



Student Wellbeing Procedures and Policy



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School Vision

At Thirroul Public School we prepare our students to become resilient, curious and kind individuals who we challenge academically to grow in their learning every year.

School Context

Thirroul Public School is a dynamic learning environment with a focus on quality teaching and learning, a full and balanced curriculum and great care for the well-being of children. The core values of RESPECT (Responsibility, Expectations, Support, Positivity, Effort, Courage and Truth) underpin student wellbeing procedures.

Our dedicated teaching staff are committed to teamwork, collegiality, professional growth and continuous improvement. They set high expectations and work hard to cater for the needs of every student. There is a dynamic mix of early career and experienced educators, all of whom show genuine care for the whole school community and provide a myriad of targeted programs and extra-curricular opportunities to support the development of students. These include programs in the areas of environmental education, sport, the arts, high performance and gifted education and technology. By providing a holistic approach to learning, students establish a sense of self and a place in the global community. The development of school-wide wellbeing processes and practices will contribute to positive wellbeing and enable students to be healthy, happy, engaged and successful.

Positive community partnerships are a strength of the school, with the staff and parents of Thirroul Public School working side by side to actively promote our shared vision. Parents and carers are actively involved in diverse programs and offer vital support in school planning and self-evaluation with a focused commitment to school improvement.

At Thirroul Public, a collaborative and consistent school-wide approach is necessary to foster a positive culture of high expectations, leading to sustained and measurable improvements across the school. This builds a comprehensive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students and improves individual and collective wellbeing so students can connect, succeed and thrive.



Student Wellbeing Procedures

Inclusive, Engaging and Respectful schools ensures every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school.

Key principles



1. Inclusive, proactive prevention-focused approach

Developing positive behaviours and self-regulation skills in all students from an early age.



2. A continuum of care

Behaviours span across a continuum from positive, inclusive and respectful to complex, challenging and unsafe behaviours.



3. Explicit teaching of behaviour skills

Explicit teaching works best when working directly with students to develop their social, emotional and behaviour skills.



4. Managing challenging behaviour

Explore and develop new options and approaches for managing challenging behaviour.



5. Supports and resources: capacity building

Ensure that schools and staff are positioned to develop and manage student behaviour.



6. A specialist workforce

Targeted and intensive support across schools to provide expert guidance, advice and input.



7. Shared parent & community responsibility and action

Foster shared responsibility between schools, parents and carers, and community for student wellbeing and learning outcomes.



8. Quality implementation of effective, evidence-based interventions

Staged approach to establish and sustain a whole-school approach to positive behaviour.



9. Development of evidence and data

Continue to strengthen understanding of what works best to support positive behaviour, school performance and student outcomes.



10. Collaborative partnerships

Cross-sector collaboration to promote effective approaches and enhance service design and delivery.

Statement of Purpose

The Thirroul Public School Wellbeing and Behaviour Procedures Policy reflects the school community's shared expectations in relation to student wellbeing, engagement, attendance, and behaviour. This document sets out clear processes to be followed to support students' behavioural, educational and emotional engagement.

The School's Wellbeing and Behaviour Procedures Policy aims to:

- Ensure students understand the high expectations of their behaviour and conduct in the classroom, playground and while on school-organised excursions.
- Outline the roles, rights and responsibilities of students, staff, and parents/carers when working collaboratively to achieve positive student outcomes.
- Communicate school structures for recognising and rewarding appropriate school behaviours and strategies for managing and resolving inappropriate behaviours.
- Recognise the importance of meeting the personal, social and learning needs of students by creating a safe, caring school environment in which students are nurtured as they learn.
- Highlight the value of collaborative early intervention when problems are identified and recognise the role that the school plays as a resource to link families with services.
- Provide opportunities for students to enjoy success and recognition, make a positive contribution to the school environment and experience learning environments that are safe and conducive to learning.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, the school will maintain high standards of student behaviour. The Student Wellbeing and Behaviour Procedures Policy at Thirroul

Public School has been developed using the Department of Education's Core Rules as its framework together with the expectations of the school community, and has been informed by the following NSW Department of Education policy and procedures documents:

- Student Behaviour Policy PD-2006-0316-V05.0.0
- Behaviour Code for Students PD-2006-0316-01-V02.0.1
- Code of Ethics and Conduct PD-2004-0020-01-V03.1.0
- Excursions and Variations of Routine PD-2005-0290-04-V01.0.0
- Student use of mobile phones in schools procedures PD-2023-0480-01-V01.0.0
- Social Media Procedures PD-2011-0418-01-V02.0.0
- Restrictive Practices Reduction and Elimination PD-2022-0478-V01.0.0
- Inclusive Education for Students with Disability PD-2005-0243-V04.0.0
- Work Health and Safety PD-2013-0454-V02.0.0
- Suspension and Expulsion policy PD-2006-0316-06-V03.0.1

Our approaches to children's behaviour are drawn from evidence-based practices, and recognises and supports procedural fairness in all dealings. Our school explicitly teaches behaviour expectations and consistently reinforces them. This effective approach teaches expectations of appropriate behaviour and consequences for inappropriate behaviour to students. It emphasises positive consequences and offers consistency in all classrooms and the playground. It promotes the development of self-discipline and the ability to distinguish right from wrong. When we observe inappropriate or challenging behaviours in students we will view this as an opportunity to reflect on ourselves, our teaching strategies, our relationships and the environments that we are offering. We recognise behaviour is a form of communication and we will work closely with individual students to understand the underlying need which is causing the behaviour and use this information to create strategies which support the student's learning and development.

Mutual support between home and school promotes a positive learning environment which is reflected by teachers and parents expecting high standards and working together to ensure students reach the best possible outcomes both socially and academically.

Rights and Responsibilities

At Thirroul Public School, every student has the right to learn in a safe, positive environment. Parents and carers are part of a collaborative partnership with schools to support student learning, safety and wellbeing. In consultation with students, staff and parents, the following summarises the rights and responsibilities of all community members in ensuring our school is a high quality, safe and nurturing environment where our students can connect, succeed, and thrive.

	Rights	Responsibilities
Students	<ul style="list-style-type: none"> • Be respected • Feel safe at school • Learn in a happy and safe environment 	<ul style="list-style-type: none"> • Be prepared for lessons and participate in all learning activities to the best of my ability • Show respect for self and others; including my peers, teachers and school community • Respect other individuals and their property • Develop positive and respectful relationships with others • Comply with the School RESPECT Values and Expectations • Be kind to others with my words and actions • Be tolerant of differences in others • Dress appropriately by complying with the school uniform code • Take responsibility for my actions • Accept decisions • Be truthful
Parents/Carers	<ul style="list-style-type: none"> • Feel welcome in the school and be treated with respect and dignity • Know that their child will be treated fairly and within the guidelines of the school Wellbeing Procedures Policy • Be informed of their child's social and academic progress 	<ul style="list-style-type: none"> • Share responsibility for shaping their children's understanding about acceptable public behaviour and the expectations of the school • Help promote respect for the school, staff and fellow students • Assume responsibility for their children as they travel to and from school • Reinforce the school values and expectations at school and within the home environment • Ensure that their child is punctual, attends regularly, and is prepared for school • Inform teachers of their child's learning and wellbeing development • Support the School Behaviour Management and Support Plan and Student Wellbeing Procedures

		<p>and Policy</p> <ul style="list-style-type: none"> ● Be familiar with The School Community Charter that outlines the expectations of parents and carers in NSW public schools to ensure our school is collaborative, supportive and cohesive.
Staff	<ul style="list-style-type: none"> ● Be treated with respect and courtesy from students and parents ● Feel safe at school ● Be able to provide an effective learning environment through support from colleagues and executive staff ● To disconnect from communication outside of school hours 	<ul style="list-style-type: none"> ● Familiar with the School Behaviour Management and Support Plan ● Model school expectations and RESPECT values ● Teach relevant lessons as part of a whole-school approach to student welfare using positive consistent language ● Consistently use the Traffic Light classroom management system ● Reinforce appropriate behaviour ● Communicate appropriately with parents and staff about individual progress and behaviour concerns of students, including attendance

School Values

The SRC, in collaboration with teachers and the community, has developed our school values. These values serve as a foundation for promoting and modeling positive behavior both at school and during school activities. They guide the learning experiences we provide for students and form the cornerstone of student well-being and behavior at Thirroul Public School.



R	Responsibility <ul style="list-style-type: none">• to be guided towards developing responsibility for myself and my decisions
E	Effort <ul style="list-style-type: none">• a sense of enjoyment and satisfaction from learning;
S	Support <ul style="list-style-type: none">• a caring attitude towards others and• an ability to form satisfying and stable relationship• an ability to communicate effectively• to be cared for and care for others.
P	Positivity <ul style="list-style-type: none">• a sense of cultural identity• a feeling of belonging to the wider community• a sense of personal dignity and worth• be treated fairly and with dignity
E	Expectations <ul style="list-style-type: none">• NSW Department of Education behaviour code for students• To act safely and to learn in a safe environment
C	Courage <ul style="list-style-type: none">• Individual courage• Be an upstander
T	Truth <ul style="list-style-type: none">• a sense of personal and social responsibility for actions and decisions• a coherent set of values to guide behaviour

NSW Department of Education Student Behaviour Expectations

The aim of the Student Behaviour Policy and Procedures is that all NSW public school students:

- are supported to participate positively, and engage in their learning and in the wider community

- are supported to demonstrate positive and respectful behaviour that will contribute to an inclusive and safe school learning environment consistent with their responsibilities under the Work Health and Safety (WHS) Policy

- are encouraged to feel connected and use their social and emotional skills to be respectful, resilient and safe in line with the Behaviour Code for Students.

This overview should be read in conjunction with the policy and procedures, that outline the individual responsibilities and delegations of department staff.

Student behaviour includes behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct

School-wide Expectations and Rules

In the implementation of the Student Wellbeing Procedures and Policy, we clearly promote and reinforce positive student behaviour and expectations in and around our school. These expectations reflect those that are acceptable in our local community and broader Australian society. They establish the expected standards of behaviour in the classroom, the playground, while travelling to and from school and while on excursions and other extracurricular activities. Students, teachers and parents should be aware of school and community expectations at Thirroul Public School, mindful that the primary aim of all activities is the development of student's own positive behaviour. This includes, but is not limited to:

	Be Respectful Being kind to others and having good manners	Be Resilient The ability to bounce back after a challenge	Be Safe Making good choices to do the right thing
All settings	<ul style="list-style-type: none"> • Use your best manners • Include others • Allow other students to learn • Respect others' belongings • Be honest • Always use kind words and actions • Wear the correct school uniform 	<ul style="list-style-type: none"> • Do your best • Have a go • Wait your turn • Accept change • Accept advice • Be a problem solver 	<ul style="list-style-type: none"> • Safe hands, safe feet • In the right place at the right time
Classroom	<ul style="list-style-type: none"> • Follow teacher instructions • Follow class rules • Be cooperative and inclusive • Allow others to learn • Respect others' belongings • Respect for all class members - including teachers and visitors • Ask permission to leave the classroom • Use kind words and your manners 	<ul style="list-style-type: none"> • Do your best at all times • Have a go 	<ul style="list-style-type: none"> • Correct and appropriate use of technology • Safe and responsible use of resources including equipment and furniture
Playground	<ul style="list-style-type: none"> • Have safe hands and feet • Look after our playground • Play fairly and safely with others • Share the spaces • Be respectful towards teachers and students. • Follow all teacher instructions 	<ul style="list-style-type: none"> • Stay and play in appropriate areas • Play by the rules • Stop games when the music plays • Take ownership of your own actions • Be an Upstander • Accept decisions in handball and other games 	<ul style="list-style-type: none"> • Safe hands, safe feet • In the right place at the right time • Wear a hat or play in shaded or covered areas • Safe and responsible use of equipment • Seek support if you don't feel safe
Toilets	<ul style="list-style-type: none"> • Keep the toilets clean • Allow privacy 	<ul style="list-style-type: none"> • Report problems to a teacher 	<ul style="list-style-type: none"> • Use toilets appropriately
Canteen	<ul style="list-style-type: none"> • Wait in line 	<ul style="list-style-type: none"> • Wait your turn 	<ul style="list-style-type: none"> • Walk to and from the

	<ul style="list-style-type: none"> ● Be patient ● Keep voices quiet ● Use your manners 		<p>canteen</p> <ul style="list-style-type: none"> ● Line up safely
Assembly	<ul style="list-style-type: none"> ● Whole body listening ● Enter and leave carefully and quietly ● Participate sensibly ● Be respectful listeners ● Congratulate/applaud others' success ● Listen when others are speaking ● Remove hats ● Stand still and respectfully ● Sing when the national anthem and the school song are playing 	<ul style="list-style-type: none"> ● Celebrate the efforts and achievements of others ● Be proud 	<ul style="list-style-type: none"> ● Sit in the right area ● Listen to instructions from the speakers
Extra-curricular activities	<ul style="list-style-type: none"> ● Follow instructions the first time ● Listen to all teachers <p>PSSA specific</p> <ul style="list-style-type: none"> ● Follow the rules of the game ● Display sportsmanship ● Appreciate the opportunity 	<ul style="list-style-type: none"> ● Participate enthusiastically <p>PSSA specific</p> <ul style="list-style-type: none"> ● Have a go ● Accept the results/decisions 	<ul style="list-style-type: none"> ● Stay in a safe place <p>PSSA Specific</p> <ul style="list-style-type: none"> ● Stay in the designated areas
Lining up areas and movement around the school	<ul style="list-style-type: none"> ● Use quiet voices ● Listen to instructions ● Talk appropriately 	<ul style="list-style-type: none"> ● Be prepared for class ● Wait for the teacher 	<ul style="list-style-type: none"> ● Be in lines before the bell goes ● Sit down whilst waiting for your teacher
Travelling to and from school	<ul style="list-style-type: none"> ● Responsible behaviour ● Have respect for the rights of other people. 		<ul style="list-style-type: none"> ● Using road and travel rules
Before school	<ul style="list-style-type: none"> ● When on school grounds, follow the teacher's instructions ● Behave responsibly in the community 	<ul style="list-style-type: none"> ● Say goodbye to parents and sit with friends 	<ul style="list-style-type: none"> ● Before 8:30AM stay seated outside the office ● Only handballs to be used after 8:30am
After School	<ul style="list-style-type: none"> ● Exit the school appropriately, walking on the pathways and around the gardens ● Behave responsibly in the community 		<ul style="list-style-type: none"> ● Follow the road rules ● Exit the school through the pedestrian gates ● Exit school grounds by 3:30pm each day
Bikes, scooters etc	<ul style="list-style-type: none"> ● Be mindful of other people walking through the school ● Place bikes and scooters in designated areas 		<ul style="list-style-type: none"> ● Walk bikes and scooters through the school ● Wear safety helmets ● Follow road rules

Recognising and Rewarding Positive behaviour



Thirroul Public School employs a whole school approach to promoting and reinforcing positive behaviours and school expectations. Behaviour management is most successful when there is a proactive and preventative approach employed. This is done through a school-wide management framework which:

- clearly defined *outcomes* that relate to academic and social behaviour.
- has clear, consistent, durable *systems* that support the work of staff.
- has effective efficient teaching practices that support student success
- uses relevant school data to guide decision making.

This system acts as a parallel prevention program, reducing the number of students requiring additional support or intervention. We have several well-established whole-school systems and practices to promote positive student behaviour. These always apply to all students and are strongly grounded in our school's values and expectations.

The whole school positive recognition system is developed to promote student pride in learning success by acknowledging and celebrating students for their commitment, involvement, effort and achievement in school life. It works to enhance the skills and knowledge of teachers about effective systems and teaching practice to maximise positive behaviour and increase learning engagement.

An overview of our recognition and rewards for positive behaviour is outlined below:

Reward	Description	Frequency
<p>Merit Awards</p> 	<p>Merit certificates seek to identify and reward students who are seen to be setting exceptional examples to others in the school community. A student will receive recognition for a wide variety of reasons linked to our school values and to student learning.</p> <p>These might include:</p> <ul style="list-style-type: none"> – making a valuable contribution to activities taking place within the school; – initiating some activity or scheme of practical benefit to the school; – diligence in class work and assignment work; – valuable service in a particular area of the school and – citizenship 	Weekly
<p>RESPECT Wave Tokens</p> 	<p>The RESPECT Wave is a whole school positive behaviour program that acknowledges students' respectful and positive behaviours individually, builds as a collective towards a shared reward. Positive behaviour expectations are recognised and acknowledged by awarding RESEPECT tokens, accompanied by verbal feedback aligned with our RESPECT values. Those tokens are then deposited into a SHARED receptacle until full. Once full, the students efforts are acknowledged and Rewarded with a whole school event, e.g. a movie afternoon, sports jersey day, activity afternoon.</p>	

Planned responses to inappropriate behaviour and behaviours of concern

Planned responses to behaviour that does not meet the school's expectations are either teacher or executive managed, depending on the severity of the behaviour. 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 intervention. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

- Teacher managed – low level or minor inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.

We are committed, as a school, to encouraging students to feel connected and use their social and emotional skills to be respectful, resilient and safe, in line with the Behaviour Code for Students.

Corrective responses and interventions used by staff may include (but are not limited to):

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss or complete work • conference • reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

Traffic Light Classroom Management System

A traffic light classroom management system uses a colour-coded system to help manage student behaviour. Here's a breakdown of what happens at each level:

All students start off the traffic lights, indicating that they are following the rules and behaving well. If a student is not following the rules, they may be given a verbal caution/warning first. Positive reinforcement can be given, such as verbal praise, stickers, or points towards a reward.



Green Light (1st Caution/Warning):

- If a student continues to not follow the rules/expectations, they may be moved to the green light. This serves as a reminder to correct their behaviour before further consequences are applied.
- Positive reinforcement can be given, such as verbal praise, stickers, or points towards a reward.

Yellow Light (2nd Caution/Warning):

- If a student still continues to not follow the rules/expectations, they may be given a second warning and moved to yellow.
- This serves as a reminder to correct their behaviour before further consequences are applied.
- Teachers may provide specific feedback on what the student needs to improve.

Red Light

- If the inappropriate behaviour continues, or is a major incident, the student is moved to red.
- This indicates a serious violation of rules/expectations and typically results in consequences, which may include time-out, loss of privileges, or sent to the Assistant Principal.
- A discussion with the teacher and Assistant Principal may follow to address the behaviour and identify strategies for improvement.

This system promotes clear expectations and helps students understand the consequences of their actions in a straightforward manner.

All classes adhere to the same consequences and these are consistently enforced.

RESPECTful Behaviour Continuum

Thirroul Public School is committed to providing a safe and secure environment so that all students can connect, succeed, and thrive. The RESPECTful Behaviour Continuum is used to address student behaviour concerns and is necessary for ensuring an inclusive, safe and respectful learning environment is present for all students. Our staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

For the Students

This system means that students have to make decisions about their behaviour. Students can decide to make positive changes to how they behave or accept the consequences described under our RESPECTFUL Behaviour Continuum.

For the Parents

Parents/carers have a shared responsibility with the school to help shape their child's understanding of acceptable public behaviour and the school's expectations, and a commitment to provide opportunities for students to take responsibility for their actions and their learning.

For the staff

Level	Behaviours	Respectful Action	Who
0	All students commence a school term on this level. Students are respectful, responsible and resilient learners.	•Students are recognised for positive behaviour (merits, RESPECT tokens) •Thirroul Shines for student recognition, acknowledgement and school representation	All staff
1	Continued inappropriate behaviour in all school settings and activities. Inappropriate behaviours at this level may include: •Not making sensible choices •Not in the right place at the right time/ out of bounds •Being disrespectful (calling out, out of seat, lack of personal space/boundaries) •Not organised and ready to learn •Not following staff instructions •Disrupting the learning of others •Rough or unsafe play/behaviour	•Information regarding behaviour will be entered into School Bytes (Classroom/RFF/Library/Duty Teacher) •Meet with your class teacher and Assistant Principal to discuss the issue during break time •AP to contact parents/carers to communicate behaviours of concern. •Stay on Level 1 for three school days while your teacher monitors your behaviour. •Repetition of Level 1 behaviours in the next three days will result in progression to Level 2. •If better choices are made, students return to Level 0.	All Staff in consultation with Assistant Principals.

<p>2</p>	<p>Continued or more severe inappropriate behaviour in all school settings. Inappropriate behaviours at this level may include:</p> <ul style="list-style-type: none"> • stealing- minor items (e.g. pencil) • damage to school or other students' property (e.g. graffiti) • defiance towards staff • Consistently leaving teaching supervision without permission • consistently rough or unsafe play/behaviour • inciting violent/ aggressive behaviour • minor acts of violence – first offence, e.g. biting, punching, kicking, slapping, spitting • rude or disrespectful gestures (spitting biting, pinching) • dishonesty • swearing or bad language directed at another • misuse of technology, e.g. not following school mobile phone and smartwatch policy • poor behaviour while representing the school on an excursion • repeated or more severe incidents of Level 1 behaviour 	<ul style="list-style-type: none"> • Information regarding behaviour will be entered into School Bytes (Classroom/RFF/Library/Duty Teacher) • Information will be shared with Assistant Principal • Assistant Principal will contact parents/carers to communicate behaviours of concern and inform them that you have been placed on Level 2. • Reflection with reflection supervisor for lunch breaks over 2 days (K-2:15 mins/3-6:20 mins). Any absent days will be made up. Location XXX • School leaders will relinquish their role while on this level. • Remain on Level 2 for 3-5 school days while your teacher monitors your behaviour. • Behaviour will be closely monitored by your class teacher and Assistant Principal. Repeated inappropriate behaviour within five days will result in placement on Level 3 • If better choices are made for the five days of monitoring, students return to Level 0. 	<p>All Staff in consultation with your Assistant Principal.</p>
<p>3</p>	<p>Continued or more severe inappropriate behaviour in all school settings. Inappropriate behaviours at this level may include:</p> <ul style="list-style-type: none"> • misuse of technology, e.g. inappropriate content searches • minor acts of violence – second offence, e.g. biting, punching, kicking, slapping, spitting • poor behaviour while representing the school at sport or on an excursion • leaving school grounds without permission • discrimination (sex, race/culture, religion and ability) • repeated or more severe incidents of Level 1 and 2 behaviours • harassment of others (physical, social, emotional, cyber) 	<ul style="list-style-type: none"> • Information regarding your behaviour will be entered into School Bytes (Classroom/RFF/Library/Duty Teacher) • Information will be shared with Assistant Principal • Assistant Principal will contact parents/carers, communicate behaviours of concern and inform them that you have been placed on Level 3. • You will attend Reflection with the Assistant Principal for lunch breaks over 3 days (K-2:15 mins/3-6:20-25 mins). Any absent days will be made up. • Ongoing behaviour will be raised at a Learning Support Team meeting. Adjustment sheet developed by teacher with AP and communicated with parents by AP. • Playground/Classroom Plan - Your behaviour will be monitored by the duty teacher/teacher for five days. • Your participation in social activities and representative sport events (including gala days, carnivals and competitions) will be reviewed, with supporting strategies and/ or adjustments to social activities to be considered. - such as a shorter time in the activity or close monitoring by an SLSO, for example). • School leaders will relinquish their role while on this level. • Remain on Level 3 for 5 school days while your teacher monitors your behaviour. • Your behaviour will be monitored by your classroom teacher and Assistant Principal. • Repeated inappropriate behaviour within 5 days will result in an escalation to Level 4. • If better choices are made within the 5 days, students return to Level 0. 	<p>All Staff</p> <p>Assistant Principal to call parents/carers (in consultation with classroom teacher)</p> <p>Principal</p>

<p>4 Warning of Suspension</p>	<p>Circumstances where an individual student's behaviour is of such concern and/or persistent, the principal can issue a formal caution of suspension, in writing, to the parents or carers.</p> <p>There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.</p>	<ul style="list-style-type: none"> • You will attend reflection with the Assistant Principal for lunch breaks over 3 days (K-2:15 mins/3-6:20-25 mins). Any absent days will be made up. • A formal caution is valid for up to 50 school days from the date the caution is issued. 	<p>Principal</p>
<p>5 Suspension</p>	<p>The Principal has the right to suspend a student on the grounds as outlined in the suspension policy https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06</p>	<ul style="list-style-type: none"> • Principal will make immediate contact with your parents/carers. • The principal determines the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures 	<p>Principal</p>

REFLECTION AND RESTORATIVE PRACTICES

The length of time in reflection will be appropriate to the age/development of the student, and the individual circumstances and context of the incident. Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Strategy	Duration	Who coordinates?	How it is recorded?
<p>Reflection - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student</p>	<p>15-25 min</p>	<p>Assistant Principal</p>	<p>Documented on School Bytes</p>
<p>Alternative Play Plan - withdrawal from free choice play and re-allocation to a designated space 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</p>	<p>1-2 weeks</p>	<p>Assistant Principal</p>	<p>Documented on School Bytes</p>
<p>Restorative Conversations - a formal or informal discussions that use restorative dialogue and questions and empathetic listening to guide people through reflection, problem solving, and repairing harm</p>	<p>20-30 min</p>	<p>Assistant Principal</p>	<p>Documented on School Bytes</p>

Behaviour Response Pathway and School Bytes Tracking

Each day the Assistant Principals will monitor School Bytes for incidents requiring executive intervention and will respond to all serious incidents.

Non-serious, or non-repetitious incidents should be managed by the classroom teacher (during class time) or the duty teacher (during breaks), so students are aware that negative behaviours have an immediate, firm but fair consequence. Executive teachers will monitor the frequency of incidents per

student and support teachers where necessary. Refer to Behaviour Response Pathway, flowchart.

Negative Behaviours and School Representation

Students at Thirroul Public School have the opportunity to represent our school in a variety of sporting and extracurricular activities and opportunities. This includes representing our school, district or region in PSSA carnivals, knockout competitions and teams as well as extracurricular teams such as choir, debating or public speaking. We have a surplus of students willing and able to attend these events. Representing the school at such activities is a privilege, not a right.

Negative behaviours can impact a student's ability to reliably represent our school. Students will not be asked to represent the school while on a behaviour monitoring card.

It is at the discretion of the Principal, in conversation with the parents, that a child may be withdrawn from any in-school or out of school activity or excursion based on the child's record of behaviour and a risk management process.

STUDENT WELLBEING PROGRAMS

Personal Development and Health lessons follow a scope and sequence as part of our whole school prevention strategies. Each year, a range of programs are explicitly taught to students that are aimed at improving social relationships, developing emotional resilience and encouraging positive behaviours. These programs explicitly teach and reinforce Personal Safety, Social and Emotional Learning, Self-management and Interpersonal skills and include:

RESPECT Wave - a collective positive behaviour

Child Protection - Child Protection lessons are conducted across the school following NSW

Department of Education and Training curriculum guidelines. Students participate in these lessons once a week for approximately 10 weeks. The lesson content is based on the student's age and covers the areas of Recognising Abuse, Power in Relationships, and Protective Strategies.

Anti-bullying - Implement stage-based lessons designed to explicitly educate students about the definition of bullying and its various forms, as well as what does not constitute bullying. These lessons provide students with effective strategies to deal with bullying situations, emphasising the importance of upstander behaviour and incorporating discussions about student diversity and respectful relationships to foster an inclusive environment.

Bounce Back - Bounce Back is a positive education approach to wellbeing, resilience and social-emotional learning for primary school children. There are specific teaching programs to cater for students from K-6 and taught on a weekly basis for 5 weeks as part of the PDH curriculum.

Buddy Classes - A class buddy system is an important part of our school's personal development program. The basis of the system is that younger children will be able to identify with a buddy in an older class. This provides security to younger children and responsibility to older leaders of our school. These are usually K/6, 1/5 groupings.

Activities include:

- buddy reading, computer, writing, speaking and listening;
- helping in art/craft, dance and physical education groups;
- class visits to view completed work; and
- sharing special days eg; picnics, walks, fairs.

Peer Support

Our peer support program enhances the social development of students, fosters a sense of community within the school, and equips both older and younger students with essential life skills that contribute to their personal growth and the overall school environment. Our Stage 3 students develop leadership qualities by taking on the role of mentors to younger students, focusing on the key areas of social development, building relationships, increasing confidence and dealing with conflict.

LEARNING SUPPORT TEAM

The Learning Support Team is a whole-school planning and support mechanism. It meets regularly. It is formed with the purpose of addressing the learning and behavioural needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs. The learning support team's role is to ensure that the needs of students in the school are being met.

The Counsellor is an integral part of the team and works with students as discussed with the Learning Support Team and Principal. A referral system to the LST for support and possible counsellor intervention is in place. The LST and Principal together with the School Counsellor determines the priorities for the School Counsellor as the allocation is one day per week. Our school has access to a school counsellor three days per fortnight. School counsellors, who are registered psychologists and have a teaching background, are employed in schools as a resource. They complement and enhance the work of teachers by strengthening schools' student wellbeing provisions and providing counselling and psychological assessment of students with specific needs. School Counsellors provide feedback to teachers, parents and caregivers about the best way to support the development of student learning, health and general wellbeing. Counsellor referrals are co-ordinated by the schools' Learning Support Team. It also reviews individual student's progress toward stage outcomes and recommends intervention and extension strategies to support their learning.

Teachers are able to refer students to the Learning Support Team for consideration in the various support programs or for assessment by the School Counsellor. This referral process involves the Learning and Support Teacher (LAST) undertaking specific assessments to identify the strengths and weaknesses of the students being referred. Should the Learning Support Team decide to refer a student to the School Counsellor for testing, parents will receive a letter explaining the need for the assessment and a Parent Permission Form.

At Learning Support Team meetings, the team considers students who have been referred for support, provide advice for teachers to support the student's learning needs, and recommend programs of support to help the student. They also review the learning support process and develop strategies for improvement. The Learning Support Team will support the transition of high-needs students by providing planned Transition Programs.

Whole-school planning

The learning support team may consider the implications for whole-school planning issues. These include:

- coordination of resources within and outside the school
- program planning and implementation, assessment and reporting
- collaborative approaches to the development of programs and support mechanisms for students with disabilities and learning needs.

Areas for action identified by the learning support team may include:

- curriculum content and delivery
- teaching and learning strategies
- assessment and reporting
- school organisation
- teacher support and development
- student support and development
- parent and community participation
- state priorities and initiatives.

Personalised Learning Pathways for Aboriginal Students

The Australian Government is committed to Closing the Gap between the educational outcomes of Aboriginal students. To improve the educational outcomes of Aboriginal students teachers, families

and students must work together to identify and support the individual needs of students.

Teachers implement Personalised Learning Pathways (PLPs) that include targets negotiated against key learning outcomes for literacy and numeracy and/or social outcomes. This is done in consultation with students and parents.

Individual Learning Plans

An Individual Learning Plan (ILP) is developed for a student when specific educational needs are identified that require tailored support to enhance their learning outcomes. This plan is created collaboratively by the student's teachers, parents or carers, and relevant support staff, often at the beginning of the school year or when a student's needs change. The purpose of the ILP is to set personalised goals and strategies that align with the student's strengths, challenges, and learning preferences, ensuring that they receive the appropriate resources and interventions to succeed academically and socially. The ILP is particularly beneficial for students with learning difficulties, disabilities, or those who may require extension in their studies, as it provides a structured approach to address their unique educational requirements.

Student Leadership Programs

SRC (Student Representative Council)

The Student Representative Council comprises two representatives from each Year 1 to Year 6 class who are elected at the beginning of each year by their classmates. The council meets regularly to discuss issues that the students identify as a concern. The SRC identifies solutions to these issues then develops and coordinates activities to raise funds. The SRC are also a part of the decision-making process of the school, developing important guidelines for the school. Those have included developing the school values and the criteria for nomination of students for Captain, Vice Captain and SRC Executive.

SRC Executive

The SRC Executive leads the Student Representative Council. Each year the SRC Executive comprises the School Captains, Vice Captains and six executive positions. These are elected from incoming Year 6 students through a nomination and election process that involves all teachers and students from Year 1 to Year 6. The students who wish to nominate must meet the nomination criteria.

Student Leadership Portfolios

Library Monitors

Student library monitors play a crucial role in maintaining a positive and organised library environment, while also fostering a sense of responsibility and leadership among students. By assisting with tasks such as checking in and out books, shelving materials, and helping peers locate resources, library monitors develop essential skills in organisation, communication, and teamwork. These responsibilities not only enhance their understanding of library operations but also instill a sense of ownership and pride in their school community. Serving as a library monitor empowers students to take initiative, collaborate effectively, and contribute meaningfully to the school environment.

Attendance at School

The government requires that students be enrolled at and attend a government school or a registered non-government school. All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided. Regular attendance is crucial for a student's continued progress and understanding of the curriculum. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. We ask parents to inform the school when their child has been absent. This also includes partial absences.