NSW Department of Education

Cooerwull PS Behaviour Support and Management Plan

Overview

Cooerwull Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses in line with the Behaviour code for students

Success Criteria

- The school will have evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF: Wellbeing: a planned approach to wellbeing).

- Teachers, parents and the community will work together to support consistent and systematic processes that ensure absences and partial attendance do not impact on learning outcomes (SEF- Learning Culture: attendance).

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for learning across the whole school (SEF Wellbeing: behaviour).

- The whole school community will demonstrate aspirational expectations of learning progress and achievement for all students and be committed to the pursuit of excellence (Learning Culture; high expectations).

- Staff will plan for student learning based on sound holistic information about each child's learning and wellbeing needs in consultation with parents/carers (SEF Wellbeing: individual learning needs).

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

PBL https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/positive-behaviour-for-learning

Berry Street (BSEM) https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model

Rock and Water https://www.rockandwater.com.au/

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

Cooerwull Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Cooerwull Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, in line with the School Community Charter and by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consulting with the P & C and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Cooerwull Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

https://www.schoolbytes.education/

Cooerwull Public School has the following school-wide expectations and rules:

Core Values	Student Rights	Student Responsibilities	Teacher Responsibilities	Parent/Carer Responsibilities
RESPONSIBLE	*Students have a right to connect, thrive and succeed in their learning environment.	*Students have the responsibility to follow school rules. *Students have the responsibility to clean up if you make a mess. *Students have the responsibility to bring the right equipment to school and look after school resources. *Students have the responsibility to be in the right place at the right time. *Students have the responsibility for their behaviour and actions and to be a role model for others. *Students have a responsibility individually and collectively to maintain a calm learning environment for all students.	*Teachers have the responsibility to provide a differentiated learning environment that caters for the cognitive needs of individual students developing the skill set of lifelong learners.	*Parents, carers and the broader community support and enable the aspirations of every student. *Parents, carers and the broader school community actively participate in the school and in helping students to develop positive outcomes.
SAFE	*Students have a right to learn in a safe environment.	*Be respectful to other students. *Play safely on the playground. In the classroom they behave sensibly and take care of themselves and others.	*Teachers have the responsibility to provide a safe and nurturing learning environment where students feel protected from harm.	*Parents and carers have the responsibility to model safe behaviours in the school environment. *Parents and carers will work respectfully together with the school.
RESPECTFUL	*Students have a right to be safe. Students have a right to be treated with respect. *Students have a right not to be bullied.	*Always use good manners and follow instructions. *Respect student and school property. Keep your hands and feet to yourselves. Respect your environment and always put your rubbish in the bin. Listen to others and use inside voices when in the classroom. *Treat others the way you expect to be treated.	*Teachers have the responsibility to develop relationships with students as individuals and treat them with respect inclusive of cultural, physical and spiritual needs.	*We treat each other with respect. *Parents, carers and the broader school community actively participate in the school and in helping students to develop positive connections.

Behaviour Code for Students

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

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

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

CARE CONTINUUM

Care Continuum	Strategy or Program	Details	Audience
Prevention	Zones of Regulation	The Zone of Regulation is a framework used in schools to help students understand and manage their emotions, enabling them to achieve self-regulation and improve their social interactions. It categorises emotions into four coloured zones: Blue Zone (low energy and down feelings), Green Zone (calm and ready to learn), Yellow Zone (heightened emotions and loss of control), and Red Zone (extreme emotions and out-of-control behaviour).	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention, Early intervention	Berry Street	The Berry Street Education Model (BSEM) is an evidence-based social-emotional learning program that helps all students succeed built on a school of choice for students, parents and teachers alike., The education model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	Students K-6
Prevention, Early, Targeted and Individual intervention	Whole school positive behaviour support	A school-wide approach to developing positive behaviour support systems contributes to a safe, supportive and engaging learning environment. Whole school positive behaviour systems are effective when the school strengthens its structures and processes that underpin ongoing school improvement and the effectiveness of all school members. Ongoing evaluation of whole school positive behaviour support systems is essential to reflect on school-wide practices and make data-informed decisions.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention, Early, Targeted and Individual intervention	PBL	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Students K-6
Prevention,	Student Behaviour and Wellbeing Procedures	The Student Behaviour and Wellbeing procedures is the document that outlines school processes and practices for whole school behaviour support and management, which includes anti-bullying strategies and prioritizing learning continuity. It facilitates prevention-focused, and positive approaches to behaviour support and must be published on the school website for accessibility to all stakeholders.	All
Prevention	Differentiated Teaching Practice	Every classroom contains students with a wide range of abilities, interests and backgrounds. Our school provides differentiated teaching to respond to the diverse learning needs of all students as a regular part of providing the curriculum.	Staff, Students K-6
Prevention, Early and Targeted intervention	Rock & Water	The Rock and Water program is an evidence-based program that Rock and Water showed efficacy in reducing bullying, depressive feelings and disengagement, and also reduced acts of violence in schools. Rock and Water aims to reduce bullying in the classroom, and develop self-confidence, self-reflection and self-control to enhance better social- and communication skills.	Students K-6
Prevention, Early and Targeted intervention	Cyberbullying Australian eSafety Commissioner Resources – Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention, Early and Targeted	Anti-bullying resources	**Anti-bullying resources** support schools to establish preventative strategies that target key environments in which bullying is known	All

Care Continuum	Strategy or Program	Details	Audience
intervention		to occur, supporting the development of a positive school climate.	
Prevention, Early and Targeted intervention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, Students 3-6
Prevention, Early and Targeted intervention	Anti-racism education	The school uses a range of strategies which aim to prevent and counter racism in the learning and working environment. It includes programs which support staff to understand, prevent and address racism at school, systems for addressing incidents of racism and curriculum-linked strategies which aim to teach students about Australia's cultural diversity, history and racial discrimination laws. It also includes strategies which promote equity, mutual respect, cultural inclusion and community harmony in the school environment.	Staff, Students K-6
Prevention	Strong Strides Together	Strong Strides Together provides evidence on ways that schools can contribute to the educational success of Aboriginal and Torres Strait Islander students.	All
Prevention, Early, Targeted and Individual intervention	Trauma Informed Practice	In an educational context, trauma-informed practice is a strengths-based framework in which education systems, schools and school staff understand, recognise and respond effectively to the impact of trauma on students	Students K-6
Prevention, Early, Targeted and Individual intervention	Restorative Practice	Restorative practice is a whole school restorative approach that focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. It encourages behaviour that is supportive and respectful putting the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.	Students K-6
Prevention, Early, Targeted and Individual intervention	Team around a School	The Team Around a School is committed to delivering efficient, effective and easy-to-access support. The Team Around a School model consists of non-school-based and school-based staff with a range of specialist	All

Care Continuum	Strategy or Program	Details	Audience
		skills and expertise. School based and non-school based Team Around a School roles work in partnership with schools to tailor support for students with additional learning and wellbeing requirements.	
Targeted / Individual Intervention	Learning and Support Team	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support	All
Targeted / Individual Intervention	Wellbeing nurse*	The Wellbeing nurse forms part of a whole-school approach to wellbeing, working closely with the school's wellbeing and learning and support team to identify the health and social needs of students and families. The aim of the program is to contribute to improved educational, health, and wellbeing outcomes of children, young people, and their families.	WHINC Individual Student LST, Aps Parent/carer
Targeted / Individual Intervention	School counselling service	School counselling service supports students by providing a psychological counselling, assessment and intervention service.	School Counsellor Individual Student LST, Aps Parent/carer
Targeted / Individual Intervention	Student support officers*	Student support officers support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.	SSO, Individual Student LST, Aps Parent/carer
Targeted / Individual Intervention	Nationally Consistent Collection of Data	Nationally Consistent Collection of Data (NCCD) is an annual data collection that requires information on the extent of support and adjustments made for students with disability. It supports students with disability to access and participate in education on the same basis as other students.	All
Targeted / Individual intervention	Attendance support and Attendance Officer	The Class Teacher will refer students to the LST, who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator.

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual behaviour support planning	IBSP can assist schools to provide additional support and guidance to identified students. This resource includes information about behaviour support planning as a continuous cycle of planning and improvement with six key components; providing interventions that meet the function of behaviour providing additional guidance to students with identified needs to assist teachers.	Individual students, parent/carer, LAST, AP
Individual intervention	Risk management planning	**Risk management planning** can be developed with the assistance of the Incident Notification and Response Unit and speaking to either the Leader, Complex Cases or the Complex Case Advisor	Individual students, parent/carer, LAST, AP, Complex Case Advisor

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

Identifying behaviour of concern, including bullying and cyberbullying

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

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

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

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

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

- at school

- on the way to and from school

- on school-endorsed activities that are off-site

- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct

- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern including bullying and cyberbullying

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.

- **Executive managed –** behaviour of concern is managed by school executive.

- Corrective responses are recorded on School Bytes. These include: Please see the table below

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - stay in at break to discuss/ complete work - conference - detention, reflection and restorative practices - communication with parent/carer.	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - detention, reflection and restorative practices - communication with parent/carer.

Cooerwull Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour Learning(PBL), Berry Street (BSEM) and Rock and Water consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students

need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour

- increase the likelihood that students will use the expected behaviours and skills in the future

- decrease unexpected behaviour and reduce the need for corrective responses

- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL and Berry Street) weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly stage assemblies and 3 weekly school assemblies	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident

- determine appropriate response/s, including supports for staff or other students impacted

- refer/monitor the student through the school learning and support team

- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments

- detention, reflection and restorative practices (listed below)

- liaise with Team Around a School for additional support or advice

- communication and collaboration with parents/carers (phone, email, parent portal, meeting)

- formal caution to suspend, suspension or expulsion.

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

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Detention, Reflection and Restorative Practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student. Reasons for levels are outlined in the Student Behaviour and Wellbeing procedures.

STRATEGY	WHEN and HOW LONG?	WHO COORDINATES?	HOW ARE THESE RECORDED?
White Level	*Duration determined by behaviour.	*Class Teacher	*Monitoring card *Reflect & Restore Conversation *Reflect & Restore Sheet *School Bytes
Yellow Level	*Duration determined by behaviour.	*AP *Class Teacher	*Monitoring card *Reflect & Restore Conversation *Reflect & Restore Sheet *School Bytes
Red Level (Suspension)	*Duration determined by behaviour.	*AP *Principal	*Monitoring card *Reflect & Restore Conversation *Reflect & Restore Sheet *School Bytes
Blue Level	*Duration dependent on student need.	*AP *Principal	*Monitoring card *Reflect & Restore Conversation *Reflect & Restore Sheet *School Bytes

Students will remain with their class during eating time at both breaks and then be directed to attend Reflect and Restore sessions. If students have not finished eating, they will bring their food with them to the session.
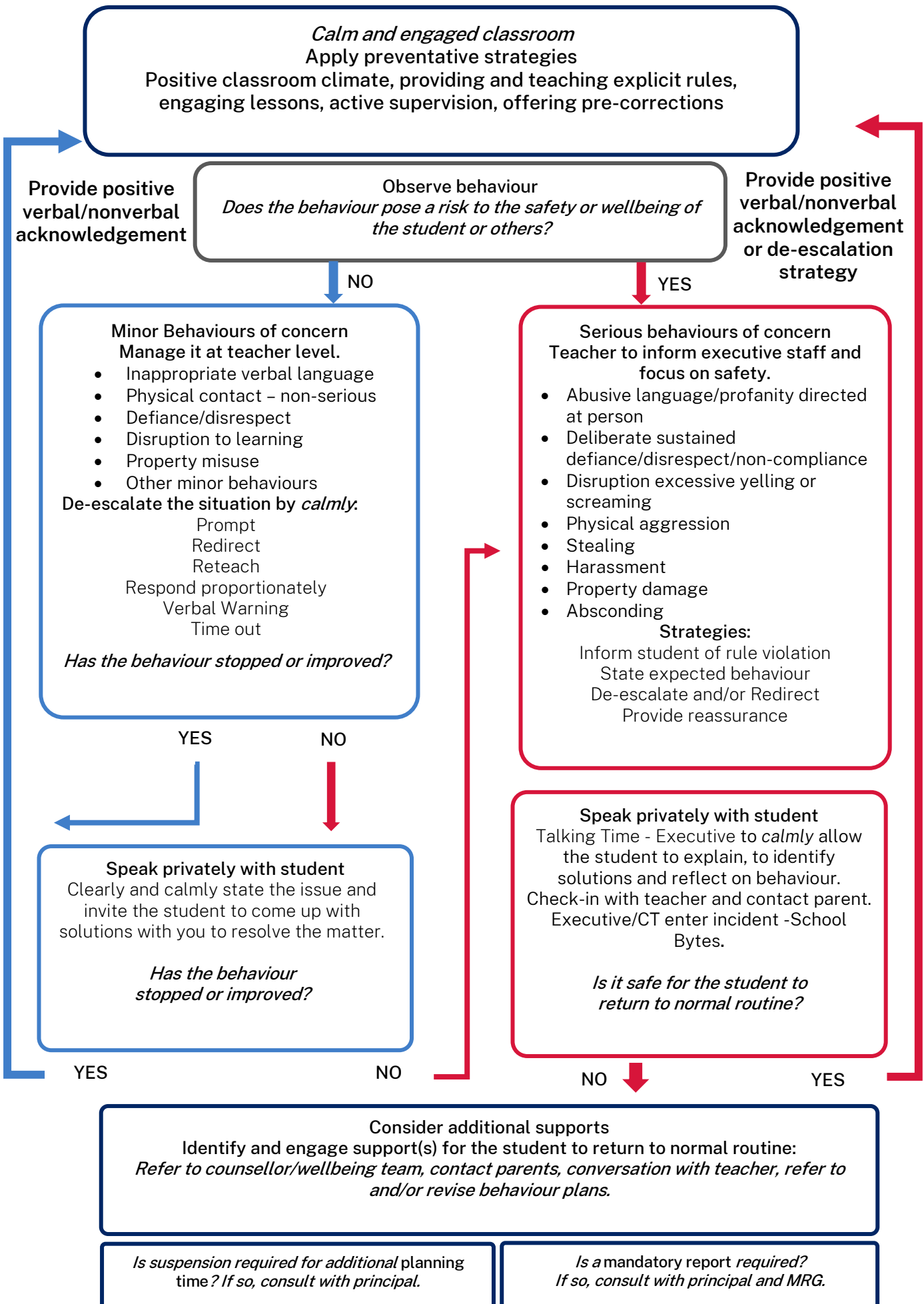
Teachers conducting Reflect and Restore sessions will take and remain with all students to the line up area five minutes before the bell. Any students needing to go to the toilet will be able to do so at this time.

Review dates

Last review date: December 2024.

Next review date: Beginning of Term 2 2025.

Appendix 1: Behaviour management flowchart

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules,
engaging lessons, active supervision, offering pre-corrections

Provide positive verbal/nonverbal acknowledgement

Observe behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

NO

YES

Minor Behaviours of concern
Manage it at teacher level.
- Inappropriate verbal language
- Physical contact – non-serious
- Defiance/disrespect
- Disruption to learning
- Property misuse
- Other minor behaviours

De-escalate the situation by *calmly*:
Prompt
Redirect
Reteach
Respond proportionately
Verbal Warning
Time out

Has the behaviour stopped or improved?

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
- Abusive language/profanity directed at person
- Deliberate sustained defiance/disrespect/non-compliance
- Disruption excessive yelling or screaming
- Physical aggression
- Stealing
- Harassment
- Property damage
- Absconding

Strategies:
Inform student of rule violation
State expected behaviour
De-escalate and/or Redirect
Provide reassurance

YES

NO

Speak privately with student
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

Has the behaviour stopped or improved?

Speak privately with student
Talking Time - Executive to *calmly* allow the student to explain, to identify solutions and reflect on behaviour. Check-in with teacher and contact parent. Executive/CT enter incident -School Bytes.

Is it safe for the student to return to normal routine?

YES

NO

NO

YES

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

Is suspension required for additional planning time*? If so, consult with principal.*

Is a mandatory report *required?*
If so, consult with principal and MRG.

Appendix 2: Bullying Response Flowchart

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record into School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action into School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes into School Bytes

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings into School Bytes. Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Appendix 3: School Behaviour and Wellbeing Procedures

COOERWULL PUBLIC SCHOOL

Student Behaviour and Wellbeing

PROCEDURES

Cooerwull Public School's Mission Statement

"At Cooerwull Public School our core values are to be safe, respectful, responsible learners. Our school community is built on honesty and acceptance promoting manners, kindness and trust. Our mission is to develop students' integrity, resilience and cooperation in a positive learning environment."

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, Cooerwull Public School has a school discipline policy that has been developed in consultation with staff, students, and school community members. This document should be read in conjunction with NSW Department of Education and Training Student Welfare policy statement.

Core Purpose

Our core purpose at Cooerwull Public School is to provide our students with a safe and nurturing learning environment in which they can connect, succeed and thrive. We aim to provide differentiated, stimulating, and engaging learning experiences that cater for the individual needs of all learners. We strive to develop positive relationships with students and enable them to feel a sense of belonging to our school and wider community. We endeavour to provide an inclusive school community that empowers all students to succeed and develop into lifelong learners.

These procedures aim to help our students develop:

- A sense of enjoyment and satisfaction from learning.
- An ability to communicate effectively.
- A coherent set of values to guide behaviour.
- A sense of personal and social responsibility for actions and decisions.
- A sense of personal dignity and worth.
- Self-reliance and resilience.
- A sense of cultural identity.
- A feeling of belonging to the wider community.
- A caring attitude towards others.
- An ability to form satisfying and stable relationships.
- Self-regulation and strength of character for effective learning and future pathways.

Cooerwull Public School staff will implement the procedures of our student wellbeing policy plan:

- Communicating the policy to students within the classroom and the playground.
- Discussing the rights and responsibilities of students with them.

Introduction

At Cooerwull Public School our Student Welfare Policy is supported by three school wide expectations or rules.

Our School Expectations as SAFE, RESPECTFUL and RESPONSIBLE Learners is to be:

SAFE – Work hard as part of a team and cooperate with others in a secure environment where students and staff are engaged in all aspects of learning. Motivate and encourage others through a culture of representation where all students are valued and cared for.

RESPECTFUL – Demonstrate kindness and fairness by treating staff, students and community members with respect at all times.
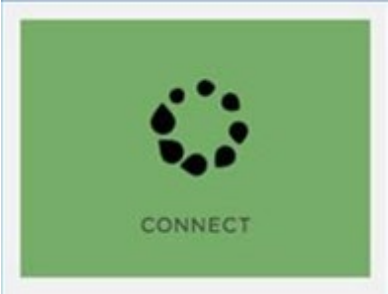
RESPONSIBLE – Strive to do your best and enjoy opportunities to learn both in and out of the classroom. Empathise and feel a sense of responsibility towards others. Validate your feelings and resolve conflict effectively.

Our school wide expectations provide:

➢ A small number of easy to remember expected student behaviours.

➢ Consistently implemented behavioural support.

➢ A shared understanding of expected behaviours by staff, students and community.

➢ Opportunities for students to take responsibility for their learning and the behavioural choices they make.

➢ A scaffold for the teaching and practicing of appropriate social skills and student behaviour.

➢ Clear consequences for student behaviour.

These principles are basic to our expected student behaviour:

➢ All individuals are responsible for valuing others and treating them with respect.

➢ Students have the right to work in a safe environment where they can fully develop their talents and interests.

➢ Parents have a right to expect that their children will be learn in a safe environment in which care and responsibility are encouraged.

➢ Teachers have the right to expect that they will be able to teach in a mutually respectful, supportive, and co-operative environment.

➢ Parents, teachers and students will share the responsibility in maintaining a positive teaching and learning environment. All stakeholders have an obligation to ensure that this policy is implemented in a fair and consistent manner.

CONNECT	SUCCEED	THRIVE
CONNECT Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community	**SUCCEED** Our students will be respected, valued, encouraged, supported and empowered to succeed.	**THRIVE** Our students will grow and flourish, do well and prosper.
Bullying of Students – Prevention and Response	Student Discipline in Government Schools Policy	Nutrition in Schools Policy
School Uniform Policy	Child Protection Policy – Responding to and Reporting Students at Risk of Harm	Student Health in NSW Public Schools: A summary and consolidation including sun safety, student well-being, health and physical care, anaphylaxis procedures for schools
Student Voice, Participation and Leadership	Out-of-Home Care in Government Schools Policy	
School Attendance Policy	Inclusive Education for Students with Disability	Drugs in Schools Policy
Anti-Racism	Aboriginal Education Policy	Road Safety Education, Driver Education and Training Policy
Multicultural Education Policy	Supporting Refugee Students	

Cooerwull Public School Core Values

Core Values	Student Rights	Student Responsibilities	Teacher Responsibilities	Parent/Carer Responsibilities
Responsible	• Students have a right to connect, thrive and succeed in their learning environment.	• Students have the responsibility to follow school rules. Clean up if you make a mess. Bring the right equipment to school and look after school resources. • Students have the responsibility to be in the right place at the right time. • Students have the responsibility to take responsibility for their behaviour and actions. Be a role model for others. • Students have the responsibility individually and collectively to maintain a calm learning environment for all students.	• Teachers have the responsibility to provide a differentiated learning environment that caters for the cognitive needs of individual students developing the skill set of lifelong learners.	• Parents, carers and the broader community support and enable the aspirations of every student. • Parents, carers and the broader school community actively participate in the school and in helping students to develop positive outcomes.
Safe	• Students have a right to learn in a safe environment.	• Be respectful to other students. • Play safely on the playground. • In the classroom behave sensibly and take care of themself and others.	• Teachers have the responsibility to provide a safe and nurturing learning environment where students feel protected from harm.	• Parents and carers have the responsibility to model safe behaviours in the school environment. • Parents and carers will work respectfully together with the school
Respectful	• Students have a right to be safe. • Students have a right to be treated with respect. • Students have a right not to be bullied.	• Always use good manners and follow instructions. • Respect student and school property. • Keep your hands and feet to themself. • Respect their environment and always put their rubbish in the bin. • Listen to others and use inside voices when in the classroom. • Treat others the way you expect to be treated.	• Teachers have the responsibility to develop relationships with students as individuals and treat them with respect inclusive of cultural, physical and spiritual needs.	• We treat each other with respect. • Parents, carers and the broader school community actively participate in the school and in helping students to develop positive connections.

Bullying and Cyberbullying

Cooerwull Public School rejects all forms of bullying behaviour including online (or cyber) bullying and believe all students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.

Identifying Bullying

Bullying can happen at school, at home or online. It is never okay and it is not a normal part of growing up.
There is a nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three key features. It:
1. involves a misuse of power in a relationship

2. is intentional, ongoing and repeated

3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them. Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.
A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; their size or body shape or any other ways they may be different.
Some students are bullied about their academic or sporting achievements or hobbies.

Types of Bullying behaviour

There are four main types of bullying behaviour:

- **physical** – examples include: hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence

- **verbal/written** – examples include: name-calling or insulting someone about an attribute, quality or personal characteristic

- **social (sometimes called relational or emotional bullying)** – examples include: deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance

- **cyberbullying** – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Overt or covert bullying

Bullying can be easy to see and detect (overt) or hidden, subtle and hard to detect (covert). This means that schools need to be alert to possible subtle signs of bullying and check in regularly with students.

- **Overt bullying** involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting.

- **Covert bullying** can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning your back on a person, and restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert bullying.

Some behaviours can appear to be bullying but are actually harassment. Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment, disability harassment or racial discrimination. For instance, sexual harassment is unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying, social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Preventative strategies

Cooerwull Public School is aware of the potentially harmful effects of bullying, including online bullying (cyberbullying) on young people and take reports of bullying seriously. Cooerwull Public School incorporates preventative bullying whole school approaches and strategies that include:

• school behaviour support and management plan	• classroom management and classroom rules	• the role of the teacher and their response to bullying
• positive relationships between teachers and students	• school-based anti-bullying programs with high levels of playground supervision	• promoting a culture of reporting bullying
• partnering with parents and carer	• anti-bullying content in the classroom	• social and emotional learning
• promoting upstander behaviour	• teacher support and professional development	• effective implementation and evaluation.

Responsive strategies

Cooerwull Public School also utilises a range of responsive strategies when bullying behaviour does occur. These include:

- direct sanctions: verbal reprimands, meetings with parents, temporary removals from class, withdrawal of privileges, detentions, and, in some serious cases, suspension.

- restorative practices

- mediation

- support group method

- the method of shared concern.

Principals, teachers and school staff acting in accordance with this policy (and related implementation documents) are acting with the authority of, and are supported by, the department.

STUDENT ACHIEVEMENT AWARDS

The aim of this system is to recognise the successes and achievements of students across their school life at Cooerwull Public School.

Students are validated for following the school's core values of being a safe, respectful, and responsible learner. It is an inclusive system that allows all students the opportunity to be rewarded at different times throughout the year. It will be the student's responsibility to collect and present awards for movement through the levels. A new collection of awards begins at the commencement of each school year.

The system starts with students receiving Merit Awards. The Merit Awards are tracked by the class teacher and presented in class. Once 5 Merit Awards have been collected, students receive an Honour Award. Honour Awards are presented in class. Once students receive 5 Honour Awards, they are presented a School Achievement Award. On receiving 2 Achievement Awards (presented at morning assembly) they are provided with an Award of Excellence also presented at a school assembly.

The table below outlines this system:

	STUDENTS RECEIVE RECOGNITION FOR FOLLOWING THE CORE VALUES OF BEING SAFE, RESPECTFUL AND RESPONSIBLE LEARNERS IN THE CLASSROOM OR PLAYGROUND BY ANY MEMBER OF STAFF.	Student/teacher tracking
Level 1	After collecting 5 Merit Awards (a combination of yellow & green awards – 2 or 3 of each), yellow is for behaviour & green is for academic. An Honour Award will be presented to the student. Honour Awards are presented in class. **Students receive a Zooper Dooper after receiving each Honour Award.**	Student/teacher tracking
Level 2	Students receive a School Achievement Award after collecting 5 Honour Awards. School Achievement Awards are presented at morning assembly. **Students receive a canteen Item Voucher after achieving each Achievement Award.**	School Achievement Awards are signed off by the class teacher, then checked by stage team
Level 3	After collecting 2 Achievement Awards, students receive an Award of Excellence. This is presented at a school assembly. **Students receive an Award of Excellence badge.**	Awards of Excellence are signed off by the Stage Assistant Principal according to the Excellence Awards Checklist.

Cooerwull Public School Reflection and Restoration Practices

At Cooerwull Public School we believe all students have the right to learn in a safe, caring, and challenging environment free from harm. We follow a level consequence system across the school when dealing with negative behaviours. These behaviours are organised into four levels – **Green, White (monitoring), Yellow (monitoring), Red and Blue** - depending on the intent with which the behaviour occurs. The system is implemented consistently across all areas of the school and follows the procedure outlined below. **STUDENTS CAN GO STRAIGHT TO YELLOW OR RED LEVELS DEPENDENT ON THE SEVERITY OF THEIR BEHAVIOUR.**

Level	Reason for being placed on this level	What happens on this level
Green	- Students placed on this level when they enrol at our school. - Students obey the school rules and promote core value.	**GREEN LEVEL GO!!!!!** ✓ Students may participate in all school activities.
White	- Student is not adhering to school rules or core value. - Student continually disobeys teacher instructions after steps followed by classroom teacher on classroom behaviour chart	✓ Student is given a white monitoring card, issued by the classroom teacher (RFF teacher as well). When student is off the playground, they spend time with teacher who allocated the 'White Card'. This may include a 'Walk and Talk' if the teacher is on playground duty....(RESTORATION of RELATIONSHIP WITH TEACHER). ✓ Conduct Reflect and Restore Conversation. ✓ Duration determined by behaviour. ✓ Teacher completes monitoring card, commenting on student behaviour, where necessary. ✓ Teacher notifies AP & enters details in School Bytes. ✓ Parents/carers are notified by phone (classroom teacher). ✓ Stage Meeting – Behaviours of concern 'minuted' and students 'tagged.' ✓ Stage Meeting – Staff wellbeing strategies to support teachers when incidents arise. **STAFF – CLASS TEACHER**
Yellow	- Student has repeatedly broken school rules or core values. - Student has demonstrated unacceptable behaviour. - First instance of abusive behaviour. - BEHAVIOUR PLAN	**As for monitoring level and:** ✓ Learning Support Team discuss management strategies for the student's behaviour. ✓ Parents/carers are notified by letter and phone (Stage AP). ✓ A *Warning to Suspend* letter is also issued to parents' dependent on individual student behaviour. ✓ ON-SITE INTERVIEWS ARE REQUESTED FOR REPEAT 'YELLOW-CARDS,' AS A REFLECTIVE PROCESS. ✓ Student attends social skills and is withdrawn from the playground for both breaks, as well as before school.

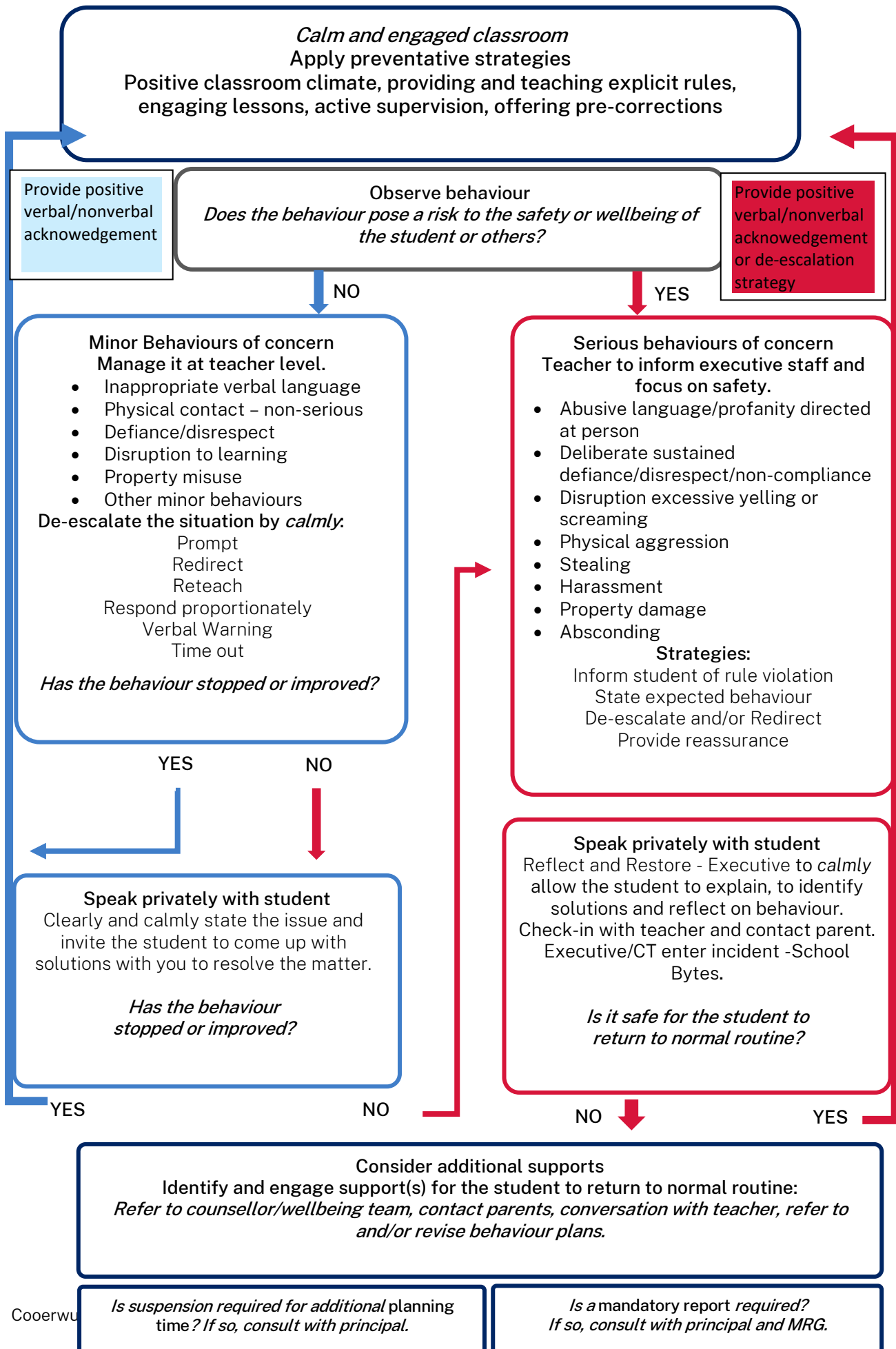| Level	Reason for being placed on this level	What happens on this level
	▪ WELLBEING - STAGE MEETING ▪ FORMAL CAUTION TO SUSPEND	✔ Involvement in school activities may be withdrawn from the student. ✔ Students progresses to monitoring level when 'Yellow' level is completed. Teacher completes monitoring card to comment on student behaviour. TEACHERS TO SEND YELLOW CARD WITH STUDENT TO REFLECT and RESTORE SESSIONS (ensure comments are added where needed). ✔ Conduct Reflect and Restore Conversation. ✔ All details entered in School Bytes by AP. ✔ Ready to Learn Plan in conjunction with student, parent/carer. ✔ Referral to Learning Support Team (see Learning Support Team Flow Chart). **STAFF – AP, CLASS TEACHER**
Red *(Specifics of this program are organised on an individual basis)*	▪ All previously mentioned strategies have proven unsuccessful. ▪ Student continues to disobey school rules and ignore core values. ▪ Student may be placed on this level on the recommendation of the principal for extreme examples of unsatisfactory behaviour.	**In-school suspension:** ✔ Withdrawal from class and playground. ✔ Student provided with work and placed in a pre-arranged class. ✔ Interview/contact with parents/carers to be held before the child progresses to yellow level and returns to class. **Suspension:** ✔ In accordance with DE Suspension and Expulsion of School Student Procedures. ✔ Work set by class teacher is to be completed at home and brought to the resolution meeting. ✔ Student returns to school on Blue Level – *GIVE EVERY CHILD A FRESH START (Berry Street).* The student attends 1 *Reflect and Restore* session. **STAFF – PRINCIPAL & AP**
Blue	▪ Student is placed on this level on return from suspension. ▪ Attendance at *Reflect and Restore* sessions is dependent on student need.	Returning From Suspension: ✔ Suspension Resolution meeting with parents/carers to be held before the child returns to school. *Reflect and Restore Session* as well as *Ready to Learn Plan.* ✔ Ready to Return Plan. ✔ Discuss strategies from white/yellow level. ✔ Team Around School where required. ✔ Review/modify student plan. ✔ Priority entry to LST Meeting where the need arises. ✔ Classroom teacher to attend Return to Meeting from Suspension Meeting where time allows. **STAFF – PRINCIPAL, AP, CLASSROOM TEACHER**

List of Example Behaviours that Constitute the Levels.

Level	Behaviours
Green	➢ Follow school rules and core values
White	➢ Ongoing reminder for disruptive behaviour in class. ➢ Minor playground incidents. ➢ Showing disrespect towards another student. ➢ Showing disrespect towards a staff member. ➢ Minor swearing at a teacher/student.
Yellow	➢ Progression from 'Monitoring' due to ongoing disrespect and/or disobedience. ➢ Major playground behaviours. ➢ Physical altercations that don't bring direct harm. ➢ Racist remarks towards another student. ➢ Minor destruction of school property. ➢ Major swearing at a teacher/student. ➢ Ongoing bullying/teasing towards another student.

List of Example Behaviours that Constitute the Levels.

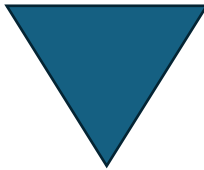|	
Red **(suspension)**	➢ <u>Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to</u>: ➢ Continued/persistent disobedience and/or disruptive behaviour. ➢ Malicious damage to or theft of property. ➢ Verbal abuse. ➢ Bullying and cyberbullying. ➢ Misuse of technology. ➢ Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. ➢ Being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes. ➢ Being in possession of, uses or supplies a suspected illegal/restricted substance being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms. ➢ using an implement as a weapon ➢ seriously threatening or engaging in physically violent behaviour ➢ engaging in serious criminal behaviour related to the school engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.
Blue	➢ Student is placed on this level on return from suspension. ➢ Attendance at *Reflect and Restore* sessions is dependent on student need.

Appendix 1: Behaviour management flowchart

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules,
engaging lessons, active supervision, offering pre-corrections

Provide positive verbal/nonverbal acknowledgement

Observe behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

NO

YES

Minor Behaviours of concern
Manage it at teacher level.
- Inappropriate verbal language
- Physical contact – non-serious
- Defiance/disrespect
- Disruption to learning
- Property misuse
- Other minor behaviours

De-escalate the situation by *calmly*:
Prompt
Redirect
Reteach
Respond proportionately
Verbal Warning
Time out

Has the behaviour stopped or improved?

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
- Abusive language/profanity directed at person
- Deliberate sustained defiance/disrespect/non-compliance
- Disruption excessive yelling or screaming
- Physical aggression
- Stealing
- Harassment
- Property damage
- Absconding

Strategies:
Inform student of rule violation
State expected behaviour
De-escalate and/or Redirect
Provide reassurance

YES   **NO**

Speak privately with student
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

Has the behaviour stopped or improved?

Speak privately with student
Reflect and Restore - Executive to *calmly* allow the student to explain, to identify solutions and reflect on behaviour. Check-in with teacher and contact parent. Executive/CT enter incident -School Bytes.

Is it safe for the student to return to normal routine?

YES   **NO**   **NO**   **YES**

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

Is suspension required for additional planning time? *If so, consult with principal.*

Is a mandatory report *required?*
If so, consult with principal and MRG.

RESPONDING TO BEHAVIOURS

Student is ready to learn

Classroom expectations are stated, Encouragement and supervision.

Rule Reminder:

SAFE
RESPECTFUL
RESPONSIBLE

Cool down – in Buddy Classroom

Cool down activity – in Classroom

Alert AP

AP – referral

Student Name: _____Class: _____Goal: _____

	Monday __/__/__			Tuesday __/__/__			Wednesday __/__/__			Thursday __/__/__			Friday __/__/__		
	SAFE	RESEPECFUL	RESPONSIBLE	SAFE	RESEPECFUL	RESPONSIBLE	SAFE	RESEPECFUL	RESPONSIB LE	SAFE	RESEPECFUL	RESPONSIBLE	SAFE	RESEPECFUL	RESPONSIBLE
Before															
Morning															
1st Break															
Middle															
2nd Break															
Afternoon															
AP Signature/comment:															

Place a ✓for appropriate behaviour in the safe, respectful, and responsible sections for each session or a ✗ for unacceptable behaviour.

Teacher comments & feedback-

_____

_____

_____

_____

_____

_____

_____

Student Name: Date:

Reflect and Restore

Conversation Prompts
Use this script and ask students to respond to best suit their ability (scribe, draw, write)
This document is to be uploaded to SB with the entry and paper copy to be kept in folder for future reference.

What happened?

What happened before this?

How did this make you feel?

How did this impact the people around you?

What strategies could we try? Include strengths and goals

How can you restore the relationships?

Cooerwull Public School
319 Main St Lithgow, 2790
Primary 02 6351 3106 Infants 02 6352 5053
Email: cooerwull-p.school@det.nsw.edu.au

Yellow Level Notification

Dear _____   Date: _____

I wish to inform you that your child **(name of child)** has been placed on Yellow Level.

This course of action is necessary because yesterday **(name of child) (Outline behaviour for being placed on yellow level.**

(name of child) will be placed back on White level when all sessions equivalent to three days (9 sessions) are signed. Whilst he/she is on Yellow Level and at any time, teachers will be looking for positive behaviour and the opportunity to give praise and positive comments. Any unsigned session means that your child's behaviour was not satisfactory at that time.

The aim of the Welfare policy at Cooerwull Public School is to restore your child to Green Level as soon as possible. Your child will, therefore, be attending talking time and social skills lessons that aim to teach your child the specific skills needed to get along with other students and to learn in the classroom.

We seek your support in talking to **(name of child)** about his/her behaviour. He/she has a responsibility to follow the school rules and to behave in an acceptable manner. Your presence may be required at an interview to discuss further strategies to assist **(name of child)**. Please sign and return the slip below and come to see us if we can help in any way.

(name of Assistant Principal)
Assistant Principal
Date _____

I _____ have received and read the change of level notification for

my son/daughter _____.

--signed

Return to: **(name of principal)**

Cooerwull Public School
319 Main St Lithgow, 2790
Primary 02 6351 3106 Infants 02 6352 5053
Email: cooerwull-p.school@det.nsw.edu.au

Warning to Suspend Letter to Parents

Dear _____   Date: _____

This letter is to confirm your phone conversation with **(supervisor's name)** about your **son/daughter**, **student's name**, of **Year _____** behaving inappropriately. In particular, he has breached the school discipline code by:

- **Outline Behaviours below.**

 If this behaviour continues, **student name** may be suspended from school in accordance with the Department of Education's Suspension and Expulsion of School Students – Procedures.
A copy of the Suspension and Expulsion of School Students - Procedures is available on the Department's "Policies" Internet web site at the address: https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

You can also request a copy from the school.

This matter has been discussed with **student name** and **he/she** understands what is expected in future. We will continue to work together to resolve these issues.
Please sign the slip below and return it to school with.

Yours sincerely,

(name of Assistant Principal)
Assistant Principal
Date _____

Formal Caution

 I have discussed this matter with **student name** and noted the warning of suspension. I would like an interview to discuss

how to support **student name**. (Yes or No)

Signed (Parent) _____

Name: _____

Date: _____

Return to: Sue McMahon

NOTICE OF SUSPENSION

Cooerwull Public School

319 Main St Lithgow, 2790

Primary: 02 6351 3106 Infants 02 6352 5053

Email: cooerwull-p.school@det.nsw.edu.au

Dear _____   Date: _____

This letter is to inform you that today I have made the decision to suspend your child, _____

of _____, in accordance with the NSW Department of Education Student Behaviour Policy and Student Behaviour Procedures Kindergarten to Year 12 on the grounds that their behaviour:

□ causes actual harm to any person

□ poses an unacceptable risk to health and safety, learning and/or wellbeing of any person.

As discussed, your child has had difficulty managing their behaviour at school. This has involved the following behaviour/s of concern:

_____

_____

_____

I have placed your child on suspension for the number of days shown.

The dates of suspension are: From: _____

Suspension allows time for the school to work in collaboration with you to plan appropriate support for your child and to assist with a successful and safe return to school.

I would like to invite you to a return to school planning meeting with the school team, where we can work together to review your child's individual student support plan. Your engagement with the school is very important in managing your child's behaviour, developing solutions together and resolving the suspension. This meeting's aim is to identify any potential barriers and to plan supports together for when your child returns to school.

The nominated school contact person will contact you to arrange a time for the meeting. The meeting can be face to face, by telephone or online, based on the format that will give the best chance of a positive and productive discussion. If you wish, you may bring a support person with you to this meeting.

A support person can provide you and/or your child with practical or emotional support. Please let the nominated school contact person know if you would like an interpreter to be present at the meeting and we will arrange it. We would like to work with you to plan appropriate behaviour supports and strategies in the early days of the suspension so we can put them in place quickly. This may enable your child to return to school before the expected end date.

It is expected that your child will continue to learn while suspended. To support this continuation of learning, I have attached a learning from home program. Information about accessing support services and a tip sheet to support wellbeing while on suspension is available at the Behaviour support toolkit parents and carers webpage https:// education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents

The nominated school contact person will contact you or your child to check on the learning and wellbeing of your child.

As school principal, I have the responsibility to:

- work together with you to develop a plan to support appropriate behaviour
- make sure that a return to school planning meeting is held at the earliest possible time
- arrange an interpreter for you if necessary
- provide you with access to:
  - a learning from home program
  - the NSW Department of Education Student Behaviour Policy and the Student Behaviour Procedures Kindergarten to Year 12 which are available on the Department of Education website at: https://education.nsw.gov.au/policy-library/policies/pd-2006-0316

    Please contact the school office if you would like a printed copy.

  - wellbeing tip sheet
  - parent and carer information, including information about behaviour, suspension and appeal rights and processes available at https://education.nsw.gov.au/student-wellbeing/ attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents
  - an appeal template, which can be located at the following link

As a parent or carer, it is your responsibility to:

- communicate with the school as soon as possible to confirm a time for the return to school planning meeting

- engage with the school to manage your child's behaviour and plan appropriate behaviour support solutions together
- let me know if you require an interpreter
- arrange a support person to accompany you to the meeting if you wish
- provide adequate supervision, care and safety for your child while they are suspended
- ensure that your child does not enter onto school grounds without my permission, except to attend the return to school planning meeting.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may lodge an appeal in accordance with the appeal procedures. If you need help lodging an appeal, you may contact the local Department of Education Office to discuss the appeal process on the following phone number:

Local Department of Education Office phone number - 02 6334 8070

If you need an interpreter to assist you to contact the school or the local Department of Education office, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to ring and the operator will get an interpreter on the line to help you with your conversation. You will not be charged for interpreting services.

I look forward to working with you in the behaviour support planning process.

Yours sincerely

Sue McMahon

Principal

Date_____

CLARIFYING POINTS

REFLECT and RESTORE is a time to discuss student behaviour. This gives the student a chance to explain the full story and reflect on the impact to others. **REFLECT AND RESTORE** is the time when students meet with a teacher to discuss their actions and the consequences of these actions to work out how they can best avoid being in a similar situation again. This takes place during 1st or 2nd break time. Sometimes **REFLECT and RESTORE** will involve all students involved in the behaviour. **REFLECT and RESTORE** gives all students an equal chance to give their side of the story.

Our **STUDENT REPRESENTATIVE COUNCIL** regularly meet throughout the year. It has elected representatives from all classes within the school. The SRC organises activities and gives students an opportunity to raise school concerns, including wellbeing issues.

SOCIAL SKILLS are programs developed and implemented throughout the whole school and during **REFLECT and RESTORE**. The sessions assist those students who have difficulty with friendships, playing or using their time in the playground and classroom in positive ways. In this time the students may discuss challenging situations, or work on ways to better get along with others.

There are many **SPECIAL ACTIVITIES** conducted in the school that are offered as extra privileges, such as mufti days, some excursions, and camps. Students need to engage in appropriate behaviours in-line with Cooerwull Public School's School Behaviour Support and Management Plan underpinned by the Behaviour Code for Students (NSW Dept of Education).

BREAKFAST CLUB offers each student the chance to have breakfast at school. Breakfast Club runs between 8:30am – 8:50am Monday-Friday (Primary site) and 8:30am – 8:50am Tuesday-Friday (Infants site).

PATHWAY BACK - Pathway Back is restorative practice designed to decrease the frequency and minimise negative behaviours.
These will include:

- **REFLECT and RESTORE**
- Behaviour Monitoring Card Evaluation
- Active Participant in Social Skills Programs
- Demonstrate Restorative Practice

FREQUENT QUESTIONS AND ANSWERS

Q. Who decides when a student should come off a level?

A Classroom teacher and Executive staff

Q. What takes place during PREP?

A. Supervisor follows social rules programs and strategies to prevent challenging behaviours occurring in the future.

Q. Can levels just be used for the playground and not in the classroom?

A. Yes

Q. If a child is suspended either in school or out of school, which activities do they miss out on?

A. Semester related (nothing that is curriculum related). Principal and Executive discretion as well as Risk Assessment Determined. YES

Q. Can SRC, School Leader and House badges be removed for inappropriate behaviour?

A. Yes.

Q. Where does a student go when on a yellow level?

A. They are off the playground between 8.30am-9:00am (Principal/Executive), at both break times they will attend **RELECT and RESTORE sessions**.

Q. If a child is on yellow level, what activities do they miss out on?

A. At principal discretion in reference to risk.

Q. If a child in Year 6 is suspended in Semester 2, what activities do they miss out on?

A. Year 6 Farewell Dinner and Fun Day as well as Stage 3 Camp. Students are given a **Pathway Back** as part of **Restorative Practice**, however if during their **Pathway Back** they do not adhere to behaviour procedures in-line with our School Behaviour Support and Management Plan students will lose their privileges.

Q. If a child is on white monitoring, what activities do they miss out on?

A. They do not miss out on anything.

Q. Does my child go on a monitoring sheet when returning from suspension?

A. Yes – After suspension students are on 'Blue Level' for Attendance at **Reflect and Restore sessions** is dependent on student need.

Q. If my child is on an in-school or out-of-school suspension what do they miss out on?

A. Students miss out on all school activities, including external excursions, camps and school representation at sporting events.

Q. Are all students in Year 5 eligible for a leadership position in Year 6?

A. Executive staff will not be accepting nominations from students for leadership roles if their behaviour is not in-line with the DoE Behaviour Code for Students.

<u>Students are expected to</u>:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

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

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

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

All students have a right to:

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

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

Behaviour code for students: Student actions

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

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

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

Respect

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

Safety

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

Engagement

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

NSW GOVERNMENT

School Community **Charter**

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.

Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

COLLABORATIVE
RESPECTFUL
COMMUNICATION

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education

We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

Collaborative. Respectful. Communication.

School Community Charter

education.nsw.gov.au