



*Learning to Live
Living to Learn*

STUDENT WELLBEING POLICY

Established - 2015

Updated - 2024

Contents

Page	
3	Introduction and School Vision
4	Attendance Road Map
5	Quality Teaching, Wellbeing and Restorative Practice Framework
10	Whole School Philosophy
11	Values and Expectations
12	HIP Keys
13	Restorative Practices
14	Encouraging and Reinforcing Positive Behaviours and Relationships <ol style="list-style-type: none">1. Teacher Managed Strategies2. Our School Values3. Student Managed Strategies<ol style="list-style-type: none">a. Students Parliamentb. School Leadershipc. School Mascot
18	Inclusive, Proactive, Prevention-Focused Approach to Behaviour <ol style="list-style-type: none">1. Riverbank's Whole-School Management to Behaviour<ol style="list-style-type: none">a. Behaviour recordsb. Parent contactc. Whole school approach<ol style="list-style-type: none">i. Physical behaviourii. Conflict resolution and Restorative Questions
20	Understanding Bullying
21	RPS Anti-Bullying Plan 2022
24	Explicit Teaching of Whole School Expectations
25	Student and Teacher Rights and Responsibilities
26	Playground Policy
30	Classroom Behaviour Flowchart
31	Circle of Practice Look-Fors
33	Inclusive Education and Supporting Students with Behaviours of Concern
31	Appendix

The Riverbank Public School Student Wellbeing Policy is underpinned by the [Department of Education's Wellbeing Framework](#), [What Works Best 2020 \(Wellbeing\)](#), the [Student Behaviour Policy](#) and the [School Community Charter](#). All-policies relevant to the RPS Student Wellbeing Policy are listed in an appendix at the end of the document and hyperlinked throughout.

Introduction

Riverbank Public School is strongly committed to enabling all students to grow and learn to their greatest potential. In achieving our goal; we adopt Restorative Practices that provides a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community. Students are supported to develop the confidence in participating in decision making within the school and provide feedback on ways to improve the learning environment. Through our Student Wellbeing Policy we aim to:

- Promote a school culture which is happy, safe and in which all stakeholders feel known, valued and cared for.
- Encourage and support respectful, responsible and resilient relationships.
- Provide a nurturing environment that facilitates learning appropriate to the students' stage of development. This includes strengthening their physical, social, emotional and spiritual development.
- Maintain high expectations for behaviour and learning.
- Create a sense of identity within the school which inspires stakeholders and encourages them to aspire to greater goals.
- Equip students with knowledge and skills to help them to recognise bullying in its many forms.
- Develop and support student voice from K-6.

The themes that will drive wellbeing in our public schools into the future are [Connect, Succeed and Thrive](#). Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals who are supported to share their opinions and thoughts.

In addition to our Wellbeing Framework, student wellbeing is supported by an active Learning and Support Team to ensure students' needs are identified and supported.

Student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive.

Riverbank's School Vision incorporates all aspect of the Wellbeing Policy.



Attendance Road Map

School Attendance Policy

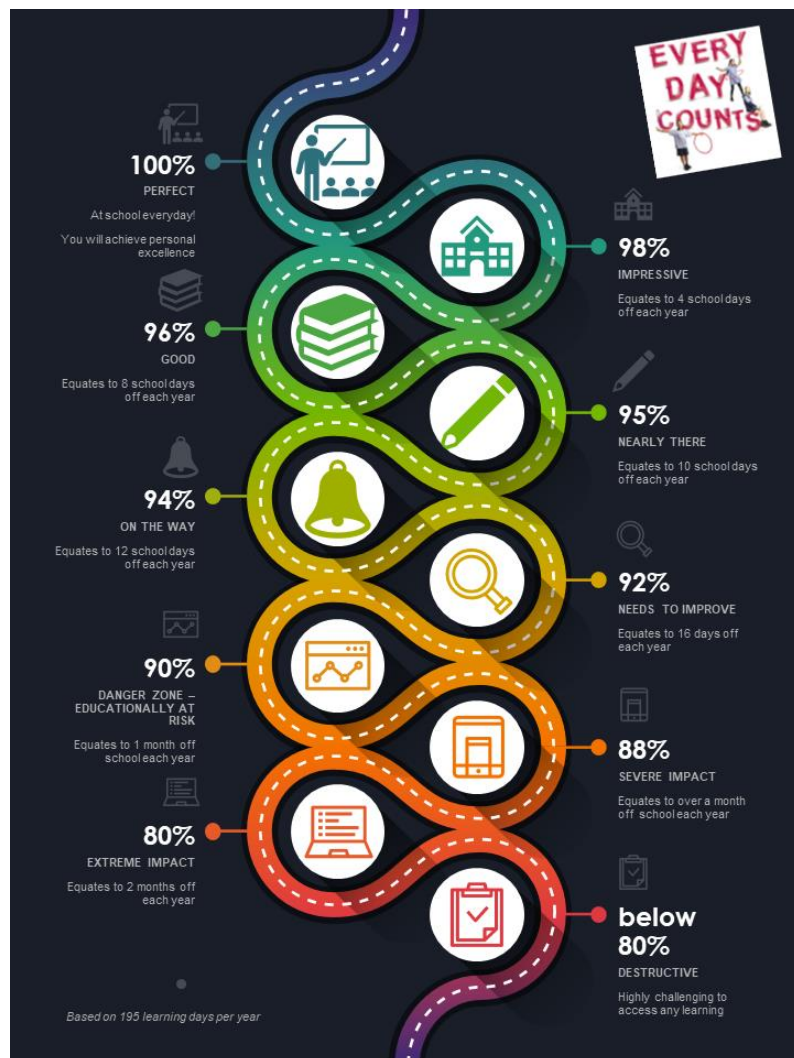
Research highlights a clear correlation between student attendance and the achievement of quality academic, socio-economic and health outcomes. This research tells us that students with an attendance rate below 90% are educationally at risk. Above 95% is our expected student attendance.

Every Day Counts, as regular attendance helps students to:

- develop a sense of belonging
- develop and maintain friendships
- be more engaged at school
- progress with their learning
- be more aware of career and life options.

Supporting positive school attendance is a shared responsibility - everyone has a role.

Here at Riverbank, we support students' attendance at school to build their sense of wellbeing and a sense of belonging resulting in improved academic outcomes. We include the 'In the Gate by Half Past Eight' slogan to remind students about being at school before the day begins.



Quality Teaching, Wellbeing and Restorative Practice Framework

Three Explicit Complementary Frameworks - Restorative Practice, Wellbeing and Quality Teaching - August 1, 2015

Restorative Framework	Wellbeing Framework	Quality Teaching Framework
<p>Explicit framework for restorative focus:</p> <ul style="list-style-type: none"> • Common language for dialogue: • Promotes reflection around harm & relationships • Frameworks assist us to become more explicit, consistent and deliberate in your practice 	<p>Explicit framework:</p> <ul style="list-style-type: none"> • Common language for dialogue • Reflection & making best practice more deliberate and intentional • Strong communication frameworks 	<p>Explicit framework:</p> <ul style="list-style-type: none"> • Common language for dialogue • Explicit quality criteria • Reflecting & making best practice more deliberate
<p>Engagement:</p> <ul style="list-style-type: none"> • Opportunity to have a say with relational focus <p>Explanation:</p> <ul style="list-style-type: none"> • Understand the reasons for the decision <p>Expectation Clarity:</p> <ul style="list-style-type: none"> • Shared understanding on what is expected in terms of behaviour and rules 	<p>Engagement & Learning:</p> <ul style="list-style-type: none"> • Is impacted positively when students are given a choice • Inclusive strategy to create an environment with clearly defined behavioural expectations 	<p>Engagement & Learning:</p> <ul style="list-style-type: none"> • Engagement • High expectations • Deep knowledge • Deep understanding • Relational approach • Negotiated curriculum
<p>Working ‘with’</p> <ul style="list-style-type: none"> • Facilitation rather than telling • High expectations & high levels of support • Relational style • Authoritative and respectful • Opportunity to tell one’s personal story within a safe environment <p>Outcomes</p> <ul style="list-style-type: none"> • Positive connected classroom atmosphere • High quality work output • Positive relationships 	<p>Working ‘with’</p> <ul style="list-style-type: none"> • Connect Sense of belonging • Importance of having a voice within a supportive environment • Success - Students will be respected, valued, encouraged, supported and empowered to succeed • Students contribute to the learning of other students • Parents play an important role in working with the school <p>Outcomes</p> <ul style="list-style-type: none"> • Thrive - students will grow and flourish through connectedness and a sense of belonging. 	<p>Working ‘with’ via a negotiated curriculum and assessment:</p> <ul style="list-style-type: none"> • High expectations • Higher order thinking • Student self-direction • Narrative and the use of story • Transference, connectedness • Knowledge integration • Substantive communication
<p>Listening enhances Fair process builds:</p> <ul style="list-style-type: none"> • Trust & commitment • Co-operation & collaboration • This enhances learning, creativity, moral development and helps build stronger relationships • Moral development, character and values • Listening, explicit thought and deep understanding • Gives people a voice • Builds ‘people’ not more programs 	<p>Listening to others’ stories:</p> <ul style="list-style-type: none"> • Connects character development to individual & collective wellbeing which shapes values • Gives people a voice • Strong communication frameworks 	<p>Listening</p> <ul style="list-style-type: none"> • Substantive conversations • Oral language skills • Deep understanding • Social support

Restorative Framework	Wellbeing Framework	Quality Teaching Framework
<p>Respect & Respectful Challenge:</p> <ul style="list-style-type: none"> • Opens students up to learning • Mistakes viewed as new learning and opportunities for insight • Consequences are an important part of Restorative Practice and involve dialogue & respectful challenge 	<p>Respectful Challenges and Complexities:</p> <ul style="list-style-type: none"> • Paramount when staff nurture professional relationships with students which are safe, respectful and supportive • Support young people to grow and learn from each other and their own mistakes 	<p>Problematic Understanding:</p> <ul style="list-style-type: none"> • Metalanguage • Students' self-regulation • Student direction • Students are encouraged to address multiple perspectives and/or solutions and to recognise that knowledge has been constructed and therefore is open to question
<p>Socratic Engagement:</p> <ul style="list-style-type: none"> • Restorative Questions • Common language • Promotes self-reflection • Emphasis on what's happening for student • Acknowledges intrinsic worth of the student • Separate the behaviour from the person 	<p>Opportunities to Engage:</p> <ul style="list-style-type: none"> • In activities of interest & value to them • Constructive interactions that provide enthusiastic & genuine support • Focus on giving young people voice & opportunity to be active learners • Allowing time for self-reflection 	<p>Socratic Engagement:</p> <ul style="list-style-type: none"> • Higher-order thinking • Staff and students initiate own purposeful questions • What's stopping the student from learning?
<p>Creating the Right Environment:</p> <ul style="list-style-type: none"> • Need to create the space and time for relationships to be built, maintained and repaired • Trust & commitment • Connection • Reintegration • Links to teaching & learning • Respectful relationships • Managing shame • Empathy • Success 	<p>Enabling Environment:</p> <ul style="list-style-type: none"> • Excellence in teaching & learning • Wellbeing has close links with learning • Connects on many levels & experience positive relationships • Builds trust & respectful relationships for students to succeed • Builds empathy • Connect, succeed, thrive 	<p>Quality Environment:</p> <ul style="list-style-type: none"> • Social support • Models respect for others • There is strong positive support for learning and mutual respect among teachers and students and others assisting students' learning. The classroom is free of negative personal comment or put-downs
<p>Links theory, practice and values:</p> <ul style="list-style-type: none"> • Encourages facilitative questioning and reflective communication • A way of teaching & learning • Based on research that anything which affects relationships [such as inappropriate behaviour] impacts on learning 	<p>Integrated, complementary processes & values:</p> <ul style="list-style-type: none"> • Schools should consider teaching & learning and the development of wellbeing as parallel • Wellbeing or the lack of it can affect a student's engagement and success in learning • Focus on the development of quality teaching, learning and engagement • Strong links between school excellence and wellbeing • Developing and fostering wellbeing is the ultimate deliverable 	<p>Values:</p> <ul style="list-style-type: none"> • Significance • Problematic knowledge • Background knowledge • Cultural knowledge • Knowledge integration

Restorative Framework	Wellbeing Framework	Quality Teaching Framework
<p>Mindfulness and Meaning:</p> <ul style="list-style-type: none"> • A certain type of mindful conversation is needed to engage others • Helps them make sense and meaning of what has happened • Real life application • Challenging inappropriate behaviour needs to be experienced as an opportunity for learning 	<p>Mindfulness and Meaning:</p> <ul style="list-style-type: none"> • 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 • Connection with meaningful experiences 	<p>Meaning & Relevance:</p> <ul style="list-style-type: none"> • Schools play a critical role in helping children and young people make sense of the world around them • Significance • Background knowledge
<p>Positive Relationships:</p> <ul style="list-style-type: none"> • Strong relationships deter • No blame approach • Relational conversations based on listening • Building on strengths • Promotes positive behavioural change and helps build stronger relationships 	<p>Positive relationships:</p> <ul style="list-style-type: none"> • Foster connectedness and feelings of belonging • Focus on attributes and strengths • Students develop character traits reflected in their behaviour, decision-making and relationships 	<p>Quality Learning Environment:</p> <ul style="list-style-type: none"> • Social Support • Significance • Connectedness
<p>Whole school approach & training in RP:</p> <ul style="list-style-type: none"> • Staff, students, parents • Continued professional learning • Philosophy & a way of being • Consistency of teacher judgment required • Circle time • Mindfulness • Gratitude Walls & Journals • Respect Agreements 	<p>Whole school approach & training:</p> <ul style="list-style-type: none"> • Physical health and fitness, • Social skills and friendship, • Empathy and resilience, • Peer support and mentoring, • Student leadership, • Citizenship and community engagement • Growth of individual and collective wellbeing • Resilience • Consistency of teacher judgement 	<p>Whole school professional learning linked to:</p> <ul style="list-style-type: none"> • Strategic Directions • Support of parents • Consistency of teacher judgment • Mandatory training
<p>Acknowledgement and descriptive feedback:</p> <ul style="list-style-type: none"> • Focus on moving from past to present and giving hope for the future • Builds on teachers' and students' strengths 	<p>Acknowledgement & description of Pro-social behaviour:</p> <ul style="list-style-type: none"> • Our understanding of wellbeing needs to be contemporary and forward-focussed: • Students strive toward goals • Achieve meaningful goals • Success celebrated in a way that is meaningful to the students & builds on strengths. 	<p>Acknowledgement and Feedback</p> <ul style="list-style-type: none"> • Visible Learning-Hattie • Feed Up <ul style="list-style-type: none"> ○ Where am I going? Goals • Feed Back <ul style="list-style-type: none"> ○ How am I going? Explicit • Feed Forward <ul style="list-style-type: none"> ○ Where to next? Hope

Restorative Framework	Wellbeing Framework	Quality Teaching Framework
<p>Personalised responses to learning:</p> <ul style="list-style-type: none"> ● Scaffolding, visuals & a range of restorative interactions along a continuum ● Inclusivity - ceremony of restoration, reintegration & acceptance ● “What happened, what harm has resulted and what needs to happen to make things right?” 	<p>Personalised inclusive learning pathways for:</p> <ul style="list-style-type: none"> ● Aboriginal students & those with identified learning needs: ● Personalised & differentiated instruction ● Individual health care plans ● Adjustments are made and documented ● Resources & services will be responsive to needs ● Emotional regulation, self-awareness which depends on degree of resilience 	<p>Personalised & differentiated instruction:</p> <ul style="list-style-type: none"> ● Background knowledge ● Cultural knowledge ● Purposeful activities, task orientation, ● Motivation of the individual ● Scaffolding, visuals & patterns on which students can hang learning ● Inclusivity
<p>Responsibility, accountability & self-governance:</p> <ul style="list-style-type: none"> ● No blame approach, trust and risk-taking ● Allows students to value themselves and others 	<p>Responsibility to reflect on own wellbeing & that of others:</p> <ul style="list-style-type: none"> ● Students exercise choice in the context of self-regulation, self-determination, ethical decision-making and responsibility ● Building positive school climate/culture ● Collaborative ● They have positive self- esteem, stretch themselves and take risks in their learning 	<p>Responsibility:</p> <ul style="list-style-type: none"> ● Student self-direction ● Risk-taking approach ● Collaborative
<p>Participation by whole school community:</p> <ul style="list-style-type: none"> ● Positive, kind and supportive relationships ● Effective discipline plan and orderly classroom ● Sense of hope and optimism ● Students feel sense of safety and competence ● High level of work quality ● High job satisfaction 	<p>Participation actively by:</p> <ul style="list-style-type: none"> ● Parents & the broader school community ● Helping students develop positive connections in enabling climate ● Young people to be active contributors to the school community in preparation for being active members of society 	<p>Participation in a quality learning environment:</p> <ul style="list-style-type: none"> ● Student direction ● Engagement ● Student self-regulation ● Social support ● High expectations ● Connectedness & inclusivity
<p>Leadership is distributive not controlling:</p> <ul style="list-style-type: none"> ● Empowerment ● Coping skills or resilience ● Voice for all ● Problem-solving ● Acknowledgement & feedback 	<p>Leadership opportunities for all:</p> <ul style="list-style-type: none"> ● When individuals are empowered to have control over lived experiences, they build their own resilience and in turn contribute positively to collective wellbeing and an inclusive community ● Leadership is evidenced at every level of the school environment 	<p>Leadership for all:</p> <ul style="list-style-type: none"> ● Responsibility ● Engagement ● Quality Learning Environment ● Student self-regulation
<p>Heartfelt rationale for practice: <i>Is My Practice?</i></p> <ul style="list-style-type: none"> ● Respectful (Distinguishing behaviour from the person) ● Fair (Engaging, with explanations & clarify Expectations) ● Restorative (by repairing harm and building relationships) <p><i>Does My Practice?</i></p>	<p>Principal implements systems: <i>Is My Practice?</i></p> <ul style="list-style-type: none"> ● Respectful (encouraging, safe & supportive) ● Fair (Engaging, inclusive & personalised) ● Restorative (by developing & maintaining & repairing positive relationships -connection, trust, success) <p><i>Does My Practice?</i></p> <ul style="list-style-type: none"> ● Develop empathy (by building connections, self-awareness) 	<p>Strategic directions:</p> <ul style="list-style-type: none"> ● Engage communities in identifying targets ● Decide on improvement measures ● Assess progress

Restorative Framework	Wellbeing Framework	Quality Teaching Framework
<ul style="list-style-type: none"> • Develop Empathy (through reflection, insight & learning) • Enhance responsibility and accountability • Promote positive behavioural change 	<ul style="list-style-type: none"> • Enhance Accountabilities (by self-direction & regulation, wellbeing policies) • Promote positive behavioural change (Succeed & Thrive, self-discipline & effort, being empowered, happy and engaged) 	
<p>Capacity Building:</p> <ul style="list-style-type: none"> • Allows you to help others to build their own capacity to work things out & self-reflect • Creates opportunities for young people to learn how to take responsibility and be accountable • Results in individual and shared decision-making • Shift focus from being cooperative and involved to being collaborative and engaged • Learning to be personally restorative is through reflection, mentoring & modelling <p><i>The start to culture change begins with staff-collaborating and modeling between peers, having the right conversations, reflecting on celebrations and challenges as a model for what is going to happen in classrooms with students. Time and space devoted for these conversations is paramount.</i></p>	<p>Capacity Building:</p> <ul style="list-style-type: none"> • Individual and shared responsibility underpinned by productive relationships that support students to learn • Students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities • Resilience strengthened by capacity to self-reflect • Draw on expertise, contribution & support of their communities-community engagement • Modelling how to support the wellbeing of self and other's personal growth 	<p>Capacity Building:</p> <ul style="list-style-type: none"> • Modelling how to support the wellbeing of self and others • Personal growth and mentoring • Modelling and daily practice

Whole School Philosophy

Restorative Practices form the relational basis for Quality Teaching and Learning at Riverbank Public School. Our Restorative Practice framework, because of its explicit nature, offers a common language and practice capable of fostering healthy relationships. Student achievement is enhanced through Restorative Values being embedded as a way of being and learning together. Our approach fosters individual responsibility and helps develop empathy. Inappropriate behaviour or choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains. Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students, and parents to participate in decision-making. They also guide the learning experiences that are provided for students. Values contribute to all individual and group decision-making in the school community.

The core values of the public schools of New South Wales are:

EXCELLENCE

- We have high expectations, and we continually seek to improve ourselves and our work.
- We strive to excel and invite the best ideas from everyone in and outside the department.
- We use and share evidence, research and data to underpin policy and practice.
- We welcome collaboration and learning with others.

EQUITY

- We ensure that every student has access to high-quality public education.
- We respect diversity and the views and contributions of others.
- We treat people fairly.

ACCOUNTABILITY

- We take responsibility for decisions and outcomes.
- We allocate and use resources efficiently and effectively.
- We monitor and review performance to drive improvement.

TRUST

- We build relationships based on transparency, honesty and mutual respect.
- We support each other.
- We respect others' expertise, experience and points of view, and listen with an open mind.

INTEGRITY

- We act professionally with honesty and consistency.
- We communicate clear expectations.
- We are transparent with information and our decisions.

SERVICE

- We are flexible, innovative, responsive and reliable.
- We provide coordinated and aligned services to enhance teaching and learning.
- We work openly in partnership with parents, communities and organisations.

Values and Expectations

Values and expectations are consistent throughout our school environment. This supports students, staff and community in knowing what is expected of them at all times.

At Riverbank we aim to

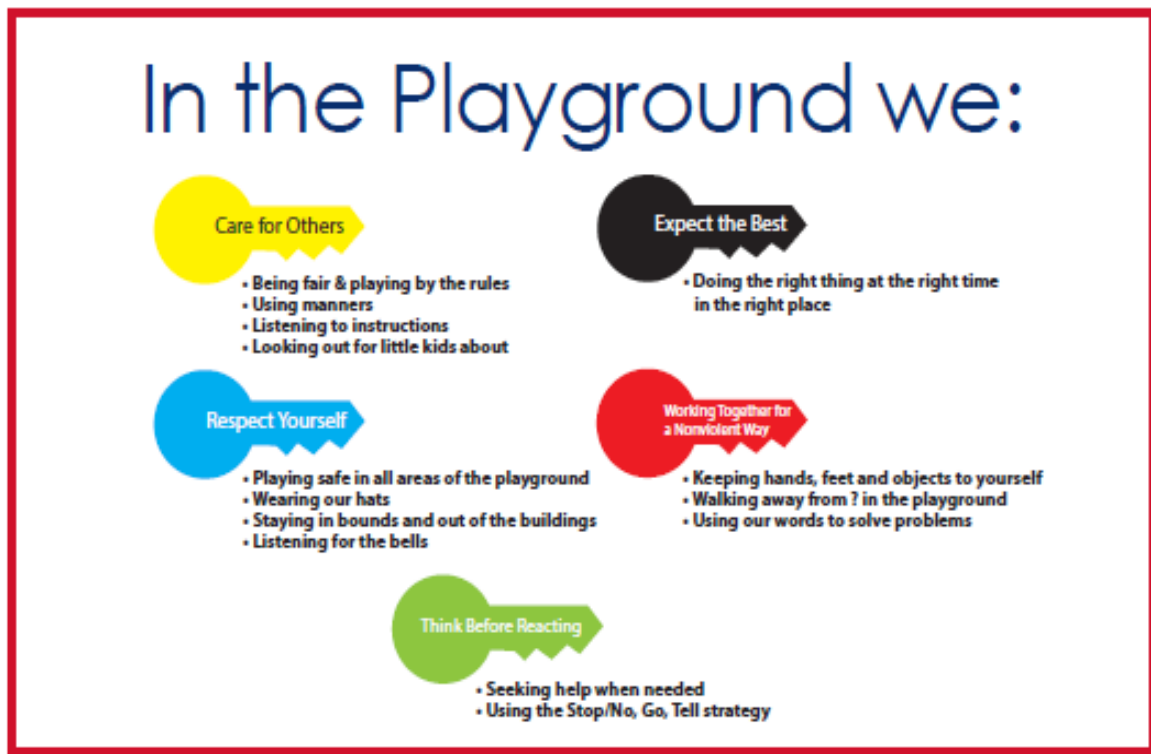
- Be Respectful
- Be Responsible
- Build Relationships

Our school values incorporate the 'Help Increase the Peace Keys' (HIP) to promote a harmonious, nurturing and challenging living and learning environment.

The HIP program offers a whole school approach to building relationships through communication, co-operation, trust building and conflict resolution.

<u>YELLOW KEY</u>	Care for Others
<u>GREEN KEY</u>	Think Before Reacting
<u>BLUE KEY</u>	Respect Yourself
<u>RED KEY</u>	Work Together for a Non Violent Way
<u>BLACK KEY</u>	Expect the Best






- We share the voice space by listening actively to others and expressing ourselves confidently.
- We follow instructions by being in the right place, at the right time, doing the right thing.
- We use build ups by saying encouraging, affirming things to others.
- We keep our hands, feet and objects to ourselves so that everyone is safe.
- We own our behaviour because we choose how we behave.



Our Circle Programs enhance our Restorative Practice

Values Reflected in our HIP Keys

The HIP program offers a whole school approach to building relationships through communication, cooperation, trust building and conflict resolution. All members of staff are trained to facilitator level in this program. Students are supported in voicing their concerns and understanding their impact others.

GREEN KEY	
Think Before Reacting by 	playing safely playing in bounds walking in the classrooms, and school building thinking before saying or doing something showing independence and initiative
BLUE KEY	
Respect Yourself by 	telling the truth consistently (integrity) handing in property you find using appropriate language caring for the school being polite caring for your own things caring for your classroom being accountable for your actions
YELLOW KEY	
Care for Others by 	being kind, considerate and helpful sharing being friendly using build-ups listening, speaking in turn speaking quietly inviting others to play
RED KEY	
Work Together for a Non-Violent Way by 	listening to others' point of view being a responsible bystander using build-ups keeping hands, feet, objects to yourself using positive body language actively engaging in learning cooperating in a team environment creating a safe positive climate making things right after harm has been done
BLACK KEY	
Expect the Best by 	making an effort with school work completing homework asking for help when you don't understand following instructions knowing you will be listened to looking at situations in a positive way having a go, taking a risk knowing a mistake is just a 'muck-up' and we learn from it striving for excellence being committed to lifelong learning

Restorative Practices

The Restorative Practices explicit framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

When Things Go Wrong

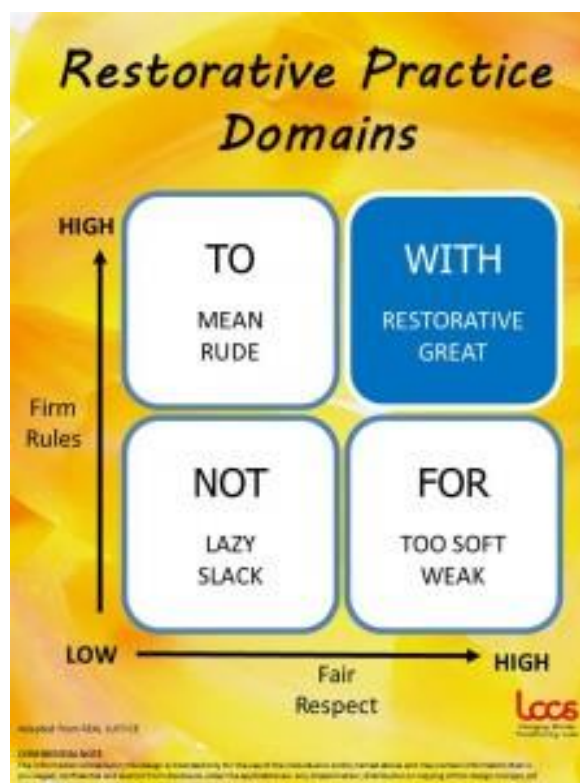
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you may do to make things right?

When Someone Has Been Hurt

- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The process is empowering as it takes students from the past to the present and gives them hope for the future. It makes things right and heal any harm that has been done.

A restorative classroom setting is one that values dialogue through an inclusive approach where all students are heard. Through this participatory process, students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships.



Encouraging and Reinforcing Positive Behaviours and Relationships

Teacher Managed Strategies

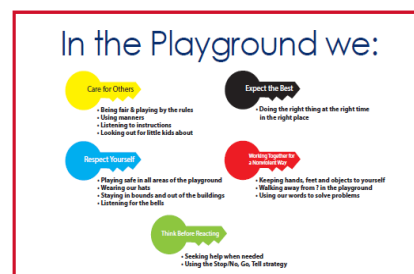
Classroom teachers use a range of strategies and resources in encouraging positive behaviours. These may include (but are not restricted to) –

- In class incentive schemes;
- Stickers;
- Class responsibilities;
- Communication with home about achievements and progress;
- Verbal and non-verbal praise;
- Identifying positive behaviours through class discussions (circle time, restorative conversations and role plays as a part of explicit teaching);
- Class Dojo;
- Feedback; and
- Conflict resolution.

Whole School Acknowledgement

A consistent acknowledgement process operates throughout the school. Both HIP Key certificates and classroom achievement certificates are presented at grade assemblies.

- 5 keys of any colour (5 keys)
- 5 keys of each colour (25 keys)
- 50 of any keys (50 keys)



Our School Values



We share the voice space by listening actively to others and expressing ourselves confidently

We follow instructions by being in the right place, at the right time, doing the right thing

We use build ups by saying encouraging, affirming things to others

We keep our hands, feet and objects to ourselves so that everyone is safe

We own our behaviour because we choose how we behave

Student Managed Strategies

a. Student Parliament

Riverbank Public School conducts Parliament, twice a term, to nurture student voice. Parliament is designed to support student's cognitive, emotional and social wellbeing by involving them in decision-making within the school.

As members of Parliament, students have the opportunity to put forward motions on how to improve our school on behalf of their class. Other students then voice their opinion for or against the motion. After the debate over a motion is completed, students vote on whether the motion is one they wish to bring into effect. Once the motion is passed by the floor, the minister in charge of that ministry takes action on the issue under the guidance of school staff.

Stage 1 participate in State Parliament by discussing motions within their classrooms and stage representative then attend the Stage 2 session to present these motions.

Stage 2 participate in State Parliament where Year 6 students take on the roles of Speaker, Premier, Treasurer, Leader of the Opposition and Ministers of various responsibilities

Stage 3 participate in Federal Parliaments where Year 6 students take on the roles of Speaker, Prime Minister, Treasurer, Leader of the Opposition and Ministers of various responsibilities.

b. School Leadership

Rationale:

- Student leadership links naturally with learning about the processes of democracy and the responsibilities of citizenship. Providing opportunities and maximising the participation of students in leadership roles support these concepts and understandings. In this way, students develop their capacity to lead and influence others in a responsible manner.
- School life provides many opportunities for young people to develop leadership skills. Through daily interactions with peers and teachers, shared responsibilities and by contributing to decision making forums, students at Riverbank Public School have the opportunity to become part of the school governance.
- Formal student leadership and student representation programs provide important benefits for individual students and our school. Student leaders have the potential to influence the school environment and the behaviour of their fellow students by becoming advocates for positive change in the school community.
- Students, who actively participate in school life and feel that they are encouraged to share their ideas and opinions, feel respected and that their contributions are valued by their school.

Aim:

- The aim of this Wellbeing Policy is to ensure that all students have the opportunity to build leadership skills through equitable programs that reflect the core values embedded at Riverbank Public School, including respect, responsibility and fairness. All students are valued as leaders. We encourage our students to be leaders in the classroom and playground, through their support for other students, or their involvement in academic, sporting, cultural or community events and projects.
- At Riverbank Public School, we encourage and provide a variety of opportunities for students to become involved as leaders within the school setting. Our leadership program is a reflection of our values as a school. The school encourages these leadership roles to be shared amongst the student body. Students can take up only one of the leadership roles within a year.

c. School Mascot

Rory the Rhino rocks because he remembers Riverbank's Rules!



Rory the Rhino is a peaceful mascot. He is a wise, resilient, brave and unique mascot who makes decisions for himself and helps and protects others when needed. Rory was designed by a student in 2015.

Inclusive, Proactive, Prevention-Focused Approach to Behaviour

At Riverbank, we believe in the creation of a positive and safe learning environment that best enables students to learn and engage at school. To achieve this, we require student behaviour, learning, wellbeing and mental health support to be integrated at a strategic and systems-level and delivered as a whole-school, coordinated approach. We achieve this through:

Principals, teachers, and school staff, in collaboration with delivering support where needed, should go beyond observing behaviour, and seek to understand the underlying and/or unspoken purpose or reason for the behaviour. A key to understanding behaviour is to understand the following aspects:

- form: the observable behaviour – what are they actually doing?
- function: the underlying cause – what is the goal or purpose of the behaviour? What is the behaviour trying to communicate? Is it to help meet a need, attract attention, gain or avoid an internal or sensory sensation, access an item or activity, or get away from something? What is being communicated through use of body language, facial expressions, gestures and silence?
- context: the environmental setting and personal circumstances that influence an individual response – where does the behaviour occur? What happens immediately before and after?

In identifying and understanding student behaviour, principals, teachers, and school staff must consider the student's individual circumstances and whether these are impacting their ability to positively engage with their learning. Such circumstances may involve but are not limited to:

- disability
- trauma background
- cultural and religious background
- interactions with other systems such as out of home care, Juvenile Justice or Mental Health
- socioeconomic disadvantage.

Riverbank has a whole-school management approach to behaviour that includes and is not limited to:

• Behaviour Records

Comprehensive records of student behaviour serve to identify patterns and to inform future planning in supporting students.

A database (Sentral) is maintained to keep a record of negative behaviours observed in the classroom and playground.

• Parent Contact

Where a staff member feels parent contact may be constructive and helpful in maintaining support for a child, parents can be contacted by phone. In the case of more serious incidents, school staff, in consultation with executive, will make contact with parents and may require a formal meeting on the school site.

• Whole School Approach

Physical Behaviour

Where the severity and context of physical incidents warrants, students may be removed immediately from the playground. The intention and purpose of physical behaviour is considered. Restorative discussions remain an important element in dealing with physical behaviour. Teachers on duty will investigate and refer the incident to the grade Assistant Principal. See parent contact.

Teachers are to ensure that their immediate supervisor is consulted with classroom/playground concerns prior to parent contact.

Conflict Resolution

Conflict can be caused by a disagreement or an argument between students. Conflict resolution is a way for them to find a peaceful solution. Conflict is a part of life, at school and beyond. Riverbank actively nurtures the skills students need to build supportive, sustainable relationships and resolve disagreements. The Restorative questions are used to facilitate conversations about the impact of these arguments. These conversations assist students to share their concerns and feel that they are valued and supported. Through this process, student voice is fostered and listened to, allowing them to have a say in how to resolve the conflict.

REAL JUSTICE

Restorative Questions I

When Things Go Wrong

When challenging behaviour, why would the following questions consistently achieve 'fair process'?

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought about since?*
- *Who has been affected by what you did?*
- *In what way?*
- *What do you think you need to do to make things right?*

REAL JUSTICE

Restorative Questions II

When Someone Has Been Hurt

Why would these questions assist, those harmed by other's actions, experience 'fair process'?

- *What did you think when you realised what had happened?*
- *What impact has this incident had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

Understanding Bullying

Bullying has three key features.

1. It involves a misuse of power in a relationship
2. It is ongoing and repeated
3. It involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. It can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex ([LGBTI](#)); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

What bullying is not

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

Dealing with a bullying incident:

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed:

- a) Restorative Practices questioning process employed.
- b) Consequences applied as per behaviour management flowchart.
- c) Individual student management plan developed if required.
- d) Information recorded on school database and referred to grade Assistant Principal
- e) Ongoing monitoring and referral to Learning Support Team if required
- f) Referral to Senior Executive if behaviours are unable to be resolved



<http://bullyingnoway.gov.au/>

ANTI-BULLYING PLAN

Riverbank Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which detail the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Riverbank Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Month/Term	Behaviour code for students
Term 1	Wellbeing policy revisited with all staff.
Term 1	Anti-Bullying and Cyber Safety Incursion for students, parent workshop - Constable Bollard
Term 1	National Day of action for Anti Bullying – classroom activities
Terms 1-4	Restorative Framework posters to be displayed in all classroom and administration buildings and playground spaces
Term 3	Anti-bullying embedded through Mandatory Child protection lessons

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	Wellbeing policy revisited with all staff.
Term 1	Induction to new students/ staff of Restorative Framework
Terms 1-4	Opt-In Staff workshops on Restorative Framework
Terms 1-4	Ongoing staff involvement in Restorative Framework
Ongoing	Mentor in restorative framework utilised to upskill all staff
Term 3	Anti-bullying reinforced through mandatory child protection training

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- All staff will participate in professional development so that a clear understanding of the school's position on bullying and the strategies to counteract it are embedded in all school policies.

- The community will receive communication via the school newsletters, and the website/app regarding the school policy for anti-bullying and the school's commitment to Restorative practice within the school.

- The staff at Riverbank Public School will ensure that a consistent message regarding acceptable behaviour is known, and followed, by all students.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

2

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1	Meet the Teacher Information evenings
Term 1	Wellbeing framework presented regularly with P & C
Ongoing	Restorative Practice - Fortnightly through Newsletters
Ongoing	Website

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Model and promote appropriate, respectful relationships
Active implementation of Restorative Practice Framework - whole school Wellbeing Circle Time conducted regularly with students and staff.
Programming and teaching of PDHPE topics taught and reviewed in accordance with the Australian Curriculum
Maintain open and positive communication with parents and caregivers around the Restorative Framework and any Wellbeing notifications
Report incidents of Bullying through the school's incident reporting procedures
Support all students through access to appropriate behaviour support plans where necessary

Completed by: RPS Executive Team

Signature:

Date: June 2022

Principal name: Jeanie M Brown

Signature: 

Date: 26/6/2022

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

3

Explicit Teaching of Whole School Expectations

	BE RESPECTFUL	BE RESPONSIBLE	BUILD RELATIONSHIPS
Playground	<ul style="list-style-type: none"> • Use appropriate language. • Follow adult directions. • Ensure everyone knows the rules of the game and follows them. • Let others play their games without interference. 	<ul style="list-style-type: none"> • Wear a hat • Use equipment correctly. • Play in the correct areas of the school. • Keep the playground clean. • Go to toilet and have a drink during recess and lunch. • Line up quickly. • Sit and eat in the designated areas. • Tell the teacher on duty if you notice someone who is hurt or sick. 	<ul style="list-style-type: none"> • Keep hands and feet to self. • Take turns • Include others in your activities. • Accept different skill levels without put downs. • Accept decisions of others. • Be a problem solver.
Canteen/ COLA	<ul style="list-style-type: none"> • Wait for your turn. • Use manners to canteen staff. • Line up quietly behind yellow lines and in two lines 	<ul style="list-style-type: none"> • Keep hands and feet to yourself whilst in line. • Don't share money or food with your friends. • Clean up after yourself. 	<ul style="list-style-type: none"> • Follow adult instructions. • Use manners. • Listen to others.
Toilets	<ul style="list-style-type: none"> • Ensure privacy to others. 	<ul style="list-style-type: none"> • Wash hands after using toilet. • Leave food outside. 	<ul style="list-style-type: none"> • Don't play in the toilet. • Take someone with you when going from class.
Assemblies/ Hall	<ul style="list-style-type: none"> • 5L's. • Listen to the speaker – be silent and attentive. • Sit and stand quietly when instructed. • Remove hat and put in lap. • Applaud appropriately. 	<ul style="list-style-type: none"> • Sing the National Anthem with pride. • Move quietly in lines. • Enter/exit quietly. 	
Library	<ul style="list-style-type: none"> • Look after the property in the library. • Use quiet inside voices. • Follow directions. 	<ul style="list-style-type: none"> • Walk sensibly. • Return your books and bring library bag on library day. • Put the books back in the right place. 	<ul style="list-style-type: none"> • Share library equipment.
Bus	<ul style="list-style-type: none"> • Move quietly. • Stay in your seat • Speak politely to the bus driver. 	<ul style="list-style-type: none"> • Walk sensibly. • Listen to teacher. 	

Students' Rights and Responsibilities

<u>Rights</u>	<u>Responsibilities</u>
I have the right to be happy.	It is my responsibility to respect the rights of others. It is my responsibility to treat others with understanding, not try to hurt their feelings.
I have the right to be treated respectfully and fairly.	It is my responsibility to treat others with respect. It is my responsibility to respect the authority of the school staff. It is my responsibility to be truthful and to treat others fairly.
I have the right to be safe.	It is my responsibility not to do anything which may threaten or cause danger to myself or others.
I have the right to expect my property to be safe.	It is my responsibility to not steal, damage or destroy the property of others. It is my responsibility to ask for permission to use the property of others. It is my responsibility to take care of school property.
I have a right to be educated at school.	It is my responsibility to be a responsible, respectful learner and not disturb the learning of other students.
I have the right to make decisions for myself.	It is my responsibility to make sensible decisions and to accept any consequences for my actions.
I have the right to represent my school in sporting and cultural activities.	It is my responsibility to maintain the good name of my school and represent my school dutifully. It is my responsibility to wear the school uniform neatly and correctly.

Teachers' Rights and Responsibilities

<u>Teachers have the right:</u>	<u>Teachers have the responsibility</u>
To be treated with respect by students, parents and other staff.	To treat students and other members of the school community justly and with respect.
To work in a safe environment.	To report any H&S concerns. To report any incidents of abuse and to practice negotiation skills.
To carry out my teaching as a professional	To establish and model the core values, rules and expectations.
To have access to professional development opportunities.	To participate in professional development. To share information with colleagues.
To have collegial support.	To provide guidance and support to others. To be willing to seek guidance and support from department.
To be involved in collaborative decision making and planning.	To communicate effectively and be an active participant in collegial meetings.
To have personal property respected.	To seek permission to borrow property from others. To keep personal property labelled and secured.

Playground Policy

Rationale:

At Riverbank Public School we ensure supervision of students in the school playground between 8:15am and 2:45pm.

Aim:

The Riverbank Public School Playground Policy aims to provide adequate and appropriate supervision of students in the school playground.

The aim of this policy is:

1. To ensure all students are provided with adequate supervision whilst playing in the school playgrounds;
2. To ensure all teachers and school learning support officers are aware of the appropriate procedures, rights and responsibilities associated with playground supervision/duty of care;
3. To ensure all students, staff and visitors are afforded with the opportunity to work and play in a safe, happy environment;
4. To ensure all students interact appropriately (K-6) with designated areas/activities are assigned for stages to play/participate in age-specific activities; and
5. To ensure the safety of all students within their allocated times for recess and lunch breaks.

Implementation:

- Parents and carers are regularly notified that there is no supervision prior to 8:15am. School gates open and staff playground supervision commences at 8:15am.
- School gates will open at 2:40pm for parents and carers to collect their children. Students still in their classrooms or in the school playground after 2:55pm are to be brought to the school office and parents contacted.
- After school supervision for students with siblings at The Ponds High School will be provided by school staff from 2:45-3pm. Students to meet teachers at lift well and be seated until 2:55pm when students and teachers proceed to high school pick up location between the two school sites.
- Students not collected by 3:05pm are to be brought to the school office and parents contacted. After 3:00pm, students who have still not been collected will be taken to our onsite OHSC provider. OHSC are unable to take any emergency care children unless they are fully enrolled with them prior to that day. Any children not on the OHSC lists will need to be cared for by the school until the parent, carer emergency contact can collect them.
- Playground duty staff members will be provided with a fluorescent vest and a bag containing basic first aid supplies, sick bay tokens, HIP keys, hand sanitiser, notepad and pen.
- In addition, senior first aid trained staff members will be responsible for supervision of the first aid room during recess and lunch times.
- Staff and students must wear hats and sun block is available in all classrooms.
- Morning Routine – children are to leave their bags at the designated area and quickly return to the playground with their hat. There are to be no ball games before 8:45am.
- Afternoon Routine – children are to move to their designated collection point promptly. There are no ball games after 2:45pm.

- Playground roster outlines areas for supervision, times and staff members allocated. This includes before school, recess, lunch, afternoon and high school pick up.
- Wet or hot weather – duty roster is provided for when students are required to remain in classrooms.
 - No balls during modified playtimes due to weather.
 - Equipment – Tranquility hub stores all equipment and have the responsibility to ensure equipment is on the playground ready for break times.
 - K-2 – soft balls and 2 x soccer balls
 - 3-6 – 6 x basketballs, 2 x netballs and 2 x soccer balls
 - During combined break times (Years 3-6), no equipment is to be used

Playground Duty Responsibilities:

Supervision of students is the responsibility of all staff.

Student Responsibilities

- Follow school HIP key expectations;
- Respect teachers’ rights to courtesy, fairness and respect;
- Respect for other individuals and their property;
- Courtesy to other students and community members;
- Students needing to find a friend visit the Red Friendship Circle located on the asphalt;
- No violence, discrimination, harassment, bullying or intimidation;
- Safety within the school and at all school activities;
- Peaceful, Restorative resolution of conflict;
- Walking on the concrete at all times;
- Observe the yellow lines around the school;
- No devices on the playground;
- Wear a hat when outdoors; and
- Compliance with all school values under this policy.

Parent Responsibilities

- Acceptance of shared responsibility for student behaviour;
- Communicate with school staff any concerns regarding behaviour;
- Support the school and the teaching staff in the presence of their children; and
- Treat all children without prejudice, disrespect or discrimination.

Duty Teachers

Classroom teachers timetabled to supervise students during morning, recess, lunch and afternoon are to exercise all aspects of the Teachers Code of Conduct, specifically, “demonstrate the highest standards of professional behaviour, exercise professional judgment and act in a courteous and sensitive manner when interacting with students, parents or caregivers, staff and the public”.

Specifically;

- Actively monitor students within the area in which they are supervising and ensure rubbish is placed in the bin;
- Ensure all students are following school values and positively acknowledge accordingly;
- Be prompt at arriving at their playground duty location on time, and must ensure that all students have left the playground before completing their duty;
- Ensure students are not to return to classrooms during playtime;
- Adhere to the yellow lines painted on the concrete which indicate out of bounds areas for students who are not to cross these lines without permission;
 - Broken yellow lines are painted in front of student toilets indicating students are allowed to use the bubblers, and enter and exit the bathrooms.
- Ensure students that have no hat are under the COLA and do not play ball games;
- When an incident occurs on the playground, refer to the **Behaviour Management Flowchart**;
- Playground duty staff members will keep a record of individual student behaviour using the supplied notepad. Staff are responsible for entering incidents deemed notifiable on Sentral;
- Follow-up playground incidents with classroom teachers, executive staff and/or the principal if necessary;
- Children are not to be placed on the silver seat for reflection time over an incident that has occurred during recess and lunch – they need to walk with the teacher on duty; and
- Appropriately manage inappropriate behaviours.
 Minor behaviours include the following and are to be dealt with immediately by the Duty Teacher using our Restorative framework:
 - Consistent running
 - Swearing (in conversation)
 - Rudeness
 - Out of bounds
 - Rough Play
 - Disrespecting others property
 - Throwing objects at others
 - Climbing

The Restorative Framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

When Things Go Wrong	When Someone Has Been Hurt
What happened?	What did you think when you realised what happened?
What were you thinking of at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what you have done? In what way?	What do think needs to happen to make things right?
What do you think you may do to make things right?	

- Casual relief teachers will be responsible for the playground duty responsibilities of staff members they are replacing. Casual teachers are orientated to procedures at the commencement of the day.
- Staff members who are aware that they cannot fulfil their playground duty obligations due to appointments or excursions etc, are required to either make a swap with another staff member or discuss the matter with an executive.
- Staff on playground supervision must approach unknown visitors in the playground, or alternatively see an executive teacher to seek assistance.

School Learning Support Officers

School Learning Support Officers (SLSOs) are not to assume playground duty responsibility. Their primary role is to support students in the playground. SLSOs are not to manage students who are displaying inappropriate behaviour; if necessary, they are to seek the support of the duty teacher, executive staff members or the principal.

School Executive

Members of the school executive have a responsibility to support students and classroom teachers in managing and resolving behaviour issues. This is in line with the Behaviour Management Flowchart.

The Deputy Principals work with students, teachers and parents with all serious behaviour concerns. In particular, he/she will be responsible for the following types of incidents:

- Threats of/or serious fighting/violence (premeditated);
- Vandalism;
- Aggressive behaviour towards staff (verbal or physical);
- Racist/discriminatory behaviour; and
- Any recurring matter referred on by Assistant Principals'.

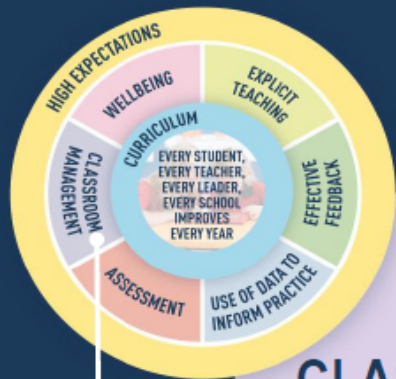
The Deputy Principals will ensure that all staff members are aware of their duty of care responsibilities, to monitor variations to duty schedules and to develop day-to-day, term and yearly plans. Each year/term the Deputy Principals will distribute duty rosters and maps to all staff members.

Riverbank Public School – Behaviour Management Flowchart

Restorative Practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

<p>Step 1: Warning</p> <ul style="list-style-type: none"> • Revisit the school values • Classroom or playground expectations explicitly reviewed • HIP keys are addressed 	<p>Serious Incidents are entered into Sentral Immediate referral to the AP AP conducts meetings with parents/teacher/student Behaviours of concern include but not limited to:</p> <ul style="list-style-type: none"> • Fighting / assault • Bullying • Cyber bullying • Theft • Threatening behaviour • Physically or verbally abusive to staff • Continuous refusal to follow instructions • Absconding • Wilful destruction of property and other students' work
<p>Step 2: If behaviour continues Behaviours of concern are entered into Sentral (if on playground or during RFF, this teacher has the responsibility)</p> <ul style="list-style-type: none"> • Student to have a 5-minute reflection - Circle Time, Restorative Conversations (for classroom behaviour this can include recess or lunch by classroom teacher) • Classroom management adjusted to support student • <i>Teachers seek out guidance from colleagues (if required)</i> 	
<p>Step 3: If behaviour continues Behaviours of concern continue to be entered into Sentral</p> <ul style="list-style-type: none"> • After 3 Sentral incidences, AP is consulted, and support provided • Parents are informed by teacher or AP of student behaviour (if required) • 3-way conversation – teacher/student/AP • Buddy class – communicate reasons for reflection, inform AP (approx. 10-minutes) - slip to accompany student 	
<p>Step 4: If behaviour continues Behaviours of concern continue to be entered into Sentral</p> <ul style="list-style-type: none"> • If behaviour continues, AP consults with DP and teachers to support student • AP conducts meetings with Parents/Teacher/Student 	
<p>Step 5: Behaviour Management Plan established Behaviours of concern continue to be entered into Sentral</p> <ul style="list-style-type: none"> • AP to officially refer student to DP • Referral to Learning Support Team if required • DP conducts meetings with Parents/Teacher/Student 	
<p>Step 6: Review and evaluate the student's behaviour management plan Behaviours of concern continue to be entered into Sentral</p> <ul style="list-style-type: none"> • Principal will refer to the Student Behaviour Policy. 	

As per the care continuum, students on an Individual Behaviour Support Plan will follow their own process.



CLASSROOM MANAGEMENT

LOOK-FORS

to build quality relationships in a safe and positive environment

HIGH QUALITY STUDENT-TEACHER RELATIONSHIPS

Acknowledgment of the individual, positive friendly tone/ body language, respectful communication, approachability, Student and teacher visible engagement.

STRUCTURE AND PREDICTABILITY FOR STUDENTS

Roll marking, Structured Environment (behaviour plans etc, LISC, PLaSPs, Visuals, Common Shared language, behaviour strategies, Consistency of classroom routines, lesson preparation

OPPORTUNITIES FOR ALL STUDENTS TO ACTIVELY PARTICIPATE

Student voice, differentiation - content, process, product, learning environment, personalised. Assessment capable, self regulated learners.

ACTIVE SUPERVISION TO SUPPORT ON-TASK BEHAVIOUR

presence and proximity near the learners, verbal and non-verbal acknowledgments of on-task behaviour, timely, regular and respectful feedback

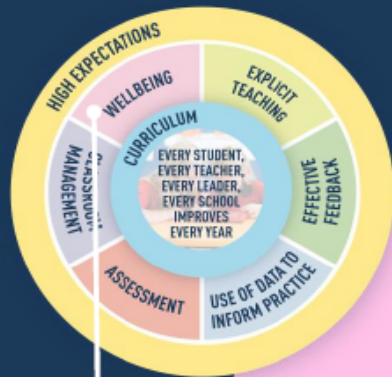
RESPOND APPROPRIATELY TO DISENGAGEMENT AND DISRUPTIVE BEHAVIOUR

early establishment of school/classroom routines and consistent application of school universals, follow up as outlined in school flowchart.

HIGH EXPECTATIONS

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.



WELLBEING

LOOK-FORS

Connect, Succeed, Thrive

NSW DoE Wellbeing Framework

COGNITIVE: AN ENVIRONMENT THAT FOSTERS CREATIVITY & CURIOSITY & GUIDES LEARNERS UNDERSTANDING, PERSISTENCE & MOTIVATION

celebrate individuals achievement and success across all areas of the curriculum; challenging and meaningful curriculum; opportunities for students to solve problems; learner qualities are explicitly taught; students are motivated, persistent and accountable learners through active involvement in goal setting (student voice)

SOCIAL: OPPORTUNITIES FOR STUDENTS TO FORM POSITIVE RELATIONSHIPS

Respectful relationships between and with students, teachers and community; opportunity for students to interact, connect and contribute outside the classroom for whole school success

EMOTIONAL: HIGH QUALITY SYSTEMS TO SUPPORT STUDENTS EMOTIONAL WELLBEING

explicit teaching of self-regulation to set high expectations for resilience in behaviour and learning; consistent application (all staff) of school languages and practices; case management approach

SPIRITUAL: OPPORTUNITIES FOR STUDENTS TO CONNECT TO CULTURE/RELIGION/COMMUNITY VALUES & BELIEFS

consistent modeling and explicit teaching of school values to encourage respect and acceptance of others; diversity of opportunities to allow individuals and community to connect and belong; act upon and empower student voice

PHYSICAL WELLBEING: A PHYSICALLY SAFE ENVIRONMENT THAT PROMOTES HEALTHY STUDENTS

Individual health care, personalised learning and support plans are consistently implemented and reviewed with all stakeholder voices; physical space is safe, accessible and inviting; students make choices to be active, safe and healthy

HIGH EXPECTATIONS

Schools support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support student to learn.

Inclusive, Engaging and Respectful Schools

The IER Schools Package ensures that every student is engaged and learning to their fullest capability and ensures that every student, teacher, and staff member is safe in the school environment.

This package includes the:

- Inclusive Education Policy for students with disabilities
- Student Behaviour Policy and Procedures; and the
- Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures.

Inclusive Education for Students with Disabilities

Under the [Inclusive Education for students with Disability](#) is defined as ‘all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices’.

The policy for students with disability clarifies roles and responsibilities for all staff delivering inclusive education. Our legal responsibilities have not changed since the [Disability Standards for Education 2005](#). This overview should be read in conjunction with the policy that outlines the individual responsibilities and delegations of department staff.

Principles of inclusive practice



1. Student agency and self-determination

Students are supported to express their views. The capacity of students to solve problems, set goals, make decisions and self-advocate is valued and developed.



4. Curriculum inclusion

Students are supported to access the curriculum with individualised goals and high aspirations.



2. Parent and carer inclusion

Parents and carers are engaged as partners to achieve the best outcomes for their child's education.



5. Workforce capability for inclusion

Teachers are supported to provide adjustments and differentiate their teaching for the diversity of students in their class.



3. Social and cultural inclusion

All students are welcomed, supported to belong and build relationships with their peers.



6. System inclusion

Inclusion is embedded across all parts of our system in culture, policies and everyday practices.

Student Behaviour Policy

In line with [Student Behaviour Policy](#), Riverbank Public School adheres to these strategies within Riverbank's Wellbeing Policy to deal with continued behaviours of concern. Students and parents taking an active role, in partnership with the school, to plan for appropriate supports to address complex and challenging student behaviour or put appropriate safety measures in place. Students are consulted throughout the process to encourage them to make appropriate choices through building their behaviour strategies.

Before a suspension is imposed, or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will:

- ensure that appropriate personalised learning and support strategies and discipline options have been applied and documented
- ensure that appropriate support personnel available within the school system and externally have been involved
- ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- develop, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour
- ensure there is a referral for behaviour or social/emotional support is in place
- provide a formal written caution detailing behaviours of concern, as well as clear expectations of what is required of the student in the future, and
- record all action taken.
- consult the [Student Behaviour Policy](#) and [Student Behaviour Procedures](#) NSW Department of Education Documents.

Restrictive Practices Framework and Restrictive Practices Reduction and Elimination

In line with the Department's Policy, Riverbank is committed to protecting the rights, safety, and freedom of our students.

A restrictive practice is any action that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

Restrictive practices should only be used as a last resort when necessary to meet the health, safety and wellbeing needs of a student and to protect the safety of other students and staff.

Restricted practices are person centred, the least restrictive option for the shortest time, reduced and eliminated where possible, monitored, and reviewed regularly.

The use of restrictive practices is planned collaboratively with parents, carers and specialists, except in a crisis or emergency, or a response to unintentional behaviour.

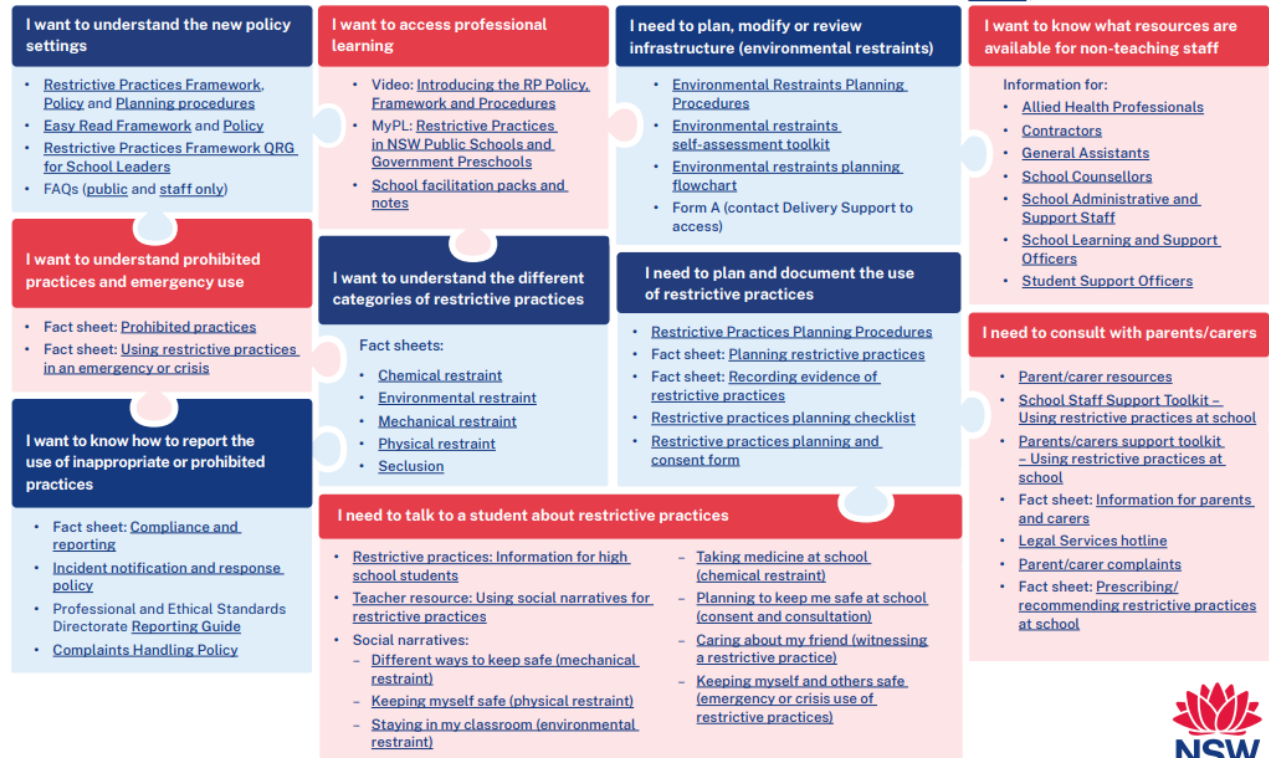
Executive and selected staff at Riverbank have been trained in Restrictive Practices (Safety Intervention).

Restrictive practices resource map

What do you want to learn about?



Contact relevant corporate areas for advice through the [staff directory](#)



Appendix

i.	The Wellbeing Framework for Schools
ii	Student Behaviour Policy
iii	Student Behaviour Procedures K-12
iv	What works best 2020 update
v	Student Wellbeing – Literature Review
vi	Supporting Student, Successful Students
vii	NSW Anti-Bullying Website
viii	Anti-bullying interventions in schools - what works?
ix	Behaviour Code for Students
x	Restrictive Practice Policy
xi	Inclusive Education for students with disability
xii	Disability Standards for Education 2005
xiii	School Attendance Policy
xiv	Everyday Counts – Student Attendance Guide
xv	Behaviour Management Support
xvi	Detention and Time-out Guidelines
xvii	Care Continuum