

Thirlmere Public School's Behaviour Response Management Plan

Policy Statement: The Thirlmere Public School behaviour management system aims at providing a whole school approach to managing positive and inappropriate behaviours. Our vision is to provide quality education in a creative and caring environment where we encompass the values of being a safe, respectful learner. Our purpose is to provide students with the skills and attitudes to become lifelong learners that are able to function successfully in a dynamic and changing world.



RATIONALE

At Thirlmere we believe that our Behaviour Management Plan should highlight and celebrate the positive, be transparent with clear expectations that are balanced, effective and explicitly communicated.

The behaviour management plan will maintain fairness and consistency between rewards and consequences that is (the same) across the whole school. Through the concerted efforts of school staff, parents, students and community members the core values, processes and practices identified within the school's PBL plan will become embedded into the school culture. The actions outlined in this policy will reward students for appropriate conduct and help eliminate inappropriate behaviour by providing proactive methods to positively direct the child's behaviour.

IMPLEMENTATION

Our Behaviour Management Plan will be introduced at the start of each year during Learning Conversations. All new enrolments will receive a School Booklet on the Behaviour Management Plan, so they are aware of the rewards and responses of actions. Incidents must be recorded on School Bytes to allow data driven information to be used to track and effectively manage student behaviour.



BEHAVIOUR EXPECTATIONS

Thirlmere has three main values that summarise our code of behaviour. These are being a safe, respectful learner. Students are explicitly taught these behaviour expectations for Classroom Expectations inside and outside the classroom.

The NSW DOE [Behaviour Code](#) for Students. This document is also available in multiple languages here: [Behaviour code for students](#).

Click on the link to access [Thirlmere Public School's Anti - Bullying Plan](#)



Stay Safe, play safe



Respect yourself and show respect for others



Let yourself learn and do your best



Thirlmere Public School's Student Rights and Responsibilities

SAFE

Rights

You have the right to feel safe and secure at school

This means:

- ✓ teachers will supervise you in all areas including the classroom and playground
- ✓ teachers will enforce the school rules to keep you safe
- ✓ you will not be made to feel unsafe by other students and will be given strategies to deal with bullying or misbehaviour, if it occurs
- ✓ you will practise emergency procedures regularly

Responsibilities

You have the responsibility to make our school a safe and friendly place

This means you:

- ✓ follow school rules in all areas
- ✓ listen to teacher's instructions and directions
- ✓ report any misbehaviour or bullying to teachers
- ✓ use equipment and resources carefully
- ✓ follow safety instructions in case of emergency

RESPECTFUL

Rights

You have the right to feel respected at school

This means:

- ✓ students and teachers will treat you kindly and speak to you respectfully
- ✓ teachers and students will welcome your participation in activities
- ✓ you will not be judged and will be accepted regardless of your differences
- ✓ teachers will listen and hear my side of the story

Responsibilities

You have the responsibility to respect and accept students, staff and parents

This means you:

- ✓ are friendly and caring towards others and consider their feelings
- ✓ include others in activities and games
- ✓ be polite and use appropriate language
- ✓ accept the decision made by staff when all sides have been investigated
- ✓ act responsibly and sensibly when representing the school

LEARNER

Rights

You have the right to a quality education at school **This means:**

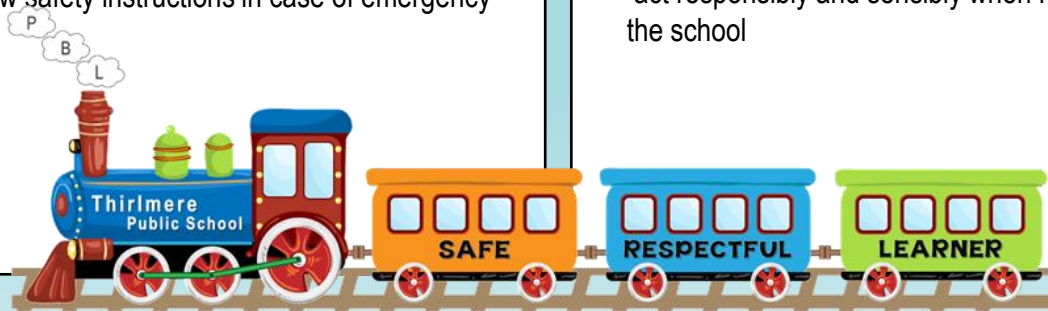
- ✓ our classroom will be organised with work provided to you at your level of learning
- ✓ your learning area will be settled and well structured so that you are able to concentrate
- ✓ teachers will listen to, and respect, your opinions
- ✓ the learning activities given to you will be stimulating, varied and achievable
- ✓ you will be accepted for your individual learning ability
- ✓ teachers will acknowledge you for doing the right thing and being a good school citizen

Responsibilities

You have the responsibility to work to the best of your ability

This means you:

- ✓ try your best to complete the work that is given to you
- ✓ allow others to work to the best of their ability without disruption
- ✓ listen carefully to instructions and information
- ✓ question politely and accept the decision made
- ✓ understand that all students learn at different rates
- ✓ are a role model to others and help them understand the rules of the school



Thirlmere Public School's Positive Behaviour for Learning Plan



The Positive Behaviour for Learning (PBL) approach empowers schools to foster positive learning environments by implementing evidence-based strategies and proactive, whole-school systems. PBL focuses on prevention, offering increasingly intensive interventions to address escalating problem behaviours. It provides a foundation of proactive programming for all students, delivered consistently by staff across all settings.

A school-based team defines clear expectations for student behaviour, and these standards are reinforced consistently by staff and administration. Positive behaviours are explicitly taught and publicly acknowledged, while inappropriate behaviours are met with clear consequences. Student behaviour is continuously monitored, with staff receiving regular feedback to ensure the effectiveness of the program. PBL is implemented at multiple levels—school-wide, in specific settings, in the classroom, and for individual students—ensuring that the behavioural support meets the diverse needs of all students.

SCHOOL MATRIX

The first step in promoting positive behaviour at Thirlmere Public School is clearly communicating our expectations to all students. These standards are detailed in the Thirlmere Public School Behaviour Matrix. We place a strong emphasis on directly teaching the behaviours we expect students to demonstrate. By clearly articulating these expectations, we employ a universal behaviour support strategy aimed at all students. This proactive approach not only helps prevent problem behaviours but also provides a structured framework for addressing any unacceptable actions.

PLAYGROUND A



- Stay in bounds
- Handballs only
- Seated before 8:25 bell
- Sit down to eat
- Walk on concrete
- Take turns and share
- Rubbish in bins
- Include others
- Sit respectfully at tables
- Follow instructions
- Use S.T.A.N.D
- Use T.H.I.N.K

EXPLICIT TEACHING

The Positive Behaviour for Learning (PBL) team meets three times each term to analyse student data from School Bytes and prepare targeted lesson focuses along with accompanying teaching slides.

These slides are then distributed to all classroom teachers to ensure explicit teaching of the focus area in every class. The focus areas are communicated to the community through fortnightly newsletters and reinforced with students, staff, and the wider community during the weekly Monday morning assembly.

Our Safe expectations

I can work safely and respectfully with my peers



But I can't be unsafe to my peers



REFLECTION

While in the Reflection Room, students are guided to thoughtfully consider their behaviour and the consequences that followed. They reflect on the specific school expectations they violated and are encouraged to develop a plan for positive change. Additionally, they are prompted to think about any restitution that may be necessary, such as offering an apology to a staff member.

PBL Plan – Reflection

Name _____ Date _____ Class _____

What school expectations have been broken? circle



How do you know that you have broken these expectations?

- ☐ Did you stop others from learning? Yes or No
- ☐ Did you stop your teacher from teaching? Yes or No
- ☐ Were you being safe? Yes or No

Plan of Action

- ☐ Write an apology letter? Yes or No
- ☐ Do you need to make up missed work? Yes or No
- ☐ Do you need to repair or restore an area or object? Yes or No

My Goals

Teacher Section	Monitoring card
☐ Conference with student	☐ Monitoring card
☐ Is the student a leader	☐ Alternative attendance plan
☐ Teacher completion of work during break	☐ Behaviour Management Plan
☐ Loss of privilege (exclusion from further activities, school representation, social activities, rewards events, camps)	☐ Parent meeting
☐ Follow-up and school leaders are required to monitor in baggies	☐ Student of suspension
☐ Reflection sheet	☐ Suspension
☐ TTS selection (1-3 sessions off playground may be given)	☐ Return from suspension goal and monitoring card
☐ Individual Education Plan	☐ Referral to ABCO (click link to see report)
	☐ LIT referral

Thirlmere Public School's Classroom Matrix



SAFE

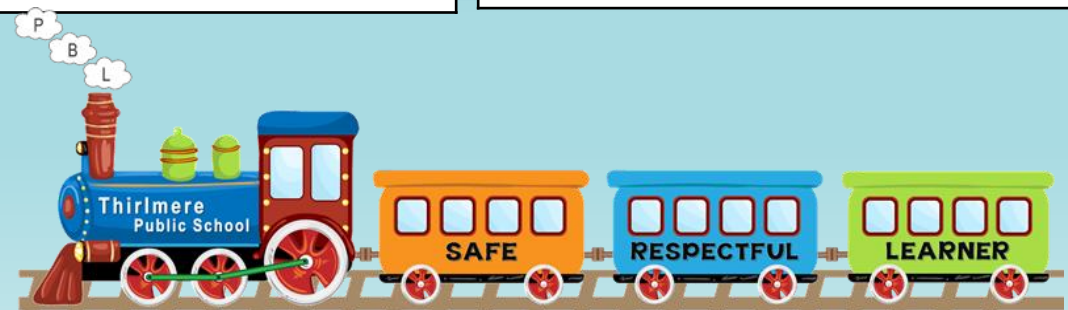
- I can work safely and respectfully with my peers
- I can move around the classroom in a safe manner
- I can use school property safely and for its intended use
- I can respect my peers be interacting safely with them
- I can use a safe volume when I speak in the classroom
- I can recognise the right that everyone deserves the right to feel safe and happy at school

RESPECTFUL

- I can listen to and follow teachers' instructions
- I can accept that every student is different in my class
- I can respect other people's personal space
- I can respect school property and the property of others
- I can communicate effectively (tone of voice, helpful, polite, manners, gestures)

LEARNER

- I can listen to others
- I can follow instructions
- I can ignore the distractions around me
- I can communicate with others in a thoughtful and constructive way
- I can have a go even if it is challenging
- I can take risks in my learning to grow
- I can organise my equipment to get started straight away
- I can learn from my mistakes
- I can ask for support



Thirlmere Public School's Expectations

	SAFE	RESPECTFUL	LEARNER
Yarning Circle	- Walk only - Stay within the walkways - Enter and exit using the paths	- Show respect for First Nations culture - Care for plants and creatures and others using this space	- Be a learner in this garden - Use S.T.A.N.D - Use T.H.I.N.K
Fairy Garden	- Walk only - Look after the space - Use safe hands and feet	- Follow instructions - Share the space - Speak kindly - Use equipment respectfully	
Eating Time	- Sit down to eat - Remain at your classroom eating spot until the play bell	- Rubbish in bins - Wait for teacher to dismiss you - Belongings away	- Follow teachers' instructions - Use S.T.A.N.D - Use T.H.I.N.K
Canteen	- Visit after eating time - Line up on the dots	- Use manners - Wait your turn - Quiet voices	- Order lunches on Munch Monitor - Return baskets after eating time
Toilets	- Flush the toilet - Wash your hands - Walk safely into and out of the toilets	- Leave food outside - Use equipment with care - Allow privacy	- Use at break times - Straight in - straight out
Assembly/Hall	- Line up sensibly - Sit in allocated area - Only enter with teacher permission - Walk safely up and down the stage stairs	- Look and listen - Use manners - Enter and exit quietly - Clap respectfully - Sing respectfully	- Participate with pride - Hands up to speak - Demonstrate self-control
Bus Lines	- Sit safely in your bus line - Walk safely onto the bus - Sit safely on the bus	- Use manners - Wait patiently - Follow instructions - Respect the bus driver	- Be on time - Be prepared - Use S.T.A.N.D - Use T.H.I.N.K
Office	- Enter with care - Have teacher permission	- Use manners - Wait patiently	- Know your message - Return to class promptly

Thirlmere Public School's PBL Behaviour Reward Plan

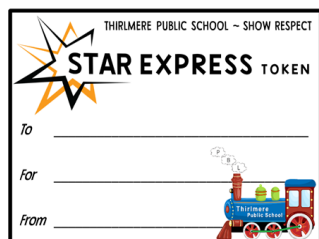
I show the value of being...



PBL tokens do not feed into the trade up system of awards. They can be given at any time including in the classroom, playground and at assembly. Students are responsible for writing their name and class on the token and placing it into the communal collection point. Two tokens are drawn each Monday morning at assembly for a canteen / Zooper Dooper voucher.

Caught You do feed into the trade up system of awards. Throughout the week students are recognised by teachers for outstanding behaviour. These students are recognised at Monday morning assemblies where they receive a Star Express as well as a canteen / Zooper Dooper voucher.

STAR EXPRESS



4 x Star Express = 1 Merit Award



MERIT AWARD



4 x Merits = 1 Principal Award



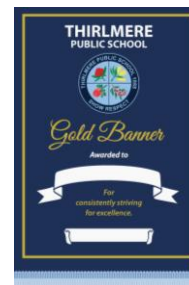
PRINCIPAL AWARD



4 x Principal Awards = 1 Banner



BANNER



2 x Banners = 1 Gold Medal



GOLD MEDAL



Assemblies

Monday Morning Assembly is held every Monday morning under the Playground A Cola. This assembly is addressed by the Principal where the presentation of all Principal Awards are presented. An invitation will be sent home.

Award Assemblies are held in the school hall twice a term and operate in K-2 and 3-6 groupings. Award recipients are published in the newsletter prior to the assembly.

Gold Award Assemblies are held in the hall for Years 2 – 6 at the end of Semester 1 and 2. An invitation will be sent home inviting you to the assembly.

Principal Reward Day will be at the end of each year and this will include all students that have been rewarded with a banner or gold medal throughout the year.

Thirlmere Public School's PBL Behaviour Response Consistency Flowchart



STEPS:

1. **OBSERVE** student behaviour.
2. **LISTEN/GATHER** information: Do you have all of the information necessary to monitor and manage? Listen to witnesses and if necessary, get statements from staff, students and the child/children involved.
3. **DECIDE** if the predominant behaviour is Minor, Moderate or Major.
4. **TAKE ACTION** - Manage and monitor consequences

MINOR BEHAVIOURS LEVEL 1

(Teacher Managed)

- **Non-compliance** (not following school/game rules/expectations)
- **Disrespecting others** (taking hats; leaving others' out; rude, answer-ing back)
- **Disrupting learning of others** (calling out; interrupting; chatting)
- **Off task** (poor task/work completion)
- **Inappropriate verbal language** (answering back; name calling; undirected swearing)
- **Physical contact** (non-serious but inappropriate; not resulting in injury; annoying touch)
- **Harassment** (sticking rude finger up, undirected)
- **Property/equipment misuse** (using any personal or school property in an inappropriate manner, or for a purpose, which it is not intended, including ICT)
- **Out of bounds** (late to class; wrong place at wrong time)
- **Bullying/racism** (repeated and/or intentional verbal or physical)

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; when using social media, mobile devices and/or other technology involving another student or staff member.

MODERATE BEHAVIOURS LEVEL 2

(AP/Teacher Managed)

- **Continued and persistent MINOR behaviours.**
- **Defiance** (refusal to follow instructions)
- **Disrespecting others** (name calling; disrespectful comments; muttering under breath; back chat; lying)
- **Disrupting learning of others** (sustained loud talk; yelling or screaming; noise with materials; sustained out of seat behaviour)
- **Off task** (incomplete work; work avoidance for whole lesson; throwing objects in anger; destroying own or others' work)
- **Inappropriate verbal language** (directed swearing; stirring others to get a reaction; teasing/taunting)
- **Physical contact** (grabbing clothing; not keeping hands and feet to self; rough play; aggression: initiating a fight)
- **Harassment/rude gestures** [of a sexual nature; deliberate intimidation (pretending to punch, kick, knee, strike, trip, spit on, slap, or step on someone)]
- **Bullying/racism** (repeated and/or intentional verbal or physical)
- **Reckless property/equipment misuse** (breaking personal, school or others' property or using equipment in a way that endangers others)
- **Out of bounds** (leaving the classroom/location without permission; repeatedly late to lines.

MAJOR BEHAVIOURS LEVEL 3

(AP/Principal Managed)

- **Continued and persistent MODERATE behaviours.**
- **Non-compliance/Defiance** (refusal to follow school rules/expectations and/or instructions of AP and/or P)
- **Disrespecting others** (racism; discrimination; disrespecting staff; bullying targeted and repeated disrespectful comments or name calling at any level, including social media; excessive yelling or screaming; lying to staff and/or community)
- **Disrupting learning of others** (arguing with staff; excessive yelling or screaming)
- **Off task** [ongoing incomplete work; throwing objects with intent to endanger others; inciting violence; harassment and intimidation (verbal or physical)]
- **Inappropriate verbal language** (directed offensive language; purposely triggering a student meltdown; verbally threatening harm to staff, community and /or students)
- **Physical contact** (physically threatening harm to staff, students and/or community; intentionally causing physical harm; physical aggression; fighting)
- **Harassment/rude gestures** (inappropriate exposure of body parts; generalised sexual behaviour/gestures towards staff, students and/or community; deliberate intimidation intentionally causing harm)
- **Bullying/racism** (repeated and targeted verbal or physical)
- **Intentional property/equipment misuse or destruction** (vandalism; using equipment as a weapon, including rocks)
- **Out of bounds** (leaving the school/location/venue/site without permission; truancy)
- **Criminal behaviour** [theft; forgery; animal cruelty; weapon/s; drugs (possessing, taking or supplying); violence; inappropriate exposure of body parts; ICT misconduct]

Reporting, recording and responding to serious 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](#)

If parents/carers have a questions, issue or complaint regarding a decision made by the school they can contact the school to meet with the principal.

If your concern it is not addressed you can also use the department's online [complaint form](#).

RESPONSE

(Implemented by Class Teachers)

Level 1 - Record in School Bytes and monitor (student to remain on L1 for 5 days)

Possible response can be, but are not limited to:

- ☐ Using classroom management system/school system
- ☐ Temporary removal from activity
- ☐ Alter activity
- ☐ Conference with student
- ☐ Missing out on play with teacher
- ☐ Walking with the teacher
- ☐ Loss of privilege/s
- ☐ Reflection sheet in class
- ☐ Completion of work during break
- ☐ Referral to [ARCO](#) (click link to see steps)

MINOR INCIDENTS NEED TO BE ENTERED ONTO School Bytes.

Repeat behaviours (dot point 1 of moderate behaviours) and children who have had 3 chances (see below) to alter behaviours should be entered as an incident onto School Bytes by teachers.

Teachers are encouraged to follow this process within their room:

1. Reminder of the rule/s expectations.
2. Warning of consequences if behaviour persists.
3. Reflection in room (**When a child reaches this step, he/she has had several chances to correct behaviour, it SHOULD be entered as a School Bytes incident.**)
4. Time out in neighbouring class.
5. If behaviour continues after time out in neighbouring class call for an AP and possible move to L2.

Throughout the process of maintaining and monitoring minor student behaviour, staff are expected to:

- Teacher to collect, track and review data (School Bytes) to monitor students in his or her class/care (eg No. of time outs over a period of time).
- Teacher to implement strategies to support students.
- Teacher to communicate with family members to avoid surprises.
- Teacher to advise AP after implementing multiple interventions/ supports for students in his or her care/class.

RESPONSE

(Implemented by AP/Class Teacher)

Level 2 = Reflection (student to remain on L2 for 5 days)

Possible response can be, but are not limited to:

- ☐ Record incident in School Bytes/Parent contact
- ☐ Using classroom management system/school system
- ☐ Temporary removal from activity/alter activity
- ☐ Conference with student
- ☐ Missing out on play with teacher/Completion of work during break
- ☐ Walking with the teacher
- ☐ Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges
- ☐ Reflection sheet in class
- ☐ Alternate playground roster
- ☐ Mentoring card
- ☐ Alternative attendance plan
- ☐ Behaviour Management Plan
- ☐ LST referral
- ☐ Referral to [ARCO](#) (click link to see steps)

ONE OFF AND REPEAT BEHAVIOURS OF MODERATE INCIDENTS MUST BE ENTERED ONTO School Bytes by CT/AP or Exec.

CT's & APs are encouraged to follow this process when conferencing with children.

1. Listen to the child/ren account of events (take notes or gain written statements if necessary).
2. Discuss incident/s with teacher to decide possible consequences. (Allowing for background information from CRT to be shared and decisions made with best interest of child and family at the forefront).
3. Use the matrix to ensure behaviour is considered 'Moderate' and select appropriate consequence.
4. Inform student of the decision and consequences.
5. Reminder of the rule/s expectations.
6. Warning of further consequences if behaviour persist.
7. Contact parent via phone call.
8. Enter incident on School Bytes as 'follow up actions.

Throughout the process of maintaining and monitoring moderate student behaviour, APs are expected to:

- AP to collect, track and review data (School Bytes) to monitor students in his or her class/care (eg No. of time outs/incidents over a period of time)
- AP to add to implemented strategies to support staff and students
- AP to further communicate with family
- AP to advise AP/LST committee after implementing multiple interventions/ supports for students in his or her care to gain further support if behaviours persist.

RESPONSE

(Implemented by AP/Principal)

Level 3 = Caution/suspension

Possible response can be, but are not limited to:

- ☐ Using classroom management system/school system
- ☐ Temporary removal from activity/Alter activity
- ☐ Conference with student
- ☐ Missing out on play with teacher/Completion of work during break
- ☐ Walking with the teacher
- ☐ Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges
- ☐ Reflection sheet in class
- ☐ TPS Reflection (1-3 sessions off playground may be given)
- ☐ Alternate playground roster
- ☐ Record incident in School Bytes/Parent contact
- ☐ Mentoring card
- ☐ Alternative attendance plan
- ☐ Behaviour Management Plan
- ☐ Return from suspension goal and monitoring card
- ☐ Referral to [ARCO](#) (click link to see steps)

ALL MAJOR INCIDENTS MUST BE ENTERED ONTO School Bytes by Assistant Principal or Principal

APs are encouraged to follow this process when conferencing with children.

1. Listen to the child/ren account of events (take notes or gain written statements if necessary)
2. Discuss incident/s with AP to decide possible consequences. (Allowing for background information from AP to be shared and decisions made with best interest of child, family and CRT at the forefront)
3. Use the matrix to ensure behaviour is considered 'Major' and select appropriate consequence.
4. Inform AP, CRT and student of the decision and consequences.
5. Reminder of the rule/s expectations.
6. Warning of consequences if behaviour persists.
7. Contact parents via phone call..
8. Enter incident /add to teacher entry on School Bytes as 'follow up actions.

Throughout the process of maintaining and monitoring moderate student behaviour, APs are expected to:

- AP to collect, track and review data (School Bytes) to monitor students in his/her class/care (No. of moderate incidents over a period of time)
- AP to implement strategies to support AP, staff and students
- AP to further communicate with family
- AP to advise AP/LST/PBL/counsellor/external agencies after implementing multiple interventions/ supports for students in his or her care to gain further support if behaviours persist.

PBL Student's Behaviour and Response Plan

This sheet is to be used by students to see the consequences for their behaviours and the associated timeframes for monitoring cards.

Levels	Behaviours	Response
Minor Teacher managed (Level 1)	- I did not follow school/game rules/expectations (Non-compliance) - I took a hat/s; left others' out; was rude (Disrespecting others) - I was calling out; interrupting; chatting (Disrupting learning of others) - I didn't finish my work; (Off Task) - I was answering back; name calling; swearing, but not at someone (Inappropriate verbal language) - I touched someone, not resulting in injury; I was annoying others through touch (Physical contact) - I was sticking my rude finger up, but not at someone (Harassment/Rude gestures) - I was using property in a way which it was not intended, including ICT (Property/equipment misuse) - I was late to class; I was in the wrong place at the wrong time (Out of bounds) - I was littering (Criminal behaviour)	☐ Using classroom management system/school system ☐ Moving on behaviour chart ☐ Temporary removal from activity ☐ Alter activity ☐ Conference with student ☐ Missing out on play with teacher ☐ Walking with the teacher ☐ Loss of privilege/s ☐ Reflection sheet in class ☐ Completion of work during break
Moderate Teacher/AP managed (Level 2)	- I have continually displayed poor behaviours like those in the yellow, below. (Persistent minor behaviours) - I refused to follow instructions of a teacher and/or an Assistant Principal. (Defiance) - I called someone a name; made disrespectful comments; muttered under my breath; back chatted; lied. (Disrespecting others) - I continually talked loudly; I yelled or screamed; I made noise with materials; I was constantly out of my seat/away from my workspace. (Disrupting learning of others) - I didn't finish work; I avoided my work for the whole lesson; I threw objects in anger; I destroyed my own or others' work. (Off Task) - I swore at someone; I stirred others to get a reaction; I teased/taunted. (Inappropriate verbal language) - I grabbed clothing; I didn't keep my hands and feet to myself; I was playing roughly; I was aggressive towards someone; I initiated a fight (Physical contact) - I made gestures of a sexual nature; I deliberately intimidated someone by pretending to punch, kick, knee, strike, trip, spit on, slap, or step on someone. (Harassment/Rude gestures) - I was breaking personal, school or others' property or used equipment in a way that endangered others (Reckless property/equipment misuse) - I left the classroom/location without permission; I have been repeatedly late to lines (Out of bounds) - I stole something; I used technology inappropriately, including forms of social media (Criminal behaviour)	☐ Using classroom management system/school system ☐ Moving on behaviour chart ☐ Temporary removal from activity/Alter activity ☐ Conference with student ☐ Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges ☐ Reflection sheet in class ☐ TPS Reflection (1-3 sessions may be given) ☐ Alternate playground roster ☐ Record incident in School Bytes/Parent contact ☐ Mentoring card ☐ Alternative attendance plan ☐ Behaviour Management Plan ☐ LST referral ☐ Missing out on play with teacher/Completion of work during break ☐ Walking with the teacher
Major AP/Principal Managed (Level 3)	- I have continually displayed poor behaviours like those below. (Persistent Moderate behaviours) - I refused to follow school rules/expectations and/or instructions of an AP and/or a P. (Non-compliance /Defiance) - I was: racist; discriminatory; disrespectful to staff; bullying-targetted and repeated disrespectful comments or name calling at any level, including social media; I threw a tantrum; I was excessive yelling or screaming; I lied to staff and/or community. (Disrespecting others) - I was arguing with staff; I was yelling or screaming excessively. (Disrupting learning of others) - I continue to have incomplete work; I threw objects with the intent to endanger others; I incited violence; I harassed and intimidated others verbally or physical. (Off Task) - I directed offensive language at someone; I purposely triggered a student meltdown; I verbally threatened harm to staff, community and/or students. (Inappropriate verbal language) - I physically threatened harm to staff, students and/or community; intentionally causing physical harm; physical aggression; fighting. (Physical contact) - I exposed my private body part/s; I displayed generalised sexual behaviour/gestures towards staff, students and/or community; I deliberately intimidated to intentionally cause harm. (Harassment/Rude gestures) - I vandalised; I used equipment as a weapon (Intentional property/equipment misuse or destruction) - I left the school/location/venue/site without permission; I didn't attend school (truancy). (Out of bounds) - I stole something; I forged something; I was cruel to animals; I used or had a weapon/s; I had drugs (possessing, taking or supplying); I was involved in violence; I inappropriately exposed my body part/s; I used technology including social media inappropriately. (Criminal behaviour)	☐ Using classroom management system/school system ☐ Moving on behaviour chart ☐ Temporary removal from activity/Alter activity ☐ Conference with student ☐ Walking with the teacher ☐ Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges ☐ Reflection sheet in class ☐ TPS Reflection (1-3 sessions may be given) ☐ Alternate playground roster ☐ Record incident in School Bytes/Parent contact ☐ Mentoring card ☐ Alternative attendance plan ☐ Behaviour Management Plan ☐ Caution of suspension ☐ Suspension ☐ Missing out on play with teacher/Completion of work during break

Bullying Response Flowchart

Bullying is defined as repeated, intentional aggressive behaviour by an individual or group that causes harm, distress, or fear to another person. It can take various forms, including physical, verbal, social, or cyberbullying, and typically involves an imbalance of power between the bully and the victim. Bullying can negatively affect a person's well-being, sense of safety, and ability to participate fully in school or community activities.

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. handwritten 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
- 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