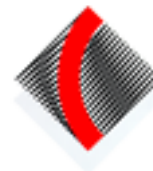


# Cherrybrook Technology High School



## DoE Links

### Student Discipline - including

*Suspension and Expulsion of School Students - Procedures*

*Bullying: Preventing and Responding to Student Bullying in Schools Policy*

*Student Discipline in Government Schools*

<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285776>

<https://education.nsw.gov.au/policy-library/policies/student-welfare-policy>

### Student Wellbeing

<https://education.nsw.gov.au/policy-library/policies/student-welfare-policy?refid=285776>

[https://www.det.nsw.edu.au/wellbeing/about/16531\\_Wellbeing-Framework-for-schools\\_Accessible.pdf](https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)

### Preamble

At CTHS we feel that we have in place a comprehensive and inclusive framework to support individual and collective wellbeing.

This is as fundamental to achieving the priorities of providing quality education for all, raising educational standards and achievement, taking responsibility for the care and safety of the students in our care, developing self-directed, responsible and tolerant students who achieve their full potential within a caring school.

# Discipline and Welfare Policy

**CTHS sees good discipline as fundamental to achieving the priorities of:**

- Providing quality education for all
- Raising educational standards and achievement
- Taking responsibility for the care and safety of the students in our care
- Developing self-directed, responsible and tolerant students who achieve their full potential within a caring school.

**CTHS will develop structures that encourage students to:**

- Be self-directed
- Accept responsibility for their actions
- Respect the rights of others
- Meet accepted standards of behaviour
- Respect the property of others
- Comply with DSE welfare and discipline guidelines
- Obey the laws of the land.

At one level, discipline relates to the expectations of student's behaviour and at another level is concerned with the broader issue of relationships within the school community.

Parents and staff share the responsibility for shaping young people's understandings and attitudes about acceptable behaviour.

Parents specifically are responsible for caring for their children, ensuring that they attend school and for their behaviour outside school hours and as they travel to and from school.

Teachers are responsible for providing effective learning, welfare and discipline programs, caring for students and reporting regularly on student's learning and behaviour to their parents.

Students are responsible for their own behaviour, for complying with this policy and for maximising the benefits offered by the school to their own advantage.

**Through this policy and other strategies we aim to achieve a partnership between parents, teachers and students through mutual respect. Each partner supporting the decisions and responsibilities exercised by the others.**

**The CTHS Discipline Level System aims to be:**

- Clear, easily understood, fair and consistent
- Accepted by the whole school community
- Used as a consequence of unacceptable behaviour
- A part of a process where unacceptable behaviour is acknowledged and understood whilst developing self-discipline and responsibility.

**The CTHS Discipline Policy is in five parts:**

1. Code of Conduct and Accepted Standards of Behaviour
2. Strategies to Promote Good Discipline and Effective Learning
3. Strategies for Dealing with Unacceptable Behaviour and Welfare Concerns, *Including Bullying and Harassment*
4. The Award Scheme

## 1. CODE OF CONDUCT

This Code has been developed for students, staff, parents and other community members and will be revised annually. It promotes and defines behaviour in terms of the rights and responsibilities common to all.

<b>We have the right to</b>	<b>So We have the responsibility to</b>
Work, learn and receive the maximum benefits from our school	Attend lessons and school functions and behave in a way that allows each person to work, learn and benefit from school
Feel safe and secure	Cooperate with accepted standards of behaviour
Be valued as individuals	Be <i>accepting</i> of others <i>including not bullying or harassing others</i>
Be treated fairly and with respect	Be courteous and respect the rights of others
Work and study in a pleasant and safe environment	Respect all property, take care of our school and bring nothing to school that could cause damage or injury
Benefit from the good name of our school	Help establish a good reputation for our school in the wider community

### Accepted Standards of Behaviour

To ensure a safe and positive environment in the school, it is essential that students, teachers and parents value and uphold accepted standards of behaviour in an environment of mutual respect. Whilst students must appreciate the needs of other students and staff they also have the right to expect courtesy, fairness and respect from others.

*A student may be suspended by the Principal for misbehaviour. In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the school. The Principal must ensure that appropriate school student welfare strategies and discipline options have been applied and documented. The Principal must also ensure that the implementation of this procedure takes into account factors such as the age, individual needs and disability and developmental level of students.*

Students unable to accept these standards may find themselves expelled from school at any age because of misbehaviour and/or in the case of post-compulsory age (15 years) students may be expelled because of unsatisfactory progress in learning.

**To achieve and maintain the standards of behaviour outlined in the Code of Conduct together with the normal standards of the community it is expected *students will*:**

#### Within the Classroom

- Be punctual and prepared for all lessons
- Adhere to the requests of all staff and others in authority
- Adhere to the expected standards of behaviour set by each classroom teacher
- Respect the rights of other students within the classroom
- Complete all set work at an acceptable standard (with the understanding that unsatisfactory participation by a student of post-compulsory age with a pattern of non-satisfactory completion or non-serious attempts to meet course requirements will result in expulsion from school).

#### Follow the CTHS Computer Policy

- At all times when using the computer.

#### In the Playground

- Act in a manner that ensures the safety of all members of the school community
- Adhere to the requests of all staff and others in authority
- Respect the rights of other students within the playground
- Remain within the designated boundaries of the playground
- Be responsible for keeping the school grounds tidy.

### **On Excursions / Sporting Activities / Out of School Events**

- Adhere to the standards of dress determined by the organiser of the event
- Act in a manner that maintains a sound reputation for the school
- Adhere to the requests of all staff and others in authority
- Respect the rights of the other students and the public.

### **In General**

- Attend school punctually and regularly
- Complete all set homework and assignments to an acceptable standard.
- Adhere to the set standard of dress determined by the school community
- Adhere to an acceptable standard of behaviour to and from school
- *Will not engage in behaviour whilst attending or travelling to or from school that impacts on the learning and well-being of other* - not use or be in possession of illegal drugs, alcohol, tobacco or weapons.

***Failure to meet these expectations may result in referral to the School Discipline System. Success in meeting these expectations will promote a safe and positive school environment.***

## **2. STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING**

As professionals, teachers at Cherrybrook Technology High School will adhere to this policy.

Through their initial training plus ongoing DET training and development as well as school developed programs and resourcing teachers are enabled to:

### **Provide a stimulating and secure learning environment by:**

- Ensuring classroom activities are appropriate to each student's level of ability and interest
- Ensuring that all student effort is valued
- Encouraging a positive classroom tone
- Showing students respect and expecting students to respect the rights of others.

### **Encourage a positive home-school relationship through:**

- Discussing when appropriate with parents and students their roles in promoting acceptable student behaviour
- Providing opportunities for two way communication between parents and the school in the form of interviews, information nights and the P&C
- Inviting community involvement in decision making on committees, P&C and in other capacities deemed appropriate in the school
- Valuing the diverse cultural background from which the students come.

### **Cater for the interests, needs and attitudes of individual students by:**

- Providing a diverse range of opportunities and resources throughout the school
- Teacher assessment and planning which caters for the needs and learning styles of individual students within each class
- Providing appropriate support programs and personnel eg. School Counsellor, English as a Second Language teachers (ESL), Learning and Support Teacher (LST), Integration Support, Gifted and Talented Students (GATS) programs, Leadership Programs.

### **Clearly establish and communicate expectations through:**

- Parent meetings, newsletters and policy documents
- Roles and responsibilities being clearly established and adhered to in the classroom
- Rewarding and valuing student effort and success.

### **Provide programs that develop self-discipline, self-esteem, self-evaluation and communication by:**

- Accepting the notion that making mistakes is a normal part of learning and encouraging students to accept this on their way to achieving their goals
- Developing in students the skills to take responsibility for their actions through the use of such strategies as restitution and mediation.
- Including classroom and group learning experiences *eg Peer Support and Leadership Programs, Rock and Water Program, Anti-Discrimination Programs, Study Skills Programs, Anti Bullying, Girls and Boys Assertiveness Programs, self-protection programs and other Personal Development lessons.*

### 3. STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR AND WELFARE CONCERNS

The CTHS Code of Conduct lists the responsibilities and rights of students.

Whether they are at school, going to and from school, on excursions or in any other school related setting, students must adhere to this Code. *This may also include behaviour whilst attending or travelling to or from school that impacts on the learning and wellbeing of others*

**What happens for isolated minor breaches of the Code?**

- **Teachers deal directly and immediately with minor breaches of the Code.** Teachers should be aware of the skills of conflict resolution, restitution and the avoidance of major conflict. If these strategies do not result in the student displaying more appropriate behaviour, teachers may use strategies such as reprimand, short detention, loss of privilege etc.

**Where does the Level System start?**

- **For persistent or more serious breaches of the Code, students will be referred initially to a KLA Head Teacher or, in consultation, to an Executive member of staff, for possible placement on the Discipline Level System.**
- The Head Teacher or executive member of staff may *offer Peer Support/Mediation* as an alternative strategy for conflict resolution in some cases where there is conflict between students.

**How does the Level System Work?**

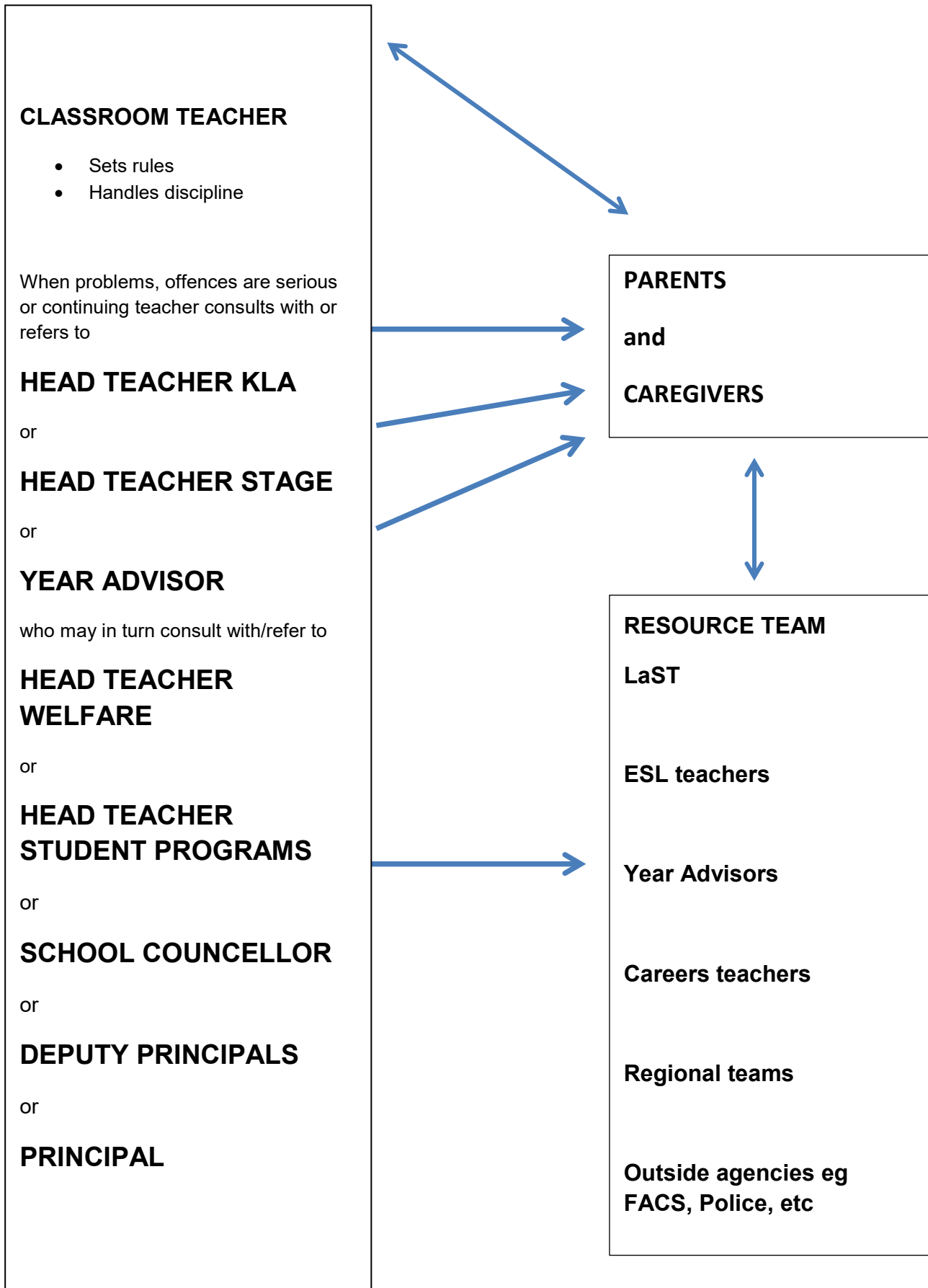
- **The Level System operates on a scale of 1 to 4.** Students in breach of the Code may be placed on a Level depending on the nature and severity of the misbehaviour.
- Each Level lasts for a designated time to allow a student the opportunity for counselling and accepting responsibility for their actions. It may involve a detention period out of school time. Students will automatically be placed on a higher level if they are on an existing level.
- **Parents will be informed via email when their child has been placed on a Level.**
- Teachers can check the level students are on via Sentral Wellbeing.
- **A number of different inappropriate behaviours will each earn an appropriate consequence but Executive staff may use discretion over the Level on which a student is placed.**
- *Students facing a number of significant problems may be given an interim 'Time Out' by the Principal or Deputy Principal. This excludes a student from normal classes. They will be monitored by an Executive or staff member in a special location or in class. The student will have pre-arranged work to complete.*
- **Students are required to negotiate some form of restitution for their misbehaviour prior to being removed from the Level System.** This may take various forms including facing the consequence of their actions in a verbal and/or written form, redressing the damage in an appropriate way, or repairing or compensating for the damage caused.
- **Behaviour deemed as extreme or dangerous will result in a student being directly placed on a higher level and / or being suspended and/or expelled from school.**
- Students who return from suspension will be given an appropriate punishment and will be placed on an appropriate discipline level.
- **Schools are not exempt from the law and possession of weapons (firearms etc), illegal substances, and/or actions which break the law will be immediately reported to the Police.**
- If it is suspected that a student may be using a questionable substance their parent/ carer may be asked to take them for an immediate medical check before a decision on further action is taken.

# Discipline Level System

The level system is designed to be cumulative. Repeated infringements will result in progressing up the system to the higher level. This document is not intended to be a comprehensive list of behaviours but is to act as a guide.

Level	Behaviour	Outcomes Students will be placed on the level system for five school days per level. After this time the student will move to the level below.
1	<p><b>Misbehaviour and/or actions which hurt or stop others from learning:</b> Back chatting teachers, annoying other students, minor graffiti, out of bounds, disobeying an instruction, single period or roll call truancy, careless behaviour causing minor injury to others, teasing and taunting others, possession of cigarettes or lighters, repeated unexplained lateness to school, using a mobile in class, talking in an assembly, failure to attend a uniform detention, minor computer infringements or similar behaviour.</p>	<p>You will be placed on <b>Level 1</b> for five school days by an Executive Teacher. The teacher will explain why you are being placed on a level and suggest ways to improve your behaviour</p> <ul style="list-style-type: none"> <li>Your parents/caregivers will be notified</li> <li>Your behaviour will be monitored over the week</li> <li>You will be required to complete detention</li> <li>You may be required to give an apology or participate in a program to assist you.</li> </ul>
2	<p><b>More serious or repeated Level 1 offences - particularly across KLAs:</b> Significant class disruption, deceit, smoking cigarettes, behaviour with/without provocation causing minor injury to others, sustained teasing and taunting (harassment) of others, persistent lateness, minor theft, multiple period or day truancy, minor deliberate property damage, anti-social behaviour or similar behaviour.</p>	<p>You will be placed on <b>Level 2</b> for five school days by an Executive Teacher.</p> <ul style="list-style-type: none"> <li>You will be counselled about your behaviour</li> <li>Your parents/caregivers will be notified</li> <li>You will be monitored over two school weeks where you will need to show you understand what you have done</li> <li>You will be required to complete two hours of detention</li> <li>You may be required to give an apology or participate in a program to assist you.</li> </ul>
3	<p><b>More serious or repeated Level 2 offences:</b> Persistent or continued disruption, disobedience or defiance, dangerous behaviour, continual verbal harassment, repeated day/fractional truancy or similar behaviour.</p>	<p>You will be placed on <b>Level 3</b> for five school days by the Principal or Deputy Principals or their delegate.</p> <ul style="list-style-type: none"> <li>You will be counselled about your behaviour</li> <li>Your parents/caregivers will be notified</li> <li>Your behaviour will be monitored over three school weeks</li> <li>You may be excluded from all excursions and extracurricular activities including school representation</li> <li>Additional counselling may be arranged and you will be required to complete detention as issued.</li> </ul>
4	<p><b>Serious or repeated Level 3 offences causing whole school disruption or impeding the learning of others:</b> Sustained disruption, harassment, insolence and disobedience towards teachers or adults, serious incidents causing concern in the school/community, malicious damage or deliberate serious injury, vandalism, bringing the school into disrepute. Continued use of tobacco or similar behaviour.</p>	<p>You will be placed on <b>Level 4</b> for five school days by the Principal or Deputy Principals.</p> <ul style="list-style-type: none"> <li>You will be counselled about your behaviour and you may be suspended from school by the Principal</li> <li>Your parents/caregivers will be notified and may be interviewed about your future</li> <li>Your behaviour will be monitored over four school weeks</li> <li>You may be excluded from all excursions and extracurricular activities including school representation</li> <li>Additional counselling may be arranged and you will be required to complete detention as issued</li> <li>For particular offences the Police may be notified.</li> </ul>
	<p><b>Very serious misbehaviour and/or incidents:</b> Continued disobedience, aggressive behaviour, possession of a suspected illegal drug or alcohol, violence or threatening serious physical violence, possession of a prohibited weapon, engaging in criminal behaviour related to school, filming or photography of staff/students without their permission.</p>	<p>You will be Short or Long <b>suspended and/or expelled from school</b> by the Principal.</p> <ul style="list-style-type: none"> <li>In particular circumstances the police will be notified</li> <li>On return to school you will be placed on an appropriate level and will be given an appropriate punishment, such as a two hour detention</li> <li>The 'Suspension and Expulsion Policy' will be followed</li> <li>Serious misbehaviour or repeated suspension may result in you being expelled from the school.</li> </ul>

# Discipline Model at CTHS



## Referring a student with Welfare Concerns

- All staff are responsible for the wellbeing of students in their class and in the wider school community
- All staff are expected to mandatory report to the Principal any concerns of significant harm to any student in their care

Other concerns may be referred to any member of the Welfare Team. These includes:

1. A Year Advisor
2. Head Teacher Welfare
3. Head Teacher Stage
4. Deputy Principal
5. Counsellor

This referral can take the form of:

- A welfare referral made through Sentral
- A personal approach to any of the above individuals
- An email sent to any of the above individuals

## 4. THE AWARD SCHEME

The CTHS Award Scheme allows students to be rewarded for their efforts. It is a tiered scheme incorporating elements of in-class, school community and wider community activities. The scheme is progressive, the degree of difficulty increasing with each level of award. It is student-initiated, with specific goals negotiated between the student and the award supervisor. Each award application form details the specific guidelines. Any service performed during a student's time at school will count provided the correct documentation has been signed and maintained so as to count towards a major award. Once used the service cannot be used again for another award. Students must negotiate and follow the guidelines set for each award.

**At the core of the scheme are the various types of school certificates:**

### MERIT CERTIFICATES

Awarded by class teachers, Year Advisers, ancillary staff etc. for work, cooperation, participation, academic progress and/or school service above and beyond that normally expected of a student. All students are eligible for Merit Certificates and it is anticipated they will earn them regularly.

### KEY LEARNING AREA/STAGE CERTIFICATES

Awarded by Head Teachers or coordinators following the award of three Merit Certificates or for some action which is particularly outstanding. Stage Certificates are issued by Head Teachers Stage to recognise achievements in school service and other areas not covered by Key Learning Areas. Sporting ribbons, age championships, senior attendance, special Creative Arts performances, Maths and Science competitions are linked into the Stage Certificate awards. The SRC also awards a Stage Certificate for school service and outstanding contribution to the school community.

### SENIOR EXECUTIVE CERTIFICATES

These certificates are awarded by the Principal or Deputy Principals for outstanding contribution to the school community, the wider community or a personal achievement worthy of recognition. The value of such certificates is equivalent to two Stage Certificates.

**The school certificates support the various award schemes:**

### BRONZE AWARD

Students who earn eight KLA/Stage Certificates (from at least three different KLAs and including at least two Stage Certificates) and complete an application form are eligible to apply for this award. Students may earn this award more than once, although they will be encouraged to progress to the Silver Award. This award is coordinated by the Year Adviser. Upon satisfactory completion of the award, students will receive a certificate, have their achievement mentioned on assembly by the Year Adviser, be mentioned in *Network* and have their name displayed on the "Bronze" roll in the student foyer for one month.



### **SILVER AWARD**

Students seeking this award must have at least two "Bronze" awards; set a specific school community service goal to be achieved over at least 15 hours of service; and collect the signed documentation from their award supervisor. Students in any form may gain this award and there are no limits to the number of Silver awards earned. However they are then encouraged to progress to an appropriate award program in the wider community, such as the Duke of Edinburgh Award. The Silver award is coordinated by the Head Teacher Stage. Upon satisfactory completion of the award criteria, students will have a certificate presented by the Principal on an assembly to which parents may be invited. The achievement will be noted in *Network* and by the Principal at a P&C Meeting, displayed on the "Silver" roll in the student foyer, recorded on their school reference and recognised on Speech Night.

### **GOLD AWARD**

Students seeking this award must have earned a "Silver" award; set and achieve "more challenging" goals related to school community service and community service over a minimum period of 15 hours of service each; and collect and retain the signed documentation. Students in any form may gain this award and there are no limits to the number of Gold Awards earned. This award is coordinated by the Head Teacher Stage. Upon satisfactory completion of the award, students will have a certificate presented by the Principal on an assembly to which parents will be invited. The achievement will be noted in *Network* and by the Principal at a P&C Meeting, displayed on the "Gold" roll in the student foyer, recorded on their school reference and recognised on Speech Night.

### **THE CHERRYBROOK GOLD MEDALLION**

Students seeking the Gold Medallion must have earned a "Gold" award; set and achieve goals relating to academic achievement, school community achievement, community service and achievement in sport or a cultural activity. It is envisaged that only Senior students would be eligible for this award. The award will be presented at Presentation night by a representative of the School Council. The achievement will be noted in *Network* and by the Principal at a P&C and School Council meetings, and displayed on the Gold Medallion roll in the parent foyer.

# Student Award System Overview

Award	Behaviour & Academic Work	School	Community	Leadership Initiative	Issued/organised by
<b>KLA Merit</b>	Class work, cooperation, participation, progress greater than normally expected for the student				KLA staff
<b>School Merit</b>		School participation - whole school			HT Student Programs Year Advisor Activity Organiser
<b>KLA &amp; Stage Certificates</b>	Eg: Maths and Science competitions, excellence representing the school	School service greater than normally expected	Community service of a noteworthy nature	Ribbons/age championships/creative art performances	Stage HT Year Adviser
	No time limit applies for the award or collection of Certificates. SRC awards, Stage Certificate for service to the school. An Executive Certificate is worth two Stage Certificates 3 Merit certificates = 1 Stage or KLA Certificate				
<b>Bronze Award</b>	Eight certificates including at least: Two stage certificates Six KLA from at least three KLAs				Application forms to the Year Adviser
	<b>The bronze award aims to encourage learning and school citizenship over a longer time period.</b> No time limit applies to this award				
<b>Silver Award</b>	Must hold two bronze awards suggesting a consistent level of good behaviour and academic achievement. Students will not be monitored for behaviour but breaches of the school's Code of Conduct may delay the award	Must make an active and sustained contribution to a school project. This indicates about 15 hours of service time to the school			Application forms to the Year Adviser
	<b>The emphasis is on sustained involvement and achievement</b> TIME SPECIFICATION: Minimum of 15 hours with signed documentation re school service				
<b>Gold Award</b>	Must hold a Silver Award and continue a consistent level of academic achievement and good behaviour in the school	Be involved in the organisation and running of a significant school project... This should indicate about 15 hours of service to the school	Actively contribute to a community project that improves the quality of life of local residents. This should indicate about 15 hours of service to the community		Application forms go to HT Student Programs
	<b>The emphasis is on high level involvement, commitment and organisation</b> TIME SPECIFICATION: Minimum of 15 hours of school and 15 hours community service with signed documentation				
<b>Cherrybrook Medallion</b>	Produce a diligent and conscientious effort in scholastic results over two report periods with clear personal improvements in at least two areas of study	Make an outstanding contribution to at least two school projects in a leadership role	High level involvement in a local community project that directly improves the quality of life of members of the local community	Initiate and lead a project that results in beneficial outcomes for members of the school and/or community	Application forms go to HT Student Programs
	<b>Only available to senior students. The emphasis is on personal improvement, leadership and initiative.</b> TIME SPECIFICATION: Minimum of two senior exam periods				
May Samali Excellence in Public Education Award	This award is for year 11 Students only. Students who demonstrate commitment to CTHS and public education are eligible to apply for this award at the end of year 11.				Application forms go to HT Student Programs
<b>NOTE</b>	<b>Award Application forms can be found on the school website → Student Services → CTHS Award Scheme</b>				