

OAK FLATS HIGH SCHOOL



Student Wellbeing Procedures

Oak Flats High School

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STUDENT WELLBEING TEAM

This document is prepared by the Student Wellbeing Team on behalf of, and in consultation with, the Oak Flats High School Community.

Our Vision:

Achieving Our Vision

We aim to achieve our vision through:

1. Developing and implementing policies and procedures to support student wellbeing.
2. Ensuring student wellbeing is central to teaching practices and student learning.
3. Raising awareness in the school community of issues related to student wellbeing and being proactive in developing strategies to address these issues.

Our Core Values

:

1. **CARE**
2. **RESPECT**
3. **RESPONSIBILITY.**

At Oak Flats High School it is expected that these values are shared by all members of the school community and that they will be reflected in our everyday behavior.

Student Wellbeing Team

Whilst student wellbeing is the responsibility of all staff at Oak Flats High School. A wellbeing team exists to assist with the creation of an environment in which the school's goals and expectations can be achieved. The student wellbeing team includes:

- Head Teacher Wellbeing
- Year Advisers (Yrs 7-12)
- Assistant Year Adviser (Yr 7)
- Principal/Deputy Principals
- Head Teacher Administration
- School Counsellor
- Yr 6 – 7 Transition Co-ordinator
- Careers Adviser
- HSLO
- Anti-Racism Officer
- ACLO

1. HEAD TEACHER STUDENT WELLBEING

- organises, coordinates and leads Student Wellbeing Team members
- works closely with Year Advisers and other school wellbeing personnel to support, guide and inspire their work
- promotes student leadership and student centred improvement programs
- oversees and initiates targeted school wellbeing programs across the school
- records and distributes minutes of Wellbeing Committee Meetings to members of the Wellbeing Team and the School Executive, maintaining a record of the Minutes for other staff to view
- gives/coordinates Wellbeing Report at Executive Meeting, which includes names of students mentioned at Wellbeing Meetings
- interviews or takes appropriate action for students referred by staff members
- initiates follow-up including further discussion with staff, consultation with year Advisers, School Counsellor or parents. This may include planning and implementing future management strategies and the monitoring of student progress
- creates an environment in which students feel they can confide, seek advice and request help
- represents the interests of girls and boys education in discussion with staff and at Executive level
- co-ordinates liaison with external agencies

2. YEAR ADVISERS (YEARS 7-12)

The broad duties of Year Advisers are:

- general personal and social development of the students within their Year group.
- preventative and remedial measures for students with behavioural and/or welfare difficulties in his/her Year group, term academic reviews, student and parent interviews and parent phone calls, use of Conduct books and attendance cards.
- monitoring of student reports – comments on reports, letters of congratulation, merit awards, letters of concern, interviews, recognition ceremonies.
- communication and liaison with students, staff and parents regarding students within his/her Year group.
- involvement in ceremonial and social activities eg graduation and farewell ceremonies across the range of students within a cohort.
- administrative duties eg guiding staff and students in elective selection, references, NESA, study skills programs.

3. PRINCIPAL

The Principal provides strong and effective student wellbeing leadership of the school staff, students and wider community in establishing and maintaining the highest tone and a clear direction for the school. High expectations for students and their wellbeing ensures school priorities are student centred.

4. DEPUTY PRINCIPALS

- Each Deputy Principal monitors the students of Years 7 and 8, Years 9 and 10, Years 11 and 12,
- identifies children at risk through monitoring, liaising with Head Teachers, members of the Wellbeing Team and, when appropriate, members of staff, the community, and initiates suitable action.

- promotes and upholds appropriate behaviour – attending Year Assemblies, assisting in student led school assemblies, parent and student interviews, Welfare meetings
- arranges for the monitoring and guidance of individuals and groups giving cause for concern
- assists in developing appropriate strategies for ‘difficult’ and ‘at risk’ students
- investigates, facilitates and institutes proactive strategies – with key school wellbeing staff – for student betterment and to better cater for student needs, interests and abilities
- facilitates professional learning of staff in Wellbeing and Discipline Strategy development
- encourages and monitors students wearing uniform in an acceptable manner for school activities (interviews, contact with parents, remedial measures)

5. **HEAD TEACHER ADMINISTRATION**

- ensures procedures as outlined in the Attendance Policy are carried out. Attendance is a prime indicator and measure of the need for specific student concern. Poor attendance patterns affect student progress and indicate welfare issues of concern exist beyond school for that student.
- liaises with the Welfare Committee about students with attendance concerns, updating Year Advisers of students at particular risk and those working with the Home-School Liaison Officer.
- interview students, parents and liaise with staff, refining systems to improve attendance – whole day and partial.
- assists in implementing school uniform policy.

6 (a) **SCHOOL COUNSELLOR**

- assists in the identification and support of children significantly at risk and children with significant disabilities
- assists in planning and facilitating appropriate responses to the needs of these children, and in the reviews, assessment and report writing concerning children with special needs or requirements
- provides advice and assistance to students, parents and staff in matters to do with the personal problems of students
- liaises with School Education Area/Regional staff, other Government departments and outside agencies regarding student welfare matters
- provides advice, support and assistance for students suspended from school or returning from suspension

* There are two main focus Areas for the School Counsellor:

6 (b) **PROVISION FOR STUDENTS WITH SPECIAL NEEDS**

- to assist in the identification of children significantly at risk.
- to assist in the identification of specific needs of children with significant disabilities.
- to assist in planning and facilitating appropriate responses to specific needs of children with significant disabilities.
- to provide the Principal/Staff with information and/or advice relating to policy procedures and resources in the student support program.
- to assist in the professional development of teachers in matters related to the

- provision for students with special needs
- to provide advice and assistance to parents in matters related to the provision for students with special needs
- to liaise with School Education Area/Regional personnel, other Government Departments and outside agencies regarding provision for students with special needs
- to facilitate the transfer of students with special needs between educational programs

6 (c) STUDENT WELLBEING

- to assist students in need of help with personal problems and educational guidance
- to facilitate parent consultation to assist students in need of help with personal problems and educational guidance
- to liaise with School Education Area/Regional staff, other Government Departments and outside agencies regarding student welfare matter
- to provide independent recommendations on application for special case transfers and children suspended from school
- to contribute to the school's welfare team
- to assist schools to utilise evaluative data to refine and further develop student welfare practices
- to assist in the professional development of teachers in welfare related matters
- to assist the school with student welfare policy development

In addition:

- Students may refer themselves to the School Counsellor.
- Staff may refer students to the School Counsellor
- Staff may also make arrangements to see the School counsellor by organising an interview.

8. YEAR 6-7 YEAR ADVISER

- liaise and meet with primary school teachers to secure appropriate information for class placement and specific needs programs
- maintain and facilitate linkage programs (Year 7 student visits, high school lessons visit afternoon, Gifted and Talented student links, gala days/problem solving days/debating days)
- co-ordinate organisation of Special Interest Days
- co-ordinate the annual Orientation Day
- oversee and co-ordinate the induction of Year 6 students into Year 7

11. CAREERS ADVISER

- to provide directions and facilitate subject advice for students
- to liaise with Year Advisers, as required so as to assist students

12 HOME SCHOOL LIAISON OFFICER (HSLO)

The Home School Liaison Officer duties include:

- supporting the school in its development of attendance policies
- completing roll checks to alert the school to potential problems
- conducting home visits to explain, liaise and negotiate on behalf of the school
- providing valuable feedback
- offering suggestions/strategies
- attending welfare meetings when possible or required
- assisting the school to develop the welfare policy

Addressing groups when required or invited, e.g. staff meetings, parent meetings, students, in-service conferences;

What the Home School Liaison Officer can do to help the welfare of individual students:

- physically get the student to school;
- be supportive by identifying tentative causes – addressing these causes by: suggesting solutions; lending support; seeking support.
- assist in the development of parenting skills, help organise special programs for the child at home;
- refer to DET based interventions: H.S.L.O (Home School Liaison Officer), Aboriginal Officer, Community Programs Officer (DOCS); support and promote self esteem initiatives.

12. ANTI-DISCRIMINATION/ANTI-RACISM OFFICER

The Anti Discrimination/Anti-Racism Officer's duties are to:

- be available to hear complaints from students and staff regarding discrimination.
- facilitate identified written complaints on the appropriate paperwork.
- attempt to resolve these complaints and/or give appropriate advice on action which can be taken.
- pass on written complaints, if deemed necessary, to the appropriate person eg. Head Teacher Welfare, Deputy Principal, Principal.
- help develop an anti discrimination ethos in the school by receiving relevant anti-discrimination material and distributing it amongst staff members for use and understanding.

13. ROLL CALL TEACHERS

Although roll call teachers are not directly part of the welfare team, their role is very important.

The duties of roll call teachers are:

- develop an interest in and understanding of the diverse student needs, interests and abilities within their Roll group.
- accurately mark the attendance of students within the roll group (including at Year assemblies) liaising with the Head Teacher Admin where specific concern exists.
- encourage and follow up on the handing in of notes from parents/guardians explaining absences of students in the roll call group.
- read out daily notices and distribute any other relevant information to the roll group.

- professionally care for the welfare of the students in the roll group.
- liaise with the Year Adviser to communicate concern or suggested action in relation to student welfare issues.

14. ABORIGINAL COMMUNITY LIASON OFFICER

The Aboriginal Education Assistant will be available for support, advice, information and community liaison for Aboriginal students. They will work with staff to develop Personal Learning Plans for all Aboriginal students. They will co-ordinate activities, workshops and programs to further support the needs of these students. They will work with the in-school tutors to improve the literacy and numeracy of students. They will co-ordinate the Homework Centre for students on Wednesday afternoons. They will help students who require resources and a sanctuary.

STUDENT WELLBEING – AN OVERVIEW

There are many components in creating a safe and positive school environment and as such a number of policies and programs must be articulated and implemented. The following summarises what we have and indicates the areas identified by the Student Wellbeing Team as needing further improvement in the creation and maintenance of an effective, safe school environment.

Components

School Culture and Values – The school is initiating a number of changes to improve student achievement and connectedness to school. There is increasing emphasis on high expectations, academic rigor and building positive relationships. The school values of respect, resilience and responsibility are reinforced through all policy development and implementation. They are central to the development of positive relationships within and outside classes. As such these values underpin the changes which are taking place and are central to the following key elements of our Student Wellbeing Policy.

Community Links

In addition to those fostered through the curriculum, these include:

- accessing alternative programs such as Volunteering, pre-apprenticeship courses and work experience
- Careers and Pathways counselling
- Extra-curricular activities

Student Wellbeing

This is supported through:

- extracurricular activities – sport, music, drama, debating, public speaking
- Attendance policy – revised in 2016
- A broad range of support structures including:
 - Student Welfare programs
 - The Obviate Room
 - Year 7 Homeroom
 - Peer Mediation
 - Literacy
 - Alternative Programs – Rock and Water
 - Curriculum Initiatives
 - Year 12 Hub
 - Holiday study programs
 - Peer Support – initial support by Year 10 students for Year 7 students.

Teaching and Learning

In the development of teaching and learning practices the school places emphasis on the importance of building positive relationships to support both student learning and

wellbeing. In addition, the curriculum contains a number of elements directly supporting student wellbeing including: health studies, physical education, drug education and pathways planning.

Vivo Rewards Scheme

The Challenges before Vivo, schools reported that they had problems with their current rewards systems, which include student disengagement and substantial administration time and costs. Vivo represents an opportunity to recognise the small gains made by students through frequent, small rewards. Students who consistently perform well can also get acknowledgment, so Vivo really means that no student goes unnoticed. Creative Uses of Vivo at OFHS will allow us to mould the reward categories around our school values and behaviours. “The program can be so easily tailored to suit our context and particular needs. It allows us to focus on a particular area and be explicit in our expectations,” comments one school. “Points get awarded for many reasons both inside and outside of the classroom. This includes the playground, the sports fields and within the community. We even have an Environment Patrol to award points to students who maintain gardens in their own time.” Some schools have also been adding their own items to the Vivo Shop, customising it to their school preferences. One teacher states that “students can use their Vivos for a discount to the Year 12 formal as well as badges, water bottles and pens with the school’s logo.” It has also been very encouraging to see schools offering students the option to donate their points to their chosen charities. “The Vivo rewards system allows teachers to create positive classroom experiences”, comments a teacher from New South Wales. “It’s very motivating for students to have something to work towards”. There have been tangible improvements in student performance and attendance within schools. One school reports a rise in attendance rates from 85% to 92% since implementing the system in February 2012, with noticeable improvements in academic achievement as well. “There is no way we could put a similar program in place that is as easy to use and appealing to students for the same investment.”

STUDENT WELFARE AND SAFETY

Student Welfare

The school is committed to providing support to students experiencing difficulties in their personal lives. This involves access to student welfare staff who provide direct support or refer students to appropriate welfare professionals.

Student welfare is managed by the Student Welfare Team led by the Head Teacher Welfare. Its goal is to support the achievement of the school's vision for student wellbeing. To do this it has responsibility for :

- developing and delivering a coordinated approach to student welfare / case management;
- developing processes within the school for the Early Intervention of students in need and at risk;
- supporting the Student Wellbeing Team to identify and develop processes for the delivery of early intervention, primary prevention, intervention and postvention programs;
- supporting the Student Wellbeing Team in identifying the needs of the school in order to maximise the provision of support to students;
- establishing effective partnerships with community agencies and service providers.

Personal Health

First Aid, Illness and Accidents

Any student who is unwell before school should be kept at home. However, if a student is injured or becomes ill while at school, they should obtain permission from a member of staff and report to Sick Bay. Where necessary, a parent or an emergency contact person will be called and asked to collect the student. Minor first aid treatment can be given at school but school personnel do not administer any medications such as Aspirin and Panadol. Students using regular medication must bring it to school in a container clearly labelled with name, dose and time to be taken. If there is a need for hospitalisation, parent permission will be sought along with agreement to cover ambulance costs.

All medication must be kept in the Sick Bay during the school day (except for asthma medication which students should keep with them).

Parents/Guardians must ensure that all student records of enrolment information are correct so that the school can contact them if necessary. Changes of address, emergency telephone numbers, and places of work, need to be forwarded to the General Office, so that student records can be updated.

Peer Support

The school is committed to providing Peer Support training to selected students to enable them to play an active role in improving student wellbeing. The program will vary according to the needs of the school. In 2017 all Year 9 students will be trained in peer support. They will be assigned as buddies to Year 7 students in 2018 and support them in their transition to secondary school.

DRUG EDUCATION POLICY

The school acknowledges the importance of appropriate drug education by embedding this in the mainstream curriculum. The program is comprehensive in covering both legal and illicit drugs and is responsive to changes in the prevalence and use of different drugs in the community. The program is based on the principles of harm minimisation and uses current strategies for effective delivery.

Drug Education is an implicit part of the curriculum with all staff expected to promote safe behaviours and positive attitudes to drug use. In addition it is taught explicitly in the following compulsory courses:

- Year 8 Health
- Year 10 Health

It is included in the following elective studies:

- Year 11 PD/H/PE

In addition to this the school takes advantage of opportunities to participate in community based programs as they become available. This may involve students attending specific programs or bringing programs into the school. We support community education by promoting such programs to our school community.

STUDENT LEADERSHIP

Student Leadership is promoted at all levels in the school through explicit, extracurricular programs and through the curriculum.

SRC Leaders – Year 12

The senior leadership team is elected by students. It consists of :

School Captains – 1 male, 1 female

Deputy School Captains – 1 male, 1 female

Student Leaders, Years 7 – 11

Each form in Years 7 – 10 elects two SRC representatives.

Additional Leadership Positions

The following elected leadership positions are also available to students:

House Captains – 1 male and 1 female per house

House Vice Captains - 1 male and 1 female per house

Student Leadership Opportunities

The school actively promotes participation in leadership activities both within the school and the community. Students are regularly invited to represent the school in a broad range of forums and to become involved in community service activities. Our extensive extracurricular program in sport, music, debating, technology and the arts provides students with the opportunity to develop their personal leadership skill

CODE OF CONDUCT

Our Code of Conduct is intended to support the rights and responsibilities of all members of our school community. Central to this is the reinforcement of our core values – **RESPECT, CARE and RESPONSIBILITY**.

BEHAVIOUR EXPECTATIONS

RESPECT is demonstrated by our:

- speech, actions and manners;
- appreciation of our environment (grounds, classrooms, resources, community);
- honesty, teamwork and acceptance of others (opinions and rights);
- care, support, and safety of all members of our school community;
- positive communication and connected relationships.

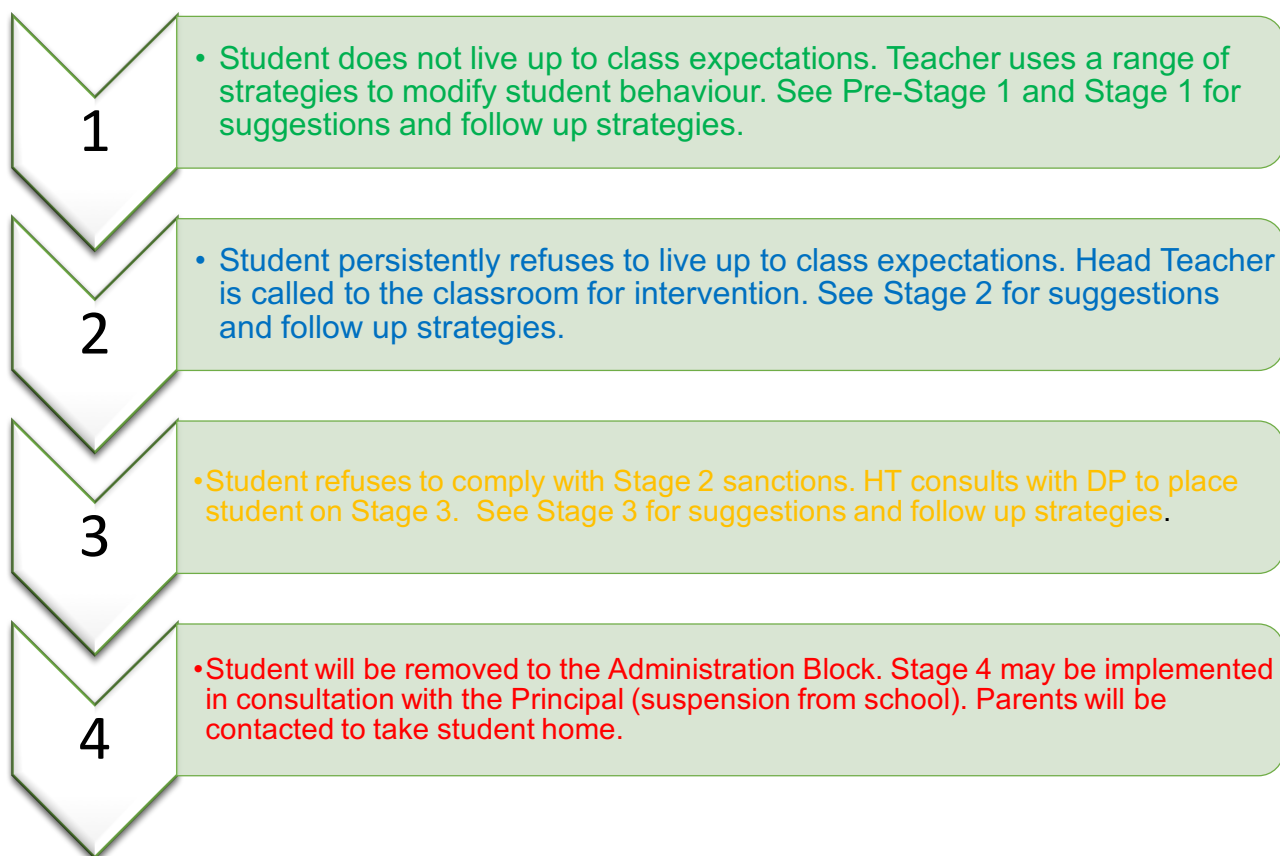
CARE is demonstrated by our:

- Positive interrelationships
- Procedural fairness
- Understanding and empathy
- Access to student services when needed
- Student's appreciation of teachers efforts in preparation and delivery of lessons

RESPONSIBILITY is demonstrated by our:

- personal learning and growth;
- organisation, management, goal setting and achievement;
- modelling and encouragement of positive behaviours;
- forward thinking, innovation, creativity and flexibility;
- informed decision making.

SCHOOL DISCIPLINE CODE



Pre-Stage 1 – Everyday classroom issues

Types of Behaviours

- Minor infringements of the rights of others
- Off task behaviour
- Low concentration levels
- Minor disruptions eg. Rudeness, inappropriate language, annoying others, no homework, punctuality problem, without equipment

Suggested Teacher Responses

- Praising good work
- Praising appropriate behaviour
- Positioning yourself near the student
- Pausing until interruption has ceased
- Looking at the student and establishing eye contact
- Naming the student and reminding them of class rules, asking if they can do that
- Explaining that the behaviour is preventing the others from working effectively

- Applying appropriate classroom consequences
- Providing Vivos and Merits

Teacher Follow Up

- Emphasise classroom expectations.
- Continue to reward positive behaviours
- Evaluate and refine your student management plan and be ready with response to predicated behaviours eg. Seating plan
- Seek advice from colleagues.

Stage 1 – Breach of classroom rules

Students incur Stage 1 consequence for minor discipline offences. The consequences should be immediate, certain and be consistent with the offence.

Types of Behaviour

- Ongoing breaches of the rights of others eg. Low level harassment, disrupting learning
- Continuing problems eg. Inappropriate language, uncaring attitude to other students, throwing objects, poor attitude to learning and work, rudeness, unresponsiveness in class, initial refusal to follow teacher instructions and slow compliance
- Inappropriate playground behaviour and out of bounds
- Truancy ie. late arrival or early leaver without permission

Suggested Teacher Response

- Refer to classroom expectations – **Create a Class Behaviour Management Plan**
- Write the student's name on the board for detention at recess or lunch after three crosses.
- Challenge unacceptable behaviours
- Assert your feelings about the behaviour
- Relate behaviour consequences with “if” and “then” statements. Provide a choice.
- Commence a student profile and record behaviour on a discipline incident sheet
- Stand student at the back of the room temporarily
- Detain students at the end of the lesson to discuss the problem (send to next class with a late note)
- Lunch detention involving reparation i.e. Complete work, clean desks, etc.
- Separate students from friends (temporarily)
- Gain verbal agreement re. seating, behaviour, work
- If it is a minor playground issue, remind them of the classroom expectations & apply a minor consequence
- If student is disrupting the learning of others issue a Blue Slip and send to Head Teacher

Teacher Follow Up

- Interview with student to ascertain a reason for their behaviour
- Debriefing – seek collegial support
- Speak to other members about appropriate discipline strategies
- Consult Head Teacher, SENTRAL records and/or Year Advisers for background information

- Contact parent by phone after consulting with Head Teacher
- Refer to Head Teacher if necessary
- Record the incident and consequence on SENTRAL

Head Teacher Follow Up

- Continue support and advice to class teacher
- Support classroom teachers by reinforcing the consequences if there is no improvement
- Support the development of responsible class behaviour by visiting classes to acknowledge good work and present Vivos and Merits

Whole School Response

- Year Adviser to investigate problems flagged by teacher and give feedback
- Year Adviser to raise issues with Head Teacher Welfare. Assistance from the Learning Support Team may be available

Stage 2 – Recurrent breaches of classroom and/or school rules and expectations

Students incur Stage 2 consequences if they have repeatedly broken class and/or school rules, have failed to respond to Stage 1 consequences and have not made any improvement. They may have demonstrated irresponsible and quite inappropriate behaviour and the consequences are stronger to reflect the seriousness of their offences.

CARE	RESPECT	RESPONSIBILITY
<ul style="list-style-type: none"> • Harassment of others • Unsafe behaviour 	<ul style="list-style-type: none"> • Continually breaches the rights of others • Recurrent misbehaviour in class • Recurrent refusal to cooperate or follow teachers instructions • Smoking • Persistent breach of the uniform code • Inappropriate language 	<ul style="list-style-type: none"> • Isolated breaking of rules • Deterioration of behaviour • Truancy (fractional) • Failure to fulfil disciplinary sanctions eg. Fails to attend detentions • Recurrent breach of the classroom and/or school rules

Suggested Teacher Response

- Remind and reiterate the core rules
- Interview student to ascertain reason for their behavior
- Insist on correct uniform.
- Persist with strategies implemented previously
- Confine student to an isolation desk in the room
- Send student to Head Teacher to discuss the problem
- Consult with Head Teacher to negotiate a behaviour management plan/contract
- Arrange for students to be supervised temporarily in another class
- Inform student of escalation of consequences
- **Head Teacher can place student on Afternoon Detention – Monday??**

Teacher Follow Up

- Contact home to inform parents of the problem in class
- Joint consultation with Head Teacher aimed at negotiating and working out the problem
- Ensure all documentation is complete ie. discipline referral to Head Teacher via Sentral
- Discuss with Head Teacher if there is a need for a parent interview.
- Debriefing: seek collegial support

Head Teacher Follow Up

- Continue to liaise with teachers on specific student progress
- Interview student and inform them of their placement on Stage 2 with lunch detentions and other faculty consequences.
- Enter in SENTRAL
- Send home a Stage 2 letter via email and mail to parents detailing the problem/issues and phone home to inform them of stage placement
- Arrange for a Behaviour Improvement Plan to be implemented eg. Seating plan, contract, etc.
- Discuss issue with Year Adviser and/or Head Teacher Wellbeing. There may be a need for some assistance from the Learning Support Team
- Arrange for student to be isolated for a short period or supervised in another class if necessary
- Discuss the need to continue class monitoring of student with teacher after interviewing students (one week)
- Arrange a parent interview if necessary
- Consult with Deputy Principals if you continue to have concerns

Whole school responses:

- Head Teacher to examine additional strategies available through the Learning Support Team eg. Integration and transition support, welfare assistance, counsellor support, anger management programs etc. in consultation with Head Teacher Wellbeing, Counsellors and School Administrative Staff
- Implementation of faculty card monitoring system for students causing concern in several areas.
- Feedback to be provided back to faculties about whole school responses
- Stage 2 involves lunch detention and other restitution as decided by the Head Teacher
- Head Teacher in Charge to respond to significant playground incidents and place students on Stage 2 and apply consequences
- Other consequences for stage 2 include sanctions as determined by faculties, such as Afternoon Detention
- Deputy Principal to follow up multiple Stage 2 offenders. Implement Executive Withdrawal

Stage 3 – Persistent/Serious breaches of classroom and/or school rules

Students incurring Stage 3 consequences are at risk of being suspended from school. They have demonstrated extremely inappropriate or irresponsible behaviour and are disrupting learning in several classes.

Types of Behaviour may include:

- Seriously violates the rights of others and shows no sign of wanting to change

- Severe harassment of students
- Aggressive and defiant behaviour
- Persistently refusing to comply with class or school rules or follow teacher instructions to a point where the lesson cannot continue
- Dangerous and out of control behaviour
- Persistent theft of minor items
- Severe damage to equipment
- Truancy (persistent fractional and whole day)

Teacher Responses

- Send a student with a note for collegial assistance
- Isolate or remove student where possible
- Stay calm and avoid escalation
- Call on Head Teacher or other executive for assistance
- In extreme cases seek direct assistance from the Senior Executive

Teacher Follow Up

- Complete SENTRAL referral in detail
- Notify Head Teacher of serious breaches of discipline as soon as possible
- Debriefing: seek collegial support

Head Teacher Follow Up:

- Respond to referral as soon as possible
- Refer students to Senior Executive
- Provide feedback to teacher involved and faculty

Deputy Principal Follow Up:

- Arrange for student to be excluded from class for a specific period of time (with appropriate supervision)
- Liaise with parents to establish/manage a Behaviour Management Plan and class contract are in place before allowing the student to participate in normal lessons
- Confer with Head Teacher Wellbeing and Year Adviser for background information and support where necessary
- Complete Risk Assessment if necessary
- Deputy Principal enters information on SENTRAL
- Student can be placed on Executive Withdrawal – HT consult with DP
- All students on Stage 3 will be interviewed by the Deputy Principal and will be placed on a pre-suspension monitoring card with strict conditions
- Deputy Principal will contact parent and discuss the problem/issues
- Deputy Principal will send via mail and email **a caution of suspension letter to parents**
- Failure to comply with the conditions set down may result in the student being suspended and incur a range of other consequences
- Deputy Principal will investigate other strategies that may assist the student eg. Partial attendance, time out card, external community support, counselling, case conference involving Student Advisor and all relevant class teachers, etc. feedback will be provided to all staff
- Learning Support Team referral (if necessary) by Deputy Principal to examine options and strategies
- Stage 3 involves after school detentions and possible withdrawal from a range of school activities (excursions, sporting teams, drama and dance performances, etc) for that time

- Other consequences may also be applied by the Deputy Principal

Stage 4 – SUSPENSIONS

“Any student reaching Stage 4 is to be suspended from school under the Guidelines set out in the DET policy”

1. In determining whether a student’s misbehaviour is serious enough to warrant suspension, the Principal will consider the safety and welfare of the student, staff and other students in the class or school.
2. The full range of school student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed.
3. In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, the presence of weapons or illegal drugs.
4. Short suspensions may be imposed for:
 - continued disobedience,
 - aggressive behavior.
5. Long suspensions may be imposed if the short suspension has not resolved the issue. Other reasons for long suspension include:
 - Physical violence
 - Use or possession of weapon
 - Possession or use of a suspected illegal substance
 - Criminal behaviour related to the school
 - Persistent misbehavior
6. **After students compile four suspensions (2 short and 2 long) the Principal may proceed to expulsion from O.F.H.S.**