

NEWTOWN HIGH SCHOOL OF THE PERFORMING ARTS



Student Behaviour Management Policy

Excellence, Creativity and Equity

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Excellence, Creativity and Equity

Newtown High School of the Performing Arts (NHSPA) aims to develop skilled and creative learners who value the performing and creative arts as well as academic excellence. The school creates an environment where all students are encouraged to set high expectations and are supported to achieve their full potential.

As members of the school community we are committed to our core values of Excellence, Creativity and Equity. We have an expectation that all members of our community will consistently act in a manner that promotes these values both as individuals and as representatives of the School.

PUTTING OUR VALUES INTO ACTION

Achieve Excellence

Excellence is about student success and is attained through setting and maintaining high expectations and standards of achievement in all aspects of school life.

Excellence is an ideal we achieve by continually striving for the highest levels of personal achievement in all aspects of our schooling and individual pursuits.

Students can strive for individual excellence throughout their schooling by:

- setting and maintaining high standards and expectations for their learning
- persisting through challenges and difficulties in learning
- recognising and celebrating the attainment of personal best performances

Inspire Creativity

Creativity reflects the ability to use the imagination to develop new and original ideas, especially in an artistic context through a process of moving from an initial concept to a final creation.

At the heart of our unique school ethos and community is our ability to inspire creativity, within our academic, performing and creative arts endeavours.

We aim to achieve this by providing opportunities for all students to participate in a wide variety of pursuits. Through this we foster a culture where students value and encourage the unique abilities and contributions of their peers.

Promote Equity

Equity recognises the benefits that individual differences bring to a learning environment and the responsibility of the school to ensure that individual needs of students are met.

We promote and actively encourage Equity by following the guiding principles of respect, fairness and integrity.

We expect all students to have regard for themselves and others, to recognise the cultural diversity within the school community and accept the right of others to hold different or opposing views.

All students have a right to expect, and provide, fair treatment to all members of the school community.

Personal integrity is the foundation for building and maintaining healthy relationships. This involves being, at all times, truthful to ourselves and others and being sincere in our intentions and actions.

Introduction to our Student Behaviour Management Policy

Our Student Behaviour Management Policy is designed to ensure that our core expectations are implemented fairly and consistently within the spirit of our core values.

Our Core Expectations

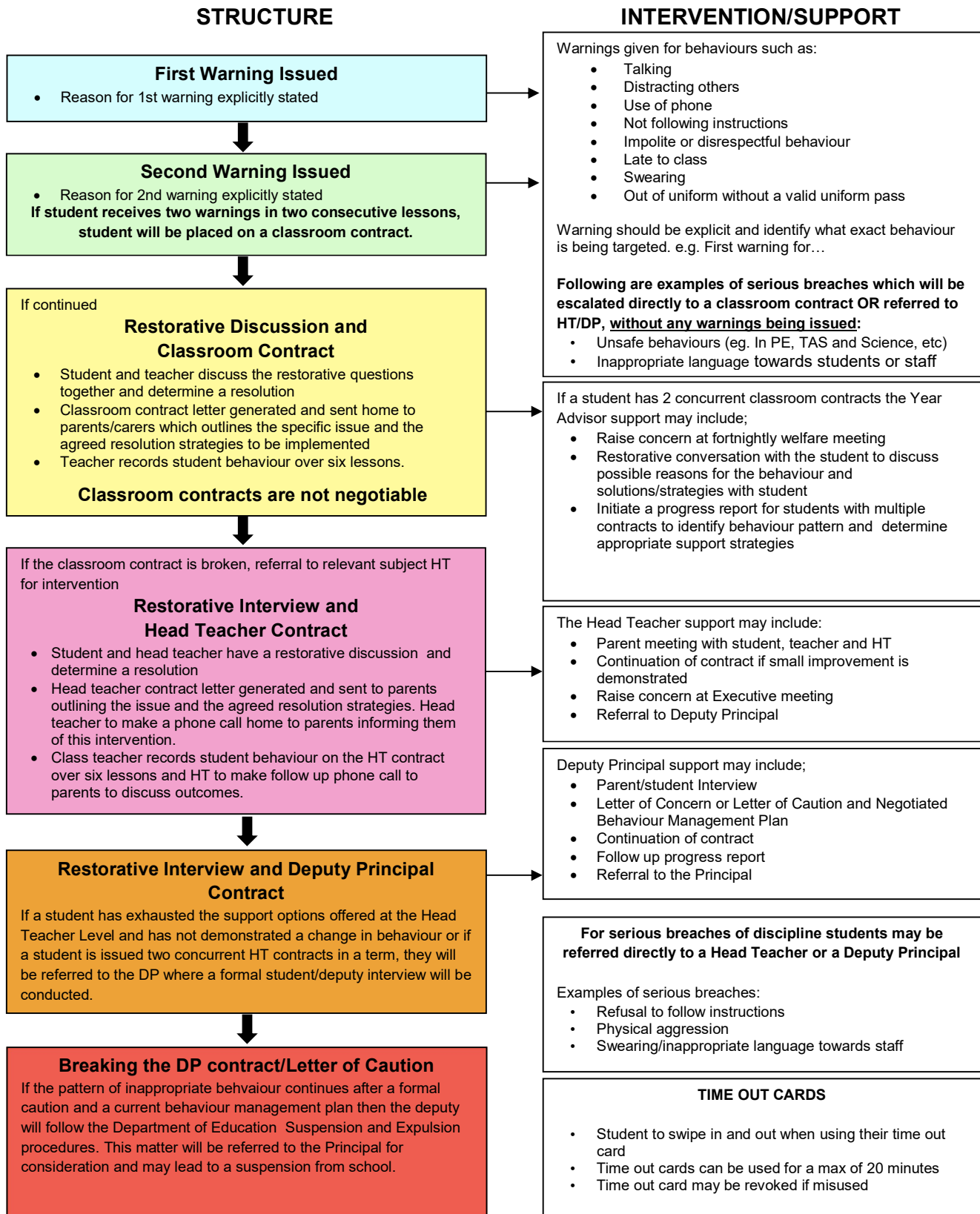
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| 1. Respect for Ourselves | 2. Respect for Others |
| 3. Respect for Property | 4. Respect for the School |

The aim of the policy is to constructively and positively address individual student behaviour in ways that emphasises both **support** and **repair** through a restorative approach. Restorative practice places individual responsibility for inappropriate behaviour in the immediate context of relationships within the school community. Whether those relationships be with peers, staff or the wider school community, it is important to restore relationships in ways that demonstrate mutual respect with the aim of making a long term difference. Support is offered through the various structures within the school (which include faculties, the wellbeing team, the learning support team, school counsellor and the executive) to assist students take responsibility for their own behaviour.

The restorative practice model seeks to develop strong relationships based on mutual respect and to restore a sense of belonging to the school community. Disciplinary consequences therefore centre on **'working WITH'** students making them accountable in an active way, rather than simply **'doing TO'** students by handing out punishment. The impact of inappropriate behaviour on others is the basis for decisions on disciplinary consequences which are constructed to create opportunities for learning. Restorative processes solicit feelings from teachers, parents, school staff and other students so that a student can understand the impact of their behaviour. Students must also help to repair the relationship and to take responsibility for the true consequences of their actions.

A RESTORATIVE APPROACH TO STUDENT BEHAVIOUR MANAGEMENT

A restorative approach is used to rebuild and strengthen relationships. At Newtown High School of the Performing Arts the following approach is used to promote positive behaviour, wellbeing and connectedness across the entire school community.



- When an incident occurs in the playground, outdoor assemblies or meetings the relevant staff member to issue a Letter of Concern. In case of serious breach students are referred to the Head Teacher on Duty or, if unavailable, to a Deputy Principal.
- All staff including casual teachers will follow the student behaviour management process.

A RESTORATIVE APPROACH TO STUDENT TRUANCY

A restorative approach is used to rebuild and strengthen relationships. At Newtown High School of the Performing Arts the following approach is used to promote positive behaviour, wellbeing and connectedness across the entire school community.

Structure

Additional Wellbeing Support

Classroom Teacher

Restorative Discussion and Classroom Contract

For partial truancy a classroom teacher:

- Sends a partial absence letter to parents
- Has a Restorative Discussion with student
- Notifies the Head Teacher of any truancy
- Issues a Classroom contract for second truancy
- Monitors student attendance over six lessons

N.B.

- Should the classroom contract be breached refer to Head Teacher and continue to monitor whilst on a Head Teacher contract.

Year Advisor

- Receives truancy list off Sentral and has targeted restorative discussions with students of concern
- Year advisor may call parent/carer for further discussion if truancy is in several subjects

Support could include:

- Initiate a progress report for students with numerous truanies to confirm pattern and impact on student learning outcomes
- Informs Deputy Principal, during regular meetings, to discuss support strategies to improve attendance.

If pattern of truancy continues additional intervention strategies will be discussed with Deputy Principal

Head Teacher

Restorative Discussion and HT Contract

For breach of classroom contract a Head Teacher:

- Places student on a HT contract, has a restorative conversation with student and makes a phone call to the parent/carer to discuss concerns and details of the HT contract
- Checks pattern of attendance with classroom teacher
- Makes a follow up phone call to parents to discuss the outcome/progress of student attendance and application whilst on the HT contract
- Notifies of a concern at executive meeting if student has been placed on a HT contract for repeated truanies.

N.B.

Should the Head Teacher contract be breached the Head Teacher informs the Deputy Principal

For Years 10, 11 & 12 students – N Determination Course Warning letter can be issued for not meeting some or all of the course outcomes/ or not shown diligence and sustained effort in the course and course warning process then followed

Deputy Principal

Restorative Discussion and DP Contract

For breach of HT contract, or more than one Head Teacher contract in one term, a Deputy Principal may:

- Interview the student to discuss their persistent truancy
- Conduct a formal interview with parent/carer
- Develop an attendance plan
- Place student on a Deputy Principal contract
- Issue a Letter of Caution and Negotiated Behaviour Management Plan undertaken for 10 school weeks
- Enable a follow up progress report and parent/carer meeting

N.B.

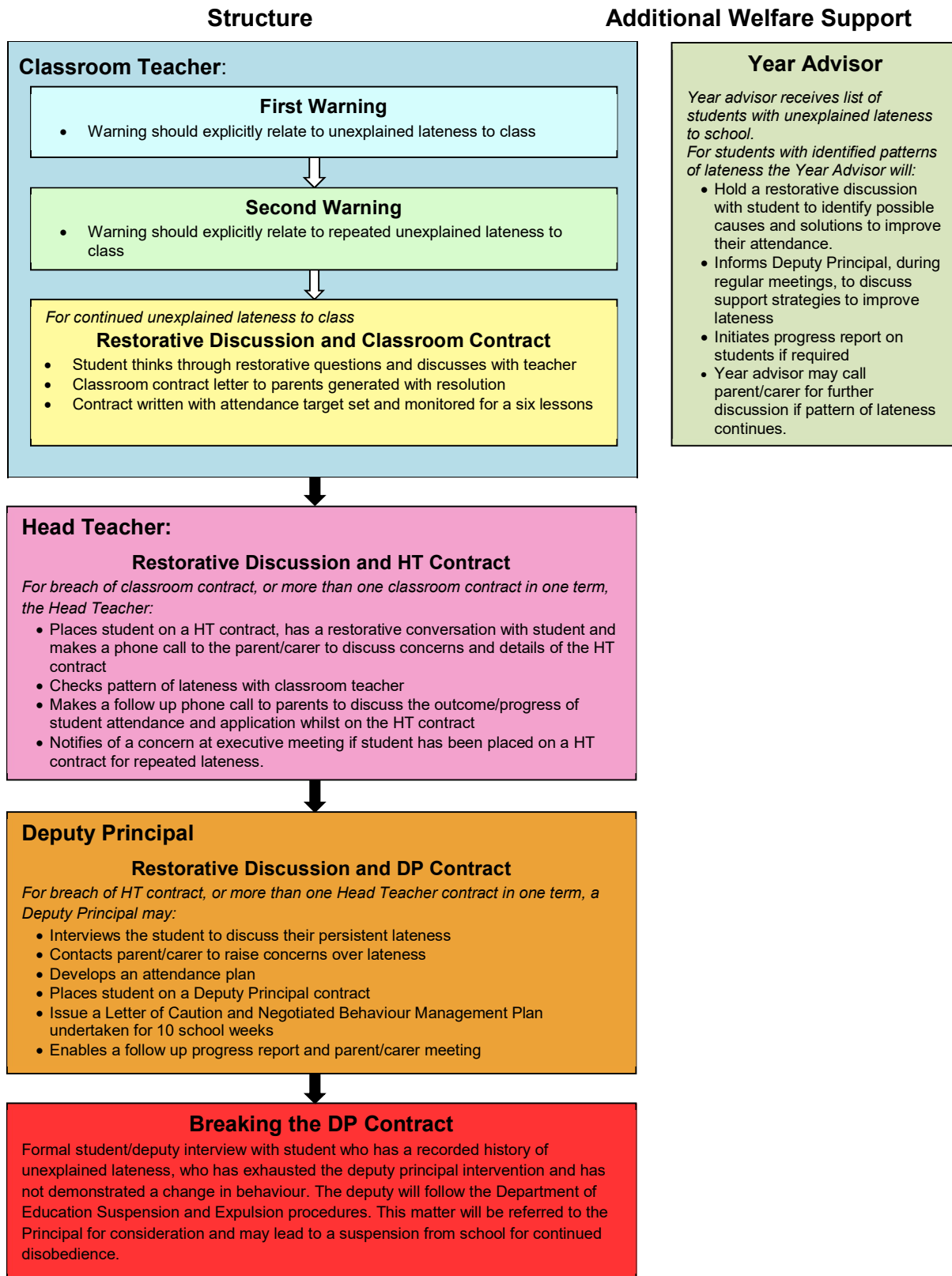
- If a student is found away from school grounds without permission, they will be sent to the Deputy Principal responsible for that year group.
- Persistent truancy may be referred to the Home School Liaison Officer (HSLO). A parent meeting to be arranged to discuss strategies to improve attendance, the legal ramifications of non-attendance and a formal attendance plan developed by HSLO.

Breaking the DP contract/Letter of Caution

If the pattern of truancy continues after a formal caution and a current behaviour management plan is not effective, then the Deputy will follow the Department of Education Suspension and Expulsion procedures. This matter will be referred to the Principal for consideration and may lead to a suspension from school for continued disobedience.

A RESTORATIVE APPROACH TO STUDENT LATENESS

A restorative approach is used to rebuild and strengthen relationships. At Newtown High School of the Performing Arts the following approach is used to promote positive behaviour, wellbeing and connectedness across the entire school community.



Restorative Questions

Date:

Class:

Period:

Student's name:

Faculty:

Teacher name:

What happened?

<input type="radio"/> Talking <input type="radio"/> Distracting others <input type="radio"/> Swearing/Inappropriate language <input type="radio"/> Uniform <input type="radio"/> Inappropriate use of device	<input type="radio"/> Unsafe behaviour <input type="radio"/> Not following instructions <input type="radio"/> Chewing gum <input type="radio"/> Lateness <input type="radio"/> Disruptive behaviour in the playground	Other: _____ _____ _____ _____
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What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? <input type="radio"/> Myself <input type="radio"/> Other students <input type="radio"/> Teacher	In what way have they been affected? _____ _____ _____
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What are you going to do to modify your behaviour in order to resolve the issue?

I _____ understand that if I break this contract I will be required to attend a Head Teacher restorative interview involving parental contact and be placed on a Head Teacher Contract for a period of 6 lessons.

Teacher's Signature

Student's Signature

- As per the student behavior management policy, when a student is placed on a Classroom Contract the student and the teacher discuss the restorative questions above. The parent/carer will receive a letter informing them when the student is placed on the contract.
- If a student is placed on a Head Teacher or Deputy Principal Contract, parent/carer will receive a letter informing them of that contract.

Suspension from School

Suspension is only one strategy within the school's Student Behaviour Management Policy. It is most effective when it highlights the parent(s) or carer(s) 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 parent(s) or carer(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time 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 and core philosophy. It also allows time for the school to plan appropriate support for the student to restore them back into the community.

In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the school. In most cases a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed. The student must also be provided a formal written caution detailing the inappropriate behaviours, as well as clear expectations of what is required of the student in the future.

In circumstances where the range of appropriate student welfare and discipline options have been unsuccessful in resolving the inappropriate behaviour, 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:

Short Suspension (6.2)

1. Continued Disobedience

This includes but is not limited to:

- Refusal to follow staff instructions
- Defiance
- Disrupting other students
- Minor criminal behaviour related to the school
- Use of alcohol
- Repeated use of tobacco

2. Aggressive Behaviour

This including 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 (6.3)

If short suspensions have not resolved the issue of inappropriate behaviour, or if the behaviour is so serious as to warrant a long suspension the Principal may impose a long suspension for up to and including twenty school days. Principals will impose a long suspension for:

- **Physical violence:** Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff (including sexual or indecent assault).
- **Use or possession of a prohibited weapon, firearm or knife:** When the weapon is one of those listed on Schedule One of the *Weapons Prohibition Act*. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. The student uses a knife or possess a knife without reasonable cause; the student possesses or uses a firearm of any type.
- **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:** Including malicious damage to property (school or community) or against the property or person of a fellow student or staff member inside or outside of school premises. If the incident occurred outside of the school or outside school hours there must be a clear and close relationship between the incident and the school.
- **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:** including repeated refusal to follow the school discipline code; 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 or victimization; threatens to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person.

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 school education director. If after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements or possible expulsion from the school.