

Cobar High School

Wellbeing and Behaviour

Procedure

Parents



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Contents

	Page
Rationale	2
Behaviour code for students in NSW public schools	3
Core values for students in NSW government schools	4
Cobar High School's PB4L matrix	5-6
Acknowledgement system	7
Achievement Awards	8
Acknowledgment Awards	9
Annual Presentation Day	10
Support systems	11
Suspension and expulsion	12
Anti-Bullying	13

Rationale

Cobar High School (CHS) Wellbeing and Discipline Procedures is underpinned by the philosophy and principles of Positive Behaviour for Learning (PB4L) and the NSW Department of Education Student Discipline in Government Schools Policy and Student Welfare Policy.

Our school promotes the core values of Respect, Excellence and Safety for our students, staff and community. These values are modelled explicitly in context as determined by the community consisting of; Student Representative Council students, teachers, Aboriginal Education Consultative Group, Parents and Community, School Administrative and Support Staff and the External Coach for PB4L.

Our whole school community are expected to value and uphold the expectations of the school. The Wellbeing and Discipline Procedure is designed to promote an environment conducive to learning. Students are expected to take responsibility for themselves and others. All members of the school have the right to work and learn in a calm, supportive and respectful environment.

The school facilitates High Expectation Relationships. Staff build trust and respect with students and colleagues alike. We believe in being lifelong learners and feedback is an essential part of learning.

The professional staff at CHS approach student wellbeing and discipline from a strength-based approach and will work with their students to strive for improvement. This is achieved through positive tone and inclusive language. Staff will challenge assumptions and stereotypes. Student background and/or disadvantages should never define a student's ability, access or potential. Staff will strive to be proactive and if a problem is anticipated then a solution will be considered.

The school acknowledges expected behaviour with students.

Behaviour Code for Students in NSW Public Schools

As a public school in NSW, Cobar High School is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

All students in NSW government schools 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.

Further information about the Behaviour Code for Students can be found at the link below.

<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

Core values for students in NSW government schools

Further information about the Behaviour Code for Students can be found at the link below.

The Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

The core values are:

INTEGRITY	Being consistently honest and trustworthy.
EXCELLENCE	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
RESPECT	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
RESPONSIBILITY	Being accountable for your individual and community's actions towards yourself, others and the environment.
COOPERATION	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
PARTICIPATION	Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
CARE	Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
FAIRNESS	Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
DEMOCRACY	Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Further information about the Core Values can be found at:

<https://policies.education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools>

Cobar High School – Positive Behaviour 4 Learning (PB4L) Universal Matrix

Expectation	All Settings	Muster	Transition	Toilets
Respect	<ul style="list-style-type: none"> Keep learning environment clean and tidy Talk and act positively Use equipment/items appropriately Listen carefully and follow instructions 	<ul style="list-style-type: none"> Eyes to the front Stand still Mouths closed Technology away 	<ul style="list-style-type: none"> Leave when dismissed 	<ul style="list-style-type: none"> Flush after use and wash your hands Allow others their privacy Use bins provided for all products Leave all notices in place
Excellence	<ul style="list-style-type: none"> Strive for personal best Wear correct school uniform Be prepared for learning Drink, eat and use the bathroom during breaks 	<ul style="list-style-type: none"> Arrive at muster line before the end of the music Go straight to class when dismissed 	<ul style="list-style-type: none"> Go directly to class when music starts Line up at class ready to enter with equipment when the bell goes Have copy of timetable 	<ul style="list-style-type: none"> Leave toilet area once finished
Safety	<ul style="list-style-type: none"> Follow WH&S procedure Stay in bounds Look after personal health, space and hygiene Use designated paths when moving 	<ul style="list-style-type: none"> Stand in your assigned square 	<ul style="list-style-type: none"> Walk and keep to the left Careful on stairways 	<ul style="list-style-type: none"> Walk when in the toilet area Notify staff of any issues in the toilets or broken items Carry an out of class note

Expectation	Area C	Playground	Before School	After School	Remote Learning
Respect	<ul style="list-style-type: none"> • Buy for yourself • Join line from the back 	<ul style="list-style-type: none"> • Access only your own bag • Use bins for rubbish 	<ul style="list-style-type: none"> • Be aware and considerate of early classes and meetings 	<ul style="list-style-type: none"> • Respect for the local community and environment • Display positive relations with the community • Behave as a positive representative of CHS 	<ul style="list-style-type: none"> • Follow teachers and parents/carers instructions to complete your school work • Take care of your learning resources • Communicate appropriately with staff and students
Excellence	<ul style="list-style-type: none"> • Line up in an orderly manner in the correct line (staff and students) • Only purchase during break time (seniors in study lessons) 	<ul style="list-style-type: none"> • Play active games in Area A • Play handball in the Bottom Quad • Socialise passively in the Middle and the Top Quad • Top Quad for senior students • Conserve water 	<ul style="list-style-type: none"> • Arrive at school by 8:50am in time for muster • Move to muster when song begins 	<ul style="list-style-type: none"> • Attend Homework Centre with suitable work • Display pride in the school while in the community • Leave school grounds when dismissed. 	<ul style="list-style-type: none"> • Strive for your personal best to complete all work • Seek assistance when needed • Be aware and considerate of those around you • Return completed work for marking and feedback from your teachers
Safety	<ul style="list-style-type: none"> • Line up behind the white line • Leave area once served 	<ul style="list-style-type: none"> • Report visitors, injuries and incidents to the teacher on duty. • Know and follow the rules of the game. • Use seating provided 	<ul style="list-style-type: none"> • Arrive after 8:30am • Remain in the Front Office before 8:30am • Go straight to and stay within Bottom Quad • Keep walkways and stairways clear 	<ul style="list-style-type: none"> • Walk your mode of transportation to the gate • Walk on footpaths and follow road rules • Wear appropriate PPE 	<ul style="list-style-type: none"> • Sustain personal health, mental health and hygiene at home • Establish a designated learning area • Follow government and family directives

Cobar High School Acknowledgement System

Cobar High School acknowledgement system has been designed in consultation with the school SRC to encourage positive behaviour at the school, being recognised **consistently** and **often**.

The system is recognised through wristbands and paper tickets; colour coded indicating which level of acknowledgement students have achieved. [Staff only hand out blue RAM bands/cards](#), whenever they see appropriate positive behaviour, both in and out of class.

Year Advisers will coordinate with their respective year group to allow students to trade their RAM bands/cards for higher achievement levels.

The acknowledgement levels are current for each term and are reset day one of the next term. At the end of each term there will be an acknowledgement activity, coordinated by the SRC, where students will receive recognition coinciding with the colour/level of acknowledgement achieved. It is the student's responsibility to produce and exchange their coloured band to receive their acknowledgement.

Levels of Acknowledgment	
RAM bands/cards	Achieved when a student exhibits a single positive behaviour
Red Band	Achieved when a student has collected 36 RAM bands/cards
Purple Band	Achieved when a student has collected 72 RAM bands/cards
Green Band	Achieved when a student has collected 108 RAM bands/cards
Rainbow Band	Achieved when a student has collected 144 RAM bands/cards

The recognition for rainbow achievement will vary from term to term and will be negotiated with the SRC; however, the basic structure will follow;

Red Band	Small chocolate
Purple Band	Small chocolate and drink
Green Band	Small chocolate, drink and lunch
Rainbow Band	Small chocolate, drink, lunch and an out of class activity

Students are also able to trade their RAM bands/cards to their Year Adviser to receive lunch (BBQ sandwich, soft drink or snow cone) at each term's SRC fundraising BBQ, held Thursday, Week 5 each term. There is also an opportunity for students to submit RAM bands/cards to receive raffle tickets in a term raffle, to go into the draw to win Cobar Quids.

Achievement Awards

Cobar High School strives to ensure that all student achievements are acknowledged and recognised at our term Awards Assemblies. Each term (one to three), teachers nominate a student in their class who has shown a willingness to learn through a positive work ethic. Students can show their personal best with positive application and a general ‘try your best’ attitude.

Type of Award	Year	Teacher Nominations
Achievement Award	7-12	1 subject
High Achievement Award	7-10	2 subjects
Outstanding Achievement	7-10	3 subjects
Outstanding Achievement	11-12	2 subjects
Principal’s Achievement	7-10	4 subjects
Principal’s Achievement	11-12	3 subjects

Attendance certificates are also presented at these Awards Assemblies to students for the relevant term.

Acknowledgement Awards

Cobar High School Positive Acknowledgement Awards are designed to recognise our student's commitment to their education. To be eligible for these awards students must meet the following criteria:

1. Students act appropriately and follow school expectations.
2. All work is up to date and completed.
3. Attendance is satisfactory and absences explained with justification. *If students are absent on five or more occasions with no satisfactory explanation then they are not eligible for this award.*
4. Student wears correct school uniform. *If students are out of uniform on five or more occasions with no satisfactory explanation then they are not eligible for this award.*

Year Adviser Award	Student has demonstrated application, along with positive attitude and behaviour in a number of subjects, meeting all above 4 criteria.
Year Head Teacher Award	Student has demonstrated application, along with positive attitude and behaviour in <u>all</u> subjects, meeting all above 4 criteria.
Deputy Principal Award	Student must have <u>received a Year Head Teacher award in the previous term</u> , while still meeting all above 4 criteria.
Principal Award	Student must have achieved <u>3 Year Head Teacher Awards & 1 Deputy Principal Award</u> for the year, while still meeting all above 4 criteria.

Parents/Carers are notified by letter that their student is receiving an award at the respective Awards Assembly

Annual Presentation Day

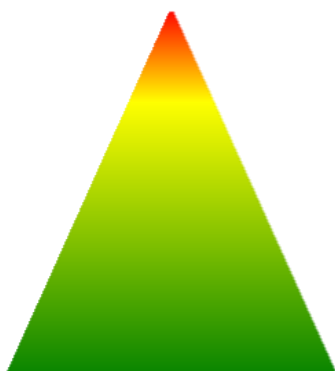
Annual Presentation day is held in the last weeks of Term 4. The following awards are presented during this assembly;

- Principal Awards.
- Certificates for students who have achieved 100% Attendance for the year.
- Certificates for students who have achieved Outstanding Attendance of 95%+ for the year.
- Academic Performance Awards – 1 student per year/subject.
- Encouragement Progress and Application Awards – 1 student per year/subject.
- Other Special Awards presented from external partners and significant members in our community.

Receiving any of the above awards also contributes to students achieving points towards the School Leadership Challenge.

Cobar High School's Learning Support for Students

Tier 1	Represents the whole student body, focusing on all aspects of student wellbeing including successfully demonstrating our school expectations and values of Respect, Excellence and Safety. This level focuses on classroom teacher management strategies and techniques to assist students to achieve in all learning environments. Data is collected regularly and analysed fortnightly and termly by the school's PBL team to determine any problem areas or patterns of behaviour that can be addressed by whole school interventions that may include teaching, environmental changes and/or systemic supports.
Tier 2	Represents support for those students who need additional adjustments to be successful at Cobar High. This level focuses on the Learning and Support Team (LST) to identify and provide assistance and interventions for students, working with teachers and families. A student may be referred to LST by classroom teachers or identified through our data analysis. The LST meet weekly to ensure that the allocation of resources and expertise are adequate to meet the student's needs.
Tier 3	Represents a higher level of specialised support needed for those students who continue to lack success after Tier 1 and 2 intervention. These students require one to one support or intervention to support them to be successful at Cobar High. This level focuses on individual case management (classroom teachers, executive and families) to allocate resources, plan and implement student specific strategies. This requires working with families and may involve the assistance of outside agencies and/or consultants. The Learning & Support Team will meet regularly to monitor and review interventions and liaise with both the Learning Support and school wide teams to assess if further assistance or resources are required.



Suspension and Expulsion

For the majority of students, suspension allows the student time to reflect, to acknowledge and accept responsibility for their behaviours that led to the suspension and for accepting responsibility for changing their behaviour to meet the school's expectations. It also allows time for school personnel to plan appropriate support for the student to assist with a successful re-entry.

In serious circumstances of misbehaviour, the principal may expel a student of any age from the school. Students over 17 years of age may also be expelled for unsatisfactory participation in learning.

Students, parents and the Principal or delegate are responsible for these actions. Further information about these processes can be found at the link below.

https://policies.education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf

Anti-Bullying Policy

Cobar High School promotes a culture of respect, excellence and safety through a strategic whole school approach that is proactive, in an attempt to ensure that no student, employee, parent, caregiver or community member should experience any form of bullying within the learning environment.

With the use of the New South Wales Department of Education and Communities, Cobar High School has worked to develop a Preventing and Responding to Student Bullying in Schools policy. This has been developed with consultation with SRC, P&C and AECG following the School Anti-Bully Plan.

For further information about Cobar High School's specific Preventing and Responding to Student Bullying in Schools policy can be found at the link below.

Anti-Bullying Policy

<https://cms.det.nsw.edu.au/antibullying>