"We are a learning community that strives to make a profound difference in our students’ lives by inspiring them to achieve their personal best; become lifelong learners and healthy, creative members of society."

STUDENT WELFARE AND DISCIPLINE POLICY

REACH FOR THE STARS
BPHS STUDENT WELFARE & DISCIPLINE POLICY

CONTENTS PAGE

- Cover page p1
- Contents page p3
- Introduction p4-5
- Welfare context p6
- Welfare support & personnel p7-9
- Welfare timeline p10-11
- BPHS Recognition system p12-14
- Middle School philosophy p15
- Positive climate and good discipline p16
- Core DEC School Rules p16
- Behaviour p17
- Statement of Individual & Shared Responsibilities p18
- Discipline code p19-20
- Discipline strategies p21
- Responding to emergency or critical incidents p22-23
- Behaviour matrix p24-25
- RISC protocols p26-27
- Time out p28
- Conclusion p29
**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 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 School Discipline Policy, 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 policy 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 & 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
- Counsellors
- Welfare Coordinator
- Learning and Support Team (LaST)
- Student Learning Support Officers (SLSO)
- Anti-Racism Contact Officer
- Norta Norta tutors
- Aboriginal equity funded teacher
- Careers
- Learning Support Team
- Teaching Staff
- Non-teaching staff
- External agencies

Welfare Roles
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 system
- Coordinate welfare related administration
- Coordinate communication with parents
- Represent the welfare team at executive meeting and wider forums
- Prepare agendas for and minutes from welfare meetings
- Support Year Advisers with content for year meetings
Student 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 Welfare Meetings
- Involved member of the Learning Support Team
- Contribute to the writing of submissions for increased student support
- Monitor RISC entries for their year group and intervene when students are exhibiting behaviour problems
- Welcome parent involvement in addressing particular welfare issues
- Identify and refer students with concerns to the Learning Support Team/ Welfare Coordinator/DP
- Maintain a file with all system paperwork for each student in their year group and programs
- Provide information about student welfare to classroom teachers and parents/caregivers
- 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

- Advice for teachers in dealing with particular students
- Support students
- Involved member of Welfare Meetings
- Involved member of the Learning Support Team
- Be someone students feel they can talk to
- Identify and refer students with concerns to the Learning Support Team/Head Teacher Welfare/DP/Counsellor
- Provide information about student welfare to classroom teachers and parents/caregivers

Community Participation

- Parent and community participation in school activities will support students. As a result students will learn to value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school
Associated Policies

- Anti-Bullying plan (2014)
- Uniform Policy (2014)
- Attendance Policy and Procedures (2014)
- Homework policy (2014)

Dec policies;

- Values in NSW public schools policy
- Australian government: Values education in Australian schools
- DET 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 5/6</strong></td>
<td>GAT transition program&lt;br&gt;Yr8 ‘back to where it began’ Primary School visit&lt;br&gt;Orientation night/tour&lt;br&gt;AAA testing&lt;br&gt;Stage 3 taster days (TAP &amp; CAPA visits)</td>
<td>Year 5/6 orientation night/tour 2&lt;br&gt;Stage 3 taster days (TAP &amp; CAPA visits)</td>
<td>Class placement commenced&lt;br&gt;Transition team and Primary schools compile PLPs, HCPs, BMPs, LSPs and risk assessments</td>
<td>Class placement finalised&lt;br&gt;Orientation day&lt;br&gt;Peer support training&lt;br&gt;Vulnerable students program</td>
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<tr>
<td><strong>Year 7</strong></td>
<td>1st day of school orientation&lt;br&gt;Peer Support program&lt;br&gt;School camp&lt;br&gt;Vaccinations&lt;br&gt;Brainstorm&lt;br&gt;Rock and water&lt;br&gt;Year Meetings&lt;br&gt;Growth and Development (PD/H/PE)</td>
<td>Brainstorm&lt;br&gt;Year Meetings&lt;br&gt;Healthy eating: diet and exercise (PD/H/PE)</td>
<td>Year Meetings&lt;br&gt;Fun day&lt;br&gt;Bullying (PD/H/PE)</td>
<td>Spinal Education&lt;br&gt;Year Meetings&lt;br&gt;Road safety (PD/H/PE)</td>
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<tr>
<td><strong>Year 8</strong></td>
<td>Take A Stand&lt;br&gt;Vaccinations&lt;br&gt;Brainstorm&lt;br&gt;Year Meetings&lt;br&gt;Sex education (PD/H/PE)</td>
<td>Girls group&lt;br&gt;boys group&lt;br&gt;Brainstorm&lt;br&gt;Year Meetings&lt;br&gt;Review of class placements&lt;br&gt;Legal drugs (PD/H/PE)</td>
<td>Year Meetings&lt;br&gt;Yr 8 into 9 subject elective selection&lt;br&gt;Safe or sorry – risk taking (PD/H/PE)</td>
<td>Spinal Education&lt;br&gt;Year Meetings&lt;br&gt;Communication (PD/H/PE)</td>
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<tr>
<td><strong>Year 9</strong></td>
<td>Vaccinations&lt;br&gt;Brainstorm&lt;br&gt;Year Meetings&lt;br&gt;Tolerance and resilience (PD/H/PE)</td>
<td>Brainstorm&lt;br&gt;Year Meetings&lt;br&gt;Uni-bound&lt;br&gt;Sexuality (PD/H/PE)</td>
<td>Year Meetings&lt;br&gt;Reduce electives from 3 to 2&lt;br&gt;Mental health (PD/H/PE)</td>
<td>Peer support training&lt;br&gt;Spinal Education&lt;br&gt;Year Meetings&lt;br&gt;Drug education (PD/H/PE)</td>
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<td><strong>Year 10</strong></td>
<td>Peer Support program&lt;br&gt;Vaccinations&lt;br&gt;Year Meetings&lt;br&gt;N award monitoring&lt;br&gt;POI&lt;br&gt;The party: risk taking (PD/H/PE)</td>
<td>Brainstorm&lt;br&gt;Year Meetings&lt;br&gt;N award monitoring&lt;br&gt;POI&lt;br&gt;Driver education (PD/H/PE)</td>
<td>Switched On&lt;br&gt;Respectful Relationships&lt;br&gt;Year Meetings&lt;br&gt;Eating and exercise (PD/H/PE)&lt;br&gt;N award monitoring&lt;br&gt;POI</td>
<td>Spinal Education&lt;br&gt;Year Meetings&lt;br&gt;N award monitoring&lt;br&gt;POI&lt;br&gt;Health promotion (PD/H/PE)</td>
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<td>YEAR 11</td>
<td>YEAR 12</td>
<td>STAFF</td>
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<td>Year Meetings</td>
<td>Year Meetings</td>
<td>Fortnightly welfare meetings</td>
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<td>N award monitoring</td>
<td>N award monitoring</td>
<td>Fortnightly welfare meetings</td>
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<tr>
<td>Information evening</td>
<td>Year Meetings</td>
<td>Fortnightly welfare meetings</td>
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<tr>
<td>Sport captain elections</td>
<td>N award monitoring</td>
<td>Fortnightly welfare meetings</td>
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<tr>
<td>POI</td>
<td>POI</td>
<td>LaST meetings</td>
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<tr>
<td>Max potential nominations</td>
<td>Parent teacher interviews</td>
<td>Year meetings</td>
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<tr>
<td>Organise leadership study skills camp</td>
<td>Formal organisation</td>
<td>RISC analysis</td>
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<td></td>
<td>Year Meetings</td>
<td>Student enrolment</td>
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<tr>
<td></td>
<td>N award monitoring</td>
<td>Proof reading reports YR 12</td>
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<td></td>
<td>POI</td>
<td>Attendance team</td>
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<td></td>
<td>Parent teacher interviews</td>
<td>Uniform</td>
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<td></td>
<td>Formal organisation</td>
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RECOGNITION SYSTEM

Gold
Silver
Bronze
Honours

Key Learning Area Awards

Merit Certificates

Star of Banora Star Student Articles

BPHS Postcards Principal Recognition Letters
BANORA POINT HIGH SCHOOL
RECOGNITION SYSTEM

Star of Banora
• Year advisors are to use a student’s personal profile on their reports to calculate if they have achieved the Star of Banora Award.
• The Star of Banora is awarded as a certificate distributed at the same time as their semester reports.

Principal Recognition letters
• 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.

Post Cards
• Teachers wishing to recognise student success during the school day may send a post card home to parents/carers.
• The completed post cards will be delivered to the front office, who will be responsible for completing the address information and posting to parents/carers.

‘Star Student’ article
• Once a semester each Key Learning Area (KLA) will nominate a ‘star student’ and provide an associated article to place in the school’s newsletter and on the school’s face book page.
• This will fall in line with the KLA assembly roster (see below).

KLA Awards
• Once a semester teachers will be asked to nominate students who have performed academically and/or demonstrated diligence to their studies within their KLA.
• Nominated students will receive a ‘Key Learning Area’ award, distributed at assembly or roll call.
• Each KLA should utilise the assembly or roll call time to promote the talent of students within the KLA.
• The organisation of the assemblies will be on a once a semester basis, per KLA and placed in the calendar towards the end of term 4, 2014 in preparation for 2015.
• The KLA assembly roster will be based on the following:
  - Year 12, term 1 (full school assembly)
  - Years 7-11, term 2 (full school assembly)
  - Years 7-12, term 3 (roll call)
  - Years 7-11, term 4 (full school assembly)
• Head Teachers are responsible for recording the awarding of KLA awards on RISC, using the action type ‘merit certificate’.
Merit Certificates and the Honours System

- Teachers can recognise student’s academic achievement, application to studies, outstanding behaviour and their participation in community, sports and other 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 and KLA awards each student receives per year.

- The different Honours levels will be awarded based on the number of merit certificates and KLA awards 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

  Note: 1 KLA award = 1 merit certificate

- Teachers are responsible for recording the distribution of merit certificates to students on RISC using the action type ‘merit certificate’ and should send a letter home to parents/carers.
- Any merit certificates awarded to students from previous years will not be recognised in the current school year.
- The Honours awards will be presented to students at an Honours assembly. This will take place once a year at the end of term 4.
- Merit certificates will include a tear off section for students to place in the merit box in the front office. Once a semester, major prize winners will be drawn from the merit box.
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 developed a more flexible Year 7 model compared to the archetype. The primary change 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 developmental 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 DEC 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 DEC School Rules

All students in NSW Government Schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others

At Banora Point High School we represent these rules as;

BE FAIR

BE SAFE
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, STUDENT, PARENTS/FAMILY**

<table>
<thead>
<tr>
<th>SCHOOL STAFF</th>
<th>STUDENT</th>
<th>PARENTS/FAMILY MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Come to school ready to support our students in every way that we can to help them to learn</td>
<td>• Attend school regularly</td>
<td>• Make sure that our child attends school regularly</td>
</tr>
<tr>
<td></td>
<td>• Come to school ready to learn with school materials and homework done</td>
<td>• Make sure that our child comes to school ready to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reinforce the importance of attending school and doing homework</td>
</tr>
<tr>
<td>• Work together with our students and their parents/family to do whatever we can to help our students achieve their full potential</td>
<td>• Work hard and always try to do my best</td>
<td>• Encourage and support our child to work hard and always try to do their best</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Help our child take responsibility for their own learning and behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work together with the school to help our child to achieve their full potential</td>
</tr>
<tr>
<td>• Make sure that our students and their parents/families know how they are going and what they need to do to progress</td>
<td>• Ask for help when I need it</td>
<td>• Keep in contact with the school and let them know about any factors that might affect how our child is going</td>
</tr>
<tr>
<td>• Ask for help from parents/families when we need it to help our students to learn</td>
<td></td>
<td>• Ask for help from the school when we need it to help our child to engage effectively at school and learn</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• Take responsibility for my actions</td>
<td>• 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</td>
</tr>
<tr>
<td>• Act in a way that makes our students, their parents/families and staff feel valued, cared for, supported and safe</td>
<td>• Act in a way that makes other people at the school feel welcome, cared for and safe</td>
<td>• Act in a way that makes staff at the school feel valued, cared for, supported and safe</td>
</tr>
</tbody>
</table>
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 the 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 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 will 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 ‘out of class pass.’ Remember ‘on time every time’.
7. Illegal drugs, alcohol, tobacco and weapons are prohibited at school.
8. Homework is to be recorded in the student’s diary. The diary must 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 DEC and school policies 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 policy and procedures 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. 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 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. Unauthorised use of these devices during class time will result in the device being confiscated and a referral to the
appropiate Head Teacher or Deputy Principal. The device will only be returned after acknowledgement from the parent/carer. Inappropriate use of the device to electronically 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 H/T and proceed through detentions then the levels 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 DEC Communication Devices and Associated Services Policy and the DEC 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 out 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 monitoring.
3. Sanctions appropriate to the misbehaviour including school detention, level cards monitoring, and executive isolation are utilised. Executive Isolation 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 Isolation 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 red monitoring card and follow up any classroom incidents and report them to Deputy
4. Suspension (in accordance with the DEC Policy)
5. Expulsion (in accordance with the DEC 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.
2. Physical restraint should only occur where there is an immediate risk of injury to persons, including the student, or an immediate risk of serious damage to property.
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 to ensure that the school’s duty of care to protect students and staff from foreseeable risks of injury 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

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>CLASSROOM TEACHER</th>
<th>HEAD TEACHER FACULTY</th>
<th>HEAD TEACHER PLAYGROUND</th>
<th>DEPUTY/PRINCIPAL</th>
<th>OTHER SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not following instructions</td>
<td>- Counsel (interview) student (warning)</td>
<td>- Counsel student</td>
<td>- Interview/Counsel student(s)</td>
<td>After a referral from the Head Teacher following a level 3 OR following a serious issue.</td>
<td>- Parents I carers</td>
</tr>
<tr>
<td>Disruption to class</td>
<td>- Refer to class rules</td>
<td>- Exclusion from class for a period of time</td>
<td>- Detention</td>
<td>- Hold a formal interview</td>
<td>- School counsellor</td>
</tr>
<tr>
<td>Failure to participate</td>
<td>- Seating plan</td>
<td>- Detentions</td>
<td>- Detentions</td>
<td>- Issue an official caution and implement executive isolation</td>
<td>- Year Coordinator</td>
</tr>
<tr>
<td>Not following class rules</td>
<td>- Detentions</td>
<td>- Parent Contact</td>
<td>- Parent Contact</td>
<td>- Suspension</td>
<td>- Learning Support Team</td>
</tr>
<tr>
<td>Misuse of electronic devices</td>
<td>- RISC entry (Behaviour letter)</td>
<td>- RISC Entry (Level 1 purple or 2 orange)</td>
<td>- HT Monitoring card</td>
<td>- Interview parents</td>
<td>- Boys/girls advisor</td>
</tr>
<tr>
<td></td>
<td>- Parent interview/phone call after consultation with Head Teacher</td>
<td>- HT Monitoring card</td>
<td>- DP referral if behaviour doesn't change after Level 2 placement or Level 3 and Official caution</td>
<td>- Development the resolution plan and generate the class re-entry sign in sheet.</td>
<td>- Mentor</td>
</tr>
<tr>
<td></td>
<td>- Update KLP</td>
<td>- Electronic devices confiscated-Taken to the HT/DP for collection with a note. Device stored in office safe</td>
<td>- HT Monitoring card</td>
<td>- Work with LaST on Behaviour plans and risk assessment as appropriate</td>
<td>- DP</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Regional support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- External agencies</td>
</tr>
</tbody>
</table>

### ATTENDANCE AND PUNCTUALITY

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>CLASSROOM TEACHER</th>
<th>HEAD TEACHER FACULTY</th>
<th>HEAD TEACHER PLAYGROUND</th>
<th>DEPUTY/PRINCIPAL</th>
<th>OTHER SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late to School</td>
<td>- Check 'late to school slip'</td>
<td>Repeat offences. Give detention. Place on Level 1.</td>
<td>- If late 3 times in a week DP yellow wall detention issued</td>
<td>- If appropriate give detentions.</td>
<td>- Attendance team</td>
</tr>
<tr>
<td></td>
<td>- Check roll marker/adjust paper roll</td>
<td>RISC entry and letter and call home.</td>
<td></td>
<td>- Issue official caution for continued disobedience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students without 'slip' sent to office to sign in.</td>
<td></td>
<td></td>
<td>- attendance Monitoring Card and RISC letter home</td>
<td></td>
</tr>
<tr>
<td>Late to Class</td>
<td>- If no acceptable reason provided - record lateness on RISK and give detention</td>
<td>- Repeat offences. HT place on Attendance Monitoring Card.</td>
<td>- If appropriate give detentions.</td>
<td>- Phone parents</td>
<td>- Attendance team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If appropriate give detentions. Place on Level 1. RISC entry and letter home.</td>
<td>- Issue official caution for continued disobedience</td>
<td>- Formal caution – continued disobedience (RISC entry, letter and call home)</td>
<td></td>
</tr>
<tr>
<td>Fractional Truancy (from class)</td>
<td>- Record on RISC</td>
<td>- Repeat offences. HT place on Attendance Monitoring Card.</td>
<td>- Attendance Monitoring Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Give detentions / Level 1</td>
<td>- If appropriate give detentions. Place on Level 2. RISC entry and letter home.</td>
<td></td>
<td>- Attendance Monitoring Card and RISC letter home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If student found during lesson, send / accompany to class or notify class teacher.</td>
<td>'N' Award letter for Yrs 9-12 re due diligence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole day Truancy</td>
<td>Report to DP</td>
<td>Report to DP</td>
<td>- Attendance team generated letter after 3 consecutive days absence and less than 85% attendance</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Referral to Counsellor and HSLO</td>
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</tr>
<tr>
<td>BEHAVIOUR</td>
<td>CLASS ROOM TEACHER</td>
<td>HEAD TEACHER</td>
<td>DP/PRINCIPAL</td>
<td>OTHER</td>
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<tr>
<td><strong>UNIFORM</strong></td>
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<tr>
<td>Not Wearing Correct Uniform</td>
<td>Check note and/or uniform slip</td>
<td>Support teachers and DP in enforcing the Uniform Policy.</td>
<td>-Issue uniform slips</td>
<td>-Girls’ supervisor -Boy’s supervisor -Student Assistance Scheme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During assembly Year Coordinator/HT record names on monitoring sheet and record on RISC. Issue monitoring sheet to appropriate DP for follow up.</td>
<td></td>
<td>-Supply loan uniform or coordinate parental drop off of uniform</td>
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<td></td>
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<tr>
<td></td>
<td>-DP yellow wall detention after 3rd offence</td>
<td></td>
<td>-Send RISC letters home</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>-assist students in need to acquire appropriate uniform</td>
<td></td>
<td>-serious repeat offenders issued with official caution re continued disobedience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BULLYING AND HARASSMENT | | | | |
| Feasing, texting, exclusion, rumour, verbal harassment and minor incidents of aggressive behaviour | Interview involved parties take statements and apply appropriate mediation /punishment - record on RISC and report to Year Coordinator -Repeat offenders or high level incidents refer to HT and Year Coordinator | Interview all parties -counsel/mediate -apply isolation where necessary -formal caution/suspension referral -contact parent -record on RISC -Refer to DP for repeat offences/high level incidents | -DP -Year Coordinator -Boys’/Girls’ advisor -School counsellor -Police -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 RISC -Refer to HT | Interview all parties -counsel/mediate -Apply appropriate intervention/sanction -Refer to DP | -DP -Year Coordinator -Boys’/Girls’ advisor -School counsellor -Police -External support agencies |

| DAMAGE TO SCHOOL/STUDENT PROPERTY AND PLAY GROUND BEHAVIOUR | | | | |
| Damage to school / student property | Interview student and follow one of following paths; -Student cleans rubbish/ graffiti -Confiscate skateboard and give to appropriate DP -Detention -Level 3 or Referral to PGD rover I HT -RISC entry /letter to parents -Refer to HT | Interview student -Student cleans rubbish I graffiti -Detention -Level 2 /3 -RISC entry /letter to parents -Refer to DP if serious. Eg: theft or vandalism | -Student interview -Repair damage -Parent /carer/poic ce involvement -Restitution -Official caution -Suspension -DP -Year Coordinator -Boys’/Girls’ advisor -School counsellor -Police -External support agencies |

| UNLAWFUL AND ILLEGAL ACTIVITIES | | | | |
| Theft, vandalism, arson, drugs, alcohol, weapons, sexual misconduct | Refer to DP | Refer to DP | Student I Parent interview -Formal caution/Suspension/Expulsion -Inform police | DP -Year Coordinator -Boys’/Girls’ advisor -School counsellor -Police -External support agencies |
**RISC PROTOCOLS**

*The Use of RISC as a component of BPHS Welfare and Behaviour Policy. RISC is a record of positive and negative student behaviours and staff interventions. It is not a reward or punishment.*

**Rationale**

RISC provides a means by which:

- Teachers can record all incidents of student behaviour
- Teachers can record discipline levels
- Teachers can record all award levels achieved by students
- Teachers can use form letters to communicate student misbehaviour and achievement to parents
- Year Advisors and Executive can identify patterns of unacceptable/exceptional behaviour across KLAs
- Senior Executive, Head Teachers, Year Advisors, Counsellors and parents can obtain comprehensive information about students

**Procedures**

**Achievement Awards**

- RISC is an important method to recognise student achievements and provide the appropriate rewards.
- Head teachers or faculty delegates are responsible for recording the KLA awards on RISC
- Teachers are responsible for recording the distribution of extra curricula, citizenship and cultural merit certificates to students on RISC using the action type ‘merit certificate’ and sending a letter home to parents/carers.

**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 RISC behaviour entry. All incidents and subsequent interventions are to be recorded on RISC. Record ‘Teacher Name’, Location / Faculty, Type of misbehaviour (all from drop down menu) and provide details of the behaviour under ‘Contact Description’. Finally, you should complete ‘Contact Action’ / ‘Action Type’ (which is the disciplinary action you, or your Head Teacher, have taken).
- If the incident/s is/are minor you may choose to send one of the RISC form letters to parents to inform them of your concern.
If you (and your Head teacher) chose to place the student onto Level 1, you should send the appropriate letter signed by the Teacher / Head Teacher and record the contact action (‘Level 1 letter / purple). If it is not recorded on RISC, it will not be recognised.

RECORDING LEVELS ON RISC:

Go into the RISC student alerts box on the lower right of the screen. Select the appropriate negative level (will turn red) and write the number of the level in the alerts text box.

- Incidents which are serious enough to be placed on Level 2 or higher should be recorded (as above) and referred to the Head Teacher for further action. Full detail of the incident (under ‘Contact Description’) should be recorded so that, if necessary, parents can be notified of the specific detail by the Head Teacher or the Deputy Principal.
- When Level 1, 2, 3, Formal Caution and Suspension letters are written, the appropriate contact action should be recorded from the drop down menu, so that it will be recognised in a data search. This also applies for students placed onto Attendance Monitoring cards.

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 entering their year number in the year/grade box and clicking on “search using selected fields” they receive an alphabetical snap shot of all entries on students in their year group.
- Head Teachers undertake weekly data searches of their faculty entries to identify patterns of positive and/or negative behaviour in their respective KLA. By entering their faculty name in the faculty box and clicking on “search using selected fields” they receive an alphabetical snap shot of all entries on students from their staff.
- Deputy Principals work with Year Advisors 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 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 Isolation’ 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 regional 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 and Communities.

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 Coordinators and the Boys and Girls Advisors. 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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Sandra Parker School Counsellor
Lachlan Klose HT Science
Josh Edwards HT PD/H/PE
Noni McPherson LaST/Aboriginal Education
Marelda McLean English Teacher

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