

Canterbury Girls High School Behaviour Support and Management Plan

Overview

Canterbury Girls High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Recognition of Achievement including academic, sporting and extra-curricular awards
- Student Recognition Badge system
- Student Award system
- Student Voice and Leadership including First Nations, Pride, Environmental Ambassadors, Talented Athletes, SRC and Prefects
- Extra-curricular programs including Creative and Performing Arts, STEM, Sport, Public Speaking and Debating
- Personal Best program optimising mental health, resilience and respectful relationships
- Peer Mentoring
- Social Inclusion
- Senior Student Support
- Wellbeing Roadmap
- RUOK Day, Wear it Purple Day, International Day of Disability, Multicultural Day, Pride Month, NAIDOC Week, Week of Action against Bullying and Violence, Social Inclusion

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practice brings participants together to recognise the impact of harmful behaviours and to develop restorative actions

Partnership with parents and carers

Canterbury Girls High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG to review and evaluate school strategies
- using concerns raised through complaints procedures to review school systems, data and practices
- communicating concerns in a timely manner and inviting families to meetings to plan support and intervention
- following policy requirements to include families in disciplinary interviews
- providing information about and referrals to additional support services such as ASLO, PYLO, HSLO, Breakthru, Headspace, PCYC and CAOS

Canterbury Girls High School will communicate these expectations to parents/carers through the school newsletter, website, student information handbook, principal updates emailed to all families, P&C meetings and/or parent meetings and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

Canterbury Girls High School has the following school-wide expectations and rules:

To be respectful, responsible, resilient learners.

Respectful	Responsible	Resilient
Speak and behave courteously	Actively participate in learning	Care for self and others
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Restore harm, recognise
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

Behaviour code for students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents. Appendix 3: Bullying Response Flowchart

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement

- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	<u>Restorative Practice</u>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention/ Early / Targeted / & Individual intervention	School assemblies - Setting School Tone	Senior executive regularly addresses student body to reinforce high expectations around respectful behaviour and positive relationships to issue Student Information booklet and YA led discussion on code of behaviour, time out strategies, information about reporting bullying, mediation and anti-bullying agreement, and follow up e.g. counselling, suspension, referral to support services	Staff, students 7-12, families
Prevention/ Early / Targeted / & Individual intervention	Staff Professional Learning	Regular updates of the initiatives undertaken through annual updates, staff meetings, PLCs, Student Services and review teams with a focus on student wellbeing, mental health and behaviour support needs	Staff, Wellbeing team, students 7-12, families
Prevention	Recognition and awards system	Recognition of student achievement, participation in extracurricular activities and monitoring behaviour and attendance promotes positive engagement.	Staff, Wellbeing team, students 7-12, families
Prevention	<u>PDHPE curriculum</u>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <u>Toolkit for Schools</u>	The Toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	<u>National Week of Action Against Bullying and Violence (NWA)</u>	Our school participates in the annual (NWA) in Term 3 each year.	Staff, students 7-12

Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school through supported transition.	Incoming Year 7 students
Prevention	Year 7 <u>Peer support program</u>	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs. Year 10 students act as mentors.	Students 7 and 10, and co-ordinators
Prevention	PYLO Talks	Differentiated talks to address common issues students face, including travel safety, safe online behaviours and bullying.	Students 7-12
Prevention	Recognition	program of weekly and special assemblies/Year meetings to celebrate and showcase student participation and achievement	Students 7-12
Prevention / Early intervention	<u>Student support officer</u>	Supports the implementation of the school's approach to wellbeing through workshops, performances and presentation to support antibullying, resilience, coping strategies and emotional regulation	Students 7 - 12
Prevention / Early intervention	PATHE Program	Empower Pacific communities to aspire to further education and training. PATHE aims to give Pasifika people greater opportunities across life. With a focus on student support, outreach activities and innovative projects, PATHE strives to encourage primary school (year 5 & 6), high school (year 7-12) and current Western Sydney University students to recognise the potential within.	Individual students 7-12
Targeted / individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	RAISE program	For students who exhibit low level behaviours of concern or at risk of disengagement.	Individual students 8-10,
Targeted intervention	Leadership programs	These include Prefects, Student Representative Council, SEA, First Nations, Pride, Talented Athletes and Literacy Peer Mentors.	Students 7-12
Individual intervention	Youth Aware Mental Health (YAM)	A strengths-based intervention program with a focus on building self-awareness and emotional intelligence for students.	Individual students 7 - 12
Individual intervention	Monitoring Card	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual intervention	<u>Attendance monitoring</u>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. *See Appendix 1 Behaviour management flowchart and 2 Good Discipline and effective learning procedures.*

Canterbury Girls High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency
- careful monitoring of Sentral Wellbeing entries

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- 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 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 students' conduct.

Preventing and responding to behaviours of concern

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.
- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
 - Unacceptable behaviour is usually best dealt with by the teacher on the scene. In almost all cases a calm, professional, resolute and caring manner which de-escalates the situation will lead to a quick and satisfactory resolution of the problem.
 - Model positive behaviours and always promote respectful relationships in order to show students the high standards of behaviour expected. Ensure fairness and equity and apply reasonable consequences.
 - Be proactive and use positive reinforcement wherever possible to minimise likelihood of poor behaviour.

- Use a variety of teaching and learning strategies with a focus on student centred modes to actively engage students in positive classroom behaviours.
- Counsel students to determine if there are personal issues underpinning poor behaviour and work with the relevant three school personnel to address these.
- Engage 'student voice' – provide students with a say in relation to classroom learning, culture and organisation so that they feel connected to the class, and less likely to misbehave.
- Provide a student with space/time-out to calm a potential conflict. Do not embarrass, shame or demean students.
- **Executive managed** – behaviour of concern is managed by school executive. DP and Principal may employ a range of support strategies or interventions to manage behaviours of concern and resolve issues, including:
 - Parent Contact
 - Mediation using restorative justice and anti-bullying agreement
 - Counselling
 - School time out
 - Formal caution to suspend
 - Suspension
 - Ongoing follow-up monitoring
 - Police Youth Liaison Officer

Corrective responses by teachers may include:

- Classroom management strategies such as seating plan, active supervision and teacher proximity, separate students, lunchtime detention, re-direction, offer choice or error correction
- Remind student of responsibilities and consequences if behaviour persists
- Time out strategies (see appendix 5)
- Detention, reflection and restorative practices
- Prompts or reteach
- Parent/Teacher conference
- Refer to HT/DP/P - the matter will then become the responsibility of the staff it has been referred to, to handle in the manner they deem appropriate as per Policy, Guidelines and Procedural Fairness.
- Refer to YA to make report
- Communication with parent/carer

Canterbury Girls High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. New staff and casuals familiarised with school behaviour procedures during induction or staff meetings	1. Refer to school-wide expectations. Refer to student code of conduct found in student booklet Year adviser and peer mentoring Involvement in social inclusion and other events to promote respect, inclusivity and resilience	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day. Fortnightly meeting of senior executive, school counsellors and senior psychologist to discuss complex, high needs students
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: • redirecting to another area or activity • providing reassurance or offering choices Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral Wellbeing.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral Wellbeing and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning are incorporated in the school well being framework to address behavioural issues before they arise and promote positive relationships Appendix 4: Wellbeing Program 2024	4. Teacher records on Sentral wellbeing system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's student support team, YA or DP	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact

Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral Wellbeing. Student awards for positive behaviour and are given out at fortnightly year group assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.
--	---	---

Mobile Phones

Canterbury Girls High School supports the restrictions of mobile phones in accordance with the NSW Department of Education: Students' Use of Mobile Phones in Schools policy. 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. Canterbury Girls 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 prepares 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.

Canterbury Girls High School has elected to use the 'off and away' approach for the full school day, including recess and lunch. This will mean that students will have a responsibility to turn off their phone 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

Canterbury Girls 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. Parents/Carers of students with serious medical needs may apply for an exemption from the Principal. Supporting medical documentation may be required.

In limited circumstances, school staff can allow students to use their mobile phones in specific supervised situations, such as for a teacher-approved educational purpose (e.g. photography lesson), or to support students with specific medical needs (e.g. adjusting hearing aids, diabetes monitors).

See appendix 6: Improper use of Digital devices

Cautions and Suspensions

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

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, it is important principals consider issuing 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 (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the 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.

Canterbury Girls High School follows the direction and guidance provided by the DoE on the requirements for the suspension and expulsion of students in NSW public schools.

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

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral Wellbeing. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and expulsion procedures apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the Incident Notification and Response policy; Incident Notification and Response Procedures; Student Behaviour policy and Suspension and expulsion procedures

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Time Out, Detention, reflection and restorative practices

Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate action. Canterbury Girls uses time out and detention strategies.

Teacher-directed time out is an intervention implemented to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.

Time out should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced.

Timeout should be paired with restorative conversations and include goals, explicit instruction of replacement behaviours, measures to check progress and feedback to the student as they develop replacement behaviours.

If a student does not meet school expectations, they will be spoken to by the teacher, reminded of the school behaviour code and expectations. If the student continues to make inappropriate behaviour choices, the teacher will begin the **classroom time out** process. See Appendix 5 for the time out procedure.

Detention refers to withdrawing a student from their normal school activity for time out in another location within the school. The student is always supervised in the room by at least one adult and the student is not left alone at any time.

A student may be placed on detention for unacceptable behaviours such as but not limited to:

- inappropriate use of class time
- unexplained lateness to school or class
- non submission of classwork, homework or assessment task
- disrespectful behaviour towards staff
- use of inappropriate language

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be limited to a maximum of 20 minutes.

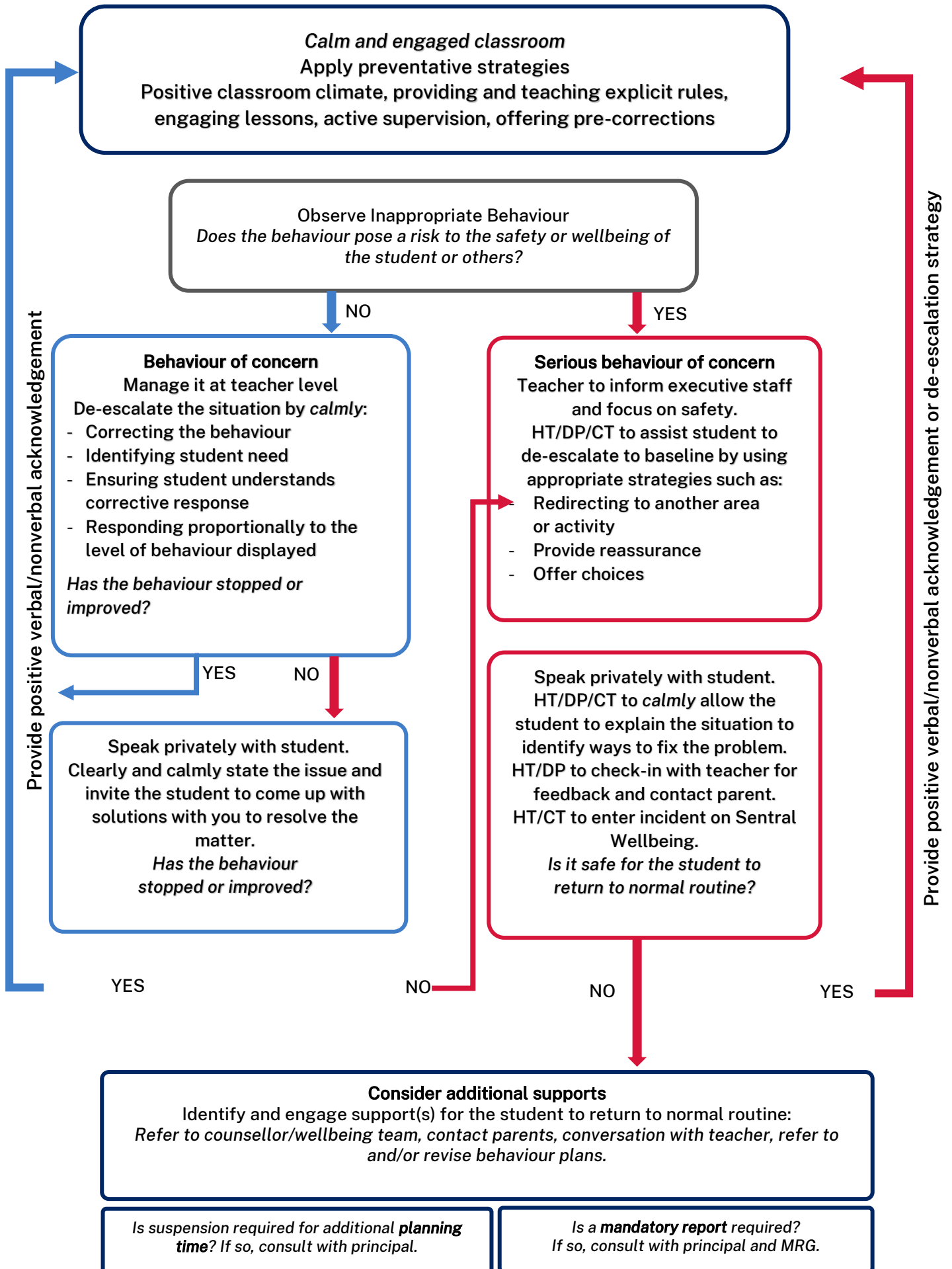
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive/CT/HT	Sentral Wellbeing
Restorative practice – peer mediation, <u>circles</u> or restorative conversations in groups The student may complete a behaviour reflection sheet and required to engage in a restorative conversation with relevant staff and students who may have been involved in the matter.	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing/DP	Sentral Wellbeing

Review dates

Last review date: Wednesday, week 2, Term 3, 2024

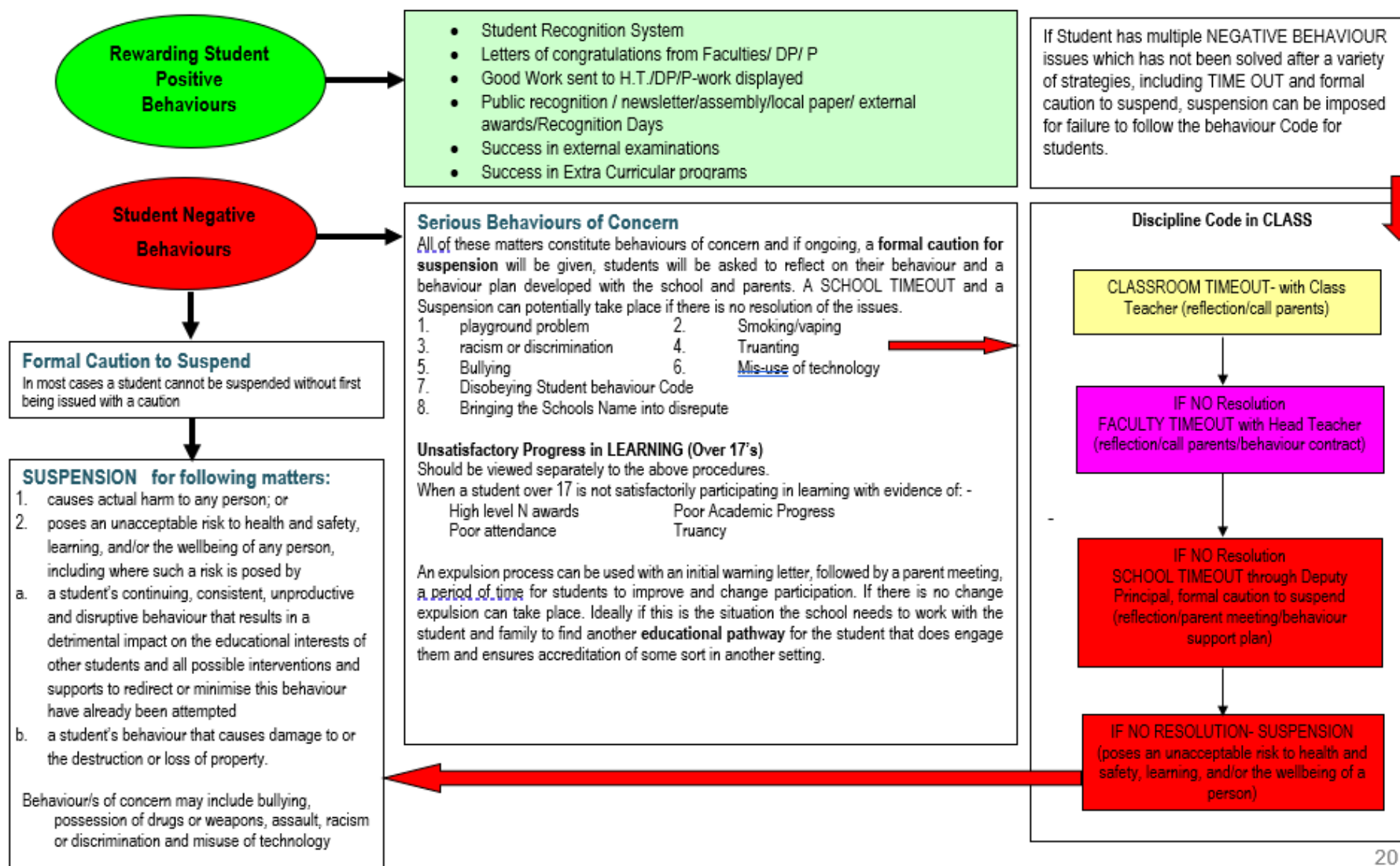
Next review date: Wednesday, week 2, Term 3, 2025

Appendix 1: Behaviour management flowchart



Appendix 2

2.2 Good Discipline and Effective Learning Procedures Overview



20

Appendix 3: Bullying Response Flowchart

Canterbury Girls High School is a safe, caring and inclusive learning environment in which diversity is affirmed and individual differences are respected. The school community recognises that the modelling and promotion of respectful relationships by all members on a continuing basis is fundamental to the prevention and eradication of bullying. ***Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm and includes cyberbullying.***

The following flowchart explains the actions Canterbury Girls High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s. All efforts will be taken to address potential escalation and resolve in a timely manner.



Appendix 4: Wellbeing Program 2024

YEAR	7	8	9	10	11	12
EVENTS	• Peer Support Thurs DEAR wks 3-10 • Transitioning to high school workshop - Junction Works 3 x classes Thurs 15 Feb P1-3 2 x classes Thurs 29 Feb P1&2 • PYLO Talks Thurs Mar 28 P1 • Digital Thumbprint - Cyber Security Friday 3 May • WIRED Production Thurs 22 Aug P1 • Social Inclusion Day - ABHS Friday June 7 • Let go and breathe workshop - Junction Works Thurs 24 Oct P2 • Mental Fitness Blackdog Institute • Operation Organisation Friday DEAR Term 3	• PYLO Talks Thurs Mar 28 P2 • Self-esteem workshop - Break thru • Digital Thumbprint - Cyber Bullying Friday 3 May • Backflips Against Bullying Thurs 27 June P1 • WIRED Production Thurs 22 Aug P2 • Stress & anxiety management and sleep workshop - CBYRC	• PYLO Talks Thurs Mar 28 P3 • Digital Thumbprint - Cyber security Friday 3 May • WIRED Production Thurs 22 Aug P1 • RUOK Day - ABHS (Term 4) • Youthblock health workshop	• Peer Support Leadership Training Mon 5 Feb Tues 6 Feb P1-3 only • PYLO talks Thurs Apr 4 P1 • Smashed Thurs 14 March P2 • WIRED Production Thurs 22 Aug P2 • LoveBites Thursday 29/Friday 30 August • Day of Wellbeing - Mission Australia, Headspace & CB Council Thursday 29/Friday 30 August • YAM workshop (week 6, 7)	• PYLO Talks Thurs Apr 4 P2 • Transitioning to further education - Junction Works Fri 20 June P2 • Life Ready PDHPE/Wellbeing collab - Talk Money Fri 26 July P1 & Fri 16 Aug P4 • Ask Us - Youthblock Life Ready Thurs 8 Aug P2 • UTS Kidman Institute - HSC Management workshop Mon 26 Aug P2 • Study Without Stress (optional small group program) • Adult 101 – Term 4	• UTS Kidman-Coming Back Stronger Mon 18 March P2 • Services NSW (Centrelink/Medicare) products and access Mon 3 June • “Halfway There” presentation (whole grade) • Study Without Stress (optional small group program) • Graduation week

Appendix 5: Time out Procedures

Teacher-directed time out is an intervention implemented to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.

Time out should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Canterbury Girls High School has the following school-wide expectations and rules:

Respectful	Responsible	Resilient
Speak and behave courteously	Actively participate in learning	Care for self and others
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Restore harm, recognise
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

Time out should be paired with restorative conversations and include goals, explicit instruction of replacement behaviours, measures to check progress and feedback to the student as they develop replacement behaviours.

If a student does not meet school expectations, they will be spoken to by the teacher, reminded of the school behaviour code and expectations. If the student continues to make inappropriate behaviour choices, the teacher will begin the **classroom time out** process.

In during the time out process the student:

- will sit at the time out desk (or allocated seat) and complete the assigned work
- will follow behaviour code, class rules and the teacher instructions
- must complete a behaviour reflection sheet
- attempt to resolve in no more than 4 lessons
- should work with staff to negotiate their return to class

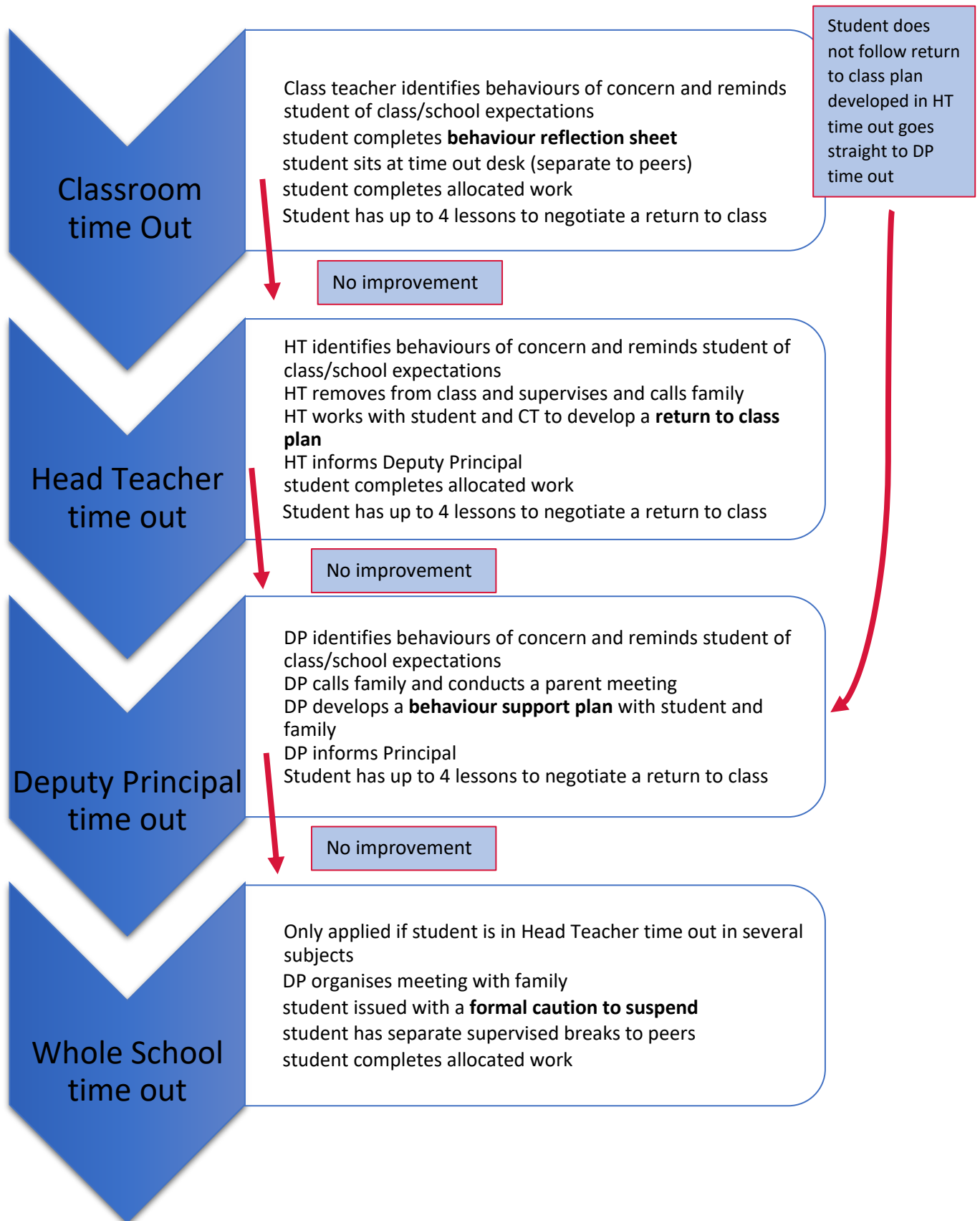
The classroom teacher:

- must ensure the student is fully supervised
- must provide the student with class work
- should record details in Sentral
- alert their Head Teacher of the Faculty and/or DP
- communicate with the family (email/phone) to advise of the time out reasons and seek support
- support the student to negotiate their return to class in no more than 4 lessons
- Refer to the HT if no improvement is made

If a student fails to meet their responsibility to negotiate a return to class or if inappropriate behaviour continues while in classroom time out or after return to class, the Head Teacher may move the student to **Head Teacher time out**.

If the student does not show improvement and still does not take responsibility for their behaviour, the Head Teacher will refer the student to the Deputy Principal. The student will remain in **Deputy Principal time out** for a maximum of 4 periods and participate in an interview with the Deputy and their family to develop a behaviour plan to support their return to class.

If a student is in time out in the classroom in several subjects at once, the Deputy Principal may move the student to **whole school time out**. If whole school time out is not resolved, a Formal Caution or Suspension may be issued.



Appendix 6: Improper use of Digital devices:

If a staff member has good reason to suspect that a student has been using a digital device, including mobile phones, inappropriately at school, the staff member has the right to take the device from the student. The digital device will be given to the Deputy Principal and kept until the end of the school day. A record will be kept of the students whose devices have been confiscated.

Collection of the device will be according to the following criteria:

- First offence – The device may be collected by the student from the Deputy Principal at the end of the school day.
- Second offence - The device may be collected from the Deputy Principal at the end of the day by a parent/carer of the student.
- Third offence - The device may be collected at the end of the school day by a parent/carer of the student. Further disciplinary action will take place through the Deputy Principal.
- Further offences will result in use of the school behaviour code and suspension policy.

First offence -The device may be collected by the student from the Deputy Principal at the end of the school day.



Second offence -The device may be collected from the Deputy Principal at the end of the day by a parent/carer of the student.



Third offence -The device may be collected at the end of the school day by a parent/carer of the student. Further disciplinary action will take place through the Deputy Principal.



Further offences will result in use of the school behaviour code and suspension policy.

Emergency Contact - including early departure for sick leave and urgent family leave.

Students must report to Office A if they are sick or have a personal emergency. The office staff will support the student to contact their family in a caring and sensitive manner, maintaining confidentiality.

Students must not call or email parents. This is counted as a mobile phone offense.

- If a parent or caregiver needs to contact a student at school because of an emergency, they are required to call the school's main office and a message will be sent immediately to the student.
- If a student needs to make emergency contact with parents/caregivers, they can do so through the school's main office.

Mobile Phones and Examination Rules

The NESA is the body that controls all secondary school external examinations. NESA examination rules have been applied to Canterbury Girls High School. Students are informed they must not take a mobile phone or any other electronic device into the test room.

If a student uses or brings a mobile into an examination, the phone will be confiscated, and the student may be removed from the test room. The student will be reported to the Deputy Principal. Penalties for such actions may involve cancellation of the test result or of all examination results. Students may be recorded in NESA's malpractice register.