



Cooma North Public School

Behaviour Support and Management Plan

Cooma North Public School provides quality education in an engaging and inclusive environment underpinned by a culture of high expectations and mutual respect. We strive for all students to achieve academic excellence with teachers and the school community holding high expectations for success, and students having a sense of pride and ownership of their learning.

The success of our school is underpinned by positive partnerships with parents and the wider community, and a commitment to developing students as responsible local and global citizens.

Our vision is for a whole school community to be partners in empowering students to be active lifelong learners who are respectful, responsible, and resilient.

Cooma North Public School is a Positive Behaviour for Learning (PBL) School caring for, supporting, and promoting the aspirations of each child in our school community. The school has a focus on supporting social emotional learning through trauma informed practices and dedicated wellbeing programs. We value the strong sense of community and encourage students, parents, staff, and the wider community to work together as a team to foster a culture of high expectations and to provide a variety of learning opportunities for all students. Student wellbeing is a priority, and we ensure that every student is known, valued, and cared for with targeted initiatives to achieve this outcome.

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.

Cooma North Public School's Strategic Direction 2 focuses on fostering a positive and inclusive learning environment, emphasising whole school practices and processes to enhance learning culture and wellbeing. We are dedicated to building staff capacity through sustained professional learning. This enables us to apply tiered interventions of individualised support and embed school-wide structures aligned with the care continuum and wellbeing framework, ultimately improving student advocacy, and promoting student wellbeing.

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

- Positive Behaviour for Learning (PBL)
- Seasons For Growth
- Cool Kids Anxiety Program
- Embrace Program
- Grow Your Mind Schools Program
- School Chaplain Wellbeing Program – Smiling Minds
- URStrong – friendship skills curriculum
- Rock and Water Program
- Transition programs – Cooma North Preschool and Monaro High School
- External Services provide programs for both students and parents via school referral

The wellbeing programs we prioritise at Cooma North enhance mental health, cultivate and support positive relationships, and mitigate bullying.

Cooma North Public School unequivocally rejects all forms of bullying, including cyberbullying, and have demonstrated a strong commitment to providing a safe, inclusive, and respectful learning environment that prioritises student wellbeing through offering a range of programs that are targeted to the students individual, class, stage, and whole school needs. Our staff are dedicated to employing evidence-based approaches and strategies that cultivate a positive school climate, ensuring all students are known, valued, and cared for.

At Cooma North Public School, we are committed to ensuring all students feel safe and valued by proactively teaching expectations and appropriate behaviour at an individual, class, stage, and whole-school level. We recognise and reward positive behaviours, and when there are negative student data trends, we take the time to explicitly teach students how to improve their interactions in the future. All members of our school community actively participate in building a welcoming culture that values diversity and fosters positive relationships, upholding an ethos that bullying is not tolerated in any form, whether online or offline. Our staff promptly and effectively respond to any incidents of bullying to maintain this supportive environment. Strong home and school partnerships ensure transparency and a partnered approach.

Partnership with Parents and Carers

Cooma North Public School are committed to establishing powerful partnerships, strong foundations and encourage student voice and agency, we ensure collective involvement and skills of all key education stakeholders. Cooma North Public School is recognised as excellent and responsive by our community and embed best practice to build a culture of high expectations for every student in the school. Cooma North Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, 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, anecdotal notes, focus groups, meeting minutes and PBL meetings.
- using concerns raised through complaints procedures to review school systems, data, processes, and practices.

Cooma North Public School will communicate these expectations to parents/carers through the school newsletter, whole school assemblies, DOJO, and the school website. Our school actively fosters partnerships with families and communities to establish a mutual understanding of how to enhance student learning, safety, and overall wellbeing.

Cooma North Public School has the following school-wide expectations:

To be respectful, responsible, resilient, safe, and active learners.

Respectful	Responsible	Resilient	Active Learner	Safe
Treat everyone with respect	Your belongings, your responsibility	Bounce back, never crack	Class time is for learning, playground is for playing	Stay sharp, stay safe, in every classroom space
Use kind words	Good choice, Good day	Play fair and share	Hocus pocus, everybody focus	All 4 on the floor
Keep calm, hands to yourself	Take a turn, give a turn	Playground trials, resilient smiles	Think big	Safe at school, that's the golden rule
Follow instructions the first time	Technology. tool, not a toy	Calm your farm	Stay curious, learn furious	Learn and play, safely every day
Actively listen, appropriate talk	Who are you in charge of? (Me)	Face the falls, stand up tall	Participate, educate, elevate	Stay aware, show you care
Different teacher, same respect	Right place, right time		Participate – that's great	Slip, Stop, Slap – you need your hat
Be polite, use your manners	Follow instructions the first time		Strive for the highest	Stay in bounds, respect our grounds
Play fairly, share the space	Be helpful, not harmful		Explore and play, learn along the way	Walk on hard surfaces
Use kind words, take turns	No means no		Team work makes the dream work	Your safety is your responsibility – help us to help you – Be safe!
Inside voices inside, outside voices outside	Be an upstander, not a bystander		Play and learn, at every turn	
			Participate – that's great!	

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.

Behaviour Code for 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 and non-classroom expectations
- Yarning circles as a part of our everyday practice, to communicate and provide a respectful place where all students are valued, a safe space to be heard and to respond.
- establishing predictable routines and procedures that are communicated clearly to all students, as well as visually on display in each classroom.
- encouraging expected behaviour with positive feedback and reinforcement through embedded whole school processes at an individual, class, stage, and whole school level.
- explicitly teaching expected behaviours based off analysis of student data.
- always providing active supervision of all students.
- providing an array of activities, all differentiated to meet individual student needs, which maximise teaching and learning opportunities for active engagement.
- providing carefully sequenced engaging lessons that provide options for student choice.
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe, and supportive learning culture. It improves social, emotional, behavioural, and academic outcomes for children and young people.	All
Prevention	Grow Your Mind School Program	A program implemented across the whole school to build the foundational knowledge and skills essential for looking after mental health. It promotes a strong understanding of emotional wellbeing and allows all students to connect, succeed, and thrive.	All
Prevention	Embrace Program	Embrace is an evidence-based program that helps kids fuel, move, appreciate and be kind to their bodies. A program that is committed to the prevention of body image issues through theory-driven and evidence-based approaches that focus on enhancing the protective factors that improve mental health and wellbeing.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Rock and Water Program	A program that provides young people a pathway to self-awareness, and increased self-confidence and social functioning.	Stage 3 students
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	School Chaplain Wellbeing Groups	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. These groups utilise the program URStrong – Friendology. This program ensures students establish and maintain healthy relationships, manage conflict with kindness and increase their overall resilience.	Small groups of students K - 6
Early intervention	Drumbeat	A therapeutic music program that focuses on exploring healthy, supportive relationships, emphasising teamwork and cooperation. It aims to build resilience through rhythm. It can help with bringing rhythm into everyday life of families.	
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students, and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance</u> support	The LST refer students to the attendance co-ordinator 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
Targeted intervention	Cool Kids Anxiety Program	A program that allows caregivers and children to work together to learn strategies to help manage a child's anxiety.	Years 2-6 Individual/ small group of students
Targeted Intervention	Seasons for Growth	Small group evidence-based education program that supports children and young people to develop the knowledge, skills, and attitudes to understand and respond to change, loss and grief.	Years K – 6 Individual/ small group of students
Individual intervention	<u>Individual behaviour</u>	This may include developing, implementing, monitoring, and	Individual students,

Care Continuum	Strategy or Program	Details	Audience
	<u>support planning</u>	reviewing behaviour support, behaviour response and risk management plans.	parent/carer, LAST, AP
Individual intervention	Equine Assisted Learning	Focuses on therapeutic activities utilising the human-horse connection. Through connection with the horse, participants can practice new ways of relating to others, becoming more aware of the impact they have on those around them.	Individual students
Individual intervention	External Services – program providers	CNPS work collaboratively with a range of external service providers. In particular CNPS works with Monaro Family Support Services, where we have referred individual students and families to access programs such as; Equine Assisted Learning Program, Mothers and Daughters Program, Kids with Katie (Art), Bungee Youth Resilience Program, Mindful Minis, Connect and Create, Triple P Positive Parenting, 123 Magic	Individual students and families



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

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.

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. See Appendix 1.

- **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 SENTRAL. These include:

 <p>Having clear, consistent and high expectations in the classroom positively affects students' abilities and opportunities to learn</p>	<h3>CNPS: PBL</h3> <p>2024 team goal: Consistency</p> <p>Build relationships Set rules Establish routines and predictability Engage and praise Consistent consequences</p>	 <p>Reteach tell, show, practice, acknowledge Remind restate expected behaviour Reward acknowledge positive choices</p>
<h4>Minor - Teacher Managed</h4> <ul style="list-style-type: none"> Disrespect Inappropriate language Non compliance Disrupting learning Inappropriate use of technology Physical contact Out of bounds Property misuse Unsafe play Leaving classroom without permission 	<h4>Major - Executive Managed</h4> <ul style="list-style-type: none"> Bullying Verbal abuse Ongoing non compliance Major disruption Technology misconduct Physical violence Absconding class & playground Vandalism Endangering others Substance misconduct Stealing 	
<h4>Behaviour Response - Minor</h4> <p>Classroom</p> <ul style="list-style-type: none"> 4 step exit process 10 minute time out (buddy classroom) Record in SENTRAL Classroom teacher to contact parents (3 entries in 1 term - student sent to Principal - to be managed by Exec) Phonecall home by Exec and formal caution <p>Playground</p> <ul style="list-style-type: none"> Time out & Walk and talk Record in SENTRAL 	<h4>Behaviour Response - Major</h4> <p>Classroom</p> <ul style="list-style-type: none"> Instant removal by Executive Alternatively, class may be removed Exec to contact home - formal caution - possible suspension Record in SENTRAL <p>Playground</p> <ul style="list-style-type: none"> Student instantly removed from playground (by Executive) Exec to contact home - formal caution - possible suspension Record in SENTRAL 	

Classroom Behaviour Exit Slip		
Name:	Class:	Buddy Class:
Behaviour Exit Slip is to be sent with the student to the buddy classroom and returned to the teacher to be entered on SENTRAL.		
EXIT 1 Term: Date:	EXIT 2 Term: Date:	EXIT 3 Term: Date:
Bullying: o Verbal o Psychological o Emotional o Cyber	Bullying: o Verbal o Psychological o Emotional o Cyber	Bullying: o Verbal o Psychological o Emotional o Cyber
Verbal Abuse: o Swearing o Intimidation o Back chatting o Shouting	Verbal Abuse: o Swearing o Intimidation o Back chatting o Shouting	Verbal Abuse: o Swearing o Intimidation o Back chatting o Shouting
Non-compliance: o Refusal to follow instructions o Saying "no!" o Passive resistance – ignoring/ smirking o Repetition of avoidance tactics	Non-compliance: o Refusal to follow instructions o Saying "no!" o Passive resistance – ignoring/ smirking o Repetition of avoidance tactics	Non-compliance: o Refusal to follow instructions o Saying "no!" o Passive resistance – ignoring/ smirking o Repetition of avoidance tactics
Anti-Social o Physical contact o Vandalism o Theft o Irresponsible use of equipment, property, possessions	Anti-Social o Physical contact o Vandalism o Theft o Irresponsible use of equipment, property, possessions	Anti-Social o Physical contact o Vandalism o Theft o Irresponsible use of equipment, property, possessions
Out of bounds: o Exiting classroom without permission o Non return to classroom	Out of bounds: o Exiting classroom without permission o Non return to classroom	Out of bounds: o Exiting classroom without permission o Non return to classroom
Time sent:	Time sent:	Time sent:
Signature:	Signature:	Signature:
Entered on Sentral: Y / N	Entered on Sentral: Y / N	Entered on Sentral: Y / N
When student reaches Exit 3: they are sent to the Principal. This slip is valid for one school term. All students to begin fresh at the start of a term		

This Exit slip is to accompany the child to their buddy room for time out.

If you do not have the time to fill this out, please send them with the below card and fill out the formal Exit Slip when you have the time too. This is important for record keeping.

If a student receives an exit slip, it is expected they will go into their buddy class. If this occurs three times on the one exit slip in the space of one term, the student is sent to the Principal and a phone call home to parents/carers will be made. This is a formal caution.

A new Classroom Behaviour Exit Slip is started at the beginning of each term, allowing all students a clean slate to begin the term.

Cooma North Public School implements the Positive Behaviour for Learning (PBL) program at a whole school level. Our core values are; Responsible, Respectful, Safe, Resilient and Active Learning. Our PBL approach enhances the capacity of the school to teach and succeed with all students. It is a process for developing whole school and individualised approaches to promoting positive behaviour to maximise learning engagement.

Primary Prevention Tier 1:

- Defining behavioural expectations
- Using a range of positive and negative examples to teach all students and staff members
- Opportunities to practice
- Being acknowledged and positively acknowledged when students are following expectations – Caught Ya Cards, Class Dojo
- Having most contact between teachers and students be prosocial (positive and preventative) rather than corrective and punitive
- Using SENTRAL data to analyse student behaviour, to build action plans and create fortnightly targets for all students to learn about and focus on
- The universal intervention is systematically coordinated with targeted and intensive individualised interventions

Secondary Prevention Tier 2:

- Behaviour Education Programs, such as 'Check In And Out' (CICO), small group wellbeing interventions - URStrong, Seasons For Growth, Outside Agency support: Equine Assisted Learning Therapy, Mothers and Daughters Support Program, Parenting Programs facilitated at the school
- These students are identified through our SENTRAL data and Learning and Support Team meetings and the best intervention program will be discussed by the Learning and Support Team, Wellbeing Assistant Principal, and the classroom teachers to suit the individual needs of students.

Tertiary Prevention Tier 3:

- Students requiring a more individualised approach, indicated through our SENTRAL data. Our Tier 3 students have Behaviour Management and Safety Plans that are co-created by the Classroom Teacher, Wellbeing Assistant Principal and the Learning and Support Coordinator Assistant Principal. Tier 3 students are also supported through playground plans where a Student Learning and Support Officer will assist the student to engage in appropriate play in the playground.

Cooma North Public School Acknowledgement System:

PBL is implemented and reinforced daily throughout the school year. There is a fortnightly focus for behaviour (targets) which have been identified by the PBL committee based on each fortnight's SENTRAL data. It is the responsibility of classroom teachers in the classroom to explicitly TEACH expected behaviours. These lessons are uploaded on to TEAMS and created by different teachers each week.

PBL assemblies occur fortnightly, straight after lunch, and go for around 20 minutes. The new classroom and non-classroom targets will be discussed at this time. Please refer to the posters below displayed in each room. Please teach these expectations to your class, do not expect that the students know the behaviour to display each expectation.

CLASSROOM

Class time is for learning, playground is for playing

Hocus Pocus, everybody focus

Stay curious, learn furious

Think big, learn BIGGER

Participate, educate, elevate

Active mind, knowledge you'll find

Participate – that's great

Strive for the highest

Play and learn at every turn

Explore and play, learn along the way

Team work makes the dream work

NON-CLASSROOM

CLASSROOM

Stay sharp, stay safe, in every classroom space

All 4 on the floor (not swinging on chairs)

Stay aware, show you care

Safe at school, that's the golden rule

Learn and play safely every day

Your safety is your responsibility. Help us to help you – Be Safe

Slip, Slop, Slap – you need your hat

Stay in bounds, respect our grounds

Walk on hard surfaces

NON-CLASSROOM

CLASSROOM

Your belongings, your responsibility

Good choice, good day

Take a turn, give a turn

Who are you in charge of? (Me)

Technology – tool, not a toy

Right place, right time

Follow instructions the first time

Be an upstander, not a bystander

Be helpful, not harmful

No means no

NON-CLASSROOM

CLASSROOM

Your belongings, your responsibility

Good choice, good day

Take a turn, give a turn

Who are you in charge of? (Me)

Technology – tool, not a toy

Face the falls, stand tall

Bounce back, never crack

Calm your farm

Play fair and share

Playground trials, resilient smiles

NON-CLASSROOM

CLASSROOM

Different teacher, same respect

Follow instructions, the first time

Treat everyone, with respect

Use kind words

Keep calm, hands to yourself

Actively listen, appropriate talk

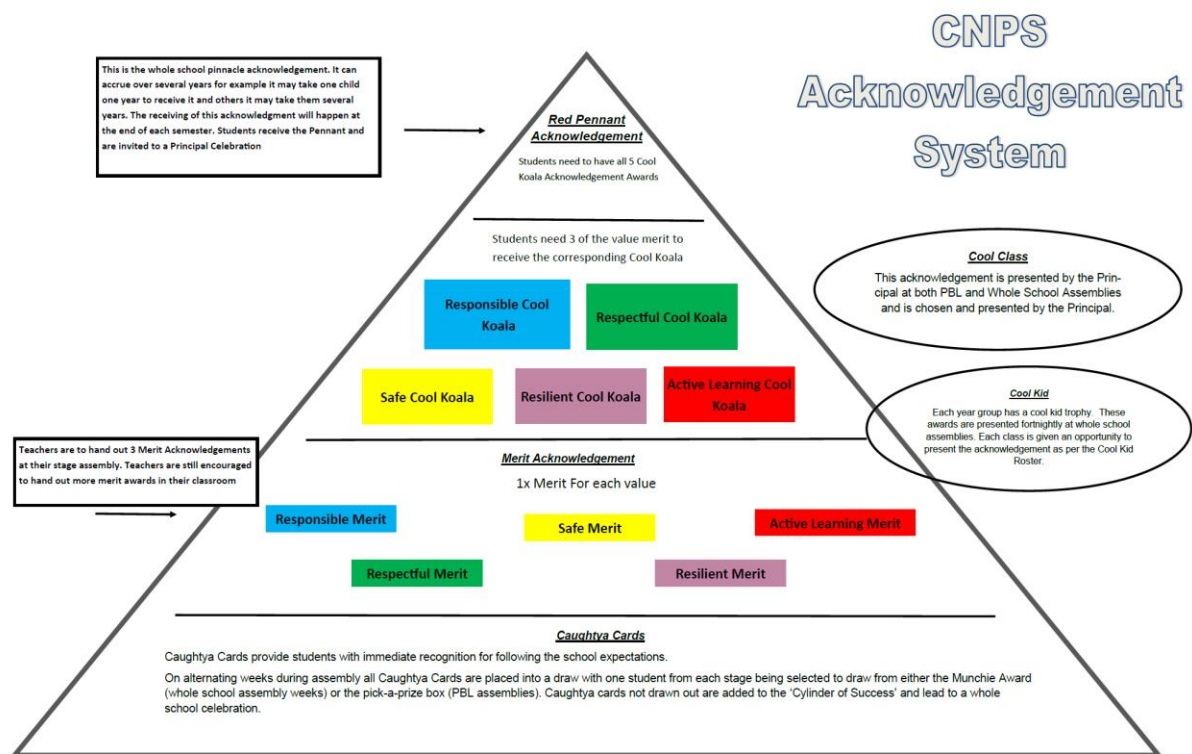
Be polite, use your manners

Use kind words, take turns

Play fairly, share the space

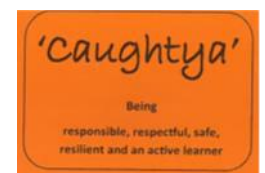
Inside voices inside, outside voices outside

NON-CLASSROOM



Fast and Frequent Acknowledgements

Caughtya Cards are used both within the classroom and playground to students who are following school expectations and demonstrating the fortnights target. The fortnights target will be displayed around the school and in each classroom. Please remember to give a verbal acknowledgement with each Caughtya Card, eg. 'Thank you for remembering to walk on the concrete'. *Short, sharp, specific.*



Cylinder of Success

The "Cylinder of Success" is an integral part of our school's PBL system, designed to recognise and reward students for adhering to our behavioural expectations. In this system, students receive "Caught Ya" cards when they demonstrate positive behaviours, which are then collected and poured into the cylinder during PBL assemblies. The filling of the cylinder is a visual measure of our school's collective adherence to these expectations and once full, triggers a celebration for the entire school. These celebrations vary, including activities such as mufti days, extra playtime, ice cream parties, and scavenger hunts, effectively acknowledging and reinforcing our community's commitment to positive behaviour.



PBL Merits

Three PBL acknowledgements per class are to be handed out at Stage 1, K-2 Assembly (Thursday mornings) and Stage 2/3 morning Assembly (Friday mornings). Please refer to the expectations posters for ideas on what to award these for. If you would like to give out more of these acknowledgements, you are able to do so within your own class time.



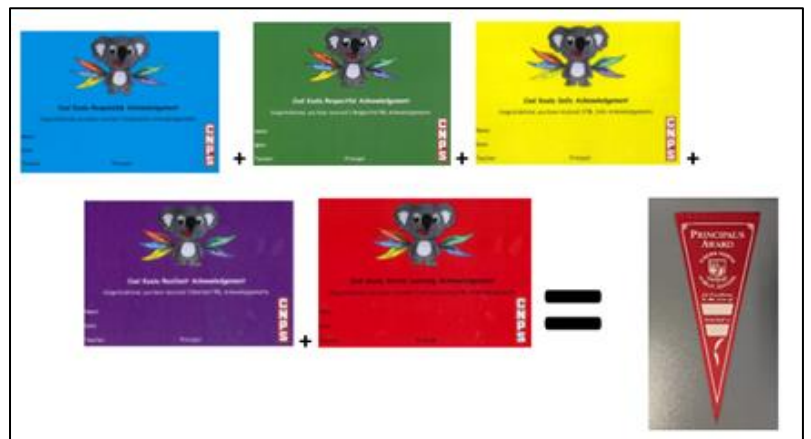
Cool Koala

Once a student has received 3 PBL Merit's for a particular value, they will receive the Cool Koala acknowledgement. It will be signed by the Principal and handed out on Friday at formal assemblies, where parents are in attendance.



Red Pennant and Principal celebration

Once a student has received all 5 Cool Koala acknowledgements; Responsible, Respectful, Safe, Resilient and Active Learning they will receive a Principal's Red Pennant and a celebration with the Principal. Merit and Cool Koala Acknowledgements



will roll over year to year so some students might receive two Red Pennants in a year whilst others may take several years to receive all five Cool Koala's.

These students will be acknowledged at the end of Semester 2.

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
<p>1. Behaviour expectations are taught and referred to regularly with new targets detailed fortnightly based off SENTRAL data. Classroom teachers deliver explicit lesson weekly, which are created by classroom teachers. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules, particularly during our fortnightly PBL Assemblies which is run by school leaders.</p>	<p>1. Grow Your Mind techniques and strategies are used in all classrooms to support emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>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. A detailed behaviour entry to be made on the SENTRAL school wide system.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour, including Caught Ya Cards, Cylinder of Success, PBL merits, DOJO and individual classroom acknowledgements.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback directly related to PBL expectations.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by following the school wide agreed responses to minor and major behaviour by using appropriate strategies such as: redirecting to another area or activity, providing reassurance, or offering choices. Incident entry to be created on SENTRAL and restorative practice in thinking room is to be scheduled for the next day, determined by the context and nature of the incident.</p>

<p>3. Tangible reinforcers include those that are: free and frequent – Caught Ya Cards moderate and intermittent - Merits significant and infrequent – Cool Koala Merits and Principal Red Pennants Intermittent and infrequent reinforcers are recorded on the whole school system - SENTRAL.</p>	<p>3. Use direct responses e.g. 4 step scripted intervention posters in each learning space, 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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on SENTRAL school wide system and contact parent/carer by phone. Executive/Principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PBL) weekly, alongside Grow Your Mind strategies, practices and techniques used daily.</p>	<p>4. Teacher records minor and major behaviour on Sentral school 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), School Chaplain, anti-bullying co-ordinator and Executive.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a safety and risk assessment and/or collaboratively developing a behaviour management plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations – Good news phone calls. Recognition awards for positive individual and class behaviour are given at weekly stage assemblies, as well as whole school assemblies fortnightly.</p>	<p>Teacher contacts parents by phone when a range of corrective responses have not been successful and adjustments to student plans will be made. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>



Responses to serious behaviours of concern

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

Major - Executive Managed
Bullying
Verbal abuse
Ongoing non compliance
Major disruption
Technology misconduct
Physical violence
Absconding class & playground
Vandalism
Endangering others
Substance misconduct
Stealing

Behaviour Response - Major
Classroom
Instant removal by Executive
Alternatively, class may be removed
Exec to contact home - formal caution
- possible suspension
Record in SENTRAL
Playground
Student instantly removed from playground (by Executive)
Exec to contact home - formal caution
- possible suspension
Record in SENTRAL

1. Review and document incident on SENTRAL-
Negative – Serious Behaviours of Concern
2. Executive to determine appropriate response/s, including support for staff or other students impacted (WHIN, Counsellor, AP Wellbeing)
3. Executive to contact home for either a Formal Caution or Suspension
4. Communication and collaboration with parents/carers (phone, email, parent portal, meeting)
5. The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.
6. Monitor the student through the school learning and support team.
7. Develop or review individual student support plan focusing on teaching positive replacement behaviour and making learning and environmental adjustments.
8. Principal or delegate to collaborate with parents/carers and student to reflect on incident and complete a Suspension Resolution Meeting.

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.

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.

Incident notification

1. In the event of an emergency, staff will contact emergency services on triple zero (000) first.
2. When reporting an incident and/or injury employees will need to report it to the principal/delegate so they can implement local workplace protocols for incident notification and response.
3. Employees will also need to report the incident to the Incident Report and Support Hotline by calling **1800 811 523**.

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

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

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

Reporting and recording behaviours of concern.

All reporting and recording to be completed in SENTRAL. When an incident occurs, all employees are required to take immediate appropriate action to provide emergency care and first aid to anyone injured and contact emergency services if required.

Incident notification

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

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy and Suspension and Expulsion procedures](#)

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

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Practice - Thinking room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual or group of students (reflection, using restorative practice strategies)	Next day at recess break	Assistant Principal	Documented in SENTRAL and communicated to parents via School DOJO
Playground plan – a playground plan is made in collaboration with the student to a specific area in the school for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group. A Student Learning	Until needed	Assistant Principal	Documented in SENTRAL and communicated to parents via phone

Support Officer will assist the student to follow the plan.

Restorative practice – peer mediation or circles in groups

Scheduled for either lunch or recess break

Assistant Principal

Documented in SENTRAL

Review dates.

Next review date: Term 1 2025



CNPS: PBL

2024 team goal: Consistency



Having clear, consistent and high expectations in the classroom positively affects students' abilities and opportunities to learn

Build relationships
Set rules
Establish routines and predictability
Engage and praise
Consistent consequences

Reteach
tell, show, practice, acknowledge
Remind
restate expected behaviour
Reward
acknowledge positive choices

Minor - Teacher Managed

Disrespect
Inappropriate language
Non compliance
Disrupting learning
Inappropriate use of technology
Physical contact
Out of bounds
Property misuse
Unsafe play
Leaving classroom without permission

Major - Executive Managed

Bullying
Verbal abuse
Ongoing non compliance
Major disruption
Technology misconduct
Physical violence
Absconding class & playground
Vandalism
Endangering others
Substance misconduct
Stealing

Behaviour Response - Minor

Classroom
4 step exit process
10 minute time out (buddy classroom)
Record in SENTRAL
Classroom teacher to contact parents
(3 entries in 1 term - student sent to Principal - to be managed by Exec)
Phonecall home by Exec and formal caution

Playground
Time out & Walk and talk
Record in SENTRAL

Behaviour Response - Major

Classroom
Instant removal by Executive
Alternatively, class may be removed
Exec to contact home - formal caution
- possible suspension
Record in SENTRAL



Playground
Student instantly removed from playground (by Executive)
Exec to contact home - formal caution
- possible suspension
Record in SENTRAL

Thinking Room – Early Stage 1 and Stage 1

Date: _____

Student name: _____ Classroom Teacher: _____

I was not:

Responsible	Respectful	Safe	Resilient	Active Learning
<p>My Guard Dog Grew and I... My Sifting Sooty was asleep and I...</p> 	Then...	Then...		<p>Next time I will use my wise owl and...</p> 

Some strategies that I could use next time:



Mindful breathing techniques	Name the feeling	Positive affirmations	Wake me up (sifting sooty) and Calm Me Down (Guard Dog)
Find an alternate place in the school grounds – Sensory Garden, Library, Chill Out Room	Anchor spot	Go and get a drink – think of something that makes you happy on the way	Your own strategy

Thinking Room – Stage 2

Date: _____

Student name: _____ Classroom Teacher: _____

I was not following the school expectation of being:

Responsible	Respectful	Safe	Resilient	Active Learning
<p>I am in Thinking Room today because I: My Guard Dog grew and I... (Fight – Freeze – Flight) My Sifting Sooty wasn't activated so I...</p> 				
<p>I should have used my Wise Owl and Sifting Sooty to:</p> 				

Some strategies that I could use next time:



Mindful breathing techniques	Name the feeling	Positive affirmations	Wake me up (sifting sooty) and Calm Me Down (Guard Dog)
Find an alternate place in the school grounds – Sensory Garden, Library, Chill Out Room	Anchor spot – get grounded	Go and get a drink – think of something that makes you happy on the way	Your own strategy

Thinking Room – Stage 3

Date: _____

Student name: _____ Classroom Teacher: _____

I was not following the school expectation of being:

Responsible	Respectful	Safe	Resilient	Active Learning
<p>I am in Thinking Room today because I: My Guard Dog grew (Amygdala) and I... (Fight – Freeze – Flight) My Sifting Sooty (Reticular activating system) wasn't activated so I... My behaviour affected...</p> 				
<p>I should have used my Wise Owl (Prefrontal cortex) and Sifting Sooty (Reticular activating system) to: Next time I will use my Elephant (Hippocampus) to remember the GYM strategy of:</p> 				

Some strategies that I could use next time:

Mindful breathing techniques	Name the feeling	Positive affirmations	Wake me up (sifting sooty) and Calm Me Down (Guard Dog)
Find an alternate place in the school grounds – Sensory Garden, Library, Chill Out Room	Anchor spot – get grounded	Go and get a drink – think of something that makes you happy on the way	Your own strategy

Appendix 3: 4 Steps scripted intervention – posters in each room

Cooma North Public School
Whole school approach to behaviour

1

__(Name)___ your job is to (state activity)

__(Name)___ you need to do your job

**Said with eye contact, walk away and allow take up time **




Cooma North Public School
Whole school approach to behaviour

2

__(Name)___ I can see that you are choosing not to (state activity)

You need to do your job.

**Said quietly to the student at their eye level, walk away and allow take up time **




Cooma North Public School
Whole school approach to behaviour

3

__(Name)___ I can see that you have made your choice.

You will now need to go to our buddy room ___(state your buddy room)___


Allow one minute take up time



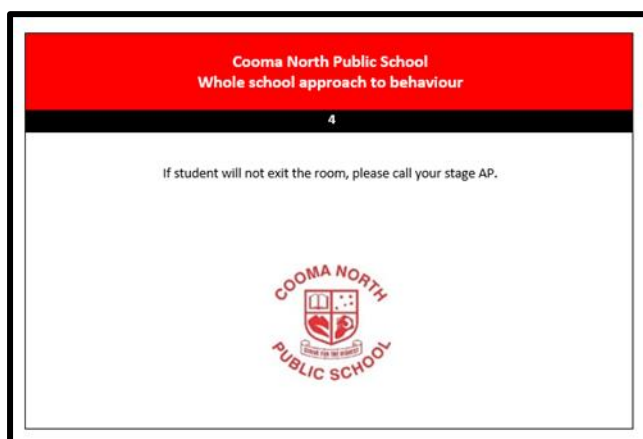
Cooma North Public School
Whole school approach to behaviour

4

If student will not exit the room, please call your stage AP.



Classroom Behaviour Exit Slip		
Name:	Class:	Buddy Class:
Behaviour Exit Slip is to be sent with the student to the buddy classroom and returned to the teacher to be entered on SENTRAL.		
EXIT 1 Term:	EXIT 2 Term:	EXIT 3 Term:
Date:	Date:	Date:
Bullying: <ul style="list-style-type: none"> <input type="radio"/> Verbal <input type="radio"/> Psychological <input type="radio"/> Emotional <input type="radio"/> Cyber 	Bullying: <ul style="list-style-type: none"> <input type="radio"/> Verbal <input type="radio"/> Psychological <input type="radio"/> Emotional <input type="radio"/> Cyber 	Bullying: <ul style="list-style-type: none"> <input type="radio"/> Verbal <input type="radio"/> Psychological <input type="radio"/> Emotional <input type="radio"/> Cyber
Verbal Abuse: <ul style="list-style-type: none"> <input type="radio"/> Swearing <input type="radio"/> Intimidation <input type="radio"/> Back chatting <input type="radio"/> Shouting 	Verbal Abuse: <ul style="list-style-type: none"> <input type="radio"/> Swearing <input type="radio"/> Intimidation <input type="radio"/> Back chatting <input type="radio"/> Shouting 	Verbal Abuse: <ul style="list-style-type: none"> <input type="radio"/> Swearing <input type="radio"/> Intimidation <input type="radio"/> Back chatting <input type="radio"/> Shouting
Non-compliance: <ul style="list-style-type: none"> <input type="radio"/> Refusal to follow instructions <input type="radio"/> Saying "no!" <input type="radio"/> Passive resistance – ignoring/ smirking <input type="radio"/> Repetition of avoidance tactics 	Non-compliance: <ul style="list-style-type: none"> <input type="radio"/> Refusal to follow instructions <input type="radio"/> Saying "no!" <input type="radio"/> Passive resistance – ignoring/ smirking <input type="radio"/> Repetition of avoidance tactics 	Non-compliance: <ul style="list-style-type: none"> <input type="radio"/> Refusal to follow instructions <input type="radio"/> Saying "no!" <input type="radio"/> Passive resistance – ignoring/ smirking <input type="radio"/> Repetition of avoidance tactics
Anti-Social <ul style="list-style-type: none"> <input type="radio"/> Physical contact <input type="radio"/> Vandalism <input type="radio"/> Theft <input type="radio"/> Irresponsible use of equipment, property, possessions 	Anti-Social <ul style="list-style-type: none"> <input type="radio"/> Physical contact <input type="radio"/> Vandalism <input type="radio"/> Theft <input type="radio"/> Irresponsible use of equipment, property, possessions 	Anti-Social <ul style="list-style-type: none"> <input type="radio"/> Physical contact <input type="radio"/> Vandalism <input type="radio"/> Theft <input type="radio"/> Irresponsible use of equipment, property, possessions
Out of bounds: <ul style="list-style-type: none"> <input type="radio"/> Exiting classroom without permission <input type="radio"/> Non return to classroom 	Out of bounds: <ul style="list-style-type: none"> <input type="radio"/> Exiting classroom without permission <input type="radio"/> Non return to classroom 	Out of bounds: <ul style="list-style-type: none"> <input type="radio"/> Exiting classroom without permission <input type="radio"/> Non return to classroom
Time sent:	Time sent:	Time sent:
Signature:	Signature:	Signature:
Entered on Sentral: Y / N	Entered on Sentral: Y / N	Entered on Sentral: Y / N
When student reaches Exit 3: they are sent to the Principal.		
This slip is valid for one school term. All students to begin fresh at the start of a term		



Appendix 5: Suspension Letter



A: Baroona Ave, COOMA NSW 2630
P: 02 6452 1742
E: coomanth-p.school@det.nsw.edu.au
W: <https://coomanth-p.schools.nsw.gov.au>
Principal: Mrs Jo Tozer

Dear (Parent/Carer Name)

This letter is to inform you that today I have made the decision to suspend your child in accordance with the NSW Department of Education [Student Behaviour Policy](#) and the [Suspension and Expulsion procedures](#). The ground for this suspension is:

- Student name: [Full name]
- Suspension ground: [insert ground]
- Suspension length: [insert number of suspension days] from [start date] to [end date]
- Date due back at school: [insert date student will return to school]
- [insert further details, if required]

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 return to school.

In NSW public schools' students are expected to follow [Behaviour Code for Students](#) [available at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01> for printed letter], which is designed to promote safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students and involving you as a partner in this process is important in supporting your child to follow the Code.

Please attend a resolution meeting with the school team, where we can work together to discuss next steps and plan for support when your child returns to school. We want to work in partnership with you to develop solutions to better support your child.

Someone from the school will contact you to arrange a time for the resolution meeting. If this is difficult, please let us know and we will work out how best to support you. Any meetings can occur face to face, by telephone or online. If you wish, you can bring a support person with you to any meetings. A support person can provide you and/or your child with practical or emotional support. There is further information on the role of a support person at <https://education.nsw.gov.au/content/dam/main-education/going-to-a->

[public-school/media/documents/translated-documents/-information-about-support-persons-and-advocates/english-support-persons-and-advocates.pdf](https://www.education.nsw.gov.au/public-school/media/documents/translated-documents/-information-about-support-persons-and-advocates/english-support-persons-and-advocates.pdf).

In the case of a suspension that is shorter in length, this meeting may occur on the morning your child returns to school.

It is expected that your child will continue to engage in learning while suspended. Your child will be provided with support to continue learning. The school may contact you or your child during the suspension to check on their learning progress.

The nominated person from the school is **[name]**.

As school principal, I have the responsibility to:

- make sure the relevant staff work with you to review /develop individual student planning to support your child's appropriate behaviour, if required
- make sure that a meeting is held at the earliest possible time, or on the morning of return, for shorter suspension [timeframes](#)
- arrange an interpreter for you if [necessary](#)
- provide you with access to:
 - o learning materials
 - o the [Student Behaviour Policy and Suspension and Expulsion Procedures](#) [available on the Department of Education's website <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316> for printed letter]
 - o [wellbeing tip sheet](#) including information about support [services](#)
 - o [parent and carer information](#), including information about behaviour, suspension and appeal rights and [processes](#)
 - o [an appeal form](#) [hard copy attached for printed letter]

Please contact the school office if you would like a printed copy of any of these documents.

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

- communicate with the school as soon as possible to confirm a time for the [meeting](#)
- engage with the school to manage your child's behaviour and plan appropriate behaviour support solutions together, if required
- let the school know if you require an interpreter and we will arrange [it](#)
- 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 as the school does not have duty of care during the [suspension](#)

education.nsw.gov.au



- ensure that your child does not enter onto school grounds without my permission, except to attend the meeting.

Yours sincerely

Jo Tozer

Principal

(Date)



A: Baroona Ave, COOMA NSW 2630
P: 02 6452 1742
E: coomanth-p.school@det.nsw.edu.au
W: <https://coomanth-p.schools.nsw.gov.au>
Principal: Mrs Jo Tozer

FORMAL CAUTION

Dear (Parent / Carer name)

This letter is to confirm our conversation about your son [student full name] and a formal caution to suspend in accordance with the NSW Department of Education Student Behaviour Policy and the Suspension and Expulsion procedures. The ground for this formal caution is:

- [Insert behaviour of concern].

This formal caution to suspend will remain in place for:

- [insert timeframe - up to 50 school days] to [insert end date].

The behaviour of concern has been discussed with your child. The formal caution of suspension was explained to your child prior to the sending of this letter. The formal caution of suspension allows time for you and your child to work together, and with the school, to understand the behaviour of concern and to develop positive behaviour supports and strategies.

In NSW public schools' students are expected to follow the [Behaviour Code for Students](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01) [available at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01> for printed letter], which is designed to promote safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students and involving you as a partner in this process is important in supporting your child to follow the Code.

I invite you to meet with the school team to discuss this formal caution of suspension so we can work together to plan support for your child. Your engagement with the school is very important in managing your child's behaviour, identifying any barriers, and developing solutions together.

Someone from the school will contact you to arrange a time for the meeting. If this is difficult, please let us know and we will work out how best to support you. Any meetings can occur face to face, by telephone or online.

If you wish, you can bring a support person with you to any meetings. A support person can provide you and/or your child with practical or emotional support. There is further information on the role of a support person at <https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents/-information-about-support-persons-and-advocates/english-support-persons-and-advocates.pdf>.

Further measures may need to be taken if this behaviour continues. This may include suspension from school, in accordance with the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures.

These documents are available at the NSW Department of Education's website at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>.

You can access more information about student behaviour, including formal cautions at the [Behaviour support toolkit parents and carers](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents) webpage [at <https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents> for printed letter].

Yours sincerely

Jo Tozer

Principal

(Date)

Formal caution to suspend response – please return via email or to school office.

Please tick:

- I have noted the formal caution to suspend and discussed it with my child.
- I will meet with the school team to discuss this formal caution to suspend and work together with you to plan support for your [child](#)
- (optional) I will bring a support person to attend the meeting with me.

Student Name:

Parent/Carer Name:

Parent/Carer Signature:

Date:

Preferred contact method and details:

Please return this slip to: coomanth-p.school@det.nsw.edu.au

ANTI-BULLYING PLAN 2024

Cooma North Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Cooma North Public School commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Welcome to school assembly - sharing expectations and the Behaviour Code for Students
Term 1	Community of Learners – explicitly teaching behaviour expectations, revisiting the 5 PBL Values – Respect, Responsibility, Resilience, Safety and Active Learning,
Term 1	Bullying No Way/Harmony Day – reinforcing anti-bullying messages
Weekly	Code of Behaviour expectations. PBL lessons explicitly taught on foci drawn from SENTRAL data
Daily	Yarning Circles - check in with all students

Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Code of Conduct (annual updates and review), Behaviour Code for Students
Term 1	Reviewing student management processes and procedure, responses to behaviour, acknowledgement of positive behaviour and restorative practices
Weekly	Learning and Support Team Meetings – including student welfare and attendance
Weekly	Staff Chatter identifying PBL classroom and Non Classroom focus, targets identified on SENTRAL Broadcast in the school Newsletter
Tri Weekly	PBL Meetings

1.2 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- The principal speaks to new staff when they enter on duty at the school, as part of the induction process (Term 1, annually).
- Casual staff are provided with an information folder when they enter on duty at the school, part of induction process. (Staff Induction Handbook and PBL Guide – includes management approaches, response to behaviour plans and acknowledgement systems.
- An executive staff member speaks to new and casual staff when they enter on duty at the school and advises them who is available to support them should they need to manage behaviour.
- Professional Learning Week 1 Term 1 includes a presentation identifying students and issues causing concern from Term 4 data and LST Meetings.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour). The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Enrolment/Information packs (provided during Preschool and Stage 4 transition & individual enrolment interviews)
Ongoing	PBL Expectations provided in Class Dojo to reach all parents
Term 1	Publish updated plan in newsletter and website
Ongoing	Newsletter and Facebook

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Orientation and welcome to school meetings with students and parents – outlining of extracurricular opportunities available to students.
- Child Protection
- LST/Wellbeing and PBL Meetings
- Focused & targeted messages/presentations during Whole School and PBL Assemblies from the Principal, Executive Staff and PBL Team as required. In Term 4, School Counsellor, WHIN & Chaplain to complete an introduction presentation at Transition Meetings.
- Chaplaincy Program – Tier 2 Support Program with individuals and small groups – check in – check out
- Tier 2 and Tier 3 programs fostering resilience, self-esteem and social /emotional skills programs via Wellbeing Team referral e.g. Equine Assisted Learning Program, Seasons for Growth, Art Therapy, Grow Your Mind, Be You Programs and UR Strong.
- Tier 2 and Tier 3 interventions programs including check ins and check outs, individual response plans
- PBL Merit System to acknowledge pro-social behaviours.
- Year 4 Buddy Support Program supporting the Preschool – Kindy Transition program to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.
- Supportive environments in the Library and Chill Out Room providing spaces for calm, individual and /or small group time away from larger groups.
- Lunch time clubs to engage students K-6 – music, robotics, gardening, chess, public speaking/debating, Early Act leadership group
- SLSOs to support and facilitate appropriate play with specific students.

- Formal whole school and PBL assemblies recognising positive efforts, behaviour and achievement.
- Acknowledging positive behaviour with class merits and attendance awards.
- Restorative practice approach to repair relationships and resolve conflicts that arise between students.
- ARCO
- School Counsellor Referral system

Completed by: Jo Tozer and Susan Nichols

Position: AP Wellbeing

Signature: 

Date: 15/2/24.

Principal name: Jo Tozer

Signature: 

Date: 15/2/24

Appendix 8: Suspension Resolution Meeting Letter



Suspension Resolution Meeting

Name: _____ Class: _____

Date: _____

Student strengths

Reviewing grounds for suspension:

Reflection of behaviour:

What I did:

What I should have done:

Current supports:

Return to school:

Goals:

Check in Person:

Student signature: _____

Parent signature: _____

Principal/Delegate signature: _____

Appendix 9: Bullying Response Flow Chart





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.