School Behaviour Support and Management Plan

Overview

East Hills Public School's promise of education for students, teachers, and leaders…

Every student can grow and develop academically, socially and emotionally. We are committed to fostering the growth and development of all students. We are clear in outlining the principles and values that guide teachers in their approach to education and the impact on creating a positive and effective learning environment.

As teachers we are committed to:

·   differentiation and high expectations;
·   systematic and consistent teaching and learning;
·   collective efficacy;
·   fidelity; and
·   ensuring every student has what they need to be successful through equity and access.

By emphasising differentiation, high expectations, systematic teaching, and collective efficacy, we are setting a strong foundation for student success. Our focus on fidelity ensures equity and access for every student. We are dedicated to fairness and inclusivity, recognising the diverse needs of learners.

We agree to reference the following as leaders when keeping students at the core of our decision making:

·   we lead by design , not chance
·   we have a no excuse policy
·   we support all students, teachers and leaders to be the best they physically can
·   we will ensure that every student achieves success
·   we are committed to making every day count!

We prioritise student success and are committing to making every day count as we maximise learning opportunities.
This promise supports teachers and leaders to work collaboratively and proactively towards the shared goal of ensuring the well-rounded development and success of every student at East Hills Public School.

STUDENT BEHAVIOUR MANAGEMENT PROCESSES

Observed Problem

Step 1: Teacher managed - verbal reminder to follow instructions

Teacher will use a range of strategies to reinforce appropriate behaviour/s, for example;

prompt	redirect	reteach	choice	logical consequence

'I' language, importance of take-up/processing time

If behaviour stops: verbal praise / acknowledgement

MINOR BEHAVIOURS

Minor behaviours include:

- inappropriate verbal language
- physical contact (non-serious)
- non-compliance
- property misuse
- dress code violation
- late to class
- cheating/plagiarism
- rough play
- swinging on chairs
- talking while others are talking
- unkind comments
- leaving the room without permission
- taking others hats
- taking others equipment
- littering
- out of bounds

Repeated minor behaviours esculate and follow major behaviour ⟶

Step 2a:

If minor behaviour continues:
1. Warning - Name on board
2. ⊗ Cross 1
3. ⊗ Cross 2
4. ⊗ Cross 3 = Reflection Sheet

If behaviour stops: verbal praise / acknowledgement

MAJOR BEHAVIOURS

Major behaviours include:

- aggression (cause bodily harm, physical, verbal, used objects as a weapon)
- bullying (physical, verbal)
- harassment (physical, verbal, racial, sexual)
- insolence (verbal, gestures, general attitude)
- inappropriate behaviour
- abusive language/profanity
- repeated disobedience/non-compliance
- property damage/vandalism
- absconding
- consistently arguing with a teacher
- repeated minor behaviours that impact learning of self and others

Step 2b:

Safe
Send to AP with referral sheet.

Unsafe / Violent
Immediate call to office. Principal / DP follow DoE Policy
- Parents phoned and recorded on School Bytes
- Interview booked
- Verbal warning of suspension or letter warning if applicable

Teachers to add incident(s) on School Bytes. For major behaviours, include witness and victim statements. Ensure that all students involved are tagged in the incident.

BEHAVIOUR RESPONSES

Step 3a:

Reflection completed in classroom either with teacher or independently to ensure that enough accurate information is provided.

Option 1

Option 2

Assistant Principal Actions:

- review reflection sheet with student
- review incident on School Bytes
- conference with student in Planning Room
- generate letter home
- resolve incident on School Bytes
- determine further consequences for repeated behaviours - orange monitoring card
- If student doesn't improve target behaviour, move to red monitoring card

Planning Room Actions

Planning rooms follow the principals of restorative justice. Planning rooms is also a time to:
- state expected behaviour
- refer to school rules
- provide practical strategies for future incidences acknowledging behaviour is a response.

Response to ALL student misbehaviour is:
- Calm
- Consistent
- Brief
- Immediate
- Respectful
- Private

Step 3b:

School Leadership Actions:

- review or comple reflection sheet with student
- review teacher incidence on School Bytes
- gather further information as required
- 1:1 interview with student
- contact family/letter home dependent on incidences
- resolve incident on School Bytes

If behaviour continues:

- parent interview
- risk assessment/behaviour plan completed or revised
- PLaSP created/revised (where applicable)
- planning room or Social Skills program
- counsellor referral
- red monitoring card

If behaviour continues:
Suspension

Suspension as a behaviour management intervention will be used when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, East Hills PS will consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

The decision to suspend lies within the Principal in accordance with the East Hills PS Essential Agreement for Suspensions and the NSW DoE Suspension Policy.

Return from Suspension

When returning from suspension students will:
- have a return meeting with the senior leadership
- agree to positive behaviour
- be placed on a return from suspension green monitoring card

School Culture Reference Guide
BEHAVIOUR MANAGEMENT
Essential Agreement

Updated - April 2024

Purpose

At East Hills Public School, behaviour management processes are reviewed annually and refreshed to all staff on each Staff Development Day. This is discussed annually to ensure consistency across classes. Having consistent school wide practices has a greater impact on student wellbeing and engagement. The behaviour management process can be found in Core Programs. The student behaviour management processes and bullying flowcharts can also be found in the class PBL folder and on display in each learning space.

Student behaviour includes 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, where there is a clear and close connection between the school and students' conduct.

Positive Prevention

EHPS, operates with the philosophy that Implementing positive prevention strategies is essential for fostering an environment conducive to learning. By proactively addressing potential triggers and promoting positive behaviors, these strategies not only prevent disruptions but also cultivate a supportive and inclusive atmosphere where every student can thrive academically and emotionally. EHPS has the following positive preventions in place that are trauma informed practices used to proactively manage student behaviour and engagement, while fostering a sense of connectedness and belonging so that students can take safe risking learning behaviours in all classrooms.

- school-wide positive reward system with termly reward times and activities
- champion time
- connecting activities (first two weeks of term 1 and the first week of terms 2-4)
- Smiling Minds (2-3 times per week)
- PBL talks at weekly assemblies
- PDH lessons
- engagement activities on the playground, fostered by all staff
- adapted a 3-break structure

Turn This Around

Each learning spaces has a " I can turn this around" display in alignment with the school's behaviour management processes. It's a visual reminder for students who have demonstrated negative behaviour to turn their behaviour around. It is accompanied by a behaviour flow chart with clear and logical steps to help correct unwanted behaviours.

Reflection Sheet

Each PBL folder has two reflection sheet's that teachers can choose to use pending a student's ability and age. These reflection sheet's need to be used in conjunction with the schools student behaviour management processes prior to attending a planning room and when referred to a school executive.

Students in K-2 may need support filling this out. Students in 3-6 can complete this independently but will need to discuss with the teacher upon completion.

Planning Room

The Planning Room is used to resolve incidents that occur on the playground or persistent classroom behaviour. Students sent to the Planning Room have not necessarily made a poor choice and it is NOT a punishment. All students are welcome to come to the Planning Room if they feel they need support in resolving a matter. All students who have gone through the behaviour management steps and completed a reflection sheet must go to a planning room to discuss how they are going to turn their behaviour around. In planning rooms, the school leadership team will determine if the student's behaviour needs to be monitored on the school's monitoring cards.

Planning Room is a place for:
- discussion about an incident(s)
- investigation of an incident - student may attend as witnesses or victims of an incident
- implementing consequences for actions
- learning about taking ownership of behaviour
- discussion and implementation of strategies to avoid the same incident occuring
- a place where student can reflect on their behaviour and make better choices
- a safe place for students to reflect on behaviour

Monitoring Cards

East Hills PS has 3 levels of behaviour monitoring. The card is not a consequence and is used for students, families and the school to monitor behaviour and celebrate success.

Orange - Students will be placed on an orange card at the discretion of a school executive after going through the behaviour management processes for minor behaviour.

Red - Students will be placed on a red card at the discretion of a school executive after a major behaviour incident or 3 behaviour referrals in one week.

Green - Students will be placed on a green card upon returning from suspension.

Behaviour Cards are an opportunity for students to take ownership of their learning, not as a punishment. Students receive monitoring cards to support them in making positive choices in their learning and social interactions. If a student is placed on a monitoring card, a letter must go home to inform families.

Monitoring Cards are a 5-day process. A new card is issued each day. Cards at the end of the day will be sent home to share with families positive progress and uploaded to school bytes.

Incident Statements

East Hills PS teachers will treat each disciplinary action with procedural fairness. When managing a behaviour teachers will ask for incident statements from students and or staff members who were witness to a major behaviour or repeated behaviour of concern. Incident statement proformas can be found in the classroom PBL folder.

Incident statements ask for the following information
- value not being demonstrated
- what happened
- who was involved
- where did it happen
- how it made other feel
- what the witness did when they saw the incident happen

The leadership team at EHPS will take into account reflections of incidences from students, witnesses to the incidences and teachers to determine an appropriate cause and consequence. East Hills PS is dedicated to looking at what causes incidences to reduce their frequency and to support individual student need.

Positive Reinforcement

Accross East Hills PS, teachers will use class dojo to positively reinforce desired behaviours. Class teachers are responsible for updating their class reward menu each term. The reward menu has intrinsic rewards and positive affirmations as well as class based rewards. Reward option 1 is school wide. Each classroom must abide by the set amount of points for each reward. Teachers are to enter the weekly points into the EHPS tracking sheet. The weekly points will be accumulated and used to attend the Termly Reward Time.

The school-wide tracking sheet can be found on the EHPS shared drive in the PBL folder.

Termly Reward Time

Each term East Hills PS will hold a reward day. There will be three levels of rewards for students who have demonstrated positive behaviour. Each level requires a particular amount of dojo points to attend. Teachers will edit the reward menu to meet the need of the class.

Students who have been placed on a monitoring card will have limited options for reward time and will have reduced time for participation. In students time out from the reward activity, they will need to write a persuasive text to the school executive team to include them in the reward.

Bullying

East Hills PS has a zero tolerance for bullying. Teachers and school leaders will follow the Bullying Response Flow Chart when managing claims of bullying. Teachers are required to document all behaviour incidences between students on schoolbytes including tagging victims and witnesses. This will be used to determine instances of negative behaviour and bullying. Each learning space and PBL folder has a Bullying Response Flow Chart and an EHPS "Is it Bullying?" poster.

The Bullying Response Flow chart follows the following steps:

First Hour: Listen 👂
- Provide a safe, quiet space to talk and reassure the student that you will listen to them.
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the students safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document 📄
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record into School Bytes.
- Notify school executive of incident if required in line with behaviour management flow chart
- Notify parent/carers that the issue of concern is being investigated.

Day 2: Collect 📑
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check in on their wellbeing,

Day 3: Discuss 💬
- Evaluate the information to determine if it meets the definition of bullying
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement 💡⚙️
- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor students and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review 📝
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing: Follow Up ◎
- Continue to check in with student on a regular basis until concerns have been mitigated
- Record notes of follow up meetings in School Bytes
- Refer matter to the learning and support team if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students.

Parent notification on Behaviour

In ensuring transparent and effective communication, our school has a clear protocol for notifying parents of behavioral incidents involving their children. For minor behaviors where a student has demonstrated unwarrented and negative behaviours outlined in the minor and major behaviour list, a letter will be sent home detailing the incidences, the actions taken and the steps for improvement. This letter serves as a proactive measure, fostering open dialogue between school and home.

However, for more significant behavioral issues, we employ a tiered approach. If a student's behavior reaches a major level, such as repeated disruptions or misconduct, parents are promptly informed via a phone call. This direct communication allows for immediate awareness and collaborative problem-solving between teachers and families.

In cases where a student has been the victim of a major behavioral incident, such as bullying or harassment or one off incidences, parents will receive a phone call to ensure they are informed and involved in the resolution process. Furthermore, if a child sustains any injuries requiring a visit to the sick bay, parents are immediately notified, and appropriate measures are taken to ensure the child's well-being.

Our commitment to maintaining a safe and supportive environment for all students includes transparent communication with parents, ensuring that together, we can address behavioral issues effectively and promote a positive school community.

Complaint regarding discipline

At East Hills, we approach complaints from staff, students, and the community regarding disciplinary actions with a commitment to procedural fairness and adherence to our school's Essential Agreements in our School culture Reference Guide. For staff members who may disagree with disciplinary measures, we ensure that they are heard through a process that values their input and respects their perspectives. This includes a thorough review of the situation in alignment with our behavior management policies, which are built upon our essential agreements and the department of education policies.

When it comes to students, our focus is on restorative justice. We provide opportunities for them to attend planning rooms, where they can actively engage in restoring justice and addressing the impact of their actions. Evidence collected through our behavior response flow chart is used to guide discussions and ensure a fair and equitable resolution.

For parents or members of the community who have concerns about disciplinary actions, we invite them to a meeting to discuss the incident in question. During these meetings, our leadership team provides evidence that demonstrates the appropriate actions taken, all in alignment with our school's policies and procedures. This transparent process not only ensures accountability but also fosters a sense of trust and collaboration between the school, parents, and the wider community.

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

ANTI-BULLYING PLAN 2024
East Hills Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: https://antibullying.nsw.gov.au/) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

East Hills Public School's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

Information is provided in a handout to staff when they enter on duty at the school. Leadership team member speaks to new and casual staff when they enter on duty at the school. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process. Student Behaviour Plans are outlined for new staff. The schools School Culture Reference Guide and Positive Behaviour for Learning folders are issued to staff.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website:

* School Anti-bullying Plan

* NSW Anti-bullying website

* Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

* Smiling Minds - (3 times/week) to support student emotional regulation

* Life Skills Go - daily promotes student voice, ownership and check point of whether student is ready for learning

* Champion Time - a school initiative where students select a 'Champion' to interact and eat with during play break 3 eating time. Students are provided with an opportunity to engage in meaningful conversations with their champion and are building authentic connections with staff across the school - ensuring that every child has a champion onsite! Students are more likely to be more engaged and motivated in their learning when they feel a sense of belonging and connectedness.

* Peer Support - this program empowers students to support each other by providing a structured environment where older students mentor younger ones. It helps develop essential life skills, such as empathy, communication, and problem-solving, while promoting resilience and a sense of belonging. Through peer support, students create a safe, supportive school culture that enhances both individual and collective growth, contributing to a more positive school experience for all.

BULLYING RESPONSE FLOW CHART

FIRST HOUR: LISTEN

- Provide a safe, quiet space to talk and reassure the student that you will listen to them.
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the students safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

DAY 1: DOCUMENT

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record into School Bytes.
- Notify school executive of incident if required in line with behaviour management flow chart
- Notify parent/carers that the issue of concern is being investigated.

DAY 2: COLLECT

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check in on their wellbeing.

DAY 3: DISCUSS

- Evaluate the information to determine if it meets the definition of bullying
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

DAY 4: IMPLEMENT

- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor students and check in regularly on their wellbeing
- Seek assistance from student support network if needed

DAY 5: REVIEW

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

ON GOING: FOLLOW UP

- Continue to check in with student on a regular basis until concerns have been mitigated
- Record notes of follow up meetings in School Bytes
- Refer matter to the learning and support team if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students.

School Culture Reference Guide
SUSPENSION & EXPULSION
Essential Agreement

Updated - January 2024

Agreement

The leadership team of EHPS agree to the following steps to ensure consistency in the management of incidents pertaining to student suspensions in alignment with the NSW DoE Student Behaviour Policy and the Suspension and Explosion Procedures.

Process Steps

Step 1: Incident identified and referred to Assistant Principal.

Step 2: Assistant Principal notifies Principal that a suspension may be pending, investigation is in process, events being recorded by witnesses and victim is with administration receiving first aid. *

Step 3: Assistant Principal collects all reports from staff, students, witnesses (upload statements to SchoolBytes in accordance with the Major Behaviour Response Flow Chart).

Step 4: Meet with students to clarify event details (upload statements to School bytes).

Step 5: All data is referred to Principal. This will involve a leadership discussion between AP and Principal.

Data is to match the term of the suspension with the goal of having students return to school and the learning space as soon as possible. Consideration includes potential meeting with the School Counsellor (long suspension).

- To enact the above, AP will consult calendar and bulletin to book in suspension resolution meeting, (and Counsellor meeting) in the case of a long suspension.

Discuss documentation required:
  - Create/update behaviour plan (behaviour support plan and behaviour risk management plan)**
  - Personalised Learning and Support Plan
  - LST referral (possibility of access request)
  - Counsellor report
  - MRG if applicable
  - Incident reporting hotline (for example a near miss or incident requires reporting)

Step 6: Principal assesses the incident in alignment with DoE policy (See Suspension or Explosion procedure).

Step 7: Parents contacted via phone (student potentially being suspended and victim). *

Step 8: Parent suspension interview conducted on the day of incident, where possible. If not possible, at the earliest convenience for the parents.

Step 9: Resolution date negotiated (where, when and whom will be in attendance).

Step 10: Work provided for student during absence.

Step 11: Development of risk assessments, behaviour management plans and learning plans (where appropriate) prior to suspension. Including counsellor reports (long suspension)

Step 12: Resolution meeting conducted in alignment with student agreement form

Step 13: All information pertaining to the incident is recorded and uploaded to Schoobytes (including: record of meeting, incidents resolved, suspension resolution and any other documentation pertaining to the incident).

*NB: When at the end of the day, an incident occurs and due to time constraints, AP is to call parents and inform that an incident is currently being investigated and a suspension may be pending.

**Assistant Principal in consultation with classroom teacher updates the student's Behaviour Plan. All completed and updates forms are to be recorded and stored in the Warning and Suspension file with a copy forwarded to the School Counsellor.

Return from Suspension

When returning to school from suspension, an agreement will be made with the principal, the student and the family in the return from suspension meeting.

At this meeting, the student will be placed on a green monitoring card to monitor their successful progress back into school routine. The monitoring process last for 5 days.
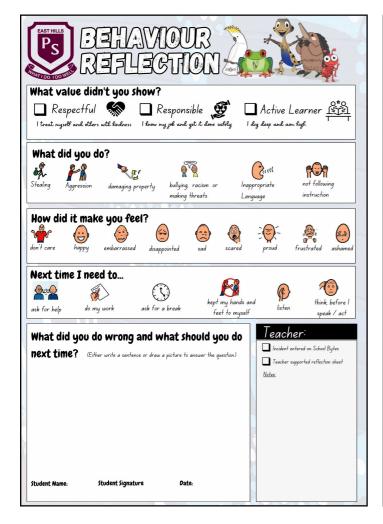
- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site
  - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern
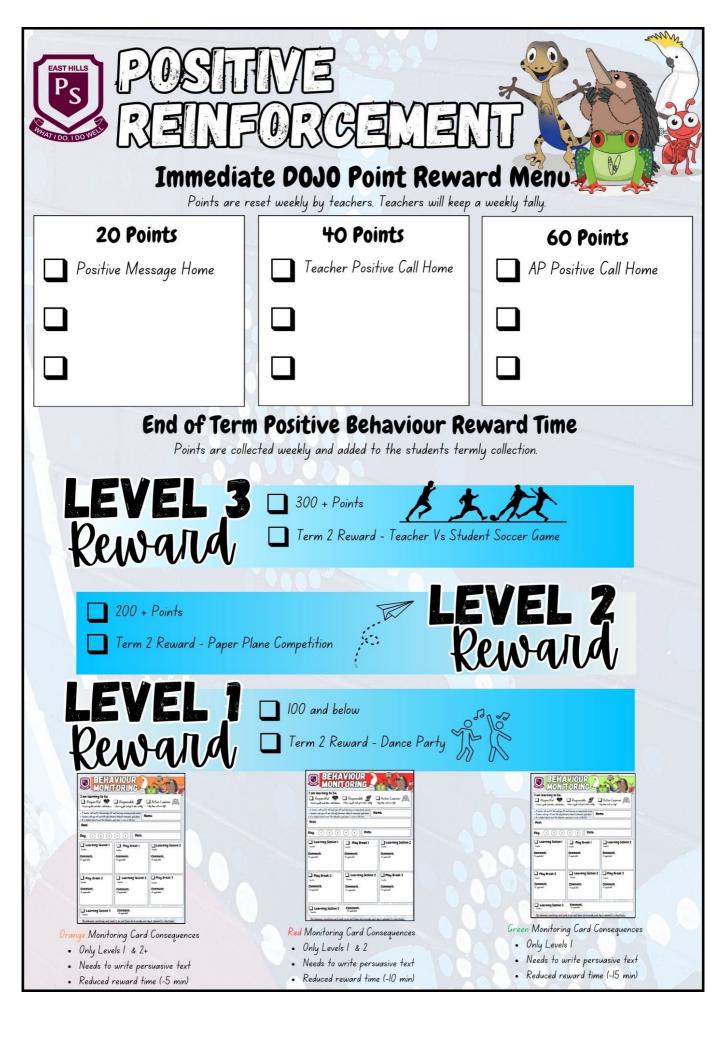
Staff will comply with reporting and responding processes outlined in the:
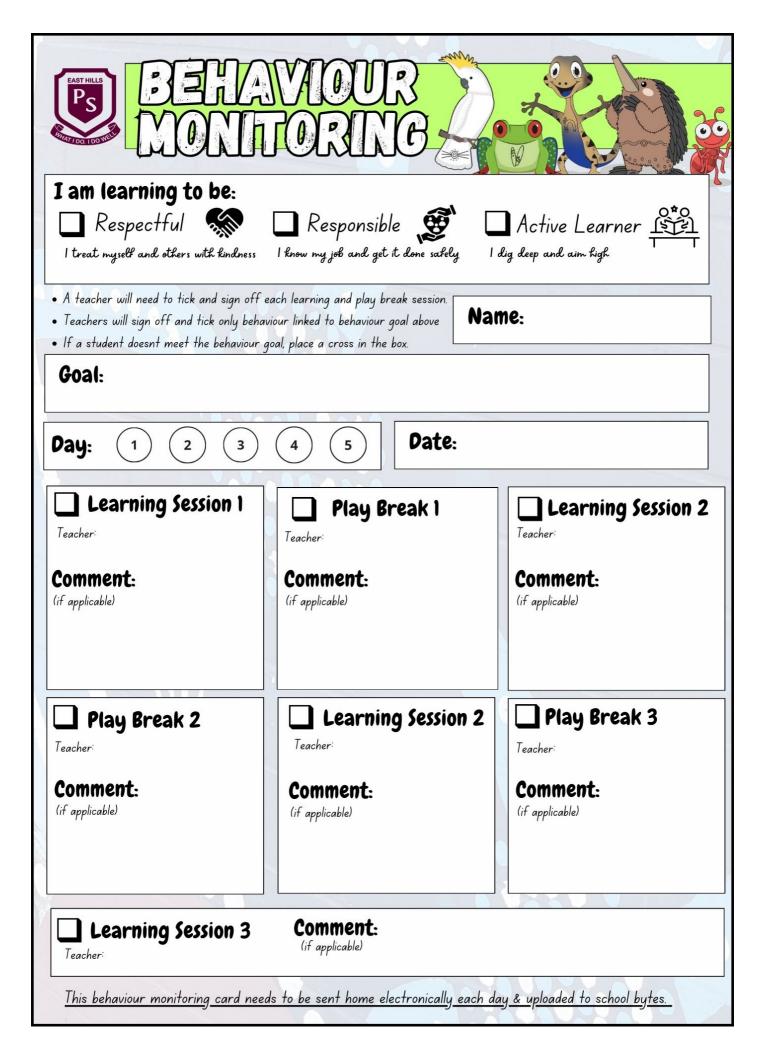
- Incident Notification and Response procedure
- Student Behaviour policy and Suspension and Expulsion procedures.

Reflection and restorative practices

POSITIVE REINFORCEMENT

Immediate DOJO Point Reward Menu

Points are reset weekly by teachers. Teachers will keep a weekly tally.

20 Points
- ☐ Positive Message Home
- ☐
- ☐

40 Points
- ☐ Teacher Positive Call Home
- ☐
- ☐

60 Points
- ☐ AP Positive Call Home
- ☐
- ☐

End of Term Positive Behaviour Reward Time

Points are collected weekly and added to the students termly collection.

LEVEL 3 Reward
- ☐ 300 + Points
- ☐ Term 2 Reward - Teacher Vs Student Soccer Game

LEVEL 2 Reward
- ☐ 200 + Points
- ☐ Term 2 Reward - Paper Plane Competition

LEVEL 1 Reward
- ☐ 100 and below
- ☐ Term 2 Reward - Dance Party

Orange Monitoring Card Consequences
- Only Levels 1 & 2+
- Needs to write persuasive text
- Reduced reward time (-5 min)

Red Monitoring Card Consequences
- Only Levels 1 & 2
- Needs to write persuasive text
- Reduced reward time (-10 min)

Green Monitoring Card Consequences
- Only Levels 1
- Needs to write persuasive text
- Reduced reward time (-15 min)

BEHAVIOUR MONITORING

I am learning to be:

☐ Respectful
I treat myself and others with kindness

☐ Responsible
I know my job and get it done safely

☐ Active Learner
I dig deep and aim high

- A teacher will need to tick and sign off each learning and play break session.
- Teachers will sign off and tick only behaviour linked to behaviour goal above
- If a student doesnt meet the behaviour goal, place a cross in the box.

Name:

Goal:

Day: ① 1 ② 2 ③ 3 ④ 4 ⑤ 5   **Date:**

☐ Learning Session 1
Teacher:

Comment:
(if applicable)

☐ Play Break 1
Teacher:

Comment:
(if applicable)

☐ Learning Session 2
Teacher:

Comment:
(if applicable)

☐ Play Break 2
Teacher:

Comment:
(if applicable)

☐ Learning Session 2
Teacher:

Comment:
(if applicable)

☐ Play Break 3
Teacher:

Comment:
(if applicable)

☐ Learning Session 3
Teacher:

Comment:
(if applicable)

This behaviour monitoring card needs to be sent home electronically each day & uploaded to school bytes.

BEHAVIOUR MONITORING

I am learning to be:

☐ Respectful
I treat myself and others with kindness

☐ Responsible
I know my job and get it done safely

☐ Active Learner
I dig deep and aim high

- A teacher will need to tick and sign off each learning and play break session.
- Teachers will sign off and tick only behaviour linked to behaviour goal above
- If a student doesnt meet the behaviour goal, place a cross in the box.

Name:

Goal:

Day: ① ② ③ ④ ⑤   **Date:**

☐ **Learning Session 1**
Teacher:

Comment:
(if applicable)

☐ **Play Break 1**
Teacher:

Comment:
(if applicable)

☐ **Learning Session 2**
Teacher:

Comment:
(if applicable)

☐ **Play Break 2**
Teacher:

Comment:
(if applicable)

☐ **Learning Session 2**
Teacher:

Comment:
(if applicable)

☐ **Play Break 3**
Teacher:

Comment:
(if applicable)

☐ **Learning Session 3**
Teacher:

Comment:
(if applicable)

This behaviour monitoring card needs to be sent home electronically each day & uploaded to school bytes.

Review dates

Last review date: 31 January 2025

Next review date: 9 February 2026

Appendix 1: Behaviour management flowchart

BEHAVIOUR RESPONSE FLOWCHART

Is the behaviour needed to be managed by executive staff member?

No → **Follow school's PBL Minor Behaviour Response**

Yes → **Follow school's PBL Major Behaviour Response**

Follow school's PBL Minor Behaviour Response

Has the student had 3 discipline referrals in one week?

No →

Yes → **Follow school's PBL Major Behaviour Response**

- ☐ prompt
- ☐ reteach
- ☐ redirect
- ☐ choice
- ☐ logical consequene

Behaviour Stops

Give positive verbal/social acknowledgement

Behaviour Continues

Apply Consequences (Logical, Individualised)

Classroom
- ☐ follow warning system
- ☐ buddy room referral
- ☐ parent notification
- ☐ complete reflection sheet
- ☐ planning room with executive

Playground
- ☐ verbal warning
- ☐ walk with teacher
- ☐ time out
- ☐ complete reflection sheet
- ☐ planning room with executive

Teacher Steps
- Student to complete reflection sheet
- Incidences on School Bytes
- Notify executive

All responses are:
- calm
- consistent
- brief
- immediate
- respectful
- private

If unsafe behaviour or requrings imediate support contact front offce.

- ☐ inform student of rule violation
- ☐ state expected behaviour
- ☐ seek executive support if unsafe
- ☐ complete discimple refferal
- ☐ follow students behaviour response plans if required

Executive Action
- ☐ review incident
- ☐ determine consequences
- ☐ record incident follow up on School Bytes

Executive follows through on consequences

Executive informs parent/guardian

Executive teacher provides teacher feedback

If Behaviour Continues
- parent interview
- complete an individualised behaviour intervention