NSW Department of Education

Cook School (including Acacia Secondary Campus)

2024 School Behaviour Support and Management Plan

Overview

Cook School strives to create confident, respectful and responsible students that contribute positively to their community, through the provision of an inclusive education that is supportive, engaging and consistent.

Cook School is dedicated to enhancing educational and post-school outcomes for students who have faced challenges in a mainstream schooling environment. Our specialised staff focus on breaking down barriers to learning by implementing trauma-informed practices and positive education strategies that foster self-regulation and resilience among our students.

We recognise the importance of supporting families and actively work to connect them with relevant support networks and agencies when appropriate. Our commitment extends to facilitating smooth transitions for students as they navigate their educational journey.

At Cook School, we prioritise the promotion and reinforcement of positive student behaviour and uphold clear school-wide expectations to create a nurturing and supportive learning environment for all students.

Cook School is a specialist education setting (School for Specific Purpose) with an enrolment of up to 77 students (Years K-12), located in Loftus in the Sutherland Shire. The school provides support for students impacted by complex trauma, mental health conditions, behaviour difficulties and autism across four programs.

The school consists of 4 programs:

- **K-6 Emotional Disturbance (ED) program** that supports K-6 students with a mental health diagnosis. This is an integrated model of operation, where students initially attend four days and integrate into home schools one day per week. Students engage in the program for approximately 18 months.

- **K-6 Autism support program (AU)** that supports K-6 students with a mental health and autism diagnosis that require extensive support. The program constitutes a five-day short term educational placement

- **7-10 Behaviour Disorder program (BD)** that supports students with behaviour difficulties. This is an integrated model of operation, where the students initially attend four days and integrated into home schools or work placement one day per week. Students engage in the program for approximately 18 months

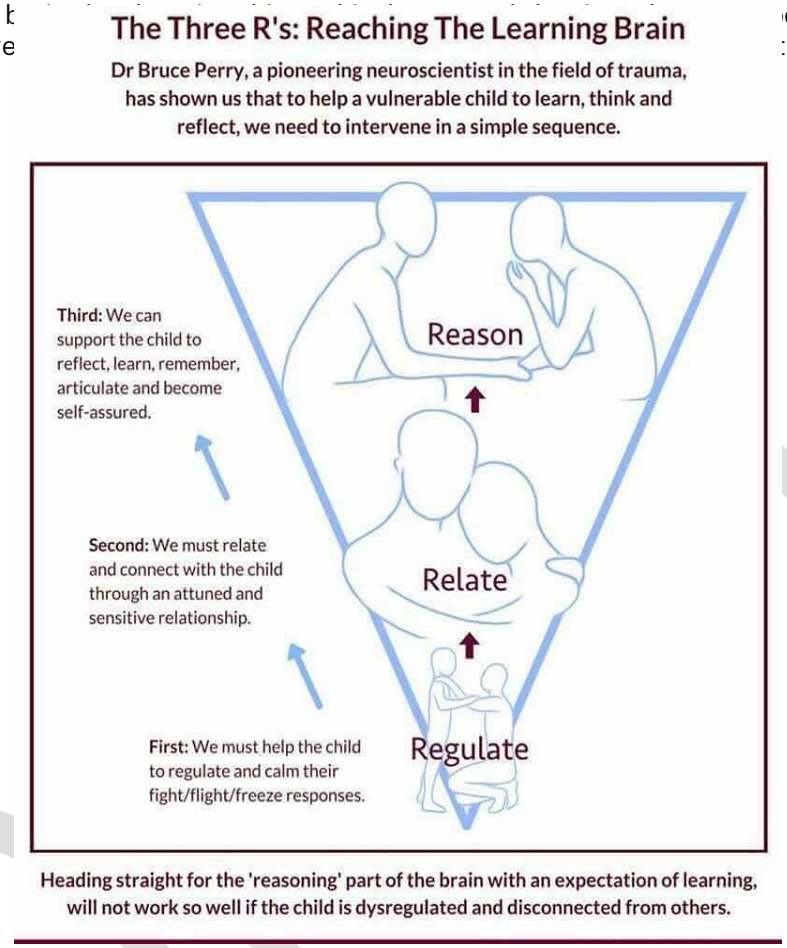
- **7-12 Emotional Disturbance (ED) program** - Acacia Secondary Campus supports students with predominately internalising mental health support needs. This campus has a curriculum partnership with Big Picture Education, Australia. This program offers an alternative pathway that is not the traditional HSCATAR pathway

At Cook School, our vision is to develop our students as confident, respectful, and responsible community members. As a school, we are committed to ensuring that each student is valued and cared for by building partnerships with students, staff, parents/ carers and the wider community. Cook School strives to re-engage students through quality education, trauma-informed practices, wellbeing and transition programs. These

programs aim to improve outcomes and future pathways that are individualised, ensuring every student achieves their full potential.

Whole School Approaches to Behaviour

At Cook School, student behaviour is understood within a therapeutic framework and seen through a relational/developmental lens. A pioneering neuroscientist in the field of trauma (Dr Bruce Perry) has demonstrated that the b ort a student to learn, think and reflect, interve e and Reason.



Until a student is regulated (i.e. feeling physically and emotionally settled), they are unlikely to be able to relate (i.e. feel connected and comfortable) – and until a student can relate, they are unlikely to have the cognitive capacity to fully engage in higher level reasoning processes that are critical for problem-solving. When using this therapeutic approach, staff continually return to the principle of engaging with students in a manner that is developmentally informed and age respectful (Perry & Szalavitz, 2017).

Whilst building positive relationships with students at Cook School is a Principal focus, this is further enhanced by staff members dedicating every morning between 8.55am - 9.30am to developing strong connections with students in their class (known as 'Relate' sessions). During this time, staff interact with students by engaging in play-based activities (K-6) or social opportunities (7-10) based on student preferences. Early evidence suggests that these 'Relate' sessions are contributing to improved student engagement in the classroom throughout the day.

Cook School
Believe · Strive · Succeed

Whole School Approaches that contribute to Wellbeing

The literature consistently identifies a number of core elements that affect student wellbeing: creating a safe environment, ensuring connectedness, engaging students in learning, promoting social and emotional learning and a whole school approach. (Student Wellbeing Literature Review, CESE, 2015)

At Cook School there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can *Connect, Succeed, Thrive and Learn.* The implementation of this framework is based on a proactive approach to the wellbeing of all students which is based on the knowledge and implementation of evidence-based practices in relation to: trauma informed practice, effective teaching and learning, consistent positive behaviour for learning principles, and therapeutic approaches to support self-regulation and build resilience.

Trauma informed practice

Cook School implements a trauma-informed care framework in order to support the whole of school community. This framework is informed by evolving research and knowledge around attachment, brain development, connections with the body, memory and an understanding of self. Trauma-informed care and practice recognises the prevalence of trauma and its impact on the cognitive, emotional, physical, energetic and spiritual wellbeing of children, young people, their families and communities.

Cook School practices focus on a strengths-based framework which demonstrates consistent, relationally based and predictable strategies which are embedded in a whole of school approach.

Trauma informed practice supports an emphasis on making the school space – its routines, its relationships and its activities in and around its students – facilitative and flexible to the needs of all children and young people, but in particular those who are affected by the consequences of trauma and toxic stress. (Australian Childhood Foundation 2010).

Effective teaching and learning

At Cook School a whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

K-6 students in the emotional support program (ED) and the autism support program (AU) have evidenced-based explicit whole school literacy programs in place which are referenced to multi-stage units of work, with a suite of adjustments to provide differentiation for all learners.

High School students (Years 7-10) in the behaviour support program (BD) have access to an innovative curriculum delivery model that ensures students whose attendance is impacted by mental health concerns or increased integration, TAFE or Work Experience opportunities can still meet appropriate outcomes and connect with class teachers.

High School students (7-12) in the emotional support program (ED - Acacia) has a curriculum partnership with Big Picture Education, Australia. This is not the traditional HSC/ATAR pathway, it offers personalised educational programs that are uniquely tailored for each student. All students have an individualised learning plan that includes their passions, interests and any future career and social goals. Their learning is then tailored to their needs with the emphasis on engagement in authentic educational opportunities, TAFE, Work Experience and outlearning opportunities. Students develop their own learning plans each term in consultation with their family or carers and their Advisory teacher. The students organise their learning around the six Big Picture Learning Goals: Knowing how to learn; Personal qualities; Quantitative reasoning; Empirical reasoning; Communication; and Social Reasoning. These goals are designed to broadly cover the key areas of the Australian Curriculum without being too prescriptive or overly content focussed.

Staff have a commitment to personalised and differentiated learning and support to enable every student to succeed. All students at Cook School have a personalised learning plan (PLP) written in partnership with families and stakeholders, which is reviewed annually, or as required.

Cook School have a strong commitment to the professional learning for all staff which contributes to ongoing improvement in teaching, learning practices and student wellbeing.

Positive Behaviour for Learning (PBL)

Cook School incorporates a whole school systems approach that promotes Positive Behaviour for Learning (PBL) based on the consistent and effective implementation of strategies that develop social and emotional resilience in our students. Our whole school commitment to PBL focuses on developing the social and emotional capabilities that our students need in order to be successful at school and in the wider community.

At Cook School we have three core student responsibilities – to be Safe (Trust), Respectful and Engaged. The main purpose of introducing our PBL values of 'Safe, Respectful, Engaged' is to support our learning community of students, parents and teachers to promote learning, wellbeing and safety. PBL processes are embedded in daily practices which are explicitly taught, via morning class meetings and weekly sprints focussing on consistent predictable routines and social skills, ensuring all learning environments are well managed and consistent and all students are aware of school expectations.

See Appendix 3 - What is PBL and how is it implemented at Cook School?

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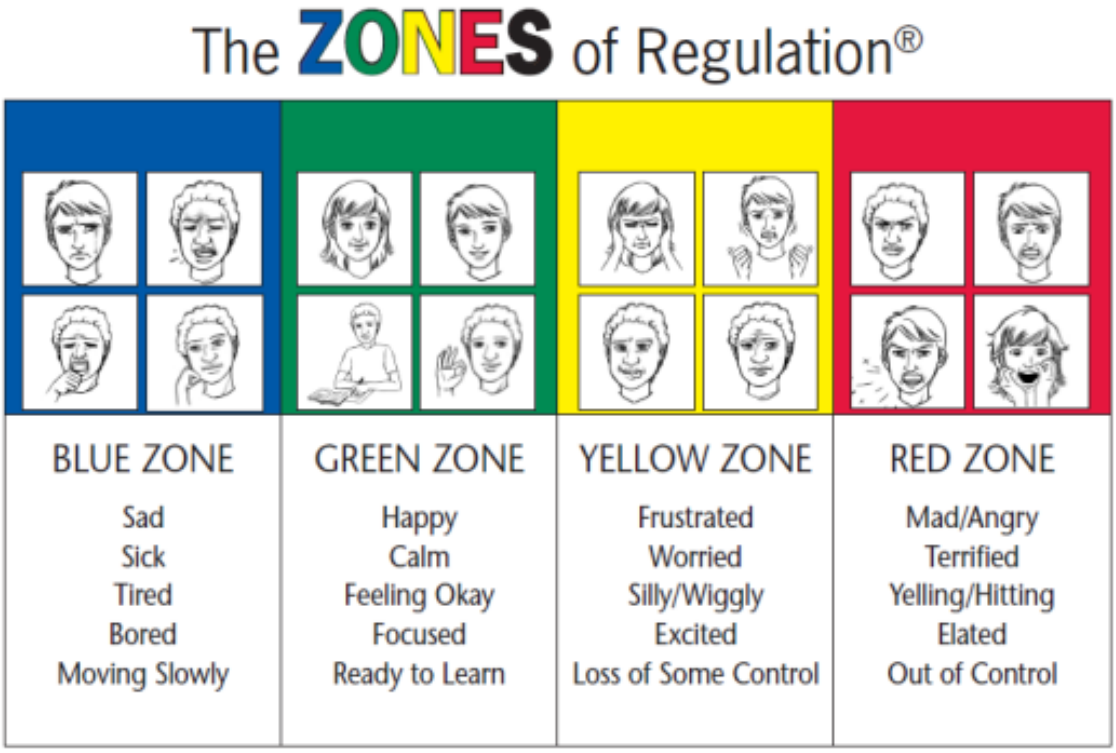
Regulation program

Zones of Regulation is one of the programs used across the primary school classes at Cook School to teach students the principles of self-regulation. It names different levels of arousal in four different colours (blue, green, yellow and red) to allow students to learn to self-monitor and express how they are feeling throughout their school day. This program was chosen as it is based on recent literature and evidence and has many reproducible and effective visuals. This means there is a common language across the school for talking about regulation, and often the students' mainstream referring schools have had at least some exposure to this program in the past.



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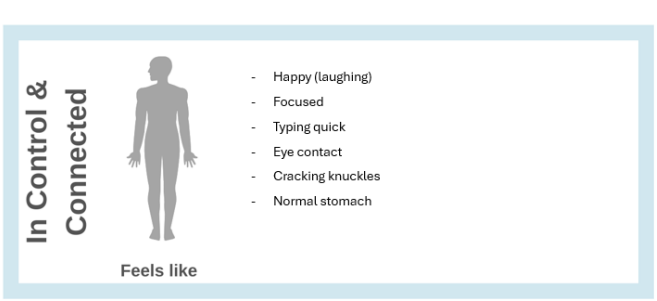
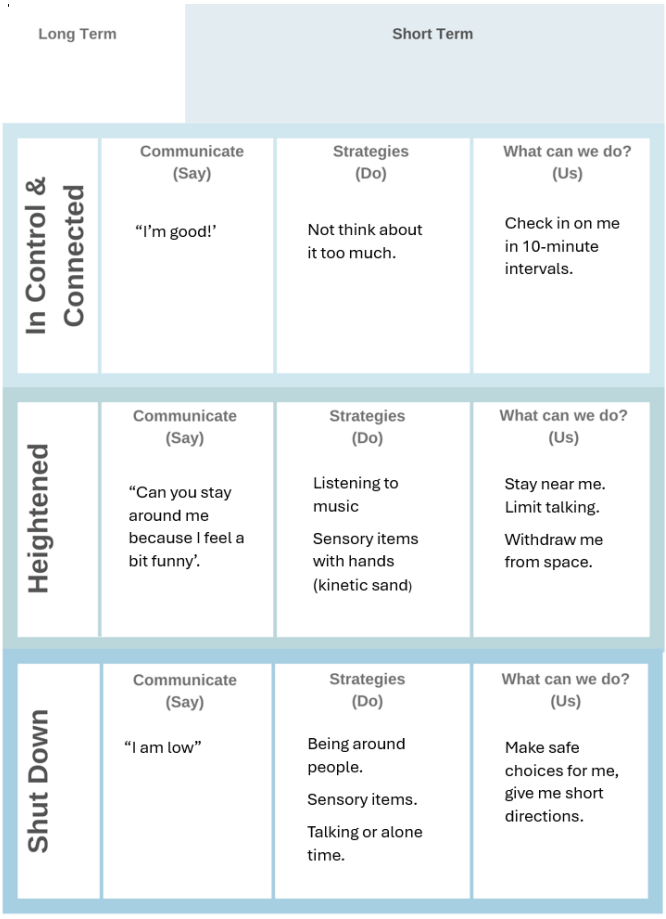
Self-regulation in the BD high school class at Cook School is taught and supported via a range of pro-active strategies throughout the day based on the Berry Street Education Model (BSEM). One example of this is a daily 'check in' where students are encouraged to identify their emotional state and level of arousal as part of the morning routine and a strategy, they could implement to support this state.

Explicitly building regulation practices into the curriculum allows for positive-based behaviour strategies to be implemented, as students learn that there is no negative regard attached to dysregulation. Instead, dysregulation is seen as an opportunity to teach and practice concepts of self-regulation, and students are praised and reinforced for making more adaptive choices at these times.

In the ED high school at Acacia, self-regulation is taught and supported through Ready to Learn Plans. Students are encouraged to identify their feelings associated with being in control and connected, heightened or shut down. Identifying effective strategies to support these feelings are identified.



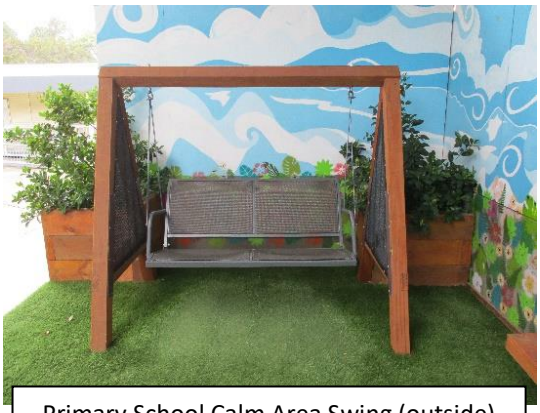


Occupational Therapy (OT) Program

The OT program has been focused on the development of regulation, motor and social-emotional capacities for the students at Cook School. The role of the OT program allows students, their learning staff and their families to have access to some OT services which are similar to a traditional separate Allied Health role for individual students. For example, the OT program can be used to assess the functioning of students and prepare reports, input into individualised learning/regulation strategies for students or work individually with some students to target self-regulation and social-emotional development. The role of the OT program also offers unique opportunities where the OT is part of the learning staff team in a transdisciplinary model and is able to view the students as a collective, as well as consider whole school practices and the environment. This allows for collaboration with staff to implement changes and strategies that are contextually appropriate and that will benefit all students rather than targeting individual students.

In 2019, with funding from Australian Schools Plus, Cook School partnered with the University of Technology Sydney (UTS) to produce two significant pieces of research in relation to transdisciplinary models of practice and integrating occupational therapy supports within a specialised school environment. Key findings included: the development of a successful process for embedding occupational therapy within an educational environment; significant increases in transdisciplinary professional learning for both staff and occupational therapists; and positive impacts on the choice of resources and use of strategies related to the classroom, as well as the whole school environment.

High School Gym Area

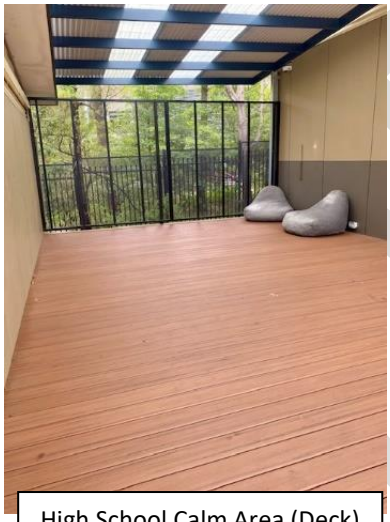


Primary School Calm Area Swing (outside)

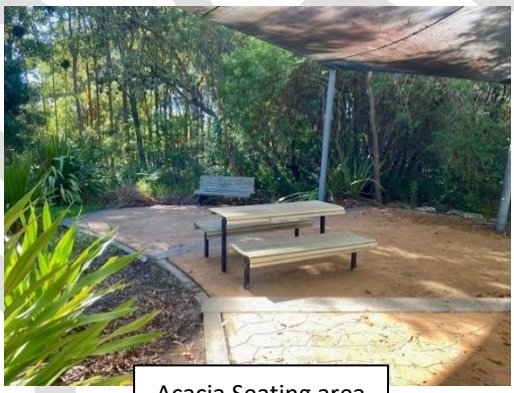
Primary School Calm Area (inside)

Primary School sandpit

High School table tennis

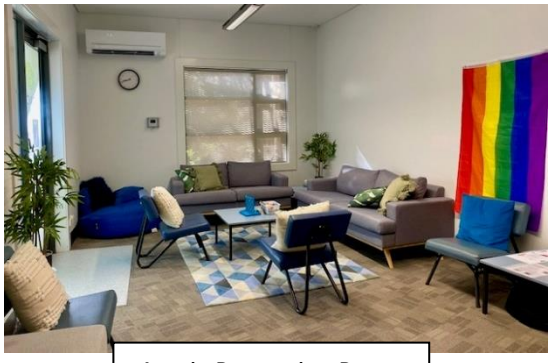


High School Calm Area (Deck)



Acacia Seating area

Acacia Egg Chair



Acacia Recreation Room

Acacia Egg Chair

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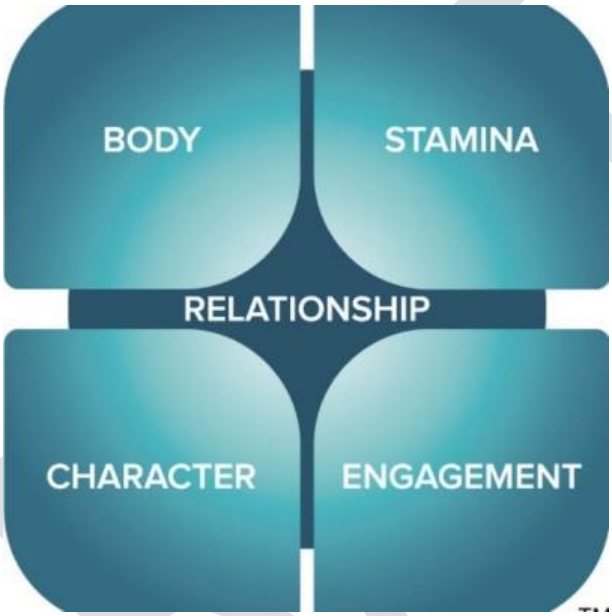
Berry Street Education Model (BSEM)

The Berry Street Education Model (BSEM) is a tailored trauma-informed model of practice that is based on a strengths-based philosophy and therapeutic principles applied to individual students via a developmentally appropriate approach. Cook School staff trained in this approach (across primary and high school) embed strategies within day-to-day learning practices which incorporate the domains of *Body, Stamina, Engagement* and *Character*, all anchored by building strong and positive *Relationships*. As a result, students are able to build their capacity over time in order to be better able to regulate their physical wellbeing, identify and manage their emotions, cultivate resilience and identify and use character strengths.

Based on the Berry Street Education Model, Cook School's three high school classes (***Stamina, Engagement and Relate***) have differentiated expectations which are dependent on the student's current level of development and participation with their education.



Social and Emotional Learning

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning, citizenship and enhances a student's sense of wellbeing.

Cook School staff explicitly link social-emotional learning within the curriculum, as reflected in PDHPE lesson programs and documentation, and also in daily 'teachable moments' that arise spontaneously within the classroom and playground settings. Explicit teaching of behaviour and social expectations are reinforced in daily morning meetings. In addition, short-term targeted programs such as *Westmead Feelings Program* have further supported skill based learning and transferrable knowledge in resilience, social-emotional learning and wellbeing.

Practices designed to Recognise Student Achievement

Cook School aims to create a positive environment where students are acknowledged and rewarded for their effort and achievement based on the principles of Positive Behaviour for Learning (PBL): Safe, Respectful and Engaged.

Varied forms of positive reinforcement are used for acceptable behaviour across the school throughout the day by staff, which include non-verbal recognition (e.g. smile, thumbs up etc), verbal praise, contact with parents/caregivers with positive feedback, and daily written feedback though the communication book (K-6).

These daily affirmations are built upon through the class based and school reward systems in order to build and achieve more tangible rewards for students' efforts. Each classroom clearly displays the PBL expectations, together with the students' individual and class efforts and achievement.

Strategies which recognise student achievement include:

***Individual student achievements* in Primary:** Students reflect on their own behaviour, at a scheduled point during each of the three learning sessions per day encouraging the skill of self-monitoring and the ability to reflectively discuss their commitment to learning and self-regulation efforts. Students award themselves (with teacher guidance) points out of ten using the reflection chart after each session, which is based on their perception of their ability to be Safe, Respectful and Engaged. Reflection points are tallied up at the end of each week, and students have a choice of using their points to receive something from the prize box on Friday afternoons.

Students may also be offered incentives throughout the day (e.g. 5 mins of independent interest activity or social skills activity known as "Choice Board") which are meaningful to them to encourage positive behaviour outcomes.

***Individual student achievements* in High school 7-10 BD program:** At the beginning of each day students are encouraged to verbalise an individual goal that they would like to work towards during the day. This supports student's ability to reflect on aspects of their behaviour that they are focussing on to change, which can be further supported by staff.

Three times a day, at the end of each learning session, students reflect on their own behaviour and award themselves imitation 'dollars' based on their perception (with guidance) of their ability to demonstrate PBL expectations of being Safe, Respectful and Engaged. Awarded dollars are tallied in a personal class bank book which can be used for trading on a daily basis or can be saved up for rewards such as food and drink items.

Teachers also provide verbal feedback and can award extra 'dollars' to students to further encourage positive behaviours throughout the day.

***Individual student achievements* in High school 7-12 ED program:** At the beginning of each day students use goals set during their Personalised Learning Plan process allowing for it be individualised and have student agency in the goal setting. Each day the students reflect on their goals that align to PBL expectations of Trust, Respectful and Engaged and earn points. Reflection points are tallied up at the end of each week, and students have a choice of using their points to receive a choice of age-appropriate rewards. Bonus points can be allocated for general positives in behaviour.

***Class based* K-10:** Teachers are responsible for awarding class based (team) rewards, associated with all students in the class not requiring intervention from an Executive member of staff for a set number of days (as nominated by the teacher). These are known as ER (Executive Referral) free days. Class based rewards are negotiated rewards / activities that the whole class has agreed upon. For example, this can include food rewards, use of café program, or social activities within school time that improve team building skills within the class.

***Whole School Assembly* Positive Recognition (K-6):** *Primary School* -At the end of each day, students are awarded a sticker if they have not required regulation support with an Executive Staff member throughout the day. This means that students have been able to implement the strategies of self-regulation, either by themselves or with the assistance of staff members through a process of co-regulation.

Primary school -

- 6 stickers = 1 Bronze Certificate
- 3 bronze certificates = 1 Silver Certificate
- 3 Silver Certificates = 1 Gold level Certificate and Cook School medal

When Bronze or Silver certificates are achieved, the Principal or another Executive Staff member will present these to the student in class. This is also accompanied by a small reward as nominated by the teacher.

Students who achieve at Gold Level are presented with their Cook School medal at a public recognition assembly which occurs once a term. At this assembly family members and referring school representatives (as appropriate) are invited to attend, together with Cook school staff and all school students, and a celebratory morning tea is also provided.

***Whole School Assembly* Positive Recognition (k-12):** All students receive Values or Engagement Awards annually at assembly.

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Partnership with parents and carers

Parents and carers play an important role in the school community. The School Community Charter informs parents and carers on how to engage with NSW public schools. Read the School Community Charter to ensure you understand how important it is to create a positive learning environment for our students. The best education happens when students, parents and schools work together in a collaborative, safe and respectful environment.

Parents and carers can expect:

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

Over the course of the program at Cook School there are a number of opportunities to meet with parents and carers and a range of professionals in order to best support our students. These meetings come in many forms and serve a range of objectives. Below is a list of some of the different types of meetings and their purpose.

Enrolment Process

Students with significant support needs that meet the department's disability criteria can be recommended to a School for Specific Purposes (SSPs) to access support to meet their needs. SSPs provide intensive levels of support for eligible students with who have disruptions to their education due to ill health or injury, complex learning difficulties, autism, sensory processing or behaviour disorders or significant mental health needs.

SSPs provide intensive levels of support in a specialised setting and a range of support services, depending on the needs of the students. They also have smaller class sizes due to the student's higher needs, and they support students from Kindergarten to Year 12.

All students offered a placement to enrol at Cook School will be enrolled through the enhanced enrolment procedures as outlined in "Memorandum to School Principals, Regional Directors and School Education Directors DN/06/00168"

An overview of this Memorandum is as follows:

> *"The Department has an obligation to ensure that, among other things, the systems of work and the working environment of its employees are safe. It is also required to obtain and use, as appropriate, information to ensure both the health and safety of its employees at work and of others who come onto Departmental sites. In this context it is reasonable that Principals should have available to them, prior to enrolment procedures being completed, information that is relevant to a risk assessment of the prospective student." Where there are safety concerns, enrolment should not be completed, and attendance should not commence until adequate safeguards are in place. The recently released Legal Issues Bulletin No 40 (PDF) on collection, use and disclosure of information about students with a history of violence contains advice for Principals relevant to risk assessment and should be referred to through enrolment procedures.*

When enrolling a student, the enrolment policy requires Principals to consider the level of support a student may require based on a number of factors. These include a student's educational needs; the expressed desires of parents and caregivers; the capacity of the system to provide the level of support services required generally and at a particular location; and the availability of support services at alternative locations.

Steps to occur prior to student enrolment at Cook School:

a) Access Request Process - An application called an 'access request' is completed in consultation with parent/carer usually arranged by the learning and support team at the school your child is enrolled in.
b) An access request is submitted to the Learning and Wellbeing panel by the student's census school.
c) An offer of placement is made by the panel to the student's family.
d) A signed acceptance of the placement is received by the Learning & Wellbeing panel.
e) The panel notifies the Principal of Cook School that the family has accepted the offer of placement.

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f) Upon acceptance of the offer, Cook School will forward a Placement Package to the parent/carer which is a crucial part of the enrolment process. The Placement Package consists of:

i. Booklet 1: General Information
ii. *Booklet 2: Permissions and applications* – This will require parent/carer signature and return (upon completion and receipt of these documents we will call you to organise a placement meeting)
iii. *Booklet 3: Agreement* – for you to read and retain prior to the placement meeting (it will be signed when we are all together at the placement meeting)
iv. *Booklet 4: ASTP* – The *Assisted School Travel Program* (ASTP) is an NSW State Government service administered by the NSW Department of Education. The aim of the ASTP is to support eligible students who may not otherwise be able to access education without the provision of assistance to travel to school. If you are applying for transport, please note we require the completed forms as soon as possible so we can process the application on your behalf. This adds time to the enrolment process as we do not make these determinations nor control the outcome of your application.

g) Upon completion and return to Cook School of the Placement Package, two Placement Meetings will be conducted prior to commencing:

i. The first Placement Meeting is conducted with Cook School's Administration Manager and School Counsellor/Psychologist together with the parent/carer. At this meeting parents/carers must produce proof of child's address, immunisation status and citizenship or resident papers, Family Law Court documents and any other Court documents. The School Counsellor/Psychologist will discuss any adverse childhood experiences, external support agencies and specific support requirements.
ii. The second Placement Meeting will be arranged with the referring school, the family/carer and student to discuss transition and ensure shared understanding of the program. During this interview a school tour and classroom visit will occur.

h) an observation of the student at the referring school will be conducted to ascertain best class for the support needs.

i) Cook School will request information to the referral school Principal to obtain:
i. to gather information about any individual planning that is required for the student, including behaviour support planning or personalised learning and support, and consider additional adjustments for prospective students with diverse learning and wellbeing needs, including cultural considerations, disability, developmental age, trauma, child protection concerns, medical and individual needs and circumstances
ii. to gather relevant information to assess potential risks arising from a student's previous behaviours or experiences, including engaging in or experiencing bullying behaviour, problematic and harmful sexualised behaviours and/or poor attendance
iii. Any request to exchange confidential information between the school Principals is to assist in ensuring a safe work environment. Any information or communication will be secure and only provided to third parties if they have a lawful need to know the information contained in the email. A copy of the email will be printed off and stored in a secure place, in guidelines with, the requirements for retention of pupil record cards specified under the State Records Act

j) Cook School will rely on advice and support from the Health, Safety and Staff Wellbeing directorate, Team around a School and where applicable, external agencies or experts

k) Cook School will supervise the development of the necessary risk assessments, behaviour management plans, crisis management plans, individual education plans, health care plans etc. and modified to suit Cook School requirements using relevant information from:
- the enrolment application form
- information transferred from other schools. Share enrolment information
- organisations other than schools (for example, a health care professional working with the student)
- court orders and other relevant documents provided on enrolment
- speaking with school counsellors or psychologists where the student has a history of violence

l) This information will help to safely support students in the school once enrolled and contribute to ensuring the safety of everyone in the school community and provided the commencement date of enrolment.

This process usually takes approximately three weeks, depending on the length of time it takes for the enrolment documentation to be returned to us.

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Daily Communication Book (K-6)

For students enrolled in the K-6 Primary program – (ED) and (AU), a Communication Book is provided. This allows for daily communication between parent/carers and the school. This communication book is shared with ED integrating students with their referring school. Parents are encouraged to provide daily information to the class teacher relating to any night/morning routine changes, medication or sleep changes which may impact their behaviour requiring changes to the support requirements. Class teacher/s will also complete a snapshot of behaviour support and academic progress. This Communication Book serves as an essential information-sharing tool, and it is crucial for the success of the program. We want to emphasise that all behaviour management is addressed by the school, and any further measures should be addressed within the school environment rather than implemented at home, fostering a consistent approach to student support. Together, we can create a positive and supportive experience for our students.

Clinics

Clinics are held as needed and are considered for students and families who may benefit from engaging with external support services to meet a range of areas of need.

Behaviours of Concern discussions

Prior to initiating any formal suspension procedures, it is vital for the school to engage in open communication with parents about student behaviours of concern. By reflecting on behaviour data, observations, and incident reports, schools can identify and flag concerning behaviours. This information can be effectively communicated through tools like communication books and telephone calls, allowing parents to understand the context and functions of the behaviours. Collaborating with parents in this way helps uncover potential underlying reasons and fosters a supportive environment for addressing and improving student behaviour. The process for responding to behaviours of concern are outlined in page 23 in further detail.

Formal Caution: The school will discuss the behaviour of concern and explain the formal caution. The Principal will also provide you a written copy of the formal caution. The purpose of the formal caution is to give you and your child time to understand the impact of their behaviour and agree on a support plan. The school will offer you and your child the chance to meet with them to discuss the behaviour and to plan or review the supports your child needs. You can bring a support person with you to any meetings with the school. The formal caution is in place for up to 50 school days. During this time, your child may be suspended if the behaviour happens again or for other behaviour/s of concern.

Suspension resolution meeting: Positive engagement between families and the school is essential for managing student behaviour and collaboratively finding solutions. Before your child returns to school, you will be contacted by phone to schedule a resolution meeting with school staff who work closely with your child. This meeting will focus on how the school and family can work together to support your child's successful reintegration.

If additional strategies and supports are needed for behaviours of concern, the school will work with you and your child to create or revise a plan to address these needs and manage any risks. If a support plan is already in place, it will be updated to ensure it aligns with your child's current needs. This updated plan will be shared with you and relevant school staff.

During the suspension period, meetings are held to collaboratively plan for your child's return. The Principal or acting Principal will ensure measures are in place to promote the safety of all students and staff, implement preventative strategies, and minimise identified risks. This process may include updating a Student Behaviour Support Plan and, if necessary, developing an Individual Student Risk Management Plan with input from the Complex Case Team to provide staff with appropriate risk mitigation strategies.

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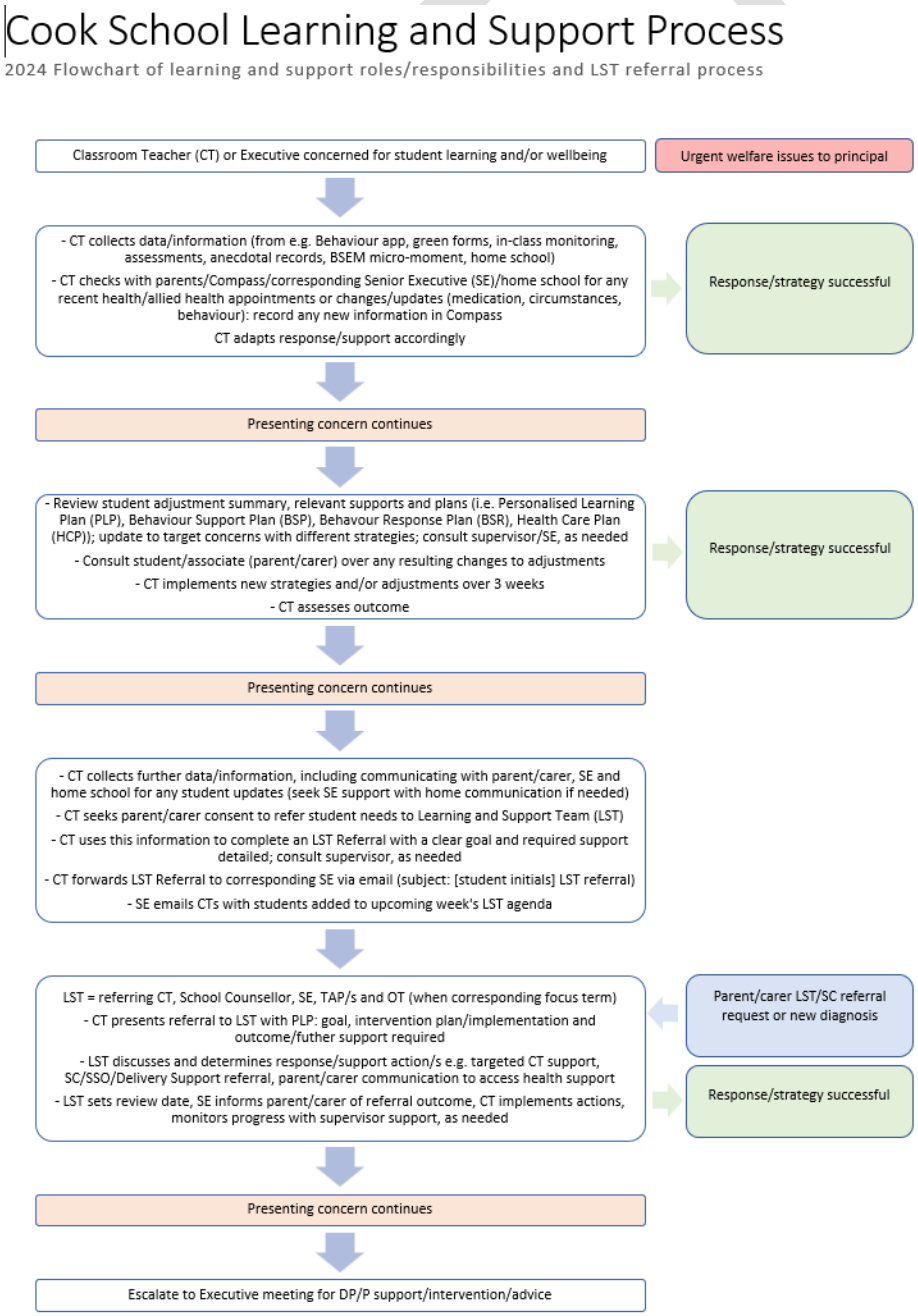
Personalised Learning Plan Meeting

PLP meetings are held at least once a year to set individual goals for the student so that both schools and the family have an agreed plan which encompasses areas such as education, regulation and review of the student's placement in the program. This is a collaborative planning process identify ways to support them to achieve their best. Together, all will gain a better understanding of what is important to the students' learning needs and that Cook School is the appropriate placement for these needs to be met.

Learning & Support Referrals

The Learning and Support Team (LST) coordinates targeted interventions and resources for students with identified needs, requiring supports additional to the school's universal learning and wellbeing programs (these may include academic, social, emotional, physical and/or behavioural needs). The team is made up of the corresponding (primary/high school) School Counsellor/s, Senior Executive and Student Support Officer (high school). The team will be joined weekly by the referring classroom teacher/s and Teaching Assistant Principal. Parent/Carer consent is sought for this referral.



Multi agency or complex case management

If the student has multi agencies of external supports, we will meet with them when needed to ensure consistency of approach and goals via our Learning & Support Referral system.

Out of Home Care arrangements

If the student is in an Out of Home Care arrangement, we will meet yearly to plan for their goals with the relevant agencies.

Tell Them From Me Surveys

Feedback from parents and caregivers is requested by way of a survey. The survey can aid in strengthening parent, teacher and school collaboration by providing schools with a deeper understanding of parents' perceptions of their child's experiences at home and school.

Compass Parent Portal

Compass is a school management solution that allows parents and carers to access up-to-date and meaningful information about your school and your child's progress. Compass includes many different features, including the ability to:

- Monitor your child's attendance, and enter an explanation for absence or lateness (upload medical certificates for absences more than 3 days)
- Communicate with your child's teachers, and update your family contact details
- Pay and provide consent for events and school fees

One Year Meeting (Primary ED integrating program)

A meeting will be held with the home school when the student has been enrolled at Cook School for approximately one year. At this meeting, information will be provided to the referring school regarding individual strategies that best support the student within the school context as they gradually increase their integration days back to their home school. Before the student returns to their referring school full time. Regular communication, visits and the upskilling of successful support strategies are offered to the home school in order to further support the student's integration.

Supported transition planning meetings

Students in Year 6 and Year 10, together with their families, home school staff, external agency representatives (if needed) and school services staff (if available) are invited to assist with the planning of an appropriate high school placement or development of Year 10 students' post school option transition plans (which may also include inviting the network Support Teacher Transition).

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Final transition meetings

Cook School staff will liaise with the home school to ensure that all current information is available for the successful full time return of the student.

Attendance support meetings

A School Attendance Support Plan is required to support a student whose attendance is of concern. This plan should be developed with the student (so they have ownership over the plan) and in collaboration with the parents/carers and any support networks. The strategies are designed to re-engage and promote attendance of your child. If these are unsuccessful the school may look to the Department's Attendance Support Program for further support.

Acacia Secondary Campus and Autism Program Placement Review

All education programs for a student with disability need to be regularly reviewed with the student and their parent or carer to determine their ongoing appropriateness. This includes students enrolled in support classes in mainstream settings and schools for specific purposes (SSP). As a condition of accepting a support class offer, parents and carers acknowledge their child's progress and placement will be reviewed at least once per year.

Review meetings consider all aspects of a student's personalised learning and support, including whether the current educational placement is best meeting their learning and support requirements. These meetings support schools to address the student's functional needs and identify opportunities to increase independence. Review meetings will identify greater opportunities for inclusion and additional adjustments.

Following the review meeting, the school will adjust and update any relevant plans and share the outcomes with any school staff associated with the student. This includes any school learning support officers who may support the student.

If the placement is not meeting the needs of the student, or the student is no longer eligible or suitable, the school must notify a member of their local learning and wellbeing team.

Parent/Carer meetings

We value our partnerships with parents and carers that support every student to learn, grow, and belong. We have a great opportunity because together, we can create a safe and harmonious environment for our students and staff.

Our teachers are skilled professionals who are working hard in challenging environments. In recent years, teachers' jobs have become more complex while we are also dealing with a widespread shortage of teachers. This means teachers often do not have much spare time. However, our teachers and I are very keen to build a relationship with you to understand your child's needs. Please make an appointment to meet with your child's teacher.

Together, we can create a safe and harmonious environment for our students and staff. Respectful communication is a right in all workplaces.

Occupational violence describes physical, verbal or online abuse by students or parents and carers towards school staff. The department is dedicated to upholding its duty of care in accordance with Work Health and Safety legislation. Our school is part of an initiative to strengthen respect for all our students and staff. The

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Addressing Occupational Violence campaign is to remind everyone to always treat our students and staff with kindness and respect, and that aggressive behaviour of any type will not be tolerated at school.

Please remember the classroom environment and the complexity of a teacher's day. If you don't receive an immediate answer to your email or message, it doesn't mean you are being ignored. A teacher will respond within 48 hours.

School-wide expectations and rules

Expectation - Safe	Expectations - Respectful	Expectation – Engaged
Model and follow school rules and expectations of behaviour and conduct	Treat everyone with respect	Attend school every day
Resolve conflict respectfully, calmly and fairly	Speak and behave politely	Arrive at school and class on time
Take personal responsibility for behaviour and actions	Cooperate with everyone	Be ready to learn
Take care of self and others	Develop positive relationships	Be an active learner
Avoid unsafe behaviour and encourage others to act safely	Understand your actions and words can affect others	Strive to achieve your personal best
	Appreciate the interests, ability, culture and background of others	Allow others to achieve their personal best
	Comply with the school uniform policy	
	Respect all property	

Mobile Phone Policy

Cook school also expects students to follow the *NSW Department of Education Students' Use of Mobile Phones in Schools policy* which impacts the way students will use and access their mobile phones during school hours.

Cook School acknowledges the educational value of technology in supporting and enhancing educational outcomes and student wellbeing. We also recognise mobile phones may cause harm if used inappropriately. We are committed to supporting our students to use them in safe, responsible and respectful ways to enhance student learning and engagement.

Cook School uses the strategy of having mobile phones stored in the office, to reduce the distractions to students in the classroom.

Cook School understands there will always be emergencies when parents need to get in contact with students or vice versa during the school day. We try to keep this to a minimum, with the exception of emergencies, to avoid disturbing the students' learning. Parents and carers can make contact with the school through the school office on 8539 7155.

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Acacia Mobile Phone Policy adjustment

The Mobile Phone Policy has been modified for our context. The mobile devices management plan will apply to mobile phones and will occur during school hours, and while students are on school-based excursions. Students will be permitted to use their mobile phones during break times such as during recess and lunch *only*, as an adjustment whilst attending Secondary Campus.

- All students will have their mobile phones collected and stored in the classroom at the commencement of each lesson and returned to students at the end of the lesson.
- Students who do not meet mobile phone expectations will have the mobile phone confiscated, initially for the day.
- Students who continually fail to meet these expectations will be asked not to bring their phones to school anymore. If they do bring a phone to school, it will be confiscated and securely stored for the remainder of the week. Parents/Carers are more than welcome to pick it up from the school if it is confiscated.

We will be working with our students through regular discussion and learning to support strong self- regulation to enable them as safe, respectful and successful citizens.

School Uniform Policy

Our school uniform is an essential part of our school identity. It fosters a sense of belonging and promotes equality among students. Wearing the correct uniform also ensures that our students are easily identifiable and promotes a cohesive and safe school environment.

Students are required to wear the designated school uniform, including specific items such as shirts, trousers/skirts/shorts, jumpers, and appropriate footwear. Shorts must be of an appropriate length, ensuring they are not too short. This is to maintain a respectful and comfortable environment for all students. Shirts that expose skin are not appropriate for school. Such attire may offend other students. We kindly request that all shirts fully cover the midsection.

We understand that there may be occasional circumstances where a student is unable to wear the school uniform. In such instances, we ask that you provide a note explaining the situation. Our school is committed to supporting all families and students, and we are more than happy to discuss any concerns or provide assistance where needed.

While we aim to approach this matter with understanding and support, consistent non-compliance with the school uniform policy may result in the following steps:

- Verbal Reminder: Initially, students will receive a verbal reminder about the uniform requirements.
- Written Notice: A written notice will be sent to parents/guardians if non-compliance continues.
- Meeting with School Administration: A meeting may be scheduled to discuss the importance of the uniform policy and seek a resolution.

We believe that by working together, we can ensure that all students take pride in their appearance and represent our school positively.

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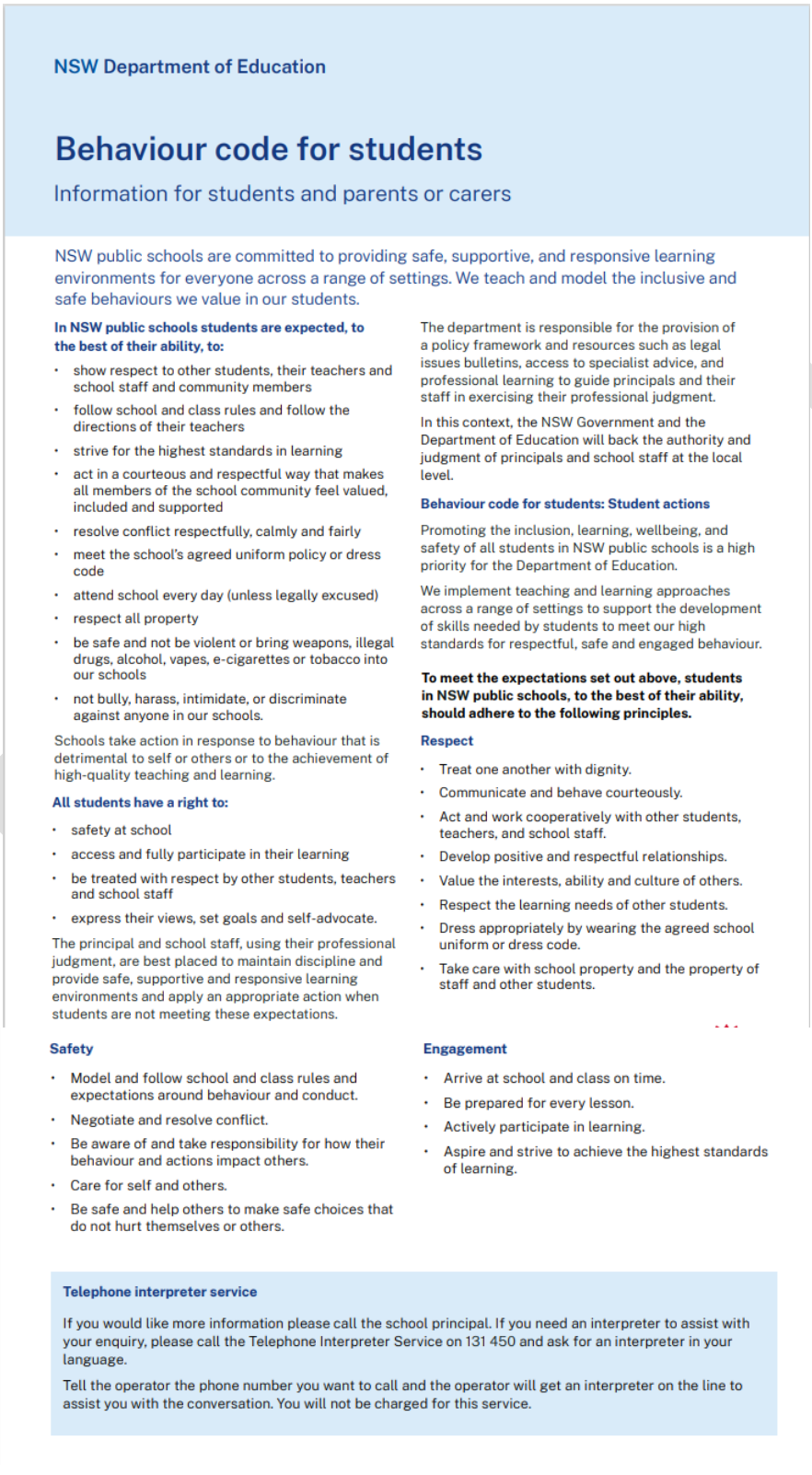
Behaviour Code for Students

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.



NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of 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.

Behaviour code for students: Student actions

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. See Appendix 3 - What is PBL and how is it implemented at Cook School?	Staff, all students K-12
Prevention	Berry Street Education Model (BSEM)	The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve *all* students': self-regulation; relationships; wellbeing; growth; academic achievement. Our pedagogical strategies incorporate: trauma-informed teaching; positive education; wellbeing practices.	Staff, all students K-12
Prevention	Zones of Regulation	The Zones of Regulation framework is a prevention strategy used in schools as a regulation tool to support and empower students identify, address, and use strategies to achieve self-control and emotional regulation. This approach supports their readiness for learning by fostering emotional awareness and reducing behavioural challenges in the classroom.	Staff, all students K-12
Prevention	Explicit Teaching	Explicit teaching consists of a set of principles that inform a range of dynamic and responsive teaching strategies. It involves teachers clearly explaining, demonstrating and modelling to students, why they are learning something, what their learning goals are how it connects to what they already know, what they are expected to do how to do it what it looks like when they have succeeded.	Staff, all students K-12
Prevention	Big Picture Education	A personalised design for learning in high school that offers students choice and decision-making opportunities. Students learn through their interests in a small group of students known as an 'Advisory' their 'learning community', where every student feels known, supported and respected for who they are. Personalised learning plans are developed in consultation with their family or carers and their Advisory teacher, range of different personal interest projects, as well as participate in community action initiatives, field trips and internships. Learning is organised around the six Big Picture Learning Goals: Knowing how to learn; Personal qualities; Quantitative reasoning; Empirical reasoning; Communication; Social reasoning	Acacia Secondary Campus
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Staff induction	All staff complete mandatory and Cook School base training	Staff
Prevention	Whole School Risk Management Plan	Cook School's RMP provides a structured and consistent approach for recognising, understanding and responding to risk.	Staff
Prevention	Staff Day Sheet	A detailed daily schedule that outlines the order of activities, duties, and important details.	Staff
Prevention	Reinforcements	Providing students with reinforcement for expected behaviours is one of the most effective ways decrease unwanted behaviours and replace them with more appropriate alternatives.	Staff
Prevention	Regulation and Relate Session	Dedicated daily morning session designed for staff to support student regulation and to relate, interact and connect with students by engaging in play-based activities or social opportunities based on student preferences	Staff, students K-12
Prevention	Staff Debrief	Staff engage in regular debrief sessions	Staff

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Care Continuum	Strategy or Program	Details	Audience
Early intervention	Ready to Learn	Ready to Learn Plan is developed by the student and teacher to identify de-escalation and self-regulation strategies that the student can utilise when moving outside their thinking brain.	Students K-12
Early intervention	Calm Card	A regulation strategy used by students (or suggested by staff) for 5 minutes in or outside of the classroom	Students K-12
Early intervention	Toolbox	A visual aid to support students in identifying and actively using strategies or 'tools' to support emotional regulation	Students K-12
Early intervention	Brain break	5-minute breaks embedded throughout learning to help create the level of alertness which enables students to focus and concentrate	Students K-12
Early intervention	Behaviour App	To support student wellbeing a data tool behaviour app is used to better understand the function and patterns in behaviour.	Staff
Early intervention	Occupational Therapist	The Occupational Therapy program focuses on the development of regulation, motor and social-emotional capacities for students	Staff, Students K-12
Prevention/ Early intervention/ Individual intervention	School Counsellor/ Psychologist	Counsellor/Psychologist can **apply their psychological expertise to support students** to achieve cognitive, emotional, social, physical and spiritual wellbeing	Students, Counsellor
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Students 6 - 12
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, Students K-12
Targeted / individual intervention	Attendance support	The LST refer students to Executive staff who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, family, Executive staff, Delivery Support staff
Targeted / individual intervention	Executive Referral	When students require extra support to regulate their emotions out of the classroom with an Executive member of staff or talk through an issue they are experiencing without the interference of classroom peers.	Individual students, Executive staff
Targeted / individual intervention	Executive Support	When students require extra support to regulate their emotions out of the classroom with an Executive member of staff or talk through an issue they are experiencing without the interference of classroom peers.	Individual students in Acacia program, Executive staff
Individual intervention	Individual behaviour support planning	This includes developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual intervention	Incident reports	Incident reports document observations ensuring school safety, effective behaviour management, and student wellbeing. These reports help identify risks, understand behaviour patterns, and provide evidence for tailored support or further action, such as behaviour plans, risk assessments, or referrals.	Staff, Executive stqaff
Individual intervention	Mandatory reporting	Staff Reporting to fulfill their duty of care by identifying and reporting concerns of abuse or neglect, as required under the Department of Education NSW's Child Protection policies to safeguard student safety and wellbeing	Staff
Individual intervention	Complex Case	Meetings with multi agencies of external supports to ensure consistency of approach and goals.	Individual students, parent/carer, LAST, AP

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

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.

See Appendix 2 - Bullying Response Flowchart

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

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

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

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.

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Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Explicit behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations.	1. Reminder of school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self or co-regulate	1. Referral for Executive Support. Individual support to restore safety and readiness for learning using co-regulation strategies, redirection, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context
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. Referral for Executive Support. Individual support to restore safety and readiness for learning using co-regulation strategies, redirection, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context
3. Tangible reinforcers include those that are: · free and frequent · moderate and intermittent · significant and infrequent · Intermittent and infrequent reinforcers are recorded on Behaviour/wellbeing system.	3. Use direct responses e.g. behaviour expectations, re-teach, provide choice, scripted interventions, regulation options. Students have opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Referral for Executive Support. Individual support to restore safety and readiness for learning using co-regulation strategies, redirection, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context

Responses to serious behaviours of concern

Student Support System

The Student Support System Flowchart outlines the consistent response that Cook School staff implement to support students with regulation difficulties and/or behavioural concerns, while considering the wellbeing of the whole student.

Cook School's PBL expectations are explicitly taught and embedded in daily class practices under the three banners of being Safe, Respectful and Engaged.

- Opportunities arise all day for teachers to reteach PBL expectations and offer choices for the student to self-regulate and return to the learning environment.
- Reminders are given in the classroom when students need to be prompted to take a different behavioural path, own/be responsible for their decision and/or help self-regulate.
- Executive Referrals (ER) are given when students require extra support to regulate their emotions out of the classroom with an Executive member of staff or talk through an issue they are experiencing without the interference of classroom peers.
- Similarly in Acacia, Executive Support (ES) are given when students require extra support to regulate their emotions out of the classroom with an Executive member of staff or talk through an issue they are experiencing without the interference of classroom peers.

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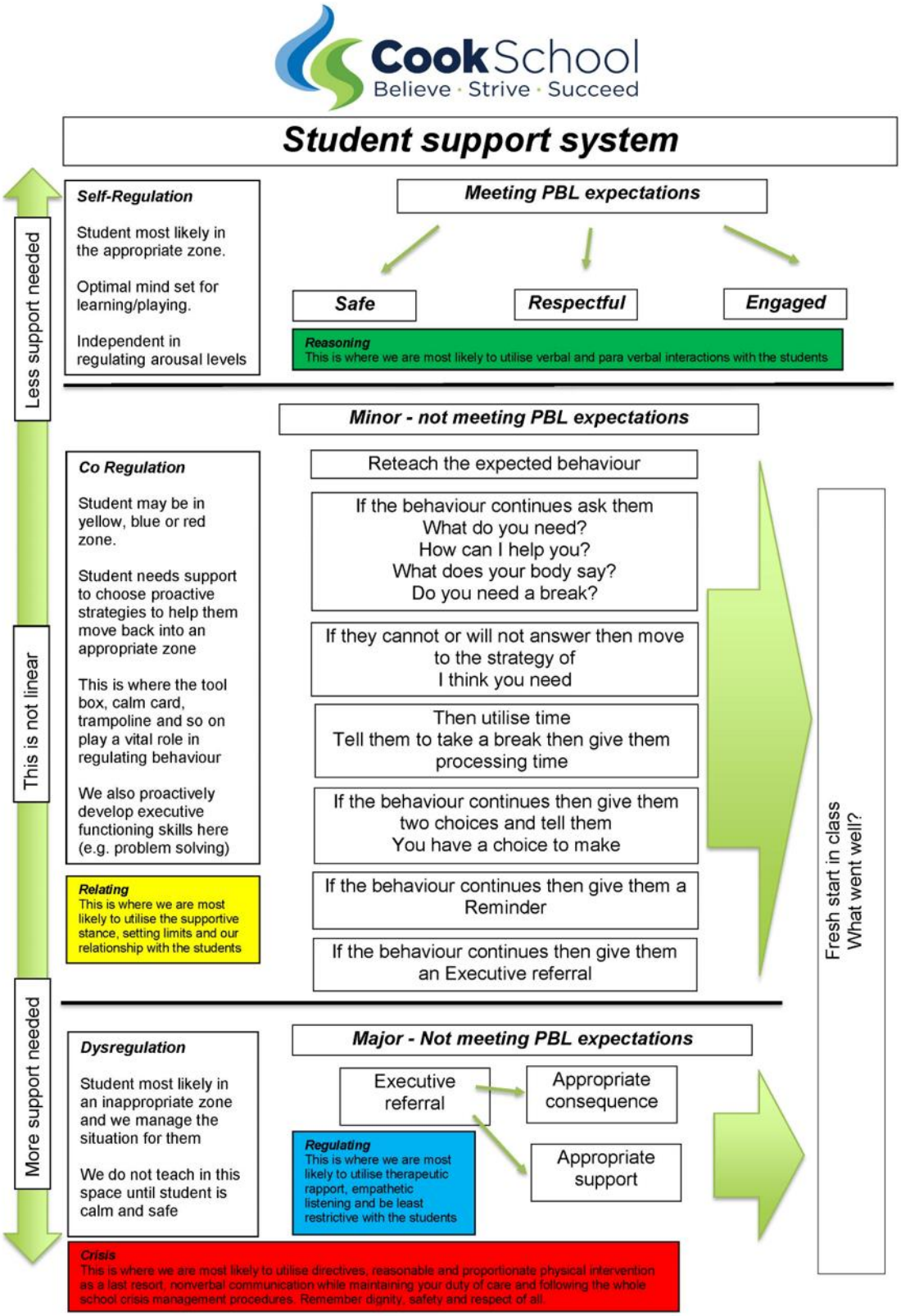
All these tools are steps towards students self-regulating their emotions and should not be seen as punishments. All outcomes for students not meeting expectations are implemented at school. The school Communication book (Primary K - 6) is another means to ensure both schools and home are aware of the positive gains the students are making and areas they may need further support in.

If parent/caregiver involvement is required, staff will make contact and work together to assist the needs of the student.

For the best outcomes for the student, parents/caregivers are encouraged to communicate constructively with the school and use expected processes and protocols when raising concerns.

Please see the following diagram which breaks down our student support processes within the context of the whole school.



Formal cautions/Suspension

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period. Suspension is an action available to the Principal in these situations. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Grounds for suspension

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, Principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important Principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition.

Communication between schools for a student with a shared enrolment

Students who attend alternate programs, such as those offered by Cook School that involve attending their referring school for part of the week, are not automatically suspended from attending the special program if they are suspended from their referring school and vice versa.

The decision to suspend from an alternate program is negotiated between the Principal of the referring school and the Principal supervising the alternate program. This should occur before the student is next due to attend the other locality.

Subject to safety considerations, it is a priority to have the student back at school and engaged in learning as soon as possible.

Suspensions are for consecutive school days. Where a student has a shared enrolment and is suspended on one site only, the suspension applies to a period of no greater than the maximum number of consecutive school days.

Resolving the Suspension

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the Principal or their delegate, the student and a parent or carer. The Principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the Principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's Behaviour code for students
- understands the impacts their behaviour had on others
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A successful return to school will involve:

- documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons.

A successful return to school may involve:

- referral to and assessments by the school's learning and support team
- referral to and ongoing support from the school counselling service staff.

An Executive Staff Member will facilitate the suspension resolution meeting, with the aim of establishing a set of goals and a plan for the student's successful transition back to school.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

If the suspension doesn't provide enough time to plan supports or there is an ongoing safety risk that is not yet managed, the Principal can extend the suspension. Parents/carers will be notified before the end of the suspension if it is extended.

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Reporting and recording behaviours of concern

Staff provide a detailed description of the incident to Executive staff on the day. Executive staff may refer to and analyse data from Cook School's Behaviour App to assess the frequency and intensity of the behaviours of concern to inform their decision.

Executive staff may seek advice from and/or report to Director, Educational Leadership, NSW Mandatory Reporter, Child Wellbeing Unit, Child Protection Helpline and/or NSW Department of Communities and Justice.

Executive staff may also seek additional support from School Support Officer, Police Youth Liaison Officer, School Psychologist, Team around the School, Behaviour Specialists, Complex Case Team and other Department of Education agencies.

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.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reminders	Whenever expectations need reminding verbally or visually– 1 minute	Staff	Behaviour App
Executive Referral/Support	Staff can refer when the behaviour of concern increases beyond classroom capacity	Staff, Executive staff	Behaviour App
Playground Program	Short term strategy to support playground behaviours of concern.	Assistant Principal	Individual Behaviour Support Plan
Calm Card	A strategy used by students (or suggested by staff) for 5 minutes in or outside of the classroom	Student, staff	Behaviour App
Ready to Learn Plan	Strategies indicated on plan are used during emotional dysregulation to support learning readiness. For as long as co-regulation or self-regulation strategy is successful.	Occupational Therapist, Executive staff	Ready to Learn Plans, Toolboxes
Meeting Slips (Acacia)	A strategy used by Acacia students if they need to connect with someone outside of the classroom if all other regulation strategies have not been effective	Student, Staff, SSO, School Counsellor/Psychologist, Executive	Meeting Slip
Personal Learning Space	Ready to Learn Plans may require a safe space for supporting regulation. During this time students have access to food and toilet breaks	Executive Staff	Individual Behaviour Support Plan, Ready to Learn Plans

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Review dates

Last review date: 16 December 2024: Day 1, Term 4, 2024

Next review date: 4 February 2025: Day 1, Term 1, 2025

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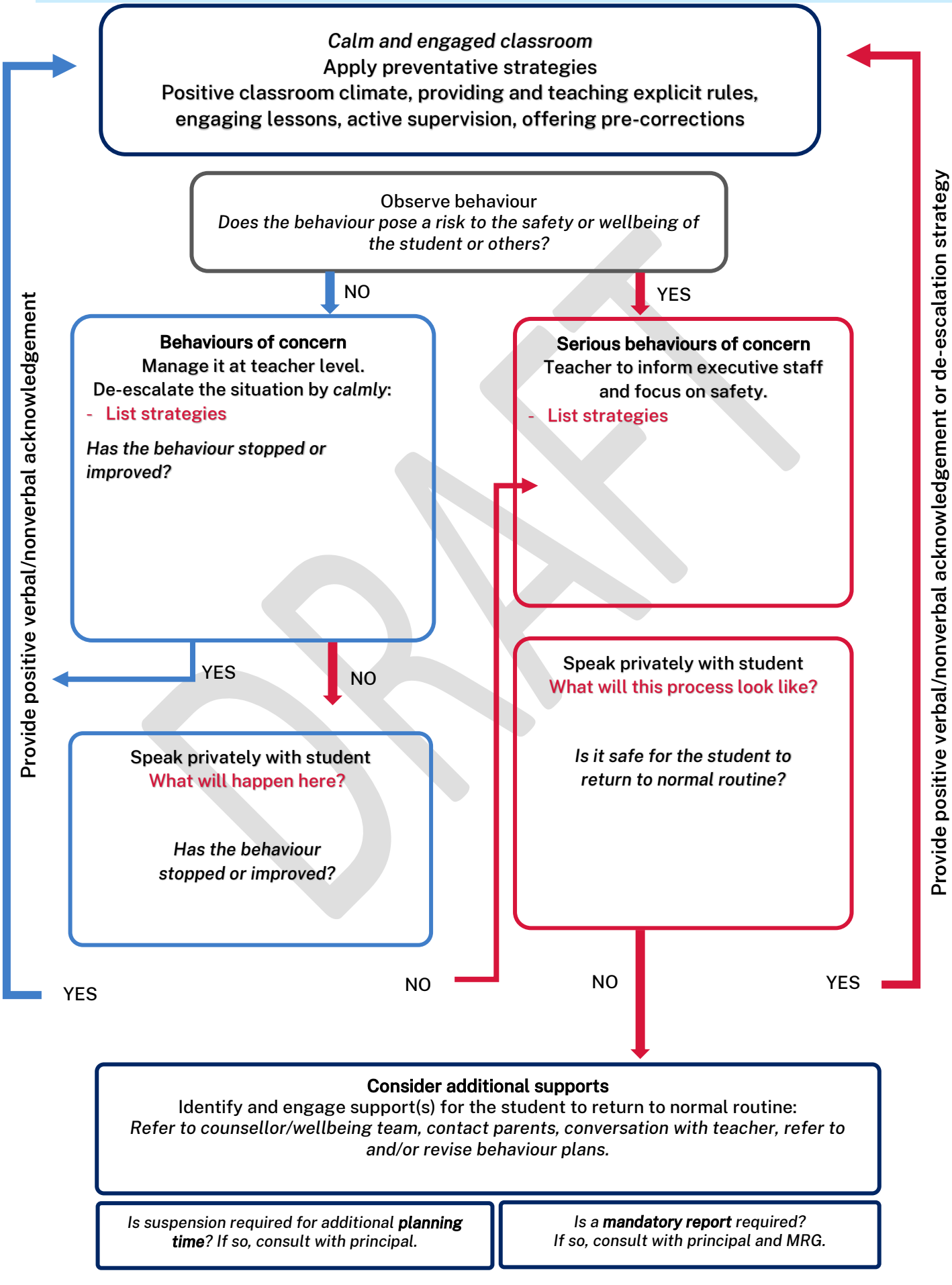
Appendix 1: Behaviour management flowchart



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Appendix 2: Bullying Response Flowchart

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Complete incident/observation form - Incident Report and/or Compass behaviour entry
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action on the incident report and/or Compass entry and/or actions of support during Suspension Resolution meeting and/or Learning & Support Referrals
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Learning & Support Team notes, Behaviour Support Plans, Compass and/or meeting notes

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetingsRefer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Appendix 3: What is PBL and how is it implemented at Cook School?

Positive Behaviour for Learning, known as PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support them to be successful
- supports students in early childhood settings through to senior years of schooling
- enables schools to establish a continuum of supports that are intensified to meet the needs of every student
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of every student.

When implemented well:

- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour
- students feel safe and cared for at school. Their parents, family and community are more involved in their school
- unproductive and challenging behaviour can be significantly reduced for most students.

(From the PBL website, May 2018)

Cook School implements PBL across the school:

- Our behavioural expectations are explicitly taught daily in class under three banners
- Be Safe, Be Respectful, Be Engaged
- Opportunities arise all day for teachers to reteach and offer choices for the student to self-regulate and return to the learning environment
- Reminders (R) are given in the classroom when students need to be reminded to turn their behaviour around, make different choices, own their choices and/or to help self-regulate
- Executive Referrals (ER) When students require extra support to regulate their emotions out of the classroom with an Executive member of staff or talk through an issue they are experiencing without the interference of classroom peers.
- All of these tools are steps towards regulating emotions and should not be seen as punishments
- All responses for not meeting expectations at school are implemented at school
- If it requires parental involvement the school will contact the home to discuss the issue and work together to help the student
- The communication book is a means to ensure both schools and home are aware of the positive gains the students are making and areas they may need further support in
- Positive behaviour phone calls to parent/carers

Please feel free to contact the school if you need any further clarification about PBL and its implementation at Cook School.

Resources for families		
Service	**Information**	**Contact**
Family Referral Service	The Family Referral Service (FRS) brings together families, support services and community resources so that children and young people are safe and well. FRS work with all services to find out what best supports young people and families and their children, and what they can do to improve our community resources	**South Eastern and Northern Sydney** **Phone: 1800 066 757** Email: sensfamilyreferral@barnardos.org.au Web: www.barnardos.org.au Hours: Mon - Fri 8am-6pm **South West Sydney** **Phone: 1300 244 826** Email: southwestsydneyfrs@uniting.org
Parentline	Parentline is a confidential telephone counselling service providing professional counselling and support for parents and carers. Support is available for concerns such as behavioural and emotional problems, discipline, adolescent issues, family relationships, sole parent issues, school problems, child care and juvenile justice.	**Phone: 1300 130 052** Hours: Mon – Fri 9am – 9pm Sat – Sun: 4pm – 9pm Web: www.parentline.org.au
Headspace	Headspace provides mental and health wellbeing support, information and services to young people and their families across Australia.	**Phone: 9575 1500** www.headspace.org.au
eheadspace	A free and confidential telephone and online service for young people aged 12–25. Support is also available to concerned parents or carers.	**Phone: 1800 650 890** Mon–Sun: 9am – 1am headspace.org.au/eheadspace/
Reach Out	ReachOut.com is an online youth mental health service that is accessible 24 hours a day 7 days a week. It provides practical information, tools and support to young people for everyday troubles to really tough times.	**Phone: 8029 7777** www.reachout.com
Youth Beyond Blue	Youth Beyond Blue aims to empower young people aged 12-25 years old, their friends and those who care for them to respond to anxiety and depression.	**Phone: 1300 22 4636** www.youthbeyondblue.com

Resources for families		
Service	**Information**	**Contact**
Kids Helpline	Kids Helpline is Australia's only free, private and confidential telephone and online counselling service specifically for young people aged between 5 and 25 years.	**Phone: 1800 551 800** www.kidshelp.com.au
Lifeline	A generalist and crisis telephone counselling, information and referral service, provided by trained volunteers who are supported by professional staff.	**Phone: 13 11 14** www.lifeline.org.au
1800 RESPECT	A national family and domestic violence counselling line for anyone who has experienced, or is at risk of, physical or sexual violence. Online counselling is also available.	**Phone: 1800 737 732** www.1800respect.org.au
Mens Line Australia	A telephone and online support service for men with family and relationship concerns. MensLine is staffed by professional counsellors who are experienced in men's issues.	**Phone: 1300 789 978** www.mensline.org.au
National Disability Insurance Agency (NDIA)	Provides National Disability Insurance Scheme (NDIS) information to people with a disability, service providers, businesses and members of the community.	**Phone: 1800 800 110** Mon–Fri: 8am – 8pm www.ndis.gov.au
e-Safety Commissioner	Safety is Australia's independent regulator for online safety. We educate Australians about online safety risks and help to remove harmful content such as cyberbullying of children, adult cyber abuse and intimate images or videos shared without consent.	**www.esafety.gov.au**