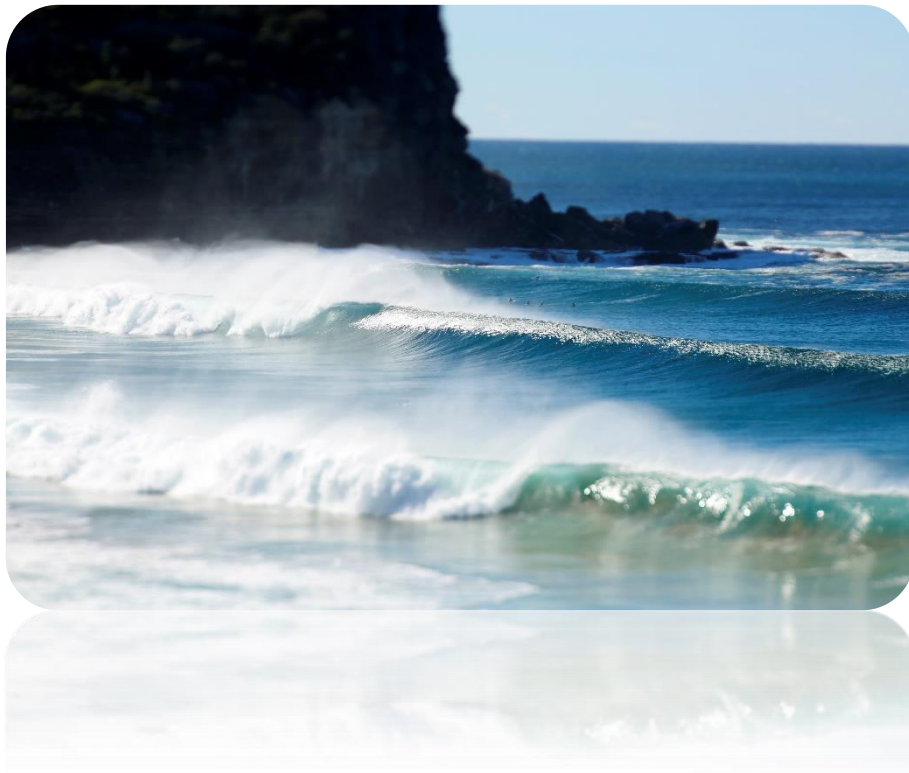


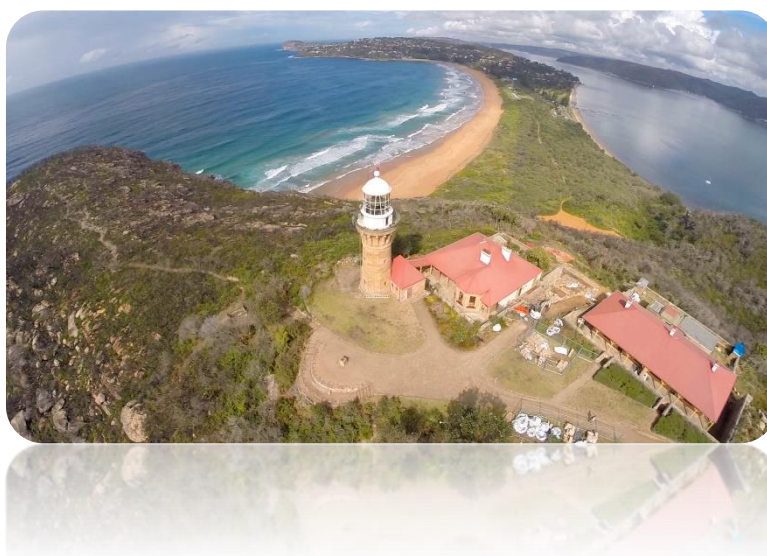
Barrenjoey High School



# Wellbeing, Behaviour & Academic Progress Support Policy

This document has been developed in accordance with the principles outlined in a number of relevant NSW Department of Education policies, procedures and framework, including:

- Student Discipline in Government Schools Policy  
<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>
- Behaviour Code for Students  
<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf>
- School Attendance Policy  
<https://education.nsw.gov.au/policy-library/policies/pd-2005-0259>
- School Uniform Policy  
<https://education.nsw.gov.au/policy-library/policies/pd-2004-0025>
- Drugs in Schools Policy  
<https://education.nsw.gov.au/policy-library/policies/pd-2002-0040>
- Bullying of Students: Prevention and Response Policy  
<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>
- Anti-Racism Policy  
<https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>
- Suspension and Expulsion of School Students Procedures  
[https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/suspol_07.pdf)
- Student Welfare Framework  
<https://education.nsw.gov.au/policy-library/policies/pd-2002-0052>



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## WELLBEING AT BARRENJOEY

Student wellbeing is of the highest priority both inside and outside the classroom. We want our students to develop resilience, a sense of identity and belonging and to graduate from Barrenjoey as confident, empathetic and responsible citizens. We encourage Barrenjoey students to aspire and strive to achieve the highest standards of learning and achievement of personal goals.

We recognise that student wellbeing is at the core of a positive behaviour framework and has significant impacts on the learning outcomes of students. Student wellbeing is the responsibility of all staff at Barrenjoey High School. In addition, the Wellbeing Team operates to focus specifically on providing a safe and supportive environment for all our students.

## BARRENJOEY WELLBEING TEAM

Student wellbeing is the responsibility of all staff at Barrenjoey. In addition, a wellbeing team operates to focus specifically on providing a safe and supportive environment for all our students.

The wellbeing team consists of the following members:

- Head Teacher Wellbeing
- Year Advisors and Assistant Year Advisors
- Principal
- Deputy Principals
- Head Teachers of year group
- School Counsellors
- Learning and Support Teacher
- Head Teacher Learning & Engagement
- Home School Liaison Officer
- Anti-Discrimination/Anti-Racism Officer
- Youth Worker

Roles and responsibilities may consist of, but are not limited to:

### *Head Teacher Wellbeing*

- Lead the Wellbeing Team within in the school
- Chair, attend and minute wellbeing meetings and liaise with team to case manage specific students, particularly those with significant welfare issues
- Initiate professional learning opportunities for the Wellbeing Team and whole staff through staff development days and other learning opportunities
- Assist Year Advisors and Assistant Year Advisors in initiating and running whole year welfare programs in the areas of social resilience (Years 7 & 8), positive choices (Year 9 & 10) and academic resilience (Years 11 & 12).
- Manage the Barrenjoey Merit system
- Develop and oversee management systems for wellbeing, particularly the use of Sentral.

### *Year Advisors (YA) and Assistant Year Advisors (AYA)*

- Oversee, monitor and support their year group from transition Years 6-7 to the end of Year 12.
- Staff report welfare concerns to YA in the first instance (except for mandatory reporting issues)

- Generate progress reports where necessary and work with team for remedial action
- Run regular year meetings
- Organise camps and other specific welfare programs
- Act as the first port of call for parents with any enquiries or concerns regarding their child's welfare
- Assist with social and ceremonial activities such as graduations, award presentations and online year group communications
- Provide induction to new students
- Attend wellbeing team meetings and work with the team to address specific welfare needs of particular students
- Work with the Head Teacher Administration to arrange classes in transitioning each year

#### *Deputy Principals*

- Take responsibility for three year groups each (7, 9, 11 and 8, 10, 12).
- Case manage students with significant wellbeing, behavioural and attendance issues (DP Orange Card Contract) through meetings with students, parents and outside agencies such as medical professionals

#### *Head Teacher Year Group*

- Support Year Advisors in all their activities from transition Years 6-7 to the end of Year 12
- Support Wellbeing Team with a focus on providing disciplinary support for the year group, leaving YA to focus on welfare
- Attend all year meetings and ensure teaching staff assigned to year group attend as needed
- Attend all camps and other year activities
- Work with the Wellbeing Team to case manage particular students in the areas of uniform, attendance and behaviour, including liaising with parents and overseeing students on HT Blue Card Contracts.

#### *School Counsellor*

- Work with Wellbeing Team to support individual students, parents and families
- Develop proactive wellbeing initiatives to address identified issues in the school
- Provide professional learning on welfare issues to the Wellbeing Team and whole staff
- Liaise with external agencies in the identification and support of individual students
- Work as a conduit between the Wellbeing and Learning Support teams
- Work with Learning Support on annual NCCD process

#### *Learning Support Team*

- Attend Wellbeing Team meetings and act as a conduit between the Wellbeing and Learning Support Teams
- Work with the Wellbeing Team to assist identified students with welfare related learning support needs such as disorganisation and anxiety
- Support students in applying for and managing disability provisions
- Coordinate the annual NCCD process

#### *Home School Liaison Officer*

- Act as external liaison for the school in case management students with attendance issues
- Attend Wellbeing Team meetings to update the team on ongoing cases and provide general advice about non-school pathways for students
- Assist the school in the development of attendance policies



### *Head Teacher Learning & Engagement*

- Monitor attendance of students regarding truancy and lateness
- Provide regular reports to Wellbeing Team for review
- Liaise with Wellbeing Team to identify and provide support for students with engagement issues
- Liaise with parents in relation to low level issues
- Refer to Head Teacher Year Group and DP sustained or serious issues in truancy or attendance

### *Anti-Discrimination/Anti-Racism Contact Officer*

- Hear complaints from students and staff regarding discrimination
- Facilitate identified written complaints on the appropriate paperwork
- Attempt to resolve these complaints and/or give appropriate advice on action which can be taken
- Pass on written complaints, if deemed necessary, to the appropriate person (eg. DP)
- Help develop an anti-discrimination ethos in the school by receiving relevant anti-discrimination material and distributing it amongst staff members for use and understanding and presenting to students through year meetings and assemblies

### *Youth Worker*

- One-on-one student support after referral from Head Teacher Wellbeing or Year Advisor
- Runs small support groups targeting students in need
- Referrals to external agencies to provide targeted support for students beyond the school environment
- Liaison with external agencies to develop resources and contacts to inform and support the Wellbeing Team and students



## WELLBEING PROGRAM

Barrenjoey adopts a learning stage approach to developing student's social, emotional and academic wellbeing.

### *Stage 4: Social Resilience*

*Focuses on developing student social and emotional intelligence, conflict resolution and positive self-esteem.*

### *Stage 5: Positive Choices*

*Focuses on developing student awareness of the choices available to them and the implications of poor life choices. Encourages students to be proactive, safe and empathetic citizens.*

### *Stage 6: Academic Resilience and Success*

*Focuses on equipping students with the skills and knowledge to be engaged, independent and successful learners who can manage life's ups and downs.*



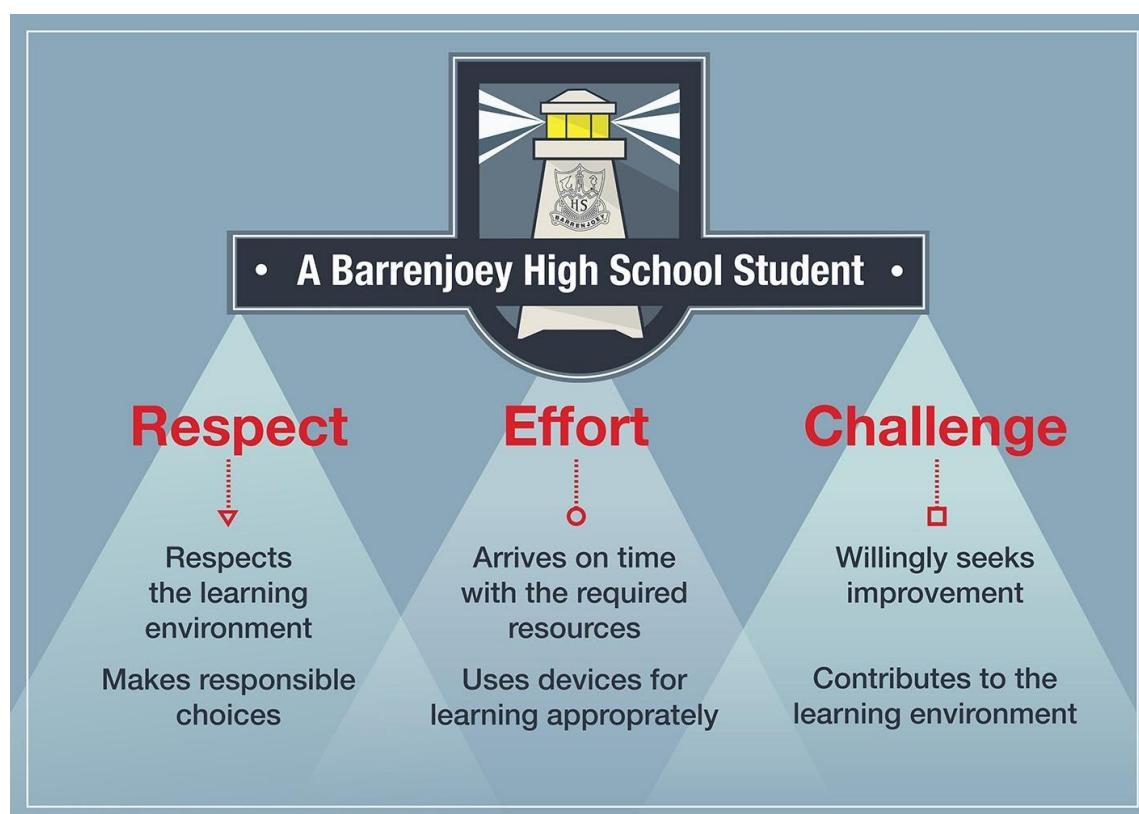
## POSITIVE BEHAVIOUR AT BARRENJOEY

At Barrenjoey we take pride in our unique and highly supportive school ethos. We employ the Positive Behaviour for Learning (PBL) model which is an evidence-based whole school process to improve learning outcomes for all students by promoting explicit positive behaviour expectations. Our motto of **Respect, Effort, Challenge** is embedded into every aspect of the school community.

While our PBL philosophy adopts a preventative approach to inappropriate behaviour, it is essential for our school community that everyone – students, staff and parents and carers – understand the consequences for inappropriate behaviour. We believe that students function best when expectations regarding rules and procedures are clearly communicated and consistently practiced.

We promote self-discipline and personal responsibility in our students and provide a clear set of consequences for behaviour that does not respect the rights of all students and staff to learn and work in a safe and supportive environment. There are also clear consequences and a support framework for those students whose behaviours impact on their own learning outcomes.

Our expectations for the learning environment reflect our motto of **Respect, Effort and Challenge** and are as follows:



Our expectations of positive behaviour are set out in this document in relation to:

- Student behaviour in learning spaces
- Student behaviour in all school spaces
- Student behaviour when off-site at sport or excursions
- Respectful relationships
- Attendance and lateness
- Uniform



## POSITIVE MERIT SYSTEM

At Barrenjoey we are proud of the achievements, participation and efforts of our students. Our merit system rewards positive behaviour, encourages improvement and sustained application to learning and acknowledges students' accomplishments across all fields of endeavour.

The Barrenjoey Merit System is a cumulative process throughout one academic year and recognises achievement at a number of levels, allowing all students to experience acknowledgement of success.

Teachers reward students who display core Barrenjoey values of **Respect, Effort, Challenge** with positive entries on our school management system Sentral. These may be given for, but are not limited to:

- Active participation in class
- Improvement in effort and application in course work
- Outstanding effort in an assessment or homework task
- Excellent achievement in school and community pursuits
- Compliance with school rules and teacher directions
- Positive interactions with students and teachers
- The wearing of exemplary school uniform
- Regular attendance

### Bronze Merit

Bronze Merit Awards are presented to students who gain a total of 15 positive entries. Students will be presented with a Bronze Merit Award certificate in front of their peers and a letter will be sent home to congratulate them and their parents.

### Silver Merit

Silver Merit Awards are presented to students who gain a total of 30 positive entries in one academic year. When students attain this award a letter will be sent home to congratulate the students and their parents. The Silver Merit Award will be presented by the Year Advisor and/or Head Teacher at a year group meeting.

### Gold Merit

Gold Merit Awards are presented to students who gain a total of 45 positive entries in one academic year. When students attain this award a letter will be sent home to congratulate the students and their parents. The Gold Merit Award will be presented by a Deputy Principal or Principal at a formal School Assembly.

### Barrenjoey High School Gold Medal

Barrenjoey High School Gold Medals are awarded to students who achieve a Gold Merit Award and complete the required number of REC Service Hours (see below). This award is presented at the Achievement Awards ceremony at the end of the year.

### Barrenjoey High School REC Trophy and Honour Board

Any student who gains a Barrenjoey High School Gold Medal for every year of their time at Barrenjoey High School will receive a Barrenjoey High School REC Trophy at the Year 12 Graduation and will have their name recorded on the Barrenjoey High School REC Honour Board.

## REC Service Hours

Students who wish to attain a Barrenjoey High School Gold Medal need to complete 8 service hours each year. Service hours are those spent working for the benefit of the school or community that do not have another value or award attached to it.

Examples of service hours could include:

Participation in school working bees

- Volunteer work at Barrenjoey events such as Night Markets or representing Barrenjoey at other local fetes or markets
- Representing Barrenjoey in the community for sport, arts, music or other pursuits
- Volunteer involvement in school events such as Orientation Day and Open Night
- Acting as a reader/writer for other students sitting exams

Students must take responsibility for recording their hours of service in their REC Service Hours booklet and ensuring a supervising teacher signs off for recognition of their service.

The following chart summaries the process:



## ACADEMIC AWARD SYSTEM

In addition to the Barrenjoey Merit System, Barrenjoey also celebrates and recognises academic achievement in connection with reports.

### Gold Academic Award: Excellence in Studies

Students who achieve a particular Grade Point Average (GPA) receive a Gold Award sticker on their half yearly and/or yearly reports.

- Year 7 and 8 – GPA of 4.3 or above
- Year 9 and 10 – GPA of 4.2 or above
- Year 11 and 12 – GPA of 4.1 or above

Students receiving a Gold Academic Award in their end of year report also receive an Excellence in Studies certificate, awarded at the Achievement Awards ceremony at the end of the year.

### Silver Academic Award

Students who achieve a particular Grade Point Average (GPA) receive a Gold Award sticker on their half yearly and/or yearly reports.

- Year 7 and 8 – GPA of 3.8-4.24
- Year 9 and 10 – GPA of 3.7-4.14
- Year 11 and 12 – GPA of 3.6-4.04

### REC Award

Students who are noted as usually or always achieving the Respect, Effort, Challenge behavioural expectations by their teachers in every subject receive a REC Award sticker on their half yearly and/or yearly reports.

### Academic Progress Award

Students who achieve an improvement in their GPA of 0.4 or more between the Half Yearly and Yearly report receive an Academic Progress Award sticker on their end of year report.



## STUDENT BEHAVIOUR

All students deserve to be supported in a safe and nurturing environment that is inclusive and respectful. At Barrenjoey all students are expected to take responsibility for their own behaviour and to always behave in an appropriate manner. This includes:

- In all learning environments, including classrooms, outdoor learning spaces, the Learning Hub and off-site learning activities in the local area or on excursions;
- During any school activity, including sport, assemblies, wellbeing activities, carnivals, or any other school organised event; and
- In the playground or other parts of the school when moving between classes, arriving or leaving the school or during breaks from formal learning structures.

### Respect, Effort, Challenge – Student Expectations on Behaviour in a Learning Space

- Arrive to class on time.
- Follow teacher instructions at all times without argument including instructions regarding mobile phones, devices and seating plans.
- Line up quietly and enter the room respectfully when given permission.
- Speak and act respectfully to staff, guests and peers.
- Bring necessary equipment including books, pens, device and any other equipment needed to participate in the lesson including speciality uniform.
- Participate in lessons and engage in all set activities.
- Treat the learning space and provided equipment respectfully.
- Use appropriate language, tone and voice level.
- Place phones in a room phone pocket if in a classroom or keep switched off and in a bag in other learning spaces. Remove headphones (unless permitted under a learning plan).
- Use devices only in accordance with teacher instruction to support learning.
- Report inappropriate use of technology or equipment.

### Respect, Effort, Challenge – Student Expectations on Behaviour in All School Spaces

- Follow teacher instructions at all times without argument.
- Speak and act respectfully to staff, guests and peers.
- Walk through blocks and keep to the left in stairwells and entranceways.
- Stay within playground boundaries.
- In the canteen, line up respectfully and speak politely to canteen staff.
- Place rubbish in bins provided.
- Report inappropriate use of technology or equipment, or dangerous behaviour that risks the safety of one or more students.

### Respect, Effort, Challenge – Student Expectations on Behaviour when Off-Site

- Follow teacher instructions at all times without argument.
- Speak and act respectfully to staff, peers and everyone in the community including when travelling on public transport.
- Be aware of your actions, noise levels and impact on the community.
- When travelling on public transport, always tap on with a valid Opal Card and offer your seat to an adult if there are no other seats.
- Place rubbish in bins provided.
- Report inappropriate use of technology or equipment, or dangerous behaviour that risks student or community safety.

## BEHAVIOURAL CONSEQUENCES AND SUPPORT SYSTEM

An important part of a positive behaviour for learning system includes clear and consistent consequences where the behaviour expectations are not met. The Barrenjoey Behavioural Support System builds in consequences for identifying and dealing with low-level inappropriate behaviour aimed at clarifying expectations and returning students to positive behaviour. A support system and more serious consequences are built in to deal with sustained or serious inappropriate behaviour.

### Overview of consequences for non-compliance with behaviour expectations

	Low-Level	Sustained	Serious
<b>Learning environment</b>	Warning from teacher and immediate consequence to change behaviour (eg. removal of device for lesson, new seating arrangement). Record on Sentral. May result in lunch detention and parent contact.	Repeated failure to follow instructions – parent contact and Level 1 Green Card Classroom Contract.  If student does not meet requirements of the classroom contract, then student will be escalated to Level 2 Blue Card HT Faculty Contract. This may include removal from extra-curricular activities including excursions and may result in removal from regular class.	Serious one-off incident will be dealt with by Head Teacher of Faculty or Deputy Principal. Depending on seriousness, this may result in an after school detention and/or suspension warning or suspension (see <i>Serious Misbehaviour</i> section).  Ongoing failure to meet behavioural expectations → parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal.
<b>Playground or other school activities</b>	Warning from teacher. Immediate consequence to change behaviour (eg. removal from activity, time out under teacher supervision). Record on Sentral. May result in lunch detention and parent contact.	Repeated failure to follow instructions → parent contact and Level 1 Green Card Playground Contract.  If student does not meet requirements of the playground contract, then student will be escalated to Level 2 Blue Card HT Year Group Contract. This may include removal from extra-curricular activities including excursions and removal from regular playground activities.	Serious one-off incident will be dealt with by Head Teacher on playground duty or Deputy Principal. Depending on seriousness, this may result in an after school detention and/or suspension warning or suspension (see <i>Serious Misbehaviour</i> section).  Ongoing failure to meet behavioural expectations → parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal.
<b>Across the school</b>		Five negative incidents in a term (not otherwise dealt with in faculties) OR persistent lateness, truancy or uniform issues → parent contact and Level 2 Blue Card HT Year Group Contract	Ongoing failure to meet behavioural expectations → parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal.



## Consequences for Low-Level Inappropriate Behaviour

The following options can be used as consequences for low-level or one-off inappropriate behaviour. As a part of these consequences, restorative methods are used to engage with students with the aim of reducing ongoing inappropriate behaviour.

<b>Lunch Detentions</b> <i>Lunch detentions can be used as a consequence for inappropriate behaviour and an opportunity to build a relationship with the student using restorative methods aimed at reducing ongoing inappropriate behaviours.</i>	<b><i>In-Faculty Detentions managed by teachers</i></b> Teacher supervised intervention to assist with management of inappropriate behaviour eg: <ul style="list-style-type: none"><li>• Not bringing equipment or PE uniform</li><li>• Failure to follow teacher instructions</li><li>• Disrespectful behaviour towards peers, staff or visitors</li><li>• Non-completion of work or poor work attitude</li></ul> <b><i>Managed by HTL&amp;E and Head Teachers</i></b> <ul style="list-style-type: none"><li>• Persistent Lateness (3 or more unexplained late arrivals per term)</li><li>• Out of Uniform (2 or more days a week)</li></ul>
<b>After School Detentions</b> <i>Managed by the Head Teacher Learning &amp; Engagement, restorative methods are used during after school detentions to discuss incidents with students aimed at reducing ongoing inappropriate behaviours</i>	<ul style="list-style-type: none"><li>• Failure to attend Lunch Detentions (can be allocated by all teachers)</li><li>• Full period truancy (can be allocated by all teachers)</li><li>• More serious classroom or playground incident (Head Teachers or DPs)</li><li>• Off school premises without permission (Head Teachers or DPs)</li></ul>

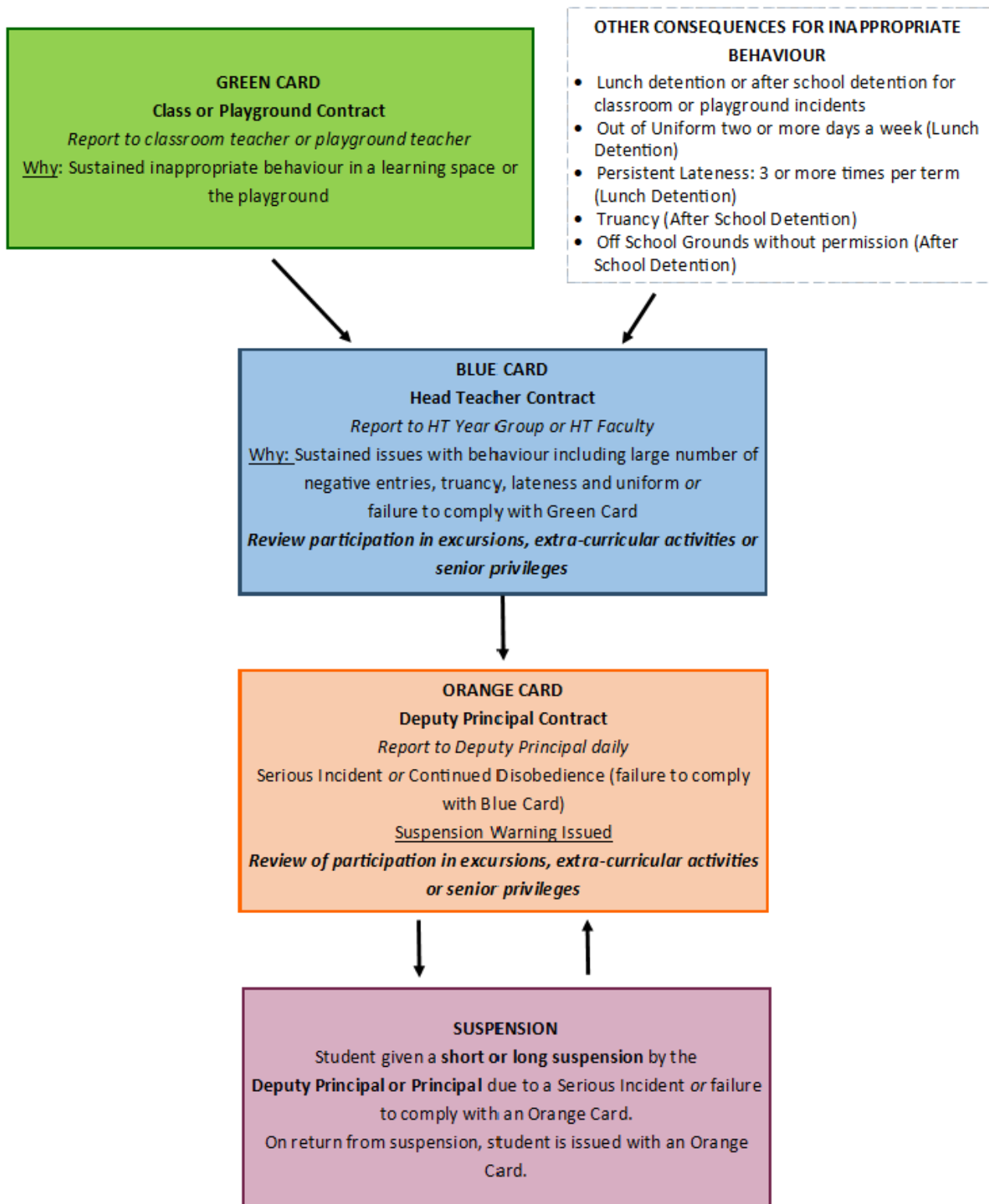
## Support Levels as Consequences for Sustained or Serious Inappropriate Behaviour

The Barrenjoey Behavioural Support System is designed to support students who exhibit serious or sustained inappropriate behaviours. These may be related to behaviour in the classroom or playground, bullying or behaviour related to attendance or uniform. The system clarifies the appropriate consequences in response to inappropriate behaviour but also provides support for the student to modify behaviour towards more positive outcomes. The system also serves as support and monitoring for students who have returned from suspension.

In addition to behavioural consequences, consideration will be given at all levels to whether additional actions or intervention is required to support the student. Examples of relevant wellbeing support or interventions may include:

- Referral to Learning Support
- Progress report facilitated by Wellbeing Team
- Referral to Counsellor or Youth Worker
- Peer mediation
- Mentoring programs
- Financial assistance (eg. for uniform)
- Individualised learning or educational plan
- Referral to another school setting.

## Behavioural Support Flow Chart



## Behavioural Support Levels in Detail

	Managed By	Consequence of	Process and Consequences
<b>Green Card: Class Contract</b>	<b>Class Teacher</b> [Note: this includes Wednesday Sport teacher]	<p><u>Sustained</u> low level inappropriate behaviour in class such as:</p> <ul style="list-style-type: none"> <li>• Ongoing disruptive classroom behaviour</li> <li>• Lack of application, incomplete classwork or homework</li> <li>• Poor attitude to work</li> <li>• Refusal to follow teacher instructions</li> <li>• Failure to bring equipment</li> <li>• Disrespectful towards class teacher, support staff or peers</li> <li>• Inappropriate technology use</li> <li>• Persistently late to class</li> </ul> <p><i>[Note: Classroom teacher should document inappropriate behaviour by making entries on Sentral and noting actions taken to alter inappropriate behaviour before decision to implement Class Contract]</i></p>	<ul style="list-style-type: none"> <li>➤ Sentral entry notifying HT Faculty</li> <li>➤ Parent phoned (email if unable to contact by phone)</li> <li>➤ Specific REC Goals established with student – minimum monitoring 5 lessons/2 weeks</li> <li>➤ Monitoring Card completed by supervising teacher</li> </ul>
<b>Green Card: Playground Contract</b>	<b>Head Teacher Year Group</b> to allocate; <b>Playground teachers</b> to complete monitoring card	<p><u>Sustained</u> low-level inappropriate behaviour in playground such as:</p> <ul style="list-style-type: none"> <li>• Refusal to follow teacher instructions (including picking up litter, out of bounds)</li> <li>• Disrespectful towards playground teacher and / or peers</li> </ul> <p><i>[Note: Playground teachers should document inappropriate playground behaviour by making entries on Sentral and noting actions taken to attempt to alter inappropriate behaviour. This will provide evidence of the need to implement a Playground Contract]</i></p>	<ul style="list-style-type: none"> <li>➤ Sentral entry and parent phone call (email if unable to contact by phone)</li> <li>➤ Specific REC Goals established with student – minimum 10 days to be completed the Quad</li> <li>➤ Monitoring Card completed by HT playground duty; overall monitoring by HT Year Group</li> </ul>
<b>Blue Card: Head Teacher Contract</b>	<b>Head Teacher of Faculty</b>  <b>Head Teacher of Year Group</b>	<ul style="list-style-type: none"> <li>• Failure to comply with Green Card</li> <li>• Student with sustained inappropriate behaviour (5 negative incidents in a term)</li> <li>• Student with two or more failed Green Cards at the same time</li> <li>• Persistent attendance concerns, including truancy across subjects or ongoing unexplained late arrival at school (referred by HTL&amp;E)</li> <li>• Persistently out of uniform (2 or more weeks in a term) (referred by HTL&amp;E)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sentral entry notifying relevant DP</li> <li>➤ Parent phoned (email if unable to contact by phone)</li> <li>➤ Specific REC Goals established with student – minimum monitoring 10 days</li> <li>➤ <i>Exclusion from excursions and off-site activities including off-site sport [assessment related excursions permitted with HT permission]</i></li> <li>➤ <i>Removal from playground (if behaviour is playground related) or possible removal from regular class (if classroom related – removal to be supervised in-faculty)</i></li> <li>➤ <i>Loss of senior privileges</i></li> </ul>

	Managed By	Consequence of	Process and Consequences
<b>Orange Card: Deputy Principal Contract</b>	<b>Deputy Principal</b>	<p>Return from suspension <b>OR</b> <u>Serious</u> or <u>Sustained</u> Inappropriate Behaviour including:</p> <ul style="list-style-type: none"> <li>• Failure to complete Blue Card</li> <li>• Persistent disobedience or defiance, including repeated failure to attend after school detention</li> <li>• Abuse, aggressive behaviour and/or rudeness towards staff or visitors</li> <li>• Bullying or harassment (verbal or cyber)</li> <li>• Destruction of property within school grounds</li> <li>• Jeopardising the safety of others</li> <li>• Swearing aggressively, directly at any member of staff</li> <li>• Smoking or vaping or possession of tobacco or e-cigarettes</li> <li>• Possession or use of alcohol</li> <li>• Serious inappropriate use of technology and/or social media</li> <li>• Stealing</li> <li>• Vilification of students: intentionally insulting a person's identity, beliefs, values, race, gender.</li> <li>• Sustained pattern of partial or whole day truancy</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b><u>Suspension Warning issued</u></b> and recorded on Sentral</li> <li>➤ Parent interview</li> <li>➤ Specific REC Goals established with student/parent – minimum monitoring 10 days, maximum 6 weeks</li> <li>➤ Daily check-in with DP</li> <li>➤ <i>Exclusion from excursions and off-site activities including off-site sport [assessment related excursions permitted with HT permission]</i></li> <li>➤ <i>Loss of senior privileges</i></li> <li>➤ <i>In-school suspension option - removal from class(es)</i></li> </ul>
<b>Suspension</b>	Deputy Principal <i>or</i> Principal	<p><b><u>Short Suspension</u></b></p> <ul style="list-style-type: none"> <li>• Failure to comply with Orange Card (continued disobedience), including repeated smoking or vaping or possession or use of alcohol</li> <li>• Possession of equipment for use of illegal substances</li> <li>• Serious inappropriate use of technology and/or social media</li> <li>• Aggressive behaviour including physical violence, verbal vilification, bullying, cyber abuse, damage to property and targeted stealing</li> </ul>	<p>Sentral entry Parent interview before return to school Place on Orange Card with specific goals Referral to police where appropriate</p>
		<p><b><u>Long Suspension</u></b></p> <ul style="list-style-type: none"> <li>• Persistent or serious misbehaviour</li> <li>• Physical violence which results in injury or a serious threat to the safety and wellbeing of students and/or staff</li> <li>• Use or possession of a prohibited weapon, firearm, or knife</li> <li>• Use of an implement as a weapon</li> <li>• Possession, supply or use of suspected illegal substance</li> <li>• Serious criminal behaviour related to the school, including malicious damage to property</li> </ul>	<p>Sentral entry Parent interview before return to school Place on Orange Card with specific goals Referral to police where appropriate</p>

## SERIOUS MISBEHAVIOUR

For the protection of all students and staff, certain actions and behaviours require immediate and serious consequences. Incidents involving aggression, drugs, weapons, stealing, abuse, harassment and malicious damage to property are dealt with in accordance with departmental policies and procedures.

Matters involving potential criminal offences are referred to the police.

All incidents relating to the possession or use of drugs, including alcohol, tobacco and e-cigarettes, are to be conducted in compliance with the *Drugs in Schools: Procedures for Managing Drug Related Incidents* (2002, updated 2021).

All suspensions are conducted in compliance with the *Suspension and Expulsion of School Students Procedures* (2011).

The following serious inappropriate behaviour is likely to receive a **suspension warning**, followed by monitoring by the Deputy Principal on an Orange Card Contract:

- Ongoing disobedience, including failure to meet the requirements of a Blue Card Head Teacher Contract or repeated failure to attend after school detentions.
- Abuse, hostile behaviour and / or rudeness towards staff or visitors
- Swearing towards any member of staff
- Bullying or harassment including verbal and cyber abuse
- Destruction of property within school grounds
- Jeopardising the safety of others
- Smoking or vaping or possession of tobacco or e-cigarettes
- Possession or use of alcohol
- Serious inappropriate use of technology and/or social media
- Stealing
- Vilification of students - intentionally insulting a person's identity, beliefs, values, race, gender.

The following serious inappropriate behaviour is likely to receive a **short suspension**:

- Continued disobedience, shown by failure to meet the requirements of an Orange Card Deputy Principal contract.
- Incidents of repeated smoking or vaping or possession or use of alcohol
- Possession of equipment for use of illegal substances
- Serious inappropriate use of technology and/or social media involving aggressive behaviour
- Aggressive behaviour including physical violence, verbal vilification, bullying, cyber abuse, damage to property and targeted stealing

The following serious inappropriate behaviour is likely to receive a **long suspension**:

- Further continued disobedience.
- Physical violence which results in injury or a serious threat to the safety and wellbeing of students and/or staff
- Use or possession of a prohibited weapon, firearm, or knife
- Use of an implement as a weapon
- Possession, supply or use of suspected illegal substance
- Serious criminal behaviour related to the school, including malicious damage to property



## BULLYING

At Barrenjoey we believe that all students have the right to learn as members of a safe and supportive learning community. As in any community, the potential exists for bullying to occur. We are committed to preventing bullying through our *Respect, Effort, Challenge* values and to dealing with bullying allegations or incidents in a timely and effective manner. An Anti-Bullying Plan is available on our website.

### What is bullying?

Bullying is repeated, harmful behaviour by an individual or group towards one or more persons that may be physical, verbal, social or psychological in nature. Bullying generally involves a misuse of power.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual preference or gender identity. Bullying of any form or for any reason can have long term negative effects on those involved, including bystanders.

Single incidents or conflicts or fights between individuals who are equal in power are not defined as bullying. These incidents are dealt with under the general behaviour strategies set out in this document.

### What is cyberbullying?

Cyberbullying refers to bullying through information and communication technologies such as mobile phones, other devices and social media.

#### Respect, Effort, Challenge – Student Expectations on Respectful Relationships

- Have positive and respectful relationships with all members of the school community.
- Be tolerant, friendly and courteous to others.
- Respect the property of others.
- Resolve conflict respectfully, calmly and fairly.
- Report any bullying behaviours, including cyberbullying, to the Year Advisor, Head Teacher or Deputy Principal.
- Intervene or make a report if you feel someone else is being bullied – don't be a bystander.

### Prevention and Early Intervention

Barrenjoey's Wellbeing Program is designed to support students in fostering positive social interactions and in building resilience and self-confidence. Programs implemented include:

- Peer support – this is a peer led, skills based, experiential learning program led by Year 10 students to support Year 7 in their transition to high school. It develops key skills in resilience, assertiveness, decision making, problem solving and leadership.
- Year 7 Camp – students participate in team building activities to foster positive relationships
- Peer Mediation – students can access specially trained older students who run mediation sessions between groups of Year 7 and 8 students with a view to resolving conflict respectfully, calmly and fairly.
- Anti-bullying/Positive Relationships Program
- Conflict Resolution Program
- Body Image Workshop

- RAISE Mentoring – a mentoring program designed to develop self-esteem and confidence for targeted students
- Social Skills Groups
- Identification of ‘at-risk’ students through Wellbeing Team referrals with extra support provided including teacher mentors.

### Consequences for Bullying

Sustained bullying behaviours may include:

- Physical bumping, tripping, throwing items, hair pulling, scratching, spitting, interfering with personal property (eg. ‘nuggeting’)
- Verbal name calling, insults, writing notes, spreading rumours, teasing, putdowns, sarcasm, persistent and inappropriate text messages, emails or social media postings
- Social exclusion, ignoring or ostracising, inappropriate gestures, leaving someone out, unkind laughter, refusing to sit next to someone or work with someone
- Inappropriate comments about someone’s appearance, gender preference, sexual orientation, or sexual experiences
- Bystander behaviour including ‘egging on’ physical violence and bullying, filming physical violence or bullying behaviour.

Serious incidents of bullying may include escalated behaviours listed above, such as:

- Physical violence punching, hitting, kicking or fighting
- Verbal threats
- Sexting – the sending of provocative or sexual photos, videos or messages by phone, device or social media.
- Failure to end bullying behaviours after school intervention.

Following allegations of bullying, investigations will be carried out and relevant intervention methods used to support students and end the bullying behaviour. These may include:

- Parent meetings.
- Counselling.
- Peer mediation programs.

Appropriate behavioural consequences will be applied depending upon the nature and seriousness of the bullying behaviour. Further information is provided under the heading Behavioural Consequences and Support System. These consequences may include:

- An after school detention for particular incidents.
- A Blue Card contract with the Head Teacher of the Year Group.
- A suspension warning and Orange Card contract with the Deputy Principal.
- Short or Long Suspension, followed by an Orange Card contract with the Deputy Principal
- Referral of possible criminal offences to the police.

## ATTENDANCE AND LATENESS

School attendance for the entirety of the school day is an essential component in student academic success and wellbeing. When a student misses part of or all of the school day without valid reason their learning and social outcomes are compromised. Students are encouraged to take responsibility for their learning, which includes being on time and in class for all scheduled lessons. This helps to establish a positive work ethic and commitment that will continue beyond schooling.

### Respect, Effort, Challenge – Student Expectations on Attendance

- Attend school each day unless you are ill, on approved school-business or leave approved by the Principal.
- Arrive at school before the first scheduled lesson – this is 9am for those starting in Period 1, or 8am for Period 0.
- Attend all timetabled lessons and activities.
- Report to the front office if you arrive after your starting time and sign in.
- Stay on school grounds during Lunch 1 and Lunch 2.
- Only leave school grounds with permission: permission to leave school early must be supported by written communication from home and an early leave pass approved by the Deputy Principal.
- Sign out through the office before leaving school grounds early: Any student leaving school grounds before their final lesson must sign out through the front office, including senior students with flexible attendance privileges and students with an early leave pass.

### Consequences for non-compliance with attendance expectations

	Low-Level	Sustained	Serious
<b>Lateness</b>	3 unexplained late arrivals per term – parent email and lunch detention	6 unexplained late arrivals per term – parent contact and Level 2 Blue Card Contract with HT Year Group. This includes non-participation in extra-curricular activities.	Ongoing failure to meet attendance expectations – parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal
<b>Truancy</b>	Absence without explanation from a full period – parent contact and after school detention	3 unexplained absences per term – parent contact and Level 2 Blue Card Contract with HT Year Group. This includes non-participation in extra-curricular activities.	Ongoing failure to meet attendance expectations – parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal

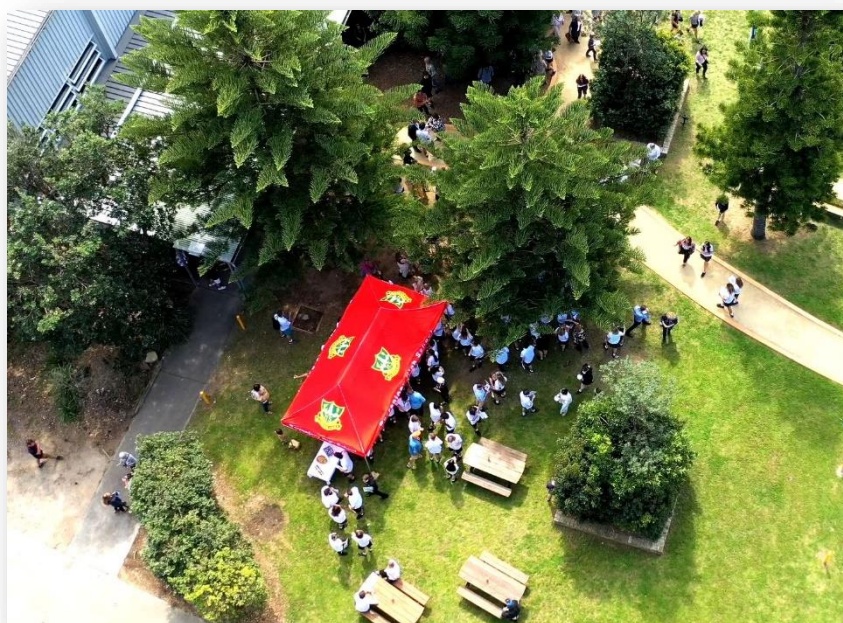
Where lateness and truancy occurrences are related to wellbeing issues, referral will be made to the Wellbeing Team to provide additional support for the student.

### Supporting students with low overall attendance

Students whose overall attendance falls below 90% are considered to be at risk of poor academic and wellbeing outcomes. At Barrenjoey, we want to ensure that parents and carers are aware when attendance becomes a concern. Contact will be made with parents and carers in the following circumstances to alert parents to poor attendance rates:

- **All years:** where overall attendance falls below 90%, the Wellbeing Team will make contact to ascertain reasons for absence and offer support to improve attendance rates.
- **Seniors:** classroom teachers will make contact to alert parents to falling or low attendance and concerns about potential impact on academic outcomes.

Where academic outcomes and achievement have been impacted by poor attendance, this will result in warning letters from class teachers regarding academic progress. **[See section on Concerns with Academic Progress]**



## UNIFORM

A school uniform provides our students with a sense of belonging to Barrenjoey and helps to create a strong identity in our community. Wearing correct uniform demonstrates commitment to our school values of *Respect Effort Challenge*. The uniform also embeds safety requirements that are mandatory in a number of the learning environments in the school, particularly with regards to shoes. Our senior students are the role models for the younger students and are expected to consistently wear their correct school uniform with pride.

### Respect, Effort, Challenge – Student Expectations on Uniform

- Wear full and correct uniform every day.
- Wear full and correct PE uniform for scheduled PE/sport classes.
- If unavoidably out of uniform, bring a note from home to the Deputy Principal before 9am to be issued with an Out of Uniform Pass.

### Consequences for non-compliance with uniform expectations

	Low-Level	Sustained	Serious
<b>Uniform</b>	Warning provided by teacher. Incident recorded on Sentral.	Two or more days out of uniform in one week – lunch detention and parent email.	Out of Uniform two or more weeks in a term – parent contact and Level 2 Blue Card Contract with HT Year Group. This includes non-participation in extra-curricular activities.  If student does not meet the requirements of the Head Teacher Contract, this is escalated to the Deputy Principal for a Suspension Warning and monitoring on a Level 3 Orange Card Contract.

Students and families needing financial support to ensure that uniform expectations are met can contact their Year Advisor or the Treasurer for assistance.



## CONCERNS WITH ACADEMIC PROGRESS

At Barrenjoey we work with parents and carers to support students to maintain academic progress from Year 7 through to Year 12.

Students are expected to satisfactorily complete the requirements of all courses they study. This includes:

- Completion of class work and any oral, practical or project work to the best of the student's ability
- Completion of assessment tasks to the best of the student's ability
- Maintaining a pattern of attendance and application that will support achievement of key outcomes for the course.

The following issues raise a concern with academic progress:

- Student attendance falls below 90%
- An assessment task is incomplete or not completed on time
- Student completion of course work is unsatisfactory due to poor application or non-completion of course work.

Where students experience illness, misadventure or other wellbeing issues that impact on their ability to complete coursework or assessment tasks, these need to be explained by a parent or carer. For Years 7-9, this process involves a written explanation from a parent or carer. For Years 10-12, the processes for submitting an Illness/Misadventure Form are set out in the Assessment Booklet issued to each year group. Where ongoing illness or wellbeing issues impact on a student's ability to complete a course, the Deputy Principal will discuss the student's progress with the parent/carers to determine what adjustments can be made to support the student to meet the requirements to satisfactorily complete a course.

In Years 7-9, where a student has not completed a course this will be recorded in the school report and the appropriate grade will be given for the course.

In Years 10-12, failure to complete a course will result in a student being given an 'N' Determination (Non-Satisfactory Completion of a Course). This will result in the subject either not appearing on the Record of Student Attainment (ROSA) or Transcript of Study, or in the case of mandatory Stage 5 subjects appearing as 'Not Completed' on the ROSA.

The system for alerting students, parents and carers regarding concerns about academic progress is intended to provide support for students. This early intervention system provides opportunities for teachers and staff to work with students and their families to overcome issues with academic progress.

## Academic Progress Concerns Process: Years 7-9

### Class Attendance Concern: Optional Early Step

- Classroom Teacher discusses and raises issue with HT Faculty.
- Classroom Teacher records 'Class Attendance Concern' on Sentral.
- Classroom Teacher discusses concerns with student and sends letter to parent.

NOTE: If the attendance concern has already led to outstanding course work, the CT should record and process the issue as an Academic Progress Concern.

### Academic Progress Concern: Step One

- Classroom Teacher discusses and raises issue with HT Faculty
- With HT support, CT records 'Academic Progress Warning' on Sentral. Select status 'Further Action Required'. Note: An Academic Progress Warning MUST include listing of outstanding work needing completion.
- Student and parent informed by Classroom Teacher. Classroom Teacher to work with student/parent to determine what support (if any) is required to complete the work.
- Student has two weeks to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

Year 7-9 Assessment Tasks submitted late without explanation receive a 50% penalty. Parents should be advised of late tasks and the impact on student outcome.

### Academic Progress Concern: Step Two

- Classroom Teacher informs HT Faculty if outstanding work is not completed by due date.
- HT Faculty conducts interview with Classroom Teacher and student.
- HT Faculty phones parent regarding ongoing concern.
- Second 'Academic Progress Warning' letter is generated, with two more weeks given to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

### Academic Progress Concern: Step Three

- HT notifies DP if work is still outstanding.
- Meeting with DP, parent and student organised to discuss academic progress.
- Student is placed on a **Learning Contract**.
- HT Faculty and Classroom Teacher to follow Learning Contract and monitor student progress. HT Faculty informs DP of progress.

### Academic Progress Concern: Step Four

- If work is still outstanding, DP submits all documentation to-date to the Principal.
- Principal holds interview with DP, student and parent.
- Parent and student advised in writing of interview outcome, including clearly documented requirements that the student must meet to continue with the course.
- If student does not comply, the student will be deemed on the school report to have 'Not Completed' the course and appropriate grade will be given.

## N Determination Process: Years 10-12

### Class Attendance Concern: Optional Early Step

- Classroom Teacher discusses and raises issue with HT Faculty.
- Classroom Teacher records 'Class Attendance Concern' on Sentral.
- Classroom Teacher discusses concerns with student and sends letter to parent.

NOTE: If the attendance concern has already led to outstanding course work, the CT should record and process the issue as an N Warning.

### N Determination Process: Step One

- Classroom Teacher discusses and raises issue with HT Faculty
- With HT support, CT records 'N Warning' on Sentral. Select status 'Further Action Required'. Note: An Academic Progress Warning MUST include listing of outstanding work needing completion OR assessment task completed and submitted late with notification of zero mark.
- Student and parent informed by Classroom Teacher. Classroom Teacher to work with student/parent to determine what support (if any) is required to complete the work.
- Student has two weeks to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

Year 10-12 Assessment Tasks submitted late without a successful Illness/Misadventure Application receive a zero mark. Parents should be advised of impact on student outcome where a zero mark has been applied.

### N Determination Process: Step Two

- Classroom Teacher informs HT Faculty if outstanding work is not completed by due date.
- HT Faculty conducts interview with Classroom Teacher and student.
- HT Faculty phones parent regarding ongoing concern.
- Second 'N Warning' letter is generated, with two more weeks given to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

### N Determination Process: Step Three

- HT notifies DP if work is still outstanding.
- Meeting with DP, parent and student organised to discuss academic progress.
- Student is placed on a **Learning Contract**.
- HT Faculty and Classroom Teacher to follow Learning Contract and monitor student progress. HT Faculty informs DP of progress.

### N Determination Process: Step Four

- If work is still outstanding, DP submits all documentation to-date to the Principal.
- Principal holds interview with DP, student and parent.
- Parent and student advised in writing of interview outcome, including clearly documented requirements that the student must meet to continue with the course.
- If student does not comply, the Principal will submit the N Determination at the end of the course in accordance with NESA requirements.

