Whole School Approach to Student Wellbeing and Positive Mental Health:

Tiers of	Description:	Programs and Events:	Processes:	Professional Development and Learning Opportunities –
Support:				Staff, Parents and Students:
Tier 1: Proactive and preventative	Whole school support for all students	Programs: Positive Behaviour for Learning (School Expectations & Rules) including GOTCHAS, PBL lessons,	Student Support Services referrals with Case Managers/Support Team Member assigned when applicable	Annual Mandatory Training for all staff including Student Protection
measures:		Restorative Conversations, classroom/assembly celebrations, acknowledgements and rewards	Use strength based language during all conversations/meetings/documents	Annual review of school processes (notice, inquire, plan) to recognise early signs that a student's wellbeing is at risk
		You Can Do It Program	Review of all school activities and events to ensure	Annual review of documentation that outlines school process that support staff to respond appropriately to
		Buddy Program	successful access and participation for all	students at risk
		Year 1 & 2 Circle Time Program facilitated by the School Chaplain	SSS Comes to You	Annual review of school's Student Code of Conduct
		Leadership Program (including GRIP leadership day	Chaplaincy Referrals/visits/connections	Triple P Parenting Courses Cyber Safety (years 4 to 6) – students and parents
		camp) Cyber Safety sessions for students	Positive Behaviour For Learning Committee Meetings	Professional Development for staff including: • In service and provision of resources for
		True Relationships – Family Education	Student Code of Conduct processes: • Referral to DP/P	teachers, i.e. 'notice, inquire, plan, respond' (NIP-R model)
		Transition Programs: • Kindy to Prep • T4 Transition Morning	Restorative ConversationsPlayground Plans	 Trauma Informed Practice In-service and provision of strategies for teachers regarding mental health, e.g. anxiety,
		Year 6 to High School	Review of school data: • Attendance	depression, school refusal, griefAwareness of 'suicide response/critical incident
		Co-curricula Activities and Events: • Student Council	School Opinion SurveyBehaviour	plan'
		 Regis Aged Care visits Gardening Club 	A-E Madula and Madula and Cafaba Madula and	
		 Interest groups/clubs – e.g. drawing club, art, flap and fly Choral program 	Workplace Health and Safety Meetings Build parent/community partnerships through:	
		STEAM Kids/Debating/Sustainability/Competitions	Parent/teacher interviews Emails to parents	
		Interschool Sport	Stakeholder meetings	
		 Whole School Events: Say No To Bullying Day - whole school focus Harmony Day - whole school celebration 	Appendix: Notice, Inquire, Plan & Respond presentation (for teachers) School plan for grief & loss Teacher resources for mental health Critical Incident and Suicide Response	

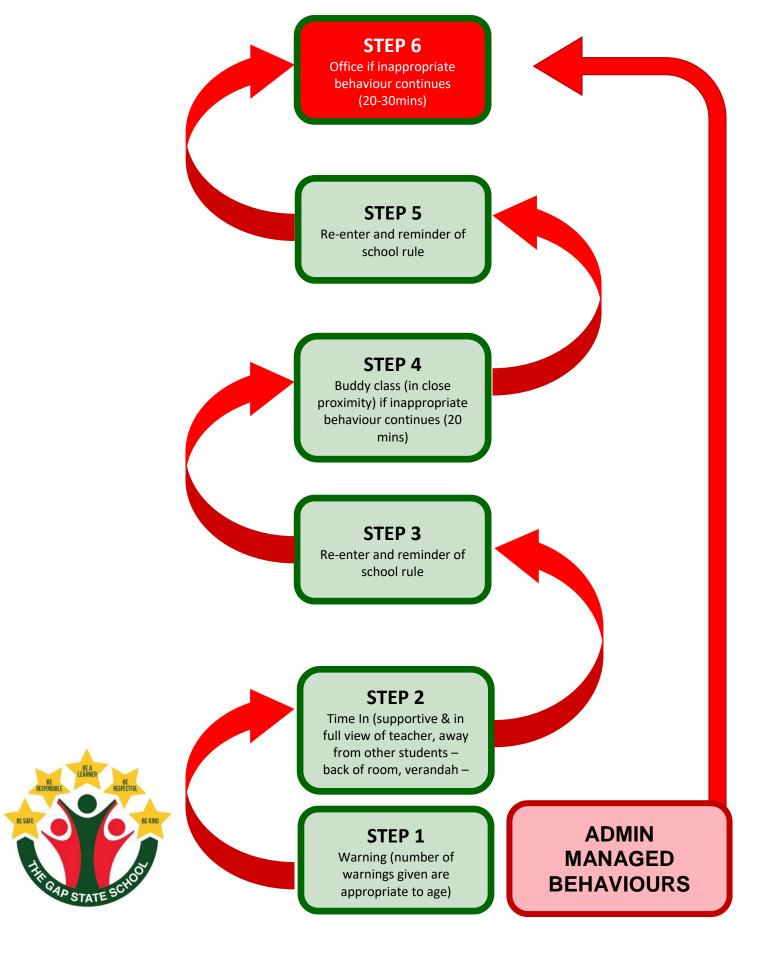
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			Student Code of Conduct	
Tier 2:	Individual or	Individual Support (Chaplain)	Referrals to Student Support Services and	Staff/parent support from Case Managers, Principal or
Intervention	group support		Guidance Officer	Guidance Officer including coaching and mentoring
Measures:	based on needs of	Kids Hope Program		
	students with		Stakeholder Meetings (including parents, external	Regional senior staff (SGO) to support school team, when
	agreed	Behaviour Plans/Playground Plans	agencies)	required
	stakeholders and			
	timelines for	Planned interest groups to support individual and/or	Assignment of Case Manager, Support Team	Awareness of additional resources to support mental
	monitoring and	groups of students	Member	health:
	review			For teachers
		Modified play areas/additional supervision	Action planning with targeted strategies for	 Mental Health Hub – Department of Education
			student documented in the PLPs	For parents
		Buddy Programs		Child Youth & Mental Health Service
			Student Wellbeing Action Plans	General Practitioner
		School Attendance Plans		Public/private paediatricians
			Individual Mental Health Plans	Private psychiatrists
				Private psychologists
			Appendix:	Kids Helpline
			 Teacher resources for mental health 	Kids Helpline for Parents
			Student wellbeing action plan template	Lifeline
				Parentline
I				Beyond Blue/Be You
Tier 3:	Specific action	Action plans and response plans based on individual	Immediate referral to School Principal and	Staff/parent support from Case Managers, Principal or
	'	Action plans and response plans based on individual	· ·	
Intensive	planning in	circumstances with support from external	Guidance Officer	Guidance Officer including coaching and mentoring
measures and response to	response to critical incident or	stakeholders, parents, school staff and regional staff members.	Immediate re-grouping of stakeholders, actioning	Regional senior staff (SGO) to support school team
incident:	notification of	members.		regional senior stair (300) to support school team
mouent.	harm, i.e.		planning and monitoring	
	implementation		Agrood chock inc and increased reviews	
	of 'Critical		Agreed check-ins and increased reviews	
	Incident & Suicide		Involvement of external agencies and regional	
			Involvement of external agencies and regional senior staff	
I	Response Plan'		Sellioi Stali	
			Annandiv	
			Appendix:	
Tions of	Description:	Duograms and Frants	Critical Incident & Suicide Response Plan	Professional Development and Learning Consent with
Tiers of	Description:	Programs and Events:	Processes:	Professional Development and Learning Opportunities –
Support:	M/h a la caba a l	Due sue sue	Chindret Compant Complete metamole with Con-	Staff, Parents and Students:
Tier 1:	Whole school	Programs:	Student Support Services referrals with Case	Annual Mandatory Training for all staff including Student
Proactive and	support for all	Positive Behaviour for Learning (School Expectations	Managers/Support Team Member assigned when	Protection
preventative	students	& Rules) including GOTCHAS, PBL lessons,	applicable	Annual review of school processes (notice include inter-
measures:		Restorative Conversations, classroom/assembly	Hea strongth based language during all	Annual review of school processes (notice, inquire, plan)
		celebrations, acknowledgements and rewards	Use strength based language during all	to recognise early signs that a student's wellbeing is at risk
		Vou Con Do It Dronner	conversations/meetings/documents	Annual review of decree entation that avoiding a set
		You Can Do It Program	Deview of all calculations and accept to	Annual review of documentation that outlines school
		Buddy Brown	Review of all school activities and events to ensure	process that support staff to respond appropriately to
		Buddy Program	successful access and participation for all	students at risk

		Year 1 & 2 Circle Time Program facilitated by the School Chaplain	SSS Comes to You	Annual review of school's Student Code of Conduct
		Leadership Program (including GRIP leadership day	Chaplaincy Referrals/visits/connections	Tripe P Parenting Courses
		camp)	Positive Behaviour For Learning Committee	Cyber Safety (year 4 to 6) – students and parents
		Cyber Safety sessions for students	Meetings	Professional Development for staff including:
		True Relationships – Family Education	Student Code of Conduct processes: • Referral to DP/P	 In service and provision of resources for teachers, i.e. 'notice, inquire, plan, respond' (NIP-R model)
		Transition Programs:	Restorative Conversations	Trauma Informed Practice
		Kindy to Prep	Playground Plans	 In-service and provision of strategies for
		 T4 Transition Morning 		teachers regarding mental health, e.g. anxiety,
		Year 6 to High School	Review of school data:	depression, school refusal, grief
			Attendance	Awareness of 'suicide response/critical incident
		Co-curricula Activities and Events: Student Council	School Opinion Survey	plan'
		Regis Aged Care visits	Behaviour	
		Gardening Club	• A-E	
		Interest groups/clubs – e.g. drawing club, art, flap and fly	Workplace Health and Safety Meetings	
		Choral program	Build parent/community partnerships through:	
		STEAM Kids/Debating/Sustainability/Competitions	Parent/teacher interviews	
		Interschool Sport	 Emails to parents 	
			 Stakeholders meetings 	
		Whole School Events:		
		Say No To Bullying Day - whole school focus	Appendix:	
		Harmony Day – whole school celebration	 Notice, Inquire, Plan & Respond presentation (for teachers) 	
		, ,	School plan for grief & loss	
			Teacher resources for mental health	
			Critical Incident and Suicide Response	
			Plan	
			Student Code of Conduct	
Tier 2: Intervention	Individual or group support	Individual Support (Chaplain)	Referrals to Student Support Services and Guidance Officer	Staff/parent support from Case Managers, Principal or Guidance Officer including coaching and mentoring
Measures:	based on needs of	Kids Hope Program		
	students with		Stakeholder Meetings (including parents, external	Regional senior staff (SGO) to support school team, when
	agreed	Behaviour Plans/Playground Plans	agencies)	required
	stakeholders and	8		
	timelines for	Planned interest groups to support individual and/or	Assignment of Case Manager, Support Team	Awareness of additional resources to support mental
	monitoring and	groups of students	Member	health: For teachers
	review	Modified play areas/additional supervision	Action planning with targeted strategies for	Mental Health Hub – Department of Education
		Woulded play areas/ additional supervision	student documented in the PLPs	For parents
		Buddy Programs		Child Youth & Mental Health Service
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		School Attendance Plans	Student Wellbeing Action Plans	General PractitionerPublic/private paediatricians
			Individual Mental Health Plans	Private psychiatristsPrivate psychologists
			Appendix: • Teacher resources for mental health	Kids HelplineKids Helpline for Parents
			Student wellbeing action plan template	Lifeline Parentline
				Beyond Blue/Be You
Tier 3: Intensive measures and	Specific action planning in response to	Action plans and response plans based on individual circumstances with support from external stakeholders, parents, school staff and regional staff	Immediate referral to School Principal and Guidance Officer	Staff/parent support from Case Managers, Principal or Guidance Officer including coaching and mentoring
response to incident:	critical incident or notification of harm, i.e.	members.	Immediate re-grouping of stakeholders, actioning planning and monitoring	Regional senior staff (SGO) to support school team
	implementation of 'Critical		Agreed check-ins and increased reviews	
	Incident & Suicide Response Plan'		Involvement of external agencies and regional senior staff	
			Appendix:	
			Critical Incident & Suicide Response Plan	

CONSEQUENCE FLOW CHART

For Classroom



CLASSROOM CONSEQUENCE FLOW CHART SUPPORT DOCUMENT

ADMIN MANAGED **BEHAVIOURS**

STEP 6

Office if inappropriate behaviour continues (20-30mins)

1. Unsafe behaviours 2. Major behaviour

- 3. Persistent behaviours unresponsive to **ESCM** and steps
- *Fill in office slip
- **Send student directly to office ***Call office if student refuses
- ****Record on OneSchool as soon as possible

STEP 5

Re-enter and reminder of school expectation and rule

Add next step warning, e.g. "Max, you need to be safe and sit on your chair. If you continue standing on your chair, then you will need to go to the office."

STEP 4

Buddy class (in close proximity) if inappropriate behaviour continues (20

Make sure you, and your students are aware of who your buddy class is and where they are. Practise walking there if necessary.

STEP 3

Re-enter and reminder of school expectation and rule

Use positive PBL language to create consistent understanding for everyone in the room e.g. "Max, we are safe in this classroom. You need to sit on your chair."

STEP 2

Time In (supportive & in full view of teacher away from other students - back of room, verandah – 10 mins

Your 'Time In' space should be as consistent as possible e.g. the same chair in the room, or mat on the carpet within listening and viewing distance of the lesson.

STEP 1

Warning (number of warnings given are appropriate to age)

Agree as a team what will be a suitable number of warnings for your year level, to ensure consistency. Ensure students are aware of expectations.

Essential Skills for Classroom Management

- 1. Establishing expectations
- 2. Instruction giving
- 3. Waiting and scanning
- 4. Cueing with parallel acknowledgement
- 5. Body language encouragement
- 6. Descriptive encouraging
- 7. Selective attending
- 8. Redirect to the learning
- 9. Giving a choice

CONSEQUENCE FLOW CHART

For Playground

ADMIN MANAGED BEHAVIOURS

Major inappropriate behaviours



Re-enter and reminder of school expectation and rule

STEP 2

Time out of play

STEP 1

Incidents involving others

Warning, rule and expectation reminder, restorative chat

STEP 1

Individual incidents

Warning, rule and expectation reminder



ADMIN MANAGED BEHAVIOURS

ADMIN **MANAGED BEHAVIOURS**

- 1. Major inappropriate behaviours
- Persistent behaviours unresponsive to steps below
 - *Fill in incident form
 - **Send student directly to office
 - ***Call office if student refuses
 - ****Escort the student to the office if necessary and find help to do so

STEP 3

Re-enter and reminder of school rule and expectation Use positive PBL language to create consistent understanding for everyone in the playground e.g. "Max, we use play equipment safely" or "Max and John, we follow game rules." Student to name expected behaviour.

STEP 2

Time Out of play

'Time out' could be sitting on a seat in view of teacher on duty or could be walking with the teacher. Student to name expected behaviour.

STEP 1

Incidents involving others

Warning, rule and expectation reminder and Restorative Chat Reminder of school expectations and rules. Focus conversation on allowing students to take responsibility and be accountable and feeling valued and supported. Student to name expected behaviour.

STEP 1

Individual incidents

Warning and rule and expectation reminder

Reminder of school expectations and rules. Student to name expected behaviour.

Playground supervision



- 1. Have clear, fair playground expectations
- 2. Acknowledge appropriate behaviours
- 3. Don't over manage
- 4. Control your proximity
- 5. Focus on the primary behaviour rather than be diverted by the secondary behaviours
- 6. Keep it simple and as unobtrusive as possible
- 7. Be consistent but flexible
- 8. Lead by example
- 9. Think relationships: watch, listen and laugh
- 10. Be visible and move, move and move

The Gap State School

The Gap State School												
Internal Behaviour Referral Form												
Student Name:				Location(please circle)								
						A Block	A Block Library			Classroom		
						B Block		MPB			Eating Area	
Class:						C Block		Oval			Specialist Lesson	
Date:						D Block		Pool			Quadrangle(ha	ndball)
Time:						E Block		Pavilion/Te	ennis Cou	rt	Toilets	
Referring	Staf	f Me	mber:			Prep Building		Playground	t		2 min Zone	
						Resource Cent	re	Transition			Other	
School Ex	pect	tatio	n Category									
Be Safe			Be Respec	tful	Ве	e Responsible		Be Kind	Be a Learner			
Others in	volve	ed in	incident									
None		Pe	ers					Staff				
Other												
Note												
OFFICE ADMINISTRATION TO COMPLETE:												

OneSchool Records:					
Categories	Strategies	Motivation for behaviour			
Bullying/harassment	1 day Detention	Obtain Peer Attention			
Defiant/threat/s to adults	10 minute time out in	Obtain Adult Attention			
	class				
Disruptive	Restorative Justice	Obtain Tangible Object			
Dress code	Peer mediation	Obtain Activity or Event			
IT misconduct	Referred to office	Obtain Sensory Stimulation			
Late	Reminder of school rules	Escape/Avoid Activity or Event			
Lying/cheating	Time out at office	Escape/Avoid Instructional Task			
Misconduct involving object	Time out in buddy class	Escape/Avoid Adult Attention			
Non-compliant with routine	Natural Consequence	Escape/Avoid Peer Attention			
Physical misconduct	Parent contacted by	Escape/Avoid Sensory			
	phone/ letter/ in person	Stimulation			
Possess prohibited items					
Prohibited items					
Property misconduct					
Refusal to participate in program of					
instruction					
Substance misconduct involving illicit					
substance					
Substance misconduct involving tobacco					
and other legal substances					
Threat/s to others					
Truant/skip class					
Verbal misconduct					
Other					

Appendix 7 The Gap State School

Internal Behaviour Referral Form

	Area	Behaviour OneSchool Categories	Minor	Behaviour OneSchool Categories	Major
	Movement around school	Non-compliant with routine	Running on concrete, around buildings, verandahs & classrooms Running in stairwells Riding bike in school grounds Not using correct pathways around the school (i.e. shortcutting on grassed areas) Jumping over seats/port racks Moving around the school before first bell		
	Play	Misconduct involving an object Non-compliant with routine	Incorrect use of or on equipment Throwing objects (without intent to harm Playing dangerous games Playing in toilets	Physical misconduct involving object Physical misconduct	 Throwing objects that hit another student/staff (with intent to harm)
Be Safe	Physical contact	Physical misconduct	 Minor physical contact (e.g. pushing ,shoving, hitting with hats) 		Serious physical aggressionFighting
	Correct Dress code • Not wearing a Attire		 Not wearing a hat in when outside in playtime 		
	Other	Non-compliant with routine	Climbing fences	Substance misconduct involving tobacco and other legal substances	Possession or selling of drugs
		Refusal to participate in program of instruction Refusal to participate in program of instruction	 Being on verandahs at inappropriate times or without permission Leaving classroom/class area without permission 	Possesses prohibited items	 Weapons including knives and any other items which could be considered a weapon being taken to school
		Verbal misconduct- swearing		IT misconduct	 Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
	Language	Disruptive	Inappropriate language (written/verbal)	Verbal misconduct/swearing	Offensive insults of a discriminatory nature (racial, sexual, prejudicial) Verbal abuse / directed profanity
		Disruptive	Calling out/back chatDisrespectful tone	Threats to others – verbal	 Aggressive language eg. (I am going to kill you
	Property	Other conduct prejudicial to the good of the school	 Petty theft (intent/ age of student) 	Misconduct involving object	Stealing / major theft
ectful		Vandalism	Lack of care for the environment	Vandalism	Wilful property damage including graffitiVandalism
Be Respectful	Others	Other conduct prejudicial to the good of the school	 Not playing fairly 	Bullying/harassment	 Major /repeated defiance/non-compliance to instructions
		Disruptive	 disruption to class/interrupting 	Defiant/threats/to adults	Blatant disrespect
		Non-compliant with routine	 defiance/non-compliance with instructions 	threats to adults Non-compliant with routine	Bullying (specific examples)
		Bullying/harassment	 put downs /name calling/ excluding/teasing 	ICT misconduct	 Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
	Uniform	Dress code	 Incorrect uniform items 		
Responsible	Behaviour	Lying/cheating Not sure what this should be but I don't think it is lying	 Lying about actions Refusal to take responsibility for actions 		
Be Respo	Property Physical misconduct • Kicking or throwing items (including lunchboxes) Vandalism • Harming of environment (pulling branches of trees)		Vandalism Vandalism Bullying/harassment	Destruction of school property or vandalism Destruction of environment	
		Bullying/harassment	 Excluding others 	Verbal misconduct	 Ongoing exclusion (directed at certain individuals
Be Kind		Verbal misconduct	Put downs	Verbal misconduct	Ongoing and repeated put downs
		Non-compliant with routine Non-compliant with routine Refusal to participate in	Occasionally being late for class after breaks & transitions Occasionally breaking classroom rules	Disruptive	 Ongoing disruptive behaviour and non- compliance to classroom routine and teacher instruction.
in in		program of instruction	 Occasionally not in the right place at the right time 	Defiant/threat/to adults	Blatant disrespect
Be a Learner		Refusal to participate in program of instruction Refusal to participate in program of instruction	Occasional refusal to complete set tasks (schoolwork)	Late Refusal to participate in program of instruction	Regularly being late for class Frequently leaving class without permission (out of sight) Regularly refusing to complete set tasks(schoolwork)
				Refusal to participate in program of instruction	Regularly breaking classroom rules

Appendix 8 The Gap State School Reflection Sheet – Yr 3 - 6 (Optional)

Name:	Class:	
Date		
Time and Location of incident:		_
What did you do? (Who, what, when, where)		
What school rule did you break?		
What would have been a better choice?		
What will you do next time?		
What do you need to do to make things better?		
Principal/Deputy Principal Signature:		
Student's Signature:		
Office use: Entered into OneSchool	☐ Date:	

The Gap State School Reflection Sheet – Prep - Year 2 (optional)

Name:	Class:
Date:	
What I did	
What I should have been doing	
The rule I need to remember is:	
The fale fried to remember is.	
Principal/Deputy Principal Signature:	·
Office use: Entered into OneSchool	