

POLICY IMPLEMENTATION DOCUMENT

STUDENT BEHAVIOUR

Implementation Procedures

The Student Behaviour Policy is one of many policies which supports the students of Kariong Mountains High School (KMHS). All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

KMHS is a PBL (Positive Behaviour for Learning) school. PBL provides a framework for positive recognition and discipline on a consistent basis. The school's core values of *Unity, Knowledge and Respect* are embedded into our PBL framework. Consequently, this school is committed to the provision and implementation of a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing or reducing problem behaviour.

Our school is committed to promoting the highest standards of behaviour and learning. Students at KMHS are provided with a high-quality education so that they can learn to the best of their ability and become self-disciplined and self-directed lifelong learners who can create a positive future for themselves and for the wider community.

This policy is consistent with legal and departmental requirements, is based on the principles of procedural fairness and developed within a framework of student wellbeing. Staff, parents and students have been consulted to ensure that it reflects the particular needs of our school community.

The following links for Department of Education policies apply

Student Behaviour Policy:

https://education.nsw.gov.au/policy-management-schools/revised-policies/student-behaviour?utm_source=sfmc

Suspension and Expulsion Procedures:

https://education.nsw.gov.au/policy-management-schools/revised-policies/student-behaviour/suspension-and-expulsion?utm_source=sfmc&utm_medium=email&utm_campaign=20231017_MuratDizdar_StudentBehaviourPolicy_Principals&utm_term=Suspension+and+Expulsion+Procedures&utm_id=138295&sfmc_id=44142210&sfmc_datasourcename=All%20School%20Principals

KMHS takes a positive approach to student behaviour. Our policy identifies core rules and practices that support quality teaching and learning. It sets clear and consistent limits to recognise and promote positive behaviour as well as applying consequences for inappropriate behaviour.

Core Rules for Students

KMHS has developed a set of 'Core Rules' based on the nine core values of NSW public schools. These are integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

At KMHS students are expected to:

- **Attend school every day** and attend all classes, unless legally excused.
- **Arrive at lessons on time** and be prepared to participate in learning.
- **Strive for the highest standards** in learning.
- **Maintain a neat appearance** and comply with the school's uniform policy.
- **Resolve conflict respectfully**, calmly and fairly.
- **Behave in a safe, considerate and responsible manner**, this includes travel to and from school.
- **Be respectful at all times** and cooperate with teacher instructions and learning activities.
- **Treat all members** of the school community with dignity and respect.
- **Take care** of their own property, the school's and others.
- **Keep the school grounds tidy** at all times.
- **Not be violent** or bring weapons, illegal drugs, alcohol, tobacco or vaping devices into our school.
- **Not harass, bully or interfere** with the safety of others or engage in any illegal or anti-social behaviour of any kind.

The expectations listed above align with the NSW Department of Education (DoE) **Behaviour Code for Students** (Appendix A).

Kariong Mountains High School PBL Expectations

Additionally, within the framework of PBL and our core values, there are expectations that are reinforced constantly. These expectations are displayed prominently around the school and in all classrooms.

VALUE	LEARNING SPACES	IN THE SCHOOL GROUNDS	OUT IN THE COMMUNITY	WHEN USING TECHNOLOGY	ALL LOCATIONS
UNITY	Choose kind	Share the space	Represent the school with pride	Make positive contributions	Correct school uniform
	Active listening	Put rubbish in the bin	Correct school uniform	Responsible and respectful language online	Ask for help
	Participate positively	Right to use bathrooms safely	Support the community		Respectful language
	Follow classroom rules	Clean and hygienic shared spaces, including bathrooms			Respect for self and others
KNOWLEDGE	Ready to learn	Right place, right time	Be aware of your surroundings	Use the internet as a learning resource	Report misuse and damage
	Right equipment	Consider others	Be safe		Follow staff instructions
	Challenge yourself	Walk calmly			Be aware of shared spaces
	Be a resilient learner				Respect personal space, privacy and property – <i>Bathroom specific</i>
RESPECT	Right place, right time	Treat others kindly	Be considerate of the public	Respect consent	Use good manners
	Let others learn	Respect sports equipment	Be a positive role model	Responsible online citizens	Encourage and support others
		Respect nature		Caring for borrowed devices	Be on time
		Be safe		Be prepared to borrow	

Rights and Responsibilities

The following rights and responsibilities have been developed by the students of KMHS. The rights of an individual must be balanced against their responsibility to exercise their rights without infringing upon the rights of others.

RIGHTS	RESPONSIBILITIES
<p>A right is something that belongs to you and cannot be taken away. We all have the same rights.</p> <p>Each person can say: <i>I have the right -</i></p>	<p>A responsibility is something you should do automatically and relates to respecting the rights of others. We all have the same responsibilities.</p> <p>Each person can say: <i>I have the responsibility -</i></p>
To be happy and safe	To behave in a way which also allows others to feel happy and safe at school, travelling to and from school and in the community.
To have an opportunity to learn	To behave in a way which allows themselves and others to learn.
To be treated fairly	To treat others fairly
To be treated with respect	To respect staff, students and visitors, regardless of differences
To have achievements celebrated	To celebrate the success of others
To belong to a school which enjoys a good reputation.	To behave in a way which enhances the reputation of the school.

Supporting Student Achievement and Positive Behaviour for Learning

At KMHS we take great pride in recognising and rewarding positive behaviour, responsibility and application. We have levels of recognition where a student can progress through the achievement of Positive Memos. All entries are recorded on Compass and tallied at the throughout each term.

Positive Memo:

Can be awarded for, but not limited to, excellent classwork, attitude and participation and following PBL focus areas. Staff are encouraged to issue a minimum of **three** Positive Memos per **day**.

Certificates:

Certificates are awarded to students when they achieve a particular number of positive memos. The levels are Bronze, Silver, Gold, Platinum and Principal Award. Listed below are the number of Positive Memos required for each level for each Year group.

Year	Bronze	Silver	Gold	Platinum	Principal
7	30	55	80	105	130
8	30	55	80	105	130
9	30	55	80	105	130
10	25	45	65	85	105
11	25	45	65	85	105
12	20	35	50	65	80

The PBL team sets a fortnightly focus of expected behaviour. Each focus is based on behaviour observed by staff and data recorded on Compass. A description and rationale for every foci is progressively taught by teachers from 2024. KMHS staff record positive referrals for the duration of the focus.

Students are also awarded positive referrals under the following categories of behaviour: academic, attendance, behaviour, sports, and extra curricular.

All positive referrals are compiled by the PBL team. Semester awards and frequent rewards are allocated to all students that reach these milestones.

At each weekly assembly, a random draw of positive Compass entries will take place. **Week A** recipients will be drawn from Years 7 to 9 and **Week B** recipients will be drawn from Years 10 to 12. The prize will be a \$10 Canteen Voucher.

Additionally, students with attendance of 90% or higher for the previous week are placed in a draw to win a \$10 Canteen Voucher, also drawn at the weekly assembly.

In 2024, the school’s PBL Team will be reviewing our rewards system. Rewards will be made available to individual students who have reached a particular level. Rewards for the most successful House will also be considered.

Student Wellbeing Support

Our school has a range of support processes and programs to assist students at an individual level. The Head Teacher Student Wellbeing oversees the Student Wellbeing Team and the Learning and Support Team.

Programs such as Rock and Water, Rage, Aspire, Drumbeat, Better Blokes and Seasons for Growth are examples of what can be offered to students in need. The programs undertaken are based on availability and current students’ needs. Behaviour Support Plans, as well as Individual Learning Plans, are also developed for identified students. Other activities such as Student Wellbeing Days are provided throughout the year.

Students have a range of support personnel within the school who they can access in times of need. These include Year Advisors, Girls’ Supervisor, Boys’ Supervisor, Head Teacher Wellbeing, Learning and Support Teachers, Deputy Principal, Student Support Officer and School Counsellors. A student services room is available for identified students who require ‘time out’ for a short duration.

Procedures to Manage Inappropriate Student Behaviour

Teachers have the primary responsibility for establishing and maintaining an effective learning environment. In promoting PBL across the school, staff are to work within the parameters of the Behaviour Consistency Guide (**Appendix B**).

Initial in-class misbehaviour leads to teacher actions such as reprimand, movement to another location, sent outside for a brief time and outlining the unacceptable behaviour(s) and reinforcement of expectations. Should the negative behaviours persist, the teacher will issue a detention. During the detention, the student is cautioned that a repeat of negative behaviour during following lessons will lead to a Head Teacher referral and another detention. Negative behaviour(s) are recorded on Compass.

If a student displays behaviours which are, in the teacher's opinion, due to ongoing academic, social or emotional difficulties, the student should be referred to the Learning and Support Team.

Should a student receive **two** Head Teacher referrals in the same subject they will be placed on a White Card (**Appendix C**) monitored by the classroom teacher. Students who average a score of 3 or less over the 5 lessons will be placed on a Green Card (**Appendix D**) monitored by the Head Teacher. Contact home will be made by the class teacher or Head teacher when a sheet is issued. The Deputy Principal and Stage Coordinator are notified in Compass of placement of students on White and Green Cards.

Students who fail to comply in 2 or more lessons on a Green Card will be referred to the Stage Coordinator. The Stage Coordinator will caution the student that any further misbehaviour will result in a Yellow Monitoring Booklet (**Appendix E**) being applied.

Students who are simultaneously on 2 or more Green Cards (multiple subjects) will be placed on a Yellow Monitoring Booklet. Students on Monitoring Booklets are not required to be on White or Green Cards.

Students have a maximum of 10 days to complete a Monitoring Booklet, that is, to have 5 successful days of positive comments in all lessons. Failure to do so will result in Deputy Principal monitoring via a Blue Monitoring Booklet. Parents/carers will be advised that the student will be placed on a suspension caution for continued disobedience. **While students are on a Blue Monitoring Booklet, they are ineligible to represent the school at non-compulsory extra-curricular activities.** Students may also be placed on an In-School Reflection for serious misbehaviour that does not meet the threshold of out of school suspension.

Students who are placed on an In-School Reflection will not attend regular classes for one school day. The student will be required to complete a Reflection Booklet and will have different break times to other students. While on Reflection, the student will complete normal classwork wherever possible. In cases where this is not possible, alternative work will be provided. An In-School Reflection automatically results in an out-of-school suspension caution.

The Deputy Principal and Stage Coordinators will monitor Compass on a weekly basis. Students who receive 3 or more negative incidents for the week will be informally cautioned. If this is repeated within a 2-week period, a formal caution will be issued with a letter or phone call to home. Any further repetition will result in the student being placed on a Yellow Monitoring Booklet.

The school applies a behaviour code for attendance at excursions (**Appendix F**). The term 'excursions' refers to all activities that complement the normal curriculum, including incursions. It is expected that such activities would involve parents/carers in giving permission.

The DoE have imposed a ban on mobile phones in schools and school related activities, including excursions. **Appendix G** outlines student expectations and consequences for failing to abide the agreement.

Suspension and Expulsion

KMHS follows the DoE Suspension and Expulsion Policy (hyperlink on page 1). Suspension provides a period of time, where students can reflect on their behaviour and all parties can seek a positive resolution to discipline and behaviour problems. The policy covers the behaviour of students:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and the students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member where there is a clear and close connection between the school and the student's conduct.

Formal Caution

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the Principal can issue a formal caution of suspension, in writing, to the parents or carers. The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

Suspension

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is available to the Principal in these situations.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include, but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, the Principal can issue an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include, but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to them school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

The Principal will decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant. The duration can be up to 10 school days. The maximum number of days a student can be suspended in a school year is 45 school days.

Resolving the Suspension

The Principal will attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the Principal (or delegate), the student and a parent or carer. Other key personnel may be invited. The student and/or parents or carers may also invite a support person.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. A successful meeting will have the student understand:

- the reasons for the suspension and how their actions did not meet the DoE **Behaviour Code for**

Students

- the impacts the behaviour had on others
- strategies are required to avoid any repetition of the unacceptable behaviour in the future.

A successful return may also include:

- placement on a Yellow Monitoring Booklet
- a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons
- referral to and assessments by the school's Learning and Support Team
- referral to and ongoing support from the school counselling service staff.

Expulsion

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing serious behaviours of concern. In these circumstances the Principal and Director, Educational Leadership (DEL) can consider expelling a student from the school.

The Principal and DEL may expel a student aged 17 year or older for unsatisfactory participation in learning in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course. In these circumstances the Principal will:

- advise the student of the tasks or actions to be undertaken in time for the issue to be corrected and alerted the student to the possible consequences of receiving 2 written 'N' warnings or a final 'N' determination
- follow all NSW Education Standards Authority (NESA) requirements in relation to issuing 'N' warnings
- provide the student with a formal written notice of potential expulsion for unsatisfactory participation from the school
- follow the written 'N' warning letters and notice of potential expulsion, providing the student with the opportunity, time and appropriate support to complete the course requirements.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

The DoE policy can be found at the following link:

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06>

NSW Department of Education



Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

education.nsw.gov.au

Kariong Mountains High School – Behaviour Consistency Guide

Green = Teacher correction procedure Orange = Head Teacher referral Red = Direct referral to the Deputy Principal/Principal

<p>Inappropriate Physical Behaviour</p> <p>Non-malicious Pushing /Shoving Grabbing at body/clothing Kissing/Intimate behaviour Entering storerooms without permission Inside buildings during breaktimes</p> <p>Pursuing with intent to strike</p> <p>Striking (open hand) Striking (closed fist) Fighting</p>	<p>Arguing/ Back Chat</p> <p>Challenging manner Talking in class</p> <p>Continued Challenging manner</p> <p>Lack of Respect towards an individual</p> <p>Verbally aggressive towards an individual Consistently talking in class</p>	<p>Defiance</p> <p>Slow to comply with request Intentional distraction from request Not working Eating in class Ignoring teachers instructions Failure to attend detention</p> <p>Refusing timely request in a timely manner. Repeatedly ignoring teacher instruction & defiance</p> <p>Ignoring HT instructions</p>	<p>Teasing / Bullying</p> <p>Isolated name calling/put down Student complaint about bullying Taking other students equipment Discrimination based on sexist/Homophobic/ disability/ racist comments directed towards a person Racist comments + ARCO</p> <p>Repeated name calling/put down Sustained aggressive talk</p> <p>Taking teachers personal equipment Threatening harm Sustained name calling/put down</p>
<p>Dangerous/Offensive Behaviour</p> <p>Swinging on chair Careless behaviour Kicking/throwing ball in class Swearing as an exclamation Swearing among peers</p> <p>Enter/exit class through window Dangerous behaviour Swearing directed aggressively</p> <p>Making dangerous items Swearing abusively at an adult Creating offensive material</p>	<p>Equipment / Resources</p> <p>Unprepared for class Careless use of equipment Walking/standing on furniture Listening to music</p> <p>Interfering with teacher’s Equipment</p> <p>Unauthorised use of phone in class</p> <p>Using electronic equipment in a way not authorised by the teacher</p> <ul style="list-style-type: none"> • Games • Social Media • Sexual • Violent 	<p>Destruction of Property</p> <p>Chewing gum Accidental breakage via carelessness</p> <p>Accidental breakage through misuse Intentional damage to faculty equipment</p> <p>Vandalism or misuse of school property</p>	<p>Attendance / Assessment</p> <p>Fractional truancy Non serious attempt at class task Failure to hand in assessment task Leaving class without permission Frequent absences from class Non serious attempt at assessment task (Yr 7-9)</p> <p>Non serious attempt at class tasks over a period of time Multiple truanancies from same course Whole lesson truancy</p> <p>Whole day truancy</p>

Appendix C

Student Behaviour Program (Teacher Monitoring)

Student: _____ Classroom Teacher: _____

Subject: _____ Date Commenced: ____ / ____ / _____

This behaviour contract is to assist students in achieving to the best of their ability in this class. Students on this program are required to abide by the values of Kariong Mountains High School, with a particular focus on:

- Focus point - Item 1
- Focus point - Item 2
- Focus point - Item 3
- Focus point - Item 4

Students will be given a mark out of five for **five** lessons in this class. A mark of two or less in any lesson will reflect that this student has not followed the expectations set and further action may be taken by the Head Teacher. An average score of three or less over the five lessons will result in a referral to the Head Teacher.

	Grading	Teacher Comment
Lesson 1	1 2 3 4 5	
Lesson 2	1 2 3 4 5	
Lesson 3	1 2 3 4 5	
Lesson 4	1 2 3 4 5	
Lesson 5	1 2 3 4 5	

1 - Extremely poor (removed from class) **2** – Poor (failure to achieve on or more of the focus points shown above) **3** – Achieved all focus points to an acceptable level **4** – Achieved all focus points to a high level **5** – Achieved all focus points to an excellent level.

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

Review Date: ____ / ____ / _____

Appendix D

Student Behaviour Program (Head Teacher Monitoring)

Student: _____ Classroom Teacher: _____

Subject: _____ Date Commenced: ____ / ____ / _____

This behaviour contract is to assist students in achieving to the best of their ability in this class. Students on this program are required to abide by the values of Kariong Mountains High School, with a particular focus on:

- Focus point - Item 1
- Focus point - Item 2
- Focus point - Item 3
- Focus point - Item 4

Students will be given a mark out of five for **five** lessons in this class. A mark of two or less in any lesson will reflect that this student has not followed the expectations set and further action may be taken by the Head Teacher. An average score of three or less over the five lessons will result in a referral to the Deputy Principal.

	Grading	Teacher Comment
Lesson 1	1 2 3 4 5	
Lesson 2	1 2 3 4 5	
Lesson 3	1 2 3 4 5	
Lesson 4	1 2 3 4 5	
Lesson 5	1 2 3 4 5	

1 - Extremely poor (removed from class) 2 – Poor (failure to achieve on or more of the focus points shown above) 3 – Achieved all focus points to an acceptable level 4 – Achieved all focus points to a high level 5 – Achieved all focus points to an excellent level.

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

Review Date: ____ / ____ / _____

Appendix E



BEHAVIOUR IMPROVEMENT PROGRAM

Student: _____ Date: ____ / ____ / ____

Year: _____

The value aspects I need to focus on are:

-
-
-

Period	Comment	Signature
CH		
1		
2		
3		
4		
5		

Parent Signature: _____

Supervisor Signature: _____

Appendix F – Behaviour Code for Excursions

Day Excursions/Sporting Teams

Unless there are unusual circumstances, only referrals up to a month before the date of the activity will be considered.

Overnight Excursions/Camps

Unless there are unusual circumstances, only referrals up to 3 months before the date of the activity will be considered.

Suspension Protocols

For suspensions, a student is unable to participate in an excursion for at least 1 week after the resolution date, regardless of any other referral data, positive or negative.

Note: An exception may be made by the Principal in very rare and unique situations, if the activity is very close to the end of the exclusion date and will be on a case-by-case basis.

Excursions linked to mandatory curriculum requirements

These will be considered on a case-by-case basis, but generally, an alternative experience can be offered to the student so that curriculum requirements are still met.

Attendance at School

A student who is not able to attend an excursion is expected to be at school unless they have a justifiable reason for being absent.

All students for whom the excursion is targeted, or who nominate to be involved in a sporting/co-curricular event will have their behaviour record examined to determine if there is possible cause for concern about their behaviour and capacity to self-manage that behaviour.

If a student has received a number of referrals from staff and wishes to participate/or is in the cohort for attending the excursion, then these will be considered by the Deputy Principal before the permission note is issued and a decision about whether the student can attend will be made. This decision will be based on factors including severity, frequency and emerging patterns of behaviour.

The Deputy Principal may seek guidance from the Year Advisor before coming to a final decision.

Students with unresolved N-award warnings will not be permitted to attend/participate in an excursion/activity, without evidence of significant progress on a resolution plan.

Due to the complex nature of different types of behaviour and whether they are repetitive or once only, it is not possible to put forward a definitive number of referrals that leads to withdrawal from the event. Each case will be documented, and the parents/carers and students are entitled to full disclosure about the decision-making process.

Students will be advised outlining the reason(s) why they are ineligible to attend the excursion, at the same time as permission notes are issued. The Deputy Principal or teacher-in-charge will ring home to communicate this decision to the parent. A neutral referral will be placed on Compass by the teacher-in-charge.

Parents/Carers may appeal to the Principal. The timeframe for appeals will vary depending on the activity. It is expected that a change of decision will only occur if new information comes to light or there was an issue with the process. **The Principal's decision is final.**

School Uniform Requirement

Students are only permitted to attend the excursion/activity if they are wearing full school uniform *(unless the permission note indicates a variation to this rule)*.

Appendix G

PHONE POUCH AGREEMENT



Upon receipt of the mobile phone pouch, I will:

- bring the pouch to school every day, even if I don't have my phone
- comply with staff requests, upon arrival to school, to present my locked pouch when being greeted at the front gate
- not attempt to conceal my phone or bring another phone
- not tamper with the pouch
- pay for the replacement of the pouch (\$20) if it is lost or damaged.

I understand the following consequences will be applied if I fail to follow the policy:

1st offence – submit phone to office, it can be collected at the end of the school day.

2nd offence – submit phone to office, the Deputy Principal will contact home, it can be collected at the end of the school day.

3rd offence – submit phone to office, the Deputy Principal will contact home for parent/carer to collect, 1 week ban.

4th offence – submit phone to office, the Deputy Principal will contact home for parent/carer to collect, 4-week ban, formal suspension caution.

5th and subsequent offences – suspension.

Student name and Year group: _____

Signature: _____