



Carlingford High School Behaviour Support and Management Plan (October 2023)

Behaviour Support and Management Plan

About this plan

This plan is an operational document which outlines school processes and practices, is published on the school website, and is made available to all students, parents/carers, and school staff. It has been developed in consultation with staff, the Student Representative Council and P&C. The plan is reviewed annually and uploaded to the school's website for the start of the new school year.

Overview

Carlingford High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our aim is to provide a quality learning environment that is inclusive, consistent, safe, and secure. We aim to minimise disruption, bullying, harassment, discrimination, violence, intimidation, and victimisation. This plan should be read in conjunction with the Department's [Student Behaviour Policy](#), [Behaviour Code for Students](#) and [School Community Charter](#).

In NSW Public Schools students are expected to, the best of their ability, to: - (Department of Education Behaviour Code for Students)

- Show respect to 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
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- Resolve conflict respectfully, calmly, and fairly
- Meet the school's agreed uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes 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.



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Promoting and reinforcing positive student behaviour and school-wide expectations

Our School Mission Statement

Carlingford High School's Mission is to develop considerate, responsible people who can learn and act independently to achieve personal excellence.

School Rules

Our core values known as 'The CARLO way' are based on the Positive Behaviour Engaging Learners (PBEL) approach and are as follows: -

Cooperation: Be cooperative and encourage other students to be cooperative

Achievement: Achieve your best and encourage other students to achieve their best

Respect: Show respect to all and encourage other students to show respect

Learning: Be an active learner and encourage other students to be active learners

Ownership: Take responsibility for your learning and behaviour including being prepared for all school activities and wearing correct school uniform.



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STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR (PBEL system)

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

- provide positive, caring, and appropriate adult and student role models
- promote the wearing of our uniform with pride
- provide student leadership and decision-making opportunities through Student Representative Council, School Captains, Vice Captains, Sport and House Captains, Peer Support Leaders, Peer Tutoring and membership of school committees and teams
- actively support our students in a wide range of extra-curricular activities
- provide appropriate support programs such as welfare, counselling, remediation, learning support and transition programs to assist students in times of change
- encourage the establishment of a partnership with all members of the school community through the P&C, local Rotary clubs, school committees, newsletters, open days, information evenings, creative and performing arts evenings.
- acknowledge Aboriginal, multicultural and gender equity issues in various programs across the school; and
- support all staff in developing and maintaining exemplary teaching practices through ongoing professional learning and development.
- maintain a school culture that is clearly pro social, pro learning and where bullying and violence is neither accepted or expected.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

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

- Annual Presentation Night, Year 12 Graduation, Annual Sports Awards Assembly, Year group and ROSE assemblies.
- School Merit system and recognition at school assemblies, school newsletters and publications. [Link to school merit system.](#)
- Champion House sporting competition and points system through school swimming, cross country and athletics carnivals.
- Positive feedback in student/teacher interactions and relationships
- Performances and displays in creative and performing arts
- Sporting achievement at Kuring gai Zone, Northern Sydney Region, Combined High Schools, State and National Championships
- School References, yearly and half yearly school reports.
- Contact with parents and caregivers in person, by letter, email, or phone
- School Honour boards
- Involvement in academically challenging competitions and a wide range of extra curricula competitions and activities



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COOPERATION	ACHIEVEMENT	RESPECT	LEARNING	OWNERSHIP
<p>I am cooperating in the CANTEEN if:</p> <ul style="list-style-type: none"> • I line up in an orderly manner at the end of the line. • I wait for my friends outside the canteen area. • I don't play ball games or run because the canteen is a passive area. 		<p>I show respect in the CANTEEN if:</p> <ul style="list-style-type: none"> • I don't ask others for money. • I am buying only for myself. • I am not asking others to buy for me. • I place rubbish in the bins. 		<p>I am displaying ownership of my behaviour in the CANTEEN if:</p> <ul style="list-style-type: none"> • I leave the canteen promptly after I have bought my food.
<p>I am cooperating during SENIOR STUDY TIME if:</p> <ul style="list-style-type: none"> • I study in E Block or the library or other approved study area. • I am not using my mobile phone and only using my laptop for educational purposes and whilst seated at a table. 	<p>I am achieving during SENIOR STUDY TIME if:</p> <ul style="list-style-type: none"> • I have appropriate study materials. • I encourage and assist other students in appropriate study. 	<p>I show respect during SENIOR STUDY TIME if:</p> <ul style="list-style-type: none"> • I keep the study areas clean. • I am polite to staff and students in the study areas. • I only use electronic devices as per school policies to support learning and do not record others. 	<p>I am learning in SENIOR STUDY TIME if:</p> <ul style="list-style-type: none"> • I use my time effectively to study. • I am not using my mobile phone and using my laptop for educational purposes only. 	<p>I am displaying ownership of my behaviour during SENIOR STUDY TIME if:</p> <ul style="list-style-type: none"> • If I use the time for independent learning and work. • I accept the consequences of inappropriate behaviour.
<p>I am cooperating during ASSEMBLIES if:</p> <ul style="list-style-type: none"> • I get to assembly on time. • I sit in my allocated area. • I listen carefully and make sure I am not distracting others. 	<p>I achieve in ASSEMBLIES if:</p> <ul style="list-style-type: none"> • I acknowledge the achievement of others with appropriate applause. 	<p>I show respect during ASSEMBLIES if:</p> <ul style="list-style-type: none"> • I listen attentively to speakers and performers and do not call out • I leave other people's property alone. • I do not disturb other audience members. 		
<p>I am cooperating in CORRIDORS and on STAIRS if:</p> <ul style="list-style-type: none"> • I wait for the class teacher by lining up against the wall. • I keep to the left on stairs and corridors. • I keep thoroughfares and doorways clear. 		<p>I show respect in CORRIDORS and on STAIRS if:</p> <ul style="list-style-type: none"> • I take care with back-packs and bags, especially in crowded areas • I move to the left to let others pass. • I respect that the school lifts are only for disabled or injured students and staff with prior approval of the principal. 		<p>I am displaying ownership of my behaviour in CORRIDORS and on STAIRS if:</p> <ul style="list-style-type: none"> • I take my rubbish to a bin. • I keep moving where possible to avoid congestion and I am considerate of others. • I move safely.



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COOPERATION	ACHIEVEMENT	RESPECT	LEARNING	OWNERSHIP
<p>I am cooperating when in the TOILETS if:</p> <ul style="list-style-type: none"> • I do not loiter in the toilets, vape or smoke • I maintain a high level of hygiene. • I keep the toilets clean. • I do not graffiti or damage the toilets. 		<p>I show respect in the TOILETS if:</p> <ul style="list-style-type: none"> • I respect the privacy of others. • I use facilities responsibly. 		
<p>I am cooperating at the BUS BAYS and while TRAVELLING to and from school if:</p> <ul style="list-style-type: none"> • I do not enter or exit through car parks. • I park in Roselea Way car park if I am a senior. • I line up in an orderly fashion before boarding the bus. • I follow the directions of bus drivers and teachers. I carry my travel pass or pay. • I wear the uniform correctly to and from school. 		<p>I show respect at the BUS BAYS and while TRAVELLING to and from school if:</p> <ul style="list-style-type: none"> • I treat personal and community property with respect. • I demonstrate consideration towards others. 		<p>I am displaying ownership of my behaviour in BUS BAYS and while TRAVELLING to and from school if:</p> <ul style="list-style-type: none"> • I observe road safety rules. • I cross the road only at designated crossings and follow the traffic walk and stop signals. • I encourage my parents to obey road rules in school zones.
<p>I am cooperating during OUT OF SCHOOL ACTIVITIES if:</p> <ul style="list-style-type: none"> • I wear appropriate or specified clothing. • I wear correct school uniform if required. • I listen attentively to instructions and presentations and follow safety rules. 		<p>I show respect during OUT OF SCHOOL ACTIVITIES if:</p> <ul style="list-style-type: none"> • I am polite and courteous to others. • I am considerate of members of the public, particularly when in groups. • I use public facilities with care. 		<p>I am displaying ownership of my behaviour during OUT OF SCHOOL ACTIVITIES if:</p> <ul style="list-style-type: none"> • I use electronic equipment in a responsible and courteous manner and as directed by the teacher.
<p><u>PLAYGROUND</u></p>	<p>I am cooperating IN THE PLAYGROUND if:</p> <ul style="list-style-type: none"> • I promptly and politely follow the instructions of any staff member including when asked to put rubbish in the bin. • I stay in bounds and move promptly to class when the bell rings. • I do not move outdoor furniture around. • I keep walkways clear. • I do not sit on steps including the verandahs and steps of the demountables • I follow wet weather instructions and respect the rules that the back ovals, basketball courts and grass areas are out of bounds. • If sitting on any COLA seating, I pick up my rubbish before I leave. • I am not using my mobile phone and only using my laptop in designated areas and whilst seated at a table. 		<p>I am displaying ownership of my behaviour IN THE PLAYGROUND if:</p> <ul style="list-style-type: none"> • I maintain the area around the Basketball courts, demountables, B and D Blocks as passive areas and I understand that passive areas are not for ball or running games. • I always put my rubbish in the bin. • I only use the COLA for hand-ball games and do not kick balls or run. • I remember that A Block is only for students going to the office or Deputy Principal and all upstairs areas of blocks are out of bounds. • I adhere to other out of bound's areas in the school. • I use the ovals for active play. • I do not take food and drink onto the back ovals or basketball courts or tennis courts. • I respect the Year 7 area as a place for Year 7 students only. 	



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COOPERATION	ACHIEVEMENT	RESPECT	LEARNING	OWNERSHIP
<p>I am COOPERATING in the CLASSROOM if:</p> <ul style="list-style-type: none"> • I practice self-regulation. • I follow the directions of the teacher. • I work collegially with fellow students. • I behave in a way that allows other students to learn. • I wear my full and correct uniform. • My mobile phone is switched off and away. • I use my laptop or other approved electronic device appropriately and only when allowed to by my teacher. 	<p>I am ACHIEVING in the CLASSROOM if:</p> <ul style="list-style-type: none"> • I complete all classwork, homework, assignments and assessments. • I give my best at all times. • I seek help or assistance if I require it. • I encourage others to achieve. 	<p>I show RESPECT in the CLASSROOM if:</p> <ul style="list-style-type: none"> • I listen to the teacher. • I raise my hand if I want to speak. • I listen to the opinions and views of others. • I follow all classroom rules and teacher expectations. • I ensure that I do not interfere with or damage property of others or the school. • I do not swear, use inappropriate language, or verbally abuse fellow students and or staff. 	<p>I am maximizing my LEARNING in the CLASSROOM if:</p> <ul style="list-style-type: none"> • I come prepared for all lessons. • I listen carefully. • I look for opportunities to contribute to the lesson. • I maintain a positive attitude and understand that all learning has value. • I act on Teacher feedback. 	<p>I am displaying OWNERSHIP of my behavior in the CLASSROOM if:</p> <ul style="list-style-type: none"> • I accept the school and classroom rules and the CARLO way. • I can acknowledge that how I choose to behave can impact either positively or negatively on the rest of the class and on the learning that takes place. • I play my part in ensuring that I leave the room clean and tidy and place my chair under my desk. • I accept the consequences for my poor or inappropriate behavior and work proactively to avoid repeating it. • I seek additional support or help if I need it.



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STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE BEHAVIOUR

Our Behaviour Support and Management plan is based on the following principles:

- Students are expected to demonstrate self-discipline and self-motivation in the classroom, in the playground, when representing the school including all excursions and while travelling to and from school.
- Students have a clear understanding of their rights and responsibilities as well as school structures, policies, and procedures.
- Students are aware of the school's support systems and assistance available via their Deputy Principal, Year Adviser, and school counsellor.
- Consequences for breaches of the Behaviour Support and Management Plan are applied fairly and without prejudice.

These may include:

- Reprimand
- loss of privilege
- self-review and or counselling
- detention, either at lunch time or after school
- parental contact and involvement
- referral to the Wellbeing Team
- referral to Head Teacher
- student monitoring/modification programs
- teacher mentor assigned to a student
- negotiation and/or mediation and/or restitution
- formal caution to suspend
- supervised withdrawal from class to provide support and reflection (incl. reflection space)
- referral to Deputy Principal
- placement in outreach programs
- temporary placements at tutorial schools or schools of special purpose
- suspension and/or expulsion from school



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Classroom Managed Behaviours and Consequences

Classroom managed

- Lack of preparedness – e.g., equipment/homework
- Calling out
- Classroom disruption
- Refusal to follow a reasonable request
- Refusing to work
- Unsatisfactory work
- Put downs and bullying behaviour
- Inappropriate tone/attitude
- Electronic devices used inappropriately
- Inappropriate comments
- Eating or drinking in class
- Lateness to class
- Leaving seat, group, or area without permission

The focus is on proactive prevention, early intervention and where required targeted individual intervention.

Proactive measures may include explicitly teaching social and emotional skills and behavioural expectations.

In some instances where a student's behaviour is of a serious concern and or has been repeated, the student may be required to attend a supervised program in a reflection space. In these instances, a student is withdrawn from class for designated periods over 1-4 days to receive support from staff including school counsellors, student support officer, HT wellbeing and DP's. The student may also be required to complete a number of self-reflection and learning activities. A suspension or formal caution to suspend may also be issued depending on the behaviour or behaviour of concern.

INTERVENTIONS

Removal from classroom (via HT)

Most Intrusive

Least intrusive

Parental contact (via HT) – phone or letter
Student placed in a supervised reflection room
Have student work in a colleague's classroom
Classroom and or Playground clean-up
Lunch /recess detention(s)
The Carlo Way reflection sheet
Taking student aside – counselling/negotiation
Moving student within the class
Verbal reprimand
Giving choices/warnings
Re-direction and prompting
Selective attending
Rule reminders and restating expectations
Physical proximity
Gestures – Eye Contact
Waiting and scanning

Reflection/redirection questions:

1. What are you doing?
2. What rule are you breaking?
3. What should you be doing?



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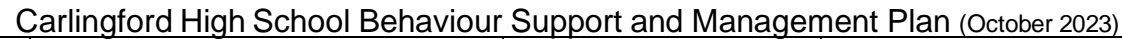
Consequences for breaches of the Behaviour Support and Management Plan (continued)

Expected Student Behaviour	Possible Offences	Degree of Offence	Possible Consequences
Students are expected to engage in positive learning practices.	<ul style="list-style-type: none"> • Lateness to class. • Being unprepared for class. • Minor disruption. 	Low level offence/s which may be repeated.	<ul style="list-style-type: none"> • Reprimand/warning. • Classroom management techniques used. • Teacher records offence on electronic welfare data base (Sentral). • Student may be moved in class. • Restitution of missed time/incomplete work. • Lunchtime/recess detention. • Teacher may notify parent.
	<ul style="list-style-type: none"> • Disobeying teachers' instructions • Non-completion of work • Disruptive behaviour incl behaviour which impinges on the rights of others to learn. 	Moderate Level (Poor behaviours continue despite repeated classroom teacher interventions)	<ul style="list-style-type: none"> • HT referral. • Parent notified. • Sentral entry. • Learning agreement. • Letter of concern sent to parents/interview. • After school detention/s. • Formal caution to suspend.
		High level or persistent (Poor behaviours continue despite HT and other school support interventions)	<ul style="list-style-type: none"> • Head Teacher referral to DP. • formal caution to suspend. • Placement in Reflection Space. • Suspension for continued disobedience. • DoE's Student Behaviour Policy and Procedures should be followed. • Incident Report and Support Hotline may need to be called. • Behaviour Support Plan. • Risk Management Plan.



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Expected Student Behaviour	Possible Offences	Degree of Offence	Possible Consequences
<p>Students are expected to attend all classes throughout the day unless exceptional circumstances apply. In this case, a note signed by parents or a phone call to the school by the parent is required.</p> <p>Early leavers- students to see the Deputy with note signed by parent or phone call to school from parent.</p> <p>Explained late arrivals- students should present note signed by parent to front office.</p> <p>There are explicit rules regarding seniors and starting and finishing times based on their individual timetables which must be followed. The details are found in the Year 11 and 12 senior guidelines distributed to each student.</p> <p>Behaviour that causes damage to or the destruction or loss of property.</p>	<ul style="list-style-type: none"> Failure to attend a class. Repeated failure to attend class Failure to attend after school detentions on the accumulation of more than 3 after school detentions in one term. 	<p>Low level 1st offence</p> <p>Moderate Level (2nd or 3rd offence)</p> <p>High Level (Persistent offenders)</p> <p>School assets or personal property of others.</p>	<ul style="list-style-type: none"> No satisfactory explanation for absence from class leads to completion of Sentral entry by teacher escalated to Faculty HT When necessary nominated HT will issue after school detention. <p>Continued (2nd) completion of Sentral Wellbeing entries by teacher escalated to Faculty HT</p> <ul style="list-style-type: none"> Parents notified. Involvement of parents, HT Welfare, Year Advisor, Student Support Officer, Counsellor, HSLO, School CLOs. Reflection space. <p>Continued (3rd) • HT escalates to relevant DP for interview.</p> <ul style="list-style-type: none"> Student placed on yellow surveillance card for monitoring. Formal caution if needed. <ul style="list-style-type: none"> Referral to DP. Parents notified. Placement in Reflection Space. Formal caution and or /suspension. May lead to NON-PARTICIPATION PROGRAMS for Post-Compulsory students which may lead to expulsion. <ul style="list-style-type: none"> Restitution/replacement of property. Formal caution and or suspension. Reflection Space/detention. Incident Report and Support Hotline.

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Expected Student Behaviour	Possible Offences	Degree of Offence	Possible Consequences
Students are expected to wear the school uniform neatly and correctly, unless satisfactory explanation is provided.	<ul style="list-style-type: none"> Wearing Incorrect Uniform without a note written and signed by a Parent/Carer. Uniform worn incorrectly. 	<p>Low Level (1st offence)</p> <p>Moderate Level (failure to attend uniform detention)</p> <p>High Level (persistent offender)</p>	<ul style="list-style-type: none"> Sentral Wellbeing uniform entry for each offence by teacher. Accumulation of 3 notifications in any one semester results in after school detention issued by HTSS2, and then each offence after ASD issued additional school detention by HTSS2 Recorded by HTSS2. Parents notified. Refer to DP for action. Parents notified. Noted on reports and references. Reflection space/detentions/Formal caution.
<p>Students are expected to use appropriate language at all times.</p> <p>NB. In some instances involving threats or where a staff member or student feels unsafe, the principal may determine that a student should be suspended without issuing a formal caution to suspend because they consider that the behaviour poses an unacceptable risk to others or to teaching and learning.</p>	<ul style="list-style-type: none"> Verbal bullying. Harassment. Racial discrimination. Swearing at other students. Swearing heard by a teacher. Swearing at or in front of a teacher. intimidatory or threatening or extreme language. 	<p>Low Level (incidental)</p> <p>Moderate Level (direct)</p> <p>High Level (major conflict; swearing at staff/public)</p>	<ul style="list-style-type: none"> Apology, lunch detention, restitution. Counselling. Managed by appropriate teacher and Sentral wellbeing entry made. Referral to HT, counselling. After school detention/Reflection Space Formal caution and or suspension. If discrimination or harassment, referral to appropriate personnel (e.g., ARCO, anti-discrimination officer, HT, DP) Formal caution and or suspension. Parent interview. Reflection Space/detentions. Hotline contacted if needed.
Students are expected to maintain a safe environment, Violence is not tolerated. (NB. note above applies re suspension and risk mitigation)	<ul style="list-style-type: none"> Aggressive behaviour. Harmful physical contact. Fighting. 		<ul style="list-style-type: none"> Formal caution and or suspension. Parent interview, Counsellor, Police contacted. Reflection Space/detentions. Incident Report and Support Hotline considered. Student Behaviour and Risk Management Plan.



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Expected Student Behaviour	Possible Offences	Degree of Offence	Possible Consequences
Students are expected to maintain a safe environment. Weapons are prohibited.	<ul style="list-style-type: none"> Being in possession of a weapon. Using a weapon or implement as a weapon. All related offences. 	Due to immediate and/or significant risk of harm to students or staff, Principals may issue an immediate suspension to any student who engages in serious behaviour or behaviours of concern such as this.	<ul style="list-style-type: none"> Referral to DP. Formal caution and or suspension/Reflection Space. Parent interview. Referral to school counsellor. Police and Hotline contacted. Student Behaviour Support plan. Risk Management Plan.
Students are expected to not smoke or vape at school at or extra-curricular functions. Students are not to bring them to school, give to others or sell, swap or trade.	<ul style="list-style-type: none"> Being in possession of cigarettes or vapes. Smoking or vaping or selling. Being in the company of smokers or vapers. 	Due to immediate and/or significant risk of harm to students or staff, Principals may issue an immediate suspension to any student who engages in serious behaviour or behaviours of concern such as this.	<ul style="list-style-type: none"> Referral to DP. After school detention/ placement in Reflection Space. Formal caution and or suspension. Parent interview and counselling. Incident Report and Support Hotline.
Students are expected not to have or consume alcohol at school or at any school related event.	<ul style="list-style-type: none"> Having consumed alcohol. Being in the possession of alcohol. Consuming alcohol at school or a school function. Attending school or school function affected by alcohol. 	Due to immediate and/or significant risk of harm to students or staff, Principals may issue an immediate suspension to any student who engages in serious behaviour or behaviours of concern such as this.	<ul style="list-style-type: none"> Referral to DP. Risk Assessments and Support Plans. Immediate parental contact. Formal caution and/or suspension. Referral to counsellor. Placement in Reflection Space. Detentions issued. Incident Report and Support Hotline considered.
Students are expected not to have or use illicit or banned substances. Students are not to bring them to school, give to others or sell, swap or trade.	<ul style="list-style-type: none"> Being in possession of an illegal substance or alleged illegal substance. Under the influence of illegal or alleged illegal substances. 	Due to immediate and/or significant risk of harm to students or staff, Principals may issue an immediate suspension to any student who engages in serious behaviour or behaviours of concern such as this.	<ul style="list-style-type: none"> Referral to DP. Risk Assessments and Support Plans. Immediate parental contact. Formal caution and or IMMEDIATE suspension. Placement in Reflection Space/detentions. The school would make a report to the Incident Report and Support Hotline and NSW Police. Refer to Managing Drug-Related Incidents Procedures.
Students are expected to behave within socially accepted frameworks, school rules and not repeat previous poor behaviours.	<ul style="list-style-type: none"> Threatening or violent behaviour, criminal behaviour, sexualised behaviour, repeated poor behaviour 	As above	<ul style="list-style-type: none"> Referral to DP. After school detention/ placement in Reflection Space. Formal caution and or suspension. Parent interview and counselling. Incident Report and Support Hotline.
Students are expected to display appropriate behaviour at Extra Curricular functions.	<ul style="list-style-type: none"> Normal school rules and expectations apply at these events. 		<ul style="list-style-type: none"> Executive referral
Students are expected to accept school discipline by attending all detentions and or placements in the Reflection Space.	<ul style="list-style-type: none"> Failure to attend a lunch or after school detention. Failure to attend the Reflection Space or report to a teacher as requested. 		<ul style="list-style-type: none"> HT referral and additional detentions issued Parent contact. If ongoing, DP referral/ Formal caution and or suspension.



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Expected Student Behaviour	Possible Offences	Degree of Offence	Possible Consequences
<p>Students are expected to follow the school's student use of Digital devices and Online Services procedures.</p> <p>Mobile phone should be switched off and out of sight at all times from gate to gate. If necessary, mobile phones can be used to pay at the school canteen. Laptops (BYOD) devices can be used for educational purposes during recess and lunch times in designated areas while seated at a table. Designated areas include the school Library for all Years 7-12, covered area adjacent to Science demountable and E Block courtyard for Years 11 and 12 only. All other areas will be device free zones unless otherwise specified by the school.</p>	<ul style="list-style-type: none"> • Having a mobile phone out in class or without the express permission of a teacher. • Using a mobile phone at any time within the school day including at sport and when on excursions • Refusing to comply with a Teacher request to put a phone or mobile device away or hand over a phone which is to be confiscated for misuse. • Inappropriate use of a device including bullying, intimidating, harassing others through SMS or text messaging or through photographic, video, or other data transfer system available on the device. • Contravening the school's Mobile Phone and Digital Device Policy. 		<ul style="list-style-type: none"> • Teacher or HT may confiscate the device. • Ban the student from using an electronic device during the school day for a specified period of time. • After school detention may be imposed for non-compliance or repeated infringements with devices. • Parents contacted. • In some instances of inappropriate use Police may be called and or a suspension imposed or a formal caution issued. • Placement in Reflection Space • Incident Report and Support Hotline considered depending on level of misuse.



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Detention and Reflection.

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate action.

Detention Rooms and Reflection Spaces are a planned consequence that involve a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised by at least one teacher. The Detention Room is located in A block and the Reflection Space is most commonly located in the library. The Reflection Space allows counsellors, DP's, student support officers and other personnel to provide support and guidance during the reflection program. Detention and reflection do not take place in rooms that can be chained, locked, or closed in any way that prevents a student from freely leaving the space.

Principals, in consultation with the school community, make informed decisions about the use of Detention Rooms and Reflection Spaces as a response to student behaviour. Their purpose and operation are outlined below. Also included within the School Behaviour Support and Management Plan are details of the type of behaviours which may lead to a Detention, or a period of time/s in the Reflection Space or where a suspension and /or expulsion is imposed.

Detentions

Depending on the severity of the behaviour as judged by the school, detentions may be issued at recess, the first or second half of Lunch or after school on Wednesdays and Fridays from 3.10pm to 4.10pm. Students can request to use the toilet during after-school detentions or at the very beginning of recess or Lunch 1, unless there are extenuating circumstances. No food or drink should be consumed during these times with the exception of access to the student's own water bottle. Recess and lunchtime detentions are supervised by the teacher who issues the detention. After school detentions are supervised by classroom teachers on a rostered basis. Deputy Principals are available to support the rostered teacher. All after school detentions are recorded on Sentral. Students who fail to attend detention without just cause via a written parental request or for reasons of illness (i.e., absent from school) may have additional detentions imposed for the purposes of reflection. Those students with approved leave will have their detention rescheduled.

Reflection Space

In some first-time offences depending on the circumstances and/or where the school deems the behaviour or repeated behaviour warrants a formal caution to suspend, the school may require the student to attend the Reflection Space in addition to completing after school detentions. The Reflection Space provides time for the student to reflect on their behaviour and make positive choices. This involves the completion of learning activities which teach explicit skills of behaviour modification, prevention focussed activities and learning related to making positive choices, good decision making and depending on the nature of the behaviour, information which warns of potential harms.



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Reflection Space (continued)

It also provides a structured mechanism to ensure the student receives the appropriate support from school personnel including the Student Support Officer, Deputy Principal, Counsellor, HT Wellbeing and other targeted interventions. During this time, the school may conduct a functional assessment as well as explicitly teach the student skills, knowledge and understandings related to their behaviour as described above. A student may be placed in the Reflection Space for designated periods each day for between one to four school days. Students can request to use the toilet during this time. No food or drink should be consumed during these times (unless pre-arranged with a parent) with the exception of access to the student's own water bottle. All periods of reflection are recorded on Sentral. When the library is unavailable, the Reflection Space will operate out of a classroom and supervised by a qualified teacher at the school. If a student is absent from school on any day they have been placed in the Reflection Space, that time is rescheduled to another day.

Suspension is the removal of a student from a school for a period of time determined by the Principal, in circumstances where all other behaviour support options have been appropriately implemented and given time to be effective but have not been successful in resolving behaviours of concern.

The purpose of suspensions is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning, and wellbeing posed by the student's behaviour. Suspension is considered when other appropriate behaviour support options have been attempted or implemented including detentions, reflection time and or the provision of school supports, which have not been successful in resolving behaviours of concern.

In some circumstances, the Principal may determine that a student should be suspended as a first response to a behaviour of concern and without a formal caution because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school.

Unless the suspension is imposed immediately as described above, a formal caution to suspend will be given along with the opportunity for parents/carers to discuss the situation either in person or by phone. A formal caution is valid up to 50 days in the one school year and cannot carry over to the following year without DoE approval.

Behaviours of concern are defined as challenging, complex, or unsafe behaviour that require more persistent or intensive interventions.

Behaviours of concern could include: -

- Bullying of a targeted ongoing nature – the school adopts a whole school approach to preventing and responding to bullying as well as single factor interventions. As a foundation our school promotes a caring, respectful, and supportive teaching and learning community. Resources and strategies used within the school include:

The Bullying. No Way! Working in the classroom resource provides useful information to help educators create safe and supportive discussions around bullying.

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/educators/strategies-for-educators>

<https://bullyingnoway.gov.au/preventing-bullying/steps-to-examine-programs-and-approaches-in-schools>



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Behaviours of concern are defined as challenging, complex, or unsafe behaviour that require more persistent or intensive interventions.

Behaviours of concern could include: - (continued)

- Drugs in schools (see DoE Drugs in Schools Policy)
- Weapons and knives in schools (see DoE Knives in Schools Legal Bulletin)
- assault (see Assault harassment, stalking and intimidation of students and staff at school)
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation, or gender identity (see Anti-Racism Policy)
- misuse of technology (see Technology misuse in schools)

Expulsions

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances a principal can consider expelling a student from the school.

Grounds for an expulsion

The Principal and Director, Educational Leadership can consider expelling a student from a particular school on the following grounds:

- serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful
- unsatisfactory participation in learning for students aged 17 years and over, where
 - a student is at risk of receiving an 'N' determination (non-completion of course requirements for this course) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course. In this instance the Departments' suspension and expulsion procedures are followed.

Please note:-

This document does not seek to outline every eventuality that may occur within the school context or within school related activities. It does, however, attempt to provide reasonable guidance for students and parents as to the likely approaches and actions taken by the school in relation to Behaviour Support and Management and with regard to the Department's Student Behaviour Policy and Procedures. Teacher and Principal discretion depending on a multiplicity of contextual factors will be exercised in the attempt to ensure a safe, secure and positive learning environment is maintained for both staff and students.



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ABBREVIATIONS

Parent	refers to parents, guardians, carers
DP	Deputy Principal
HT	Head Teacher
YA	Year Adviser
SSO	Student Support Officer
HSLO	Home School Liaison Officer
ARCO	Anti Racism Contact Officer
ADO	Anti-discrimination Officer
Sentral	School's electronic welfare data base