

School Behaviour Support and Management Plan 2025

Overview

School vision statement.

Hinchinbrook Public School promotes an inclusive and safe environment where we learn together, so every student, teacher and leader thrives, reaches their potential and strives for ongoing improvements.

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 is established and maintained through effective role modelling, explicit teaching, and planned responses.

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

- [Positive Behaviour for Learning - NSW Department of Education](#)

(PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

- [Positive Living Skills](#) (examples selected from the department's [Student Wellbeing external programs \(nsw.gov.au\)](#) catalogue.

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

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

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

Partnership with parents and carers

Hinchinbrook Public School works in partnership with parents/carers in establishing and reviewing 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, including parent surveys, consulting with the P & C and local AECG.
- reviewing concerns raised through community complaint procedures to review school systems, data and practices.
- Hinchinbrook Public School will communicate these expectations to parents/carers through the 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

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

- To be safe
- To be respectful
- To be a learner

Safe	Respectful	Learners
Self Follow all safety protocols in classrooms, walkways, and during outdoor activities. Use equipment and materials appropriately and report any hazards.	Self Take responsibility for your own actions and learning. Dress appropriately and maintain personal hygiene.	Self Participate actively in class discussions and activities. Stay focused during lessons and minimise distractions. Complete work on time and seek help when needed. Set personal learning goals and strive to achieve them.
Others Speak kindly to others and refrain from physical contact, bullying or harassment. Support peers and seek help if someone is feeling unsafe or upset.	Others Listen when others are speaking and allow everyone to express their opinions. Use polite language and gestures and consider how others might feel.	Others Work cooperatively with classmates during group work and projects. Use a quiet voice when working with peers. Minimise disruptions and respect the learning of those around you.
Property Use technology responsibly and understand the importance of privacy and security online. Report inappropriate content or behaviour encountered online. Use material and equipment as intended.	Property Take care of school property, including books, equipment, and personal belongings. Clean up after yourself in all common areas and respect shared spaces.	Property Share resources and support peers in their learning journeys. Respect the learning environment.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	<p>Positive and Inclusive classroom Environment</p> <p>Evidence based classroom management strategies.</p> <p>School based Positive Relationships Program</p> <p>Microsoft Reflect</p> <p>Strategies for managing inappropriate behaviours</p> <p>The Zones of Regulation</p>	<p>Teachers establish a positive classroom learning environment and strong teacher/student relationships.</p> <p>Expectations, rules/agreements, incentives and consequences are clearly negotiated and explained to students.</p> <p>Consistent teacher expectations, routines, modelling and responses to behaviour including award system.</p> <p>Provision of positive feedback with an emphasis on understanding.</p> <p>Integration of positive behavioural programs e.g. Respectful Relationships, Microsoft Reflect and other positive behavioural support programs are taught to create a holistic approach to student development that not only focuses on academic achievement but also nurtures social and emotional growth, leading to a more positive and productive school environment.</p> <p>Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.</p> <p>Explicit teaching and modelling of specific skills including behaviour expectations and social skills. (PBL)</p> <p>Use of positive behaviour management strategies including rewards, redirection, proximity reinforcement, verbal, gestural, “brain breaks” and other pre-emptive controls to encourage positive behaviours and prevent escalation.</p> <p>PBL Gotcha challenge, fast and frequent awards and School cumulative award system distributed through the classroom.</p> <p>Mindfulness strategies to support wellbeing, attention, self-regulation and empathy. Zones of regulation focus on being ready to learn.</p> <p>Implementation of values programs including Student Ambassador Program, Student Representative Council, Buddy class program,</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>School resilience programs, Incursions, excursions and special events including Sports Carnivals, Harmony Week, ANZAC, Book Week, NAIDOC and many more to develop school connectedness and inclusivity.</p> <p>Community involvement- Parent Helpers, Assemblies, morning teas, P&C fundraising and events etc.</p> <p>School Website, Parent app and Facebook, Newsletters.</p> <p>Leadership team greet and farewell students daily at each gate.</p> <p>Transition programs are essential for supporting students as they move from one educational setting to another, e.g. liaising with previous teachers, preschool to primary school, primary to secondary school and external paraprofessionals. Implementing effective transition programs, creates a smoother and more supportive transition experience for students, ultimately reducing the risk of behavioural issues and fostering a positive school environment.</p> <p>Social skills and peer connections are developed through a focus on turn taking activities, board games, card games, picture talks.</p> <p>Self-awareness and self-management skills are supported through Microsoft reflect check in SEL program allowing students a place to share their feelings and provides teachers with data to track their student's status, progress and needs.</p> <p>High quality differentiated teaching addresses individual learning needs of all students.</p> <p>Where appropriate learning adjustments are documented in an Individual Student Support Plan and/or Personal Learning Pathways.</p> <p>A commitment to a preventative approach that focuses on building and maintaining positive relationships e.g. Buddy Classes, Bystander to Upstander, Student Voice Curriculum links, particularly in PDHPE including positive relationships, Life Skills Go teaching units, Life Education and wellbeing performances e.g. Meerkats Productions (K-4), and personal and social capabilities in all syllabi.</p> <p>Teachers are provided with professional learning to support their capacity in managing behaviour. Professional learning includes but is not limited to specific disabilities, Trauma Informed Practice, Understanding Behaviour, Connecting to Country,</p>	

Care Continuum	Strategy or Program	Details	Audience
	Anti-bullying	<p>VISI Training (Verbal Intervention Safety Intervention) and staff sharing their own personal knowledge and skills.</p> <p>Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted e.g. school assemblies, whole school events and the explicit teaching of respectful relationships.</p>	
Early intervention	<p>Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying</p> <p>Learning and Support</p> <p>Strategies to support student emotional regulation</p> <p>Wellbeing Pr SEL Programs</p> <p>Social-emotional learning lessons for K-2 (PDF 312.7KB).</p> <p>Conflict resolution lessons for Stage 3 (PDF 274.4KB).</p>	<p>Teachers are attentive and perceptive raising students of concern for discussion and collaborative planning at stage meetings. Identifying areas that require support early and implementing timely interventions.</p> <p>Explicit teaching and modelling of specific skills including behaviour expectations and social skills to reduce triggers and teach replacement behaviour for students identified as being at risk.</p> <p>Relevant referral programs that address identified needs are pursued and applied for through external services or facilitated by experienced Learning and Support Teachers (LaST).</p> <p>Small group intervention programs to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.</p> <p>Communication and consultation with parents, is an ongoing part of our consultation process.</p> <p>LaST have training in self-regulation strategies, PBL, behaviour management, (Got It Program) Peaceful Kids Program, PAX Good Behaviour Game (LST), SAFEminds program, Mental Health First Aid, Professional Learning e.g. OLT for specific disabilities.</p>	Grade/ Individual student K-2 Students, Families, staff

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual Intervention	Learning and Support team PBL Tier 2 Targeted systems of support List of evidence-based practices Educational supports for students with disability) Inclusive Practice hub Student Wellbeing Hub	<p>The LST works with teachers, students and families to support students who require personalised learning and support.</p> <p>Tier 2 – PBL data is reviewed and Targeted systems of support identified e.g. orange and red card reflection room strategies, playground buddies including SLSO support/supervision and Peer Buddies, or social programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development, negotiated playground programs.</p> <p>Student behaviour is matched to evidence based strategies and interventions using the evidence based practices resource matrix.</p> <p>Modified individual expectations, reasonable adjustments and goals - that are age appropriate.</p> <p>Teachers have access to lessons, resources and professional learning from practical online resources and evidence-based strategies to support and strengthen inclusive practice.</p> <p>Transition strategies – class to playground, lesson to lesson, grade to grade, school to school.</p> <p>School Counsellor may offer advice, assessments and/or intervention with individual students.</p> <p>Professional learning includes Tier 2 – Targeted systems of support eLearning, Zones of Regulation Professional Learning,</p> <p>Communication and consultation with parent/carer is ongoing and may take a variety of different forms suitable to the parent and teacher, such as communication book, email, phone, face to face meetings.</p>	
Individual intervention	Learning and Support team PBL Tier 3 Individual systems of support Individual behaviour	<p>Through referral to the LST staff collaborate to develop, implement, monitor and review: behaviour support, behaviour response and risk management plans.</p> <p>PBL – Tier 3 Individual/personalised interventions include behaviour support plans, Behaviour Response Plans, Risk assessments and consultation with DoE personnel.</p> <p>A wide range of support options are available to schools, staff and students to support targeted and individual support interventions. The Delivery Support may include Team Around a School comprises of</p>	

Care Continuum	Strategy or Program	Details	Audience
	support planning	non-school based roles such as the learning and wellbeing team, behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including assistant principal learning and support, senior psychologists education and itinerant teachers	
	The Delivery Support Team Around a School	A variety of support personnel can be accessed to support planning according to area of need. For example, Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator, Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family.	
	Be Brave Program	Communication and consultation with parent/carer using a variety of different forms of communication e.g. communication book, email, phone, interviews, Sentral, informal, face to face etc.	
		Check and Connect Program (check in)with focused personal goals delivered by AP/DP daily/weekly.	
		Areas requiring individual support range from, Attendance, EaLD, LaST, NCCD adjustments, students with referrals through the LST, Refugee student support, students with a disability or significant support needs, Behaviour Support Plans, Risk Management Plans, Suspension process, PlaSP's .	
	Attendance support	The Delivery Support team will work in conjunction with the Learning and Support Team to: -develop appropriate behaviour expectations and strategies with other staff members -monitor the impact of support for individual students through continuous data collection and observation e.g. Functional Behaviour Assessments -provide consistent strategies and adjustments outlined within an individual student support plan.	
		Professional Learning -Understanding behaviour support planning eLearning.	
		Positive Behaviour for Learning Tier 3 – Individual systems of support eLearning.	

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

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.

Hinchinbrook Public School 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 responses to serious 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 – behaviours that pose a risk to the safety or wellbeing of the student or other students is managed by school executive.

Recording information on Sentral

- [Student behaviour](#) - Wellbeing > Minor
- [Student behaviour](#) - Wellbeing > Major (to be entered by executive)
- [Parent or Interagency Meetings](#) - Meetings > Support Meetings > New Meeting
- [Welfare Notes](#) - Student Profile > Student Welfare > Additional comments
- [Supporting Documents](#) e.g. Behaviour Plan, Risk M'ment, Star Chart etc - Student Profile > Documents> Documentation >View Profiles

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices with teacher or repeated behaviour with reflection room teacher • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices with teacher or repeated behaviour with reflection room teacher • communication with parent/carer.

Hinchinbrook Public School staff model, ***explicitly teach***, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and a focus on Positive relationships 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 Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised 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.	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 stage supervisor or executive ASAP and before the end of the school day.

Students are acknowledged for meeting school-wide expectations and rules.		
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 Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Wellbeing – Negative Incident Sentral system 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 lessons and Positive Relationship program are taught and revised when needed).	4. Teacher records on Student's Sentral Profile (Student Welfare – Additional comments) 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. Repeated incidents to be recorded on Wellbeing – Negative Incident Sentral and stage AP to be notified for orange card follow up.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. 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 Behaviour / wellbeing ITD (information Technology Digital) system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted e.g. debriefing with those involved with violent behaviours.
- 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.

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

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral Behaviour
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	Assistant Principal	Documented in Sentral Behaviour
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral Behaviour

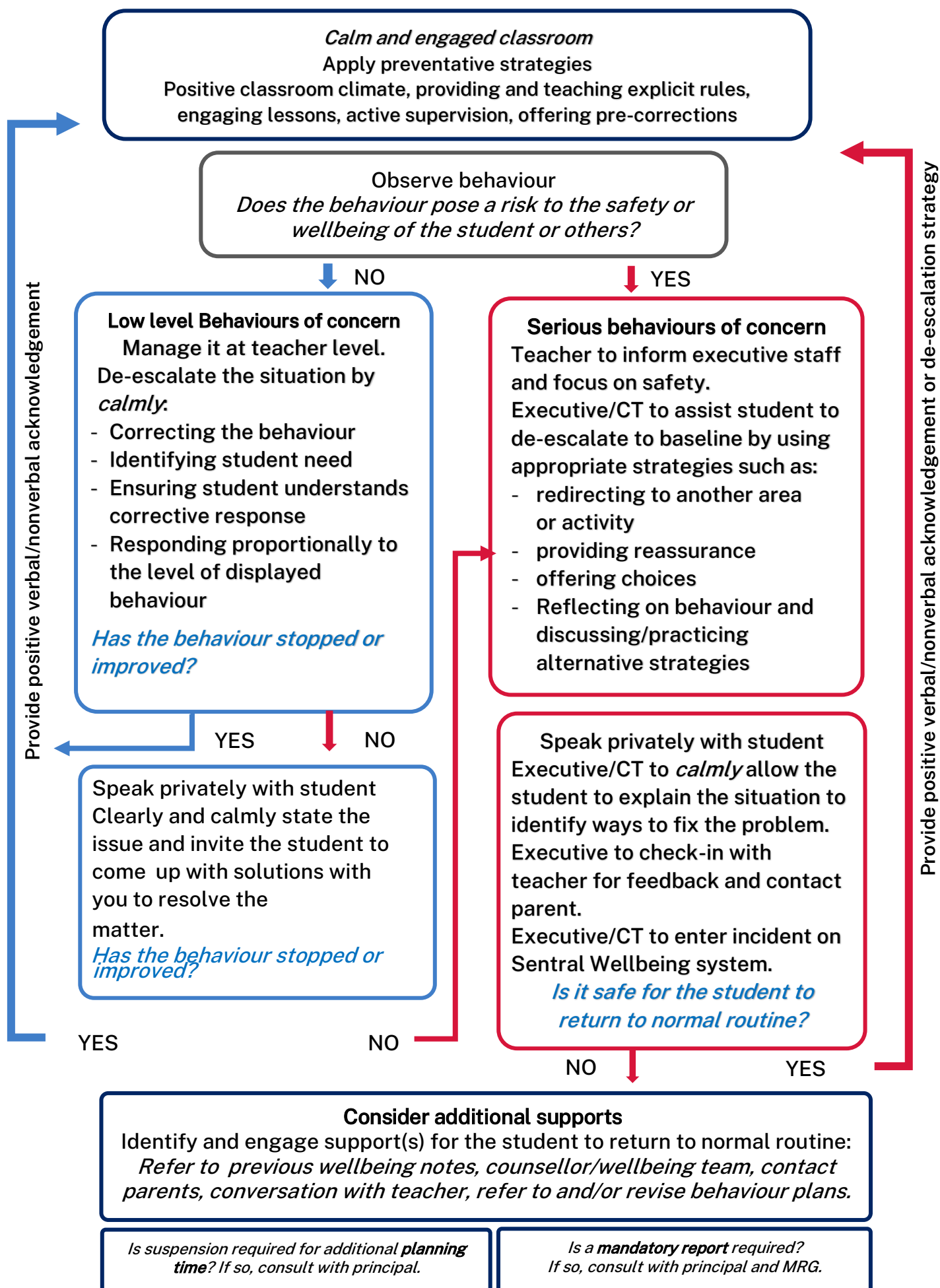
Time away, Detention and Reflection and restorative practices

Action	When, where and how long?	Who coordinates?	How are these recorded?
<p>Time away – Teacher Directed</p> <p>Teacher-directed time away is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Teacher-directed time away should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Teacher-directed time away should be paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress and personalised feedback to the student as they develop replacement behaviours.</p> <p>When directing a student to teacher-directed time away, make sure:</p> <ul style="list-style-type: none"> · to use a space within the classroom or nearby where the student can be supported · the student is monitored by the teacher · it is for the shortest possible time. 	As needed, in the classroom (or learning environment) for the shortest possible time	Classroom Teacher	Sentral - Student profile Welfare Additional Comments
<p>Time away – Self Directed</p> <p>Self-directed time away enables a from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Self-directed time away enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide</p>	As needed, in the classroom (or learning environment) for the shortest possible time	Classroom Teacher and Student	Sentral - Student profile Welfare Additional Comments

<p>opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time away.</p> <p>Self-directed time away occurs when the student:</p> <ul style="list-style-type: none"> • recognises a situation may increase stress to them or lead to an escalation in their behaviour • requests permission to use self-directed time away from the classroom • signals and leaves the classroom or educational activity without prompting or support • goes to a prearranged room or area • is monitored at all times while they are having self-directed time <p>chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan.</p>			
<p>Detention and Reflection Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.</p> <p><i>Reflective Practice:</i></p> <p>reflect on and learn from experience (Reflecting on Action) consider feedback</p> <p>remain open to alternative perspectives (Reflecting for Action)</p> <p>assume responsibility for their own learning.</p> <p>Understanding and applying Zones of Regulation.</p> <p>Morning Check in with AP upon arrival</p> <p>Breaks 1 and 2 – Safe focus, respectful focus, Zones of Regulation, Strategies, Goal setting.</p> <p>one adult and the student is not left alone at any time.</p> <p><i>Reflective Practice:</i></p> <p>reflect on and learn from experience (Reflecting on Action) consider</p>	<p>Reflection in the Library:</p> <p>Minor- 1 break</p> <p>Major (Orange) - 5 days during break time</p> <p>Major (Red) - 5 Days, meeting with DP</p> <p>beginning and end during break time</p>	<p>DP, AP, PBL Team</p>	<p>Sentral Wellbeing - Minor Major</p>

<p>feedback remain open to alternative perspectives (Reflecting for Action) assume responsibility for their own learning. Understanding and applying Zones of Regulation. Morning Check in with AP upon arrival Breaks 1 and 2 – Safe focus, respectful focus, Zones of Regulation, Strategies, Goal setting.</p>			
<p>Restorative Restorative Practice is a positive approach that works with students to develop</p> <ul style="list-style-type: none"> - Self awareness - Self management - Social awareness - Relationship skills - Responsible decision making <p>A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create respect, inclusion, cooperation, accountability and responsibility.</p> <p>Restorative Practices:</p> <ul style="list-style-type: none"> • positive classroom management strategies • logical consequences • collaborative problem-solving • trained Yr 6 helpers for the playground • structured one-on-one conversations • mediation • conferencing <p>Restorative Practice is inclusive and concerned with maintaining and building connectedness between students, parents and teachers.</p>	Ongoing, as needed	Whole School	Sentral Welfare or Wellbeing

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart.

AP/Bullying Contact to follow up incidents of Bullying.

