BANORA POINT HIGH SCHOOL

"We foster an inclusive learning community, inspiring students to achieve their personal best by becoming life long learners, critical thinkers and healthy creative members of a global society"

STUDENT WELFARE
AND DISCIPLINE PROCEDURES

REACH FOR THE STARS

Contents Page

Introduction

"Striving for the highest personal achievement in all aspects of learning within a fair and safe environment"

Banora Point High School and the community will work together to provide a quality learning environment which is;

- Inclusive
- Safe and secure
- Free from bullying, harassment and intimidation

and where student achievement and good behaviour is recognised and rewarded.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this we aim to maintain a high standard of behaviour.

- We believe all students can learn well.
- To this end we strive to create a caring, supportive environment in which each student is challenged in their learning to become the best they can be as a citizen of our world.
- We believe in working together in a co-operative framework, where there is fairness and truth without fear.
- We encourage students to work together towards self-discipline, acceptance of responsibility for their own actions and the peaceful resolution of conflict.
- We strive for a school where there is always trust, respect for the individual, tolerance and acceptance of differences, recognition and trust.

We believe that students learn best in a caring learning environment. If we want social and academic achievement we have to attend to how students feel about each other. This can be done through promoting and creating an environment in which students are encouraged to believe in their own abilities without fear of failure or the stigma of being harassed.

We believe that a discipline problem is a problem to be solved together. The Banora Point High Student Welfare and Discipline Policy represents a move from "doing to" to "working with" students. Our success depends on building strong relationships among students, teachers, parents and the local community.

We encourage students to evaluate their behaviours according to the principles that guide their lives and the shared beliefs we have about our school and our community. We will attempt to solve all problems through staff and students talking with each other without anyone threatening or hurting anyone else. Students, teachers and parents work together to help students grow into compassionate, caring and principled people. We will strive to help students to become active participants in their own social and ethical development.

The involvement of all participants in such processes is only possible in a learning environment that is non-coercive, supportive, enjoyable, relevant and ultimately caters for the needs of all.

When parents enrol their children at the school they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between school staff, students and parents or carers is an important feature of discipline in our school.

The aim of the partnership between school community members and the school is to develop socially responsible young people. In implementing the Student Welfare and Discipline Procedure, no student is to be discriminated against on any grounds. This policy is to be implemented consistent with Work Health and Safety obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at school.

The School Discipline Procedure may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of the students.

Welfare Context

Student welfare in government schools:
- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to: enjoy success and recognition; make a useful contribution to the life of the school and derive enjoyment from their learning

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents/care givers and the wider school community with programs that focus on promotion, prevention and intervention. The objectives and outcomes that follow therefore relate to:
- effective learning and teaching
- positive climate and good discipline
- community participation

Welfare Support and Personnel

Summary of Support
- Individual, group, year and whole school pastoral care programs
- Peer Mediation
- Peer Support
- SRC
- Study Skills
- Social Skills
- Individualised Learning and Support Plans
- Individualised management plans
- Curriculum, outcomes, environment, assessment, reporting and instructional adjustments
- Time out programs
- Alternative attendance programs

Support Personnel
- Year Adviser
- Boys/Girls Adviser
- Deputy Principals
- School Counsellors
- Welfare Coordinator
- Learning and Support Team (LaST)
- Student Learning Support Officers (SLSO)
- Anti-Racism Contact Officer (ARCO)
- Aboriginal Education Officers (AEO)
- Careers Adviser
- Teaching Staff
- Non-teaching staff
- External agencies

Welfare Roles

Deputy Principal
- Manage the discipline, and welfare matters in the school.
- Provide leadership and management in the areas of attendance, truancy, and discipline and student welfare.
- Supervise the development and implementation of the school's student welfare policies (including uniform), programs and practices in accordance with departmental policy and guidelines.
- Manage the provision of staff training and support in the area of student welfare to develop understanding and effective application of procedures.
- Implement and evaluate a HSC Support Program – mentoring, study plans.
- Implement and evaluate Program of Improvement.

Welfare Coordinator
- Provide professional development opportunities to staff by coordinating Professional Learning opportunities, leading staff and welfare meetings, being available for individual discussions and classroom visits.
- Be an adviser and resource person to the welfare team and all staff.
- Assist staff with teaching and management strategies.
- Assist in managing students with extreme or regularly poor behaviour.
- Act as a positive role model.
- Assist staff to understand and use the school wide welfare and discipline system.
- Coordinate welfare related administration.
- Coordinate communication with parents.
- Represent the welfare team at executive meetings and wider forums.
- Prepare agendas for and minutes from welfare meetings.
- Support Year Advisers with content for year meetings.

Year Adviser
- Take an active interest in all of the students in their year.
- Be someone students feel they can talk to.
- Design, modify and implement pastoral care programs for their year group each term.
- Involved member of the Welfare Team.
- Contribute to the writing of submissions for increased student support.
- Monitor SENTRAL entries for their year group and intervene when students are exhibiting behaviour problems.
- Welcome parent/carer involvement in addressing particular welfare issues.
- Identify and refer students with concerns to the Learning Support Team/Welfare Coordinator/DP/ School Counsellor.
- Maintain a file with information for each student in their year group and welfare programs.
- Provide information about student welfare to classroom teachers and parents/carers.
- Provide advice for teachers in dealing with particular students.
- Support students with a Monitoring/Attendance Card.
- Oversee school reports and write comments.
- Liaise with out of school personnel.

Boys/Girls Adviser
- Provide advice for teachers in dealing with particular students.
- Support students.
- Involved member of Welfare Meetings.
- Be someone students feel they can talk to.
- Identify and refer students with concerns to the Learning Support Team/Welfare Coordinator/DP/School Counsellor.
- Provide information about student welfare to classroom teachers and parents/caregivers.

School Counsellor
- Work collaboratively with teachers, families, school executive, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.
- Support students with a range of issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.

Careers Adviser
- Provide students with relevant resources to help them make informed decisions about what to do after they leave school.
- Support students in creating resumes, finding employment and applying for employment, further study and financial assistance such as scholarships.
- Support students with entry requirements for tertiary study and connecting with community agencies and training providers.

Learning and Support Teacher
- Work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs.
- Plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.
- Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer.
- Model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs.
- Provides direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- Provide professional specialist advice, support and mentoring to classroom teachers on:
  - how best to cater for the diverse learning needs in their classrooms, and
  - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- Provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team.
- Assists with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

Aboriginal Education Officer
- Provide assistance to teachers, Aboriginal students and their families to support improved learning outcomes for Aboriginal students.

Working with teachers:
- To assist Aboriginal students in all schools activities including excursions.
- To discuss with Aboriginal parents the educational progress of their children.
- To identify and develop resources to support the learning outcomes of Aboriginal students.

- To assist in the development and implementation of personalised learning plans for Aboriginal students.
- To support Aboriginal cultural awareness for all students with particular reference to Aboriginal students.
- To help maintain effective relationships between Aboriginal parents, the Aboriginal community and school staff.

Working as part of a school team to support students:
- In relation to their school participation and programs
- In relation to their attendance and retention

Liaising with the principal and staff:
- On protocols for interacting with the Aboriginal community in relation to staff and Aboriginal students in the school and Aboriginal education activities.

Student Learning and Support Officer (SLSO)
- Assist students with school routines and classroom activities.
- Assist the classroom teacher in the teaching and learning environment (both on and off school premises), including the implementation of individual educational programs and individual transition programs.
- Assist and support students to develop independent living and pre-vocational skills including through travel training, transition, excursions and work experience programs.
- Implement the health care plans or behaviour plans of students with disability or behaviour disorders to support their engagement in learning activities.
- Assist the classroom teacher in organising and preparing resources, in both the classroom and playground to support teaching and learning.
- Participate in student welfare and wellbeing activities as required.
- Perform administrative duties to support and enable effective teaching and learning outcomes for students.
- Observe and record student performance data during the implementation of individual educational and behavioural programs.

Anti-Racism Contact Officer (ARCO)
- Trained to assist students, teachers, parents and community members who have concerns relating to racism in the school or complaints about incidents of racism. The ARCO can assist by providing:
  - Advice on the procedure to resolve concerns or complaints about racism.
  - Support during the process to reach a resolution.

Associated Policies
- Anti-Bullying plan (2022)
- Uniform Policy (2014)
- BPHS Attendance-Implementation Procedures of the DoE Attendance Policy (2022)
- Homework policy (2014)

DoE Policies
- Values in NSW public schools policy

- Australian government: Values education in Australian schools
- DoE cultural diversity and community relations policy
- Anti-racism policy
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- Drugs in school policy
- Homophobia in schools policy
- Out of home care in Government schools policy
- Protecting and supporting children and young people policy
- Religious education policy
- Social media policy
- Student welfare policy
- The disability discrimination act (1992)
- Disability standards for education (2005)
- Students with disabilities policy

WELFARE TIMETABLE

Year	TERM 1	Wellbeing elements		TERM 2	Wellbeing elements		TERM 3	Wellbeing elements		TERM 4	Wellbeing elements	
YEAR 5/6	•Power Up transition program •Yr8 'back to where it began' Primary School visit •Orientation night/tour •Supernova testing	C, So So So C	S S S F	•Year 5/6 orientation night/tour 2	So	S	•Class placement commenced •TAP visits	Co, So, Em P	S F	•Class placement finalised •Orientation day •Vulnerable students program •Transition team and Primary schools compile IEPs, HCPs, BMPs, and risk assessments	Co, So, Em Co, So, Em, P Co, So, Em, P Co, So, Em, P	S S F F
YEAR 7	• 1ST day of school orientation •School camp •Brainstorm-verbal combat •Vaccinations •Year Meetings •Transition to High School (PDHPE) •Digital citizenship •Project Based Learning •School Photos •Harmony Day •Yarn Up •Learning Hub • Online Guardians social media presentation • National Day of Action Against Bullying and Violence	So So, Em, P So, Em P So, Em So, Em, P So, Em C, So So So, Sp So, Sp C, So, Em So, Em So, Em	S S A S A A A A A A A F F A A	•Year Meetings •Healthy Relationships (PDHPE) •Digital citizenship •Project Based Learning •Review of Class Placements •NAIDOC week •Yarn Up •Learning Hub •Love Bites •Rock and water	So, Em So, Em, P So, Em C, So C, So, So, Sp So, Sp C, So, Em So, Em, Sp So, Em, P	A A A A A A F F S	•Year Meetings •Life to the Max (PDHPE) •Digital citizenship •Project Based Learning •Wear it purple day •Yarn Up •Learning Hub •Parent/Teacher Evening	So, Em So, Em, P So, Em C, So So, Sp So, Sp C, So, Em C, So, em	A A A A S F F S	• Year Meetings •Risky Business (PDHPE) •Digital citizenship •Project Based Learning •Honours/TAP/SRC/Sports assembly •Presentation Day Assembly •Yarn Up •Learning Hub	So, Em So, Em, P So, Em C, So C, So C, So So, Sp C, So, Em	A A A A F F F F
YEAR 8	• Vaccinations • Year Meetings • Relationships (PDHPE)	P So, Em So, Em, P	S F A	•Year Meetings •Review of class placements	So, Em C, So	F A	•Year Meetings •Yr 8 into 9 subject elective selection	So, Em C, So, P	A S	•Year Meetings •Active Lifestyles (PDHPE)	So, Em So, Em, P	A A

Year	Activities			Activities			Activities			Activities		
	•Digital citizenship •School Photos •Harmony Day •Yarn Up •Learning Hub •Love Bites •National Day of Action Against Bullying and Violence	So, Em So So, Sp So, Sp C, So, Em So, Em, Sp So, Em	A A A S F S A	•Risk Taking (PDHPE) •Digital citizenship •Yarn Up •Take a Stand (Family Centre) •NAIDOC week •Learning Hub	So, Em, P So, Em So, Sp So, Em So, Sp C, So, Em	A A F S A F	•Healthy Mind and Body(PDHPE) •Digital citizenship •Wear it purple day •Yarn Up •Learning Hub •Parent/Teacher night	So, Em, P So, Em, So, Sp So, Sp C, So, Em C, So, Em	A A S F F S	•Digital citizenship •Honours/TAP/SRC/Sports assembly •Presentation Day Assembly •Learning Hub	So, Em C, So C, So, C, So, Em	A F F F
YEAR 9	•Vaccinations •Year Meetings •Equal Opportunity (PDHPE) •Digital citizenship •Harmony Day •Learning Hub •Girls group (Family Centre) •National Day of Action Against Bullying and Violence	P So, Em So, Em, P So, Em So, Sp C, So, Em So, Em So, Em	S A A A A F F A	•Year Meetings •Uni-bound •Growing Stronger (PDHPE) •Digital citizenship •Yarn Up •Learning Hub •NAIDOC week •Boys group (Family Centre) •Love Bites	So, Em Co, So So. Em, P So, Em So, Sp C, So, Em So, Sp So, Em So, Em, Sp	A S A A F F A F S	•Year Meetings •Commit to be Fit (PDHPE) •Digital citizenship •Wear it purple day •Yarn Up •Learning Hub •Parent/Teacher night	So, Em So, Em, P So, Em So, Sp So, Sp C, So, Em C, So, Em	A A A S F F S	•Year Meetings •Turning Knowledge into Action (PDHPE) •Digital citizenship •Honours/TAP/SRC/Sports assembly •Presentation Day Assembly •Yarn Up •Learning Hub	So, Em So, Em, P So, Em C, So C, So So, Sp C, So, Em	A A F F F F
YEAR 10	•Year Meetings •Better Safe than Sorry (PDHPE) •Digital citizenship •Switched on Respectful Relationships (Family Centre) •POI •School Photos •Harmony Day •Yarn Up •Learning Hub •National Day of Action Against Bullying and Violence	So, Em So, Em, P So, Em So, Em C, Em So So, Sp So, Sp C, So, Em So, Em	A A A S F A A F F A	•Digital citizenship •Year Meetings •POI •A State of Mind (PDHPE) •Take a Stand Peer Leaders (Family Centre) •Elevate Education •NAIDOC week •Yarn Up •Learning Hub	So, Em So, Em C, Em So, Em, P So, Em C, Em So, Sp So, Sp C, So, Em	A A F A F A A F F	•Year Meetings •Second Opinion (PDHPE) •Digital citizenship •POI •Elevate Education •Active Police Citizens Program •Wear it purple day •Yarn Up •Learning Hub •Parent/Teacher night	So, Em So, Em, P So, Em C, Em C, Em So, Em, P So, Sp So, Sp C, So, Em C, So, Em	A A F A F A F S F S	•Digital citizenship •Year Meetings •The Next Chapter (PDHPE) •Transition Program •Active Police Citizens Program •Intercept Program •POI •Presentation Day Assembly •Honours/TAP/Sports/SRC assembly	So, Em So, Em So, Em, P C, So, Em, P So, Em, P So, Em, P C, Em C, So C, So	A A A F F F F F

Year	Activities	Code	Code	Activities	Code	Code	Activities	Code	Code	Activities	Code	Code
										•Yarn Up •Learning Hub	So, Sp C, So, Em	F F
YEAR 11	•Year Meetings •Sport captain elections •Life Ready (PDHPE) •POI •School Photos •Harmony Day •Yarn Up •Learning Hub •National Day of Action Against Bullying and Violence •Senior Wellbeing and Study Skills	So, Em So So, Em, P C, Em So So, Sp So, Sp C, So, Em So, Em C, So, Em	A F S F A A F F A S	•Driver Education • Year Meetings •POI •Parent teacher interviews •Life Ready (PDHPE) •NAIDOC week •Yarn Up •Learning Hub •Senior Wellbeing and Study Skills	P So, Em C, Em C, So, Em So, Em So, Sp So, Sp C, So, Em C, So, Em	S A F S S A F F S	•Year Meetings •POI •School captain elections •Careers expo •Year 12 jerseys •Life Ready(PDHPE) •Wear it purple day •Yarn Up •Learning Hub •Senior Wellbeing and Study Skills	Em, So C, Em So C, So So So, Em, P So, Sp So, Sp C, So, Em C, So, Em	A F A S A A S F F S	•Leadership study skills camp •Y Lead •RRISK all Year 11 •Year Meetings •Life Ready (PDHPE) •POI •Presentation Day Assembly •Honours/TAP/Sports/SRC assembly •Yarn Up •Learning Hub •Senior Wellbeing and Study Skills	C, So, E So, Em So, Em, P So, Em So, Em, P C, Em C, So C, So, So, Sp C, So, Em C, So, Em	S A A A A F F F F F S
YEAR 12	•Year Meetings •Parent teacher interviews •POI •Harmony Day •Yarn Up •Learning Hub •National Day of Action Against Bullying and Violence •Senior Wellbeing and Study Skills	So, Em C, So, Em C, Em So, Sp So, Sp C, So, Em So, Em C, So, Em	A S F A F F A S	•University presentations •Year Meetings •POI •NAIDOC week •Yarn Up •Learning Hub •Senior Wellbeing and Study Skills	C, So So, Em C, Em So, Sp So, Sp C, So, Em C, So, Em	S A F A S F S	•Year Meetings •Graduation Assembly •POI •Yarn Up •Learning Hub •Wear it Purple Day	So, Em C, So, Em C, Em C, Em So, Sp C, So, Em So, Sp	A A F F F A	• Formal	So	S
STAFF	•Fortnightly welfare meetings •Fortnightly LaST meetings			•Fortnightly welfare meetings •Fortnightly LaST meetings			•Fortnightly welfare meetings •Fortnightly LaST meetings			•Fortnightly welfare meetings •Fortnightly LaST meetings •Student enrolment		

	•Student enrolment •Proof reading reports YR 12 •Attendance team •Uniform •Getting Connected for teachers (Family Centre) •New Staff Induction •Beginning Teachers program •Accreditation Mentoring	•Stewart House Applications •Student enrolment •Proof reading reports •Attendance team •Uniform •New Staff Induction •Beginning Teachers program •Accreditation Mentoring	•Student enrolment •Proof reading reports YR 12 •Attendance team •Uniform •New Staff Induction •Beginning Teachers program •Accreditation Mentoring •Harding Miller Scholarship applications	•Proof reading reports •Attendance team •Uniform •Accreditation Mentoring	

Key-Domains of the Wellbeing Framework

C= cognitive
Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

So=social
Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Em=emotional
Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Sp= spiritual
Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

P= physical
Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
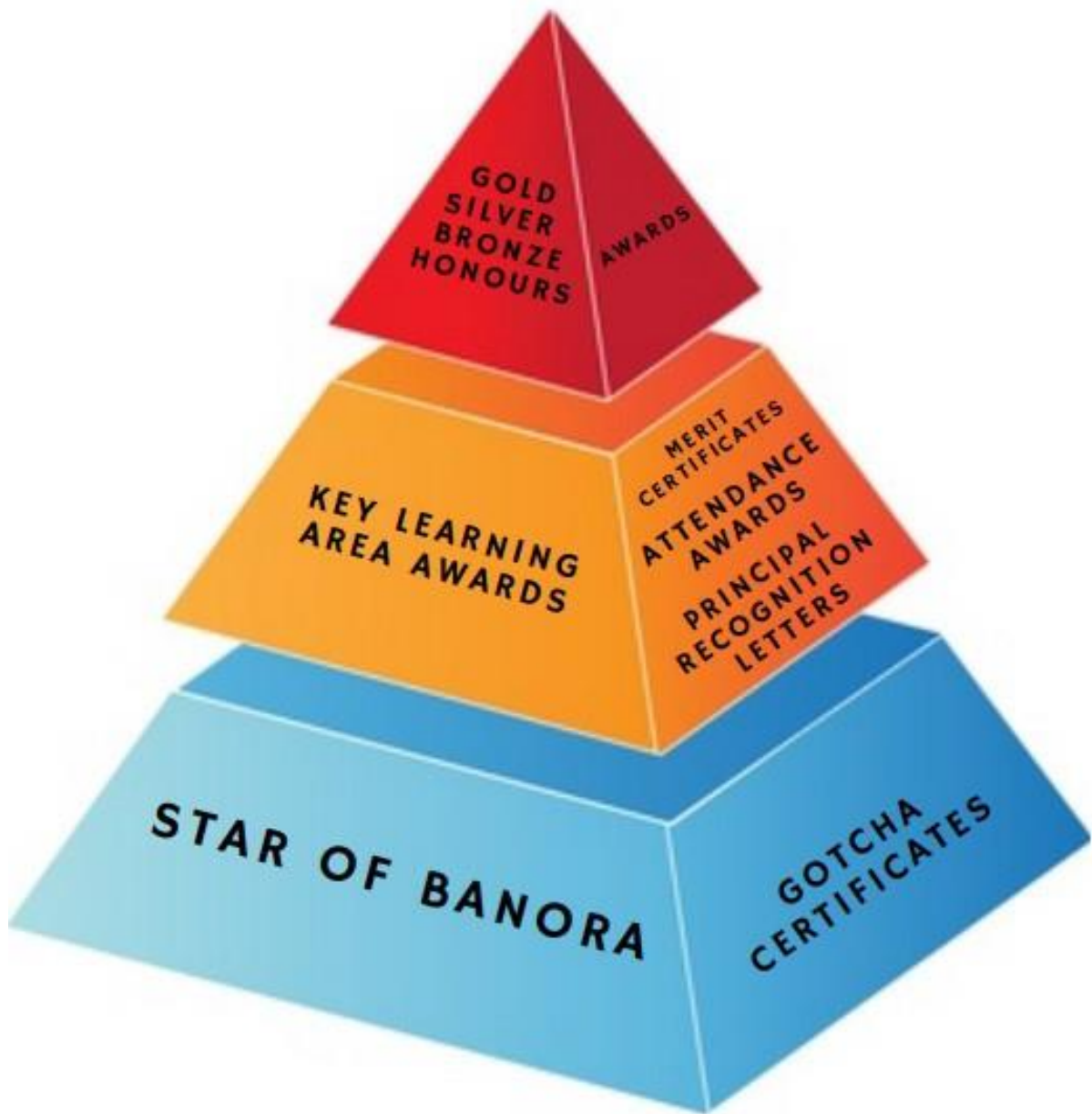
Key- Number of students who participate in the program/approach addresses
F=few student participants
Sm=some students participate
A= every student participates

Banora Point
HIGH SCHOOL

RECOGNITION SYSTEM

Banora Point High School Recognition System

Principal Recognition Letters (years 10-12)
• Each term teachers nominate students who have excelled academically and/or have demonstrated diligence to their studies.
• A principal's letter of recognition is sent home to the parents/carers of nominated students.

Star of Banora
• The personal profile on a student's report is used by the students Year Advisor to determine the eligibility for the 'Star of Banora' award.
• Students receiving the award receive a 'Star of Banora' certificate distributed at the same time as the semester reports.

Attendance Awards
• Each term, students are recognised for their outstanding attendance. They receive a certificate at a whole school assembly and an outstanding attendance letter is sent home to parents/carers. This is organised by the Attendance Coordinator.

Key Learning Area (KLA) Awards
• Once a semester teachers are asked to nominate students who have performed academically and/or demonstrated diligence to their studies within their KLA.
• Nominated students receive a 'Key Learning Area' award, distributed at a whole school assembly in terms 2 and 4.

Gotcha Certificates
• Students are awarded Gotcha Certificates for their positive behaviour. The certificates align with BPHS' core behaviour expectations of being respectful, responsible and ready to learn.
• Students place the certificates in the respectful, responsible or ready to learn boxes located in the front office.
• Once a fortnight a Gotcha certificate draw is held and three $5.00 canteen vouchers are awarded as prizes to students.
• Students can earn points for their house team by ticking the appropriate box to select their house team on the Gotcha certificate. The points will be tallied to determine winners of identified whole school house competitions.

Merit Certificates and the Honours System
• Teachers acknowledge student's academic achievement, diligence to studies, outstanding behaviour and their participation in community, sports and school events through awarding merit certificates.
• The Honours, Honours Bronze, Honours Silver and Honours Gold certificates are part of a level system based on the number of merit certificates each student receives per year, as follows:

> -Honours Gold: 20 merit certificates
> -Honours Silver: 16 merit certificates
> -Honours Bronze: 12 merit certificates
> -Honours: 8 merit certificates

- The Honours certificates are presented to students at a whole school assembly at the end of term 4. Please note:
    - 1 Key Learning Area award, 1 outstanding attendance award and 1 principal's recognition letter is equivalent to 1 merit certificate for the Honours System.
    - 4 Gotcha certificates are equivalent to 1 merit certificate for the Honours System.
- Merit certificates include a tear off section which students place in the merit box in the front office. Once a semester, major prize winners are drawn from the merit box.

Middle School Philosophy

At Banora Point High School we want the transition from primary school to secondary school to be a positive experience by reducing the stress and worry that can be associated with such a move. Further, we aim to inspire the young Year 7 people so that their school careers will be as successful as possible by developing into confident, resilient, respectful young adults with a love of learning.

Students traverse middle school during an important, impressionable age. The need to experience positive relationships with both peers and adults is crucial to their social, emotional and academic development. This helps develop higher self-esteem and confidence and prepares the young people for the challenges of Stage 5 and then Stage 6.

With a view to accommodating and achieving these goals Banora Point High School has a more flexible Year 7 model compared to the archetype. The difference is that the number of teachers is reduced by combining core subjects. English/History/Geography are taught by one teacher and Mathematics/Science are taught by one teacher. Each of these teachers are qualified in at least one of the subjects and have a strong interest in the others.   Further, they are committed to the Banora Point High School Middle School model. Students also have a 'home room' for their core subjects, which results in a more settled atmosphere.

Reducing the number of core teachers not only allows for a more settled atmosphere, it also provides the opportunity for students to develop closer relationships with their teachers. The teachers and students develop a rapport that means safety and trust is established at a high level. Common tasks and challenges are provided for the year group as a whole to encourage camaraderie amongst students. Welfare activities are conducted in order to address emerging issues that occur at this time.

Banora Point High School holds the welfare and academic achievement of its Year 7 students in high regard and the Middle School Program is instrumental in ensuring that all students reach their full potential. The primary goal of this program is to provide consistent routines from class to class that will enable students to predict their environment consistently as they negotiate their transition to high school.

Positive Climate and Good Discipline

The objective of all DoE schools is to enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments

Core DoE School Rules

All students in NSW Government Schools 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

At Banora Point High School we represent these rules as;
Respectful, Responsible, Ready to Learn

Behaviour

Teachers have an obligation and a right to teach and students have a right to learn in an environment which is supportive and free of disruption.

Acceptable behaviour is that which promotes within the classroom the qualities of excitement, exploration, scholarship and learning. This will develop student awareness of the needs of self, of peers, of teachers and indeed of the broad community, resulting in a personal joy in learning and a lifelong pursuit of knowledge.

Strategies to promote good discipline and effective learning within the school are:

1. A positive, effective and challenging learning environment where engagement and positive relationships are highly valued.
2. High expectations of cooperation, consideration and courtesy in the school community.
3. Clearly defined classroom rules where adherence and lack of adherence to them is acknowledged and followed up.
4. The provision of an environment in which weapons, violence, discrimination, harassment, bullying, intimidation, illegal drugs, alcohol and tobacco are unacceptable.

At Banora Point High School students are taught that:

- Their behaviour is chosen
- They have almost no control over anyone else
- They have almost total control over themselves and therefore are responsible for anything that they do, think or feel
- We encourage students to evaluate their behaviours according to the principles that guide their lives and the shared beliefs we have about our school and our community
- We will strive to help them to become active participants in their own social and ethical development
- The provision of appropriate curriculum in the school and classroom, which meets their individual needs, is the foundation of our behaviour system

Statement of Individual & Shared Responsibilities: School Staff, Students, Parents/Carers

SCHOOL STAFF	STUDENT	PARENTS/FAMILY MEMBERS
• Come to school ready to support our students in every way that we can to help them to learn	• Attend school regularly • Come to school ready to learn with school materials and homework done	• Make sure that our child attends school regularly • Make sure that our child comes to school ready to learn • Reinforce the importance of attending school and doing homework
• Work together with our students and their parents/family to do whatever we can to help our students achieve their full potential	• Work hard and always try to do my best	• Encourage and support our child to work hard and always try to do their best • Help our child take responsibility for their own learning and behaviour • Work together with the school to help our child to achieve their full potential
• Make sure that our students and their parents/families know how they are going and what they need to do to progress • Ask for help from parents/ families when we need it to help our students to learn	• Ask for help when I need it	• Keep in contact with the school and let them know about any factors that might affect how our child is going • Ask for help from the school when we need it to help our child to engage effectively at school and learn
• Recognise the efforts that our students make and celebrate their progress and achievements to motivate them to continue to work hard and do their best	• Recognise and celebrate my efforts and achievements and those of my peers and use that to motivate me to continue to work hard and do my best	• Recognise the efforts that our child makes and celebrate their progress and achievements to motivate them to continue to work hard and do their best
• Make sure that all of our staff and students act in a way that makes the school a safe, welcoming place to be and to learn • Act in a way that makes our students, their parents/families and staff feel valued, cared for, supported and safe	• Take responsibility for my actions • Act in a way that makes other people at the school feel welcome, cared for and safe	• Encourage and support our child to take responsibility for their behaviour and act in a way that makes other people at the school feel welcome, cared for and safe • Act in a way that makes staff at the school feel valued, cared for, supported and safe

Discipline Code

1. Students are to respect the learning environment of other students in their classes.

2. Every student has the right to feel safe in the classroom, playground and while travelling to and from school. Be fair and be safe.

3. Students on excursion are expected to behave in the same manner as if they were at school. School uniform must be worn unless authorised by a Deputy Principal.

4. Students are to treat each other, staff and visitors with respect.

5. Students must adhere to the School Uniform Dress Code. Students out of uniform must report to the Deputy Principal with a satisfactory explanation from parent/carer where they will receive an out of uniform note. Out of uniform students must produce this note on staff request throughout the day. Students without a note may be supplied with a loan uniform for the day or their parent/carer will be contacted to deliver the uniform to school. For further detail refer to the BPHS Uniform Policy.

6. Students must be punctual at all times. Late students to school must report to the Administration Office. Students late to class must have a note from their previous teacher. Students must not be out of class without an orange 'out of class pass.' Remember 'on time every time'.

7. Illegal drugs, alcohol, tobacco and weapons are prohibited at school.

8. It is recommended that homework is to be recorded in a student diary and the diary to be available for all lessons. Set homework is to be completed on time. Each night students are expected to revise each day's work. For further detail refer to the BPHS Homework Policy.

9. When using technology or accessing the internet, students must adhere to DoE policy and the school's, Student Use of Digital Devices and Online Services Procedure, and must not misuse or damage equipment. The inappropriate and improper use of these items at school can cause interruptions to learning and lead to avoidable conflict between teachers and students. The Banora Point High School procedure for each of these items is summarised as follows:

Mobile Phones: If parents require their children to have access to a mobile phone during the day, the phones are to be on silent and out of sight during all classes and school activities. Repeated unauthorised use of phones during class time will result in the device being confiscated and a referral to the appropriate Head Teacher or Deputy Principal. The phone will only be returned after acknowledgement from the parent/carer. Inappropriate use of the phone to electronically harass, bully, access inappropriate material or take photos or record others without permission will be dealt with as a serious breach of the behaviour policy and is illegal and will be referred as a police matter.

IPods/tablets/laptops: These devices are only permissible at school through staff request or as part of the Bring Your Own Device program. If these devices are brought to school they are to be used only in the preordained lesson/ activity and kept switched off and out of sight during all other classes and school activities. Repeated unauthorised use of these devices during class time will result in the device being confiscated and a referral to the appropriate Head Teacher or Deputy Principal. The device will only be returned after acknowledgement from the parent/carer. Inappropriate use of the device to electronically harass, bully, access inappropriate material or take photos or record others without permission will be dealt with as a serious breach of the behaviour policy and is illegal and will be referred as a police matter

 Note: The school accepts no responsibility for any damage to, or loss of, any of these items if brought on to school property. If a student refuses to hand the object over, simply refer to HT and proceed through detentions then the behaviour monitoring card system ('refusal to follow teacher's instructions'). Phones are to be on silent and out of sight in lessons unless directed otherwise by the teacher. For further detail refer to the BPHS Bring Your Own Device Policy; the DoE Communication Devices and Associated Services Policy and the DoE Online Communication Services: Acceptable Usage for School Students document.

10. **Skateboards/scooters/bikes:** There are serious legal and safety issues involved with the use of skateboards, scooters and bikes on school property. No skateboard/scooter/bike is to be ridden in the school playground. Students are discouraged from riding skateboards (and scooters) to school, but in the event that their parents allow them to do this, then the following rules apply: Skateboards/scooters/bikes must not be used on the footpaths on either side of the road, the bus bay or the road outside the school. Skateboards/scooters/bikes must not be used in the school playground, basketball courts, the staff car park or inside any school building. As soon as students arrive at the front of the school, they must take skateboards/scooters/bikes to the skateboards/scooters/bikes rack behind the admin building (a small length of chain and a padlock will be required to lock the skateboards/scooters/bikes to the rack). If students fail to follow this requirement, the skateboard/scooter/bike will be confiscated and will only be returned after acknowledgement from parents /carers or on the presentation of a length of chain (for locking up). The lock up area is only accessible before and after school. It is out of bounds at all other times.

11. Students must be aware of and comply with rules that apply to specific subject areas, playground and school functions.

Discipline Strategies

In the belief that discipline is necessary to protect the rights of all students and teachers while encouraging development of self-discipline, strategies for dealing with unacceptable behaviour are applied. These include:

1. Guidance, counselling and reprimand with a focus on self-reflection activities, which can involve peer mediation and internal and/or external school support.
2. Loss of privileges, including attendance at excursions, sport or other school visits for students on red card behaviour monitoring.
3. Sanctions appropriate to the misbehaviour including school detention, behaviour monitoring card, and executive supervision are utilised. Executive supervision will involve a student being placed in a Head Teacher or Senior Teacher's classroom where they will see appropriate teacher student behaviour modelled and where they will complete class work supplied by their regular teacher(s). Executive supervision will be used as a Deputy Principal pre-suspension discipline strategy (to support a written formal warning of suspension) or if a suspended student cannot be collected by a parent/carer before the end of the day. The Head Teacher/Senior teacher will fill in a red behaviour monitoring card and follow up any classroom incidents and report them to a Deputy Principal.
4. Suspension (in accordance with the DoE Policy)
5. Expulsion (in accordance with the DoE Policy)

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

• Articulate the relevant expected school behaviour
• Explain how their behaviour differs from expected school behaviour
• Describe the likely consequences if the problem behaviour continues and
• Identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Responding to emergency or critical incidents
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies:

AVOID ESCALATING THE PROBLEM BEHAVIOUR	Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language
MAINTAIN CALM, RESPECT AND DETACHMENT	Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally
APPROACH THE STUDENT IN A NON-THREATENING MANNER	Move slowly and deliberately toward the problem situation, speak privately to the student(s) where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation and withdraw if the situation escalates
FOLLOW THROUGH	If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour
DEBRIEF	Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations

Physical intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted, remembering that:

1. Physical restraint of students should only be exercised as an absolute last resort and the risks of not intervening are greater than the risks of doing so.
2. Physical restraint should only occur where there is an immediate risk of injury to persons, including the student.
3. Physical restraint should only be what is reasonably necessary having regard to the specific circumstances.
4. Physical restraint must not be used if there is a risk of injury to staff.

Appropriate physical intervention may be used as a last resort if the student is no longer responding to reason, to ensure that the school's duty of care to prevent or minimise harm to staff or students is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
• Physical intervention cannot be used as a form of punishment
• Physical intervention must not be used when a less severe response can resolve the issue.

Physical intervention is not to be used as a response to:
• Class disruption and/or refusal to comply
• Verbal threats
• Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• Be reasonable in the particular circumstances
• Be in proportion to the circumstances of the incident
• Always employ the minimum force needed to achieve the desired result and
• Take into account the age, stature, disability, understanding and gender of the student.

Each instance involving the use of physical intervention must be formally documented.

BEHAVIOUR MATRIX

BEHAVIOUR	CLASSROOM TEACHER	HEAD TEACHER FACULTY	HEAD TEACHER PLAYGROUND	DEPUTY/PRINCIPAL	OTHER SUPPORT
Not following instructions Disruption to class Failure to participate Not following class rules	- Counsel (interview) student (warning) -Refer to class rules -Seating plan -Detentions -SENTRAL entry (behaviour letter) -Purple card -Referral to **HT** -Parent interview/phone call after consultation with Head Teacher	-Counsel student -Exclusion from class for a period of time -Detentions -Parent/Carer contact -SENTRAL entry -Orange card -DP referral if behaviour doesn't change after orange card placement	-Interview/counsel student(s) -Detention -DP referral where appropriate	After a referral from the Head Teacher following an orange card OR following a serious issue. -Hold a formal interview -Issue a formal caution and implement executive supervision -continued disobedience, referral to Principal for a discipline meeting, possible suspension -Interview parents/carers -Develop the resolution plan and generate the class re-entry sign in sheet. -Work with welfare team on behaviour plans and risk assessment as appropriate	-Parents/carers -School counsellor -Year Adviser -Learning Support Team -Boys/girls adviser -Mentor -DP -Education Services support -External agencies
Misuse of electronic devices: Device being used in class without permission	-Warning -Confiscation (student to collect at the end of the lesson) Repeated breaches: SENTRAL entry and referral to HT. Device held in school safe until parent collects. Student refuses to hand device over to teacher: -Refer to HT	-Counsel student -Orange monitoring card -HT detention - Parent/Carer contact -SENTRAL entry -DP referral if behaviour doesn't change after orange card placement Refusal to hand device over to HT: -Refer to DP		After a referral from the Head Teacher: -Hold a formal interview -Issue a formal caution and implement executive supervision -Continued breaches: referral to Principal for a discipline meeting, possible suspension -Interview parents/carers -Develop the resolution plan and generate the class re-entry sign in sheet. -Work with welfare team on behaviour plans and risk assessment as appropriate	-Parents/carers -School counsellor -Year Adviser -Learning Support Team -Boys/girls adviser -Mentor -DP -Education Services support -Police (SLO)
Device being used to access inappropriate or illegal content	Low level incidents -Counsel student -Contact parent/carer -Device kept in school safe until parent/carer collects -Detention -SENTRAL entry -Repeated breaches refer to HT High level incidents -Refer to HT	-Counsel student -Orange monitoring card -HT detention - Parent/Carer contact -SENTRAL entry -DP referral if behaviour doesn't change after orange card placement High level incidents -refer to DP		After a referral from the Head Teacher following an orange card OR for a high level incident: -Hold a formal interview -Issue a formal caution and implement executive supervision -Contact Police (SLO) if appropriate -Contact external agencies -Continued breaches: referral to Principal for a discipline meeting, possible suspension -Interview parents/carers -Develop the resolution plan and generate the class re-entry sign in sheet. -Work with welfare team on behaviour plans and risk assessment as appropriate	

BPHS STUDENT WELFARE & DISCIPLINE PROCEDURES

BEHAVIOUR	CLASSROOM TEACHER	HEAD TEACHER FACULTY	HEAD TEACHER PLAYGROUND	DEPUTY/PRINCIPAL	OTHER SUPPORT
ATTENDANCE AND PUNCTUALITY					
Late to school	-Students sent to the office to sign in, issued a late to class pass.			If appropriate give detentions. -Issue a formal caution for continued disobedience -Parent/carer contact -attendance monitoring card and SENTRAL letter home -Executive supervision - Continued lateness, referral to Principal for a discipline meeting, possible suspension	-sms notification parent/carer
Late to class	-If no acceptable reason provided, record lateness on SENTRAL and give detentions -HT referral for continued lateness	-Repeat offences -Give detention -Place on attendance card -Parent/carer contact -SENTRAL entry and letter -DP referral if continued lateness		-If appropriate give detentions. -Issue a formal caution for continued disobedience -Parent/carer contact -Attendance monitoring card and SENTRAL letter home -Executive supervision -Continued lateness, referral to Principal for a discipline meeting, possible suspension	
Fractional truancy (from class)	-Record on SENTRAL -If student found during lesson, send/accompany to class or notify class teacher. - HT referral for truancy	- HT place on attendance monitoring card -If appropriate give detentions -SENTRAL entry and letter home -Parent/carer contact - Due diligence 'N' Award letter for Yrs 10-12 - DP referral if continued fractional truancy or truancy noticed across multiple periods in a day.		-If appropriate give detentions. -Issue a formal caution for continued disobedience -Attendance monitoring card and SENTRAL letter home -Executive supervision -Continued fractional truancy, referral to Principal for a discipline meeting, possible suspension	
Whole day truancy	-Report to DP	-Report to DP		-Parent/carer contact -Formal caution – continued disobedience (SENTRAL entry, letter home) -Attendance monitoring card -Executive supervision -Continued whole day truancy, referral to Principal for a discipline meeting, possible suspension	-sms notification parent/carer -SENTRAL generated letter after 7 consecutive days absence -Attendance team follow up -Referral to Counsellor and HSLO

BPHS STUDENT WELFARE & DISCIPLINE PROCEDURES

BEHAVIOUR	CLASS ROOM TEACHER	HEAD TEACHER	DP/PRINCIPAL	OTHER
UNIFORM				
Not wearing correct uniform	-Check uniform slip -If no slip record on SENTRAL and refer to DP	-Check uniform slip -If no slip record on SENTRAL and refer to DP	-Issue uniform slips -Supply loan uniform or coordinate parental drop off of uniform -DP detention if no explanatory note for out of uniform -Record on SENTRAL -Contact parent/carer -Assist students in need to acquire appropriate uniform -Repeat offenders (no note, no detention) issued with formal caution -Continued not wearing uniform without explanation, referral to Principal for a discipline meeting, possible suspension	-Girls adviser -Boys adviser -Student Assistance Scheme
BULLYING AND HARASSMENT				
Teasing, exclusion, rumour, verbal harassment and minor incidents of aggressive behaviour (includes cyber bullying and incidents involving of racism)	-For low level incidents interview involved parties take statements and apply appropriate mediation/consequence, record on SENTRAL and report to Year Adviser -Incidents involving racism refer to ARCO for support -Repeat offenders or high level incidents refer to HT and Year Adviser	-Interview/counsel student(s)/mediation --Incidents involving racism refer to ARCO for support -Exclusion from class for a period of time where appropriate -Detentions where appropriate -Parent/carer contact - Record on SENTRAL -Refer to DP for repeat offences/high level incidents	-Interview all parties -Counsel/mediate --Incidents involving racism refer to ARCO for support -Apply executive supervision where necessary -Referral to Principal for a discipline meeting, possible suspension -Contact parent/carer -Record on SENTRAL -Contact external agencies where appropriate	-DP -Year adviser -Boys/girls adviser -School counsellor -ARCO -Police (SLO) -External support agencies
ABUSE AND VIOLENCE				
Physical abuse eg punching, tripping, kicking Encouraging or causing a fight Verbal Abuse eg swearing Dangerous use of objects	-Ensure safety -Collect witness statements -Record incident on SENTRAL -Refer to HT	-Interview all parties/counsel/mediate -Apply appropriate intervention/sanction -Refer to DP	-Interview all parties -Counsel/mediate -Apply executive supervision where necessary -Formal caution -Record on SENTRAL -Contact external agencies where appropriate -Referral to Principal for a discipline meeting, possible suspension	-DP -Year adviser -Boys/girls adviser -School counsellor -Police (SLO) -External support agencies
DAMAGE TO SCHOOL/STUDENT PROPERTY AND PLAY GROUND BEHAVIOUR				
Damage to school/student property Graffiti Littering Theft of student property Riding skateboards/scooters/ bike in school grounds	-Interview student and follow one of following paths: -Student cleans rubbish/ graffiti -Confiscate skateboard and give to appropriate DP -Detention -Purple card or referral to PGD rove HT -SENTRAL entry /letter to parents -Refer to HT	-Interview student -Student cleans rubbish/graffiti -Detention -Orange card -SENTRAL entry/letter to parents -Refer to DP if serious eg theft or vandalism	-Student interview -Repair damage -Contact parent/carer -Police SLO involvement -Restitution -Formal caution -Referral to Principal for a discipline meeting, possible suspension	-DP -Year adviser -Boys/girls adviser -School counsellor -Police SLO -External support agencies
UNLAWFUL AND ILLEGAL ACTIVITIES				
Theft, vandalism, arson, drugs, alcohol, weapons, sexual misconduct	Refer to DP	Refer to DP	-Student/parent/carer interview -Formal caution -Police SLO interview -Referral to Principal for a discipline meeting, possible suspension/expulsion	-DP -Year adviser -Boys/girls adviser -School counsellor -Police SLO -External support agencies

SENTRAL Protocols

The use of SENTRAL as a component of the BPHS Welfare and Discipline Procedures

SENTRAL is a record of positive and negative student behaviours and staff interventions. **It is not a reward or punishment.**

Rationale
SENTRAL provides a means by which:
• Teachers can record all incidents of positive and negative student behaviour
• Teachers can record students on behaviour monitoring cards
• Teachers can record merit certificates achieved by students
• Teachers can use letters to communicate student misbehaviour and achievement to parents
• Year Advisers and Executive can identify patterns of unacceptable/exceptional behaviour across KLAs
• Senior Executive, Head Teachers, Year Advisers, Counsellors can obtain comprehensive information about students

Achievement Awards
• SENTRAL is an important method to recognise student achievement and provide the appropriate rewards
• Head teachers or faculty delegates are responsible for recording the KLA awards on SENTRAL using the action type 'merit certificate'
• Teachers are responsible for recording the distribution of merit certificates to students for academic achievement, diligence to studies, outstanding behaviour and their participation in community, sports and school events on SENTRAL using the action type 'merit certificate'

Misbehaviour
• All significant incidents of student misbehaviour should be managed in conjunction with appropriate sanctions/strategies being implemented at the teacher/Head teacher/DP level as a prerequisite to a SENTRAL behaviour entry.
• If the incident/s is/are minor you may choose to send one of the SENTRAL letters to parents/carers to inform them of your concern.
• If you (and your Head teacher) choose to place the student onto a monitoring card, you should send the appropriate letter to parent/carer signed by the teacher/Head Teacher and record the monitoring card on SENTRAL. If it is not recorded on SENTRAL, it will not be recognised.

Recording incidents on SENTRAL
• All incidents and subsequent interventions are to be recorded on SENTRAL in wellbeing. Select new incident and then incident type to complete the appropriate form. Then record: period, location, teacher, subject, record details, description, follow up actions, comment and status.
• When recording a description of student behaviour, use non emotive language describing the behaviour using a factual recount of the incident.
• In follow up action, the comment section is used to add additional detail about an intervention that you have put in place or an intervention put in place by a HT or DP as a

result of a referral to them. Do not record an expected outcome of a referral to a Head Teacher/Deputy Principal, discuss this with them in person if needed.

• Incidents which are serious enough to need referral to a HT require a notification to be sent. In a negative incident record on SENTRAL, in status select further action required and select referred to Head Teacher. A referral to a Deputy Principal from a Head teacher requires a similar action except select referred to Deputy Principal. When referring to a Head Teacher or Deputy Principal please also notify them by email and/or face to face.

Monitoring

• Year Advisers undertake weekly data searches of their year group to identify patterns of positive and/or negative behaviour in their respective year groups. By running an incident report in SENTRAL wellbeing and selecting their year level.

• Head Teachers undertake weekly data searches of their faculty entries to identify patterns of positive and/or negative behaviour in their respective KLA. By running an incident report in SENTRAL wellbeing and selecting their faculty.

• Deputy Principals work with Year Advisers and Head Teachers in acknowledging student achievements, supporting at risk students and proactively addressing emerging patterns of behaviour.

Time out

- Time out strategies will be used when a student is behaving inappropriately or is highly agitated or stressed and a temporary separation from that particular environment may assist in supporting the student to demonstrate appropriate behaviour.

- A time out strategy will only be used for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class or for a suitable support plan to be completed for the student.

- Time out strategies will take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of time-out strategy will depend upon:
    - the seriousness or frequency of the behaviour
    - level of disruption to learning
    - risk of harm to the student or others
    - risk of damage to property

- Time out may be teacher directed and used as a means of defusing a potentially stressful situation within a safe and predictable environment. The student will be escorted by a peer to the appropriate Head Teacher or Deputy Principal or alternatively the appropriate Head Teacher or Deputy Principal will be sent for to escort the student to time out. Continued Teacher referrals to time out will require more intrusive intervention strategies.

- Time out may be student selected and used as a means of defusing a potentially stressful situation within a safe and predictable environment. Students who are identified as needing a time out strategy to manage their behaviour by the DP, LaST, School Counsellor or through negotiation with parents/carers will be issued with a 'time out card' and its use will be monitored by the appropriate DP, recorded on SENTRAL and communicated to parents/ carers. If the use of this time out strategy is not successful in supporting the student or the student is abusing the system time out privileges will be suspended pending a review meeting between the DP and parents/carers.

- Time out in the form of 'executive supervision' will be used as part of the formal caution process. Students who receive a formal caution will be required to complete their class work under the supervision of an executive teacher/senior teacher in that teacher's classroom. Student behaviour will be recorded on a red behaviour monitoring card. Failure to comply with the expectations of this time out strategy will be treated as a serious breach of behavioural expectations and the student will be considered for suspension.

- A small number of students who have very complex needs may require specific, individually developed interventions when more general time out procedures are not appropriate or have been unsuccessful. These interventions will be developed, monitored and reviewed by a case management team, consented to by the parents or carers and approved by the Principal. The case management team may include the student, parents or carers, school and Education Services staff, health professionals and staff from other agencies or government departments.

Conclusion

This policy outlines the programs, processes and people responsible for promoting, supporting, preventing and responding to student welfare and behaviour needs and reflects the relevant policies of the New South Wales Department of Education.

The process of reviewing the Banora Point High School Welfare and Discipline policy has involved consultation with representatives from the whole school community. The initial draft was developed by the school Welfare Team which included the Deputy Principals, School Counsellor, Year Advisers and the Boys and Girls Advisers. This draft was shared with the Senior Executive, Parent and Community representatives via email and P&C meetings. The Student Representative Council (SRC) were consulted and asked for its feedback as was the entire school staff, both teaching and non-teaching. The Welfare and Discipline Team revised the draft as per recommendations and published a second draft for consideration. It was officially presented to the school Executive, Parent and Community representatives and the SRC. The document, once ratified was published.

The dynamic nature of Welfare and Discipline in schools demands this policy be refined on an annual basis so as to produce a living and relevant document that reflects the needs of the students, the school and the community.

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Updated in 2020
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