

---

SHOALHAVEN HEADS PUBLIC SCHOOL



---

# Wellbeing Procedures

Wellbeing Team  
Last Revised May 2021

## 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 providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our school and community. Principles of equity and justice are evident in school plans, programs and procedures. Shoalhaven Heads Public School is committed to a positive approach to student discipline. We foster student engagement in learning, set clear boundaries, and recognise appropriate behaviour.



## 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 with property

### Responsibility

- Model and follow codes of conduct
- 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 PS.



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.

## Behaviour Code for Students

The principal and school staff, using their professional judgment, are best placed to maintain behaviour 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.

### 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.

## Strategies and Practices to Promote Positive Student Behaviour and Reinforce Student Achievement

At Shoalhaven Heads PS, 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 5 merit awards to students in their class that recognise each one of the following:

**Readers award** – Recognising specific, demonstrated reading behaviours.

**Writers award** – Recognising specific, demonstrated writing 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 learning success.

Students who receive 5 merits will be awarded a Bronze Badge, Distinction Certificate and canteen voucher.

Students who receive 10 merits will be awarded a Silver Badge, Distinction Certificate, canteen voucher and a mufti day.

Students who receive 15 merits will be awarded a Gold Badge 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.

### '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 the Peer Support Australia to promote a better bond and unity across year groups and build resilience. Our buddy system pairs our Year 6 student with a Kindergarten student to support their transition to school.

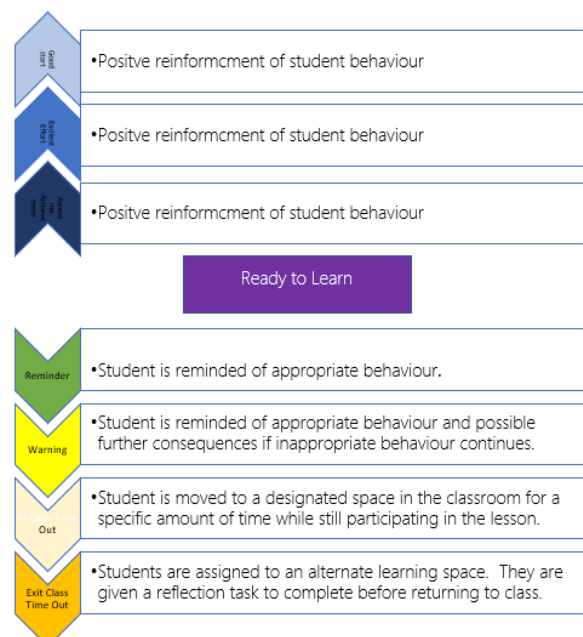
## Student Voice

At Shoalhaven Heads PS, students are provided opportunities to be heard and are an integral part of the school community. The Student Parliament gives students an opportunity to bring 'motions' to improve the school and make notice of culture and functionality through student voice and participation. Self-referral to R&R, 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.

## Whole School Classroom Escalation 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 escalation ladder to celebrate classroom successes (Good Start, Excellent Effort, Awesome Achievement). Students can move down the escalation ladder in response to negative behaviour (Reminder, Warning, In Class Time Out, Exit Class Time Out)



## Strategies and Practices to Manage Inappropriate Student Behaviour

At Shoalhaven Heads PS, 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 in our school and plan how to approach future incidents. School responses to inappropriate behaviour is consistent and proportionate to the nature of the behaviour. Behaviour Management strategies are underpinned by the key elements of developing;

- honesty and sincerity
- positive regard for individuals
- empathy
- individual responsibility
- shared accountability
- an optimistic view of personal growth and change.

## Understanding Restitution and Restoration (R&R) Practice at Shoalhaven Heads PS

R&R is a positive approach to behaviour management that works with students, rather than doing things to them or 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 PS wellbeing plan is focussed on developing;

- quality relationships
- modelling empathy and respectful relationships
- value student voice and utilise collaborative problem solving
- view inappropriate behaviours as opportunities for learning  
apply procedural fairness
- recognise the importance of repairing damaged relationships
- separate the 'deed' from the 'doer'
- use active listening and positive language and tone
- foster self-awareness in the student
- implement consequences that are proportional and fair
- remain future focused

The Restitution and Restoration (R&R) process forms part of our Student Wellbeing procedures. We use this process to encourage students to take responsibility for their actions and to help students understand how their actions impact others. R&R provides an opportunity for all students to have their say 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. Shoalhaven Heads PS is a safe place where young people can learn and thrive in a supportive, enriching environment. R&R focuses on building and maintaining positive relationships across the whole school community and aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.



## Self-Referrals and Check ins for R&R

Self-Referrals and Check Ins are managed in a variety of ways to meet various needs of individual students. R&R conferences take place the day after an incident to ensure there has been time for the students involved to be calm and solve the problem through a negotiated discussion with all parties involved, moderated by the teacher.

Students may attend R&R due to a teacher identified incident (yellow slip), Self-Referral, or to Check In.

The following steps outline the process for responding to a yellow slip as this is a consistent initial approach to incidents.

### Steps for R&R

- After an incident occurs that meets the criteria for R&R the teacher present will document any information they have available on a yellow slip and take immediate action (such as separating conflicting students).
- The following day the students will be informed by the R&R teachers to attend R&R for the first time, which occurs during recess after eating time. During R&R they will be asked to identify why they are there and who else they believe may have been involved or impacted.
- Additional students who are witnesses or who were impacted by the incident, may be asked to attend R&R to give their version of events. If an incident is complex or involves a large group of students, it may take several days to gather all information about the incident. After gathering the information, the R&R teacher works with all parties to come to a consensus about what happened.
- All students who made a negative contribution to the incident will be asked to consider what steps they will take to solve the situation. This information is recorded in our data collection system and will be included in the letter that goes home to parents (with other student's names removed for privacy).
- These students will be expected to attend R&R to follow up and to discuss their progress until they complete their restitution and their parent letter is signed and returned
- Parents are informed of student R&R participation by the R&R teacher through either letters, emails or phone calls. Not all incidents result in parent contact. If a parent requests information, please contact the school office to make an appointment with the R&R teachers

*Note: In the case of an incident that is possibly of a serious nature, this process may be accelerated and be dealt with in a single session of R&R. If the incident is confirmed to be of a serious nature the outcome may be referred to the principal for the final decision*



## Targeted Behaviour Support

Some students may be identified as requiring further behaviour support to succeed at school. These students are eligible to receive additional support in one of our small group programs to help them manage their behaviour and relationships.

## Intensive Individual Support

We understand that some of our students have significant and complex needs in their ability to build relationships, socialise with others, and regulate their emotions and behaviour to engage in learning and play. We are committed to educating these students in order to help them succeed. Students with identified needs are referred and supported by our Learning and Support Team consisting of a team of staff and external providers with specialist expertise in these areas.

## Shoalhaven Heads Behaviour Definitions

Minor	Minor behaviours are handled by the present staff member
Annoying others	Low-intensity annoyance others. Intentional, minor and low-intensity act that elicits negative emotion/reaction from another student.
Disruption	Low intensity, but inappropriate disruption.
Inappropriate Verbal Language	Low intensity instance 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	<p><i>Major</i> problem behaviour is referred directly to the R &amp; R team through a 'yellow slip' filled in with the incident details.</p> <p><i>Major</i> behaviours are those that:</p> <ul style="list-style-type: none"> <li>• Significantly impede the rights of others</li> <li>• Put others/self at significant risk of harm</li> </ul>
Harassment/ Exclusion/ Bullying	<p>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:</p> <p>Race, physical appearance, religion and/or national origin, disabilities gender, ethnic origin, age, other personal matters</p>
Disrespect / Defiance	<p>Defiance - Refusal to follow directions, answering back and/or rude interaction. Repeated failure to follow school rules</p>
Disruption	<p>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</p>
Fighting/Physical Aggression/Threats/ Assaults	<p>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.)</p>
Forgery	<p>Falsifying parent notes, official documents, plagiarism of assignments and assessment tasks</p>
Inappropriate Language	<p>Any time that a student uses language intended to cause student or teacher to feel humiliated, intimidated or threatened – abusive language, inappropriate language, swearing.</p>
Lying/Cheating	<p>Student delivers a message that is deliberately misleading, intending harm to another student or carries potential for serious miscarriage of justice.</p>
Possession of dangerous or banned items	<p>To knowingly possess a dangerous or banned item at school and deliberately brings item to show or use on school grounds.</p>
Property Damage	<p>Deliberate damage of school or others' property.</p>
Truancy/Partial Truancy	<p>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)</p>
Theft	<p>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</p>
other	<p>Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed</p>

## 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
Criminal behaviour	Any criminal act which seriously disrupts the routine of the school and where police and/or emergency services are informed or attend

## Suspension

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. It allows the school time to plan appropriate support for the student to assist with successful re-entry. 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.

- A short suspension is up to and including four school days and can be given for continued disobedience and/or aggressive behaviour (including physical and verbal behaviour).
- A long suspension is up to and including twenty school days and can be given for physical violence, use or possession of a prohibited weapon, firearm or knife, possession, supply or use of a suspected illegal substance, serious criminal behaviour related to the school, use of an implement as a weapon, and/or persistent or serious misbehaviour.

## Decision Process

The decision to suspend 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 suspension is being considered. The student will be given the opportunity to consider and respond to this information. The student's response will be taken into consideration before a decision to suspend is made. Where a long suspension is being considered, the student will be able to have an appropriate observer of their

choosing present at the formal interview.

## Notification Process

When a decision has been made to suspend a student, parents will be notified immediately via a phone call and a notification of suspension will be provided in writing within 24 hours. Shoalhaven Heads PS will ensure that this information is accessible for parents who may have difficulty reading or understanding English due to cultural factors and/or disability. This written notification will include:

- notice of the suspension
- 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, in the case of a long suspension, that a study program will be provided
- the importance of parents cooperatively working with the school in resolving the matter parents responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the principal
- information concerning appeal rights and other appropriate government or community agencies available to provide assistance where necessary.

A student who is suspended will not be sent out of the school before the end of the school day without notification being made to their parents and an agreement reached about arrangements for the collection of the child from school. The school will ensure that adequate supervision is provided for that student at school until those arrangements are made. Parents will also be provided with a copy of the abridged version of the Suspension and Expulsion of School Students Procedures – 2011 document and a copy of the school discipline policy.

## Resolution Process

We do not want students to miss any days at school than what is necessary. Therefore, when a student has been suspended, a suspension resolution meeting with relevant people involved will be held by the principal – this includes 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.

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 the Suspension and Expulsion of School Students Procedures – 2011 document located on the Department's website ([https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)).

## Expulsion

In serious circumstances of misbehaviour, the principal may expel a student of any age from Shoalhaven Heads PS. Students expelled from Shoalhaven Heads PS 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.

## Evaluation and Review

The aim at Shoalhaven Heads PS is to review the plan every year.

## Responsibilities

To provide a safe, respectful and supportive learning environment at Shoalhaven Heads PS, 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
- Ensure key elements are evident

### Parent

- 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

## [Anti-bullying Plan 2020 found on our school website](#)

Bullying of Students - Prevention and Response Policy- In accordance with this policy, principals must ensure that the school implements an Anti-bullying Plan that is developed collaboratively with students, school staff, parents and carers

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.

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.

Other information can be found here:



<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour>

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 Policy](#)

[Bullying of Students – Prevention and Response](#)

[Child Protection Policy: Responding to and reporting students at risk of harm](#)

[School Uniform Policy](#)

[Student Discipline in Government Schools](#)

[Suspension and Expulsion of School Students Procedures – 2011 Staff Code of Conduct](#)

[Work Health and Safety \(WHS\) Policy](#)

### Useful links

[Restorative practices.](#)

[Wellbeing Framework for Schools.](#)

[Fact sheet – Promoting positive behaviour \(PDF 187.11KB\).](#)

[Fact sheet Positive class climate \(PDF 145.25KB\).](#)

[Bullying of Students - Prevention and Response Policy](#)

[Student Wellbeing Framework](#)

[School Communities Working Together](#)

[Short suspension checklist \(PDF 213.77KB\)](#)

[Long suspension checklist \(PDF 194.86KB\)](#)



