Edmondson Park Public School Behaviour Support and Management Plan

Overview

Edmondson Park Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. At EPPS our psychological base is Choice Theory.

The principles of **Choice Theory** underpin our school's approach to behaviour plans and procedures. This philosophy is about creating conditions for each student to progress towards responsible, self-management whilst learning about the five main needs that drive people to behave the way they do. The five basic human needs as described by Choice Theory are:

Survival

- -A safe environment -All student needs are
- -Students feel valued and accepted

Freedom

- -Opportunities to choose how students demonstrate learning
- -Independence
- -Choices in who students work with

Empowerment

- -Recognition of effort and application
- -Personal success
- -Achievement
- -Safe 'fail' environments

Fun

- -Immersion into new learning
- -Challenging tasks
- -Engagement in learning
- -Growth through new opportunities

Belonging

- -Feeling loved and respected -Developing positive
- -Sharing together
- -Engaging in cooperation
- -Developing connections











Choice Theory underpins everything we do at Edmondson Park Public School. Quality relationships are our focus.

Helping our learners understand how and why they behave and how they can take more effective control of their lives is part of every class, every day.

At Edmondson Park Public School:

- Many staff are trained in Choice Theory and Reality Therapy.
- We are developing our whole-school social and emotional literacy curriculum, with explicit lessons and experiences to be taught across all year levels enabling children to lead more effective lives.
- We help our learners to identify and balance their basic needs.
- We help our learners grow from requiring co-management involving adults to being responsibly self-managed.
- We continually apply evaluative thinking to our processes.
- We provide a continuum of support for all who need it.





Find out more about Choice Theory Psychology here: What Is Choice Theory? | GIFT

Partnership with parents/carers

Edmondson Park Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

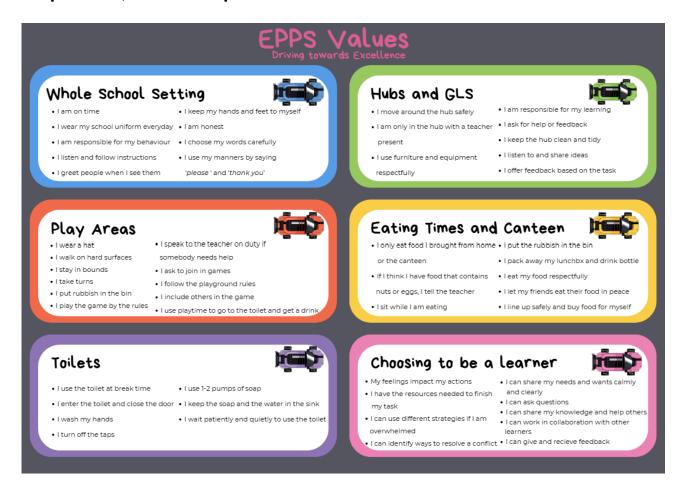
Edmondson Park Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.



School-wide expectations and rules

Promoting and reinforcing positive student behaviour and school-wide expectations

At Edmondson Park PS, students, staff and parents value respect, safety, choice, learning, the environment and relationships. We demonstrate the importance of these values through our school values of **We are Safe**, **We are Respectful** and **We are Courteous**.



Edmondson Park Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Wellbeing Framework
- Reality Therapy
- Total Behaviour
- Choice Theory



Behaviour Code for Students

The Behaviour Code for Students can be found at

https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- · stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- · discouraging inappropriate behaviour
- · providing active supervision of students
- · maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.



Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	EPPS Self-management Framework	FORMONDSON PARK PUBLIC SCHOOL SELF MANAGEMENT FRAMEWORK OCCUTENT Types, and learner and strains him and an extrained for a second sec	Whole School
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus	K-6
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	AII
Early Intervention	EPPS Values Matrix •• Whole-Scho	Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture	Whole School
Early/ Individual Intervention	Reality Therapy - (think 5)	Reality therapy is a form of counseling that views behaviors as choices. It states that psychological symptoms occur not because of a mental health condition, but due to	Individual students and staff



Care Continuum	Strategy or Program	Details	Audience
		people choosing behaviors to fulfill their needs. Understanding how needs drive behaviour choices is an essential component of reality therapy.	
Early Intervention	<u>Peaceful Kids</u>	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K-6
Targeted/ Individual Intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families and staff
Targeted/ Individual Intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual Intervention	THINKS	Asking students to reflect on their behaviour choices and ask themselves five key questions: - What do I need? - What am I doing to get it? - Is this working for me? - What else could I try to do? - What is my new plan?	Individual students, staff





Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Individual behaviour Support Plan	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual Intervention Self-Directed Time-out/calm card		Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.	Individual Students

^{*}Insert more rows as required.

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Edmondson Park Public School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside



of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

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

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed behaviour of concern is managed by school executive.
- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting	
rule reminder	rule reminder	
• re-direct	re-direct	
offer choice	offer choice	
error correction	error correction	
prompts	prompts	
• reteach	reteach	
seat change	 play or playground re-direction 	
 stay in at break to discuss/ complete 	walk with teacher	
work	 detention, reflection and restorative 	
 conference 	practices	
 detention, reflection and restorative practices 	 communication with parent/carer. 	
communication with parent/carer.		





Edmondson Park Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) and Positive Living Skills consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.



Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PAX GBG and Positive Living Skills) weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:



- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with <u>Team Around a School</u> for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion Procedures</u> apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response policy
- Incident Notification and Response Procedures
- Student Behaviour Policy and Suspension and Expulsion procedures

Students and/or parents/carers can report cyberbullying to the <u>eSafety Commissioner</u> and reporting links for most sites, games and apps can be found at the <u>eSafety</u> Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

The maximum length of time will be appropriate to the age/developmental level of the student.



Strategy	When and how long?	Who coordinates?	How are these recorded?
To be reviewed in Semester One 2025 Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal Deputy Principal	Documented in Schoolbytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal Deputy Principal	Documented in Schoolbytes
Restorative practice – <u>peer mediation</u> or <u>circles</u> in groups	Scheduled for either lunch or recess break	Assistant Principal Deputy Principal	Documented in Schoolbytes

Appendix 1 and 2: Behaviour management flowchart



Edmondson Park Public School

Behaviour Intervention Flow Chart - Classroom



OBSERVE PROBLEM BEHAVIOUR

MINOR

Teacher Managed behaviours

POSITIVE PREVENTION:

Always acknowledge and reward students who are following expectation within the matrix consistently.



Potential Hazard +RETEACH

- Verbal reminder given Reteach appropriate behaviour in line
- with EPPS Values Matrix Repeat a minimum of 2 times Reflection from student on behaviour and whether it is effective



Check your Dash + INTERVENTION

- Discuss behaviour one-to-one Reteach appropriate behaviour in line
- with EPPS Values Matrix Repeat a minimum of 2 times Think 5 reflection with student on behaviour and whether it is effective



Hazards Lights + REFLECTION

- Student has received 2 verba warnings
- Student sent to identified buddy GLS or established 'calm down' space (10-15 minute reset) Student to reflect again using 'Think 5'
- model
- Reteach appropriate behaviour in line with EPPS Values Matrix Inform student that the next warning
- will lead to a consequence
- Document on schoolbytes tag relevant staff members



Time for a Service (Confirming the Consequence)

- Consequence is given related to the behaviour (previously identified with student)
- Update previously documented schoolbytes entry Parent/career contact (same day)



Referral to AP - MINOR TO MAJOR

Roadside Assistance

If minor behaviours are still occurring despite the above interventions, please move to the "major" referral column for next steps.

Teacher/Staff Managed or Assistant Principal Managed

MAJOR

Sustained defiance for a significant

Verbal threats of aggression against a teacher or student Harassment of any kind

Sustained defiance for a significant

Seeking to harm or intimidate Repeated bullying towards a targeted student

Hateful/racist comments Sexual harassment Continued swearing (including gestures) directed towards a person

amount of time Leaving area of supervision

Teacher Managed behaviours Executive Managed behaviours

DEFIANCE

DISRESPECT

DISRUPTION

BULLYING

amount of time

ABUSIVE LANGUAGE

DEFIANCE

- Saying "No" repeatedly
 Not completing classwork
 Refusing to listen or follow

MINOR

instructions

- Speaking back/back chatting
 Pulling faces at other students or
- teachers Body gestures

- Talking/Screaming
 Throwing an object
 Speaking over teacher or other students

VERBAL HARASSMENT

- Teasing Name calling
- Power struggle

INAPPROPRIATE LANGUAGE

- Swearing to self or at others
 Name calling
 Using unkind words
 Making "inside jokes" as indicated by laughing after the com

MINOR PHYSICAL CONTACT

- Purpose: Playing A Hitting/Pushing
- Pinching
- Tripping/Kicking

PROPERTY MISUSE

- Throwing an object Dropping an object
- Breaking an object

POSSESSION OF INAPPROPRIATE ITEM

TECHNOLOGY VIOLATION

- Use of phone, headphones, or oth technology without permission
 Using computers inappropriately

- Petty theft with little or no value
- Item returned to individual

MAIOR PHYSICAL CONTACT

Tripping or Kicking
 Sexual Harassment

Purpose: Intent to Harm Hitting, Pushing, or Punching

VANDALISM

- Of personal or school property of a

POSSESSION OF ILLEGAL ITEMS

high value

TECHNOLOGY VIOLATION

- Cyber-bullying
 Inappropriate image/sites

STEALING (MAJOR)

- Major theft with high value
 Minor theft without item returned

MAJOR

Executive Managed behaviours

POSITIVE PREVENTION:



- Support) + DE-ESCALATION Withdrawal of student from GLS
- with Stage Leader Engage in Reality Therapy with Student AP phone call or conversation
- with parent/career Think 5/Plan moving forward with student and provide support strategies.

All major incidents must be reported to AP first. Contact 'Phone Ext 300' for supp

- Continued DEFIANCE
 Continued DISRESPECT
 Continued DISRUPTION
 Continued ABUSIVE LANGUAGE

- BULLYING PHYSICAL CONTACT VANDALISM
- TECHNOLOGY VIOLATION MINOR THEFT

AP to notify DP of Major incidents.



Deputy Principal

- BULLYING ABUSIVE LANGUAGE towards a staff member, sexual harassment, hateful racist
- MAJOR PHYSICAL CONTACT
- MAJOR STEALING
 CLASSROOM EVACUATION
- POSSESSION OF ILLEGAL ITEMS

DP to notify Principal and AP of Major incidents.



- BULLYING
- POSSESSION OF ILLEGAL ITEMS
 EMERGENCY SITUATIONS







Edmondson Park Public School

Behaviour Intervention Flow Chart - Playground



OBSERVE PROBLEM BEHAVIOUR

MINOR

Teacher Managed Behaviours

POSITIVE PREVENTION:

Always acknowledge and reward students who are following expectations within the matrix consistently.



Potential Hazard - RETEACH

- Verbal reminder given Reteach appropriate behaviour in line with EPPS Values Matrix Repeat a minimum of 2 times
- Reflection from student on behaviour and whether it is effective



Check your Dash - INTERVENTION

- Discuss behaviour one-to-one Reteach appropriate behaviour in line
- with EPPS Values Matrix Repeat a minimum of 2 times Think 5 reflection with student on
- behaviour and whether it is effective



Hazard Lights - REFLECTION

- Reteach appropriate behaviour with EPPS Values Matrix
- Repeat a minimum of 2 times
- Think 5 reflection with student on behaviour and whether it is effective.
- Walk with teacher for 5 minutes.



Time for a Service

- <u>Consequence</u>
 Student has received 2 verbal warnings
- and 5 minute walk
- Notify Rover teacher for support
- Student to reflect again using Think 5'
- model with Rover teacher
 Teacher to document on Schoolbytes



Rover referral to AP - MINOR TO MAIOR

Roadside Assistance

If minor behaviours are still occurring despite the above interventions, please move to the "major" referral column for next steps.

Teacher/Staff Managed or Assistant Principal Managed

MAJOR

Sustained defiance for a significant

Verbal threats of aggression against

amount of time - Leaving area of supervision

a teacher or student Harassment of any kind

minutes or more

Sustained interruption of 45

Seeking to harm or intimidate
 Repeated bullying towards a targeted student

DISRESPECT

DISRUPTION

BULLYING

- Saying "No" repeatedly Refusing to listen or follow instructions
- Running or playing out of bounds

MINOR

Teacher Managed Behaviours

DISRESPECT

- Speaking back/back chatting - Pulling faces at other students or
- Body gestures

DISRUPTION

- Talking/Screaming
- Speaking over teacher or other students

VERBAL BULLYING

- TeasingName calling
- Power struggle

INAPPROPRIATE LANGUAGE Swearing to self or at others

MINOR PHYSICAL CONTACT

Climbing on/over objects

- Purpose: Play fighting / reaction

Throwing an object (e.g. rocks, dirt) Breaking an object

POSSESSION OF INAPPROPRIATE ITEM

Use of phone, headphones, or other

- Name calling Using unkind words

Hitting/Pushing Pinching

Tripping/Kicking

PROPERTY MISUSE

Stealing food

Stealing money

Making "inside jokes" as indicated by laughing after the comment or

ABUSIVE LANGUAGE

- Hateful/racist comments - Sexual harassment
- Continued swearing (including gestures) directed towards a person

MAJOR PHYSICAL CONTACT

- Purpose: Intent to Harn
 - Hitting, Pushing, or Punching Tripping or Kicking

 - Sexual Harassment

VANDALISM

Of personal or school property of a high value

POSSESSION OF ILLEGAL ITEMS

- Drugs/Alcoh
- Weapons

- technology without permission Using computers inappropriately

TECHNOLOGY VIOLATION

Theft with little or no value
**Item returned to individual

TECHNOLOGY VIOLATION

- Inappropriate image/sites

STEALING (MAJOR)

- Major theft with high value
- Minor theft without item returned

MAJOR

Assistant Principal Managed Behaviours

POSITIVE PREVENTION:

Always acknowledge and reward students who are following expectations within the matrix consistently



Roadside Assistance (Student Support) + DE-ESCALATION

- Withdrawal of student from
- playground with Stage Leader
- Engage in Reality Therapy with Student AP phone call or conversation with
- parent/career
- Think 5/Plan moving forward with student and provide support strategies.

All major incidents must be reported to AP first. Contact Office via 'Walkie-Talkie Channel 1'

- Continued DEFIANCE
- Continued DISRESPECT
- Continued DISRUPTION
 Continued ABUSIVE LANGUAGE

- PHYSICAL CONTACT VANDALISM
- TECHNOLOGY VIOLATION MINOR THEFT

AP to notify DP of Major incidents.



Referral to Deputy Principal

- BULLYING
- ABUSIVE LANGUAGE towards a staff member, sexual harassment, hateful racist
- MAJOR PHYSICAL CONTACT MAIOR STEALING
- POSSESSION OF ILLEGAL

DP to notify Principal and AP of Major



- BULLYING
- POSSESSION OF ILLEGAL
- EMERGENCY SITUATIONS







Bullying Response Flowchart

The following flowchart explains the actions Edmondson Park Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- ·Provide a safe, quiet space to talk and reassure the student that you will listen to them
- ·Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- •Write a record of your communication with the student and check with the student to ensure you have the facts correct
- ·Enter the record in your behaviour / wellbeing ITD system
- ·Notify school executive of incident if required in line with behaviour management flowchart
- ·Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- ·Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- ·Make sure you can answer who, what, where, when and how
- ·Clarify information with student and check on their wellbeing

Day 3:

Discuss

- ·Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- ·Ask the student what they believe will help address the situation
- ·Engage the student as part of the solution
- •Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: mplement

- •Document the plan of action in your behaviour / wellbeing ITD system
- ·Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- ·Meet with the student to review situation
- Discuss what has changed, improved or worsened
- ·Explore other options for strengthening student wellbeing or safety
- ·Report back to parent
- •Record outcomes in your behaviour / wellbeing ITD system

Ongoing follow-up

- ·Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in your behaviour / wellbeing ITD system
- •Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Reviewing dates

Last review date: 18th December 2024, Term 4

Next review date: 21st April 2025, Term 1



