NSW Department of Education

School Behaviour Support and Management Plan: Wattle Grove Public School

Overview

At Wattle Grove Public School, we aim to cultivate a vibrant learning community where every student thrives. We are dedicated to offering diverse opportunities and maintaining high standards for academic excellence, wellbeing, and social development. Guided by evidence-informed practices, our teaching is both engaging and dynamic. We value student voice, provide meaningful feedback, and prioritise literacy and numeracy growth as essential elements for lifelong learning. By fostering a sense of belonging, we aim to create a welcoming and inclusive environment where every student feels valued and supported. Recognising the vital role of families in education, we are committed to forging strong partnerships to enhance student success. With a commitment to continual improvement, together, we shape bright futures and empower young minds.

Partnership with parents and carers

Wattle Grove Public School recognises families as the first and continuing educators of their children and works in partnership to plan and implement programs for the students in many areas. We believe that the best education happens when we work students, parents and schools work together. We promote the School Community Charter school-community-charter to ensure our learning environments are collaborative, supportive and cohesive. Our school benefits from a dedicated and involved P&C and school community who are active partners in supporting our students and their families. If there are concerns about student behaviour management, it is recommended that parents first contact their child's class teacher. If the teacher cannot resolve the issue, it will be escalated to the stage Assistant Principal (AP). Should the Assistant Principal need further assistance, then the matter will be resolved by the Deputy Principal or Principal.

School-wide expectations and rules

Wattle Grove Public School has the following school-wide expectations and rules:
To be safe, respectful, learners.

Expectation – Be Safe	Expectations – Be Respectful	Expectation – Be a learner
• We keep our hands and feet to ourselves.	• We are kind and polite.	• We persevere and try our best.
• We move carefully and sensibly around all areas.	• We listen to and follow instructions.	• We are curious and interested learners.
• We use equipment responsibly.	• We take care of school and personal property.	• We challenge ourselves to be the best that we can be.
• We are in the right place at the right time.	• We listen to and respect the contributions of others.	• We take pride in the presentation of our work.
	• We play fairly and cooperatively.	• We show active listening.
	• We keep our environment clean.	• We show resilience.

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.

Whole school approach across the care continuum

Our school is committed to embedding consistent and proactive strategies across the care continuum which promote positive behaviour, resilience, and social-emotional growth. As a school, we respond to behaviours of concern including bullying and cyber-bullying behaviours. This collaborative framework engages students, staff, and families in fostering a culture of respect and inclusivity. Through early intervention and tailored support, we ensure that every student has the opportunity to succeed and thrive, ultimately enhancing their overall wellbeing and academic outcomes.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	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. Wattle Grove P.S. follows a scope and sequence devised by staff. This can be flexible if patterns in behaviour arise. The value is communicated to staff through the Wattle Weekly and is visually displayed on the whiteboard in the staffroom. On Mondays, each teacher introduces the PBL value of the week to their class. This involves visually displaying the value and discussing what it does and doesn't look like in our context. K-2 classes also have ninjas linked to the weekly value. These are from the series 'Ninja Life Hacks'. Each ninja has a superpower to navigate a specific problem or emotion. Positive reinforcement is given for students following the school PBL values in the form of tokens, merit awards and super kids points.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	All staff complete mandatory Child Protection training annually to understand the mandatory reporting obligations. Teaching Child Protection education is a mandatory part of the Personal Development, Health, Physical Education (PDHPE) syllabus. Child protection and education on respectful relationships is the responsibility of the whole school community and is most effective as part of a whole school approach. All classes explicitly teach lessons from the Department units of work during Term 3.	Staff Students K-6
	Cyber Awareness Lessons	Age-appropriate cyber awareness lessons are explicitly taught in Term 1. A police youth liaison officer delivers a presentation on cyber safety to all Years 3-6 students. Opportunities for parent forums are organised as required.	Students K-6
	Technology Contract	During library lessons in Term 1, students are explicitly taught expectations of the appropriate use of technology. K-2 students sign a class contract, and 3-6 students sign individual contracts, agreeing to use technology appropriately. If the rules in the contract are broken, students may be suspended from technology and/or internet access for a period of time.	Students K-6
	Mobile Phones	Wattle Grove P.S. follows the Department of Education's safe and responsible use of mobile phones. Students are not allowed to use mobile phones at school, including during recess and lunch. **Phone procedures:** Students deposit their phone at the school's front office at the start of the school day and collect it at the day's end (or when leaving the school premises). The principal will manage individual requests from parents and/or carers, and students, for any exemptions to the policy.	Students K-6 Staff Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
Prevention	Buddy Bench	One buddy bench is located in the school playground for students who are looking for someone to play with.	Students K-6
	Zones of Regulation	A framework aimed at developing awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness. This framework is embedded into each grades' Term 1 PDHPE lessons. Posters and visual prompts are visible in classrooms. Personalised resources and check ins are also used for targeted students.	Students K-6 Staff
	Explicit Teaching of Behavioural Expectations	Class teachers establish agreed expectations for their class context. These align to the values of being safe, respectful and a learner. These expectations are revisited on a regular basis at a class, stage and/or whole school level.	Students K-6
	Kindergarten Transition Programs	Starting School is an exciting time for students and families. At Wattle Grove Public School, we create and foster relationships with incoming Kindergarten students and their families to ensure a successful transition. Open Day is held in Term 1 to provide information to new Kindergarten families about our school. This includes a tour of the school, showcasing classroom teaching and extracurricular activities. During Term 4, we hold 3 Orientation sessions for students to engage in some Kindergarten activities. This allows for the incoming students to become familiar with the staff, the classrooms and some routines. Parents are provided with information during this time.	Kindergarten Incoming Students Kindergarten Staff Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
Prevention	Year 6 to 7 Transition Programs	The Stage 3 Assistant Principal and senior executive work closely with the local high schools to ensure a smooth transition for students from Year 6 into Year 7. High achieving Year 6 students have the opportunity to sit a high potential placement test for Holsworthy High School at the beginning of the year.	Year 6 Students Year 6 Teachers Parents and Carers
	Wattee's Wonders	This whole school wellbeing initiative promotes inclusivity and belonging for every student. Students are organised in groups with a range of students from K-6. Every staff member is responsible for a group. This initiative ensures students are known by a variety of teachers in the school and develop relationships with peers within and outside their grade group. Wattee's Wonders occurs twice a term.	Students K-6
Early intervention	Whole School Behaviour Management System	Wattle Grove P.S. has a whole school behaviour barometer accompanied by a list of corresponding behaviours and consequences. The barometer includes the titles *Making Good Choices, Little Trouble, Middle Trouble and Big Trouble*. Additional information is outlined in the planned responses section below.	Students K-6
	Happiness Headquarters	This playground initiative for K-2 students provides a calm space for students to engage in structured activities and to foster peer relationships during lunch time, under the guidance of a School Learning Support Officer (SLSO).	Students K-6
	Bloomers	This playground initiative is open for interested and/or nominated students who need support during lunch time. This group has an environmental focus, taking care of our school gardens and vegetable patch. School Learning Support Officers lead this initiative.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Junior Junk Ambassadors (JJA)	This playground initiative is student led. It is open for those who like to help keep our environment clean at recess and lunch. The group have a rostering system and is promoted through wearing coloured vests and utilising equipment. By being a JJA, students have a sense of ownership and responsibility.	Students K-6
	Calm Space	This is a room available during lunch time based on student and school-wide needs with passive play games for students feeling overwhelmed during lunchtime and needing a quiet space to play.	Students K-6
	Reflection Practices	Reflection is a strategy which enables the school to provide timely support to students. It is used to guide students to achieve the desired behaviour, to reflect on their behaviour and make positive choices moving forward. Students reflect on their behaviour through structured formal and informal restorative conversations to understand what happened and implement strategies to improve their choices in the future. Reflection is a planned intervention to allow students opportunities to reflect on and regulate their emotions and behaviour. Reflection is facilitated by executive staff. The process is outlined further in this document.	Students K-6
Targeted intervention	Anti-racism Contact Officer (ARCO)	Wattle Grove Public School's ARCO is responsible for building awareness and understanding of the impacts of racism. They support students, staff and community members to report racism and promote upstander responses to incidents. The ARCO also supports teachers to address reports of racism through restorative practices which promote respectful behaviour.	Students K-6 Teachers Parents and Carers
	Teacher Directed Reset Time	Teachers identify the need for students to take a break and regulate their emotions or reflect on their choices. Students go to an agreed upon space in the room and use their strategies to regulate themselves before returning back to the class. Teachers debrief with students at the earliest possible time.	Students K-6 All Teachers

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Kindergarten Transition Programs	Students who are identified as requiring additional support to transition to school, are provided with additional orientation sessions. This is in consultation with the families.	Parents and Carers Kindergarten Students Executive Staff
	Year 6 to 7 Transition Programs	Students in Year 6 who receive Integration Funding or who have additional needs and may find the transition to high school challenging are nominated for the Pathfinders Program at Holsworthy High School. This entails additional transition days in a small group setting to build relationships with key staff at the high school and to familiarise themselves with the environment.	Year 6 Students Parents and Carers Executive Staff
	Learning and Support Team	Wattle Grove has a Learning Support Team which meets once a week. The team consists of a school counsellor, led by the Deputy Principal, the Assistant Principal, Curriculum and Instruction, the Learning and Support staff and English as an Additional Language/Dialect teacher. This team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals. The Learning Support Team plays a key role in meeting the specific needs of children with additional wellbeing, learning and support needs. There is a flow chart to assist teachers in making referrals. Parents are also able to make referrals.	Targeted students K-6 Learning Support Team

Care Continuum	Strategy or Program	Details	Audience
	School Counsellor	The School Counsellor plays a crucial role, in supporting our students to thrive and succeed at school. Our school counsellor (dual qualification in teaching and psychology) supports our students through: • Attending all Learning Support Team meetings • Providing psychological counselling to students individually and in groups • Assessing students with specific wellbeing and learning needs • Collaborating with education and external practitioners, families, and other agencies to provide multidisciplinary student mental health support • Contributing to the social, emotional, and academic development of students in consultation with families and school staff.	Targeted students K-6 Learning Support Team Parents and Carers
	Wellbeing Officer	Wattle Grove employs a Wellbeing Officer two days a week to provide counselling and support to students experiencing a range of social/emotional wellbeing challenges. Students can access the Wellbeing Officer through a Learning Support referral or parent referral.	Wellbeing Officer Learning Support Team Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Defence School Mentor (DSM)	Our Defence School Mentor (DSM) is present in classrooms and the playground and has a personable approach with all students and their families. The DSM creates many playground initiatives which promote an inclusive environment. Our DSM works closely with our defence students, has regular check ins and is aware of each defence family's current context. She provides students and families with access to support services and agencies within the community.	Defence Families
	Attendance Matters	All students at Wattle Grove Public School are expected to attend school every day and be in class on time, prepared to learn. Regular monitoring by classroom teachers and the executive team to maintain their expected attendance rate of 90%. Students in Year 5, not meeting the expected attendance percentage will be ineligible to qualify for the student leadership team, the following year. Parents communicate absences through School Bytes, email and phone calls. More serious attendance cases will be referred to either the Learning Support Team (LST), Senior Executive and/or the Home School Liaison Officer (HSLO) for further support and intervention.	Targeted students and their families Learning Support Team Home School Liaison Officer All Teachers
Individual intervention	Individualised Transition Sheets	Teachers prepare comprehensive transition sheets for target students to facilitate a smooth handover from one year to the next. This process ensures that students' individual needs are prioritised, promoting consistency in their support. In early Term 1, designated time is allocated for past and present teachers to meet one-on-one, allowing them to discuss and unpack this important information thoroughly. This collaborative approach helps to ensure that each student's unique requirements are understood and addressed effectively.	Students with additional needs Learning and Support Team All Teachers

Care Continuum	Strategy or Program	Details	Audience
	Personalised Learning and Support Plan	Personalised Learning and Support Plans (PLASPs) provide a comprehensive overview of target students, including background information, targeted interventions, and personalised goals. These plans are developed in collaboration with families to ensure a holistic approach to the student's education and wellbeing. PLASPs are reviewed biannually, allowing for goals to be added to or adjusted as necessary to meet the evolving needs of each student.	Students with additional needs Learning and Support Team All Teachers Parents and Carers
	Personalised Learning Pathways	Personalised Learning Pathways (PLPs) focus on setting specific academic, behavioural, leadership, social, and/or cultural goals for our Aboriginal and Torres Strait Islander students. These pathways are developed through a three-way consultation involving the Deputy Principal, teacher, parent, and student, promoting a sense of ownership and respect for the student's cultural background. Goals are reviewed biannually, allowing for adjustments as needed to ensure they remain relevant and supportive of each student's growth and development. This collaborative approach aims to empower students while honouring their unique heritage and aspirations.	Aboriginal and Torres Strait Islander Students and their families/carers All teachers
	Behaviour Response Plan	Behaviour Response Plans are composed by teachers for target students who need tailored preventative supports and strategies. These plans are developed based on a deep understanding of each student's needs, strengths, experiences, and interactions with others. Once created, the plans are shared with all staff members to ensure they are informed on how to best support the student and themselves during moments of varying behaviours and emotions. This collaborative approach helps create a consistent and supportive environment for each student, enhancing their overall wellbeing and success.	Students with additional needs Learning and Support Team All Teachers Parents & Carers

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Risk Management Plan	Risk Management Plans are created for identified students who place themselves or others at risk. The Risk Management Plan is completed in consultation with the Learning Support Coordinator and the network's Learning and Wellbeing team.	Students with complex needs Executive Team All Teachers Parents & carers Network Specialist Team External Agencies
	Individualised Check in Systems	Teachers create individualised check in systems for students who require additional adjustments in the classroom and/or playground. This is unique to the student's needs but typically involves promoting accountability for their behaviour. The student will visit the grade Assistant Principal or Senior Executive to have restorative conversations and/or celebrate improved behavioural choices.	Students with additional needs Executive Team All Teachers Parents & carers Network Specialist Team External Agencies
	Wrap Around Support	Contact and further support from the 'Team around a school' e.g. School Counsellor, Wellbeing Officer, Senior Psychologist Education, Home School Liaison Officer, Out of Home School Care Teacher, Assistant Principal Learning and Support, Itinerant Support teacher Early Intervention etc.	Students with additional needs Learning Support Team Senior Executive Classroom Teachers Parents & Carers

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

Every classroom in the school has a copy of the behaviour barometer with student's names stuck on it. All students start each day on 'making good choices' and may be moved to little, middle or big trouble for inappropriate behaviour.
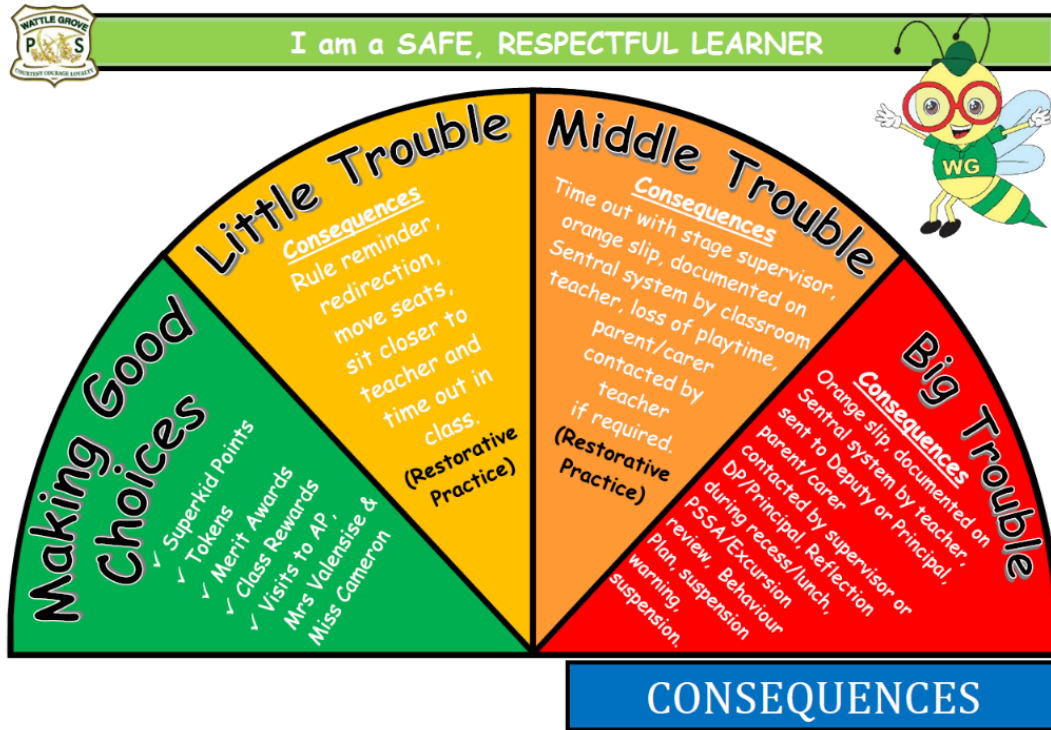
The table below outlines the forms of positive reinforcement implemented at a whole school level.

Positive Reinforcement (Making Good Choices)			
Tokens	**Merit Awards**	**Superkid Points**	**Positive Recognition**
• Tokens are given out to students daily for adhering to our school values. • These tokens go towards students' sports house. The house with the most points at the end of each term, receives a reward.	• Teachers hand out merit awards each fortnight. • For every 5 merit awards, students can exchange them to receive a Principal's Award and pencil at an assembly. • When a student receives 40 merit awards, they receive a medallion with their Principal's Award.	• Teachers hand out Super Kid points each day. • These are given out in line with our school values. • When a student receives 10 Super Kid points, they receive an award at an assembly.	• Visits to Assistant Principal, Deputy and/or Principal to share achievements and work.

Positive Reinforcement (Making Good Choices)		
Class Based Rewards	**End of Year Awards**	**Social Media & School Newsletter**
• Each class has reward systems based on their class context. Examples could be point systems, stickers and whole class incentives.	• Each class teacher selects 5 students to receive awards at the end of year Presentation Day assemblies. These include: an academic, most improved, citizenship and two teacher choice awards. • In addition, each class teacher selects a student who has demonstrated outstanding effort to receive a Wattle Award.	• Student achievements are shared and celebrated on our Wattle Grove P.S Facebook page and published in the newsletter on the school website.

The barometer is accompanied by a list of behaviours that constitute each type of 'trouble' so students can clearly see where their behaviour falls during a restorative conversation. The table below outlines the consequences for inappropriate behaviour.

Behaviour Management System

Making Good Choices	Little Trouble	Middle Trouble	Big Trouble
I am a Safe, Respectful Learner.	• Not following an instruction or rule • Disrupting the learning of others (eg. calling out) • Refusal to complete work • Not keeping hands and/or feet to themselves • Talking over the top of teachers/peers • Being disrespectful (eg. speaking in an unkind manner, hurting others' feelings, taking others' property without permission) • Being unsafe (eg. rough play, swinging on chairs) • Out of bounds • Littering • Accidental swearing • Leaving seat without permission • Throwing food • Inappropriate use of bubblers (eg. wetting others)	**Repeating Little Trouble Behaviours** • Defiance – repeatedly refusing to follow instructions • Being disrespectful (eg. teasing, lying, backchatting, locking toilet doors from inside, looking underneath or above toilet stalls, spitting, being rude) • Disrespecting school property and the property of others • Swearing directed at peers • Hurting others (eg. pinching, biting) • Inappropriate use of technology (eg. Google search of inappropriate subjects) • Inappropriate gestures • Incorrect use or storage of mobile phones/smart watches (code of conduct) • Leaving the room without permission • Not following the PSSA Code of Conduct or • Poor sportsmanship	**Repeating Middle Trouble Behaviours** • Verbally threatening someone • Physical Fighting • Violent behaviour causing injury/harm • Spitting at someone • Inappropriate touching of others • Swearing directed at adults • Bullying/cyberbullying • Racist remarks • Stealing • Bringing in lighters/matches • Vaping • Damage of school (property/vandalism) • Weapons • Indecent/lewd comments or gestures • Graffiti in toilets and on school property • Leaving the school without permission

Consequences			
Little Trouble *Teacher Managed*	**Middle Trouble**		**Big Trouble** *Executive Managed*
	Teacher Managed	*Executive Managed*	
• Class reminder • Redirection • Move seats • Sit closer to the teacher • Time out in class	• Orange slip • Documentation on School Wellbeing System • Parent/carer contacted if required 	• Time out with stage supervisor • Loss of playtime	• Orange slip • Documentation on School Wellbeing System • Sent to Deputy or Principal • Parent/Carer contacted by supervisor or DP/Principal • Reflection during first half of lunch • PSSA/excursion review • Behaviour Response Plan may be warranted • Suspension warning may be warranted • Suspension may be warranted

Responses to serious behaviours of concern

Reponses for serious behaviours of concern, including students who display bullying behaviour may include:

- Documenting the behaviour on the School's Wellbeing System
- Determining appropriate response/s, including supports for staff or other students impacted
- Referring, monitoring and/or supporting the student through the school learning and support team
- Developing or review individual Behaviour Response Plan through the Learning and Support Team
- Making learning and environmental adjustments
- Reflection and restorative practices
- Communicating and liaising with staff across the school to ensure awareness of student needs
- Communication and collaboration with parents and carers
- Formal caution to suspend
- Suspension
- The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.

- 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.

Reporting and recording behaviours of concern

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

- Incident Notification and Response Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Reflection and restorative practices

Students are supported through a reflection process to identify the action that occurred, the impact this had on those involved and strategies that could be implemented next time to avoid this issue in the future. These restorative conversations are held at the earliest convenient opportunity and recorded where appropriate.

Prior to reflection, students have time to eat their lunch and go to the toilet. The maximum length of reflection time will be appropriate to the age/developmental level of the student and nature of the incident.

Below outlines the process in managing behavioural incidents in the classroom and playground.

Behaviour in the Classroom
1. The classroom teacher refers to the 'PBL Behaviour System' and consequence chart and determines the correct course of action.
2. If the student is in 'Little Trouble', the teacher will give a verbal or non-verbal prompt/reminder about their behaviour. This may also include the student having some quiet time to regulate and reset.
3. If the student is in 'Middle Trouble' or 'Big Trouble', the classroom teacher completes a Wellbeing Incident, using the School Wellbeing System to **notify the Assistant Principal.**
4. The supervisor will refer to the 'PBL Behaviour System' and the consequence chart and determine if the student attends reflection. The supervisor may have a discussion with the senior executive to help them make this decision.
5. The student either: a. **Attends reflection** as soon as appropriate. This may not occur on the day of the incident or repeated behaviour. The supervisor will add the student's reflection to the School Wellbeing System, print the incident and place in the orange 'reflection' folder in the designated pigeonhole.   b. **Does not attend reflection** and the supervisor advises the course of action. This process may be guided by Senior Executive, if necessary.   6. If the student has repeatedly attended reflection for certain behaviours and their behaviour is not improving, the supervisor will refer the student to the Senior Executive.

Behaviour in the Playground
1. The teacher on duty refers to the 'PBL Behaviour System' and consequence chart.
2. The teacher on duty will use an orange slip to record the incident.
3. The teacher on duty then completes a Wellbeing Incident and uses the School Wellbeing System to **notify the Assistant Principal** and class teacher. This must be done **on the day of the incident/behaviour by the teacher on duty**.
4. The supervisor will refer to the 'PBL Behaviour System' and the consequence chart and determine if the student attends reflection.
5. If the student **attends reflection,** this will be scheduled ASAP. The supervisor will add the student's reflection to the School Wellbeing System, print the incident and place it in the orange reflection folder in the designated pigeonhole. The reflection may not occur on the day of the incident.
6. If the student has repeatedly attended reflection for certain behaviours and/or incidents and their behaviour is not improving, Senior Executive will determine the course of action.

Review dates

Last review date: 04/02/2025

Next review date: Term 4, 2026

Appendix 1: Bullying Response Flowchart

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.

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
- Enter the record in the School Wellbeing System
- Notify school executive of incident if required in line with the behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

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 the student and check on their wellbeing

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 networks
- Agree to a plan of action and timeline for the student, parent and yourself

Implement
- Document the plan of action in the School Wellbeing System
- 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 networks if needed

Review
- Meet with the student to review the situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in the School Wellbeing System

Ongoing follow-up
- Continue to check in with student on a regular basis until concerns have been mitigated
- Record notes of follow-up meetings in the School Wellbeing System
- Refer 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