



FAIRFIELD HIGH SCHOOL

Creativity Excellence Success

Positive Behaviour and Discipline Policy

Behavioural Expectations

Discipline Procedures

Positive Recognition

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Statement of Purpose

Fairfield High School has developed a clearly structured Positive Behaviour Policy that meets the NSW Department of Education (NSW DoE) requirement that schools must have a discipline policy containing four components:

- school rules
- strategies and practices to promote positive student behaviour
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour

The guiding principles of Fairfield High School's Positive Behaviour Policy are derived from:

- NSW DoE Behaviour Code for Students
- NSW DoE Student Discipline in Government Schools Policy
- NSW DoE Bullying: Preventing and Responding to Student Bullying in Schools Policy
- NSW DoE Suspension and Expulsion of School Students—Procedures 2011
- NSW DoE Positive Behaviour for Learning – 3 tier approach to student welfare and behaviour
- NSW DoE Wellbeing Framework – Connect, Thrive and Succeed
- NSW DoE School Excellence Framework
- Choice Theory – all students have the ability to “choose” their behaviours
- Restitution – all students have the opportunity to “fix” the situation
- Restorative Practices – all students are encouraged to reflect on their choices and the impact they have on others

Fairfield High School has a collaboratively developed CARE Code that clearly and simply states the 4 key areas of positive behaviour:

- Community – a harmonious and inclusive school within a diverse community
- Achievement – academically, creatively and socially striving for personal excellence
- Respect – building polite and cooperative relationships
- Environment – valuing the school's buildings, grounds and local area

The structure of Fairfield High School's Positive Behaviour Policy is in Levels, where students move through the Levels based on their behaviour choices. Positive behaviours are recognised via the cumulative provision of awards. These are to be collected and count towards higher Awards, with the elite Diamond Awards being issued at the annual Presentation Day Awards ceremony. The Levels of Awards are:

- Bronze
- Silver (issued for 5 Bronze Awards)
- Gold (issued for 4 Silver Awards)
- Platinum (issued for 3 Gold Awards)
- Diamond (issued for 2 Platinum Awards)

Within each negative Level students are required to take responsibility for their actions by fulfilling any consequences issued and attempting to genuinely “fix” the situation. Students are required to reflect on their negative behaviour choices, considering the impact on others and planning for improved future behaviour choices. Negative behaviours are monitored via the progressively more serious Levels of:

- Green (classroom level - all teachers)
- Yellow (executive level – head teachers)
- Red (deputy level – warning of suspension)
- Blue (deputy level – return from suspension)

Positive Behaviour for Learning strategies will support the implementation of all aspects of this policy, particularly via the provision of explicit behaviour lessons, behaviour expectations matrixes and professional learning for staff.

Underpinning the Positive Behaviour and Discipline Policy is the philosophy that consequences need to be logical, meaningful and reasonable. Resolutions should include the staff member or students who have been affected by the misbehaviour, wherever possible.

Current educational research indicates strongly that the key to working successfully with young people is to create meaningful relationships with them



FHS CARE CODE Behaviour Expectations

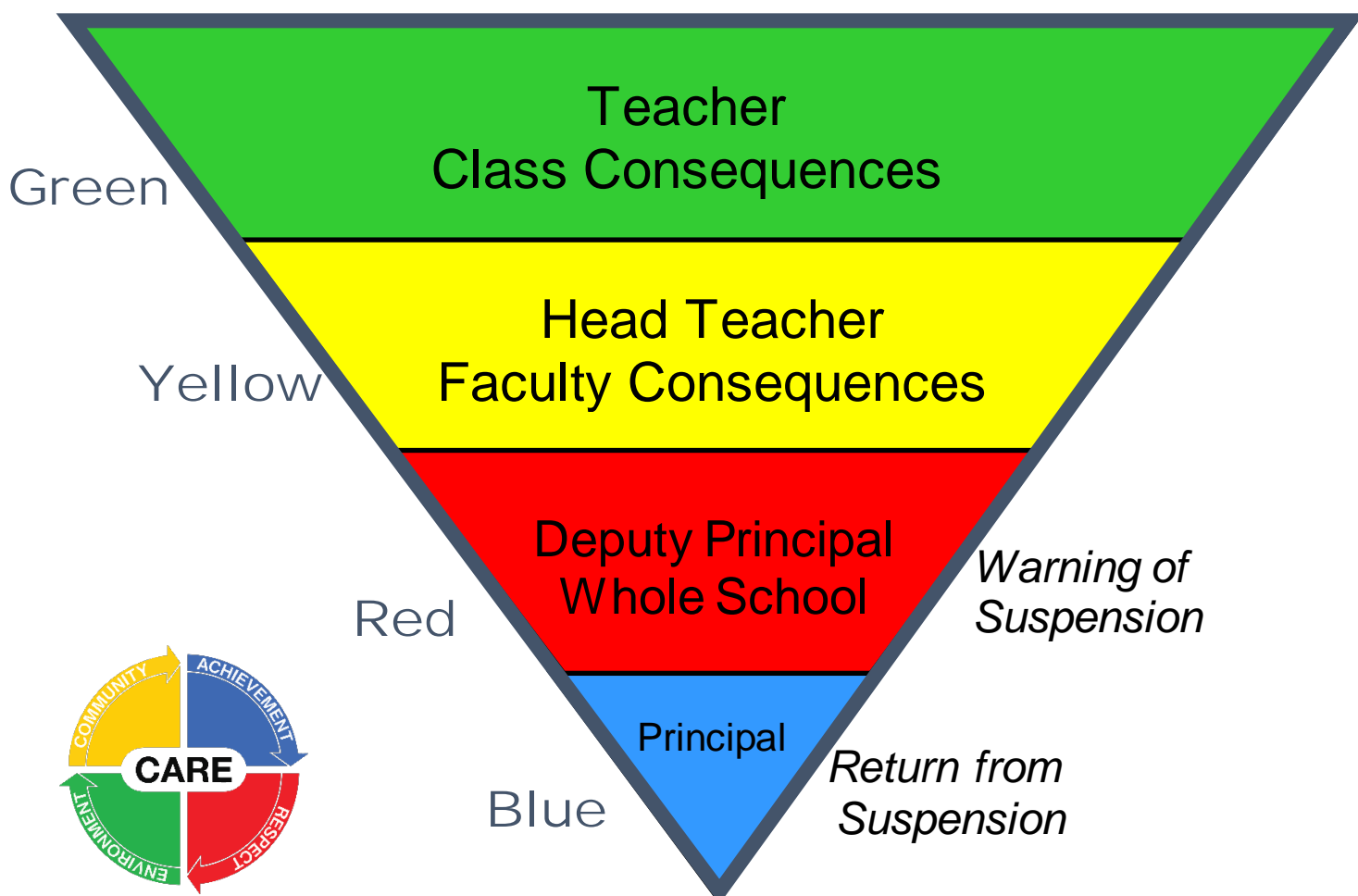
<p>Be polite to staff, students & the community</p> <p>Care for the wellbeing of others</p> <p>Wear full school uniform</p> <p>Represent the school positively when in the community</p>	<p>Complete all assessments and homework</p> <p>Work cooperatively with others</p> <p>Attempt all set class tasks</p> <p>Attend school regularly</p>
<p>Leave banned items at home</p> <p>Keep the school environment clean</p> <p>Report any damage/problems immediately</p> <p>Care for school and student property</p>	<p>Follow classroom rules</p> <p>Follow the instructions of staff</p> <p>Treat students, staff and community with care</p> <p>Resolve conflict calmly, seeking help if needed</p>

***“You have brains in your head
You have feet in your shoes
You can steer yourself in any direction you choose”***

Positive Behaviour & Discipline Levels



Bronze Awards



Examples of behaviours that MAY lead to being placed on a Discipline Level

			Warning of Suspension	Suspension: Short / Long
	Green Level	Yellow Level	Red Level	Blue Level
	Classroom	Head Teacher	Deputy Principal	Principal
COMMUNITY	Inappropriate use of: <ul style="list-style-type: none"> • Phone • Computer • Social Media Rudeness to others Out of uniform more than 3 times, no note Unsafe behaviour	Failure to fix behaviours at Green Level <i>including (& not limited to)</i> Getting low marks on the Green Monitoring Card Not completing Teacher consequences, as required Failing to demonstrate improved behaviour/uniform	Failure to fix behaviours at Yellow Level <i>including (& not limited to)</i> Getting low marks on the Green Monitoring Card Not completing HT consequences, as required Failing to demonstrate improved behaviour/uniform	Failure to fix behaviours at Red Level SHORT SUSPENSION (up to 4 days) Continued Disobedience <i>including (& not limited to):</i> <ul style="list-style-type: none"> • refusal to obey staff instructions • defiance • disrupting other students • use of alcohol or repeated use of tobacco Aggressive Behaviour <i>including (& not limited to):</i> <ul style="list-style-type: none"> • 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, Facebook, Twitter, SMS text messages or by other electronic means
ACHIEVEMENT	Failing to complete: <ul style="list-style-type: none"> • Classwork • Homework • Assessment tasks Cheating / plagiarism Truantiing class / day Missing equipment Disrupting the learning of others	Failure to fix behaviours at Green Level Repeated instances of cheating in Years 7 - 10 Continued partial truancy, despite prior teacher consequences and follow up Misbehaviour in tests/ exams/ assessments	Failure to fix behaviours at Yellow Level Cheating in assessment tasks, tests and exams in Years 11 – 12 Continued whole day truancy, despite prior non-KLA HT follow up and consequences	LONG SUSPENSION (up to 20 days) Physical Violence Use or Possession of a Weapon (including use implement as a weapon) Possession, Supply & Use of Suspected Illegal Substance Serious Criminal Behaviour Related to the School Persistent or Serious Misbehaviour
RESPECT	Failing to follow: <ul style="list-style-type: none"> • class rules • teacher instructions • school rules Verbally inappropriate: <ul style="list-style-type: none"> • swearing • name calling • arguing • calling out • yelling Bullying/Harassment	Failure to fix behaviours at Green Level Swearing loudly and/or repeatedly in class Repeatedly arguing with and/or openly defying the teacher in front of the class Not following Head Teacher instructions Ongoing bullying/ harassment	Failure to fix behaviours at Yellow Level Swearing at students in an aggressive and abusive manner Arguing with and/or defying a Head Teacher and failing to “fix” this with the HT Ongoing bullying/ harassment despite prior interventions	LONG SUSPENSION (up to 20 days) Physical Violence Use or Possession of a Weapon (including use implement as a weapon) Possession, Supply & Use of Suspected Illegal Substance Serious Criminal Behaviour Related to the School Persistent or Serious Misbehaviour
ENVIRONMENT	Minor Vandalism Unsafe movement Minor damage to property Not reporting damage Littering grounds Having banned items	Failure to fix behaviours at Green Level Dangerous behaviour in class, corridors and/or playground that does not result in damage/injury Vandalism that will take a while to “fix” Failing to hand in banned items and/or being dangerous	Failure to fix behaviours at Yellow Level Vandalism that requires someone else to “fix” it Dangerous behaviour in class, corridors and/or playground resulting in minor disruption and/or injury	Failure to fix behaviours at Red Level Vandalism that requires someone else to “fix” it Dangerous behaviour in class, corridors and/or playground resulting in minor disruption and/or injury

Suggested Consequences that MAY be used within each Discipline Level

			Warning of Suspension	Suspension: Short / Long
	Green Level	Yellow Level	Red Level	Blue Level
	Classroom	Head Teacher	Deputy Principal	Principal
MANDATORY	<p>Display and refer to:</p> <ul style="list-style-type: none"> • PBL Matrix • CARE Code • Levels Diagram • Class Rules • Green Monitoring card • Letter home • Sentral entry • Student Green Level Reflection Sheet <p>Consequences will be issued in line with faculty policies, PBL strategies and Positive Behaviour &</p>	<p>Display and refer to:</p> <ul style="list-style-type: none"> • PBL Matrix • CARE Code • Levels Diagram • Yellow Monitoring card • Letter home • Sentral entry • Student Yellow Level Reflection Sheet <p>Consequences will be issued in line with faculty policies, PBL strategies and Positive Behaviour & Discipline Policy</p>	<p>Display and refer to:</p> <ul style="list-style-type: none"> • PBL Matrix • CARE Code • Levels Diagram • Red Monitoring card • Letter home • Sentral entry • Student Red Level Reflection Sheet • No out of school excursions for 2 weeks until off Red Level <p>Consequences will be issued in line with faculty policies, PBL and Positive Behaviour & Discipline Policy</p>	<p>Display and refer to:</p> <ul style="list-style-type: none"> • PBL Matrix • CARE Code • Levels Diagram • Blue Monitoring card • Letter home • Sentral entry • Student Contract • Suspension Behaviour Booklet • Suspension KLA Work Booklet • No out of school excursions for up to 2 weeks, until off Blue Level
	<p>Behaviour Reflection Sheets</p> <p>Verbal reminders and warnings</p> <p>Use of Whiteboard to track behaviour</p> <p>Phone parent</p> <p>Temporary/Permanent seat change</p> <p>Confiscate item</p> <p>Lunch Detention</p> <p>Send for Head Teacher/Buddy</p> <p>Send student to Head Teacher (with slip)</p> <p>Phone parent</p> <p>Resubmit / complete work</p> <p>Refer to other support</p> <p>Sentral - Use REFER TO HT in the Wellbeing module to request HT follow up and support</p>	<p>Behaviour Reflection Sheets</p> <p>Verbal reminders and warnings</p> <p>Interview with teacher and student</p> <p>Phone/interview parent</p> <p>Written apology</p> <p>HT address the class</p> <p>HT withdrawal from faculty classes</p> <p>Attend a "buddy" class</p> <p>School Service eg. Rubbish collection, clean desks, help a KLA with chores at Lunchtime</p> <p>Resubmit / complete work</p> <p>No KLA excursions</p> <p>Refer to other support:</p> <p>Sentral - Use REFER TO DP in the Wellbeing module to request DP follow up and support</p>	<p>Behaviour Reflection Sheets</p> <p>Verbal reminders and warnings</p> <p>Interview with teacher and student</p> <p>Phone parent</p> <p>Parent interview</p> <p>Written apology</p> <p>Deputy isolation – class/ lunch/ all day (allocated to shadow a nominated HT)</p> <p>No external sport</p> <p>School Service eg. Rubbish collection, clean desks, help a KLA with chores at Lunchtime</p> <p>Confiscate inappropriate uniform items/issue second hand uniform</p> <p>Refer to other support</p> <p>Use suspension package paperwork to refer to Principal</p>	<p>Counsellor</p> <p>Risk Assessment</p> <p>Mediation</p> <p>Restitution</p> <p>Restorative Interview Student, Victim, Teacher, DP, P, HT, Parents, Yr Ad, SSO, Counsellor</p>

Positive Level Award System



All Staff issue Bronze Awards to students for:

- Following CARE Code - Behaviour Expectations
- Excelling academically
- Student effort and/or commitment to their work
- School representation
- Student leadership
- School Service
- Community Service

Silver Award	Gold Level	Platinum Level	Diamond Level
Year Advisor	Head Teacher	Deputy Principal	Principal
Students apply to their Year Advisor for Silver Level Award by presenting their 10 Bronze Awards Year Advisor signs the back of each Bronze Award – to prevent re-use Certificate Sentral Entry Letter home Present at year assembly	Students apply to their Roll Call Head Teacher for Gold Level Award by presenting their 4 Silver Awards Head Teacher signs the back of each Silver Award – to prevent re-use Certificate Sentral Entry Letter home Present at year assembly	Students apply to their Deputy Principal for Platinum Level Award by presenting their 3 Gold Awards Deputy Principal signs the back of each Gold Award – to prevent re-use Certificate and medallion Sentral Entry Letter home Present at school assembly	Students apply to the Principal for Diamond Level Award by presenting their 2 Platinum Awards Certificate and trophy Sentral Entry Letter home Given at Presentation Day

Each set of Awards being counted towards a Positive Level must be counted from the beginning of the Calendar Year
OR from the last time a student completed an Yellow, Red or Blue Discipline Level
Poor uniform and attendance, as well as unresolved N Awards, *may* prevent student from receiving Positive Level

Roles and Responsibilities within the Welfare and Discipline System

<p>Principal:</p> <ul style="list-style-type: none"> • Provide leadership and direction • Disseminate DoE policy information to all staff • Ensure all procedures are in line with DoE policies and procedures • Oversee all suspensions and complex welfare and discipline issues • Liaise with staff, students, caregivers and relevant DoE personnel • Issue & resolve suspensions • Hold a Positive Awards Morning Tea once a term. Year Advisors nominate 4 students each • Present Diamond Award 	<p>Deputy Principals:</p> <ul style="list-style-type: none"> • Provide leadership and direction • Facilitate training and professional learning for staff in all aspects of the Positive Behaviour and Discipline Policy • Overall responsibility for the implementation of school policy/procedures – including PBL • Liaise closely with Head Teachers, HT Welfare and the Welfare, LaST & Wellbeing Teams • Present possible suspensions to the Principal • Conduct resolutions with the Principal • Issue, supervise and monitor Red and Platinum Levels
<p>Head Teachers</p> <ul style="list-style-type: none"> • Provide leadership and direction • Facilitate training and development opportunities for faculty in PBL • Ensure staff are implementing school policy and procedures • Speak to roll call classes and year groups, as well as KLA classes about Positive Behaviour and Discipline Policy and PBL • Support staff • Work with students to improve behaviour • Celebrate success of students • Issue, supervise & monitor Yellow/Gold Levels 	<p>Teachers:</p> <ul style="list-style-type: none"> • Establish classrooms that have positive, productive learning environments • Liaise with head teacher re student issues • Document on Sentral • Use the language & structure of PBL as a role model for staff & students • Make contact with caregivers, where appropriate and necessary • Ensure positive student achievement is acknowledged and rewarded • Issue, supervise & monitor Level Green and Bronze Awards
<p>Head Teacher Welfare:</p> <ul style="list-style-type: none"> • Clear, consistent, timely information dissemination to staff about students • Oversee complex welfare and discipline issues • Liaise with staff, students, caregivers, community groups and DoE personnel • Lead the Welfare Team • Coordinate Year Meeting processes 	<p>Head Teacher Student Engagement:</p> <ul style="list-style-type: none"> • Lead the implementation and maintenance of Positive Behaviour for Learning (PBL) • Coordinate a whole school PBL Team • Oversee PBL data collection and analysis • Oversee PBL lessons • Presentation Day Coordination
<p>Year Advisors:</p> <ul style="list-style-type: none"> • Be a positive role model for students • Be a mentor to those in need • Disseminate information about students • Liaise with staff, executive and the Welfare, LaST, and Wellbeing Teams re students • Use the language & structure of PBL as a role model for staff & students • Assist caregivers, staff and students with welfare issues as they arise • Help students resolve issues and “fix” problems • Issue, supervise and monitor Silver Level Awards 	<p>Students:</p> <ul style="list-style-type: none"> • Follow the CARE Code of Behaviour Expectations. • Use the SRC raise issues of concern • Participate in PBL and welfare activities • Save up Bronze Awards and apply for higher categories by approaching Year Advisor • Complete Incident Reports, when required • Complete Student Reflection Sheets, if issued • Complete Monitoring booklets, when on a Discipline Level • Fulfill consequences issued • Make a serious attempt to “fix” problems
<p>Parents:</p> <ul style="list-style-type: none"> • Provide student with full uniform, sports uniform and correct equipment • Provide relevant documentation to the school, where necessary • Encourage child to follow the CARE Code of Behaviour Expectations • Contact school, where necessary, if any issues needs resolving • Assist child to save Bronze Awards & encourage handing them in for next Level Award • Attend meetings with staff, where required 	

