



Student Wellbeing Discipline Policy 2023



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EMHS Wellbeing and Discipline Policy

At Elizabeth Macarthur High School the basis for all discipline decisions made for student behaviour has been founded by the [NSW DoE Student Discipline in Government](#) Policy.

Consistent discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school stakeholders.

Preamble

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Why is wellbeing important to Elizabeth Macarthur High School?

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people.

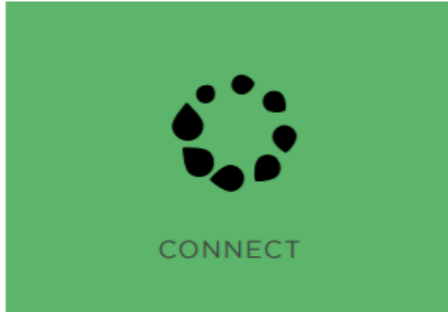
Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.

Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

At Elizabeth Macarthur we are focused on making a difference for our students and preparing them for the many challenges of the 21st century and as a result have with detailed consultation with all staff, parents, students and the community have developed our welfare policy that supports students' needs, supports students learning in the classroom, supports the teaching staff and details the direction the school is taking to ensure that the many learning opportunities that are provided at Elizabeth Macarthur are able to be successfully implemented in a safe learning environment.



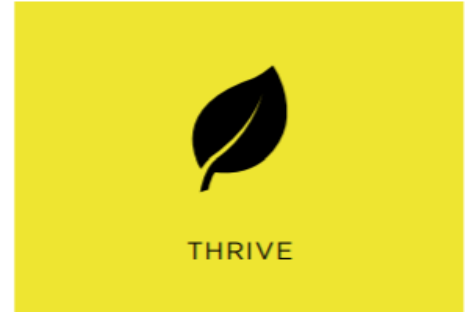
The Wellbeing Framework



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our students will be respected, valued, encouraged, supported and empowered to succeed.



Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The Department of Education’s commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.



CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.



THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.



Elizabeth Macarthur High School Values

Elizabeth Macarthur High School is a disciplined, ordered and cohesive community. The school community works together to provide a quality, learning environment, which is inclusive, safe, secure and a zero tolerance for bullying, harassment and intimidation.

At Elizabeth Macarthur High School are school values are:

- Respect
- Responsibility
- Pride

School Expectations for Positive Behaviour and Learning

The EMHS School Values are demonstrated in our 3 classroom rules as shown below:



At Elizabeth Macarthur High School we...

1. Follow teachers' instructions
2. Respect the rights of self and others
3. Complete set work
4. Have our equipment ready for learning

Shaping the future by pursuing excellence and creating boundless opportunities

RESPECT

RESPONSIBILITY

PRIDE

The Elizabeth Macarthur High School Values Platform covers four distinct areas relating to our school and its wider community as outlined in the table below.



Elizabeth Macarthur High School – Values Platform

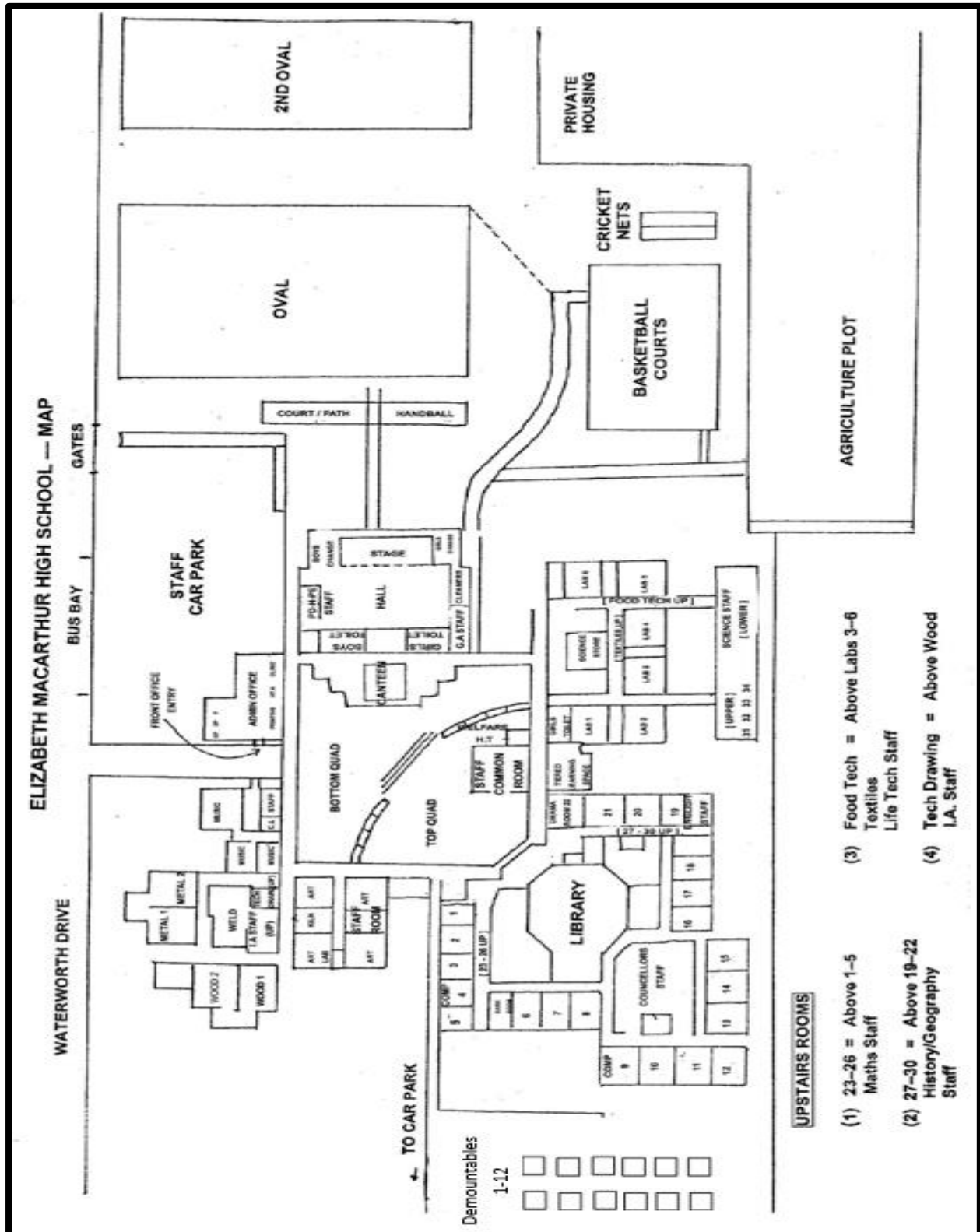
Shaping the future. by pursuing excellence and creating boundless opportunities.



RESPECT	<ul style="list-style-type: none"> Respect diversity and treat all others as equals. Respect the learning and opinions of others and those in authority. Respect all property, equipment and belongings of other students, the school and my own. 	<ul style="list-style-type: none"> Respect all property, grounds and facilities. Use or stay only within areas that are allowed and safe. Show respect to students and staff working conditions. 	<ul style="list-style-type: none"> Be considerate on public transport and courteous to all. Respect those that are less privileged. Ensure that I wear the uniform as expected. Represent the school with pride and professionalism in all I do. Behave in a safe and orderly manner looking after myself and others especially in regards to road safety. 	<ul style="list-style-type: none"> Be a safe, responsible and ethical online citizen Be respectful of my online communications and the privacy of others. Be respectful of the school's network and use the digital technologies provided with care and respect.
RESPONSIBILITY	<ul style="list-style-type: none"> Always get to class on time. Be responsible for my own actions. Be a responsible learner and complete all set work. Strive for my best work. Ensure that I am correctly equipped for my lessons. 	<ul style="list-style-type: none"> Move safely and quietly around the indoor areas. Dispose of litter appropriately. Participate safely in physical activity. 	<ul style="list-style-type: none"> Demonstrate and uphold the school's values Support the needs of others Be a good role model within the community Take ownership of my actions. 	<ul style="list-style-type: none"> Use the internet as a resource to support my learning.
PRIDE	<ul style="list-style-type: none"> Speak well of myself, others and my school. Wear my uniform correctly and with pride. Acknowledge and accept praise were appropriate. Encourage and support other students and teachers in their learning. 	<ul style="list-style-type: none"> Appreciate my school. Take up leadership roles and positions. Contribute to the maintenance of the school grounds, furniture and equipment. 	<ul style="list-style-type: none"> Volunteer and give my time to the community Support community events Contribute to charities Contribute to those in need. 	<ul style="list-style-type: none"> Contribute to the World Wide Web in a positive and ethical manner. Report inappropriate, disrespectful or hurtful



School Map





Procedures for Travelling to and from School

Students travelling to and from school

Students will:

- Proceed directly from home to school
- Upon arrival at school, proceed directly to the Quad
- Be polite and considerate to the public
- Respect public and private property
- Refrain from using drugs of any kind, including nicotine and alcohol
- Conduct themselves with pride and respect whilst wearing the EMHS uniform.
- All students will enter through the main gates
- Students waiting for siblings at local schools are not to enter their school grounds until the end of their school day.

Students travelling by bus

Students will:

- While waiting in the quad behave in an orderly and polite manner (no ball games)
- Get on and off the bus without pushing or endangering the safety of others.
- Wait for the bus to leave before crossing the road.
- Obey any reasonable requests from the bus driver and tap on and off using their school Opal card

Students riding bikes/scooters/skateboards

Students will:

- Obey the rules of the road, ride in a safe manner and wear an approved safety helmet.
- Walk their bikes/scooters/skateboards in and out of the school at all times
- Use the bike racks provided and ensure that their bike is adequately secured.
- Place their scooters and skateboards in the allocated area.
- Ensure that their bike/scooter/skateboard is in a roadworthy condition.

Students driving cars to school

Students will:

- Drive in a safe and responsible manner and obey the road rules.
- Be particularly aware of pedestrians when driving to school.
- Use their cars only for the purpose of travelling to and from school. It is prohibited to go to cars during the school day.
- Travel with organised school transport to sporting venues and excursions unless there are specific reasons to take their car.
- Under no circumstances are they to transport other students.
- Students are not to park on school grounds but can park in marked parking locations in the streets surrounding the school.
- When parked near school grounds, students must observe all RMS rules including, but not limited to, blocking access to private driveways.

The school accepts no responsibility for theft or damage to student's cars.



Services and Support (Internal)

There are a range of services and supports available to students at EMHS. At times it is appropriate for the student to self-refer for support. Otherwise, the student is encouraged to speak with any teacher, the Year Advisors, Deputy Principal or another member of staff. Services and supports include:

- Wellbeing Coach
- Year Advisor
- Head Teacher Wellbeing
- School Counsellor
- Deputy Principal

Services and Support (External)

There are a range of services and supports available to students at EMHS. At times it is appropriate for the student to self-refer for support. Otherwise, the student is encouraged to speak with any teacher, the Year Advisors, Deputy Principal or another member of staff. Services and supports include:

- [Headspace](#)
- [Core Community Services](#)
- [Top Blokes Foundation](#)
- [Big Yellow Umbrella](#)
- [Links to Learning](#)
- [Youth Frontiers](#)
- [School Liaison Police](#)
- [Ted Noffs](#)

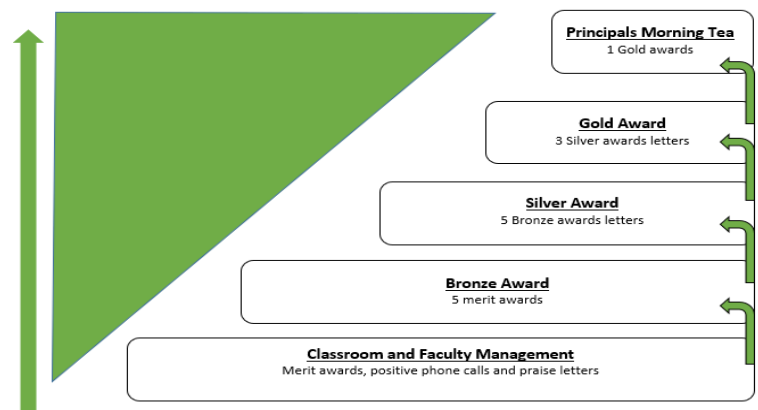
Merit System and Student Leadership Model

To receive one silver award a student must:

- Accumulate 5 bronze awards

To receive a gold award a student must:






- Accumulate 15 bronze awards
- Accumulate 3 silver award
- To qualify for the principal morning tea / merit excursions / a student must: Achieve GOLD level.



To receive a School and Community Service Award a student must:

- Complete the required hours as outlined in the School and Community Service Award Volunteer Logbook



 Elizabeth Macarthur High School Merit Scheme	
	<p style="text-align: center;">Bronze Level</p> <ul style="list-style-type: none"> ✓ Awarded by classroom teachers, Year Advisors and/or Head Teachers. ✓ Awarded for following and demonstrating PBL values and/or school expectations. ✓ May be awarded for representing the school or involvement in extra-curricular activities. ✓ Students receive x5 Bronze awards to move to Silver Level.
	<p style="text-align: center;">Silver Level</p> <ul style="list-style-type: none"> ✓ x 5 Bronze Awards to be handed to the Merit Co-ordinator to receive 1 Silver Award. ✓ Students receive x3 Silver Awards to move to Gold Level.
	<p style="text-align: center;">Gold Level</p> <ul style="list-style-type: none"> ✓ x 3 Silver Awards to be handed to the Merit Co-ordinator to receive x1 Gold Award. ✓ Once a student receives x1 Gold Award they are eligible to attend merit excursions and/or Principal's morning tea. (1 per term)
	<p style="text-align: center;">School and Community Service Award (SACSA)</p> <ul style="list-style-type: none"> ✓ Awarded to students who log voluntary hours for serving the school and community through extra-curricular participation. ✓ Liaise with Year Advisor mentors to log service hours. ✓ Must be completed across one school calendar year to be eligible for SACSA badge.



Behaviour Code for Students

NSW Department of Education

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 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.

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 implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

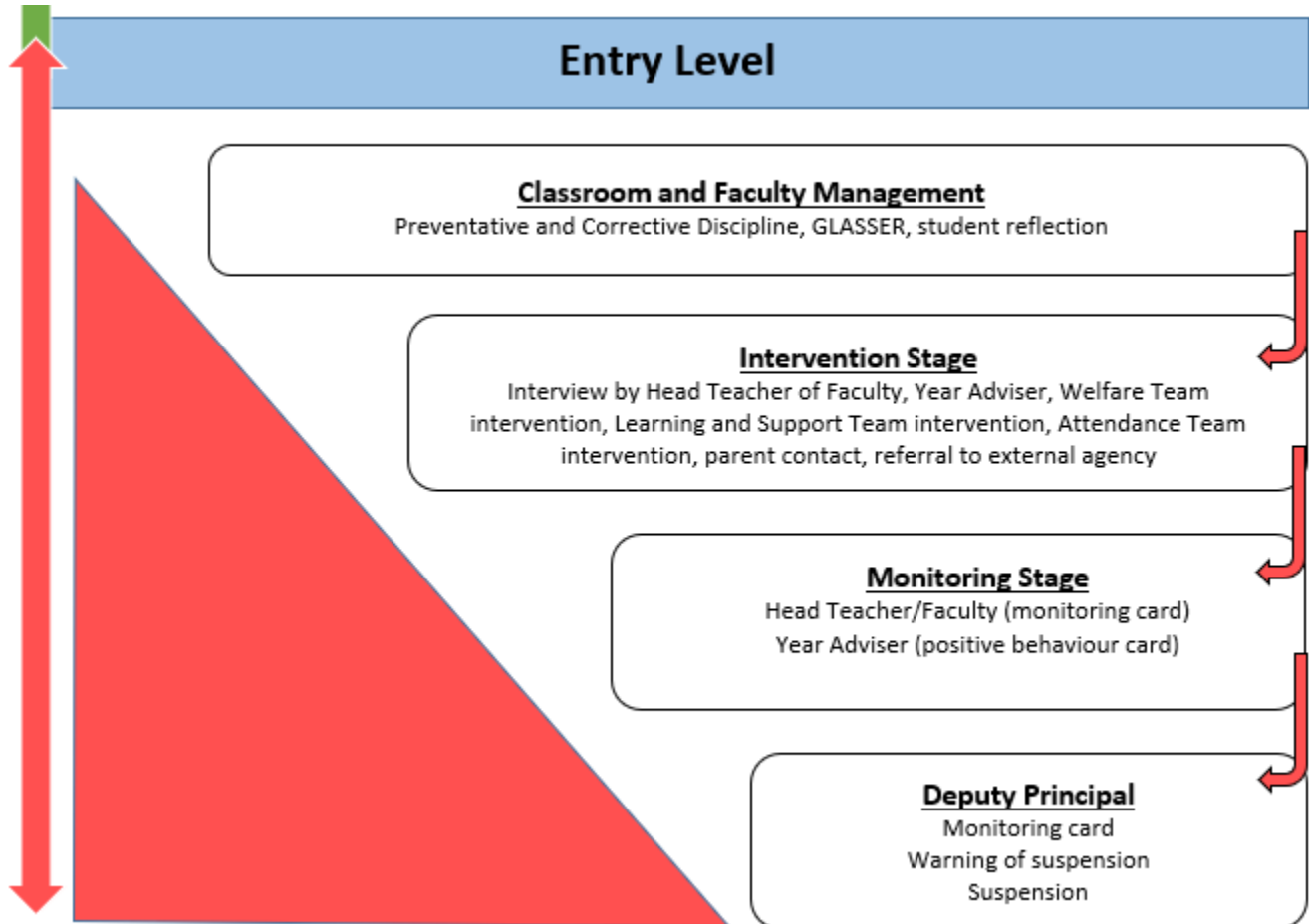
- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



Classroom Management Procedures

Behaviour Flowchart



Monitoring Cards

To assist students with making positive choices at Elizabeth Macarthur High School they may be issued with a monitoring card to track their behaviour across a school day. There are several different coloured cards that can be issued by different staff and for different reasons.

Green Monitoring: Issued by Year Advisors and Head Teachers

Red Monitoring: Issued by Deputy Principals

Orange Monitoring: Issued by Deputy Principals following a return from suspension.



EMHS Wellbeing and Discipline Policy



Elizabeth Macarthur High School Student Monitoring

Student Name: _____ Date: _____ Day: ____/10

Year: 7 8 9 10 11 12

	Follows instructions	Respects the rights of self and others	Completes set work	Teacher sign
Roll Call	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	
Period 1	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	
Period 2	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	
Period 3	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	
Period 4	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	
Period 5	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	<input type="checkbox"/> Achieved Independently <input type="checkbox"/> Achieved with support <input type="checkbox"/> Not achieved	

SMART Goal: (Completed by student)

(Front of card)



Elizabeth Macarthur High School Student Monitoring

Mentored by:	<input type="checkbox"/> Year Advisor _____	Parent Signature: _____
Comments		
Roll Call		
Period 1		
Period 2		
Period 3		
Period 4		
Period 5		

Catch Me!!

Can you catch me achieving my SMART GOAL? (Teacher's initial in the box)

1	2	3
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(Back of card)

Attendance Policy

At Elizabeth Macarthur High School all students are expected to attend school each and every day unless excused. Whilst at school all students are expected to attend each and every class on time as outline in the [EMHS Attendance Policy](#).

Uniform Policy

Elizabeth Macarthur High School is a compulsory uniform school. The rules and expectations regarding uniform are outlined in the [EMHS Uniform Policy](#).

Mobile Phone Policy

Mobile phone use is not encouraged at Elizabeth Macarthur High School. The expectations around mobile phone use on school grounds is outlined in the [EMHS Mobile Phone Policy](#).



Suspension and Expulsion

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations. Please see the [Suspension and Expulsion of School Students - Procedures](#)

Anti-Racism

At EMHS we are committed to the elimination of all forms of racial discrimination.

All students at EMHS are required to adhere to the details as set out in the [Anti-Racism Policy](#).

Anti-Bullying Policy

All students are expected to behave in accordance with the [EMHS Anti-Bullying Policy](#). Regular support and assistance is provided to students and teachers through regular workshops and year meetings to outline appropriate conduct. Should students have any concerns around bullying they are encouraged to report it to their classroom teacher.

Transition Learning Class (TLC)

The Transition to Learning Class (TLC) has sessions run period 2 each day for a fortnight. The aim of this program is to reconnect students back into the classroom post suspension. The program will be run by the Wellbeing coach and will implement the Berry Street Education Model to facilitate reintegration into mainstream classes.



Berry Street Education Model

Body	Relationship	Stamina	Engagement	Character
De-escalation	Attachment	Growth Mindset	Flow	Values
Present, Centred, Grounded	Unconditional Positive Regard	Emotional Intelligence	Willingness	Character Strengths
Mindfulness	Redefining Power	Resilience	Positive Emotions	Community Strengths
Self-Regulation	Empathy and Zen Mind	Stamina for Independent Learning	Positive Movement & Rhythm	Hope
	Golden Statements		Play, Humour, Fun	Gratitude
	Process Vs Person Praise		Physical Theatre & Clowning Around	
	Active Constructive Responding		Cultivate Wonder	
	Whole School Relationships			
	Teacher Self Care			

The BSEM identifies a range of classroom strategies, ‘brainbreaks’ and comprehensive lesson plans for use in introducing and implementing each of the domains and their component themes.



School Support Staff and Their Roles

All teaching staff are responsible for the welfare and discipline of all students enrolled at Elizabeth Macarthur High School. The central goals are to create a healthy and safe learning school environment, safe guard mental health, counter exclusion and promote wellbeing in the school community. This means support for the entire school community as well as individual support. The goal is to promote a school culture with a focus on care, consideration and positive interaction. Support regarding student wellbeing can be sought through classroom teachers or the following specialist roles.

Head Teacher's Wellbeing

Ms. Gemma Simms – Years 8 & 10

Mrs. Amy Melville – Years 7,9 & 12

Mr. Wiggins – Year 11

Year Advisors

Ms. Jade Bancroft & Ms. Megan Prasad – Year 7 Advisors

Ms. Lisa Mackay & Ms. Stephanie Jones – Year 8 Advisors

Mr. Toby Whittington & Ms. Katelyn Jones – Year 9 Advisors

Ms. Samantha Kitson & Mr. Joshua Williams – Year 10 Advisors

Mr. Joshua Wiggins & Ms. Tara Green– Year 11 Advisors

Mr. Benjamin Gutmanis & Ms. Jacqueline Colefax – Year 12 Advisors

Deputy Principals

Ms. Meagan Morrissey – Years 9 & 12

Mr. Andrew Ellis – Years 8 & 10

Ms. Rebecca Turnbull – Years 7 & 11

Mrs. Vanessa Harrison – Year 7

Student Support Officer

Ms. Sue Thomas

School counsellors

Ms. Katie Bolton

Ms. Alanna Mulqueeny

Individual cases may be referred to the School Principal, Kylie Hedger.