



Holgate Public School Wellbeing, Positive Behaviour for Learning and Discipline Plan 2018- 2020



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Holgate Public observes NSW Department of Education policies. The procedures outlined in this document align with expectations stated in:

- Student Discipline in Government Schools Policy
<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>
- The Wellbeing Framework for Schools
https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf
- Behaviour Code for Students
<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>
- School Excellence Framework
<https://education.nsw.gov.au/policy-library/associated-documents/framework.pdf>

Rationale

Wellbeing can be described as the quality of a person's life. This includes how we feel and function across several domains, recognising the multi-dimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing for our students.

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 to develop empathy towards others.

Physical wellbeing is associated with safety and health. It includes nutrition, preventative health care, physical activity, physical safety and security. Physical wellbeing encourages positive health outcomes.

These domains of wellbeing are critical for schools and have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.

Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Holgate Public School is committed to wellbeing and supporting students to connect, succeed and thrive at each stage of development and learning.

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development and health and safety.

At Holgate Public School choice is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have

choice and opportunity to engage in activities that are of interest and value to them, their wellbeing is enhanced.

At Holgate Public School achievement contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to extend themselves and take risks in their learning. Achievement fosters positive emotion which builds engagement and effort.

At Holgate Public School positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.

Contextual Statement

The Student Wellbeing Policy and Procedure at Holgate Public School are underpinned by the Positive Behaviour for Learning Framework and The Wellbeing Framework for Schools. The learning community of Holgate Public School has been involved in the development and implementation of this strategy to ensure that the policy and procedures included are relevant to the specific needs of our students, teachers and parents. The school community has established a set of shared values and common language that sets out the expectations of student involvement and behaviour at school. These values are embedded in all teaching and learning practices and form the framework for all school policy and procedures on Behaviour Management and Student Wellbeing.

Student wellbeing at Holgate Public School:

- Encompasses everything the school community does to meet the personal, social and academic needs of the all students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Is achieved through the whole school curriculum and the way it is delivered
- Incorporates effective discipline and corrective behaviours
- Incorporates preventative health and social skills programs
- Values collaborative early intervention when need is identified
- Provides ongoing educational services to support students
- Recognises the diversity within the school community and provides inclusive programs and support which acknowledge differences and promotes harmony
- Recognises the role that the school plays as a resource to link families with community support services
- Provides opportunities for students to:
 - Enjoy success and recognition
 - Make useful contributions to the school community and activities
 - Derive enjoyment from their learning.

Our shared understanding of wellbeing as a community:

- Dynamic and integral to learning
- Focusses 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.

The Wellbeing Framework for Schools:

Enable

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Holgate Public School strives for excellence in teaching and learning, aims to connect on many levels with students and build trusting and respectful relationships for students to succeed.

Connect

Our students at Holgate Public School will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. This includes antibullying, school uniforms, student participation and leadership, school attendance, anti-racism and multicultural education.

Succeed

Our students at Holgate Public School will be respected, valued, encouraged, supported and empowered to succeed. This includes student behaviour and discipline, positive behaviour for learning, protecting children and young people, supporting students in out of home care, those with a disability and EAL/D students.

Thrive

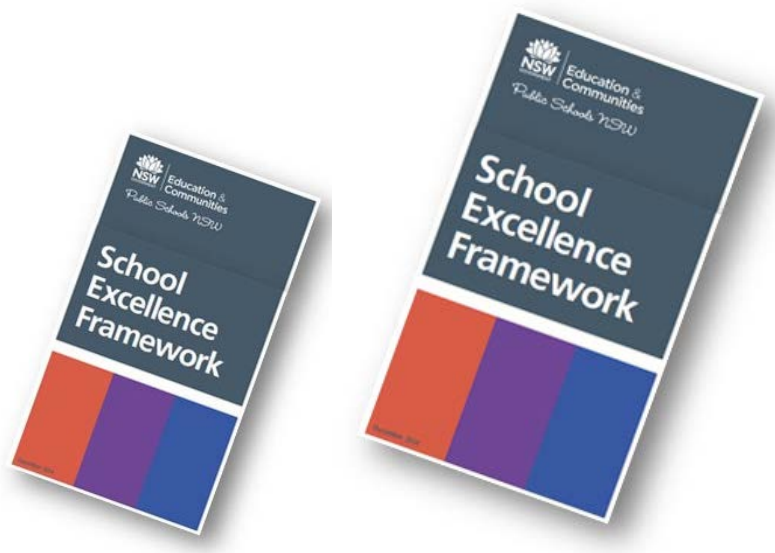
Our students at Holgate Public School will grow and flourish, do well and prosper. This includes nutrition in schools, sun safety for students, student health, drug education, cyber safety and road safety education.



The School Excellence Framework:

At Holgate Public School has is a strategic and planned approach to the multi-dimensional nature of wellbeing to support the cognitive, social, physical and spiritual wellbeing of all students. This includes delivering, sustaining and growing, and excelling within the Department of Education School Excellence Framework of the wellbeing element. Our school context aims to:

- Consistently implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment
- Consistently implement quality teaching and professional practice that are evident in every learning environment, providing students with opportunities to connect, succeed and thrive which are relevant to their stages of learning and development
- Have students care for self and contribute to the wellbeing of others and the wider community
- Support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing
- Support individual learning which is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning
- Develop students who are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live
- Encourage students to recognise and respect cultural identity and diversity
- Teach students to accept responsibility for their own behaviours as appropriate to their age and level of understanding as expressed in the Behaviour Code
- Identify aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning
- Understand the behaviours, attitudes and expectations that enhance wellbeing and those that lead to improved student outcomes.



Holgate Public School Core Expectations

Our school community has developed a statement of core expectations that support Positive Behaviour for Learning and play an integral role in the structures and function of the Holgate Public School Wellbeing and Discipline Procedures. The core expectations underpin the interactions between members of our broader school community, aiming to guide our students in the development of positive and acceptable behaviours and attitudes.

Strong

Being a problem solver, accepts challenges and what happens and be a flexible thinker.

Learner

Be ready to learn, get involved and try your hardest.



Safe

Hands and feet to self, be in the right place and at the right time and move safely.

Respectful

Uses nice words, friendly actions and eye contact

Student Wellbeing

OVERVIEW

Students learn most effectively in a positive, safe and calm environment. Our discipline system has been designed to help achieve this predictable environment. We aim to have clearly defined expectations, rewards and procedures, which allow students to develop ownership of their behaviour and wellbeing.

At Holgate Public School:

- Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety.
- The whole school approach to Positive Behaviour for Learning ensures that the wellbeing needs of all students are targeted so that they can connect, succeed and thrive. At Holgate Public School, the comprehensive, integrated and evidence based strategy of Positive Behaviour for Learning is in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.
- Students, teachers, staff and community members contribute to the leadership of the school and have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Individuals care for self and contribute to the wellbeing of others.
- Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help build social and emotional skills which in turn nurture other positive, caring and respectful relationships.
- There is a heightened awareness of, and commitment to culturally sensitive, personalised and differentiated learning and support for every student to succeed. There is

targeted support at the system and school levels to maintain equity in learning.

- As a NSW Department of Education Public School, our commitment to wellbeing is to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn. All staff undertake mandatory training to comply with legislative and policy requirements.

Rights and responsibilities that promote positive wellbeing

Community Participation

- Acknowledging parents as partners in school education
- Encouraging parents and community members to actively participate in the education of students and in the life of the school
- The school community shares a commitment to provide opportunities for students to take responsibility for their actions and develop respectful relationships
- The school community acknowledges learning programs as relevant and beneficial.

Student Rights

Students at Holgate Public School have the right to:

- Learn and reach their potential
- Be proud of their school
- Feel safe in the classroom and playground
- Participate and contribute in a fair and supportive environment
- Be heard and treated fairly by the whole school community

- Be accepted for individual differences and diversity, irrespective of gender, race, religion or ability
- Be recognised for their individual endeavours and excellence.

Student Responsibilities

Students at Holgate Public School are expected to:

- Attend school on time, regularly, in correct school uniform
- Be prepared with correct equipment for all school activities and events
- Treat everyone with courtesy, kindness and respect
- Follow the school expectations and rules, procedures and values
- Take responsibility for their actions and accept consequences
- Represent our school with pride and sportsmanship.

All Staff Responsibilities

Staff at Holgate Public School will:

- Provide a stimulating and safe learning environment for all students
- Ensure effective supervision of students at all times
- Be punctual and vigilant when carrying out playground duties
- Promote positive relationships that respect and accept individual differences and diversity
- Model and foster respectful relationships at all times within the school community
- Active supervision and follow-up.

Parent Responsibilities

- Ensure that their child attends school every day, unless sick or on approved leave from school
- To read and be supportive of the Holgate Public School Wellbeing and Discipline Policy
- Support the Holgate Public School Uniform Policy by ensuring their child wears the correct school uniform
- Support their child in all aspects of learning
- Model and encourage respectful relationships at all times within the school community
- Be aware of and respond to school communication
- Support Sun Safety Policy by ensuring their child wears the correct and protective outdoors clothing and sunscreen (when required).

Promoting Positive Behaviour at Holgate Public School

Holgate Public School is a Positive Behaviour for Learning (PBL) school.

PBL is a whole school approach to support the learning and wellbeing needs of all students. Our school PBL matrix communicates consistent core expectations that support students in connecting, succeeding and thriving.

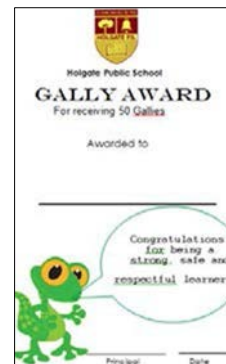
Strong	Problem Solve Accept what’s happened Flexible thinking
Safe	Hands and feet to self Right place right time Move safely
Respectful	Nice words Friendly actions Eye contact
Learners	Ready to learn Get involved Try your hardest

All staff, students and community members are expected to be Strong, Safe, Respectful Learners. See attached Appendix 1 for the complete Holgate Public School PBL teaching matrix.

Acknowledging and Rewarding Positive Behaviour and Achievement

Our school believes in the value of acknowledging and rewarding positive student behaviour, work habits and achievement. We consistently encourage all students to strive to uphold our core expectations – to be Strong, Safe, Respectful Learners.

Teachers use a variety of strategies to reinforce and encourage expected behaviours and attitudes. These include positive verbal and non-verbal feedback and praise. Below is an overview of the Holgate Public School positive reward scheme. Positive reward scheme reviewed annually.



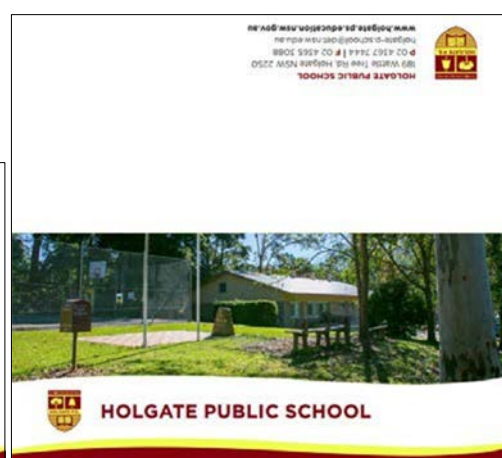
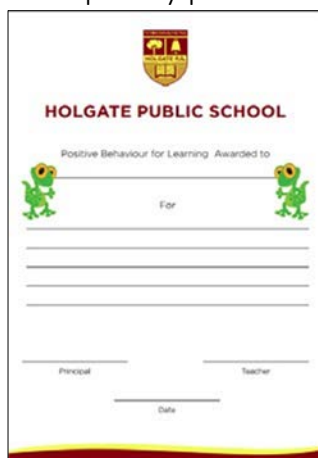
Positive Reward Scheme


Everybody, Every time, Every day

- Gally tickets – rewarded daily
- Gally Awards - 50 Gally tickets awarded at week five and nine at the weekly assembly, parents or carers are invited to attend and present the Gally Award
- Five Gally Awards (250 Gally tickets) presented with a 'Great Gally Award' at presentation night
- Guardian of the Gallies – students rewarding positive behaviours in the playground
- Fortnightly postcard sent to one student in class
- Individual negotiated class rewards systems and whole school DOJO rewards system implemented K-6
- Positive Flow chart system, classroom expectations and reflection sheets implemented in all classrooms
- Recipients published in the newsletter for Academic and Gally Awards
- Certificates - Academic Awards 2 per class per week
- Certificates – Positive Behaviour for Learning 1 per class per week




(Review frequently positive rewards scheme)

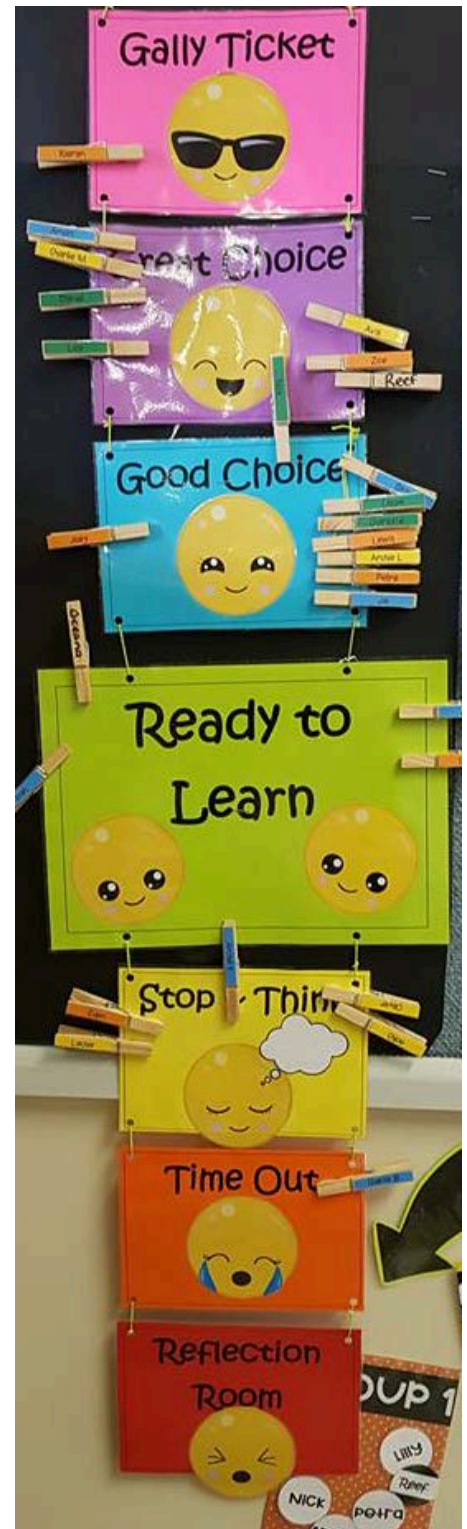








































Our Classroom EXPECTATIONS



Believe in yourself Bounce Back	Share the space Move efficiently
Stop Think Reply One at a time	Engage your brain



Name :	Date:												
<u>What happened?</u> 	<u>How do I feel?</u> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td> sad</td> <td> angry</td> <td> frustrated</td> </tr> <tr> <td> bored</td> <td> confused</td> <td> disappointed</td> </tr> <tr> <td> worried</td> <td> excited</td> <td> embarrassed</td> </tr> <tr> <td> afraid</td> <td> happy</td> <td> hurt</td> </tr> </table>	 sad	 angry	 frustrated	 bored	 confused	 disappointed	 worried	 excited	 embarrassed	 afraid	 happy	 hurt
 sad	 angry	 frustrated											
 bored	 confused	 disappointed											
 worried	 excited	 embarrassed											
 afraid	 happy	 hurt											
<u>What expectation should I have followed?</u> <ul style="list-style-type: none"> ○ Strong Believe in yourself Bounce Back ○ Safe Share the space Move efficiently ○ Respectful Stop, think, reply One at a time ○ Learner Engage your brain 	<u>How can I fix it?</u> 												

Teacher _____

Acknowledging and Promoting Wellbeing

Holgate Public School acknowledges and promotes the socio-emotional learning for overall wellbeing. Each year Holgate Public School will provide opportunities for socio-emotional learning for students, which aligns, to the Personal Development, Health and Physical Education (PDHPE) Syllabus. These will be programs or incursions planned at the beginning of each year as part of the whole school planning and projection costs. Concepts for socio-emotional learning will include resilience, mindfulness, bouncing back and cooperation. Healthy Harold, Highway Heroes and Bounce Back programs are resourced for teaching in odd and even years.

Managing Inappropriate Behaviour

Effective behaviour management enhances student learning and is based on a fair, consistent approach to behaviour management. 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 expectations and rules
- Follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community
- Demonstrate 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
- Respect all property
- Follow school and Department Policy of no violence or weaponry, illegal drugs, alcohol or tobacco in Public Schools
- Treat all students fairly, including no bullying, harassment, intimidation or discrimination against anyone in our Public 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. Department of Education Behaviour Code link <https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students is a high priority for Holgate Public School. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for Strong, Safe, Respectful Learners.

Strong

- Strive for the highest standards in learning
- Resolve conflict respectfully, calmly and fairly
- Problem solve, trouble shoot and mediate difficult situations

Safe

- 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

Respectful

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

Learners

- Attend school every day
- 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

Steps for dealing with misbehaviours

- ☐ Prompt - verbal/visual clue
- ☐ Redirect - restate expected behaviour
- ☐ Reteach - demo, student demo and feedback
- ☐ Choice - give student a choice
- ☐ Conference - alternate behaviour, why, practise
- ☐ Consequence - appropriate if behaviour doesn't change

Continuum of response... Am I

- ☐ Calm
- ☐ Consistent
- ☐ Brief
- ☐ Immediate
- ☐ Respectful

PBL Reminders

1.Prompt

2.Redirect

3.Reteach

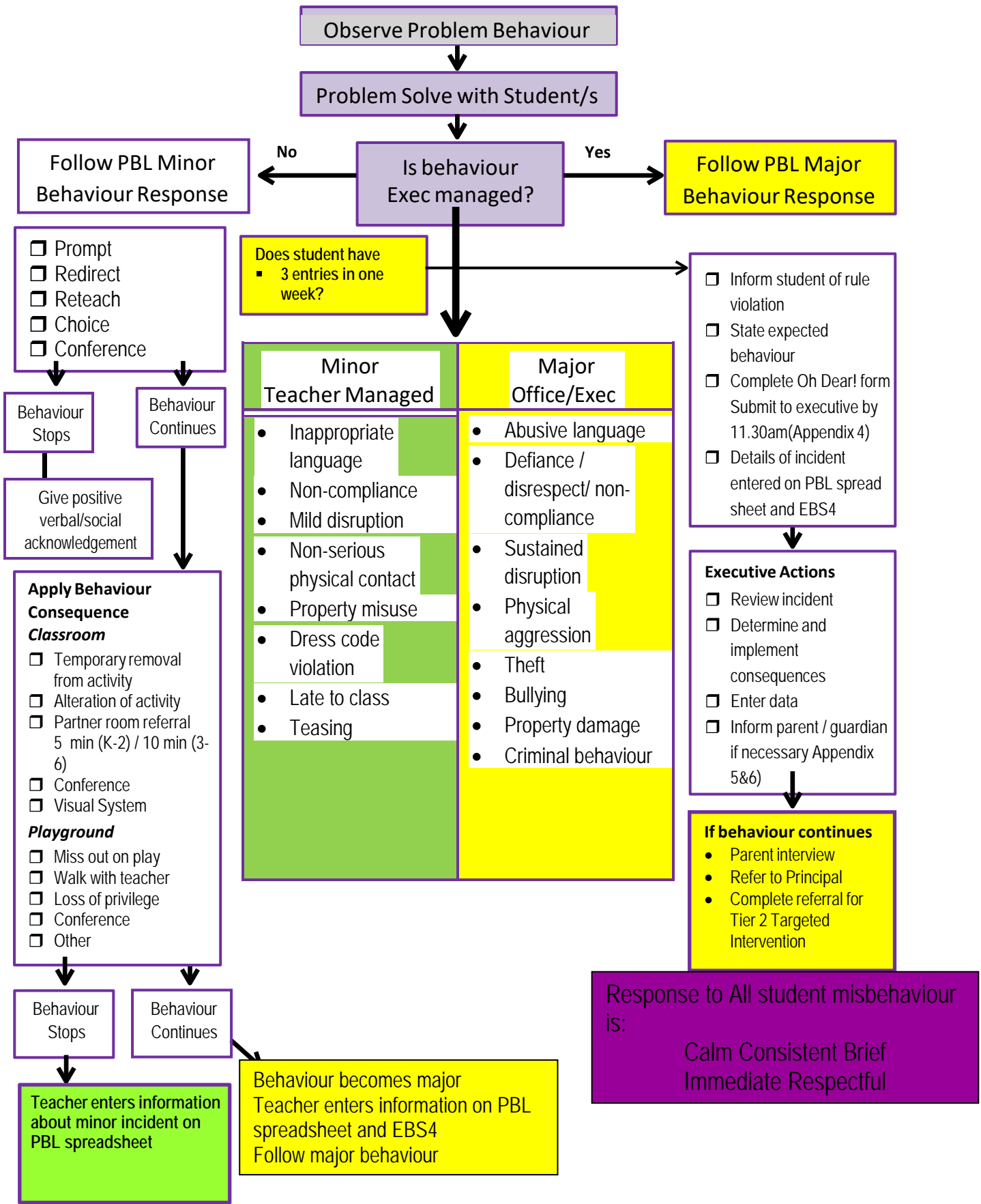
4.Choice

5.Conference

See Appendix 1 for Teaching Matrix

Responding to Inappropriate Behaviour

In line with the NSW Department of Education Policy, Holgate Public School Teachers follow a documented procedures flowchart to address and correct inappropriate behaviour. See Appendix 2 for definitions of the minor and major behaviours listed in the procedure. Management Flowchart. Teacher discretion and flexibility of the flowchart regarding student and classroom need.





Holgate Public School Oh Dear!

We are strong, safe, respectful learners.

Student:	Class:		
Date:	Time:		
Class Teacher:	Referred by:		
Location of incident:			
Classroom	Library	Transition	Special Event
Bottom P/G	Court/ Cola	Oval	Other _____
Toilet	Canteen	Bus	
Description of incident:			
<hr/>			
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Reason for referral:			
Abusive language Defiance/ Non-compliance	Sustained Disruption Physical Aggression	Theft Bullying	Property damage Criminal behaviour
Possible motivation Avoid adult attention Avoid activity or object Avoid peer attention Obtain adult attention Obtain activity or object Obtain peer attention Unknown	Witnesses:		
Teacher action taken prior to referral: Warning issued Conference with student Student given time out in directly supervised area Student directed to ASSISTANT PRINCIPAL Student directed to PRINCIPAL			

Appendix 1 Teaching Matrix

Settings									
	Oval	Court	Walkways/ Transitions	Toilets	COLA	Bottom P/G	Fixed Equipment	Stairs	Bus Lines
	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.
Strong	Bounce back Be realistic Get some help	Accept what's happened Majority rules	Make strong choices	Make strong choices	Make strong choices	Bounce back Be realistic Get some help	Bounce back Be realistic Get some help	Make strong choices	Make strong choices
Safe	Be visible Share space Wear a hat	Share space Wear a hat	Walk Look where you are going	Leave area clean Go in pairs	Sit and eat Keep stairs clear	Wear a hat Sit and eat Walk on concrete	Use under teacher's supervision Walk	Walk	Line up Sit and wait
Respectful	Consider others Share and return equipment	Consider others Share and return equipment	Keep to the left Use a quiet voice	Consider privacy	Put rubbish in correct bin Respond to signals	Put rubbish in correct bin Return equipment	Take turns	Keep to the left	Wait your turn Be on time
Learners	Play fairly Have a plan	Play fairly Have a plan	Follow instructions Arrive on time	Be efficient	Follow instructions	Follow instructions Play fair Have a plan	Follow instructions Have a plan	Be efficient	Follow instructions Be ready

Settings									
	Year 6 Area	Class Lines	Canteen	Assembly	Kiss & Drop	Arrival	Eating Time	Monday Morning Assembly	Office
	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.
Strong	Make strong choices	Make strong choices	Make strong choices	Bounce back	Make strong choices	Keep Calm	Make strong choices	Make strong choices	Make strong choices
Safe	Sit Be visible	Wait in 2 lines	Shop and go Share space	Enter and exit silently Leave a walkway	Watch and wait	Drop bag at classroom Walk to cola	Sit and eat Eat your own food	Sit on class seats	Enter and Exit Silently Walk
Respectful	Look after property and surroundings Quiet voice	Quiet voice	Quiet voice Use manners Take turns	Clap politely Stand proud	Be on time	Sit quietly until teacher arrives	Quiet voice Put rubbish in correct bin	Wait patiently Eyes on teacher	Quiet voices Use manners Wait patiently
Learners	Follow instructions	Follow instructions	Follow instructions Be ready	Look and listen	Follow instructions Be ready	Follow instructions Be efficient	Follow instructions	Look and listen	Be efficient

Settings								
	Fairy Garden	Cyberspace	Oasis	Lunch Library	Inside Lunch	Bus	Band Room	Front Gate
	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.
Strong	Keep Calm	Make strong choices Bounce back	Bounce back Accept what's happened	Keep Calm Make strong choices	Keep Calm Make strong choices	Keep Calm Make strong choices	Make strong choices	Make strong choices
Safe	Be visible Wear a hat	Keep personal information private Access kid friendly sites Chat to people you know	Enter safely Share space	Enter safely Share space	Sit and eat Share space	Bags on the floor Sit on seat Face the front	Bags away Keep walkways clear Sit and wait	Stand behind gate on left
Respectful	Look after property and surroundings Consider others	Consider others and yourself	Use manners Quiet voice Share and return equipment	Quiet voice Share and return equipment Use manners	Put rubbish in correct bin Quiet voice Use manners	Use manners Quiet voice Look after property and surroundings	Put equipment away Use manners	Follow Instructions
Learners	Have a plan Play fairly	Learn new skills No, go, tell	Play fairly Work together Follow instructions	Play fairly Work together Follow instructions	Play fair Work together Follow instructions	Follow instructions	Listen and respond Follow instructions	Look and Listen

Settings									
All Settings									
	T2 Wk2	T1 Wk4 / T2 Wk1		T1 Wk4	T1 Wk7	T1 Wk6	T1 Wk3	T1 Wk7	T1 Wk8
	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.
Strong	Problem Solve Accept what's happened Flexible thinking								
Safe	Hands and feet to self Right place right time Move safely								
Respectful	Nice words Friendly actions Eye contact								
Learners	Ready to learn Get involved Try your hardest 								

Appendix 2 Holgate Minor and Major

MAJOR & MINOR BEHAVIOURS

<p>Minor Behaviours</p> <p>Teacher managed</p>	<p>Major Behaviours</p> <p>Executive managed</p>
<ul style="list-style-type: none"> • Inappropriate language <ul style="list-style-type: none"> - e.g. name calling, teasing, impulsive swearing not directed at anyone eg if student is hurt • Non-compliance / disrespect <ul style="list-style-type: none"> - e.g. low intensity failure to respond to teacher requests, walking away from teacher, saying no when asked to do something, mumbling under breath, rolling eyes • Mild disruption <ul style="list-style-type: none"> - e.g. talking when other are speaking, making noises at inappropriate times • Non-serious physical contact <ul style="list-style-type: none"> - e.g. over affectionate, wrestling, rough play, patting, tapping • Property misuse <ul style="list-style-type: none"> - e.g. low intensity property misuse - scribble on another student's work, snapping a pencil in half • Dress code violation <ul style="list-style-type: none"> - e.g. not wearing a hat, wearing the wrong hat • Late to class <ul style="list-style-type: none"> - E.g. dawdling, hanging out in the toilets, deliberately going to the toilet after the bell 	<ul style="list-style-type: none"> • Abusive language <ul style="list-style-type: none"> - e.g. swearing directed at another person, repeated explicit language • Defiance / disrespect/ non-compliance <ul style="list-style-type: none"> - e.g. repeated failure to respond to teacher requests, responding in a socially rude manner eg yelling, refusal to follow instructions etc • Sustained disruption <ul style="list-style-type: none"> - e.g. sustained loud talk, yelling or screaming, noise with materials, horseplay or roughhousing, and / or sustained out-of-seat behaviour • Physical aggression <ul style="list-style-type: none"> - e.g. punching, kicking, slapping, pinching, hitting, biting, use of a weapon, scratching, hair pulling • Theft <ul style="list-style-type: none"> - e.g. taking things from others' bags or pencil cases, taking things from the classroom • Bullying <ul style="list-style-type: none"> - e.g. repeated emotional, mental or physical harm of another student, disrespectful messages that could include negative comments based on race, religion gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters • Property damage <ul style="list-style-type: none"> - e.g. intentional damage to property that could result in harm to self or others • Criminal behaviour <ul style="list-style-type: none"> - e.g. bringing a weapon to school, use of technology to intimidate or harass

Appendix 3 Time Out Register

See PBL Spreadsheet on Windows 365





Appendix 4 Oh Dear Forms

Holgate Public School Oh Dear!

We are strong, safe, respectful learners.

Student:	Class:		
Date:	Time:		
Class Teacher:	Referred by:		
Location of incident:			
Classroom	<input type="checkbox"/> Library	<input type="checkbox"/> Transition	<input type="checkbox"/> Special Event
Bottom P/G	<input type="checkbox"/> Court/ Cola	<input type="checkbox"/> Oval	<input type="checkbox"/> Other_____
Toilet	<input type="checkbox"/> Canteen	<input type="checkbox"/> Bus	
Description of incident:			
<hr/> <hr/> <hr/> <hr/>			
Reason for referral:			
Abusive language	<input type="checkbox"/> Sustained Disruption	<input type="checkbox"/> Theft	<input type="checkbox"/> Property damage
Defiance/ Non-compliance	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Bullying	<input type="checkbox"/> Criminal behaviour
Possible motivation	Witnesses:		
Avoid adult attention Avoid activity or object Avoid peer attention Obtain adult attention Obtain activity or object Obtain peer attention Unknown			
Teacher action taken prior to referral:			
Warning issued Conference with student Student given time out in directly supervised area Student directed to ASSISTANT PRINCIPAL Student directed to PRINCIPAL			



BEHAVIOUR NOTIFICATION FOR PARENT/ GUARDIAN



Strong	Safe
Respectful	Learners

Date _____

Dear _____

Your child _____ has been issued with a behaviour notification for the following reason;

- ☐ Abusive Language
- ☐ Defiance/ Non-compliance
- ☐ Sustained Disruption
- ☐ Physical Aggression
- ☐ Theft
- ☐ Bullying
- ☐ Property Damage
- ☐ Other _____

This is his/ her ____ behaviour notification for this term. The attached planning sheet has been completed by your child (or with agreement of your child for younger students) and details the behaviour and expectations that have not been demonstrated.

Please discuss this incident with your child. Sign and return this note to acknowledge that you have been made aware of this matter. Your child will remain out of the playground until this note is returned.

Assistant Principal

Vanessa Gordon
Principal

Student's Name:

Class:

I would like to be involved by: (please tick)

Attendance at a meeting


Discussion by telephone

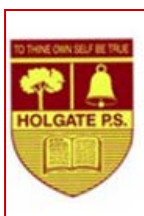
No further discussion required at this time

PLEASE SIGN AND HAVE YOUR CHILD RETURN THIS NOTIFICATION TO THE PLANNING ROOM

Parent Signature _____ Date _____

Appendix 6 Restitution

<table border="1" style="margin: auto;"> <tr> <td style="background-color: #00b0f0; color: white; padding: 5px;">Strong</td> <td style="background-color: #008000; color: white; padding: 5px;">Safe</td> </tr> <tr> <td style="background-color: #ffff00; color: black; padding: 5px;">Respectful</td> <td style="background-color: #ff0000; color: white; padding: 5px;">Learners</td> </tr> </table>	Strong	Safe	Respectful	Learners	<h3>STUDENT PLANNING SHEET</h3>	
Strong	Safe					
Respectful	Learners					
Name: _____ Date: _____						
What expectation did I not meet: _____						
Strong	<ul style="list-style-type: none"> Problem Solve Accept what's happened Flexible thinking 	Respectful	<ul style="list-style-type: none"> Nice words Friendly actions Eye contact 			
Safe	<ul style="list-style-type: none"> Right place, right time Hands and feet to self Move safely 	Learner	<ul style="list-style-type: none"> Ready to learn Get involved Try your hardest 			
How did I not meet this expectation? _____ _____						
What did I do? _____ _____						
Who has been affected by what I have done? <u>In what way?</u> _____ _____						
What I could have done instead: _____ _____						
What I will do to make things better: _____ _____						
This is my: 1 st 2 nd 3 rd notice this term Planning Time						
1st = 25min 2nd = 2x25mins 3rd = 3x25mins						
Assistant Principal: _____						



Appendix 7 Wellbeing Meeting Template

Wellbeing Minutes

TERM / WEEK:

IN ATTENDANCE:

ABSENT:

FOCUS:



CONNECT

- Antbullying
- School Uniforms
- Student participation and leadership
- School Attendance
- Anti-racism
- Multicultural Education
- Aboriginal Education



SUCCEED

- Student behaviour and discipline
- Child Protection
- Out of Home Care
- Supporting students with a disability
- Positive Behaviour for Learning
- Supporting EAD/D students



THRIVE

- Nutrition for schools
- Sun safety for Students
- Student Health
- Drug Education
- Road Safety Education

Agenda

Item No	Nominated Person	Item	Outcome
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

9.			
10.			
	Follow-up items: +		