

WILLYAMA HIGH SCHOOL

Positive Learning Environments Policy

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HIGH SCHOOL

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Effective: February 2021

Review Date: December 2022

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School Vision

A positive school culture that challenges and supports all students to be higher order thinkers and become literate and numerate learners through quality teaching and distributive leadership enabling them to achieve their learning potential.

School Banner Statement

Connect, Inspire, Excel – Together

Policy Statement

Willyama High School is committed to providing a safe, supportive and responsive learning environment for everyone. We teach and model the behaviours we value in our students.

Behaviour is the way a student relates and responds to fellow students, teachers, parents and the physical environment.

The school's behaviour program is based on Positive Behaviour for Learning (PBL) and is a system of relationships, rewards and sanctions designed to progressively develop responsibility for self-discipline in students. All of these components must be taken into account for an effective system to be developed.

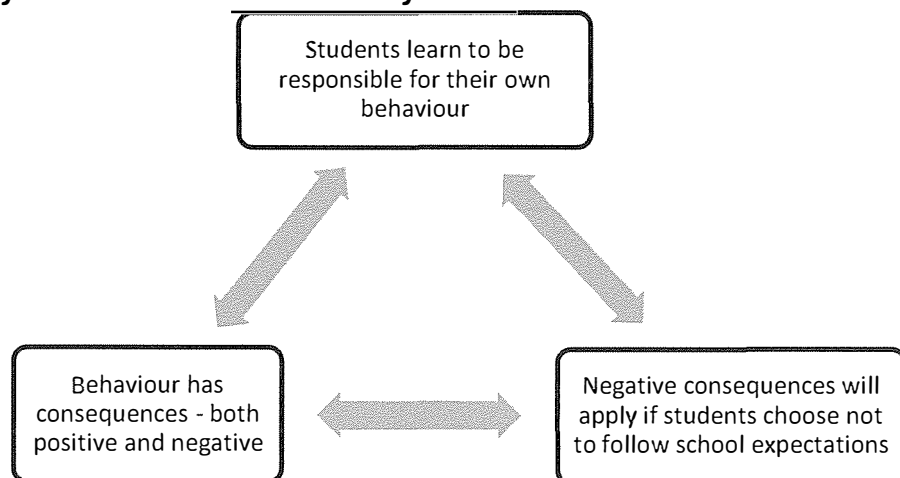
The emphasis of this system is based on the idea that students must learn to be responsible for their own actions. Actions have consequences either positive or negative. Students have the freedom to choose. If they choose to follow the rules the consequences will be positive and if they choose to break the rules the consequences will be negative.

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

Integral to our Student Management System are the concepts of:

- Setting rules and routines
- Teaching behavioural expectations explicitly
- Acknowledging and rewarding positive behaviour
- Being consistent
- Devising consequences for when rules/routines are broken
- Collecting data to support identification of school needs and assist decision making

Our System focuses on three key ideas:



School Values

The three key values at Willyama High School are:

- Respect
- Responsibility
- Cooperation

School Rules and Expectations

Universal:

	RESPECT	RESPONSIBILITY	COOPERATION
ALL SCHOOL SETTINGS	I: <ul style="list-style-type: none"> • Respect others • Use appropriate language • Am proud of our school environment 	I: <ul style="list-style-type: none"> • Am honest and do my best • Am safe • Am in the right place at the right time 	I: <ul style="list-style-type: none"> • Follow instructions • Wait for my turn • Am a learner

Non-classroom settings:

	RESPECT	RESPONSIBILITY	COOPERATION
HALLWAYS	I: <ul style="list-style-type: none"> • Keep hands, feet and objects to myself • Walk quietly 	I: <ul style="list-style-type: none"> • Go directly to my next class • Move safely • Have my phone away 	I: <ul style="list-style-type: none"> • Always carry a pass when I am out of class • Keep left • Follow the arrows
ASSEMBLY	I: <ul style="list-style-type: none"> • Keep hands, feet and objects to myself • Sit and listen in silence • Acknowledge success with applause 	I: <ul style="list-style-type: none"> • Sit in my roll call line • Have electronic devices off and away • Sit facing the front 	I: <ul style="list-style-type: none"> • Follow teacher instructions • Leave when dismissed • Eat my food during scheduled breaks • Take my hat, beanie and hoodie off in the hall
BUS GATES	I: <ul style="list-style-type: none"> • Keep hands, feet and objects to myself • Use appropriate language 	I: <ul style="list-style-type: none"> • Walk on and off the bus • Enter the school when I exit the bus • Cross the road safely 	I: <ul style="list-style-type: none"> • Get on and off the bus when it's my turn • Share my seat so everyone can sit down

	RESPECT	RESPONSIBILITY	COOPERATION
PLAYGROUND	I: <ul style="list-style-type: none"> • Keep hands, feet and objects to myself • Place all unwanted food, packaging and rubbish in the bin • Value/respect the property of the school and other students 	I: <ul style="list-style-type: none"> • Play active in active areas • Stay in bounds • Have a sign out pass to leave 	I: <ul style="list-style-type: none"> • Clean up my area • Go to class on the first bell

NSW DoE - Behaviour Code for Students

In all NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Recognition of Positive Behaviour & Student Achievement

Positive behaviour and student achievement at Willyama High School is acknowledged in a range of ways including:

School Merit System

The following statement outlines the policy guidelines for the recognition of significant student achievement at Willyama High School:

In recognising students who have achieved excellence, we should not limit our thoughts to only academic excellence; we need to acknowledge efforts and achievements that occur in all areas of our school community.

The School Merit System is an ongoing system which begins when the student first enrolls at Willyama High School and continues until they officially sign out.

Any student who is on suspension or is on a Student Support Scheme (SSS) Monitoring Book for disciplinary reasons is ineligible to be considered for an award until they are no longer being monitored or have completed the suspension.

Students can receive Merit Awards under the following categories:

- Academic
- Cultural
- Citizenship
- Extra-Curricular

These Merit Certificates are presented in class.

Each KLA has certificates to present to students who they feel deserve an award for reasons such as achieving first in class for an assignment/assessment/project, involvement in extra-curricular activities, or being of service to the school community. To ensure that students are being acknowledged for their efforts across the school, a Merit Review period is held in Week 5 and 10 of each term, and students receive a Merit Certificate if they show consistent application to class learning activities and complete all home learning activities and assessments.

Student portal link:

Students can access the Sentral portal using their DoE login at:

<https://whs.sentral.com.au/portal/login>

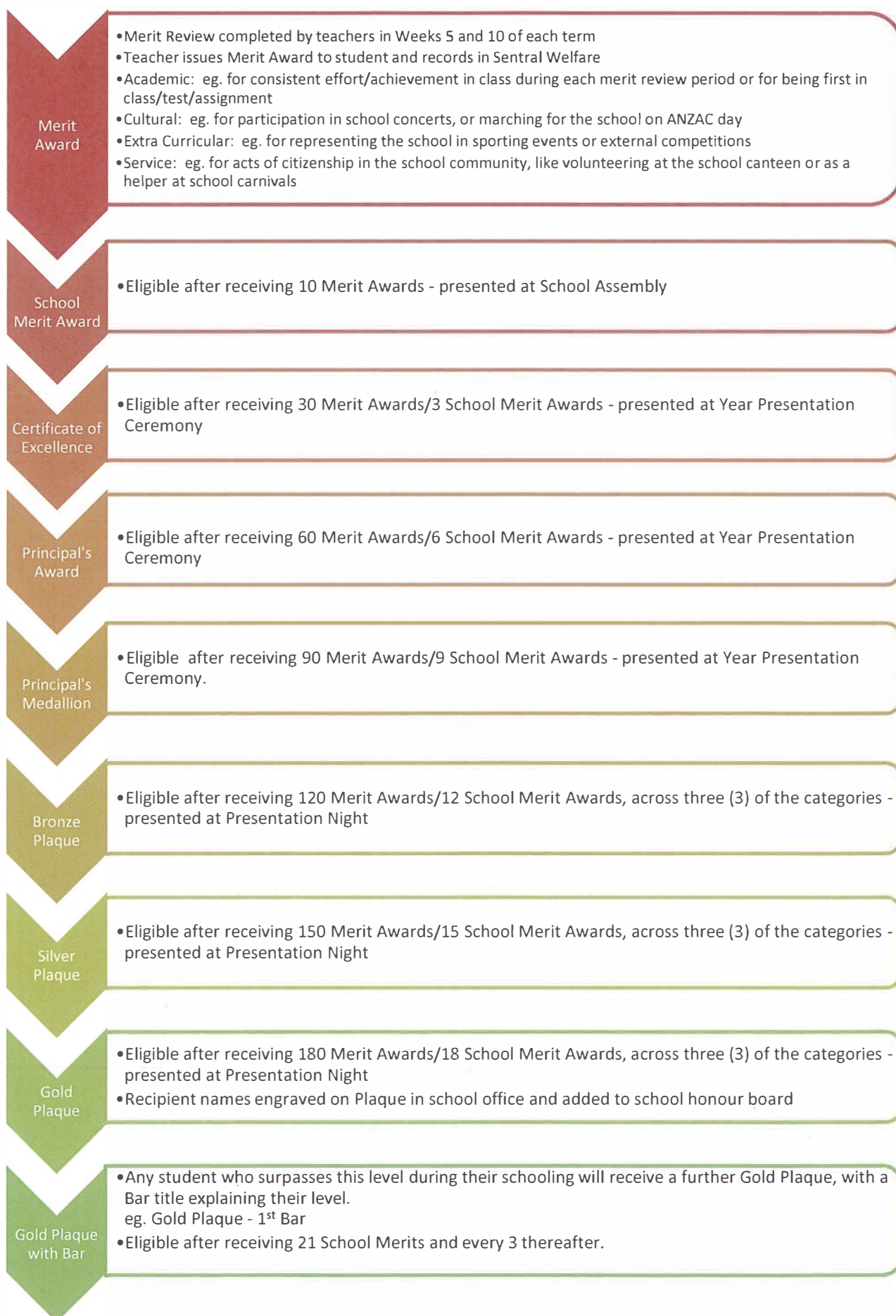
Parent portal link:

Parents are requested to register at:

<http://whs.sentral.com.au/portal/register> then use the link above for continued access. An individual access key is provided by the school. These links are also available on our school website.

The structure for progression through the School Merit System is shown on the following page.

Willyama High School Merit System Progression



Practices for Dealing with Unacceptable Behaviour

At Willyama High School there is a graded set of responses to be applied when dealing with unacceptable behaviour.

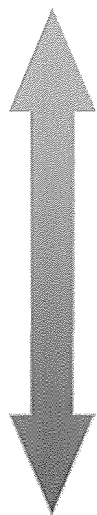
Minor instances of unacceptable behaviour in the classroom require responses by the teacher using a range of fair and consistent strategies. These may include initial warnings or verbal correction, in-class isolation, assigned tasks, alternative seating positions, withdrawal of classroom privilege teacher-based conference at lunchtime or temporary removal from the room.

Serious misbehaviour may result in a Faculty Leader becoming involved in resolving the problem. The Faculty leader may use a range of strategies such as isolation from the class, behaviour checks, lunchtime discussions, referral to other members of the welfare network or direct contact with the parents.

For very serious or repeated cases of misbehaviour the Deputy Principals may be requested to assist the Faculty Leader. Strategies include counselling, faculty leader mentoring, withdrawal of privileges, parent contact and suspension.

Our range of strategies includes:

LEAST INTRUSIVE



- correction in class
- in school discussion meetings with students
- discussion with parents
- written warning
- placement on monitoring system
- loss of privileges
- school service
- restitution (The Education Act 1990 allows schools to include in their discipline policies a requirement that students who have caused property damage, or who have seriously misbehaved, perform reasonable work or service for the school)
- faculty leader monitoring
- short suspension
- long suspension
- expulsion from the school
- expulsion from the system

MOST INTRUSIVE

It is most important that parents or carers are notified of:

- serious breaches of the school rules
- the consequences of the behaviour
- the possible consequence of any future breaches which may include suspension or expulsion in serious instances

It is important that the school and parents/carers work in partnership with each other. If parents/carers become aware of issues they should communicate with the school with a view to resolving them.



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GRADED APPROACH TO STUDENT BEHAVIOURS

Graded Approach to Student Behaviours

Willyama High School

Positive Learning Environments Policy v1

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<div><div>WILLYAMA HIGH SCHOOL</div><div>CONNECT • INSPIRE EXCEL - TOGETHER</div></div>		Deputy Principal Managed	CRITICAL INCIDENTS 'MAJOR' & PERSISTENT 'MINOR' BEHAVIOURS	POSSIBLE CONSEQUENCES/TEACHER ACTIONS		
			<ul style="list-style-type: none">Assault/ViolenceOngoing intimidation/ harassment/ bullyingVandalismPossession of major banned items. Eg: alcohol, drugs, weaponsVerbal abuse of a teacherPersistent disobedienceReturn from Long Suspension	<ul style="list-style-type: none">Meeting with parent/carerSuspension/ExpulsionDistrict Office interventionDetention/Report to DP dailyStudent to sit individually at front of every classSentral Wellbeing entryDP Monitoring Book (red) <ul style="list-style-type: none">Risk assessment required to attend ANY social function, VOR or represent the school (including out-of-school sport)Alternate education optionsInteragency InterventionFBA/BIPAdditional behaviour lessons		
		Student Support Team Managed	GROSS PROBLEM BEHAVIOURS 'MAJOR'	POSSIBLE CONSEQUENCES/TEACHER ACTIONS		
			<ul style="list-style-type: none">(Yr 7 => 1 x Yellow, Yr 8-12 > 2 x Yellow)Return from Short SuspensionContinued Disobedience within faculty	<ul style="list-style-type: none">Report to Mentor TeacherSMT Monitoring Book (orange)Repeat SMT Monitoring BookPre Suspension WarningsModifications as per ESES <ul style="list-style-type: none">Loss of out of class pass privilegesRisk assessment required to attend any social function, VOR or represent the schoolReferral to outside agencies		
		KLA Managed	CONTINUED 'MINOR' & 'MAJOR' PROBLEM BEHAVIOURS	POSSIBLE CONSEQUENCES/TEACHER ACTIONS		
			<ul style="list-style-type: none">Refuses to enter classroomAggressive and/or threatening studentsContinual refusal to participate in learning activities or follow instructionsInappropriate language/swearingDisturbing the learning of other studentsGraffiti/damage to equipmentInappropriate behaviours	<ul style="list-style-type: none">KLA conferenceAdditional lessons on KLA expectationsComplete unfinished learning activitiesParents/carers contactedParent/carer meeting <ul style="list-style-type: none">Sentral Wellbeing entryKLA Monitoring Book (yellow)Repeat KLA Monitoring BookSupport with Head Teacher (Buddy Teacher as backup)Referral to Student Support TeamRisk assessment to attend KLA VOR		
		Classroom Managed	'MINOR' PROBLEM BEHAVIOURS	BANNED ITEMS	POSSIBLE CONSEQUENCES/TEACHER ACTIONS	
			<ul style="list-style-type: none">Late to classTruancyBullyingDisrespecting othersFailure to follow instructionsInappropriate use of electronic devicesInappropriate language/swearingFailure to complete set learning activitiesNot engaging in class activitiesFailure to bring appropriate equipment	<ul style="list-style-type: none">Chewing gumMetal rulersLightersAerosol cans <ul style="list-style-type: none">Food in classEnergy drinksRubber bands	<ul style="list-style-type: none">Proximity controlSignal/non-verbal'Ignore, attend, praise'Redirect/Re-teachProvide choiceStudent conferenceCompleted unfinished learning activities <ul style="list-style-type: none">Modification of class environmentAdaption of curriculumSentral Wellbeing entryParent contact/meetingSend to Buddy TeacherAdditional lessons on classroom expectations	
Positive Behaviours	RESPECT		RESPONSIBILITY		COOPERATION	POSSIBLE RECOGNITION/TEACHER ACTIONS
	I: <ul style="list-style-type: none">Respect othersUse appropriate languageAm proud of our school environment		I: <ul style="list-style-type: none">Am honest and do my bestAm safeAm in the right place at the right time		I: <ul style="list-style-type: none">Follow instructionsWait for my turnAm a learner	

Respect, Responsibility and Cooperation (Version 1 2016)

Student Support Scheme

Students whose behaviour requires close attention and monitoring can be placed on the school's monitoring program, known as the Student Support Scheme.

The aim of the Student Support Scheme is to enable students to modify their behaviour through ongoing communication and feedback.

Students involved will be given a monitoring book to take to their classes. The student gives the book to the teacher at the start of the lesson and collects it at the end after the teacher records the student's progress in meeting the school values of respect, responsibility and cooperation over the lesson.

The student is required to report to their allocated supervisor who will monitor and discuss their behaviour and progress with them.

The monitoring book is also to be taken home and signed by the parent/carer each day. This facilitates improved ongoing communication between the school and home about a student's behaviour and progress.

The three monitoring levels in our system are:

Yellow	KLA Monitoring	supervised by Faculty Leaders
Orange	SST Monitoring	supervised by the Student Support Team
Red	Deputy Monitoring	supervised by the Deputy Principals

At each monitoring level students are required to do certain things and parents are contacted and involved, following procedures summarised in the table on the following page.

STUDENT SUPPORT SCHEME SUMMARY

LEVEL	RESPONSIBILITY FOR SUPERVISING STUDENT	ACTIONS	CONSEQUENCES
YELLOW	<p><i>Class Teacher monitoring supervised by Faculty Leaders</i></p> <p>Students are placed on this level when intervention by the classroom teacher has not been able to modify behaviour. The student will be required to negotiate a plan to modify his/her behaviour within the classroom with the Head Teacher and will be required to carry a Yellow Book to monitor this plan.</p> <p>After notifying the parents the Faculty Leader may withdraw the student from class. The student, if withdrawn, will be under the direct supervision of the Faculty Leader</p>	<p>Parent notification via a letter and placement on Sentral.</p> <p>Teacher signs card each lesson.</p> <p>Homework, conduct and class work monitored by Faculty Leader daily.</p> <p>Parents/caregivers to sign card each evening.</p> <p>Student placed on this level for up to 10 school days.</p>	<p>1. unable to attend any Faculty excursions or Variations of Routine</p> <p>2. will have a lunchtime discussion and repeat one more lesson on the card for:</p> <ul style="list-style-type: none"> - an "unsatisfactory" lesson - failure to get the teacher to sign the card - failure to get parents to sign the card - losing or "trashing" the card - failure to hand the card to the Faculty Leader on Monday each week <p>If the Book is not completed within the time allocated, the following could occur:</p> <ol style="list-style-type: none"> 1. repeat Yellow Faculty card 2. parent meeting with Faculty Leader 3. placed on Faculty Leader Mentoring 4. placed on Orange SST Monitoring Book
ORANGE	<p><i>Class Teacher monitoring supervised by Student Support Team</i></p> <p>Students are placed on this level for serious misconduct or breach of school rules.</p> <p>It is an automatic consequence for ALL students returning from a short suspension.</p> <p>Orange level placement involves the whole school and therefore alerts a large number of staff to ongoing problems with the student's behaviour.</p> <p>Deputy Principal may issue a Formal suspension warning.</p>	<p>Suspension warning letter and placement on Sentral.</p> <p>A behaviour management plan and/or risk assessment may be developed in consultation with student and carers.</p> <p>Teacher signs card each lesson.</p> <p>Conduct and class work monitored by SST across all subjects daily.</p> <p>Parent/care givers to sign card each evening.</p> <p>Student placed on this level for up to 10 school days.</p>	<p>1. unable to attend any excursion, social function or represent the school.</p> <p>2. may have a lunchtime discussion and repeat a card for:</p> <ul style="list-style-type: none"> - one or more "unsatisfactory" lessons in any one day - failure to get the teacher to sign the card - failure to get parents to sign the card - losing or "trashing" the card - failure to report to Mentor Teacher on time <p>If the Book is not completed within the time allocated, the following could occur:</p> <ol style="list-style-type: none"> 1. parent contact by SST 2. placed on Faculty Leader Mentoring 3. placed on Red Deputy Monitoring Book 4. parent meeting with Deputy Principal regarding possible suspension
RED	<p><i>Class Teacher monitoring supervised by the Deputy Principals</i></p> <p>This category is initiated and managed by the senior executive only.</p> <p>It is automatic consequence for ALL students returning from a long suspension.</p> <p>Red level involves whole school monitoring and therefore alerts a large number of staff to the need to support the student's return to school.</p>	<p>Parent notification and requirement to attend an interview with the Principal in an attempt to resolve suspension.</p> <p>A behaviour management plan and/or risk assessment may be required to manage return to school.</p> <p>Teacher signs card each lesson.</p> <p>Deputy Principal monitors conduct and class work across all subjects daily.</p> <p>Parents/care givers to sign book each evening.</p> <p>Student placed on this level for up to 10 school days</p>	<p>1. be unable to attend any excursion, social function, out of school sport or represent the school.</p> <p>2. have a lunchtime discussion and repeat a card for:</p> <ul style="list-style-type: none"> - one or more "unsatisfactory" lessons in any one day - failure to get the teacher to sign this book for the lesson - failure to get parents to sign this book each night - losing or "trashing" this card - failure to report to the Deputy on time <p>If this Deputy's Monitoring Book is not completed within the time allocated, the following could occur:</p> <ol style="list-style-type: none"> 1. parent meeting with Deputy Principal 2. suspension, or if already suspended once, further suspension 3. parent meeting with Principal and/or DoE Officers leading to expulsion

Suspension and Expulsion of Students

For serious or continued breaches of the school's discipline code a student may be suspended or expelled from Willyama High School. Willyama High School's procedures are in accordance with the DoE's *Suspension & Expulsion of School Students – Procedures (April 2011)*.

Suspension

- Is a very serious action. It will often occur where the student has not responded to a range of strategies used to improve behaviour.
- Is only one strategy within the school's welfare and discipline policy.
- Allows students time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to plan for changing their behaviour.
- The principles of procedural fairness are fundamental to this policy. In particular students have the right to be heard and the right to a fair and impartial decision.
- The school will work with parents/caregivers to assist the suspended student to return to school as quickly as possible.

Immediate Suspension

The Principal will immediately and consistently suspend any student who:

- is physically violent
- is in possession of a firearm, prohibited weapon (as defined by Schedule One of the Weapons Prohibition Act) or knife (without reasonable cause)
- uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.
- engages in serious criminal behaviour related to the school.

The Principal may also determine that immediate suspension is warranted for the safety of students or staff.

Short Suspension

A short suspension can be up to and including 4 school days and may be imposed for:

1. **Continued disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.
2. **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 Suspension

A long suspension can be up to 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension, the principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Subject to the factors outlined above, principals will impose a long suspension for:

- **Physical violence:** which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault)
- **Use or possession of a prohibited weapon, firearm or knife.** When the student:
 - uses or possesses a weapon which is listed in Schedule One of the *Weapons Prohibition Act*. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife (without reasonable excuse as defined by the *Summary Offences Act*);
 - uses or possesses a firearm of any type (including live ammunition and replica firearms).

* Note – "reasonable excuse" includes ceremonial Kirpans carried by Sikhs for religious purposes.
- **Possession, supply or use of a suspected illegal substance.** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **Serious criminal behaviour related to the school.** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

And may be imposed for:

- **Use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made or adapted to cause injury to another person).
- **Persistent or serious misbehaviour.** This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation

Expulsion

In serious circumstances of misbehaviour a student, of any age, may be expelled from Willyama High School. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.

Suspension and Expulsion Procedures

See Appendix A for the *NSW Department of Education's Suspension and Expulsion of School Students – Procedures (Information for Parents)*.

Student Welfare

During adolescence a range of complex issues can affect a student's ability to succeed at school.

Each cohort has a Year Adviser who works closely with the Student Support Team to oversee the attendance, welfare and academic progress of each year group.

At Willyama High School we work collaboratively with many agencies to help support our students and access a wide range of agency support and programs to assist our students at risk, for example:

- DoE Specialist Services including: Home School Liaison Officers, Student Welfare Consultants, School Counsellors and a range of specialist consultants.
- The Broken Hill Youth Services and Schools Interagency working party, including a number of Government and Non-Government Organisations, identifies issues that affect youth both in and outside of school and develops programs to address these issues.
- Child and Adolescent Mental Health Service (CAMHS)
- Mission Australia

Willyama High School is participating in the School Link Project in partnership with GWAHS, and strengthened ties with the Barrier LAC through the School Police Liaison Officer and Youth Liaison Officer.

Some of the following programs are conducted at school while others are agencies we access for our students at appropriate times:

- Transition program for Year 6 into Year 7
- Friends Program
- Peer Support Program
- Circus Skills Program
- Boys Group
- Girls Group
- Save a Mate
- LoveBites
- Youth Drug and Alcohol Forum
- Cross Roads
- RAGE
- Managing the Bull
- Seasons for Growth

Enhanced by outside opportunities such as Work Experience, Links To Learning, TAFE, LETS, Robinson College, the Broken Hill Tutorial Centre, Better Futures, and Thankakali, students who have often experienced difficulties at school have been actively involved and as a result have successfully been engaged at school and are experiencing success. The school's careers adviser can advise and assist students looking to pursue alternative educational pathways.

School's Support Network

Following are brief descriptions of the roles of support personnel within the school:

<i>Aboriginal Education Assistant</i>	Provide support and advice to Aboriginal students; make day to day informal contact with students; liaise with parents/carers; assist in developing special programs for identified students.
<i>Careers Adviser</i>	Provide careers advice; provide advice and support in seeking out alternative educational pathways for students.
<i>Deputy Principals</i>	Coordinate the Student & Learning Support Teams in the school; coordinate a number of specific welfare programs in the school; liaise with parents/teachers/ Year Advisers/outside personnel.
<i>Faculty Leaders</i>	Involved with student counselling and behaviour management within each Key Learning Area; liaise with parents and school personnel regarding welfare and academic needs of students.
<i>Girls Adviser</i>	Provide support and advice to female students; make day to day informal contact with students; liaise with parents/carers; assist in developing special programs for identified students.
<i>Learning & Support Teacher (LAST)</i>	Assist the school to cater for those students in regular classes experiencing difficulties in the basic areas of learning.
<i>Learning Support Team</i>	Develop individual learning plans for students experiencing learning difficulties – see Learning Support Policy.
<i>Principal</i>	Oversee and work with Deputy Principals and the Student and Learning and Support teams; liaise with parents/teachers/Year Advisers/outside personnel.
<i>School Counsellor</i>	Provide specialist counselling for referred students; conducts assessments of individual students; liaises with parents/teachers/Year Advisers/outside personnel; develops special programs for identified students; provides advice and support in critical situations.
<i>School Learning Support Officers</i>	Assist teachers in classroom activities, school routines, and the care and management of students with special needs.
<i>Student Support Team</i>	Consisting of the Principal, Deputy Principals, Year Advisers, Learning and Support Teacher, Aboriginal Education Officer, Home School Liaison Officer and Mission Australia representatives the Student Support Team regularly meets to discuss student welfare, attendance and behaviour matters and facilitate learning support for students.
<i>Teachers</i>	Have prime responsibility for classroom management and welfare; provide a secure and caring learning environment; provide challenging and appropriate learning experiences; provide direct supervision to support students with academic and welfare advice; monitor attendance of students.
<i>Year Advisers</i>	Provide support and advice to students; make day to day informal contact with students; liaise with parents/carers; assist in developing special programs for identified students.

Resources

Following is a list of resources used to compile this Policy:

- [Behaviour Code for Students \(NSW DoE\)](#)
- [Student Discipline in Government Schools – Support Materials \(NSW DoE\)](#)
- [Suspension and Expulsion of School Students – Procedures 2011 \(April 2015\) \(NSW DoE\)](#)

Other Policies

This Policy should be read in conjunction with the following Willyama High School Plans and Policies:

- [Attendance Policy](#)
- [Anti-Bullying Plan](#)
- [Electronic Devices Policy](#)
- [Uniform Policy](#)

Appendix A:

Suspension and Expulsion of School Students – Procedures (Information for Parents)

1. Introduction

This document provides summary information for parents on the Department of Education and Communities *Suspension and Expulsion of School Students - Procedures*. A full version of these procedures can be obtained from the Department's policy website at:

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

Further assistance is available from Department of Education and Community offices. A full list is available at: <https://www.det.nsw.edu.au/contactus/index.htm>

2. Context

- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.
- There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.
- In such cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.
- In implementing these procedures, the principal must ensure that no student is discriminated against on any of the following grounds:
 - race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
 - sex
 - marital status
 - disability, including HIV/AIDS
 - homosexuality
 - transgender, or
 - age.
- The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.
- Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student wellbeing and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.
- Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer or learning and support teacher. In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.
- The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are the right:
 - to be heard, and
 - of a person to a fair and impartial decision.
- 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. They can also 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. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

3. Suspension

a. General principles

- In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and wellbeing of the student, staff and other students.
- Before a suspension is imposed, with the exception of the cases outlined in dot point 4 below or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will ensure that appropriate school student welfare strategies and discipline options have been applied and documented
- In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited to, reasons such as the safety of students or staff.
- When consideration has been given to factors such as age, disability and developmental level of students (amongst others), principals must suspend immediately and consistently with these procedures, any student who:
 - **is physically violent:** Any student who is physically violent, resulting in injury, or whose violent behaviour

- seriously interferes with the safety and wellbeing of others is to be suspended immediately
- is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the *Weapons Prohibition Act*), or knife (without reasonable cause)
 - uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance
 - engages in serious criminal behaviour related to the school.
- Schools should ensure that in meetings with school personnel, in cases where communication difficulties arise due to a lack of understanding of English, parents have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said. Contact the school if you require an on-site or telephone interpreter.
 - In all cases of suspension:
 - a formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing
 - a suspension resolution meeting must be convened by the principal at the earliest opportunity. The principal, in conjunction with the parents, should utilise the school and other available resources including local Department of Education and Communities office staff in seeking a means of assisting the student to modify his or her behaviour.
 - Should parents require a support person in order to participate fully in the suspension resolution or expulsion meeting, a person acceptable to both the parents and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group (AECG) or an interagency support worker. The responsibility for organising a support person rests with the student or parents.
- b. Short suspension**
- In cases where a range of appropriate learning and support strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour, or the principal determines the behaviour of the student is of a type that warrants immediate suspension, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:
 1. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance;
- disrupting other students; use of alcohol or repeated use of tobacco.
2. **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.
- c. Long suspension**
- If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:
 - the safety of students and staff
 - the merit and circumstances of the particular case
 - factors such as the age, individual needs, any disability and developmental level of students.
 - Subject to factors outlined in the dot point above, principals will impose a long suspension for:
 - **Physical violence:** Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).
 - **Use or possession of a prohibited weapon, firearm or knife.** When the student:
 - uses or possesses a weapon which is listed in Schedule One of the *Weapons Prohibition Act*. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife (without reasonable excuse as defined by the *Summary Offences Act**);
 - uses or possesses a firearm of any type (including live ammunition, and replica firearms).
- *Note – "reasonable excuse" includes Kirpans carried by Sikhs for religious purposes.
- **Possession, supply or use of a suspected illegal substance.** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
 - **Serious criminal behaviour related to the school.** This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.
- Subject to factors outlined in the first dot point in this section (section c), principals may also impose a long suspension for:
 - **Use of an implement as a weapon.** When a student uses an implement as a weapon to assault or injure

another person (including use of an offensive implement, which is any implement made, or adapted, to cause injury to another person).

- **Persistent or serious misbehaviour.** This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.
- In the formal disciplinary interview, the student must be able to have an appropriate observer of their choosing present at the interview.
- The principal will not impose any more than two long suspensions on an individual student in any twelve month period without the approval of the Director, Public Schools NSW.
- If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to all or any government schools.

4. Deciding on, notifying and resolving a suspension

- The decision to suspend must be taken by the principal, or in the principal's absence, the person performing the principal's role (relieving principal).
- A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school.
- Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification.
- The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.
- If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.
- Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.

5. Expulsion

a. General principles

- In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.
- In all cases where expulsion is being considered the principal must:
 - notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
 - organise an interpreter or cultural assistance and/or translated documents, or other assistance for disability issues as appropriate, in order to allow parents to participate fully in the process
 - obtain and consider a report from the learning support team or school counsellor, as appropriate, that includes recommendations for further action
 - provide the parents with a copy of all documentation on which the consideration of expulsion is based
 - allow seven school days for students and parents to respond
 - consider any response from the student and parents before proceeding further
 - discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal.

b. Expulsion from a particular school for misbehaviour

- When considering expelling a student for misbehaviour, the principal must:
 - ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented
 - convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students or students with certain disabilities it may be advisable to have a parent present at the meeting
 - place the student on a long suspension pending the outcome of the decision making.
- Having reached a decision to expel a student from the school, the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision. The principal will also:
 - arrange, within 10 school days, and with support from local Department of Education and Communities office staff, an alternative educational placement appropriate to the needs of the student.

- If a suitable alternative cannot be arranged the principal must refer the issue to the Director, Public Schools NSW for resolution.
- In the resolution process the Director, Public Schools NSW may consider a range of options including:
 - directing, with approval from the Executive Director, Public Schools NSW the re-admittance of the student to the school, subject to strict disciplinary arrangements as necessary to ensure the safety and wellbeing of the student, other students and staff
 - placement in an alternative education setting
 - enrolment in TAFE
 - participation in other education or training approved by the Minister
 - enrolment in distance education, or
 - recommending to the Executive Director, Public Schools NSW that another school be directed to enrol the student (subject to any issues that may have been identified by a risk assessment, having been addressed).
- In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the Director, Public Schools NSW.
- If the student's behaviour has been so extreme that a suitable alternative placement cannot be found, the Director, Public Schools NSW, in consultation with the principal, may forward a submission to the Secretary, Department of Education and Communities, through the Executive Director, Public Schools NSW recommending to the Minister that the student who has been expelled for misbehaviour not be re-admitted to all or any government schools.
- c. **Expulsion from a particular school of a student over 17 years of age for unsatisfactory participation in learning**
 - This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.
 - Prior to giving consideration to expulsion the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student to assist them to improve their participation in learning. The student must also be provided with a reasonable period in which to demonstrate improvement.
 - When considering expulsion in these circumstances, the principal will notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action. There is no necessity to place the student on long suspension pending the decision making process in these circumstances.

- Having reached the decision to expel the student from the school the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision.
- The arrangement of an alternative placement is the responsibility of the student and the student's parents. Advice for students and parents in these circumstances is available from the appropriate Department of Education and Communities office.

6. Appeals

- Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.
- Some students or parents will require assistance in lodging an appeal. Students or parents requiring assistance should be referred in the first instance to their local Department of Education and Communities office. Local office personnel should identify appropriate support people for the student or parents if this type of assistance is requested. Appeals can be made to:
 1. Director, Public Schools, NSW about the imposition of a suspension or a decision to expel a student from a particular school.
 2. Executive Director, Public Schools NSW where a Director, Public Schools NSW has been so involved in a decision to suspend or expel a student from a particular school as to prevent him or her, on the grounds of procedural fairness, from deciding an appeal.
 3. Executive Director, Public Schools NSW about the decision of a Director, Public Schools NSW to decline an appeal relating to a suspension or an expulsion from a particular school.
- The Director, Public Schools NSW or Executive Director, Public Schools NSW will:
 - deal with the appeal within 20 school days of its lodgement
 - ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
 - review all relevant material
 - ensure that appropriate material has been made available to the student and his or her parents
 - discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
 - advise all the parties of the decision and the specific reasons for reaching the decision.
- Where an appeal or a component of an appeal is upheld, the person determining the appeal will decide what further action is to be taken. Further action will be determined by the findings of the appeal.
- The fact that an appeal has been lodged does not put on hold the principal's decision to suspend or suspend prior to expulsion from a particular school.

NOTE: In these procedures, the term "parent" or "parents" includes any person or persons having the custody or care of a child.