Student Wellbeing encompasses everything that the school community does to meet the cognitive, social, emotional, physical and spiritual needs of students.

The aim of Bondi Beach Public School's Wellbeing Policy is to promote the capacity of students to connect, succeed and thrive as happy and well-adjusted individuals who make up part of society.

Wellbeing is enhanced by positive relationships, achievement of meaningful goals, choice, health & safety, personal growth and enjoyment.

Connect

Succeed

Thrive

Positive Relationships

Health & Safety

Personal Growth

Meaningful Goals

Choice

Enjoyment

Roles in Promoting Student Wellbeing

School Will

- Develop leadership that prioritises student wellbeing
- Implement planned learning programs to support student wellbeing
- Implement the Department of Education's code of behaviour
- Use opportunities of misbehaviour as learning experiences
- Value interpersonal relationships as a significant driver for positive wellbeing
- Value family backgrounds including social, economic and cultural influences
- At all times meet its duty of care for all students
- Develop teaching and learning environments that enable the development of healthy, happy, successful and productive individuals

Teachers Will

- Provide experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership to benefit children and young people as they grow and develop
- Respect and support students in all aspects of their learning
- Model appropriate behaviour
- Respond in an appropriate and timely manner to incidents of bullying

Parents Will

- Remain the primary educators and take overall responsibility for the wellbeing of their children.
- Liaise appropriately with school personnel in instances where their child's wellbeing is of concern.
- Support their children in all aspects of their learning
- Be aware of this wellbeing policy and practices and assist their children in understanding appropriate behaviour
- Support their children in developing positive responses to incidents of bullying

Students Will

- Contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.
- Behave appropriately, respecting individual differences and diversity
- Remain 'above the line' of the school's responsibility ladder i.e. levels C & D
- Respond to incidents of bullying by reporting it to a staff member and walking the victim away
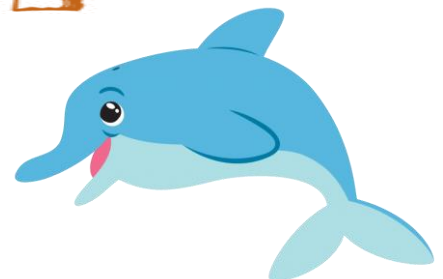
School Values and Expected Behaviour

Three core values underpin the school focus on student wellbeing. These messages are reinforced through signage and form the basis of award systems and structures. Bondi Beach Public School's core values are:
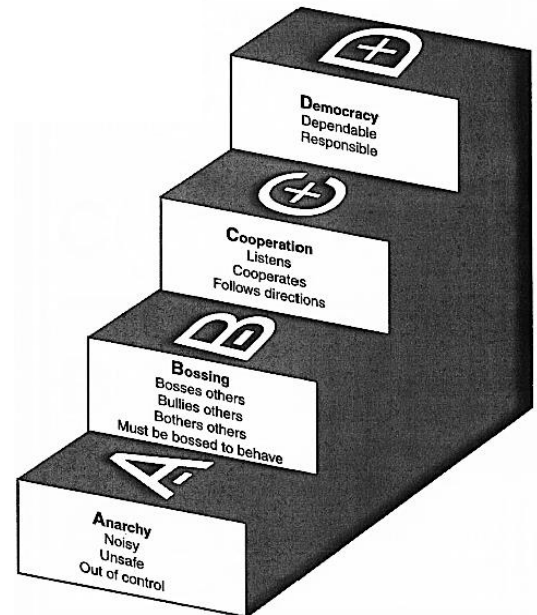
Responsibility

Respect

Achievement

The Responsibility Ladder/Hierarchy – A Model of Behaviour

Dr Marvin Marshall's 'Raise Responsibility System' is effective in promoting self-discipline because it permits the student to acknowledge inappropriate behaviour, self-evaluate, take ownership, develop a plan and procedure, and become responsible.

A hierarchy of responsibility is used with students, providing a common language of what is acceptable behaviour and what is not. Levels A and B are below the line of acceptable behaviour. Levels C and D are above the line. Understanding the levels of the responsibility ladder is important when responding to inappropriate behaviour.
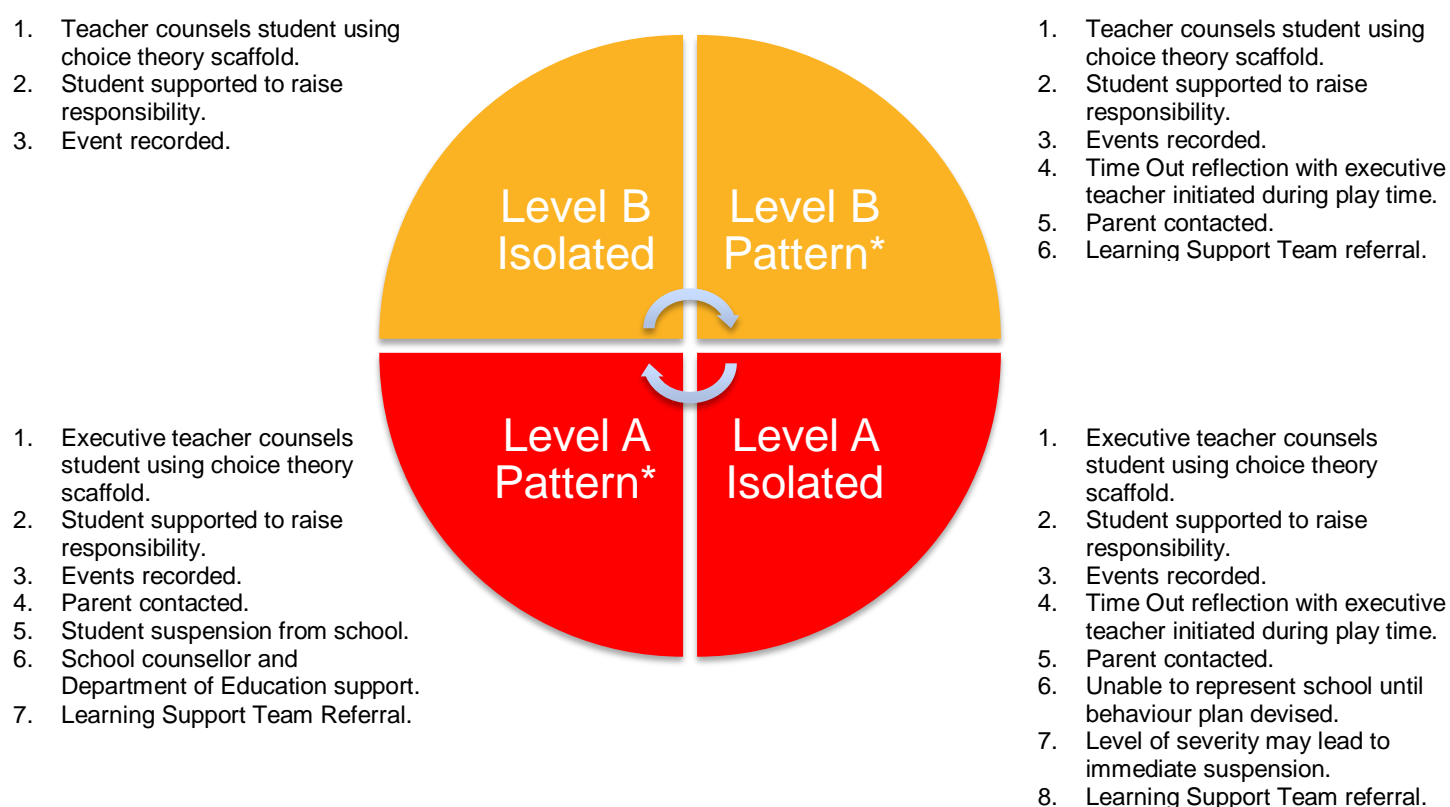

D	**DEMOCRACY** *Motivation is internal*	▪ Displays responsibility ▪ Develops self-discipline ▪ Does good because it is the right thing to do ▪ Demonstrates initiative for appropriate behaviour ▪ Desires to be responsible because responsibility is essential for democracy
C	**COOPERATION/CONFORMITY** *Motivation is external*	▪ Appropriate and acceptable level of behaviour ▪ Complies ▪ Considerate ▪ Conforms to peer pressure that may not be appropriate
B	**BOSSING/BULLYING** *Obeys only when confronted with greater authority*	▪ Neither appropriate nor acceptable level of behaviour ▪ Bothers others ▪ Bullies others ▪ Breaks laws and makes own rules and standards
A	**ANARCHY** *Anarchy is the fundamental enemy of civilization*	▪ Lowest level of behaviour ▪ Absence of order ▪ Aimless and chaotic ▪ Absence of government ▪ Violent behaviour

Responding to Inappropriate Behaviour

Any behaviour that negatively affects teaching and learning and interferes with the wellbeing of students cannot be accepted. Behaviour management practices at Bondi Beach Public School are founded on behaviour replacement and an understanding that human beings act constantly to satisfy their basic needs.

When student behaviour falls outside agreed expectations, or if non-compliance becomes habitual, the following actions are taken (see appendices for further information).

Level B Isolated
1. Teacher counsels student using choice theory scaffold.
2. Student supported to raise responsibility.
3. Event recorded.

Level B Pattern*
1. Teacher counsels student using choice theory scaffold.
2. Student supported to raise responsibility.
3. Events recorded.
4. Time Out reflection with executive teacher initiated during play time.
5. Parent contacted.
6. Learning Support Team referral.

Level A Pattern*
1. Executive teacher counsels student using choice theory scaffold.
2. Student supported to raise responsibility.
3. Events recorded.
4. Parent contacted.
5. Student suspension from school.
6. School counsellor and Department of Education support.
7. Learning Support Team Referral.

Level A Isolated
1. Executive teacher counsels student using choice theory scaffold.
2. Student supported to raise responsibility.
3. Events recorded.
4. Time Out reflection with executive teacher initiated during play time.
5. Parent contacted.
6. Unable to represent school until behaviour plan devised.
7. Level of severity may lead to immediate suspension.
8. Learning Support Team referral.

*A 'pattern' of behaviour can take different forms. As a guide, three indiscretions within a fortnightly period could be described as a 'pattern'.

Procedural Fairness

The principles of procedural fairness inform staff members' interactions with students. Staff members will:

- Allow each student involved in a situation to be heard
- Allow a right of reply for each student
- Listen, without bias, to students' versions of events
- Base decisions on evidence

School Practices to Support Students to Connect, Succeed & Thrive

The Department of Education's Wellbeing Framework outlines objectives to support students to *connect, succeed and thrive* whilst at school. Bondi Beach Public School works proactively to create enabling conditions under which this can occur. In the table below, the Wellbeing Framework descriptors are listed on the left, and school practices on the right.

CONNECT		
	▪ Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.	▪ Excellent academic instruction ▪ Differentiated learning ▪ Range of extra curricular opportunities ▪ Social & emotional learning classes
	▪ Students have positive and respectful relationships with each other, their teachers and the community.	▪ Buddy program ▪ Teachers accessing student interests (quality world) ▪ Child Protection lessons ▪ Responsibility ladder ▪ Assembly role plays
	▪ Students experience a sense of belonging and connectedness that respects diversity and identity.	▪ Buddy program ▪ Classroom rules ▪ Structured group work ▪ Child Protection lesson ▪ Cyber safety awareness
	▪ Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.	▪ School counsellor ▪ Learning Support Team ▪ Bounce Back resilience program ▪ Social & emotional learning classes
	▪ Students are connected with their cultural, religious or spiritual backgrounds.	▪ EAL/D lessons ▪ Special Religious Education lessons
	▪ Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.	▪ Teachers accessing student interests (quality world) ▪ Responsibility ladder
	▪ The school is focused on building individual and collective wellbeing through a climate of care and positivity.	▪ School values ▪ Restorative justice practices ▪ Bounce Back resilience program ▪ Playground rules ▪ Child Protection lessons ▪ Road Safety lessons ▪ Anti-bullying awareness ▪ Responsibility ladder
	▪ Parents and the broader school community actively participate in the school and in helping students to develop positive connections.	▪ P&C association ▪ Working bees ▪ Parent / teacher interviews

SUCCEED		
	▪ Students are succeeding in their learning.	▪ Excellent academic instruction ▪ Differentiated learning ▪ Student reflection
	▪ Students strive toward and achieve meaningful goals.	▪ Individual setting of goals ▪ Range of extra curricular opportunities ▪ Inquiry learning practices
	▪ Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.	▪ Bounce Back resilience program ▪ Social & emotional learning classes
	▪ Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.	▪ Star Rewards System ▪ Class based reward system ▪ Annual presentation assembly ▪ Community achievement honour roll ▪ Range of extra curricular opportunities
	▪ Students develop strong positive character traits that are reflected in their behaviour decision-making and relationships.	▪ Restorative justice practices ▪ Reality therapy conversations ▪ Behaviour code for students ▪ Student choice within agreed boundaries ▪ Brainstorm Productions anti-bullying message ▪ Cyber safety awareness ▪ Responsibility ladder ▪ Assembly role plays ▪ Social & emotional learning classes
	▪ Staff enable success by personalising student learning and supporting students to achieve.	▪ Adjustments to curriculum in partnership with parents
	▪ Staff enable success by contributing to a positive, supportive and encouraging learning environment.	▪ Class application of school values ▪ Kindergarten graduation
	▪ Parents and the broader school community actively participate in supporting and reinforcing student learning.	▪ Parent helpers in the classroom ▪ Parent helpers on excursions ▪ Kindergarten graduation

THRIVE		
	• Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.	• Playground rules • Student choice within agreed boundaries • Buddy program • Brainstorm Productions anti-bullying message • Cyber safety awareness • Responsibility ladder • Assembly role plays • Playground games led by senior students
	• Students are self-directed, take initiative and grasp opportunity.	• Student choice within agreed boundaries • Range of extra curricular opportunities
	• Students contribute to the learning of other students and to the school community more broadly.	• Student leadership including captains and prefects • Student Representative Council • Playground games led by senior students
	• Students have a strong sense of meaning and purpose.	• Student Representative Council • Environmental Representative Council • Bounce Back resilience program
	• Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision-making.	• Restorative justice practices • Reality therapy conversations • Bounce Back resilience program
	• Students are recognised and celebrated.	• Star Rewards System • Class based reward system • Annual presentation assembly • Community achievement honour roll • Kindergarten graduation
	• Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.	• Stage planning days for teaching staff
	• The school has high expectations for every student.	• Behaviour code for students • School values
	• Parents and the broader community support and enable the aspirations of every student.	• Strong partnerships with parents and the community

Bullying Prevention

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Students at Bondi Beach Public School can expect to:
- Know that their concerns will be responded to by school staff
- Be provided with appropriate support
- Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

Bullying, NO WAY!

Responding to Instances of Bullying

Teachers will deal with initial incidents of bullying. More serious incidents will be referred to an executive staff member who will use the PIKAS Method of No Blame (appendix E). More serious or repeated incidents of bullying will result in withdrawal from the playground until the student can commit to a plan where peers are safe and treated with respect (in line with the responsibility ladder). Students will return to the playground after devising a plan for safe play.

Patterned behavior requires a parent interview to develop a home/school plan to support improvement and a referral to the Learning Support Team. Continued bullying behavior will lead to suspension from school.

• The School Counsellor	Ext 111
• The Child Wellbeing Unit may be contacted if the school has reason to suspect the bully is imitating modelled behaviour:	(02) 9269 9400
• Students can be encouraged to contact Kids Helpline:	1800 55 1800

Acknowledging Student Success – The Star Award System

Blue Certificates
The class teacher gives up to four Blue Certificates each week. Teachers are to ensure that certificates are distributed evenly and equitably across their classes. These certificates should not be used as a *behaviour modification* tool. Teachers should devise other programs to support such students. Special programs teachers (RFF, Computer, Library, etc.) should confer with class teacher before awarding certificates. Students are responsible for keeping a note of how many awards they have and showing them to their class teacher when they have the required number for the award of Silver, Gold or School Banner. Students will have their Blue Awards presented in the classroom.

Silver Star Awards
When a student earns three Blue Star Certificates for classroom or playground behaviour, then they will automatically receive a Silver Star Award. It is the student's responsibility to notify the teacher who writes out the award and sends it to their Assistant Principal. Students will have their Silver Awards presented at grade/stage assemblies or in the classroom, as appropriate.

Gold Star Awards
When a student earns three Silver Star Awards, he/she will receive a Gold Award.

School Banners
When a student earns three Gold Star Awards they will be presented with a School Banner.

Acknowledging Student Success – The Dolphin Pin

Dolphin Pin
A dolphin pin is awarded to students for demonstrating the school core values. Teachers nominate one student in each class to receive a dolphin pin at a special assembly for exemplary modelling of all three core values. Dolphin assemblies will occur approximately twice each year.

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APPENDIX A: Matrix of Expected Behaviours

	BE RESPECTFUL	BE RESPONSIBLE	BE AN ACTIVE & ENGAGED LEARNER
CLASSROOMS AND ALL SETTINGS	• Use whole body listening • Raise hand to speak • Speak respectfully • Ask permission to use others' things • Cooperate with others • Use manners at all times • Care for the environment • Use appropriate language • Wear the uniform	• Keep hands, feet and body to self • Stay in assigned areas • Use furniture and supplies appropriately • Put belongings in bags	• Be organised • Do your best • Be prepared • Complete your work • Do your best / Have a go • Be honest • Be persistent
PLAYGROUND	• Share equipment • Take turns and play cooperatively • Include others • Consider and care for the environment • Return all equipment	• Be Sunsmart and wear your hat • Sit in 'No Hat, No Play' areas if without a hat • Remain in playground areas • Run only where permitted • Keep hands and feet to self • Use school equipment only • Use equipment as it should be • When warning bell goes, go to the toilet and straight to class	• Play by the rules of the game • Think how you can solve own problems • Stay within bounds • Be punctual • Get to class on time
EATING	• Wash hands before eating • Follow teacher instructions • Use manners at all times • Put all rubbish in the bin or take home • Wait to be dismissed before play time	• Sit down to eat lunch • Keep hands and feet to self • Use a quiet voice • Put lunch box in basket • Monitors return canteen baskets and class baskets • Know your eating area • Be prepared – do not return to classrooms	• Make healthy food choices • Reduce waste with 'Nude' packaging
TOILETS	• Use a quiet voice • Respect privacy • Keep toilet area clean • If all toilets are occupied – line up outside	• Ask for permission during class to go to the toilet with a partner • Flush • Wash hands with soap • Walk carefully on wet areas • Report problems to the teacher • Return directly to class	• Have a purpose and do not loiter • Visit the bathroom before school, at lunch and at recess • Use only enough water to wash your hands
BUS	• Use a quiet voice • Listen to your bus monitors • Get on the bus K-2 then 3-6 • Use friendly language • Move quickly and sit in lines • Follow driver's instructions and Bus Code of Conduct.	• Stay in your seat • Keep hands and objects inside the bus • Keep hands, feet and body to self	• Be on time outside waiting • Sit in assigned seat, if requested
VISITS	• Knock and wait patiently • Use manners	• Walk quietly and carefully • Return directly to class	• Knock on door, wait patiently • Know the class and teacher you are visiting • Deliver the messages clearly
MOVEMENT AROUND SCHOOL	• Walk quietly respecting the learning of others • Keep pathways neat and clean • Care for gardens by using designated walkways • Walk keeping to the left when walking up stairs • When waiting at the door leave door entry clear	• Walk in class groups • Keep hands, feet and body to self	• Walk calmly and directly to my destination • Stay with the teacher • Stand directly behind the person in front
ASSEMBLY	• Walk with a purpose • Have shirts tucked in (Winter uniform) • Show appreciation by clapping appropriately • Sing the anthem and school song with pride • Hands by sides • Wait quietly between items	• Enter quietly • Follow teachers instructions • Keep hands, feet and body to self	• Listen, watch, and learn • Be still • Have an interested expression on your face • Look at the speaker • Think about what is being said

APPENDIX B: Department of Education Behaviour Code for Students

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

Bondi Beach Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

APPENDIX C: Choice Theory Scaffold

Choice Theory Conversation – In this approach, the focus is on students achieving their basic needs in ways that do not interfere with the basic needs of others. It challenges student behavioural choices and asks them to examine the success of their behaviours in reaching their needs. Choice theory breaks down organised and patterned behaviours by allowing students to make the realisation that ultimately they are not getting what it is they want. During a choice theory conversation, students explore alternative behavioural choices and come to realise that they, and not their peers or teachers, have ultimate control over their behaviours. The choice theory approach starts with a set of questions. The interviewer moves back and forth between the questions:

1) How are things?
2) What is it that you want?
3) What have you been doing to get what you want?
4) Has it worked? Did this make it better or worse?
5) What else could you do?
6) Let's make a plan

APPENDIX D: Time Out Reflection

Time Out is a place where students are actively counselled in order to explore and make an undertaking to implement more appropriate self-management strategies. The principle of this philosophy is to help the students involved understand each other, how their actions have affected the victim and what they can do to make the situation better. The choice theory scaffold is used

during time out sessions and the executive teacher assists the student devise a plan of action. The school will notify parents of student misbehaviour at the point where time out is required.

This process will give students time to think about how they can take more responsibility for their actions. For this to be effective, time out needs to occur as close to the time of the incident, preferably on the day of the misbehaviour. Students may be asked to attend time out reflection for either inappropriate playground or classroom choices.

Time Out can be initiated in the following ways:

- Student behaviour at the A-level of the responsibility ladder. Whether in the classroom or the playground, students showing a total disregard for rules and order will be asked to attend time out. The teacher will complete a Student Wellbeing behaviour event.

- Student behaviour at the B-level of the responsibility ladder is persistent or has formed a pattern. Under normal procedures, teachers will complete Student Wellbeing behaviour event. Assistant Principals will place a student on time out when he/she notices the pattern emerging.

Time out has no prescribed length of time (e.g. one half of lunch, one week). Students may re-integrate onto the playground at such a time as the executive member of staff can confidently predict the student's plan is well-considered and that the student will make a genuine attempt to implement it. Time out session will take place during the second half of lunch.

Students who attend time out reflection will be given a note to pass to their parents who will acknowledge receipt of the note.

APPENDIX E: PIKAS Method of 'No Blame'

The aim of the No Blame approach is to stop bullying episodes by having the bullies develop empathy for their victims and voluntarily change their behaviour as a result. They are encouraged to do this with the aid of a support group facilitated by a teacher.

The No Blame approach is a process for stopping bullying episodes by forming a support group of bullies and peers. The approach protects the victim from further harm by having the teacher speak to the group on their behalf. Without apportioning blame, it uses problem-solving to stop the bullying by having the group come to understand the hurt that the victim has experienced and seeking from them actions they can take to help the person feel better. These actions are then monitored at a subsequent review meeting. The victim is also interviewed again to see if the bullying has ended. The review meeting consists of meeting each group member for a few minutes to check their success at putting their actions into operation.

If bullying behaviours are identified, and the 'no blame' approach is unsuccessful after a period of time, perpetrators will be dealt with under Time Out processes and the Department's Suspension from School Policy.

Recording Events in Student Wellbeing

June 2017

When behaviours occur that are below the line of responsibility and, in your professional judgement, should be recorded, the following steps should be taken.

1) **Counsel the student about his/her behaviour**. Reinforce the need to take responsibility and use the situation as a learning experience. Let the child know that we need to record the incident.

2) At your earliest convenience**, enter the details of the incident into Student Wellbeing**.

It is everybody's responsibility to keep accurate, factual and up to date records.

Time Out Procedures

Time Out Overview

Time Out is a place where students are actively counselled in order to explore and make an undertaking to implement more appropriate self-management strategies. The principle of this philosophy is to help the students involved understand each other, how their actions have affected the victim and what they can do to make the situation better. The choice theory scaffold is used during time out sessions and the executive teacher assists the student devise a plan of action. The school will notify parents of student misbehaviour at the point where time out is required.

This process will give students time to think about how they can take more responsibility for their actions. For this to be effective, time out needs to occur as close to the time of the incident, preferably on the day of the misbehaviour. Students may be asked to attend time out reflection for either inappropriate playground or classroom choices.

Time Out can be initiated in the following ways:

1) Student behaviour at the A-level of the responsibility ladder. Whether in the classroom or the playground, students showing a total disregard for rules and order will be asked to attend time out. The teacher will complete a Student Wellbeing behaviour event incident report.

2) Student behaviour at the B-level of the responsibility ladder is persistent or has formed a pattern. Under normal procedures, teachers will complete Student Behaviour in ebs: ontrack +. Assistant Principals will place a student on time out when he/she notices the pattern emerging.

Time out has no prescribed length of time (e.g. one half of lunch, one week). Students may re-integrate onto the playground at such a time as the executive member of staff can confidently predict the student's plan is well-considered and that the student will make a genuine attempt to implement it. Time out session will take place during the second half of lunch.

Students who attend time out reflection will be given a note to pass to their parents who will acknowledge receipt of the note.

Time Out Procedures – During The Timeout

Each lunch break, a member of the executive staff is on time out duty.

The procedure for the executive to follow is:

1. Issue student with their 'Time Out Notification note'.
2. Either one by one, or as a group (whichever is most appropriate), debrief about the students' behavioural choices that led them to be placed on time out. Note:
    ➢ It is critical to only speak in terms of what the student did. Avoid students focusing on the behaviour of others. We only control our own behaviour.
    ➢ Establishing what the child was hoping to achieve through their behaviour is important. Avoid using 'why?' as your starter. Why is accusatory and tends to not yield productive conversation. Better starting questions are 'What did you hope to achieve?' 'What made you think that was a good idea?' 'What did you hope to get by doing that?'
    ➢ The learning for students comes when **they realise** that their behaviour did not give them what they wanted. This is the evaluative phase and will help them understand an alternative course of action next time would be more suitable to satisfy their own needs.
    ➢ Where possible, focus the discussion on the core values.
    ➢ The debrief should end with a plan that the student makes of how to resolve the situation. Again, the role of the teacher is to ask questions. 'What could you do now that would show that you've learnt from this and make the situation better for everybody?'
3. Provide students with time to complete the brief reflection sheet provided. Assist students as required. Please return completed reflection sheets to Stage AP's inbox for filing.
4. Advise the student whether they will need to attend timeout tomorrow. This is dependent on the executive teacher's judgement about how well the student has engaged with the reflection and likelihood of re-offending.

Student Reflection

Name: _____   **Class:** _____   **Date:** _____
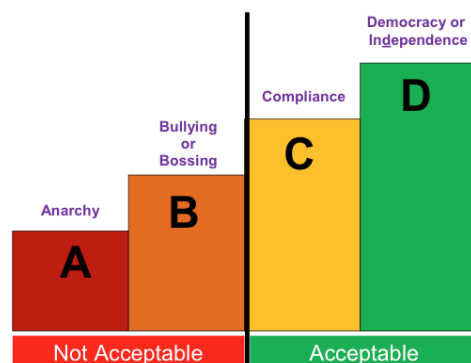
How do you feel about being on timeout? Colour the face.

I feel like this because _____

My behaviour was on level _____ of the responsibility ladder.

The behaviour I chose was to:

_____

_____

_____

My behaviour made the situation BETTER / WORSE (circle)

Because_____

_____

_____
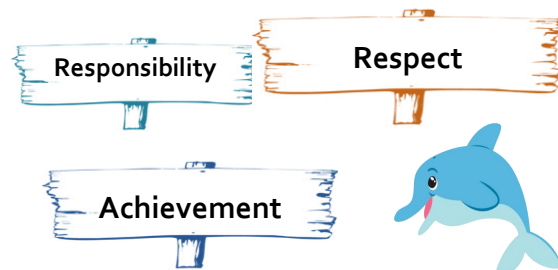
My plan to make things better is to:

1. _____

2. _____

3. _____

BONDI BEACH PUBLIC SCHOOL

Campbell Parade Bondi Beach NSW 2026 │ Tel: 9130 2116 ∞ 9130 6170

Fax: 9130 3932 │ **Email:** bondibeach-p.school@det.nsw.edu.au

TIME OUT NOTIFICATION   **DATE: _____/_____/_____**

Dear Parent/Caregiver,

This letter is to notify you of your child, _____'s attendance at 'time out' today. He/she had been asked to attend 'time out' due to the following reasons:

[ ]   A pattern of low-level inappropriate behaviour has been evident including:

_____

_____

[ ]   An isolated incident of high concern:

_____

Time out is a place where students are actively counselled in order to explore and make an undertaking to implement more appropriate self-management strategies. The principle of this philosophy is to help the students involved understand each other, how their actions have affected the victim and what they can do to make the situation better. This process will give students time to think about how they can take more responsibility for their actions.

Please note that time out has no prescribed length of time (e.g. one half of lunch, one week). Students may re-integrate onto the playground as such a time as the executive member of staff can confidently predict the student has established a plan which is well-considered and that the student will make a genuine attempt to implement it.

For more information about the school's wellbeing policy, please read the document in full on the school website: http://www.bondibeach-p.schools.nsw.edu.au/our-school/rules-policies/school-policies

Please sign the slip below and return it to the office with your child as acknowledgement of this advice.

Thank you for working alongside the school to enhance the overall wellbeing of all students, and for helping this situation to become a valuable learning experience.

Debbie Evans

Principal

Bondi Beach Public School

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TIME OUT ACKNOWLEDGEMENT – RETURN TO DEPUTY PRINCIPAL'S OFFICE

I received the notification about my child, _____'s attendance at time out on _____/_____/_____. I have spoken with my child about the events described and have assisted him/her to assume a higher level of responsibility.

[ ] I would like a follow up phone call from an executive member of staff to discuss this matter. Note, the executive member with the most knowledge of the events will make contact with you.

_____   _____Parent signature   Date

CONVERSING WITH STUDENTS

1	**Open the Session** perceived world	• Where shall we start? • Give me some background information • Describe the situation to me • How have you been? • How are you? • How is it going? • What do you want to discuss with me?
2	**What do You Want?** quality world – linked to needs	• How would you like things to be? • What would you like to be doing now? • If you had three wishes what would they be? • If things were going well for you what would be happening? • What do you want that you are not getting? • Where are you heading?
3	**What Have You Been Doing?** organised behaviour	• How have you been going about reaching your dreams? • Tell me about the things you've tried to get what you want? • What's worked for you? • What sort of things have worked? • Explain what you have been doing to get that? • What things achieved what you wanted? • Have you given anything a go? What did you try?
4	**Evaluation Questions** comparing place	• Did things get better or worse? • Did you achieve what you wanted? • Did that work for you? • Have you got what you want? • Are you happy with what you achieved?
5	**What Else Could You Do?** creative behaviour	• What options do you have now? • Is there another way of getting that? • Can you think of anything else? • Is there another way? • Are there better options available? • What are other possibilities? • Is there something you've tried in the past that's worked? • What do you see other people doing that works for them? Could that work for you?
6	**Make a Plan** new behaviour	• So what am I going to see you doing now? • How will you know if what you try next is working or not? • Do you like the sound of this plan? Can you see things improving? • When will you be able to start? Could you check in with me?