



Pittwater House

## 6.5 Discipline Policy – Senior School

Pittwater House School is a community in which HEROIC Core Values are promoted as the foundation of the School. Each interlinked value provides guidance to students, staff and parents on how to respond to challenges and opportunities that present in our daily lives. In collaboration with our parent community, Pittwater House holds a distinctive role in the socialisation of all its students. Pittwater House hopes that each student comes to realise that they belong to a wider community, and more than that, that they are a unique member of our community.

Pittwater House has high expectations of all its students as outlined in the *Years 5-12 Student Code of Conduct*. When those expectations are not met, Pittwater House will respond appropriately, justly and in-line with the procedures set out in this *Schema*. Responding in this way is to ensure students are made aware of their actions, the impact of their actions and are given appropriate guidance and time to rectify their behaviour. Pittwater House understands that this Schema may at times require manipulation to suit the specific needs of a particular student.

Positive Behaviour at Pittwater House is brought about by a structure of rules, rewards, sanctions, support systems and relationships. This is achieved through a number of means: self-discipline, consistency of action, standards of behaviour and student responsibility.

### Consistency

Students respond best when standards are high, shared and consistently applied. Teachers and administrators should systematically set boundaries for student behaviour, establish clear expectations, and communicate these boundaries and expectations to students and parents. These expectations and boundaries are enforced with School-wide consistency.

Teachers should routinely evaluate their teaching performance and adopt consistent positive management of student behaviour. The importance of positive management strategies which reinforce desired behaviour is strongly emphasized in the classroom.

### Standards of Behaviour

School rules need to be clear, reasonable, enforceable, supportable and kept to a minimum. Clear guidelines for dealing with behavioural problems need to be articulated, discussed and published with all members of the School community. Guidelines that outline acceptable behaviour are clearly articulated within the *Years 5-12 Student Code of Conduct*.

### Student Responsibility

Two prime responsibilities should guide each student throughout their school life:

- a) To avail themselves of all opportunities, academic and otherwise, to maximise their learning potential
- b) To play a constructive role in helping create a positive and happy educational climate where they and others can achieve their potential.

The key word for any student is **respect**: for others; for property; for self; for school; for family.

## Self-Discipline

In all their endeavours, students are expected to strive for personal self-discipline. As a School we seek the promotion of self-esteem and self-respect, and the acquisition of full personal growth in each student. Students are expected to act respectfully in all situations, moderate their behaviour and uphold the behaviours outlined in the Student Handbook.

## Behaviour Management Strategies and Procedural Levels

When standards are not met, Pittwater House will respond justly using the following behaviour management procedure (set out in the *Behaviour Management Procedure Chart*). The Senior School *Behaviour Management Procedure* consists of four levels. The main aims of the procedure are to:

- Enable teachers to be the first managers of classroom behaviour and to build their relationship;
- Communicate early with parents when academic and behavioural problems arise;
- Communicate effectively with Faculty Co-ordinators and Year/Stage Co-ordinators when academic and behavioural problems arise;
- Provide students with an opportunity to reflect upon and improve their choices and behaviour;
- Provide a clear and systematic means of dealing with behaviour and academic problems;
- Where possible, distinguish between academic and behavioural concerns;
- Encourage
  - ownership of the problem;
  - communication;
  - consequences for actions; and
  - reflection.

A student's behaviour, whether it be a one-off instance or repeatedly presenting itself, can be grouped into one of the following four levels:

- Level One:** Behavioural concerns dealt with by the Class Teacher. The student's parents, Faculty Co-ordinator, Form Teacher and Year/Stage Co-ordinator may be notified by the Classroom Teacher.
- Level Two:** Behavioural concerns that are referred directly to the Faculty Co-ordinator and Year Co-ordinator. The Faculty Co-ordinator and Year/Stage Co-ordinator holds the responsibility of communicating with the student's parents and Form Teacher.
- Level Three:** Behavioural concerns that are referred directly to the Year/Stage Co-ordinator for consultation with the Head of School. Either the Year/Stage Co-ordinator or Head of School will communicate with the Form Teacher, Faculty Co-ordinator and parents.
- Level Four:** Behavioural concerns that are referred to the Head of School. The Head of School or Principal will communicate with the Form Teacher and parents.

Behaviour will be managed as soon as practically possible by the appropriate member of staff as outlined in the Behaviour Management Procedure Chart. However, alternate responses may be initiated at the discretion of the Principal, Head of School, Year/Stage or Faculty Co-ordinator.

**NOTE:** Levels 2, 3 and 4 behaviours will be documented and recorded by the appropriate staff member in the confidential 'Notes' section on TASS.

## Possible Sanctions

**Classroom Teacher** (in consultation with the student's Faculty Co-ordinator and Year/Stage Co-ordinator):

- Email or Letters of warning, concerning academic progress or behaviour
- Lunchtime detention
- Reflection tasks
- Seating Plan
- Time-out
- Community service task

**Year/Stage Co-ordinator**

- Reflection tasks
- Lunchtime detention
- After School detention
- Community service task

**Head of School**

- Reflection tasks
- After School detention
- Internal Suspension (temporary removal of a student from classes for a set period)
- External suspension (temporary removal of a student from school for a set period)
- Holiday detention
- Community service task

**Principal**

- Expulsion (permanent removal of a student from one school)
- Exclusion (is not a form of discipline used at Pittwater House)

All detentions issued need to be made aware to the parents, Form Teacher, Year/Stage Co-ordinator and Faculty Co-ordinator. After School Detentions are run through the Year/Stage Co-ordinator or Head of School and done with full parent knowledge. The tasks to be completed throughout the detentions or suspensions can be designed to achieve a particular outcome (for example academic work, reflection activities, apologies) Attendance at any form of the above takes priority over all other activities, school-based or otherwise. A record of the discipline process will be documented and recorded in the confidential 'Notes' section of TASS.

## Corporal Punishment

No corporal punishment is permitted at Pittwater House School. The *Education Reform Amendment (School Discipline) Act 1995* does not permit corporal punishment of students attending the school. As such, the School does not sanction the administering of corporal punishment by non-school persons, including parents, in order to enforce the discipline policies of the School.

## Procedural Fairness

For serious matters, interviews with the involved student/s will be conducted by the Head of School, Year/Stage Co-ordinator or a member of the Executive Team in the presence of one other adult, usually each other. The student will be advised of the necessity to conduct a formal interview, the investigative process, the reason for the interview, and that it is a requirement of the interview that it is documented. Where statements from involved parties are taken, they will be written in isolation, with due discretion and confidentiality ensured. Students are given the opportunity to read their statement over or, if they wish, to have the documented notes of an interview made available to them or to their parents. The School will work closely with the student and parents to ensure procedural fairness and impartiality.

If safety is of concern and there is a need for a bag, locker or pocket search, each student is entitled to the right to privacy and dignity. Should they wish a search to be conducted privately, that will be arranged. If a student refuses to have their bag or locker inspected, the relevant item will be impounded by the Year/Stage Co-ordinator or Head of School. After consultation with the Principal, the College may seek the involvement of either parents or police authorities to proceed.

Students may be directed to not attend school while the investigation process takes place (eg. where there are safety concerns). All students are given every opportunity to have a witness present to support them in any interview procedure. The student will be given the opportunity to respond and provide their version of events. The investigation process will be conducted in a timely manner appropriate to the circumstances.

## Appeals

Parents and students may respond to any decision, sanction or consequence by discussing the matter fully with the Head of School or the Principal, as appropriate. Within seven days of any decision, sanction or consequence, parents and student may appeal an outcome of an investigation. The appeal should be directed to the Head of School or Principal as appropriate.

## HEROIC Awards System

Pittwater House values and endeavours to reward positive behaviours within our Senior School student body. The HEROIC Awards system is designed to recognise those students that consistently go beyond the expectations as outlined in the Year 5-12 Student Code of Conduct. The system is closely aligned with our core values, involves all aspects of school life and involves numerous levels of awards for each stage that the student progresses through.

6 HEROIC Awards – Year/Stage Co-ordinator Award

12 HEROIC Awards – Head of School Award

18 HEROIC Awards – Principal's Award

Moving through this cycle 3 times in a Stage – HEROIC Badge

Version	Revision Details	Revised by:	Authorised by:	Date:
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3	Replaces old policy	D. Heath/K.Thomas	JSW	30 Aug 2023