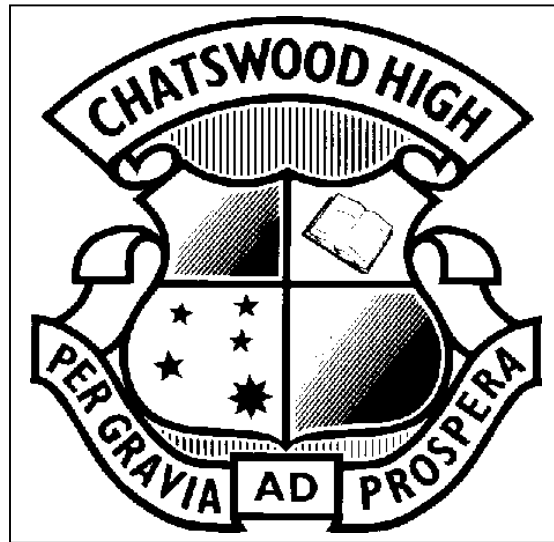


CHATSWOOD HIGH SCHOOL
STUDENT MANAGEMENT POLICY

JULY, 2002.



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Policy Aims:

This policy aims to:

- educate the students of Chatswood High School in understanding and accepting responsibility for their own actions;
- give clear authority to teachers and executive staff in managing students who behave inappropriately;
- give meaningful recognition and reward to those students whose behaviour, attitude and effort are praiseworthy;
- provide student management structures that are objective and do not employ anger;
- involve parents, year advisers and counsellors at appropriate points; and
- provide unambiguous documentation of student behaviour and the measures employed by the school to correct inappropriate behaviour that can be used to support measures such as expulsion or exclusion.

Philosophical Framework:

This policy is consistent with the Department of Education and Training's document *Procedures for the Suspension and Expulsion of School Students*.

This system of student management enables staff and students to negotiate successful outcomes where students accept responsibility for their actions. It is not the aim of this system that every behaviour infraction leads to a level placement. In practice, behaviours down to Level –3 may be resolved successfully without a level placement, by a student accepting the teacher's authority to manage a class and by accepting an appropriate punishment.

Students who do not accept the authority of the Teacher or Head Teacher would move down the levels to a point where a resolution was obtained.

Glasser principles and this policy:

Several principles of Glasser philosophy inform this policy. There is an emphasis on rewarding meritorious behaviour that balances the correction of inappropriate behaviour. Similarly, there is a stated aim that the policy attempts to remove anger from issues of student management.

In seeking to develop in students an acceptance of their responsibility for their actions, teachers should involve students in the management process. Glasser stresses the need for students to have an "out" as an important facet of any successful management strategy. Typically, he identifies the use of questions, rather than statements, in dealing with students whose behaviour is inappropriate.

For example:

Statements (No <i>out</i> for the student)	Questions (Give the student an opportunity to admit error & save face)
You were	What were you doing that was wrong?
I saw you . . .	Why is that behaviour wrong?
You did not . . .	Do you want people to see you as . . . ?
You always . . .	What are you going to do about . . . ?
I am tired of . . .	How do you think I should handle this?
You will . . .	

Much of this will be "*money for old rope*" for experienced teachers, but it is appropriate nonetheless, to consider how we deal with students who behave inappropriately in the classroom, in the playground and at sport.

STUDENT MANAGEMENT LEVELS (STAFF OVERVIEW)

Level 5 School Medallion	Recognises outstanding commitment to improvement, excellence or exceptional acts of merit. Awarded on Presentation Day.	Recognises outstanding service to others through improving playground facilities or showing sustained leadership in playground conduct	Recognises outstanding commitment to improvement, excellence or exceptional acts of merit. Awarded on Presentation Day.	
Level 4 Principal's Award	Recognises consistent levels of excellence sustained over a semester.	Certificate of Recognition to any individual or group who, through their actions, improves the playground for others.	Recognises consistent levels of excellence sustained over a semester.	
Level 3 School Recognition	Whole school recognition of excellence or outstanding effort on the part of a student. Recognised at 3 Year Adviser awards.	School recognises the behaviour and maturity of any individual or group that shows leadership to other students in their conduct in the playground.	Whole school recognition of excellence or outstanding effort on the part of a student. Recognised at 3 Year Adviser awards.	
Level 2 Year Adviser	Recognises achievement of a student within a year either through the collection of 6 Merit Cards or through any conspicuous creditable act.	Award recognises students' consistent good behaviour through 6 merit cards.	Recognises achievement of a student within a year either through the collection of 6 Sport Merit Cards or through any conspicuous creditable act.	
Level 1 Class / Duty Teacher	Class Merit Card. Recognises improvement, effort and excellence in any facet of classroom activity.	Level 1 assumes that all students behave, at all times, with courtesy and respect to each other. Teachers may issue merit cards.	Sport Merit Card. Recognises improvement, effort and excellence in any facet of sporting activity.	
	Behaviour in the classroom	Behaviour in the playground	Behaviour at Sport	
Incident				
Action to be taken by the classroom teacher				
What action have you taken to deal with the matter before referring it?				
	Behaviour in the classroom	Behaviour in the playground	Behaviour at Sport	Out of uniform or late without a note
Level -1 Head Teacher	Breach of Faculty discipline or misbehaviour in or between classes that cannot be resolved by the teacher. Letter to parents. One detention. ORANGE Conduct card for one week. One after school detention.	Breach of playground discipline that cannot be resolved by the teacher. Student assigned playground clean up for two sessions. RED CARD. Restricted to main assembly area. Teacher on duty signs card.	Breach of behaviour that cannot be resolved by the teacher. Removal from sport for 1 week. Parent contacted in writing. One school detention. (Imposed by Sports' Coordinator.)	Failure of the student to provide a reasonable explanation for lack of uniform / lateness. One school detention. Imposed by executive supervising lateness/uniform
Level -2 Head Teacher	Serious breach of Faculty discipline or serious misbehaviour in or between classes. Letter to parents. Two detentions. ORANGE Conduct card for two weeks. 2 x Year Adviser meetings. Inform counsellor. Two after school detentions.	Significant breach of playground discipline. Student assigned playground clean up for four sessions. RED CARD. Restricted to main assembly area of playground. Teacher on duty must sign card. Student is permitted 10 minutes for lunch / toileting.	Removal from sport for two weeks. Parents contacted in writing. Two school detentions. GREEN CARD for two weeks of sport after return. (Imposed by Sports' Coordinator.)	Repeated lateness or out of uniform. Parent contact. Explanation of uniform / attendance requirements. One after school detention.
Level -3 Deputy Principal	Serious breach of school discipline. Parent interview. Meeting(s) with counsellor. ORANGE Conduct card for two weeks. Students on report for more than one HT become level – 3. Three after school detentions	Serious breach of playground discipline. Loss of playground privileges. Reports to relevant Deputy at breaks. RED CARD.	Serious breach of discipline. Student withdrawn from sport for three weeks. Parents notified in writing. Parent interview. Meeting(s) with counsellor. GREEN CARD for two weeks after return.	
Level -4 Deputy Principal	Major breach of school discipline. Internal or short suspension. Parent Interview. Meeting(s) with Counsellor. Alternative placements investigated. Warning of formal suspension procedures. ORANGE Conduct card 2 weeks.	Major breach of playground discipline. 1 week loss of playground privileges or short suspension. Reports to relevant Deputy each break.. Suspension warning. RED CARD	Major breach of discipline. Student withdrawn from sport or possible short suspension. Parents notified in writing. Parent interview. Meeting(s) with counsellor. Suspension warning.	
Level -5 Principal	Suspension / Expulsion / Exclusion. Principal or Deputy meets with parents and counsellor. Explores history and alternative placements. Conditions for return to school negotiated. Daily counselling. Progress review after two weeks. DAILY PROGRESS SHEET.	Suspension/ Expulsion / Exclusion. Automatic in the case of DET guidelines. Repeated offences that have occasioned a warning of suspension may be used to justify suspension. Return to playground conditions negotiated.	Suspension. Automatic in the case of DET guidelines. Repeated offences that have occasioned a warning of suspension may be used to justify suspension. Return to sport conditions negotiated.	

STUDENT MANAGEMENT LEVELS (STUDENT OVERVIEW)

Level 5 School Medallion	Recognises outstanding commitment to improvement, excellence or exceptional acts of merit. Awarded on Presentation Day.	Recognises outstanding service to others through improving playground facilities or showing sustained leadership in playground conduct	Recognises outstanding commitment to improvement, excellence or exceptional acts of merit. Awarded on Presentation Day.	
Level 4 Principal's Award	Recognises consistent levels of excellence sustained over a semester.	Certificate of Recognition to any individual or group who, through their actions, improves the playground for others.	Recognises consistent levels of excellence sustained over a semester.	
Level 3 School Recognition	Whole school recognition of excellence or outstanding effort on the part of a student. Recognised at 3 Year Adviser awards.	School recognises the behaviour and maturity of any individual or group that shows leadership to other students in their conduct in the playground.	Whole school recognition of excellence or outstanding effort on the part of a student. Recognised at 3 Year Adviser awards.	
Level 2 Year Adviser	Recognises achievement of a student within a year either through the collection of 6 Merit Cards or through any conspicuous creditable act.	Award recognises students' consistent good behaviour through 6 merit cards.	Recognises achievement of a student within a year either through the collection of 6 Sport Merit Cards or through any conspicuous creditable act.	
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	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>	
<i>LEVEL 0. All students commence their year at this level.</i>				
	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>	<i>Out of uniform or late without a note</i>
Level -1 Head Teacher	Breach of Faculty discipline or misbehaviour in or between classes that cannot be resolved by the teacher. Letter to parents. One detention. ORANGE Conduct card for one week. One after school detention.	Breach of playground discipline that cannot be resolved by the teacher. Student assigned playground clean up for two sessions. RED CARD. Restricted to main assembly area. Teacher on duty signs card.	Breach of behaviour that cannot be resolved by the teacher. Removal from sport for 1 week. Parent contacted in writing. One school detention. (Imposed by Sports' Coordinator.)	Failure of the student to provide a reasonable explanation for lack of uniform / lateness. One school detention. Imposed by executive supervising lateness/uniform
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Level -5 Principal	Suspension / Expulsion / Exclusion. Principal or Deputy meets with parents and counsellor. Explores history and alternative placements. Conditions for return to school negotiated. Daily counselling. Progress review after two weeks. DAILY PROGRESS SHEET.	Suspension / Expulsion / Exclusion. Automatic in the case of DET guidelines. Repeated offences that have occasioned a warning of suspension may be used to justify suspension. Return to playground conditions negotiated.	Suspension. Automatic in the case of DET guidelines. Repeated offences that have occasioned a warning of suspension may be used to justify suspension. Return to sport conditions negotiated.	

CHATSWOOD HIGH SCHOOL – STUDENT MANAGEMENT LEVELS
GUIDELINES FOR DETERMINING APPROPRIATE LEVELS

LEVELS 5 and 4

POSITIVE BEHAVIOUR			
	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>
Level 5 School Medallion	Recognises outstanding commitment to improvement, excellence or exceptional acts of merit. Awarded on Presentation Day.	Recognises outstanding service to others through improving playground facilities or showing sustained leadership in playground conduct.	Recognises outstanding commitment to improvement, excellence or exceptional acts of merit. Awarded on Presentation Day.
<p>Level 5 School Medallion</p> <p>A student may be nominated for the School Medallion or may negotiate a project that could lead to the award of a medallion. Such projects would fall within the guidelines above and be completed under the supervision of the Year Adviser. For example, a student may undertake a project of academic improvement to attain a particular UAI, or s/he may undertake a project to meet a perceived need in the playground, or s/he may undertake a project to involve a number of members of the school community in an improvement to the aesthetics of the school. Such projects would be sustained and involve commitment over a period of time. They would be of benefit to a significant proportion of the school population. It may involve a lasting legacy. The nomination would be placed on the School nomination form.</p>			
Level 4 Principal’s Award	Recognises consistent levels of excellence sustained over a semester.	Certificate of Recognition to any individual or group who, through their actions, improves the playground for others.	Recognises consistent levels of excellence sustained over a semester.
<p>Level 4 Principal’s Award</p> <p>This award is the culmination of a series of lower level awards. Award recipients are nominated to the Welfare Committee through Year Advisers. The Welfare Committee determines the suitability of nominees by evaluating their excellence over the semester or in the case of the playground, the effect of the nominees’ actions. The nomination is submitted on the School nomination form.</p>			

LEVELS 3, 2 and 1

Level 3 School Recognition	Whole school recognition of excellence or outstanding effort on the part of a student. Recognised at 3 Year Adviser awards.	School recognises the behaviour and maturity of any individual or group that shows leadership to other students in their conduct in the playground.	Whole school recognition of excellence or outstanding effort on the part of a student. Recognised at 3 Year Adviser awards.
<p>Level 3 School Recognition</p> <p>Students receive this award once three Year Adviser awards have been presented. Year Advisers are responsible for their own records. In the case of recognition for playground behaviour or maturity, teachers may nominate students to the Year Adviser on the basis of observing sustained leadership. The nomination would be placed on the School nomination form.</p>			
Level 2 Year Adviser	Recognises achievement of a student within a year either through the collection of 6 Merit Cards or through any conspicuous creditable act.	Award recognises students' consistent good behaviour through 6 merit cards.	Recognises achievement of a student within a year either through the collection of 6 Sport Merit Cards or through any conspicuous creditable act.
<p>Level 2 Year Adviser</p> <p>Students present merit certificates to their Year Adviser who then processes the award. In the case of the playground, teachers may issue merit certificates or nominate students using the School nomination form.</p>			
Level 1 Class / Duty Teacher	Class Merit Card. Recognises improvement, effort and excellence in any facet of classroom activity.	Level 1 assumes that all students behave, at all times, with courtesy and respect to each other. Teachers may issue merit cards.	Sport Merit Card. Recognises improvement, effort and excellence in any facet of sporting activity.
<p>Level 1 Class / Duty Teacher</p> <p>Merit Certificates recognise student effort or improvement in class, in the playground and at sport. As a way of emphasising the esteem in which appropriate behaviour is held, Head Teachers might be invited to the class to present Merit Cards.</p>			

NEGATIVE BEHAVIOUR

Professional Management of Students:

In their dealings with students, staff are required to be professional at all times. As part of their responsibilities, teachers are required to attempt to resolve issues before referring them to their supervising Head Teacher (Faculty or Playground) or the Sport Supervisor, who should be involved when a teacher's attempt to solve the problem has failed.

Matters that the classroom/ playground/ sport teacher might be expected to resolve include (the list is not exhaustive):

- * failure to complete homework, bring correct equipment
- * talkativeness,
- * minor disobedience, littering, reckless behaviour, minor racial slurs
- * minor rudeness, inattentiveness, back answering, unsportsmanlike behaviour
- * inappropriate language
- * minor vandalism (such as writing on desks)
- * pushing between students
- * matters that can be "nipped in the bud" and which common sense dictates are best handled immediately and without escalation.

These matters might be dealt with by: counselling, detention at lunch or after school, letter home, cleaning of any graffiti, cleaning up papers, sin binning, an apology.

Where students do not respond to a teacher's authority, then the teacher should expect the support of his/her supervisor to reinforce that authority. Under such circumstances, Head Teachers should interview the student and attempt to resolve the matter satisfactorily, leading to a solution such as those above. The aim of this approach is to resolve the problem and have the student accept the Teacher's or Head Teacher's authority.

Where the Head Teacher's authority is not observed by the student, the Head Teacher may place the student on a level, see below. Initially, this should be Level -1 except for serious offences as outlined below. Head Teachers have the discretion to place a student on Level -2 if that student repeatedly misbehaves and challenges a Teacher's authority.

Students should be referred immediately to the Head Teacher in matters of serious physical violence, a weapon, drugs, serious racism, vilification, or offences of a sexual nature. In these matters the Head Teacher should bring the student immediately to the Deputy Principal. The Deputy Principal will liaise with the Principal on whether the offence requires a suspension and the type of suspension, consistent with DET guidelines.

LEVEL –1: CONTEXT, PROCEDURE and TYPICAL BEHAVIOURS

	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>	<i>Out of uniform or late without a note</i>
Level -1 Head Teacher	Breach of Faculty discipline or misbehaviour in or between classes that cannot be resolved by the teacher. Letter to parents. One detention. ORANGE Conduct card for one week. One after school detention.	Breach of playground discipline that cannot be resolved by the teacher. Student assigned playground clean up for two sessions. RED CARD. Restricted to main assembly area. Teacher on duty signs card.	Breach of behaviour that cannot be resolved by the teacher. Removal from sport for 1 week. Parent contacted in writing. One school detention. (Imposed by Sports' Coordinator.)	Failure of the student to provide a reasonable explanation for lack of uniform / lateness. One school detention. Imposed by executive supervising lateness/uniform

Level -1 Head Teacher

Head Teacher / Sport Coordinator imposes a level –1 placement, *if the problem cannot be resolved successfully*. As a result, the Head Teacher / Sport Coordinator issues the student with the relevant conduct card and a copy of the Placement on a Level letter. The Head Teacher / Sport Coordinator then takes the Placement on a Level letter to the office for processing. The student's name is entered in the Detention Book kept in the Deputy's office. The Head Teacher / Sport Coordinator monitors the student on a daily basis for the week of the Conduct Card.

The SASS staff complete an entry onto the Student Contact Information Disk (SCID) ***NB: With the arrival of RISC, this duty will be performed by the Head Teacher / Sport Coordinator at Faculty level.*** A copy of the letter is placed in the student's file, a copy is sent to the Head Teacher.

Where a student is placed on Level –1 or Level –2 by more than one Head Teacher and/or the Sports Coordinator, the student becomes the responsibility of the Deputy Principal and is placed on Level –3. At the successful completion of the Level –1 placement, a Removal from Level letter is sent home.

Typical Behaviour at this level includes:

- failure to obey instructions,
- failure to report as directed,
- rudeness and refusal to apologise,
- disobedience and refusal to apologise,
- repeated interruption of the learning of others,
- deliberate foul language,
- minor harassment of others,
- unjustified lateness x 2,
- persistently out of uniform without a parental note,
- truancy.

LEVEL –2: CONTEXT, PROCEDURE and TYPICAL BEHAVIOURS

	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>	<i>Out of uniform or late without a note</i>
Level -2 Head Teacher	Serious breach of Faculty discipline or serious misbehaviour in or between classes. Letter to parents. Two detentions. ORANGE Conduct card for two weeks. 2 x Year Adviser meetings. Inform counsellor. Two after school detentions.	Significant breach of playground discipline. Student assigned playground clean up for four sessions. RED CARD. Restricted to main assembly area of playground. Teacher on duty must sign card. Student is permitted 10 minutes for lunch / toileting.	Removal from sport for two weeks. Parents contacted in writing. Two school detentions. GREEN CARD for two weeks of sport after return. (Imposed by Sports' Coordinator.)	Repeated lateness or out of uniform. Parent contact. Explanation of uniform / attendance requirements. One after school detention.

Level -2 Head Teacher

Head Teacher / Sport Coordinator imposes a level –2 placement, *if the problem cannot be resolved successfully*. As a result, the Head Teacher / Sport Coordinator issues the student with the relevant conduct card and a copy of the Placement on a Level letter. The Head Teacher / Sport Coordinator then takes the Placement on a Level letter to the office for processing. The student's name is entered in the Detention Book kept in the Deputy's office. The Head Teacher / Sport Coordinator monitors the student on a daily basis for the two weeks of the Conduct Card.

The SASS staff complete an entry onto the Student Contact Information Disk (SCID) **NB: With the arrival of RISC, this duty will be performed by the Head Teacher / Sport Coordinator at Faculty level.** A copy of the letter is placed in the student's file, a copy is sent to the Head Teacher and Year Adviser.

Where a student is placed on Level –1 or Level –2 by more than one Head Teacher and/or the Sports Coordinator, the student becomes the responsibility of the Deputy Principal and is placed on Level –3.

At the successful completion of the Level –2 placement, a Removal from Level letter is sent home.

Typical Behaviour at this level includes:

- repeated instances of the behaviour outlined in Level –1,
- dangerous behaviour at sport or in specialist rooms,
- dangerous behaviour in the playground,
- repeated truancies.

LEVEL –3: CONTEXT, PROCEDURE and TYPICAL BEHAVIOURS

	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>	<i>Out of uniform or late without a note</i>
Level -3 Deputy Principal	Serious breach of school discipline. Parent interview. Meeting(s) with counsellor. ORANGE Conduct card for two weeks. Students on report for more than one HT become level – 3. Three after school detentions	Serious breach of playground discipline. Loss of playground privileges. Reports to relevant Deputy at breaks. RED CARD.	Serious breach of discipline. Student withdrawn from sport for three weeks. Parents notified in writing. Parent interview. Meeting(s) with counsellor. GREEN CARD for two weeks after return.	

Level -3 Deputy Principal

Placement at this level recognises that the student has committed a serious breach of discipline and has behaved in such a way as to have challenged the authority of both a classroom teacher and a Head Teacher or the Sport Coordinator. In some cases, the student will have misbehaved in more than one Faculty, demonstrating a pattern of inappropriate behaviour. The severity of the misbehaviour warrants an immediate parent interview. It also suggests that the student has problems with authority that require the intervention of the counsellor.

The Deputy Principal imposes a level –3 placement, *if the problem cannot be resolved successfully or if the student is on a level for more than one Head Teacher*. As a result, the Deputy Principal issues the student with the relevant conduct card and a copy of the Placement on a Level letter. The Deputy Principal then takes the Placement on a Level letter to the office for processing. The student’s name is entered in the Detention Book kept in the Deputy’s office. The Deputy Principal monitors the student on a daily basis for the three weeks of the Conduct Card.

The SASS staff complete an entry onto the Student Contact Information Disk (SCID) ***NB: With the arrival of RISC, this duty will be performed by the Deputy Principal.*** A copy of the letter is placed in the student’s file, a copy is sent to the Deputy Principal and Year Adviser.

At the successful completion of the Level –3 placement, a Removal from Level letter is sent home.

Typical Behaviour at this level includes:

- repeated misbehaviour in a number of fields,
- defiance towards a Head Teacher,
- less extreme inappropriate physical behaviour (such as aggressive pushing, rather than punching),
- bringing the school into disrepute
- less extreme verbal abuse (such as an outburst rather than a sustained tirade),

LEVEL –4: CONTEXT, PROCEDURE and TYPICAL BEHAVIOURS

	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>	<i>Out of uniform or late without a note</i>
Level -4 Deputy Principal	Major breach of school discipline. Internal or short suspension. Parent Interview. Meeting(s) with Counsellor. Alternative placements investigated. Warning of formal suspension procedures. ORANGE Conduct card 2 weeks.	Major breach of playground discipline. 1 week loss of playground privileges or short suspension. Reports to relevant Deputy each break.. Suspension warning. RED CARD	Major breach of discipline. Student withdrawn from sport or possible short suspension. Parents notified in writing. Parent interview. Meeting(s) with counsellor. Suspension warning.	

Level -4 Deputy Principal

Extreme cases of misbehaviour, such as matters of serious physical violence, a weapon, drugs, offences of a sexual nature will be referred immediately to the Deputy Principal. In some cases these may lead to a Level –5 placement. Placement at Level –4 generally implies repeated instances of serious misbehaviour and an unwillingness to conform to the expectations of students at the school. *At this level, students in all but exceptional circumstances will have a substantial catalogue of existing documentation demonstrating their unwillingness to conform to requirements and expectations placed upon them.*

The Principal may authorise a short suspension for students placed on Level –4. Where students are found to be at Level –4 repeatedly, the Deputy, in consultation with the Principal, may place the student on Level – 5. This would indicate that the student’s placement at Chatswood High School will come under closer review and that the school may be moving to exclusion of the student.

At the successful completion of a Level –4 placement, parents are invited to the school for an interview to offer support and to establish ways of monitoring the student to avoid future placements on Level –4 and to establish the consequences of further Level –4 placements.

The SASS staff complete an entry onto the Student Contact Information Disk (SCID) **NB: With the arrival of RISC, this duty will be performed by the Deputy Principal.** A copy of the letter is placed in the student’s file, a copy is sent to the Deputy Principal, Counsellor and Year Adviser.

Typical Behaviour at this level includes:

- Serious physical or verbal assault
- Threats of violence
- possession of illegal substances
- possession of illegal objects
- extreme defiance
- serious intimidatory behaviour
- serious racism
- vilification

LEVEL –5: CONTEXT, PROCEDURE and TYPICAL BEHAVIOURS

	<i>Behaviour in the classroom</i>	<i>Behaviour in the playground</i>	<i>Behaviour at Sport</i>	<i>Out of uniform or late without a note</i>
Level -5 Principal	Suspension / Expulsion / Exclusion. Principal or Deputy meets with parents and counsellor. Explores history and alternative placements. Conditions for return to school negotiated. Daily counselling. Progress review after two weeks. DAILY PROGRESS SHEET.	Suspension./ Expulsion / Exclusion. Automatic in the case of DET guidelines. Repeated offences that have occasioned a warning of suspension may be used to justify suspension. Return to playground conditions negotiated.	Suspension. Automatic in the case of DET guidelines. Repeated offences that have occasioned a warning of suspension may be used to justify suspension. Return to sport conditions negotiated.	

Level -5 Principal

Extreme cases of misbehaviour may lead to a Level –5 placement. Students reaching this level have committed breaches of school discipline so severe that their removal from school for a period of time is warranted because of the risk they pose to other students and staff. Such students will receive a long suspension. Since the offences warranting placement at Level –5 are extreme, the student will be required to have daily meetings with the counsellor, at the counsellor’s discretion. The Principal may also decide that counselling during the suspension period is warranted.

Return to school is negotiated and other placements may be considered instead of a return to school. Where a student is in the post-compulsory period of education, the student’s continued placement at Chatswood High School will be discussed. Precise guidelines may be initiated to determine whether the student is capable of remaining at Chatswood High School. Repeated placements at Level –5 would lay the groundwork for exclusion from Chatswood High School.

At the successful completion of a Level –5 placement, parents are invited to the school for an interview to offer support and to establish ways of monitoring the student to avoid future placements on Level –5 and to establish the consequences of further Level –5 placements.

The SASS staff complete an entry onto the Student Contact Information Disk (SCID) **NB: With the arrival of RISC, this duty will be performed by the Deputy Principal.** A copy of the letter is placed in the student’s file, a copy is sent to the Deputy Principal, Counsellor and Year Adviser.

Typical Behaviour at this level includes:

- extreme cases from the Level –4 category
- sustained actual physical violence
- offences of a sexual nature
- possession of weapons
- possession of drugs
- repeated instances of any Level –4 behaviour
- extreme vilification