

Como West Public School

Behaviour Support and Management Plan

Overview

Como West Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Our school is defined by:

- our GLUE values framework
- our commitment to the Department's Behaviour Code for Students as an expectation for behaviour
- our commitment to anti-bullying
- our culture of inclusion, advocating for students with disabilities and disorders and adapting the school environment for behaviours of neurodivergent students.

Key programs prioritised and valued by the school community are: the GLUE values program; the Zones of Regulation teaching and learning program; and the CWPS Good Mental Health teaching and learning program.

GLUE values framework and program

Como West Public School has a school-wide GLUE values framework incorporating our values into the following acronym:

G - Good mental health and Gratitude

L - Leadership & Learning

U - Uniqueness & Unity

E - Environmental education and Equity

These values encompass what our whole school community believes we need for our students to connect, succeed, thrive and learn. In its second year of implementation, feedback from students, staff, and parents indicates a growing understanding of the GLUE values and their importance.

The establishment of a GLUE goals matrix has created a coherent approach to recognising student achievements. Collaboration of all school staff resulted in the development of whole-school goals for each term, along with the steps necessary for achievement. Students in 2024 achieved their GLUE goals, demonstrating that the initiative effectively supports students in demonstrating external behaviours which indicate an intrinsic understanding of the school value. The matrix ensures a consistency in the metalanguage surrounding the values across the school, further strengthening communication about the GLUE values, and contributing to a unified school culture. This success not only motivates students but also fosters a sense of pride and accomplishment within the school community. (Appendix 1)

The achievement of GLUE goals is linked to the Como West Public School's Bronze, Silver and Gold certificate system. The Bronze, Silver Gold system had been in place at school for many years as part of the PBL award system, however, with community consultation, the school made a conscious decision to move away from rewarding behaviours and a move towards acknowledging students who demonstrate our school GLUE values. The achievement of GLUE goals is celebrated at the end of each year with a Bronze certificate, with a trading system occurring throughout the years of schooling to Silver, Gold. They also contribute towards students receiving a medallion in Year 6. (Appendix 2)

In future years we will shift to more personalised student goals, allowing for greater individualisation in goal setting and achievement. This focus on personalisation will empower students to take ownership of their learning and development concerning the GLUE values. It will also cater to diverse interests and strengths to enhance engagement in the program. At Como West Public School “we *stick* to our values”.

Behaviour Code for 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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

The Behaviour Code for Students has been instrumental in establishing the mindset that positive behaviour is an expectation at our school. It is a valued document in our school context, as it highlights the expected behaviour of all students in NSW public schools, without requiring extrinsic reward. During the first two weeks of the year, teachers explicitly discuss the code with students and model the behaviours as appropriate. The Behaviour Code for Students document is displayed in every classroom using magnets/velcro so it is easily accessible for a re-teach when required.

In 2024, the Como West Public School Year 6 cohort unanimously voted to make the achievement of a school medallion linked to the Behaviour Code for Students. Students who have abided by the code, and achieved their GLUE values certificates, will receive a medallion in Year 6.

Anti-bullying

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

The police youth liaison officer visit is scheduled every year to discuss cyber safety with Stage 3 students.

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

In Semester 2, the Open Parachute program is utilised for classroom discussion specific to social skills and bullying. Open Parachute increases resilience in students using lessons featuring age-appropriate documentary videos created by clinical psychologists and educators, using authentic peer voices. Teachers are also provided with online training to increase their capacity to support their students wellbeing.

Inclusive Education

Como West Public School has a neuro-affirming culture where individual differences are valued. We cater for individuals in our Inclusive Education Support Unit as well as supporting our neurodivergent students in the mainstream setting.

Inclusive Education Support Unit

Como West Public School has a Support Unit consisting of three classes. They provide specialist and intensive support for eligible students with Autism (two classes) and students with a diagnosed moderate intellectual disability (one class).

In addition to whole school strategies and programs, specific strategies to support behaviours of students in the support unit include:

- Class sizes capped at seven students because of the students' higher needs
- Every support class has a teacher and a School learning support officer (SLSO)
- Every student has a Personalised Learning and Support Plan that captures their needs and goals
- Meeting with parents at least once per term
- No competitive sports
- Noise kept at a minimum
- Breakout spaces within the classroom and across the school ground, including a designated sensory room, to assist with emotional and physical regulation
- Sensory equipment
- Adjusted start/finish times if required
- Access points to the curriculum
- Transition program with previous education settings and from year-to-year
- External therapists and health professionals providing in-school sessions and support
- Multi-disciplinary 'team' meetings with all stakeholders (internal and external) as required
- Self-advocacy (where possible) with future development in the use of digital technologies including AI technologies for social learnings

Mainstream

Como West Public School ensures inclusive practices for neurodivergent students in mainstream classrooms.

In addition to whole school strategies and programs, specific strategies to support behaviours of neuro-divergent students in the mainstream setting include:

- Personalised Learning and Support Plan meetings with parents: Beginning of year meeting for whole-school, whole child goal planning; Mid-year review; End of year evaluation and transition planning
- Breakout spaces within the classroom and across the school ground, including a designated sensory room, to assist with emotional and physical regulation
- Timetabled brain breaks
- Sensory equipment
- Enhanced emphasis on the Zones of Regulation
- Differentiating the curriculum eg 'invisible' scaffolding of activities
- External therapists and health professionals providing in-school sessions and support
- Multi-disciplinary 'team' meetings with all stakeholders (internal and external) as required
- Self-advocacy (where possible).

Inclusive Education strategies to support neurodivergent behaviours across all settings include:

- Pre-teaching expected behaviours (early exposure)
- Use of Social Stories
- Classroom aids such as visual timetables, pictorial instruction cards
- Minimising sensory overload, for example: non/limited attendance at assemblies; use of calm tents; non-verbal communication (gestures, signals); noise-cancelling headphones
- Advocating for individual regulation needs, for example: use of fidget toys; wobble chairs; wriggle cushions; standing rather than sitting; rocking; ripping equipment; breathing exercises
- Use of integrated technologies (eg talk-to-text)
- 'Comfort entry' - early access to the classroom before school if required
- Opportunities to attend 'clubs' such as Coding Club, Chess Club, Lego club, other clubs catering to specific interests.

Other teaching and learning programs

Zones of Regulation

Como West Public School strives to develop safe, respectful learners in a caring learning community. Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses as part of the Zones of Regulation program.

The Zones of Regulation program is taught in Term 1 every year. Students are taught to organise their feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

The Zones of Regulation is:

- a proactive, skills based approach
- a simple, common language to understand, talk about, and teach regulation
- a consistent, metacognitive pathway to follow for regulation
- a systematic framework with a developmental sequence of lessons

The Zones of Regulation empowers all students to understand the full range of their feelings, as well as explore tools and strategies to support their behaviour and wellbeing.

CWPS Good Mental Health teaching and learning program

From Como West Public School's involvement in the DoE endorsed The Anxiety Project pilot program, we developed our own CWPS Good Mental Health teaching and learning program which aligns with the DoE PDHPE syllabus. This program prioritises social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying. Specific lessons are taught every week throughout Term 2:

Early Stage 1 - How can we care for and include each other?

Students identify people and protective strategies that help keep themselves mentally healthy, resilient and safe; practise self-management skills in familiar and unfamiliar scenarios; and use interpersonal skills to effectively interact with others.

Stage 1 - How does my uniqueness shape who I am? How can we be inclusive and respectful?

Students recognise and describe strategies people can use to feel resilient and safe in situations and qualities that enhance inclusive and respectful relationships; demonstrate self-management skills in taking responsibility for their own actions; and practise interpersonal skills to promote inclusion to make themselves and others feel they belong.

Stage 2 - When we notice how we and others feel, and understand what's happening in our brain, how does this help us become stronger, kinder and more inclusive?

Students explore strategies to manage social and emotional change and to develop resilience and to make them feel comfortable and safe; demonstrates self-management skills to respond to their own and others' actions; and demonstrate a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations.

Stage 3 - How can understanding the functioning of the brain, particularly regarding resilience and seeking help, aid individuals in managing challenges for themselves and supporting others?

Students identify and apply strengths and strategies to manage life changes and transitions; investigate information, resources and strategies to demonstrate resilience and seek help for themselves and others; develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others; and apply and adapt self-management skills to respond to personal and group situations.

Partnership with parents and carers

Como West Public School acknowledges the important role parents and carers play in the school community. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

We partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as surveys, forums and consulting with the P & C
- using concerns raised through complaints procedures to review school systems, data and practices.

Como West Public School communicates these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations

It is the expectation at Como West Public School that positive behaviour is not something that a student does to get an award. Instead, positive behaviour is an expectation. Students are recognised and celebrated for their demonstration of the school's GLUE values. All of our practices follow a whole school approach.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	GLUE values	All students set personal goals to demonstrate understanding and practise of the school's GLUE values	All
Prevention	Zones of Regulation	Universal strategies to improve resilience, anxiety and focus	All
Prevention	CWPS Good Mental Health program	Explicit lessons with an evidence-based comprehensive mental health and wellbeing approach	All
Prevention	Open Parachute	Explicit lessons using documentary style videos of authentic peer voice to increase resilience in social settings	All
Prevention	Classroom management: Creating and maintaining positive learning environments	Centre for Education Statistics and Evaluation's (CESE) literature review and relevant professional learning	Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Week of Action (NWA)	Participation in the annual National Week of Action against Bullying and Violence (NWA) each year	Staff, students 3 - 6
Prevention	Gratitude Journals	All students to contribute weekly to a gratitude journal	All
Prevention	Empathy - Acts of Kindness	Universal strategies to improve resilience, anxiety and focus	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	Student Learning Support Officers	To support students with additional needs access the curriculum and succeed at school	Staff
Early Intervention	text: The NCCD and the disability Standards	Teachers refer to this reference book as a practical resource to linking diagnosis, functional impact and adjustments.	teachers
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted Intervention / Individual intervention	PLaSPs	Personalised Learning and Support Plans for students requiring additional support, often with a multi-discipline approach with external health providers.	All
Targeted Intervention / Individual intervention	Individual Adjustment forms	Reasonable adjustments sheets completed by classroom teachers to provide practical support in the classroom	Individual students
Targeted Intervention / Individual intervention	Sensory room	Dedicated room for students with sensory needs who require either physical regulation or calm regulation	Individual students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention / Individual intervention	Team Around a School	Learning and Wellbeing Officer, Assistant Principal Learning Support, Senior Psychologist Education for complex cases	Individual students
Targeted Intervention / Individual intervention	Theragames	Regulation games / social strategies games	individual students
Targeted Intervention / Individual intervention	Behaviour Support Toolkit	Attendance behaviour and engagement	individual students
Targeted Intervention	Peaceful Kids	Small group, short-term targeted intervention for a specific need	groups of students
Targeted Intervention	Trauma informed practice	Professional development	All staff
Individual Intervention	Inclusive practices	Inclusive practice hub – evidence based practice resources to support students with disability and additional needs.	All staff
Individual Intervention	IFS	Integration Funding Support for students with complex disabilities	individual students
Individual Intervention	School Counsellor	External provider liaison; cognitive assessments; 1:1 student support	individual students
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent / carer, LAST, AP

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

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. (Appendix 3 and Appendix 4)

Como West 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 Como West through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- 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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.
- Corrective responses are recorded on School Bytes. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection and restorative practices (Bounce Back) • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices (Bounce Back) • communication with parent/carer.

Como West Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations, commencing with the review of the Behaviour Code for Students at the start of every year.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area (for example, Sensory Room) or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference, Bounce Back. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Zones of Regulation; CWPS Good Mental Health program; Open Parachute).	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through School Bytes or phone calls home are used to communicate student effort to meet expectations. Recognition of GLUE values goal achievement is sent home at the end of each term and a Bronze certificate presented at Assembly once a year when all goals are achieved.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Como West Public School is cognisant of the impact on 'victims' of serious behaviours of concern. An Incident 'victims' procures document was created in consultation with parents and is followed by staff. (Appendix 5)

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Detention, reflection and restorative practices

Como West Public School adheres to the NSW Department of Education [Detention and time-out procedures](#)

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – Bounce Back (Appendix 6)	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: Week 9, Term 4, 2024

Next review date: Week 1, Term 4, 2025

Appendix 1 – GLUE school values goal chart

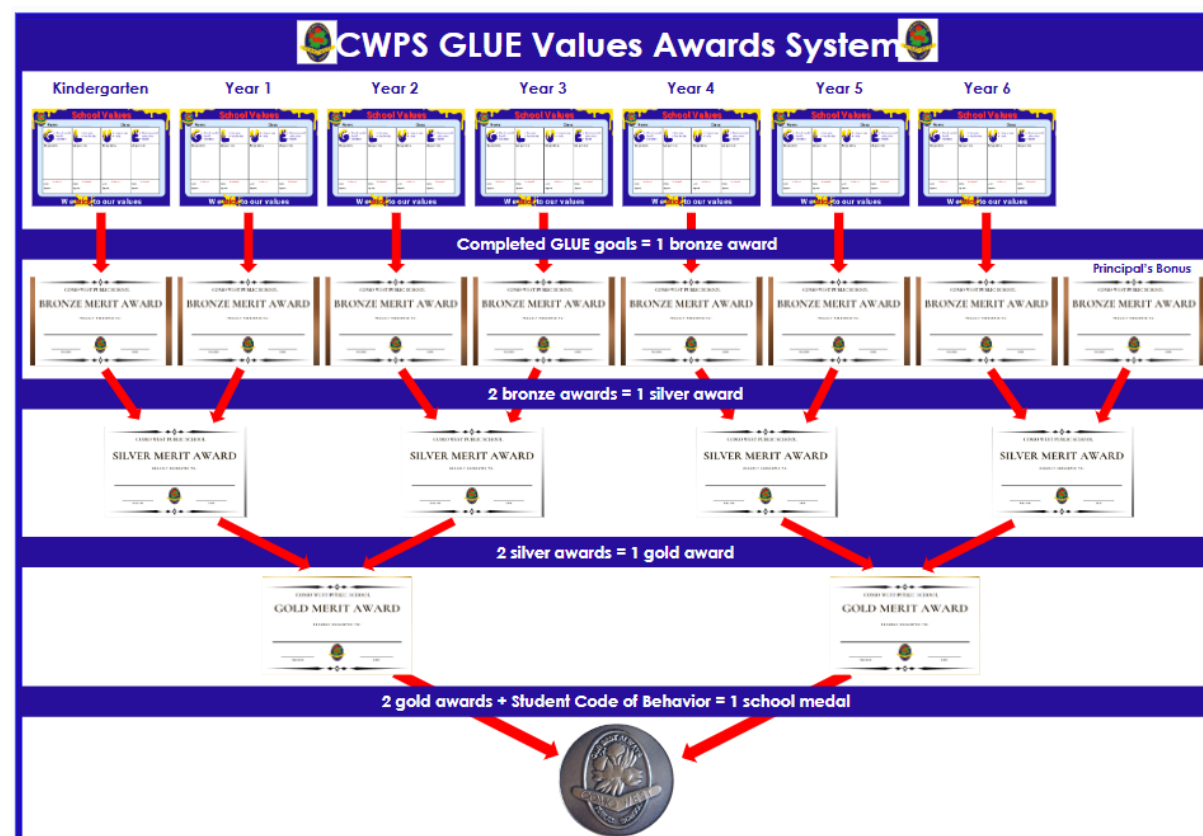
School Values

Name: _____
Class: _____

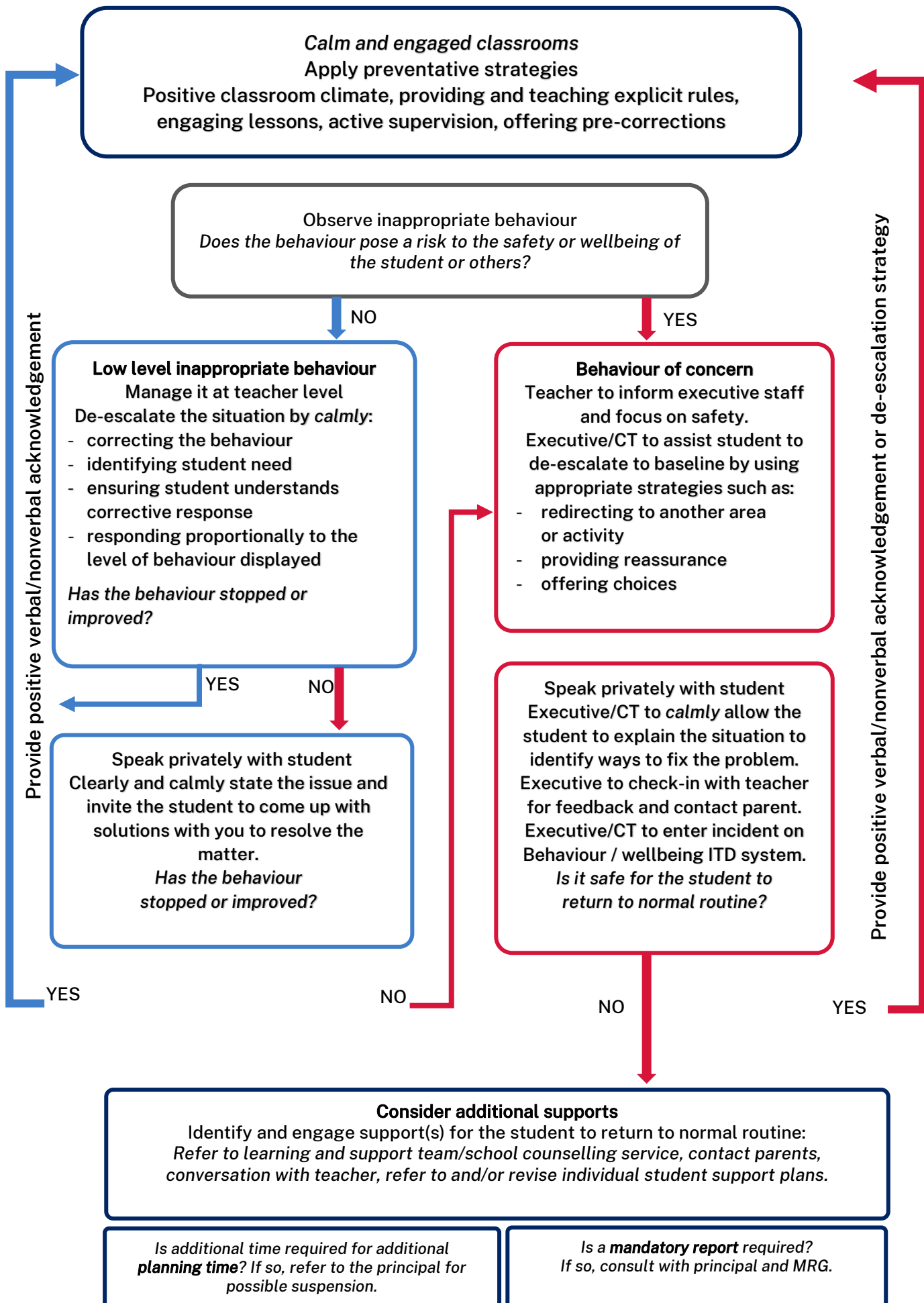
- Good mental health - Gratitude	- Learning - Leadership	- Uniqueness - Unity	- Environmental education - Equity
My goal is to:	My goal is to:	My goal is to:	My goal is to:
Date: Achieved	Date: Achieved	Date: Achieved	Date: Achieved
Signed:	Signed:	Signed:	Signed:

We stick to our values

Appendix 2 – GLUE values awards system



Appendix 3: Behaviour management flowchart



Appendix 4: Bullying Response Flowchart



Appendix 5 – Incident ‘victims’ procedures



Incident ‘Victims’ - procedures

ON THE DAY

- Following incident debrief with students, 1:1 check-in with the student (victim)
- If the student is not in your class, notify the classroom teacher of the incident
- Offer school counselor service if relevant
- Advise executive verbally
- Immediate or as soon as possible call to parents required for any of the following:
 - Injury
 - Targeted act
 - Safety concerns (physical, social, emotional)

Who is the best placed staff member to place the call?

- Continue to monitor student throughout the day
- Record incident on Sentral. Tag exec and Learning and Support Team
- Phone Incident and Support Hotline if relevant. Carry out follow up procedures if advised (eg Wellbeing Unit, Legal). Update Sentral.
- Exec and staff debrief after school

NEXT DAY

- CT & AP - check School Bytes and follow-up if needed
- Class/es do a re-teach of applicable behavior expectations/strategies (specific to incident)
- Class teacher to continue to monitor student closely and continue communication with parents if needed.

Appendix 6 – Bounce Back parent information guide

What is BOUNCE BACK? - CWPS Parent information guide

You may have heard of Bounce Back from your children. Perhaps your child has attended Bounce Back. Bounce Back at Como West Public School is utilised when there has been an incident at school which impacts the physical, social or emotional health, wellbeing or safety of students. It is based on the Bounce Back program - a Positive Education program which has a proven psychological foundation: equipping children with practices built on Positive Psychology, Cognitive Behavioural Therapy and social-emotional learning.

Como Wests of when a student may have to attend Bounce Back may be: a student playing roughly or in an unsafe way during playground games at lunchtime; a student continually disrespecting a teacher and interrupting the learning of others.

Bounce Back is a restorative practice which consists of strategies designed to teach or re-teach social and emotional learning skills within a school environment, and to support and promote student wellbeing and resilience.

The process we follow is based on: developing positive and pro-social values which reflect our school values; amplifying positive emotions and managing negative emotions; developing relationship skills; developing courage; being safe; and developing skills and attitudes for being successful.

Our Bounce Back process and protocols are as follows:

- Bounce Back is run by the Principal or Assistant Principals. The role of the executive is to actively listen, question and confirm. They listen more than talk. They remain calm at all times. The meeting room door is always open.
- Student/s meet the relevant Assistant Principal or Principal at lunchtime in the general Meeting Room in the Office block.
- They bring their lunch with them so they don't miss out on eating
- Bounce Back begins with the student explaining, without interruption, what happened. If there is more than one student, each student has their turn, uninterrupted, to say their version of events. This is usually a systematic turn-taking around the circle, ensuring every student has the opportunity to be heard. This is continued, with the Exec asking clarifying questions, until all students reach an agreement on the version of events. The agreed version is entered into our Incident Record system (now in the School Bytes administration platform).
- On occasion with older students, if several students are involved, the teacher who reported the incident may have asked the students involved and witnesses to write their own account of what happened prior to coming to Bounce Back. At Bounce Back, each version is read and the same process is followed to reach an agreed consensus of the version of events.
- Students are then asked to consider the impact of their actions on the student/s and/or staff who were affected. In this reflection section, the following may be discussed by the executive staff member if relevant:
 - A reminder they have had lessons on being an upstander instead of being swept along and being a bystander or participant.
 - If they are a member of the student leadership team or an SRC member, we may point out that what they did were not the actions of a leader.

- If they are in Year 5 and working towards earning their Leadership Passport we remind them about the timing of earning their Passport
- If behaviours could be seen as bullying, this is discussed by way of asking students to recall what they have previously learned from class lessons about bullying.

Please note, students are never called 'bullies'. Executive dialog is always around the behaviour, not the person (child). Students are not labelled with anything for that matter. We are trained so that even from Kindergarten, for Como West, we would never say "You are a silly girl". We say, "That is silly behaviour".

- Students are asked to think about our school GLUE values and identify which of our values they feel their actions relate to and may require a goal reset.
- Students are asked to reflect on the Department of Education's Behaviour Code for Students (displayed in every classroom and explicitly taught) and identify which part of the Code their actions relate to and may require a goal reset.
- To conclude, students are asked to consider what they think the consequences of their actions should be. Ultimately, it is the Executives decision as to what the consequence should be, however the students' thoughts are taken into consideration if reasonable. At times, Executive are bound by the DoE Behaviour Code for Students and the DoE Suspension Procedures, and this will be pointed out to the student/s.

Please note:

- the word "punishment" has not been used in schools for decades and is never used at our school.
- More often than not, even with very serious incidents, we point out that everyone makes silly mistakes and it doesn't define them.
- The Bounce Back meeting duration is as long as is needed to follow the process above.

What about the 'victims'?

At CWPS we have an Incident 'Victims' Procedures document for teachers to follow.

How can you help communicate key messages to your child about the values of Bounce Back?

You could discuss any of the points below if relevant:

- Values are easy to talk about but harder to act on in the moment.
- Being honest is 'owning up' and taking responsibility when you have done the wrong thing.
- Being fair is about following rules and not cheating to suit your needs. It means returning favours and kindness.
- Being responsible means not letting yourself and other people down. It means doing the things that you have to do without being reminded. It also means choosing sensible behaviour instead of unsafe behaviour.
- Being respectful means treating others as you would like to treat them. It means thinking about other people's feelings and rights, being polite and using good manners.