Hay War Memorial High School

Welfare and Discipline Policy

Triple S

Whole School Behaviour Management

- Respect
- Responsible
- Achieve

Positive Behaviour for Learning
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1) Introduction

*Hay War Memorial High School supports a safe learning community which develops RESPONSIBLE citizens who have RESPECT for themselves, and others and are aiming to ACHIEVE their personal best in all facets of life.*

The Triple S Behaviour Management policy follows processes outlined in the following New South Wales Department of Education and Training Documents:

- Student Discipline in Government Schools (2006)
- Student Welfare Policy (1996)
- Anti-Racism Policy (2005)
- Core Rules in NSW Government Schools (2006)
- Work Health and Safety Policy
- Strategies For Safer Schools (1997)
- Student Welfare Policy (1996)
- Suspension and Expulsion of Students – Procedures (2005)
- The Anti-Bullying Plan for Schools (2005)
- The School Attendance Policy (2005)
- Values in NSW Public Schools (2004)

The Triple S Behaviour Management policy supports H.W.M.H.S’s reasonable expectations of students. These are based on the 3 core values of RESPECT, RESPONSIBLE, ACHIEVE. These are displayed prominently throughout the school and explicit lessons are regularly delivered to teach students what is expected of their behaviour while learning at H.W.M.H.S.

“When parents enroll their children at public schools they enter into a partnership with the school staff. This partnership is based on shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.”

*School Discipline in Government Schools (Policy Statement NSW Department of Education & Training 2006 p1)*

Students are expected to uphold the 3 main values in all school settings. These are respect, responsible, and achieve your personal best. Staff make use of these values to manage behaviour and set expectations for student achievement.

This policy has been developed in consultation with our school community. As PBL is developed and implemented in our school, additions and amendments will be made.
2) Positive Behaviour for Learning (PBL)

H.W.M.H.S. is a Positive Behaviour for Learning (PBL) school. H.W.M.H.S. adopted the Positive Behaviour for Learning philosophy in 2012. Positive Behaviour for Learning (PBL) is a school wide approach to behaviour with the aim of ensuring that the culture of the school is a positive one. PBL makes use of the framework of a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. The rationale behind the program is that if students adopt positive values there will be an improvement in behaviour in classrooms with a corresponding improvement in learning across the school. Areas of behaviour in need of addressing are identified, appropriate behaviours are taught and students are rewarded when they demonstrate behaviours that support our core values of respect, responsible and achieve.

![The Positive Behaviour for Learning Model]

- **5%**
- **15%**
- **80%**

**The Positive Behaviour for Learning Model**

- 80% = Universal – Primary Prevention
- 15% = Targeted – Secondary Preventions
- 80% = Individual – Tertiary Preventions
3) Behaviour Basics

**Theory**

There are three main behaviour theories. These are BEHAVIOURISM, CONSTRUCTIVISM and COGNITIVISM.

Teachers learn about behaviour theories during their teacher training and subsequent professional learning. Most teachers will be aware of approaches to cognitive and behaviour development and theorists such as Bandura (Social Cognitive Theory), Skinner (Operant Conditioning Theory), Kholberg (Moral Reasoning Stages), Freud (Personality Theory), Erikson (Theory of Psychosocial Development), Piaget (Theory of Cognitive Development), Maslow (Hierarchy of Needs).

Teachers also learn about behaviour management approaches. There are a range of behaviour management approaches that can be placed onto a continuum from the more coercive approaches to the less coercive approaches. The four main styles being authoritarian, behaviourist, democratic and constructivist. Most teachers will develop their own style of behaviour management based on their beliefs, experience and personality. Behaviour management approaches which are derivatives of the four main approaches have all been taught to teachers at various stages and with varying levels of influence and take-up. These include Canter and Canter’s (1976) *Assertive Discipline*, Repp and Horner’s (1999) *Functional Analysis*, Bill Rogers (1989, 1992) work, Ford (2003) *Responsible Thinking Process*, Glasser (1975, 1990) and Macfarlane, Glynn, Cavanagh & Bateman (2007) *Restorative Justice*.

“While every approach has advantages in terms of contributing to a teacher’s behaviour management repertoire, problems arise when teachers use strategies *ineffectively*. Ineffective behaviour management consumes unnecessary time and energy at the expense of valuable learning time. One style is not inherently more effective than another. Approaches are merely tools that can be applied either well or poorly at any given time.” (Richmond, 2009).

We also need to keep in mind that behaviour is:

- Learned
- Functional
- Contextual
- Human
Function

Behaviour is about communication and meeting a need.

It is generally agreed that all behaviour has a function or purpose. It is telling us something.

The two main purposes of any behaviour will be to:

GAIN

Or

AVOID

Often the function of the behaviour is legitimate but the FORM of the behaviour may be unacceptable in the setting.

Successful intervention addresses the function of the behaviour.

Maslow’s Hierarchy of Needs theory and Glasser’s theory of 4 basic psychological needs help us to further understand the motivation of behaviour, in that all individuals are motivated by meeting their needs.

Glasser identifies 4 basic needs:

- **Belonging** - Fulfilled by loving, sharing, and cooperating with others
- **Power** - Fulfilled by achieving, accomplishing, and being recognised and respected
- **Freedom** - Fulfilled by making choices
- **Fun** - Fulfilled by laughing and playing

PBL Theory

- Believes all behaviours occur within an environmental context
- Begins all investigations by examining the scope of the problem (school-wide, group, or individual)
- Is proactive – intentionally structures for success
- Systematically teaches and acknowledges appropriate behaviors
- Builds capacity for all staff to address both positive and negative student behavior
- Intentionally seeks to build positive, flexible environments based on review of data
4) Proactive Management Strategies

Minimising misbehaviours begins in the classroom. Teachers can promote a positive classroom learning environment utilising a range of strategies including the following:

**Have well prepared lessons:**
- Avoid boredom and motivate students with a variety of approaches and high interest material
- Let students feel they are learning
- Pitch work to ability and interest level
- Teach in achievable steps
- Give students a purpose and provide encouragement
- Have enough material and work to go on with when necessary
- Provide students with feedback
- Have alternative activities for students who finish work early

**Be a presence in your classroom:**
- Be a leader
- Use your voice, eye contact, personality, sense of humour
- Speak calmly
- Be human and admit to being wrong, angry, pleased, tired
- Model your expectations by setting an example through your own behaviour
- Monitor behaviour by moving around the room and frequently scanning the room

**Show students that you care:**
- Show courtesy and respect
- Avoid sarcasm and belittling
- Recognise feelings without necessarily accepting the way they are expressed e.g. *I can see you are angry about detention*
- Be helpful
- Frustration, especially about inability to understand or complete work can lead to misbehavior. Genuine calls for help should be recognised by the teacher and arrangements made for additional assistance.
- Be fair and understanding
- Be patient
- Talk to students outside the classroom

**Anticipate problems:**
- Identify the problems that are likely to occur
- Identify problem types and diffuse early
- Recognise early warning signs (weather, disruptions to routine)
- Develop and implement plans – Behaviour Management Plans, ILPs.
- Establish a buddy classroom/teacher system for time out if necessary (Orange Exit Slips can be used for minor misbehaviours)
As a basic guide for classroom management:

**Good Rules**
Rules should be established, clear and concise, published, taught, referred to and reinforced (rewards and consequences).
Rules should be written in the positive – i.e. what you should DO rather than DON’T.

**Give explanations**
There should be reason as to why behaviour is unacceptable.

**Give warnings**
Students who misbehave should be given a warning, they should have a chance to monitor and change their behaviour.

**Follow-up**
Remember certainty v’s severity

**Stay calm**
Remove any emotion – if need be, allow cool off time for yourself and/or student before addressing the problem behaviour.

**Take responsibility**
Don’t ignore the misbehavior or let them escape the consequence

Consequences should be appropriate to the offence
Don’t pass the buck for punishment to someone else

**Establish routines**
Establish and teach classroom routines.
Establish routines for the following:
Entry and exit, fast finishers, distributing and collecting equipment and resources, packing up, bookwork and presentation, movement around the room, getting teachers attention, getting work marked, acceptable noise levels.

**Physical environment**
Where possible manage the physical environment to alleviate uncomfortable conditions (heating, cooling, noise, light etc.)
Establish seating plans or strategically seat students according to needs.

**Be positive**
Acknowledge and reward positive behaviours more frequently than negative ones. You should use 7 positives to every single negative comment made.

**Use whole school systems**
Blue slips – out of class with permission
Orange Slips – exit slip (to Yr HT/buddy class)
Sentral – roll marking, recording behaviour information (rewards and consequences), letters to parents
Year Head Teacher – behaviour
Student Success System – positive recognition :- whole school rewards – raffle tickets, C.A.S.S.A.s (Yellow Merit awards)
School Step System – discipline
5) Student Rewards and Discipline

5a) School Success System – Triple S 😊

Positive Recognition

PBL promotes positive behaviour by acknowledging students when they display the core values of respect, responsible, and achieve. Whenever students display these values, staff are encouraged to reward them.

Positive behaviour management at HWMHS is achieved through the Student Success System or Triple S - positive.

The Triple S positive behaviour management system works on the concept of a student reaching for the best.

Monitoring student positive recognition begins each term. Individual teachers are responsible for recording positives onto Sentral. Overall positive achievement is monitored by the Year Advisor and the Year Head Teacher.

Students are recognised at the classroom and whole school levels in the following ways.

- **Raffle tickets – whole school**
  A PBL focus is often decided on throughout each term. Raffle tickets are issued by the Year Teams during morning assemblies to acknowledge students demonstrating the expected value. Students can write their name onto the ticket and place it into a box for the chance to win a prize in a weekly draw.

- **C.A.S.S.A. - Yellow Merit Awards – whole school**
  All staff members can give out Yellow Merit Awards. These recognise students for community service, academic achievement, school service, and sporting achievement.

  Yellow merits are recorded by staff onto Sentral and the stub passed to the Year Advisor. The stubs are placed into the Win Bin for a prize draw at whole school assemblies (twice a term).

  Yellow merits also accumulate to enable students to be eligible for recognition of their positive contribution to our school. The number of merits and the spread of merits across the 5 areas of achievement make students eligible for Year Advisor Awards, Principal’s Awards and DoE awards. Year Advisors are responsible for the collation of this information and for generating these awards.
PBL activities – whole school

Each term PBL activities are held to reward students who have displayed the core values of respect, responsible, and achieve. The target behaviour and reward activity is announced at the start of the term for students to work towards positive behaviour that will enable them to be eligible to participate in the activity. Activities may include and are not limited to a BBQ, a movie afternoon, a games afternoon, Wii games session, music in the Spirit of ANZAC Centre, afternoon tea and out of town excursions.

The following page outlines the Triple S 😊 at H.W.M.H.S.
Whole school Behaviour Management
Triple S - Positive
Student Success System

Classroom / Classroom Teacher

Classroom management/positive consequences
structure by individual CTs – i.e. individual teacher system

School-wide C.A.S.S.A.

Whole School Community, Academic, School and Sporting Awards (Yellow Merits)
- Used for recognition of more sustained and significant behaviours
- Teachers responsible for generating and issuing merit, Year Advisor has responsibility for administration.
- Maintains whole school focus on areas valued by school community.
- Provides another level to rewarding the whole school values of RESPECT, RESPONSIBLE, ACHIEVE.

- Operate at the same time to complement each other.
- Are not tied to each other. Students are not restricted by the need to obtain in one area before being able to access another area.
- Provides level of options for staff to recognise and reward the expected behaviours in a range of settings
5b) School Step System – Triple S 😞

 Discipline

Behaviour management at HWMHS is achieved through the **School Step System** or **Triple S misbehaviour**.

A student starts on no step. Once their misbehavior warrants the teacher’s attention the teacher applies their professional judgement and behaviour management strategies in the classroom. This is monitored by the classroom teacher and students are supported in managing their behaviour.

In the **School Step System**, discipline problems are handled by the teacher who witnessed the breach of discipline. If the matter is serious the student will be referred to the Year Head Teacher. If the problem is not resolved by the Head Teacher it can be referred to the Deputy Principal or Principal.

Our aim is for students to be on no Step.

The following page outlines the Triple S 😞 at H.W.M.H.S.
## Understanding the School Step System – Triple S

### Step 1

**Year Head Teacher**

**Minor/Major Misbehaviours**

- Yr HT has reviewed Sentral entries and a student has had three (3) valid misbehaviours.
- Year HT places student onto Step 1. Yr HT contacts parent via phone call/letter to notify of student’s placement onto Step 1.
  - Yr HT records placement onto Sentral.
  - Student on Step 1 is monitored by HT for five (5) school days.
  - Step 1 monitoring card is distributed and kept by the Yr HT
- While on Step 1 a student:
  - Collects the card from HT before assembly the following day
  - Returns the card to HT before assembly the following day, signed by the parent
  - (Late comers collect card from the Yr HT)
  - Is responsible for the card – failure to present monitoring card in class results in an unsatisfactory lesson
  - **Must achieve 25 out of 30 satisfactory lessons** over a period of 5 consecutive days to complete Step 1
  - **May not be entitled to participate in extra-curricular activities** (the teacher taking an extra-curricular activity will decide if the child attends)
- Details of unsatisfactory lessons must be entered onto Sentral by CT in addition to indicating it onto the card.
- Yr Head Teacher may refer to Welfare/LST/School Counsellor.
- **Completion of Step 1 sees student returning to Step 1 but not being monitored until the end of the term.** If the student misbehaves the Yr Head Teacher may reactive Step 1 monitoring.
  - Yr HT to send exit letter to parents to notify of satisfactory completion of Step 1
- Unsatisfactory completion of Step 1 leads to student referral for placement onto Step 2.
Step 2
Deputy Principal
Major Misbehaviours/ Unsatisfactory Step 1

- Deputy Principal has received referral by Yr Head Teacher or incident is a “Major Misbehaviour”
- DP places student onto Step 2. DP contacts parent via phone call and letter to notify of student’s placement onto Step 2 and “Warning of Suspension”.
  - DP records placement onto Sentral.
  - Student on Step 2 is monitored by DP for 5 school days.
  - Step 2 monitoring card is distributed and kept by the DP
- While on Step 2 a student:
  - Collects the card from DP before assembly the following day.
  - Returns the card to DP before assembly the following day, signed by the parent.
  - (Late comers collect card form the DP).
  - Is responsible for the card – failure to present monitoring card in class results in an unsatisfactory lesson.
  - **Must achieve 25 out of 30 satisfactory lessons** over a period of 5 consecutive days to complete Step 2.
  - **Must satisfactorily complete school detentions** (2nd half of lunch) whilst on Step 2. Lunch time detentions are held in Room 5 and supervised by the DP at lunchtime.
  - Is **not entitled to attend off ground sports**.
  - Is **not entitled to participate in extra-curricular activities**.
- Details of unsatisfactory lessons must be entered onto Sentral by CT in addition to indicating it on the card.
- DP may refer to Welfare/LST/School Counsellor.
- **Completion of Step 2 sees student returning to Step 1 but not being monitored until the end of the term.** If the student misbehaves the Yr Head Teacher may reactive Step 1 monitoring.
  - DP to send exit letter to parents to notify of satisfactory completion of Step 2
- Unsatisfactory completion of Step 2 leads to student referral for placement onto Step 3
Step 3
Principal
Major Misbehaviours/Unsatisfactory Step 2

- Principal has received student’s referral by DP.
- Immediate suspension behaviours or referral from DP from Step 2 will lead to a student being on Step 3
  - At Step 3 the student will be suspended (e.g. continued disobedience)
  - Principal contacts parent via phone call and letter to notify of student’s suspension.
    - Principal records placement onto Sentral
  - Length of suspension and conditions of re-entry as per DoE policy.

IMMEDIATE SUSPENSION

- Illegal substance
- Weapon
- Criminal behaviour
- Aggressive behaviour
- Violence
### MINOR MISBEHAVIOURS

<table>
<thead>
<tr>
<th>Misbehaviour</th>
<th>Examples Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swearing</td>
<td>Non-directive, conversational</td>
</tr>
<tr>
<td>Misuse of equipment</td>
<td>Inappropriate use</td>
</tr>
<tr>
<td>Refusing</td>
<td>No attempt to follow instructions or complete work</td>
</tr>
<tr>
<td>Class truancy</td>
<td>Leaving the classroom or arriving late without blue slip (permission)</td>
</tr>
<tr>
<td>Disruption</td>
<td>Calling out, silly and attention seeking behaviour</td>
</tr>
<tr>
<td>Littering</td>
<td>Dropping papers or food</td>
</tr>
<tr>
<td>Anti-social behaviour</td>
<td>Pushing, verbal challenges, argumentative</td>
</tr>
<tr>
<td>Uniform</td>
<td>Not wearing school uniform with acceptable reason</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Damage to property, graffiti</td>
</tr>
<tr>
<td>Being unprepared</td>
<td>Not prepared with equipment, homework/assignments not completed</td>
</tr>
</tbody>
</table>

### MAJOR MISBEHAVIOURS

<table>
<thead>
<tr>
<th>Misbehaviour</th>
<th>Examples Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Repeated physical, verbal and electronic harassment</td>
</tr>
<tr>
<td>Abusive swearing</td>
<td>Directed and intentional</td>
</tr>
<tr>
<td>Dangerous behaviour</td>
<td>Inappropriate use of equipment and furniture</td>
</tr>
<tr>
<td>Racial vilification</td>
<td>Incitement/encouragement of racism</td>
</tr>
<tr>
<td>Smoking</td>
<td>Smoking at school, school functions and whilst in uniform</td>
</tr>
<tr>
<td>Harassment</td>
<td>A behaviour intended to disturb or upset, and it is repetitive</td>
</tr>
<tr>
<td>Truancy</td>
<td>Whole class truancy, leaving school grounds</td>
</tr>
<tr>
<td>Misbehaviour</td>
<td>Examples Include</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Possession of an illegal substance</td>
<td>Alcohol, cannabis, amphetamines</td>
</tr>
<tr>
<td>Possession of a prohibited weapon</td>
<td>Knives, firearms, syringes, homemade weapons</td>
</tr>
<tr>
<td>Criminal behaviour related to school</td>
<td>Stealing, filming of students or staff</td>
</tr>
<tr>
<td>Aggressive behaviour</td>
<td>Threatening behaviour</td>
</tr>
<tr>
<td>Violence</td>
<td>Fighting, assault</td>
</tr>
</tbody>
</table>
7) Satisfactory and Unsatisfactory

Prior to monitoring, behaviour that warrants an unsatisfactory lesson involves MINOR behaviours that continue despite the teacher implementing proactive management strategies.

In addition to the whole school all settings matrix, the following table provides a GUIDE to the expected satisfactory behaviours that would be demonstrated by a student upholding our 3 core values.

<table>
<thead>
<tr>
<th>I am …</th>
<th>When I….</th>
</tr>
</thead>
</table>
| **Respectful** | • Care properly for the school environment and the property of others  
• Interact with others in a courteous manner  
• Appreciate others and their differences  
• Wear the correct school uniform  
• Remove my hat inside buildings | • Follow the instructions of the teacher  
• Respect the right of others to learn |
| **Responsible** | • Act safely  
• Be where I am meant to be  
• Come prepared with appropriate equipment | • Take ownership of my actions and behaviours  
• Be punctual and prepared to learn |
| **Achieving** | • Challenge myself to improve  
• Take pride in my work, self and school  
• Volunteer and participate in school life | • Complete all tasks to the best of my ability  
• Have a go  
• Work towards goals |
8) Matrix – all settings

The school-wide matrix is the central framework for the teaching of expected behaviours in non-classroom settings.

The matrix below identifies the minimum expected behaviours of students while at school, participating in school activities or in school uniform.

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Respect</th>
<th>Achieve</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For people, places, property</td>
<td>Your personal best</td>
<td>Right place, right time, right thing</td>
</tr>
<tr>
<td></td>
<td>Be courteous</td>
<td>Be proud</td>
<td>Be punctual</td>
</tr>
<tr>
<td></td>
<td>Be in uniform</td>
<td>Be involved</td>
<td>Be prepared</td>
</tr>
<tr>
<td></td>
<td>Follow instructions of staff</td>
<td>Challenge yourself to improve</td>
<td>Take ownership of actions and behaviours</td>
</tr>
</tbody>
</table>

9) Sentral

Sentral is the whole school management and recording system used at H.W.M.H.S. This allows staff to access and record information about students which allows for careful monitoring of students and their needs while at school. There is opportunity for both positive and negative behaviour incidents to be recorded onto Sentral.

Staff have received professional development on the use of Sentral for recording information about student behaviour, placement of students onto Steps and monitoring students behaviour footprint. Similarly, staff will record positive Triple S information about students when they are recognised for demonstrating the expected behaviours based on our school values. These can be accessed in the Student Management\Welfare and then continue to the section required by using the options on the left hand side menu bar. At any point, the help option on the top right hand corner can be accessed.

Letters to notify parents of a student’s placement onto a Step or the successful completion of a Step can be generated by staff on Sentral.
10) Overviews

At the end of this document are copies of an overview of the Triple S systems, including a flow chart of the Triple S negative consequences and Triple S positive consequences. Detail is also provided about the administration of the STARR cards for the reference of Year Advisors.

11) Forms and paperwork

The following forms are used by teachers to monitor and refer student behaviour as they make a footprint in the Triple S behaviour management discipline system or as they reach for the stars in the Triple S behaviour acknowledgement reward system.

Teachers are given hard copies of these forms and they are also available in Staff Rooms and the Front Office Duplicating Room.
Hay War Memorial High School

EXIT SLIP

STUDENTS are to go to their YEAR HEAD TEACHER

Student ..................................................

Date ...................... Time .............

Student sent to ............... in Room ........

Work provided? (outline).........................

.......................................................

Sentral entry to follow (CT)

Student misbehaviour/s (circle):

<table>
<thead>
<tr>
<th>Minor Misbehaviours</th>
<th>Major Misbehaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusing</td>
<td>Bullying</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Abusive swearing</td>
</tr>
<tr>
<td>Misuse of equipment</td>
<td>Racial Vilification</td>
</tr>
<tr>
<td>Disruption</td>
<td>Harassment</td>
</tr>
<tr>
<td>Swearing (Indirect)</td>
<td></td>
</tr>
</tbody>
</table>

Teacher proactive strategies taken so far:

- Time out in classroom
- Tactically ignored
- Redirected
- Options / simple choices given

Please KEEP student / ALLOW student to return to class

Request for placement of student onto Step 2

Teacher: .......................HT .................

Dec 2015

Year Head Teachers 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Mr Darren Clarke</td>
</tr>
<tr>
<td>8</td>
<td>Mr Lil Aylett</td>
</tr>
<tr>
<td>9</td>
<td>Mr Gurdeep Madan</td>
</tr>
<tr>
<td>10</td>
<td>Mr Greg Honan</td>
</tr>
<tr>
<td>11</td>
<td>Mr Darren Clarke</td>
</tr>
<tr>
<td>12</td>
<td>Mrs Lil Aylett</td>
</tr>
</tbody>
</table>
# Hay War Memorial High School

## Step 2 Monitoring Card: CLASSROOM

**STUDENT:** ...........................................................................  
**YEAR HT:** ...........................................................................

**YEAR:** 7 8 9 10 11 12  
**DATE:** / / 

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>SUBJECT</th>
<th>RESPECT</th>
<th>RESPONSIBLE</th>
<th>ACHIEVE</th>
<th>TEACHER SIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>Recess (Duty HT)</td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lunch (Duty HT)</td>
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<tr>
<td>5</td>
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<td>6</td>
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<td></td>
</tr>
</tbody>
</table>

**Key:** S for Satisfactory, U for Unsatisfactory

**Comments:**

**Recommendation:** ☐ No Step ☐ Referral Step 3

**Signature:** .................................................................  
**Date:** / / 

HWMHS Welfare and Discipline Policy Section 1 Version 1.2 December 2015
### Hay War Memorial High School
**Step 3 Monitoring Card: CLASSROOM**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>SUBJECT</th>
<th>RESPECT</th>
<th>RESPONSIBLE</th>
<th>ACHIEVE</th>
<th>TEACHER SIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
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Key: S for Satisfactory, U for Unsatisfactory

**Comments:**

**Recommendation:**  □ No Step  □ Referral Step 4

**Signature:** ...............................................  **Date:** / /
HWMHS Welfare and Discipline Policy

Whole School Behaviour Management

Triple S

Student Success System

School Step System

C.A.S.S.A. = Whole School COMMUNITY, ACADEMIC, SCHOOL and SPORTING AWARDS

Yellow Merits

Year Advisor Awards and

Principal’s Awards

Steps

Sustained and Significant

Step 1
Head Teacher

Step 2
Deputy Principal

Step 3 (Suspension)
Principal

All incidents 😊 or ☹️ are recorded onto Sentral by the staff member managing the incident.
**School-wide PBL celebration activities**

- Currently happens at the end of each school term
- Are tied to a term focus attached to the school values/expected behaviour or targeted problem area based on data
- Criteria for eligibility published at start of each term. This includes students NOT on Step 1 or above.
- Activities can be whole school or in Stages, on site or off, during class or break times and involve a recreational activity and/or food.
- Activities in the past have included BBQ lunch and extra lunch time, sports games afternoon in SPAC, electronic games (Wii), Easter Eggstravaganza, music and conversation, movies and popcorn, Olympic Challenge, Trivia Challenge, 10 pin bowling, Chinese lunch, bingo, free school social (PBL paid SRC)
C.A.S.S.A.

Whole School Community, Academic, School and Sporting

Awards (Yellow Merits)

These are issued by staff members for recognition of the whole school core values under 5 categories.

Each teacher enters the details of the merit onto Sentral and also completes the stub of the merit and places into the Year Advisors pigeon hole. Yr Advisors maintain records of student merits to then acknowledge via Year Advisors and Principal's Awards. The stubs of the merits are placed into the Win Bin by the Year Advisor.

COMMUNITY SERVICE
  e.g. – Assisting other schools

ACADEMIC ACHIEVEMENT
  e.g. - improvement
    - participation
    - consistency

SCHOOL SERVICE
  e.g. - representing school in community events
    - ANZAC Day

SPORTING ACHIEVEMENT
  e.g.- sporting excellence
    - representing school
    - participation
    - effort
    - team
    - individual

Year Advisors Awards

Y.A’s monitor CASSAs via Yellow Stubs and Sentral records.

YA award:
  • #1 – must have 5 merits across 2 areas
  • #’s 2 to 5 – must have 3 or more areas on each individual YA award
  • #’s 6 to 10 – must have 4 areas on each individual YA award.
  • #’s 11 plus – must have at least 4 areas on each individual YA award.

Principal's Award:
  • 5 YA Awards.

School Award:
  • 10 YA awards and 2 Principals Awards and 12 months without major misbehaviour.

Win Bin at formal assemblies – 2 names are drawn out for a canteen voucher- uses Yellow Merit Certificate stubs, staff/Yr Ad responsible for putting into draw. Learning and Support Team responsible for conducting draw.
13) Relationship to other areas of the school

Welfare and discipline are part of the whole school approach to support students learning at H.W.M.H.S.

The Triple S Systems form part of the school’s wider learning and support framework which incorporates behaviour (PBL), welfare and learning support (LST).

The following provides an understanding of learning and support at H.W.M.H.S.

Understanding Learning Support:

- Learning Support encompasses the following areas:
  - Academic/cognitive
  - Social/emotional
  - Behaviour
  - Physical Health (including diabetes, anaphylaxis, broken bones etc.)
  - Mental Health

- Needs may be permanent, long-term, short-term, immediate.
- Support for learning is provided under the E.S.E.S. framework for learning support (DEC 2012).
- Students will receive support via adjustments to their learning at the following levels:
  - Extensive
  - Substantial
  - Supplementary
- Support for learning is provided by four key teams at H.W.M.H.S.
  - Learning and Support Team (Learning Support)
  - Positive Behaviour for Learning (PBL) Team (Behaviour)
  - Welfare Team (Welfare)
  - Year Head Teachers/Executive (Discipline)
- The L.A.S.T. provides a link between the teams.
- The L.S.T. coordinates the requests for support, the support that is to be given and response to interventions for each referral. The LST is also responsible for whole school programs and initiates for learning support.
Concerns raised/information received by:
Welfare (Year Advisors, Student Advisor Girls)
Parents
Class Teachers
Other (Outside agencies, feeder schools, DEC personnel)
SMART (NAPLAN) Data
Year Head Teachers, PBL (discipline/behaviour)
Executive (HT, DP, P)
LST (LAST, SC, MC-CT)

If support is required, a referral to the Learning Support Team (LST) is made by completing a LST referral form.

Learning Support Team (LST)
LST Coordinator (Exec.), LAST, MC CT, T.Lib/AR Coordinator, 2LS Coordinator, SC, Faculty Reps,

1) LST receives referral  
2) Presents referral at LST meeting  
3) Decides on appropriate support  
4) Provides feedback to referral source  
5) Initiates support

Whole school structures provide framework for learning support:
1) PBL  
2) Learning Support  
3) Welfare  
4) Year HT

Support is provided based on the RTI model (Response to Intervention).