

Chullora Public School



Behaviour Support and Management Plan



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Overview

Chullora Public School is committed to a culture of high expectations through the explicit teaching and modelling of positive behaviour. We endeavour to support all students during their educational journey through the provision of high-quality learning and teaching that occurs in various safe and nurturing environments.

Our goal is to inspire every child to participate positively in the school community and beyond. We aim to foster a culture of excellence 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.

We aim to foster a culture where Positive Behaviour for Learning is lifelong and becomes a way of life that promotes respect, active participation, responsibility and perseverance among all members. We seek to inspire collegial collaboration encouraging a growth mindset, critical thinking and self-regulation. Cultivating these optimistic behaviours will support successful learning outcomes as well as contribute to a positive overall learning environment, creating a more conducive experience for all students.

We incorporate trauma-infused practices by providing safe places, building positive and nurturing relationships using calm, non-threatening language as well as promote preventative strategies such as meditating to teach self-regulation techniques such as naming and understanding emotions. We embrace principles of inclusive practice through our dedication to the promotion of diversity and equality. We empower all students to reach their full potential regardless of their backgrounds, abilities or circumstances. To support the academic needs of students experiencing trauma, teachers provide visual and mnemonic cues to prompt short term memory; breaking down tasks or assessments into manageable steps; repeating information; providing written instructions and scaffolding.

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

- Positive Behaviour for Learning
- Spotted Reward System
- Positive Working Out What Works (WOWW) Program
- Behaviour Merit Award
- PBL values focussed lessons- explicit teaching of positive behaviours and school values
- Behaviour Support Plans (where necessary)
- Visual cues such as posters to support positive behaviours
- Use of the Language of Expectation, Acknowledgement and Correction (Christine Richmond's Micro-skills)
- Anti-racism complaints procedures
- Student Voice- Student Representative Council
- LATE interview

These programs and initiatives promote and support positive mental health, relationships, social and emotional learning and are processes to prevent bullying.

Chullora Public School rejects all forms of bullying, including online (or cyber) bullying by upholding a commitment for safe and inclusive learning that builds positive student wellbeing. The staff have made a commitment to ensure that evidence-based approaches promote a positive environment for the prevention of bullying behaviours.

Partnership with parents and carers

Chullora Public School partners 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.

Chullora Public School communicates these expectations to parents/carers through the school newsletter 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

Chullora Public School has the following school-wide expectations and rules:

To be respectful, safe, co-operative and responsible learners.

RESPECTFUL	Act respectfully Use appropriate language Work co-operatively Value differences Respect all property
SAFE	Act appropriately Ask for help Negotiate and resolve conflict calmly and fairly Avoid dangerous behaviour Accept consequences for poor behaviour
CO-OPERATIVE	Follow directions Work well with other students Share Take turns Support each other
RESPONSIBLE	Attend school every day in school uniform Arrive at school and class on time Be prepared for all lessons Actively participate in learning Follow all school rules

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	Target Audience
PREVENTION	Positive Behaviour for Learning (PBL)	School wide expectations Behaviour Management Plan Weekly values-based lessons based on data and need Awards	All students
	Professional Learning	Professional learning for staff to expand their knowledge, skills, and abilities in positive behaviour practices.	All students
	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All students
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All students
	<u>The Wellbeing Framework for Schools</u>	Supports schools to create teaching and learning environments that enable students to be healthy, happy, engaged and successful.	All students
	<u>Restorative Practices</u>	Whole school teaching and learning approach that encourages behaviour that is supportive and respectful.	All students
EARLY INTERVENTION	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Identified Students
	Communication with Parents/Carers	Phone calls, emails, texts, Class Dojo	Parents/carers

	Transition Programs	Highschool, Kindergarten, new enrolments and support classes to assist a smooth transition.	Identified Students
TARGETED INTERVENTION	<u>Attendance</u> support	The LST AP and Principal convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Attendance AP Principal
	Playground Plan	For students who require extra support on the playground for a limited time, with reviewing procedures.	Targeted Students
	Buddy Class/ Executive	For students who need time to reflect on their behaviour.	Identified Students
	Reflection Room	Restorative Justice Discussions held with executive staff regarding behaviours of concern.	Identified Students
	Games Room	Intervention focussing on social/emotional wellbeing.	Identified Students
	Zones of Regulation	Using a common language and scale to assist students in identifying emotions.	Students with at risk behaviour
INDIVIDUAL INTERVENTION	<u>Australian eSafety Commissioner Toolkit for Schools</u> to prevent cyberbullying	The toolkit includes actions to report and manage cyberbullying incidents.	Identified Students
	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST AP
	NCCD adjustments	Adjustments to assist students with academic, social, emotional and academic needs.	Identified Students
	Allied Health Support	In school support- Occupational and speech therapy.	Identified Students
	Behaviour Monitoring Cards/ Books	For more extensive behaviour monitoring of problem behaviours that are preventing learning.	Students with at risk behaviour
	Access Request	Completed by the school for either support class placement or Integrated Funding Support.	Identified Students
	Formal Caution	Issued for concerning repeated behaviours.	Identified Students
	Part Day Exemption	A formal plan to assist students with transition back to school.	Identified Students
	Suspension	Issued for behaviour that endangers others or at risk and repeated major behaviours.	Students with at risk behaviour
	<u>Trauma Infused Practice</u>	For students who are affected by trauma.	Identified Students

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

PREVENTION	EARLY INTERVENTION	TARGETED/ INDIVIDUALISED
<p>Responses to reinforce positive, inclusive and safe behaviour.</p> <p>When students exhibit positive behaviour, we reinforce their efforts with:</p> <ul style="list-style-type: none"> • verbal praise • public acknowledging and celebrating positive behaviours during assembly, presentation days... • certificates and awards <ul style="list-style-type: none"> - Values certificates - Academic certificates - Positive Behaviour Awards - Attendance Awards - Sports Awards - Principal's Award - Annual Presentation Day Awards 	<p>Responses to minor inappropriate behaviour</p> <p>Our response to inappropriate behaviour aims to address and correct the behaviour to promote learning and growth using:</p> <ul style="list-style-type: none"> • restorative practices to assist students to reflect on their actions and understand the impact their actions have had on others as well as repairing the harm caused. • Behaviour Reflection Sheet • Positive Working Out What Works (WOWW) Program • LATE interview • Use of the Language of Expectation, Acknowledgement and Correction (Christine Richmond's Micro-skills) 	<p>Responses to behaviours of concern</p> <p>Our response to concerning and at-risk behaviours, including bullying or cyberbullying are:</p> <ul style="list-style-type: none"> • Immediate intervention to ensure the safety of students and address the behaviour of concern. • Conflict resolution discussion • Behaviour Reflection Sheet • Positive Working Out What Works (WOWW) Program • LATE interview • Use of the Language of Expectation, Acknowledgement and Correction (Christine Richmond's Micro-skills) • Discussion with parents/ carers to discuss concerns and collaborate on a prevention plan • Counselling services

PREVENTION



STUDENT EXPECTATIONS MATRIX

	I am Safe	I am Respectful	I am Cooperative	I am Responsible
Classroom/ Library	I can: * keep my hands and feet to myself * keep the room clean * use equipment safely * move safely	I can: * care for myself, others and property * share ideas and listen to others * be polite	I can: * be prepared * work hard and be proud of my work * share equipment and classroom resources	I can: * sit with my SL's (Look, Listen, Lips, Lips & Legs) * listen to others and all teachers
Transitions	I can: * line up in the correct area (using the placement dots as a guide) * assemble at meeting points between lessons * hands & feet to myself	I can: * walk quietly so others can continue to learn	I can: * carry equipment carefully * walk in two lines sensibly	I can: * be prepared for my next class * return to class promptly * be at the right place at the right time
Playground (Basketball Court and Grass Areas)	I can: * wear a hat, otherwise I play in the shade * ensure non-contact play * use footballs on grass areas & basketballs on court only * use basketball balls under the Hall COLA	I can: * do the right thing by putting my rubbish in the bin * listen to ALL staff on duty * be a kind friend	I can: * play fairly (learn the rules of the game to be fair) * share equipment	I can: * go to the toilet and line up before the bell * report to the teacher on duty of any dangerous situations or problems * be at right place at right time (including keeping stairways clear)
K-2 COLA Area	I can: * walk on hard surfaces * play calm games	I can: * do the right thing by putting my rubbish in the bin * listen to ALL staff on duty	I can: * be at the right place at the right time * play fairly - learn the rules of the game to be fair * share equipment	I can: * report to the teacher on duty of any dangerous situations or problems * use the 'Stop, Walk, Talk' strategy
Canteen	I can: * walk on hard surfaces * line up correctly following the rules of canteen staff	I can: * wait patiently * say please and thank you * buy for myself only	I can: * order my lunch before school	I can: * be at the right place, right time * take my lunch order and money to the canteen before 9am
Community Garden	I can: * use equipment safely under teacher supervision * move safely * wear my hat * wash hands after garden session * carry equipment sensibly	I can: * be mindful of all plants and insects * protect our plants by leaving them alone * do the right thing by putting my rubbish in the bin * say please and thank you	I can: * take turns * share equipment * follow instructions	I can: * return all garden equipment * return to class promptly
Assembly/ Hall	I can: * sit and stand safely * keep my hands and feet to myself * move on and off the stage safely	I can: * follow teacher directions promptly * listen attentively	I can: * participate in the National Anthem and School Song clap at appropriate times to show appreciation without the need of cat calling and boozing * enter and exit sensibly by walking silently	I can: * arrive to assembly promptly sit with my SL's at all times
Toilets	I can: * use the cubicle alone * wash my hands with soap and water	I can: * close the door when using the bathroom	I can: * wait my turn * walk with and wait patiently for my buddy	I can: * turn off the taps and flush the toilets correctly * use toilet paper sensibly * use toilets during break times
Office/ Staffroom	I can: * walk in quietly * remember it's a non-play area	I can: * use polite words * use an inside voice * understand and deliver the message given clearly	I can: wait my turn wait to be acknowledged by the office staff or a teacher come to the office with permission and a pass	I can: * walk to class quickly * take my notes and money to the office before 9am
Digital Citizenship	I can: * access safe sites * be mindful of digital languages (e.g. using capital letters can be perceived as shouting)	I can: * use respectful language when communicating with others * be respectful of others opinion	I can: * share and take turns * be on the right site at the right time	I can: * report to the teacher of any inappropriate sites, pop ups or language
	* keep personal details private * open emails/files from people I know * log off after use	* treat equipment with care * put away equipment in the right place	* use devices as a tool for learning	* use appropriate sites instructed by the teacher
Norfolk and Waterloo Road, and David Street	I can: * stay inside the school during school hours * stay with the supervising teacher and inform them of parent arrival * enter school immediately	I can: * wait patiently * stay in the same spot when waiting to be picked up * walk on the crossing rather than running * be aware of others' personal space * listen to the lollipop's persons' instructions	I can: * follow directions from a supervising adult * wait to be walked across the road with Dan (the lollipop man)	I can: * stay in the same spot and wait to be picked up (e.g. staying away from the corner shop)
Jungle Gym/ Play Equipment	I can: * wear a hat at all times * keep my hands and feet to myself * keep sticks and bark on the ground	I can: * listen to ALL teachers on duty * follow instructions at all times * listen to my peers * use my manners i.e. please and thank you	I can: * follow the rules of any game * wait for my turn patiently	I can: * stop playing when the whistle is blown * walk back to class on time



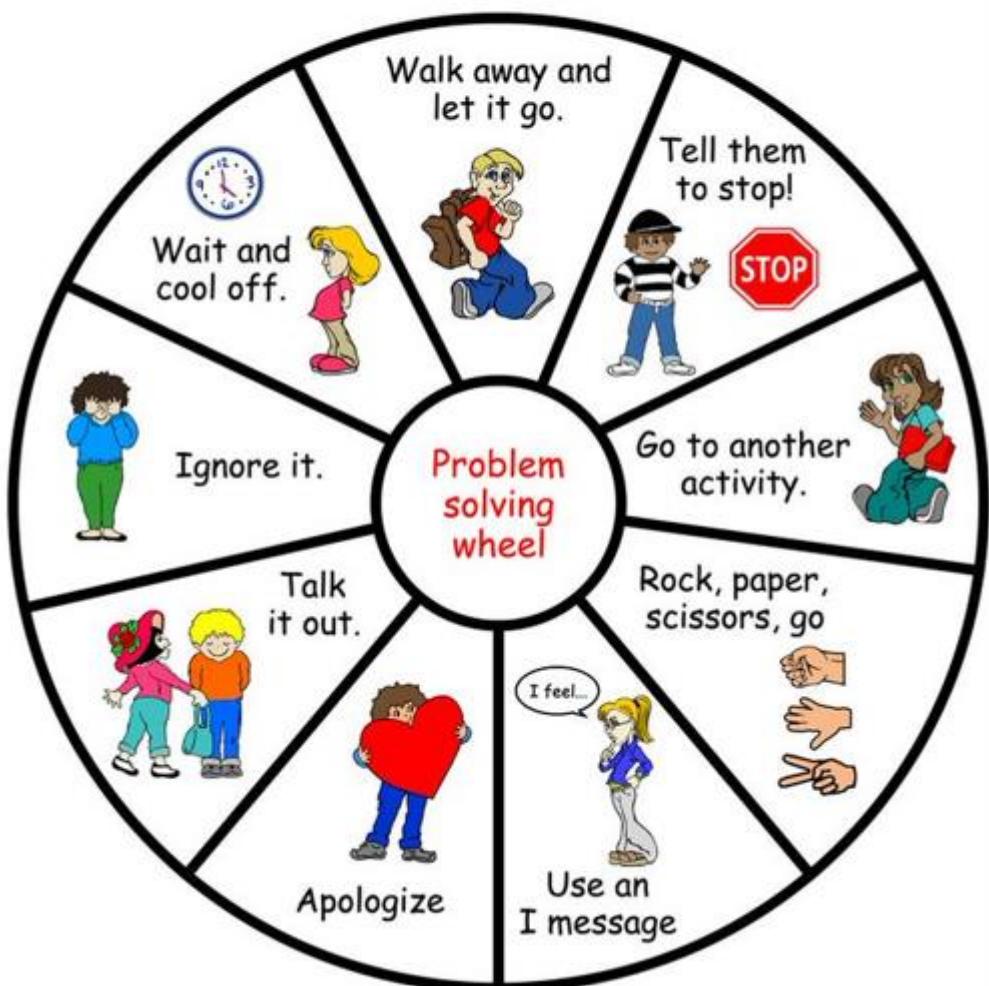
The staff at Chullora Public School model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL lessons are explicitly taught and evidence-based strategies for positive behaviours are used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

When learning new skills, students need immediate and frequent reinforcement to maintain their social behavioural efforts.

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

- help learners focus on positive social behaviour
- increase the likelihood of expected behaviours and skills in the future
- decrease unexpected behaviour
- enhance self-esteem and improve self-regulation.

What can I do?



Responses to Positive Behaviour

	Gianni spotted you...
Name: _____ Class: _____	
<ul style="list-style-type: none"> • being safe • being respectful • being responsible • being co-operative • other _____ 	
	



Playground Spotted Awards Matrix

Do's

- sharing with their peers
- looking out and helping others
- being safe, keeping hands and feet to themselves
- walking on hard surfaces
- lining up appropriately in the canteen
- packing away equipment
- being responsible for their belongings (including their school hat)
- being inclusive
- being a problem solver
- coming to lines on time consistently

In class Spotted Awards Matrix

Do's

- completing set tasks within a time frame.
- actively participating in class discussions
- demonstrating 5L's consistently
- keeping the classroom clean
- returning equipment
- respecting each others' personal space
- being safe in the classroom



Beginning Level:



Bronze Level:

10 spotted awards= 1 **Bronze Certificate** as well as a **treat** and participation in a **disco**.



Silver Level:

20 spotted awards= 1 **Silver Certificate** as well as **lunch**.



Gold Level:

30 spotted awards= 1 **Gold Certificate** and participation in an **excursion**.



Platinum Level:

50 spotted awards= 1 **Platinum Certificate** and the **Principal's Treat**.



RUBRICS



PBL PLATINUM LEVEL RUBRIC



- ✓ At the end of the year each classroom teacher will select 3 – 4 students (or whoever achieves this level before the date of the reward) to be awarded with the Platinum Award and Principal's Reward.
- ✓ Eligible students should receive 50+ Spotted Awards and should exhibit exceptional positive behaviours across all school settings.
- ✓ The keyword to remember is that these positive behaviours should 'always' be demonstrated by the award recipients.

These students must be above Gold and meet the following criteria.

I Am Safe	I Am Respectful	I Am Responsible	I am Cooperative
<ul style="list-style-type: none"> ✓ Always follows teacher directions ✓ Always moves safely and quietly from place to place ✓ Always in the right place at the right time ✓ Always lines up correctly 	<ul style="list-style-type: none"> ✓ Always demonstrates respectful behaviours towards others ✓ Always displays self-control, in and out of the classroom ✓ Always polite ✓ Always helpful ✓ Always responsible ✓ Always cooperates well with others ✓ Always displays good sportsmanship qualities 	<ul style="list-style-type: none"> ✓ Always demonstrates a positive attitude towards learning. ✓ Always demonstrates whole body listening (5Ls). ✓ Always completes home learning activities ✓ Always shows initiative ✓ Participates in many extracurricular activities ✓ Always participates, is engaged and is a motivated, productive learner ✓ Always an active learner ✓ Always perseveres when attempting challenging tasks ✓ Always applies their best effort 	<ul style="list-style-type: none"> ✓ Always prepared ✓ Always works hard and takes pride in their work ✓ Always shares equipment and classroom resources ✓ Always follows instructions ✓ Always enters and exits the hall sensibly by walking silently ✓ Always uses school devices cooperatively and as a tool for learning



PBL VALUE TROPHY RUBRIC



- ✓ At the end of the year each classroom teacher will select 1 student to be awarded with PBL Value Trophy at the Annual Presentation Day Assembly.
- ✓ The eligible student should always exhibit exceptional positive behaviours and demonstrate the PBL Values across all school settings.
- ✓ The keyword to remember is that these positive behaviours should 'always' be demonstrated by the award recipient.

These students must ALWAYS display the four PBL Values and meet the following criteria.

I Am Safe	I Am Respectful	I Am Responsible	I am Cooperative
<ul style="list-style-type: none"> ✓ Always follows teacher directions ✓ Always moves safely and quietly from place to place ✓ Always in the right place at the right time ✓ Always lines up correctly 	<ul style="list-style-type: none"> ✓ Always demonstrates respectful behaviours towards others ✓ Always displays self-control, in and out of the classroom ✓ Always polite ✓ Always helpful ✓ Always responsible ✓ Always cooperates well with others ✓ Always displays good sportsmanship qualities 	<ul style="list-style-type: none"> ✓ Always demonstrates a positive attitude towards learning. ✓ Always demonstrates whole body listening (5Ls). ✓ Always completes home learning activities ✓ Always shows initiative ✓ Participates in many extracurricular activities ✓ Always participates, is engaged and is a motivated, productive learner ✓ Always an active learner ✓ Always perseveres when attempting challenging tasks ✓ Always applies their best effort 	<ul style="list-style-type: none"> ✓ Always prepared ✓ Always works hard and takes pride in their work ✓ Always shares equipment and classroom resources ✓ Always follows instructions ✓ Always enters and exits the hall sensibly by walking silently ✓ Always uses school devices cooperatively and as a tool for learning

PBL Reward System Tracking Sheet

Roll Class

Teacher

Student	Bronze	Silver	Gold	Platinum		
Please check that you have the following displayed in your classroom. If you do not, please speak to a member of the PBL Committee						
				PBL Matrix		Y/N
				Class Rules		Y/N
				Evacuation Procedures (with school map)		Y/N
				School Rules posters		Y/N
				Bronze (10 spotted awards) = Disco and special treat		
				Silver (20 spotted awards) = Lunch (Pizza Party) in the hall with teachers		
				Gold (30 spotted awards) = Excursion/Fun Day TBA		
				Platinum (50 spotted awards) = Giannie's surprise/Principal's Treat		

Attendance Award



Responses to Inappropriate Behaviour and Behaviours of Concern

Behaviour Chart- In class



For consistency, all classrooms at Chullora Public School have a Behaviour Chart displayed in the classrooms which they use throughout each day. All students begin at GREEN which means they begin the day having made good choices with regards to behaviour.

Throughout the day, some children may need reminders of behaviour expectations and may move through the levels.

First Reminder: If a student is moved to this section, the teacher will remind the student of the rule to be a safe, cooperative, respectful and responsible learner. This is the first warning to remind the student to follow class expectations.

Second Reminder: If a student is moved to this section, the teacher will remind the student a second time of the rule to be a safe, cooperative, respectful and responsible learner. This is the second warning to remind the student to follow class expectations.

Reflection Time: Time out within the classroom and recorded by the teacher.

Buddy Class: Time out is given in a different classroom and recorded by the classroom teacher. Parents contacted by class teacher. The incident is reported to the supervising executive.

Assistant Principal: If the behaviour continues, the student is sent to the Assistant Principal. Parents are contacted and may be invited for an interview with the classroom teacher and executive. WOWW is conducted by the classroom teacher. Suspension warning letter may be sent home. DEC suspension policy followed as appropriate by Principal. Individual Behaviour Plan developed by Classroom Teacher, Executive and Learning and Support Team.



Strategies for dealing with inappropriate classroom behaviour

Inappropriate student behaviour is dealt with using the principle of least to most intrusive strategies.
Language of Expectation, Acknowledgement and Correction.
Warning/s and redirection are given (minimum three) and a visual cue.

The same inappropriate behaviour continues

Time out within the classroom and recorded by the teacher.

The same inappropriate behaviour continues

Time out is given in a different classroom and recorded by classroom teacher. Parents contacted by class teacher. The incident is reported to the supervising executive

Following 3 time out sessions in another class within a short period:
• Parents are contacted and may be invited for an interview with Classroom Teacher and Executive.
• WOWW developed by Classroom Teacher.
• Suspension warning letter may be sent home.
• DEC suspension policy followed as appropriate.
• Individual Behaviour Plan developed by Classroom Teacher, Executive and Learning and Support Team.

Before a phone call or letter goes home, the Principal or designated executive is informed. The student is maintained out of class until re-entry can be negotiated.



Strategies for dealing with inappropriate playground behaviour

Redirection and warnings given
Language of Expectation, Acknowledgement and Correction

Student complies and inappropriate behaviour stops

Student is acknowledged for making the appropriate choice

1. Student given time out on the playground visible to the teacher, eg walking with teacher on duty, sitting in designated playground area, separated from other student.
2. Class teacher informed using playground incident slip.
3. Class teacher records and informs supervisor and parents of repeated incidents e.g. two incidents over a short period or if incident has caused teacher concern, bearing in mind age of student involved.

Student doesn't comply

- If non compliant, an executive is sent for via yellow card.
- Student given time out.
- Suspension policy followed as appropriate.

Time Out

- WOWW developed by Classroom Teacher.
- Parents contacted by Classroom Teacher.
- Possible referral to LST.

Behaviour Monitoring Card

Front of card

'Strive to Achieve' Reflection Card – (insert student's name)

Week: _____

Term: _____

1 = ☺ 2 = ☻ 3 = ☻

My goal/s:					
Goal: 100 points!					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 – 10:00					
10:00 – 11:10					
Break 1 Hall Grass/Front grass/ Courts					
11:40 – 12:40					
12:40 – 1:30					
Break 2 Hall Grass/Front grass/ Courts					
2:00 – 3:00					
Total points					

Back of card

Teacher Comments:

Date / time: _____

Comment: _____

Behaviour Slip



Chullora Public School Behaviour Slip

Name: _____ Class: _____ Date: _____ Referring Teacher: _____

Period	Location	Minor Behaviour	Misdemeanour	Major Behaviour
<input type="checkbox"/> Before School	<input type="checkbox"/> Classroom	<input type="checkbox"/> Interrupting in the class		<input type="checkbox"/> Highly physical/ violent
<input type="checkbox"/> 9-10am	<input type="checkbox"/> Library	<input type="checkbox"/> Out of seat		<input type="checkbox"/> Highly unsafe
<input type="checkbox"/> 10-11am	<input type="checkbox"/> Canteen	<input type="checkbox"/> Off task		<input type="checkbox"/> Highly abusive
<input type="checkbox"/> Break 1	<input type="checkbox"/> Transitions	<input type="checkbox"/> Calling out		<input type="checkbox"/> Highly disruptive
<input type="checkbox"/> 11:40am-12:40pm	<input type="checkbox"/> Front Grass	<input type="checkbox"/> Annoying others		<input type="checkbox"/> Sexualised or intimidating behaviour
<input type="checkbox"/> 12:40-1:25pm	<input type="checkbox"/> K-2 Canteen	<input type="checkbox"/> Minor property damage		<input type="checkbox"/> Racial and religious intimidation
<input type="checkbox"/> Break 2	<input type="checkbox"/> Stage 2 Canteen	<input type="checkbox"/> Late to class lines		<input type="checkbox"/> Threatening harm
<input type="checkbox"/> 2-3pm	<input type="checkbox"/> Community Garden	<input type="checkbox"/> One-off incident		<input type="checkbox"/> Throwing with the intent to harm
<input type="checkbox"/> After School	<input type="checkbox"/> Assembly	<input type="checkbox"/> Throwing objects without aiming to hit		<input type="checkbox"/> Vandalism
	<input type="checkbox"/> Hall	<input type="checkbox"/> Bad language		<input type="checkbox"/> Absconding
	<input type="checkbox"/> Toilets	<input type="checkbox"/> Roughhousing		<input type="checkbox"/> Being out of bounds
	<input type="checkbox"/> Office	<input type="checkbox"/> Inappropriate gestures		<input type="checkbox"/> Ongoing bullying
		<input type="checkbox"/> One-off teasing		<input type="checkbox"/> Not being safe in the toilets
		<input type="checkbox"/> Lying not affecting others		

Description of Offence

Follow up actions
1. Discussion with AP and classroom teacher
2. Referring Teacher to contact parents
3. Reflection Room
4. Input incident into Sentral

Value Violation
<input type="checkbox"/> Respectful
<input type="checkbox"/> Responsible
<input type="checkbox"/> Co-operative
<input type="checkbox"/> Safety

Responses to Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing system. 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
- detention, reflection and restorative practices (listed below)
- 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.

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.

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.

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.

Detention, Reflection and Restorative Practices

STRATEGY	WHEN/ HOW LONG?	WHO COORDINATES?	HOW ARE THESE RECORDED?
Reflection Room – a structured debriefing and planning after a behaviour of concern with an individual student (reflection)	Next day at a break	Principal Assistant Principal	Documented in [Behaviour / wellbeing system]
Alternate Play Plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Principal Assistant Principal	Documented in [Behaviour / wellbeing system]
Restorative Practice and conversations.	Scheduled at a break	Principal Assistant Principal	Documented in [Behaviour / wellbeing system]

Restorative Conversations

K-2 and 3-6 Reflection Sheets

K-2 Reflection Sheet



Name: _____ Class: _____
Class sent to: _____ Teacher: _____

What happened? What choice did YOU make? (Draw your answer)



Circle the value or values you broke:



Circle the rule or rules you broke:

1. Follow Instructions 2. Speak Appropriately 3. Listen to the Speaker 4. Move Safely 5. Hands Off
6. Care for all property 7. Other _____

Draw who was affected and how it made them feel?

Draw yourself making a better choice...

3-6 Reflection Sheet



Name: _____ Class: _____
Class sent to: _____ Teacher: _____

What happened? What choice did YOU make? (Write your answer)



Circle the value or values you broke:



Circle the rule or rules you broke:

1. Follow Instructions 2. Speak Appropriately 3. Listen to the Speaker 4. Move Safely 5. Hands Off
6. Care for all property 7. Other _____

Who was affected and how did it make them feel?

Write down how you can make a better choice...

Resolution Interview

What has happened?
Who was involved?
Who was harmed?
How have they been affected?
How can we resolve it?

LATE



L- Listen

Stop, give them your attention, no advice.



A- Acknowledge

Acknowledge their feelings. For e.g. "I understand that makes you feel...."



T – Tell

Talk about options, suggest one for them to try.



E- End

End with encouragement, for e.g. "good luck/ you did the right thing asking for help."

WOWW- Working on What Works

Strengths-based, solutions focussed intervention teacher conversation with student:

- Identifies strengths, assumes competence
- Emphasises solutions rather than problems
- Focus on small, achievable results
- Build a picture of possibilities- how things will be when they improve.

THINK ABOUT WHEN THIS IS NOT A PROBLEM

Ask:

When are things better?
When are things working well even just a bit?
When things are better, what are you doing that's different?
If the student cannot identify when things work, consider if they can see others doing well.
Who do you know who does this well?

MIRACLE QUESTION

I want you to imagine that you go to sleep and you wake up in the morning and everything has changed, all the problems you're having have been solved but you didn't know that it had changed. You must discover the change yourself.

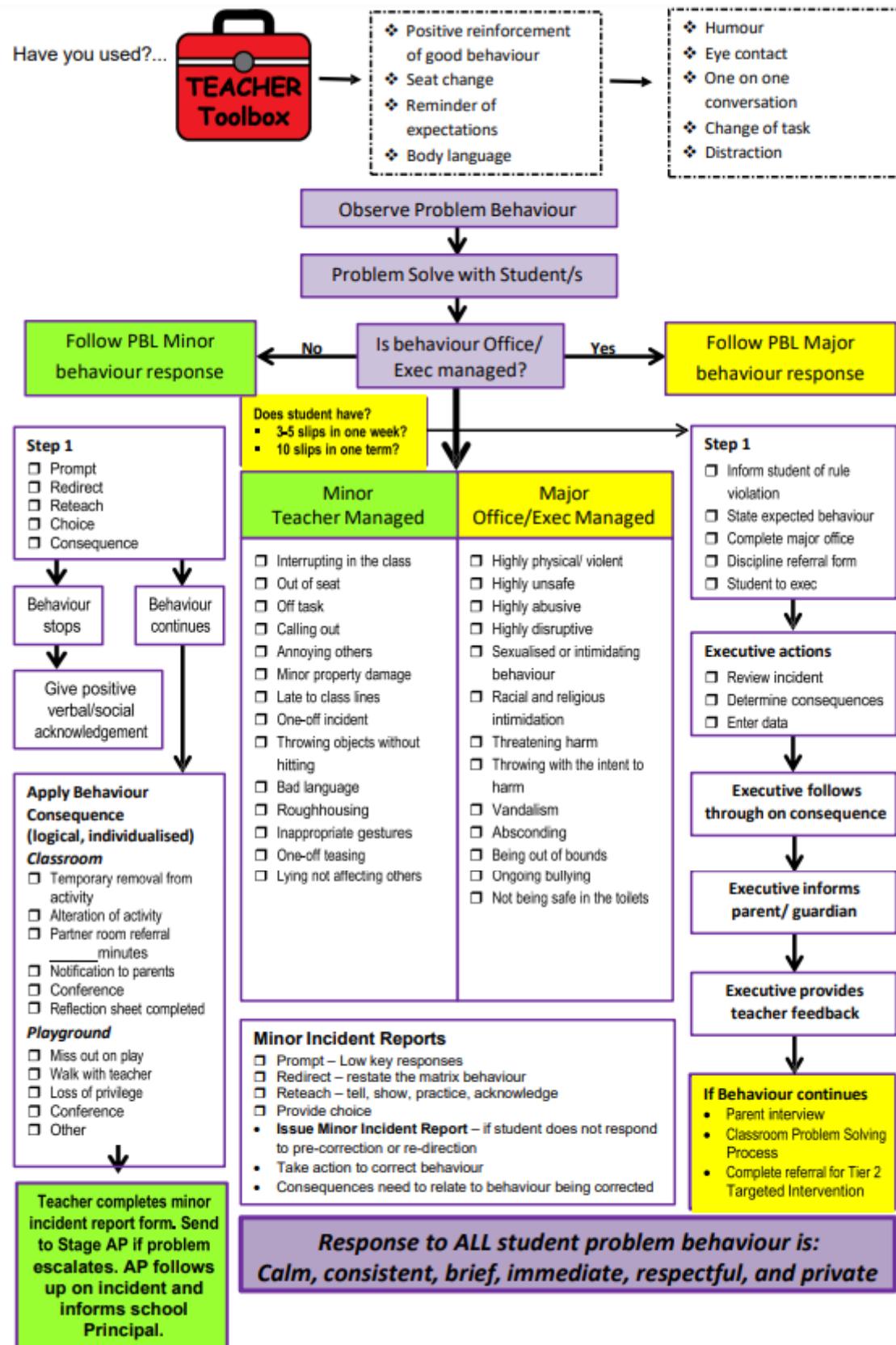
What would you first know that would be different?
What would your friends notice?
What would your teachers notice?
What would your parents notice?

On a scale of 0 to 10, 0 'not working' and 10 'miracle'- everything is going well.

Where are things now?
What would help to move you one step higher on the scale?
If the student cannot identify any actions, consider if they can see others doing well.
Who do you know who does well? What do you notice them doing?
Do you think you could try that?

I WILL CHECK IN WITH YOU AT THE END OF THE WEEK.

School Behaviour Plan



Bullying Response Flowchart

The following flowchart explains the actions Chullora 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.

