SHOALHAVEN HEADS PUBLIC SCHOOL

Shoalhaven Heads Public School

School Behaviour Support and Management Plan
SBSMP

Last Revised 2023

School Vision

Our vision is to encourage open minds and creative thinkers who will meet the challenges of their generation.

Together we give every student the opportunity to be their best academically, culturally, emotionally, and socially. Through quality teaching and engaging learning, we make our school a fun, fair and an inclusive place for all. We promote a cooperative environment where people learn from and inspire one another to be their best. We work in partnership with our community to encourage kind, caring and compassionate young people with the skills to apply these values in their daily lives and into the future.

Engagement with a diverse curriculum facilitates a culture of quality learning and educational risk taking in a safe school setting. This ensures every student has an opportunity to develop as resilient community members who have the self-belief, knowledge and skills required to overcome challenges and strive for continued improvement.

Statement of Purpose

Shoalhaven Heads Public School is committed to increasing student engagement and learning through safe and inclusive positive behaviour support. We do this by providing safe, supportive, and responsive learning environments so that our students can connect, learn, succeed, and thrive. We teach and model the behaviours we value in our school and community through a student-centred, positive, strengths-based approach. Principles of equity, justice and fairness are evident in school plans, programs, and procedures. Through implementing the care continuum, Shoalhaven Heads Public School supports our students to meet school expectations.

Core Values

Our school community has identified the following school values to teach and promote our high standards of positive behaviours:

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 of school, their own and others' property

Responsibility

•Model and follow codes of conduct

•Engage with learning

•Negotiate and resolve conflicts with empathy

•Take personal responsibility for behaviour and actions

•Care for self and others

•Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Safety

•Keep hands, feet and objects to ourselves

•Move safely around the school

•Use equipment and technology safely

•Be cybersafe

There is recognition by our school community that these values are not mutually exclusive, for example, as an individual grows in responsibility, their respect for themselves and others may also increase. Hence, our values are represented by this Venn diagram. The school has used these values as the foundation for the rules and expectations for student behaviour at Shoalhaven Heads Public School.

The following Department of Education values are also promoted through our school;

Integrity: Being consistently honest and trustworthy.
Excellence: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
Respect: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
Responsibility: Being accountable for your individual and community's actions towards yourself, others and the environment.
Cooperation: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
Participation: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
Care: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Data Collection and Analysis

Every school day, teachers are expected to keep a record of behaviour incidents on Compass – our school's data management system. This record keeping informs the school to make data-driven decisions as to which areas of behaviour require further planning and support in subsequent weeks, terms and years.

The school's behaviour code is communicated to students, parents and staff on the school website and at individual student and kindergarten orientation parent meetings.

Revisions and updates are discussed at P&C meetings and community input is sought through a variety of channels.

Evaluation and Review

Shoalhaven Heads Public School's Behaviour and Support Management Plan will be reviewed annually in consultation with the school community. This ensures that it is fit for purpose, revisions can be made and that our planned approach is having a positive effect on students learning safety and engagement. Several data sources are used to evaluate school procedures including but not limited to;

•Regularly reviewing attendance, academic and wellbeing data including behaviour trends
•Learning support monitoring of progress through TAMs and Plans
•Reviewing responsibilities of staff, students, parents /careers and the wider school community through analysis of Tell Them From Me Survey reports

Behaviour Code for Students

The principal and school staff, using their professional judgment, are best placed to maintain behaviour and provide safe, inclusive, engaging and respectful 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.

NSW Department of Education

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.

Partnership with Parents and Carers

Parents and carers play an important role in the school community. As the advocate for your child, it is important that transparent, honest conversations can occur. To ensure this takes place at Shoalhaven Heads Public School we provide parents and carers with The School Community Charter. Parents and carers are expected to engage respectfully in all aspects of school life including the development and implementation of student behaviour management strategies.

Responsibilities

To provide an inclusive, respectful and engaging learning environment at Shoalhaven Heads Public School, it is important that students, parents and staff understand their roles and responsibilities in the development, implementation, evaluation and review of this wellbeing plan.

Students

•Provide input and feedback to staff about the plan, as required, and as part of its review process
•Understand the plan on a foundational level upon enrolling in the school
•Follow the plan to promote their positive behaviour and learning to promote a more positive school experience
•Be accountable for their behaviour

Staff

•Provide input and feedback to the school executive about the plan as part of its review process
•Understand the plan on a detailed level upon starting work in the school
•Teach elements of the plan to students on a regular basis
•Follow the plan in promoting positive behaviour and managing inappropriate behaviour
•Seek guidance and supervision from colleagues regarding queries about the plan
•Provide copies of the plan to parents
•Undertake professional development to support the implementation and strategies of the plan

Parents and Carers

•Provide input and feedback to staff about the plan as required and as part of its review process
•Understand the plan on a foundational level upon enrolling their child in the school
•Seek clarification from staff regarding any queries about the plan
•Support the implementation and development of student behaviour management strategies

Continuum of Care

Shoalhaven Heads Public School provides support for students through the delivery of programs, practices and services (interventions) by teachers, school staff and specialist staff across the continuum. Students require different types of intervention delivered in different ways along a continuum to best meet their needs. This is called 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.

Prevention Shoalhaven Heads Public School whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events and encourage prosocial behaviour. Our interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

Preventive strategies include, but are not limited to;

- Developing strong teacher/student relationships
- Implementation of social skills programs, role play, drama activities, and circle/yarn time
- Explicit teaching and modelling of specific skills including behaviour expectations and social skills eg "Do the High Five", particularly in PDHPE (including respectful relationships)
- Communication with parents and students around school expectations
- Class based systems of expectations and positive reinforcement through use of the Behaviour Modification Ladder in all learning areas
- Positive Recognition of student behaviour and achievement
- Consistent teacher expectations, routines, modelling and responses to behaviour
- Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs
- High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in a Targeted, Adjustment & Modifications (TAMs)

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Early responses to behaviours of concern include prevention strategies, instructional strategies, logical consequences, and consultation.

In addition to whole school Preventative strategies, Early Intervention strategies include, but are not limited to;

- Yarning, Learning and Healing processes
- Grow Your Mind- a whole school wellbeing and mental health program
- Peer support, buddy programs and mentoring
- Resilience programs
- Personal learning goals for social and emotional development
- Learning and Support referrals
- School Learning Support Officers working with students to develop skills through targeted strengths-based programs and strategies that build resilience, coping skills, positive relationships, and school learning success
- High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs)
- Anti-bullying strategies including cyber-bullying and internet safety

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. Targeted interventions are designed for students, or groups of students identified as requiring more intensive support.

- School developed programs to support behaviour and wellbeing
- Modified individual expectations and goals
- Transition strategies – class to playground, lesson to lesson, grade to grade, school to school
- Yarning, Learning and Healing (ongoing)
- Boys Advocacy and Mentoring (BAM)

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.

Strategies for these students require individual assessment, implementation, monitoring and review. Shoalhaven Heads Public School Wellbeing Team members are trained to undertake Functional Behaviour Assessments (FBA), develop an individual student support plan and risk management plans for individual students, in collaboration with parents, students and other department staff.

Individualised programs to explicitly teach social competence, interpersonal skills, and social emotional skill development are used to support students in identified complex and challenging behaviour.

Individual intervention strategies for students with complex and challenging behaviour often require support from other stakeholders such as Delivery Support team members (Out of Home Care Teachers, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator), Home School Liaison Officers and external agencies such as paediatricians, psychologists or those involved in individual case management.
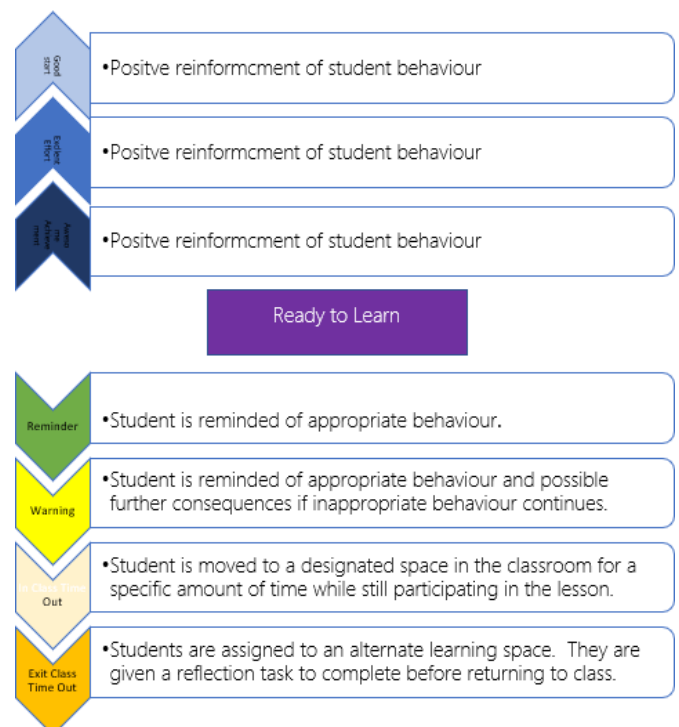
School counselling service including tele psych services- School counselling staff support students by providing a psychological assessment and intervention service.

If a student is not emotionally well enough to participate in learning, their parents/carers may be called to collect them from school. This is to support their wellbeing.

Whole School Classroom Behaviour Modification Ladder

All classrooms display a visual escalation ladder. This whole school behaviour management system provides opportunities for teachers to respond to both positive and negative behaviours in a clear and consistent way across the school.

Every morning, every student begins at Ready to Learn and can be moved up the ladder to celebrate classroom successes (Good Start, Excellent Effort, Awesome Achievement). Students can move down the ladder in response to negative behaviour (Reminder, Warning, In Class Time Out, Exit Class Time Out)

- Good Start • Positve reinformcment of student behaviour
- Excellent Effort • Positve reinformcment of student behaviour
- Awesome Achievement • Positve reinformcment of student behaviour

Ready to Learn

- Reminder • Student is reminded of appropriate behaviour.
- Warning • Student is reminded of appropriate behaviour and possible further consequences if inappropriate behaviour continues.
- In Class Time Out • Student is moved to a designated space in the classroom for a specific amount of time while still participating in the lesson.
- Exit Class Time Out • Students are assigned to an alternate learning space. They are given a reflection task to complete before returning to class.

Positive Recognition of student behaviour and achievement

At Shoalhaven Heads Public School, we recognise that the best approach in managing student behaviour is to prevent inappropriate behaviour from happening in the first place, through the promotion of positive student behaviour. Establishing strong systems of universal prevention for all students helps to reduce the number of students who need additional support, which in turn, supports the school to work more intensively with students who have additional learning and support needs. We have established several universal 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.

Whole School (individual)

The purpose of our whole school positive recognition system is to develop student pride in learning success by acknowledging and celebrating students for their commitment, involvement, effort and achievement in school life.

Each week teachers give merit awards on a pro rata basis to students in their class that recognise each one of the following: **Literacy award** – Recognising specific, demonstrated literacy behaviours.
Numeracy award – Recognising specific, demonstrated numeracy behaviours.
Effort award- Recognising effort and consistent learning engagement.
Citizenship award- Recognising personal or public responsibility (social, emotional skills).
Achievement award – Recognising the accomplishment of a learning goal or other achieved learning success.

Students who receive 5 merits will be awarded a **Bronze** Band, Distinction Certificate and canteen voucher.
Students who receive 10 merits will be awarded a **Silver** Band, Distinction Certificate, canteen voucher and a mufti day.
Students who receive 15 merits will be awarded a **Gold** Band and Distinction Certificate, canteen voucher, mufti day and Principal's reward.
Students who receive more than 15 merits will receive a **Certificate of Excellence** presented at the end of year presentation day.
Students at Shoalhaven Heads Public school have the opportunity to complete reading journals across the year. Once a student completes a reading journal, they return to the school office. Each term, children will be presented with a whole school Reading Award for the first Home Reading Journal they return. This journal will go into a draw for future recognition. Every additional reading journal a student completes will also go into a draw to win a reward that celebrates reading.

'Surfies' Whole School (Collective)

These are small slips of paper handed out regularly as reinforcers that occur frequently throughout the day. They are designed to indicate in small but effective ways that students are on the right track and that their behaviours are having a positive impact on others around them.

Surfies are collected from classrooms by school leaders and placed in sports house boxes. The sports house that collects the most surfies in a designated period receives a negotiated reward.

Individual teachers will continue to implement class recognition specific to the stage and management style of each individual class.

Promotion of School Values and High Expectations

We promote the school's values and expectations by clearly displaying them at key points around the school grounds such as the front office, around the playground, and in every single classroom. Our values and expectations are regularly visited at school assemblies and in class lessons.

Collaborative Activities

Students are given opportunities to collaborate with students outside of their year group to participate in fun activities. These are designed by Peer Support Australia to promote a better bond and unity across year groups and build resilience. Our buddy system pairs Year 6 student with a Kindergarten student to support their transition to school.

Student Voice

At Shoalhaven Heads Public School, students are provided opportunities to be heard and are an integral part of the school community. The Student Parliament gives students an opportunity to put forward 'motions' to improve the school and make notice of culture and functionality through student voice and participation. Self- referral to **YARNING, LEARNING AND HEALING**, forums to gain feedback from the students in how they think the school is promoting positive behaviour and managing inappropriate behaviour are opportunities for students to feel heard but also to ensure that the school is responding to the needs of its population.

Strategies and Practices to Manage Inappropriate Student Behaviour

At Shoalhaven Heads Public School, we recognise that our students are still developing and maturing. There is an understanding that they will make mistakes in relation to their conduct – this is only human. Our response to these errors is to adopt a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. When students exhibit inappropriate behaviour, there are logical consequences designed to teach them why that behaviour is not acceptable and plan how to approach future incidents. School responses to inappropriate behaviour is consistent and proportionate to the nature of the behaviour. The School Behaviour Support and Management Plan (SBSMP) is underpinned by the key elements of developing;

- honesty and sincerity
- empathy
- shared accountability

- positive regard for individuals
- individual responsibility
- an optimistic view of personal growth and change

SHPS follows the Restorative Practices approach through YARNING, LEARNING & HEALING

Restorative Practice is a positive approach to behaviour management that works with students, rather than punishing them or solving problems for them. Restorative Practice puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Shoalhaven Heads Public School's Behaviour Support and Management plan focuses on;

- developing quality relationships
- modelling empathy and respectful relationships
- valuing student voice and utilising collaborative problem solving
- viewing inappropriate behaviours as opportunities for learning and applying procedural fairness
- recognising the importance of repairing damaged relationships
- separating the 'deed' from the 'doer'
- using active listening and positive language and tone
- fostering self-awareness in the student
- implementing consequences that are proportional and fair
- remaining future focused

We use Yarning, Learning and Healing to encourage students to take responsibility for their actions and to help students understand how their actions impact others. Yarning, Learning and Healing provides an opportunity for all students to have their voice heard and develop conflict resolution skills.

Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. Dealing with conflict can be stressful and time consuming but it is important to understand that learning to work out troubles is an important life lesson. The way adults respond to children's conflicts has a powerful effect on children's behaviour and conflict resolution skill development. Resolving conflict is not about finding fault, but rather it is about changing behaviour for the future.

Students are always welcome to choose to self-refer to Yarning, Learning & Healing at any time if they wish to discuss their feelings, an incident or get support from a teacher for anything.

Steps for Yarning, Learning and Healing

What happens at the Yarning Phase?

Yarning occurs on the day following an incident of concern. We deal with issues the following day as calm conversation or student learning, while in a heightened state of stress, fear, or anger, is almost impossible.

If an incident is complex or involves a large group of students, it may take several days to gather all information about the incident. As parents it may be hard to accept that something was not done immediately. However, this step is crucial to procedural fairness and to getting to the root cause of the issues and implementing successful restorative strategies. Contact will be made with parents that students have attended Yarning, details of the event will not be included in the Yarning phase. Students may attend Yarning as a witness or due to direct involvement in an event.

When an incident occurs that meets the criteria for intervention, a staff member will document any information they have available on a yellow slip.

The following day the students involved will be informed by a member of the Wellbeing team that they will attend YARNING, LEARNING & HEALING for the first time. Each student will be provided the opportunity to privately give their independent recount of the events.

During YARNING, LEARNING & HEALING students will be given the opportunity to discuss the incident through questions posed by the teacher to get a clearer picture of the events from everyone's perspective.

After gathering the information, the Yarning, Learning and Healing teacher works with all parties to come to a consensus about what happened and a shared truth. Information is gathered through a variety of methods including Questioning, Role plays, Yarning circles, written accounts and other strategies.

At this point some conflicts are resolved without any further remediation. eg it was a misunderstanding or an accident

What happens at the Learning and Healing Phase?

The Learning and Healing phase is designed to be individualised to the issue being addressed. Timeframes for the Learning and Healing phases vary according to need, complexity, and the individual student. **Learning** involves supporting students to look for ways to learn from their mistakes, identify ways that the situation could be handled in the future and reflect on their choices. **Healing** involves repairing any damage to relationships or property caused during an incident. Parents of students involved may be notified after the Yarning phase which will include a description of the incident and, where appropriate, the Learning and Healing steps to be undertake by your child.

All students who made a negative contribution to the incident will be supported to consider what steps they will take to solve the situation now and into the future. A plan for restoring the balance will be created with the student. Sometimes the restoration (Learning and Healing) will take longer than others

A letter may go home to parents to inform them of the incident details and provide the chance to discuss it with their child (with other student's names removed for privacy)

The students will be expected to attend YARNING, LEARNING & HEALING to follow up and to discuss their progress until they complete their restitution, and their parent letter is signed and returned.

After the process is complete the teachers will regularly check in with the students informally to ensure restorative strategies are successfully being implemented and provide any other support required

Please Note:

- If the incident is of a serious nature this process may be accelerated and be dealt with in a single session and the outcome may be referred to the principal for the final decision

- If a student is absent for 3 or more days after the incident the restorative decision will be made without their presence

Shoalhaven Heads Behaviour Definitions

Minor	Minor behaviours are handled by the present staff member
Annoying others	Low-intensity annoyance of others. Intentional, minor and low-intensity acts that cause a negative emotion/reaction from another student
Disruption	Low intensity, but inappropriate disruption
Inappropriate Verbal Language	Low intensity instances of inappropriate language or verbal messages that includes swearing or use of words in an inappropriate way
Lying	Student delivers a message that is untrue
Non-compliance	Brief or low-intensity failure to follow instructions
Out of Bounds	Playing in an area that is known to be out-of-bounds or in a classroom without teacher approval
Physical Contact	Non-serious, but inappropriate physical contact
Unpreparedness for class	Not having appropriate equipment or attitude to engage in learning tasks
Unsafe play	Non-serious, but inappropriate play that could endanger themselves or others
Other	Any other minor problem behaviours as determined by the teacher, that do not fall within the above categories

MAJOR	*Major* problem behaviour is referred directly to the Wellbeing Team with a 'yellow slip' filled in with the incident details. *Major* behaviours are those that: • Significantly impede the rights of others • Put others/self at significant risk of harm
Harassment/ Exclusion/Bullying	Student delivers disrespectful messages (verbal or by gesture) intended to cause strong, negative or violent reaction from another person that includes threats and intimidation, obscene gestures, pictures, or written notes. These include negative comments sustained or intense verbal attacks based on: Race, physical appearance, religion and/or national origin, disabilities, gender, ethnic origin, age, other personal matters
Disrespect / Defiance	Refusal to follow directions, answering back and/or rude interaction. Repeated failure to follow school rules
Disruption	Behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; or rough-play; and/or sustained out-of-seat behaviour
Fighting/Physical Aggression/Threats/ Assaults	Actions involving threatening acts or serious physical contact where injury may occur or (e.g. hitting, punching, burning, hitting with an object, kicking, hair pulling, scratching, etc.)
Forgery	Falsifying parent notes, official documents, plagiarism of assignments and assessment tasks
Inappropriate Language	Any time that a student uses language intended to cause student or teacher to feel humiliated, intimidated or threatened – abusive language, inappropriate language, swearing
Lying/Cheating	Student delivers a message that is deliberately misleading, intending harm to another student or carries potential for serious miscarriage of justice
Possession of dangerous or banned items	To knowingly possess a dangerous or banned item at school and deliberately brings item to show or use on school grounds.
Property Damage	Deliberate damage of school or others' property
Full or Partial Truancy	Student leaves class/school without permission or stays out of class/school without permission. This includes leaving school to visit other sites without permission (police and parent may be called to locate student if student leaves school grounds during school hours)
Theft	Student is in possession of, or been responsible for, removing someone else's property or has signed a person's name without that person's permission
other	Problem behaviour causing this referral is not listed above. Staff using this definition will specify the problem behaviour observed

ILLEGAL BEHAVIOUR (Parent and possible Police involvement)

Behaviour	Definition
Possession/consumption of alcohol/drugs	Student is in possession of or is using illegal drugs/substances or imitation substances
Tobacco/ Smoking	Student is in possession of or is using any tobacco product
Vandalism/Property Damage	Student participates in an activity that results in destruction or disfigurement of school or others' property
Weapons/Dangerous Objects	Student is in possession of knives or guns (real or look alike) or other objects readily capable of causing bodily harm.
Fire lighting	Planning or and/or participating in malicious burning of property or setting a fire within school grounds

CRISIS (Emergency & Crisis Plan activated - possible Police & Community Agency involvement)

Behaviour	Definition
Self-harm	Self-injury where police and/or emergency services are called
Physical assault	Assault on student or teacher where police and/or emergency services are called

Suspensions

Suspension is not intended to serve as a punishment for inappropriate behaviour, but rather it is a protective measure to provide the school with time to plan for strategies and practices to better support the student upon their return to school. If a student is suspended, it means they are required to stay away from school for a set period of time to allow the school to implement appropriate supports that mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. The principles of procedural fairness are fundamental to the implementation of suspension procedures including 1) the right to be heard, and 2) the right of a person to a fair and impartial decision.

•Students from K-2 may be suspended for up to 5 school days

•Student from 3-6 may be suspended for up to 10 school days

Formal Caution

The decision to issue a formal caution is held solely by the principal, or in the principal's absence, the person performing the principal's role (relieving principal). The principal will hold a meeting during which the student is informed on the precise grounds on which caution is being considered. Before issuing the formal caution, the student will be given the opportunity to consider and respond to circumstances leading to consideration of a formal caution. The student's response will be taken into consideration before a decision to formal caution is issued. The principals will attempt to contact the student's parent or carer to inform them of the formal caution. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.

A formal caution is valid for up to 50 school days from the date the caution is issued. This timeframe allows the principal, Wellbeing Team, student, parents and carers, and any other support persons and services to:
•meet to discuss the behaviour/s of concern, the interventions already in place and further actions to support the student.
•put in place further strategies and access supports where appropriate
•review or co-develop individual student support planning.
•support the student to take steps to resolve their behaviour

Students issued with a formal caution to suspend will not automatically proceed to suspension, even if the behaviour of concern continues. Principals have the discretion to decide the appropriate next steps on a case-by-case assessment, including whether it remains appropriate to proceed to a suspension.

Notification of Suspension

When a decision has been made to suspend a student, parents will be notified via a phone call and writing notification of suspension will be provided in writing within 24 hours. The notification will include the date and probable duration of the suspension, the category and specific reasons for the suspension, the clear expectation that the student will continue with studies while suspended, and the clear expectation that the student should not be on school grounds without the prior permission of the principal. Written notification will also include information concerning appeal rights.

Shoalhaven Heads Public School will ensure that this information is accessible for parents who may have difficulty reading or understanding English due to cultural factors and/or disability.

Suspension will be considered if a student causes actual harm to any person; or poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by:
• a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students
• a student's behaviour that causes damage to or the destruction or loss of property.

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern. Behaviours of concern could include;
•physical violence
•verbal abuse
•psychological abuse
•bullying (see Bullying of Students - Prevention and Response Policy) and cyber-bullying (see Cyber-bullying of staff)
•weapons and knives in schools
•racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity (see Anti-Racism Policy)
•misuse of technology

Resolution Process

We do not want students to miss any days at school other than what is necessary. Therefore, when a student has been suspended, a suspension resolution meeting will be held by the principal or delegate–this must include the student, parents, and any staff that are involved in the wellbeing and guidance of the student. The purpose of this meeting is to discuss ways in which we can resolve this suspension and collaboratively formulate a plan of Behaviour supports and strategies for successful re-entry to school.

A full record will be made of the outcomes of the suspension resolution meeting – this will be retained on a file at the school and a copy will be provided to the student and parent.

For more information, please refer to [Parent/carer fact sheet](#)

Expulsion

In serious circumstances of misbehaviour, the principal may expel a student of any age from Shoalhaven Heads Public School. Students expelled from Shoalhaven Heads Public School for misbehaviour may not re-enrol in our school without the approval of the Executive Director, Public Schools NSW.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

Restrictive Practices

A restrictive practice is any action that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. There are 5 categories of restraint –

Seclusion- An example of seclusion is when you put someone alone in a room or space and stop them from leaving

Chemical- An example of Chemical restraint is the use of medicine to change how someone acts

Mechanical- An example of Mechanical restraint is specific equipment that stops people from moving

Physical- An example physical restraint is when you hold someone's body so they cant move

Environmental- An example of an environmental restrain is locking a room or space so nobody can get in or out

There are also 3 school specific categories of restrictive practice: part-day exemption, suspension, and expulsion.

It is vital that any school use of restrictive practices is informed, so that we continue to protect the rights of children and young people, in balance with the safety of staff and others

At Shoalhaven Heads Public School staff have a duty to;

- take reasonable steps to reduce the risk of reasonably foreseeable harm to students in accordance with their legal duty of care
- ensure the health, safety and welfare of employees and other people in the workplace in accordance with obligations under the Work Health and Safety Act.

In some circumstances, it may be appropriate for staff to use restrictive practices to protect students, from a real and immediate risk or threat of injury. In these circumstances, the use of restrictive practices must be proportionate to the risk or threat and necessary to protect the person or others from that threat, that is, there is no other way to prevent the injury.

Restrictive practices should only be used when a teacher has tried everything else they can to keep students safe. Unless it is an emergency or crisis situation, or a response to unintentional behaviour[1], any use of restrictive practices must be planned and agreed, in consultation with the student and their parents/carers

All incidences of use of unplanned restrictive practice due to the circumstances above will be recorded and reported to parents.

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[1] An example of unintentional behaviour is holding a child's hand to cross the road where they do not have any awareness of road safety.

Useful links

Support for Parents

Student Behaviour Policy

Restrictive_Practices_Reduction_and_Elimination_Policy.pdf

Suspension-factsheet.pdf

Grow you Mind

List of related legislation
Commonwealth Australian Education Act 2013 Commonwealth Disability Discrimination Act 1992
Commonwealth Disability Standards for Education 2005
NSW Children and Young Persons (Care and Protection) Act 1998 NSW Education Act 1990 No 8

List of related department of education policies

Anti-Racism PolicyBullying of Students – Prevention and Response
Child Protection Policy: Responding to and reporting students at risk of harm
School Uniform Policy
Work Health and Safety (WHS) Policy

This image will be on display in all learning areas and social skills support strategies explicitly taught as part of a whole school prevention strategy.