



**Lynwood**  
SENIOR HIGH SCHOOL

# **Student Engagement & Wellbeing Policy**

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## 1.0 Overview

Lynwood Senior High School operates on the belief that all students have the right to learn to their full potential in a safe positive and inclusive environment. Creating, safe, orderly, inclusive, and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of Lynwood Senior High School. There is a focus on utilising multi-tiered systems of support that are responsive to student needs and incorporates restorative approaches. This plan is based on the principles of the *Department of Education's Student Behaviour in Public Schools Policy*.

### 1.1 Aims of this plan are to:

- Develop a safe, caring, positive and inclusive environment where every student experiences a sense of belonging.
- Create a strong school culture through teaching and modelling of expected positive behaviours and developing high quality positive relationships based around restorative practice.
- Provide tiered intervention to assist students who are experiencing social, emotional, academic or behavioural difficulties impacting education.
- Lynwood Senior High School aims to build student capacity to:
  - Demonstrate the agreed four values of Respect, Resilience, Personal Best and Inclusion.
  - Establish and build positive relationships with adults and peers.
  - Develop empathy for others and an understanding of relationships.
  - Recognise and regulate their own emotions.
  - Make responsible decisions.
  - Work effectively with others.
  - Cope with challenging situations constructively.

### 1.2 Behaviour management at Lynwood SHS is based around the following guidelines:

- Lynwood SHS staff seek every opportunity to build positive student/staff relationships and elicit positive student behaviour through the use of restorative practices.
- Lynwood SHS staff understand that a high level of communication with parents and the wider community is paramount to improving student engagement and achievement (i.e. a culture of no surprises).
- Lynwood SHS staff utilise a range of tiered strategies and responses when dealing with inappropriate behaviours, ensuring they are consultative, restorative, educational and reflective in practice and application.
- Lynwood SHS values shared responsibility with parents and carers in managing student behaviour at school. Staff will use collaborative problems solving with parents and carers when responding to behaviours of shared concern.

### 1.3 School Vision

*Embracing Diversity, Celebrating Excellence, Together Creating Sustainable Futures*

### 1.4 Our Moral Purpose

At Lynwood Senior High School we empower students to make a positive difference in their lives and the lives of others as a result of their experiences at school. Our focus on student well-being is underpinned by our commitment to a values rich, diverse social and environmentally sustainable community where each child is challenged to achieve their personal best and develop a social conscience. With a range of academic courses and comprehensive support structures and programs, we respond to the needs, interests and aspirations of students, developing skills and values that will stay with them for life, nourishing their curiosity, connecting their learning to the community through a focus on Environment and Sustainability and preparing them for life beyond school. The Lynwood school motto of "*Learners Today, Leaders Tomorrow*" reflects our expectations of high levels of student engagement and achievement, the ongoing development of staff expertise and the development of leadership capabilities across the school community.

## 1.5 School Values and Beliefs

All staff are expected to model the Lynwood Senior High School Values at all times, allowing students to learn from them. Students will develop behaviours that reflect these values, enabling them to become positive role models and responsible, respectful and caring members of the school community. Lynwood SHS values its role in explicitly and purposefully teaching positive behaviours to all students.

## 1.6 Core Values

All members of Lynwood Senior High School are expected to conduct themselves in a manner that adheres to the school values:

- **Respect**  
Respect is a way of treating or thinking about something or someone. It conveys a sense of admiration for good or valuable qualities. Demonstrated when: Actively listening, showing courtesy, good manners, honesty, open minded, pride in others.
- **Resilience**  
Resilience is an inner ability to overcome challenges and difficulties in our lives. We are resilient when we are positive, open-minded, flexible and confident. Demonstrated when: show positivity, open minded, flexible, confident, don't overreact to issues, recognise our strengths and know when to ask for help, show perseverance.
- **Inclusion**  
When all members of the school community feel a sense of belonging to the community, regardless of identify, background or beliefs. Demonstrated when: Providing others opportunities for success, avoiding stereotypical ideas, others feel supported and included.
- **Personal Best**  
Personal best is being the best version of yourself with the resources that you have at that given time. It is finding opportunities for personal growth whilst recognising and respecting the differences of others. Demonstrated when: Setting goals, being proud and happy with work, completing activities to the best of your ability.

## 2.0 Creating a Positive and Supportive Environment

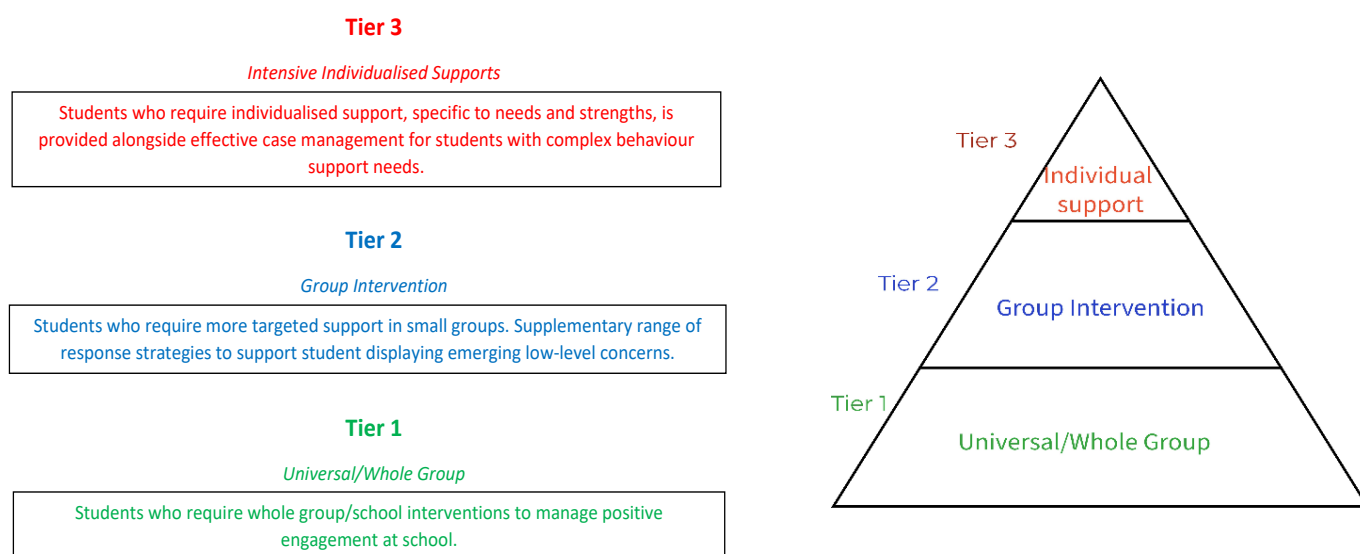
### Whole school

All staff will implement a diverse range of individual, group, and whole school targeted interventions to elicit positive student participation in the school community through engagement in the learning and social contexts of the school. A tiered approach is used in managing and eliciting positive student behaviours.

### 2.1 Multi-Tiered Systems of Support

Systems of support: Tier 1 (Universal), Tier 2 (Group), and Tier 3 (Intensive individualised)

#### Multi-Tiered Systems of Support



### 2.2 Tier 1:

The school promotes positive behaviours for all students and maintains a safe, respectful learning environment, whole school systems and practices including Good Standing. Tier 1 students regularly exhibit positive behaviours. This will include defining, teaching, and reinforcing expected behaviours. Internal and external factors can cause a temporary change in demeanour however students typically respond positively to interventions. Building and maintaining positive student relationships and consistent classroom practice across the school community is vital to maintaining Tier 1 student behaviour and engagement.

### 2.3 Tier 2:

The school implements a supplementary range of response strategies to support students displaying emerging, low level behaviour concerns. Tier 2 students exhibit negative behaviours on a regular basis which effects their ability to engage positively at school. An increased level of intervention is required to support the student to engage with all or parts of their education. Small group intervention including group plans may be implemented by the Student Services Team.

### 2.4 Tier 3:

Individualised support is provided alongside case management for students with complex behaviour support needs that require more than Tier 1 and 2 interventions. Individualised support is required to the specific strengths and needs of each individual. Students identified as Tier 3 will be managed through Student Services. Student Services may broker additional assistance through external agencies to support their behaviour, attendance and social and emotional wellbeing.

## 3.0 Eliciting Positive Student Behaviour: Classroom Strategies

### Tier 1 strategies:

Building relationships is key to creating a positive learning environment. Lynwood SHS has a philosophy of teaching that places the student at the centre of the learning process.

### 3.1 School expectations:

#### **Lynwood Senior High School endeavours to:**

- The school will build staff capacity, engage the community and resource programs that aid the explicit teaching of positive behaviour.
- The school will ensure intervention is tiered and involves all relevant stakeholders inclusive of external agencies to ensure engagement in school teaching and learning processes.
- The school will build staff capacity and knowledge through the sharing of valid student information to ensure the support of students is maximised.
- Support will be provided to staff to create rich, relevant learning experiences designed to maximise student learning.
- The school will provide a positive safe and caring supportive environment that creates a strong sense of belonging in the classroom, yard and wider community.
- The school will respect the culture and diversity of all individuals within the school.
- The school holds the belief that all students have the ability and right to learn to their full potential in a climate that is positive, supportive and productive.
- The school will create and support clear whole school processes for acknowledging and rewarding positive behaviour.

### 3.2 Staff expectations:

#### **All Lynwood Senior High School staff will endeavour to:**

- Staff will follow explicit school wide consistent classroom practice
- Staff will engage with students in a calm and respectful manner, with a focus on building positive relationship with all students
- Staff will demonstrate a genuine interest and show compassion for all students
- Staff will use student's names to create a sense of belonging and value for the student
- Staff will know their students - being prepared by knowing your student's limitations, capabilities, family backgrounds and interests will ensure you are best prepared to influence their behaviour.
- Staff will use praise and encouragement - this can be for work and behaviour and can be done publicly, privately, informally or formally resulting in the student feeling valued and appreciated.
- Staff will celebrate student success and develop a positive school environment through ongoing year group communication.
- Staff will 'Get Curious, Not Furious' when approaching behavioural concerns to help to unlock the reason for behaviours and provide required supports.

### 3.3 Teacher Expectations:

#### **All Lynwood Senior High School teaching staff will endeavour to:**

The most effective, powerful agent for change of a student's behaviour and relationships in a school is the classroom teacher. Teachers will endeavour to:

- Teachers will take every opportunity to build effective positive working relationships in the classroom.
- Teachers will create a positive classroom environment where appropriate behaviours are reinforced by encouragement, rewards and praise.

- Teachers will include student acknowledgements and rewards into classroom planning to reinforce positive student behaviour.
- Teachers will explicitly teach and model positive social skills, positive behaviour expectations and respectful relationships within their classrooms.
- Teachers will implement classroom management strategies in line with CMS strategies.
- Teachers will utilise effective differentiated, instructional skills and strategies to create and maintain a positive learning environment.
- Teachers will give every student the opportunity to learn through the use of our school wide consistent practices framework including the use of Explicit Instruction strategies.
- Teachers will maintain responsibility for student behaviour seeking support from colleagues and administration to resolve issues as required.
- Teachers understand that student behaviour is best managed in ways that promote restorative practices that are educative in nature and will engage in school-based interventions that support positive relationships.
- Teachers will ensure student tasks are fair, inclusive and equitable for all students.
- Teachers will engage parents and carers as partners in the learning environment ensuring that contact is made early and often when experiencing behaviours of concern. Teachers will be proactive in engaging parents and carers and utilise their information and supports when addressing behavioural and engagement issues.

## 4.0 Teacher Responses to Inappropriate Student Behaviour

### 4.1 Tier 1 Classroom Management Strategies

#### 4.11 Bump 1 - In class CMS Low Key Responses

Students who breach classroom rules should be dealt with by the classroom teacher using CMS strategies (Bumps Technique)

- Win the students over
- Use signal to get attention/begin
- Proximity
- Deal with the problem not the student
- Be polite
- Use minimal or non-verbal signals

#### 4.12 Bump 2 - Squaring off

If student behaviour continues to be unacceptable a strengthening of body language is implemented without being threatening.

- Pause or stop
- Turn the body (square off, ensuring not to invade personal space)
- Intensify eye contact
- Use minimal verbal response
- Complete the interaction with 'Thank you'

#### 4.13 Bump 3 - Either / Or Choices

If the student's behaviour continues issue the student with a logical choice. This shifts responsibility for the behaviour back to the student themselves, giving them control over their own actions. They should tell you which choice they are making.

- Stop and square off
- Give an either/or statement
- Use a firm/calm voice
- Restore social order

- Give choice related to behaviour
- Be as immediate as possible and ask for a response
- Listen for response - give them the choice they made
- End with a thank you

Information about any behaviour must be entered into the student's Running Record.

## 4.2 Tier 2 Classroom Management Strategies

### 4.21 Bump 4 - Implied Choice

If the student through their action or inaction has now not followed through on their choice they have automatically chosen the alternative, less desirable choice, the teacher must follow through and make that choice a reality. The consequences should be logical and immediate. Situation may now need to be formally recorded in Compass.

### 4.22 Bump 5 - Defuse Move to Power

Student aim is now to get the teacher to lose control by 'demanding' that the student obey them OR to 'back down' and allow the student to continue their undesirable behaviour. The student needs something to oppose so they can continue to move for power through defiance or actually gain power over teacher. Staff should shift the responsibility to the student thereby preventing or stopping a power play from continuing.

Responses to power plays

- Ignoring it- but only if that does not stop you from teaching
- Short circuit it through humour or by changing the subject
- Describe the situation and inform the student that you are not interested in playing that game.
- Give the student further choice- EG. What do you think should happen when you refuse to do what I ask? Where do we go from here?
- Send for assistance and have the student removed to a Buddy Class

Any situation where a student is required to be removed from the class or a situation where a teacher is unable to diffuse a situation must be entered into Compass.

### 4.23 Bump 6 - Informal Contract

An informal contract may be needed to minimise the time spent dealing with misbehaviour during instructional time. It involves meeting with the student, when both parties are calm, defining and agreeing on the problem, generate solutions and check for understanding on the solutions.

Prior to the meeting clearly identify the specific misbehaviours that require discussion and possible logical consequences. Restorative Practice meeting templates should be used to guide conversations (Appendix 1)

HOLAs should be involved in informal contract meetings. HOLAs will facilitate a restorative meeting. Meetings should be recorded in the respective Chronicle record.

## 4.3 Tier 3 Classroom Management Strategies

### 4.31 Bump 7 - Seek advice from Student Services

A HOLA will seek support and advice from relevant Head of Student Services:

- Formal referral to Student Service completed by the classroom teacher with approval of the HOLA outlining steps taken to address concerns. Student Service may be able to support in the form of:
  - o Advice and support
  - o Help with mediation / restorative meeting.
  - o Establishing a formal behaviour management plan / behaviour monitoring sheet.
  - o Case conference organised with Student Service support.



## 5.0 Developing our Positive Learning Environment.

### Tier 1 strategies:

Lynwood SHS encourages students towards a positive, rich and rewarding school life that results in an excellent education that focus on the whole child.

### 5.1 Positive incentives

Lynwood SHS extensively uses positive incentives to reward students for participation, progress and achievement. These include, but are not limited to:

- Student of the Fortnight
- Attendance certificates
- Established Good Standing processes including Advanced Good Standing Raffle (Terms 1 and 3)
- Incentive activities at the end of term for students with Good Standing
- Semester BBQ's / Icy poles for each cohort (based on Good Standing)
- School based programs (LEAF / Access 10 / EALS / Soccer)
- Breakfast Club
- Student council initiatives
- School staff resources
  - Nurse
  - AIEO
  - Chaplain
- Health class curriculum
- Respectful Relationship Program
- Diversity Program
- Student Wellbeing Trailer
- Essential Skills Program
- External presenters (Not exclusive)
  - Armed For Life presentations
  - Legal Aid Presentations
- Celebration of significant days/events
  - Harmony Day
  - Wear It Purple Day
  - RUOK Day
  - Mother's and Father's Day breakfasts
  - NAIDOC and Reconciliation Day
  - ANZAC Day
- Reward excursions and incursions

### 5.2 Teachers are encouraged to create a positive classroom environment through:

- Positive phone calls home
- Certificates for academic excellence/behavioural improvements
- Positive notifications
- Engaging curriculum
- Daily reports and school values understanding
- Good standing tickets and weekly prize draws
- Birthday celebrations, footy tipping, classroom based rewards, etc

## 6.0 Creating a Positive and Supportive Environment

### Tier 1: Responding to Inappropriate Behaviour (Universal/All students receive)

#### 6.1 Whole School Management of Student Behaviour

Lynwood SHS responds to inappropriate student behaviour by giving the student opportunities to reflect and learn from their behavioural choices rather than relying on punishment alone. Staff focus on building positive relationships as the key Tier 1 intervention to support positive student behaviour.

##### 6.11 Staff will endeavour to:

- ensure student well-being and the prevention of inappropriate behaviour will be enhanced through a focus of early intervention and prevention.
- respond to inappropriate behaviour by using relevant immediate and fair consequences that are designed to provide an explicit learning opportunity to elicit a change in the student actions.
- place emphasis on self-discipline with students, making students accountable for their actions.
- model appropriate social and emotional behaviour when dealing with inappropriate student behaviour.
- Focus on relationship building and managing conflict through restorative practice discussion and meetings.

##### 6.12 Student Services will endeavour to:

- maintain a calm approach towards students demonstrating challenging behaviour.
- build staff capacity to use and apply restorative practices within classrooms and departments.
- engage parents in the behaviour development and support process and access external agencies for supporting students and their families.
- use restorative processes/informal contracts to support teachers with ongoing low level inappropriate behaviour.
- use logical consequences - usually applied by using language of the “choice”.
- Focus on relationship building and supporting staff with restorative practice discussion and meetings.

#### 6.2 Classroom Management of Student Behaviour

Effective behaviour management is reliant upon teachers developing their own professional judgements based around their professional knowledge and current best practice. Teachers will use restorative practice discussions and meetings to address the harms caused by inappropriate student behaviour.

##### 6.21 Classroom teachers will endeavour to:

- ensure responsibility is taken for their classroom and what happens in them.
- maintain responsibility for student behaviour, seeking support where required from the HOLA.
- Know their students behaviour is learned, situation specific and serves a purpose when choosing responses to inappropriate behaviour.
- establish clear classroom processes so that consequences are not a surprise.
- consistently respond to low level student behaviour using well selected CMS strategies
- record student behaviour, action taken and parent contact using where appropriate.
- refer major offences that threaten the orderly function of the school to the Student Services team.

## 7.0 Guidelines for Implementation of School Based Consequences

### Tier 2: Targeted/Some students receive

#### 7.1 Detention

The use of detention should be carefully measured to ensure the consequence remains effective and should minimise the risk of students becoming further disengaged from school. The purpose of a detention should focus on being consultative, restorative, educational, and reflective in practice and application. Students will be allowed time to access a drink/toilet during a lunch/recess detention at teacher discretion.

#### 7.2 After school detention

When administering an after-school detention, teachers must give Parents/Caregivers 24 hours' notice and ensure a record is kept for each student. HOLA's and Student Services staff may contact parents with less than 24 hours' notice depending on individual circumstances and situations. Contact may be made via call, email or text message systems. Details will include the:

- teacher imposing the detention.
- reason for the detention.
- date, time, and duration.
- details of parent contact; including arrangement for student to get home.
- brief details of how detention is used and brief details of follow up behaviour support.

After school detention will be administered on an 'as needs basis'. The implementation of this after-school detention will be organised and run through a coordinated schedule devised by the Heads of Learning Areas. Failure or refusal to attend a detention will result in internal withdrawal the following day of attendance.

#### 7.3 Tier 2: Withdrawal of students from classes; breaks or other school activities

Buddy Class system:

A student may be removed to a timetable buddy class due to continued or ongoing disruptive behaviour. Withdrawal into a buddy class will only apply to one off sessions unless previously organised and discussed with HOLA and parent. Any student who is removed into a buddy class will have the incident recorded on Compass including a contact notice home informing the parent and a notice to school Student Service coordinators.

Withdrawal from all classes (full day or multiple sessions):

The purpose of withdrawal should focus on being consultative, restorative, educational and reflective in practice and application. Withdrawal will not affect the student's attendance and should have minimal possible impact on a student's academic progress (i.e. completion of WACE coursework). All withdrawals need to be recorded via Compass and should detail the:

- reason for withdrawal with date, time and duration
- notification to parent/carer

Informal Contract:

Ongoing behavioural or relationship issues will be addressed through a Restorative Meeting conducted by the relevant HOLA which may include Student Services support. Students play a role in formulating and agreeing to certain conditions and expectations based around their behaviour in class. Agreements will be documented within a Restorative Meeting Record.

#### 7.4 Tier 3: Suspension (Individualised Intervention for specific students)

Students who commit a serious breach of behaviour may incur an external suspension from school. The principal may authorise or delegate his/her authority to appropriate staff to suspend a student for a serious breach of behaviour ensuring each suspension adheres to the mandated requirements outlined

in School Education Regulations (2000) policy. Suspension provides an opportunity for the students, staff and parents to reflect on the incident enabling a considered and positive outcome.

If a student is suspended for more than 3 days or has accumulated 5 days suspension, the school will ensure relevant schoolwork is available on CONNECT. Hardcopies of classroom work must be requested. All appropriate details of the suspension will still be recorded through Compass. When a student returns from suspension, relevant staff will oversee a re-admission process focusing on a restorative resolution. A Behaviour Management Plan will be drawn up, as required, with input from parents/carers, the student and the relevant Head of Student Services. These documents can be found at the end of this policy.

If a student accrues 20 days suspension, the school is obligated under Education Department policy to explore further documented planning including the implementation of an Appendix A, as the child is at risk of formal exclusion. School planning may include a referral to the appropriate SSEN school.

## 7.5 Student Engagement and Wellbeing Support Model (See Appendix F for staff names)

| Principal                                      |                         |                 |                                         |              |                             |       |
|------------------------------------------------|-------------------------|-----------------|-----------------------------------------|--------------|-----------------------------|-------|
| Year 7                                         | Year 8                  | Year 9          | Year 10                                 | Year 11      | Year 12                     |       |
| Lower School Team (Year 7 – 9)                 |                         |                 | Senior School Team (Year 10 – 12)       |              |                             |       |
| Deputy Principal - Student Services            |                         |                 |                                         |              |                             |       |
|                                                |                         |                 | Deputy Principal - Senior School        |              |                             |       |
| Head of Lower School                           |                         |                 | Head of Senior School                   |              |                             |       |
| L2 SS Teacher                                  |                         |                 | L2 SS Teacher                           |              |                             |       |
| Student Support Officer (Lower School)         |                         |                 | Student Support Officer (Senior School) |              |                             |       |
| Homeroom Teachers                              |                         |                 |                                         |              |                             |       |
| Student Council                                |                         |                 |                                         |              |                             |       |
| IEC Team (Coordinator, Psychologist, Teachers) |                         |                 |                                         |              |                             |       |
| Student Services Support staff                 |                         |                 |                                         |              |                             |       |
| Careers and Vocational Education               | Inclusive Learning Team | School Chaplain | School Psychologist                     | School Nurse | Aboriginal Education Worker | STARS |

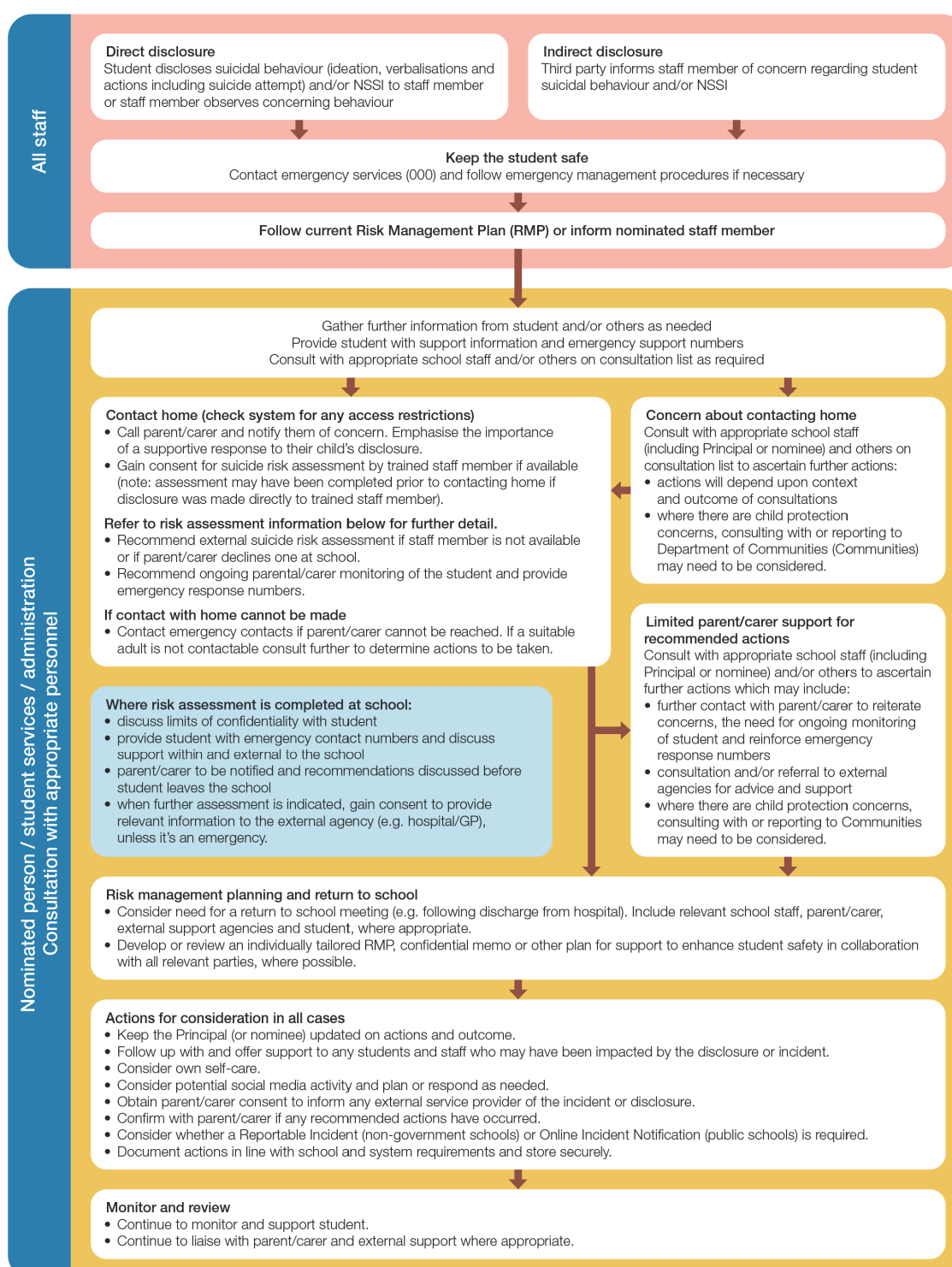
## 8.0 Related Documents

| Category                          | Document Title                                                                       | Version | Date    |
|-----------------------------------|--------------------------------------------------------------------------------------|---------|---------|
| Related<br>Department<br>policies | <a href="#">Student Behaviour in Public Schools Policy and Procedures</a>            | 3.0     | 17-7-23 |
|                                   | <a href="#">Requirements related to the Student Behaviour Policy and Procedures</a>  | 3.2     | 17-7-23 |
|                                   | <a href="#">Students at Educational Risk in Public Schools Policy and Procedures</a> | 2.6     | 1-1-15  |
|                                   | <a href="#">School Education Regulations (2000)</a>                                  |         | 1-7-24  |

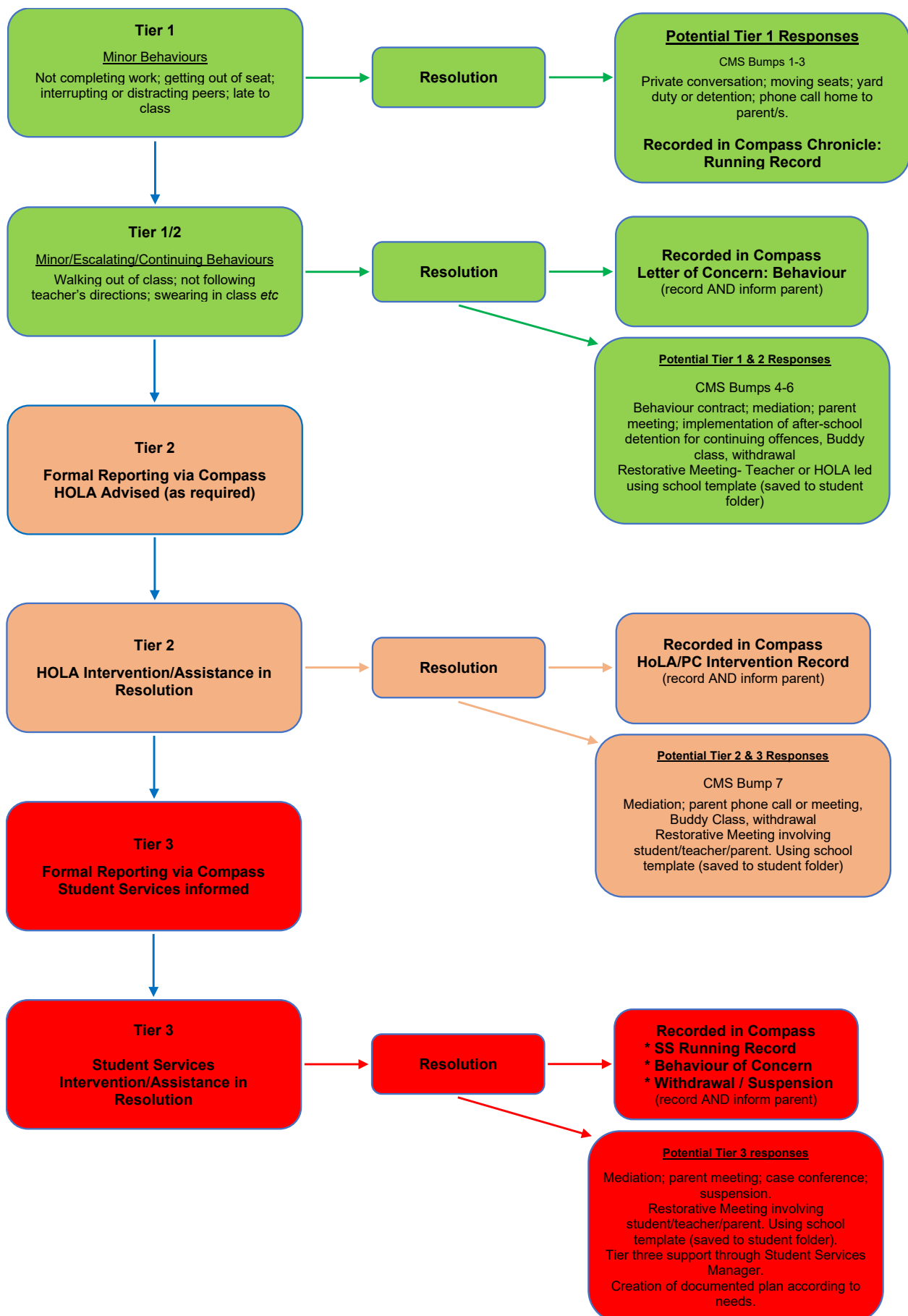
# School response to student suicidal behaviour and non-suicidal self-injury



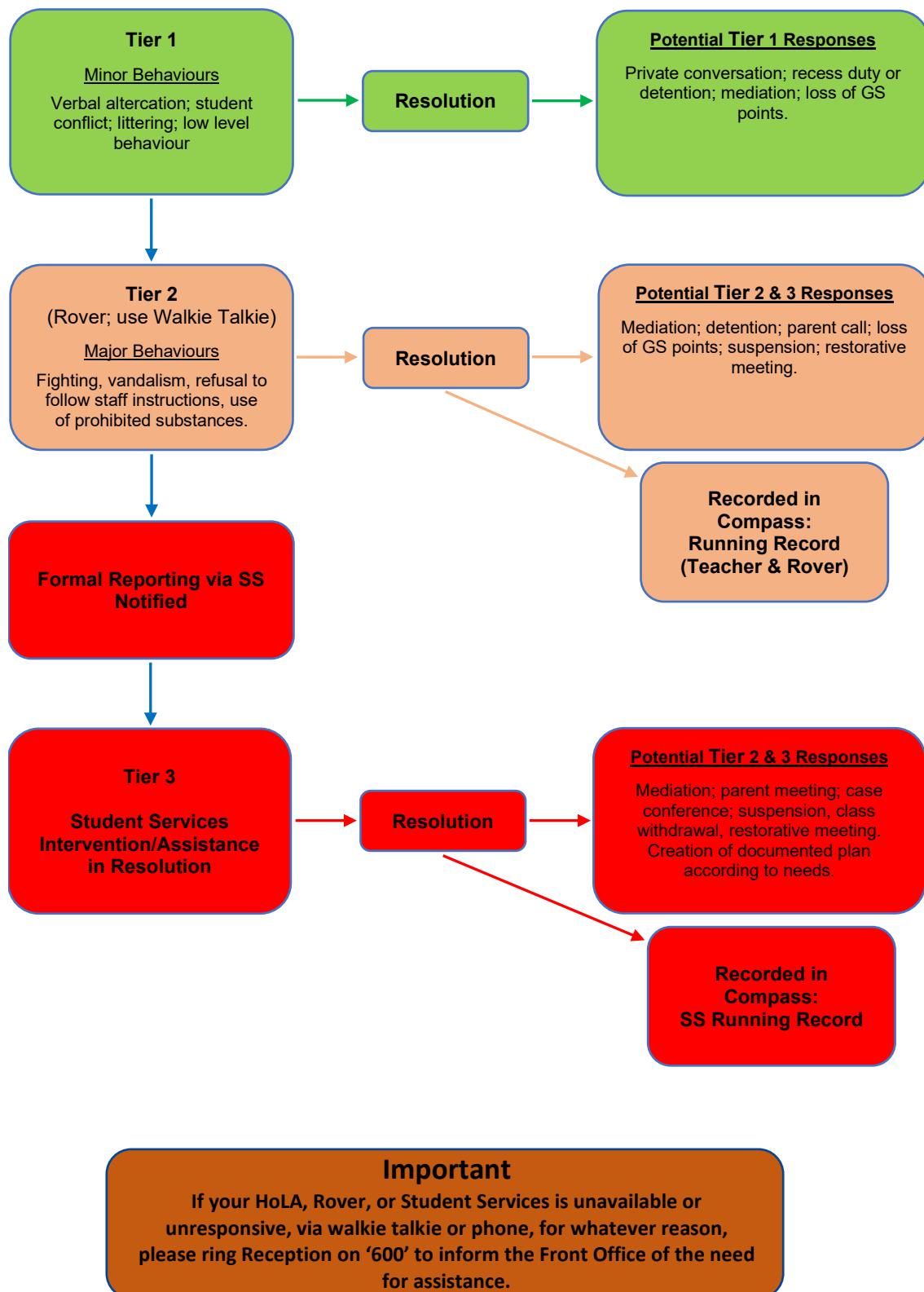
|              |                    |                       |           |              |
|--------------|--------------------|-----------------------|-----------|--------------|
| All          | Angie Thomas       | Principal             | 9354 0600 | 0400 980 705 |
| All          | Andrew Symington   | Deputy Principal      | 9354 0604 | 0428 158 420 |
| Year 7 - 9   | Natalie Narducci   | Lower School Manager  | 9354 0623 | 0434 306 327 |
| Year 10 - 12 | Cristiana Ambrogio | Senior School Manager | 9354 0622 | 0484 124 914 |



## APPENDIX A: BEHAVIOURAL ISSUE IN CLASS

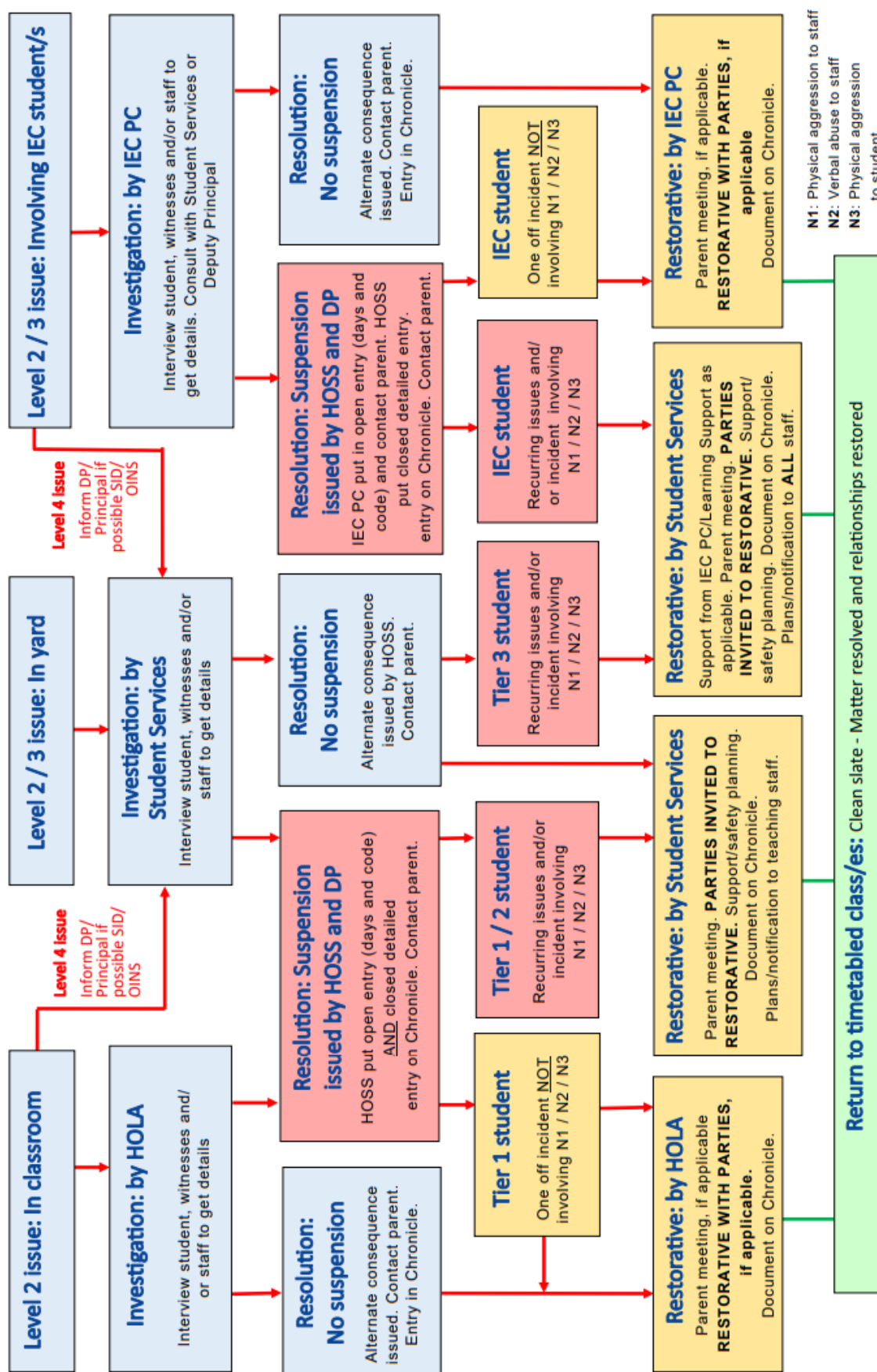


## APPENDIX B: BEHAVIOURAL ISSUE IN YARD





# Suspensions: Restoring positive relationships through our suspension process



## APPENDIX D: LEVELS OF BEHAVIOUR

### Levels of Behaviour



| Behaviours                                                                                                                       | Examples (Not Exclusive)                                                                                                                                                                                                                                                                                                                                                                        | Possible Actions                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 1 - Minor Behaviours</b><br><br>(Teacher led Intervention)                                                              | <ul style="list-style-type: none"> <li>• Not participating in work in class</li> <li>• Out of seat repeatedly</li> <li>• Interrupting or distracting peers</li> <li>• Late to class</li> <li>• Calling out</li> <li>• Hats, chewing gum</li> <li>• Low level student conflict</li> <li>• Littering</li> <li>• Inappropriate use of technology</li> </ul>                                        | <ul style="list-style-type: none"> <li>• CMS Bumps 1-3</li> <li>• Private conversation with students</li> <li>• Classroom seat allocation</li> <li>• Phone calls home</li> <li>• Behaviour notes on Chronicle (Parent notification)</li> <li>• Yard Duty</li> <li>• Classroom based detention</li> </ul>                                                                                                                                               |
| <b>Level 2 - Repeated Minor/Escalating Behaviours</b><br><br>(HOLA led Intervention)                                             | <ul style="list-style-type: none"> <li>• Consistent and repeated displays of behaviours above.</li> <li>• Walking out of class without permission</li> <li>• Not following teachers' directions</li> <li>• Inappropriate language in class</li> <li>• Failure to complete yard duty/classroom detention</li> <li>• Ongoing student conflicts</li> <li>• Property damage (incidental)</li> </ul> | <ul style="list-style-type: none"> <li>• CMS Bumps 4-6</li> <li>• Informal contract</li> <li>• Parent conversation and/or meeting</li> <li>• HOLA led restorative meeting.</li> <li>• Buddy class</li> <li>• Withdrawal from class</li> <li>• After school detentions</li> <li>• Behaviour notes on Chronicle (Parent notification)</li> <li>• Community service (Not linked to Good Standing)</li> <li>• Referral form to Student Services</li> </ul> |
| <b>Level 3 - Major Behaviours</b><br><br>(Student Services led Intervention)                                                     | <ul style="list-style-type: none"> <li>• Swearing and/or abusive language towards staff</li> <li>• Repeated refusal to follow instructions.</li> <li>• Dangerous behaviour in class or workshop</li> <li>• Bullying of other students</li> <li>• Physical conflict (fighting)</li> <li>• Property Damage/vandalism</li> <li>• Theft</li> <li>• Vaping</li> <li>• NSSI / SI</li> </ul>           | <ul style="list-style-type: none"> <li>• CMS Bump 7</li> <li>• Student Service led restorative meeting</li> <li>• Formal case conference meeting</li> <li>• Withdrawal</li> <li>• Suspension</li> <li>• Behaviour notes on Chronicle (Parent Notification)</li> <li>• Review or creation of required documented plans</li> <li>• OINS, if applicable</li> </ul>                                                                                        |
| <b>Level 4 - Significant Behaviour. Immediate Deputy/Principal Involvement</b><br><br>(Deputy and/or Principal led Intervention) | <ul style="list-style-type: none"> <li>• Threats towards a staff member</li> <li>• Violent or aggressive behaviour directed at staff</li> <li>• Reports of weapons at school</li> <li>• Illicit Drugs</li> <li>• NSSI / SI</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Suspension (Automatic)</li> <li>• Involvement of Regional Office staff</li> <li>• OINS, if applicable</li> <li>• Review or creation of required documented plans</li> <li>• Behaviour notes</li> <li>• Investigation regarding possible exclusion processes</li> </ul>                                                                                                                                        |

## APPENDIX E: CODE OF CONDUCT

### The Student Code

The student code of conduct defines the school's expectations of the student behaviour, conduct and responsibilities. Student's will:

- follow all rules and policies at the school
- respect the cultural diversity of all individuals
- model appropriate behaviour in all areas of the school
- respect and value the school environment
- respect the rights of others
- actively listen to and follow direction from the staff
- attend school, be punctual and prepared for class
- wear the prescribed school uniform appropriately at all times
- model appropriate behaviour when in school uniform at all times
- consider the safety of others in and out of the classroom
- strive to achieve the study requirements and the assessment guidelines for each subject, to the best of their ability
- support the school community by participating in assemblies and attending cultural and sporting events as required
- seek support and advice if experiencing difficulties in any aspect of school life

### Student Agreement

As a student at Lynwood Senior High School, I am choosing to accept and abide by all School policies and the Code of Conduct.

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX F: Student Engagement and Wellbeing Support Model (2026)

| Principal<br>Angie Thomas                                                                |        |        |                                                                |         |         |
|------------------------------------------------------------------------------------------|--------|--------|----------------------------------------------------------------|---------|---------|
| Year 7                                                                                   | Year 8 | Year 9 | Year 10                                                        | Year 11 | Year 12 |
| Lower School Team                                                                        |        |        | Senior School Team                                             |         |         |
| Deputy Principal - Student Services<br>Andrew Symington                                  |        |        |                                                                |         |         |
|                                                                                          |        |        | Deputy Principal - Senior School Curriculum<br>Robyn Cleaver   |         |         |
| Head of Student Services – Lower School<br>Natalie Narducci                              |        |        | Head of Student Services - Senior School<br>Cristiana Ambrogio |         |         |
| L2 SS Teacher<br>TBC                                                                     |        |        | L2 SS Teacher<br>Candace Dalby                                 |         |         |
| Student Support Officer<br>Sharon Magee                                                  |        |        | Student Support Officer<br>Mun Mourwel                         |         |         |
| Homeroom Teachers<br>ALL LYNWOOD SHS STAFF                                               |        |        |                                                                |         |         |
| Student Council<br>Tom Maloney / Kai Griffiths                                           |        |        |                                                                |         |         |
| IEC Team<br>Ania Duszenko (Coordinator), Phil Vlachou (IEC Psychologist)<br>IEC Teachers |        |        |                                                                |         |         |

| Student Services Support staff       |                                |                 |                            |              |                             |                                    |
|--------------------------------------|--------------------------------|-----------------|----------------------------|--------------|-----------------------------|------------------------------------|
| Careers and Vocational Education     | Inclusive Learning Coordinator | School Chaplain | School Psychologist        | School Nurse | Aboriginal Education Worker | STARS                              |
| Kyle Lewis<br>Jo Lewis<br>Julie Reed | Chad Freeman                   | Loreto Bennetts | Marwa Asadi<br>Jen Edmonds | Kat Wentzel  | Wayne McNamara              | Jamee-Lee Woodward<br>Denae Graham |