

COFFS HARBOUR HIGH SCHOOL



**STUDENT WELL-BEING
AND
BEHAVIOUR MANAGEMENT
PROCEDURES**

<i>Created:</i>	<i>May 2010</i>	<i>Approved by:</i>
<i>Reviewed:</i>	<i>2013</i>	
<i>Next Review:</i>	<i>2016</i>	

Table of Contents

Section	Area of procedures document	Page
1	Student Well-being and Behaviour Management at CHHS	3
2	A values framework for the policy - DEC Core Values	4
3	The Core Rules for student behaviour in the NSW DEC	5
4	The CHHS Code of Behaviour – the 4 C's	6
5	Summary of general responsibilities of teachers in relation to student well-being and behaviour management at CHHS (<i>go to Code of Conduct for more details</i>)	7 - 8
6	Classroom Management Strategies	9
7	FLOW CHART illustrating the management of student behaviour and the levels of intervention of Teachers, Head Teachers and Deputy Principals and Principal in the classroom	10 - 12
8	FLOW CHART illustrating the management of student behaviour and the levels of intervention from the Teacher, Head Teacher, Deputy Principals and Principal in the playground	13
9	FLOW CHART of anti-bullying procedures	14
10	FLOW CHART of procedures relating to truancy	15
11	Summary of areas of student behaviour aligned with appropriate Sentral letter by Teacher, Year Adviser, Head Teacher, Deputy Principals and Principal	16
12	Behaviour management and support for students at risk of not achieving at school	17
13	Specific procedures relating to behaviour management and support for students at risk of not achieving	18
14	Explanation of marking system on monitoring books and cards	19
15	Explanation of procedures relating to school uniform	20 - 21
16	Explanation of positive recognition and awards scheme	22 - 23
17	Summary of student leadership and enrichment programs	24
18	Summary of in school and DEC personnel and programs which support student well-being	25 - 27
19	Summary of interagency programs and positions which support student well-being	28

1 Student Well-being and Behaviour Management at Coffs Harbour High School (CHHS)

This procedures document aims to bring together the values, practices, programs and personnel which relate to student well-being at Coffs Harbour High School. It is designed to inform and guide staff in their work with students and equip them to manage the complex demands which they face each day in their classrooms and in the playground.

At Coffs Harbour High School, we recognise that student achievement is directly related to student well-being and we are committed to developing and delivering a range of procedures and programs to promote the health and safety of all students at school. We recognise that students need clear boundaries and rules and we are committed in our work to developing and maintaining positive relationships with students and managing a range of intervention strategies for students who choose to engage in misbehaviour.

An effective procedures document will need to be updated and modified to reflect new school or DEC policy. It is anticipated that a formal review of this document will occur every three years, and it is expected that changes will be made within this time. It is intended that the procedures will be reviewed as necessary and any major changes will be done in consultation with staff.

The document is available to staff on the shared network which enables access to hyperlinks related to DEC policies and updates to be made as required.

Consultation and implementation process

We have developed a set of procedures that meets the needs of the school community and has their support until the review date in 2013. A process of consultation has been undertaken with all staff, parents through the P&C and students through the SRC and focus groups.

This procedures document was reviewed in 2013/2014 and some modifications were made.

2 A values framework for the policy - DEC Core Values

Effective procedures relating to the management of students and the delivery of quality teaching and learning need to be framed around the Core Values of all NSW Public Schools, which are detailed below.

INTEGRITY	Being consistently honest and trustworthy.
EXCELLENCE	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and lifelong learning.
RESPECT	Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
RESPONSIBILITY	Being accountable for your individual and community's actions towards yourself, others and the environment.
COOPERATION	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
PARTICIPATION	Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
CARE	Concern for the well-being for you and others, demonstrating empathy and acting with compassion.
FAIRNESS	Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
DEMOCRACY	Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

3 The Core Rules for student behaviour in the NSW DEC

Core Rule	Summary of intervention procedures at CHHS
<p>All students are required to:</p> <p>1. Attend school each day unless they are legally excused and be in class on time and prepared to learn.</p>	<p>1. Rolls marked in the morning.</p> <p>2. Explanation of absences required in seven days.</p> <p>3. Written notification of unexplained absences sent to parents</p> <p>4. LST follows up on high absences and liaises with Student Advisers and parents where required.</p> <p>5. All staff record whole day and fractional student attendance on Sentral. HT will communicate with parents via <i>Notification of truancy</i> letter. DP will monitor and manage repeat offenders and issue <i>Breach of school behaviour code</i> letter.</p>
<p>2. Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.</p>	<p>6. School Uniform, including covered shoes to be articulated in student information and monitored by all staff.</p> <p>7. Refer students who are regularly out of uniform to the nominated HT for intervention (record on Sentral, phone parents). Repeat offenders referred to the HT Welfare for student assistance and/or the DP for further intervention including sending <i>Breach of school behaviour code letter</i> on Sentral.</p>
<p>3. Behave safely, considerately and responsibly, including when travelling to and from school.</p>	<p>8. Senior Executive complete bus duty in the afternoons and liaise with bus companies as required.</p> <p>9. Head Teachers are rostered on for morning duty which includes monitoring student behaviour as they enter the school. All breaks are supervised by staff that reinforce rules and intervene if needed.</p>
<p>4. Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions/learning.</p>	<p>10. Class teachers monitor student behaviour in class, managing intervention where needed and referring to the faculty Head Teacher for support with continued misbehaviour.</p> <p>11. Head Teachers refer students after faculty intervention to Deputy Principal, if students have developed a pattern of misbehaviour or engaged in serious misbehaviour.</p>
<p>5. Treat one another with dignity and respect.</p>	<p>12. Dignity and respect are modeled by staff in the classroom and playground and are reinforced through the 4 C's, on assemblies and through the awards system.</p> <p>13. Disrespectful behaviour towards others is managed by every teacher "are you being respectful?" and "at school, we speak to each other in a respectful manner".</p> <p>14. A pattern of disrespectful behaviour is referred to the HT for intervention and if this is unsuccessful, referred to the DP.</p>
<p>6. Care for property belonging to themselves, the school and others.</p>	<p>15. Students are expected to manage their own belongings and apply the "hands off" rule in relation to other people and their property</p> <p>16. Students who are suspected of stealing or damaging other people's property (including the school's) are to be referred to the HT for investigation and then the DP for further investigation and action if proven.</p>
<p>7. Behaviour which infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated.</p>	<p>17. All staff have responsibilities for intervening to stop harassment and bullying and to record their intervention on Sentral. Repeat offenders should be referred to the HT Welfare who will intervene, record on Sentral and refer to the DP if the behaviour continues after intervention.</p> <p>18. Illegal behaviour (weapons, alcohol, drugs) should be reported immediately to the DP/P.</p>

4 The CHHS Code of Behaviour – the 4 C’s

Coffs Harbour High School is a community of students, teaching staff, school administrative staff and many voluntary helpers. To gain the greatest benefit from all that this school has to offer, all members have an obligation to themselves, their friends and those who support them to behave in an acceptable and appropriate manner.

At Coffs Harbour High School, we value and respect the 4 C’s...

- **Care**
- **Commitment**
- **Courtesy**
- **Cooperation**

As a member of Coffs Harbour High School I am required to develop acceptable behaviour by following the 4 C’s.

“CARE” means:-

- ☺ being sensitive to other people’s feelings
- ☺ managing conflict with other people
- ☺ being honest with myself and others in the School Community
- ☺ handling equipment/books/material in a responsible manner eg, no vandalism or graffiti
- ☺ taking pride in my school - eg, wearing school uniform.
- ☺ being responsible for my own actions and accepting the consequences

“COURTESY” means:-

- ☺ being well mannered
- ☺ acting in a pleasant manner
- ☺ showing respect for myself, my peers, teachers and my school

“COMMITMENT” means:-

- ☺ working to the best of my ability
- ☺ bringing correct equipment to class
- ☺ handing assessment work in on time and completing homework
- ☺ being organised and prepared for class
- ☺ attending school and every lesson on time

“COOPERATION” means:-

- ☺ paying attention in class
- ☺ following instructions of teachers and others in authority
- ☺ being able to work in a group situation
- ☺ being in the right place at the right time

5 Summary of general responsibilities of teachers in relation to student well-being and behaviour management at CHHS (go to Code of Conduct for more details)

TEACHING AND LEARNING

Classroom teachers are responsible for planning, managing and evaluating the learning environments in which they teach. When lessons are fun, engaging and meet students' needs, poor behaviour is less likely to occur. Specifically, teachers are responsible for:

- Adhering to the DEC Code of Conduct for employees in their work
- Following syllabus requirements set by the BOSTES and liaising with Faculty Head Teachers to develop appropriate teaching and learning programs
- Building positive relationships with the students they teach
- Modeling respect and responsibility in their communication style
- Understanding and catering for differing learning styles of students
- Planning for differentiation in curriculum delivery to cater for differing levels of student achievement
- Attend to their own professional development needs and continue to look for smarter ways to engage students and manage their learning environment.

ANGRY OR VERY UPSET STUDENTS

Teachers need to be able to **recognise when a student could potentially put themselves or others at risk** because they are in a highly emotional state. Students who have had significant trauma, violence or family conflict in their early years become "hard wired" for a high stress response, which often involves anger, swearing, threats and violence. Substance abuse (particularly alcohol or cannabis) can have the same effect for adolescents. They find it difficult to take directions and if confronted will become oppositional. Whilst this type of behaviour is in breach of DEC rules, we as an educational service for young people need to be able to put strategies in place to identify and then minimise risk to ourselves and the student.

Students who are upset and angry lose problem-solving and negotiation skills. They operate in their frontal lobe and will want to fight or flee. Stay calm, give them choices. Do not "keep on at them" or "back them into corners". Think of their brain as a half peeled onion with the conflict resolution and problem-solving parts of the brain missing and only the capacity for survival (fight or flight) remaining (frontal lobe).

Specifically, teachers need to:

- Recognise students in your class or in the playground who have the capacity for explosive angry outbursts. Avoid "winding them up" and always act to diffuse their anger and attempt to de-escalate conflict
- Use strategies such as: voice low and slow, step back, go to the side, avoid direct eye contact, stay calm, give the student an instruction and repeat it calmly – "sit down, book out, quiet please"
- Avoid direct confrontation or getting into arguments about whose fault the behaviour is. Say "was your behaviour safe?" or "were you showing respect towards others?"
- Never block a doorway to prevent an angry student from leaving. Allow them to go, send a note to the HT and record their leaving in your roll
- Allow a student to show a red Time Out card and leave without interrogation or additional demands. Record on Sentral at your earliest opportunity and add any concerns you have for the Case Manager to follow up.

5 Summary of general responsibilities of teachers in relation to student well-being and behaviour management at CHHS (*go to Code of Conduct for more details*) (continued)

CHILD PROTECTION

Classroom teachers need to protect themselves against vexatious allegations made by students. In general once teachers know their students they can often recognise warning signs and put strategies into place. Students who have a history of abuse or family conflict are vulnerable to misunderstanding the student/teacher relationship and may become overly reliant or dependent on the teacher.

Teachers are encouraged to build positive relationships with students and show an interest in their lives, however they need to be careful not to “rescue” students repeatedly and solve their problems for them. If students seek support from a teacher for non-class- related issues, teachers need to consider themselves as a **coach or mentor who helps the student to plan and meet their own goals**, developing resilience along the way.

Specifically teachers need to:

- Manage the learning environment in the classroom to ensure it is safe and productive for students
- Report any concerns about student achievement to the Head Teacher and LST/Welfare Teams
- Report any concerns about student well-being or safety to the Principal/Deputy Principal as per their responsibilities within current Child Protection legislation
- Avoid being alone with a student. Conduct 1:1 conversation with open classroom doors and in corridors if possible. Do not drive only one student in your car, give students gifts which may make them feel that they have a special relationship with you and do not conduct home visits.
- Stay on the other side of the desk to the student when assisting students with their work. In small senior classes when only one student is present, consider moving to a public space ie, library and stay behind your desk.
- Keep students out of staffrooms. These are areas for staff to work, relax and communicate with colleagues and it is not appropriate for students to be in this area.
- Ask permission to touch a student ie, to correct a technique in PE or use a tool in TAS
- Avoid getting overly involved in students’ personal lives. Practise protective interrupting to prevent students disclosing inappropriate information publically “just stop there please, we will continue this conversation at lunch time with the HT/DP/P/DSC”
- Inform students before they disclose (where possible) that you have a mandatory responsibility to refer to the Principal along with Student Well-being Unit or DOCS if you suspect they may be at risk of harm or involved in illegal activity.

6 Classroom Management Strategies

PROACTIVE STRATEGIES

- Curriculum tasks matched to ability so that all students can achieve
- Monitor interest level of students and change activity if necessary
- Outline tasks for the lesson at the beginning with a list on the board to assist students to focus and stay on track
- Clearly display classroom rules, consequences and responsibilities
- Establish and maintain clear rules and routines (line up, chewing gum in bin, sit quietly, book, pens ready)
- Establish a quick start activity (or do now task) which is written on the board and is a 5 minutes easy task to start the lesson and get students working and settled quickly
- Give explicit directions and instructions only when class is quiet and settled. First 20 minutes is prime learning time
- Provide tasks for early finishers
- Build positive relationships “how did the game go on the weekend?”
- Focus on moving forward, differentiate between the child and the behaviour

STRATEGIES FOR MAINTAINING ON -TASK BEHAVIOUR

- Scan classroom, praise the on-task behaviour of students near a non-compliant student
- Move around the room
- Remind class of expectations when setting up activities (hands up if you need help, working quietly)
- Remind class of how much time is left
- Restate directions to class
- Change activity to promote interest and engagement
- Tactically ignore low level, attention seeking behaviour, redirect student to learning

STRATEGIES TO REDIRECT STUDENT TO ON TASK BEHAVIOUR

- State desired behaviour “start your work now” and move away
- Reflective questions “what do you need to get started?”
- “Can you work quietly or do you need to move?”

7 FLOW CHART illustrating the management of student behaviour and the levels of intervention of Teachers, Head Teachers, Deputy Principals and Principal in the classroom

Classroom related misbehaviour including:

- Off task, out of seat, disrupting others, talk when teacher is talking, chewing gum, iPods, phones

CLASSROOM TEACHER

In relation to **managing classroom behaviour**, teachers may utilise a range of strategies including:

- Short verbal cues to direct student learning and attention
- Non-verbal cues to redirect student attention (point to class rules, reposition yourself closer to the student, point to the task)
- Verbal reminder of rules, utilizing 3 strikes
- Verbal warning of consequences of breach of rules and teacher intervention
- Range of teacher intervention including moving the student in the room, giving the student time out of the room/activity for a defined period of time ie 10 minutes.
- Detain the student in break times to catch up on work missed due to misbehaviour (this may only be for ½ allotted break time – students must have time to eat and go to toilet)
- contact parents through phone call and record on Sentral
- refer student to Head Teacher for persistent misbehaviour and record on Sentral if the behaviour does not stop after a period of intervention (perhaps 3-5 lessons)

Pattern of classroom misbehaviour after class teacher intervention and parent contact including:

- a pattern of continued disruption, ignoring warnings, failure to complete detention or the first incidence of high level disruption or behaviour which is highly likely to cause harm to someone

HEAD TEACHER

Head Teachers are responsible for supervising and managing teaching and learning in their faculty. Specifically their role is to:

- Support classroom teachers and manage referrals from them in relation to student well-being and behaviour. Interview students; build an intervention plan including detention or withdrawal from class for a period of time. Negotiate re-entry into class with teacher
- Implement faculty blue book to monitor behaviour of student causing concern in the faculty
- Send 'Faculty *Letter of concern*' to parents through Sentral
- Interview students and collect statements from those involved in serious breaches of school rules
- liaise with and refer to DP, students who are not responding to HT intervention

Critical incident, serious breach of DEC and CHHS Code of Behaviour or pattern of classroom misbehaviour after HT intervention including:

- student not responding to HT intervention including Faculty monitoring (blue) book after 2 weeks
- verbal or physical abuse directed towards teachers or students
- dangerous behaviour including possession of or threatening others with weapons or objects used as weapons
- suspected drug -induced violence or behavior

DEPUTY PRINCIPAL/PRINCIPAL

Deputy Principal is responsible for applying the school's SWBM procedures and referral/liaison with outside agencies. The Principal's role is to manage critical incidents and very serious misbehaviour.

Specifically the role of the DP/P role is to:

- Investigate incidents, interview students, make judgments and apply procedures to monitor student behaviour including red, green and yellow cards, communicate with parents and impose consequences including suspension

2014 Target

Reduce disruptive classroom behaviour from students

Outcomes	Enhanced monitoring of student behaviour causing concern and implementation of early intervention mentoring and coaching from Head Teachers and other interested staff
Resources	Training of Head Teachers and interested staff in effective mentoring and coaching, in order to build positive professional relationships with students
Strategy	Modify and strengthen existing procedures in relation to management of student behaviour in the classroom

Class room teacher manages classroom environment

- Establish and reinforce classroom rules and routines
- Manage learning environment including seating plans
- Implement student behaviour management as required ensuring consistency and equity
- Manage intervention strategies for student behaving poorly including three warnings, time out, detentions, parent phone call
- Record interventions on Sentral, choose 'further action required' for issues which need follow up

Head Teacher's role in supporting teachers and students when there is a pattern of poor classroom behaviour may include:

- Review Sentral entries and discuss difficulties with staff
- Investigate the issue by interviewing the student and discussion with the teacher
- Contact the parent by phone to inform them of a pattern of poor behaviour
- Implement intervention including withdrawal, senior class placement, class change, faculty card
- Refer student for Yellow Card Monitoring to HT responsible for that cohort
- HT responsible meets with student, sends letter 'Student placed on Monitoring Card' and organises mentor for student to report to each day
- Record on Sentral – student on Yellow Card

Deputy Principal's role in supporting staff and students where there is a pattern of poor classroom behaviour

- Liaise with Head Teachers regarding students who have not responded positively and modified poor behaviour after a period of 3 to 4 weeks on Yellow Card
- Interview student, phone parent and issue Formal Letter of Caution
- Discussion at LST to investigate support strategies and pathways for the student
- Student placed on Deputy Monitoring, pending suspension
- Implement support and intervention strategies including suspension

Mentoring project - Procedures for effective mentoring of student on Yellow Card

1. Initial meeting with student - establish relationship, identify strengths, areas for improvement, family background, social support, behaviour under stress, consequences at home etc.
2. Establish reporting in routine. Before school and each break is preferred to enable small steps to be put into place and reinforced. Some mentors may choose to provide the student with a copy of their timetable.
3. Establish some goals. Circle priority areas on the card ie “follow directions of teachers”. Discuss reward strategies (merits, canteen voucher etc).
4. Meet with the student several times during the day. Discuss each lesson and use a problem solving approach when there are issues. Discuss and try to reinforce students’ taking responsibility for their choices.
5. Contact parents to discuss progress, areas where support is needed.
6. Check that student has work in their books and has pens to work with.
7. Liaise with nominated HT for support and if you feel that your intervention has not had an impact after three weeks.

Caution...

1. Avoid being alone with the student in a room out of view of others, talk in corridors or outside. If in a classroom, stay on your side of the desk.
2. If you have any indications that the student may be at risk of harm from home or at school, refer to DP/P promptly.
3. Do not provide your personal phone numbers or encourage any contact outside of school hours.
4. Avoid getting into discussions which blame others. Reinforce that the student cannot change other people’s behaviour, but they can control their own choices. Try to focus on what the student has done.
5. Students will say “the teacher hates me/picks on me etc.” Say “what does the teacher want?” Try to build a picture in their heads about a settled classroom environment and a happy teacher! Reinforce that the teacher has the responsibility for all students in the class, build empathy, etc.
6. Avoid getting too involved in their family or social problems, focus on behaviour choices at school.

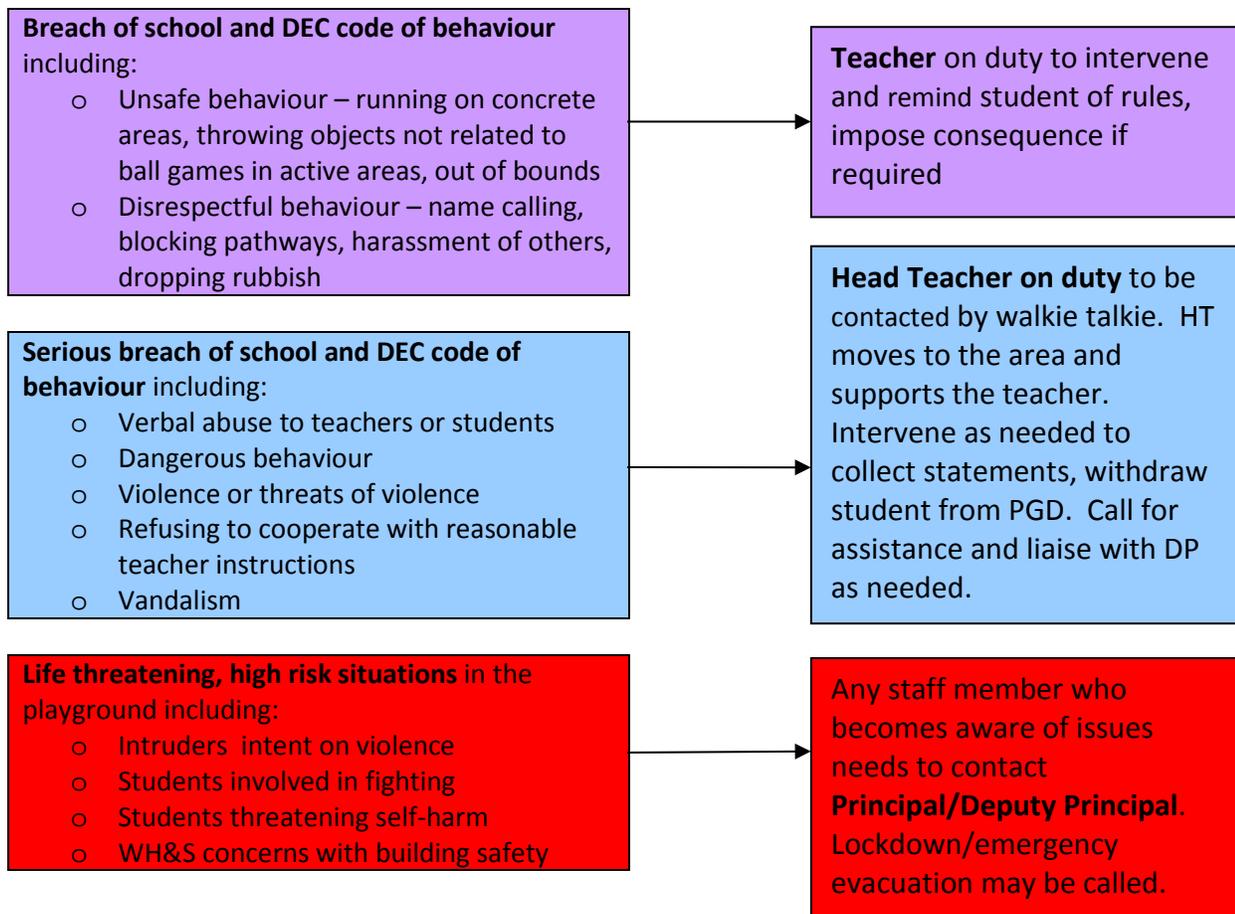
8 FLOW CHART illustrating the management of student behaviour and the levels of intervention from the Teacher, Head Teacher, Deputy Principals and Principal in the playground

It is the teacher's responsibility to report to playground duty on time and actively supervise by moving around in their assigned area and manage any breach of school and DEC code of behaviour. If a student is injured they should be sent to sick bay with a note or in the case of more serious injuries, the student should not be moved and the office called to move to the student/ phone ambulance etc as required.

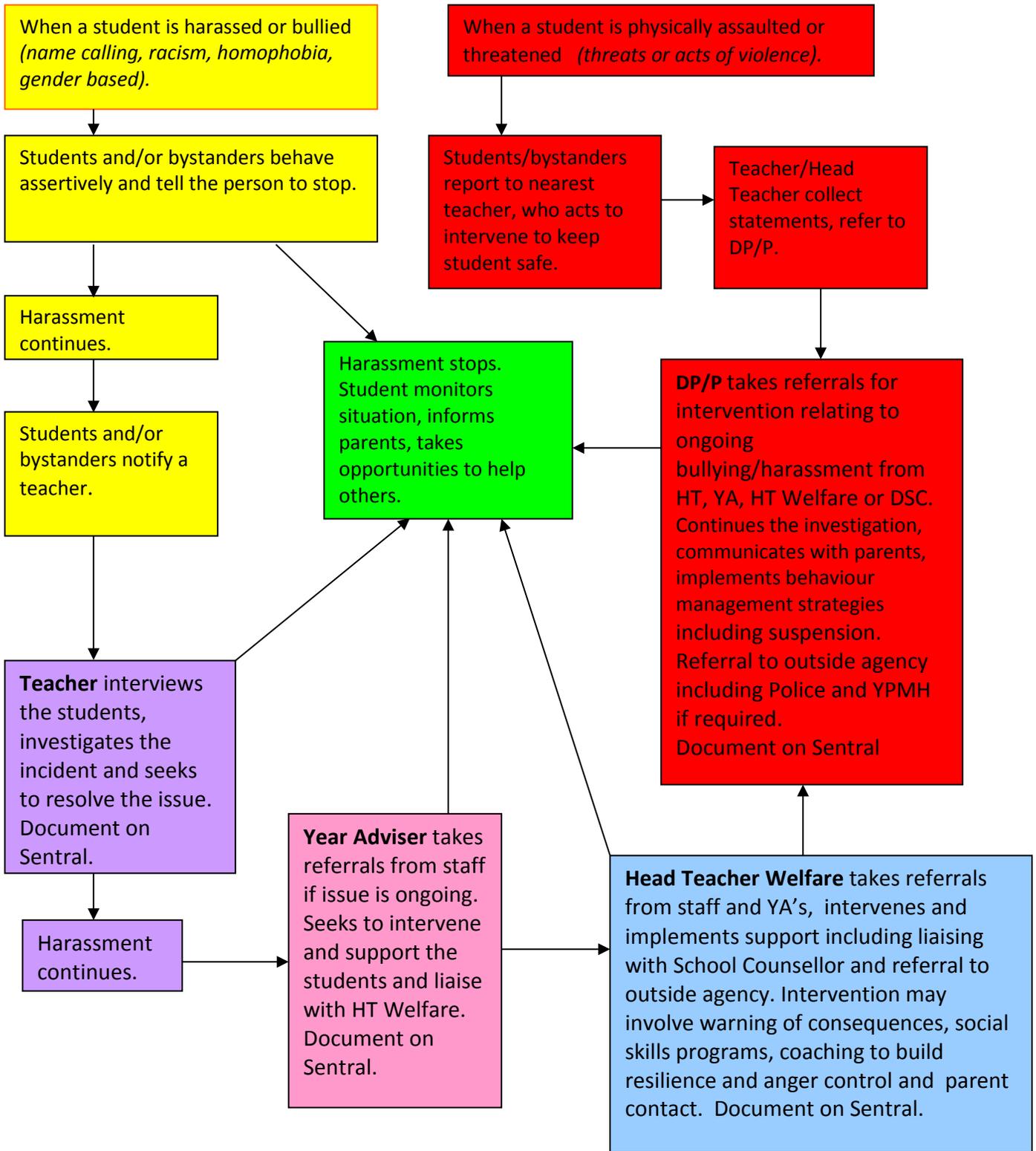
Teachers and Head Teachers should carry their walkie-talkies at all times when on duty.

It is the Head Teacher's responsibility to circulate around all of the playground areas, check that staff are in the right supervision area and support staff to manage any breach of school and DEC code of behaviour. It is the Head Teacher on Duty's responsibility to follow up with a student who is injured and ensure that "Accident to school student" paperwork is completed.

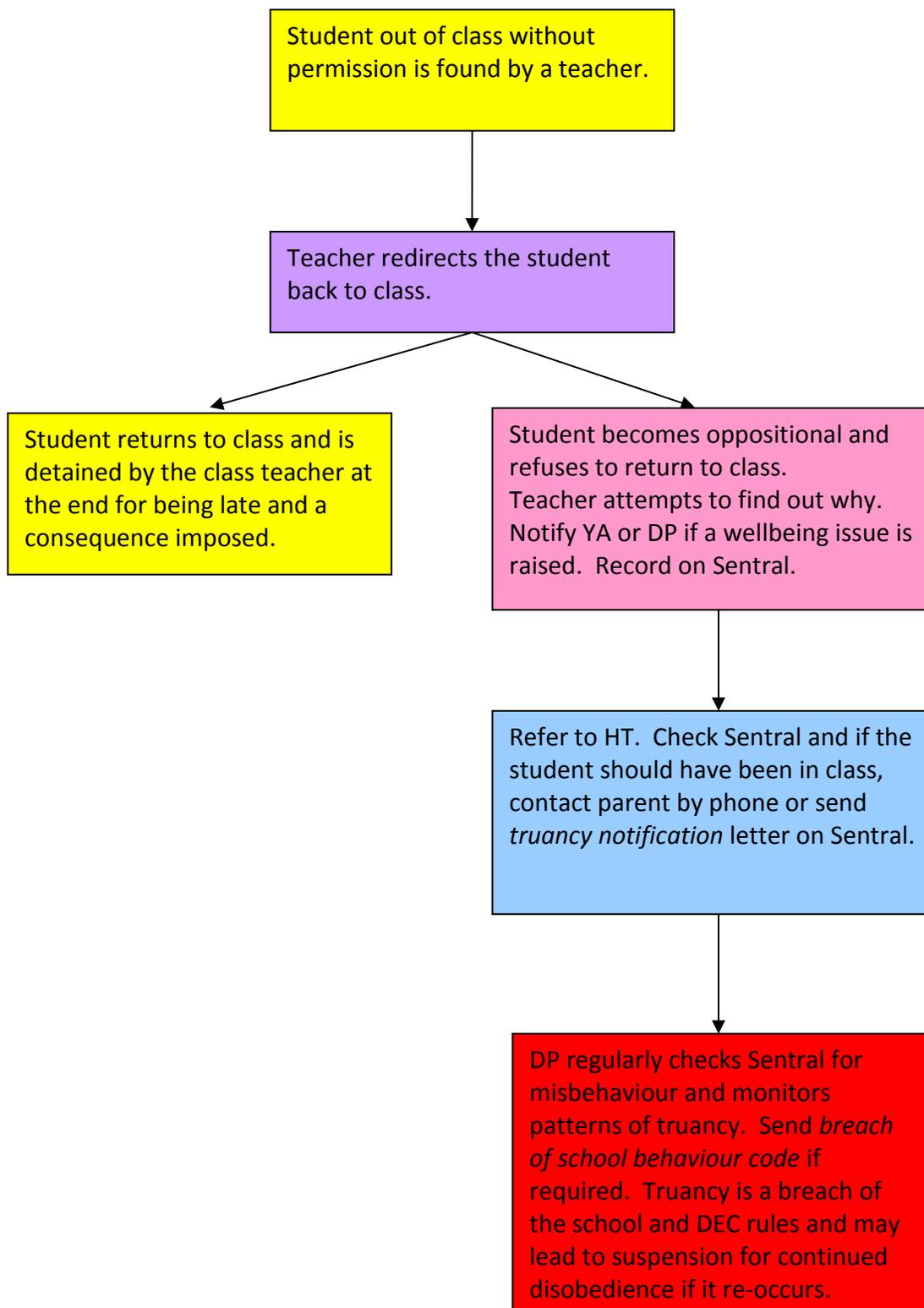
PGD can be a positive experience and is an opportunity for teachers to interact positively with students in a less formal setting than in class. Inevitably there will be some students who breach school and DEC code of behaviour, and teachers should use the following guidelines:



9 FLOW CHART of anti-bullying procedures



10 Summary of procedures relating to truancy



11 Summary of areas of student behaviour aligned with appropriate Sentral letter by Teacher, Year Adviser, Head Teacher, Deputy Principals and Principal

No.	Letter on Sentral	Issued/signed by
CAUTION/SUSPENSION/EXPULSION		
1	Expulsion from school	Principal/DP
2	Long Suspension	Principal/DP
3	Short Suspension	Principal/DP
4	Letter of Caution	Principal/DP
5	Warning of expulsion non participation 17 years	Principal/DP
6	Formal letter of expulsion non participation 17 years- Initial advice	Principal/DP
7	Formal letter of expulsion non participation 17 years- Decision	Principal/DP
8	Warning of expulsion behaviour	Principal/DP
9	Formal letter of expulsion behaviour- Initial advice	Principal/DP
10	Formal letter of expulsion behaviour - Decision	Principal/DP
ASSESSMENT TASKS/PERFORMANCE		
11	HSC Warning Letter 1	CRT/HT
12	HSC Warning Letter 2	CRT/HT
13	HSC Warning Letter 3	CRT/HT
14	HSC N Award notification	Principal/DP
15	Preliminary Warning Letter 1	CRT/HT
16	Preliminary Warning Letter 2	CRT/HT
17	Preliminary Warning Letter 3	CRT/HT
18	Preliminary N Award Notification	Principal/DP
19	ROSA Warning Letter 1	CRT/HT
20	ROSA Warning Letter 2	CRT/HT
21	ROSA Warning Letter 3	CRT/HT
22	ROSA N Award Notification	Principal/DP
STUDENT BEHAVIOUR/WELL-BEING		
23	Referral to HSLO	HT Admin/DP
24	Letter of concern attendance	HT Admin
25	Truancy notification	HT
26	Sport Truancy notification	Sport Organiser
27	Letter of concern in a subject (equipment, homework, behaviour, participation)	CRT/HT
28	HT Monitoring – Student Well-being – Student placed on Yellow Monitoring Card	Head Teacher
29	HT Monitoring - Breach of School Behaviour Code Student placed on Yellow monitoring card	HT
30	DP Monitoring – Breach of School Behaviour Student placed on Orange monitoring card	DP
POSITIVE RECOGNITION		
30	Working well	CRT/HT
31	Improved behaviour and effort	YA/DP/HT

12 BEHAVIOUR MANAGEMENT AND SUPPORT FOR STUDENTS AT RISK OF NOT ACHIEVING AT SCHOOL

<p>Risk factors Students identified as having some or more of these risk factors may be referred to LST/Welfare/Executive where they will be assigned a Head Teacher and Mentor.</p>	<ul style="list-style-type: none"> ○ Recognised learning disability ○ Low levels of achievement ○ Poor concentration ○ Poor organisational skills ○ Low self-worth/self-esteem ○ History of self-harm 	<ul style="list-style-type: none"> ○ Poor attendance ○ Homelessness ○ Family conflict ○ History of violence or abuse ○ Substance abuse ○ Victim of bullying 	<ul style="list-style-type: none"> ○ Persistent misbehaviour ○ Attention-seeking ○ Oppositional when confronted ○ Impulsive ○ Explosive when angry ○ Bullying 		
<p>HT/Deputy Oversees the support for the student including regular contact and supervision of monitoring book/card. Communication with parents with regular phone and interview contact. Development of management plan for the student including School to Work planning. Communication with staff via meetings and SENTRAL.</p>					
<p>Mentor Teacher or SLSO nominated by student as being someone who they are comfortable in talking to and they find to be helpful in planning and achieving tasks and goals. The Mentor is prepared to spend a few minutes per day talking with the student and helping them to focus and plan to overcome difficulties.</p>					
<p>Funding Support OoHC Recognised learning disability</p>	<p>Red Card</p> <ul style="list-style-type: none"> ○ Potential for serious disruption to class or danger to self or others including the teacher ○ Needs time out to help them to manage their behaviour 	<p>Yellow Card</p> <ul style="list-style-type: none"> ○ Classroom disobedience across a range of subjects ○ Truancy ○ Social difficulties ○ Unsettled or underachieving in class 	<p>Blue Card</p> <ul style="list-style-type: none"> ○ Faculty monitoring book ○ Students who are having difficulty meeting learning or behaviour expectations in class ○ Students with poor attendance in a subject 	<p>Orange Card Deputy Monitoring</p> <p>On notice of suspension</p> <p>Persistent disobedience across a range of subjects.</p>	<p>Green Card Deputy Monitoring</p> <p>Return from suspension</p>
<p>Managed by School Counsellor</p>	<p>Managed by DP's, DSC</p>	<p>Managed by Head Teachers Mentors</p>	<p>Initiated and monitored by Head Teacher</p>	<p>Managed by DP</p>	<p>Managed by DP</p>
<p>Optional identification card which may be discretely shown if required (ie. to casual teachers)</p>	<p>Student reports to case manager or mentor and is given an opportunity to calm down/refocus. CM uses their discretion whether to send the child back to class, keep them out of class or send them home. Record on Sentral.</p>	<p>HT responsibly for the cohort monitors Sentral and allocates a mentor teacher to support the student on yellow card for 3-4 weeks. HT sends letter and makes phone call home.</p>	<p>Head Teacher monitors the student in their subject and manages consequences for poor behaviour i.e. detention or withdrawal, until satisfactory progress is made. Referral to DP for continued disobedience if student doesn't improve.</p>	<p>DP makes phone call and issues letter.</p> <p>Student attends DP roll call.</p>	<p>Student attends DP roll call.</p>

13 SPECIFIC PROCEDURES RELATING TO BEHAVIOUR MANAGEMENT AND SUPPORT FOR STUDENTS AT RISK OF NOT ACHIEVING

Situation	Student's responsibilities	Teacher's responsibilities	Manager's responsibilities	Parent's responsibilities
Funding Support OoHC	<ul style="list-style-type: none"> ○ Inform their teacher if they are struggling with class work ○ Regular contact with the LAST 	<ul style="list-style-type: none"> ○ Refer student to Welfare/LST if they are not achieving in your class or you have concerns. ○ Make good use of SLSO's. 	<ul style="list-style-type: none"> ○ Allocate resources appropriately (LAST, SLSO, Norta Norta etc.) ○ Liaise with Welfare/LST CRT. 	<ul style="list-style-type: none"> ○ Keep the school informed of any changing issues ○ Participate in management plan.
Red Card	<ul style="list-style-type: none"> ○ Learn to recognise their warning signs of stress/conflict (breathing, pulse rate, edgy, feeling hot, sweaty, crying, anger, yelling, swearing, withdrawal) ○ Show card to class/PGD teacher and report straight to DP/HT/Mentor ○ Follow established plan (calm down, talk it over, plan ahead) ○ Implement plan ahead strategy (return to class, continue withdrawal, go home) ○ Cooperate with longer term interventions including Work Experience, Part time exemption, referral to Agency) 	<ul style="list-style-type: none"> ○ Build relationships with student in your class ○ Learn to identify students at risk of not achieving in your class ○ Attempt to de-escalate conflict (voice low and slow, step back, go to the side, avoid direct eye contact, stay calm, give the student an instruction and repeat it calmly – "sit down, book out, quiet please") ○ If student shows card allow them to leave. Make a note in your roll. ○ In your judgment if situation is redeemable, try a positive intervention ("that's a shame, we're doing some fun work on".) 	<ul style="list-style-type: none"> ○ Build relationship with students at risk and their parents ○ Conduct formal meetings with parents to identify risk and establish management plan (monitoring cards, part time attendance, work experience, going home when situation not redeemable) ○ When student reports, allow them to calm down (monitor breathing) ○ Talk it over and plan ahead. Implement plan ○ Record on Sentral ○ Liaise with Welfare/LST 	<ul style="list-style-type: none"> ○ Regular communication with Deputy ○ Ensure student has uniform, lunch, books for school. Send notes if they don't ○ Participate in management plan which may include liaison with outside agencies ○ Collect student from school if situation is not redeemable (most parents are happy to do this to avoid suspension)
Yellow Card	<ul style="list-style-type: none"> ○ Report to Mentor teacher each day 	<ul style="list-style-type: none"> ○ Complete card. Liaise with mentor teacher/relevant HT 	<ul style="list-style-type: none"> ○ Meet with the student daily and assist with problem solving strategies to improve behaviour 	<ul style="list-style-type: none"> ○ Sign card each day ○ Follow up issues with your child
Green Card	<ul style="list-style-type: none"> ○ Report to DP as per plan and follow conditions of card. ○ Present card to the teacher each lesson and request politely that they fill it out 	<ul style="list-style-type: none"> ○ Fill in book and liaise with DP as needed ○ Make a judgment about the students' effort for the whole lesson, not just a bad 5 minutes. Did they redeem any issues? ○ Record an unsatisfactory on Sentral 	<ul style="list-style-type: none"> ○ Monitor progress each day. ○ Plan strategies for success. ○ Intervention as needed (detention, planning meeting, suspension etc) ○ Check for an unsatisfactory on Sentral and if not, enter 	<ul style="list-style-type: none"> ○ Monitor progress and sign each day ○ Follow up issues with your child ○ Liaise with CM if any issues arise
Orange Card				

14 Explanation of marking system on monitoring books and cards

NAME: _____ **YEAR:** _____ **CARD NUMBER:** _____ **DATE:** _____

PERIOD	NAME OF TEACHER	CARE & COURTESY E S or U		COMMITMENT E S or U		COOPERATION E S or U			OVERALL RATING	COMMENT
		Respectful behaviour	Appropriate language	Bring equipment needed for class	Attend and arrive on time	Stay focused on learning	Follow teachers instructions	Listen during teacher talk		
R & R									Excellent Satisfactory Unsatisfactory	
1										
2										
3										
4										
Lunch										
5										
6										

PARENT SIGNATURE: _____ DEPUTY PRINCIPAL SIGNATURE: _____

15 Explanation of procedures relating to school uniform

The students of Coffs Harbour High School are very proud of their school and the wearing of the school uniform is an expression of this pride.

The wearing of school uniform is part of school policy at the request of the P&C Association. Wearing school uniform encourages pride, and improves school tone and conduct. It also provides greater security for students travelling to and from school. We rely upon the assistance of parents to keep students in school uniform.

Our school canteen can supply most school uniform items at very reasonable prices (excluding socks and shoes).

Junior Boys uniform (Years 7 to 10)

- Grey shorts or trousers.
- Mid blue-collared shirt with school logo.
- Navy blue knit jumper, fleecy jumper or jacket, all with school logo.
- White socks.
- Robust closed in black shoes.

Senior Boys uniform (Years 11 to 12)

- Grey shorts or trousers.
- White collared shirt.
- Navy blue knit jumper, fleecy jumper or jacket, senior jersey all with school logo.
- White socks.
- Robust closed in black shoes.

Junior Girls uniform (Years 7 to 10)

- Royal blue checked skirt, navy blue tailored shorts (of the style colour and length sold at the school canteen only) or royal blue trousers.
- Lemon blouse with logo (and sleeves).
- Navy blue knit jumper, fleecy jumper or jacket, all with school logo.
- White socks.
- Robust closed in black shoes.

Senior Girls uniform (Years 11 to 12)

- Royal blue checked skirt, navy blue tailored shorts (of the style colour and length sold at the school canteen only) or navy trousers.
- White collared blouse (with sleeves).
- Navy blue knit jumper, fleecy jumper or jacket, senior jersey all with school logo.
- White socks.
- Robust closed in black shoes.

15 Explanation of procedures relating to school uniform (continued)

Sport & PE uniform for boys and girls

- Royal blue sports shirt.
- Royal blue sports shorts.
- Joggers and white socks.
- Blue hat or cap recommended.

Optional extras for all students

- Plain navy track pants may be worn in cold weather or for sport and PE.
- Students may wear a white or same as shirt colour plain T-shirt under their shirts/blouses, no sleeves to be showing and all buttons must be done up.

Unacceptable Dress Code (these items are not to be worn to school)

- Board shorts.
- Blue jeans.
- Camouflage attire.
- Hoods.
- Black attire of any kind.
- Excessively baggy style clothing.
- Clothing with logos (other than school's), stripes or patterns.
- Excessive jewellery and/or make-up (the school will be the judge of "excessive").
- Open footwear. This is an occupational health and safety issue (includes sandals, thongs, scuffs and slip on shoes etc).
- Underwear that is visible outside clothing.
- Uniforms that show a "gap" between top and bottom clothing articles.
- Scarves, belts and hats that clearly are not in the spirit of our school uniform.

Footwear

Plain black robust closed in footwear must be worn at all times.

Open styles such as thongs, sandals, scuffs and slip-ons are not to be worn.

Students not wearing safe, closed-in footwear will be excluded from practical activities and the school playground.

Specialist Uniforms

An apron is compulsory for practical work in Industrial Arts and Food Technology. Aprons are available from the school canteen.

Uniform Pool

Some second-hand uniforms are available from the school uniform pool. Enquiries should be made to the front office.

16 Explanation of positive recognition and awards scheme

<i>Level of recognition</i>	<i>Academic</i>	<i>Social & Citizenship</i>	<i>Sport & Extra-curricular</i>
Participation	“Well done” <i>Posted into barrel and drawn by Year Adviser each fortnight. Students win \$5 canteen voucher.</i>	“Thank you” <i>Posted into barrel and drawn by Year Adviser each fortnight. Students win \$5 canteen voucher.</i>	“Had a go” <i>Posted into barrel and drawn by Year Adviser each fortnight. Students win \$5 canteen voucher.</i>
Bronze <i>Collated by students and presented by Year Adviser at Year Meeting. Students invited to attend Rewards excursion to Gold Coast Term 4 (Lunch reward @ school)</i>	5 AWARDS IN TOTAL FROM ANY CATEGORY		
Silver <i>Collated by students and presented by Year Adviser at Year Meeting. Students invited to attend Rewards excursion to Gold Coast Term 4. (Pizza Lunch – Canteen)</i>	Bronze + 5 Merit Awards from 3 subjects or more	plus 1 Merit Award for school service or helping someone	plus 1 Merit Award for excellent participation in a school team or event
Gold <i>Collated by students and presented by Year Adviser at Year Meeting or end of year Presentation Ceremony. Students invited to attend Rewards excursion to Gold Coast Term 4. (Movie Voucher)</i>	Silver + 5 Merit Awards from 4 subjects or more	plus 1 Merit Awards for school service or helping someone	plus 1 Merit Awards for excellent participation in a school team or event

16 Explanation of positive recognition and awards scheme (continued)

<p>Platinum</p> <p><i>Presented by Year Adviser at end of year Presentation Ceremony.</i></p>	<p>Gold + 10 Merits of any type</p>		
<p>Diamond Award</p> <p><i>Presented to Year 12 students at their Farewell Assembly for superlative commitment to school values and service to others.</i></p>			

—oo0oo—

17 Summary of student leadership and enrichment programs

PROGRAM	EXPLANATION
Student Representative Council (SRC)	Students from each year level are elected by their year group to form the SRC. The group meets during R & R and provides a student voice in school routines and procedures and supports cultural events including mufti days and socials.
Prefects	Students in Year 12 are elected by peers and form the senior leadership team who perform duties at school functions and provide leadership to fellow students
Excursions	Out-of-class experiences which enrich learning opportunities for students. They are an important part of our school culture and assist in the development of resilience, belonging, engagement and leadership.
Year 7 Enrichment Class	Students who are above average academically and recognised for their motivation and work ethic, together with their parents, have the opportunity to apply for a place in the Enrichment Class. The class aims to enrich and extend students in a supportive environment. Placements are managed by the HT Welfare.
Environment Representative Council	Students who have a commitment and interest in improving the local and global environment meet to plan events, communication and action around the school.
School Events/ Volunteering Club	A proposed new club for students who are interested in volunteering to assist in school events and jobs around the school. (Needs a catchy name <i>VIP</i> and some staff to run it!)
Self-Select Science	Students who are keen and interested in Science may apply for this class.

18 Summary of in school and DEC personnel and programs which support student well-being

POSITION	EXPLANATION OF POSITION, PROCEDURES AND REFERRAL
Learning Support Team	Teachers refer students to the LST team if they have concerns about their achievement levels, ability to learn or their engagement with learning. The LST may instigate a range of strategies including learning assessment, PLP, learning support from LAST, intervention from DSC, referral to CHLC, PCYC, Headspace, NORTEC, withdrawal groups and Work Experience.
Welfare Team	Consists of the 6 Year Advisers, Aboriginal Education Worker, HT Welfare and Home School Liaison Officer. The team meets weekly to formulate action plans to deal with issues such as school camps, enrichment activities, bullying, mental health and any issue challenging to our students.
Head Teacher Welfare	Leads the welfare team and coordinates pastoral care for students. Other roles include implementing school's anti-bullying program, supervising Year Advisers, managing welfare programs and procedures in the school; including student leadership and enrichment programs and student assistance, and acting as a link between parents and the school on issues affecting their child's welfare. Liaises with DSC and other staff as required.
School Counsellor (DSC)	As a teacher and psychologist, the DSC works with students with difficulties relating to disability, mental, social, physical or emotional health and liaises with staff as required.
Year Adviser	A teacher appointed by the Principal to take responsibility for managing communication, intervention strategies and administrative procedures relating to their particular year group. The Year Adviser is the first point of contact between the child's family and the school. The YA is a mentor, role model and advocate for the students. There is an expectation that the YA will stay with their year group throughout the 6 years of high school.
Learning and Support Teacher	The LAST manages programs and works with students experiencing difficulties with learning, including those on funding support. The LAST responds to needs identified by the LST and coordinates the SLSO's to provide support where needed. The LAST collaborates with the transition team.
Student Learning Support Officer (SLSO)	Under supervision and direction of a teacher, a SLSO is responsible to the Principal for providing assistance in school routines, classroom activities and management of students with disabilities and behaviour disorders.

18 Summary of in school and DEC personnel and programs which support student well-being (continued)

POSITION	EXPLANATION OF POSITION, PROCEDURES AND REFERRAL
Aboriginal Education Officer	Supports Aboriginal students in the school, manages leadership and intervention programs and liaises with staff as required.
Careers Adviser	Responsibilities include supporting students in their transition to work and managing alternative pathways in stages 5 and 6.
HT Admin/Rolls Office	Monitors student attendance and communicates with Parents when students have unexplained absences from school.
Home School Liaison Officer (HSLO)	The Home School Liaison Officer works with students with very poor attendance. Referral is made to Coffs Harbour Office using the HSLO referral form available on the intranet.
ESL Teacher	English as a second language teachers work with students on developing their English language skills. These students are often refugee students and this program is funded through the New Arrivals Program.
Out of Home Care program (OoHC)	Students who are in care are eligible for OoHC funding to help their transition to school and to support their learning needs. Applications are managed by the LST/Welfare team.
Sick Bay	Students who are unwell at school may be sent with a note to sick bay. Parents will be contacted and requested to collect students who are not well enough to return to class after one period.
Rock and Water	An intervention program for students needing support to manage their emotional health including anger and resilience.
Lovebites	A program for all Year 10 students that deals with domestic violence and sexual assault and aims to explore and identify safe and respectful relationships.
Work Experience	A program offered to all Year 10 for a one week intensive block in a workplace environment. Some students at risk of exiting school early may be involved in Work Experience for one day per week as negotiated with their parents and often with the assistance of Youth Connections.
SWAP	A program which aims to prepare young people for the workplace by developing skills in planning, problem solving, communication and experience in the work environment, usually for one day per week in Year 9. Students are referred through the LST.

18 Summary of in school and DEC personnel and programs which support student well-being (continued)

POSITION	EXPLANATION OF POSITION, PROCEDURES AND REFERRAL
WISP	In school work experience program for Years 7 and 8 for 2 periods per fortnight.
Student Well-being Unit	The unit aims to assist principals and workplace managers to identify and implement appropriate local responses to support the child, young person and their family where the risk of significant harm threshold is not met, (DOCS referral) but where there are concerns for the safety, welfare or well-being of the child or young person. The Child Well-being Unit can be contacted by telephone on (02) 9269 9400 from 8.00 am to 5.30 pm Monday to Friday.
Itinerant Support teachers (Vision, Hearing)	Non-school based staffs who are assigned to support students on their caseload. Referral is using Access Request data base on line and signed off by the School Counsellor, Principal, LST Coordinator and DGO.
Review Panels	Review panels are conducted by the Year Adviser and a HT/DP. They are meetings with students who are not meeting the school's expectations in relation to learning and/or behaviour. The panel leaders will determine which students are involved by analyzing data from SENTRAL, the LST and by communicating with teachers.
Canteen	The canteen is run by the P&C association and provides quality food and drinks for the school community.
Student Assistance scheme	Financial assistance for school related expenses is available to families experiencing difficulties with meeting costs. Applications are made through the HT Welfare.
ARCO	The Anti-Racism Contact Officer is available to manage complaints relating to racism at school. Their role includes advocacy, investigation and support and they liaise with staff as needed.
SRC/Prefects Coordinator	Supervises the SRC and Prefects.
Boatshed	Program run by the PCYC which involves six boys, usually Year 9, attending for one day per week and completing woodworking tasks.

19 Summary of interagency programs and positions which support student well-being

PROGRAM/AGENCY	EXPLANATION AND REFERRAL
Youth Pathways NORTEC	An agency funded by the Federal Government to provide intervention and support for young people at risk of leaving school early. Case Workers meet students at school or home and work with them to develop goals and skills and facilitate work experience and transition from school including to TAFE/employment programs.
Headspace	Youth Health Clinic located near PCYC in Bray Street for adolescents providing GP and Counsellor services.
Northern Kids Care	A support service for young people who live with a parent who has a mental illness. Case Workers can assist in liaison with the school and supporting the student as well as their family.
Young Person's Mental Health (YPMH)	A crisis intervention team who work with young people with severe mental health issues including a history of self-harm or psychosis.
DOCS	Department of Community Services In situations where the Principal believes that a child or young person is facing significant harm, a report to the DOCS Help line is required. Significant harm is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent. Working through the prompts on www.keepthemsafe.com.au will provide advice as to whether a report is needed.
Galambila	Aboriginal Medical Service providing medical services for Indigenous families.
PYLO	Police Youth Liaison Officer works with schools to provide education and support relating to the law.
Jetty Bunker	Refuge and crisis accommodation for young people aged 14 to 18.
LWOB, Wundarra, Burnside	Government funded agencies which support young people in State care.
PCYC	Coordinate Links to Learning programs. Run Boatshed, Girls program, Discovery program one day per week for referred students.

—oo0oo—