

Yowie Bay Public School



Student Wellbeing Policy

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1.0 Statement of Purpose

Yowie Bay Public school endeavours to create a school environment in which students are safe, secure and feel cared for. Student wellbeing is a priority for all staff and within all school programs. Students are encouraged to become active and empowered members of our school community. Yowie Bay Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

2.0 Student Wellbeing

Student Wellbeing at Yowie Bay Public School:

- Encompasses everything the school community does to meet the social, emotional, physical and learning needs of the students;
- Incorporates effective discipline;
- Incorporates wellbeing and social programs;
- Is supported by the Positive Behaviour for Learning Framework; and
- Creates a safe learning and nurturing environment where all students can achieve their potential

2.1 School Community Responsibilities

All members of our school community are responsible for ensuring the wellbeing of our students.

Students will:

- Adhere to the Behaviour Code for Students (Appendix 7.1) as stated by the Department of Education;
- Be actively aware of school expectations of appropriate behaviour; and
- Engage in learning opportunities that enhance their wellbeing.

Parents will:

- Support the school in the implementation of the Student Wellbeing Policy;
- Be encouraged to support the principles of the policy at home; and
- Communicate with school staff in regard to their child's wellbeing and circumstances which may influence this behaviour.

Staff will:

- Support the effective implementation of the Student Wellbeing Policy;
- Communicate with parents/carers in regard to the wellbeing of their child;
- Implement the school's Anti-bullying Plan; and
- Teach Positive Behaviour for Learning, Anti-bullying, drug education, road safety and child protection programs.

3.0 Positive Behaviour for Learning

3.1 How we implement Positive Behaviour for Learning at Yowie Bay Public School

Positive Behaviour for Learning is a state-wide comprehensive, integrated whole school approach to student wellbeing and behaviour. It is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing. Successful implementation of PBL is underpinned by the support and commitment of the whole school community. PBL is based on a three-tiered continuum of prevention and intervention:

- 📌 Tier 1 - Universal prevention: school-wide and classroom systems for all children, staff and settings.
- 📌 Tier 2 - Targeted interventions: small group systems for children at-risk behaviourally and academically.
- 📌 Tier 3 - Intensive interventions: systems for children with high-risk behaviour and/or learning needs.

3.2 2 Our School Expectations

Yowie Bay Public School provides students with the skills to lead and succeed in the school and broader community. We are dedicated to promoting respect, responsibility and learning in a safe and positive environment.

The Yowie Bay Public School PBL Matrix (Appendix 7.2) illustrates the expectations of students' behaviour and actions in a variety of educational settings.

4.0 Recognising and Reinforcing Student Achievement and Behaviour

Teachers regularly reinforce and acknowledge appropriate student behaviour.

4.1 Yowie Bay Public School Award System (Appendix 7.3)

The award system aligns with the core values of Positive Behaviour for Learning (PBL). PBL suggests that instead of recognising negative behaviours, teachers should reward students who are displaying the expected behaviours.

The Yowie Bay Public School Values Awards align with our three PBL expectations of Safe, Respectful and Responsible learners:

- Safe - Students display safe behaviours in the classroom and the playground.
- Respectful - Students demonstrate acceptance and value differences within our school community.
- Responsible - Students make safe and sensible choices within our school community.

Teachers will also award PBL *Gotcha* tokens in class and on the playground recognising and reinforcing positive behaviour. The class with the most tokens after a designated time will receive a class encouragement award.

Silver Awards, Gold Awards and Principal's Awards are presented at the formal K-6 Assembly.

4.2 Other Forms of Recognition
















Students consistently receive verbal praise for following our school expectations in class, on the playground and at assembly.

Students can receive Kindness Awards throughout the year and can work towards a Justum Tene award each year.

Students receive Presentation Day ribbons at the end of the school year for consistently demonstrating the school values.

4.3 Programs to Support Student Wellbeing

Yowie Bay Public School implements the following programs to support student wellbeing:

-  Learning and Support Team
-  Learning and Support teacher - Social Skills
-  School Counsellor
-  School Chaplain
-  Kids Hope
-  Peer Support
-  Student Representative Council
-  Literacy and Numeracy Programs
-  Be Excited About Reading program (BEAR)
-  Positive Behaviour for Learning
-  Cybersmart Program
-  PDHPE Programs - Child Protection, Drug Education, Sun Smart, Road Safety
-  Police Youth Liaison Officer Presentations
-  Student Representative Council (SRC)- Student Voice
-  Justum Tene Challenge

5.0 Managing Inappropriate Behaviour

4.4 Managing Inappropriate Behaviour in the Classroom (Appendix 7.4, 7.5 and 7.6)

Behaviour	Action/Consequences
<p>The student:</p> <ul style="list-style-type: none"> • does not follow class or school rules; • disrupts the learning environment. 	<ul style="list-style-type: none"> • Prompt, redirect, reteach appropriate behaviour or cueing the student to class rules. • Reminder of all students' rights and responsibilities to learn and allow others to learn.
<p>The student:</p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour by disrupting learning or breaking rules. 	<ul style="list-style-type: none"> • Setting limits for a student by stating a positive direction and then giving a simple choice or consequence direction. • The student's name is written on the board as a visual reminder.
<p>The student:</p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour by disrupting learning or breaking rules despite the previous warning. 	<ul style="list-style-type: none"> • Further reminder of appropriate behaviour. • A second reminder is placed against the student's name on the board. • Student is removed from activity or completes another activity in the classroom.
<p>The student:</p> <ul style="list-style-type: none"> • continues to display inappropriate behaviour by disrupting learning or breaking rules; • behaviour has not been modified as a result of time out in the classroom. 	<ul style="list-style-type: none"> • Final reminder of appropriate behaviour. • A third reminder is placed against the student's name on the board. • Student receives a behaviour reminder and is sent with work to a buddy class. • Behaviour is recorded on Sentral and a Reflection Sheet is completed. • The teacher contacts parents.
<p>The student:</p> <ul style="list-style-type: none"> • repeatedly displays inappropriate behaviour and has their name recorded in the class behaviour book three times; • is involved in behaviours such as fighting, hurting others, stealing or any other behaviour deemed serious. 	<ul style="list-style-type: none"> • The teacher completes a behaviour notification which is signed by an Executive and sent home to be signed by the student's parent. • The student spends 1 lunchtime completing <i>School Service</i>. • The classroom teacher will contact the student's parents to discuss the behaviour and arrange a meeting with the parents and Assistant Principal. Recorded on School Bytes.

4.5 Managing Inappropriate Behaviour in the Playground

When students exhibit inappropriate behaviour, teachers implement fair and consistent procedures as outlined in the flowchart (Appendix 7.4).

Students are given warnings and are prompted and redirected by the teacher to make appropriate choices and improve their behaviour. If the behaviour continues or the behaviour is unsafe, the teacher on duty records the incident in a playground book and on School Bytes and the student receives a consequence which may include walking with the teacher, explicit teaching of the appropriate behaviour or removal from an activity.

If a major level incident of inappropriate behaviour occurs or if the behaviour is unsafe, students are referred to the Assistant Principal for further intervention. Student Reflection Sheets will be sent home to inform parents and provide an opportunity for parents to work in partnership with the school to improve student behaviour.

Continued inappropriate playground behaviour could result in the development of individual targeted interventions to be determined in consultation with parents and which may include: referral to the Learning and Support Team or School Counsellor and/or the development of individual targeted programs to reteach appropriate behaviour.

Serious inappropriate behaviours may result in suspension. Please refer to Suspension procedures on the Department of Education website. <https://education.nsw.gov.au/student-wellbeing>

5.0 Principal's comment

I officially endorse the 2025 Student Wellbeing Policy.

Bronwyn Jeffree- Principal

Liane Sharp - Assistant Principal

Alison Diamond - Assistant Principal

Jessica Roussis - Assistant Principal

Rachael Hastie - Assistant Principal Curriculum & Instruction

5.1 School contact information

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7.1 Appendices

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Behaviour code for students

Information for parents/carers and students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Telephone interpreter service

If you would like to discuss this document with the Principal and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to phone the school. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

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

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments.

The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff

in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Applying the Care Continuum at Yowie Bay Public School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour For Learning- Tier 1	Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. Explicit teaching and modelling of specific skills, including behaviour expectation and social skills each Monday during Crunch'n'Sip time.	Whole School
	PAX Good Behaviour Game	PAX means peace, productivity, health and happiness, and is what the PAX Good Behaviour Game helps create and strengthen in each classroom. PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma-informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence. PAX GBG develops students who can be fully attentive and engaged in learning so teachers can use their time and resources to teach. At Yowie Bay Public School PAX is implemented across every classroom within the school. It involves tracking of positive behaviours and spleems (negative) for students to receive class rewards which can be in the form of games, challenges or anything the class decides as a group.	Students
	Parent communication of school behaviour expectations	The school Wellbeing Policy is distributed to parents in the first newsletter of the year. Stage leaders address the document at the Parent Information Sessions at the commencement of each year. This ensures parents are well informed of the behaviour expectations and processes of the school.	Whole School Community
	Class based systems of expectations and positive reinforcement	Positive classroom environments are created, based on negotiated class rules, aligned with the school PBL expectations. Behaviour is positively reinforced through a variety of strategies designed by class teachers, for example Class Dojo . Positive classroom environments allow students to take risks in their learning, confidently seek assistance and aim to reach their full academic potential.	Students
	Justum Tene Challenge	Justum Tene Challenge The Justum Tene Challenge at Yowie Bay Public School is a groundbreaking initiative that underscores the significance of wellbeing and mindfulness in students' educational journeys. The program provides students with opportunities to experience personal achievement through individual challenges, teamwork, family and community engagement and personal service. The Justum Tene Challenge promotes the values of service and self-improvement in a non-competitive environment. The framework allows students to set personal goals and pursue	Students

Applying the Care Continuum at Yowie Bay Public School

		them with perseverance and commitment, celebrating their progress and achievements along the way. Students complete a challenge from each of the four core pillars across the year and reflect on it to achieve a badge.	
	Student hand overs	Rigorous student hand overs are conducted prior to the start of a new school year to ensure that all information pertaining to student behaviour and academic need are shared with relevant stakeholders. This includes students moving in-between grades, and pre-school and high school transitions.	Students, Teachers
	Liaison with external paraprofessionals	Meetings with external paraprofessionals, <i>occupational therapists, speech therapists, psychologists, paediatricians</i> , to ensure a consistent approach to managing student needs and sharing of information required to effectively support the student.	Students, Teachers, Parents, Learning Support Team
	Curriculum links	PDHPE programs K-6 are established to enable students to develop age-appropriate social skills, including building resilience, developing respectful relationships and taking responsibilities for their own actions.	Students, Teachers
	Peer Support	Stage 3 students are trained as leaders and run Peer Support sessions with a mixed aged group. Peer support sessions take place weekly and run for 10 sessions. They aim to create strong relationships and support students in becoming more connected, empowered, resilient and emotionally literate.	Students, Teachers
Early Intervention	Learning Support Team	The Learning Support Team (LST) includes each stage Assistant Principal, Principal, Assistant Principal Curriculum and Instruction, Learning and Support Teacher, School Counsellor and School Chaplain. The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met. The LST team supports teachers in identifying and responding to the additional learning needs of students, facilitates and coordinates a whole school approach to improving the learning outcomes of every student and coordinates planning processes and resourcing for students with disability and additional learning and support needs. The LST designs and implements the support required to build teacher capacity so that all students access quality learning and develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.	Students, Teachers, Learning and Support Team
	School Counsellor	The School Counsellor supports students by providing psychological counselling, assessment and intervention services. They work with students and all ages and their families. The School Counsellor works collaboratively with teachers, families, school executive and other professionals to create safe, healthy and supportive learning environments that strengthen connections between home, school and the community. The School Counsellor supports	Students

Applying the Care Continuum at Yowie Bay Public School

	students with a range of issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation. Students can be referred to the School Counsellor through the Learning and Support Team	
School Chaplain	The School Chaplain supports the emotional wellbeing of students and staff by providing pastoral care services and strategies that support the wellbeing of the broader school community. The School Chaplain works with the LST and facilitates small groups sessions such as Seasons for Growth and Rock and Water . Additionally, the School Chaplain provides identified students with individual support sessions. Students can be referred to the School Chaplain through the Learning and Support Team	Students
Kids Hope	Kids Hope is an early intervention, school based mentoring program that aims to develop emotional and social resilience in children, and to enhance their capacity to learn. This model is built on long term partnership between YBPS and St Luke's Anglican Church, Miranda. Kids Hope students are identified by the LST.	Students
Koori Art	Koori Art Expressions is an art project that aims to immerse students (Indigenous and non-Indigenous) in local Aboriginal culture. Throughout this program, students learn the languages, symbols and totems of the local area and incorporate the NAIDOC theme of the year in their artwork. Local Aboriginal and Torres Strait Islander artists can collaborate with the children to guide them and help educate them along the way. A student representative from each class who is passionate about visual arts is selected, as well as our Aboriginal enrolments to be part of this program. The children meet once a week to create a K-6 collaborative artwork using different mediums and art forms which convey an important message linking to the annual NAIDOC theme.	Students
Check It Out!	Check it Out! is a cognitive behaviour therapy-based program that was designed to be used with children in Primary school. The program is usually run with a small group over 7-8 sessions. The program helps children to understand the link between thoughts, feelings and behaviour. Participants develop strategies to help identify unhelpful thoughts and provide helpful thoughts. It is of assistance to students who are anxious, although the strategies can be considered resilience building for all students. The LST identifies student to participate in the program.	Students
Positive Psychology in School	Positive Psychology is a class-based program delivered to Stage 3 classes by the school counsellor over approximately 8 sessions. The program builds on the work of Professor Martin Seligman from the University of Pennsylvania. Positive Psychology is based on 5 elements- Positive Emotions, Engagement, Relationships, Meaning and Achievement. These elements are	Stage 3 Students

Applying the Care Continuum at Yowie Bay Public School

		discussed, and students consider how they make use of these in their own lives. The program covers concepts such as identification of character strengths, strategies to develop resilience such as identifying thinking errors, developing helpful thinking, optimistic styles of thinking and gratitude. The intent of the program is to build on the strengths of students to help maximise their well-being.	
Targeted Intervention	Parent communication-communication books	A parent/teacher communication book provides a way for parents and teachers to communicate important issues and monitor student wellbeing and negotiated behaviour goals at school and at home.	Students, Teachers, Parents/Carers
	Transition Strategies	Transition strategies are established to ensure students entering Kindergarten and moving to Year 7 have their academic, social, emotional and medical needs supported. The LST liaises with all stakeholders to ensure clear communication and sharing of information leads to a successful transition.	Students, Teachers, Learning and Support Team
	Assistant Principal Learning and Support	The Assistant Principal Learning and Support supports schools to provide direct and timely assistance to students with additional learning and support needs and their teachers. The APLaS's role is underpinned by a collaborative and consultative approach so that the student and their parent or carer are actively involved in the student's education. The APLaS will provide professional support to learning and support teachers, support learning and support teachers in schools in the development and implementation of adjusted educational programs for students with additional learning and support needs and liaise with regional specialist personnel to ensure coordinated delivery of support for students with additional learning and support needs.	Students, Teachers, Learning and Support Team
	Learning and Wellbeing Officer	The Learning and Wellbeing Officer supports the delivery of a range of learning and wellbeing services and programs to enhance student wellbeing and to meet the needs of a diverse range of students, including Aboriginal students, students with disability and/or additional learning or behaviour needs and those at risk of disengaging.	Learning and Support Team
	Police School Liaison Officer	The role of the School Liaison Police (SLP) is to 'Increase the positive relationships and remove barriers between the school community and police'. This is facilitated by developing programs and activities that involve students understanding the law, police role and their responsibilities to the community. School Liaison Police work with the school community to address issues that may be of particular interest to your school as well as general issues relating to incidence of crime that are taking place in the local and school community.	Students

Applying the Care Continuum at Yowie Bay Public School

Individual Intervention	PLASPs	<u>Personalised Learning and Support</u> is a process that supports a wide range of students with additional learning needs. Students identified with individual learning needs are supported through Personalised Learning and Support Plans (PLaSPs). Teachers, parents/carers and external paraprofessionals (if required) collaborate to design measurable and achievable learning goals for students. These are reviewed each term	Students, Teachers, Parents/Carers
Individual Support	Behaviour Support Plans	A Behaviour Support Plan is a document that is created to assist the schools to provide additional support and guidance to identified students. It can help to ensure that students and staff feel safe, valued, and connected to their school community. A Behaviour Support Plan includes baseline student behaviour, risk behaviour, strategies to de-escalate behaviour, and postvention strategies.	Students, Teachers

Yowie Bay Public School PBL Matrix

As a learner I am...	Silver Seats and Assemblies	Canteen	Toilets	Playground	Oval	Classrooms	All Setting
Safe	<p>Enter and exit areas quietly</p> <p>Enter, sit and stand quietly in your area</p>	<p>Line up behind the yellow line</p> <p>Buy for yourself</p>	<p>Use the toilet, wash your hands and leave</p>	<p>Walk on hard surfaces</p> <p>Keep your hands and feet to yourself</p> <p>Wear your hat</p>	<p>Use equipment safely</p> <p>Share the area and play fairly</p> <p>Wear your hat</p>	<p>Use equipment safely</p> <p>Enter the classroom with a teacher</p> <p>Move around the classroom sensibly</p> <p>Keep hands and feet to yourself</p>	<p>Walk on hard surfaces</p> <p>Keep your hands and feet to yourself</p> <p>Seek teacher permission before leaving</p>
Respectful	<p>Maintain Personal Space</p> <p>Pay attention and look towards the speaker</p>	<p>Wait patiently for your turn</p> <p>Use good manners</p>	<p>Respect the privacy of others</p> <p>Keep the toilets clean</p>	<p>Follow teacher directions</p> <p>Agree on and follow the rules of the game</p> <p>Use good manners</p>	<p>Follow teacher directions</p> <p>Agree on and play by the rules</p> <p>Use kind words</p>	<p>Follow teacher directions</p> <p>Raise your hand and wait for your turn to speak</p> <p>Use good manners</p>	<p>Follow teacher directions</p> <p>Use good manners</p> <p>Wear your uniform with pride</p>
Responsible	<p>Be on time</p> <p>5Ls Look, listen, legs, Lap and lips</p>	<p>Post your lunch orders in the letterbox before school</p> <p>Sit on a seat to eat your food</p> <p>Put your rubbish in the bin</p>	<p>Use toilet paper, soap and water correctly</p>	<p>Report issues and concerns to a teacher</p> <p>Keep our school clean</p> <p>Be in the right place at the right time</p>	<p>Report issues and concerns to a teacher</p> <p>Follow the daily roster</p> <p>Play after you have finished eating</p>	<p>Report issues and concerns to a teacher</p> <p>Hang your bag on a hook</p> <p>Follow the 5Ls</p> <p>Enter and leave the classroom sensibly</p>	<p>Report issues and concerns to a teacher</p> <p>Play and work sensibly and fairly</p> <p>Be in the right place</p> <p>Look after your belongings</p>

Yowie Bay Public School Reward System

PBL Rainbow Award

Awarded when a child meets the PBL expectations



Bronze Award

Awarded for Student of the Week, Class Values or when a child has received 4 PBL Rainbow Awards



Silver Award

Awarded when a child has received 4 Bronze Awards.



Gold Award

Awarded when a child has received 3 Silver Awards.



Principal's Award

Awarded when a child has received 3 Gold Awards & 1 Justum Tene Challenge





PAX Good Behaviour Game at Yowie Bay Public School

PAX means peace, productivity, health and happiness, and is what the PAX Good Behaviour Game helps create and strengthen in each classroom.

PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence. PAX GBG develops students who can be fully attentive and engaged in learning so teachers can use their time and resources to teach.

At Yowie Bay Public School PAX is implemented across every classroom within the school. It involves tracking of positive behaviours and spleems (negative) for students to receive class rewards which can be in the form of games, challenges or anything the class decides as a group.

Yowie Bay Public School

Student Behaviour Management Process

Observe Problem Behaviour



Problem Solve with student/s



Follow PBL Minor Behaviour Response

Is the behaviour executive managed?

Follow PBL Major Behaviour Response

Prompt
Redirect
Reteach
Provide choice
Consequence

Behaviour Stops
Post verbal feedback.
Not recorded

If Behaviour Continues
On playground: record in behaviour book, enter into School Bytes. Notify Teacher

In classroom: enter into School Bytes.

↓

Apply logical consequences
e.g. not complete work → do it at lunchtime.

Classroom:
Temporary removal from activity, different activity, removal to another teacher. Record details. Reflection Sheet by teacher & teacher to contact parent.

Playground: Miss play, walk with teacher, loss of privilege (no ball for 5mins)

Minor (Teach) Teacher Managed

- Playing out of bounds (toilets)
- Absconding from class
- Inappropriate verbal language
- Late to lines and classes (during transition)
- School uniform dress code
- Low level disruption in class
- Misuse of property (technology, sport/classroom, equipment).
- Graffiti on books
- Lying and cheating
- Unsafe play or contact (elbowing/pushing) Running on tiger turf and asphalt before school, recess and lunch
- Other: teasing, telling.

Major (Instant) Executive Managed

- Absconding from excursions, leaving school grounds without permission
- Inappropriate language directed at staff, student or community member
- Weapons
- Vandalism of property and graffiti
- Misuse of technology to bully, intimidate others or viewing inappropriate images
- Theft
- Harassment, bullying, cyberbullying
- Physical violence and fighting
- Refusal to follow directions
- Unsafe behaviour which puts other students, themselves and staff at harm or in a dangerous situation.

Level 1 (1 Major/3 Minors)

- Reflection Sheet
- Level 1 Yellow Behaviour Card (5 days)
- Phone call to parent (by the teacher)
- Record on School Bytes

Level 2 (2 Major/6 Minors)

- Reflection Sheet
- Level 2 Orange Behaviour Card (5 days)
- Phone call/meeting with the parent, teacher and Assistant Principal
- Record on School Bytes

Level 3 (3 Major/9 Minors)

- Formal Caution (Principal)
- Level 3 Red Behaviour Card (5 days)
- Phone call/ meeting with the parent (by the Assistant Principal)
- Record on School Bytes

Response to ALL student misbehaviour is:

Calm, Consistent, Brief, Immediate, Respectful, Private

Level 4
The student will be suspended at the discretion of the Principal and in accordance with DET policy

Yowie Bay Public School Behaviour Management System



All levels will be determined by Assistant Principals or Principal at their discretion.

School Service, as determined by staff, involves carrying out tasks to benefit the school. Examples include - assisting in the library, organising sporting and classroom equipment or environmental tasks.

Students are to work their way back to Level 0 Green (all students) e.g. If on a Level 3 Red, students are to work back to a Level 2 Orange, then Level 1 Yellow before returning to a Level 0 Green.

Staff Use Only

Student Name:

Class: _____

Date: _____

Teacher name:

Action:

- Discussed with Parent
- School Service
- Card Issued _____
- Behaviour Contract
- Record on School Bytes
Photocopy Behaviour
Notification before
sending home.
- Give slip and Behaviour
Notification to Deb
- Tick box when note
returned

Yowie Bay Public School Behaviour Notification

Dear _____

Your child _____ has received a **behaviour notification** for:

Reason: _____

Date: _____

Reason: _____

Date: _____

Reason: _____

Date: _____

Action:

- Discussed with Parent
- School Service
- Card Issued. Level _____
- Behaviour Contract

Please see the reverse side for a diagram of the School Discipline Policy.

Teacher signature: _____ Date: _____

Assistant Principal signature: _____ Date: _____

Parent signature: _____ Date: _____

Please sign & return the signed slip to your child's class teacher tomorrow.

Yowie Bay Public School Reflection Sheet

Name: _____

Class: _____

Level: _____

Date: _____

Term: _____

Week: _____

Student to Complete

What happened?

.....
.....
.....

Who has been affected by what you have done?

.....
.....
.....

What do you think you need to do to make things right?

.....
.....
.....

Teacher to Complete

Teacher Comment

.....
.....
.....

Signed: _____

Parent to Complete

Parent Comment

.....
.....
.....

Signed: _____

Please return to the teacher promptly

Purpose

This procedure guides student use of digital devices and online services at our school. Our school acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. We also recognise they may cause harm if used inappropriately and that we need to support our students to use them in safe, responsible and respectful ways.

Scope

This procedure provides a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. It sets out the shared responsibilities of school staff, students and parents and carers. It also provides a framework to manage potential risks to student safety and wellbeing. This procedure covers student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This procedure covers the use of school-provided and personal digital devices and all online services.

Our School's Approach

If students are required to bring a phone or wearable technology (such as smartwatches) with them to school, they are to hand the phone or wearable technology into the office for safe keeping until the end of the school day. Parents and students are advised that in bringing mobile phones or wearable technology to school, they are doing so at their own risk and must comply with this policy. Students who bring a mobile phone to school and their parents are required to sign a mobile phone policy agreement. These are available from the school office.

Exemptions

An exemption from parts of this policy or the school procedure can be requested from the principal by parents, carers, school counsellors and other student support staff, and, if required, students themselves. This may cover times when or places where use would otherwise be restricted. Except where required by law, the school principal has discretion to consider and approve exemptions and to choose which parts of the school procedure the exemptions applies. The exemption may be ongoing or for a certain time period.

Consequences for inappropriate use

- The student is given a warning from a teacher or other staff member.
- The student is referred to the Assistant Principal.
- The student's access to the school network is restricted through the EMU tool on the DoE portal.
- The teacher or Assistant Principal arranges a meeting with the student's parent or carer.
- The student's digital device is confiscated by a staff member.
- Confiscated devices are held in the school office until a parent or carer collects the device.
- Suspension and possible Police and/or Child Wellbeing involvement for serious incidents.

Contact between students and parents and carers during the school day

Should a student need to contact a parent or carer during the school day, they must approach the administration office and ask for permission to use the school's phone. During school hours, parents and carers are expected to only contact their children via the school office.

Responsibilities and obligations

For students

- Be safe, responsible and respectful users of digital devices and online services, and support their peers to be the same.
- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different arrangements.
- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Behaviour Code for Students.

For parents and carers

- Recognise the role they play in educating their children and modelling the behaviours that underpin the safe, responsible and respectful use of digital devices and online services.
- Support implementation of the school procedure, including its approach to resolving issues.
- Take responsibility for their child's use of digital devices and online services at home such as use of online services with age and content restrictions.
- Communicate with school staff and the school community respectfully and collaboratively as outlined in the 2018 School Community Charter (<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>).
- Switch off or put their digital devices on silent when at official school functions, during meetings and when assisting in the classroom.

For the principal and teachers

- Model appropriate use of digital devices and online services in line with departmental policy.
- Respond to and report any breaches and incidents of inappropriate use of digital devices and online services as required by school procedures, departmental policy and any statutory and regulatory requirements. This includes: reporting the creation, possession or distribution of indecent or offensive material to the Incident Support and Report hotline as required by the Incident Notification and Response Policy and Procedures and consider any mandatory reporting requirements; working with the department and the Office of the eSafety Commissioner (if necessary) to resolve cases of serious online bullying and image-based abuse; and following the school's behaviour management plan when responding to any incident of inappropriate student behaviour relating to the use of digital devices or online services.
- If feasible and particularly as issues emerge, support parents and carers to understand strategies that promote their children's safe, responsible and respectful use of digital devices and online services.
- Participate in professional development related to appropriate use of digital devices and online services.

For non-teaching staff, volunteers and contractors

- Be aware of the department's policy, this procedure and act in line with the conduct described.
- Report any inappropriate use of digital devices and online services to the principal, school executive or school staff they are working with.

Communicating this procedure to the school community

Students:

- The school procedure will be discussed at a whole-school assembly.
- Classroom teachers will inform their students about this new procedure.

Parents and carers:

- Parent and carer preferences will be explored via a P&C meeting.
- Parents and carers will be advised via the school newsletter.
- This procedure can be accessed electronically via the school's website and in hardcopy at the school's administration office.

Complaints

If a student, parent or carer has a complaint under this procedure, they should first follow our school's complaints process. If the issue cannot be resolved, please refer to the Department's guide for making a complaint about our schools (<https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions>).

Review

The Principal will review the procedure annually.

Mobile Phone Agreement

I have read and understand the above information about appropriate use of mobile phones (or similar device) at Yowie Bay Public School and I understand that this form will be kept on file at the school and that the details will be recorded on a register and may be used (and shared with a third party, if necessary) to assist to identify a phone (or device) should the need arise (e.g. if lost, or if the phone (or device) is being used inappropriately).

I give my child permission to carry a mobile phone (or similar device) to school and understand that my child will be responsible for ensuring that the mobile phone is used appropriately and correctly while under the school's supervision, as outlined in this document.

Parent name (print) _____

Parent signature _____

Date _____

Student name (print) _____

Mobile phone number _____

Student signature _____

Date _____

Appendix 1: Key terms

- Digital citizenship refers to the skills and knowledge a person needs to effectively use digital technologies in a positive way so they can participate in society, communicate with others, and create and consume digital content.
- Digital devices are electronic devices that can receive, store, process and share digital information and connect to applications (apps), websites and other online services. They include desktop computers, laptops, tablets, smartwatches, smartphones and other devices.
- Digital literacy is the set of social, emotional and technological skills and competencies that people need to understand to use digital devices and online services, and to expand their opportunities for education, employment and social participation, including entertainment.
- Educational purpose is any use approved by school staff that supports student learning, wellbeing and educational outcomes.
- General capabilities are the broad collection of knowledge, skills, behaviours and dispositions described within the Australian curriculum and NSW syllabus.
- Image-based abuse occurs when intimate, nude or sexual images are distributed, or threatened to be distributed, without the consent of those pictured. This includes real, altered and drawn pictures and videos. This is a crime in NSW.
- Online bullying involves using technology such as the internet or mobile devices to bully someone. 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. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation.
- Online safety is the safe, responsible and respectful use of digital media, devices, other technology and online services.
- Online services are any software, website or application that can gather, process or communicate information. This includes digital classrooms, chat and messaging, online games, virtual reality, social media and other online spaces.
- Reasonable adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.
- School-related settings include school grounds, school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This connection may exist in situations where: there is discussion about school taking place outside of school hours; a student is wearing their school uniform but is not on school premises; a relationship between parties commenced at school; students are online in digital classrooms; and where online contact has flow on consequences at school and duty of care requires the school to respond once an incident is reported.
- School staff refers to school personnel who have some level of responsibility for implementing policy and the school digital devices and online service procedure. This includes principals, senior staff, teachers, non-teaching staff, school administrative staff, volunteers and contracted staff engaged by schools.

Appendix 2: What is safe, responsible and respectful student behaviour?

Be SAFE
<ul style="list-style-type: none">• Protect your personal information, including your name, address, school, email address, telephone number, pictures of you and other personal details.• Only use your own usernames and passwords, and never share them with others.• Ask a teacher or other responsible adult for help if anyone online asks for your personal information, wants to meet you or offers you money or gifts.• Let a teacher or other responsible adult know immediately if you find anything online that is suspicious, harmful, inappropriate or makes you uncomfortable.• Never hack, disable or bypass any hardware or software security, including any virus protection, spam and filter settings.
Be RESPONSIBLE
<ul style="list-style-type: none">• Follow all school rules and instructions from school staff, including when using digital devices and online services.• Use online services in responsible and age-appropriate ways: only use online services in the ways agreed to with your teacher; only access appropriate content and websites, including when using the school's filtered network and personal, unfiltered networks; and do not use online services to buy or sell things online, to gamble or to do anything that breaks the law.• Understand that everything done on the school's network is monitored and can be used in investigations, court proceedings or for other legal reasons.
Be RESPECTFUL
<ul style="list-style-type: none">• Respect and protect the privacy, safety and wellbeing of others.• Do not share anyone else's personal information.• Get permission before you take a photo or video of someone, including from the person and from a teacher.• Do not harass or bully other students, school staff or anyone, this includes cyberbullying using a digital device or online service.• Do not send or share messages or content that could cause harm, including things that might be: inappropriate, offensive or abusive; upsetting or embarrassing to another person or group; considered bullying; private or confidential; and/or a virus or other harmful software.



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create **collaborative** learning environments

We **all play our part**

We work **in partnership** to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.
Respectful.
Communication.**

School Community Charter

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