



Discipline Procedure – Inverell High School

Rationale

The Discipline Procedures implemented at Inverell High School are grounded in the fundamental belief that a safe and conducive learning environment is essential for the holistic development of students. These procedures are designed to instil a sense of responsibility, respect and accountability among students, fostering a positive school culture where everyone can engage in meaningful learning experiences. By maintaining clear and fair discipline procedures, we aim to create an atmosphere that supports both academic excellence and the social-emotional well-being of all students.

Policy Statement

Our School is committed to fostering a positive and inclusive learning environment through a comprehensive whole school discipline policy. This policy aims to promote student responsibility, respectful behaviour, and a sense of community, ensuring that every student can thrive academically and personally.

Implementation

The achievement of the Discipline Procedures relies on a collaborative effort among the school, teachers, parents/caregivers, and students. Teachers are responsible for implementing these guidelines in their classrooms, fostering a positive and respectful learning environment, and addressing behavioural issues promptly.

Parent/caregivers are integral partners in this process, collaborating with the school to reinforce disciplinary expectations at home, promoting communication channels, and actively participating in the resolution of disciplinary matters involving their children. Students, on their part, are expected to demonstrate responsibility, respect for others, and adherence to the established code of conduct. Through open communication, regular feedback, and a shared commitment to a positive school culture, the entire school community works together to ensure the effective implementation of the discipline policy, promoting a safe and supportive environment for all.

Monitoring Evaluation and Review

In our NSW high school setting, the discipline policy will undergo continuous monitoring by teachers, administrators, and support staff throughout the academic year.



Discipline Procedure

Formal evaluations, led by the school's leadership team, will take place on a semester basis. These evaluations will include in-depth analyses of disciplinary data, feedback from students, teachers, and parents/caregivers, and an assessment of the policy's impact on the learning environment and overall school culture. Annual reviews will be conducted to ensure the policy remains responsive to changing students' demographics, emerging behavioural patterns, and evolving educational needs.

The ongoing collaboration among stakeholders, coupled with the establishment of a clear time frame for evaluation and review, will facilitate a dynamic and proactive approach to refining the discipline policy. This structured process ensures that the policy remains effective, relevant, and aligned with the values and goals of all NSW high schools.

Version Control

Version Number	Date	Changes	Staff Name
1	23/11/2023	Creation using new template	Aaron Perkins
2.	23/01/2024	Review and Updates:	J.Stapleton & A. Perkins
3.	22/05/2024	Behaviour flow charts updates and format changed. Removed old welfare and discipline flowchart. Incorrect information Removed appendix 2 parent level overview – outdated information	J.Stapleton & A. Perkins
4.	19/08/2024	Changes to Level 2 Charts and processes – HT monitoring and justified the policy format.	SIP Team Members and J.Jeffery
5.	24/09/2024	Format editing to Appendix	J. Stapleton and A. Perkins
6.	02/12/2024	Addition to Detention and Timeout procedures. Addition of Appendix 6 – Time out card	J. Stapleton
7.	29/01/2025	Fixed formatting and aligned with SBSP	J.Stapleton and A.Perkins



General Principles

These four principles underpin everything we do at Inverell High School:

- 1. Develop positive relationships with each other and think about the effect on relationships before acting.**

Positive relationships make the school a much better and enjoyable place to be in, hence, everything we do will be to nurture and protect these relationships.

- 2. Actively participate in learning.**

Learning is a two-way process, there must be active participation from the students and teachers for true learning to occur.

- 3. Take personal responsibility for behaviours and actions.**

We are in control of our own choices and behaviours; therefore, we take credit when we do well and take responsibility when we don't to fix it.

- 4. Resolve conflict respectfully, calmly and fairly.**

Our school welcomes mistakes and conflicts as learning opportunities to improve in our ability to work well with others.

School Rules and expectations

Developed in consultation with staff, students and parents aligning to the NSW Behaviour Code for Students.

Rules and expectations	
In all settings at Inverell High school	
<ul style="list-style-type: none"> • Treat others and property with respect • Wear school uniform • Ask staff for help when needed • Mobile phones are switched off and in Yondr Pouch 	
In the Classroom	Out of the classroom
<ul style="list-style-type: none"> • Arrive on time • Bring required equipment • Complete set work • Raise our hands to get teacher attention • Take responsibility for our own actions 	<ul style="list-style-type: none"> • Place rubbish in the bins • return borrowed equipment • Stay in bound areas • Use respectful language • Report issues/concerns to the teacher on duty • Treat others with kindness and respect



<u>Location</u>	<u>Be Safe</u>	<u>Take Responsibility</u>	<u>Be Respectful</u>
All Settings	<ul style="list-style-type: none"> ● Follow staff instructions ● Maintain personal space ● Stay in bounds ● Report issues of concern 	<ul style="list-style-type: none"> ● Be accountable for your own learning ● Take care of your own and school property ● Be accountable for your behaviour ● Be prompt 	<ul style="list-style-type: none"> ● Arrive at class on time ● Show regard for others' personal space and property ● Use appropriate language
At the canteen	<ul style="list-style-type: none"> ● Follow staff instructions ● Wait behind the yellow line ● Queue at appropriate window ● Leave the area once purchases have been made 	<ul style="list-style-type: none"> ● Make and pay for your own purchases ● Use garbage bins to dispose of waste 	<ul style="list-style-type: none"> ● Show politeness to staff and students working ● Use manners – “please” and “thank you”
In the hallways and stair areas	<ul style="list-style-type: none"> ● Follow staff instructions ● Walk on the left side ● Take care with your school bags ● Wait against wall near your classroom 	<ul style="list-style-type: none"> ● Move quickly and quietly between lessons ● Allow room for others to pass where necessary 	<ul style="list-style-type: none"> ● Show consideration for staff and students as you move between classes
In the toilets	<ul style="list-style-type: none"> ● Wash hands ● Dispose of waste properly 	<ul style="list-style-type: none"> ● Show consideration for others' personal space and property ● Report damage and issues to staff ● During class times carry a permission slip from the teacher 	<ul style="list-style-type: none"> ● Follow staff instructions ● Show consideration for others' privacy ● Leave the toilet area promptly



Discipline Procedure

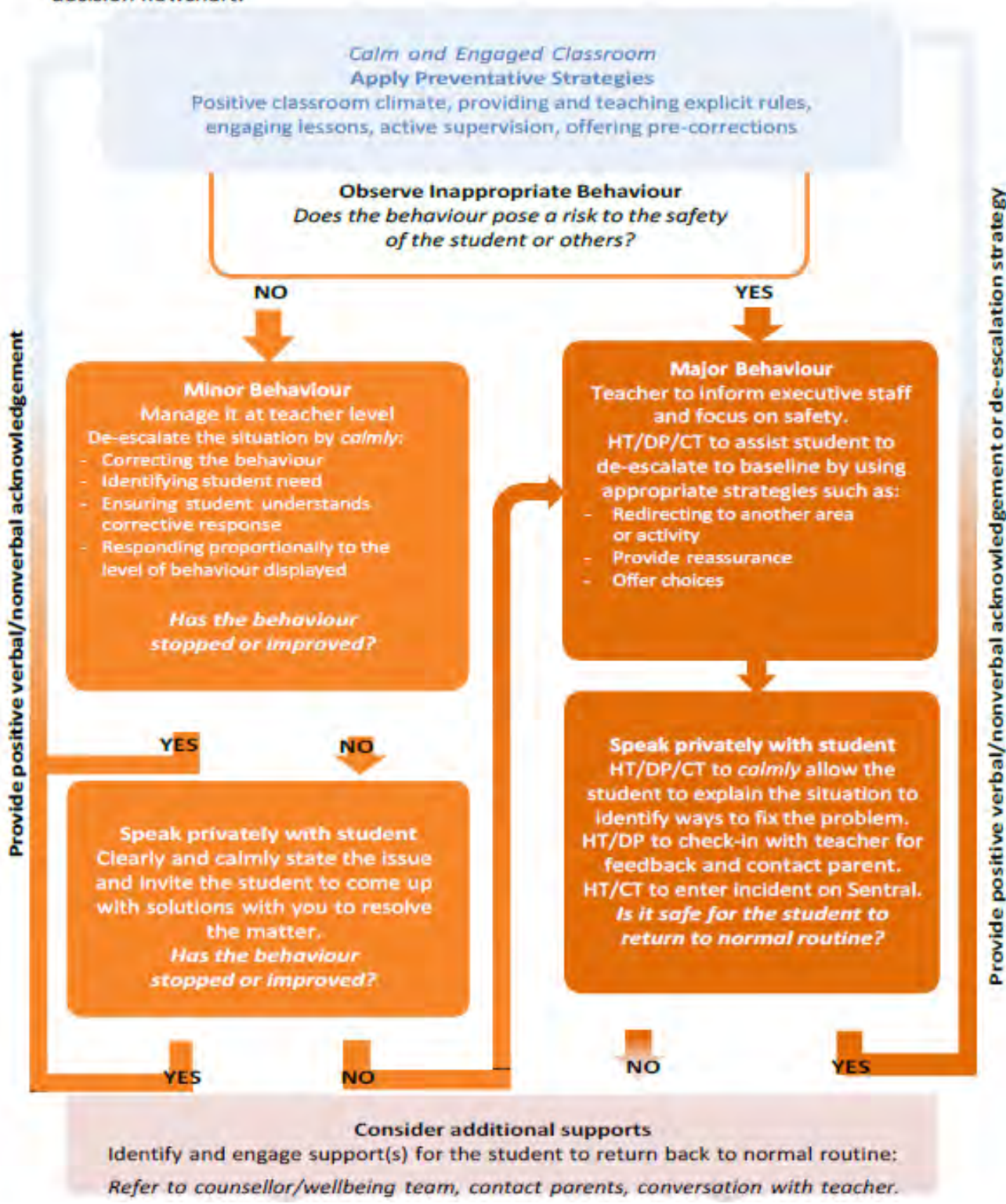
In the playground	<ul style="list-style-type: none"> Follow staff instructions Stay in bounds Report issues of concern 	<ul style="list-style-type: none"> Care for your equipment and that of others Use active and passive areas appropriately 	<ul style="list-style-type: none"> Maintain appropriate personal space Place rubbish in the bins
In the front office	<ul style="list-style-type: none"> Follow staff instructions Enter the area only when necessary Move safely and quietly 	<ul style="list-style-type: none"> Always carry your ID card Only attend office during breaks or when requested by staff 	<ul style="list-style-type: none"> Use manners – “please” and “thank you”
Personal Electronic Devices		<ul style="list-style-type: none"> Turn electrical device off and place in Yondr pouch during school hours Only permitted use under teacher instruction 	<ul style="list-style-type: none"> Follow teacher instructions when permitted for class use
Bus Lines	<ul style="list-style-type: none"> Follow staff instructions Remain behind the fence before your bus arrives Enter and exit bus with care 	<ul style="list-style-type: none"> Care for your equipment and that of others Have bus pass or money available 	<ul style="list-style-type: none"> Queue in an orderly manner when entering and exiting the bus
Assembly	<ul style="list-style-type: none"> Follow staff instructions Enter and exit by the correct door Sit where directed 	<ul style="list-style-type: none"> Move swiftly to assembly Leave bags where directed 	<ul style="list-style-type: none"> Listen attentively Acknowledge achievements appropriately



Strategies to Respond to Inappropriate Behaviour

Despite our best efforts, we recognise that our students are still learning to behave, mistakes will occur. When students engage in inappropriate behaviour, we strive to understand the function of their behaviour and how we can work together to resolve the situation.

When inappropriate behaviour occurs, staff support and implement the following decision flowchart:





General Code of Behaviour for Students

To ensure a responsible, safe and respectful environment in the school, it is essential that students, teachers and parents value and uphold accepted standards of behaviour in an environment of mutual respect. Whilst students must appreciate the needs of other students and staff, they also have the right to expect courtesy, fairness and respect from others.

Within the Classroom

- be punctual and prepared for all lessons
- keep rooms clean and tidy
- treat furniture and equipment with care
- adhere to the expected standards of behaviour set by the classroom teacher
- respect the rights of other students within the classroom
- complete all set work at an acceptable standard

In the Playground

- act in a manner that ensures the safety of all members of the school community
- adhere to the requests of all staff
- respect the rights of other students within the playground
- remain within the designated boundaries of the playground
- be responsible for keeping the school grounds tidy

On Excursions/Sporting Activities/Out of School Events

- adhere to the standards of dress determined by the excursion organiser
- act in a manner that maintains the good reputation of the school
- adhere to the requests of all staff
- respect the rights of the other students and the public

In General

- attend school punctually and regularly, be polite, caring and co-operative to staff and fellow students and practise peaceful resolution of conflict
- contribute to the provision of a caring, safe environment for fellow students, staff and parents
- complete all set work, homework, and assessments to an acceptable standard
- adhere to the set standard of dress determined by the school community
- adhere to an acceptable standard of behaviour at and when travelling to and from school
- keep the school tidy and clean and care for all furniture, equipment and facilities



Discipline Procedure

- be a worthy member of the school community and do your utmost to promote the school's good image



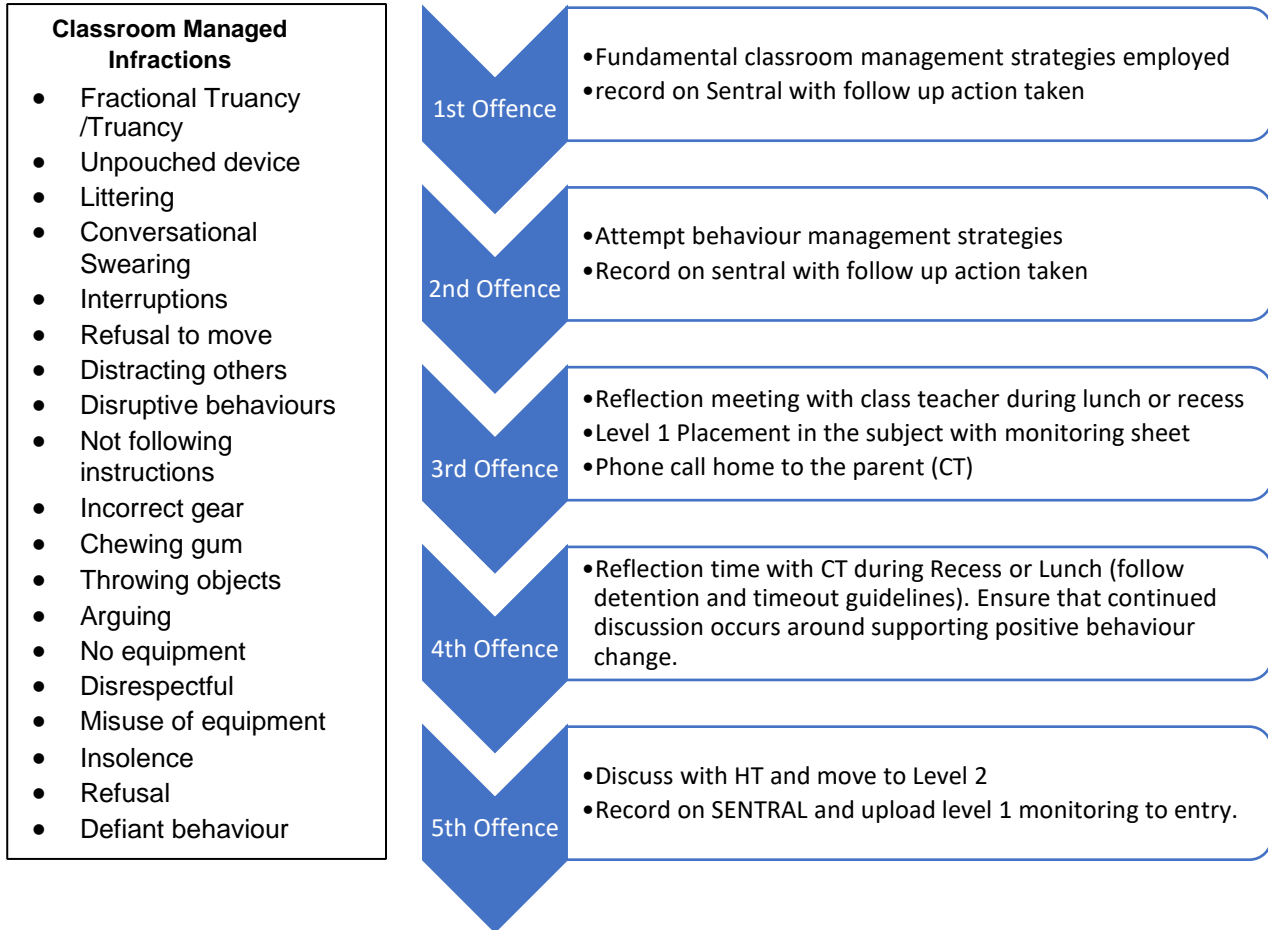
Level System – Overview

Guidelines for Dealing with Issues that Impact Effective Teaching and Learning

LEVEL 1: Classroom teacher	LEVEL 2: Faculty	LEVEL 3: Deputy Principal Formal Caution	LEVEL 3: Deputy Principal Return from Suspension
<p>Behaviour that affects the teaching and learning of others may lead to this placement. These types of behaviours can include, but are not limited to, inappropriate talking, inattention, not working, being out of one’s seat, calling out or not following teacher instructions. Placement on this level will typically occur when requests that a type of behaviour cease are not followed or where these types of low-level behaviours continue, despite warnings.</p>	<p>Behaviour that interferes with effective teaching and learning and which has not been modified as a result of Level 1 placement may necessitate referral to the faculty Head Teacher (HT). The HT will determine whether the behaviour demonstrated requires a Level 2 placement. More serious issues related to behaviour such as, but not limited to, inappropriate language (low level), harassment of others or a failure to complete work, may result in a Level 2 placement. A Level 2 placement may occur despite a previously clean record</p>	<p>Behaviour that persists despite a Level 1 or Level 2 placement and that interferes with effective teaching and learning, sometimes across a range of subjects, may be met with a Level 3 placement. This placement will be determined by a Deputy Principal. The types of behaviours that can lead to a Level 3 placement can include, but are not limited to, verbal or physical aggression of others, destruction of property, unsafe behaviour or truancy off school grounds. A Level 3 placement may occur despite a previously clean record. A level 3 initiates a 50-day formal caution issued to the student.</p>	<p>Continuing or persistent behaviour that seriously interferes with the effective teaching and learning of others, especially that which interferes with the safety of others, or which demonstrates a lack of respect for others or a lack of responsibility, may result in suspension. A suspended student, following a successful return from suspension interview, will be placed on Level 3. The types of behaviours that can lead to a suspension include, but are not limited to, the possession of a prohibited substance or item, the verbal and/or physical abuse of others, or criminal behaviour related to the school. A suspension may occur despite a previously clean record.</p>
<p>Students on a Level 3 program have a range of support structures in place for 6-10 days. These may include regular check-ins with Student Support Officer, HT Wellbeing and Year Advisors. These students will be closely monitored on site at school.</p>			



Level 1 Behaviour Flowchart

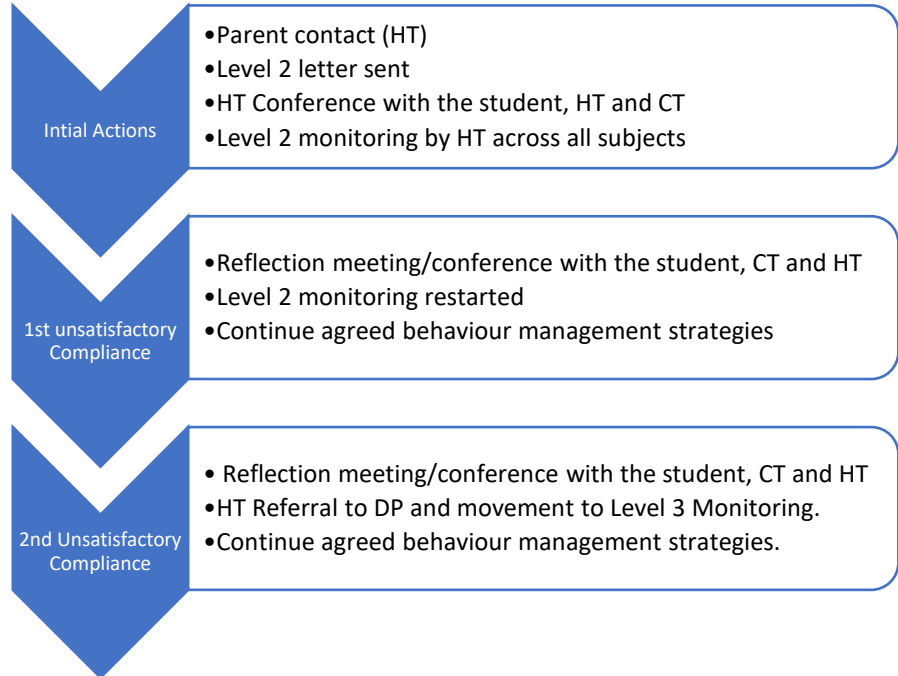


Level 1 placements are for 6 satisfactory lessons for that subject. Targets for the level will be determined by the teacher and student.



Level 2 Behaviour Flowchart

- Faculty Managed Incidents**
- Failure to complete level 1
 - Damage to equipment
 - Vandalism
 - Repeated failure to follow teacher instructions
 - Repeated failure to attend detentions
 - Swearing that is seen as aggressive
 - Dangerous behaviour



Unsuccessful days may result in the progression to LEVEL 3, with possible formal caution/suspension.

Level 2 is for 6 days across all subjects. Targets will be determined and monitored by the monitoring Head Teacher.

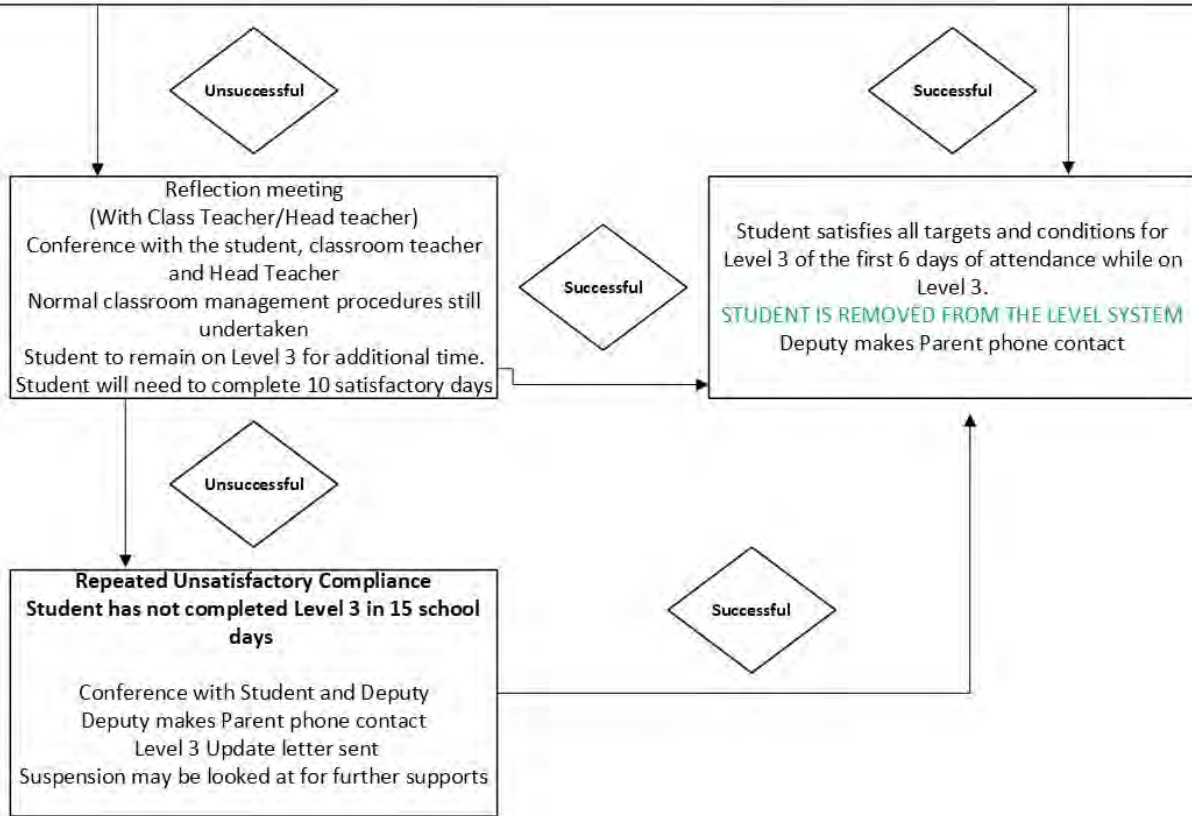


Level 3 Behaviour Flowchart

Deputy or delegate managed Incidents	
<ul style="list-style-type: none"> - Failure to comply with Level 2 requirements - Incidents that require Deputy intervention and a 50-day formal caution 	<ul style="list-style-type: none"> - Return from suspension L2 or L3 monitoring. - Failure to comply with the instructions of a Head Teacher

Initial Action

- HT to notify DP or delegate of unsuccessful level 2 monitoring OR serious behaviour of concern.
- Student Conference with DP and HT. CT where required.
- DP or delegate to contact Parent
- Formal caution initiated and Level 3 letter sent.
- Level 3 Targets set by DP and monitored daily by DP or Delegate



Student is removed from Level 3 if behaviour improvement is shown during these 5 days.

Unsatisfactory behaviour during this program may result in a recommendation from the Deputy to the Principal to consider suspension.



Support level structure for IHS

LEVEL Responsibility	LEVEL 1 Classroom Teacher		LEVEL 2 Faculty HT	LEVEL 3 Deputy Principal	LEVEL Update DP/Principal
TYPES OF BEHAVIOUR	Minor behaviours of concern; talking, inattention, not working, out of seat, calling out, unpouched device.		Persistent behaviours of concern that does not respond to behaviour management strategies used in the classroom necessitating referral to HT e.g. refusal to follow instruction, persistent lateness, failure to attend detention.	Misbehaviour that persists despite Level 2 strategies/ behaviour that is unsatisfactory across subjects - verbal or physical abuse of others, destruction of property, unsafe behaviour, truancy.	Misbehaviour that persists despite Level 3 Strategies – physical abuse of others, swearing at a teacher, out of control.
	Suggested Strategies	In cases of persistent misbehaviour			
TEACHER RESPONSE	<ul style="list-style-type: none"> Check Sentral data Evaluate teaching and classroom management strategies Talk to other teachers, observe lessons Reaffirm the rights of people in your classroom using the 'common language' Ensure the student knows your expectations Praise good work, appropriate behaviour Pause until the interruption has ceased Non-verbal cues including: <ul style="list-style-type: none"> Eye contact, signals, standing near student Name the student Interview with student to explain how his/her behaviour is affecting the work of others Completion of required 	After a variety of strategies have been attempted Level 1 placement is warranted - Reflection meeting with CT <ul style="list-style-type: none"> Identify/negotiate behaviour targets Set-up an in-class monitoring sheet Schedule meetings to review monitoring sheet Sentral entry + letter home with verbal communication. Level 1 may include: <ul style="list-style-type: none"> Completion of required work outside class time If progress on Level 1 program is unsatisfactory, a referral to Head Teacher should occur.	<ul style="list-style-type: none"> Consult with Head Teacher regarding Level 2 placement/possible strategies to modify behaviour HT reflection meeting with CT and student. HT phone call to parent/ carers Level 2 monitoring by HT across all subjects Assess the level of work and teaching methods Assert your feelings regarding situation/behaviour to student Relate behaviour to consequences Discuss problems with student/have student catch up on work in their free time Short time-out under supervision Check student's progress/behaviour in other subjects using Sentral <ul style="list-style-type: none"> Discuss student with Year Advisor Document continuing problems and strategies employed on Sentral 	<ul style="list-style-type: none"> Persist with Level 2 teaching and behaviour management strategies Maintain communication with Head Teacher Official caution-Deputy Reflection meeting with deputy/ HT/ student Deputy parent contact Deputy monitoring of level 3. Document incidences of unsatisfactory behaviour/ progress on Level 3 monitoring sheet and on Sentral	<ul style="list-style-type: none"> Persist with Level 3 teaching and behaviour management strategies Maintain communication with Head Teacher Document incidences of unsatisfactory behaviour/ progress on Level 3 monitoring sheet and on Sentral
	Students on Level 2 and 3 programs have a range of support structures implemented for the duration of their L2/3 program, i.e. Students on levels 2 (potentially) and 3 will have behaviour management plans developed to support students in a variety of settings: at school, on site and off site. It is the responsibility of staff organising these events to ensure that level 3 students have their behaviour management plan reviewed prior to any event.				



Discipline Procedure

LEVEL Responsibility	LEVEL 1 Classroom Teacher	LEVEL 2 Faculty HT	LEVEL 3 Deputy Principal	LEVEL Update DP/Principal
	<p>work outside class time</p> <ul style="list-style-type: none"> ▪ Move student ▪ Isolate student within the room ▪ Verbal agreement with student ▪ Phone parent outlining difficulties ▪ Discuss ongoing problems and possible strategies with HT <p>May require referral to LST</p> <ul style="list-style-type: none"> ▪ Document ongoing problems and strategies being employed on Sentral. 			

Discipline Procedure



LEVEL Responsibility	LEVEL 1 Classroom teacher	LEVEL 2 HT/Faculty	LEVEL 3 Deputy Principal	DP/Principal
<p>SUGGESTED HEAD TEACHER RESPONSES</p>	<ul style="list-style-type: none"> ▪ Support teacher ▪ Suggest strategies ▪ Observation of lessons ▪ Observation of students in the lessons <p>Offer T&D opportunities for staff</p>	<p>Behaviour modification strategies such as:</p> <ul style="list-style-type: none"> ▪ Discuss student's unsatisfactory behaviour with the classroom teacher using 'Referral to HT' as basis ▪ Consult Sentral to ascertain the extent of student's misbehaviour in other areas of the school ▪ Consult Year Advisor ▪ Discuss appropriateness of lesson content/methods with classroom teacher ▪ Assist with the development and implementation of behaviour modification strategies ▪ Observe lessons to provide feedback and professional advice ▪ Warn, reprimand student ▪ Placement of student on Level 2/ documentation of problems/strategies on Sentral ▪ Initiate contact with parents if not already established, through level 2 letter and perhaps telephone contact/personal meeting ▪ Issue Level 2 monitoring sheet and develop behaviour improvement targets ▪ Referral to Learning Support Team ▪ Set regular time for discussion with student of progress towards behaviour improvement targets ▪ Supervised reflection meeting with classroom teacher ▪ Ongoing support of classroom teacher and discussion of student progress ▪ Extension of Level 2 monitoring program, renegotiation of behaviour improvement targets if Level 2 monitoring program is unsatisfactory ▪ Document ongoing problems and strategies on Sentral <p>Referral to Deputy Principal using 'HT Referral to DP' if student progress continues to be unsatisfactory on Level 2</p>	<ul style="list-style-type: none"> ▪ Maintain professional support for classroom teacher ▪ Discuss student referral with the DP providing details of misbehaviour, unsatisfactory progress and strategies currently in place <p>Monitor student progress on Level 3 monitoring program</p>	<ul style="list-style-type: none"> ▪ Maintain professional support for classroom teacher ▪ Maintain communication with DP ▪ Monitor student Level 4 monitoring sheet <p>Document incidences of unsatisfactory behaviour/progress on Sentral</p>



Discipline Procedure

LEVEL Responsibility	CLASSROOM / LEVEL 1 Classroom teacher	LEVEL 2 HT/Faculty	LEVEL 3 Deputy Principal	DP/Principal
YEAR ADVISOR	<ul style="list-style-type: none"> Provide background briefing about student for classroom teacher Possibly interview student with classroom teacher 	<ul style="list-style-type: none"> Provide relevant information about student for classroom teacher Discuss behaviour management strategies being employed by other staff Possibly initiate a progress report across the curriculum Possibly attend parent interview with HT/classroom teacher 	<ul style="list-style-type: none"> Check in with student and offer supports Attend parent interview where appropriate Organise progress report if required 	<ul style="list-style-type: none"> Counsel student Attend parent interview where appropriate Organise progress report if required
COUNSELLOR	<ul style="list-style-type: none"> Discuss student background and appropriate behaviour management strategies with classroom teacher Interview student if appropriate If appropriate make all teaching staff aware of circumstances currently affecting the student and likely to impact on behaviour 	<ul style="list-style-type: none"> Discuss student background and appropriate behaviour management strategies with Head Teacher and classroom teacher If appropriate make all teaching staff aware of circumstances currently affecting the student and likely to impact on behaviour 	<ul style="list-style-type: none"> Counsel student, involve outside agencies if appropriate Attend parent interview where appropriate Organise special support program (e.g. anger management) Prepare Counsellor's report if appropriate 	<ul style="list-style-type: none"> Counsel student, involve outside agencies if appropriate Attend parent interview where appropriate Organise special support program (e.g. anger management) Prepare Counsellor's report if appropriate
Student Support Officer (YOW)	<ul style="list-style-type: none"> Communicate with classroom teacher or SLSO and assess severity of the students' needs/situation/issue. Offer support by way of having a one-on-one conversation with the student or arranging appropriate appointment if not a suitable time in that moment. 	<ul style="list-style-type: none"> Communicate with HT Wellbeing around what current supports are being offered, whether a plan (PLSP, BSP, Attendance) is in place and strategies are being followed. What's working/what's not/what's the next step to move forward. Provide practical resources around the area of struggle directly to student. Advocating for student voice to HT Wellbeing Referral to School Counsellor or outside agencies where required. Referral of mandatory reports to HT Wellbeing. 	<ul style="list-style-type: none"> Communicate with Deputy and take direction regarding what students to prioritise. Liaise with Deputy, family, students to create a cohesive and unified plan for that students support moving forward. Assist to implement strategies/supports where requested. Referral of students to DP where escalating behaviours are apparent. Carry out post suspension workbooks with students as part of the return to school procedure. Referral of mandatory reports to DP 	<ul style="list-style-type: none"> Communicate with Principal and take direction in regard to what students to prioritise. Communicate with Principal in response to extreme student behaviours, child protection issues, complex issues in regard to family/past incidents/confidential matters.



Discipline Procedure

LEVEL Responsibility	CLASSROOM / LEVEL 1 Classroom teacher	LEVEL 2 HT/Faculty	LEVEL 3 Deputy Principal	DP/Principal
DEPUTY PRINCIPAL		<ul style="list-style-type: none"> ▪ Support Head Teacher and classroom teacher ▪ Implement Level 2 procedures where appropriate 	<ul style="list-style-type: none"> ▪ Discuss referral with Head Teacher ▪ Consult Sentral to review student behaviour across the curriculum ▪ Place student on Level 3 program if appropriate ▪ Issue student with Level 3 monitoring sheet and develop behaviour improvement targets ▪ Lunchtime reporting to monitor progress – detention if unsatisfactory ▪ Establish a support person for student where appropriate ▪ Contact parents via Level 3 letter and seek interview ▪ Involve Year Advisor, Counsellor and Head Teacher in interviews, remedial programs where appropriate ▪ Document Level 3 placement, behaviour/progress problems and remediation strategies ▪ Provide feedback to HT, classroom teacher, Year Advisor & counsellor ▪ Pre-suspension warning (formal caution issued and behaviour management plan developed). 	<ul style="list-style-type: none"> ▪ Implement appropriate action – i.e. short or long suspension or in-school suspension ▪ Document on Sentral ▪ For Suspension, notify parent(s) by telephone and by letter ▪ Arrange work for student while on suspension ▪ Arrange during/post-suspension interview with parents ▪ Prepare post-suspension contract ▪ Establish a staff support person to make contact during suspension ▪ Involve Year Advisor, Counsellor, SSO and Head Teacher in interviews, remedial programs where appropriate during suspension
PRINCIPAL		Implement Level 2 procedures where appropriate	Level 3 may be implemented Pre-suspension warning	As Above



Detention and Time-out Guidelines

Detention

Detention is designed to provide students with an opportunity for reflection and self-improvement. The focus is on personal responsibility and accountability rather than punitive discipline.

How to Guide:

1. Where there has been **persistent misbehaviour** in the classroom or a student has not met the agreed learning intentions for the lesson, detention may be a strategy to support self-reflection and behaviour modification.
2. Clearly articulate to the offending student when, where and the duration of the proposed detention, taking into consideration any **prior commitments**. An alternative time may need to be arranged. *A detention will not exceed more the 50% of a break period ensuring procedural fairness is adhered to.*
3. During the detention, create a calm and supportive environment to allow reflection and restorative discussion and where applicable completion of work.
4. Document incident and teacher follow up via Sentral > Wellbeing > Negative incident. On a third classroom detention OR a student refuse to attend, a verbal conversation must occur with parents/carers and the Level system is activated by the classroom teacher in consultation with HT. Document parent contact via Sentral > Wellbeing > Data record > Notes – Parent Contact.

Prior Commitments:

Offsite appointments arranged by parent.

Other detentions given by other staff.

Meetings with executive staff.

Third party agencies booked during school hours.

***Teacher to confirm and clarify commitments with organising staff member.**

Persistent misbehaviour may look like:

Not following classroom expectations.

Lack of Respect: swearing, refusal follow instructions, moving around the room, touching other students' belongings, calling out across the room, leaving the room without permission.

Not following reasonable requests: e.g. refusing to move seats when directed.

Consistently failing to complete class tasks or actively engaging in class activities.



Time-Out Strategy

Time-out strategies are used as a supportive strategy to promote student ability to identify rising stress and develop skills to self-regulate. There are two types of Time-outs available to staff and students at Inverell High School.

How to Guide:

Teacher-directed time-out is a planned de-escalation strategy, documented in their Student Support Plan, where a student is directed away from an educational activity due to behaviours of concern, used after other de-escalation strategies and teaching practices have been tried.

When directing a student to teacher-directed time-out, ensure:

- the student is directed to a space within the classroom or nearby, where the student can be supported
- the teacher monitors the student
- it is for the shortest possible time.

Teacher-directed time-out should never:

- be used to punish a student
- occur in rooms where doors are chained, locked or closed in any way that prevents a student from leaving the space or where a student reasonably feels they are unable to leave.

Self-directed time-out enables a student to remove themselves from a stressful situation or environment and is a planned behaviour support strategy that is documented in their student support plan.

Self-directed time-out occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour
- requests permission to use self-directed time-out from the classroom teacher
- signals and leaves the classroom or educational activity without prompting or support
- goes to a prearranged room or area – Student Support Office

Self-directed time-out at Inverell High School follows the steps outlined below:

1. Student displays time out card as per negotiated communication
2. Student attends student support office and signs in on sign on register.
3. Student remains for no longer than 5 minutes and then returns to class.
4. Time-out strategies are for a maximum of 3 weeks, these must be reviewed to ensure appropriate use.

NB. QRG for Teachers located in appendix 6.



Serious Behaviours of Concern - Suspension and Expulsion Procedures

Formal Caution

The purpose of the formal caution is for the student and their parents/carers to understand the impact of the student's behaviours of concern and to engage them in positive behaviour supports and strategies.

Up to 50 days and cannot carry over the next calendar year.

School Formal Caution procedures:

- Principal initiates formal caution in line with school discipline procedures.
- Using Sentral incidents, outline the behaviour of concern and relevant information communicated to families.
- Behaviour Support Plan initiated/created/updated by delegated staff member and PDF uploaded to Sentral via Wellbeing > Student plans. Original word document to be stored in [TEACHER > WELLBEING > 2024 > STUDENT SUPPORT PLANS > SBSP](#)
- Any subsequent behaviour of concern identified within the formal caution period are added to the original Formal Caution and up to 50 days reinstated.
- At the end of the formal caution period, Sentral entries to reflect cessation of caution.

Suspension

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's challenging behaviour or behaviours. This is to ensure a successful return to school, mitigate any unacceptable risks posed to teaching and learning, and the health, safety, and wellbeing of staff and/or students.

Once a formal caution has been issued, Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include, but are not limited to:

- Continued/persistent disobedience and/or disruptive behaviour.
- Malicious damage or theft of property
- Verbal abuse
- Bullying and cyberbullying
- Misuse of technology
- Discrimination, including that based on sex, race, religion, disability, sexual orientation, or gender identity.

Where there is immediate or significant risk of harm to students or staff, Principals may consider issuing an immediate suspension. For examples of immediate or significant risk see section [2.1 Grounds for suspension](#) in the Suspension and Expulsion procedures.



Discipline Procedure

School Suspension Procedures/Roles and Responsibilities:

Prior to suspension staff to follow disciplinary procedures as per the Level System, including record management via Sentral. NB: ensure that HT's are involved in gathering and collating necessary information including incident reports/statements prior to referral for DP consideration. Staff to contact HT's **as the first point of contact** for any support with behaviour management including minor and major incidents.

Role/Position	Prior to suspension	During Suspension	Post Suspension
Classroom Teacher	<ul style="list-style-type: none"> Gather incident reports, enter incident via Sentral. Include all FACTUAL information. Avoid emotive language. Ensure any levels are recorded and monitoring cards are scanned and attached to the incident. Ensure regular communication is maintained with parents and recorded in Sentral via Wellbeing > Data record > Notes-Parent Contact. This includes HT Support provided. HT's should be accessed for support as per the level system for all behaviour management support prior to referral to DP. 	<ul style="list-style-type: none"> Supply all work for suspension duration to the Year Advisor. Ensure adequate quantity, scaffolding and support documentation is supplied. Communicate with parent/caregiver when requested. 	<ul style="list-style-type: none"> Check in with student upon return ensuring completion of work and understanding. Level 3 monitoring – meaningful discussion post lesson of success in meeting the agreed goals stipulated on level.
Head Teacher	<ul style="list-style-type: none"> Offered support to CT and communicated with families where disciplinary action has required escalation as per level system and documented via Sentral in the Incident created by the CT. Incident statements collated, bundled and supplied to DP. 	<ul style="list-style-type: none"> Ensure CT's have supplied adequate work to YA. Review suspension roll with faculty on a regular basis. 	<ul style="list-style-type: none"> Support CT's.
Deputy Principal	<ul style="list-style-type: none"> Interview all members involved in incident. Collating and presenting evidence for principal consideration of suspension. Ensuring accuracy in all statements. Communicate to all stakeholder's outcome of suspension decision by principal. DP to document suspension via original incident including updating of excel spreadsheet for 	<ul style="list-style-type: none"> Liaise with Wellbeing Team ensuring return from suspension procedures are initiated. Conduct Return from Suspension (RFS) meetings with child and parent, where delegated by the principal. Complete LST Referral 	<ul style="list-style-type: none"> Resolve all suspensions via Sentral incident. Ensure all documentation for incident has been provided to and filed by administration staff.



Discipline Procedure

Role/Position	Prior to suspension	During Suspension	Post Suspension
	<p>Wellbeing Team.</p> <ul style="list-style-type: none"> ● DP to supply signed letter of suspension to administration staff for dissemination to families. NB letter to be sent AFTER parent contact has been successful ● Ensure all external agencies have been informed including but not limited to: <ul style="list-style-type: none"> ○ Incident report hotline ○ CWU ○ MRG 		
Principal	<ul style="list-style-type: none"> ● Review case presented by DP and decide suitable action. ● Check wellbeing of staff involved. ● Notify Director Educational Leadership 	<ul style="list-style-type: none"> ● Respond to any ongoing concerns including parent and staff. ● Conduct RFS meetings with parent and student 	<ul style="list-style-type: none"> ● Notify DP of RFS outcome and return date.
Year Advisor		<ul style="list-style-type: none"> ● Request and collate work for suspended students to complete. ● Make contact with parents/carers within the first 48 hours and maintain regular communication during suspension. Reinforcing parent understanding of RFS procedures including contact from the wellbeing team for Behaviour support planning and wellbeing workshops. ● Create Referral for Support > LST/Wellbeing Referral > LST Referral Type > Return from suspension. ● Action any appropriate parent/carer requests. ● Document all contact via Sentral Wellbeing > Data record > Notes – Parent Contact. Include time/date and summary of conversation or time/date of attempted contact if unsuccessful. 	<ul style="list-style-type: none"> ● Wellbeing Check in with student and parent/carer. Document via Sentral.



Discipline Procedure

Role/Position	Prior to suspension	During Suspension	Post Suspension
Wellbeing Team	<ul style="list-style-type: none"> Complete Behaviour support planning process as per appendix 2 (at time of formal caution). 	<ul style="list-style-type: none"> Complete Behaviour support planning process as per appendix 2. Create/update Behaviour Support plans. Complete Wellbeing Workshops. Wellbeing Team to notify parents to book RFS meeting with appropriate staff member. This occurs once a student has successfully engaged with both the Wellbeing workshop and BSP. Staff completing process to advise DP and Principal or outcomes/goals. 	<ul style="list-style-type: none"> Continue wellbeing workshops with identified students. Support mediation processes Referrals for ongoing support including external agencies. Document via Sentral and discuss at LST meetings.
Administration		<ul style="list-style-type: none"> Send home documentation package to parent/carer. Email HT Wellbeing and/or YA of formal caution and suspension. Admin Staff to refer to Return from suspension spreadsheet PRIOR to booking return from suspension meetings ensuring all meetings have been completed with relevant staff. 	<ul style="list-style-type: none"> Scan and file documentation received from DP.



Appendix 1 – Definitions

Term	Definitions
Behaviour of concern	A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
Detention	Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.
Procedural Fairness	Procedural fairness, also known as natural justice, is generally recognised as having two elements. The right to be heard, which includes: <ul style="list-style-type: none"> ● the right to know the purpose of the particular decision-making process and the consequences that flow from it ● the right to know the way in which the issues will be determined ● the right to be fully informed of the allegations and of any other information that will be taken into account in making a decision ● the right to have a reasonable opportunity to respond to the allegations and any other information that will be taken into account in making a decision ● the right to an appeal. The right of a person to an impartial decision, which includes: <ul style="list-style-type: none"> ● the right to impartiality in the investigation and decision-making process ● the right to an absence of bias in the decision maker (source: Legal Issues Bulletin Number 3 – Procedural fairness).
Sexualised Behaviour	Sexual behaviours expressed by children and young people under the age of 18 years that fall outside the range of typical (or 'normal') activity for a child's age and stage of development, may be developmentally inappropriate, harmful towards self or others, or be abusive towards another child, young person, or adult.
Support Person	A support person provides comfort, emotional support and may assist in taking of notes, provision of advice on rights, suggesting a temporary pause in a meeting or suggesting seeking further advice. The role of a support person is not to act as an advocate for the student or their parents or carers, or to become actively involved in any discussion that may take place. See Legal Issues Bulletin 33 – Difficult interviews and related issues .
Time-Out	Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-

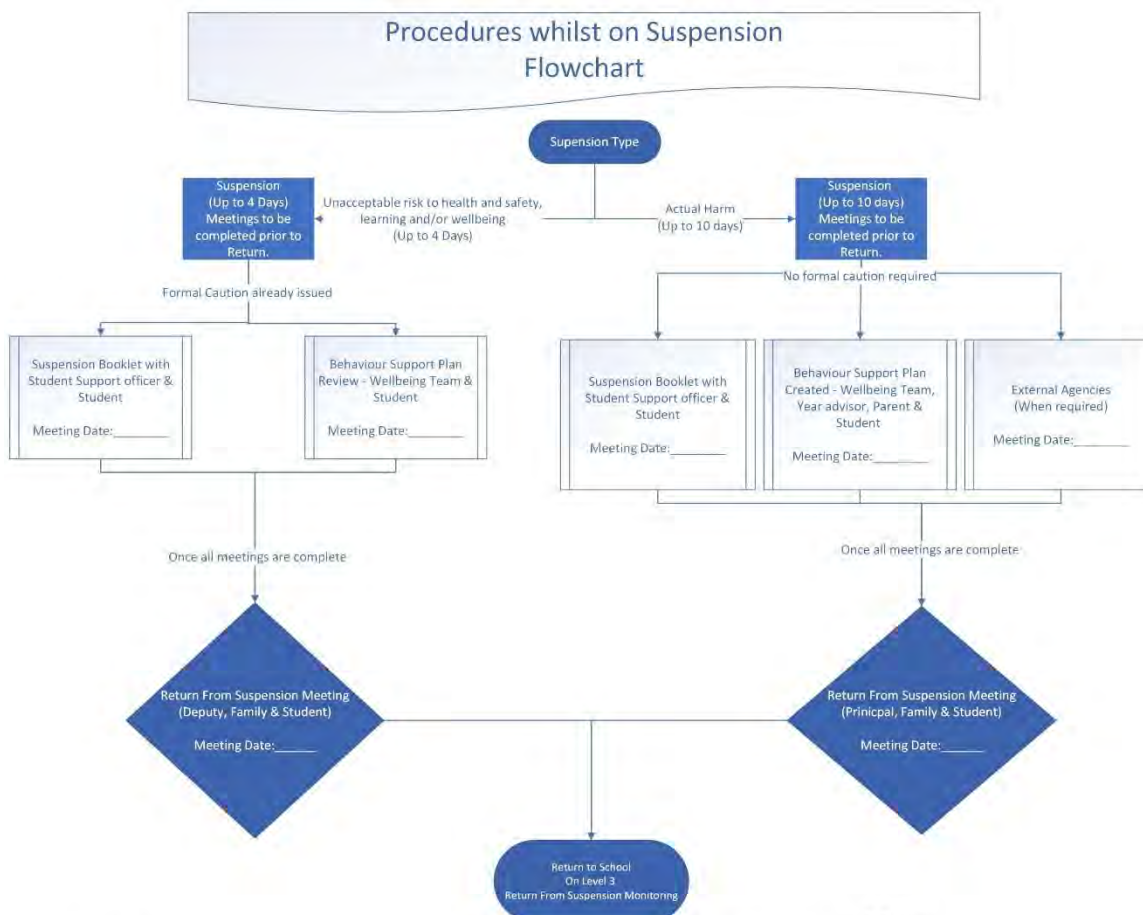


Discipline Procedure

Term	Definitions
	<p>escalation strategies and teaching practices have been tried.</p> <p>Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.</p>
Unfair Decision	This relates to acting fairly in administrative decision-making (see section 5 Appeals). A decision can be considered unfair if it was harsh, unjust or unreasonable.



Appendix 2 – Formal Caution and Return from Suspension Procedures



Dear Parents/Carers

This document informs you that if your child is on suspension, they will continue to receive regular contact from their Year Advisor. This is to ensure that they receive academic support and that their wellbeing is taken care of while they are at home.

We want to emphasise that suspension is not a disciplinary tool used to keep students away from school. Instead, it is a strategy that enables the student and the school to implement support strategies to help the student perform more successfully in school. The primary goal is to reengage the student positively and bring them back to school at the earliest opportunity.

For this reason, it is crucial that the school, parents/carers, and family work together to complete all the required meetings before the return from suspension procedures occur. We strongly believe that through effective collaboration, we can help your child succeed academically and become productive members of the school community.

Thank you for your understanding and cooperation.

Definitions:

Student Support Officer:

In New South Wales (NSW) schools, a student support officer (SSO) is a non-teaching staff member who provides support to students to help them achieve their academic and personal goals. The role of an SSO can vary depending on the specific school and its needs, but some common responsibilities include:

- Providing pastoral care and support to students who are experiencing personal or emotional difficulties.
 - Supporting teachers in the delivery of educational programs, including working with small groups of students or individuals who require additional support.
 - Assisting with the maintenance of a safe and supportive school environment, including managing behaviour and responding to incidents of bullying or harassment.
- Overall, the role of a student support officer is to work collaboratively with teachers, parents/carers, and other professionals to provide the best possible support for students, and to help ensure that all students have the opportunity to reach their full potential.

Behaviour Support Plan:

In New South Wales (NSW) schools, a behaviour support plan (BSP) is a document that outlines a structured and individualised approach to support a student who is experiencing behavioural difficulties. The purpose of a BSP is to identify the underlying causes of the student's behaviour, and to provide a plan for teachers and other school staff to support the student in managing their behaviour in a positive and effective way.

The key objectives of a BSP are to:

- the specific behaviour(s) that are causing concern, and determine the underlying reasons for these behaviours.
- Establish clear expectations for the student's behaviour, and provide positive strategies and supports to help the student meet these expectations.
- Identify the consequences that will be implemented if the student does not meet these expectations, and ensure that these consequences are fair, consistent, and appropriate.
- Involve parents and caregivers in the development of the BSP, and provide them with strategies and supports to use at home to reinforce positive behaviour.
- Monitor the student's progress regularly, and make adjustments to the plan as needed to ensure that it remains effective.

Overall, the purpose of a BSP is to support the student in developing positive behaviours and skills that will enable them to succeed in school and in their personal lives, while also providing a safe and supportive learning environment for all students.

Appendix 3 - Parent supporting suspensions

NSW Department of Education

Supporting your child's wellbeing during suspension

How to support your child

A good place to start when supporting your child's health and wellbeing during suspension is to gather expert information and advice. For practical advice and information to support your child's wellbeing follow these links:

- [Wellbeing](#)
- [Counselling and psychology services](#)

Positive and open communication between home and school helps provide students with the best chance to succeed:

- Reassure your child that they are a valued member of the school community.
- Raise any concerns with the school.
- Work in partnership with the school team to develop and implement strategies that support your child's engagement in learning.
- Attend your child's return to school planning meeting. This may be held face to face, online or over the phone using the format that will give the best chance of a positive discussion.
- Talk to your child about appropriate behaviour that shapes positive, safe, inclusive, and respectful learning environments.
- Encourage your child to actively share their thoughts and ideas respectfully.

Learning from home while on suspension

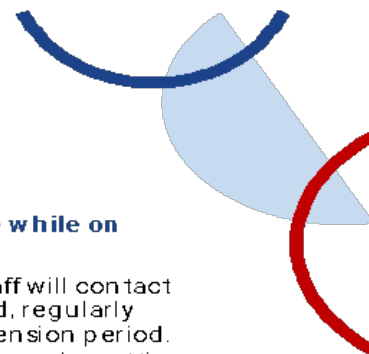
- A member of staff will contact you, or your child, regularly during the suspension period.
- Help your child learn by setting clear times for work periods during the day, finding a quiet space, and asking how their learning is progressing.
- Make sure they have breaks, drink water and support them if they become stressed or worried.
- Allow time for physical activity.
- Supervise your child to use technology safely. The Using technology site holds information and resources that you may find useful.

Helpful links:

- [Learning packages](#)
- [Disability learning and support advice](#)
- [Behaviour support toolkit: What to do if your child is suspended](#)
- [Helping your child learn from home](#)
- [Kids Helpline](#) is Australia's only free phone counselling service for young people aged 5 to 25. Call on 1800 55 1800.

Telephone interpreter service

If you wish to contact the school and need assistance with English, please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.





Appendix 4 – RFS booking process

QRG Post Suspension Process

Suspension in Sentral

- DP or whoever actioned suspension enters student names into Suspension Spreadsheet and notifies YOW's for discussion re. return timeframes.



Booking Calendars Checked

- YOW to check Staff availability for SBSP and YOW Session via Bookings AND conversation with available staff.
- This must occur PRIOR to parent contact to ensure staff are prepared and available for the booking.



Parent Contact made

- Once confirmed with parent, enter into bookings.
- Update Spreadsheet with scheduled meeting and with who.



Notify office staff

- Notify office staff of meeting date, time and with which staff member.
- Office Staff to refer to Booking Calendar is a parent calls to confirm date and time

Please consider the following when booking meetings:

- Staff may not be available, even if there appears to be availability on their calendars.

Staff may have other commitments such as:

- Learning Centre supervision
- Lesson preparation time
- Allocated release.

Conversations prior to bookings being made is essential to minimise double booking.

- SBSP's and booklets MUST be completed **BEFORE** re-entry meeting.
- **Avoid** same day/last minute booking of staff for SBSP **unless** a prior conversation has occurred with staff member.
- When a meeting has been rescheduled, cancel booking, and create a new booking with the new date and time. Notify staff effected via email to ensure they are aware of the changes.
- When LaST's and HT Wellbeing are unavailable, discuss with YA and HT YA to complete SBSP. Where neither are available, open to wider staff.
- When sending a booking – ensure that the location of meeting is clear to avoid confusion. Remove teams invite that automatically populates.
- **YA are still the primary contact for the wellbeing of a student**



Appendix 5 Level Monitoring Sheets

[Level 1 – Class Monitoring Sheet](#)

[Level 2 – Whole School Monitoring Sheet](#)

[Level 3 – Warning of Suspension](#)

[Level 3 – Return from Suspension](#)



Appendix 6 Time out card

Time Out Card

Name:

How to use:

Student

- Hand card to Teacher when feeling anxious to indicate use of strategy
- Walk to Student Support Office and sign in on register
- Spend 5 Minutes to use anxiety strategies, then return to class with staff from student support.
- Use only **Once** per period for the next **3 Weeks**.

Teacher

- Allow student to attend student support office for 5 minutes
- Record on PXP under New Incursion - Timeout card. Ensure you record the time.

SSO

- Student to sign Register
- After 5 minutes, check out incursion and escort back to class.
- Indiana may use her phone to contact mother for co-regulation during this time

Self-Regulation Strategies

- 4-6 Breathing
- Progressive muscle relaxation (start at top of body, work down to toes, tensing then releasing muscles)
- Senses Activity (5 things I can see, 4 I can touch etc)
- Use a stress ball or fidget toy
- Journal - write down your feelings and what is going on for you right now
- Talk to a trusted adult