to all students.

Time out should be limited – when applying time out students should be given work to complete and remained supervised at all times. The time spent out of the room needs to be limited.

Restoring relationships when things go wrong.

The principles of restorative justice provide a conversation framework in which staff and students can re-establish a positive relationship following on-going behavioural issues or major incident in a classroom. It provides a series of questions which can be worked through to provide a student with the opportunity to explain themselves. The questions attempt to achieve the following.

- Focus on the specific behaviour or incident without blaming.
- Draw out who was affected and how they were affected.
- Direct questions toward problem solving what needs to happen to 'make things right'.

The recommended questions are.

1. What happened?
2. How did it happen?

3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If you find yourself in the same situation again, how could you behave differently?

This process cannot undo the behaviour, but it does provide the opportunity for the student and the staff to understand more about the behaviour and then plan for the changes which are required.

The AIM program

The AIM program is a system of student assessment based on student performance in class excluding academic results. It is designed to rate students (1 – 10) on their conduct and effort in each subject and in meeting requirements in rollcall based on known criteria. This criterion will provide a clear statement about progress for each of following points.

- General statement of progress
- Completing classwork to the best of the student's ability
- Punctuality to school and classes
- Explaining school absences
- Bringing the required equipment to each lesson
- Work ethic in class
- Interactions with teachers and students
- Wearing school uniform
- Ability to model Respect Responsibility and Personal Best

The rating will be provided to parents and carers in the form of a letter which lists a score for each subject and an overall average. These will be sent each term in Week 6. It is designed to provide specific feedback and information about how independent their child is in meeting school expectations.

The aim of this program is to increase the frequency and develop a consistency in the communication between:

- Teachers and students
- Students and their parents / carers
- Teachers and parents / carers

The increased communication about student performance in class will allow school reports to focus on academic outcomes for students and remove the need to retain personal learning profiles on each semester report.

Version Control

Version	Authors	Date
1.0		2012
2.0		2020