

Forest Lodge Public School Student Wellbeing Practices and Procedures



Our vision is to create an inclusive learning environment with high expectations where students understand and follow the core values of Forest Lodge Public School: Learning, Respect and Safety. Our vision compliments the NSW Department of Education Strategic Direction 2018-2022: “Every student is known, valued and cared for in our schools”.

Table of Contents

1. *Purpose*
2. *Our commitment*
3. *Our Responsibility*
4. *Wellbeing defined*
5. *NSW Department of Education Wellbeing Framework at Forest Lodge Public School*
6. *NSW Department of Education Behaviour Code*
7. *How Forest Lodge Public School manages behaviours:*
 - a. *defines expected behaviours (school rules)*
 - i. *Non-classroom settings*
 - ii. *Classroom settings*
 - b. *uses strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.*
 - c. *uses Restorative Justice strategies and practices to manage inappropriate student behaviour in the classroom*
 - d. *uses Restorative Justice strategies and practices to manage inappropriate student behaviour on the playground*
8. *Suspension and Expulsion of students*
9. *Making adjustments*
10. *Duty of Care*
11. *Playground Supervision Responsibilities*

1. Purpose

The purpose of this document is to explain and demonstrate how Forest Lodge Public School:

- implements a broad range of professional practices and strategies which are aligned with and promote the NSW Department of Education's Wellbeing Framework for Schools to create positive learning environments that promote high quality student learning and wellbeing
- sets out expected standards of behaviour within the NSW Department of Education's Behaviour Code for Students
- implements strategies and practices to promote, recognise and reinforce appropriate student behaviour through Positive Behaviour for Learning (PBL)
- implements strategies and practices to manage inappropriate student behaviour using Restorative Justice principles

2. Our Commitment

Forest Lodge Public School has a focus on supporting the development and growth of the cognitive, emotional, social, physical and spiritual wellbeing of all students.

The school understands the critical role that wellbeing plays in the learning process and the key role which the school plays in positively influencing the wellbeing of students, staff and the community.

3. Our Responsibility

We will ensure that the following procedures are monitored, reviewed and communicated to our students, staff and parent/carers on a regular basis.

4. Wellbeing defined

For the purposes of this document 'wellbeing' is defined as:

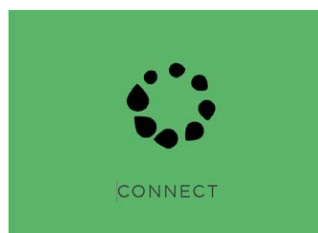
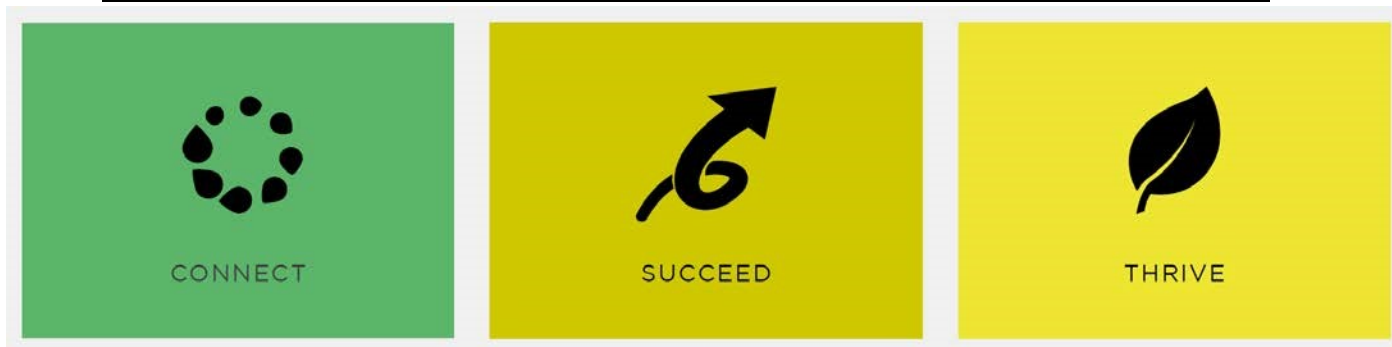
- **Cognitive wellbeing** is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- **Emotional wellbeing** relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
- **Social wellbeing** includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- **Physical wellbeing** is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- **Spiritual wellbeing** relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

Our shared understanding of wellbeing:

- *is that it is dynamic and integral to learning*
- *focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities*
- *recognises the importance of developing and shaping the character of the individual*
- *is multidimensional and interrelated*
- *takes into account the context of children's and young people's lives and uses both*
- *objective and subjective measures*
- *incorporates the views and perspectives of children and young people themselves throughout the different stages of development*
- *considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes*
- *acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.*

From DoE Wellbeing Framework for Schools <https://www.det.nsw.edu.au/wellbeing/about>

5. NSW Department of Education Wellbeing Framework at Forest Lodge Public School



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Professional practices and strategies at Forest Lodge Public School actively connect students to their learning, build positive and respectful relationships and strengthen a sense of belonging to the school and the community.

The school:

- sets high expectations for all students while recognising individual differences
- aims to develop self-regulated learners who regulate their emotions and motivations during the learning process
- provides students with the opportunity to work as learning/teaching resources for each other
- develops, implements and evaluates a social, cultural and academic curriculum which is relevant and meaningful to students
- utilises a mix of pedagogies including guided, modelled, cooperative, inquiry based and independent learning
- promotes learning environments which encourage cooperative learning
- provides a range of effective feedback that promotes reflective learning
- ensures that regular communication occurs between the school and parent/carers
- implements Positive Behaviour for Learning (PBL) which includes clearly articulated behavioural expectations and values and which are stated positively and displayed throughout the school
- embeds social and emotional learning into teaching practices, including the explicit teaching of the school's expected behaviours
- implements and monitors an Anti-Bullying Plan which is developed collaboratively with students, staff and the community (*Refer to Forest Lodge Public School Anti Bullying Plan*)
- provides a range of opportunities for meaningful students' participation and leadership, including students' voice and decision making in classrooms and across the school
- implements the DEC Anti-Racism Policy, including the identification of an experienced teacher to be the Anti-Racism Contact Officer (ARCO)
- encourages students to wear full school uniform



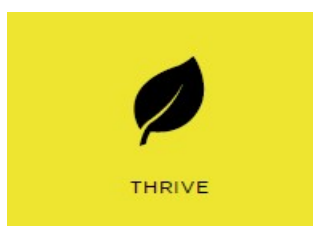
Our students will be respected, valued, encouraged and supported to succeed.

Professional practices and strategies at Forest Lodge Public School contribute to students feeling respected, valued, encouraged and supported to succeed.

The school:

- builds and nurtures professional relationships with students

- ensures that all staff participate in Child Protection Training and annual updates and comply with mandatory requirements to report suspected risk of significant harm
 - coordinates, through its Learning Support Team, a range of services for families and children to enhance safety and wellbeing needs (*Refer to Forest Lodge Public School Learning and Support Guidelines and Practices*)
 - supports students in out of home care in accordance with the Out of Home Care in Government Schools Policy
 - utilises its Learning and Support Team to coordinate and plan support for students with disability and additional learning needs and participates in the annual Nationally Consistent Collection of Data on School Students with Disability (NCDD) (*Refer to Forest Lodge Public School Learning and Support Guidelines and Practices*)
 - develops, implements and evaluates strategies to respond to inappropriate behaviour ensuring there is a strong focus on Restorative Justice principles
 - implements Positive Behaviour for Learning and has an active team with full representation across the school
 - implements Peer Support across the whole school
 - utilises Flexible Funding for Wellbeing to employ additional Learning Support Officers and Learning Support Teachers
 - implements The *Tell Them From Me* or other surveys for students, staff and parent/carers which assists the school to develop insight into student engagement and wellbeing, and the impact of teaching practices at their school, from the perspective of students, teachers and parent/carers
 - provides a range of sporting, creative and performing opportunities for students to showcase their skills and talents
-



Our students will grow and succeed.

Professional practices and strategies at Forest Lodge Public School enable students to grow and succeed.

The school:

- promotes and models healthy eating and good nutrition in school programs and activities relating to or involving food and drink, including Crunch n Sip
- implements the NSW Healthy School Canteen Strategy within school canteens
- provides a range of shelters for students during playtime and promotes the wearing of hats
- assist all students who have Individual Health Care Plans, including the development and monitoring of Health Care Plans
- provides support for students to protect their health and safety at school and/or engaged in school activities (*Refer to Forest Lodge Public School First Aid Plan*)
- manages exposure to potential sources of allergens (*Refer to Forest Lodge Public School Managing Exposure to Potential Sources of Allergens*)
- reports cases of vaccine preventable diseases as listed on the student health website to the local public health unit

6. NSW Department of Education Behaviour Code

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

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

7. How Forest Lodge Public School manages behaviour

The Wellbeing Framework for schools states that every school will implement a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning. Forest Lodge Public School implements Positive Behaviour for Learning (PBL) which is a comprehensive integrated whole school approach to student wellbeing and behaviour. PBL provides a proactive framework for schools to ensure successful learning environments to support the wellbeing and academic success of every student. All staff teach students expected behaviours. When students follow the expectations, teachers acknowledge and encourage students to continue to follow the expectations by providing specific positive feedback and using the PBL tickets. By making sure students know what is expected of them, schools are able to prevent issues from occurring and set students up to succeed.

The school has a very active team with full representation from across the school and aims to:

- define and teach expected behaviours to students through a clear, school wide system
- identify and celebrate positive behaviours through a school-wide acknowledgement system
- design, implement and evaluate programs and initiatives that support the NSW Student Wellbeing Framework
- develop, implement, monitor and evaluate systems for responding to minor and major behaviours

a. Defines expected behaviours (school rules)

Forest Lodge Public School defines expected behaviours, utilising school wide values in classroom and non-classroom settings.

Our school wide values are:

Forest Lodge school-wide expectations are:

Respect Safety Learning

Students, staff and the community of Forest Lodge Public School aim to meet these expectations every day. Signs are placed around the school describing our expectations in all settings.

i. Non-classroom settings

Playground

Respect

- We share the space
- We take turns
- We treat others kindly
- We clean up after ourselves

Safe

- We wear a hat
- We stay in bounds
- We keep our hands, feet and body to ourselves



Learning

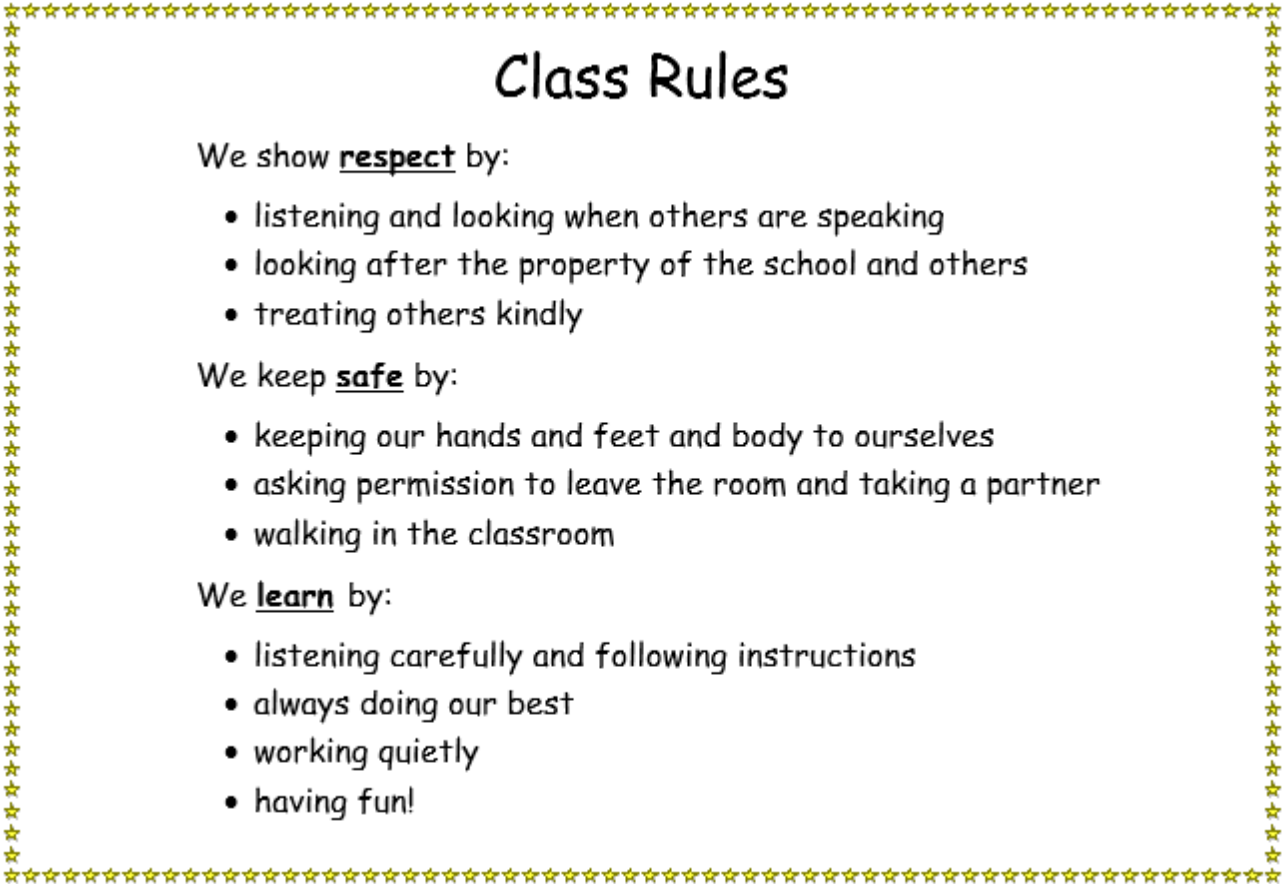
- We play by the rules
- We listen to bells and announcements and respond
- We follow teacher instructions

Forest Lodge Public School PBL Matrix: Non-Classroom Settings

	Hallways and stairs	Assembly	Toilets	Playground	Fixed Equipment
Respect	<ul style="list-style-type: none"> • Move to the side for others • Walk quietly • Respect the learning of others • Keep your hands, feet and body to yourself 	<ul style="list-style-type: none"> • Keep your hands, feet and body to yourself • Listen and look with respect to the presenters • Respectfully applaud 	<ul style="list-style-type: none"> • Use a quiet voice • Respect privacy • Keep toilet area clean 	<ul style="list-style-type: none"> • Share the space • Take turns • Play cooperatively • Ask others to join in • Put rubbish in the bin • Return all equipment • Follow teacher instructions 	<ul style="list-style-type: none"> • Give each other space • Take turns • Play on the parallel bars and sit somewhere else
Safety	<ul style="list-style-type: none"> • Walk on the left • Look and listen while you walk • Keep a safe space between you and others • Walk with a partner at all times 	<ul style="list-style-type: none"> • Walk into and out of the hall • Sit on the floor • Use the stage stairs • Keep hands, feet and body to yourself 	<ul style="list-style-type: none"> • Wash your hands • Flush • Return directly to class • Always have a partner and wait outside the toilet for your partner • Ask for permission during class time • Keep hands, feet and body to yourself 	<ul style="list-style-type: none"> • Wear a hat and sunscreen • Use all equipment safely • Keep hands, feet and body to yourself • Only eat your own food • Sit on the silver seats • Ask a teacher for help when things go wrong • Stay in bounds 	<ul style="list-style-type: none"> • Tips on the ground • Hands, feet and body to ourselves • Shoulders below the bars • Walk when on the equipment • Parallel bars are for active play • Only play where we can reach - If you can't reach, you can't climb
Learning	<ul style="list-style-type: none"> • Use a quiet voice • Use the closest stairwell • Walk directly back to class 	<ul style="list-style-type: none"> • Listen actively to learn from the presenters • Show appreciation for presentations 	<ul style="list-style-type: none"> • Use the toilet during recess and lunch • Use water wisely 	<ul style="list-style-type: none"> • Listen to bells and respond • Walk to your class area on first bell • Follow teacher instructions 	<ul style="list-style-type: none"> • Strengthen your muscles • Improve your balance

ii. Classroom settings

Every classroom at Forest Lodge Public School has classroom rules that align with the school's core values: Respect, Safety and Learning. An example from a classroom may be:



Class Rules

We show respect by:

- listening and looking when others are speaking
- looking after the property of the school and others
- treating others kindly

We keep safe by:

- keeping our hands and feet and body to ourselves
- asking permission to leave the room and taking a partner
- walking in the classroom

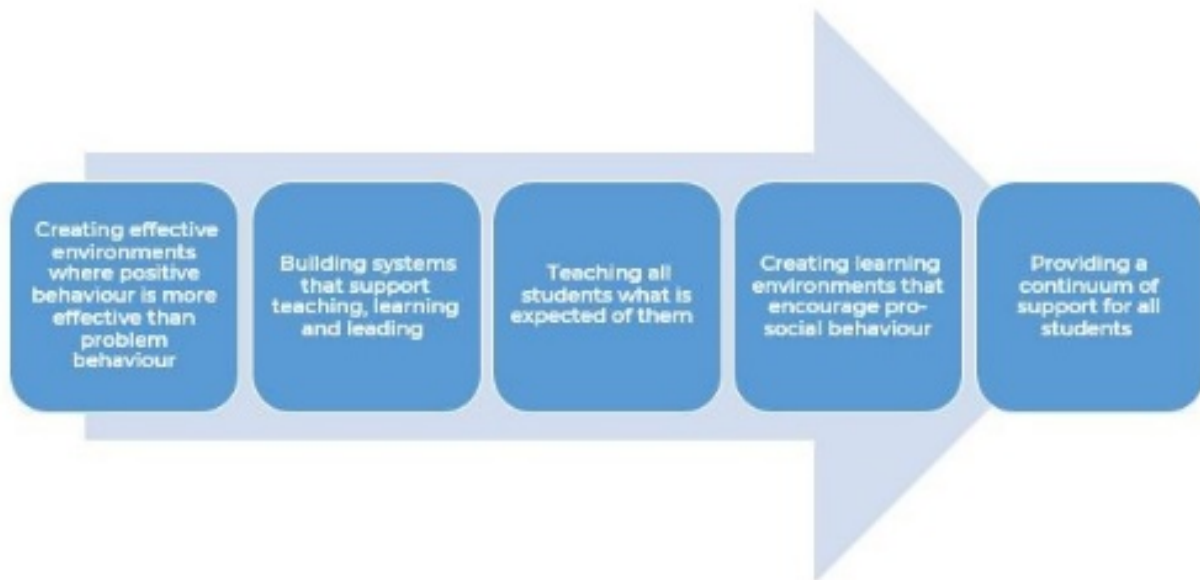
We learn by:

- listening carefully and following instructions
- always doing our best
- working quietly
- having fun!

b. uses strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.

Forest Lodge Public School has implemented the NSW Department of Education process of **Positive Behaviour for Learning** (PBL). PBL is an evidence-based whole school process to improve learning outcomes for all students. It brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. In 2016, our PBL committee led the all stakeholders in the school in deciding upon the core values of our school: **Respect, Safety and Learning.**

The overarching goals of PBL as a wellbeing framework include



The implementation of the PBL process at Forest Lodge Public School has at its core the goals of:

- reducing problem behaviour
- increasing time focused on instruction
- improving the social-emotional wellbeing of our students
- allowing positive and respectful relationships among students and staff
- supporting teachers in teaching, modelling and responding effectively to student needs
- creating a predictable learning environment where staff and students know what is expected.

There are three specific aspects to PBL Multi-Tiered Systems of Support:

- **Tier 1 Universal Prevention** – to create a preventative, positive learning environment for all students
- **Tier 2 Targeted Interventions** – to improve social-emotional skills for students who need additional support
- **Tier 3 Individualised Intensive Supports** - for students who have experienced academic and behavioural difficulties over an extended period of time.

Tier 1 Universal Support at Forest Lodge Public School

Universal Support is the foundation for PBL. The focus is on establishing a whole-school planned approach to wellbeing and strengthening the school learning culture. This has resulted in our school PBL team in consultation with school leaders, teachers, parents and student leaders:

- **Defining Expected Behaviours** in non-classroom settings and allowing classroom teachers, with their students, to define expected behaviours in their classrooms.

- Teaching Expected Behaviours Clear, shared expectations for behaviour are explicitly taught for different school settings. Central to this explicit instruction is what to do when things go wrong and how to get help from teachers.
- Encouraging Expected Behaviours through:
 - explicit teaching of expected behaviours
 - consistent positive feedback
 - praising and rewarding appropriate behaviours using the 4:1 ratio of positive reinforcement to negative intervention
 - placing signs and notices explaining expected behaviours in specific settings
 - modelling appropriate behaviours
 - providing opportunities for students to role play and practice appropriate behaviours
- FLPS teachers learning about and using Effective Classroom Practices through internal and external professional learning, procedural documents, collegial discussions and team teaching
- Responding to Problem Behaviour through the use of system and procedure based on the Restorative Justice framework. Teachers use a range of strategies to respond to students who are not following the school's expectations
- Reviewing and monitoring ongoing data through entering of behaviour and wellbeing data in Sentral. This includes using automatic notifications as well as regular behaviour reviews by the PBL team, Learning Support Team, executive team and Learning Support Teachers to analyse data and respond to problematic behaviours by identifying patterns and/or complete a functional behaviour analysis.

Tier 2 Targeted Interventions and support at Forest Lodge Public School

Some students may need additional support and instruction for their learning. The focus of Tier 2 Targeted Interventions is on staff intervening to support students. Tier 2 Targeted Intervention provides additional support, instruction and feedback that will help students to effectively engage in the classroom and on the playground. To achieve this, our school has established processes so that targeted supports are available to respond to student need as evidenced by:

- student data on wellbeing in Sentral
- information from teachers, the PBL team, the Learning Support Team, our school executive team and/or parent information
- external information sources related to student wellbeing
- Personalised Learning Plans for students identified in our NCCD data collections
- NSW Department of Education priorities, wellbeing programs and initiatives
- Teaching and learning programs initiated by the school

Tier 2 specific interventions at Forest Lodge Public School

1. Passive Play

Passive Play is an initiative brought into the school in 2019 to allow any student to play in the hall at recess and lunch. Passive Play provides a quiet, indoor space for students to use. Students can bring their own games, books and other resources to Passive Play or make use of the resources provided in the hall for Passive Play. Students are supervised by a teacher and are able to come and go from the playground.

The Passive Play space and time period is also used by members of the PBL, executive and/or Learning Support Team to implement Tier 2 Targeted Interventions for individual students or small groups of students. Parents will be notified if their child is receiving Tier 2 Passive Play interventions. Information will be provided to parents as to the reasons why their child is receiving Tier 2 interventions, the expected behaviours of their child and the time period involved. Tier 2 Passive Play intervention may take place in the hall or in a small classroom if necessary and is part of the PBL re-teach phase of learning. Individual students or small groups of students experience the re-teaching of PBL lessons around expected behaviours on the playground based on negative behaviours exhibited by the student/s involved. Any behavioural issues or patterns that have arisen with the students involved are discussed around the basis of reflecting on what has happened, what the expected behaviours are, what to do if things go wrong and how they will be supported in transitioning to the playground. Expected behaviours made be modelled, role-played and expectations made clear. Positive rewards are made explicit as well as the time period students are expected to attend Passive Play.

2. Supervision

Members of the Executive team and/or Learning Support Team after examining wellbeing data in Sentral may decide that specific groups of students, individual students, or areas of the playground required targeted supervision. The Assistant Principal “on-call” at recess and lunch or Learning Support teacher may be asked to monitor, support and report back with regards to the following of expected behaviours by the student/s involved on the playground. This may form part of a response to a particular incident, inform the deployment of resources, including SLSOs, and inform changes in practices, routines and rules.

3. Social Skills groups

Each year in Kindergarten, our Kindergarten teaching team and the Kindergarten Assistant Principal identify any Kindergarten students requiring Tier 2 Targeted Interventions for socialising, communicating and interacting with their peers on the playground. Groups are formed and explicit teaching, modelling and role-playing of safe, respectful behaviours takes place each week. These groups continue on a need basis and may narrow to a small group with increased regularity in the week if our Sentral wellbeing data identifies a need. Similarly, other Social Skills groups in other friendship groups, classes or year groups may need to be formed based on wellbeing data and an identified need. These may be in the form of formalised lessons or informal “check-in” sessions to promote positive interactions and behaviours between the students.

4. Secret Agent Society

The Secret Agent Society (SAS) Computer Game Pack and Small Group Program help kids 8 to 12 years of age crack the code of emotions and friendships. Junior Detectives graduate from SAS equipped with the skills to feel happier, calmer and braver while making new friends and keeping them. Forest Lodge Public School uses SAS as a Tier 2 Targeted Interventions for students targeted within our NCCD cohort. Our Learning Support Teacher is trained in the implementation of the SAS program and conducts weekly sessions with targeted students.

Tier 3 Intensive Interventions

A few students may need more intensive support and instruction. The focus of Tier 3 is on staff intervening early to support individual students or if required, responding to data and information on student. Forest Lodge Public School forms Tier 3 Intensive Interventions for a student based on:

- a collaborative team and planning process with parent input and involvement
- identified needs for adjustments on pre-enrolment or enrolment
- input from teacher stakeholders as well as wellbeing data in Sentral
- linking the student’s behaviours to align with universal systems in the school
- Personalised Learning Plans, Behaviour Management Plans or Individual Risk Assessments
- information, instruction and support from school services, the Learning Support Team and external agencies

Tier 3 specific interventions at Forest Lodge Public School

1. Resource deployment

Some students may receive Individual Funding support from the NSW Department of Education. For students not on Individual Funding support, the Forest Lodge Public School may use its core funding to provide Tier 3 Specific Interventions for students. Where this occurs, the Learning Support Team and/or school executive will deploy resources to support the child with meeting expected behaviours. Resources may include:

- 1:1 support in the classroom from a Learning Support Teacher
- 1:1 support in the playground from a Learning Support Teacher
- 1:1 support in the classroom from a Student Learning Support Officer (SLSO)
- 1:1 support in the playground from a Student Learning Support Officer (SLSO)
- the purchasing of physical resources to support the student with engagement, socialising and meeting behaviour expectations

Where the student receives 1:1 support, the time, duration, location and frequency of the support relates to a functional assessment of their behaviour, teacher input, anecdotal observations of teachers and support staff,

wellbeing data from Sentral etc. Support may be during transitional times in the day, focus on following rules on the playground or relate to a specific behaviour expectation in a specific location or context.

2. Social Stories

Social stories explain social situations to children and help them learn socially appropriate behaviour and responses. These stories are sometimes called social scripts, social narratives or story-based interventions. Social stories do this by explicitly pointing out:

- details about the setting
- what typically happens in that setting
- what actions or behaviour are expected from children in the setting.

This can help students manage difficult behaviour and learn new skills. Forest Lodge Public School widely makes use of social stories as a Tier 3 Specific Intervention.

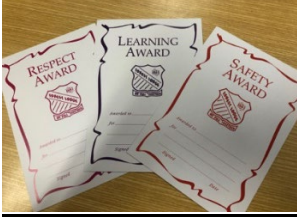


3. Assistance Calls

In 2019 Forest Lodge Public School commenced using Assistance Calls as a Tier 3 Specific Intervention. Staff seek assistance in all contexts and environments using digital and telephone systems. Their purpose is to:

- support and assist an individual student with their behaviour, emotion or safety
- support other students in class or on the playground who are at risk due to the actions of an individual student
- support and assist the classroom teacher with an individual student
- support and assist a teacher on playground duty with emotional, unsafe or problematic behaviour with a student or group of students

C. promotes, recognises and reinforces appropriate student behaviour and achievement

In addition to the implementation of the professional practices and strategies which are aligned with the NSW Department of Education's Wellbeing Framework for Schools, Forest Lodge Public School has rewards in place to recognise and promote positive behaviour.

Award	Description	Example
Merit awards	<p>3 PBL Merit Awards are given out at each assembly by the classroom teacher. These are awarded to students who have followed the school values and applied themselves to learning across all areas of the curriculum.</p> <p>Parents/carers are encouraged to attend these assemblies.</p>	
Positive Behaviour for Learning Cards	<p>Students may receive PBL cards from all staff in classroom and non-classroom settings. These are placed in boxes outside the staffroom and tallied. At the end of each term, the winning house receives a prize.</p> <p>This prize is decided upon by the Student Representative Council (SRC).</p>	
Student of the Week	<p>Each week, classroom teachers select a student to receive Student of the Week. They receive a certificate and prize.</p>	
Class rewards	<p>Subject to teacher preference, age of students etc. Examples include but are not limited to dojo points, stickers and stamps.</p>	

d. Uses Restorative Justice strategies and practices to manage inappropriate behaviour in the classroom

There may be occasions when students are unable to manage their behaviour for a broad range of reasons. Their inability to manage their behaviour can negatively impact on the teacher's ability to teach, on their ability to learn and on the ability of other students in the classroom to learn. It is imperative that quality teaching and learning remain at the forefront of the school's work and to that end it is a priority for the school to manage inappropriate behaviour in a positive and supportive manner to enable students to engage with learning.

The school is committed to ensuring students who are experiencing difficulties managing their behaviour are treated with dignity and respect and have access to a range of support including:

- conferencing with their class teacher and/or their parent/carer/carer
- conferencing with Assistant Principal's the Principal or Learning Support Officer and/or their parent/carer
- referral to the Learning Support Team.

Forest Lodge Public School implements a reminder system when students are not following the classroom rules. The purpose of the reminder system is not punitive, rather to:

- provide the students with time to reflect on their personal behaviour
- redirect the student through restatement of the rule
- provide feedback and the opportunity redress their behaviour.

The reminder system may provide opportunities for parent/carer feedback on the behaviour of their child.

Reminder 1

Students are given a reminder if they are not following a classroom rule

Reminder 1: The teacher provides adequate take up time and restates the rule.

The teacher describes the expected behaviour to the student in a calm and supportive manner.
Teacher reteaches and/or restates expected behaviour.

Reminder 2

Reminder 2: The teacher provides adequate take up time and restates the rule.

The teacher describes the expected behaviour to the student in a calm and supportive manner.
Teacher reteaches and/or restates expected behaviour.

Timeout

1. On the third reminder, the child is placed into Timeout in the classroom. The Timeout desk is within the classroom at a different desk.
2. In Timeout, the student completes a Timeout sheet which uses the Restorative Justice questioning techniques.
3. The teacher conferences with the student and develops a plan to enable the student to resume learning. The student returns to the class group.

Any further reminders results in the student taking their Timeout sheet to Support Desk in their Buddy Class, the Assistant Principal or Principal. A First Time at Support desk parent letter is completed by the teacher and sent home.

Student resumes learning in their classroom.

If a student returns to their classroom and receive another reminder they will be sent back to the Stage Assistant Principal or Principal for continued inappropriate behaviour.

Timeouts in class are recorded and logged in Sentral - Wellbeing. Teachers make a copy of any Timeout sheets and place them in the Timeout folder in their classroom. A copy may be uploaded into Sentral.

The time spent in timeout and at support desk can vary based on a variety of factors including:

- Where the student has come from
- What is happening in the room

As a guide, a student will spend no longer than a lesson (1 hour).

Forest Lodge Public School
Timeout Restorative Reflection Sheet



When things go wrong

When someone gets hurt

Name: _____

Class _____

Date _____

Focus value:

RESPECT

SAFETY

LEARNING

Referred by: Location:..... Time.....

STUDENT REFLECTION

WHAT HAPPENED?

.....

.....

.....

.....

.....

WHAT WERE YOU THINKING ABOUT AT THE TIME?

.....

.....

.....

WHAT HAVE YOU THOUGHT ABOUT SINCE?

.....

.....

.....

WHO HAS BEEN HURT OR UPSET BY WHAT YOU HAVE DONE? Friends, teachers, family

WHAT DO YOU THINK NEEDS TO HAPPEN TO MAKE THINGS RIGHT?

.....

.....

.....

CUMULATIVE TIMEOUTS

When a child has 2 Timeouts in one week, the parent/carer Timeout letter and student completed Timeout sheets are sent home to the parent/carer. The teacher and/or Assistant Principal may set up a meeting with the parent/carer and/or the student.

When a child has 3 Timeouts in one week, the Assistant Principal and/or classroom teacher will arrange a meeting with the parent/carers. The Principal and/or Learning Support Teacher may attend. The member of the school executive is responsible for leading the discussion to revisit the school values, the expectations in the classroom, consequences if the behaviour does not improve and to develop a plan for the future.

If the child has a fourth Timeout in the week, the child and parent/carers will have a Warning to Suspension meeting with the teacher, Assistant Principal and Principal. The Principal records the Warning to Suspension in faculty folder. This is at the teacher's discretion when the amount of timeouts have occurred over a period of time.

CUMULATIVE SUPPORT DESK

If a student has more than one Support Desk in a week, the child and parent/carers will have a Warning to Suspension meeting with the teacher, Assistant Principal and/or Principal. The Assistant Principal or Principal records the Warning to Suspension in Sentral as a Follow up. A copy of the Warning to Suspension letter is uploaded into Sentral. Where the Support Desk visits are over more than one week, the student receives a Second Support Desk Letter and so on.

If a student is placed in Support Desk and it would be for the 4th time in a term, rather than Support Desk, the parent/carer and/or student may meet with the Principal for a Warning to Suspension meeting or a Suspension may be decided by the Principal. This is recorded in Sentral, faculty and in school records. Further major behaviour incidents in the classroom could result in suspension at the discretion of the Principal.

IMMEDIATE SUPPORT DESK

In classrooms, there are major behaviours that are considered to require an Immediate Support Desk. They may include:

- aggressive behaviour
- verbal or physical abuse
- absconding
- racist, sexist or homophobic language
- destruction of school property
- disrespect to adults and peers
- any form or inappropriate touch or language, and
- inappropriate use of digital devices and online services

When a major behaviour occurs in the classroom, the teacher sends the student to Immediate Support Desk in a buddy classroom, the Assistant Principal's classroom or to the Principal. The student completes the Immediate Support Desk reflection sheet and the teacher/supervisor completes the parent/carer letter and signs it. The teacher completes an Immediate Support Desk parent letter and it is sent home with the student. All incidents are recorded in Sentral.

At a suitable time, the behaviour of the student is discussed by the teacher, Assistant Principal and/or Principal. It is then at the Principal's discretion as to whether the incident is recorded and dealt with as a Support Desk, Warning to Suspension or Suspension. This decision may be based on student history, adjustments being made for the child and the severity of the behaviour. All details are recorded in Sentral.

Forest Lodge Public School Support Desk



- Immediate support desk
- First support desk
- Second support desk
- Third support desk

Date.....

Dear

This letter is to inform you that.....behaviour in the classroom today was outside the values of Forest Lodge Public school.

- RESPECT
- SAFETY
- LEARNING

DESCRIPTION OF BEHAVIOUR

.....

.....

.....

.....

It was necessary to send them to support desk in another classroom.

We ask that you discuss this matter with your child and refer them to the values of the school to reflect and make more positive behaviour choices in the future.

Please complete the slip below and return to your child's classroom teacher.

Thank you for your co-operation and support.

Yours sincerely,

.....

Teacher

.....

Assistant Principal/Principal

.....

Notice of Support Desk

Dear

I acknowledge receipt of your letter and will attend to this matter.

Comments:.....

.....

.....

.....

Signature:.....

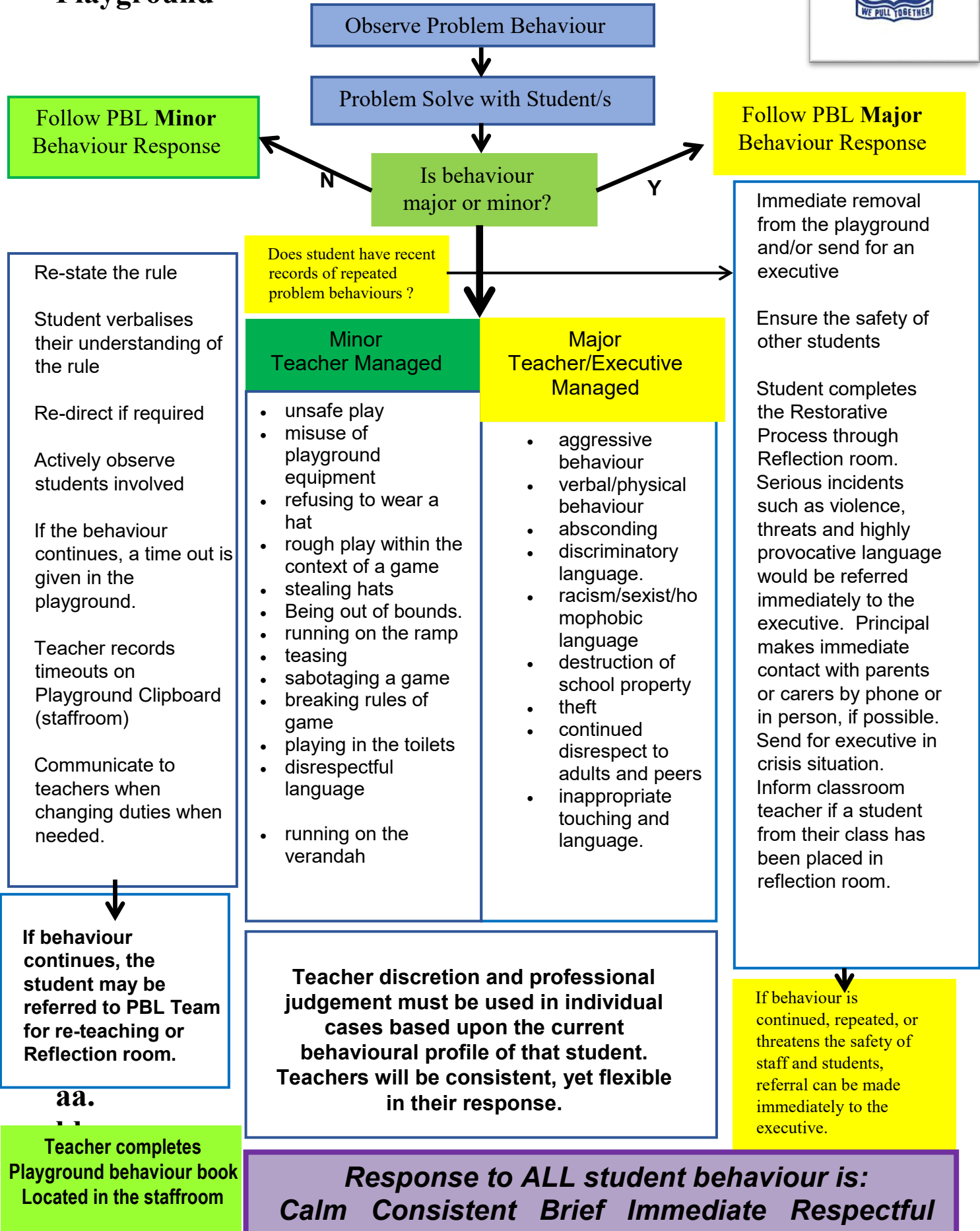
(Parent/Carer)

.....

Date



Major and Minor Behaviour Consequence Flowchart Playground



c. Uses Restorative Justice strategies and practices to manage inappropriate behaviour on the playground

Forest Lodge Public School has a PBL matrix of behaviours for the playground. The school utilises a Reminder System on the playground. When a student demonstrates an inappropriate minor behaviour, they are given a reminder. When the behaviour occurs again, they are placed in Timeout on the playground and this is recorded on the Timeout slips. This data is placed into Sentral and cumulative timeout notifications are automatically enabled.

If a child has 3 Timeouts on the playground in a one-week period (Monday – Friday), the child is placed in Reflection Room.

Forest Lodge Public School Playground Behaviour – Time Out

Student:	Class:	Date:	Time:
Teacher on Duty			
Location of Incident: (please tick)			
<input type="checkbox"/> Toilets	<input type="checkbox"/> Basketball Court	<input type="checkbox"/> Fixed Equipment	<input type="checkbox"/> Area near Briarbank
<input type="checkbox"/> COLA	<input type="checkbox"/> Grass Area	<input type="checkbox"/> Canteen	<input type="checkbox"/> Ramp
<input type="checkbox"/> Infants Fixed Equipment	<input type="checkbox"/> Infants Grass Area	<input type="checkbox"/> Infants Area in front of Kindergarten rooms	
REASON(S) FOR THE REFERRAL:			
SAFETY Minor: <ul style="list-style-type: none"> <input type="checkbox"/> Non-accidental physical contact <input type="checkbox"/> Rough play <input type="checkbox"/> Walking around the school during class time without a partner <input type="checkbox"/> Using play equipment dangerously <input type="checkbox"/> Out of bounds (near Briarbank, in the school building at recess or lunch, on the wrong playground) <input type="checkbox"/> Running on the equipment <input type="checkbox"/> Not keeping shoulders below the bars <input type="checkbox"/> Running on the ramp <input type="checkbox"/> Playing in the toile 	RESPECT Minor: <ul style="list-style-type: none"> <input type="checkbox"/> Disrespectful language to students <input type="checkbox"/> Property misuse <input type="checkbox"/> Not sharing the space <input type="checkbox"/> Not putting rubbish in the bin <input type="checkbox"/> Not following teacher instructions <input type="checkbox"/> Disrespectful language to teachers 	LEARNING Minor: <ul style="list-style-type: none"> <input type="checkbox"/> Breaking the rules of a game <input type="checkbox"/> Not responding to bells (going to the correct area to wait for the second bell) 	
POSSIBLE MOTIVATION: <ul style="list-style-type: none"> <input type="checkbox"/> Attention from peer(s) <input type="checkbox"/> Attention from adult(s) <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Obtain item 		OTHERS INVOLVED: <ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Unknown <input type="checkbox"/> Casual Teacher Name(s):	

d. **Uses Restorative Justice strategies and practices to manage inappropriate behaviour on the playground**

Immediate removal and/or executive assistance

When a child's behaviour is identified as a major behaviour, they are immediately removed from the playground. The teacher will send in a student to get a member of the executive to come to the playground. If the child refuses the direction of the school executive, the parent/carer/carer will be notified immediately and further action will be taken.

The student may be placed immediately into Reflection Room. Alternatively, the Principal or member of the executive will counsel the student. Any major behaviour issues may result in Warning to Suspension or Suspension.

In the event of a physical altercation, teachers should use their Managing Actual or Potential Aggression (MAPA) training strategies and/or provide minimal intervention, use clear language and ask the student to stop the behaviour.

If the child has absconded, the teachers and support staff needs to alert any member of staff immediately, visually monitor the student and stay within the grounds of the school. The executive and Principal will action the situation, including call the Police, parent/carer and carer and Critical Incident Hotline.

REFLECTION ROOM

Reflection room is for major behaviours and/or repeated Timeouts on the playground. A teacher is rostered to counsel the student using the Restorative Justice strategy. A copy of the reflection room sheet is sent home to parent/carers to be signed and returned to school the following day. A copy is kept by the school and all data is placed into Sentral by the teacher completing the report.

If a student is placed in Reflection Room and it would be for the 4th time in a term, rather than Reflection Room, the parent/carer and/or student may meet with the Principal for a Warning to Suspension meeting. This is recorded in Sentral and in school records. Further major behaviour incidents on the playground could result in suspension at the discretion of the Principal.

Forest Lodge Public School
Reflection Room - Playground Behaviour



When things go wrong

When someone gets hurt

Name: _____ **Class** _____ **Date** _____

Focus value:

RESPECT

SAFETY

LEARNING

DESCRIPTION OF BEHAVIOUR

.....
.....
.....
.....
.....
.....

Reported by:..... Location:..... Time.....

STUDENT REFLECTION

WHAT HAPPENED?

.....
.....
.....

WHAT WERE YOU THINKING ABOUT?.....

.....
.....
.....
.....

WHAT HAVE YOU THOUGHT ABOUT SINCE?.....

.....
.....
.....

WHO HAS BEEN HURT OR UPSET BY WHAT YOU HAVE DONE? Friends, teachers, family

.....
.....
.....

WHAT CAN YOU DO TO MAKE THINGS RIGHT?.....

.....
.....
.....

Dear Parent/Carer

Your child _____ was placed in Reflection Room to allow time and space for them to reflect on their behaviour and to understand how it has affected others. The core values of the school were discussed with your child and we appreciate your support by reinforcing these values with your child.

Please comment, sign, date and return this note to the school.

.....
.....
.....
.....
.....
.....
.....
.....

8. Suspension and Expulsion of students

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations. Suspension gives the school For further information refer to the [NSW Department of Education's Suspension and Expulsion of School Students Procedures \(PDF 1341.32 KB\)](#)

9. Making adjustments when necessary

In Kindergarten, students are learning how to be safe, respectful learners. We acknowledge that Kindergarten students may require may support and time to make adjustments to expectations of behaviour at school. All teachers make adjustments and considerations in implementing the Behaviour Management Flowchart for Kindergarten students.

All students with a disability should enjoy the same opportunities and choices in their education as students without disability. All Australian education providers have obligations to students with disability and additional learning and support needs. Under the Disability Standards for Education 2005 all principals and teachers have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their peers through rigorous, meaningful and dignified learning. The Disability Standards are Australian law under the Disability Discrimination Act (DDA) 1992. Adjustments are made for students with a disability in accordance with the *Disability Standards For Education 2005*. This may be achieved by making reasonable [adjustments](#) to suit each individual student's education needs and may include any reasonable adjustments to the learning program or to the school's physical environment – and the provision of additional support – to assist each student fulfil his or her potential. These adjustments are made in consultation with parent/carers, classroom teachers and/or the Learning Support Team. These discussion may take place in individual education plan meetings, learning and support meetings and stage meetings. These adjustments may be a part of an Individual Behaviour Plan and/or Individual Risk Assessment. More information about reasonable adjustments can be found at <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning>

10. Duty Of Care

The duty-of-care requires “reasonable” measures to protect students against risks of injury which reasonably could be foreseen. The duty-of-care has been expressed by the courts as “requiring teachers to take such measures as in all circumstances are reasonable to prevent injury to the student”. The duty is not to ensure that there is no injury but to take reasonable care to prevent injury which could reasonably have been foreseen. This duty-of-care will arise whenever a teacher/student relationship exists and the following apply:

- a teacher is to take reasonable measures in the circumstances to protect a student under the teacher's care from risk of harm. This requires not only protection from known hazards, but also protection from those that could foreseeably have arisen and against which preventative measures could have been taken.
- a higher standard of care is required for younger students and those with disabilities. Generally speaking, the less experienced the student, the higher the standard of care the Courts will expect to be exercised.
- a teacher's duty of care will arise whenever there is a teacher/student relationship and not just when the teacher is assigned for supervision duties e.g.: if a teacher walks through the school grounds or buildings and becomes aware of a situation that is putting students at risk, the duty of care would require taking reasonable steps to rectify the situation.

11. Playground Supervision Responsibilities

The School Executive is responsible for making and administering arrangements for adequate playground supervision. Duty rosters and duty area descriptions are published for staff. One teacher is specifically assigned to the primary play equipment.

- When staff are absent from school a replacement is assigned by the executive.
- Supervising teachers are required to wear a fluoro vest. They are expected to arrive at the assigned area promptly and to not leave the area until the end of the rostered duty or they are relieved from their duty.
- Supervising teachers are required to provide **active supervision** being the professional expectation that teachers are mobile and visible.

- Supervising teachers are required to use the language of the school values and Minor and Major Behaviour Matrix to inform decision-making around student behaviour
- Teachers use PBL cards to reward positive playground behaviours, being mindful of the 4:1 ratio of positive interactions with students
- Supervising teachers are required to use their playground bags to provide first aid and direct students to the office for first aid if appropriate