



School Discipline Policy

GRC Penshurst Girls Campus

School Vision

We are a learning community committed to the development of resilient, independent and respectful girls who aim for personal excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our girls to be responsible global citizens with the skills to succeed in our ever-changing world. We are committed to the creation of a culture of positive values that empowers all members of our school community to achieve success within a framework that values diversity, acceptance, equality, equity and active citizenship

Our Values

It's about **us**:

- A **passion** for teaching and learning
- **Integrity** – honesty and trust
- **Democratic** – listening to all voices

It's about how we treat **others**:

Our actions are **respectful** and **strengthen** others

- **Respect** for self and others
- **Responsible** for our actions
- **Resilience** – strengthening each other

Rights and Responsibilities

Every student at GRC Penshurst Girls Campus has the **responsibility** to:

- Contribute to her own learning and the successful learning of others
- Strive for excellence
- Care for her school and protect her school environment
- Avoid causing injury and damage to other people or their property
- Treat other people with respect and value our multicultural differences
- Bring credit to herself and her school in the community

Every student at GRC Penshurst Girls Campus has the **right** to:

- Be taught in a safe, caring and stimulating **learning** environment and be able to learn and to feel good about her achievements
- Work in a pleasant and clean school in an **environment** where she is safe and her belongings are secure
- Be valued as an **individual** and be treated with respect and courtesy
- Be proud of her **school**

Our core rules

- Attend every school day and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of our school's uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for our teachers and other school staff including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to you, the school and others.

Our strategies and practices to promote positive student behaviour

- Promote the school values and core rules
- Promote an atmosphere of cooperation, consideration and respect
- Maximise student participation in decision making, ensuring that principles of equity and fairness are reflected in our school practice
- Show genuine care for all students as individuals
- Deliver the [Student Welfare Policy](#) consistently to students
- Provide counselling services where appropriate
- Maintain and consistently deliver clear classroom rules
- Have high expectations in behaviour and engagement in learning

Our strategies and practices to provide a safe learning environment for students

- Follow [Work, Health & Safety guidelines](#) for schools
- Conducting regular evacuation and lock down drills
- Maintaining high standards in terms of cleanliness and hygiene
- Cooperating with Safety and Security and local Police, including the Police School Liaison Officer
- Enforce the [School Uniform Policy](#)
- Communicating procedures to students and school community

Our strategies and practices to manage inappropriate student behaviour

- Promote and apply the core school rules and values
- Deliver appropriate classroom management strategies
- Refer classroom or subject student behaviour concerns to the faculty Head Teacher
- Refer playground duty student behaviour concerns to the HT on duty and the relevant Deputy Principal
- Refer student welfare concerns to the Year Advisor, HT Welfare or Deputy Principal
- Monitor student attendance, utilising the SMS system, RISC, tracking systems by HT Administration, HT Welfare, School Office and Teacher, Head Teacher and DP monitoring cards
- Communication with parents/ caregivers regarding student behaviour concerns by Head Teachers, Deputy Principals and Principal
- Provide the Teacher Mentor program to support student behaviour, welfare and engagement in learning
- Adhere to the [Suspension and Expulsion of School Students](#) procedures
- Implement our [Anti Bullying Plan and Cyber bullying](#) strategies

Our strategies and practices to recognise and reinforce student achievement

- Recognition of student achievement in all curriculum and co-curriculum activities across the school
- Acknowledgement of student achievement at assemblies, Presentation evenings, in the school Newsletter, school website and the Annual School Report
- Selection of students to represent the school at community and regional events
- Display of student work in the classroom, library, hall and corridors
- Showcase student performances at a range of events both within the school and in the community
- Present student practical work through exhibitions and displays at school and in local gallery spaces
- Use encouragement and praise in every learning environment
- Recognise student achievement through the School Award system
- Report student academic achievement through assessment and reporting practices
- Publish student achievement in state wide testing to the school community

GRC Penshurst Girls Campus Student Award System

This system recognises and encourages effort and achievement both inside and outside the classroom

5 class and/or community and school service awards = 1 Student Advisor Award

4 Student Advisor awards = 1 Bronze Principal's Award

1 Bronze Award+ 4 Student Advisor awards = 1 Silver Principal's Award

2 Silver Awards = 1 Gold Principal's Award

Lines of Support

Each member of the teaching staff has an important role in whole school student welfare and discipline. In most cases the individual teacher can manage everyday issues of welfare and classroom management by being well prepared with appropriate teaching strategies.

However there are times when teachers need to refer a student for additional assistance. Although welfare and discipline are often interlinked, it is important for teachers to use their professional judgement when referring students on.

Classroom management

Student – Teacher – Head Teacher faculty – Deputy Principal – Principal

Playground management

Student – Teacher – Head Teacher on duty – Deputy Principal – Principal

School Attendance

Gate pass

Student – Deputy Principal – Parent contact – Office

Late

Student – Office –SMS – HT Administration – ASD – Parent contact (Letter) – Deputy Principal – Principal

Truancy

Student – Teacher (Check excursions /Office re sick bay/leavers) – Deputy Principal – Parent contact – Principal

Less 85%

Student – Year Advisor – HT Welfare – HSLO – DP – Principal

Technology

Student – Teacher – Head Teacher – Deputy Principal – Parent contact

Student Welfare

Student – Teacher – Year Advisor – HT Welfare – School Counsellor – Deputy Principal – Principal

Reference: *Student Discipline in Government Schools* 2006

<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>

Reviewed 2017



Education &
Communities

Public Schools NSW

BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behavior and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.