



**PENNANT HILLS HIGH SCHOOL**

# **DISCIPLINE POLICY 2022**

# CONTENTS

Statement of Purpose	1
Code of Behaviour	2
– Expectations and Responsibilities of Students	
Levels and the Discipline Policy	3
Achievement and Misbehaviour in the Levels System	4
Summary for Students	4
Levels System – An Overview	5
Levels System	6-11
The Student Discipline Policy Program	12
The Role of the School Community Members	13-14
Other Important Issues Affecting Student Discipline	15
School Contact List	16
Parent and Student Acknowledgement / Reply Note	18

# **PENNANT HILLS HIGH SCHOOL DISCIPLINE POLICY**

***Nil Nisi Bonum – Nothing But The Best***

## **STATEMENT OF PURPOSE**

Pennant Hills High School has a proud tradition of academic, sporting and cultural excellence with a strong community spirit. We pride ourselves on providing a high quality education for all students within an encouraging, supportive and caring environment. Our focus is to provide a happy and safe learning environment which lives up to our motto of *Nothing But The Best*.

Our school is held in high regard by both the local and wider community for producing quality educational outcomes in academic, cultural, sporting and extra-curricular pursuits. The school provides a broad education for students of all abilities, needs and interests.

Discipline at Pennant Hills High School is based on the following main principles:

- all students should develop self-discipline
- all students have the right to an education without interference from other students
- caring for others is the basic standard of behaviour in all situations

These can be achieved by:

- having respect for yourself and others
- having respect for property and the school environment
- taking responsibility for your own actions

# CODE OF BEHAVIOUR

The Pennant Hills High School Code of Behaviour outlines a series of expectations and responsibilities each student has to themselves, other students, their family, the school and the community. All students enrolled at our school are expected to comply with the requirements of this code.

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## EXPECTATIONS

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## RESPONSIBILITIES

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I have the right to be happy at school and be treated fairly with understanding, respect and politeness.

I have the responsibility to:

- treat others with understanding, tolerance and respect;
- speak politely;
- follow staff directions.

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I have the right to learn all that I can.

I have the responsibility to:

- attend school regularly and punctually;
- behave in class and not disturb the learning of others;
- complete classwork and homework.

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I have the right to feel safe and have my property treated with respect.

I have the responsibility to:

- behave safely;
- respect the property of other people;
- respect school property;
- behave sensibly and safely in the classroom, playground, at sport, on excursions, and travelling to and from school.

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I have the right to have a clean and tidy school.

I have the responsibility to:

- care for the school environment and keep it clean;
- put litter in the garbage bins.

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I have the right to participate in school activities if I have abided by this Code of Behaviour.

I have the responsibility to:

- participate actively in school events;
- behave appropriately in school and community settings so that they bring credit to the school;
- represent my school with pride at all times;
- wear the school uniform correctly and with pride.

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I have the right to enjoy success and recognition.

I have the responsibility to:

- value my own achievements and positively acknowledge the achievements of others.

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# Levels and the Discipline Policy

The Discipline Policy has a system of Levels which allows students to:

- be acknowledged for personal success and positive achievements in the school community.
- recognise the consequences of inappropriate behaviour and learn the importance of self-discipline.

In our Discipline policy there are 5 levels:

## Levels 1 - 4

- describes the actions taken with those students who are choosing to ignore the rights of others or neglect their own responsibilities.

## Level 5

- all students are placed on **Level 5** when they first enrol at Pennant Hills High School.
- students are encouraged to discuss their progress and achievements with their class teachers, Head Teachers and Year Adviser when necessary.

## ADDITIONAL NOTES

A student is placed on a Level from 1 - 4 for a certain number of days of school attendance, according to the specific Level.

During this time the student discusses appropriate changes to his / her behaviour with the Principal, Deputy Principal, Head Teacher, Year Adviser, School Counsellor or other welfare personnel, and may be required to complete certain self-discipline activities.

Students can move forwards and backwards through the Levels.

Entry to a particular Level will depend on the seriousness of the misbehaviour. The Principal, Deputy Principals or Welfare Team may accelerate the movement of a student through the Levels.

If placed on Level 1, 2, 3 or 4, a student can be promoted to a higher level by:

- behaving in a responsible and acceptable manner
- acting on the advice of the Principal, Deputy Principal, Head Teacher, Year Adviser, Counsellor and other staff members
- completing the self-discipline tasks required at the placement Level

Students will not carry their Level from one calendar year to the next.

## **Misbehaviour and the Levels System**

Here are **SOME** examples of the types of misbehaviour which might lead to you being placed on a **Level from 1 – 4**:

- insolence, disobedience
- classroom disruption
- being impolite or not considerate to others
- inappropriate or offensive language
- continually failing to wear the correct school uniform
- bullying, harassment or intimidation
- fighting
- not bringing the required equipment to lessons
- failure to complete classwork and / or homework
- misusing or damaging school property
- being late for lessons
- truanting, partial truancy
- leaving school grounds without permission
- being out of bounds
- being associated with drugs or alcohol at school or school activities
- inappropriate behaviour on excursions
- smoking at or on way to or from school
- littering
- not paying attention during assemblies

## **A Brief Summary for Students**

The Student Discipline Program at Pennant Hills High School encourages you:

- to be self-disciplined
- to act in a responsible way because each person is responsible for their own actions and decisions
- to respect the rights of others
- to cooperate with other students, teachers and the school community
- to be a positive member of the school community by caring for the welfare of others, by being tidy in personal and work habits, and by wearing the school uniform correctly
- to form worthwhile relationships with others and to value other people even though they might be different from you
- to develop your interests and abilities
- to strive for your personal best in all areas of your school life
- to seek advice and help when it is needed

LEVEL	DESCRIPTION	POSSIBLE CONSEQUENCES	WELFARE RESPONSE
5	<b>Satisfactory all students start at this level</b>		
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>FACULTY CONCERN</b></p>	<p><b>ENTRY</b> – Student referred to Head Teacher (HT) by class teacher. Description of behaviour recorded in the school <i>SENTRAL</i> system</p> <p><b>SUCCESSFUL COMPLETION</b> – return to Level 5</p>	<ul style="list-style-type: none"> <li>• HT and class teacher resolve</li> <li>• Placed on Faculty Progress Card for 10 school days</li> <li>• Lunchtime detention</li> <li>• Unable to attend any excursions within that faculty</li> </ul>	<ul style="list-style-type: none"> <li>• HT discusses behaviour with student</li> <li>• Parents contacted by letter and have to sign Faculty Progress Card at commencement and completion</li> <li>• Year Adviser informed</li> <li>• Noted at Welfare Meeting</li> <li>• Student formulates own Behaviour Plan</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>SCHOOL CONCERN</b></p>	<p><b>ENTRY</b> – Level 4 placement in 3 or more classes <b>OR</b> no resolution at Level 4 <b>OR</b> Unacceptable behaviour outside of the classroom</p> <p>Student’s name and placement recorded in <i>SENTRAL</i></p> <p><b>SUCCESSFUL COMPLETION</b> – return to Level 4 – 10 day Faculty Progress Card</p>	<ul style="list-style-type: none"> <li>• Placed on School-wide Monitoring Record</li> <li>• Reports to Deputy Principal (DP) on a daily basis</li> <li>• After school / lunchtime detention</li> <li>• Unable to attend any excursions or represent the school</li> </ul>	<ul style="list-style-type: none"> <li>• Parents sign Monitoring Record each day</li> <li>• Panel interview with DP and relevant HT(s)</li> <li>• Year Adviser informed</li> <li>• Student discussed at Welfare Meeting</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>UNSATISFACTORY</b></p>	<p><b>ENTRY</b> – no resolution at Level 3 <b>OR</b> Highly unacceptable misbehaviour</p> <p>Student’s name and placement recorded in <i>SENTRAL</i></p> <p><b>SUCCESSFUL COMPLETION</b> – return to Level 3 – 10 day School-wide Monitoring Card</p>	<ul style="list-style-type: none"> <li>• In school suspension. Placed on School-wide Monitoring Record</li> <li>• Isolated from classes. Under direct supervision of a nominated HT or DP at all times</li> <li>• May have recess and lunch at different times</li> <li>• After school / lunchtime detention</li> <li>• Not permitted to attend any out of school activities</li> <li>• Formal warning of suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Interview with Principal</li> <li>• Parents sign Monitoring Record each day</li> <li>• Year Adviser informed</li> <li>• Head Teachers informed</li> <li>• Student discussed at Welfare Meeting</li> <li>• Referral to School Counsellor</li> </ul>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>AT RISK</b></p>	<p><b>ENTRY</b> – no resolution at Level 3 or Level 2 <b>OR</b> Extreme misbehaviour</p> <p>Student’s name and placement recorded in <i>SENTRAL</i></p> <p><b>SUCCESSFUL COMPLETION</b> – return to Level 2 or Level 3 – 10 day School-Wide Monitoring Record</p>	<ul style="list-style-type: none"> <li>• Formal short or long suspension</li> <li>• Notification to School Education Director</li> <li>• Unable to represent school or attend school functions / excursions for a defined period</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and student interview with Principal</li> <li>• Panel interview with Principal, DP and Year Adviser</li> <li>• Possible use of external agency or program</li> <li>• HT’s informed</li> <li>• Year Adviser informed</li> </ul>

# Level 5

All students are placed on this level when they first enrol at Pennant Hills High School

## Reasons for being placed on this Level

## What happens to students placed on this Level

Students on this Level:

- Co-operate with others
- Are helpful and make a genuine effort
- Work well with teachers and other students
- Respect the rights of others
- Are responsible for their actions.

For recognising your rights and responsibilities you will be eligible for participation in normal school privileges such as :

- Excursions / Work Experience
- Socials and school functions
- Representation in school teams
- Lunchtime competitions
- Band, Choir, Agriculture and other course projects
- Participation in cultural and sporting events.

## NOTE:

1. While a student is on Level 5, existing Notices of Concern or Warning Letters re: failure to complete homework, submit assignments, bring the correct equipment to lessons, etc, will still be sent home to parents. Failure to comply with the request will lead to demotion to Level 4.
2. Class teachers may discuss the problem with parents at this time.



## Level 4

### Reasons for being placed on this Level

You have chosen to ignore the warnings given to you on Level 5 and have not improved your behaviour.

One or more of your teachers is concerned about some aspects of your behaviour.

You are not seen to be co-operating or trying to discipline yourself.

You may have been placed directly on this Level because of serious misbehaviour in the classroom.

Perhaps you are doing one or more of the following:

- Disrupting the class so that others cannot get on with their school work.
- Being rude to your teachers.
- Behaving inappropriately in the playground.
- Choosing not to respond to instructions from your teachers.
- Have not complied with a Notice of Concern / Warning letter.

You will be promoted back to Level 5 by choosing to effectively overcome outstanding behaviour.

The promotion will only come after the successful completion (for **ALL** lessons) of the Faculty Progress Card.

### What happens to students placed on this Level

Your Head Teacher will discuss the problem with you.

Your parents will be informed by letter of your placement on this level.

Your Year Adviser will be informed of your placement and it will be noted at a Discipline Meeting.

You will be placed on a Level 4 Faculty Progress Card for 10 school days.

You will be given the opportunity to work out your problem for yourself. Part of this is the completion of a report in which you describe why you have been placed on this Level.

Your name and reason for placement on this Level will be recorded in *SENTRAL*.

You will be required to undertake lunchtime duties or detentions.

You will not be allowed to participate in any outside of school activities with the Faculty concerned.

You should also:

- Talk to your parents
- Seek advice from your Head Teacher, class teacher, Year Adviser, the School Counsellor or another teacher.

You will be required to sign a Responsible Student Behaviour Plan as part of your integration back into Level 5.

## Level 3

### Reasons for being placed on this Level

### What happens to students placed on this Level

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You have been placed on Level 4 in three or more classes.

You have chosen not to modify your behaviour.

You have chosen not to discipline yourself and you are disrupting the effective learning of others.

You have continued to ignore the rights of others.

You have been placed directly on this Level because of serious misbehaviour in the classroom or around the school.

You are returning from suspension.

Your parents will be informed by letter and requested to attend an interview with the Deputy Principal.

You will be placed on a School-Wide Monitoring Record where your progress will be monitored in ALL classes each day for a minimum of 10 school days.

You will report to a Deputy Principal at the start or end of each school day with the completed Monitoring Record.

Students on this level may not participate in sporting visits or school excursions and certain other privileges may be withdrawn.

You will not be permitted to represent the school at sporting or other functions.

Your name and reason for placement on this Level will be recorded in *SENTRAL*.

The Year Adviser and Student Wellbeing Team will be informed of your placement.

You may also be required to do one or more of the following:

- Report at regular intervals
- Detention
- Specific discipline tasks
- Withdrawn from some aspects of normal school routine and be placed in individual supervision.

When you have fully completed and complied with **ALL ASPECTS** of the School Wide Monitoring Record, you will then be promoted back to Level 4 within the respective faculties, and have to comply with the appropriate Level 4 restrictions.

## Level 2

### Reasons for being placed on this Level

You have failed to meet all the obligations of your placement on Level 3.

You have chosen not to take responsibility for your actions.

There is no evidence of effort on your part to help you overcome your problem.

You have not shown evidence that you are able to control your own behaviour in a reasonable way.

You have been consistently negative in your effort and attitude.

You have chosen not to recognise other people's rights in school.

You have neglected the advice of the people who have tried to help you.

You may be placed directly on this level because of very serious misbehaviour.

You are returning from suspension.

### What happens to students placed on this Level

Your parents will be notified and asked to attend a meeting with the Principal.

You will be excluded from all classes and required to complete your work under the direct supervision of a Head Teacher at all times.

You may be required to have recess and lunch times separate from other students.

You will be placed on a School-Wide Monitoring Record with your behaviour closely monitored by a Head Teacher.

Students on this level will not participate in sporting visits, school excursions and certain other privileges may be withdrawn.

You will not be permitted to represent the school at sporting or other functions.

You may be requested to see the School Counsellor.

The Year Adviser and Student Wellbeing Team will be informed of your placement.

You may be promoted back to Level 3 by your outstanding behaviour and by choosing to effectively overcome these serious concerns.

# Level 1

## Reasons for being placed on this Level

## What happens to students placed on this Level

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You have not learned to exercise the necessary control over your own behaviour.

You have shown that you do not want to fit in with others within the school.

You may have acted in a manner that endangers the safety of others.

You may be placed directly on this level if the Principal decides that your conduct has been such as to warrant you being placed on this level.

Specifically:

- persistent misbehaviour
- physical violence
- use or possession of a prohibited item
- possession or use of a suspected illegal substance
- aggressive behaviour directed toward a student or staff member.

Immediate “short” or “long” suspension from school with a work package to be completed before re-admission, following which the Principal may decide that:

You will be permitted to return to school under certain conditions.

**OR**

An alternative placement at another educational institution will be considered.

**OR**

Consideration will be given to expelling you from school.

Your parents will be required to attend a suspension resolution interview with the Principal prior to your readmission to the school.

Student Wellbeing staff within the School are ready to talk with you and your parents to advise and assist you as far as possible.

Upon return to school you will be placed on Level 2 or Level 3, and have to comply with the appropriate Level restrictions.

# Our Student Discipline Policy - A System of Recognition and Self Discipline

## The Roles of the School Community Members in the School Discipline Policy

### Students

Students are the key people in the Discipline Policy and this allows students to:

- Develop self-discipline by recognising the rights and responsibilities of members of our school community.
- Be acknowledged and rewarded for personal effort and achievements in the school.
- Seek information and assistance whenever necessary from Year Advisers, staff and other student wellbeing staff.

### STUDENTS

- Are informed of positive or negative referrals
- Will talk with Class Teachers / Head Teachers / Deputies about discipline matters
- Can talk with Year Advisers about welfare matters of concern

### Parents

Parents are informed about the Discipline Policy and their support for the school is encouraged through the Parents & Citizens Association (P&C). Parents are encouraged to support the Policy by developing their children's understanding of rights and responsibilities. They will be asked to sign an acknowledgement form recognising that they fully understand the School Discipline Policy. Parents are encouraged to contact the school at any time to discuss their child's progress or welfare. This can be done by phone, letter or email. Students are supported by parent and community participation in school activities.

### PARENTS

- Are informed of significant changes and any other important welfare information
- Can assist in the welfare of their child by communicating with relevant staff members
- Are encouraged to be positive about their child's involvement in school activities

### Teachers

Classroom teachers provide lessons which are relevant and which will assist students in their learning. They will help students whenever possible and will offer advice when they feel it is needed. In the first instance, teachers are responsible for dealing with any discipline problems in their class. They will notify the Head Teacher of any ongoing discipline issues and they will reward student effort and achievement when appropriate. They can also liaise directly with parents when necessary.

### TEACHERS

- Will deal with classroom discipline issues in the first instance
- Can approach Head Teachers with discipline issues
- Are informed of positive or negative referrals
- Can talk with Year Advisers about welfare matters of concern
- Can talk with parents when needed

### Head Teachers

Will provide support for students and staff within their faculties. They will be responsible for promoting / demoting students to different Levels and they will also be aware of students who are having problems and will work with staff to assist students to overcome these problems. They will place any incidents of student misbehaviour on the school's computer system *SENTRAL*. They will know of, and encourage, students who work positively in their subject areas. They support the presentation of Merit Certificates which recognises student effort and achievement. They will liaise with staff and parents in recognising student achievement, discussing discipline issues and encouraging self-discipline.

### HEAD TEACHERS / EXECUTIVE

- Will be responsible for placing students on relevant Levels
- Will communicate these Level changes to parents
- Will meet with parents when needed

## Year Advisers

Year Advisers are closely involved with the welfare of students. They advise students regarding personal concerns and encourage students to achieve their personal best. Year Advisers are involved in assisting students to develop self-discipline through discussion of rights and responsibilities. Year Advisers assist students and their families to access support services in the community.

### YEAR ADVISERS

- Can discuss referrals and any Level placement with students
- Discuss student progress or concerns with staff
- Present Merit Awards and School Awards to students

## Deputy Principals

The Deputy Principals may encounter student discipline and welfare issues on a daily basis. Much of the school organisation which aims to provide for student discipline and welfare is administered by the Deputy Principals. The Deputy Principals work closely with students, staff and outside agencies, providing both encouragement and assistance in dealing with school problems or concerns. Serious discipline issues may be referred directly to the Deputy Principals without first going through the various Levels system.

## Principal

The Principal provides leadership and direction in relation to the Discipline Policy at Pennant Hills High School and supports the staff and Executive in implementing this policy. The Principal encourages an atmosphere which allows all students to achieve their personal best in all areas of school life. The Principal has the authority to take immediate action in situations where serious student misbehaviour occurs.

## Discipline Team

This group comprises: a Chairperson, the Deputy Principals, the Head Teachers, the Year Advisers and the School Counsellor. Representatives of community support agencies may also offer advice and assistance. The Committee meets each week to discuss the progress and achievements of students, and decide on specific responses to discipline and welfare concerns.

### DISCIPLINE TEAM

- Receives positive and negative referrals
- Meets each week to discuss referrals and makes decisions about appropriate welfare actions
- Informs staff of student Level changes and other welfare decisions

## School Counsellor

The Counsellor is a registered psychologist who is able to assist students in solving problems that impact on their school life. Students and parents have direct access to this confidential service.

# **SOME OTHER IMPORTANT ISSUES AFFECTING STUDENT DISCIPLINE**

## **Attending School and Being on Time**

Pennant Hills High School has a very positive view about the welfare of our students. We emphasise the fact that we care about our students' education and will support their needs as students and young adults.

The school believes very strongly that being a regular attender and being punctual to classes are very important in achieving success in school. This is part of self-discipline for life.

The teachers at Pennant Hills High School are very careful to support regular attendance. The school staff will ensure there is accurate roll marking.

Parents are asked to assist with the legal requirement of providing details about reasons for an absence. Notes explaining an absence must be signed by a parent or guardian. Notes are also to be written for late arrival or any other request about attendance. Appointments with doctors, dentist, etc should be made outside learning time wherever possible so the student's schooling is not disrupted.

In cases of extended unexplained absences the school will contact the home to find out reasons for such a long break in the student's schooling.

If a student is to be absent for an extended period, the Year Adviser should be contacted so that an alternative program of work can be arranged.

Persistent unsatisfactorily explained or unexplained lateness to school and / or truancy may lead to a Level placement in accordance with the School Discipline Policy.

Parents / Caregivers will be contacted immediately the school notices any serious problem with attendance. The Home-School Liaison Officer might be requested to investigate and visit the home where attendance is a problem for the student.

## **Classroom Procedures**

For **ALL** classes, students will be required to line up in two neat, orderly lines and await the arrival of their teacher before forwarding quietly into the classroom.

They will then quietly get out their required books / equipment and listen for the teacher's instructions.

The bell at the end of a period is a signal **for the teacher**. Students do not pack up their work or begin standing until the teacher has requested them to do so.

Students are then to put their chair back under their desk, leaving the classroom in a tidy state and move quietly to their next class.

# SCHOOL CONTACT LIST

<b>Phone:</b>	9473 5000
<b>Fax:</b>	9473 5099
<b>Website:</b>	<a href="http://www.pennanthil-h.schools.nsw.edu.au">www.pennanthil-h.schools.nsw.edu.au</a>
<b>Principal:</b>	Mr Ross Warren
<b>Deputy Principals 2021</b>	Mrs Fiona Payne (Years 8, 10 and 12) Mr Roger Niccol (Years 7, 9 and 11)

## HEAD TEACHERS

Secondary Studies	Mrs Bernadette Jebbink
Administration/LOTE	Mrs Tina Frasca (Relieving)
Creative & Performing Arts	Ms Janelle Dennis Mr
English	Richard Williams Mr
HSIE	Courtney Cassar (Relieving)
Maths	Mr Shaun Keegan
PDHPE	Mrs Valmé Kruger (Relieving)
Science / Agriculture	Mrs Melodie Frida
Special Education (Relieving)	Mr Jeffrey Minton
TAS: Home Economics	Ms Jacqueline Breden
TAS: Industrial Arts	Mr Brad Wilson
Student Wellbeing	Mrs Kylie Blarasin (Relieving)

## YEAR ADVISERS 2021

Year 7	Ms Ellie Carless
Year 8	Ms Kristen Van Ede
Year 9	Mr Ashley Symons
Year 10	Mr Lali Gill
Year 11	Miss Ashleigh Greer
Year 12	Mrs Amy Austin
School Counsellors	Ms Sarah Pryde / Mr Stefan Goldfinch / Ms Andrea Smith
Sport Coordinator	Ms Annette Baker



# Parent and Student

## Acknowledgement and Reply Note

We would like to know your family has read and discussed the Pennant Hills High School's Discipline Policy and we would be very happy to answer any questions or note any comments you or your son / daughter might have.

Your son / daughter must return this signed Reply Note to their Year Adviser.

### MY QUESTIONS AND COMMENTS ABOUT THE DISCIPLINE POLICY

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.....  
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Your son / daughter will also be attending an Orientation session to explain all aspects of the Policy.

Please feel free to telephone the school on 9473 5000 if you would like to talk about any aspect of the Discipline Policy. Contact either one of the Deputy Principals.

### Please sign below and return to the Year Adviser

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STUDENT'S NAME ..... YEAR .....

I have read and understood the Pennant Hills High School's Discipline Policy and agree that my child will, to the best of his / her ability, adhere to all conditions outlined in the Policy.

.....

(Parent / Caregiver's signature)

.....

(Student signature)

Date ...../...../.....

**Your son / daughter must return this page  
as soon as possible to the Year Adviser**