



PICNIC POINT
HIGH SCHOOL

Behaviour Support & Management Plan

2024



Contents

Overview	3
Aim	3
Background	3
Promoting Positive Student Behaviour	4
School-wide Expectations	5
What's involved?.....	5
School-wide Positive Behaviour for Learners Goals	5
Strategies to promote positive behaviour and effective learning	5
Picnic Point High School Common Values	6
.....	6
Roles and Responsibilities.....	7
Care Continuum	8
Behaviour Support and Intervention Programs.....	8
Detention, Reflection and Restorative Practices	10
School Anti-bullying Plan	11
Wellbeing Support Structures.....	11
Learning Support Team.....	11
Wellbeing Team	11
Peer Support	12
External Support Structures.....	12
Local Wellbeing Agencies.....	12
Rock and Water.....	12
Pastoral Care	13
Professional Learning.....	13
Appendix 1	15
School procedures	15
Academic Program of Support Procedure	15
Mobile phone management plan	16
HT Student Concern Meeting	18
Restorative Conversation.....	19
Faculty Isolation Reflection Activity.....	20
Re-entry to Class Process.....	22
Reflection Session	23
Uniform Reflection.....	24
Classroom Teacher Monitoring Agreement.....	26
Head Teacher Monitoring Agreement.....	27

ANTI-BULLYING PROCEDURE 2024	28
BULLYING NOTIFICATION FORM.....	30
Anti-Bullying Agreement.....	32
Anti-Harassment Agreement	33
Appendix 2	34
Effective Classroom Strategies Toolkit.....	34
Positive Re-Direction.....	34
Non-Verbal Messages	34
Directions and Desists.....	34
Rights, Reminders or Restatement	34
Question and feedback.....	35
A Clear and Simple Choice	35
Separation within the room.....	35
Exiting the classroom.....	35
Follow Up	35
Lunch Detention.....	36

Overview

The school Behaviour Support and Management Plan at Picnic Point High School reflects the core values and Behaviour Code for Students. Fundamental to this plan is the concept of making our school a better place for everyone: students, staff, parents and the local community. We achieve this by promoting a quality learning environment which is inclusive, safe and secure. This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

Aim

Student wellbeing behaviour support and management at Picnic Point High School encompasses all that we as a collective do to meet the learning, personal and social needs of students in a safe, caring school environment. We will help young people reach their full potential by offering diverse learning opportunities that support the attitudes, values and skills necessary to engage in a productive career and lifelong learning.

The emphasis, and aim, is for student self-management:

- The school expects that parents/carers will share the responsibility of shaping their children's understanding and attitudes towards acceptable behaviour and positive learning outcomes.
- The school expects that students will experience many opportunities to enjoy success, receive recognition for their efforts, make useful contributions in their life at the school, and derive enjoyment and satisfaction from their learning.
- Students who find it difficult to follow core values and school expectations will be supported and provided with opportunities to make positive changes to their behaviour before management and/or procedures are implemented. When applicable, these management procedures will be consistent with legislative and departmental policy and incorporate the principles of transparency, equity, and fairness.

Background

This document contains information on the student wellbeing system at Picnic Point High School. Picnic Point High School is a comprehensive school that provides quality educational opportunities for students from our local community. We have a diverse range of learners and as such, our community supports the provision of broad ranging learning opportunities, with a strong focus on a well-rounded education. At Picnic Point High School, we foster high standards and have high expectations that every student will thrive in their learning.

Promoting Positive Student Behaviour

To provide the students at Picnic Point High School with quality education, a safe and happy learning environment is encouraged so that students become self-directed, life-long learners who can create a positive future for themselves.

At Picnic Point High School we are focused upon building and supporting educational outcomes for all learners by putting in place sustainable schoolwide, classroom and individual systems of support. We have the following School Common Values:

- **Respect:** respect for teaching and learning, for each other and for the school environment.
- **Responsibility:** responsibility for our actions and the consequences of our actions, for being prepared for our learning and for looking after our learning environment.
- **Participation:** actively engaging in our learning, interacting positively with others and following school procedures within school and the wider school community.

Picnic Point High School uses the following strategies to form the structure for building positive and engaging learning environments for all students:

1. Positively and regularly promote positive student behaviours
2. Support teachers effectively to manage behaviour in both classroom and non-classroom environments
3. Pro-active supervision in all areas of the school
4. Formal instruction in social skills
5. Help students to regulate their own behaviour
6. School-wide Behaviour Support Plan, including clear and fair interventions

Picnic Point High School operates within The Wellbeing Framework for Schools:

- Quality relationships (Connect)
- Quality teaching and learning (Succeed)
- Quality systems (Thrive)

All students are expected to follow the School Common Values relating to the school and classroom behaviours.

School-wide Expectations

What's involved?

- Expectations for student behaviour are defined by a school-based team with all staff input
- Effective behavioural support is implemented consistently by staff and school executive
- Appropriate student behaviour is explicitly taught
- Positive behaviours are publicly acknowledged
- Problem behaviours have clear consequences
- Student behaviour is monitored and staff receive regular feedback
- Effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level
- Effective behavioural support strategies are designed to meet the needs of all students

School-wide Positive Behaviour for Learners Goals

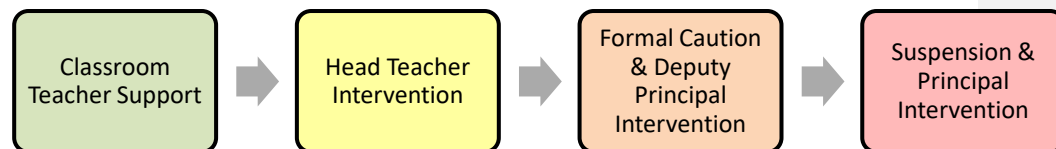
- Build systems that make it easier to teach
- Create environments that encourage (rather than discourage) pro-social behaviour
- Teach all students the expectations for behaviour and learning
- Provide a continuum of behaviour and learning support to students who need more support to be successful

Strategies to promote positive behaviour and effective learning

Students who are not engaging with learning and not supporting the Common Values, will have consequences for their actions.

Behavioural concerns are far less likely to occur if a student feels that his or her needs are recognised and catered for. The broad curriculum, the support for the individual needs of students, the extra-curricular and leadership opportunities are coupled with the ongoing professional development of staff to support quality teaching and learning.

Students at Picnic Point High School know that not meeting basic expectations or following the Behaviour Code for Students, will result in varying consequences. These consequences occur within a framework that initially involves the classroom teacher but with repeated infringements, involves other staff in the school. At various stages of this process, or in response to the severity of the student's inappropriate behaviour, a 'Formal Caution' of suspension or a suspension may be issued.



Picnic Point High School Common Values

At Picnic Point High School, all students have the right to feel happy and safe at school and enjoy learning. The school's core expectations for all students and staff are set out below, this is the foundation of a safe, effective and encouraging learning environment.



Picnic Point High School Common Values

At Picnic Point High School, we strive for excellence by displaying:

Respect

We

- * Allow our teachers to teach
- * Allow others to learn
- * Use appropriate language
- * Move and wait for class calmly
- * Value the contributions of others
- * Keep our school free of litter and graffiti
- * Ensure each other's safety

Responsibility

We

- * Follow instructions first time
- * Bring all necessary equipment
- * Carry our diary and a copy of our current timetable
- * Are safe with all equipment
- * Are active only in areas designated for that purpose
- * Are in the right place at the right time

Participation

We

- * Wear correct school uniform
- * Are actively engaged in our learning
- * Complete all tasks to the best of our ability
- * Interact positively with others
- * Use devices appropriately, when instructed by a teacher
- * Are positive Ambassadors for our school in the wider community

Roles and Responsibilities

<p>Principal:</p> <ul style="list-style-type: none"> - Lead and manage the consistent implementation of the Behaviour Support and Management Guide. This includes modelling expected behaviours and supporting Senior Executive team in a timely manner. - Be a role model - Disseminate DoE policy information and training to all staff - Ensure all procedures are in line with DOE policies and procedures - Oversee all suspensions and complex wellbeing and management issues - Liaise with staff, students, parents and relevant DOE personnel - Issue suspensions and manage RFS processes in line with the DOE Discipline Policy. 	<p>Teachers:</p> <ul style="list-style-type: none"> - Are positive role models who teach explicit behaviours and expectations - Know their students and how they learn. Adapt and differentiate lessons to support student needs and plans. - Establish and maintain classrooms that have positive learning environments and routines - Liaise with Head Teacher re student issues and use notification in Sentral. - Use the language and structure of our Common Values as a role model for staff and students. - Contact parents/carers where appropriate and necessary. - Ensure positive student achievement is acknowledged and rewarded through the merit system. - Monitor and support classroom behaviour using the Behaviour support and management guide
<p>Deputy Principals:</p> <ul style="list-style-type: none"> - Lead and manage the consistent implementation of the Behaviour Support and Management Guide. This includes modelling expected behaviours and supporting Executive team in a timely manner. - Facilitate training and development opportunities for staff in behaviour management and support - Liaise closely with Head Teachers, HT Student Wellbeing and Wellbeing Team - Investigate behavioural concerns and collect witness statements from students and staff for major behaviours. - Issue and monitor Deputy Monitoring cards. - Issue Formal Cautions in line with the DoE Student Discipline Policy - Investigate and discuss behaviour interventions (including suspensions) with the Principal. 	<p>Parents/Carers:</p> <ul style="list-style-type: none"> - Provide student with full uniform, sports uniform and correct equipment - Provide relevant documentation to the school, where necessary - Encourage child to always adhere to our Common Values. - Contact school, where necessary, if any issues need resolving. - Read newsletter and school website to know about current activities - Provide feedback to recognise their child's achievement and engagement
<p>Head Teacher Student Wellbeing:</p> <ul style="list-style-type: none"> - Advocates for the importance of student wellbeing across the school - Assists with Common Values implementation, training and review. - Provides clear, consistent, timely information dissemination to staff about high-level students - Works with complex wellbeing and management issues in a sensitive manner - Liaises with staff, students, carers and relevant DoE personnel - Coordinates referrals for funding and DoE support - Provides support to Year Advisers and acts as the next step for whole year-group behaviour strategies - Facilitates Wellbeing Meetings and actions any required interventions at these meetings. - Develops the Wellbeing Scope and Sequence and guides Year Advisers to implement year group events. - Manages the Wellbeing budget and provides financial support to students in need. 	<p>Year Advisers:</p> <ul style="list-style-type: none"> - Support a student's academic and social progress. - Are a positive role model for students. - Provide mentorship to those in need. - Act as students' first stop for support. - Provide information and advice to parents. - Disseminate information about students' wellbeing and learning needs to staff. - Liaise with teaching staff, executive team, Learning & Support, and the Wellbeing Team re: student concerns. - Use the language and structure of Common Values as a model for staff and students. - Assist carers, staff and students with wellbeing issues as they arise. - Undertake this position in line with relevant role statements. - Monitor Sentral data to identify issues with students' wellbeing. - Request progress reports for students when required and summarise to provide feedback to stakeholders conduct meetings with parents when the need arises.
<p>Head Teachers:</p> <ul style="list-style-type: none"> - Provide leadership and direction within faculty in wellbeing and management. This includes modelling expected behaviours and supporting their team in a timely manner. - Scan into Sentral all relevant statements & documentation, including follow up actions. - Liaise with senior executive and the Wellbeing Team regarding student issues - Use the language and structure of our Common Values as a role model for staff and students - Contact carers and conduct interviews, where necessary - Demonstrate best practice of the implementation of the Behaviour Support and Management Guide at Head Teacher level. This includes supporting and mentoring staff at all levels of experience. 	<p>Students:</p> <ul style="list-style-type: none"> - Be an active learner at all times. - Use the SRC and Prefecture Leadership Team to raise issues of concern - Participate in activities with enthusiasm - Be familiar with the school expectations and follow them - Collect merits and complete passports, then submit to participate in the merit system.

Care Continuum

Students may require different types of intervention delivered in different ways along a continuum to best meet their needs. This is called the Care Continuum.

The care continuum includes interventions for:

all students – creating a safe and respectful learning environment

some students – providing early intervention and targeted support for students at risk of developing negative behaviours

a few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including:



Behaviour Support and Intervention Programs

Below is a list of Behaviour Intervention Programs that Picnic Point High School may use, to support your child. Early Intervention, Targeted Intervention and Individual Intervention may be used if your child has had negative wellbeing entries on Sentral, are on a monitoring card, or have received Formal Cautions or Suspensions.

Behaviour Intervention	Strategy or Program	Details	Audience
Early Intervention	Transition Program	Picnic Point High School supports our incoming Year 7 students through an extensive support program to transition to High School. Our staff work shoulder to shoulder with our Primary school colleagues to gain information about our students and how they learn.	All Year 6 Incoming Students
Early Intervention	Explicit Teaching of Behaviour program	Picnic Point High School support Common Values and ensure students are explicitly taught Basic Expectations. Mini lessons are regularly provided to students during Roll Call and Year Assemblies to support our students making positive choices and focusing on their learning.	Whole School
Targeted Intervention	Rock and Water	This program uses games and self-defence activities to teach students about self-confidence, motivation and how to develop a positive attitude. It is facilitated by the SSO and runs for six sessions - students are withdrawn from class. Students meet in the school gym	Students experiencing difficulties.

		or hall and complete a program of activities that encourage motivation, increased self-esteem, and positive peer relationships. Referrals can be made via the school wellbeing team, SSO and the school counsellor.	
Targeted Intervention	Learning and Support Team Referral	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include instructional leadership, development of risk assessments and the development of short- and long-term goals.	All Teachers Learning and Support Team
Individual Intervention	Functional Behaviour Assessment	This Assessment guides the Learning and Support Team and helps staff understand how to conduct a functional behaviour assessment and identify the function of behaviour and implement appropriate interventions.	Classroom teachers School Counsellor
Individual Intervention	Behaviour Support Plans	A behaviour support plan is a document prepared in consultation with the Senior Executive, their family, carers, and other support people that addresses the needs of the person identified as having complex behaviours of concern.	Learning and Support Team Deputy Principal
Individual Intervention	Return From Suspension Conference and Reflection	This problem-solving approach is used to assist students in identifying alternative acceptable behaviours. This will include students collaboratively developing goals with teachers and Deputy Principal to assist them in maintaining relationships while resolving conflict. It provides an opportunity for students to receive more support to learn and practice expected behaviours.	Deputy Principal Principal

Detention, Reflection and Restorative Practices

At Picnic Point High School, students may be required to be involved in a detention, reflection, or restorative practice as a support structure for students who do not comply with basic expectations. Below are the processes and actions for our school.

Action	When or How Long?	Who coordinates?	How are these recorded?
<i>Class Teacher Detention</i>	Recess/Lunch - This can only be for half of the break time to give students the opportunity to still have a break from the classroom	<i>Classroom Teacher</i>	<i>Documented as actions on Sentral</i>
<i>Head Teacher Detention</i>	Recess/Lunch - This can only be for half of the break time to give students the opportunity to still have a break from the classroom	<i>Head Teacher</i>	<i>Documented as actions on Sentral</i>
<i>Whole School Detention and Reflection</i>	Lunch 1 Head Teachers or Deputy Principal can issue a detention for uniform, truancy, or whole school focus areas.	<i>Head Teacher Deputy Principal Principal</i>	<i>Documented as actions on Sentral</i>
<i>After-School Detention</i>	These are completed after-school and parents/carers will be notified via telephone and/or letter	<i>Head Teacher Deputy Principal Principal</i>	<i>These are documented on Sentral and parents/carers are also notified via phone call and/or letter.</i>
<i>HT Student Concern Meeting</i>	Head Teachers may meet with students or families if there are concerns in a particular subject area.	<i>Head Teacher</i>	<i>Meeting minutes are documented on Sentral.</i>
<i>Restorative Conversation</i>	All teachers across the school may engage in a restorative conversation using the Picnic Point HS template.	<i>All Staff</i>	<i>Follow-up/action documented on Sentral.</i>
<i>Faculty Reflection Activity</i>	Head Teachers may separate students into different classrooms if students need to reset for a short period of time. When returning to their regular class, teachers may use a Faculty Reflection activity to support student to reflect on behaviour and set goals moving forward.	<i>All Staff</i>	<i>Staff are required to scan and upload the reflection activity to the wellbeing entry on Sentral.</i>
<i>Re-entry to class process</i>	When students return to class after opportunities to reflect on their behaviour, students may be required to meet with a Head Teacher to discuss their re-entry to class goals and expectations.	<i>Head Teacher</i>	<i>If needed, Head Teachers may upload the faculty agreement prior to student returning to class.</i>
<i>Monitoring</i>	At Picnic Point High School, students may be required to complete monitoring at classroom, Head Teacher or Deputy Principal level. The Deputy monitoring cards go home each day and parents are required to sign.	<i>Classroom teacher, Head Teacher, Deputy Principal Parent</i>	<i>Staff monitor and document if students have completed process.</i>

School Anti-bullying Plan

Picnic Point High School has a school Anti-Bullying Plan and this document is updated each year in consultation with our school community. You can access this plan on our website or at the below link:

<https://picnicpt-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>

The Department of Education also sets out their position on student bullying and the requirements for preventing and responding to student bullying. You can access their documents via the following link:

<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

Wellbeing Support Structures

An integral part of our whole-school approach is that systems of support are necessary for both students and adults. Effective behavioural support strategies need to be implemented at the school-wide, specific setting, classroom, and individual student level. Effective behavioural support structures need to be employed to meet the needs of all students. This will provide a continuum of behaviour and learning.

Learning Support Team

Students with complex additional needs in learning are supported by a team of staff that have specialist training to work with these students. The students may be neurodiverse, have behaviour problems, problems accessing the curriculum, language, and communication problems along with those who have motor coordination difficulties. At Picnic Point High School, the Learning Support Team meets to discuss programs and support available for students. Depending on agenda items, the Principal or Deputy Principal, a Year Adviser, Itinerant Support Teacher Behaviour (ISTB) may attend. Teachers may refer a student they feel is experiencing learning difficulties via Sentral.

Wellbeing Team

At Picnic Point High School a wellbeing team has been established to coordinate the application of Wellbeing policies and procedures. Meetings are chaired each term by the Head Teacher Wellbeing with Year Advisers, ARCO, Girls' Supervisor, School Counsellor and SSO to discuss the Wellbeing needs of individual students. The Principal or Deputy Principal may also attend these meetings. Students requiring support are highlighted by an evaluation of teacher entries on Sentral, which is a database on the school network. Referrals to the Wellbeing team can also be made using Sentral.

Commented [AH1]: Wording? Ros?

Peer Support

The Peer Support program focuses on developing communication skills, self-confidence, and self-esteem. It can benefit most primary and secondary students. Better communication between all sectors of the school community - students, their peers, younger students, older students, teachers, and parents/carers - is an important goal. The program usually includes a 'buddy program' where older students team up with younger students to offer them support. Improved self-awareness and self-esteem can help students resist peer group pressure that may be harmful to them.

All schools seek to empower students by teaching them the skills they need to resolve conflicts. This improves relationships and allows for the possibility that conflict can be productive and positive. The self-empowering aspect of mediation - students participating in decision-making about issues central to their lives - makes it an important tool for fostering self-regulation, self-esteem, and self-discipline. It also contributes to the development of students who are self-governing and self-regulating members of the school and broader community.

External Support Structures

Local Wellbeing Agencies

This is a short list of some wellbeing agencies which may be of assistance to students and their families who have specific wellbeing needs. Further advice and a more complete directory of local wellbeing groups, support groups, church groups, youth organisations and private counselling services may be obtained by telephoning the School Counsellor. Appointments with the School Counsellor may be obtained by calling the school on 9772 1700, accessing the referral form on the school website or using the QR code found around the school.

Agencies	Web
Department of Communities and Justice (DCJ) Child Protection Helpline: 132 111	https://www.dcj.nsw.gov.au/
Lifeline: 131 114	https://www.lifeline.org.au/
Kids Helpline: 1800 551 800	https://kidshelpline.com.au/
Family Planning NSW 1300 658 886	https://www.fpnsw.org.au/
Youth Beyond Blue 1300 224 636	https://www.youthbeyondblue.com
Head space	https://www.headspace.org.au/
Stymie	https://stymie.com.au/

Rock and Water

This program uses games and self-defence activities to teach students about self-confidence, motivation and how to develop a positive attitude. It is facilitated by the SSO and runs for six sessions - students are withdrawn from class. Students meet in the school gym or hall and complete a program of activities that encourage

motivation, increased self-esteem, and positive peer relationships. Referrals can be made via the school wellbeing team, SSO and the school counsellor.

Pastoral Care

Year Advisers perform a fundamental role for all students under their care. Individual students can either be mentored by their Year Adviser or a specific classroom teacher. Regular meetings are scheduled with the student so that a program of support can be implemented.

Professional Learning

Professional learning should be ongoing, collaborative, meaningful, and evidence based. At Picnic Point High School, our staff engage in professional learning that is contextually relevant to ensure students' behaviour and wellbeing outcomes are being met.


Program	Details	Audience
Classroom Management Fundamentals eLearning	This helps establish good classroom practice. Classroom Management Fundamentals has five modules: setting the scene, positive classroom environments, establishing your practice, active engagement and responding to student behaviour	All teaching staff
Understanding and Supporting Behaviour	This course aims to develop the knowledge, understanding and skills of teachers to increase student engagement and improve student learning outcomes. Strategies and adjustments are provided to support students with challenging behaviour.	All teaching staff



School Behaviour Support and Management Plan	
Date completed:	8/3/23
Completed by:	Alexis Hunter and Kirsty Marquis
Next Review date: Our plan is reviewed each year and published on our website	13/5/25
Next review date with school community input: We will undertake a review that includes broad community consultation every four years (or earlier as needed) in line with the implementation of our school's <i>Strategic Improvement Plan</i>	Review of Policy will occur in Term 1 2025 – Term 2 2025. This will occur at the same time as the development of the new Strategic Improvement Plan.
Principal Name:	Davide Foti
Principal approval date:	13/5/24



Appendix 1 School procedures

 PICNIC POINT HIGH SCHOOL Academic Program of Support Procedure	
Purpose	The Academic Program of Support aims to support students who are not making a consistent effort towards the Year 10 / Preliminary / Higher School Certificate.
Scope	The program involves parents/carers, the student, the Academic Program of Support Coordinator, and the Principal and/or Deputy Principal working together to bring about a satisfactory change in the student's aptitude. In the case of the student not being able to demonstrate the necessary improvement required for success at school, alternative pathways will be developed with support from the school.
Process	<p>Referrals Staff refer students that they believe require further support in the following areas:</p> <p><i>Attendance</i></p> <ul style="list-style-type: none"> a. Students are expected to be at school and in class 100% of the time. b. This student's attendance is at or below 85% for one or more subjects. <p><i>Completion of coursework to a satisfactory level in one or more subjects</i></p> <ul style="list-style-type: none"> a. The student is not applying themselves with due diligence, ie. has missing homework, course work, assessment tasks. <p><i>Completion of Assessments</i></p> <ul style="list-style-type: none"> a. The student is not applying themselves with due diligence in one or more subjects b. N-Warnings sent to parent/carer and remain unresolved in one or more subjects <p><i>Following all school expectations for a student at Picnic Point High School</i></p> <ul style="list-style-type: none"> a. Inappropriate behaviour that impacts the teaching and learning process (see Sentral Register report and progress report). b. Uniform not being worn consistently as per Sentral Register report and HT Uniform <p>Referrals are to be completed using the Academic Program of Support Referral form on the school's Green Page.</p>
Duration	<p>The monitoring and support provided in an Academic Program of Support continues until a student either:</p> <ul style="list-style-type: none"> • Successfully completes the program, which involves demonstrating consistent improvement over a period of time. The frequent monitoring ceases as the student has exhibited the diligence expected of a student at Picnic Point High School. The support provided by the school will stay in place as necessary. • Unsuccessfully completes the program, demonstrating a lack of consistency over a period. A student unsuccessfully completing the program will have had a least one month after completion to show necessary improvement via monitoring processes and parent meetings.

 PICNIC POINT HIGH SCHOOL Academic Program of Support Procedure	
---	--

NSW Department of Education

<p>Unsuccessful completion of program</p>	<p>Unsuccessful completion of the Academic Program of Support will result in the relevant options below occurring:</p> <ul style="list-style-type: none"> • If the student is over 17 years of age, they will be asked to leave the school as per DoE procedures for Expulsion from the school due to Unsatisfactory Participation in Learning by a Student over 17 Years of Age. • If the student is under 17 years of age, they will either: <ul style="list-style-type: none"> ○ continue attending Picnic Point High School, however they may be N-Determined as a result of 3 outstanding N-Warnings in one or more courses, and thus will not receive their Year 10 / Preliminary / HSC, or ○ be provided support from the school to explore apprenticeship opportunities or a minimum of 25 hours of paid work.
<p>Student responsibilities and obligations</p>	<ul style="list-style-type: none"> • Attend school 100% of the time or provide a Doctor's Certificate if absent. • Complete all class tasks, including coursework and assessments to the best of their ability. Levels of attainment below those expected of personal best for Year 10 / Preliminary / HSC students will not be accepted. • Complete all tasks which are still overdue at time of initial meeting, within a mutually negotiated time frame. The student must continue the Academic Program of Support until all N-Warnings are resolved. • Hand in all completed assessments, class and homework tasks either before or on the due date. • Communicate any concerns and request support from the school well in advance if concerns arise whilst on this program. • Conduct themselves appropriately, following the behavioural and uniform expectations of a Picnic Point High School student working towards Year 10 / Preliminary / HSC before, during and after school. • Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Behaviour Code for Students.
<p>Parent/Carer responsibilities and obligations</p>	<ul style="list-style-type: none"> • Recognise the role they play in educating their children and modelling the behaviours that underpin academic success. • Support implementation of the school procedure, including its approach to resolving issues. • Take responsibility for their child's progress at home such as monitoring the completion of work, supporting healthy routines and school attendance. • Communicate with school staff and the school community respectfully.

Mobile phone management plan



Students use of Mobile Phones in Schools Management Plan

Rationale and Objectives

Picnic Point High School supports the restrictions of mobile phones in accordance with the NSW Department of Education: Students' Use of Mobile Phones in Schools policy ([insert policy link here](#)).

Mobile phone use in schools can impact student learning and wellbeing. Restricting mobile phone use at school aims to increase focus in classrooms, remove distractions and promote positive social interaction, while reducing the potential for online bullying. Picnic Point High School has strong teaching and learning practices to support students in the classroom using various forms of appropriate technology, which maximises the benefits and minimises the risks of digital environments and prepare students for life beyond school. We foster a safe learning environment which supports and enhances each child's social and emotional health through our wellbeing and learning support teams.

Picnic Point High School has elected to use the following approach. All mobile *phones are required to be turned off and placed in a locked pouch* for the full school day, including recess and lunch. This will mean that students will have a responsibility to turn off their phone, place it in the locked pouch and store it safely in their school bag for the course of the school day. This is an approved NSW Department of Education option and will limit unnecessary distractions and complement our ongoing approach to ensure every student maximises their learning and social growth in a safe and supportive environment.

Exemptions

Picnic High School understands there may be students who have a medical, wellbeing or learning need which will require them to access a mobile phone as defined in this plan. The deputy principal will meet with each student and their parents and carers, and the learning and support teacher in order to determine where an exemption will be applied for on behalf of a student, as well as the adjustments to any school-based practices and procedures.

Contacting students

Picnic Point High School understands there will always be emergencies when parents need to get in contact with students or vice versa during the school day. We try to keep this to a minimum, except for emergencies, to avoid disturbing the students' learning. Parents and carers can contact the school through the school office by phoning 9772-1700 and students will also be able to contact parents or carers through the school office if urgent.



PICNIC POINT HIGH SCHOOL

HT Student Concern Meeting

Student Name: _____ Meeting Date: _____

Support Offered: Parent Called Faculty Isolation Lunch Detention

Reason for Meeting: _____

Present at meeting:

Meeting minutes:

Action	Who	When
Faculty Support: <input type="checkbox"/> Faculty Monitoring Card <input type="checkbox"/> Faculty Isolation <input type="checkbox"/> Re-entry into class process <input type="checkbox"/> After-School Detention <input type="checkbox"/> Lunch Detention/School Service <input type="checkbox"/> Classwork due by: _____		

Student Signature: _____ Parent / Carer Signature: _____
 Head Teacher Signature: _____



PICNIC POINT HIGH SCHOOL

Restorative Conversation

During this phase, the classroom teacher should use open-ended, non-judgmental questions or statements to facilitate student reflection. The teacher keeps the discussion on topic by redirecting attempts to blame other students or make excuses. If it would help the student gather their thoughts and calm down, it might be beneficial for students to complete a written reflection first before starting the conversation.

<p>Acknowledgement/Recognition Teacher to acknowledge positive behaviour they have seen or know the student is capable of.</p>	
<p>Student Reflection: Student given the opportunity to come forward and identify behaviours that were not following the Common Values at Picnic Point HS.</p>	
<p>Discuss Student Need The teacher helps students identify unmet needs or antecedents that may have triggered the behaviour.</p>	
<p>Plan to Address Need The teacher helps the student identify areas of skill development and/or supports that would result in an improved response in the future.</p>	
<p>Restore Relationships Teacher poses questions that facilitate restorative reflection. The goal is to help the student identify how their actions impact others, and support them as they create a plan for fixing any negative behaviours they may have impacted others.</p>	
<p>Goal Setting Discuss goals and expectations for future lessons. Teachers are encouraged to set 2-3 expectations or improvement areas. *Staff need to ensure these are supported and celebrated if achieved at the next lesson.</p>	


Teachers should strive to stay consistently calm, neutral, and positive throughout a restorative conversation. The conversation should not be used as an extended consequence or lecture, and its focus should remain on helping the student problem-solve and build skills.



Faculty Isolation Reflection Activity

What Happened?		
In your own words tell me what happened.	First	
	Next	
	Then	
Why do you think this happened?		
How were you feeling when this happened?		
What did you need?		
What happened before this event?		
Is there something that you needed?		
What would you need to make sure this doesn't happen again?		
How can we make this right?		
Whom did your actions affect? Please list them and identify how	Person	How were they affected?



<p>you affected them.</p>					
<p>What steps can you take to repair your relationship with each person? In addition to an apology, what else can you do to repair the situation?</p>					
<p>Moving Forward</p>					
<p>What strategies or skills can you work on to improve your responses in the future?</p>					
<p>If something similar happens again in the future, what will you do?</p>					
<p>What help do you need to be successful?</p>					
<p>Common Values</p>	<div style="text-align: center;">  <p>Picnic Point High School Common Values</p> <p>At Picnic Point High School, we strive for excellence by displaying:</p> </div> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <p style="text-align: center;">Respect</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Allow our teachers to teach * Allow others to learn * Use appropriate language * Move and wait for class calmly * Value the contributions of others * Keep our school free of litter and graffiti * Ensure each other's safety </td> <td style="vertical-align: top; width: 33%;"> <p style="text-align: center;">Responsibility</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Follow instructions first time * Bring all necessary equipment * Carry our diary and a copy of our current timetable * Are safe with all equipment * Are active only in areas designated for that purpose * Are in the right place at the right time </td> <td style="vertical-align: top; width: 33%;"> <p style="text-align: center;">Participation</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Wear correct school uniform * Are actively engaged in our learning * Complete all tasks to the best of our ability * Interact positively with others * Use devices appropriately, when instructed by a teacher * Are positive Ambassadors for our school in the wider community </td> </tr> </table>		<p style="text-align: center;">Respect</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Allow our teachers to teach * Allow others to learn * Use appropriate language * Move and wait for class calmly * Value the contributions of others * Keep our school free of litter and graffiti * Ensure each other's safety 	<p style="text-align: center;">Responsibility</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Follow instructions first time * Bring all necessary equipment * Carry our diary and a copy of our current timetable * Are safe with all equipment * Are active only in areas designated for that purpose * Are in the right place at the right time 	<p style="text-align: center;">Participation</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Wear correct school uniform * Are actively engaged in our learning * Complete all tasks to the best of our ability * Interact positively with others * Use devices appropriately, when instructed by a teacher * Are positive Ambassadors for our school in the wider community
<p style="text-align: center;">Respect</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Allow our teachers to teach * Allow others to learn * Use appropriate language * Move and wait for class calmly * Value the contributions of others * Keep our school free of litter and graffiti * Ensure each other's safety 	<p style="text-align: center;">Responsibility</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Follow instructions first time * Bring all necessary equipment * Carry our diary and a copy of our current timetable * Are safe with all equipment * Are active only in areas designated for that purpose * Are in the right place at the right time 	<p style="text-align: center;">Participation</p> <p><i>We</i></p> <ul style="list-style-type: none"> * Wear correct school uniform * Are actively engaged in our learning * Complete all tasks to the best of our ability * Interact positively with others * Use devices appropriately, when instructed by a teacher * Are positive Ambassadors for our school in the wider community 			



PICNIC POINT HIGH SCHOOL

Re-entry to Class Process

Help students get back on track as quickly as possible	When students re-enter the room and/or routine, help them join the rest of their classmates as quickly as possible. This will help refocus the student and remove any unwanted attention. You can do this by quickly reminding them what the class is working on, securing the needed supplies for the student to get started, and referencing PPHS core values that remind students of key procedures.
Acknowledge improved or problem-solving behaviours	When you notice the student correcting a previously negative behaviour, or taking steps to solve their problem, acknowledge and celebrate the steps they are taking. Depending on the student this may be done best with a private statement of praise, or it could be a good time to highlight their positive actions to the class.
Avoid re-triggering and let student know when a full debrief will occur	If re-entry occurs before a full debrief can occur, clearly communicate to the student when they will have a chance to fully share their story. Let them know that you are eager to help them solve their problem, and that you have time set aside for that purpose. In the meantime, focus on moving forward, and avoid any interactions that would reengage the student in the past negative behaviour.

Re-entry to Class after Faculty Isolation

Student name: _____ Meeting date: _____

Reason for isolation from class: _____

Present at meeting:

Return to class expectations:

Goals set by Student:

Next steps if no improvement:

Student Signature: _____ Teacher Signature: _____



PICNIC POINT HIGH SCHOOL

Reflection Session

Student Name:

Date:

Consider and then answer the following questions using full sentences.

Why have you been asked to attend this reflection session?

(State the name of the teacher and the reason **THEY** provided you for referral to this session)

What were the reasons you chose to engage with these actions?

(Why did you do what you did?)

How will you reconcile these actions?

(What are you going to do to make good on what happened?)



PICNIC POINT HIGH SCHOOL

Uniform Reflection

Please read the following before completing the reflection:

Why uniform is important.

- Uniforms give students a sense of belonging and enhance pride in their school.** Wearing a uniform shows unity and identity. In much the same way football followers will wear their team's jersey or scarf, a uniform builds a sense of community.
- Uniforms help students prepare for the workforce.** Whether it's wearing safety gear in a construction job or corporate wear in an office, most jobs require a standard of dress.
- School uniforms enable school staff to recognise intruders** and decreases the possibility of violence and theft.
- Uniforms cost less than a normal wardrobe.** It may seem that some individual uniform items are expensive but when compared to having a whole wardrobe of different outfits, the overall price is much smaller.
- Uniforms reduce peer pressure and bullying.** Our students come from a wide range of family situations. Some are wealthy and others struggle. Students cannot be judged by their appearance because they are all wearing the same uniforms. Wearing removes the ability to wear clothing which identifies a student with a particular group or socioeconomic standing, creating a more harmonious environment. Bullying, especially if based on a student's social standing, can badly impact their self-esteem and they are likely to feel like they don't belong.
- Uniforms help students study and do better in exams.** The focus is on learning and not the clothing. Even at a university level where there are no uniforms, psychologists advise students to wear the same outfit in their classes as they will in the exam as it will help their recall.
- Uniforms make for a better learning environment.** Macquarie University researchers found that where uniform policies are enforced, students were more disciplined and listened better. Classes began on time and there were lower noise levels.

At Picnic Point we want to instil a sense of belonging and pride among our students. We are a school with a proud history and strong reputation as the "place to be". Wearing the Picnic Point Uniform will add to this spirit and pride, inspiring all to be confident and capable citizens of the future.

Please turn over to complete the reflection.



Student Name:

Date:

Summarise, using full sentences, the 7 reasons why uniform is important.

Reason 1:

Reason 2:

Reason 3:

Reason 4:

Reason 5:

Reason 6:

Reason 7:

Explain why you are not wearing full school uniform:

Is there any support that you require to be able to wear full school uniform?



PICNIC POINT HIGH SCHOOL

Classroom Teacher Monitoring Agreement

Student: _____ Head Teacher: _____
 Faculty: _____ Date: _____
 Class: _____ Sentral Incident ID: _____

Explanation

While on this Classroom Agreement, a monitoring card will be filled in by my teacher each lesson for up to 3 lessons. My parents/carers will be notified. If I do not adhere to the expectations of the classroom and school, my parents/carers will be contacted, and the matter may be escalated to the faculty Head Teacher. To pass this agreement I must achieve at least 80% as a score.

Please indicate the level of achievement of each goal:

Ratings: 2 - achieved 1 - partially achieved 0 - did not achieve

Goals: My teacher and I have identified the following goals to assist my learning.	Lesson 1 Date:	Lesson 2 Date:	Lesson 3 Date:
Goal 1:			
Goal 2:			
Goal 3:			
Student (initial)			
Teacher (initial)			
Score:	/6	/6	/6
Completed / Referred to Head Teacher			

(Once completed please scan and attach to Sentral record, then put original in the students' file at the front office)



PICNIC POINT HIGH SCHOOL

Head Teacher Monitoring Agreement

Student: _____ Head Teacher: _____

Faculty: _____ Date: _____

Class: _____ Sentral Incident ID: _____

Explanation

While on this agreement, a monitoring card will be filled in by my Teacher and Head Teacher each lesson for up to 3 lessons. My parents/carers will be notified. If I do not adhere to the expectations of the classroom and school, my parents/carers will be contacted, and the matter may be escalated to the Deputy Principal. To pass this agreement I must achieve at least 80% as a score.

Please indicate the level of achievement of each goal:

Ratings: 2 - achieved 1 - partially achieved 0 - did not achieve

Goals: My teacher and I have identified the following goals to assist my learning.	Lesson 1 Date:	Lesson 2 Date:	Lesson 3 Date:
Goal 1:			
Goal 2:			
Goal 3:			
Student (initial)			
Teacher (initial)			
Head Teacher (initial)			
Score:	/6	/6	/6
Completed / Referred to Deputy Principal			

(Once completed please scan and attach to Sentral record, then put original in the students' file at the front office)



PICNIC POINT HIGH SCHOOL

ANTI-BULLYING PROCEDURE 2024

Bullying can be defined as any intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying can involve all forms of harassment, humiliation, domination and intimidation of others.

Bullying behaviour includes:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **physical** e.g. hitting, punching, kicking, tripping, spitting, stealing, pushing, throwing things, making others do things they don't want to do;
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures, hiding or damaging another person's property, inappropriate use of mobile phones, malicious messages;
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious messaging online, inappropriate use of cameras, forcing a student to do something against their will;
- **racism** – making racial slurs, mocking cultural traditions, making offensive gestures;
- **sexual** – unwanted physical contact, offensive jokes, abusive comments related to supposed sexual behaviour, prejudice or stereotyping against an individual based on their gender or sexual orientation;
- **cyber bullying** – all communications through technology that seek to threaten, humiliate, intimidate, control, or put another person or persons down.

At Picnic Point High School we believe bullying in any form is unacceptable and will not be tolerated

Teachers, students, parents, carers and members of the wider school community have a responsibility to work together to address bullying.

Students at Picnic Point High School have a responsibility to:

1. Be aware of wrong-doing and help prevent it;
2. Treat others with respect, empathy and consideration;
3. Appreciate the rights and respect the beliefs of others;
4. Respond to incidents of bullying by reporting it to teachers.

Parents and carers have a responsibility to:

1. Support their children in all aspects of their learning;
2. Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying Procedure.

Staff have a responsibility to:

1. Respect and support students in all aspects of their learning;
2. Model appropriate behaviour and report suspicions of bullying to the Year Advisers, Head Teacher Wellbeing, Deputy Principal/s or Principal.



NSW Department of Education

The school has a responsibility to:

1. Educate the school community about the nature and impact of bullying;
2. Educate the school community about its Anti-Bullying Procedure through targeted student wellbeing sessions, staff professional learning and parent meetings;
3. Respond to allegations of bullying and ensure the procedure is adhered to;
4. Review this procedure on a regular basis in line with all Wellbeing Procedure reviews.

In response to allegations of bullying, the school will:

1. Investigate the claims thoroughly and counsel the victim and the bully(s);
2. If the claims of bullying are proven, then consistent with Picnic Point High School's Anti-Bullying Plan and disciplinary procedures the following steps will be taken:

First reported incident:

- Staff member receiving information about bullying incident to log on Sentral and refer to Year Adviser;
- Refers to Year Adviser to record on Sentral as *first* incident;
- Year Adviser completes the Bullying Notification Form with the student reporting the incident and the victim;
- Year advisers complete Anti Bullying Agreement and parent/carer(s) contacted;
- Mediation conducted by Year Adviser and/or Girls/Boys Adviser.

Note: (relevant Deputy Principal to intervene if incident is severe or includes physical aggression)

Second reported incident:

- Appropriate personnel manage incident and records on Sentral as *second* incident;
- Year Advisers refer to Head Teacher Wellbeing and Deputy Principal;
- Deputy Principal issues an Anti-Harassment Agreement;
- Formal Caution issued and parents/carer contacted;
- All parties partake in mediation conducted by Deputy Principal, Year Adviser and Student Support Officer.

Third reported incident:

- Appropriate personnel manage incident and records on Sentral as *third* incident;
- Short suspension;
- All parties referred to the School Counsellor;
- Parent/Carer(s) interview on return from suspension with Deputy Principal and School Liaison in Police.

Repeated bullying may lead to expulsion from the school.



PICNIC POINT HIGH SCHOOL

BULLYING NOTIFICATION FORM

Date: ___/___/___ Name of person making report: _____

Provide information in the space below about the bullying incident/s:

Name/s of the person/s being bullied:

Name/s of the person/s instigating the bullying:

Write detailed information about the bullying incident/s. **Where** and **when** did the bullying take place?

What were the bullying behaviours that you observed?

Were there other people who witnessed these bullying behaviours? [provide names]

Date: ___/___/___

Name and signature of person making report.



NSW Department of Education
Year Adviser Follow Up Actions:

Sentral Incident number: _____

Further referral required: (circle) Yes No

Reason for further referral (see bullying procedure document):

Referred to: (circle) School Counsellor Deputy Principal

_____ Date: ___/___/___

Year Adviser name and signature

School Counsellor/Deputy Principal Follow Up Action:

_____ Date: ___/___/___

School Counsellor/Deputy Principal name and signature

LAST STAFF MEMBER TO MANAGE THIS INCIDENT TO PLEASE PLACE FORM/COPIES IN STUDENT FILES OF ALL PARTIES AND ENTER ON SENTRAL WITH FILES TO BE ATTACHED TO INCIDENT.



PICNIC POINT HIGH SCHOOL

Anti-Bullying Agreement

Date: __/__/__

Sentral Incident Number: _____

Names of persons entering into the Agreement:

Bullying behaviours to cease immediately:

Respectful behaviours to be demonstrated by all persons from this point in time:

Consequences which may be applied should this Agreement be broken:

Signature of persons making the Agreement

Date: __/__/__

Year Adviser Name and Signature

Date: __/__/__

Head Teacher Wellbeing Signature

Date: __/__/__

LAST STAFF MEMBER TO MANAGE THIS INCIDENT TO PLEASE PLACE FORM/COPIES IN STUDENT FILES OF ALL PARTIES AND ENTER ON SENTRAL WITH FILES TO BE ATTACHED TO INCIDENT.



PICNIC POINT HIGH SCHOOL

Anti-Harassment Agreement

Between _____ (name and year)

and _____ (name and year)

Special Conditions: This is a contract both parties have agreed to try to make work.

Put downs, name calling, spreading rumours, being mean/nasty, excluding people from a group, hiding their equipment and personal possessions, taking their seat, etc. when done repeatedly **are forms of harassment** that upset people. This can be done:

directly – verbally, notes, SMS, chat rooms, Facebook, emails etc., or

indirectly – through others, or

non verbally – uncomfortable/intentional staring, ignoring them, etc.

An **AHA** is given to students that have had previous ongoing forms of harassment from other students to the extent that it has affected their learning at school. It is used when counselling or mediation has not worked or when both parties agree to use it as a means of resolving their differences. It is based on the idea that conflict or incidents cannot happen if there is no contact or communication between parties.

Remember the whole purpose of this strategy is to avoid incidents of bullying, harassment, intimidation or even assault. **Minor incidents can escalate.**

FORMAL WARNING: An intentional breach of the School AHA may result in a Formal Caution followed by a suspension if the behaviour continues.

Date: ___/___/___

Deputy Principal

Student's name: _____ Date: ___/___/___

I acknowledge the letter above. I have discussed it with my son/daughter. We understand no contact between the parties means that neither party will approach each other intentionally to communicate (other than necessary as part of normal classroom interaction).

No communication also includes all text messaging, emails, posts online, social media, phone calls or messages by other people.

Parent/Carer signature _____ Student signature _____

LAST STAFF MEMBER TO MANAGE THIS INCIDENT TO PLEASE PLACE FORM/COPIES IN STUDENT FILES OF ALL PARTIES AND ENTER ON SENTRAL WITH FILES TO BE ATTACHED TO INCIDENT

Appendix 2 Effective Classroom Strategies Toolkit

An integral part of our approach is that positive behaviours need to be taught and managed by classroom teachers. Students need to not only be aware of expectations, but these expectations need to be explicitly taught and applied in a consistent manner across all classrooms. Staff response to inappropriate behaviour must apply consequence that is logical and responds at a level that considers the level of the student's behaviour. Lists of strategies are outlined below. Teachers should try and incorporate the keywords of respect, responsibility, participation, and refer to expectations as much as possible.

Positive Re-Direction

- Re-direct attention-seeking behaviour
- Use eye-scanning to monitor the disruption without acknowledging it
- Give attention to on task and positive behaviour
- Know what behaviour to not draw attention to

Non-Verbal Messages

- Eye contact
- Facial expressions
- Proximity to disruption
- Hand signals & visual cues

Directions and Desists

- Express the intended behaviour clearly and simply.
- Avoid debate or discussion.
- Use the student's name – pause for acknowledgement – make statement – use manners.
- Always reinforce positive expectations.
- Describe the situation followed by a direction:
 - "Peter, the bench is still dirty. Please **cooperate** and clean it up".
 - Express a need followed by a direction.
 - "Sally, I cannot speak to the class while you are talking. Please be **respectful** and quiet".

Rights, Reminders or Restatement

- Exceptionally important in the early stages with a new class
- Refer the student back to the expectations.
- Remind the student yourself of how they are not being **respectful, responsible** and **participate everyday (Common Values)**
- Have the student explain how they could follow our **Common Values** expectations.
- Have another student explain how the student could show respect, responsibility, and participation.
- Use with a direction or desist:
 - "Sally, you are not being **respectful** by speaking while I am speaking. Be quiet please".
 - "Sally, how are you not being **respectful** when you speak while I am speaking? – RESPONSE – Be quiet then thanks".
 - "Can someone put their hand up and tell Sally why talking when someone else speaks is **disrespectful** – RESPONSE – Sally, be respectful please".



Question and feedback

- Achieves feedback from the student.
- Breaks the disruptive behaviour.
- Focuses student on the inappropriate and appropriate behaviour.
- Must be used at close range:
 - "What are you doing?"
 - Students usually respond with "Nothing" if that is what they are doing agree with them or tell them what they are doing.
 - "What should you be doing?"
 - Use a clear direction telling them what they should be doing.
 - Leave expecting compliance and monitor with discrete eye-scanning.

A Clear and Simple Choice

- Create the illusion of free choice using the language of the **Common Values**.
- Allows students to choose alternative behaviour
- Places responsibility for behaviour and consequence directly on the student
- Be firm and assertive and immediately follow up on the consequence
 - "Peter, you can either be **responsible** and clean up the bench now or at lunch"
 - "Sally, you can either be **respectful** and stop speaking now or move to this seat on your own."
- If the student wants to argue, repeat your choice exactly as before.
- If after two repeats, enforce the consequence.
- Once you have got to this level, you are giving the child a formal warning.

Separation within the room

- Movement to a seat within the main body of the room away from other students.
- Separation requires follow up.

Exiting the classroom

- If a student's behaviour is extreme (inappropriate language; violence; dangerous) or continue to disturb the classroom after they have been isolated, they must be immediately exited from the room.
- Stop discussing the matter with the student.
- Send a reliable student with a note to the Head Teacher or the delegated HT or teacher to come and exit the student from the room.

Follow Up

- A vital part of a management plan is the follow up.
- It must be done by the teacher as the problem is between the teacher and the student.
- It is an opportunity to explain student behaviour.
- It allows for the teacher and student to plan for behaviour in future lessons.



Can I see you please?

- A brief follow-up during class or after class.
- Clearly express your need or describe the situation.
- Reflect student back to how their behaviour violates the **Common Values**.
- Clearly state what is required in terms of the **Common Values**.
- Give them a clear and simple choice.
- Ask them to repeat for understanding.
- "You clearly understand – I need you to start doing it now".

Out of Class

- Shows a high level of concern and commitment.
- Do not talk for great length as they are on someone else's time.
- Usually after a previous no show
 - "What did I ask you to do?"
 - "Why did you not do it?"
- Clearly state what is required in terms of the **Common Values**.
- Give them a clear and simple choice framed in the language of the **Common Values**.
- Ask them to repeat for understanding:
 - "You clearly understand – I need you to ..."

Lunch Detention

- Teachers placing students on detention need to adhere to the Picnic Point HS detention expectations. This includes allowing time for eating and use of the toilet.
- While on detention, approaches may include the following:
 - A logical consequence
 - Completion of the Picnic Point High School Reflection Form
 - Discussion of responses on Reflection form in terms of the **Common Values**.
 - Enter on SENTRAL
 - Goal setting and agreement
 - Commitment for improvement