



THE RIVERS
SECONDARY COLLEGE

LISMORE HIGH CAMPUS

The heart of secondary education for Lismore

Discipline Policy
The Rivers Secondary College
Lismore High Campus
For Student and Carers



Policy Title: Discipline Policy

This policy sets out school discipline at the Lismore High Campus

1. Policy Statement

1.1 Lismore High Campus Discipline Policy and Procedures aims to ensure that all students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

1.2 Lismore High Campus supports the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline in public schools.

1.3 We foster engagement in learning by setting high standards of behaviour and discipline to ensure our students will be respected, valued, encouraged, supported and empowered to succeed.

There will always be a cost for the use of the bus which must be factored into any travel.

1.4 The Discipline Policy and Procedures are founded on the needs of individual students and their right to receive a quality education and is based on Core Rules in *NSW Government Schools and procedural fairness*.

2. Applicability

2.1 Teachers / Administrative staff / Students and Carers

3. Context

3.1 Student Discipline in Government Schools Policy

3.2 Document history and details

Approval date

4 February 2016

Approving officer

Chris Williams Principal

Implementation date

15 February 2016

Superseded documents

Lismore High Campus, Discipline Policy

Main changes since previous version

N/A

Document history

N/A

4. Responsibilities and Delegations

- 4.1 The Principal as the site manager will ensure the policy is implemented
- 4.2 All teaching and administration staff are required to implement the policy
- 4.3 Students and carers are expected to abide by the policy and support the implementation of it

5. Monitoring, Evaluation and Reporting Requirements

- 5.1 As part of the continual improvement process the Principal will review the policy on an annual basis

6. Policy Contact

Principal, Lismore High Campus (02) 6621 2122

Related Information

School Anti-Bullying Plan
School Discipline Code
Work Health and Safety Policy

Lismore High Campus, Discipline Policy

The policy can be divided into 4 main areas.

1. the discipline code and school rules
2. strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
3. strategies and practices to recognise and reinforce student achievement
4. strategies and practices to manage inappropriate student behaviour.

NSW Department of Education Core rules for students in NSW Government Schools

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

Lismore High Campus, Discipline Policy V.3 6.11.18

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

THE CORE RULES

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

1. Lismore High Campus core rules and student expectations

Lismore High Campus core rules are based on the core rules for NSW Government Schools and encompasses them. These three rules are taught at the school and are the basis of student expectations. The welfare curriculum at the school from Year 7 to Year 10 emphasises these three rules. Lismore High Campus has high expectations of students and their behaviour.



Our Guiding Principles

At Lismore High Campus we are;

- safe
- fair
- learners

who strive for success by being proud of ourselves and our school

The school has a discipline code which details how inappropriate behaviour is dealt with by the school. It details the actions that may be taken by staff in addressing inappropriate behaviour. The school learning support team will be involved in supporting students with behaviour plans and interventions. Continued misbehaviour will result in suspension and eventually expulsion. Parents will be contacted if there are concerns about their student's behaviour by letter and or phone.

MINOR STUDENT BEHAVIOURS			
BEHAVIOUR	POSSIBLE ACTION (May involve one or more of the following)		
<p>Attendance & Punctuality eg</p> <ul style="list-style-type: none"> • late to school • late to class • truancy • fractional truancy etc 	<ul style="list-style-type: none"> • student interview/ make- up time • place on Class, HT or DP card • non-serious student warning • contact parents/ guardians • behaviour recorded/referral to faculty Head Teacher 	<ul style="list-style-type: none"> • student interview & detention • truancy letter home • HSLO referral • faculty withdrawal • post compulsory attendance plan 	<ul style="list-style-type: none"> • interview with Deputy/Principal • parent/guardian interview • suspension warning • suspension
<p>Uniform Non – compliance</p> <ul style="list-style-type: none"> • not wearing the correct uniform or wearing it inappropriately 	<ul style="list-style-type: none"> • students recorded as unjustified/justified • student interview discuss student assistance form • detention for repeat offenders • clothing pool 	<ul style="list-style-type: none"> • parent contact letter, phone call, meeting • referral to HT or DP for interview • assistance Scheme • school detention 	<ul style="list-style-type: none"> • negotiation with Deputy/Principal • place on HT or DP Card • suspension warning
<p>Appropriate playground and community behaviour</p> <ul style="list-style-type: none"> • not being courteous, polite & considerate • not following teachers instructions • littering, graffiti and vandalism • out of bounds • unsafe behaviour • travel to and from school • listening during assembly 	<ul style="list-style-type: none"> • student interview • withdrawn from activities • playground withdrawal • detention • loss of privileges • behaviour recorded/referral to Year Head Teacher or DP if Student persists 	<ul style="list-style-type: none"> • parent/guardian contact and/or interview • interview with Deputy/Principal • place on HT or DP Card • alternate break times • community service • risk assessment 	<ul style="list-style-type: none"> • suspension warning • suspension • Police referral
<p>Respectful, Cooperative & Responsible Learner eg</p> <ul style="list-style-type: none"> • not following teachers instructions • disruption in class • failing to bring correct books & equipment for each lesson • missing work deadlines • not participating in lesson activities or being an active conscientious learner etc • electronic devices out regularly in class 	<ul style="list-style-type: none"> • seating plan • staff/student apology • time out (supervised) • loss of privileges • detention • place on Class, HT or DP Card • non-serious student warning letter 	<ul style="list-style-type: none"> • behaviour recorded/referral to faculty HT and DP if student persists • interview/detention HT • non-serious student award • class/faculty withdrawal • parent/guardian contact and/or interview 	<ul style="list-style-type: none"> • interview with DO • suspension warning • suspension
<p>Harassment and Unsafe Behaviour</p> <ul style="list-style-type: none"> • encouraging harassment • verbal harassment • bullying eg ignoring, excluding, name calling, put downs, mocking etc • unwanted touching • throwing things in class • mucking around in practical rooms 	<ul style="list-style-type: none"> • student interview • detention • loss of privileges • parent/guardian contact and/or interview • risk assessment • school counsellor and referral 	<ul style="list-style-type: none"> • behaviour recorded/referral to Head Teacher/DP • place on a HT Card • playground withdrawal • interview with Deputy/Principal • place on DP Card • alternate break times 	<ul style="list-style-type: none"> • suspension warning • suspension

SERIOUS STUDENT BEHAVIOURS

BEHAVIOUR	POSSIBLE ACTION (May involve one or more of the following)
<p>Abuse/Aggressive Behaviour & Discrimination eg</p> <ul style="list-style-type: none"> • physical abuse eg fighting • causing a fight etc • serious verbal abuse eg swearing • ongoing victimisation & bullying • sexual misbehaviour • serious harassment • discrimination eg racist, sexist, religious etc • threats, intimidation, bullying – refer to Bullying Policy • throwing objects and dangerous use of objects etc 	<ul style="list-style-type: none"> • behaviour recorded/referral to Head Teacher and or DP • student interview • detention • loss of privileges • parent/guardian contact and/or interview • risk assessment • school counsellor and referral • place on a HT Card • playground withdrawal • interview with Deputy/Principal • place on DP Card • alternate break times • suspension warning • suspension • referral to outside agencies • referral to Police
<p>Refusal to care for the property of others & the school environment</p> <ul style="list-style-type: none"> • Graffiti • Littering • Spitting • Trespassing • Tobacco etc 	<ul style="list-style-type: none"> • staff student interview • detention • behaviour recorded • carry out repair work • parent/guardian contact and/or interview • alternate break times • parent/guardian involvement • restitution for willful damage • community service • place on HT card • faculty withdrawal • place on DP card • suspension warning • suspension • referral to outside agency • school counsellor and referral • risk assessment • referral to Police
<p>Violence, Unlawful & Illegal Activities eg</p> <ul style="list-style-type: none"> • physical Violence • theft • vandalism • arson • extortion • illegal drugs • weapons • alcohol • sexual misconduct 	<ul style="list-style-type: none"> • Deputy/principal interview • parent/guardian contact and/or interview • suspension • exclusion/expulsion • behaviour recorded • police called • restitution for willful damage • risk assessment • referral to outside agencies • school counsellor and referral

2. Strategies to promote effective discipline and productive learning

Discipline problems are far less likely to occur if all students, staff and caregivers feel that their needs are recognised and catered for. Staff also need to be aware of various strategies to maintain and promote productive teaching and learning in all contexts. All parties will be regularly updated on current curriculum decisions, classroom management strategies and educational issues in line with DoE policy.

The broad curriculum available, the support for the special needs of individuals, the extra-curricular and leadership opportunities available to students are all designed to help students achieve their best possible outcomes.

Parents are encouraged to be active participants in the learning of their children, including supporting the efforts of the school to enhance student welfare and influence their children's understanding of acceptable behaviour. They are encouraged to participate in parent forums and work with school staff to establish and maintain fair and reasonable expectations within the school community.

Under the *Disability Standards for Education 2005* there are obligations associated with the education of students with disabilities. As such consideration and structured support needs to be provided to these students.

3. Strategies to recognise student achievement

The emphasis at Lismore High Campus is on positive reinforcement and recognition of student achievement and appropriate behaviour. This ranges from the classroom level where teachers are encouraged to recognise student achievement/appropriate behaviour with verbal praise, VIVO's and awards to formal recognition at assemblies where parents are invited to attend award ceremonies. The discipline policy is therefore intertwined with the welfare and anti-bullying policies.

VIVO

VIVO points can be redeemed for rewards at the VIVO shop for items such as movie passes, phone recharges, and even iPods and iPads for the serious earners. You may even "Jump-the-queue" at the school canteen with a VIP pass. Students can track their progress by logging in to the VIVO website with their own secure password.

AWARDS (Platinum, Gold, Silver, Bronze)

These are awarded to students who prove them-selves to be good and responsible members of Lismore high Campus. The awards are linked to VIVO points earned in a calendar year.

VIVO ALLOCATION GUIDE

Classroom		Playground		Extra-Curricular	
Category	Points	Category	Points	Category	Points
Sport	10	Good Behaviour	10	Minor Performance	25
Classwork	10	Participation	10	Major Performance	100
Participation	10	Citizenship	10	Peer Support	50
Good Behaviour	10	Sportsmanship	10	Represent School (Ie Anzac)	100
Great Assignment	25			Work Placement (Exemplorary)	100
Outstanding Test	25			Competitions/Teams	50
				Zone	50
				Region	100
				State	300

Awards Flow (Paper Certificate)

PLATINUM (2000 vivo's)
Executive Principal Award



GOLD (1400 vivo's)
Principal Award



SILVER (700 vivo's)
Deputy Principal Award



BRONZE (350 vivo's)
Year Head Teacher Award

SEMESTER REPORTS (per class)

1. Scholastic (100)
2. Effort (50)
3. Effort (50)

These will be handed out to students during semester whole school awards assemblies.

NB- These awards will be issued at weekly assemblies at the discretion of senior executive based on current achievement and effort and may be held over for a period of time in the event of poor behaviour.

4. Strategies for dealing with unacceptable behaviour

Every teacher at Lismore High Campus will work within a framework of actions that are supportive of student engagement with clear consequential pathways designed to ensure a safe and equitable learning environment for all students and staff.

Students at Lismore High Campus are aware that infringements of school rules will result in varying consequences. These consequences initially involve the classroom teacher, but with repeated infringements involve other people in the school. At various stages of this process, or in response to the severity of the student's inappropriate behavior a: classroom monitoring card, HT Year level monitoring card, Deputy monitoring card, suspension warning via the Deputy or suspension may be issued. (Only on 1 card at one time).

Reasons for referrals may include:

- Persistent lateness to class
- Disruptive behaviour
- Inappropriate language
- Continual refusal to follow instructions
- Persistent failure to bring equipment
- Persistent failure to complete class work
- Persistent failure to complete homework
- Willful damage
- Physical violence/bullying
- Harassment/Discrimination

If a student fails to respond to classroom teachers repeated efforts to ensure acceptable behaviour or engages in behaviour that warrants executive involvement, the teacher will send that student to the appropriate Head Teacher with a referral form.

The Head Teacher will take appropriate action which may include counseling, a verbal warning, detention, faculty withdrawal, repair of damages, parental interview or a higher referral.

If the Head Teacher considers necessary, serious breaches of discipline will be referred to the Deputy Principal or Principal.

Deputy monitoring cards are issued by the Deputy Principal to students who:

- Persistently truant lessons
- Are non-compliant on Year Head Teacher card
- Are responsible for a serious breach of school rules
- Are returning from suspension
- Are responsible for serious incidents connected with sport/playground duty

Students who are currently on Deputy Monitoring Cards **may not** be allowed to take part in school events, incursions or excursions (with the exception of mandatory curriculum). This decision will be made at the discretion of Senior Executive and the event coordinator. Involvement in Rewards Excursions will also be at the discretion of the Year Advisor, excursion coordinator and Senior Executive. Students with a history of poor behavior throughout the year may not be deemed eligible to attend an excursion.

Students who fail to modify their behaviour while on a Deputy monitoring Card will be interviewed by the Deputy and may be issued a suspension warning or placed on the contract for an extended period of time with possible removal of privileges during breaks.

Suspensions may be imposed by the Principal on students who have been placed on a Deputy monitoring and have failed to modify and improve their behaviour. All suspensions must comply with the DoE Suspension Policy and Procedures.

Students will be immediately suspended if they are found in possession of, using or distributing any illegal substance, cause injury or threaten violence against another student, staff member or visitor; possess a weapon or engage in criminal behaviour. Suspension in these cases will be automatic and the police may be informed.

The Principal may impose short or long periods of suspension and in extreme cases organise a student's expulsion from school. Students will be referred to the Principal if it becomes necessary to involve authorities outside the school e.g. Police.

Management of serious behaviour

