NSW Department of Education

# Callala Public School Behaviour Support and Management Plan

## Overview

Callala Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

The School Improvement Plan, Strategic Direction 3, focuses on activities and initiatives to support wellbeing, attendance and engagement.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- The Resilience Project
- Zones of Regulation
- Rock and Water

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

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

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

## Partnership with parents and carers

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

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

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

## School-wide expectations and rules

Callala Public School has the following school pledge:

Every day at Callala Public School
I pledge to respect others and their property,
take responsibility for my words, my actions and my learning,
and to treat others I meet with kindness.

This is supported by school-wide core values, expectations and rules:

**To be respectful, responsible and maximise participation.**

| Respect | Responsibility | Participation |
|---|---|---|
| Be kind and value others | Be safe | Be an active participant |
| Use appropriate language | Be on time | Be a positive problem solver |
| Work co-operatively | Be ready to learn | Overcome challenges |
| Accept differences | Report problems or concerns | Be your best |

## 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 embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations

- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Prevention | Positive Behaviour for Learning | Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across the school and supports safe and supportive learning environments.<br>All students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. | All |
| Prevention | The Resilience Project | The Resilience Program whole school wellbeing program teaches and supports positive mental health in the classroom, staffroom and wider community. The program is emotionally engaging, practical, proven to have impact through evidence based evaluations, and is a comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills. | All |
| Prevention | National Week of Action (NWA) | Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. | Staff, students K - 6 |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | Students K - 6 |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner Toolkit for Schools to prevent and | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying | All |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| | respond to cyberbullying | incidents. The toolkit includes actions to report and manage cyberbullying incidents. | |
| Early Intervention | Getting On Track In Time - Got It | The Got It! program is an evidence-based and proactive social and emotional skills building program for students in Kindergarten to Year 2. The program is a collaborative early intervention initiative between the Department of Education and NSW Health. The Got It! program is a multi-levelled program with three main components, implemented over the course of two school terms. These involve:<br>• Whole school interventions : All teachers in the school are trained in Social Emotional Learning in the classroom.<br>• Targeted clinical interventions: Screening and assessments are conducted for identified families and, where appropriate, families are offered the evidence based Got It! Targeted Group Program. The child and parent will participate in the group sessions every week for one term.<br>• Consultation and advice: Referral to specialised services and introduction to external services. | Staff<br>Individual students and parents K-2<br>LST team and parents |
| Early Intervention / Targeted | ROCK AND WATER | Rock and Water is a course that is delivered over a number of lessons to a selected group of students. A series of exercises and games are practised to develop confidence and self-reflection. Topics include intuition, body language, mental strength, empathic feeling, positive feeling, positive thinking and positive visualisation. Discussion topics include bullying, harassment, consent, life goals, desires and the importance of finding and following one's inner compass. | Targeted students 3-6 |
| Intervention / Targeted | GEM PROGRAM | The GEM program is for selected students in Year 3 – 6. It uses the resources from The Big Life Journal and The Resilience Project to build resilience, self esteem, confidence and growth mindset. | Targeted students 3-6 |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Targeted / Individual intervention | ZONES of Regulation | Students are taught regulation competencies aligned to their developmental continuum and given the opportunities to practice the skills in a safe and supportive environment. Students are taught to understand a full range of their feelings and strategies to assist in regulating their emotions in a safe manner. | All |
| Targeted / Individual intervention | Learning and Support | The LST works with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted / Individual intervention | Supported Play | Students who require additional supervision and teaching of social skills attend supported play. This in a designated area of the playground, for a small group of students and is aimed at encouraging and supporting positive social interactions while maintaining safety. | All |
| Targeted / individual intervention | Attendance support | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, attendance co-ordinator |
| Individual intervention | Individual behaviour support planning | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, LAST, AP |

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

## Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

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

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

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

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

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

## Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed in line with the Student Behaviour and Support Procedure (appendix 3). They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.

- Corrective responses are recorded on Sentral wellbeing system. These include:

| Classroom | Non-classroom setting |
|---|---|
| • re-direct<br>• offer choice<br>• error correction<br>• prompts<br>• rule reminder – using the traffic light system<br>• reteach<br>• seat change<br>• conference<br>• reflection and restorative practices<br>• communication with parent/carer. | • re-direct<br>• offer choice<br>• error correction<br>• prompts<br>• rule reminder - using the traffic light system<br>• play or playground re-direction<br>• use of the reflection bench<br>• reflection and restorative practices<br>• communication with parent/carer. |

Callala Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and The Resilience Project consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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

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

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

| Prevention<br>Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention<br>Responses to minor inappropriate behaviour are teacher managed. | Targeted/Individualised<br>Responses to behaviours of concern are executive managed |
|---|---|---|
| 1. Behaviour expectations are taught and referred to regularly.<br>Teachers model behaviours and provide opportunities for practice.<br>Students are acknowledged for meeting school-wide expectations and rules. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise follow Student Behaviour Support and Management Procedures. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident following Student Behaviour Support and Management Procedures |
| 3. Tangible reinforcers include those that are:<br>free and frequent<br>moderate and intermittent<br>significant and infrequent<br>Intermittent and infrequent reinforcers are recorded on Sentral Wellbeing system. | 3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied following Student Behaviour Support and Management Procedures. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal follow the following Student Behaviour Support and Management Procedures and may consider further action e.g., formal caution or suspension. |
| 4. Social emotional learning lessons are taught regularly and targeted intervention programs reviewed. | 4. Teacher records on Sentral wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful.<br>Individual planning and referral to Learning Support Team may be discussed. | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral wellbeing system and are address using the Student Behaviour Support Management Procedure (Appendix 3). These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- time out, reflection and restorative practices following the Student Behaviour Management Procedure (Appendix 3)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

### Reporting and recording behaviours of concern

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

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

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

## Timeout, reflection and restorative practices

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

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| **In class timeout and reflection -** In class timeout lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. The student is asked to complete activities in a designated area within the classroom to redirect negative behaviours. The teacher will find an appropriate time to counsel the student around the behaviour, expectations and strategies to improve**.** Time-out will be used only for the minimum period of time necessary for the student to regain enough composure to be able to participate with the class. This will be determined by the teacher depending on the age of the student and the behaviour. | No longer than one learning session. | Class Teacher | Recorded in teachers notes and discussed with parents if appropriate. |
| **Timeout and reflection** - Timeout lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions. Time-out will be used inline with the Guidelines for the Use of Time-out Strategies Including (Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms). The student will be asked to complete activities in a buddy class, supervised by the teacher of the buddy class. Timeout will be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class. Considering factors such as the age, individual needs, any disability and the developmental level of the student. | No longer than one learning session. | Class Teacher | Sentral - notification sent to executive teacher for review. The executive teacher will send a notification home to parents |
| **Timeout and reflection with executive staff –** Timeout with an executive staff member will be used in incidents of major negative behaviour or if time out in a buddy class is not suitable. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions. Timeout will be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class. Considering factors such as the age, individual | No longer than one learning session. | Executive staff | Sentral - notification sent to executive teacher for review. The executive teacher will send a notification home to parent |

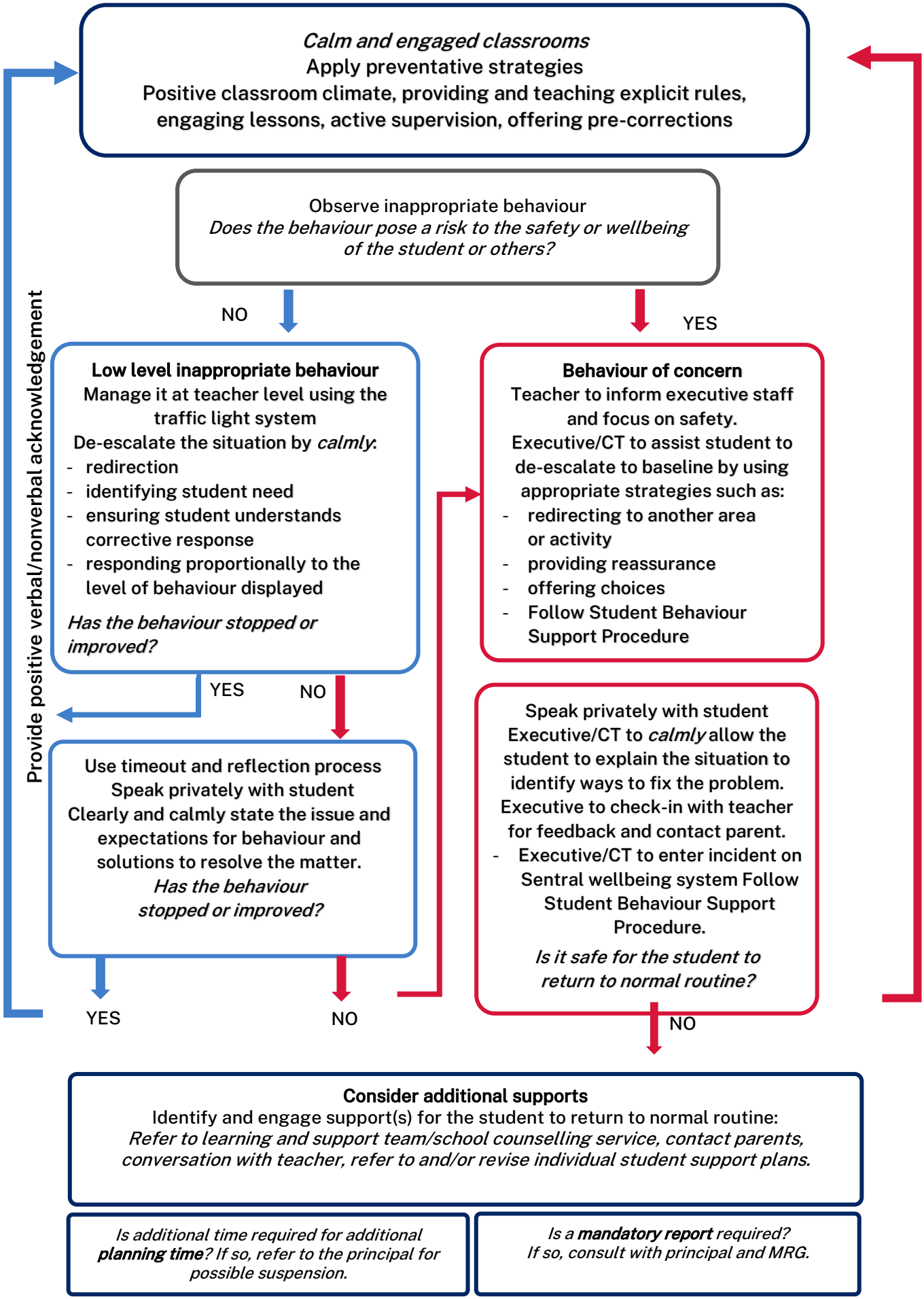
| | | | |
|---|---|---|---|
| needs, any disability and the developmental level of the student. | | | |
| **Reflection and Restitution (R&R)-** R&R provides an opportunity for executive staff to discuss reported behaviour concerns with students and conduct further investigation if required. Reflection is an opportunity for a student who has made a mistake to look at their behaviour and to discuss with a teacher the reason for and consequences of their behaviour. During this discussion, students develop problem solving skills as well as goals for positive behaviour improvement. Restitution is based on the belief that everyone makes mistakes and that mistakes can be avoided in the future. R & R is a learning opportunity utilising restitution strategies and goal setting. Restorative practices such as peer mediation or circles in groups may be used | Scheduled for either lunch or recess break | Executive staff | Sentral - notification sent to executive teacher for review. The executive teacher will send a notification home to parent |
| **Supported play** – withdrawal from free choice play and re-allocation to an alternative area for supervised play following breaches in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour, build social skills and make positive choices. | Next break | Assistant Principal | Documented in Sentral IEP, Adjustements and behaviour management plans |
| **Check In and Check Out Monitoring Card (CICO) -** Students whose behaviour results in three R & R's in one term will be placed on a Check In Check Out (CICO ) monitoring card. The CICO card is a daily behaviour monitoring card aimed at encouraging the student to maintain positive behaviour and decrease negative behaviour incidents.<br>Students remain on the CICO card for five days or until there is an improvement in behaviour.<br>If a student receives less than 10 points or a time out during the five-day CICO card period, the time period will be extended by five days. | 5 days | Assistant Principal | Documented in Sentral notification sent to parents |
| **Restorative practice –** peer mediation or circles in groups | Scheduled for either lunch or recess break | Assistant Principal | Documented in [Behaviour / wellbeing ITD system] |

## Review dates

Last review date: Day 1, Term 3, 2024

Next review date: Day 1, Term 1, 2025

## Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Callala Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Appendix 3

# Student Behaviour Support and Management Procedure

| Whole School Incentives | | | | |
|---|---|---|---|---|
| Award | How the award is obtained | Procedure | Rewards | Major Reward |
| Class Based Awards | Teachers recognise students that maintain positive behaviour, participate in learning and class activities and are respectful to peers and adults. | Class teachers determine a class-based rewards system depending on the year level of the students. | Class rewards may include prize boxes, gotchas, negotiated class prizes such as class games, free time, star of the day tech time etc. | At the annual Presentation Day, all students receive a personalised award from their class teacher.<br>Selected students earn an extra special award and receive a medallion.<br>Medallions are presented for:<br>- Academic Achievement<br>- Consistent Effort<br>- Pride in Learning<br>- Improvement<br>- Citizenship in Class<br>- Teacher Choice |
| Dolphin Awards | Students consistently demonstrate the school's core values throughout the week.<br><br>Students must: | Weekly Dolphin awarded. Teacher records this on the Dolphin Point register.<br><br>Weekly Dolphin notification sent on SeeSaw. | 8 Dolphins= Bronze Award<br><br>16 Dolphins= Silver Award<br><br>24 Dolphins= Gold Award | Students who achieve their Diamond Award are invited to attend Summer Splash in Term 4. |

| | | | | |
|---|---|---|---|---|
| | - be at school to earn the reward and demonstrate the School Core Values for 3 or more days in the week.<br>- maintained positive behaviour by not having had a negative behaviour incident in the classroom or playground. | Achievement of Bronze, Silver, Gold and Diamond awards notification sent on SeeSaw. | 32 Dolphins= Diamond Award<br><br>A certificate and pin are awarded for each Dolphin Award at assembly. | |
| Gotchas and GEMs | Students demonstrating Respect, Responsibility and Participation both in the classroom and on the playground are awarded free and frequent "Gotchas" (got you being good).<br>Students demonstrating Gratitude, Empathy, Mindfulness or general kindness are awarded Gems. | Gotchas and Gems are deposited in classroom containers. A student from each class is drawn out and awarded a canteen voucher. Students keep a tally of the Gotchas or Gems they receive. When they have 50 they receive a school values wrist band. | All remaining Gotchas and GEMs are placed in a barrel. When the barrel is filled, an extra play session is awarded to all students. | When the barrel is full, it is emptied into the school tower. When the tower is full, there is a special whole school reward. |

| Individual Incentives | |
|---|---|
| Principal's Awards | Each class teacher chooses 3 students to receive a Principal's Award at assembly. These awards acknowledge individual students' achievements across a range of areas with a focus on the core values. |
| Kindness | Teachers nominate students who demonstrate kindness, they visit the principal and choose a prize from Mrs Watkins's kindness box. This is celebrated in the newsletter. |
| End of Year Class Awards | At the annual Presentation Day, all students receive a personalised award from their class teacher.<br>Selected students earn an extra special award and receive a medallion. Medallions are presented for:<br>- Academic Achievement<br>- Consistent Effort<br>- Pride in Learning<br>- Improvement<br>- Citizenship in Class<br>- Teacher Choice |
| Major End of Year Awards | Each year, students are nominated for the following major awards:<br><br><u>Stage 3 Awards</u><br>Ron Hinde Sportsmanship - (boy & girl)<br>Fiona Phillips MP Champion Award - (Perseverance leading to improvement in any area)<br>Liza Butler MP Community Service Award - (Citizenship within class/school/community)<br>Mulligan Family Award - (Consistent Endeavour)<br>VIEW Club Model of Friendship (girl)<br>Men's Shed Model of Friendship (boy)<br>Keith Horne Sailing Award<br>Principal's Choice Award<br><u>Stage Awards</u><br>School Values<br>Creative Arts<br>Public Speaking<br><br>Major awards are presented with a certificate and trophy during at the annual Presentation Day. |

| Classroom management procedures | | | |
|---|---|---|---|
| Addressing minor behaviours of concern | | | |
| School Value | Type | Definition | Strategy |
| Respect | Disrupting others learning | The student disrupts the class or teacher (i.e., calls out at inappropriate times or inappropriate comments and/or the student is speaking when it is another person's turn to speak) | Traffic light system<br><u>1st incidence =</u><br>Name moved to Yellow traffic light<br>Reminder from the teacher about minor behaviour.<br>Teacher counsels and encourages student to correct behaviour and get their name moved back to Green traffic light.<br><br><u>2nd incidence =</u><br>Name on Red traffic light<br>Name remains on the Red traffic light for the remainder of the day.<br><br><u>3rd incidence</u><br>Name on Red traffic light with a cross results in an in class reflection. The student is directed to a quiet space in the room and the teacher counsels student around appropriate behaviours (in class time out) |
| | Disrespecting property | The student shows a lack of respect for their own property or the property of others (i.e., graffiti on work, misuse of school equipment, breaking pencils, or pens) | |
| | Being disrespectful to an adult or another student | The student communicates verbal messages or uses of words in an inappropriate way for the developmental age of the student (i.e., name calling, teasing, put downs, negative comments) | |
| | Non-compliance | The student fails to respond to adult requests when physically, socially and emotionally capable to do so.<br><br>The student argues or back chats with an adult within the school context (teacher, SLSO, scripture teacher etc.) | |

| | | | |
|---|---|---|---|
| Responsibility | Absconding from learning areas | The student intentionally leaves the supervised area (i.e., leaves the classroom without permission or enters an unsupervised area without permission) | <u>4th incidences</u><br>Cross next to name on Red traffic light – student is asked to move to a buddy class timeout. They will be given activities to complete, buddy class teacher moves student back to class when appropriate, after counselling student around appropriate behaviour and they have completed activities. This results in the loss of weekly dolphin.<br>Parents will be notified via Sentral notification.<br><br>If a student has 3 Time Out reflections sessions in a buddy class in a week, this will lead to a referral to the students Stage Supervisor and a Reflection and Restitution (R&R) session. |
| | Irresponsible use of technology | The student is using technology irresponsibly during class time (i.e., looking up other things that are not related to the task, taking photos not related to the task, playing music, changing background/wallpaper) | |
| | Unsafe behaviour in the classroom | The student is not being responsible for their actions in the classroom (i.e swinging on chairs, running, standing on tables, using equipment in an unsafe manner) | |
| Participation | Lack of participation | The student is intentionally showing a lack of participation (i.e., wasting task time, not attempting tasks, not completing tasks when able to do so, refusing to participate in activities) | |

| Playground management procedures | | | |
|---|---|---|---|
| Addressing minor behaviours of concern | | | |
| **School Value** | **Type** | **Definition** | **Strategy** |
| Respect | Preventing others from enjoying playtime | The student deliberately interferes with others games (i.e. wrecks others games or takes the equipment others are using) | Traffic light system<br><u>1st incidence =</u><br>Name written on yellow traffic light on the playground board.<br>Reminder from the teacher about appropriate behaviour.<br>Teacher encourages student to correct behaviour and get their name removed from yellow traffic light.<br>This is a warning/reminder and student can return to playing.<br><br>All names are removed from yellow traffic light at the end of the break.<br><br><u>2nd incidence =</u><br>Name is moved to red traffic light.<br>Student is directed to another area to play.<br><br><u>3rd incident =</u><br>The student is instructed to sit on the |
| | Non-compliance | The student refuses to follow direct instructions or is argumentative | |
| | Being disrespectful to an adult or another student | Name calling, put downs, negative comments (note repeat offenses - repeat offenses will be classified as *bullying*) | |
| | Littering | Not placing rubbish in the appropriate rubbish bin | |

| | | | |
|---|---|---|---|
| Responsibility | Unsafe behaviour on the playground | The student is participating in behaviours that are unsafe and may cause harm to themselves or other students. (i.e., running on the concrete, climbing trees) | reflection bench or another designated area until the end of that break.<br>This results in the loss of weekly dolphin.<br>Parents will be notified via Sentral notification.<br><br><u>4th incidences =</u><br>Call for executive staff.<br>Removed from the playground to the office for timeout with executive staff.<br>Repeated behaviour will result in referral to executive staff and R&R.<br>Reported and communicated to parents via Sentral. |
| | Absconding from supervised areas | The student is in an 'out of bounds' area without permission (i.e. entering classrooms during playtime, in unsupervised areas) | |

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|---|---|---|---|
| Participation | Prevents others from participating | Exclusion - excluding people from joining games.<br>(I.e. telling another student they cannot play a game, telling other students not to play with someone) | |

**Traffic Light System on the playground**

Students name will be placed on yellow traffic light for any of the above behaviours. This is a warning/reminder and students can return to playing.

At the end of the break, if no further incidents have occurred, teacher remove names from the yellow traffic light. Starting fresh for the next break.

If a student's name is required to be moved to the red traffic light, their name stay on the red for the rest of the day, however, the student is allowed to play during the following break. If there is another incident during another break, the student will be asked to sit on the reflection bench.

| Major behaviours of concern management procedures– Executive staff to investigate and respond | | | |
|---|---|---|---|
| **Types of Behaviours – Major** | | | |
| **School Values** | **Types** | **Definition** | **Strategy (all 1st incidence)** |
| Respect | Violence | The student purposefully makes inappropriate physical contact with other students or staff with the intent to injure. (i.e., hitting, kicking, wrestling, restraining, biting, punching another student) | **Teacher to send for executive staff immediately.**<br><br>Executive staff to investigate the incident and supervise timeout for any physical aggression, violence or threats for the remainder of the session.<br><br>Incidents requiring a R&R (Reflection and Restitution) are to be recorded in Sentral.<br><br>> Student meets with an executive staff member during the next scheduled break (or closest possible break). |
| | Vandalism | The student damages or destroys any property, intentionally or due to negligence. (i.e., graffiti to any surface, breaking school or personal property) | |
| | Bullying | verbal (i.e., persistent and targeted name calling, persistent teasing, abuse, persistent putdowns, sarcasm, insults, threats, racial or discriminatory)<br>physical (i.e., repeated hitting, kicking, wrestling, restraining, biting, punching another student)<br>social (i.e., persistent ignoring, persistent exclusion of others, ostracising, alienating, making inappropriate gestures)<br>psychological (i.e., repeated and targeted spreading rumors, continued dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, social media, cyber bullying, inappropriate comments) | |

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| **Responsibility** | Swearing | The student swears at another student or uses swear words in general conversation. | > Parents are notified of behaviours that resulted in the R&R via a letter and/or phone call home.<br><br>Students who receive three R & R's in one term will be placed on a Check In Check Out (CICO ) monitoring card. The student's parent/carer, class teacher and learning support team will be notified. |
| | Inappropriate use of technology | The student is using technology without permission.<br><br>The student is using technology inappropriately (see policy) (i.e., taking photos of other students without permission or that is not task related, looking up inappropriate content, using chat functions without teacher direction) | |
| | Unsafe behaviour in the classroom | The student is acting in ways that are unsafe towards themselves and others. (i.e., throwing objects or throwing furniture, climbing on furniture) | |
| | Absconding from supervised areas | The student leaves the classroom or playground without permission and refuses to return.<br>The student absconds and places self in potential danger. This can be within school grounds or leaving school grounds (i.e., running away from classroom; leaving the school grounds, hiding from staff). | |
| **Participation** | Inappropriate use of bathrooms | The student is in the toilet block and not using the facilities (i.e., misusing toilet paper, not respecting the privacy of others while in the bathrooms, misuse of facilities, spraying water) | |

| Serious behaviours of concern- procedures– Executive staff to investigate and respond | | |
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| **Type** | **Definition** | **Strategy** |
| Behaviour causing actual harm to any person<br><br>Behaviour posing unacceptable risk to health and safety, learning, and/or the wellbeing of any person | This may include but is not limited to:<br><br>- a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted<br>- a student's behaviour that causes damage to or the destruction or loss of property<br>Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:<br><br>- behaviour causing actual harm to any person<br>- bullying (see Bullying of Students - Prevention and Response policy) and cyber-bullying (see Cyberbullying of staff Legal Issues Bulletin)<br>- drugs in schools (see Drugs in Schools policy)<br>- weapons and knives in schools (see Knives in schools Legal Issues Bulletin)<br>- assault (see Assault harassment, stalking and intimidation of students and staff at school Legal Issues Bulletin)<br>- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity (see Anti-Racism policy)<br>- mis-use of technology | **Send for, or inform the Principal (or designated executive staff member) immediately**<br><br>Possible consequences in line with suspension and expulsion procedures:<br><br>- R & R<br>- Referral to the Anti-Racism Contact Officer (Arco)<br>- Formal caution to suspend issued<br>- Suspension<br>- Expulsion<br>+<br><br>Restitution (counselling, access to services, support and family supports) |