



MINARAH
RABBI ZIDNI ILMA

Wellbeing Policy

February 2024

Purpose

This policy outlines the process and expectations of the Wellbeing Department: Girls and boys at Minarah College. This policy applies to any student enrolled at Minarah College.

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Positioning within the MC Operational Model

Component	Element
<input type="checkbox"/> Strategic Leadership and Planning	
<input type="checkbox"/> Monitoring, Reporting and Data	
<input type="checkbox"/> Governance and Accountabilities	
<input checked="" type="checkbox"/> Teaching and Learning	
<input type="checkbox"/> Culture, Ethos and Wellbeing	
<input type="checkbox"/> Curriculum and Assessment	
<input type="checkbox"/> Pathways and Enrichment	
<input type="checkbox"/> Parents and Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

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1.0 Mission Statement

We develop an enriched learning community by providing holistic education and by promoting excellence and leadership, imbued with Islamic values, to be exemplary citizens in a multicultural society.

Values

Respect –Ownership –Caring – Knowledge –Safety

2.0 Aims

The Whole School Wellbeing Policy **aims** to:

- Reflect the values expressed in the Mission Statement;
- Make clear the positive and constructive rules of conduct as agreed by the school board, staff, parents, and students.

The **Objectives** of the School Wellbeing Policy are to:

- Ensure that the school is a safe and supportive environment for all staff and students;
- Ensure that all members of the School community are shown respect and show respect for others;
- Endeavour to ensure that all members of the School community feel safe and are not subject to physical or verbal abuse, aggression, or harassment both on, and outside of the School site when incidents involve members of the School community;
- As a community, it is essential that we recognise that this policy must apply to the behaviour of all its members both on and outside of the School site: to adults (teachers, other staff, parents/carers, and visitors) as well as to Student behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.
- We also recognise that the success of the policy depends on the full support of parents. In order for there to be a positive relationship between home and the School, parents and students must sign the Home/School Agreement when the student starts at the School. (Appendix 1)
- The Student Code of Conduct (Appendix 2) makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students.

3.0 Legislative Framework and Procedural Fairness

- Minarah College adheres to the following legislation regarding the treatment and well-being of all staff and students.
 - *Anti-Discrimination Act 1977*
 - *Racial Discrimination Act 1975*
 - *Disability Discrimination Act 1992*
 - *Sex Discrimination Act 1984*
 - *Workplace Surveillance Act 2005 (NSW)*
 - *Work Health and Safety Act 2011.*
- The principles of *procedural fairness* are fundamental to the success of our school. As such, our practices and procedures at all levels are closely guided by the values of *procedural fairness*. Procedures have been developed for parents, staff, and students to adhere to the guidelines of *procedural fairness* to ensure a fair and just process for all. These procedures are outlined in the school's Grievance Policy.
- The essential elements of *procedural fairness* are:
 - **The right to be heard:** This includes the right to know of any allegation and how issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation.

- **Impartiality:** Any bias or perceived bias should be removed from the process. This may mean involving other staff in the process.
- **Justice:** The consequence of inappropriate behaviour should be reasonable, consistent, and appropriate.

4.0 Positive Behaviour Support School

At Minarah College, we have proudly adopted the principles of Positive Behaviour Support (PBS) to guide our welfare and behaviour management practices. This is a school-wide program that encourages positive behaviour based on a system supported by all staff. PBS provides structures that help students re-engage with the school environment. Students are provided with consistent opportunities to set goals, evaluate progress, and build positive relationships with appropriate role models from within the school community.

PBS encourages members of the school community to 'unearth the values within' through the demonstration of the five Values celebrated at Minarah College. The five values are:

- Respect
- Ownership
- Caring
- Knowledge
- Safety

These five values are the expected behaviours that are defined, taught, and supported from kindergarten to Year 12. Students are rewarded in recognition of their demonstration of these values. Each year level is explicitly taught these values through programs that focus on positive social skills, friendship building, and an awareness of the rights of others. Every member of the school community, including parents and administration staff are encouraged to demonstrate these values through their interactions with students and each other.

The school recognises the importance of holistic education and strives to instill core attributes in each Minarah College student. This is done through the school C.H.A.R.A.C.T.E.R initiative, which includes explicit teaching of the following attributes:

- Charity
- Honesty
- Ambition
- Resilience
- Analytical
- Communication
- Teamwork
- Enrichment
- Reflective

As part of our students' holistic education, Minarah College facilitates students' well-being through Mindful Mornings. This takes place in the first 15 minutes of each school day. The program aims to encourage self-reflection and self-regulation.

5.0 Taking Account of Individual Student Needs

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's Wellbeing Policy:

- Minority groups, asylum-seekers and refugees;
- Students who need support to learn English as a second language (ESL);
- Students with special educational needs;
- Children looked after by the local authority;
- Sick children;

- Young carers;
- Children from families under stress and
- Any other student at risk of disaffection and exclusion.

Examples of taking care of individual needs are given in

Appendix 4.

6.0 Child Protection and Safeguarding

MINARAH is committed to safeguarding children and young people. The School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the core of our work.

As part of the school's responsibility to the safeguarding and welfare of our students weekly Child Protection Conferences are held to monitor the welfare of our students and identify and discuss significant issues and the appropriate course of action as per the Child Protection and Safeguarding Policy.

The meeting attendees are as follows:

- Principal/s
- Deputy Principals (Primary and Secondary)
- Head of Learning Support
- Head of Learning Enrichment
- School Counselor K-12 (Girls)
- School Counselor K-12 (Boys)

7.0 Expected Standards of Behaviour and the Student Code of Conduct

Expected standards of behaviour are stated in the Student Code of Conduct and are regularly reiterated formally, in assemblies, and informally by all members of staff.

The Student Code of Conduct is always displayed in all classrooms and states clearly the expected general behaviour and precise behaviour at key times in the school day (Appendix 2).

In recognition of the fact that not only students but also teachers have responsibilities in their relationship with each other, a Staff Code of Conduct has also been drawn up and published in the Staff Code of Conduct Policy.

8.0 Rewards System

Merits will be awarded according to Minarah College's 5 core values:

Respect	Ownership
<ul style="list-style-type: none"> ■ Being polite ■ Holding doors open ■ Acknowledging others ■ Treating everybody equally ■ Using good manners ■ Listening when someone speaks ■ Respecting physical boundaries ■ Following teacher's instructions ■ Waiting until someone is finished speaking before talking 	<ul style="list-style-type: none"> ■ Being at school on time ■ Being organised ■ Being dedicated to learning ■ Handing homework in on time ■ Being honest ■ Accepting responsibility for your learning ■ 100% attendance

Caring	Knowledge
<ul style="list-style-type: none"> ■ Charitable deeds ■ Being helpful ■ Being kind ■ Being thoughtful of others' feelings ■ Being empathetic ■ Being considerate 	<ul style="list-style-type: none"> ■ High attainment ■ Working hard ■ Significant progress in subjects ■ Peer tutoring ■ Making decisions based on what's right ■ Homework completed to a high standard ■ Great leadership skills ■ Extending their learning beyond the classroom
<p>Safety</p> <ul style="list-style-type: none"> ■ Following teachers' instructions ■ Wearing the correct school uniform ■ Looking out for others ■ Lining up orderly ■ Following the school's emergency procedures dutifully ■ Walking sensibly in the corridors and on the concrete ■ Practicing COVID-safe behaviours ■ Being allergy aware 	

▪ **Six Competencies**



Character



Citizenship



Collaboration



Communication



Creativity



Critical Thinking

8.1 Indicators for Each Competency

Character

- Student takes responsibility for their learning by creating learning opportunities in ways that build knowledge and skills by self-directing and self-regulating their learning.
- Student sees learning as an integral part of life and share a positive outlook with others by striving to do their best.
- Student demonstrates grit, tenacity, perseverance, and resilience and is flexible when working.
- Student demonstrates a high degree of compassion, empathy, integrity, and sincerity by modeling trustworthiness, fairness, bravery, and acts when they encounter injustices.
- Student demonstrates 98% attendance.

Citizenship

- Student thinks and actively engages as a global citizen embodying Australian and Islamic

values.

- Student models empathy and compassion as they proactively interact with others to enhance equity and well-being and/or participate in community services and/or caring for the environment to create positivity and sustainability.
- Student demonstrates exceptional proficiencies in the respective representation of the school in extracurricular activities such as debate, oratory, sports, and robotics.
- Students positively deal with and/or provide support to peers when they face complex challenges.
- Student uses digital platforms to deepen and enrich their perspectives as global citizens.

Collaboration

- Students work interdependently as a team; each member's strengths and perspectives are infused to come to the best possible decision that benefits all.
- Student takes active responsibility in ensuring that collaborative processes work.
- Students demonstrate skills in the understanding of perspectives of others, empathy, and compassion, positively impacting team functioning.
- Student has a deep understanding of what underpins their own and others' points of view, the courage and clarity to effectively express their viewpoints, and empathy to hear and learn from others.
- Student selects appropriate digital platforms, tools, and technologies to enrich their learning and learning of others.

Communication

- Student communicates effectively and appropriately for specific audiences with an impact
- Student clearly articulates a message that compels critical thinking
- Student reflects on their communication skills to refine them.
- Student are authentic in their communication and champion for voices of those who may not be heard
- Student uses multimodal tools to deepen the efficiency, reach quality, and value of communication.

Creativity

- Student demonstrates resilience in solving real-world problems by using resources innovatively.
- Student completes assessment tasks of high quality using a range of thinking processes to support their inquiry and are genuinely curious to explore more.
- Students is an observant and innovative thinker who draws connections to their learning by confidently expressing and sharing unique perspectives respectively about how to act on their ideas and thoughts.
- Student works hard to turn ideas into reality by demonstrating leadership, and perseverance and are action-orientated.
- Student uses appropriate digital platforms to create original and authentic work.

Critical Thinking

- Student thinks both logically and intuitively to enhance academic achievement.
- Student demonstrates various relevant connections, patterns, and relationships in their work.
- Student can reason, interpret, analyse, synthesise, and evaluate their work and can construct deep and insightful connections across multiple perspectives.
- Student adapts as necessary and works out how to transfer and/or apply knowledge into new contexts effectively.
- Student can use appropriate digital platforms, tools, and technologies to deepen their quality of thinking.

8.2 Point System

Each indicator has a set number of points that will be awarded to students. Students will be awarded the merit based on the accumulated points for each level.

Students can achieve bronze, silver, gold, or platinum in any and/or all of the six competencies. The required number of points are outlined below:

Competency/Level	Bronze	Silver	Gold	Platinum
Character	500	1000	1500	2000
Citizenship	500	1000	1500	2000
Collaboration	500	1000	1500	2000
Communication	500	1000	1500	2000
Creativity	500	1000	1500	2000
Critical Thinking	500	1000	1500	2000

Note:

- Points are non-transferrable across competencies.
- A more comprehensive understanding of the Rewards can be obtained via the 'Minarah Rewards Policy'.

Wellbeing Excursions

Year 11 and 12 Students

The Senior students will undertake Wellbeing Excursions each Term. The excursions provide students with the opportunity to strengthen their knowledge in a range of areas, develop new skills, and reinforce their faith. The excursion also allows students to engage with peers and their teachers in a relaxed environment, away from the pressures of the classroom.

These excursions vary in location and format; including, but not limited to:

- Off-Campus workshops
- Mindfulness Day Retreats
- Experience based excursions such as Harbour Bridge Climb and trapeze lessons.
- Team Building Programs
- Study Skills Seminars

Year 7- 10 Students

Junior students will have a Wellbeing excursion/incursion on a Semester basis.

These excursions/incursions will focus on topics relevant to specific year groups and genders, including, but not limited to:

- Social Development
- Anti-Bullying
- Mental Health
- Personal Development
- Child Protection and safety

Each year the students from Years 7-10 are invited to attend a 2-day camp. Students undertake a range of activities to promote social and personal development. Camp also provides students the opportunity to build meaningful connections with both peers and teachers.

10.0 Anti-Bullying

The school places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying sensitively and swiftly. Students are reminded regularly that Minarah College has a culture of communication and disclosure. There is an expectation that parents inform School staff should they suspect, or know, their child is being bullied.

The school aims to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

Physical (hitting, kicking, theft);

Verbal (name calling, racist remarks, harassment);

Indirect (spreading rumours, excluding someone from social groups) and

Cyber (hacking into online accounts, sending of hurtful messages, creation, and use of fake social media accounts to spread rumours and/or harass other students).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes

in work patterns, lacking concentration, or truanting.

Pupils must be encouraged to report bullying in schools so that necessary action can be taken. The school's teaching and non-teaching staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

The school reiterates the expectation and fosters a culture of 'telling'. This extends to parents and/or carers who are encouraged to report changes in their child's behaviour or suspicions that their child is a victim of, or perpetrator of bullying.

The following steps are taken when dealing with incidents:

- If bullying is suspected or reported, the incident is dealt with immediately by the member of staff who has been approached.
- It is incumbent on the staff member to seek the support of a member of the Pastoral Support/Wellbeing Team if it is deemed the situation cannot be resolved satisfactorily.
- A clear account of the incident is recorded on Sentral including the follow-up actions of the member of staff and a notification sent to the relevant member of the Pastoral Support/Wellbeing Team.
- Associate Deputy Principals/Year Advisors and other staff involved with the pupil are kept fully informed and involved.
- Parents are kept informed.
- Punitive measures are used as appropriate and in consultation with all parties concerned.
- Mediation can be used to support pupils being bullied and the bullies and
- Counselling is also available to support both categories of pupil - this is offered to the student by the school Counsellors (Mr. Adi and Ms. Ulfat) on either:
 - the request of the parent; OR
 - A referral from the well-being team, with parental permission (for minors) on a case-by-case basis.

Pupils who have been bullied are supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff with whom they are comfortable to speak.
- Being reassured.
- Being offered continuous support.
- Being assisted to have their self- esteem and confidence restored;
- The opportunity of referral to support services as appropriate Counsellor or mentor;
- The offer of a 'Resolution' meeting by a member of the Pastoral/Wellbeing Team or trained mentors.

Actions taken could also include:

- Discovering why the pupil became involved.
- Establishing wrongdoing and need for change as appropriate.
- Informing parents or guardians to help change the attitude of the pupil.

When dealing with bullying, the following disciplinary steps can be taken:

- Official warnings to cease offending.
- Detention.
- Exclusion from certain areas of school premises.
- Short, fixed-term exclusion.
- Long fixed-term exclusion.
- Permanent exclusion.

Anti-bullying is promoted and implemented throughout the school.

11.0 Harassment

Definition: Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

As an educational establishment, we recognise that learning and growth can only take place when students and staff have the self-confidence, well-being, and security that come from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

Harassment may present itself in the following ways:

- Physical assault because of race, colour, culture, gender,
- Derogatory name-calling, insults and jokes.
- Offensive graffiti.
- Provocative behaviour such as the wearing of racist badges or insignia.
- Bringing offensive materials such as leaflets, comics, and magazines into the School;
- Verbal abuse and threats.
- Incitement of others to behave offensively.
- Attempts to recruit other students to certain organisations and groups;
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc. and
- Refusal to cooperate with other students because of race, colour, culture, or gender.

Procedures for Dealing with Harassment

Harassment, including racism, in any form is unacceptable and will be dealt with in the following ways:

- Reported to a Wellbeing Team.
- Recorded on Sentral as Harassment.
- Full reports to both victim and perpetrator's parents/carers.
- Staff must not ignore any form of verbal abuse.
- Persistent offenders must be reported to Associate/Deputy Principal (Pastoral)
- Any graffiti will be removed immediately, offensive materials must be removed, and offensive remarks during discussion must be challenged and
- All incidents must be recorded on Sentral and referred to the Associate/Deputy Principal/Pastoral and Learning Support who will then take further appropriate action.

Victim Support

The school will take steps to comfort and support any student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of the school towards such behaviour clearly stated. The victim will be given the opportunity to express her/his concerns and feelings, and counselling will be provided where necessary with parental consent for students under 16 years of age. In serious cases, the school will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. Restorative justice may also be used and managed by the Wellbeing Team. For restorative justice to be successful all parties must be fully willing to participate.

In order to further promote an environment that celebrates racial and cultural diversity and mutual respect the school will:

- Ensure the display reflects its racial diversity and recognises the cultural diversity of our school community.
- Challenge any racism within the classroom.

- Challenge racism in books, materials and comments in written or spoken form.
- Take care that students do not have access to racist materials via their use of ICT in the School and
- Encourage students to share and celebrate their cultural experiences through the curriculum and special events such as Harmony Day and Islamic Dress Day.

12.0 Health Education and Behaviour

We at MINARAH ensure that if students are learning remotely, this reduces their physical activity. Staff are expected to encourage students to conduct some form of physical activity during the day and even at the start of each lesson.

Some students may be developing or experiencing a form of eating disorder such as:

- Anorexia (food intake is restricted)
- Binge eating disorder.
- Bulimia nervosa (cycle of bingeing and purging)

Students will be informed of healthy eating habits and linked to mental health through school assemblies and short videos on their roll call classes.

School Breakfast

The school will provide breakfast for students from 7.45 am – 8.20 am. This will include:

- Toast with margarine
- Hot chocolate
- Cornflakes and milk

Breakfast will be served to all students from Year K – 12 students. Schools will be utilising proper re-useable cutlery/dishes/plates to ensure that MINARAH is also being eco-friendly and environmentally sustainable.

13.0 Violent Behaviour

The school operates a no-physical contact rule; this includes aggressive and non-aggressive physical contact. This rule must be managed and enforced in a measured way.

It is made clear to all students that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with immediately, logged on Sentral and parents will be informed if the Pastoral Care/Wellbeing Team decides it is necessary.

Minarah College will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour.

It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will be excluded for a period of time, as deemed appropriate by the Pastoral care/Wellbeing Team.

Procedure for dealing with fights

The member of staff who first attends to the incident should:

- Ensure that the students are checked to confirm that they do not need medical attention.
- Remove them to a quiet area and keep them isolated from each other.
- Inform the appropriate member of the
- Pastoral Care/Wellbeing Team, or if not available, the Deputy Principal.

- The parents of a student actively involved in violent incidents should always be informed.
 - A formal warning should be given to the student who has been violent and to those who have incited such violence. This should be recorded on Sentral and in the student's file and Action should be taken to prevent reoccurrence.
- ***The seriousness of the incident may lead to a fixed term exclusion or permanent exclusion straightaway***
- Details of all such incidents (with dates) and copies of all letters should be placed on Sentral.

Procedure for dealing with knives and offensive weapons. This is shown in Appendix 3.

14.0 Drug Education and Management of Drug-Related Incidents

Note: This section refers to illegal drugs and solvents. The school policy on smoking and alcohol is set out in the section that follows.

Aims

- In accordance with our mission statement, which recognises the value of each and every student, the school's commitment is to ensure that all are given the fullest encouragement and support to achieve their potential. Minarah College aims to provide support, both educationally and pastorally to enable its students to make informed choices and to receive positive help should drug-related problems arise.
- This policy will be made clear to our students through the PDHPE program and
- Parents are informed that all policies are available from the school.

Objectives

- To provide a high-quality drug education program, delivered primarily through PDHPE but also through the wider curriculum, which will provide knowledge and understanding about the dangers of drug misuse and therefore to make informed decisions.
- To provide opportunities for students to develop the attitudes and skills needed to avoid drug misuse.
- To enable and encourage students who are misusing drugs to seek help;
- To make clear the School's attitude and response to drug education and to students who have drug-related problems, in order to facilitate a clear and consistent approach to dealing with drug-related incidents and drug education;
- To ensure students receive the maximum support, the School may bring in a healthcare professional to aid in establishing an appropriate plan to address the health and learning needs of the student on a case-by-case basis.

Drug-related Incidents and Situations

The School's response to any suspicion or evidence of drug abuse is a carefully controlled and planned one. Any incident of suspicion or evidence of drug abuse should be reported to the Head of Wellbeing/Pastoral and Learning Support immediately.

Referral of concerns

Any member of staff hearing of or suspecting the use of drugs or solvents should report the matter to the Associate/Deputy Principal/Pastoral and Learning Support following safeguarding protocol; The Associate/Deputy Principal/Pastoral and Learning Support has responsibility for coordinating responses and referrals. Disclosure by the student is not a prerequisite for taking action and all information gathered, reasons for action, and inaction are kept separately and confidentially.

Response to concerns

All incidents will be responded to individually, considering all aspects of the situation. These include the age, background, physical and mental health of the young person, those involved, the drug involved, the risks, whether School rules were broken, and whether the activity was illegal. Having considered these aspects, decisions will then be made regarding whether to involve the police, police youth liaison officer, (*Snr Cnst Kennedy, Liverpool City Police Area Command*), the counsellor, and whether the matter will be dealt with confidentially or not.

The school has no legal right to break confidentiality without the student's permission unless there are issues of safeguarding, terrorism, illegal activity, or breach of School rules.

Possession or supply of drugs on School property is a clear example of illegal activity and breach of School rules in which case confidentiality may be broken.

The Principal/s will make the final decision on how to respond to drug-related incidents. The decision to permanently exclude any student who is in possession or is implicated in the concealment of illegal substances on the school site is most likely, though the Principal/s maintain the right to make the final decision and the school will refer the student to a social service agency. This will be confidential.

Teacher Guidelines for Responding to Drug Use by Students

Teachers must not themselves give advice, only information. Students requesting advice should be directed to the Associate/Deputy Principal/Pastoral and Learning Support.

Health and Safety

The School will be watchful when taking students on School trips, when the opportunity for drug use may present itself. This includes smoking and the drinking of alcohol. The rules regarding this and the sanctions for breaking these rules should be made clear at the beginning of all such trips.

Medical Emergency

Acute intoxication, physical collapse or unconsciousness can result from drug or solvent abuse. In a drug-related emergency staff should contact the School's front administration office, or another trained first-aider, so that medical help can be given. The Wellbeing Team should be contacted immediately.

Discovery of Drugs on the School Premises

Any drugs found on School premises, when the owner cannot be identified, should be passed to Associate/Deputy Principal who will contact the Police Youth Liaison Officer immediately.

The Supply of Drugs

In cases where staff become aware that drugs are being supplied to students either on or off the School premises, whether being sold or shared, whether by adults or other young people, the Principal/s must be informed. The Police Youth Liaison Officer will be contacted. All students involved, whether supplying or receiving drugs will be referred to external agencies, as appropriate. School sanctions will be decided by the Principal/s in consultation with the Wellbeing Team having followed the previous mentioned considerations when dealing with a drug-related incident.

It is highly likely that any student found to be in possession of illegal substances on the School site will be permanently excluded from the School.

It is highly likely that any student found to be responsible for bringing illegal substances onto the School site will be permanently excluded from the School.

15.0 Smoking and Alcohol

Students are not permitted to smoke on the premises or on any School trip. Students found smoking or believed to be smoking, because of the situation in which they are found, will be given an appropriate sanction and their parents will be informed. Students will be referred to external agencies, as appropriate. Should a teacher be suspicious that a student has been smoking or drinking alcohol or be found to be smoking or drinking alcohol, the Associate/Deputy Principal/Pastoral and Learning Support must be informed immediately.

Students are not permitted to consume alcohol on the premises of any School visit or trip. If a student is found in possession of alcohol at the school or under the influence of alcohol, the same procedure for dealing with drug-related incidents will be followed; If the student is under the influence of alcohol, the Associate/Deputy Principal/Pastoral and Learning Support should be informed, and all aspects of the situation will be taken into account before the School's response is decided. In most cases the parents will be informed; however, whether or not parents are informed, the Student will be referred to relevant support services.

The Use of Consequences

Where a student's attendance, behaviour, or work is unsatisfactory, there should be a response appropriate to the offence.

Principles

Whole groups should not be held accountable for the activities of individuals unless there are very exceptional circumstances. Every effort should be made to identify individuals or ringleaders; Consequences should not be humiliating or degrading; Consequences should be in proportion to the offence and students should be clear about why they are being given a consequence and how.

Consequences

A range of consequences exist, and care is taken to apply the most appropriate to the student concerned and the nature of the misdemeanor. These include:

- Re-direct
- Re-teach
- Moving a student's position in class;
- Reconnection Meeting
- Withdrawal of other privileges;
- Informing parents by letter, phone call or inviting to a meeting;
- Referral to the Head of Department/Year Coordinator or Wellbeing Team;
- Being placed on a student progress form;
- Drawing up a contract;
- Issuing a formal warning;
- Fixed term exclusion (short or long term)
- Exclusion (see exclusion policy - procedure).

17.0 Supporting Students Whose Behaviour Needs To Improve

At Minarah College we believe the most effective way of managing behavior is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour in the School, various strategies may be employed to help them to improve.

The use of the Student Progress Form serves the dual purpose of enabling the monitoring Classroom teacher and Head of Department/Grade Coordinator to keep a check on behaviour and of giving the student instant feedback on satisfactory aspects of behaviour. The student will be provided a copy of his/her goals to be stuck into their Student Diary.

A one-to-one session with specialist teachers or the Associate/Deputy Principal/Pastoral and Learning Support are also used to help students to develop strategies to improve their behaviour.

Although exceedingly rare, where appropriate, and when agreed in advance in a parental meeting, 'time out' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher, most likely an Associate/Deputy Principal/Pastoral and Learning Support or Year Adviser/Grade Coordinator. This decision will only be made by the Head of Learning Support.

For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of the School altogether due to disaffection, a Pastoral Support Program (PSP) or Behaviour Support Plan (BSP) will be devised and implemented. The PSP may involve external services, based on a case-by-case basis. The BSP will follow the format and principles of the PSP but will not involve external agency input. More detail is provided in the following section.

18.0 The Pastoral Support Program

The Pastoral Support Program will identify precise and realistic behavioural outcomes for the student to achieve. It will be agreed with parents as a result of a meeting with them to which an external agency may be invited.

This meeting will consider the causes for concern and the steps suggested to improve the situation. In drawing up the plan the School will, in discussion with others:

- Consider offering specialist support and counselling;
- Review any learning difficulties and put in place a learning support plan where necessary and
- Consider changes in class.

The program should have an automatic time limit, be monitored monthly, and should be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period, the intervention package may, according to the level of its impact on improving the situation:

- Be reduced or removed;
- May be continued for a further period of time with or without amendments or where there has been no improvement at all there may be an expulsion.

Appendix 1a: Home/School Agreement (except Year 12)

<p>School's Educational Responsibilities We acknowledge our responsibility to support parents in their task of nurturing their children toward human wholeness within a caring community. Therefore the School will:</p> <ul style="list-style-type: none"> ■ provide a friendly welcome to your child and a secure, stimulating, moral environment in which; ■ ensure that your child is valued for who she/he is and helped to make good progress in their spiritual, moral, emotional, and academic development; ■ treat your child with the dignity and respect they deserve; ■ do our utmost to provide the best possible education we can for your child, through enthusiastic teaching, which is rooted in our beliefs, our values, and our skills; ■ ensure that the education provided for your child is tailored, as effectively as possible, by using good assessment, recording, and tracking strategies; ■ provide you with information about your child's progress and provide you with opportunities to talk to teachers; ■ keep you well informed about School policies and activities through regular letters and newsletters; ■ set, mark, and monitor work suitable to your child's needs; ■ contact you if there is a problem with your child's attendance or punctuality; ■ inform you of any concerns regarding your child's behaviour, work, or health; ■ challenge your child to strive for the highest standard of personal, social, and intellectual development and aim for excellence in all they do. <p>(For and on behalf of the Governing Body) Date:</p>	<p>Parental Responsibilities As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Minarah College. Therefore I/We will:</p> <ul style="list-style-type: none"> ■ ensure that my child attends School every day, on time, in the correct uniform and suitably equipped; ■ support all School initiatives that enable my child to reach their full potential, including extracurricular classes; ■ ensure that my child is available for revision and catch-up sessions including extra classes for revision or support at the end of the day, on Saturdays, and in the holidays; ■ ensure that family holidays are taken outside of term time, otherwise my child's place may be forfeited; ■ inform the School of any concerns regarding my child's learning or welfare; ■ support the values of the School and encourage my child to do his/her best and give my child opportunities for home learning and support my child in the completion of homework; ■ check my child's Student Diary on a daily basis and sign my child's Student Diary on a weekly basis; ■ support the School's policies, guidelines, and sanctions for poor behaviour including after-school detentions and fixed-term exclusions; ■ attend all parents' evenings and meetings about my child, as deemed necessary; ■ consent to the use of photographic evidence of curricular activities undertaken within the School and visual images on the school website or for other educational purposes. (Further permission will be sought if any additional use is required); ■ Support school policy which states that your child may be screened, if deemed necessary, in the interests of all staff and fellow students; <p>ensure my child behaves in an appropriate manner that upholds the School's code of conduct on the way to and from the School and always adopts a thousand professional manners staff.</p> <p>Name (please print): (Parent/Carer) Date:</p>	<p>Student Responsibilities I acknowledge the talents which I have been given and my responsibility to use them wisely. Therefore I will:</p> <ul style="list-style-type: none"> ■ attend the School regularly and on time; ■ wear the School uniform correctly and bring all the equipment I need every day; ■ attend all classes which enable me to reach my full potential, including revision classes and extra-curricular classes which may take place at the end of the School day, on Saturdays, or in the holidays; ■ treat fellow students and staff with respect and kindness; ■ take care of all School equipment, and always carry all stationery in my bag and not in my hand or pockets; ■ help keep our School free from litter and respect the school environment and property; ■ share my feelings honestly and politely and show consideration for others in the school; ■ behave sensibly so that we can be happy and safe as we learn; ■ never refuse to follow instructions given by a member of staff; ■ attend all detentions, if set; ■ Try to think and take responsibility for my actions; ■ Do all my classwork and homework to the best of my ability; ■ keep my Student Diary up to date by entering all homework and any other necessary information, and by signing it every week. It is my responsibility to ensure my Student Diary is signed by my parent/s or carer; ■ Observe school School rules and treat everyone with respect; ■ travel directly to/from the School without stopping at shops in the surrounding area and/or congregating in the local area; ■ Mobile phones must be placed in my phone locker before the start of school and collected after the 3:20 bell. ■ Do not bring chewing gum, any item that could be used as a weapon, or any other contraband items into the School. <p>Name (please print): Signed (Student) Date:</p>
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Appendix 1b: Home-School Agreement: Year 12 HSC Students

The School's responsibilities to students are to:

- Provide a secure, stimulating, moral environment
- Do our utmost to provide the best possible education
- Provide you with information about your progress and support you in the ways you can improve
- Set and mark homework appropriate to your needs and abilities
- Listen to your views, with respect

The School's responsibilities to parents are to:

- Provide opportunities to talk to staff about your child's progress
- Contact you if there are any problems or concerns regarding your child
- Challenge your child to strive for the highest standard of personal, social, and intellectual development and aim for excellence in all they do

Parents' responsibilities are to:

- Support your child with attendance, punctuality, and organisation
- Ensure that family holidays are taken outside of term time, otherwise the child's place may be forfeited
- Make sure your child is available for revision sessions in the holiday period preceding exams, and for Saturday school when it is running in their subjects
- Inform the School of any concerns you may have, be they pastoral or academic
- Attend all parents' evenings about your child's progress, including any further discussions, as deemed necessary
- Support the School's policies and guidelines regarding Consequences, which may include, where appropriate, after-school detentions and suspensions.

Pupil's Responsibilities are to:

- Meet all academic deadlines, without exception. Any work not handed in on the date due or done to an acceptable standard will put your place at the School at risk
- Treat study spaces and communal areas with respect
- Attend the School every day and on time, as well as attend all relevant School events and outings designed to aid decisions on higher education
- Wear the Senior uniform correctly and bring all the equipment you need, every day
- Be aware of your status as a role model for the students in their JUNIOR YEARS
- Cooperate with School rules and expectations
- Communicate concerns regarding any aspect of life at the School to your Head of Year so they can be resolved
- Use your study periods effectively to revise, complete homework, and research, and complete assessment tasks.

STUDENT NAME [IN PRINT]

Signed by:

.....
Student

.....
Parent

.....
Deputy
Principal-
Teaching
and Learning

Appendix 2: Student

CODE OF CONDUCT

I must.....

- Be polite to my fellow students, all staff, and any visitor to the School;
- Be sensible around the School and not shout or run in the corridors: I should always keep to the left. All staff and visitors should be treated with respect and pupils should stand back for adults at doorways, holding the door open if possible;
- Take great care not to interfere with other people's property and always treat it with respect;
- Be punctual and only be absent for a genuine reason and bring a note on my return to the School;
- Bring my Student Diary and other essential equipment to the School every day;
- Dress tidily in my School uniform; never wear trainers other than for PE or playing in the playground. Jewellery regulations must be followed;
- Not stop to visit the toilets or go to the Sick Bay, unless it is an emergency, nor go to see any other teacher without prior permission;
- Do my classwork and homework as well as I possibly can;
- Obey all members of staff without argument. If I feel I have been unfairly treated then I should either speak to the teacher or someone else at a convenient time;
- Leave the room in a tidy state placing chairs up onto the desks as requested;
- Respect the buildings and School grounds by always using rubbish bins, remembering that graffiti is forbidden, and only eating and drinking in the appropriate places;
- Arrive punctually to my lessons;
- Not stop to look over the balconies (**it is imperative that nothing is thrown to another pupil at a different level**);
- Only consume food and drink at recess and lunch times and behave in an orderly manner whilst waiting and eating;
- Arrive on time for the start of their extension and support classes;
- Have respect for the School's neighbours and try to be helpful and considerate in the local community and
- Leave the School by the correct exit and go directly home without lingering around the area.

The following items are strictly prohibited from being on site. These items will be confiscated, and the student's Associate/Deputy Principal/Pastoral care will be notified. The items will not be returned to the student but made available, at an agreed-upon time, for collection by parents/carers. Mobile phones will be confiscated for a duration of 5 working days (escalation for future offences):

- **Mobile phones;**
- **Chewing gum;**
- **All illegal and/or contraband substances and**
- **Any item which is intended for use as a weapon.**

Before the start of the School day:

- Students are to go to their designated playground areas;
- Students are able to use the library from 8:00 am until 8:15 am and
- There should be no playing inside the buildings, including balconies and corridors. Those who wish to run around should be in the playground.

When the bell sounds for Roll Call:

- All students should ensure that they are appropriately dressed i.e. if, for example, they had been involved in a game and were wearing trainers then these should be changed **quickly** for shoes;
- Primary students should go directly to the designated place in the playground and line up in;
- KS4 students will enter the building, directly, and make their way to their form class where they will be greeted by their form tutor and
- When the teacher in charge indicates, every Student should stand silently and await instructions.

In the classroom:

- Students should stand silently when they enter;
- Students should sit in their places preparing for the day by putting out on the desk, their Student Diary, pencil case, and reading book;
- Students should read silently unless there is another activity in progress and
- The room should be left in good order ready for the next class.

At lesson change:

- Students should move quickly and quietly between lessons;
- Students must follow the one-way system in designated areas to ensure swift and safe movement between classrooms and Learning Areas;
- They should not stop to visit the toilets or go to sick bay, (unless it is an emergency), nor should they go to see any other teacher without prior permission and
- Students should not stop to look over the balconies (**it is imperative that nothing is thrown to another student at a different level**)

At the start of lessons:

- Students should arrive punctually;

- Students should ensure they take the right equipment and books to lessons.
- Students should enter the teaching room in a quiet and orderly manner and stand quietly behind their desks.
- Books and equipment should be got out immediately ready for the lesson to begin.
- Bags should be placed on the floor under or beside the desk or chair.

During lessons:

- Students should not speak when the teacher is speaking to the whole class.
- Students should listen carefully and follow instructions.
- Students should concentrate fully and always do their best.
- Students should not disrupt the lesson in any way.
- Students should enter all homework into their notebooks and mark it on their device Calendars.
- Students should stand if an adult visitor enters.

At the end of lessons:

- Students should not start clearing away until instructed to do so.
- Students should make sure the room is clean and tidy before leaving.
- Chairs should be put back, or up on desks at the end of the day.
- Students should not leave until dismissed and
- Students should go quickly, quietly and directly to the next lesson

At Recess and lunch time:

- Students are to play in their designated areas.
- Students using the canteen are to wait in two straight lines.
- Students must join the end of the canteen line and not cut in.

At the end of the lunch break:

- Students should, if necessary, collect equipment from their lockers five minutes before the start of lessons and proceed quickly and quietly to the designated area in the playground.
- Students should proceed to class quickly and quietly.

At the end of the last lesson of the day:

- Students should be aware of their after-school timetable of extension and support lessons and go quickly to their class if necessary.
- Students should go directly to the gate and exit the site in a mannerly way if they have no extension/support class or prior commitments with a member of staff and
- Students go directly home without lingering around the area or visiting local shops.

Appendix 3: Dealing with Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons outside of the school or on and around School premises. The Governing Body at Minarah College recognises that the presence of weapons, or items that could potentially be offensive weapons, in The School, would not only create unacceptable risks of bullying, injury, or death but also create a climate that undermines the educational purposes of the school.

Accordingly, it is School policy to **forbid** the possession, custody, and use of weapons by unauthorized persons in, on, or around, the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the School or is required by the School for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns, and any type of replica toy gun.
- Knives, including all variations of bladed objects i.e.: pocketknives, craft knives, scissors, etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches, laser pens, or other objects, even if manufactured for a non-violent purpose but have a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon

Any student found to be in breach of the policy shall be subject to action under Minarah College’s Wellbeing Policy.

The **permanent exclusion** of any student in possession of an implement that the school believes is intended for use as a weapon, possession of a weapon, or use of an implement as a weapon is most likely, though the Principal/s maintain the right to make the final decision. In some circumstances, the police might also be contacted.

Staff involvement where a weapon is suspected

Under most circumstances, both the Police and the Police Youth Liaison Officer should be informed of any incident believed to involve a weapon. However, where, in the judgment of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police and the Police Youth Liaison Officer, the School should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their judgment on the nature and immediacy of the response required.

There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on School premises, decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected;
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife, or blade, it might be appropriate for the Principal/s, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent;
- In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation from escalating or could, conversely, inflame the situation and
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student.

Searching Students

Under the Work Health and Safety Act 2011, the Principal/s must ensure the premises remain safe and secure for students, staff, and visitors. Student bags or possessions can be searched if the staff have reasonable grounds to believe the student is in possession of:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- vape or e-cigarette
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person(including the student) and
- any item banned by the school rules that has been identified in the rules as an item that may be searched for

A Search can only be carried out by the Principal/s, Deputy Principal, or Associate/Deputy Principal/Pastoral Care.

Staff carrying out a search:

- May **not** require a student to remove any clothing other than outer clothing, i.e.: any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- Must be of the same sex as the student;

- May carry out the search only in the presence of another member of staff who is also of the same sex as the student;
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff and
- If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it. If the staff member suspects the student is in possession of a weapon then the police should be called to carry out the search.

If a student refuses a search

If the staff have reasonable grounds to suspect the student is in possession of any materials referred to previously, police should be called. In this situation, staff should employ risk minimisation procedures and avoid challenging the student.

Weapons or knives confiscated at School

Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority. But a member of staff in possession of a weapon in such circumstances should secure it, and:

- Pass immediately to the Principal/s or in the Principal/s's absence the Associate/Deputy Principal/Pastoral and Learning Support and arrange without delay to surrender it to the Police or Police Youth Liaison Officer;
- or**
- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken.

However, some weapons are by their very nature offensive (e.g. flick knives and knuckle dusters) and should, under no circumstances, be returned.

Appendix 4: Taking Account of Individual Student Needs

The following are examples of unfortunate situations that schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

- A student is admonished for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties, and cannot process complex language;

A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.

- A looked-after student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school;

A more appropriate response would be to use a pre-agreed means for the student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.

- A refugee student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other students laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time;

A more appropriate response would be to let the class know there are special circumstances and offer the student re-assurance and support.

Appendix 6: Behaviour Management - Stage Procedures

Stage 1 Teacher Checklist	Involved: Classroom teacher
<p>Before a teacher refers to any incidents, the teacher must ensure the following fundamental expectations are being met on a consistent and ongoing basis:</p> <ul style="list-style-type: none"> ○ An effective classroom environment that is conducive to student learning. ○ Classroom expectations are clear and displayed during every lesson. ○ Clear procedures and routines. ○ Positive feedback and specific praise are provided when the student has demonstrated appropriate behaviour/effort/achievement. ○ A ratio of 4:1 positive feedback to corrective instruction during every lesson. (This refers to interacting with students four times more often when students are behaving appropriately than when they are behaving inappropriately. This should be regarded in the context of the whole class, not per student). ○ Active supervision. ○ The incident has been recorded in the student’s diary. 	
Outcomes	
Outcome 1: After reflection, the teacher identifies areas of improvement using the teacher Checklist (Appendix _). The teacher makes alterations to their lessons/classroom environment to ensure all fundamental expectations are being met during their lessons.	Outcome 2: After reflection, the teacher confirms all fundamental expectations are being met during their lessons. The teacher then places the ongoing incident on Sentral, notifying their relevant HoD/G.C. The matter then moves to Stage 2.
Stage 2: Observation by a Head of Department/Grade Coordinator	Involved: Classroom Teacher Primary: An assigned Grade Coordinator Head of Learning Support Secondary: An assigned Head of Department Well-being Department
<ol style="list-style-type: none"> 1. The classroom teacher will record the incident on Sentral and notify the Head of Department/Grade Coordinator to request an observation of the student in their lesson. 2. A Head of Department/Grade Coordinator will observe a lesson for a minimum of 10minutes to establish context. 3. The observing HoD/G.C will provide feedback in written form within 24 hours of the observation taking place. Observation completed using Microsoft Forms. 	

Cover will be arranged to support this observation of the HoD/G.C is teaching this will be arranged via the Deputy Principal Operations (Secondary) or Deputy Principal (Primary).	
Outcomes	
Outcome 1: The Head of Department/Grade Coordinator identifies areas of improvement based on the fundamental expectations outlined in Stage 1, and provides constructive feedback on how the teacher can more effectively meet the expectations identified. This will return the matter to Stage 1 .	Outcome 2: The Head of Department/Grade Coordinator observes all fundamental expectations are being met by the teacher. The matter then moves to Stage 3 . The subject teacher/ Class teacher will call the parents to notify them of their ongoing concerns and that the student is being referred to the HOD/G.C *Please note that the HoD/G.C <u>does NOT need to see the student misbehaving</u> in order to move to Stage 3 .
Stage 3: Issue student Concern Letter and reconnection	Involved: Classroom Teacher Student Head of Department
<ol style="list-style-type: none"> 1. A reconnection meeting is carried out with HOD/G.C., the teacher, and the student. The teacher will describe the behavior/incident causing concern and why it is important to resolve the behavior. The aim of the reconnection meeting is for all parties to discuss the behaviour and how it can be resolved. 2. Head of Department/ G.C collaborates with teacher and student to devise achievable goals for students to work towards. For primary students demonstrating a range of concerning behaviours a general Progress Card is to be used. 3. HOD/GC issues a 'Student Concern Letter' generated from Sentral. Identifying the causes of concern and agreeing on conditions to resolve the behaviour/avoid the incident from reoccurring. Parents are to sign and return to the HOD/GC. 4. Hod/GC will follow up with the teacher after ONE WEEK to review the student's progress. 5. A scanned copy of the letter is attached to the original Sentral incident report. 	
Outcomes	
Outcome 1: Student has improved behaviour with no areas still causing concern. HOD/GC notes the incident's resolution on Sentral and makes a phone call home to inform the parents of the child's success at improving their behavior/effort.	Outcome 2: The student has demonstrated some progress, but there is still room for improvement. HOD/G.C revises the initial goals put in place. HOD carries out a second reconnection meeting with the student to offer praise for the progress made and inform the student of revisions made to the goals. Note the meeting on Sentral including the revised goals, also make note of the reconnection in the student diary. *Continue the reconnection meeting weekly until the student has completed all necessary goals and is demonstrating appropriate behavior/effort. Once this has occurred, refer

	to Outcome 1. If the student's improvement deteriorates to the point, they cease making an effort, then refer to Outcome 3 .
<p>Outcome 3: The student has made no effort to correct their behaviour/work towards the agreed goals. H.O.D/G.C arranges a meeting with Parents, students, and the teacher to discuss the student's lack of progress.</p> <p>The HOD/GC will restate the agreed expectations/goals, describe the student's behaviour/efforts since the last reconnection meeting, and explain how the behaviour/effort has not met the expectations/goals. The parents are notified that if the student continues to make no effort to achieve the agreed goals then the matter will be referred to the Wellbeing Team.</p> <p>The meeting is to be documented using an interview form and a soft copy attached to the incident on Sentral.</p> <p>*For the well-being Team to become involved evidence of all necessary paperwork, Sentral records, and parent communications must be supplied. Otherwise, the matter will remain with the HoD/G.C.</p>	

Stage 4: Wellbeing Intervention	Involved: Deputy Principal (Secondary) Associate Deputy Principal (Primary) Student
<p>Once all necessary documentation has been forwarded, the Wellbeing Department will review the matter.</p> <p>An Associate/Deputy Principal/Pastoral Care will meet with the student and the Head of Department separately to discuss the matter.</p> <p>*Associate/Deputy Principal/Pastoral Care may determine appropriate action at this point or request to observe the student in a range of lessons.</p> <p>Associate/Deputy Principal/Pastoral Care will determine appropriate action on a case-by-case basis and develop a Pastoral Support Program.</p> <p>Associate/Deputy Principal/Pastoral Care will speak with the parents face-to-face or via phone to discuss the student's behaviour, and the Wellbeing Team's proposed action going forward.</p>	
Outcome	
Outcome 1: Progress demonstrated by the student. Continue action taken and review weekly for a minimum of a month. Measured using a Progress Card.	Outcome 2: If the student after one month, continues to be closed off to progress the Wellbeing Team will review the matter and determine whether suspension is appropriate. See Stage 5 .

Stage 5: 3 Day Suspension	Involved: Associate/Deputy Principal (Secondary) Associate Deputy Principal (Primary) Student All teachers of the student Parents Principal/s
<p>If the Wellbeing Department determine that insufficient progress has been made and they have exhausted all alternatives, then a 3-day suspension is implemented by the</p>	

<p>Wellbeing Department and a meeting held with parents. The student is provided work for the 3 days to be completed.</p> <p>On return meeting held with Principal/s and or Associate/Deputy Principal/Pastoral Care, parent and student.</p>	
Outcome 1:	Outcome 2:
Student's behaviour improves.	The student continues to make little to no effort to correct their behaviour see Stage 6

Stage 6: 5-Day Suspension	Involved: Deputy Principal (Secondary) Associate Deputy Principal (Primary) Student All teachers of the student's Parents Principal/s
<p>If the Wellbeing Department determines that insufficient progress has been made and they have exhausted all alternatives, then a 5-day suspension is implemented by the Wellbeing Department and a meeting is held with parents.</p> <p>The student is provided work for the 5 days to be completed.</p> <p>On return meeting held with Principal/s and or Associate/Deputy Principal/Pastoral Care, parent, and student.</p>	
Outcome 1:	Outcome 2:
Student's behaviour improves	Student continues to make little to no effort to correct their behaviour see stage 7

Stage 7: Managed Move	Involved: Principal/s Wellbeing Team Parents Student
Outcome:	
The school facilitates the transfer of the student to another faith-based school.	

Appendix 7: Teacher Checklist

Teacher Checklist

Before you refer to any incidents, you must ensure you have fulfilled the following fundamental expectations and describe how you have supported the student to correct/address/improve their behaviour and/or effort.

- Have you established an effective classroom environment that is conducive to Student learning?
- Are the classroom expectations clear and displayed during every lesson?
- Have you established clear procedures and routines?
- Are you giving positive feedback and specific praise when the child has demonstrated appropriate behaviour/effort/achievement?
- Are you employing a ratio of 4:1 positive feedback to corrective instruction?
- Are you employing active supervision?

List TWO strategies you have employed to support the student to correct/address/correct their behavior and/or effort:

Strategy 1:	
--------------------	--

Outcome: What changes (positive, neutral, or negative) were identified after the strategy was implemented?

Frequency of strategy: Please circle.

Once twice every lesson for a week other:

Strategy 2:	
--------------------	--

Outcome: What changes (positive, neutral, or negative) were identified after the strategy was implemented?

Frequency of strategy: Please circle.

Once twice every lesson for a week other:

Appendix 8: Strategies for discouraging problem Playground behaviours

Positive Play Environment

Active supervision – Move, Scan, Positive Contact

Teach and positively reinforce playground expectations/Routines

Monitor Physical Environmental Impacts

Re-direct – Restate the expectation, e.g. “We are safe and keep in bounds, thanks.”

Re-teach – Demonstrate, practice, on it or and positively reinforce, e.g. “To be safe we need to walk on the concrete.”

Student Conference – Private discussion between student and teacher about behaviour, e.g. “I’ve noticed several times today that you had to be reminded about...”

Restrict Privileges - ‘Walk and Talk’ – Walking with the teacher, playing in restricted area, loss of equipment.

Restitution – Logical consequence matches the behaviour, e.g. for cutting in line at the canteen – student is sent to the end of the line

Timeout Procedure: Discretionary Sentral entry by teacher

1. **Playground Teacher** – Directs student to designated T/O playground spot.
2. **Student** – Remains seated in designated T/O playground spot.
3. **Playground Teacher** – Indicates T/O completed. **Student Conference** (restate expectations), return to play and positive reinforcer.

Referral to Associated Deputy Principal/Pastoral Care: Sentral Entry recorded.

Actions taken by Wellbeing Team will be determined on a case-by-case basis and will follow the serious behaviours sanctions outlined in the Wellbeing Policy.

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v1.0	Authored	Wellbeing Team	February 2022
v1.1	Template Changes	Jay Halai	February 2022
v1.2	NESA Requirement Amendments	Wellbeing Team	June 2022
v1.3	Format Changes	Davindar Singh	February 2023
v1.4	Format Changes/Review	Samina Ali	February 2024