INTRODUCTION:
This policy follows the Department of Education and Training’s Student Welfare Policy (Dec 1996), Values in NSW Public Schools (Mar 2004), Student Discipline in Government Schools (2006), Core Rules for Students in NSW Government Schools (2006) and Respect and Responsibility- the NSW Governments plan for values, respect and behaviour in our schools (2006).

Procedures for the suspension and expulsion of students follow the departmental guidelines contained in the document: Suspension and Expulsion of School Students- Procedures (2005)

The Great Lakes College School Discipline Policy is the college’s policy that outlines the standards of behaviour expected of students at school and travelling to and from the school. It reflects government legislation, and the Department of Education and Training’s policies and practices and was developed with the support and consultation of the school community including staff, students and parents.

Individual student self-discipline and responsibility are important aspects of school education and this School Discipline Policy. The policy stems from our core values and is supported by: Student Merit Scheme (SMS).

The GLC School Discipline Policy has other clear guidelines and expectations, consequences and support structures. Great Lakes College School Discipline Policy is included in the Staff Handbook. The School Discipline Policy Summary sheet is included in the General Handbook for all students.

CORE VALUES and SUPPORTING STATEMENTS:

Personal Best
- Complete all tasks to the best of your ability.
- Have a go.
- Be the best you can be.
- Set achievable goals for your learning.
- Recognise and celebrate achievement.
- Hold high expectations for achievement.

Cooperation
- Work together in a positive way with everyone.
- Be cooperative with each other.
- Be friendly and approachable.
- Value and encourage others to speak and express opinions.
- Be supportive of each other.
- Provide a supportive and safe environment.

Respect
- Be polite and supportive of others.
- Treat others as you would like to be treated.
- Be polite and friendly in words, actions and manner.
- No bullying, no put downs.
- Accept the rights of others to hold different views and opinions.

Responsibility
- Accept that actions have effects on ourselves and others.
- Make smart choices, accept consequences.
- Behave safely.
- Care for the well-being of each other and the GLC environment.
- Be accountable for your choices

Fairness
- Allow productive teaching and learning.
- Believe in a fair go for all.
- Work together, listen to each other.
- Appreciate and accept differences in each other.
- Accept and help each other.
- Be consistently honest and trustworthy.
CORE RULES:
Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations for all students. The rules are based on our core values of personal best, cooperation, respect, responsibility and fairness.

EXPECTED BEHAVIOURS:

Courtesy and respect for others
- Show that you are actively listening by being quiet and looking at the speaker without fiddling.
- Respect the opinions, space and property of others.

Being safe/acting safe
- Listen, understand and follow instructions.
- Think of your own and others’ safety before you act.

Strive for personal best in every lesson
- Come to class with all necessary equipment and homework completed.
- Complete all class tasks to the best of your ability.

Acceptable language only at all times
- Speak in a manner that is polite and appropriate.
- When speaking, think of and show respect for others.

Students accept responsibility for their actions
- Accept that there are consequences for my actions (positive and negative).
- Accept consequences for my own actions without argument

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated.

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR (including specific strategies to maintain a climate of respect)

Students are much more likely to willingly behave in an appropriate manner when they feel that school is a place where they belong, are cared for, experience success, are able to make some decisions and enjoy themselves. The college will support this policy by the explicit teaching of expected behaviours and core values.

- Students and parents included in all aspects of school life including belonging to committees, invitations to school events, sports, school performances, ground improvements
- Staff care for students by showing they know their students and provide individual attention towards them
- Students experience success when staff set high and achievable expectations; competent in basic skills; teachers provide learning programs including elements of Quality Teaching; staff differentiate the curriculum to student’s needs; staff provide frequent, informative and constructive feedback; the school provides a wide range of opportunities through extra-curricula programs; and planned and systematic support for students experiencing difficulty
- Students are able to make decisions when they have appropriate choices about their learning; given responsibilities in or out of the classroom; opportunities to participate in forums; student feedback and suggestions is sought and responded to; and students are held accountable for their behaviour and to make explicit choices about future behaviour
- Students will enjoy themselves at school when they feel they belong, experience success and have opportunities to participate in decisions affecting them; and the school day is varied, interesting, well-paced and actively involving.

Great Lakes College provides educational services to students identified with conduct, emotional and behaviour disorders through the Support Units at each campus. These students are enrolled with Personalised Learning Plans, Transition Plans or behaviour contracts. This policy is designed to be inclusive of such individualised support programs.
COLLEGE COMMENDATION SYSTEM:
The aim of the SMS (Student Merit Scheme) is to acknowledge students who strive for their personal best within the college environment and the wider community. It is a multi-faceted system that targets different stages in ways that are both valued and meaningful to students.

The objectives of the overall program are to:
- Encourage and promote college ownership and involvement in student welfare, leadership and participation.
- Encourage students to strive for their personal best in everything they do.
- Acknowledge positive student contributions to the college environment and wider community.
- Develop student leadership skills and promote improved learning outcomes.
- Improve student contribution and participation in the establishment of a happy, safe and dynamic college environment.

The system is based on the issuing of achievement awards, which recognise the achievement of a student's personal best. The elements for personal best are achievable within the school environment and the wider community and include attributes of: Consistency, Improvement, Excellence or Service and application (school / community service).

A student can be nominated for an achievement award by a Teacher, Student, Community Nomination or Meritorious Achievement.

Each nomination results in the student receiving an achievement award. The greater the number of achievement awards, results in a movement up the Awards hierarchy. An important part of SMS is the Stage 4 Star Awards. It is designed for Stage 4 students as an instantaneous rewards program. The program rewards students as an immediate result of recognised positive behaviour. The slip that a student receives in this program will be entered into a raffle type draw where two winners will be drawn fortnightly for each year group.

BEHAVIOUR MONITORING PROGRAM:
The Principal, Deputy Principal or executive team may place students, who have committed a serious breach of the College Expectations of Behaviour or, whose classroom or playground behaviour suggests that close monitoring may assist the student, on the Behaviour Monitoring Program.

The program requires students to present a Monitoring Sheet or Monitoring Book to teachers for comment and assessment for a period of time, usually ten days. The sheet or book will be reviewed on a daily basis, usually before lessons, by the Year Advisor, Head Teacher, Deputy Principal or Principal.

Monitoring Sheet / Monitoring Book: The sheet or book must be taken to all lessons. Teachers will sign the sheet or book and report on behaviour, class work attempted and any other relevant comments. The sheet or book will be signed by parents / caregivers. The Supervisor will sight the sheet or book daily.

Placement on the Behaviour Monitoring Program may mean a formal warning letter of suspension will be issued detailing unacceptable behaviours, as well as clear expectations of what is required in the future if the student wishes to continue to be a member of Great Lakes College. The warning will state that repeated offences may result in suspension as outlined in Suspension and Expulsion of School Students- Procedures (2005)
**GREAT LAKES COLLEGE**
**7-10 Discipline Process**

**Student misbehaves/non-compliance**
- Disruption
- Insolence
- Verbal abuse
- Harassment
- Refusal to follow reasonable directions
- Defiance
- Disobedience
- Truancy
- Other inappropriate behaviours
- Proscribed behaviours

**Proscribed behaviours:**
- Drugs
- Weapons
- Alcohol
- Smoking
- Vandalism
- Damage to property
- Violence
- Gross disobedience

**STEP 1: Teacher actions and documentation**

 Strategies may include:
- Advising/teacher counseling
- Explicit teaching of expected behaviours
- Apology to teacher/class
- Planned restitution e.g. PG clean up, detention
- Parent contact by phone/letter/parent interview (HT to be informed)
- Anti-harassment procedures
- Mediation
- Isolation within the classroom/time out
- Seating plan
- Buddy system - help from peer to diffuse situation or provide time out
- For proscribed behaviours, teacher refers to HT with statements and incident reports

 Teacher to advise HT of progress
 Record details with resultant action on SPIDA

 No further action unless problem continues. If student refuses/fails to resolve problem or problem behaviour continues then go to Step 2.

**STEP 2: Head Teacher referral. Actions are to be taken in consultation with the teacher.**

 Actions that may occur include:
- Explicit teaching of expected behaviours
- Student interview. Teacher, HT and student to agree on course of action
- Faculty discipline/consequences e.g. faculty contract, faculty behaviour mentoring, suspension from class (within faculty)
- Parent contact: phone/letter/interview
- HT to assess student’s behaviour and record at executive meeting if necessary
- Student profile requested if there is a suspicion that the problem is occurring elsewhere
- For proscribed behaviours HT makes judgement as to need to go to step 3 with statements and incident reports
- Referral to Campus Welfare team: after all other disciplinary steps have been taken. Also plays major part at DP level

 Record details with resultant action on SPIDA

 No further action unless problem continues. If student refuses/fails to resolve problem or problem behaviour continues then go to step 3.

- Parent contact
- Reinforce/support faculty action
- Behaviour management program
- Referral to campus and regional behaviour services

 Record details with resultant action on SPIDA

 No further action unless problem continues. If student refuses/fails to resolve problem or problem behaviour continues or if prescribed behaviour warrants then go to step 4.

**STEP 3: Deputy Principal or Principal Interview.**

 If one KLA then actions to be taken in consultation with HT and teacher concerned

 Actions that may occur include:
- Student profile report prepared
- Warning letter of suspension (FWL)
- Parent contact
- Reinforce/support faculty action
- Behaviour management program
- Referral to campus and regional behaviour services

 Record details with resultant action on SPIDA

 No further action unless problem continues. If student refuses/fails to resolve problem or problem behaviour continues or if prescribed behaviour warrants then go to step 4.

**STEP 4: Suspension**

 Student refuses or fails to resolve the problem.
 Proscribed behaviour is substantiated.

**STEP 5: Negotiate re-entry**

 Behaviour management program
STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR:
The following are a range of strategies, which may be employed in dealing with inappropriate behaviour:

- Explicit teaching of expected behaviours
- individual faculty mentoring plans and contracts;
- withdrawal from class (class suspension);
- parental contact by telephone;
- parental assistance sought;
- parent interview;
- student support programs -
  - conflict resolution
  - stop-think-do
  - talk sense
  - time-out
  - anti-harassment procedures
  - peer mediation;
- anti-smoking kit where appropriate;
- Head Teacher interview and counselling;
- Head Teacher Welfare interview and counselling
- Deputy Principals or Principal interview and counselling;
- School Counsellor interview and counselling;
- warning letter of suspension home;
- suspension or expulsion (as outlined in Student Discipline in Government Schools (2006))

All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are options available to the Principal in such circumstances.

SUSPENSIONS:
The Principal must suspend immediately any student who:

- is in possession of a suspected illegal drug;
- is violent or threatens serious physical injury;
  (Any student intentionally causing injury or threatening serious physical violence against another student or against a teacher is to be suspended immediately – the police may also be notified of violence or threats of violence)
- is in possession of a prohibited weapon.
  (Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately. The matter must be reported to the police immediately)

The Principal may suspend any student who:

- is persistently disobedient, insolent or engages in verbal harassment and abuse, or persistently disrupts and prevents the learning and teaching of others;
- engages in criminal behaviour related to the school (this may also result in police being notified of the circumstances).

Suspensions may be:

- short suspensions - up to and including four school days;
- long suspensions - up to and including twenty school days.

Short suspension process

- Student’s behaviour appears to warrant suspension.
- Appropriate school student support strategies and discipline options have been applied and documented, and appropriate support personnel have been involved. School-based intervention, however, has failed and the student’s behaviour continues as unacceptable.
- Discussions with the student and parents/caregiver about misbehaviour that could lead to suspension have taken place.
- Formal warning letter of suspension has been provided detailing the unacceptable behaviours with clear expectations of what is required of the student in future.
- All action is recorded.
- Parents/caregiver informed of the student’s suspension.
Suspension resolution meeting convened.

If, after two short suspensions, the unacceptable behaviour continues strategies such as further short suspensions, a long suspension or alternative educational programs must be considered. The District Superintendent, Department of Education and Training, must be advised if a student receives more than two short suspensions within a twelve-month period.

Long suspension process

- A formal disciplinary interview will be held with the student before making the decision to suspend.
- The District Superintendent will be notified of the long suspension including its probable duration.
- A study program will be provided.
- A suspension resolution meeting convened by the principal.
- School, district and other available resources will be utilised to assist the return of the student to school.

The Principal may not impose more than two long suspensions on a student in a twelve-month period without the approval of the District Superintendent. If, after two long suspensions, the matter remains unresolved, other strategies must be considered including alternative educational placement or a recommendation for expulsion from the school or the government school system.

The Principal will convene suspension resolution meetings as soon as practicable. A program to support re-entry is negotiated and documented prior to the suspension being lifted by the Principal. Students returning from suspension will be placed on the school’s Behaviour Mentoring Program, as detailed above.

Expulsion

Expulsion from a school may be made on the basis of:

- misbehaviour of a student of any age; or,
- unsatisfactory participation in learning by a student of post-compulsory school age.

The Principal will ensure, except as a result of a most serious incident, that all appropriate student support strategies and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.

In the case of unsatisfactory participation in learning by a student of post-compulsory school age, the student must receive at least one formal written warning that expulsion is being considered. A program of improvement should be developed with the student.

The school will follow the guidelines and requirements of Good Discipline and Effective Learning – Procedures for the Suspension and Expulsion of School Students (October 1998) when considering suspension or expulsion of school students.

Appeals Process

Students and parents or caregivers who consider that correct procedures have not been followed, or that an unfair decision has been made in respect of a suspension or expulsion may appeal. Appeals should be in writing, stating the grounds on which the appeal is being made. Assistance in lodging an appeal is available from the District Office.

The appeals process follows the guidelines set out in Good Discipline and Effective Learning – Procedures for the Suspension and Expulsion of School Students (October 1998).

The fact that an appeal has been lodged will not delay the principal’s decision to suspend or suspend prior to expulsion from the school, nor will it prevent attempts to resolve the suspension.
ATTENDANCE
One hundred per cent school attendance is the expected level for a sound education. It compliments positive self-esteem and supportive social network development. Punctual attendance to school and classes is an agreed responsibility of students at Great Lakes College.

Truancy is unauthorised absence from school class and school activities, or late arrival at class or school without permission. Students who fractionally truant will be referred to the Deputy Principal for interview. Parents will be informed by phone and/ or letter. The student will receive consequences as determined by the Deputy Principal.

Persistent truancy increases consequences including:
- Placement on an attendance contract to monitor the student’s attendance at school and punctual attendance at class
- Formal warning letter of suspension for persistent disobedience
- In-school isolation
- Referral to the Home School Liaison Program

SMOKING
Smoking is prohibited on Department of Education and Training premises.

Students found smoking, in possession of tobacco products, or selling and supplying tobacco products on school premises will receive a formal warning letter of suspension. Any subsequent offence will result in a suspension.

ILLEGAL SUBSTANCES
Students are prohibited to bring these to school.

Students found using, in possession of illegal substances, or selling and supplying illegal substances on school premises will be referred to the police and will be placed immediately on suspension.

VANDALISM/ DAMAGE TO SCHOOL PROPERTY
Great Lakes College expects students to respect the physical resources available for student use and the property of others.

Students found damaging school property, intentionally or otherwise, will be required to make restitution through:
- cleaning;
- repair;
- replacement of the item at the student or parent’s cost; or,
- school community service.

A formal warning of suspension may occur. In the case of moderate, serious or persistent vandalism, students found responsible will be required to make restitution as above and may be subject to detention, a formal warning letter of suspension, or suspension.

PERSONAL ELECTRONIC DEVICES (PEDs):
Personal electronic devices include, but are not limited to, Mobile Phones, Mp3 players, iPods, Walkmen, Portable Computer Games and Laptops or similar.

- PEDs are not to be turned on during class unless with the express permission of the teacher of that class. They should not disrupt classroom lessons by ringing, beeping or having alarms going off on them.
- Inappropriate use of PEDs will result in their confiscation.
- Confiscated items will be kept by DP and may be retrieved from DP at DP’s discretion.
- Misuse may result in the student being banned from having these items at school.
- The videotaping/ photographing of people/ activities without consent of the Executive staff is strictly prohibited.
GREAT LAKES COLLEGE
STUDENT MANAGEMENT SUMMARY SHEET

The Great Lakes College Student Management Policy outlines the consequences for inappropriate or unacceptable behaviour at school and traveling to and from the college. The college values personal best, cooperation, respect, responsibility and fairness.

CORE VALUES AND SUPPORTING STATEMENTS:

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Have a go. 
Be the best you can be. 
Set achievable goals for your learning. 
Recognise and celebrate achievement. 
Hold high expectations for achievement. | Work together in a positive way with everyone. 
Be cooperative with each other. 
Be friendly and approachable. 
Value and encourage others to speak and express opinions. 
Be supportive of each other. 
Provide a supportive and safe environment. | Be polite and supportive of others. 
Treat others as you would like to be treated. 
Be polite and friendly in words, actions and manner. 
No bullying, no put downs. 
Accept the rights of others to hold different views and opinions. |

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| Accept that actions have affects on ourselves and others. 
Make smart choices, accept consequences. 
Behave safely. 
Care for the well-being of each other and the GLC environment. 
Be accountable for your choices | Allow productive teaching and learning. 
Believe in a fair go for all. 
Work together, listen to each other. 
Appreciate and accept differences in each other. 
Accept and help each other. 
Be consistently honest and trustworthy. |

EXPECTED BEHAVIOURS

**Courtesy and respect for others**
- Show that you are actively listening by being quiet and looking at the speaker without fiddling.
- Respect the opinions, space and property of others.

**Being safe/acting safe**
- Listen, understand and follow instructions.
- Think of your own and others’ safety before you act.

**Strive for personal best in every lesson**
- Come to class with all necessary equipment and homework completed.
- Complete all class tasks to the best of your ability.

**Acceptable language only at all times**
- Speak in a manner that is polite and appropriate.
- When speaking, think of and show respect for others.

**Students accept responsibility for their actions**
- Accept that there are consequences for my actions (positive and negative).
- Accept consequences for my own actions without argument.

**Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or antisocial behaviour of any kind are not be tolerated.**