

NSW Department of Education



## Wallsend Public School Behaviour Support and Management Plan

### Overview

Wallsend Public School is proudly situated on Awabakal Country. The school believes, 'Successful learners show respect, take responsibility and make safe choices.' The school calls this 'The Wallsend Way'.

Staff at Wallsend Public School are committed to providing quality teaching and learning opportunities. The schools' programs support the diverse learning needs of their students and strengthens their learning outcomes. Their aim is to ensure a high-quality learning environment that nurtures every single student, every single day.

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

- [Positive Behaviour for Learning \(PBL\)](#)

Positive Behaviour for Learning is a school based expectation system that promotes a consistent approach to teaching, learning and wellbeing from Kindergarten to Year Six. PBL promotes positive character development and recognises student achievement in all areas.

- [PAX Good Behaviour Game](#)

At Wallsend Public School we have implemented PAX GBG (Good Behaviour Game). PAX means peace, productivity, health and happiness, and it helps create a 'peaceful' classroom environment. The 10 evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children.

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

Wallsend 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.

## Partnership with parents and carers

Wallsend Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:





- Consulting at parent information evenings
- Ongoing consultation with P&C and AECG
- An annual school survey

Wallsend Public School will communicate these expectations to parents/carers by;

- Providing ongoing information in the weekly school newsletter and school website
- Providing ongoing information on the Wallsend Public School Facebook page.
- Parent information evenings
- P&C and AECG meetings
- Individual parent/carer meetings on request

## School-wide expectations and rules

### School PBL core values

 <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>We let the teacher teach</li> <li>We let others learn</li> <li>We complete our work</li> <li>We celebrate our successes</li> </ul>	 <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>We listen to others</li> <li>We use friendly words and friendly voices</li> <li>We play fairly</li> <li>We value each other</li> </ul>
 <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>We are organised and prepared</li> <li>We do our best</li> <li>We follow instructions</li> <li>We care for our environment</li> </ul>	 <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>We wear school uniform</li> <li>We move safely</li> <li>We have safe hands and feet</li> <li>We stay in the right area</li> </ul>

## PAX Good Behaviour Game Whole School System

PAX is designed around 10 evidence-based and trauma informed strategies that build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. All classes develop their own expectations that match the PBL core values above. The students discuss what they would like to see “more” and “less” of in their ideal classroom. These form the expectations that teachers reinforce every day.

### CORE COMPETENCIES



REV 10.01.20 JC

**PAX Leader:** Sets the standard of high expectations in our students - to promote quality learners and good behaviours. Teachers reinforce the language that is created in the class PAX Vision, “ I can see that Jimmy is being a pax leader.” This strategy encourages positive role models whilst mentioning the desired behaviours.

**PAX Ok/Not Ok:** OK/Not OK can be a helpful non-verbal cue for both teachers and students to use for whole group activities. Students can give thumbs up to signal understanding and readiness to continue or thumbs down to request further explanation or more time. Teachers can use thumbs up to commend PAX behaviour and whole group engagement or to check for understanding.

**Beat the Timer:** Beat the Timer can be an effective tool to help scaffold more difficult tasks and to help maintain focus. Using the timer to complete tasks, especially the more challenging tasks, will help increase the efficiency of the time spent on-task in the classroom. Tell the students you will set the timer for 3 minutes to complete the activity. Then stop the task once the timer rings. This focuses the time and task for the student in a manageable way. Teachers will be able to increase that time and serve the purpose of building the students’ stamina and focus.

**PAX Quiet:** PAX Quiet is used to gain student attention. Teachers blow the harmonica and students are to raise their PAX fingers and listen to the teacher. Teachers thank students for their quick response and cooperation.

**PAX Hands and Feet:** Posters are used to remind students to keep their hands and feet to themselves. Wallsend Public School also uses the saying, ‘Safe Hands, Safe Feet.’

**PAX Voices:** Teachers use the visual cues – hand signals, as well as saying the noise level to remind students about what sort of voice to use in the classroom. See chart →



**PAX Vision:** Pax Vision is created by students and teachers in order to develop a common picture of what they would like to see more of, hear more of, do more of, and feel more of on the most wonderful school day. In addition, they look at what they would see, hear, do, and feel less of on that most wonderful day. The vision provides everyone with a shared understanding of what we want each day at school to look like.



**Granny’s Wacky Prizes:** Granny’s Wacky Prizes are awards to the whole class or to teams as part of the Good Behaviour Game for exhibiting the prosocial behaviours they have learned as part of the PAX Vision and other kernels and cues. Celebrate and reinforce self-regulation (PAX) or avoidance of problematic behaviours (Spleems).

**Tootles:** PAX Tootle Notes reinforce positive and helpful behaviour as reflected in the PAX Vision. Tootle is a made up word that means the opposite of tattler and help to remove the fear or anxiety a student might have receiving a “note from their teacher.”

**PAX Stix:** PAX Stix are craft sticks with children’s names on them. The teacher randomly pulls out a stick and asks the child whose name appears on the stick to answer a question or to do a task. The goal is to increase participation and attention, decrease disruption. This strategy allows for an increase in perceived fairness.

## Behaviour Management Plate System

All classrooms use the plate system to establish and maintain safe, respectful learning environments for all students. All students begin the day on the green plate being ready to learn. Verbal warnings are given, and then students move down the system if they do not make good choices.



## Plates

We will use a series of coloured plates and every student has a numbered peg.



1. Students begin each day on 'ready to learn'
2. Students who demonstrate the Wallsend Public School PBL values of Learning, Respect, Responsibility and Safety remain on 'ready to learn'.

## VERBAL WARNING GIVEN



1. After a verbal warning, if a student continues to engage in negative behaviours, their peg is then moved to 'yellow plate'.
2. A clear explanation of expected behaviour is to be given using the PBL consistent language.
3. If the verbal warning is heeded, then the peg may be moved back to the 'green plate' to acknowledge their positive choice.



1. If the behaviours persist, their peg is then moved to 'orange plate'.
2. A clear explanation of expected behaviour is to be given using the PBL consistent language. When behaviour choices improve their peg may be moved back.



1. If the behaviours persist, their peg is then moved to 'Red Plate' and the student is sent to buddy class for a time out.
2. A clear explanation of expected behaviour is to be given using the PBL consistent language.
3. Teacher is to call the buddy class teacher and send the 'PBL Buddy Class' note with explanation of behaviours.
4. A Major Negative incident is to be recorded on Sentral and a parent phone call or notification is made by the classroom teacher.

For more serious issues, students are sent directly to the stage executive or Principal. These incidents are dealt with in accordance with NSW DoE Student Student Behaviour Policy.

Class Teachers will contact parents regarding any concerns.

## School Reward Systems

**Class dojos:** Students are acknowledged for their efforts to contribute to a positive and engaging learning environment by receiving Class dojos. They can earn dojos in the classroom, assembly, library and on the playground. Once reaching twenty-five dojo points, students trade them in for a reward from the win bin or canteen, or they can put them in the barrel draw for a weekly canteen voucher and end of term prizes. At 25 Dojos students will also receive a sticker for their sticker chart. When students have earned 10 stickers, the student is invited to The Principals Event, held in the last week of every term. The process of earning 250 Dojos continues year to year and the tallies are handed over to the following year's teacher.

**Assembly Awards:** Every week class teachers present awards linked to our school expectations: learning, respect, responsibility and safety.

The Wallsend Way: Successful learners show respect, take responsibility and make safe choices.

Awarded to \_\_\_\_\_




### LEARNING

Teacher : \_\_\_\_\_ Date: \_\_\_\_\_

The Wallsend Way: Successful learners show respect, take responsibility and make safe choices.

Awarded to \_\_\_\_\_




### RESPONSIBILITY

- We are organised and prepared
- We do our best
- We follow instructions
- We care for our environment

Teacher : \_\_\_\_\_ Date: \_\_\_\_\_

The Wallsend Way: Successful learners show respect, take responsibility and make safe choices.

Awarded to \_\_\_\_\_




### SAFETY

- We wear school uniform
- We move safely
- We have safe hands and feet
- We stay in the right area

Teacher : \_\_\_\_\_ Date: \_\_\_\_\_

The Wallsend Way: Successful learners show respect, take responsibility and make safe choices.

Awarded to \_\_\_\_\_




### RESPECT

- We listen to others
- We use friendly words and friendly voices
- We play fairly
- We value each other

Teacher : \_\_\_\_\_ Date: \_\_\_\_\_

## 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

At Wallsend Public School, staff and students are provided with clear and concise expectations to provide safe and respectful learning environments that provide opportunities for students to thrive and experience success in learning. Our school has a whole-school prevention-focused approach to address the full spectrum of student needs including prevention, early intervention, targeted intervention and individual intervention.



Care Continuum	Strategy or Program	Details	Audience
Prevention	School wide positive behaviour expectations and procedures	<ul style="list-style-type: none"> <li>• Strong teacher/student relationships</li> <li>• Explicit teaching and modelling of behaviour expectations and social skills</li> <li>• Communication with parents around school expectations</li> <li>• School wide positive reward systems</li> </ul>	Whole School
	Class Expectations	<ul style="list-style-type: none"> <li>• Class based PAX expectations created collaboratively by the students and teacher – displayed in classroom</li> </ul>	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Explicitly teaching social and emotional programs	<ul style="list-style-type: none"> <li>• PDHPE lessons focusing on positive relationships</li> <li>• School chaplain groups</li> <li>• Bucket fillers in every classroom</li> </ul>	Whole School
	Attendance Intervention and Strategies	<ul style="list-style-type: none"> <li>• Weekly attendance meetings with AP and CLO</li> <li>• Regularly promote the importance of regular attendance at school</li> <li>• Callaghan attendance sprints with specific focus areas</li> </ul>	Whole School
	Leadership opportunities	<ul style="list-style-type: none"> <li>• Leadership opportunities for Year 5 and 6 students – School leaders, House captains, SRC, Junior AECG, Library monitors, Big Bro/Little Bro, Big Sis/Little Sis</li> </ul>	Stage 3 students
	Girls and Boys Cultural Groups	<ul style="list-style-type: none"> <li>• Mr Liam coordinates the Boys Cultural Group every Tuesday. Jill and Jatika coordinate the Girls Cultural Group every Wednesday.</li> </ul>	Yrs 3- 6 Aboriginal students
	Junior AECG	<ul style="list-style-type: none"> <li>• AP, Cultural groups co-ordinators and local AECG representative facilitating meetings to give our students a voice. Leaders are elected to represent the school at twice a term meetings to discuss cultural goals for the school.</li> </ul>	Yrs 3- 6 Aboriginal students
	Integrated curriculum aimed at Connection to country and community for all students	<ul style="list-style-type: none"> <li>• Embedded into collaboratively planned programs</li> <li>• Mr Liam – Aboriginal educator – teaches cultural knowledge to classes every Tuesday</li> </ul>	Whole School
<b>Early intervention</b>	Attendance Tier One students	<ul style="list-style-type: none"> <li>• Attendance plans established for students under 85%</li> <li>• Letters sent home if students attendance becomes a concern</li> </ul>	Students below 85% attendance

Care Continuum	Strategy or Program	Details	Audience
	Wrigglers transition to kindergarten program	<ul style="list-style-type: none"> <li>Classroom teachers to maintain communication with parents</li> <li>In terms 3 and 4 students engage in a 2 hour transition program every Tuesday</li> </ul>	Incoming Kindergarten students
	Transition to high school	<ul style="list-style-type: none"> <li>Orientation days at high schools</li> <li>Extra transitions for students with additional needs</li> </ul>	Year 6 students
	LST support	<ul style="list-style-type: none"> <li>Academic, social and emotional referrals from classroom teachers</li> </ul>	All staff
	School Counsellor	<ul style="list-style-type: none"> <li>DCS updates</li> <li>Testing</li> <li>Student counselling</li> <li>Parent support</li> </ul>	School counsellor/targeted students
	School Chaplain	<ul style="list-style-type: none"> <li>Pastoral care services</li> <li>Strategies that support the wellbeing of Wallsend Public School students</li> </ul>	School chaplain/targeted students
<b>Targeted intervention</b>	Attendance Tier Two	<ul style="list-style-type: none"> <li>HSLO referral</li> <li>Meeting between parent/carer and Assistant Principal, CLO and possibly HSLO</li> <li>LST referral</li> </ul>	Students who have not improved attendance after Attendance plan implemented
	Planning Room	<ul style="list-style-type: none"> <li>Students who have negative major incidents on School Bytes are involved in restorative discussions at first half of lunch.</li> <li>Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for</li> </ul>	<p>Students with major incidents</p> <p>Planning room students with</p>

Care Continuum	Strategy or Program	Details	Audience
	Learning and Support Team	<p>their behaviour and to repair any harm caused to others as a result of their actions</p> <ul style="list-style-type: none"> <li>• Referrals can be made for academic, social/emotional, behavioural, attendance or wellbeing concerns</li> <li>• Meetings held weekly</li> <li>• Executive staff, classroom teacher and School Counsellor</li> </ul>	<p>Assistant Principal</p> <p>Selected students</p>
<b>Individual intervention</b>	Individual Behaviour Support Plans	<ul style="list-style-type: none"> <li>• Designed to support individual student with behaviour strategies</li> <li>• Developed collaboratively with classroom teacher, Assistant Principal and parent/carer</li> </ul>	Targeted Individual students
	Risk Assessment Plans	<ul style="list-style-type: none"> <li>• Used when a student’s behaviour escalates and impacts on the safety of staff and/or students</li> <li>• Guide actions of others to respond consistently to reduce the distress of the individual and to keep everybody safe</li> </ul>	Targeted Individual students
	Attendance Tier Three	<ul style="list-style-type: none"> <li>• Additional support from HSLO – on caseload</li> <li>• School supports HSLO with attendance information</li> <li>• Legal action when required</li> </ul>	Students with 0-49% attendance
	External Agencies	<ul style="list-style-type: none"> <li>• School leaders engage and work alongside external agencies to support student wellbeing as needed</li> </ul>	Targeted Individual Students
	Behaviour Specialist Support/ Assistant Principal	<ul style="list-style-type: none"> <li>• Specific social/emotional wellbeing programs are developed to target focus areas in consultation with parents, community agencies, staff and students</li> </ul>	Targeted Individual Students

Care Continuum	Strategy or Program	Details	Audience
	Learning and Support	<ul style="list-style-type: none"> <li>School leaders engage and work alongside Department of Education specialists to support student behaviour and wellbeing</li> </ul>	
	Formal Caution of Suspension or Suspension Resolution meetings	<ul style="list-style-type: none"> <li>Principal, Assistant Principal, classroom teacher, parent/carer and student attend discuss strategies to support students.</li> <li>Documentation developed and maintain records</li> </ul>	Targeted Individual Students

## Planned responses to serious behaviours of concern, bullying and cyber-bullying, and racism

At Wallsend Public School we value, respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through strong wellbeing programs. As part of our school's wellbeing, the Anti-Bullying Policy aims to deal effectively with and prevent incidences of bullying. Preventing and responding to bullying behavior in learning environments is a shared responsibility between all staff, students, parents/caregivers and member of the wider school community. All members of the school community contribute to the prevention of bullying by modelling appropriate behavior and respectful relationships.

### Responses to serious behaviours of concern

- Redirection and reminder of school expectations and follow the process using the Plate system outlined in the Behaviour Management Strategy on page 3.
- Incident recorded on School Bytes as a minor or major incident.
- Restorative discussion between classroom teacher and student to reflect on behaviour.
- Classroom teacher to communicate repeated incidents with parent/carer.
- If student attends planning room – notifications are sent via Schoolbytes by SMS to parent/carer – asking them to discuss the incident with their child and ring the school if they would like clarification.
- Repeated incidents will require a meeting between classroom teacher and supervising Assistant Principal to discuss options – LST referral, follow up parent/student meeting.
- Behaviours of concern will involve a discussion with Assistant Principal and Principal to determine if a formal caution to suspend or suspension is warranted.
- Follow up communication with parent/carer.

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site
  - outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

### 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?
Planning Room	First half lunch daily	Assistant Principal Wellbeing	School Bytes
Restorative Practice	5 reflective questions at Planning Room	Assistant Principal Wellbeing	School Bytes

### Planning Room Organisation

Playground Referrals: Teachers will attempt to resolve the situation first, use teacher judgement, use restorative justice questioning to try and resolve. If unsuccessful, record a major incident on School Bytes after your duty. The teacher on duty will say to the student that the incident has been recorded and they may have to discuss further at Planning room the next day.

Classroom Referrals: Teachers will work to resolve issues in the classroom and use a variety of strategies first e.g. work completion in their time, shadow you for duty, make up time with you. However, if these are unsuccessful, please see your supervisor and together you can look at strategies to improve – (Functional

Behaviour Assessment – see AP). Planning room may be used for classroom incidents if previous strategies have been unsuccessful, and this has been discussed with your supervisor.

Physical violence/fights that are severe will involve ringing exec straight away.

Planning room will be held at 1st half lunch every day in 2P. Each day, two of our school leaders will come around to your class – approx. 10mins before lunch, and let you know who will need to attend. Please mark on the sheet if they are present/absent that day. Students will line up outside 2P and wait for the teacher.

Planning room expectations: students sit quietly, youtube calming video/friendship message on Smartboard, while waiting for teacher chat – restorative justice questioning. If students do not arrive, teacher will page students. If they still do not attend, planning room time will be lengthened.

Parent notification: Every afternoon, an SMS notification will be sent to parent/parents informing them of their student attending planning room, asking them to discuss the incident and ring the school if they would like more information.

As the classroom teacher, you are emailed a notification that your student has received major forms. It is also your responsibility to keep parents informed of repeated behaviours. Parents should be contacted by phone if behaviours are impacting on student learning and/or wellbeing. It should not come as a surprise, if further actions need to be implemented – playground plan/formal caution/suspension will be considered.

## Restorative Practice


Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

When executive staff prioritise a restorative approach to relationships across the school community and provide adequate staff training and support for implementation, schools can reduce the frequency of behaviour incidents and improve school culture. Restorative practices work best when the whole school community is on board. There are many examples in literature of schools reducing suspension rates and improving student behaviour by adopting this approach.

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/restorative-practices>

The Restorative Questions card below shows the 6 questions that students are asked at Planning Room.

**Restorative Questions** 

1. What happened?
2. What were you thinking at the time?
3. What could you/we try next time?
4. Who has been affected? How have they been affected?
5. What should we do to put things right?
6. When would be a good time to check in and see if you/we have fixed the problem.

## Bullying

At Wallsend Public School we value, respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through strong wellbeing programs. As part of our school's wellbeing, the Anti-Bullying Policy aims to deal effectively with and prevent incidences of bullying. Preventing and responding to bullying behaviour in learning environments is a shared responsibility between all staff, students, parents/caregivers and member of the wider school community. All members of the school community contribute to the prevention of bullying by modelling appropriate behaviour and respectful relationships.

*Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).*

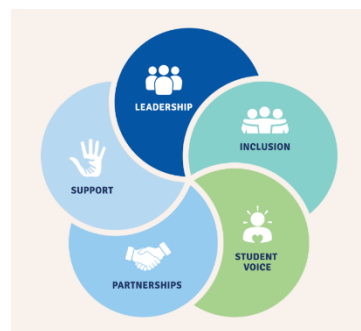
*Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Bullying definition from: <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/educators/understanding-bullying>

During the school year students engage in teaching and learning activities that focus around the school's Positive Behaviour for Learning expectations. As part of this, students engage in activities that teach specific strategies for dealing with interpersonal relationships, including bullying. Further to this, students have the opportunity to discuss bullying issues with their class teacher, stage executive or the Principal.

*Anti-bullying programs reduce bullying behaviours by an average of 20–23 per cent. Evidence indicates that successful anti-bullying interventions:*

- *take a holistic, whole-school approach*
- *include educational content that supports students to develop social and emotional competencies, and learn appropriate ways to respond to bullying behaviours*
- *provide support and professional development to teachers and other school staff on how best to maintain a positive school climate*
- *ensure systematic program implementation and evaluation*



*The approaches that schools take to counter bullying can be classified as either 'preventative' or 'responsive'. Preventative approaches aim to stop bullying from occurring in the first place, while responsive approaches are the steps taken to resolve the issue after bullying has occurred. The two approaches are not entirely distinct: responsive approaches should also aim, for example, to prevent bullying behaviours from occurring again in future (CESE, 2017).*

Information from: <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/educators/whole-school-approach-to-bullying>

## Racism

*[The Australian Human Rights Commission \(2020\) External link](#) states: “Racism is the process by which systems and policies, actions and attitudes create inequitable opportunities and outcomes for people based on race. Racism is more than just prejudice in thought or action. It occurs when this prejudice -whether individual or institutional – is accompanied by the power to discriminate against oppress or limit the rights of others”.*

*In schools, racism can take many forms, both on-site and online. It may include jokes, name-calling, verbal abuse, harassment or intimidation. It may also include threats or acts of physical abuse and violence. Teaching and learning practices that do not respect the cultural, linguistic or religious identities of students and staff are also a form of racism*

Information from: <https://education.nsw.gov.au/teaching-and-learning/multicultural-education/anti-racism-education/understanding-racism>

In schools, reports of racism can be made to any member of staff and are best supported by the Anti-Racism Contact Officer (ARCO) who is trained in supporting the processes to address racism in schools. Reports can be made in person, by email or phone, and also online by using the department’s [feedback and complaint form](#).

At Wallsend Public School, the ARCO follows up on incidents of racism by:

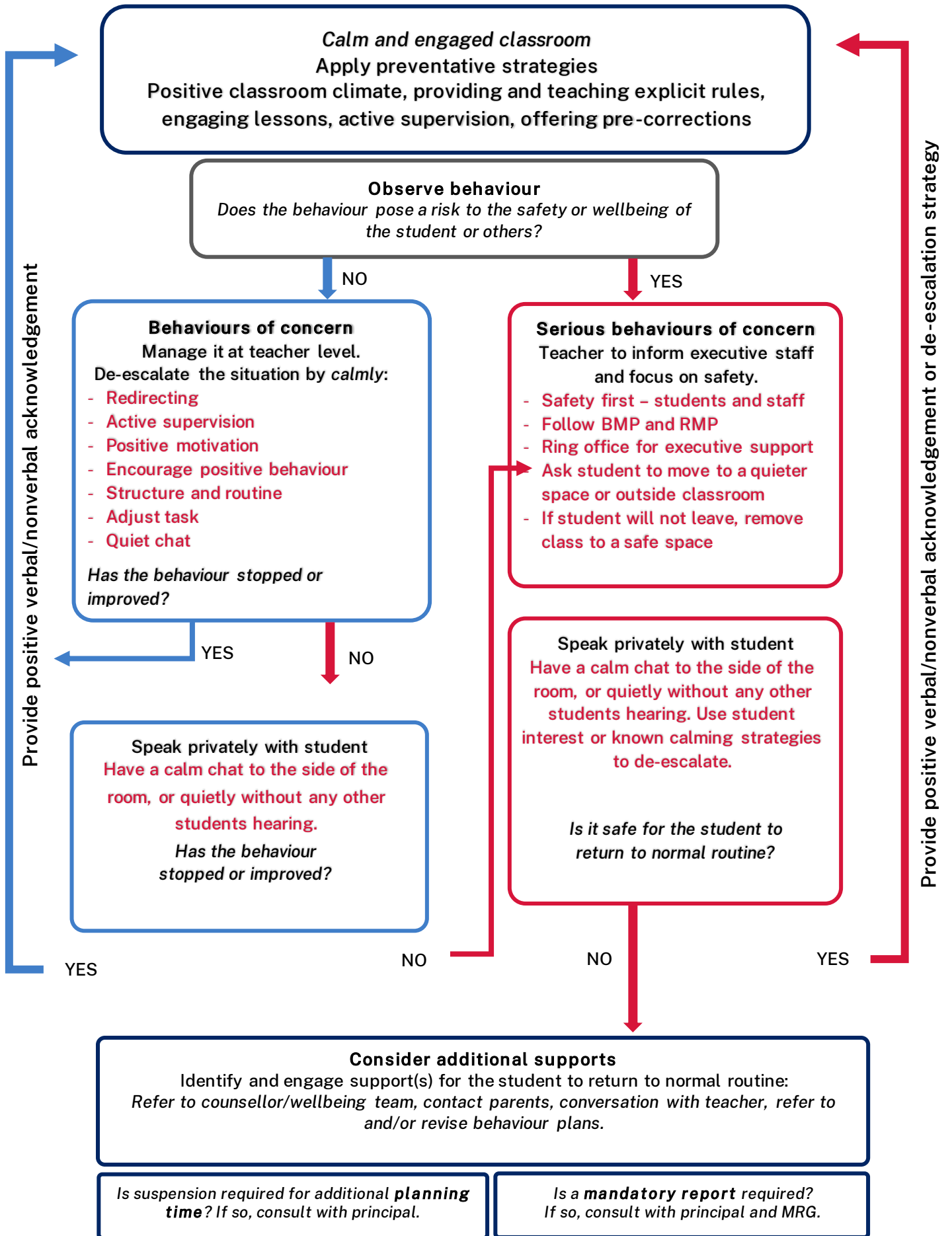
- investigating the incident with all parties involved
- providing education about understanding the definition of racism and then the severity and implications of racism
- reporting to the principal all evidence of racism
- keeping records of complaints
- supporting the resolution of reports where students are the subject of the report
- providing impartial support to staff, students and community members who want to report racism
- supporting the person making the report of racism during the process
- providing advice related to the impact of racism to the principal and/or nominated staff member managing the report
- notifying parents

## Review dates

Last review date: [28<sup>th</sup> October, 2024]

Next review date: [Term 3, 2025]

**Appendix 1: Behaviour management flowchart**



## Appendix 2: Bullying Response Flowchart (Optional)

