Edward Public School - Behaviour Support and Management Plan

Overview

Edward 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.

Edward 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.

At Edward Public School we strive for equity, inclusivity, innovation and impact through excellence and engagement. Every student, every classroom, every day.

Partnership with parents and carers

Edward 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.

Edward Public School will communicate these expectations to parents/carers through School Bytes, the school newsletter, school website and Facebook. 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

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

To be respectful, responsible and safe learners.

Respectful		Responsible	Safe
Be kind and value others	Use your manners	Be in the right place	Keep hands, feet and objects to yourself
Follow directions	Be a good friend	Have a go	

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	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	All
Prevention	PBL	Promotes a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Students K-6
Prevention	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Staff, students K-6
Prevention	Life Skills GO	A wellbeing platform that provides real-time and crucial wellbeing data, metrics, insights, and reports along with evidence-based, trauma-informed, and curriculum-aligned resources to schools.	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 respond to cyberbullying	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 incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	School Chaplain	Supports the implementation of the school's approach to wellbeing.	Students K-6
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	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.

Edward 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. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. 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 could include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention and restorative practices • communication with parent/carer.

Edward Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and Life Skills GO 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. 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 notify student's supervisor or executive ASAP and before the end of the school day.
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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes	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.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL and Life Skills GO) weekly.	4. Teacher records on School Bytes 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 when a range of corrective responses have not been successful. 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 School Bytes. 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 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.

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.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Practice (teacher)	At any break 5-10 minutes	Class Teacher	School Bytes
Restorative Practice (executive)	Break 2 10-20 minutes	AP	School Bytes

Review dates

Last review date: Week 6, Term 1, 2025 – 4/3/25

Next review date: Week 6, Term 4, 2025

Appendix 1 – Behaviour Code for Students

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

NSW Department of Education | PD-2006-0316-01-V02.0.0
If this is a printed document, refer to the department's Policy Library for the most recent version.

STUDENT CARE CONTINUUM | 2025 — Edward Public School

Name:		Grade:		Class:		DOB:	
Cultural Information:		Disability:		Other information/Plans:			

CATEGORY	PREVENTION ▶	EARLY INTERVENTION ▶	TARGETED INTERVENTION ▶	INDIVIDUAL INTERVENTION ▶
PERSONNEL *Who are the key staff?*	▫ Led by Classroom Teacher ▫ Supported by SLSOs ▫ Whole School Approach	▫ Led by Classroom Teacher & AP ▫ Meeting with Parents/Carer ▫ School Executive	▫ Led by Executive ▫ Classroom Teacher Involved ▫ Principal Notified	▫ Led by Principal ▫ School Counsellor ▫ Access to Team Around a School ▫ Director, Educational Leadership *(if req.)*
PLANNING *What planning and/or documents are used?*	▫ Adjustments to Learning 　▫ Quality Differentiated Practice 　▫ Supplementary 　▫ Substantial 　▫ Extensive ▫ Adjustments to Socialising ▫ Regulation Breaks *(whole class)* ▫ PLaSP *(if required)* ▫ PLP *(Aboriginal students only)*	▫ School Bytes Wellbeing Module* ▫ Safety Plan *(if required)* ▫ Health Care Plan *(if applicable)* ▫ Behaviour Response Plan ▫ Risk Management Plan	▫ Learning & Support Referral ▫ Transition Plan *(if applicable)* ▫ Communication Booklet ▫ Brain Breaks *(individual)* ▫ Behaviour Response Plans ▫ Student reward charts ▫ Noah's Ark Referral	▫ Warning of Suspension/s *(if required)* ▫ Suspension/s *(if required)* ▫ Part Day Exemption Plan *(if required)* ▫ Multi-Disciplinary Team Meeting ▫ WHIN Nurse Referral* ▫ APLaS Referral ▫ APLaS Observations & Recommendations ▫ Counsellor Referral
DAILY ACTIONS *What happens every day to support students?*	▫ PBL Expectations & Lessons ▫ Behaviour Continuum ▫ PBL Counters ▫ Restorative Conversations ▫ Daily Check-Ins	▫ Meeting with Parents/Carers ▫ Restorative Conversations ▫ Classroom Adjustments ▫ Buddy Class *(when required)*	▫ Meeting with Parents/Carers ▫ Functional Behaviour Assessment ▫ Amended Playground Plan ▫ Allied Health Support (OT/SP)	▫ Meeting with Parents/Carers ▫ Disability Confirmation Sheet ▫ Paediatric Reports ▫ Access Request (IFS or Support Class) ▫ SLSO Support
PROGRAMS OR INITIATIVES *The planned programs which are strategically implemented.*	▫ PBL Awards & Prizes ▫ Tell Them From Me Survey ▫ Life Skills Go (daily check in)	▫ Social Play *(break times with Chaplain)* ▫ Social Stories, Posters & Lessons ▫ Targeted Professional Learning *(staff)*	▫ Learning & Support ▫ Intervention *(academic focused)* ▫ Targeted Program/s	▫ Learning & Wellbeing Officer Support* ▫ Interagency Coordinator *(Principal only)* ▫ Behaviour Specialist *(Principal only)* ▫ HSLO *(for attendance concerns only)*

Appendix 3 – School Community Charter

School Community **Charter**

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.

Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

· To be welcomed into our schools to work in partnership to promote student learning.

· Communication from school staff will be timely, polite and informative.

· Professional relationships with school staff are based on transparency, honesty and mutual respect.

· To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education

We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

· Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.

· Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.

· Treating members of the school community differently due to aspects such as their religion or disability.

· Inappropriate and time wasting communication.

Collaborative. Respectful. Communication.

School Community Charter

education.nsw.gov.au

Appendix 4 – PBL Scope and Sequences

PBL EXPECTATION MATRIX
Edward Public School

Respect	Safety	Responsibility
★ I use my manners and talk nicely ★ I am a good friend ★ I follow directions	★ I keep my hands, feet and objects to myself ★ I am always in the right place	★ I always have a go ★ I ask for help when I need it

	I am a **respectful** student	I know how to be **safe**	I am a **responsible** learner
Classrooms	★ Be nice to others ★ Follow teacher directions ★ Wait for you turn ★ Have a go	★ Walk inside the class ★ Remain in the room ★ Keep hands, feet and objects to yourself	★ Stay focused and on task ★ Use equipment properly ★ Ask for help when needed
Assembly COLA	★ Remove hat for flag raising ★ Look at the person speaking ★ Remain quiet	★ Walk to dots ★ Follow directions ★ Keep hands and feet to yourself	★ Listen to announcements ★ Stand/sit still on dot ★ Give personal space ★ Move to class quietly
Play Equipment	★ Use manners and speak nicely ★ Play fairly and take turns ★ Follow teacher directions ★ Follow game rules ★ Share equipment	★ Walk on the playground ★ Play safely ★ Keep hands, feet and objects to yourself ★ Slides are for sliding down	★ Look after equipment ★ Put rubbish in the bin ★ Give people room to move ★ Eat before you play
Basketball Court	★ Use manners and speak nicely ★ Play fairly and share ★ Follow teacher directions ★ Follow game rules	★ Seats are for sitting ★ Play safely ★ Keep hands, feet and objects to yourself	★ Look after equipment ★ Put rubbish in the bin ★ Give people room to move ★ Eat before you play
Toilets	★ Allow for the privacy of others ★ Flush toilet before exiting cubicle ★ Quiet zone	★ Walk (Enter and exit by walking quickly) ★ Wash hands before leaving ★ Keep water in sink ★ Leave quickly ★ Leave food outside toilet area	★ Report problems ★ Keep area tidy ★ Only use what you need ★ Clean up after yourself ★ Seniors use senior toilets ★ Juniors use junior toilets
Area A	★ Use manners and speak nicely ★ Play fairly and take turns ★ Follow teacher directions ★ Follow game rules ★ Share equipment	★ Walk on the concrete ★ Walk or run on the grass ★ Seats are for sitting ★ Play safely ★ Keep hands, feet and objects to yourself	★ Look after equipment ★ Put rubbish in the bin ★ Small balls only ★ Give people room to move ★ Eat before you play
Area B	★ Use manners and speak nicely ★ Play fairly and take turns ★ Follow teacher directions ★ Follow game rules ★ Share equipment ★ Be a good sport	★ Stay in bounds ★ Play safely ★ Wear your hat ★ Keep hands, feet and objects to yourself	★ All ball games are allowed ★ Food free area ★ Give people room to move ★ Look after equipment

PBL Scope & Sequence
Edward Public School

Respect	Safety	Responsibility
• I use my manners and talk nicely • I am a good friend • I follow directions	• I keep my hands, feet and objects to myself • I am always in the right place	• I always have a go • I ask for help when I need it

Learning Intention: students will understand what respect, safety and responsibility looks, feels and sounds like in our school and classroom.
Success Criteria: students display respect, safety and responsibility in all areas of the school towards others.

TERM 1

Week	Lesson Focus	Registration
1	Classrooms	☐
2	COLA	☐
3	Play Equipment	☐
4	Basketball Court	☐
5	Toilets	☐
6	Area A	☐
7	Area B	☐
8	Office	☐
9	Bradley Hall	☐
10	Hub	☐

TERM 2

Week	Lesson Focus	Registration
1	Classrooms	☐
2	Library	☐
3	Bus	☐
4	Ninja Course	☐
5	Sandpit	☐
6	Computer Room	☐
7	Sick Bay	☐
8	Sports Shed	☐
9	Canteen	☐
10	Consolidate	☐

TERM 3

Week	Lesson Focus	Registration
1	Classrooms	☐
2	COLA	☐
3	Play Equipment	☐
4	Basketball Court	☐
5	Toilets	☐
6	Area A	☐
7	Area B	☐
8	Office	☐
9	Bradley Hall	☐
10	Hub	☐

TERM 4

Week	Lesson Focus	Registration
1		☐
2		☐
3		☐
4		☐
5	Teacher choice based on class need	☐
6		☐
7		☐
8		☐
9		☐
10		☐

Whole School Focus – repeats every term

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Weeks 9 & 10
Awesome Assembly	**Legendary Lines**	**Wonderful Walking**	**Excellent Entry**	**Ready to Learn**
Success Criteria When the bell rings, students are sitting/standing on their dot, quiet and facing the front	**Success Criteria** Classes are in two straight lines awaiting their teacher's instruction following any announcements	**Success Criteria** Classes remain in their two lines and walk sensibly as they transition from the COLA to their classes	**Success Criteria** Classes enter their rooms in an orderly manner that is consistent every session, every day	**Success Criteria** Students follow their teacher's explicit instruction for what they need to do when they enter the class

Initiative	Where?	Description
Counters	Playground and transitions	Coloured counter given to students who are demonstrating our school values in the playground and during transitions.
PBL Awards	Monday Assembly	Once students have received 10 counters, they are awarded a PBL award at Monday morning assembly.
PBL Raffle (week 5 and 10 each term)	Morning Assembly	Students who receive PBL awards also receive a raffle ticket. 5 names are drawn in week 5 and 10 and prizes are awarded from PBL raffle box.
Assembly Award	Assemblies (week 2, 4 6, 8 & 10)	Students are recognised for their outstanding efforts in fortnightly assemblies. Names go into the newsletter.
Merit Awards	Classrooms	Given to students who are demonstrating the Rainbow Rules. These are also attached to Assembly Awards and PBL awards. These contribute to Edward Awards.
Positive Postcards	At any point	Sent to parents/families at any point in time to congratulate students on exemplary behavior or achievement.
Edward Awards	Assemblies	For every 10 merit awards, students receive an Edward Award.
Restorative Conversations	Classrooms and Library (AP)	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
Classroom Rewards	Classrooms	Each teacher utilises their own whole-class rewards system each week which may result in negotiated rewards.
Attendance Raffle	End of each term	Students who attend for a whole week receive a raffle ticket. One ticket is then drawn at the end of the term for a major prize.
Letter of Commendation	Letter sent to families	Staff collaboratively decide which students across the school have met the criteria. Students who receive a letter each term receive an Edward Excellence award at Presentation Day.

Appendix 6 – Responding to bullying

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

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 in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s 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 on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support 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 student 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 regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students