



*Learning to Live
Living to Learn*

STUDENT WELLBEING POLICY

**Including School Behaviour Support and Management
Plan**

Updated - 2024

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The Riverbank Public School Student Wellbeing Policy is underpinned by the [Department of Education’s Wellbeing Framework](#), [What works best 2020 update](#), 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 Matters

[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.

As well as the Department of Educations Attendance Policy our school has the following guidelines in regards to following up on attendance:

Day of Student Absence	Actions required
Day 1	Parents will be contacted via email if explanation is not received by 3pm on the day of absence.
Day 3	If explanation has still not been received, classroom teacher will attempt to make contact again. This is to be recorded by the CRT in parent communication on Sentral/SchoolBytes.
Day 7	Office will send home a letter asking for explanation of the unexplained absence
	HSLO Letter 1A can be issued with consultation from L&ST committee and HSLO if absentees are consistent

Partial absences – Any student who arrives after 8.45am or leaves before 2.45pm must have an adult with them and be signed in/out at the office.

All students should be in the gate by half past eight.

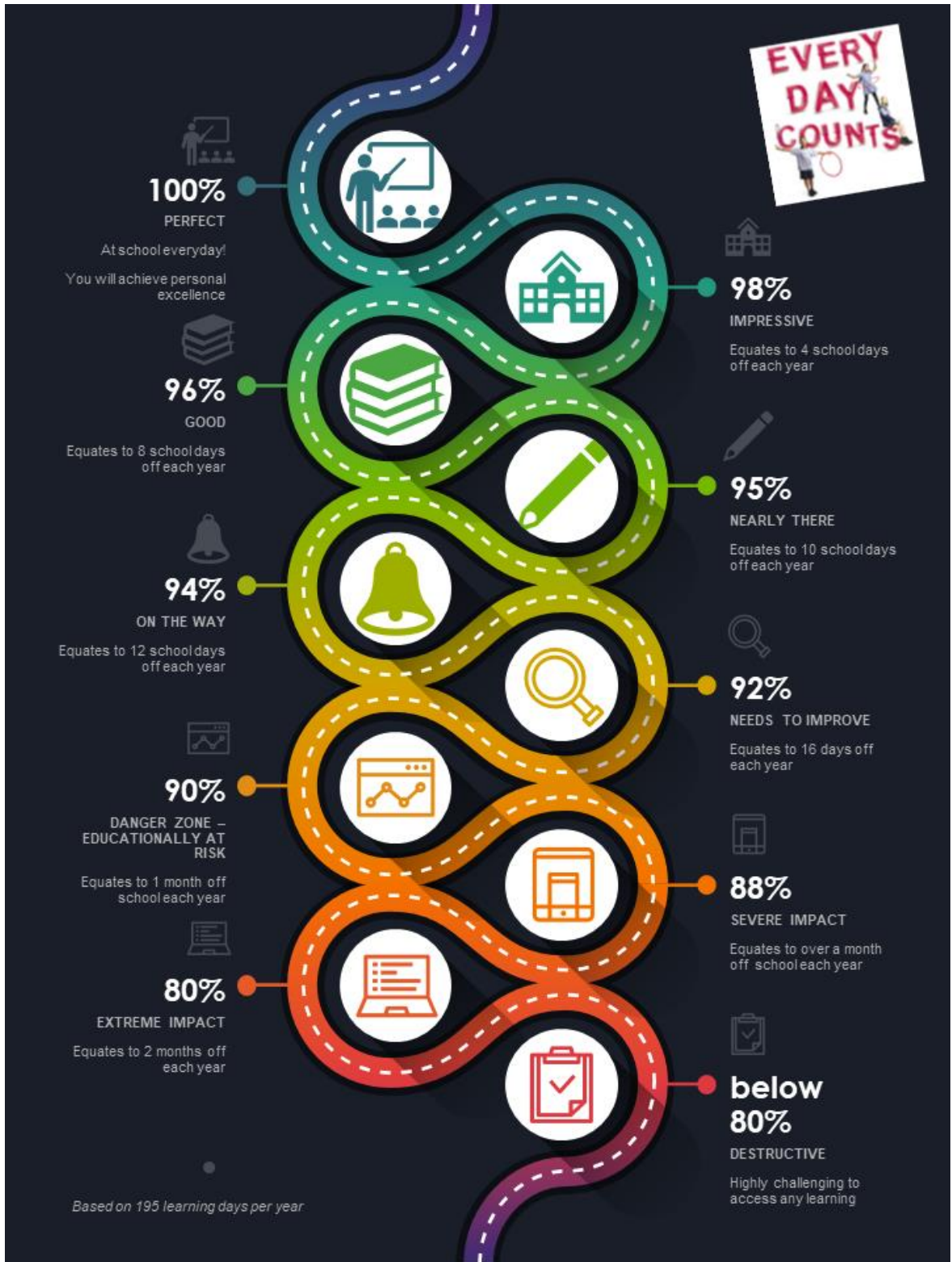
Extended Leave - If you are taking a long term of absence (5 days or more), for example a holiday during the school term, you must inform the school's front office and complete a Certificate of Extended Leave. **Leave greater than 20 school days will not be approved.** Any documentation such as travel details, itinerary or flight bookings are needed to issue the extended leave certificate

Every day Matters, 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 	<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

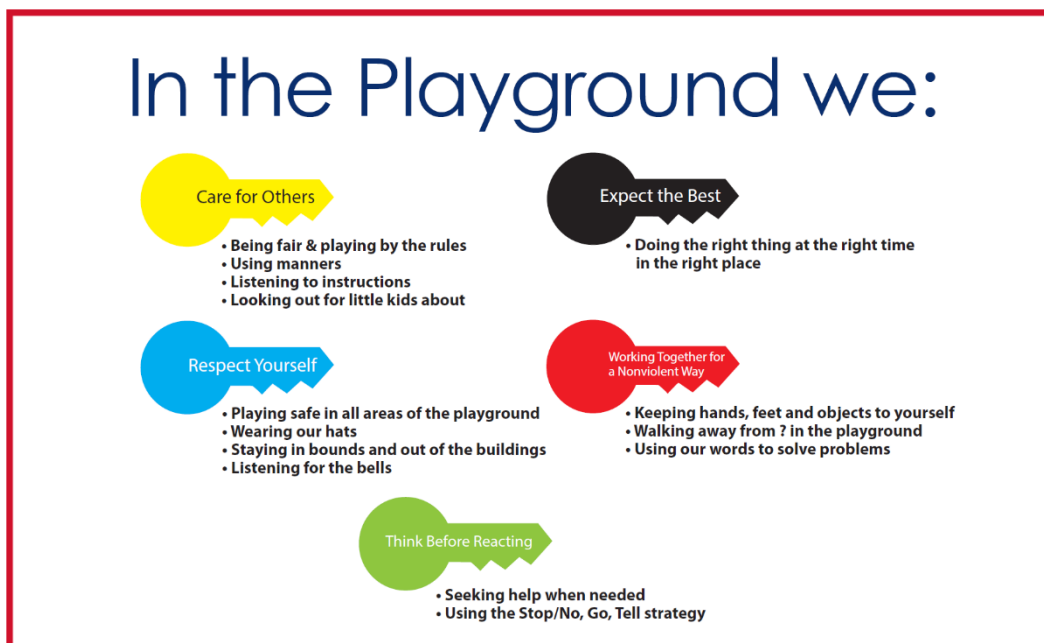
- Be Respectful
- Be Responsible
- Build Relationships

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

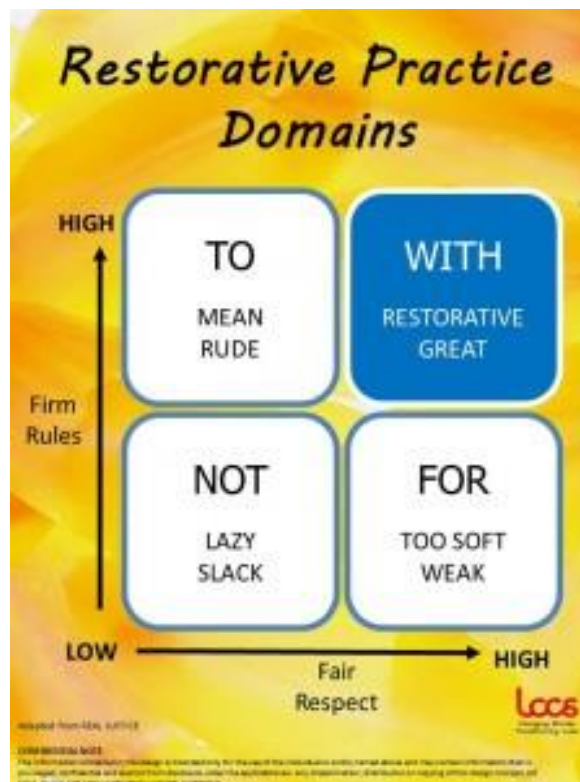
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you may do to make things right?

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

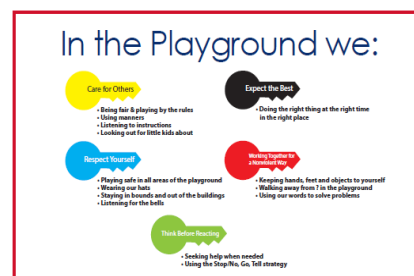
Classroom teachers use a range of strategies and resources in encouraging positive behaviours. These may include (but are not restricted to) –

- 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 Values!



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 and Identifying behaviour of concern, including bullying and cyberbullying

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

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.

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

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

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

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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

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 Students without a hat must go to the cola, basketball court, synthetic grass or bus bay Use equipment correctly following the playground roster (updated every term). 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. Use resources responsibly. 	<ul style="list-style-type: none"> Wash hands after using toilet. Leave food outside. Report any misuse 	<ul style="list-style-type: none"> Don't play in the toilet. Students are to take one other student 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 and School Song 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 the 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 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 2:50pm 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 3:10pm, 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 MUST model wearing hats when on duty or on the playground for any sporting activity
- Student must wear a hat during all playtimes and during sporting events and sun block is available in all classrooms.
- All teachers on duty are responsible for directing students without a hat to a shaded area (basketball court, cola, synthetic grass and bus bay) - it is the responsibility of the classroom teacher to remind their students to be taking their hat out to play times.

- No food is permitted on the oval
- Morning Routine – children are to leave their bags at the designated area, collect their hat and quickly return to the playground
- There are to be no ball games before 8:45am (including handball)
- Afternoon Routine – children are to move to their designated collection point promptly. Teachers are to monitor the area around classrooms and direct students if required.
- There are no ball games after 2:45pm (including handball)
- Mobile phones are to be used for school emergency only
- Playground roster outlines areas for supervision, times and staff members allocated. This includes before school, recess, lunch, afternoon and high school pick up (located on School Bytes).
- Wet weather – duty roster is provided for when students are required to remain in classrooms.
- K-3 break times, gates at the top of the oval (next to demountable D29, and between D24 and D25) not to be used to enter or exit the oval. Bring students down via the walkways (Gate between D23 and D24)
- Equipment -
 - K-3 – 6 x soft balls and 2 x soccer balls
 - 4-6 – 6 x basketballs, 2 x netballs and 2 x soccer balls
 - In the event of combined break times (eg Years 3-6), no equipment is to be used
 - No other equipment is to come to the oval (unless stipulated in and PLSP or Behaviour Management Plan)
 - Hard surface -
 - Handballs can be brought from home
 - Handballs only to be used for games of handball on the hard surface
 - Students are to walk
 - Yellow Lines indicate areas students are not cross unless permission from teacher
 - Oval –
 - 2 games of soccer (timetable on classroom windows)
 - Soccer balls are to be kicked low to the ground towards goals
 - Soccer games need active supervision
 - Areas outside of soccer goals are for running games
 - Quiet space – Bus Bay is the designated space
 - Year 2 – 3 and Year 4 – 5
 - Students can bring books, drawing materials (no scissors) etc

Extreme Heat/Weather Conditions:

There is a high risk of heat illness when exercising or playing in hot weather. The ambient temperature and relative humidity can be monitored on the Bureau of Meteorology website. Executive staff will monitor the temperature and humidity for recess and lunch times. Below are the guidelines in which executive staff will monitor:

- If the ambient temperature is 33 or over the oval will be closed. Students will have access to the court, cola x 2 and hard surfaces.
- When the oval is closed there will be no basketballs or netballs on the court.
- Teachers will encourage students to play low intensity games or activities, drinking water and staying in the shade.

- Deputies will also have the discretion on inside break times if the ambient temperature (approximately 36 degrees) and humidity is high and thus students are at risk of heat illness.
- Staff will be notified if it is inside break time 15 minutes prior to eating time.

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;

- Be prompt at arriving at their playground duty location on time;
- Roamer is the last to leave the playground and to ensure all students have returned to class;
- Playground duty is a time for active supervision, this includes;
 - Roaming the playground to ensure you are visible to all students (moving around allocated supervision area)
 - 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;
- 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.
- Roamer is to use the microphone to ask students to clean up the playground 5 minutes before the end of break bell
- When toilet issues (broken tap, cleanliness/maintenance, etc) are reported to teacher on duty, teacher must investigate and report to the office immediately
- 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. Teachers are responsible for entering incidents deemed notifiable on School Bytes;
- Any physical or significant incident occurs needs to be directed to an AP once the incident has been addressed and duty teacher is to record onto School Bytes immediately and send link to the AP (following the Behaviour Management Flowchart);
- 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 conduct a restorative conversation;
- Any classroom incidents are to be addressed by the classroom teacher and not placed with a duty teacher for reflection time unless supported by AP (follow the Behaviour Management Flowchart); 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?	

Who has been affected by what you have done? In what way?	What has been the hardest thing for you?
What do you think you may do to make things right?	What do think needs to happen 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.

Whole School Approach across the Care Continuum

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

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

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

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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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.

Riverbank Public School

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

CATEGORY	PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
PLANNING CONSIDERATIONS	<ul style="list-style-type: none"> Adjustments to Learning Quality Differentiated Practice Supplementary Substantial Extensive Adjustments to Socialising Regulation Breaks (<i>whole class</i>) PLaSP (<i>if required</i>) PLP (<i>Aboriginal students only</i>) 	<ul style="list-style-type: none"> Safety Plan (<i>if required</i>) Health Care Plan (<i>if applicable</i>) Individual Behaviour Support Plan Risk Management Plan Learning and Support team referral 	<ul style="list-style-type: none"> Learning & Support Referral Educational Support Caseload Transition Plan (<i>if applicable</i>) Communication Booklet (<i>if applicable</i>) Brain Breaks (<i>individual</i>) Check-ins 	<ul style="list-style-type: none"> Warning of Suspension/s (<i>if required</i>) Suspension/s (<i>if required</i>) Part Day Exemption Plan (<i>if required</i>) Multi-Disciplinary Team Meeting APLAS Referral (through LST AP) APLAS Observations & Recommendations Counsellor Referral
DAILY ACTIONS	<ul style="list-style-type: none"> Restorative Expectations & Lessons Behaviour Continuum Restorative Conversations Circle Work Expectation Clarity 	<ul style="list-style-type: none"> Meeting with Parents/Carers Restorative Conversations Classroom Action Plan Buddy Class (<i>when required</i>) Identified in grade/stage wellbeing meeting 	<ul style="list-style-type: none"> Meeting with Parents/Carers Aboriginal SLSO (<i>if applicable</i>) Functional Behaviour Assessment Reflection Zones (<i>classroom</i>) Amended Playground Plan NDIS In-School Support 	<ul style="list-style-type: none"> Meeting with Parents/Carers Disability Confirmation Sheet Paediatric Reports Access Request (IFS or Support Class) SLSO Support Reverse Integration (<i>Transition plan req.</i>) Itinerant Support (<i>if criteria is met</i>)*
INITIATIVES	<ul style="list-style-type: none"> Weekly Restorative Circle Time Restorative HIP keys and signage Focus HIP key of the week and Principal videos Student Parliament twice a term Whole-school Peer Support buddies Tell Them From Me Survey (<i>Yr 4-6</i>) Daily Check-ins from teacher Whole-school Term 1 Health units focusing on positive relationships Restorative Practice Mentor 	<ul style="list-style-type: none"> Social Play (<i>lunch times with LST, if applicable</i>) School Stories, Posters & Lessons Zones of Regulation Targeted Professional Learning (<i>staff</i>) 	<ul style="list-style-type: none"> Learning & Support Intervention (<i>academic focused</i>) Targeted Program/s* (<i>identified in LST programs</i>) Cultural Group (<i>if applicable</i>) 	<ul style="list-style-type: none"> Learning & Wellbeing Officer Support* Networked Specialist (<i>Principal only</i>)* Behaviour Specialist (<i>Principal only</i>)* HSLO (<i>for attendance concerns only</i>)*
PROFESSIONAL LEARNING	<ul style="list-style-type: none"> Code of Conduct (<i>annually</i>) Child Protection (<i>annually</i>) Restorative Refresher (<i>annually</i>) Restorative Practice PL (<i>DET</i>) Restorative Practices (<i>weekly</i>) BTRA and Early Career Teacher meetings Classroom Management Fundamentals 8 Ways Aboriginal Learning (<i>termly</i>) 	<ul style="list-style-type: none"> Disability Standards (every three years) Classroom Management Fundamentals 	<ul style="list-style-type: none"> Autism Training (<i>when applicable</i>) Safety Intervention Training (formerly MAPA) In-school PLs via Riverbank Curriculum Hub 	<ul style="list-style-type: none"> FBA Training (LST and Executive) Online Training Modules (<i>as needed</i>) Policy & Procedure Updates (<i>Principal</i>) <p>* External Resource or Support.</p>
STAFF	<ul style="list-style-type: none"> Led by Classroom Teacher Supported by SLSOs Whole School Approach 	<ul style="list-style-type: none"> Led by Classroom Teacher & AP Meeting with Parents/Carer and AP AP discusses with Learning Support and School Executive 	<ul style="list-style-type: none"> Led by AP and AP LST Classroom Teacher Involved Principal Notified 	<ul style="list-style-type: none"> Led by Principal & AP LST School Counselling Team Involvement Access to Team Around a School* Director, Educational Leadership (<i>if req.</i>)*



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

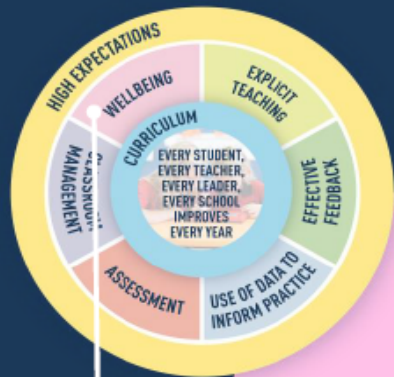
RESPOND APPROPRIATELY TO DISENGAGEMENT AND DISRUPTIVE BEHAVIOUR

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 [Suspension and Expulsion procedures](#) NSW Department of Education Documents.
- Comply with the [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)

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).

Appendix

i.	The Wellbeing Framework for Schools
ii	Student Behaviour Policy
iii	Student Behaviour Procedures K-12
iv	What works best 2020 update
v	NSW Anti-Bullying Website
vi	Anti-bullying interventions in schools - what works?
vii	Behaviour Code for Students
viii	Restrictive Practice Policy
ix	Inclusive Education for students with disability
x	Disability Standards for Education 2005
xi	School Attendance Policy
xii	Behaviour Management Support
xiii	Suspension and Expulsion procedures
xiv	Care Continuum