



Why is wellbeing important to Smiths Hill High School?

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people.

Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.

Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

(Wellbeing Framework for Schools)



SCHOOL RULES OR DISCIPLINE CODE

Student Rights

Students have a right to an education which includes:

- ✓ to work in a safe and harmonious environment
- ✓ to have clearly structured and appropriate school routines
- ✓ to be free of violence and harassment from others
- ✓ to be cared for, and treated as individuals
- ✓ to learning which meets their needs
- ✓ to a range of learning activities
- ✓ to be given the opportunity to achieve to their potential
- ✓ to be treated with respect by the whole school community
- ✓ to receive help with academic and social problems
- ✓ to be involved in making decisions within the school

Student Responsibilities

Students have a responsibility to:

- ✓ attend school regularly, arrive on time, and present notes to explain absences from school and class
- ✓ obey the school discipline code and accept school discipline
- ✓ follow the instructions of teachers and those in authority
- ✓ be prepared for lessons with appropriate books, equipment, special clothing and footwear
- ✓ complete all required work to the best of their ability
- ✓ encourage others to do their best
- ✓ show respect for themselves and for the rights and feelings of others, before, during and after school and while representing the school
- ✓ respect and care for school buildings, school property and the property of others
- ✓ observe the general dress standards and uniform requirements of the school
- ✓ participate actively as members of the school community
- ✓ work to solve problems without violence or intimidation
- ✓ allow others to learn without interference
- ✓ seek help with academic and social problems
- ✓ treat the entire school community with respect
- ✓ accept differences in others
- ✓ behave in a safe manner at all times



STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

School Responsibilities

The school will work to ensure positive attitudes and behaviour by:

- » developing clear and consistent school rules in consultation with staff, students and community
- » showing a genuine concern for all students as individuals
- » providing clearly structured and appropriate school routines
- » implementing the most appropriate teaching programs for students
- » insisting on students working hard at all times
- » developing the communication skills of students in a variety of social situations
- » conducting peer support programs
- » providing counseling services
- » implementing comprehensive health education programs
- » encouraging student leadership and participation through an active Student Representative Council
- » developing skills in non-violent problem solving including peer mediation
- » promoting fair treatment for the whole community
- » developing partnerships through school and community
- » including the School Council, Parents and Citizens Association and parent-teacher functions
- » providing training and development for staff and community in teaching and student management
- » encouraging a sense of pride in the school community
- » communicating student concerns to families
- » insisting on good attendance and punctuality
- » recognition of social situations and appropriate language skills
- » encouraging and rewarding maturity in student behaviour

Family Responsibilities

Parents and carers should work in partnership with the school by:

- » encouraging achievement
- » ensuring consistent attendance
- » supporting the school's teaching and student welfare programs
- » providing a supportive and caring home study environment
- » communicating reasons for absences and other matters that affect student performance
- » working with the school to promote self-discipline and respect for the rights of others
- » participating in decision making processes



STRATEGIES AND PRACTICES TO RECOGNISE, REINFORCE AND REWARD STUDENT ACHIEVEMENT

School Responsibilities

The school will recognise and reinforce appropriate behaviour through:

- » encouragement and praise
- » modeling of consistent and caring behaviour by staff
- » letters to parents and guardians
- » commendation at assemblies
- » public performances and displays of work
- » special school activities and excursions
- » school references
- » promotion through school newsletter and local media
- » communicating student achievement to families and community
- » external sponsored activities including Mathematics and Science competitions
- » extra curricula activities including band, dance and choir

Family Responsibilities

Parents and carers can work in partnership with the school to recognise and reinforce appropriate behaviour and student achievement through:

- » attending formal assemblies, performances, sporting events and exhibitions
- » attending parent/teacher meetings and interviews
- » encouragement and praise
- » making use of school programs to support parents and students
- » writing letters, making telephone calls to communicate to staff
- » regular discussion with teachers of student concerns
- » ensuring students come to school prepared for each day's lessons
- » providing a positive environment for home study

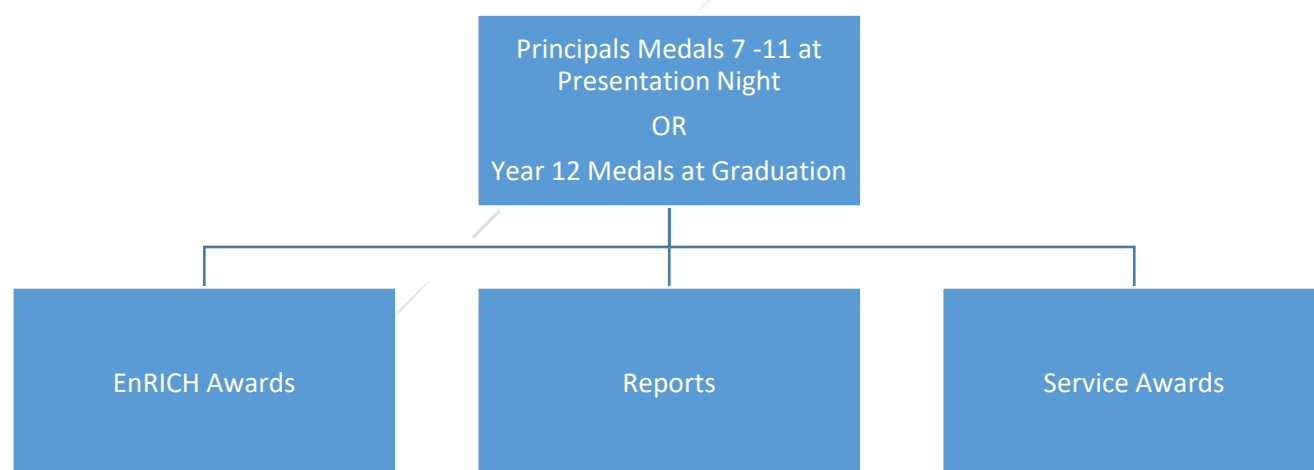


Student Merit System Policy Statement- EnRICH Awards, Principal and School Medals

Students at Smith's Hill High School are encouraged to demonstrate the school values of Endeavour, Respect, Integrity, Compassion and Harmony in all they do. These awards help develop respect for self and the others whilst encouraging all round development. Awards recognise and reward their efforts on an annual basis.

Explanation

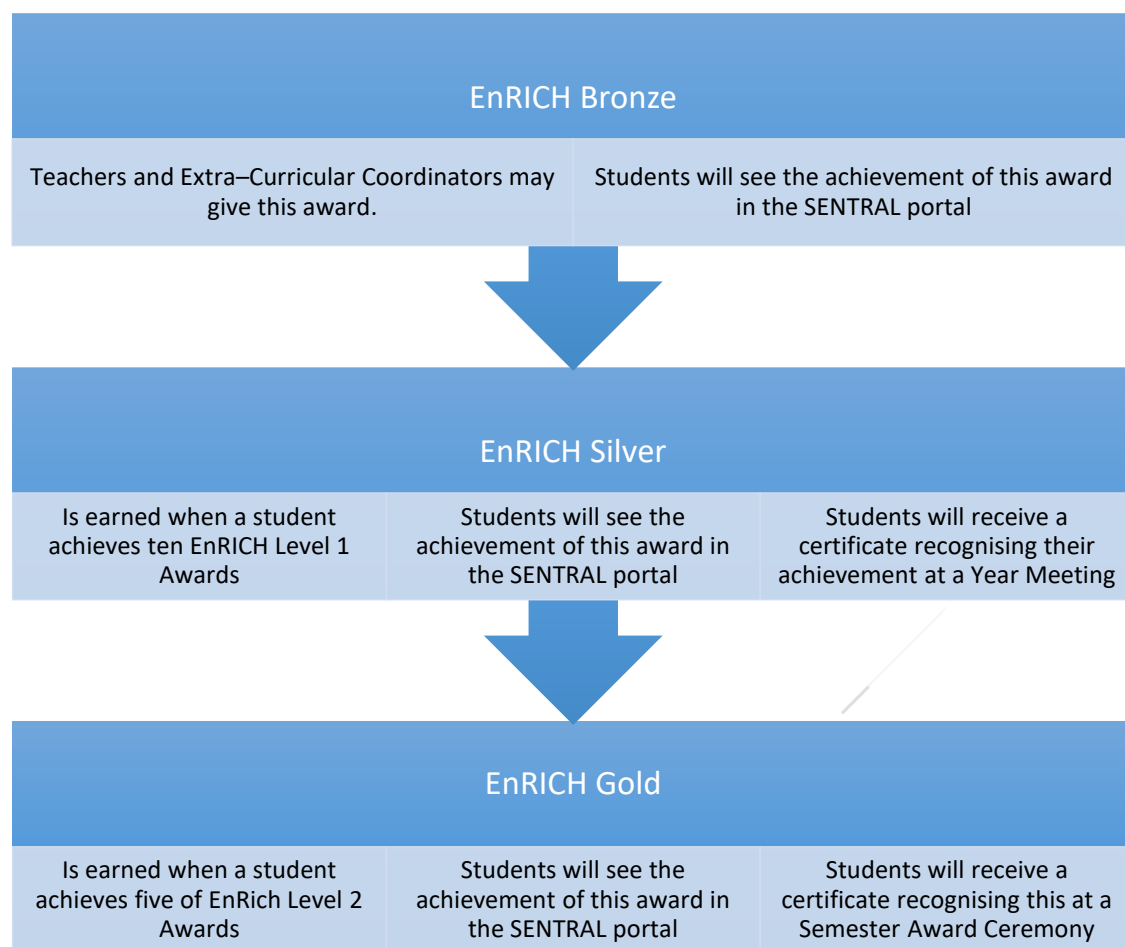
EnRICH - Bronze	Teachers, Extra – Curricular Coordinators and Year Advisers may give this award. This is to recognise demonstration of the school values in both a class, co – curricular and whole school context. Just being in the activity does not accumulate points, but achieving, or demonstrating values in the activity may. EG a student doesn't just get points for being in CHESS, but for perhaps demonstrating great endeavour in the pursuit of improving in chess by organising extra practise, encouraging the team and so on. Just completing class tasks but demonstrating endeavour in class tasks over a sustained period by demonstrating improvement, or consistently showing respect during class interactions may
EnRICH - Silver	Is earnt when a student achieves 10 EnRICH Bronze Awards Students will see the achievement of this award in the SENTRAL portal Students will receive a certificate recognising their achievement at a Year Meeting
EnRICH - Gold	Is earnt when a student achieves 10 EnRICH Silver Awards Students will see the achievement of this award in the SENTRAL portal Students will receive this award at a Semester Award ceremony



Performance in EnRICH Awards, Reports and Leadership and Service Program will contribute to students receiving Principal Medals and Year 12 Medals.



Flow Chart demonstrating potential progression of EnRICH Awards



End of Semester Award – EnRICH Awards

The purpose of the end of Semester Award system is to allow teacher to recognise students who consistently demonstrate the school values during classes each semester. Teachers allocate these awards to two or three recipients each semester.



Student Discipline

Rationale

All students and staff of Smith's Hill High School have the right to learn and teach in a safe, ordered and disciplined environment in which effective learning can take place.

- Students are expected to behave in a manner which brings credit upon themselves, their families and their school.
- The school, students and their families and carers have the joint responsibility to ensure acceptable standards of behaviour and a positive learning environment.
- Students will be encouraged to develop self-discipline by accepting responsibility for their own behaviour.
- The school will use a range of strategies to reward achievement and prevent
- unacceptable behaviour.

* Unacceptable behaviour will be discouraged by consequences which are understood by all students, as listed in the monitoring system (below)

Monitoring Levels

The flow chart for unacceptable behaviour is used when issues arise that require further support or responses beyond the level of a classroom teacher.

As part of the wellbeing Framework at Smith's Hill High School, a series of monitoring levels have been developed. Their purpose is to help students reflect on their behaviour, and set goals for improvement. By providing an extrinsic process of monitoring students, they are supported during the process of behavioural change.

The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth. Students have responsibility to be active learners who exercise self-regulation.

At Smith's Hill High School we focus on growing positive relationships within our school and wider community, allowing all of our students to *CONNECT, SUCCEED, and THRIVE*.



Unacceptable Behaviour Descriptions of Intervention

CLASSROOM TEACHER

- Examples of unacceptable behaviour include: disrupting other students, calling out, failing to complete tasks, using technology inappropriately, failing to follow teacher directions.
- Classroom teachers consistently implement rules and procedures to facilitate the a positive classroom environment
- Verbal Warnings
- Parent Contact (phone, letters, interviews actioned on SENTRAL)
- Detentions with structured coaching conversations founded in reflected practice. Teachers may use reflection sheet.
- Classroom management/strategies evident in classroom: procedures for entering a classroom
- Teacher may place student on class monitoring (See below)
- Referrals counselling, Wellbeing, Learning Support Team or the Head Teacher
- Interventions recorded on SENTRAL

HEAD TEACHER

- Support CRT to have consistently applied classroom rules, discipline students and create positive relationship students in all classrooms.
- Student/classroom teacher interviews
- Parent Contact to be negotiated by classroom teacher and head teacher
- Classroom monitoring (See below)
- Liaise with year advisor and seek progress reports
- Head Teacher to provide feedback to classroom teacher
- Referrals counselling, Wellbeing, Learning Support Team
- DP referral for acts of violence or continued or serve misbehaviour. May be passed on to DP (supporting Documentation required – witness statements)
- Interventions recorded on SENTRAL

DEPUTY PRINCIPAL

- Referral form received from Head Teacher with relevant supporting documentation
- Parent contact
- Access support Agencies
- In school support or referral e.g. Councillor, Careers Advisor, learning support, welfare
- Recommendation for welfare programs (such as girls or boys program etc.)
- Monitoring book
- Formal caution to suspend (Decision based on DoE policy and DP discretion)
- Referral to Principal* (Advice, Suspension)

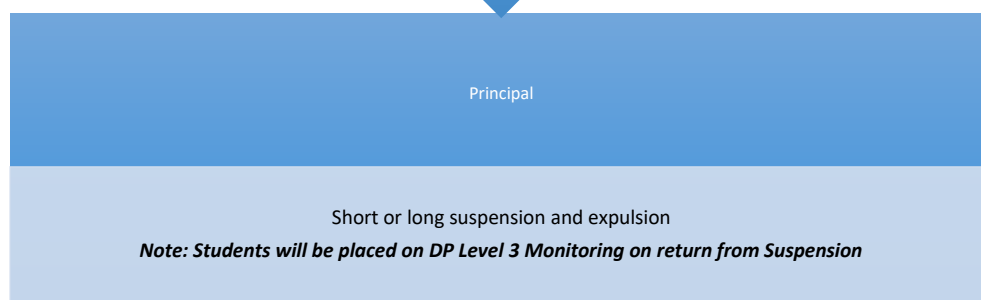
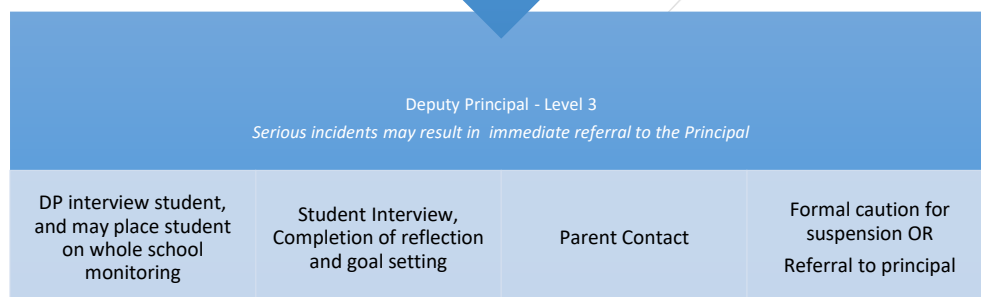
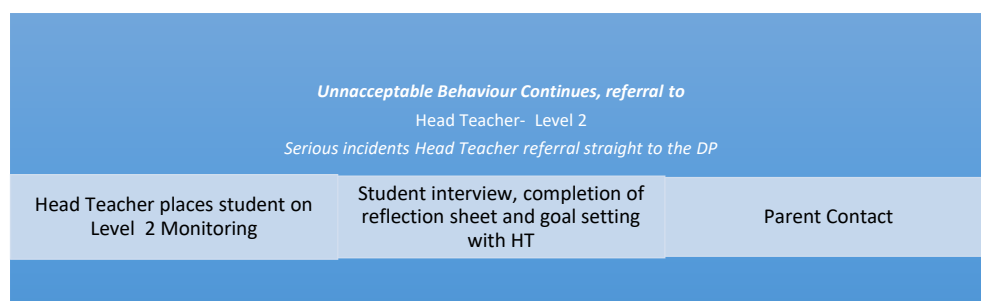
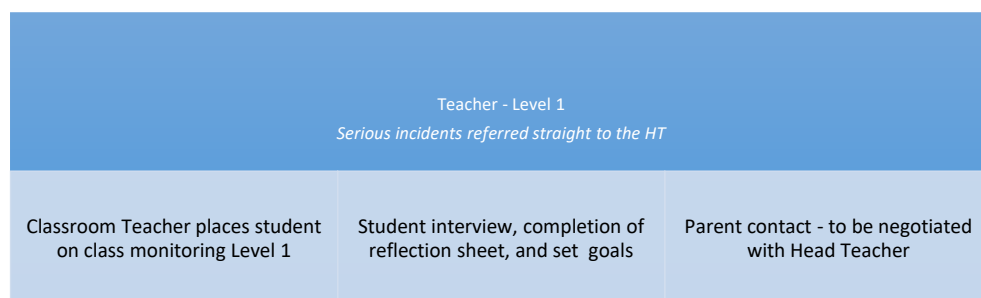
PRINCIPAL

- Short or Long Suspensions and Expulsion

*The Principal is involved in all decisions involving application of the Suspension Policy



Flow Chart of Interventions for Unacceptable Behaviour – Staff may use the documents from the appendix to guide the application of this level system.



Issue is resolved with appropriate consequences and monitoring as determined by the level. Student returns to level 0
At all levels referrals for further investigation and intervention by Wellbeing, School Counsellors or the Learning Support Team are encouraged.



APPENDIX - Student Reflection Sheet

Key Reflection Questions

- What happened? Is this a pattern of behaviour?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done/ this pattern of behaviour?
- In what way have they been affected?
- What do you think you need to do to make things right?

Questions to Guide Improvements

- What did you think when you realized what had happened/ that this pattern existed?
- What impact has this incident/ pattern of behaviour had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right

Use the Questions above and the check box to guide your reflection on the incident or behaviors that are unacceptable:

Based on your reflections, what do you need to do differently?

What goals can you set to achieve this change?

Do you need any supports to achieve these goals? – See below for some possible supports, or discuss these with your teacher.

Pathways (11/12)		Referral to Learning Hub - Organisation	
Disability Provisions		Referral to Learning Hub - literacy	
Referral to School Counsellor		Referral to learning hub - numeracy	
Risk Management Plan		Homework Hub – List reason/ tasks	
Time Out Card		Teacher Mentor	



APPENDIX - Monitoring Sheet – Option 1

This monitoring is to be used in conjunction with the student reflection sheet, on the previous page.

Student’s name: _____ Subject: _____

Teacher: _____ Head Teacher: _____

Teacher Action: _____ Date of Action: _____

- Sentral entry
- Notify parent/carer
- Monitor Goals
- Indicate if Goals were met: YES / NO

GOALS (monitored by teacher) Date:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	/	/	/	/	/	/
1.						
2.						
3.						

Student Signature: _____ Students must meet each goal for 3 consecutive lessons.

- Goals achieved ?:
- ☐ Yes (target must have been achieved for 3 consecutive lessons)
 - ☐ No ☐ OPTION 1: repeat Level 1.
 - ☐ OPTION 2: go to Level 2.

Teacher comments:
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APPENDIX - Student Monitoring Sheet – Option 2

Teacher: Student: Class:

Head Teacher:

Supporting students in positive behaviour.

Student Goals

1. _____

2. _____

3. _____

Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		Lesson 6	
Date:		Date:		Date:		Date:		Date:		Date:	
Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student

Both student and teacher to rate if goals have been met at the end of each lesson

A – always U – usually S – sometimes N – never

Were goals achieved? Yes
No Option One – repeat Level One
Option Two – go to Level Two

Teacher comments: _____

