

Promoting and reinforcing positive student behaviour and school-wide expectations

Our school has the following rules and expectations:

Rules and expectations
<h3>Respectful – Be kind to yourself and others</h3> <ul style="list-style-type: none"> • Value Diversity in your school, classroom and peers • Listen to others • Use appropriate language and tone to show respect for others
<h3>Responsible – Be on time and ready to learn</h3> <ul style="list-style-type: none"> • Be safe at school and online • Be in the right place at the right time • Take care of your learning environment
<h3>Cooperative – Be ready to work with others</h3> <ul style="list-style-type: none"> • Listen to others and follow instructions • Follow school routines willingly • Work with your peers and teachers as a team

Behaviour code for students
NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and state rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and acknowledge to students, teachers and community members
- Resolve conflicts respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day unless legally excused
- Respect all property
- Tell the school or bring attention, report things, protect or discuss with the school
- Behave fairly, honestly and respectfully against anyone in our school

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.

Behaviour Code for Students: Actions
Promoting the learning, wellbeing and safety of all students in NSW public schools is a high priority for the Department of Education.

We encourage teaching and learning approaches to support the development of skills needed by students to meet workplace demands for respectful, safe and engaged behaviour.

Support

- Treat one another with dignity
- Speak positively constructively
- Cooperate with others
- Consider positive and respectful communication and their effect on relationships before acting
- Value the personal ability and culture of others
- Own responsibility by complying with the school system or state code
- Take care with property

Safety

- Model and follow appropriate conduct within the code of behaviour and conduct
- Recognise and resolve conflict respectfully
- Take personal responsibility for behaviour and actions
- Care for self and others
- Acted responsibly towards and encourage others to: Avoid dangerous behaviour

Engagement

- Attend school every day unless legally excused
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Agree and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to monitor, regulate and provide safe, supportive and responsive learning environments. The department provides quality resources and assistance such as targeted systems, access to specialist advice and professional learning to build principals and their staff in exercising their professional judgment. In the context of the NSW Government and the Department of Education we lead the authority and judgement of principals and school staff at the local level.

School Community Charter
Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with respect.

We prioritise the wellbeing of all students and staff.

Unsafe behaviour is not acceptable in our schools.

We work together with the school.

What our schools provide
NSW public schools work to create positive environments for students, staff and the entire school community that support student learning, the ability to ensure that every student is known, valued and cared for.

Positive environments
It is important that our NSW public schools are positive environments and that parents and carers are kept informed of student progress and school environments.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning
- Communication from school staff will be timely, polite and informative
- Professional relationships with school staff are based on transparency, honesty and mutual respect
- To be treated fairly. Timeliness and understanding are promoted as we respect diversity

The best education happens when parents and schools work together.
The School Community Charter aligns with the NSW Department of Education Strategic Plan 2019 - 2022.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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Our school uses the following strategies to explicitly teach, recognise and reinforce positive student behaviour and expectations:



Classroom Routines

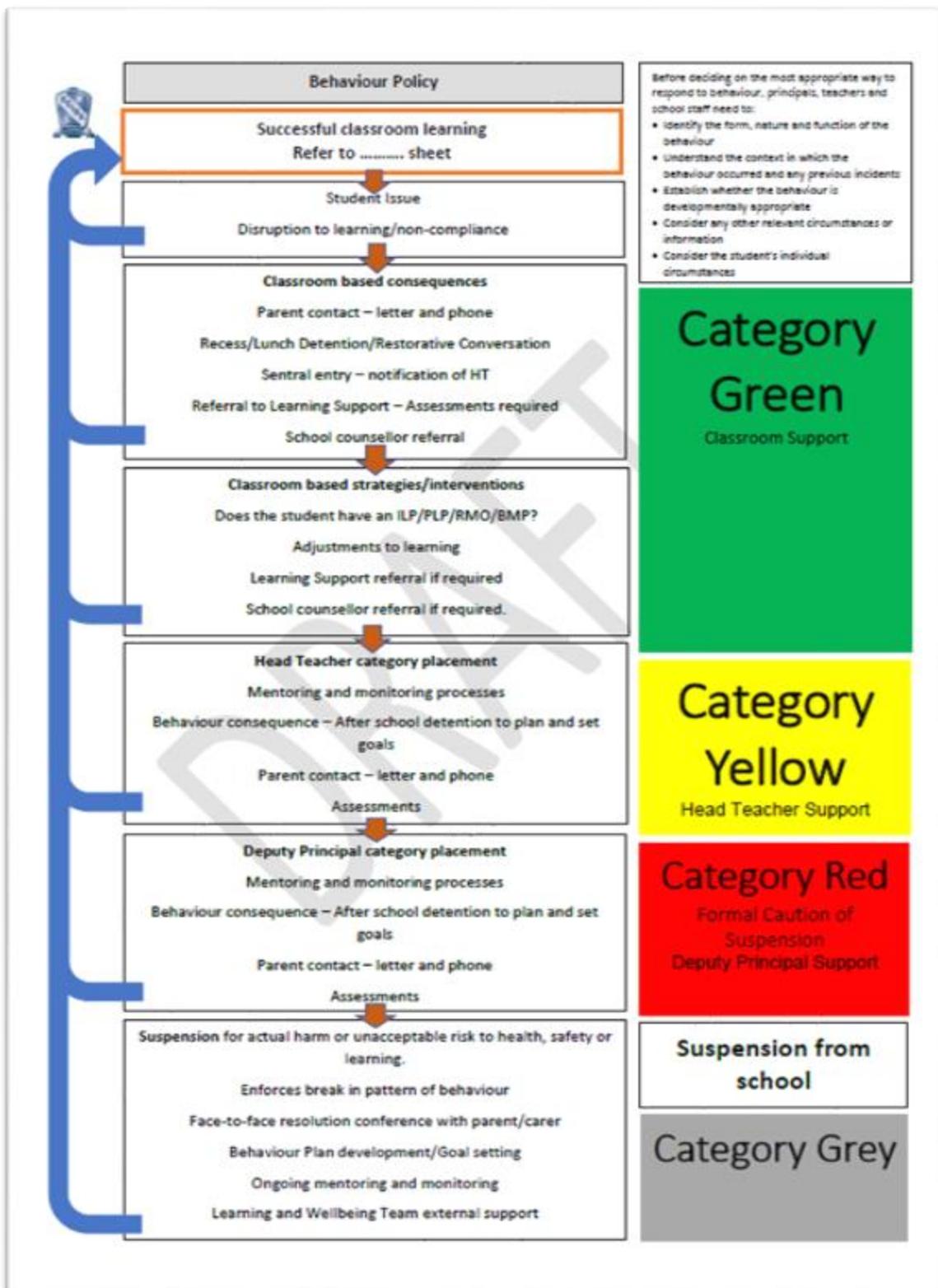
Beginning of the lesson

- Form two straight lines outside of the classroom
- Follow your teachers' instructions to enter the room and sit down in your correct seat
- Get out your School Diary, required materials and equipment
- Listen to your teacher explain the *Learning Intentions* for your lesson

End of the Lesson

- Follow the instructions of your teacher to pack up your equipment
- Ensure that your desk is clear and organised
- Ask for permission to put any rubbish into the classroom bin
- When instructed, put your chair/stool neatly under the desk and calmly move to your next class or recess/lunch

Classroom Management



Keira High School Suspension Flowchart

Student Incident

Statements gathered for internal investigation: Teacher (Sentral) student witnesses. Review Sentral. Check if current monitoring card

Senior Executive decision: based on consultation with Department of Education criteria for Behaviours of Concern suspension category and days required. Use suspension checklist – NSW DoE

Notification to student (hard copy & email), family/carer and documentation (with policy and appeal provided. Meeting organised between family and Senior Executive. Learning from home package if longer than 3 days

Restorative Practice: Return from Suspension meeting with Senior Executive, student and family representative, re-admission agreement contract and letter, Grey category card issued with Mentor organized (150 points, if good – letter/call to parents. Update Sentral Category level. If zeros/major issue – call parents. Options: re-set card to Zero points, Formal Caution of Suspension – red card)

Restorative Practice.

- o Let's Talk About Program catered to suspension category
- o Mediation session held for conflict resolution (if required)
- o Counsellor or Student Support Officer session (if required)
- o Risk Management or Behaviour Support Plan created (if required)
- o Team around the school contact (if required)
- o Learning & Engagement support meeting – ILP created (if required)

Return from Suspension Options (if required)

1. Part Day exemption – Principal or DoE approved plan
2. After school detention
3. Restoration fix/clean-up/payment of equipment/property
4. Police Liaison Officer meeting
5. Restrictions (playground/contact with others)

Version 1. 26/11/24 BMP copy

KHS Mobile Phone Policy



Students phones need to be off and away - IN THEIR BAG. If not -



STUDENT HAS PHONE/DEVICE OUT OF THEIR BAG

Students place their phone/device in the KHS phone envelope. Student hand over envelope at office.
• Phone will be collected from Office at end of school day.



STUDENT DOES NOT COMPLY WITH THE ABOVE INSTRUCTIONS. REFER TO HT.

HT will instruct student to place phone/device in the KHS phone envelope.
• Student delivers envelope to DP. Student hand over envelope at office. Staff places envelope in the Admin Safe and gives student receipt.
• Student referred to the Behaviour and Discipline Policy.
• HT contacts parent and negotiates phone pick up (parent/student).



STUDENT DOES NOT COMPLY WITH THE ABOVE INSTRUCTIONS. REFER TO DP.

DP will confiscate phone from student and place in phone envelope. Staff places envelope in the Admin Safe and gives student receipt.
• Parent is required to collect phone from school (or as negotiated with DP). Consequences may include a 'Formal Caution to Suspend' or 'Suspension' as recommended to the principal.



RETURN FROM SUSPENSION PLAN

• Suspension Resolution may include: Phone to remain at home.
• Note: Unresolved Suspension if the requirements are not met on return to school. The Deputy Principal recommends to the principal to extend the suspension until reasonable requirements and procedures are met by the student.



PLAYGROUND PHONE INCIDENTS

Follow the same procedures as above.
Teachers will have phone envelopes on duty.

For full policy go to [www.https://keira-h.schools.nsw.gov.au/ Community Hub](https://keira-h.schools.nsw.gov.au/Community%20Hub)

Our school uses the following strategies to explicitly teach, recognise and reinforce positive student behaviour and expectations:

Strategy	Details
Routines	All classrooms use the same routines for the beginning and ends of lessons. This builds consistency of expectation and allows students to feel safe within familiar routines.
Tuesday Assembly	Our student leaders lead the whole school every Tuesday morning. This builds community and connection to school for students and staff.
Stage 4 Roll Call structure	Year 7 and 8 roll calls have a visual planner for each day which is shared by the teacher during roll call. This helps all students to mindfully prepare for the day ahead.
Sports Awards	Students are rewarded for excellent participation in sport twice a term. They are celebrated during a Tuesday assembly
Positive Postcards	This initiative allows teachers to celebrate success in student learning and conduct
Reflection Activities	Students are supported by a range of scaffolds to reflect on their behaviour and the impacts that it has on themselves and others
Restorative Conversations	A whole school model of restorative conversations has been developed to move on from events/actions involving students and staff. These processes are also built into the return from suspension programs.
Merit System	Recognising student achievement against a range of attributes and capabilities.
GRIP	Grip is a specialist program designed to build resilience, organisation and independence in students
AEO Programs	Culturally relevant supportive programs which engage students in learning, build resilience and promote respect.
Rock and Water	We have staff who are trained in the delivery of this program which aims to decrease bullying and depressive feelings while increasing self-esteem, self-regulation and social acceptance.
Enhanced Transition	A specific and tailored program for students requiring additional support at the point of transition to high school. Takes place during terms 3 and 4.
Category System	A scaffolded program of mentoring and monitoring to support specific improvements in student conduct and behaviour.
Attendance Strategy	Improving student attendance is the responsibility of everyone. Students, parents/carers, roll call teachers, Head Teachers, Deputy Principals, the Attendance Officer, the Home School Liaison Officer and the Principal.
Return from Suspension Packages	'Let's talk about' packages support student reflection and learning following a suspension from school.
Reward Excursions	There are a range of reward excursions across the school year.
Duke of Edinburgh's Award Scheme	An international award program that encourages community service, skill development, physical activity and involves students taking on an adventurous journey.
Extra-curricular Activities	There are a wide range of clubs and extra-curricular groups at Keira. They range from crochet club to debating and public speaking and through to mountain biking.

2.3 Whole school approach at each stage of care continuum

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

Strategy or Program	Details	Audience
Prevention		
Wellbeing Team Initiatives	Anti-harassment; Cyber safety; Social skills; Respectful relationships; PCYC	Whole-school
Whole School Wellbeing Program	White Ribbon Day; R U Okay; Harmony Day; National Day Against Bullying and Violence; International Women's Day	Whole-school
6 into 7 Transition Program (including Additional Transition)	Comprehensive transition program running from Term 2. A variety of school visits by Principal, Deputy Principal, HT PLAE and Year Adviser. School Captains and current Year 7 students involved in delivering programs during the school visits.	year 6 into 7
School Merit System	Recognising student achievement against a range of attributes and capabilities.	Whole-school
Year 7 Meet the Teacher Afternoon	Sharing of information, strong communication, building relationships	year 7; staff; parents/ carers
Trauma Informed Practice PL – All staff are trained in Trauma Informed Practice		
Breakfast Program	Student assistance program	Whole-school
PCYC	We have close links with the local PCYC who deliver a range of programs to year groups, small groups and individuals.	
Wellbeing team meetings	Plan for and discuss emerging need/s	Wellbeing team
Targeted Literacy and Numeracy Program	To build literacy and numeracy skills in targeted students	Targeted students
Network Support Meeting	plan for and discuss the implementation of personalised learning and support	Learning and Engagement
Attendance Matters		
Student Self / Peer Referral for Wellbeing or Learning Support	Self-referral process	Targeted students
Mindful Minecraft	Students at risk of experiencing behaviours of concern	Targeted students
Weekly attendance meetings	Meeting with HSLO and Attendance Team to monitor student attendance and implement strategies to support / increase attendance	Attendance Team
Case meetings	on needs basis	Stakeholders

Strategy or Program	Details	Audience
Developing Individual Plans	Planning for personalised learning and support	targeted students; parents / carers / classroom teachers
Category System / Monitoring Card	Monitoring and mentoring	Targeted students; parents / carers / classroom teachers
Individual intervention (aligns with care continuum - Multi-tiered system of support)		
HSLO referral	Students with attendance concerns	Targeted students; parents / carers
Risk Management Plans	Student's with highly complex and challenging behaviours and attendance or wellbeing concerns	Targeted students; parents / carers' external stakeholder
Calm Cards	Students with complex needs to access space, support	Targeted students
Check-in/Check-out	Students with complex needs to access a trusted staff member	Targeted students
Refugee student support	EAL/D: implementation of programs to support newly arrived students	EAL/D/ refugee
Access Request		

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Detention with restorative conversation and/ or reflection sheet	recess for 1-15 minutes	Class teacher Head Teacher Deputy Principal Principal	Sentral via Negative issue
Detention with restorative conversation and/ or reflection sheet	lunch for 1-15 minutes	Class teacher Head Teacher	Sentral via Negative issue

Action	When and how long?	Who coordinates?	How are these recorded?
		Deputy Principal Principal	
Detention with restorative conversation and/ or reflection sheet	Afterschool	Head Teacher Deputy Principal Principal	Sentral via Negative issue
Teacher Directed time out			
Senior Student Helper: Year 11 students donating a period to help in junior classes	class time	Year Advisor Class teacher	Sentral via positive



Restorative Conversation/Reflection

Student name: _____

Class: _____ Period: _____ Date: _____

1. What happened that resulted in you being here?

2. What were you thinking at the time?

3. What have you thought since?

4. Who has been affected?

5. How have they been affected?

6. How would it make people feel?

7. How have they been affected?

8. How can we fix things now?

9. How can we do things differently in the future?

Student Signature: _____

Staff Signature: _____

Keira High School Off and Away | Gate to Gate Mobile Phone Policy

RATIONALE

Keira High School acknowledges the educational value of technology in supporting and enhancing educational outcomes and student learning. The use of mobile devices may have a great impact on learning. The use of mobile devices is encouraged in supporting our students to use them in safe, responsible and ethical ways to enhance student learning and engagement. Use of mobile devices is encouraged in the 'Off and Away' policy. The 'Off and Away' policy is intended to ensure that students are safe and responsible in their use of mobile devices.

POLICY

The mobile phone policy applies to all students, staff and visitors, including those who do not own a mobile phone. The policy is intended to ensure that students are safe and responsible in their use of mobile devices. The policy is intended to ensure that students are safe and responsible in their use of mobile devices. The policy is intended to ensure that students are safe and responsible in their use of mobile devices.

PROCEDURES AND CONSEQUENCES

Procedures

- If requested by a teacher or staff member, students will immediately show their mobile phone to the teacher or staff member.
- The teacher will be advised by the student if the phone is on or off and the battery level is at least 50%.
- The staff member will not see the content on the phone.
- If a student who refuses to follow staff instructions will be referred to their Year Level teacher for further support. Consequences will be made and a record of suspension may be issued.

Consequences

Students will not be allowed to:

- Use mobile phones for any purpose other than the use of the device and end of day. Student responsibility about appropriate phone use and content of further consequences.
- Use mobile phones for any purpose other than the use of the device and end of day. Student responsibility about appropriate phone use and content of further consequences.
- Use mobile phones for any purpose other than the use of the device and end of day. Student responsibility about appropriate phone use and content of further consequences.

IT'S AS SIMPLE AS...

- 1. Turn off your phone.
- 2. Turn off your phone.
- 3. Turn off your phone.

BENEFITS

- Increased safety
- Increased learning and engagement
- Increased positive social interactions
- Less distractions

PAYMENTS

For more information, contact the School Office, or visit our website www.keira.nsw.edu.au.



Mobile Phone issue – Reflection

Name: _____ Date: _____ Roll Call: _____

From the Policy Sheet: What is the rationale (reason) for the "Off and Away" policy?

Why was I using my phone today?

What can I change to make sure I not using my phone?

From the Policy Sheet: What are the 4 benefits of the Mobile Phone "Off & Away" Policy?

- 1.
- 2.
- 3.
- 4.

From the Policy Sheet: What are 3 school-based consequences of using your phone?

- 1.
- 2.
- 3.

From the Policy Sheet: When does the phone policy apply?