

Cootamundra High School Student Learning Expectations and Code of Behaviour

Restorative Practice sight lines

BEHAVIOUR SUPPORT

The Non-negotiables

Communication

- Phone calls home / conversations with parents should be regular. If you are noticing behaviours that are concerning or worth celebrating / if a student is having difficulty with an aspect of learning or success after perseverance / if there are social concerns / if they are starting a new program etc.

For positives;

- Outline what you have noticed – Is it new? Is it ongoing?
- What is making you proud of them?
- Link the behaviour / learning to the Positive Behaviour for Learning values (Respect, Responsibility, Excellence) and our ethos of Yindyamarra. A Wiradjuri word meaning respect, be gentle, polite, honour, do slowly.
- Invite comment and follow up – **Communicate again and again and again!**

For concerns;




- Outline why you are calling – frame it honestly and **be solutions focused**.
- Discuss what you are seeing at school – ask – have you noticed anything similar at home?
- Suggest possible antecedents to the issue – is it connected to them not understanding something in class? An issue with a friend? A conflict in personality or temperament?
- Own any actions that you or the environment may have contributed to an issue.
- Explain what steps are going to happen now to restore / support the student (check...have these been negotiated?)
- Invite comment and follow up – COMMUNICATE AGAIN and AGAIN and AGAIN!

Restorative Practice sight lines

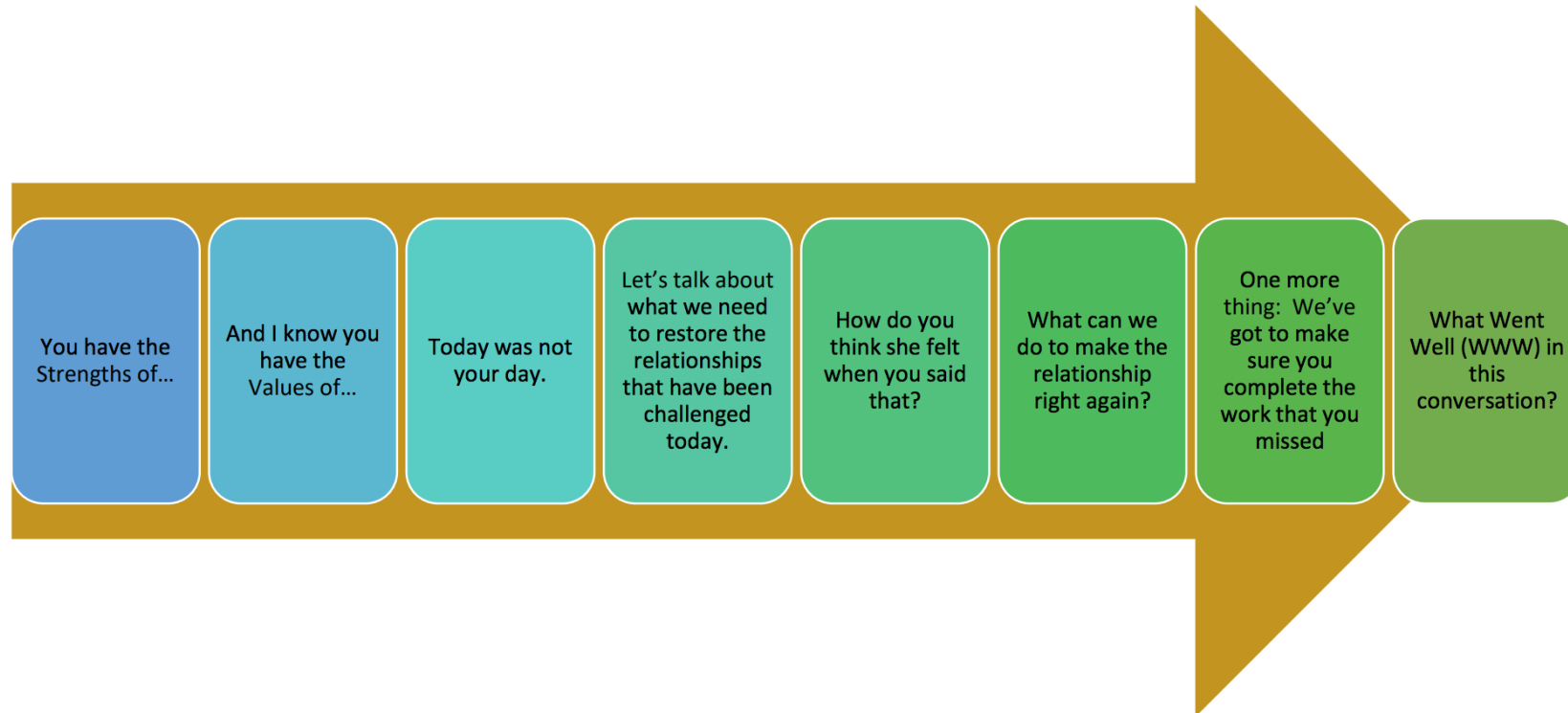
BEHAVIOUR SUPPORT

Level One (teach and walk away)	Level Two	Return to Level One	RESTORE
Targeted support by teacher	Buddy Teacher	Back to Class	Continue to manage
<ul style="list-style-type: none"> ● Proactive – Can this student access the task? ● Proactive – What is behind this behaviour change? ● Use in class warning system ● Use sensory options ● Consider brain breaks ● Consider sending student for a walk/gym/message with a note ● Use alternate engagement options to focus on task ● Student conference one on one 	<p style="text-align: center;"><i>This should be time for a productive, positive reset and time out to deescalate (10mins as a guide)</i></p> <ul style="list-style-type: none"> ● Provide a space for time out – do not embarrass or humiliate student in front of others ● Check in after a few minutes – “is there anything you need your teacher to know?” “What should you do when you return to class?” 	<ul style="list-style-type: none"> ● Let the student come in and return to their task Do not revisit the issue they were sent out for in front of others or if it will escalate the student again. Talk at a later time. ● Check in a few minutes later – “do you need some help getting back on track with your task?” “Do you understand what you need to do?” “Is there something I need to know in order support you?” 	<p style="text-align: center;"><i>If able to manage behaviour in the session, do so.</i></p> <p style="text-align: center;">Focus on support for learning and relationship building</p>
			Student returns to learning
			<p style="text-align: center;"><i>Decide what consequences, if any, need to be put in place.</i></p> <p style="text-align: center;">Focus on related consequences. Eg if learning time missed, catch that up in break time.</p>
Checklist	Checklist – Buddy Teacher	Checklist – Class teacher	Student escalates again
<ul style="list-style-type: none"> <input type="radio"/> Remain calm <input type="radio"/> Focus on de-escalation <input type="radio"/> Seek understanding of the issue behind escalation <input type="radio"/> Exhaust all regular in-class behaviour management strategies and strategies for engagement 	<ul style="list-style-type: none"> <input type="radio"/> Focus on de-escalation <input type="radio"/> Report back to class teacher 	<ul style="list-style-type: none"> <input type="radio"/> Record removal to buddy teacher – Class Teacher writes up in Sentral - Minor Behaviour <input type="radio"/> Parent informed of minor behaviour via Parent Portal notification – opportunity to discuss with child 	<p style="text-align: center;"><i>If unable to manage behaviour in the session, the buddy system has failed, and/or student safety is at risk...</i></p> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> ● Seek Head Teacher assistance

BEHAVIOUR SUPPORT Cont.

Level Three All students		Level Three Case Managed Students		Level Four All Students		RESTORE
Head Teacher		LSTeam & Inclusive Ed Team		Deputy Principal	Principal	Continue to manage
<p><i>HT will support student and staff, with the expectation that the class teacher restores with the escalated student.</i></p> 		<p><i>Learning and Support & Inclusive Ed Teams to support students via LST referral or when negotiated by Head Teacher or DP</i></p> 		<p><i>DP then Principal to be called for incidences involving serious safety risks / extreme escalation</i></p> 		<p>Build relationships Focus on learning Restore hurt/upset Communicate</p>
Checklist		Checklist		Checklist	Checklist	Buddy Teachers 2022
<input type="radio"/> Provide support for the student to deescalate. <input type="radio"/> Lead a student conference around expectations and seek understanding about their support needs. <input type="radio"/> Support the classroom teacher with restoration <input type="radio"/> Record on Sentral - Major (class teacher writes up). Add comment as needed.		<input type="radio"/> Determine data collection needs for L&S intervention <input type="radio"/> Consider classroom intervention <input type="radio"/> Follow up actions/decisions communicated to all staff		<input type="radio"/> Seek understanding for triggers – gather written statements <input type="radio"/> Support staff with restoration plan <input type="radio"/> Parent communication including formal letters <input type="radio"/> Action suspension procedures as needed in line with policy <input type="radio"/> Check incident reporting to hotline as needed in line with policy <input type="radio"/> Required documents scanned, emailed & filed <input type="radio"/> Record in Sentral - Senior Executive Intervention		<u>Lower A Block</u> <u>Upper A Block</u> <u>Lower B Block</u> <u>Upper B Block</u> <u>Lower C Block</u> <u>Upper C Block</u> <u>TAS</u>
<input type="radio"/> Parent phone call required. <input type="radio"/> Ongoing unresolved issues require a formal HT led parent meeting <input type="radio"/> Consider L&S referral needs						

Triage Conversation Formula



Incident Reporting

Minor Incidences (All students)	Major Incidents (All students)	Major Incidents (Case Managed students)	Neutral, Merit, Contact or Wellbeing notifications
<p>Examples:</p> <ul style="list-style-type: none"> ○ Inappropriate language (not directed at a particular person) ○ Disrespect ○ Noncompliance ○ Disruption (brief or low intensity) ○ Property misuse ○ Intimidation (low intensity) 	<p>Examples:</p> <ul style="list-style-type: none"> ○ Continual defiance or Noncompliance ○ Abusive language or directed swearing ○ Fighting or physical aggression ○ Bullying or harassment ○ Truancy ○ Theft 	<p>Examples – see previous column.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ○ Positive incidences - record on Sentral – Merits ○ Sunshine Calls ○ Student interviews ○ Counsellor, Career Advisor, Year Advisor, SSO check in ○ Notifications ○ Parent calls/meetings
Who to notify	Who to notify	Who to notify	Who to notify
<p style="background-color: #D9F0A3; padding: 2px;">Classroom Teacher</p>	<p style="background-color: #D9F0A3; padding: 2px;">Classroom Teacher</p> <p style="background-color: #FFDAB9; padding: 2px;">Head Teacher</p> <p style="background-color: #FFA07A; padding: 2px;">Deputy Principal</p> <p style="background-color: #008080; padding: 2px;">Principal</p>	<p style="background-color: #D9F0A3; padding: 2px;">Classroom Teacher</p> <p style="background-color: #FFDAB9; padding: 2px;">HT + LSTeam + Inclusive Ed Team</p> <p style="background-color: #FFA07A; padding: 2px;">Deputy Principal</p> <p style="background-color: #008080; padding: 2px;">Principal</p>	<p style="background-color: #D9F0A3; padding: 2px;">Classroom teacher</p> <p>Add Head Teacher if the notification is connected to a case being discussed or monitored. Notify the LS Team or Inclusive Ed Team if the student is case managed.</p>
Communication and Follow Up	Communication and Follow Up	Communication and Follow Up	Communication and Follow Up
<p style="background-color: #D9F0A3; padding: 2px;">Classroom teacher</p> <p>Be proactive. Communicate with student, other teachers, Year Advisor as trends start to appear. Discuss your concerns about the developing behaviour. Seek their support to have a conversation at home. Phone calls home if behaviour continues. Parents need to be partners in learning success.</p>	<p style="background-color: #D9F0A3; padding: 2px;">Classroom teacher</p> <p style="background-color: #FFDAB9; padding: 2px;">Head Teacher</p> <p>Discuss your concerns about the ongoing behaviour with your HT. Contact parent. Discuss what is known about the incident, any known antecedent and what follow up or support is being put in place.</p>	<p style="background-color: #D9F0A3; padding: 2px;">Classroom Teacher</p> <p style="background-color: #FFDAB9; padding: 2px;">HT/ LSTeam + Inclusive Ed Team</p> <p style="background-color: #FFA07A; padding: 2px;">Deputy Principal</p> <p style="background-color: #008080; padding: 2px;">Principal</p> <p>Contact parent. Discuss what is known about the incident, any known antecedent and supports being put in place. Discuss any adjustments to programs which may be needed in response to the incident.</p>	<p>All staff are encouraged to make Sunshine Calls home every week. Positive contact with parents makes a significant difference when building High Expectation Relationships.</p>

Incident Reporting

Children at risk

Inform Head Teacher, Deputy Principal or Principal at the earliest break after a disclosure or incident.

Do not delay in passing information on about students at risk.

Do not rely on a Sentral notification alone – share the information face to face. If you come to believe that a child is at significant risk in the afternoon session and shouldn't return home until a welfare check is complete, speak to the Deputy Principal or Principal immediately.



Deputy Principal or Principal typically runs MRG in consultation with teacher. Teachers are also able to run MRGs independently if supervisors are unavailable.



PDF of the MRG outcome to be emailed to Deputy Principal and Principal asap for follow up and filing (even if the outcome only requires ongoing monitoring). All documents following this MRG, including records of conversations, must be saved and filed. Inactive case documents are kept in archives in line with policy.

Incident Reporting

Safety and WHS Incidences

Let the Deputy Principal, Principal and your supervisor know of the incident as soon as possible. We are responsible for reporting all student safety concerns and WHS issues to the DoE – this includes ‘near misses’

Near misses include things such as a trip hazard that has caused a minor injury but which could have been more serious; any gaps in WHS planning or maintenance which may have resulted in injury e.g. being aware of a light switch that gives a minor shock.

Employees need to notify both the relevant line manager and the department’s **Incident Report and Support Hotline on 1800 811 523**.

Where an incident involves emergency services, employees should notify their manager and the hotline as soon as possible within the first hour. This allows for early intervention, management and support.

For all other incidents, employees should notify their manager and the hotline as soon as possible within 24 hours.

Any employee is able to report an incident to the hotline and will receive advice and support to help them manage the incident, as well as to meet their legislative and procedural obligations.

Always inform the Principal of any safety or WHS issue prior to contacting the hotline as the Principal will be required to explain how the issue is being managed.