



Sawtell Public School

Student Wellbeing Policy and Procedure

Updated April 2022

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1)Rationale

The Sawtell Public School Student Wellbeing Policy is structured according to the NSW Department of Education (DoE) Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Connect, Succeed, Thrive.

The Student Wellbeing Policy is embedded in the Sawtell Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

1.1 What is Wellbeing?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Two major approaches to defining wellbeing relate subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or the potential to flourish.

1.2 Wellbeing: A Shared Responsibility

When parents/carers enroll their children at Sawtell Public School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important. Our responsibility for positive relationships foster connectedness

and feeling of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support for all.

Staff will:

- build and maintain positive relationships with children, parents and colleagues throughout the school community.
- act according to the DoE Code of Conduct.
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.
- make adjustments to school wellbeing processes to best engage and nurture individual students.
- engage in on-going professional learning to meet the needs of all students and our school community.
- embed quality teaching strategies and best practice to make adjustments and support positive learning behaviours.

Students will be encouraged and supported to:

- act appropriately as Respectful, Proud, Safe and Learners.
- contribute to the provision of a caring, safe learning environment for fellow students, staff and parents.

Parents will be encouraged to:

- actively participate in the school community and support the learning of their children.
- share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing through contribution to their child's learning plan.
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, staff and parents.

1.3 Wellbeing: Supported by the core values of public education

Wellbeing is supported by New South Wales public education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

Core Values of Public Education

Integrity

Being consistently honest and trustworthy.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

CONNECT

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.

2.1 School Uniforms

Recognise the benefits of school uniforms that reflect the school community's expectations.

The School Uniform

School Uniforms help to promote a sense of pride and identity in belonging to Sawtell Public School. Parents and teachers encourage all students to wear the school uniform at all times.

Financial support is available to assist with the purchase of a uniform.

2.2 Student Participation and Leadership

Provide opportunities to support the meaningful involvement of students in their school and community.

Encouraging and acknowledging active participation

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Sawtell Public School encourages active participation in a number of ways including:

- Student Representative Council (Years 3-6)
- Year 5/6 Leadership – PBL kids teaching kids
- Publishing student work on Seesaw
- Displaying student work around the school
- Recognising student achievement awards

- Recognition of leadership awards
- Performing and presenting work
- Participation in Community of Schools events

2.3 School Attendance

Work in partnership with parents to ensure the regular attendance of students.

Arrival at School

A teacher is on duty from 8:35am. Students should not be at school before this time unless for a specific reason and under the pre-arranged care of a teacher (for example, additional debating practice or musical rehearsal).

Student Absence

If a child is absent parents & carers are requested to telephone the school on the day and send a note (reply to SMS message, Seesaw, telephone etc) of explanation when the child returns to school.

Teachers notify the principal if a child is regularly absent or absent for 3 or more consecutive days without the school being informed.

The principal will contact the parents/carers in the situation of irregular and unexplained student absenteeism. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

Late Arrival & Early Departure

The school has a formal sign in and sign out procedure for students arriving late and leaving early. Upon arrival at the school, the parent or caregiver is required to attend the front office to indicate the reason for the lateness. The office will receipt the explanation and the student will hand it to their class. The administration staff will formally recorded late arrival as a partial absence as per Department of Education procedure.

Similarly, a parent or caregiver arriving to collect a child before the end of school must also attend the front office to indicate the reason for the early departure. The office will receipt the explanation and call for the child through the PA system (after 12noon) or by direct contact with the child's class teacher. The administration staff will formally recorded early departure as a partial absence as per Department of Education procedure. In some cases such as a dentist or doctor's appointment, the child may return to the school after only a short time away from the school. Once officially signed out of school, the child will then need to be signed back into school.

Extended Leave

Parents and carers must formally apply for extended leave from school such as an extended holiday. An Exemption from School Attendance Application must be completed.

2.4 Anti Bullying

Prevent and respond to incidents of bullying, including cyber bullying.

Commitment to actively teaching socially appropriate behaviours and responses

Sawtell Public School rejects all forms of bullying and has an Anti-bullying Plan that was developed, and revised, in consultation with students, staff and parents in 2018. An important part of wellbeing is that students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. All members of the school community contribute to preventing bullying by modeling and promoting appropriate behaviour and respectful relationships.

A Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well.
- a situation of mutual conflict.
- single episodes of nastiness or random acts of aggression or intimidation.

Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile

behaviour intended to harm others. Sawtell Public School teaches students how to appropriately and responsibly use technology for communication.

Bullying behaviour can be:

- verbal
eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical
eg hitting, punching, kicking, scratching, tripping, spitting
- social
eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological
eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Education about Bullying

As part of the curriculum children at Sawtell Public School are taught skills for developing positive interpersonal relationships.

Teaching about bullying includes teaching the importance of, and ways to create and sustain, a safe and supportive school community.

Student-led programs such as the Student Representative Council (SRC) and Peer Support programs help create an inclusive and respectful school community.

What to do if you are being bullied

Students are taught to tell their parents and/or teachers if they are being bullied.

Bullying is systematic and malicious and it is important that the child/ children engaging in the bullying behaviour are made aware of their inappropriate and damaging behaviour and cautioned to stop.

A teacher and/or the principal will immediately deal with the situation including meeting with the victim/s of the bullying incident, the child/children identified as engaging in the bullying behaviour and contacting the parents/carers.

As part of the process, the victim/s of bullying and child/children engaging in the bullying behaviour will be counselled by teachers with the opportunity to work on building / rebuilding a positive relationship through strategies such as discussion, team building activities and class lessons.

What to do if you know that someone is being bullied

Sawtell Public School teaches the students that bystanders can effectively discourage all forms of bullying. Students who are 'defended' by a bystander feel safer and more empowered to stand up to bullying.

Students are taught to immediately report incidents of bullying to a teacher. Support will be provided for any student who has witnessed bullying behaviour.

(NB: A whole school approach to Anti-bullying is explicitly taught in personal development programs.)

SUCCEED

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

3.1 Student Behaviour and Support Processes

Foster engagement in learning by setting high standards of behaviour and discipline.

Recognising and celebrating appropriate behaviour and achievement

Teachers at Sawtell Public School recognise, encourage and show appreciation for appropriate behaviour in a number of ways including:

- Personal praise
- Individual class teacher reward systems
- Play the Game rewards – recognising PBL expectations
- Assembly Merit Awards – recognising effort, achievement and PBL
- Special events – in school and within the community
- Principal awards
- Presentation assembly awards

Parent Communication

Upon occasion a parent/carer will be contacted to share news of good and appropriate behaviour and learning success. This may be done through phone call, email or Seesaw messaging.

Parents/carers are encouraged to share good news with the school about their child's achievements within their local and broader community.

The school actively guides parents by assisting with engaging appropriate outside agencies to support student learning needs.

Our Wellbeing Approach- Positive Behaviour

Our approach is to guide a child towards making positive choices and demonstrating appropriate behaviour. It includes three main avenues to acknowledge positive behaviour:

The child or group is acknowledged for good choices
(praise, classroom teacher systems, invitation to special events)

The child or group is acknowledged for great choices.
(Merit Awards, invitation to special events)

The child or group is acknowledged for outstanding choices.
(Principal's Award)

***** This does not include excursions or other curriculum events that are part of teaching and learning programs.**

Responding to inappropriate behaviour

Student behaviour is considered to be inappropriate when an individual or group do not show commitment to learning, act disrespectfully, are not safe, do not demonstrate pride.

When a student's behaviour is inappropriate, teachers at Sawtell Public School aim to guide the student back to appropriate behaviour through a consistent process. This includes:

Wellbeing Approach- inappropriate behaviour

To guide a child towards making positive choices and demonstrating appropriate behaviour, the teacher will use the following. It includes four steps to guide children back to positive behaviour if their behaviour or actions interfere with the learning or safety of self or others. This can be, but is not exclusive to, not following the school rules:

Individual and quality teaching adjustment and differentiation need to be in place

Reminder
PROMPT

The student is given a clear reminder of the expectations by the class teacher/teacher on duty. The prompt may be given individually to a group, cohort, or whole school.



Caution
REDIRECT

The student is warned that the behaviour is inappropriate - class teacher/teacher on duty. The caution may be given individually to a group, cohort, or whole school



Take space
RE-TEACH AND CHOICE

Student spends time in designated 'take space' area by themselves. Teacher establishes expectations for returning to the class /playground activity.



Referral
CONSEQUENCES

Student is sent to the buddy class. Class teacher notifies the parent of the incident and communicates the steps taken to support the student to make positive choices.

SENTRAL NOTIFICATION BY TEACHER



Restoration
RECONNECT for learning time MINORS

Student reconnects with the class teacher to reflect on exhibited behaviour. Choices are discussed as part of goal setting 1:1 between student and teacher. This occurs outside of teaching and learning time.

Restoration for MAJORS
REFLECTION and reconnect MAJOR incidences

Principal will communicate with parents/carers. Principal will convene a meeting with student and parents/carers. Negotiated support processes.

Resolution of a suspension
REFLECTION and reconnect SUSPENSION

Principal will communicate with parents/carers. Principal will convene a meeting with student and parents/carers. Negotiated support processes.

MAJORS and SUSPENSIONS sit in isolation to reinforce there is NO incremental scale for a MAJOR or SUSPENSION

Restoration
REFLECTION and reconnect for playground MINORS

Student attends 'reflection' with principal for playground incidences. Choices are discussed as part of goal setting between student and principal.



3.2 Protecting Children (Child Protection)

Ensure the safety, welfare or wellbeing of children.

Child Protection

The staff at Sawtell Public School participates in mandatory Child Protection Awareness Training with annual updates. The training focuses on child protection legislation, agencies and policies. There is also a focus on the responsibilities of employees and professional practice.

Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will escalate concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.

Working With Children Check

Non-teaching staff and volunteers excluding parent/carer volunteers obtain a Working With Children Check. Parents/carers attending overnight camps/excursions as volunteers will require a Working With Children Check. The Working With Children Check involves a national criminal history check and review of findings of workplace misconduct.

The result of a Working With Children Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked.

3.3 Out-of-Home-Care

Support children and young people in statutory out-of-home-care.

Education Plan

Sawtell Public School will prepare an education plan developed within 30 school days of notification that a child has entered or is in care. This plan will be updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning.

3.4 Supporting Students with additional needs

Staff will plan and coordinate for the needs of students with specific learning needs, including students who have a disability under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

Inclusive Education

Sawtell P.S. is an inclusive learning environment. It is expected that all students will participate in stage appropriate activities and it is the school responsibility to provide support and or adjustments to allow all students to participate.

The school participates in the annual Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

Individual Learning Plans

Teachers prepare Individual Learning Plans for every student with additional needs. These plans use data collected on academic and social achievement to set learning goals. The plans are prepared by teachers in consultation with Learning Support Team, parents/ carers and inter-agencies as required.

3.5 Positive Behaviour for Learning

Improve learning outcomes through an evidence-based whole-school process.

What is Positive Behaviour for Learning?

Positive Behaviour for Learning is a process to create positive learning environments that enable student learning and wellbeing. Positive Behaviour for Learning improves learning through evidence-based whole school process. It is underpinned by the support and commitment of the whole school community. Positive Behaviour for Learning is a process to create positive learning environments across all school settings that enable student learning and wellbeing. It is underpinned by the support and commitment of the whole school community.

Sawtell Public School's values; Proud, Respectful, Safe and Learner form the foundation of all positive behaviour for learning initiatives at our school. Our whole school Learner powers of Connection, Reflection, Resilience and Persistence form the common language we use to refer to behaviours, wellbeing and learning dispositions.

Positive Behaviour for Learning is based on a three-tiered continuum of prevention and intervention:

Tier One: Student Wellbeing Goals

Tier One of the Sawtell Public School's Positive Behaviour for Learning is universal prevention through a school-wide and classroom system for all students, staff and settings. Where desired behaviours are explicitly taught.

The school is committed to a learning community that pursues four student wellbeing goals. These student wellbeing goals are taught within the context of the Personal Development curriculum through PBL lessons and form the common language we use across our school. These goals are embedded into the whole school culture of success.

Each student at Sawtell Public School is supported to:

Wellbeing Goal: We are CONNECTED

Wellbeing Goal: We are PERSISTENT

Wellbeing Goal: We are RESILIENT

Wellbeing Goal: We are REFLECTIVE

Wellbeing Goal: We are CONNECTED

Students are:

- connected to learning
- connect to each other
- connected to our thoughts, feelings and emotions (self-regulating)

Wellbeing Goal: We are PERSISTENT

Students learning intentions under this goal:

- I am motivated
- I am a problem solver
- I am calm and focused
- I am determined

Wellbeing Goal: We are RESILIENT

Students learning intentions under this goal:

- I can try new things that are challenging
- I can bounce back from frustrations, failure or challenges
- I can manage my distractions
- I see mistakes as opportunities to learn

Wellbeing Goal: We are REFLECTIVE

Students learning intentions under this goal:

- I can talk about my learning and my "where to next"
- I can be flexible and revise my thinking
- I can set and work toward goals
- I can think about my choices and make positive decisions

THRIVE

Our students will grow and flourish, do well and prosper.

4.1 Nutrition in Schools

Promote and model healthy eating and good nutrition in school programs.

Classroom Learning

Nutrition is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. It is about the development of healthy attitudes and behaviours fundamental to the adoption of a healthy lifestyle. Children participate in lessons that focus upon relevant information, skill development and values clarification related to nutrition issues.

Crunch & Sip

Crunch & Sip is a time during the school day when students can eat fruit or salad vegetables and drink water in the classroom. The idea is to help kids to re-fuel and boost their physical and mental performance and concentration in the classroom. Crunch & Sip is about the school promoting and modeling healthy eating and good nutrition involving food and drink.

4.2 Sun Safety for Students

Plan and implement best practice strategies for sun safety.

Wear a Hat - Stay Safe

All children are required to wear a school hat when they are outdoors. Children without a hat during recess and lunch are directed by the teacher on duty to remain under the basketball covered area.

During excursions or outdoor activities such as sports carnivals, children are encouraged to apply sunscreen. It is the responsibility of Parents and Caregivers to inform the class teacher if their child is not permitted to apply sunscreen.

4.3 Student Health

Promote the healthy development of students and protect the health and safety of those with health care needs.

Health Care Plans

If a student requires an individual health care plan this should be supplied to the school upon enrolment and updated annually.

Some children may have medical that need to be managed by the staff here at school. Management includes making special provisions for individual students. This requires the development of an individual health care plan in consultation with medical professionals.

Administering Medication

All medication sent to school in original packaging or a Webster pack and must be given to the Office. Medication for any child including Ventolin will be administered with the direct supervision of the staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered.

4.4 Drug Education

Educate children about drugs and preventing drug misuse

Classroom Learning

Sawtell Public School meets the mandatory requirements for drug education in the Personal Development, Health and Physical Education (PDHPE) key learning area. Students are provided with adequate opportunities to acquire the knowledge and develop the skills to make appropriate decisions about drug use.

4.5 Road Safety Education, Driver Education and Training

Education students to stay safe on the road through road safety.

Classroom Learning

Road safety education is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students will be given opportunities to analyse various situations and investigate ways of behaving safely in these situations.

	Recognition	Examples
Instant reward PLAY THE GAME REWARD	LEARNERS	<i>Examples:</i> <ul style="list-style-type: none"> • <i>Being on task</i> • <i>Completing homework</i> • <i>Being ready to learn</i> • <i>Developing and achieving learning goals</i> • <i>Having a good go</i> • <i>Problem solving</i>
	PROUD	<i>Examples include:</i> <ul style="list-style-type: none"> • <i>Show pride in work</i> • <i>Wearing school uniform with pride</i> • <i>Recognising other student's success</i> • <i>School representation</i> • <i>Looking after our school clean</i>
	RESPECTFUL	<i>Examples include:</i> <ul style="list-style-type: none"> • <i>Waiting your turn to speak</i> • <i>Playing fairly</i> • <i>Putting your rubbish in the bin</i> • <i>Being a leader</i>
	SAFE	<i>Examples:</i> <ul style="list-style-type: none"> • <i>Walking on concrete</i> • <i>Wearing a school hat in the sun</i> • <i>Playing under the basketball CoLA if not wearing a hat</i> • <i>Playing 'in bounds'</i> • <i>Waiting your turn at the canteen</i>
<ul style="list-style-type: none"> • PLAY THE GAME rewards are carried in playground duty bags for the playground. They are to reward positive behaviours INSTANTLY. • PLAY THE GAME rewards go into a barrel and 1 PLAY THE GAME is drawn out by each student leader on a FRIDAY morning assembly to receive a \$2 canteen voucher. 		
WEEKLY	MERIT AWARDS	<p><i>To raise expectations of learning each teacher presents 4 class MERIT Awards each week at Friday morning assembly. 3 Merit awards acknowledge academic IMPROVEMENT, EFFORT or SUCCESS exclusive to curriculum and 1 Merit Award will acknowledge positive behaviour</i></p> <p><i>These awards should be equitably distributed.</i></p> <p><i>Play The Game rewards can be given to recognise students for being, a LEARNER, SAFE, RESPECTFUL and PROUD. These awards are placed into the 'barrel' to be drawn by the student leaders at Friday assemblies.</i></p>
<ul style="list-style-type: none"> • Teachers can still run their own rewards such as Class Dojo, class raffle or other 		
EACH TERM PRINCIPAL'S AWARD	<ul style="list-style-type: none"> • Awarded in class by Principal 	Recognising students who have not been involved in a MINOR or MAJOR behaviour all term

Red Flag	MINOR PRIMARY INCIDENT – negotiate with AP	MAJOR PRIMARY INCIDENT– negotiate with Principal
<p>minimal disruption</p> <ul style="list-style-type: none"> not getting along with others inappropriate noises not getting along with others including unfair play <p><i>Where a pattern is emerging of a student whose name is popping up frequently across negative incidences</i></p>	<p>Cheating/Plagiarism</p> <p>Dress Code violation</p> <ul style="list-style-type: none"> PSSA apparel only on Friday (not on excursion) and worn only by recipient <p>Fractional truancy</p> <ul style="list-style-type: none"> leaving classroom or outside activity/event without permission <p>Inappropriate language/actions</p> <ul style="list-style-type: none"> rudeness towards a staff member or volunteer indirect swearing teasing/name calling spitting (not on a person) Unsafe actions <p>Late to class</p> <ul style="list-style-type: none"> Out of class with no 'real' reason and a 'fair warning' has been issued to this student (pattern emerging) <p>Mild disruption</p> <ul style="list-style-type: none"> removal from activity/lesson for persistent disruption to student learning removal from playground for persistent disruption after a 'fair warning' <p>Non-compliance</p> <ul style="list-style-type: none"> refusing to follow reasonable instructions by a staff member after a 'fair warning' Out of bounds after a 'fair warning' <p>Physical contact</p> <ul style="list-style-type: none"> hands on, pushing, throwing objects <p>Property misuse</p> <ul style="list-style-type: none"> damage of property without permission to use 	<p>Absconding</p> <ul style="list-style-type: none"> leaving school grounds, excursion or event without permission <p>Abusive language</p> <ul style="list-style-type: none"> threatening, swearing directed at a person <p>Criminal behaviour</p> <ul style="list-style-type: none"> smoking or illegal activities <p>Defiance</p> <ul style="list-style-type: none"> blatant refusal to follow reasonable instructions by a staff member persistent non-compliance <p>Forgery or theft</p> <ul style="list-style-type: none"> stealing property or belongings <p>Harassment</p> <ul style="list-style-type: none"> bullying - including online; out of school, racism/discrimination <p>Physical aggression</p> <ul style="list-style-type: none"> serious threat of committing physical aggression towards another student, staff member of visitor. Physical aggression including fist fighting, kicking with intent to injure, throwing objects with intent to seriously injure others, spitting on others, biting <p>Property damage</p> <ul style="list-style-type: none"> vandalism, graffiti, deliberate damage/malicious damage of property <p>Technology use - code of conduct</p> <ul style="list-style-type: none"> searching or sharing inappropriate material on the internet not deemed illegal (illegal activity reported as criminal behaviour)
<ul style="list-style-type: none"> Investigating teacher to enter details in SENTRAL Wellbeing as 'Red Flag'. Notifications – roll teacher and AP 	<ol style="list-style-type: none"> Investigating teacher INVESTIGATES (statements documented) Investigating teacher DISCUSSES issue with assistant principal (student) Investigating teacher RECORDS incident in SENTRAL Wellbeing as a MINOR – notifications (roll teacher, AP, P) – Reflection (see below) Investigating teacher phones parent to inform of the incident and outcome 	<ol style="list-style-type: none"> Investigating teacher INVESTIGATES (statements documented) Investigating teacher REFERS incident to principal or principal's delegate Investigating teacher RECORDS incident in SENTRAL Wellbeing as a major – notifications (roll teacher, AP, P) – Reflection (see below) Principal or principal's delegate to phone parent and invite parent to interview with child. Negotiation of consequences.
<p>Support Processes</p>	<ul style="list-style-type: none"> Restoration with classroom teacher for classroom based incidences Reflection and restoration for playground based incidences. a) Parent/Carer contacted (see above) 	<ul style="list-style-type: none"> REFLECTION ROOM – goal setting Parent/Carer contacted (see above) Referral to LST team – Behaviour Support Plan, Risk Assessment, agency/DoE support Playground suspension * School suspension * Police * Family and Community Services * Incident Report and Support * a) Up to 10 school day freeze on school representation (choir, debating, PSSA sport, excursions etc.) b) Up to 10 school day freeze on 'out of school' Friday sport