

## Picnic Point High School Behaviour Support and Management Plan 2025

### Overview

The Behaviour Support and Management Plan at Picnic Point High School aligns with our core values and the Behaviour Code for Students. Central to this plan is the goal of creating a positive school environment for all—students, staff, parents, and the wider community. We achieve this by fostering a quality learning environment that is inclusive, safe, and secure. This plan serves as an operational guide, detailing the school's processes and practices. It is accessible to all students, parents/carers, and staff through the school website.

#### Aim:

The Behaviour Support and Management Plan (BSMP) at Picnic Point High School reflects our collective commitment to meeting the learning, personal, and social needs of students within a safe and nurturing environment. We strive to help young people achieve their full potential by providing diverse learning opportunities that foster the attitudes, values, and skills essential for lifelong learning.

The emphasis and aim are centred on fostering student self-management:

- The school expects parents and carers to share the responsibility of shaping their children's understanding of acceptable behaviour and fostering positive learning outcomes.
- The school expects that students will have numerous opportunities to experience success, receive recognition for their efforts, make meaningful contributions to school life, and find enjoyment and satisfaction in their learning.
- Students who struggle to follow core values and school expectations will be supported and given opportunities to make positive changes to their behaviour before any management procedures are implemented. When necessary, these procedures will align with legislative and departmental policies, ensuring transparency, equity, and fairness in their application.

#### Background:

This document outlines the student wellbeing system at Picnic Point High School. As a comprehensive school, PPHS offers quality educational opportunities to students from our local community. With a diverse range of learners, our school provides a wide array of learning experiences, focusing on a well-rounded education. At Picnic Point High School, we maintain high standards and have strong expectations that all students will succeed in their learning.

## Partnership with parents and carers

Picnic Point High School values the essential role parents and carers play in supporting student behaviour. We work collaboratively with parents and carers to set clear expectations and provide resources that promote positive behaviour both at home and in the wider community.

Our strategies include:

- School website
- School newsletter (The Point)
- Emails
- SMS and social media notifications
- Phone interviews
- Face to face interviews
- Surveys and Feedback
- Parent / teacher information nights
- Parent / carer representation in whole school plan development
- School P & C involvement

Our school website, newsletters, and enrolment meetings serve as key platforms for communicating these expectations and offering ongoing support to parents and carers.

## School-wide expectations and rules

At Picnic Point High School, every student has the right to feel happy, safe, and engaged in their learning. The school's core expectations for both students and staff, outlined below, form the foundation of a safe, effective, and supportive learning environment.

Picnic Point High School has established the Common Values Model which is followed by students and staff.

Respect	Responsibility	Participation
Allow our teachers to teach.	Follow instruction first time.	Wear correct school uniform.
Allow others to learn.	Bring all necessary equipment.	Actively engage in learning.
Use appropriate language.	Utilise the school diary and timetable.	Complete all tasks to the best of their ability.
Move and wait for class calmly.	Be safe with all equipment.	Interact positively with others.
Value the contributions of others.	Be active only in areas designated for that purpose.	Use devices appropriately when instructed by a teacher.
Ensure each other's safety.	Be in the right place at the right time.	Be positive ambassadors for the school in the wider community.

## Behaviour Code for Students

The NSW Department of Education's Behaviour Code for students establishes the expectations for behaviour across all public schools. NSW public schools are dedicated to offering safe, supportive, and responsive learning environments for all. At Picnic Point High School, we teach and model the behaviours we expect from our students. In alignment with this code, we promote a learning environment focused on safety, respect, responsibility, and active participation. Our goal is for students to become self-directed, lifelong learners who are empowered to build a positive future for themselves.

### School wide expectations:

- Student behaviour expectations are established by a school-based team with input from all staff members.
- School and executive staff consistently implement effective behavioural support.
- Appropriate student behaviour is taught explicitly.
- Positive behaviours are publicly recognised and celebrated.
- Problematic behaviours are addressed with clear consequences.
- Student behaviour is regularly monitored, and staff receive consistent feedback.
- Effective behavioural support strategies are applied at the school-wide, specific setting, classroom, and individual student levels.

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>

This document translated into multiple languages is available here:

<https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students.html>

## Whole school approach across the care continuum

Students may require various types of interventions, delivered in different ways along a continuum of need, to best support their individual development. This is referred to as the 'Care Continuum.' The care continuum includes interventions for:

- **All students** – fostering a safe and respectful learning environment.
- **Some students** – offering early intervention and targeted support for students at risk of developing negative behaviours.
- **A few students** – addressing complex and challenging behaviour needs through intensive, individualised interventions.

The care continuum is a whole-school approach designed to promote prevention and address the full range of student needs, including:

PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
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### Behaviour Support & Intervention Programs

Below is a list of behaviour intervention programs that Picnic Point High School may use to support a student. Early Intervention + Targeted intervention + Individual Intervention may be used if a student has had a negative wellbeing entry on Sentral, have been placed on a behaviour monitoring card, or have received a formal caution or suspension.

Care continuum	Strategy or program	Details	Audience
Prevention	Positive Reinforcement	Employ various strategies to encourage and reinforce positive behaviour, including use of praise, recognition stickers and certificates, rewards days, and student of the month awards.	All students
Prevention	Selected smaller class sizes	Selected classes are structured with smaller student numbers to allow for more individualized attention, fostering a less stressful learning environment and increasing opportunities to reinforce positive behaviour.	All students
Prevention	Interest groups	Clubs and activities based on student interests to help them build friendships, develop hobbies and engage positively with their peers and staff during break times.	All students
Prevention	Social and emotional learning (SEL) programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. E.g., Year 7-9 Brainstorm Productions, Year 10 Love Bites and Year 7 Transition Program	All students
Prevention	Positive behaviour intervention supports	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting and promoting clear expectations, and providing support to students.	All students
Early Intervention	Explicit teaching of school's behaviour program	All staff uphold our Common Values Model and ensure that students are explicitly taught our expectations. Regular mini lessons are delivered during whole school and year group assemblies as well as roll call, to guide students in making positive choices across all aspects of their school experience.	Whole school
Early Intervention	Behaviour team – policy, process & procedure	Review school policies, processes and procedures to identify potential changes that could better support positive behavioural change in students.	Whole school

Early Intervention	Behaviour team – trends & innovations	Use current data to identify student behaviour patterns, identifying gaps in the reporting processes. Aimed to improve the way behaviour is managed through consistent intervention practices.	Whole school
Targeted Intervention	Targeted professional learning focusing on behaviour	The implementation and delivery of whole school professional learning opportunities.	Teaching & SASS staff School Executive External agencies
Targeted Intervention	Learning & Support Team Referral	The LST work with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include instructional leadership, development of risk assessments and the development of short- and long-term goals.	Teachers Learning & Support Team
Targeted Intervention	Mentoring	Professionals facilitate mentor sessions with students experiencing difficulties. The programs see student work through activities designed to encourage motivation, increase self-esteem and foster strong peer relationships. E.g., The Top Blokes Program	Selected students External agencies
Individual Intervention	Functional Behaviour Assessment	The team will assess the individual needs of students with challenging behaviours through formal evaluations to identify underlying factors. Based on these assessments, they will develop specific strategies and interventions to support students' behavioural and academic growth.	Whole school
Individual Intervention	Behavioural Support Plans	A behavioural support plan is a document prepared in consultation with the Senior Executive, the student and their family/carers and other support people. It is to address the needs of the student identified as having behaviours of concern.	Learning Support Team Deputy Principals
Individual Intervention	Return from suspension – conference & reflection	This problem-solving approach is used to assist students in identifying alternative acceptable behaviours. This will include students collaboratively developing goals with teachers and Deputy Principals to assist them in maintaining relationships while resolving conflict. It provides the opportunity for students to receive more support to learn and practice expected behaviours.	Welfare Team Deputy Principal Principal
Individual Intervention	The Reflection Room	The Reflection Room is a teacher supervised time-out. It is a planned intervention implemented as part of behaviour support plan for targeted students referred by the Deputy Principals. It aims to prevent behaviour escalation and support the teaching of appropriate behaviour and skills, such as self-regulation. Upon a DP referral the student is directed to an alternative educational activity or setting after a student has engaged in	Behaviour Team Deputy Principal Nominated staff

		behaviours of concern and an attempt to stop these behaviours is reinforced.	
Individual Intervention	Back on Track Program	The student will continue with their regular classwork, in a senior class under the guidance of a Stage 6 classroom teacher for an allocated number of days. Like the Reflection Room the system is a teacher directed time-out system which will involve planned intervention.	Behaviour Team Deputy Principal Nominated staff

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour.	Early Intervention Responses to minor inappropriate behaviour.	Targeted / Individualised Responses to behaviours of concern.
<b>Positive Reinforcement:</b> Employ various strategies to encourage and reinforce positive behaviour, including use of praise, recognition stickers and certificates, rewards days, and student of the month awards.	<b>Family Engagement:</b> Communicate with parents/carers to collaborate as strategies for addressing minor inappropriate behaviours at home and school.	<b>Functional Behaviour Assessment:</b> The team will assess the individual needs of students with challenging behaviours through formal evaluations to identify underlying factors. Based on these assessments, they will develop specific strategies and interventions to support students' behavioural and academic growth.
<b>Social and emotional learning (SEL) programs:</b> SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. E.g., Year 7-9 Brainstorm Productions, Year 10 Love Bites and Year 7 Transition Program.	<b>Welfare restorative chats:</b> Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	<b>School Counselling and External Referrals:</b> Provide access to school counselling services and refer students to external agencies for additional support if needed.
<b>Positive behaviour intervention supports (PBIS):</b> A proactive approach to behaviour management that involves teaching and modelling	<b>Behaviour team – policy, process &amp; procedure:</b> Review school policies, processes and procedures to identify potential changes that	<b>Restorative Conferences:</b> Facilitate conferences to address serious incidents, repair harm,

positive behaviours, setting and promoting clear expectations, and providing support to students.	could better support positive behavioural change in students.	and develop strategies for future positive behaviour.
<b>Selected smaller class sizes:</b> Selected classes are structured with smaller student numbers to allow for more individualized attention, fostering a less stressful learning environment and increasing opportunities to reinforce positive behaviour.	<b>Behaviour team – trends &amp; innovations:</b> Use current data to identify student behaviour patterns, identifying gaps in the reporting processes. Aimed to improve the way behaviour is managed through consistent intervention practices.	<b>Behavioural Support Plans:</b> A behavioural support plan is a document prepared in consultation with the Senior Executive, the student, their family/carers and other support people. It is to address the needs of the student identified as having behaviours of concern.
	<b>Individualised Learning Plans (ILP's):</b> Develop individualised learning plans to support students in managing their behaviour and re-engaging with their learning.	

## Responses to serious behaviours of concern

Picnic Point High School takes a structured and proactive approach to addressing serious behaviours of concern. The safety and wellbeing of students and staff our main priority.

Our response process includes all the following steps:

### Incident management

**Immediate de-escalation:** All staff must use verbal and safety interventions to de-escalate situations safely and effectively.

**Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the students from the situation to a safe, supervised area for reflection and calming.

**Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

### Communication

**Document the incident:** All serious incidents are documented in Sentral, including details of behaviour, interventions used and outcomes.

**Inform parents/carers:** parents/carers are promptly informed of the incident and the school's response.

**Team debriefs:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

## Intervention

**Functional Behaviour Assessment (FBA):** Conduct an FBA to understand the underlying causes of behaviour and inform the development of an Individualised Behaviour Intervention Support Plan.

**Behaviour Intervention Support Plan (BISP):** Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent a reoccurrence.

**Restorative practices:** Conduct restorative meetings to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.

## External Support and Referral

**School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.

**Modified Enrolment or Learning Environment:** In some circumstances, adjust the student's school day or learning environment to support their needs.

## Compliance

Follow the **NSW Department of Education Student Behaviour Policy** and **Suspension and Expulsion Procedures** in all responses.

## Review and Follow-up

**Monitor Progress:** Regularly review the student's progress and adjust the Behaviour Intervention Strategy Plan as needed.

**Family Engagement:** Engage with student's family to ensure a consistent approach to behaviour support at home and school.

**The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.**

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.

### 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.](#)

## Detention, reflection and restorative practices

Picnic Point High School employs a range of age-appropriate strategies to support students in reflecting on their behaviour and repairing relationships. These practices prioritise student wellbeing and include ensuring access to regular food, drink and toilet breaks.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Suspension Resolution meetings	At the conclusion of the suspension period. Meetings typically last 30-40 minutes.	Executive staff	Documented in student's Sentral file
Class Teacher detention	Recess or Lunch for half the break time. Giving students the opportunity to eat, drink and use the toilet if required.	Classroom Teacher	Documented as actions on Sentral
Head Teacher detention	Recess or Lunch for half the break time. Giving students the opportunity to eat, drink and use the toilet if required.	Head Teacher	Documented as actions on Sentral
Whole school detention and reflection	Lunch One – 20 minutes Deputy principals can issue a detention for whole school focus areas, such as littering.	Head Teacher Deputy Principal Principal	Documented as actions on Sentral.
After school detention	One hour detention is to be completed after school and parents will be notified via telephone and/or letter.	Head Teacher Deputy Principal Principal	Documented as actions on Sentral. Parents are notified.
HT Student concern meeting	Head Teachers may meet with students and/or families concerning the subject area. Typically lasting 20 minutes.	Head teacher	Documented as actions on Sentral. Minutes taken during meeting.
Restorative conversation	All teachers may engage in restorative conversation with students when the need arises. These last between 5 and 20 minutes.	All staff	Documented as actions on Sentral

Faculty reflection activity	A faculty reflection activity may be used to enable a student to reflect on their behaviour and set new goals. It is usually for a short period of time.	All staff	Staff scan and upload the activity as wellbeing entry on Sentral
Re-entry to class process	A student after being given the opportunity to reflect on their behaviour may be required to meet with the Head Teacher of a subject before re-entry to class for a short meeting.	Head Teacher	Completion of faculty agreement may be required
Monitoring	Students may be required to complete monitoring cards at classroom, Head Teacher or Deputy Principal level. Cards go home each day, and parents are required to sign.	Teacher Deputy Principal Year Adviser Parent / carer	Documented as actions on Sentral. Cards monitored by nominated staff.
Lateness detention	Behaviour team issues a 20-minute detention for repeated lateness incursions after a warning notification. Parents are notified at the warning stage and when a detention is issued.	Behaviour Team	Documented as actions on Sentral
Reflection Room	After a Deputy Principal referral, a student may spend up to 2 days in the Reflection Room. The student will attend to their regular classwork receiving academic assistance and behaviour goal setting advice from a nominated teacher. At the conclusion of the time in the Reflection Room a student may be referred by a Deputy Principal to continue to the 'back on track' system.	Behaviour Team Teachers Deputy principals	Documented as actions on Sentral
Back on Track system	Here a student will continue with their regular classwork in a Stage 6 class under the guidance of a senior class teacher for an allocated number of days.	Behaviour Team Teachers Deputy principals	Documented as actions on Sentral

This plan was compiled by PPHS Behaviour Team representatives Mr A Northall and Mrs T Thompson with consultation from parents Ms G Stanley and Mrs K Archer and current Year 12 student leaders T Kumar and R Lewis.

## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

## Appendix 1: Picnic Point High School Management of Behaviours

Students	Classroom Teacher	Head Teacher	Deputy Principal	Principal
<b>RESPECT</b> <ul style="list-style-type: none"><li>* Allow our teachers to teach</li><li>* Allow others to learn</li><li>* Use appropriate language</li><li>* Move and wait for class calmly</li><li>* Value the contributions of others</li><li>* Keep our school free of litter and graffiti</li><li>* Ensure each other's safety</li></ul> <b>RESPONSIBILITY</b> <ul style="list-style-type: none"><li>* Follow instructions first time</li><li>* Bring all necessary equipment</li><li>* Carry our diary and a copy of our current timetable</li><li>* Are safe with all equipment</li><li>* Are active only in areas designated for that purpose</li><li>* Are in the right place at the right time</li></ul> <b>PARTICIPATION</b> <ul style="list-style-type: none"><li>* Wear correct school uniform</li><li>* Are actively engaged in our learning</li><li>* Complete all tasks to the best of our ability</li><li>* Interact positively with others</li><li>* Use devices appropriately, when instructed by a teacher</li><li>* Are positive Ambassadors for our school in the wider community</li></ul>	<ul style="list-style-type: none"><li>* Positive reinforcement for students who: <b>complete their work, use correct language, value other student contributions, follow instructions, interact positively, use their diary</b></li><li>* Provide passport stickers, Quick Merits, Letters of Commendation</li><li>* Share positive student news via phone calls/emails to parents/carers</li><li>* Ensure student safety including necessary equipment and uniform</li><li>* Develop seating plans for optimal learning</li><li>* Establish appropriate peer models to direct off task students through verbal/non-verbal prompts <b>to repair harm and restore positive relationships</b></li><li>* Place students on detention for repeated disruptions and provide clarity around expectations for learning</li><li>* Negative Sentral entry for ongoing inappropriate behaviour including <b>misuse of devices</b></li><li>* Digital device/mobile phone left at the office for parent collection</li><li>* Phone calls/emails to parents/carers for unsafe/inappropriate behaviours in class</li></ul>	<ul style="list-style-type: none"><li>* Acknowledging outstanding student work</li><li>* Positive reinforcement for <b>students who are actively engaged in their learning</b> within their faculty</li><li>* Sharing positive student news via newsletter and social media</li><li>* Promote <b>the right place at the right time</b> for students</li><li>* Promote a clean environment through <b>litter and graffiti free</b> areas</li><li>* Promote <b>positive interactions during student movement and waiting</b> for classes, including hands off approach</li><li>* Communicate ongoing student <b>uniform or lateness</b> to Deputy Principal</li><li>* Utilise Faculty Monitoring cards for continued unsafe/inappropriate behaviour</li><li>* Send faculty N Warning letters for incomplete tasks (Years 10-12 only)</li><li>* Support staff with Head Teacher interventions for inappropriate behaviour, <b>allowing teachers to teach</b></li><li>* Provide short term alternate learning spaces <b>to help resolve conflict and assist with healthy relationships</b></li></ul>	<ul style="list-style-type: none"><li>* Acknowledging students who are <b>positive ambassadors within our school</b></li><li>* Share positive student news via phone calls/SMS/email to parents/carers</li><li>* Promote <b>active areas</b> and positive behaviours</li><li>* Deputy Principal Morning Tea for students who are <b>actively engaged in all areas of their learning and completing tasks to the best of their ability across all subjects</b></li><li>* Send Letter of Concern for students <b>not actively engaged in their learning or not interacting positively</b> in their subjects</li><li>* Place students on Formal Cautions for Suspension after several negative incidents across multiple subjects for repeated inappropriate behaviour</li><li>* Contact parents/carers for unsafe/inappropriate behaviour, <b>holding individuals and groups accountable</b></li><li>* Place student on Behaviour/Attendance monitoring cards to support student self-regulation</li><li>* Conduct Peer Mediation if approved by students and/or parents/carers</li></ul>	<ul style="list-style-type: none"><li>* Acknowledging positive student contributions on assembly via Student of the Month</li><li>* Consult stakeholders to <b>align school processes with school community needs</b></li><li>* Acknowledging students who are <b>positive Ambassadors for our school in the wider community</b></li><li>* Visits to classrooms and sporting events to encourage participation</li><li>* Coordination of external support services <b>to reduce, prevent, and improve harmful behaviours</b></li><li>* Ensure school processes support the NSW Department of Education Behaviour Code for Students, and the Student Behaviour Policy including Formal Cautions, Suspensions, and Expulsions</li><li>* Align school procedures with the <b>NSW Department of Education's Inclusive, Engaging and Respectful (IER) Schools framework</b> to ensure every student is engaged and learning, and all school members are safe at school.</li></ul>

NSW DoE Restorative Practices

NSW DoE IER framework 2025

## Appendix 2: Bullying Respond Flowchart

The following flowchart outlines Picnic Point High School staff will take when they receive a report of student bullying, including incidents that may have occurred online or outside of school. Timeframes may vary based on staff professional judgement and the assessment of any immediate risk to students.



## Appendix 3: Roles and Responsibilities

<p><b>Principal:</b></p> <ul style="list-style-type: none"> <li>- Lead and manage the consistent implementation of the Behaviour Support &amp; management Guide. This includes modelling expected behaviours &amp; supporting Snr Executive team in a timely manner.</li> <li>- Disseminate DoE policy information and training to all staff</li> <li>- Ensure all procedures are in line with DOE policies and procedures.</li> <li>- Oversee all suspensions and complex wellbeing and management issues.</li> <li>- Liaise with staff, students, parents and relevant DOE personnel</li> <li>- Issue suspensions and manage RFS processes in line with the DOE Discipline Policy.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>- Are positive role models who teach explicit behaviours and expectations.</li> <li>- Know their students and how they learn. Adapt and differentiate lessons to support student needs and plans.</li> <li>- Establish and maintain classrooms that have positive learning environments and routines.</li> <li>- Liaise with Head Teacher regarding student issues and noting in Sentral.</li> <li>- Use the language &amp; structure of our Common Values as a role model for staff &amp; students.</li> <li>- Contact carers, parents where appropriate and necessary.</li> <li>- Ensure positive student achievement is acknowledged and rewarded through the merit system.</li> <li>- Monitor and support classroom behaviour using the Behaviour Support &amp; Management Plan.</li> </ul>
<p><b>Deputy Principals:</b></p> <ul style="list-style-type: none"> <li>- Lead and manage the consistent implementation of the Behaviour Support &amp; Management Plan. This includes modelling expected behaviours &amp; supporting the Executive team in a timely manner.</li> <li>- Facilitate training and development opportunities for staff in behaviour management and support.</li> <li>- Liaise closely with Head teachers, HT Wellbeing and the Wellbeing Team.</li> <li>- Investigate behavioural concerns and collect witness statements from students and staff for major behaviour incidents.</li> <li>- Issue and monitor Deputy Monitoring cards.</li> <li>- Issue Formal Cautions in line with the DOE Student Discipline Policy.</li> <li>- Investigate and discuss behaviour interventions (incl. suspensions) with the principal.</li> <li>- Provides clear, consistent, timely information dissemination to staff about individual students.</li> <li>- Monitor Sentral data to identify issues with students' wellbeing and behaviours.</li> </ul>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>- Provide student with full uniform, sports uniform and correct equipment.</li> <li>- Provide relevant documentation to the school, where necessary.</li> <li>- Encourage child to always adhere to our Common Values.</li> <li>- Contact school, where necessary, if any issues need resolving.</li> <li>- Read newsletter and school website to know about current activities.</li> <li>- Provide feedback to their child in recognition of their child's achievement and engagement.</li> </ul>

<p><b>Head Teacher Student Wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Advocates for the importance of student wellbeing across the school.</li> <li>- Works with complex wellbeing and management issues in a sensitive manner.</li> <li>- Liaises with staff, students, carers and relevant DoE personnel.</li> <li>- Coordinates referrals for funding and DoE support.</li> <li>- Provides support to Year Advisers and acts as the next step for whole year-group behaviour strategies.</li> <li>- Facilitates Wellbeing Meetings and actions any required interventions at these meetings.</li> <li>- Develops the Wellbeing Scope and Sequence, and guides Year Advisers to implement year group events.</li> <li>- Manages the Wellbeing budget and provides financial support to students in need.</li> </ul>	<p><b>Year Advisers:</b></p> <ul style="list-style-type: none"> <li>- Support a student's academic and social progress.</li> <li>- Provide mentorship to students.</li> <li>- Act as students' first stop for support.</li> <li>- Provide information and advice to parents.</li> <li>- Disseminate information about students' wellbeing and learning needs to staff.</li> <li>- Liaise with teaching staff, executive team, Learning &amp; Support, and the Wellbeing Team re: student concerns.</li> <li>- Assist students and families with wellbeing issues as they arise.</li> <li>- Request progress reports for students when required and summarise to provide feedback to stakeholders conduct meetings with parents when the need arises.</li> </ul>
<p><b>Head Teachers:</b></p> <ul style="list-style-type: none"> <li>- Provide leadership and direction within faculty in wellbeing &amp; management. This includes modelling expected behaviours &amp; supporting their team in a timely manner.</li> <li>- Scan into Sentral all relevant statements &amp; documentation. Including follow up actions.</li> <li>- Liaise with senior executive and the Wellbeing Teams re student issues.</li> <li>- Use the language &amp; structure of our Common Values as a role model for staff &amp; students.</li> <li>- Contact carers and conduct interviews, where necessary.</li> <li>- Demonstrate best practice of the implementation of the Behaviour Support &amp; Management Guide at Head Teacher level. This includes supporting and mentoring staff at all levels of experience.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Always be an active learner.</li> <li>- Use the SRC and Prefecture Leadership Team to bring up issues of concern</li> <li>- Be familiar with the school expectations and follow them</li> <li>- Collect merits and submit to participate in the merit system.</li> <li>- Ensure a respectful and safe environment by allowing teachers to teach, letting others learn, using appropriate language, and prioritising everyone's safety.</li> <li>- Follow all instructions promptly, come prepared with the necessary equipment, and adhere to school rules.</li> <li>- Actively engage in learning, interact positively with others, and use devices responsibly and as directed.</li> </ul>
<p><b>Behaviour Team:</b></p> <ul style="list-style-type: none"> <li>- Examine the individual needs of students with challenging behaviours.</li> <li>- Conduct a formal behaviour assessment to identify the underlying factors contributing to students' needs and provide targeted strategies and interventions to staff to support their behavioural development and academic progress.</li> <li>- Use current data to identify student behaviour patterns, identifying gaps in the reporting processes.</li> <li>- Aim to improve the way behaviour is managed through consistent intervention practices.</li> <li>- Review school policies, processes and procedures to identify potential changes that could better support positive behavioural change in students.</li> </ul>	<p><b>Student Support Officer:</b></p> <ul style="list-style-type: none"> <li>- Assist with supporting student welfare issues.</li> <li>- Communicate and collaborate with external community services regarding appropriate wellbeing programs.</li> <li>- Organise whole school wellbeing presentations and programs to support and promote mental health awareness.</li> </ul>