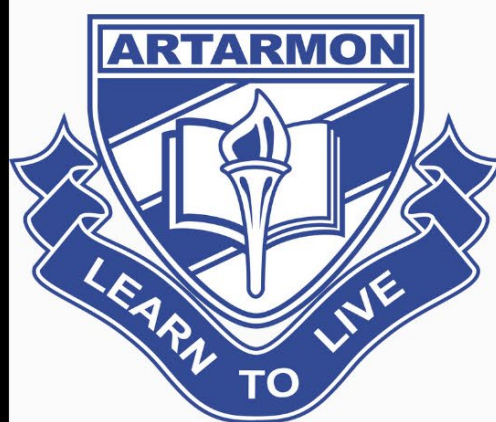


STUDENT WELLBEING PROCEDURE 2023



*EVERY STUDENT KNOWN,
VALUED AND CARED FOR*

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In this document, all links will take you to the Department of Education website which has language translations. If you need more information on the new policy, please visit the department website.

在本文当中，所有网上链接都会带你到教育局的网站，而这网站有语言翻译的。如需要更多新政策的质料请到教育局的网站查询。

Rationale

Student wellbeing encompasses everything the whole school community does to meet the personal, social and learning needs of students to enable them to become lifelong learners who can create a positive future for themselves and their wider community.

The Artarmon Public School Student Wellbeing Procedure aims to provide effective teaching and learning for all students to ensure that every student is known valued and cared for. The policy follows a student-centred, positive, strengths-based approach underpinned by the [care continuum](#), which involves:

- a strategic whole-school approach
- explicitly teaching social and emotional skills and behaviour expectations
- being proactive and prevention-focused
- using relationship-based and restorative approaches to student behaviour
- implementing effective programs, practices and processes
- encouraging collaborative partnerships between schools, students, parents and carers, and community members
- establishing high standards of behaviour from students, staff and parents to create a positive, safe, inclusive and respectful school environment
- ensuring a safe working and learning environment for everyone at the workplace consistent with the [Work Health and Safety \(WHS\) policy](#)

Care continuum

What is the care continuum?

The care continuum includes interventions for:

- all students – creating a safe and respectful learning environment
- some students – providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs, including prevention, early intervention, targeted intervention and individual intervention.



Artarmon Public School provides this care for students through the delivery of programs, practices and services (interventions) by teachers, school staff and specialist staff across the continuum.

There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.

Promoting and reinforcing positive student behaviour and school-wide expectations

*The following core rules for student behaviour have been developed to establish consistent expectations in all government schools. This code can also be found in the DoE Policy Library in a variety of language translations under **Behaviour Code for Students***

Behaviour code for students NSW public schools

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.

In NSW public schools students are expected to:

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

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

Behaviour Code for Students: Actions

Promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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.

Artarmon's core values and school rules

Artarmon Public School's Core Values and Rules have been developed to meet the needs of the school community and are consistent with the NSW Public School's [Behaviour Code for Students](#).

Artarmon Public School fosters positive, respectful relationships and aims to develop each individual's full potential; striving for excellence, celebrating achievements and valuing cultural diversity.

Rules	We will:
We are Responsible	<ul style="list-style-type: none">✓ Make responsible choices✓ Be responsible for our own belongings and behaviours✓ Be in the right place at the right time
We are Respectful	<ul style="list-style-type: none">✓ Be kind, considerate and cooperative✓ Be polite and respectful to our friends, teachers and visitors✓ Respect our school uniform, equipment and the environment✓ Value the interests, abilities and cultures of others
We Always do our best	<ul style="list-style-type: none">✓ Be ready to learn and always try our best✓ Actively participate in our learning and school environment✓ Follow the 5 Keys to Success (Persistence, Confidence, Getting Along, Resilience, Organisation)
We are Safe	<ul style="list-style-type: none">✓ Act and move in a way that keeps ourselves and others safe✓ Use the High 5 to positively solve 'Friendship Fires'✓ Bring only approved school items

Prohibited items

At Artarmon Public School, the following items must not be brought to school:

- chewing gum
- knives or weapons of any description
- drugs (illegal) – all medications must be taken to office
- matches and lighters
- toy guns, swords, toys with sharp edges
- glass bottles
- expensive toys
- other items that cause problems to students and teachers at the discretion of the Principal

Relevant school programs and strategies

Artarmon Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Program Achieve ([You Can Do It](#)) and [UR Strong](#).

Whole-school approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Consistent application of Student Behaviour Code and Artarmon Core Values and Rules	Consistent teacher expectations, routines, modelling and responses to behaviour through strong teacher/student relationships and the explicit modelling of specific skills including behaviour expectations and social skills.	Whole School
Prevention	High 5	Explicit teaching of the use of High 5 language to teach students how to manage low level conflicts with peers.	Whole School
Prevention/ Early Intervention	Program Achieve (You Can Do It)	A social emotional learning program that maximises success, positive relationships and wellbeing (5 keys to success).	Whole School
Prevention/ Early Intervention	UR Strong	Whole-school friendship and social skills strategy aimed at helping students establish and maintain healthy relationships, manage conflict with kindness and increase overall resilience	Whole School
Targeted Intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support, including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families and staff
Individual Intervention	Individual Behaviour Support Plan	Individualised student plan based on building on students' strengths through SMART goals.	Individual students, families and staff



Strategies to recognise and reinforce student achievement

Artarmon Merit Awards	Learn to Live Awards
<i>May be given for:</i> Excellence, improvement in academic work, effort or active participation in class work, working to the best of a student's own ability, behaviour that reflects the schools core values, improvement in behaviour, cooperation in group work, citizenship, initiative	<i>May be given for:</i> Demonstrating behaviours outlined in the 5 keys to success from the You Can Do It program: organisation, resilience, persistence, confidence and getting along

House points

Four houses are allocated to students upon enrolment. Students compete for their house in the Athletics, Swimming and Cross-Country carnivals. House Captains and Vice Captains are elected from Year 6.

Students are awarded house points in class, the playground and sporting activities for appropriate behaviour. At the end of each week these are counted and the winning house is recognised.

At the end of the year the sports house with the most accumulated points is recorded on the Honour Board.

Presentation assemblies

Presentation assemblies are held at the end of the school academic year and celebrate the achievements of students. Students receive six awards per class – two are for academic achievement, one is for excellence or improvement in English, one is for excellence or improvement in Mathematics, one is for excellence in a Key Learning Area (KLA) and one is for class citizenship. There is also a grade EAL/D award and a grade outstanding citizenship award.

The following awards are also presented at this assembly:

Honour Board

- Harmony Award Year 6
- Synergy/Goodwill Award Year 6
- Outstanding Citizenship Year 6
- School Spirit Year 6
- Dux Year 6
- Junior Sportsman of the Year
- Senior Sportsman of the Year
- Junior Sportswoman of the Year
- Senior Sportswoman of the Year

Each year names of the students who are elected as prefects are written on the school Honour Board.

Reflection and restorative practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action. These strategies are based on DoE [Detention and Time-Out Guidelines](#). Students with additional needs may need a specialised program which makes adjustments to some reflection and restorative practices.

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out	Dependent on behaviour plan	Class teacher/Deputy Principal	Dates and times recorded by class teacher as part of the behaviour management plan.
Self-directed time-out	Dependent on behaviour plan	Student/Class teacher/Deputy Principal	Dates and times recorded by class teacher as part of the behaviour management plan.
Step Program	Dependent on which step	Grade supervisor/Deputy Principal	Paperwork from Step Program saved in student files in Learning and Support folder.

Teacher-directed time-out

Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Teacher-directed time-out should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Teacher-directed time-out should be paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress and personalised feedback to the student as they develop replacement behaviours.

Self-directed time-out

Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time-out.

The Step Program

The Step Program is a school-based formalised process to be used in collaboration with parents to support restorative and reflective practices. It is an individual intervention strategy based on a contract with jointly constructed behavioural goals to support all children.

Artarmon Public School The Step Program



Prior to commencing the step program, the student has engaged in prevention and early intervention strategies, including positive behaviour management, consultation with parents and executive around school expectations and restorative practices.

	Why you are here	What happens next	Goals for improvement
STEP 1	<p>I am here because I did not make good choices with my behaviour:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In the classroom <input type="checkbox"/> In the playground <p>I have broken the following Core School Rules and Values:</p> <ul style="list-style-type: none"> <input type="checkbox"/> being Responsible <input type="checkbox"/> being Respectful <input type="checkbox"/> doing my Best <input type="checkbox"/> being Safe <p>Details of the incident:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1) The school will notify my parents/carer of my behaviour. 2) I will reflect on my behaviour with an executive staff member outside of learning time. 3) I will fill out the 'Reflection Form' to help me think about my behaviour. 4) The school will send home an 'Incident Report'. 5) With my teacher, I will create up to three behaviour goals for the week and record them on my 'Daily Behaviour Goal' Sheet. 	<ol style="list-style-type: none"> 1) Consistently follow my 'Daily Behaviour Goals' sheet. 2) Reflect on my 'Daily Behaviour Goals' sheet with my parents/carer. 3) Receive 'Achievement Stamps' for positive behaviour for three days in a row to show that I'm following the core school rules and values.

	Why you are here	What happens next	Goals for improvement
STEP 2	<p>I am here because there has been no improvement in my behaviour.</p> <p>I have broken the following Core School Rules and Values:</p> <ul style="list-style-type: none"> <input type="checkbox"/> being Responsible <input type="checkbox"/> being Respectful <input type="checkbox"/> doing my Best <input type="checkbox"/> being Safe <p>Details of the incident:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1) The school will again notify my parents/carer of my behaviour. 2) I will again reflect on my behaviour with an executive staff member outside of learning time. 3) I will again fill out the 'Reflection Form' to help me think about my behaviour. 4) My teacher and Deputy Principal will create or adjust my Behaviour Management Plan. 5) With my teacher, I will again create up to three behaviour goals for the week with strategies to support me and record them on my 'Daily Behaviour Goal' sheet. 	<ol style="list-style-type: none"> 1) Consistently follow my 'Daily Behaviour Goals' sheet. 2) Share my 'Daily Behaviour Goals' sheet with my parents/carer. 3) Receive 'Achievement Stamps' for positive behaviour for five days in a row to show that I am following the school rules. <p><i>Your behaviour will continue to be monitored and supported.</i></p>

	Why you are here	What happens next	Goals for improvement
STEP 3	<p>I am here because I am still displaying behaviours that are not following the school's core values and rules.</p> <p>I have broken the following Core School Rules and Values:</p> <ul style="list-style-type: none"> <input type="checkbox"/> being Responsible <input type="checkbox"/> being Respectful <input type="checkbox"/> doing my Best <input type="checkbox"/> being Safe 	<ol style="list-style-type: none"> 1) My parents /carer will meet with the Principal. 2) My teacher and my parent/carers will review my Behaviour Management Plan. 3) My teacher or grade supervisor will review my behaviour at the end of every day. 4) I will reflect on my behaviour with an executive staff member outside of learning time <p><i>You will be considered for placement on Step 4 if negative behaviour continues.</i></p>	<ol style="list-style-type: none"> 1) Consistently follow my 'Daily Behaviour Goals' sheet. 2) Reflect on my 'Daily Behaviour Goals' sheet with my parents/carers. 3) Receive 'Achievement Stamps' for positive behaviour for ten days in a row to show that I am following the school rules. <p><i>Your behaviour will continue to be monitored and supported.</i></p> <p><i>Department processes for suspension may need to be followed and restorative practices used.</i></p>

	Why you are here	What happens next	Goals for improvement
STEP 4	<p>My behaviour is unacceptable, unsafe and disruptive.</p> <p>I have broken the following Core School Rules and Values:</p> <ul style="list-style-type: none"> <input type="checkbox"/> being Responsible <input type="checkbox"/> being Respectful <input type="checkbox"/> doing my Best <input type="checkbox"/> being Safe <p>You have not followed your behaviour agreement or met your agreed goals.</p>	<ol style="list-style-type: none"> 1) My parents will meet with the Principal 2) The school will inform the Department of Education's School Education Director 3) The Department and the school will follow processes for suspension 4) The school will develop a modified behaviour plan and/or a 'Risk Assessment' will be created and my parents/carers will be informed. <p><i>The school will support you through your return to school and agreed goals</i></p>	<ol style="list-style-type: none"> 1) I will attend a re-entry meeting with the Principal, my teacher and the Learning Support Team. 2) I will have a 'Daily Behaviour Goal' sheet which I will show my teacher and Principal at the end of every day for a nominated period of time. 3) I will follow core school values and rules to the best of my ability. <p><i>Your behaviour will continue to be monitored and supported.</i></p>

Student, staff and parent roles

Artarmon Public School partners with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies based on the care continuum.

Artarmon Public School communicates these expectations to parents and carers by through our school website. [School Community Charter](#)

School Community Charter

 **Collaborative. Respectful. Communication.**

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

We treat each other with **respect**

What our schools provide

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

The best education happens when parents and schools work together.

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



Positive environments

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

Parents and carers can expect:

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

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

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

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

© NSW Department of Education



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

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

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

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

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

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

Unacceptable behaviour may include but is not limited to:

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



Collaborative.
Respectful.
Communication.

School Community Charter

Artarmon Public School

Anti-bullying Plan 2023

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.

Artarmon Public School's 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 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
Monthly/Termly	Behaviour Code for Students
Weekly	Student reminders of You Can Do It (Program Achieve) and UR Strong strategies at all assemblies
Weekly	'Learn to Live' awards based on principles and strategies of You Can Do It (Program Achieve) and UR Strong presented

1.2 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
Start of Term One	Reminder of wellbeing procedures, programs and strategies used to support student wellbeing are clearly communicated to staff at the beginning of each year.
Termly	Access to websites, programs and professional learning to assist in the explicit teaching of anti-bullying and respectful relationships.

1.3 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.

- Induction booklets that include school wellbeing procedures, school wide programs (You Can Do It and UR Strong) and anti-bullying expectations at Artarmon Public School. Meetings are held with all new staff to address this document.
- Casual teacher information sheet includes the anti-bullying expectations and behaviour management to deal with positive and inappropriate behaviour.
- Posters of core school rules and values are displayed in every classroom. This includes posters promoting positive and restorative practices and anti-bullying approaches and strategies that teachers and students can implement. (High Five/Friend O Cycle etc)
- The Deputy Principal speaks to new and casual staff when they enter on duty at Artarmon Public School.
- Induction process for new members of the executive staff with the Principal to ensure communication of wellbeing procedures and anti-bullying programs and strategies to ensure consistency across grades.
- New and casual teachers are supported by grade Assistant Principals and Supervisors in implementing the school's wellbeing procedures, programs and managing student behaviour and wellbeing.




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 all that apply.

	School Anti-bullying plan		NSW Anti-bullying website		Behaviour Code for Students
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2.1 Communication with Parents

Our school website 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 Topics
Monthly	School approach to wellbeing and anti-bullying shared at meetings (P&C/Meet the Teacher evenings) and in grade newsletters and handouts
When needed	School information handbook defines school's approach to wellbeing and anti-bullying
All year	School website has anti-bullying plan uploaded with suggested links to support parents and carers
All year	Anti-bullying code and High Five strategy displayed in all rooms

3. Support for Wellbeing and Positive Behaviours.

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

At Artarmon Public School we:

- explicitly teach the You Can Do It and UR Strong programs values and anti-bullying strategies throughout the year.
- Explicitly teach the school's 'High Five' anti-bullying strategy throughout the year.
- Use a systematic reward system incorporating You Can Do It/UR Strong values, merit awards, 'Learn to Live' awards and house points.
- Implement student leadership and student voice initiatives through our leadership procedures and Student Representative Council (SRC).
- Encourage buddy classes and positive relationships across stages and grades.
- Explicitly teach social-emotional skills through the You Can Do It and UR Strong programs.
- Implement a technology and cyberspace agreement for all students and encourage participation in events such as 'Safer Internet Day.'
- Embrace and acknowledge cultural events such as Harmony Day and NAIDOC Week celebrations.

Completed by: Kelly Singh

Position: Rel. Deputy Principal

Signature _____ Date _____

Principal name: Jono Coombes

Signature _____ Date _____

Review process

This policy will be reviewed regularly to reflect current school data.

The review process may include:

- undertaking a review of school data
 - academic and attendance data
 - current school behaviour procedures, systems and practices
 - referrals to the executive, the school learning and support team, and Delivery Support teams
 - current department policies and procedures
- revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
- determining professional learning needs for the coming year
- reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers.

The next review will be in Term 2, 2024