



Wellbeing & Discipline Procedures

Rationale: See attached DoE Policy...

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour>

Picton High School is committed to providing an environment conducive to learning where students, staff and parents work collaboratively to ensure the safety of self and others.

Aims:

This procedure aims to ensure that there is a focus on individual, class and whole-school teaching and learning approaches to support the development of skills needed by students to meet high standards for respectful, safe and engaged behaviour. It aims to provide a framework of support to monitor and address any negative impacts on student and staff safety, wellbeing and learning.

The wellbeing and discipline procedures adhere to the values of PICTON Code

Pride- *Show pride in your school and self*

Integrity- *Maintain positive personal values*

Compassion- *Create an equitable, tolerant and caring environment for all students*

Trust – *Each student is able to connect with a trusted adult to gain support*

Ownership – *Take ownership of your learning and behaviour*

Networked- *Work collaboratively with peers, staff and community to achieve positive goals*

Procedures:

- Wellbeing and disciplinary interventions should take into account factors such as the age, individual needs, any disability and developmental levels of students involved. Child protection matters will take precedence when addressing issues and every teacher will act with urgency when fulfilling their mandatory reporting obligations.
- Student profiling data underpins programming and assessment; ensuring tasks are suitably differentiated to meet the diverse needs of students. These changes are reflected in registered programs. Teachers use a range of teaching and learning strategies to engage learners in challenging and meaningful work.
- Students are supported by the Learning Support and Wellbeing Team which meets regularly and is overseen by the Head Teacher Wellbeing and includes Year Advisors, learning and Support Teachers (LASTs), Counsellor, HT Support and Senior Executive. Teachers are encouraged to attend these meetings to discuss students of concern and/or log referrals on Sentral.
- Staff should log counsellor and/or Learning Support and Wellbeing concerns on Sentral, for assessment or follow up by expert staff. Through the Learning Support and Wellbeing Team, decisions to engage internal, external and DoE agencies as intervention and support strategies.
- Every teacher takes an active role in explicitly teaching the behaviour and learning expectations set out in the PICTON Code, providing consistent positive feedback to students and delivering consistent corrective feedback to students and consequences when expectations are not followed.
- VIVO Rewards is the school wide system that teachers use to reward positive behaviours, both within the school and wider community. VIVO points should be rewarded regularly to students who adhere to the PICTON Code expectations.
- Students are rewarded throughout the year with various awards including: Year Advisor, Deputy Principal, Principal, Teacher, First in Class, Head Teacher and a range of other awards.
- Picton Pass rewards positive behaviours and commitment to learning. Term One of every year, students have the opportunity to apply for a Picton Pass by completing the relevant application and having it endorsed by the relevant teachers as adhering consistently to the expectations of the PICTON Code.

- Students should adhere to the Behaviour Code For Students, outlined by the Department of Education. <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>
- Behaviours that do not reflect the Behaviour Code For Students should be addressed with classroom management and other suitable school community service and/or school monitoring.
- Repeated or serious behaviours may also be actioned under the procedures set out in the 'Suspension and Expulsion of School Students – procedures 2011'.

The Picton High School Student Monitoring process is as follows:

Teacher Monitoring: may be used if a student, in a particular class, does not adhere to the Behaviour Code For Students and expectations of the PICTON Code and has not responded positively to other interventions. The Classroom Teacher should enter the monitoring card on Sentral and contact parent/s, sending a subsequent letter that outlines the behaviour leading to the level. Monitoring usually continues for approximately two school weeks during which time students are given the appropriate opportunity to improve their behaviour and commitment to learning. If a student does not improve or if the behaviour continues to deteriorate within that period, the classroom teacher refers the issue to their Head Teacher for Head Teacher monitoring or escalation.

Head Teacher Monitoring: is assigned by a Faculty Head Teacher once a classroom teacher has made a referral. The classroom teacher will refer the matter to the Head Teacher with a copy of incident reports recorded on Sentral for 3 separate incidents with at least 3 different types of resolution methods included in the referral form (parental contact must have been utilised at least once prior to a HT Monitoring being issued). HT Monitoring usually involves two weeks of monitoring across all subjects and contact with the parents via phone and a subsequent letter that outlines the behaviour leading to the level. If the student does not satisfactorily complete the level then they may be referred to a Deputy Principal for monitoring or escalation. Or referrals to DPs must be accompanied with a fully completed blue Head Teacher Referral Form.

DP Monitoring: is assigned by Deputy Principals. It involves ongoing monitoring across all subjects and the monitoring is to be entered into Sentral. Deputy Principal Monitoring involves contact with parents via phone or text and a subsequent letter which outlines the behaviour leading to the monitoring.

FORMAL CAUTION: A Formal Caution is assigned by the Deputy Principal or Principal. Students who are involved in serious breaches of the Behaviour Code For Students and/or the expectations set by the PICTON Code, or who have unsuccessfully completed their DP monitoring sheet may be issued with a Formal Caution. The reasons for a Formal Caution fall into two categories: Continued Disobedience or Aggressive Behaviour.

SUSPENSION: Please refer to the Department's [Suspension and Expulsion of School Students Policy](#) for suspension protocols. When a student returns from suspension, a formal resolution meeting is conducted between the Senior Executive, the student and the parent. During the suspension resolution meeting, a program of support and/or Risk Assessment may be completed.

These procedures will be reviewed as part of the school's three year review cycle.