



Maitland High School

Procedures

Student Discipline



Education

Purpose

This document explains how we provide a safe, supportive and responsive learning environment for all students. Our guiding principles simple and transparent:

- All students have the right to learn in settled and productive classrooms.
- All students are valued, equal and unique and are supported to set high personal learning goals for a positive future.
- All students have a right to be free from anti-social, aggressive or threatening behaviour at school and on the journey to and from school.

Applicability

These procedures apply to all students.

Behaviour Expectations

Maitland High School has high expectations for student learning and positive behaviour at all times, with no tolerance of disruptive or poor behaviour. The school's high expectations for learning embrace all students. This involves our students:

- Demonstrating respect other students, their teachers and school staff and community members
- Following school and class rules and follow the directions of their teachers
- Striving for the highest standards in learning
- Resolving conflict respectfully, calmly and fairly
- Complying with the school's uniform policy or dress code
- Attending school every day (unless legally excused) and coming to school on time
- Respecting all property
- Not behaving aggressively or violently nor bringing weapons, illegal drugs, alcohol or tobacco into our school
- Not urging violence directly or through social media
- Not bullying, harass, intimidate or discriminate against anyone directly or through social media
- being prepared for learning with all equipment;

Core Values

This document also outlines how we teach, model and support positive behaviours in our students, based on the Department of Education's core values:

Respect

- Treat one another with dignity
- Speak and behave courteously
- Co-operate 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

MHS Support Strategies

The school has highly effective student wellbeing and discipline systems in place to ensure that the learning needs of all students are met with care and fairness. Support and extension are provided based on each student's unique learning needs.

Classroom Teachers

Classroom teachers (CRTs) support student discipline and wellbeing by ensuring: school expectations that all classrooms are productive and settled learning environments where high expectations of student learning, engagement and behaviour mean that all students can learn and achieve their full potential. MHS recognises that quality learning occurs in respectful and positive classrooms using Explicit Direct Instruction strategies, captured in the collegiate's understanding that: "Success and Relationship = Behaviour."

Persistent disruptive behaviour is not tolerated and these students are Deputy Directed for immediate management by the deputy principal.

Head Teachers

Head teachers (HTs) faculty support the teachers in their faculty in maintaining positive student management in class. Discussions around student management and engagement issues should occur regularly and proactive strategies developed by the head teacher and teacher to address issues early. Disruption to class, which is lower order, or which does not involve students who persistently misbehave and who are therefore on Behaviour Monitoring with the deputy principal, may be referred to the HT. Head teacher may decide to senior place students or manage the student on faculty monitoring.

Time Out

Students who are identified by their respective deputy principals (DPs), in concert with parents/caregivers and often as part of Return From Suspension planning meetings, may be provided with a 'Time Out' card to use when they are unable to cope with frustration, anxiety or distraction in class. Time Out is to the deputy principal of the year group only and the student is to be accompanied by another trustworthy student with a Deputy Direct slip, or an SLSO, to the DP. Time Out is for short periods of 5-10 minutes to discuss the issue with the DP, or to engage in self-calming strategies. The DP may chose to refer the student to the TLC if a longer period of time is deemed to be required.

Behaviour Monitoring Card

Deputy principals manage students whose disruptive behaviours in the classroom place them at risk of suspension. Students on Behaviour Monitoring must report to their respective DP: before school to check in

and collect their card; before the start of Break 1 and Break 2 and at the end of the school day, to have their behaviour and performance in class reviewed by the DP. Teachers grade student behaviour and engagement in learning on an A-D scale. Students who are ascribed a 'C' or a 'D' have a detention during the break period either with the DP, or with the Class Support Teacher in the Library.

ZAP

Zeros Aren't Permitted. In 2017, a high expectations strategy for quality work completion was introduced. Faculties have responsibility for the structure and management of this whole school initiative in their faculty. Students who do not complete learning to a satisfactory standard in class are required to return at a designated lunch break to complete the work effectively.

Positive Behaviour for Success (PBS)

Positive Behaviour for Learning (PBL) has evolved into PBS. Successful behaviours and attitudes for learning success are explicitly taught and targeted at whole school level in a comprehensive and strategic manner.

Deputy Direct (DD)

Maitland High School does not tolerate persistent disruption in class. Students who cause frequent disruption in class and whom are typically managed by the deputy principals on Behaviour Monitoring Cards, may be Deputy Directed to their respective DP if the student continues with disruptive behaviour after warning and correction by the class teacher. The DP may then: Formally Caution the student; recommend Suspension for Continued Disobedience or Persistent Misbehaviour to the principal; refer to The Learning Centre.

Senior Placement (SP)

Head teachers and deputy principals may organise for a student with persistent disruptive behaviours, to be 'Senior Placed' in a senior class with course work to complete under the supervision of the colleague teacher of the class. This is used as a short-term measure of maximum one day and usually, less, to limit negative peer interactions or conflict which is identified as the root cause of the disruption in class, rather than difficulty accessing the curriculum in class.

The Learning Centre (TLC)

The TLC operates on the top floor of the Library and is managed by the Learning and Support Teachers (LaSTs). It includes a Literacy and Numeracy Quicksmart SLSO and integral liaison with the Class Support Outreach Team (CSOT). Students access the TLC via their year deputy (DP) only. This means that students who require extended time out (greater than 20 minutes), or intensive learning assistance can be referred via the DP.

Class Support Outreach Team (CSOT)

A General Class Support Teacher and two part-time SLSOs provide targeted in class learning support via the deputy principals of the year groups and through liaison with The Learning Centre Learning and Support Teachers (LaSTs). This team is flexible and responsive to changing student needs and is focused on supporting student learning and self-management in the classroom.

Student Wellbeing Centre (SWC)

The Student Wellbeing Centre is managed by the Head Teacher Wellbeing and it includes a multi-disciplinary team of student support. The School Counsellors, Student Support Officer, permanent SLSOs and Wellbeing Team, along with the deputy principals, support student well-being and positive self-management strategies. Learning Support Team meetings are co-ordinated; counselling and student self-management strategies, group work, seminars and wellbeing workshops, are all co-ordinated through the Student Wellbeing Centre to support student management across the school.

Formal Caution

Students are formally cautioned by the Senior Executive when a continued pattern of misbehaviour or single significant incident which falls short of suspension, is cause for concern. Parent/carers are contacted and remediation processes are put into place to support correct student behaviour. This may involve: Behaviour Monitoring with the deputy principal; counselling; targeted learning support; learning assistance in class, and; conflict management skills development with the student support officer.

Behaviour Monitoring

Behaviour monitoring with the deputy principal is used for: timely address of student misbehaviour related to the classroom; increasing student referrals across different subject areas; to support formal caution correction of behaviour which may lead to suspension if continued, and; to support a student's successful return from suspension.

Return From Suspension Meetings (RFSm)

Restorative Justice forms the basis of all RFSm. Long suspensions are managed directly by the principal and short suspension RFSs are managed by the deputy principals, in consultation with the principal. A Student On Suspension From School Support Booklet accompanies the student home and it begins the Restorative Justice process through self-reflection on what went wrong. The restorative RFS process is a supportive one and often involves school counsellor, SSO, boys'/girls' adviser input and support. Sometimes, it may involve a gradual return to full time classroom attendance via and agreed Part Day Attendance Plan, which is also called a Partial Day Exemption. Students may also be supported as required, through the TLC and/or monitored directly by their deputy principals on twice daily Behaviour Monitoring checks at the beginning of lunch and recess breaks.

Consequences

At Maitland High School, there are clear consequences for poor student behaviour. While all student management is determined on a case by case basis and a 'lock-step' approach is not used at MHS, the table below outlines the school's stance on key negative behaviours and their consequences.

Monitoring	Formal Caution	Suspension
Disruptive behaviour	Repeated disruptive behaviour	Continued Disruptive behaviour
Poor peer relationships	Harassment of another student	Continued harassment of another student
Truancy	Continued truancy	Persistent truancy
Swearing	Continued Swearing	Verbal abuse of a staff member
Consuming energy drinks	Smoking cigarettes	Smoking, consuming alcohol or taking an illegal substance
Name calling	Hands-on e.g pushing or shoving another student	Physical violence or aggressive behaviour –physical assault or fighting
Strirring up peer conflict – relaying gossip	Urging behaviour –watching a fight or an assault. Inciting conflict	Serious urging behaviour – promoting violence, directly or through social media
Single incident of refusal to follow direction	Continued refusal to follow instruction	Persistent refusal to follow instruction
Inappropriate use of mobile in class	Negative social media use impacting another student	Sexting and transmitting inappropriate footage or images
	Mistreating school or others' property	Graffitiing, vandalism and deliberate damage to school property
Disrespectful attitude to staff member	Defiant behaviour towards a staff member	Repeated/collective defiance of a staff member

Disruption in class

Classroom teacher level 1 st warning in class	Head teacher level 2 nd warning refer to HT/DP	Deputy or Principal level Repeated misbehaviour
Move seats	Lunch detention	Behaviour monitoring
Lunch detention	Parent / carer contacted	Formal Caution
Completion of work in own time	Deputy Direct persistent disruption by students on DP monitoring	PLC placement
Parent / carer contacted	Warning email to parent /carer	No school representative sport
Show improvement and apologise	Senior Placement	No excursions
Phone handed in to principal		Referral to alternate education centre
Behaviour referral		Suspension
		Expulsion

Link to policy

This procedure must be applied in conjunction with the Department's Behaviour code for students policy; The [Student Discipline in Government Schools Policy](#) provides the framework for schools to develop a discipline policy.

The [Student Discipline in Government Schools - Support Materials \(PDF 439.04 KB\)](#) offers guidance and a process for schools to review their discipline policy.

Legal issues bulletins:

- [Legal issues bulletin 6](#): Power to search students
- [Legal issues bulletin 9](#): Physical restraint of school students
- Legal issues bulletin 40: Collection, use and disclosure of information about students with a history of violence
- [Legal issues bulletin 56](#): Confiscation of student property

Positions involved: roles of staff

The **Principal** is a member of the Learning & Support Team. The Principal can conduct Learning & Support meetings with students and parents/carers. S/He conducts return-to-school meetings when students are returning from long suspensions.

The **Head Teacher: Wellbeing** coordinates the Learning and Support Team, and conducts weekly team meetings. This HT also receives referrals from teachers and allocates an appropriate case manager. S/He works with teachers, parents and student to formulate a plan to support student learning to be implemented by classroom teachers.

Year Advisers are members of the Learning & Support Team. They can meet with parents/carers and students to review and update any learning support plans.

Deputy Principals belong to the Learning & Support Team. They can conduct Learning & Support Team meetings with students and parents/carers to review and update any learning support plans. The Deputies can conduct return-to-school meetings following short suspensions.

There are currently two **Learning and Support Teachers (LaSTs)**.

- The Literacy & Numeracy LaST conducts literacy and numeracy testing for students identified as possibly requiring support. This teacher also runs intervention programs such as *Quicksmart*, *Seven Steps for Writing Success* and *Literacy: Peer Tutoring*.
- The Behaviour & Autism LaST can work within the Positive Learning Class, or support students within mainstream classes.

The **School Counsellors** provide counselling for students. These students can be referred by the Learning & Support Team, by parents or they can self-refer. Parent/carer permission is required unless a student self-refers.

The **Student Support Officer** provides individual advice on resilience, friendship, anti-bullying, cyber-bullying and general wellbeing issues. The SSO coordinates programs such as *Love Bites*, *Youth Mental Health First Aid*, *Drug & Alcohol Awareness* and small group activities such as friendship, hygiene and body image.

The **Teacher of the Positive Learning Class (PLC)** conducts a withdrawal class of students whose behaviour prevents them from attending a regular class for a short period. This teacher also supports these students in their regular classes.

All teachers are responsible for:

- Relating their concerns about students to the HT: Wellbeing, by submitting a referral in *Sentral*.
- Making appropriate learning adjustments and recording the adjustments on the student's IEP (management plan) located in *Sentral*.

The **Learning & Support Team** is coordinated by the Head Teacher Wellbeing, and consists of the Principal, both Deputy Principals, Head Teacher: Support, PLC Teacher, Year Advisers, LaSTs, SSO and Counsellors. The team meets weekly to discuss the wellbeing of students.

Resources & support documents

Policy: [https://detwww.det.nsw.edu.au/policies/general_man/general/learndiff/PD20060342_i.shtml?level=Learning and support program:](https://detwww.det.nsw.edu.au/policies/general_man/general/learndiff/PD20060342_i.shtml?level=Learning%20and%20support%20program)
<http://www.schools.nsw.edu.au/studentsupport/programs/lrngdifficulty.php>

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