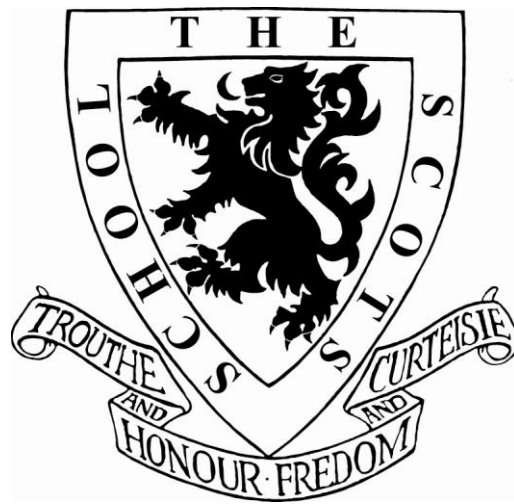


The Scots School



STUDENT WELFARE AND DISCIPLINE POLICY

2015

WELFARE & DISCIPLINE POLICY

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Introduction

At The Scots School Bathurst, our focus is on the student and learning. We believe that every student has a right to feel safe and secure in their learning environment, be encouraged to take risks in their learning and celebrate shared and individual accomplishment of goals. The Scots School promotes such an environment where building self-esteem, resilience and promoting individual dignity are valued.

We believe that this is only possible in an inclusive environment free from disruption, intimidation, harassment, discrimination and victimisation and when collaboration around these aims is encouraged between staff, parents/carers and students.

'The Scots School Welfare and Discipline Policy' is a document which outlines the School's strategy in dealing with behavioural problems. These strategies are based on universally accepted principles from sound educational research.

Philosophy: "Trouthe, Honour, Freedom, Curteisie"

The school motto is part of Geoffrey Chaucer's description of the knight in the General Prologue to the Canterbury Tales which was written at the end of the 14th Century. The School has preserved the Old English spelling of the words.

Chaucer's Knight was the epitome of the code of behaviour expected of the estate of knighthood in medieval times. Knights were not only to become champions of the Church but also protectors of the weak and exemplars of moral virtue.

At The Scots School, we encourage all students, both male and female, to aspire to these ideals in every part of their lives and thus to build a community which is strong and supportive and honouring of God.

TROUTHE – *Being Truthful, being true to one's word and seeking truth in everything.*

HONOUR – *Giving honour to God and to others and living an honourable life.*

FREEDOM – *Generosity of spirit and generosity of possessions.*

CURTEISIE – *Showing courtesy and consideration for others, putting others before self.*

Purpose

The purpose of the policy is to establish the principles and a framework for behaviour management at The Scots School so as to enable effective teaching and learning.

Scope

These procedures apply to the welfare and discipline of students at The Scots School, whilst at school, on the way to and from school, at school excursions or school endorsed activities, or where they are in a position of representing the school either by activity or uniform.

Responsibilities

The Scots School Welfare & Discipline Policy is grounded in the philosophy of community. Within any community exists certain rights and responsibilities of individuals and groups. It is the partnership of all groups within the community to uphold its obligations that ensure all parties are able to feel safe and secure in their learning environment, be encouraged to take risks in their learning and celebrate shared and individual accomplishment of goals.

Student Expectations:

- *Be respectful of all members of our community. Speaking politely to both adults and peers and seeking to assist whenever possible.*
- *Wearing The Scots School uniform with pride.*
- *Being Punctual to all Classes, Roll Calls, Assemblies and Chapel Services.*
- *Attending Compulsory activities including Parent Weekend Chapel Services once a term and Speech Day.*
- *Follow the conditions of the Discipline Policy and understand that there are consequences for disregarding them.*
- *Adhering to the 'Bullying & Harassment Policy', 'Sexual Harassment Policy' and 'Cyber bullying Policy'. (See Related Policies p.12)*
- *Adhere to any behaviour contract in place.*

Staff Expectations:

- *Promote Christian values and characteristics within the Presbyterian Traditions of the school.*
- *Provide for safe, encouraging classrooms where students feel free to express ideas and take positive risks with their education.*
- *Create well defined boundaries and maintain objectivity when dealing with discipline matters, being consistent and fair with discipline in the classroom.*
- *Follow the procedures of the Welfare and Discipline Policy including the 'Delta-Link Administration System', The School Diary System, including the issuing of 'Demerit Points', 'Merit Points', 'Unsigned Preps', and 'Gold Cards'.*
- *Listen to students. Building positive relationships with students helps when managing difficult situations.*

- *Communicate effectively and regularly with parents through the School Diary, Tutors, Student Profile Reports, Affirmative Phone Calls and Parent Teacher Interviews.*
- *Communicate effectively and regularly with School Administration through the 'Delta Link Administration System', school email, phone and personal communications.*

Parent Expectations:

- *Work in partnership with their children and staff when dealing with welfare and discipline matters.*
- *Communicate effectively and regularly with staff in a timely manner when issues arise.*
- *Provide and ensure that children are in correct uniform at all times.*
- *Support 'The Scots School Welfare & Discipline Policy' and reinforce with children in relation to the consequences of disregarding them.*

Executive Expectations:

- *Manage and lead the welfare & discipline processes of the school, provide training to staff and maintain policy documents.*
- *Ensure that policy documents are monitored and evaluated for revision at least every three years.*
- *Support staff through the effective management of difficult students and situations.*
- *Provide timely feedback to staff in relation to the welfare and discipline process of individual students.*
- *Promote a range of pastoral welfare programs throughout the school with the aim of reducing disharmony amongst the student body.*
- *Support students and parents through the welfare and discipline process, including support through the suspension and readmission interview process.*

Head of School Expectations:

- *Responsible for the development, implementation, monitoring, evaluation and review of all policy documents. Review of Policy documents must take place at least every three years.*
- *Ensure that staff have input into the development of all policies and its evaluation through a consultation process.*
- *Ensure that a copy of the policy is made available to new students and their parents/carers and to new staff. Copies of the policy must be made available to all staff, students, and parents/carers when a review results in alterations.*
- *To enable staff development with regard to the requirements of the policy and its implementation.*

Student Behaviour Management – Procedures

For student behaviour management to be successful all members of the school community must adopt the policy and implement its principles in a fair and consistent way. Initially, classroom teachers have a responsibility to manage issues of behaviour management by employing a range of strategies that they have gained in their experience as professional educators.

The School Diary

The Scots School Student Diary is an integral tool for the management of students' day to day school life, as well as providing a means of regular communication between parents and class tutors. It is also an important student management tool that monitors the behaviour and academic progress of each student.

Merit System – Positive School Discipline

Merit points are written in a student's diary by the classroom teacher for work or behaviour that exceeds the teacher's expectations.

e.g. 25/02/15 1 Excellent behaviour in class. tvg

The merit system operates under the following conditions:

- Students may receive "Merit Points" for good work in class or for some other matter worthy of praise. Merit points are recorded by the teacher in the Student Diary.*
- Merit points recorded each week in the Student Diary are tallied by the student's Tutor as part of the Monday Tutor Group.*
- A student who in any school week received no demerit points or other penalties will also receive a Merit Point – this point is applied by the Director of Student Welfare as part of the weekly Diary administration procedure.*
- Any student who attains twenty merit points in a semester is acknowledged by way of a morning tea with the Headmaster.*

Demerit System – Negative School Discipline

Demerit points are written in a student's diary by the classroom teacher for minor behavioural incidents.

e.g. 25/02/15 1 disruptive in class. tvg

The demerit system operates under the following conditions:

- Students may receive a Demerit Point in their Student Diary if they regularly fail to meet teacher expectations of behaviour, academic work or appearance. Demerit points are recorded by the teacher in the Student Diary.*
- Demerit points recorded each week in the Student Diary are tallied by the student's Tutor as part of the Monday Tutor Group.*

- *Students who receive four or more Demerit Points in any week will receive a further penalty, which usually takes the form of a Friday afternoon detention.*
- *Where students receive multiple demerit points in the same class, the classroom teacher should refer the student to their Head of Department.*
- *The Head of Department may refer the student to their Stage Coordinator or Director of Students using the 'Delta Link Administration System'.*
- *Tutors may also use the 'Delta Link Administration System' to refer students to the Stage Coordinators, Director of Students, or Deputy Head for multiple demerits in any given week.*

Homework – Unsigned Prep System

If a student fails to complete set homework, classroom teachers are to document this in the student's diary.

e.g. 25/02/15 Maths prep Ex 12.04 q1 p178

The unsigned prep system operates under the following conditions:

- *The student must complete the set homework and present this to their teacher.*
- *A student who does not complete assigned homework ("prep") will have this noted in their Student Diary by the class teacher. This constitutes an 'unsigned prep'.*
- *The student has the opportunity to complete the work and have the omission "signed off" by the class teacher prior to Monday Recess each week.*
- *Prep notes remaining unsigned each week in the Student Diary are tallied by the student's Tutor as part of the Monday Tutor Group.*
- *Any student who has one or more unsigned preps recorded during the Monday Tutor Group is to report to Mr van Gend in Room 19 at 1.20pm each lunchtime until the omitted work is completed and signed off by the classroom teacher.*
- *If any work is not signed off by the end of Friday lunchtime, the student will complete a Friday afternoon detention that day.*

The Delta Link Administration System

The 'Delta Link Administration System' is a database tool for School Welfare and Discipline. Just as the student diary is a tool for the management of minor breaches to school discipline matters, the 'Delta Link Administration System' is for the management of more serious breaches of school discipline matters. Classification of such matters is detailed on page 9.

Reports from the 'Delta Link Administration System' are automatically produced and sent via email on a daily basis to the Stage Coordinators, Director of Students, the Deputy Head and the Headmaster.

Behaviour Management Issues

Minor Breaches¹

- *The preferred means of dealing with classroom behaviour is within the classroom by the classroom teacher. Therefore Classroom teachers may wish to detain students in order to complete tasks or deal with misbehaviour.*
- *Minor breaches could be dealt with by use of an initial warning followed by a demerit point in the student diary. If behaviour continues a student referral using the 'Delta Link Administration System' would be appropriate.*

More Serious Breaches²

- *The preferred means of dealing with classroom behaviour is within the classroom by the classroom teacher. Therefore Classroom teachers may wish to detain students in order to complete tasks or deal with misbehaviour.*
- *These breaches could be dealt with through the student diary as well as liaising with the Head of Department. A student referral may also be entered in the 'Delta Link Administration System'.*

Serious Breaches³

- *This level of offence should be dealt with in a timely manner through (i) referral in the 'Delta Link Administration System' **and**, (ii) liaison with the Stage Coordinator, Director of Students or Deputy Head, and (iii) referral to the Headmaster for a decision regarding consequences.*

Extreme Breaches⁴

- *These offences should be immediately reported to the Director of Students and/or the Deputy Head.*
- *These offences would normally be referred to the Headmaster for a decision regarding suspension or to consider the student's placement at the School.*

Bullying (See Related Policies p.12)

Any incident which may be part of the bullying of other students should be immediately brought to the attention of the Director of Students and/or the Deputy Head. This should be done through the 'Delta Link Administration System', or in person. It is of paramount importance that incidents of bullying be entered through the Delta Link Administration System and tagged as "bullying".

¹ *A 'minor breach' is an isolated incident with short term low level consequences.*

² *A 'more serious breach' is either a repeated incident or isolated incident having the potential for harmful and/or long term consequences*

³ *A 'serious breach' is either a repeated incident or isolated incident with the potential of having consequences for the safety of others, school reputation or learning environment with harmful or long term effects.*

⁴ *An 'extreme breach' is either a repeated incident or isolated incident with definite consequences for the safety of others, school reputation or learning environment with harmful and/or long term consequences.*

Please refer to 'The Scots School Bullying and Harassment Policy' for a more detailed description of the Policies and Procedures in relation to bullying.

Steps in the Management of Inappropriate or Challenging Behaviour

Once a student referral for inappropriate or challenging behaviour has been reported to the Director of Students and/or Deputy Head there is a series of processes or phases. It is through these processes that the school hopes to manage the situation to ensure that there are positive outcomes for all parties involved; including the student who is subject to the allegations, other students of the school, parents and staff. The Scots School disciplinary procedures are based on principles of procedural fairness (see 'Statement of Procedural Fairness' p.10)

Investigation Phase

The first responsibility for staff is to ensure that the incident is accurately and timely reported through the 'Delta Link Administration System'. A sequence of counselling of the student(s) subject of the allegation(s) will then occur by Teaching Staff, Tutors, Heads of Department or Director of Boarding.

Staff investigating incidents have a responsibility and reserve a right to search bags and lockers and access laptops/other storage devices if they suspect that inappropriate material may be stored there.

The Director of Students and/or Deputy Head will then interview the student(s) subject of the allegation(s) as well as any witnesses. It is during this phase that the facts are collected and a more detailed report is constructed.

Management Phase

Once a detailed report of the incident is constructed the Director of Students or Deputy Head may (i) refer the matter to the Health Centre to enable professional counselling to be offered as an option for parents/carers, (ii) refer the matter to outside agencies if appropriate, (iii) liaise with the student's parents/ carers to inform them of the incident, (iv) offer an alternative dispute resolution process and (v) refer the matter for discussion at the Welfare Committee Meeting.

In the case of repeated incidents or more extreme incidents, suspension will be considered by the Headmaster and communicated to the student subject of the allegation as well as their parents/carers.

Consequence Phase

It is during this phase that the final outcome for the student subject of the allegation will be arrived at. The Scots School does not use corporal punishment nor does it allow outside agencies or people to use it on behalf of the school. Consequences may include but are not limited to:

- **Academic Detention:** 1½ hours after school supervised by Executive Staff.

- **Behaviour Detention:** 1½ hours after school supervised by Executive Staff, this may include a community service component.
- **In-School Suspension:** The student is withdrawn from classes for a period of time and will complete a program of work under supervision within the school grounds.
- **Student Contract:** The student enters a binding contract with the school for a specified period of time. The contract outlines a standard of behaviour that must be maintained during the contract period.
- **External Suspension:** The student is withdrawn from classes and sent home for a period of time. The student and their parents will then be required to attend a readmission interview with the Headmaster or his nominated Senior Staff Member (Deputy Head, Director of Students or Stage Coordinator).
- **Suspension Pending Expulsion:** The student is suspended for an indefinite period of time to enable the Headmaster to consider their enrolment at the School.
- **Expulsion:** The permanent removal of a person's place in the school.

Reflection Phase

It is during this phase that any student(s) that was subject to a suspension will undertake a readmission interview. Present at the interview will be the Headmaster and/or other Senior Staff or the Headmaster's representative from the Senior Staff as well as the student(s) concerned and their parents/carers.

The aim of the interview will be to provide an opportunity to discuss the behaviour management process with the parties concerned as well as an opportunity to assess the readiness for the student(s) to return from the period of suspension.

Statement of Procedural Fairness

Introduction

We recognise that the strength of independent schools is the ability to maintain discipline and to deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The NSW Government has accepted the recommendations of Part 1 of the Review of Non-Government Schools (Grimshaw Review) which include requiring schools to develop policies relating to discipline that includes suspension, expulsion and alternatives to corporal punishment (which must be precluded). This must include procedural fairness in all disciplinary actions. The Board of Studies in its Registered and Accredited Individual Non-Government Schools (NSW) Manual ('the Manual') interprets the definition of "procedural fairness" within three policies to include a right of review of the decision made in response to the allegations.

To be registered, it is a requirement of The Scots School to have disciplinary procedures that are based on principles of procedural fairness.

The following is an extract from the Manual:

“Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations; and
- know how to seek a review of the decision made in response to the allegations.

The ‘right to an unbiased decision’ includes the right to:

- impartiality in an investigation and decision making; and
- an absence of bias by a decision-maker.

The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.”

For further details, see the Manual.

The Scots School subscribes to this outline of procedural fairness. We hold the view that the right of review or appeal depends on the circumstances of each individual case, but in general we would wish to limit this to situations where suspension or expulsion could be the outcome and determine the way the appeal process is conducted.

General Policies

1. *Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.*
2. *Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.*
3. *The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.*
4. *The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.*
5. *Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:*
 - *informed of the alleged infringement;*
 - *informed as to who will make the decision on the penalty;*
 - *informed of the procedures to be followed which will include an opportunity to have a member of staff present as a support person when responding to the allegations;*
 - *informed that their parents/guardians will be told of the allegation by the Headmaster or their Senior Staff representative (Deputy Head, Director of Students or Stage Coordinator);*
 - *afforded a right of review or appeal.*
6. *The review process in place in The Scots School to satisfy the legal requirements is as follows:*

The Headmaster will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Headmaster and submit any information they want to be considered during the review process. The Headmaster will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

Appendix I

Definitions

Bullying

Bullying is defined as “repeated intimidation, over time, of a physical, verbal or psychological (including indirect and relational bullying) nature of a less powerful person by a more powerful person or group of persons”⁵

Cyber Bullying

Cyber Bullying is bullying carried out with the aid of recent technologies such as the internet or mobile phone

Suspension

Suspension is the removal of a student from the school for a period of time.

Expulsion

Expulsion is the permanent removal of a student from a school.

Demerit

A Demerit is a note in a student’s diary for behaviour which is deemed unacceptable by a member of staff.

Merit

A Merit is a note in a student’s diary for behaviour that is deemed to have exceeded a staff member’s expectations.

Unsigned Prep

An Unsigned Prep is a note in a student’s diary stating that the student has failed to complete a set homework task. At the completion of the homework task the staff member will “sign off” the unsigned prep.

Restricted Substance:

Any substance specified in Schedule Four of the Poisons List. These are substances which in the public interest should be supplied only upon the written prescription of a medical practitioner, nurse practitioner, dentist or veterinary Surgeon.

⁵ This definition was used by Professor Philip Slee and David Ford almost 10 years ago. Slee, PT and Ford DC, “Bullying is a Serious Issue – It is a Crime!” (1999) 4(1) Australia and New Zealand Journal of Law & Education 23 at 28

Appendix II

Related Policies

The Scots School Bullying and Harassment Policy

The Scots School Smoking Policy

The Scots School Uniform Policy

School Rules

Your Role	Your Responsibility
<i>You the learner</i>	<i>Value learning</i>
	<i>Respect other learners</i>
	<i>Respect teachers</i>
	<i>Respect for the learning environment</i>
	<i>Be on time for and involved in all classroom activities</i>
	<i>Be equipped for each lesson and activity</i>
	<i>Record and complete homework and assessment tasks</i>
<i>You as a person</i>	<i>Behave in a manner that brings credit to yourself and your school</i>
	<i>Attend all classes, sport and co-curricular activities</i>
	<i>Inform the school before 9.15am if you will be absent (day students)</i>
	<i>Inform the house master/ mistress if you will be late returning to school (boarders)</i>
	<i>Alcohol, cigarettes, drugs, weapons and other dangerous objects have no place in school</i>
	<i>Stay within school grounds for the entire school day unless you have prior permission</i>
	<i>Observe good health practices, including wearing hats outside</i>
	<i>Wear your uniform as a representative of your school</i>
	<i>For school activities, wear complete and appropriate school uniform in good order</i>
	<i>Change out of uniform for non-school activities</i>
	<i>For girls, royal blue or black hair ribbons may be worn. Hair longer than shoulder length should be tied back. One plain earring (sleeper or stud) may be worn in each ear. No other jewelry may be worn. No makeup is necessary</i>
	<i>For boys, hair should be its natural colour and consistency, neatly combed and just above collar and ear length. No jewelry should be worn</i>
<i>Label and look after all your property</i>	

<i>You the leader</i>	<i>Stand for what is right and support others</i>
	<i>Contribute to and support your school</i>
	<i>Speak well about your school</i>
	<i>Model good behaviour at all times</i>
	<i>Take opportunities to improve the social and educational environment of the school</i>
	<i>Support other students in their sport and co-curricular activities</i>
	<i>Volunteer for all the co-curricular activities you can</i>
	<i>Attend all compulsory school activities; they are listed in your diary and the small calendar. Plan your year so you can do this.</i>
	<i>Attend all required sporting and co-curricular activities. Other people depend on you</i>
<i>You and others</i>	<i>Take responsibility for the welfare of others</i>
	<i>Bullying and harassment are not acceptable</i>
	<i>Never say or do anything to make another person unhappy. Do not stand by and watch other people doing this</i>
	<i>Leave other people's property alone</i>
	<i>Accept that staff have a responsibility to search for and confiscate inappropriate items</i>
	<i>Accept that you cannot use your mobile phone and other electronic devices in the course of the academic day</i>
<i>You and Your School</i>	<i>Act to safeguard and enhance the reputation of your school</i>
	<i>Welcome visitors to the school and assist them in any way you can.</i>
	<i>Show responsibility to your school when in town, on excursion or sporting visits. Wear the full appropriate uniform in good order.</i>
	<i>Demonstrate excellent manners</i>
	<i>Look after school property and equipment</i>
<i>You and Your Safety</i>	<i>Value the safety of yourself and others</i>
	<i>Observe all safety regulations</i>
	<i>Report any unsafe or potentially dangerous situations to a staff member</i>
	<i>Report any damage to school property and equipment to the Site Manager</i>
	<i>Follow instructions for the use of cars</i>