Swansea High School

WELFARE & GOOD DISCIPLINE POLICY

Draft 2014

PLEASE NOTE: This program is currently under review. Some minor changes have been made that are not yet ratified by the Learning Support Team, the P&C and Staff. Please contact the Principal or the Deputy Principal with any queries.

SECTIONS

1. Introduction
2. The School Rules and SHS Values.
3. Strategies and practices to promote positive student behaviour and the maintenance of a climate of respect.
4. Strategies and practices to recognise and reinforce student achievement.
5. Strategies and practices to manage inappropriate student behaviour.
6. Suspension and Expulsion
INTRODUCTION

STATEMENT OF PURPOSE

The Welfare and Good Discipline Policy at Swansea High School is based upon the following principles:

1. All students and staff have the responsibility to ensure that others can work and learn in an environment free from disruption, intimidation and harassment.
2. All members of the school community have the right to be treated fairly and with dignity and respect.
3. Parents have a right to be informed of student breaches of discipline; the responsibility to work with the school to resolve student disciplinary issues and to inform the school of any welfare issues that may impact on the students’ involvement in their education.

When parents enroll their children at SHS they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to achieve their best; take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parents or carers is an important feature of SHS.

The aim of the partnership between school community members and SHS is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum, which caters for the individual needs of students.

In implementing the SHS Welfare & Good Discipline Policy, no student is to be discriminated against on any grounds, and any disability taken into account when considering any issues arising.

This policy is to be implemented consistent with Workplace Health and Safety Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at SHS.

The SHS Welfare & Discipline Policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.
SHS RESPONSIBILITIES

The Principal is:

- Accountable for ensuring a safe, secure and harmonious work environment for students and staff.
- Responsible for the development, implementation and monitoring of the school’s welfare and discipline policy.
- Responsible for ensuring that the school’s policy is evaluated and reviewed by the school community at least every three years.
- Ensure that students, staff and parent(s) 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.
- Provide a copy of the SHS Welfare and Discipline Policy to the school education director when the policy is developed or whenever it is reviewed.
- Provide parents and students with a copy of the SHS Welfare and Discipline Policy and school rules when the policy is developed or reviewed.
- Promote positive discipline through the implementation of the Welfare and Discipline policy.

The Deputy Principal will:

- Work collaboratively with Year Advisors and the Learning Support Team to support students.
- Liaise with parents.
- Monitor behaviour issues across faculties with support from Head Teachers and Year Advisors.
- Monitor and manage student behavior via Learning Support Meetings with parents and carers, Deputy Principal Monitoring card, Senior Class Placement and After School detention.
- Make Referrals to the Learning Support Team, School Counselor, Chaplain and Youth Worker.
- Refer serious issues of continued disobedience; persistent disobedience or serious misconduct to the Principal for further interventions.

The Head Teachers will:

- Provide leadership, positive support and actively reinforce school policies.
- Encourage the use of commendation awards for all students Years 7-12.
- Develop faculty student management practices in support of this policy.
- Provide guidance to staff through professional development on behaviour management.
- Provide support to staff with behavior management.
• Refer students who breach our Code of Behaviour in relation to smoking, violence, abuse of staff, and other serious offences to the Deputy or Principal.
• Interview students referred by teachers, sign referral and develop a plan for improvement.
• Refer students to the Deputy Principal who do not successfully complete the plan for improvement.

**Year Advisors** will:
• Participate in the Learning Support Team to develop and implement proactive welfare programs.
• Provide support for students in welfare and discipline issues.
• Liaise with parents.
• Refer students to school support staff when required.
• Assist students to resolve conflicts peacefully.
• Provide information to staff about students that may assist in providing a supportive environment.

**Teachers** will:
• Accept that student welfare and behaviour management are the responsibilities of all teachers.
• Follow and support Departmental and School policies and procedures.
• In collaboration with students, develop class rules and procedures.
• Practice sound classroom management and maintain a non-coercive environment.
• Act as a positive role model in speech and manner to show respect for all students.
• Be sensitive to the needs of students treating them courteously and consistently – in particular be aware of learning and medical needs.
• Develop teaching and learning programs and assessment tools that are relevant to student needs and abilities.
• Provide support for students with special needs including Special Provisions and Life Skills
• Recognise students who display excellent attitude, effort, skill or behaviour with Merit, Awards and Commendations or other forms of encouragement.
• Monitor student outcomes and ensure students complete work at their personal best.
• Show support for School Discipline by using appropriate consequences for poor student behaviour and refrain from being drawn into conflict. Avoid confrontation.
• Refer students who continue to misbehave after all reasonable discipline methods have been attempted, to the Head Teacher.
• Be alert for harassment of students and take appropriate action to prevent it continuing – document all cases and pass details to Year Advisor, Head Teacher or Deputy Principal.

**Students** will:
• Maintain acceptable standards of behaviour in the classroom, playground and while travelling to and from school.
• Act safely in and around the school and at all school activities.
• Maintain acceptable standards of behaviour while on excursions and participating in or attending sporting or other activities.
• Comply with requests from staff and others in positions of authority.
• Adhere to the school's routines, expectations and policies.
• Adhere to the standards of dress determined by the school community.
• Avoid illegal drugs, alcohol, tobacco and weapons.
• Show respect for teachers, fellow students, other staff and school visitors and are not to engage in any form of harassment or intimidation.
• Ask for assistance to resolve conflict peacefully.
• Complete all work to the best of their ability

Parents/Carers are asked to:

• Support SHS in the implementation of the SHS Welfare and Good Discipline Policy.
• Provide input into policy development through membership of the P&C.
• Communicate with the school when issues arise that cause any concern.

**SCHOOL RULES AND SCHOOL VALUES**

Students at SHS 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.

**Department of Education and Community VALUES**

| Integrity | Being consistently honest and trustworthy |
| Initiative | To take the lead, enterprising. You plan it and decide to do it yourself without anyone telling you what to do. |
| Respect | Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views. |
| Responsibility | Being accountable for your individual and community’s actions towards yourself, others and the environment. |
| Co-operation | Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict. |
| Excellence | Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning. |
| Democracy | Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen. |

**School Rules**

School rules for student behaviour have been developed for SHS to establish consistent expectations and support of the DEC Values. School rules are based on the agreed values of Swansea High:
Respect

- Show respect at all times for teachers, other school staff and helpers,

- Follow class rules, speak courteously and comply with instructions

- Treat one another with dignity and respect. 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.

Responsibility

- Behave safely, considerately and responsibly, including when travelling to and from school.

- Care for property belonging to themselves, the school and others.

- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.

Ready to Learn

- Attend every school day, unless they are legally excused.

- Be at class on time with all required equipment and books

- Complete all work to the best of their ability
The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour. Parents and care-givers are essential partners in supporting the SHS school rules and the successful education of their children. At SHS we wish to promote the highest standards of behaviour and learning.

**STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR AND MAINTAIN A CLIMATE OF RESPECT**

Teachers and parents of SHS are aware the school community will work hard to continuously address and help ensure that positive student behaviour is fostered.

- Students are much more likely to willingly behave in an appropriate manner when they feel that school is a place where they are respected, are given opportunities to develop responsibility and are provided with skills to be ready to learn.

- Students who do not feel respected, have and accept responsibilities or are equipped to learn effectively often feel alienated and are more likely to:
  - disengage from learning, be absent from school or drop out;
  - seek any attention even if it is negative,
  - hurt others and look for acceptance in negative groups,
  - challenge staff and exert power over students

The school has a range of programs to develop respectful relationships, a sense of personal and public responsibility and the skills required to be ready to learn. The school will involve parents to assist in the promotion of positive student behaviour.

Strategies used by SHS to foster positive behaviour are:

- Positive and engaging teaching and learning programs and practices.
- The provision of opportunities for student leadership, learning support and enrichment.
- Individual and targeted programs aimed at specific individual and group needs.

These strategies are constantly changing to ensure their relevance, and that they reflect improvements in school programs and practices.

*At Swansea High School:

Respect is developed through:

- Fostering a strong sense of community and a welcoming culture.
• Including the consideration of perspectives of gender, class, ability, language and cultural background in all aspects of school, from signs and celebrations, to the content of lessons and teaching materials.
• Active co-operation of students, staff and parents in joint activities that are valued, such as sports, school performances, grounds improvement, parent/teacher interviews, curriculum evenings, etc.
• Speaking in a friendly tone, smiling, making eye contact.
• Taking care to know student’s names and pronounce them correctly.
• Showing appropriate personal interest in students.
• Providing support and sensitivity when students are hurt or upset.
• Providing individual attention or extra help when needed.
• Avoiding ridiculing or demeaning students.
• Setting clear limits and boundaries and being firm and persistent when students test them.
• Not accepting hurtful behaviour towards students.

Responsibility is developed through:

• Encouraging students to make appropriate choices about what they learn, how they learn, with whom they learn and how they are assessed.
• Offering leadership roles in the classroom and/or school.
• Providing opportunities to participate in forums such as classroom discussions, SRC and school committees.
• Student feedback and suggestions on significant issues are sought and responded to
• Students being held accountable for behaviour and required to make explicit choices about future behaviour when they misbehave.
• Providing regular feedback to students regarding behaviour and performance in positive language
• Rewarding responsible behavior.

Success is achieved through the development of readiness to learn by:

• Setting high and achievable expectations.
• Developing competency in the basic skills of literacy, numeracy and technology.
• Ensuring Intellectual Quality, Significance and a Quality Learning Environments are incorporated into teaching programs.
• Teachers demonstrating a love for their subject, that they clearly enjoy teaching and continually communicating confidence in their students’ ability to learn.
• Teachers differentiating the curriculum to suit students’ varying abilities and needs.
• Implementing assessment that is frequent, informative and provides constructive feedback.
• Providing a wide range of extra-curricular programs in which all students can achieve.
• Providing planned support for students experiencing difficulty in learning and/or behaviour.
• Encouraging students to take risks in their learning. It is reinforced that mistakes are an important part of the learning process.
• Expecting students to bring all required equipment to undertake their learning.

SHS programs and practices that foster positive student behaviour are:

• Explicit explanation of expectations.
• SHS School rules posted in each classroom and selected rules posted on corridor walls.
• Staff model positive behaviours and establish positive relationships.
• Ongoing TPL for staff to deal with student behaviour and welfare issues.
• Strong commitment by staff to implementing a differentiated curriculum within each classroom
• Inspirational quotes posted on each classroom door.
• Positive life messages posted on corridor walls.
• Regular progress reviews of all students in Yrs 9-12 completed by the Deputy Principal Terms 1-3.
• Regular review of attendance patterns (Week 5 each term.)
• Term 4 Transition Program for identified student from Yr 6 who require behaviour support.
• Hello High School (program in Term 4 for incoming Year 6 students).
• Involvement in community programs to support student welfare.
• Learning Support Team meetings involving parents, students, teachers and other personnel as required.
• Behaviour monitoring – CRT, HT and DP level. This involves regular conferencing to support positive behavior.
• Time out cards to address individual needs and provide student responsibility for behavior
• Mediation using Restorative Justice practices.
• Restitution, such as painting vandalized school property.

• Regular articles promoting student success in the school newsletter and at assemblies.
• Galgabba Community of Schools (SHS and local primary schools) programs.
• Regular analysis and use of student performance and attendance data.
• Specialised focus programs including: Peer Support, Plan It Youth Mentoring, Peer Mediation, PCYC, Workonnect, Healthy School Healthy Futures, Positive Behaviour Program, Shine, Girls Group, BroSpeak, SisterSpeak, Aboriginal Dance Group, Karakal & Tirriki cLasses, Reading Program.
• Personalised Learning Plans are developed for all Aboriginal students Yr 7 – 12.
• Mentoring programs offered and delivered by teacher.
<table>
<thead>
<tr>
<th>Commendation</th>
<th>Description</th>
<th>Process / Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Merit Awards</td>
<td>Everyday awards given to any student demonstrating positive behaviours or performance.</td>
<td>These awards do not accumulate and one is drawn at each weekly assembly for a lunch voucher. Students take the award home to show parent/carer and then return it to the box at the Deputy Principal’s office to be in the draw.</td>
</tr>
<tr>
<td>Commendations</td>
<td>Awards provided to students who show CONSISTENTLY positive behaviour or demonstrate outstanding performance.</td>
<td>Two commendations are awarded by per teacher each week. Students take the commendations to their Year advisors who records them. Commendations accumulate through this record to move toward a: - Bronze Award - 4 commendations - Silver Award - 6 commendations - Gold Award - 8 commendations These accumulated awards are presented at presentation assemblies</td>
</tr>
<tr>
<td>Term Assemblies</td>
<td>Academic and effort awards are presented at assemblies held at the beginning of Terms 2, 3 &amp; 4.</td>
<td>Teachers award 2 per class for academic performance and effort. All awards presented.</td>
</tr>
<tr>
<td>Annual Presentation</td>
<td>Academic &amp; Effort Awards Special Awards</td>
<td>As well as class academic and effort awards, Special awards in academic, effort, citizenship and sport are presented. Top 10 academic performers PLUS Dux awarded for each year.</td>
</tr>
<tr>
<td>Principal Commendations</td>
<td>For students who show consistently high levels of performance</td>
<td>Students who receive 3 awards for achievement or effort in a term receive a Principal’s Award at that assembly Students who receive Principals Awards in each of the term awards receive a Principal’s Commendation at the annual presentation</td>
</tr>
<tr>
<td>Sports Awards</td>
<td>For outstanding performance in sport</td>
<td>Age Champions in swimming, athletics &amp; cross country, zone, regional and state representation, school Blues, Sportsperson of the year.</td>
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<tr>
<td>Other recognition</td>
<td>Students are recognised through mention in the communication processes within the school</td>
<td>Teacher interview, congratulatory letters, weekly assembly recognition, school notice board, newsletter, parent teacher interview, local media.</td>
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</tbody>
</table>
Children grow into responsible adults when they have clear boundaries and consistent expectations. Swansea High School has a consistent and fair discipline system that was developed in consultation with our school community. Students learn best from their mistakes when the teachers, parents and the student work together to solve the problem, remembering that all solutions involve the student needing to make some changes in their attitudes and behaviours. Teachers and parents play a vital role in supporting individual students to make appropriate changes to overcome behaviour difficulties.

Inappropriate classroom behaviour may result in:
- Reprimand.
- Loss of privileges in class.
- Planned restitution.
- Detention.
- In-class isolation.
- Withdrawal from class and possible senior class placement.
- Parents being notified.
- Other strategies as deemed appropriate by the classroom teacher.

Inappropriate behaviour in the playground or on the way to and from school may result in:
- Reprimand.
- Detention.
- Planned restitution eg clean-up duty
- Loss of playground privileges
- Parents being notified
- Other strategies as deemed appropriate by the supervising teacher or relevant head teacher.

**Disobedience**
Continual disobedience “includes, but is not limited to, continued breaches of the school discipline policy such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.” (as defined by DEC)

Consequences of continued disobedience or serious misbehavior may involve any of the following:

- Detentions - Faculty, Deputy Principal and After School Detention.
- Referral to Head Teacher.
- Parent notification letters or phone calls identifying behaviour and consequences.
- Faculty behaviour monitoring card supervised by head teacher.
- Withdrawal from class and supervised by Head Teacher or another colleague in another class or senior class placement.
- Behaviour Plan - support program developed by Learning Support Team (this includes the parent and student)
- Referral to the Deputy Principal
- Written notification - formal caution letter to parent from Deputy Principal
- Withdrawal from a faculty or faculties and managed by the Deputy Principal
- Placement on a Deputy Principal behaviour monitoring card supervised by the Deputy Principal
- Executive isolation – student is withdrawn from all classes and placed in senior classes, supervised by a Head Teacher or other teacher.
Whole school isolation (senior class placement) – the student is withdrawn from all classes and removed from the playground for all breaks. The student will follow an isolation timetable completing work provided by the Deputy Principal or the class teacher for each subject.

Parent / carer interviews and assistance may be sought in developing and supporting the student’s behaviour modification program.

If these strategies fail to initiate improvement in behaviour then the following may result:

- Referral to principal.
- Possible suspension or expulsion (as in Suspension and Expulsion of School Students – Procedures. 2004).

**SPECIFIC BEHAVIOUR MANAGEMENT STRATEGIES**

**Detentions**

Students may be given lunchtime or recess detentions as a consequence for unacceptable behaviour. In some circumstances the Deputy Principal may impose an after school detention on a Wednesday afternoon.

**Parent Contact**

All teachers have a responsibility to establish and maintain a good learning environment through strong, fair discipline. Where a student disrupts their own learning or the learning others or fails to comply with school expectations, then parents will be informed through a letter. This will give details of the incident and the consequence the student received. This letter should be signed and returned to the teacher who issued the letter. The parent may also receive a telephone call from the teacher to discuss the incident. Please be aware that this happens to ensure that parents are kept informed of their child’s progress and any inappropriate behaviours.

**Conferencing**

Many issues students identify can be resolved by having all parties participate in a structured conference where everyone has the right and the responsibility to give their perspective of the issue, how it affects them and others and how the issue can be addressed. This approach supports the development of life long conflict resolution skills, allows students to see that every action has an effect on others and that everyone has a different perspective on issues.

- DET support eg Home School Liaison Officer, Aboriginal Community Liaison Officer, Support Teacher Behaviour, Integration Support Teacher Behaviour, Student Welfare and Discipline consultant, Student Disabilities consultant
- Counselling – support is offered by both school counsellors and outside counselling agencies such as Eastlakes Family Support Service, Lake Macquarie Adolescent and Family Counselling Service
- Individual Education Plans for students at risk developed at Learning Support meeting with parents and student
- School To Work Transition plans
- Alternate Educational Settings
Loss of Privileges

Loss of privileges include not being able to participate in:

- Non-compulsory excursions.
- Sporting events
- School dances
- Any non-compulsory performances

Loss of privileges will be implemented in the event of the following:

1. Students who are **chronically late** (more than 3 times without justifiable excuse) throughout the term who have had:
   - A Head Teacher attendance interview.
   - A Parent interview where a negotiated plan is established and has failed to comply with the negotiated plan without parental explanation

   **Will have loss of privileges until the situation is resolved for a consistent period of 2 weeks.**

2. Students who are **consistently out of uniform** and have had:
   - An interview to discuss the situation with the Deputy Principal.
   - A Parent interview where support is gained and possible options to resolve the situation developed.
   - Failed to comply with the support offered.

   **Will have loss of privileges until uniform has been consistently worn and out of uniform processes are followed when out of uniform. This will also be listed on school reports.**

3. Students who are on **Deputy Principal monitoring** will lose privileges for the period of monitoring and for 1 weeks after positive behaviour change has occurred and the student has been removed from monitoring.

4. Students who have been on **suspension** will lose privileges for 2 weeks from the date of suspension. A list of students excluded from privileges will be on the daily notices each day.

**Behaviour Monitoring Program**

Students who have been referred to the Deputy Principal or who have committed a serious breach of the school rules or who are consistently disobedient, may be placed onto a program of improvement. This involves being placed on a Deputy Principal’s monitoring card, attending the Deputy Principal’s roll call each morning and supervised by the Deputy Principal.

A formal written warning may be issued to parents/guardians detailing the unacceptable behaviours and the consequences for that behaviour. Such a warning will state that repeated offences in the playground or classroom may result in suspension. Students returning from suspension will also be placed on a Deputy Principal’s behaviour monitoring card.

The Behaviour Monitoring Card:

- The card must be handed to the teacher at the beginning of every lesson. Teachers will sign the card and indicate the student’s behaviour as satisfactory or unsatisfactory.
- The card will need to be signed by a parent/guardian at the end of each day.
- To successfully complete the card the student must demonstrate a significant improvement in behaviour and attitude and a positive engagement with learning. Failure to meet these
expectations may result in an extension of the card, withdrawal of playground privileges, after school detention or suspension. Parents will be contacted in cases of unsatisfactory progress.

- Students are monitored for one week
- Students who have been placed on a behaviour monitoring card since the most recent disco are not permitted to attend the following disco.

**Formal Caution**

Any serious breach of the SHS School Rules will result in the parent being notified. They will receive verbal and written notification of the nature of the unacceptable behaviour, the penalty being applied and the consequences of any further breaches. When appropriate, individual parents will be informed regarding the availability of counseling and any other effective processes that may allow the situation to improve. Formal Cautions are issued when students are at risk of suspension and serve as a warning for the need for behavior change.

**Suspension – Short (up to 4 days) or Long (up to 20 days)**

SHS expects high standards of student behaviour. Therefore, the Principal may consider removing a student from the school due to unacceptable behaviour, for a period of time or completely. Suspension and expulsion are two options available to the Principal. These options will be strongly considered if it is in the best interest of the school community and/or the student involved.

Suspensions are used as a last resort, when all interventions have failed to bring about a change in negative behaviours that are impacting on the teaching and learning process. They are designed to provide a timeout for both the student and the school to allow an opportunity for reflection and the development of a behavior plan for the individual concerned. Suspensions are most effective when school personnel and parent(s)/carer(s) work together to develop plans to assist students to engage in their education.

The Principal will ensure that no student is discriminated against and that factors such as age, individual needs, any disability and the development level of students are considered.

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school-endorsed activities.

Generally short suspensions for continued disobedience will occur after:

- Teacher determines the issue warrants referral to the Head Teacher.
- Head Teacher has reviewed the incident before a referral to the Deputy Principal.
- Deputy Principal completes an investigation prior to any suspension recommendation being made to the Principal.
- Appropriate student welfare strategies and discipline options have been previously applied and documented for previous unacceptable behavior.
- Support personnel have been involved.
- Discussions have occurred with student and parent/carer regarding unacceptable behaviour which may lead to suspension.
- A behaviour management program has been developed.
- Providing a formal written caution detailing inappropriate behaviour and clear expectations.
- All action has been recorded.

In some circumstances the Principal must suspend immediately. For example, aggressive behavior, possession of illegal substances, verbal abuse of staff members may result in an immediate suspension.
The Principal will utilise school, school education area, regional and other resources in seeking a means of returning the student after a long suspension. A work program should be given for the duration of a long suspension. This includes learning tasks associated with the student’s curriculum pattern. The school counselor must be informed of a long suspension and complete a report for the advice of the Principal.

General

A formal disciplinary interview will be held with the student prior to making any decision to suspend. The student is given information about the nature of the allegation (s) and key features of the interview are taken down in writing. For long suspensions, the student must also be able to have an appropriate observer of their choosing present at the interview.

A suspension resolution meeting will be convened to discuss the basis on which the suspension will be resolved. The parent(s) or carer(s) may require a support person or an interpreter in order to participate fully in the suspension resolution meeting. This meeting is used to to identify any supports, counseling or program inclusion that may assist in the most positive return to the school environment as well as an opportunity for students to identify strategies they may use to improve behaviours. Students returning from suspension complete a behavior monitoring program.

Short suspensions are imposed when a student demonstrates –

- Continued disobedience – when intervention programs implemented have not achieved positive outcomes. Behaviours include refusal, defiance, disruptive behaviour, minor criminal behaviour, use of alcohol or persistent use of tobacco.
- Aggressive behaviour - this includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long suspensions are imposed when a student:

- Has had 2 short suspensions for continued disobedience and has failed to respond to ongoing behavior intervention programs implemented and continues to demonstrate unacceptable behaviours that disrupts learning in the school.
- Demonstrate behaviours involving the following – violence (where pain and injury has occurred), drug use or supply, criminal activity or the use or possession of a weapon. These behaviours result in immediate suspension and contact with the Police.

Alternative DEC or External Behaviour Support Programs

An application may be developed to seek alternative educational placement to address long term behaviour difficulties that impact on the student ability to engage in the learning at a mainstream high school. Regional consultants may assist the school, the student and parents in such applications or referrals. Examples are LMAS, SeaChange Tutorial Centre, Wakefield School, Alesco.

Expulsion

In extreme cases, the principal may expel a student from SHS. This can be the result of serious circumstances of misbehaviour or unsatisfactory participation in the learning process by a student of post compulsory age. For expulsion for unsatisfactory participation, at least one formal warning that expulsion is being contemplated will have been issued and a program of improvement will have been implemented without success. Expulsions are imposed when all alternatives have been implemented.
and failed to achieve improved student behavior. In these situations the student is removed from the school and given the possibility of another opportunity to access education in another school.

Students may be expelled from the system in extreme circumstances. This means the student may no longer attend any Government School in NSW. Students in this situation access education through Distance Education.

**Appeals Process**
- Appeals may be made if the student and parent(s) believe that the correct procedures have not been followed, or that an unfair decision has been reached.
- Appeals should be in writing, stating the grounds on which the appeal is being made. Assistance in lodging an appeal can be provided by personnel at the Newcastle District office.

The school education director or regional director will review, discuss and advise all relevant parties of the decision. The appeal process does not put on hold the principal’s decision to suspend or delay attempts to resolve the issue.

**Specific Behaviours – Procedures and Consequences**

**Truancy**
One of the agreed responsibilities of all students at SHS is to attend all lessons punctually. Truancy is unauthorised absence from classes or activities, or persistently arriving to school late without parental permission.

Fractional truancy (up to two periods per day) will result in lunchtime detentions supervised by the teacher or Head Teacher of that subject. It is the student’s responsibility to catch up on work missed. Students who truant a specific subject will be placed on attendance monitoring within that subject.

Students who truant more than 2 lessons in a day will be placed on whole school attendance monitoring which is supervised by the deputy principal for a two week period.

Repeated truancy will result in a formal caution for suspension for continued disobedience. Written notification and explanation is sent the parents including notification of loss of privileges.

A referral may be made to the Department of Education and Training’s Home School Liaison Officer.

All incidences of truancy are recorded on reports as unauthorised absence.

**Smoking**
The Department of Education and Community premises are smoke free. Swansea High is committed to being tobacco free.

Smoking in school or within school hours in the vicinity of the school, will result in detentions and a letter home from the relevant Head Teacher or the Deputy Principal.

If students continue to smoke after a number of interventions this will be deemed continual disobedience and may result in a suspension.

Students in a group where smoking was detected or in possession of cigarettes, lighters or matches will be considered in support of smoking and will be dealt with in the same way.
Uniform
The SHS school community supports the enforcing of the school’s uniform policy. There are many benefits for the student, the school and the community for implementing an active school uniform policy.

If a student is unable to wear the school uniform, they are requested to have a note from their parents. This note allows them to collect a uniform pass from their roll teacher or deputy principal. If a student breaches the school uniform policy and does not bring a note, their name is recorded and a detention is given.

Repeated refusal to comply with the school’s uniform code without parental explanation may result in other consequences including loss of privileges. Parents may be contacted by phone if students are in inappropriate uniform and are unable to attend classes (eg thongs). Students may be required to remain in the front office until appropriate uniform is delivered to the school by the parents.

In accordance with the Workplace, Health and Safety legislation students are expected to wear shoes that comply with the guidelines for safety reasons. Shoes must have leather uppers and must cover the top of the foot. Students who wear inappropriate footwear (eg. thongs, sandals, ugh boots, backless shoes, ballet slip ons) will not be permitted to enter the playground during the breaks and some classrooms (eg. Science, TAS and Art) due to workplace health and safety rules. Teachers will provide alternative work in subjects for which leather shoes (including leather uppers) is mandatory.

The school now operates a uniform shop located near the Canteen. Please contact the school for opening times.

The school can assist families having difficulties in supplying the correct uniform through the Student Assistance Scheme, access to outside support agencies and the uniform pool.

Banned Items
Due to safety and security reasons, the following items are not allowed at school. If they are brought to school they may be confiscated and disciplinary action, or in some cases long suspension may result:

- aerosol cans and propellants
- cigarettes
- alcohol
- fireworks
- illegal drugs
- lighters
- matches
- water bombs
- knives or weapons
- replica pistols
- new items may be added as need arises

Mobile Phones/IPods/Recording Devices/or similar
Mobile and smart phones are an ever increasing aspect of life and the appropriate use of the technology is the objective of school policy. Use of smart phones as an educational aid in class is directed by the teacher, and students should follow all instructions provided. Personal use of a phone or using ipods or similar devices in class is prohibited. All phones are to be turned off or on silent at school unless otherwise directed.

Teachers have the right to confiscate any equipment that is used in an inappropriate manner. This may include using a phone or ipod which:
● Disrupts or is likely to disrupt the learning environment or interfere with the operation of the school
● Is in breach of the Telecommunication Act i.e. illegal. This includes
  ○ videoing or recording people without their consent.
  ○ threatening or is likely to be threatening the safety or well being of any person

These policies are in place for travel to and from school, as well as excursions. Police may be contacted in instances which involve a breach of the law.

If confiscated, the equipment will be taken to the office where it will be recorded and secured. The student would then need to collect the phone from the main office at the end of the day. Phones will not be returned before the end of the day. A second offence in the same year will result in the student organizing for a parent to collect the item from the office during office hours.

Students who refuse to hand over the device will be regarded as refusing to follow the teacher’s instructions and dealt with according to school discipline procedures.