

# Muirfield High School



## School Behaviour & Discipline Code

### **Statement of Purpose**

To create a safe and engaging learning community that embraces diversity and encourages individuals to achieve.



## RATIONALE

All students and staff in our school community have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Our school is committed to promoting the highest standards of behaviour and learning. Our discipline policy, therefore, aims to maximise achievement of learning outcomes by promoting a positive, respectful and engaging learning environment.

This policy is consistent with legal and departmental requirements and is based on the principles of procedural fairness and developed within the framework of student welfare and strong community values.

## DoE BEHAVIOUR CODE FOR STUDENTS

Students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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.

## MUIRFIELD HIGH SCHOOL EXPECTATIONS



**Respect:** I have the responsibility to respect and care for myself, others and the environment.

**Participate:** I contribute positively to my school and community.

**Learn:** I strive to achieve my best

### Show **Respect** by:

- Using polite, positive and appropriate language to everyone
- Following teacher directions promptly
- Wearing the correct uniform
- Maintaining the boundaries of personal space
- Keeping the thoroughfares clear

### **Participate** by:

- Becoming involved in the classroom and school life
- Being punctual
- Being in the right place at the right time
- Being organised and bringing equipment to class
- Looking after the school environment

### **Learn** by:

- Taking responsibility for your achievement
- Ensuring everyone has the opportunity to succeed
- Choosing the behaviour and accepting the consequences
- Using technology appropriately
- Challenging yourself

# Muirfield High

	School Events	Corridors
	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Excursions</li> <li>• To and from school events</li> <li>• Sporting events</li> <li>• Information evenings</li> </ul>	
<p><b>I show Respect by:</b></p> <p>Using polite, positive language to everyone</p> <p>Following teachers directions promptly</p> <p>Wearing the correct uniform</p> <p>Maintaining the boundaries of personal space</p> <p>Keeping the thoroughfares clear</p>	<ul style="list-style-type: none"> <li>◆ I listen attentively to presenters.</li> <li>◆ I exhibit good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I am mindful of how my movement affects others and their personal space.</li> <li>◆ I keep thoroughfares and doorways clear.</li> </ul>
<p><b>I Participate by:</b></p> <p>Becoming involved in the classroom &amp; school life</p> <p>Being punctual</p> <p>Being in the right place at the right time</p> <p>Being organised &amp; bringing equipment to class</p> <p>Looking after my school environment</p>	<ul style="list-style-type: none"> <li>◆ I strive to be a positive representative of Muirfield.</li> <li>◆ I sit in my designated spot.</li> <li>◆ I refrain from eating and having earphones in my ears.</li> <li>◆ I support my team/house/class by joining in and being an active member.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I stay out of up-stairs corridors during recess and lunch (except in wet weather).</li> </ul>
<p><b>I Learn by:</b></p> <p>Taking responsibility for my achievement.</p> <p>Ensuring everyone has the opportunity to succeed.</p> <p>Choosing the behaviour &amp; accepting the consequences.</p> <p>Using technology appropriately.</p> <p>Challenging myself.</p>	<ul style="list-style-type: none"> <li>◆ I use my initiative to react positively to new and/or different experiences or presentations.</li> <li>◆ I bring the equipment I need.</li> <li>◆ I return payments and permission notes on time.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I keep to the left when moving along corridors and stairs.</li> </ul>

# School Expectations

<b>Outside spaces</b> <ul style="list-style-type: none"> <li>• <b>Oval</b></li> <li>• <b>Playground</b></li> <li>• <b>Bus Bays</b></li> </ul>	<b>Canteen</b>	<b>Toilets</b>
<ul style="list-style-type: none"> <li>◆ I respect the personal space of others and display appropriate social contact.</li> <li>◆ I play and move safely.</li> <li>◆ I move in an orderly fashion when entering/leaving a bus.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I stand behind the yellow lines.</li> <li>◆ I line up in an orderly manner.</li> <li>◆ I use polite language and say please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I leave the area clean and tidy.</li> <li>◆ I respect the privacy of others.</li> <li>◆ I do not graffiti.</li> </ul>
<ul style="list-style-type: none"> <li>◆ I take an active role in protecting my environment.</li> <li>◆ I keep our school and school property clean.</li> <li>◆ I report any damage to school property promptly.</li> <li>◆ I recognise the bell means the end of recess and lunch.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I bring my own money.</li> <li>◆ I don't ask others for money.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I report any damage or graffiti promptly.</li> <li>◆ I minimise visits to the toilet during class time.</li> <li>◆ I return to class promptly.</li> </ul>
<ul style="list-style-type: none"> <li>◆ I know the areas that are in bounds and the active/passive areas. I adhere to these areas.</li> <li>◆ I choose appropriate behaviour for active and passive areas.</li> <li>◆ I know &amp; follow Transport for NSW Code of Conduct for School Students.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I buy only for myself.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I use the toilet pass for visits during class.</li> <li>◆ I do not loiter in the toilets .</li> <li>◆ I maintain good hygiene.</li> </ul>

## RIGHTS AND RESPONSIBILITIES

In a school each person is an individual as well as a member of a community. While people have certain rights as individuals, they also have responsibilities to both themselves and others.

Below are the school's behaviour guidelines, with examples of what you can expect from others and what can be reasonably expected of you.



### **My behaviour should be appropriate for the occasion.**

- It is my right to talk freely at lunchtime but I will not chatter during assembly.
- Casual conversation to my friends at recess is fine but I will use more careful language in less casual situations with teachers.
- I have the right to obtain maximum benefit from lessons but I therefore have the responsibility to cooperate with teachers and other students to ensure that lessons proceed well and that I keep up-to-date with assigned work.

### **My behaviour should show respect for others.**

- I do not want to be verbally or physically bullied so I will not do this to others.
- I have the right to be myself but also the responsibility of allowing others to be themselves, even if their appearance or beliefs are not the same as mine.
- Just as I have the right to be treated with kindness and politeness, I have the obligation to be respectful of others. As people employed to educate me, I owe the teachers courtesy and respect, and as people in charge of me during school activities, I will carry out their instructions.

### **My behaviour should not be dangerous.**

- Running fast in sporting events is encouraged but the same action in a crowded corridor could hurt me or some other person. I should have a safe and pleasant place to work and play in, and so it is my obligation to ensure that my behaviour is not dangerous in any way.

## RIGHTS AND RESPONSIBILITIES

### Property should be treated with respect

- I will bring to school the necessary books and equipment for the day's work.
- It is my right to expect that my property will be safe and will be cared for by others. I have a clear responsibility not to steal, damage or interfere with the property of others.
- I appreciate that certain areas in the school are out-of-bounds to me before school, during recess and lunchtime so as to keep property in good order and allow teachers to carry out supervision.
- Remember that rules ensure the school is a pleasant place for all to live and work in. Make sure that your behaviour is sensible and reasonable towards yourself and others.



## EXIT SKILLS

Student welfare at Muirfield encompasses everything the school community does to meet the personal, social and learning needs of students and incorporates effective discipline to create a safe, caring school environment in which students are nurtured as they learn.



Our aim is that every student who graduates from our school will demonstrate proficiency in the following:

- Confidence, critical and creative thinking.
- Personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.
- A sense of citizenship combined with a social conscience.
- A strong personal and socially-oriented outlook that helps them to manage context, conflict and uncertainty.
- Self-direction as a learner and a view of themselves as a life-long learner.
- Self-discipline and self-regulation with an awareness of the influence that their values and behaviour have on others.
- Mutual respect and courtesy with an understanding of the need to resolve conflict peacefully.
- Recognition of the power of collaborative problem-solving.



# VALUE STATEMENTS

## INTEGRITY



**Being consistently honest and trustworthy.**

In **school communities**, evidence of this value includes:

- Open and transparent decision making processes
- Consistent school policies and actions

In **classrooms**, evidence of this value includes:

- Trusting others to work independently
- Doing what you say you will do
- Teachers mark students' work consistently to agreed standards, clearly explaining and enforcing rules about plagiarism

## EXCELLENCE

**Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.**

In **school communities**, evidence of this value includes:

- Giving recognition to students achieving high standards
- Frequently encouraging and acknowledging individual improvement
- Celebrating school community achievements
- Encouraging students' awareness of broader life opportunities

In **classrooms**, evidence of this value includes:

- Reaching personal best performance
- Maintaining high learning expectations
- Setting and meeting high standards
- Persisting through challenges and difficulties in learning

## VALUE STATEMENTS

### RESPECT

Having regard for yourself and others, for lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.



In **school communities**, evidence of this value includes:

- Regarding as important the opinions of parents
- Implementing government education policy
- Affirming cultural diversity within the school community

In **classrooms**, evidence of this value includes:

- Accepting the right of others to hold different views to your own
- Listening to others without interrupting
- Obeying class rules
- Acknowledging the strengths and abilities of students

### RESPONSIBILITY

Being accountable for your individual and community's actions towards yourself, others and the environment.

In **school communities**, evidence of this value includes:

- Reflecting policy and school community needs in school rules
- Supporting the decisions of the school
- Accepting the responsibilities for the school's involvement in community activities
- Including in school rules strategies to reinforce appropriate behaviour as well as consequences for breaking rules.

In **classrooms**, evidence of this value includes:

- Self-discipline
- Modelling expected behaviours
- Involvement in strategies to encourage compliance with school rules

## VALUE STATEMENTS

### COOPERATION

**Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict.**



In **school communities**, evidence of this value includes:

- Working together to plan a school function
- Addressing issues through consultation and negotiation
- Initiating change by involving consultation with and the representation of all stakeholders
- Working together to address a school issue

In **classrooms**, evidence of this value includes:

- Accepting class protocols for group work and working with others
- Working well with others outside immediate friendships
- Initiating problem solving
- Identifying issues and possible solutions to help resolve conflict

### PARTICIPATION

**Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.**

In **school communities**, evidence of this value includes:

- Communicating openly within and between different groups in the school community
- Encouraging and considering new ideas
- Forming partnerships with business and community organisations

In **classrooms**, evidence of this value includes:

- Contributing to class discussion
- Encouraging creative thinking about issue and problems
- Accepting roles in group activities

## STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR



As a comprehensive high school, which aims to provide quality education in a caring environment we:

- Provide positive, caring and appropriate adult and student role models
- Promote the wearing of our uniform with pride
- Provide student leadership and decision making opportunities through Student Representative Council, Student Executive, Sport and House Captains, Peer Support Leaders, Peer Tutoring and membership of school communities
- Actively support our students in a wide range of extra-curricular activities
- Provide appropriate support programs such as welfare, counselling, remediation, learning support and transition programs to assist students in times of change
- Encourage the establishment of a partnership with all members of the school community through the P&C, school committees, newsletters, open days and information evenings
- Work with parents to support student self-discipline
- Recognise Aboriginal, multicultural and gender equity issues in various programs across the school
- Support all staff in developing and maintaining exemplary teaching practices through ongoing professional development programs
- Implement Positive Behaviour for Learning
- Explicit teaching of school expectations
- Acknowledge and reward students' demonstration of key values at termly Recognition Assemblies
- Acknowledge and reward student achievement



## **STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

At Muirfield High School we acknowledge student achievement in the following ways:

- Presentation night
- Merit system
- Positive feedback from student/teacher interactions and relationships
- Recognition at assemblies and at termly Recognition Assemblies
- Performances and displays in creative and performing arts
- Sporting achievement at Zone, Region, Combined High Schools, State and National championships
- References and reports
- Contact with parents and caregivers in person, by letter or phone
- School publications
- Involvement in academically challenging competitions
- A wide range of extra-curricular activities

## **STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE BEHAVIOUR**

Our discipline policy at Muirfield High School is based on the following principles:

- Self-discipline and motivation of students in the classroom, in the playground, when representing the school and while travelling to and from school
- Students have a thorough understanding of their responsibilities and rights. Structures and program are in place to support students in this respect
- Procedural fairness forms the basis of any investigation into a breach of conduct
- Consequences for breaches of the discipline code are applied fairly and without prejudice



## CONSEQUENCES FOR BREACHES OF THE DISCIPLINE CODE

The response the school takes to breaches of expected behaviours will be determined by the particular circumstances, the severity of the breach or the frequency of breaches by a student. The Code covers behaviour in and beyond the classroom and includes behaviour that could bring the school into disrepute.

Possible consequences include:

- Reprimand
- Loss of privileges
- Self review
- Counselling
- Detention, either at lunch time or after school
- Parent contact and involvement
- Referral to the Student Wellbeing Team or Learning Support Team
- Individual Behaviour Plans or Learning Plans
- Student monitoring/modification programs
- Teacher mentor assigned to a student
- Negotiation and/or mediation
- Restitution
- Supervised withdrawal from class
- Loss of right to attend off-site activities and excursions
- Suspension from school
- Expulsion from Muirfield

Note: Racism and abuse based on religious or cultural differences are not tolerated. In addition to disciplinary consequences, incidents of racial abuse must be referred to the Anti-Racism Officer.

At the heart of the implementation of consequences is:

- Ensuring students learn in a safe, orderly environment
- Assisting students to develop self-discipline and positive behaviour
- Restoring relationships



## REFERRALS

Maintaining behaviour is primarily the responsibility of the teacher on duty. However, teachers cannot ignore behaviours even when not on “assigned” duty as they have a duty of care. Teachers need to be consistent and caring in their efforts to develop self-discipline in students, consistently applying school expectations and modelling controlled behaviour.

Teachers may refer students to Head Teachers if:

- The teacher has attempted to rectify the situation and there is little sign of improvement and the teacher has made it clear to the student why the referral is being made.

**OR**

- The teacher has judged the incident so serious it needs to be referred directly to the Head Teacher.

Students can be referred to the relevant Deputy Principal for serious or persistent misbehaviour. For persistent misbehaviour, referrals need to indicate prior action taken.

## BANNED ITEMS

The following items are banned at school, on school-related activities and while travelling to and from school:

- Knives, weapons and other items that may cause harm
- Alcohol
- Drugs and related paraphernalia
- Cigarettes and related paraphernalia, including e-cigarettes and lighters
- Permanent markers
- Lasers

See: Drugs in School Guidelines.