



Wellbeing & Discipline Policy

2016

The Ponds High School is committed to providing a quality learning environment that recognises and celebrates the diversity of students' backgrounds and interests. Wellbeing programs, policies and initiatives are designed to support student learning and growth enabling them to reach their potential.

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Introduction

DoE Policy Links

Student Discipline- including

[Suspension and Expulsion of School Students - Procedures](#)

[Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm>

Student Wellbeing

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/stuwellbeing/index.htm>

This policy promotes:

Emotional and physical well-being allowing students to learn, grow and reach their potential

Documenting Health Care Plans (eg. Anaphylaxis, Asthma, Diabetes)

Providing guidance and counselling services

Developing an Inclusive and Acceptance policy

Harmonious and positive interpersonal relationships

Emphasising core values

Conducting pro-active courses and events (eg. Harmony Day)

Running transition initiatives (eg. camp)

Co-ordinating the Peer Support program

Self-directed learning in a safe environment

Ongoing staff training of Health and safety requirements (eg. Health Care practices, Emergency Care and Child Protection)

Running courses to help students become self-directed learners

Celebration of student effort and achievement

Recognition through a Merit Award Scheme

Co-ordinating a peer tutoring program

Supporting students with special needs

Participation in school and community activities

Promoting student access to career advice and planning

Facilitating access to TAFE-LINK courses

Providing access to courses (eg. Duke of Edinburgh program)

Promoting the completion of service monitoring booklets

Conducting the transition program (eg. primary to secondary school, school to post-school settings)

Code of behaviour for students

Students are expected to follow the code of behaviour at all time as identified in the classroom posters below.



Student Recognition

The student Award System is designed to recognise student achievements in all aspects of school life, including academic, cultural, social, sporting and service activities. It encourages and rewards student motivation, self-respect and self-discipline. It is expected that all students have an opportunity to earn awards and receive formal recognition for their achievements.

A record of all awards presented will be kept so that students' positive achievements can be monitored and recognised.

Merit Awards

Merit Awards will be issued by Class Teachers, Head Teachers, Class Advisors and Event Coordinators.

The **majority of students** should achieve an award at this level and are encouraged to keep their certificates in a portfolio.

School Service

This is given to students who actively contribute to an activity in the school or school community. It recognises the many achievements that contribute to making a successful school.

For example it can be issued for school service, assisting with the Peer Support Program, involvement with the SRC, involvement in fundraising activities such as the 40 hour famine and Red Shield Appeal.

Academic

The emphasis of this award is to encourage commitment to learning.

This award is given to students who demonstrate effort in their studies, improved effort and attitude in class and excellent results in class work, assignments and examinations.

Sporting Activities

This is given to students who represent the school with honour in Grade Sport, Knockout Teams and Zone Sporting Carnivals.

Ribbons, age championship and awards for assisting with organisation of carnivals and gala days are also presented to students.

Cultural

This award recognises students who demonstrate positive values which contribute to making The Ponds High School a safe and happy environment for students and staff.

The award may be given to students for courteous, cooperative and considerate behaviour, wearing the school uniform with pride, involvement in leadership programs, and participation in the school band program and making a positive contribution to the school community.

Year Adviser's Or School Service Award

This award encourages students to **value learning and to become an active member** of The Ponds High School.

This award can also be given to students who have performed at a significant level in a school service, academic, sporting or school-community level.

For example, it can be given to a student who makes an outstanding contribution to school service, receives a distinction in a competition, whose assignment work is referred to the principal, whose artwork or work in design and technology is selected for display, who achieves a significant result at zone level in sport, or whose performance is at a regional level in the school band or drama.

Bronze Award

This award recognises **achievement to academic studies and the school community over an extended period of time**. If a student has received TWO School Service Awards and SIX Merit Awards, the student will be eligible for a Bronze Award.

The Principal will present these awards to students at a school assembly.

Silver Award

This award recognises **commitment to academic studies and a significant contribution to the school community**.

Students must hold two Bronze Awards and make an active and sustained contribution to a school project. FIFTEEN hours of school service needs to be accompanied by documentation signed by a Head Teacher. Documentation must be presented to the HT in charge of awards.

The Principal will present these awards to students at a school assembly. Parents will be invited to attend the presentation.

Students who receive Bronze and Silver Awards will be invited to attend a Principal's Morning Tea to recognise their significant achievement.

Gold Award

This award recognises **outstanding commitment to academic studies, school and community service**.

Students must hold a Silver Award and make a sustained contribution to a school and a community project.

This should indicate at least FIFTEEN hours of service to the school, FIFTEEN hours of service to the community and make a significant contribution to the school culture. Documentation signed by a Head Teacher must be presented to the HT Welfare.

The Gold Award will be presented by the Principal at Presentation Evening.

The Ponds Medallion

This **prestigious award** recognises the fine attributes attributed to **quality leadership, citizenship and academic excellence**.

Students who receive this award must hold a gold award and demonstrate an outstanding commitment to school and community service, academic rigour, sporting achievements and school culture.

They must:

- have a high level of involvement in a community project,
- produce a diligent and conscientious effort in scholastic results
- make an outstanding contribution to at least two school projects in a leadership role
- be actively involved in grade sport and/or representing the school in a major sporting event or a major cultural event demonstrating an improved level of personal performance
- display an outstanding level of school spirit.

The Medallion will be presented by the Principal at Presentation Evening.

Report Awards

Report awards are distributed to recognise students who have made a consistent effort, an excellent improvement and achieved outstanding results in their reports.

Subject Awards

Student achievement is also recognised via the presentation of subject awards at various presentation ceremonies during the year. Either individual teachers and/or faculty policy determine the particular criterion for the awarding of 'Effort' and 'Achievement' certificates for individual subjects.

Award Ceremonies

Various award ceremonies are scheduled throughout the school year in order to provide a forum for the recognition of student achievement. Student recognition presentations occur at:

- Year meetings
- School Assemblies
- Principal Morning Teas
- Annual Presentation Evening

Award	Behaviour and Academic Work	School	Community	Sporting/Cultural	Issued/organised by
KLA Certificate	Class work, cooperation, participation, progress greater than normally expected for the student				KLA staff
	eg. Excellence in representing the school	School service greater than normally expected	Community service of a noteworthy nature	Ribbons/age championships/ creative art performances	Event coordinators
School Service	No time limit applies for the award or collection of Certificates. SRC awards, or School service awards. An Executive Certificate is worth two Stage Certificates				
Bronze Award	Eight certificates including at least: Two school service certificates Six KLA certificates.				Application forms from class adviser
	The bronze award aims to encourage learning and school citizenship over a longer time period. No time limit applies to this award				
Silver Award	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 15 hours of service time to the school			Application forms from class adviser
	The emphasis is on sustained involvement and achievement TIME SPECIFICATION: Minimum of 15 hours with signed documentation re school service				
Gold Award	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		Applications forms go to the HT in charge of awards
	The emphasis is on high level involvement, commitment and organisation TIME SPECIFICATION: Minimum of 15 hours of school and 15 hours community service with signed documentation				
The Ponds Medallion	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	Contribute to either: the <i>sporting success</i> of a team or club over a playing season. A <i>major cultural event</i> demonstrating an improved level of personal performance	Applications forms go to the HT in charge of awards
	Only available to senior students. The emphasis is on personal improvement, leadership and initiative. TIME SPECIFICATION: Minimum of two senior exam periods				

Student Wellbeing

In promoting student wellbeing, TPHS provides some programs that assist in developing self-discipline, self-esteem, self-evaluation and communication skills. The table below summarises some of these programs.

Supporting these programs and other student needs is a well structure wellbeing team, including a school counsellor, Head Teacher Welfare and the TPHS wellbeing team. If staff have concerns about the wellbeing of a student, they can refer the student to the wellbeing team. If the concern is of a serious nature, or the staff member is unclear of the nature, it is to be reported to a member of the school senior executive.

Staff at TPHS are mandatory reporters.

Program	Year	Description
Home group program	7-8	Students are supported through fortnightly Home Group classes. Students are taught explicit core values and expectations regarding the whole school welfare policy
Cyber Crime, Bullying and Harassment	7-8	Presented by Police Youth Liaison Officer-targeting Year 7 and 8 students. Follow up lessons during Home Group lessons.
Crossroads	11	Senior mandatory course designed to minimise harm with drug use and foster better understanding of relevant health issues including driver safety and relationships.
Camps	7, 9, 11	All students will be offered leadership development opportunities within structured year camps.
Peer Support Program	7, 9,10	Year 7 students are aligned with mentors who support students both academically and personally as they begin their school life at The Ponds High School.
Vaccinations	7-9	A government initiative which promotes community health through vaccinations for Year 7 and 9 students.
Rock and Water	7-8	A program aimed to improve students' ability to make decisions and choices regarding behaviour and relationships.
Exit Planning	10,11,12	Meetings to determine students' future goals and aspirations and possible assistance that the school may provide.
Leadership/ Assemblies	7-10	Students are expected to demonstrate commitment to community and school-based programs to build leadership and communication skills.

Academic Participation

Active and positive student participation in learning is critical at all stages of learning. In support of this, TPHS a range of school developed programs and resources that enable teachers to:

provide a stimulating, safe 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

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 (E.S.L), Learning & Support Teacher (L.A.S.T), Integration Support, Gifted And Talented Students (G.A.T.S.) programs

If staff have concerns about the unsatisfactory participation in learning of a student, this will be recorded and communicated to the student's parent(s) / care-giver(s). Where the unsatisfactory participation in learning is thought to exist due to a learning difficulty, a referral may be made to the Learning & Support Team for consideration.

In years 9 – 12, if a student persistently fails to engage in a satisfactory level of participation in learning, the NSW Board of Studies Teaching and Educational Standards (BOSTES) process of N-Award determination (non-award) will be followed. Where a student is at the age of Post-Compulsory Education (17yrs +), the student may be considered for expulsion from school.

Student Discipline

Whether they are at school, going to or from school, on an excursion or in any other school related setting, students are expected to follow school rules and should remember that they are representatives of The Ponds High School. As such, it is expected that students follow the Code of Conduct and behave in a manner that doesn't bring the school into disrepute.

If a student is in breach of the Code of Conduct, teachers may directly deal with the incident immediately. Skills such as conflict resolution and restitution may be needed to resolve the situation. However, other strategies such as reprimand, short detention or loss of privilege may be required if initial strategies fail.

In the event that a teacher is unable to resolve the situation, or the breach is considered to be of a more serious nature, staff may refer the student to a KLA Head Teacher, or in consultation with a Head Teacher to an Executive staff member. In such cases, the student may be placed on the TPHS level system.

Level System

The TPHS level system works on a scale of 1 – 4, with level 1 being for minor incidents / breaches and level 4 is for serious incidents prior to suspension. Each level lasts for a designated period of time and may also attract additional consequences such as detention outside of normal school hours.

All incidents are recorded on Sentral and parents are notified of breaches of the Code of Conduct. All staff are notified of students who are placed on a level. Each placement is made using professional judgement and Executive staff may use discretion over the level and consequences issued to a student.

Schools are not exempt from the law and the possession of weapons (firearms, ammunition, replica weapons 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(s)/carer(s) may be asked to take them for an immediate medical check before a decision on further action is taken.

Level	Behaviour	Outcomes
1	Misbehaviour and/or actions which hurt or stop others from learning: Back chatting teacher, annoying other students, minor graffiti, out of bounds, disobeying an instruction, single period truancy, careless behaviour causing minor injury to others, teasing and taunting others, possession of cigarette or lighter, repeated unexplained lateness to school, using a mobile phone in class, talking in an assembly...or similar behaviour	You will be placed on Level 1 for one week by an Executive Teacher. The teacher will explain why you are being placed on a level and suggest ways to improve your behaviour. <ul style="list-style-type: none">Your parents/care providers will be notified via a letterYour behaviour will be monitored over the week.You may be required to perform some community service, give an apology, complete a detention and/or participate in a program to assist you. Good behaviour will allow you to be removed from the level system.

2	<p>More serious or repeated Level 1 offences – particularly across KLAS:</p> <p>Significant class disruption, smoking cigarettes, , behaviour with/without provocation causing injury to others, sustained teasing and taunting (harassment) of others, computer abuse, persistent lateness, persistent wearing of non-uniform clothing or footwear, minor theft, multiple period or day truancy, minor deliberate property damage...or similar behaviour</p>	<p>You will be placed on Level 2 for two weeks by an Executive Teacher.</p> <ul style="list-style-type: none"> You will be counselled about your behaviour Your parents/care providers will be notified and may be asked to come to the school for an interview You will be monitored over two weeks when you will need to show you understand what you have done and how it will not occur again You may be required to perform some community service, give an apology, complete a detention, and participate in a program to assist you and/or attend additional counselling. <p>Consistently good behaviour will allow you to be removed from the level system.</p>
3	<p>More serious or repeated Level 2 offences:</p> <p>Persistent disruption, disobedience or defiance, vandalism, computer network abuse, continual verbal harassment, intentional and/or dangerous harm to another student with/without provocation, persistent disrespect towards an adult, more serious theft, repeated day/fractional truancy, possession of alcohol or similar behaviour</p>	<p>You will be placed on Level 3 for two weeks by the Principal or Deputy Principals or their delegate.</p> <ul style="list-style-type: none"> You will be counselled about your behaviour Your parents/carer will be notified and may be interviewed about your future Your behaviour will be monitored over two weeks and an agreed standard of behaviour must be met. You will need to show you understand what you have done and how it will not occur again. You will be excluded from all excursions and extra-curricula activities including school representation Additional counselling may be arranged and you may be asked to participate in an assistance program. You may be required to perform some community service, complete a detention, make restitution etc <p>For particular offences the Police may be notified.</p>
4	<p>Serious or repeated Level 3 offences causing whole school disruption or impeding the learning of others:</p> <p>Sustained disruption, harassment, insolence and disobedience towards teachers, adults or other students, serious incidents causing concern in the school/community, malicious damage or deliberate serious injury. Use of alcohol and continued use of tobacco</p>	<p>You will be placed on Level 4 for three weeks by the Principal or Deputy Principal or senior executive teacher</p> <ul style="list-style-type: none"> You will be counselled about your behaviour and you may be suspended from school by the Principal Your parents/care providers will be notified and interviewed about your future Your behaviour will be monitored over three weeks <p>Remainder of conditions are similar to Level 3.</p>

Suspension

Students who are suspended will be done so in accordance with the Department of Education's 'Suspension and Expulsion of School Students Procedures'.

Students who are returned from suspension will be given an appropriate punishment and will be placed on an appropriate discipline level.