

# Windellama Public School Behaviour Support and Management Plan

## *Our Vision Statement for Behaviour Support and Management*

At Windellama Public School, wellbeing is at the heart of everything we do. We celebrate and respect the diverse cultures within our community, fostering an inclusive environment where every student feels safe, valued, and empowered.

Through strong partnerships with families and the local community, we create meaningful connections that enrich learning and promote cultural understanding. Our students engage in dynamic, authentic learning experiences that build confidence, resilience, and a deep sense of belonging. Together, we inspire success and nurture the skills, knowledge, and values that enable our students to thrive and make a positive impact in the world. Our goal is for every student to be **respectful, responsible, and to strive for excellence**.

Windellama Public School is dedicated to explicitly teaching and modelling positive behaviour, ensuring a safe, inclusive, and supportive learning environment. Our daily practice is grounded in inclusive education and social-emotional learning, fostering a strong sense of belonging and wellbeing for all students. High expectations for student behaviour are clearly established, consistently reinforced, and valued through effective role modelling, explicit instruction, and a well-structured, transparent approach to behaviour management.

To achieve our vision, we prioritise and value key programs that are embraced by our students, staff, and wider community. These programs include:

[-Trauma informed practice](#)

[-Zones of Regulation](#)

[-The Resilience Project](#)

[-Positive Behaviour for Learning](#)

[-Life Skills Go – School Bytes](#)

[-Smiling Mind](#)

## Partnership with parents and carers

### **Working with Families to Support Positive Behaviour**

At Windellama Public School, we recognise the role families play in supporting student behaviour and wellbeing. We are committed to working in partnership with parents and carers to ensure a consistent and collaborative approach to behaviour expectations and support. Our processes include:

1. **Clear Communication** – Behaviour expectations, policies, and support strategies are regularly communicated with families through newsletters, meetings, individual learning plan, behaviour response plans, communication books, school bytes and our school website. We also set the year with a Meet and Greet evening, which includes our School Behaviour Support and Management Plan.
2. **Early Intervention & Collaboration** – Teachers and school staff proactively engage in Learning and Support meetings where strategies, consultation and support are evident. Staff then connect with families to discuss concerns and implement early intervention strategies that support positive behaviour.
3. **Individualised Learning and/or Behaviour Support Plans** – Where needed, students may have personalised learning and/or behaviour support plans, developed in consultation with parents, carers, and relevant support staff to ensure tailored and consistent strategies.
4. **Restorative Practices** – Our school promotes restorative conversations to help students reflect on their behaviour, understand its impact, and work towards positive solutions, with family involvement where appropriate, where all staff have unconditional positive regard for all students.
5. **Regular Check-Ins & Meetings** – Families are encouraged to participate in regular discussions about their child's behaviour, progress, and any additional support needed. Case meetings or formal conferences are arranged as required.
6. **Recognition of Positive Behaviour** – We celebrate and acknowledge positive student behaviour through rewards, recognition programs, and ongoing encouragement, reinforcing a strengths-based approach.
7. **Transparent Response to Behaviour Concerns** – If behaviour concerns arise, families are promptly informed, and a collaborative plan is developed to support the student in making positive choices
8. **Feedback** – we invite families/students and staff to give feedback through formal and informal means, such as school surveys, Tell Them From Me surveys and regular consultation with the Parents and Community Committee.

By fostering open communication, shared expectations, and a strong partnership with families, Windellama Public School ensures a supportive and consistent approach to student behaviour, helping all students to be **respectful, responsible, and strive for excellence**.

## School-wide expectations and rules

<b>I am Respectful</b>	<b>I am Responsible</b>	<b>I strive for Excellence</b>
<ul style="list-style-type: none"><li>● Be kind and inclusive</li><li>● Respect personal space and property</li><li>● Listen and Do</li><li>● Stay on task</li><li>● Wear full school uniform</li><li>● Use appropriate language</li><li>● Tell the truth</li><li>● Respect my own and others learning</li></ul>	<ul style="list-style-type: none"><li>● Help others</li><li>● Own my actions</li><li>● Be on time</li><li>● Be prepared</li><li>● Be ready to learn</li><li>● Hands and feet to myself</li></ul>	<ul style="list-style-type: none"><li>● Try your best</li><li>● Be proud</li><li>● Participate</li><li>● Be resilient</li><li>● Be a leader</li><li>● Take on feedback and self-reflect</li></ul>

## 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 Windellama Public School, we take a comprehensive approach to supporting student wellbeing and fostering positive behaviour. This approach spans the entire care continuum, aiming to promote positive behaviours while addressing concerns, including bullying.

Our strategies are grounded in evidence-based practices that create an environment conducive to learning and respectful relationships. These strategies include:

- Clearly stating and explicitly teaching classroom expectations.
- Establishing consistent routines and procedures that are communicated effectively to all students.
- Reinforcing positive behaviour through regular encouragement and feedback.
- Addressing inappropriate behaviour through planned proactive and supportive strategies.
- Actively supervising students to ensure a safe and supportive environment.
- Maximising opportunities for students to actively engage with their learning.

- Designing carefully sequenced, engaging lessons that support both student wellbeing and positive behaviour choices.
- Differentiating learning content and tasks to ensure that the needs of all students are met.

This approach ensures that Windellama Public School provides a nurturing environment where every student can thrive, engage, and make positive choices.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	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. PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system.	All
Prevention	Breakfast Club	<b>Breakfast Club at Windellama Public School</b> provides students with a chance to enjoy a nutritious breakfast each morning before school. It helps ensure all students are ready to learn and succeed by offering a positive, inclusive environment where they can socialise and feel supported. The program encourages good eating habits, improves focus and concentration, and fosters a sense of community within the school.	
Prevention	The Resilience Project (TRP)	The Resilience Project Partnership Program supports schools to build and maintain social and emotional skills. The program also provides strategies to enhance resilience. The Partnership Program is designed so that schools are equipped to promote positive mental health strategies; families are better placed to implement positive mental health strategies and young people embed positive mental health strategies in daily routines. It aims to improve mental health and resilience and increase positive affect and wellbeing.	All
Prevention	Life Skills Go – School Bytes	Life Skills Go is an online platform that provides educators with the tools to monitor, measure and report students' emotional state and readiness to learn all from the attendance roll call in School Bytes. The program helps students learn how to identify, communicate and manage emotions, creating a common language and giving agency to students.  Life Skills Go enables teachers to move into a preventative space and reduce classroom disruptions by knowing how each student in the class is feeling, who may need additional support and the overall state of learner readiness in the classroom.	All
Prevention	School Citizenship	Our <b>Citizenship Strategy</b> encourages students to demonstrate positive behaviour and take responsibility for their actions. Each term, students who receive no negative behaviour cards move up a level in our Citizenship Program. As students progress through the levels, they earn exciting rewards such as school badges, custom uniforms, and special excursions. When students reach the highest level, they are celebrated on our Wall of Fame, acknowledging their commitment to excellence and positive contributions to the school community. This program fosters a sense of pride, responsibility, and achievement while reinforcing our values of respect, responsibility, and excellence.	All
Prevention	Zones of Regulation	Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.	All

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Positive Behaviour for Learning (PBL)	Emerging, low-level behaviours of concern are addressed through our school PBL framework and continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. These include warnings about the behaviour, explicit teaching of expected behaviours, logical consequences and consultation.	Cohort/ Groups / Individual
Early intervention	Trauma Informed Practice - Student Conference	Students who are showing behaviour/s of concern move through a planned response system. Students will have a 1-1 conference with a staff member where they are supported to take on feedback, self-reflect and discuss what is behind the behaviour. Behaviour = Communication and our staff also reflect on practice, systems, processes, environment.	Cohort/ Groups / Individual
Early intervention	Sensory Space	A sensory space in a classroom offers a range of benefits for students, particularly in supporting their emotional regulation, focus, and overall wellbeing. When students have access to a sensory space, they can take breaks and return to learning activities with improved behaviour, reducing the likelihood of disruptive outbursts and increasing overall engagement.	Cohort/ Groups / Individual
Early Intervention	Disability Standards for Education	Staff create learning environments that support all students with diverse learning needs, including those with autism, ADHD, or sensory processing disorders, creating an inclusive environment. Under these staff provide reasonable <a href="#">adjustments</a> . Adjustments are determined based on the functional impact of the disability on the student's learning, rather than a particular diagnosis of disability. Adjustments should be decided through the <a href="#">collaborative curriculum planning process</a> .	Cohort/ Groups / Individual
Targeted intervention	Learning and Support Team Meetings	The LST team works with teachers, students and families to support students who require personalised learning and support.	Individual students, parent/carer, class teacher
Targeted intervention	Attendance Policy and response plan	The LST team monitors individual student attendance patterns. The LST will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. This may include the Home School Liaison Officer in some cases.	Individual students, parent/carer, class teacher Principal
Targeted Intervention	Individual Behaviour Support Planning/ Behaviour Response Planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. This may include the Team Around School personnel where necessary.	Individual students, parent/carer, class teacher, Principal

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

### **Identifying behaviour of concern, including bullying and cyberbullying**

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

At Windellama Public School, staff identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying, through:

- Direct observation of students' behaviours, interactions, verbal communication, or work (such as written materials, performances, or artworks).

- Information disclosed by individuals.
- Concerns raised by staff, parents, community members, or external agencies.

Students or parents can report bullying to any staff member. If a student informs their parent/carer of problematic behaviour, the parent/carer is encouraged to contact the classroom teacher first. If needed, the teacher will refer the matter to the principal.

Our responses to behaviours of concern apply to student actions:

- At school
- On the way to and from school
- During school-endorsed off-site activities
- Outside school hours and off school premises, where a clear connection to the school exists
- When using social media, mobile devices, or other technology involving another student or staff member

### **Preventing and Responding to Behaviours of Concern**

Planned responses to behaviours that do not meet school expectations are either teacher-managed or Executive / Principal-managed. Staff use professional judgement to determine the level of management, considering whether the behaviour impacts the safety or wellbeing of students or others.

1. **Teacher Managed** – Low-level inappropriate behaviour is addressed by teachers both in the classroom and on the playground through use of our PBL planned behaviour response plan.
2. **Executive / Principal Managed** – Behaviour of concern or ongoing or frequent low-level inappropriate behaviour, as well as high-level inappropriate behaviour, are managed by the Executive / Principal.

All ongoing, frequent low-level behaviours and high-level behaviours are recorded in the School Bytes administration platform by the staff member who handled the incident. The Principal and Learning Support Team regularly monitor and respond to the behaviour data in School Bytes.

This process ensures consistent, effective management of student behaviour, prioritising wellbeing and safety for all members of the school community.

## School Wide Positive Behaviour Response Plan

	Behaviour	Response	Action/Strategies
<b>Free and Frequent</b>	<ul style="list-style-type: none"> <li>✓ Respectful</li> <li>✓ Responsible</li> <li>✓ Excellence</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify school value being shown</li> <li>2. Verbal and non-verbal positive reinforcement</li> </ol>	<ul style="list-style-type: none"> <li>• Verbal recognition</li> <li>• Stamps</li> <li>• Stickers</li> <li>• Llama Ticket (name, action, signed, add to cup)</li> <li>• Student dojo point (name, select action, save)</li> </ul>
<b>Intermittent</b>	<ul style="list-style-type: none"> <li>✓ Respectful</li> <li>✓ Responsible</li> <li>✓ Excellence</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify school value being shown</li> <li>2. Verbal and non-verbal positive reinforcement</li> </ol>	<ul style="list-style-type: none"> <li>• Llama Ticket Draw (Thursday for 2x vouches and 1x lucky prize draw) Photograph and add to newsletter</li> <li>• Class dojo reward system every 10 points</li> <li>• Attendance draw (Friday for 2x snack and play)</li> <li>• Citizen Tokens (identify a strong demonstrated value and give a token, write on the back and students collect them to buy fun sessions on Wacky Llama Day in Week 10. 4 tokens = half day 8 tokens = full day 8 tokens = Citizen certificate Class Token Jar = full jar = class reward e.g. movie session. Class can earn a reward for all work complete in the session with no warnings, or a full attendance for the week or a class compliment.</li> </ul>
<b>Long and Strong</b>	<ul style="list-style-type: none"> <li>✓ Respectful</li> <li>✓ Responsible</li> <li>✓ Excellence</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify school value being shown</li> <li>2. Verbal and non-verbal positive reinforcement</li> </ol>	<ul style="list-style-type: none"> <li>• Wacky Llama day at the end of each term (4 tokens = ½ day 8 tokens = full day in week 10)</li> <li>• Excellence Levels for PBL 100% of positive behaviour and 0 % of negative behaviour for one whole term week 1 – week 10 a student will progress up a citizen level</li> </ul> <p>Students will gain an Excellence level for every term they have <b>no negative incidents</b> recorded on our behaviour database.</p> <p><b>Rewards for levels gained:</b></p> <p><b>Level 1:</b> Certificate + Citizen Token + Bronze badge (First term no negative incidents)</p> <p><b>Level 2:</b> Certificate + Citizen Token (Second Term no negative incidents)</p> <p><b>Level 3:</b> Certificate + Citizen Token (Third Term no negative incidents)</p> <p><b>Level 4:</b> Certificate + Citizen Token + Silver badge (Fourth Term no negative incidents)</p> <p><b>Level 5-7:</b> Certificate + Citizen Token (Per term with no negative incidents)</p> <p><b>Level 8:</b> Certificate + Citizen Token + Gold badge (Eighth term with no negative incidents)</p> <p><b>Level 9-11:</b> Certificate + Citizen Token (Per term with no negative incidents)</p> <p><b>Level 12:</b> Certificate + Citizen Token + Diamond badge (Twelfth term with no negative incidents)</p> <p><b>Level 13-15:</b> Certificate + Citizen Token (Per term with no negative incidents)</p> <p><b>Level 16:</b> Certificate + Citizen Token + Platinum badge (Sixteenth term with no negative incidents)</p> <p><b>Level 17-19:</b> Certificate + Citizen Token (Per term with no negative incidents)</p> <p><b>Level 20:</b> Certificate + Citizen Token + Personalised School Hat (Twentieth Term with no negative incidents)</p> <p><b>Level 21-23:</b> Certificate + Citizen Token (Per term with no negative incidents)</p> <p><b>Level 24:</b> Certificate + Citizen Token + Personalised school Shirt (Twenty Fourth term with no negative incidents)</p> <p><b>Level 25-27:</b> Certificate + Citizen Token (Per term with no negative incidents)</p> <p><b>Level 28:</b> Certificate + Citizen Token + Wall of fame (Twenty Sixth term with no negative incidents)</p>

# Windellama Public School

Positive Behaviour for Learning



Name: \_\_\_\_\_

- Respectful
- Responsible
- Excellent

Frequent rewards for positive behaviour. Tickets are entered into a **weekly Thursday draw**.

2 tickets for Llama's Lunchbox  
2 ticket drawn for prize box

## Individual Awards for Positive Behaviour



ClassDojo

Individual reward for **every 10 points**  
Reset every term.



Token received for exemplary behaviour. Tokens are collected by students to take part in **Wacky Llamas reward day** at the **end of each term**.

4 tokens = 1/2 day  
8 tokens = 1 day



Assembly awards handed out at our whole school assembly in **Week 5 and 10** of each term.

- challenging yourself
- resilience
- wellbeing

## Whole Class Rewards for Positive Behaviour



Class reward - 1 token per session may be given for:

- no warnings
- all work completed

A token may also be given for:

- full attendance over a week
- class compliment

Full jar (25 tokens) = **class reward for one session (Movie and casual clothes)**

## Excellence Levels

Students will gain an Excellence level for every term they have **no negative incidents** recorded on our behaviour database.

### Rewards for levels gained:

- Level 1:** Certificate + Citizen Token + Bronze badge (First term no negative incidents)
- Level 2:** Certificate + Citizen Token (Second Term no negative incidents)
- Level 3:** Certificate + Citizen Token (Third Term no negative incidents)
- Level 4:** Certificate + Citizen Token + Silver badge (Fourth Term no negative incidents)
- Level 5-7:** Certificate + Citizen Token (Per term with no negative incidents)
- Level 8:** Certificate + Citizen Token + Gold badge (Eighth term with no negative incidents)
- Level 9-11:** Certificate + Citizen Token (Per term with no negative incidents)
- Level 12:** Certificate + Citizen Token + Diamond badge (Twelfth term with no negative incidents)
- Level 13-15:** Certificate + Citizen Token (Per term with no negative incidents)
- Level 16:** Certificate + Citizen Token + Platinum badge (Sixteenth term with no negative incidents)
- Level 17-19:** Certificate + Citizen Token (Per term with no negative incidents)
- Level 20:** Certificate + Citizen Token + Personalised School Hat (Twentieth Term with no negative incidents)
- Level 21-23:** Certificate + Citizen Token (Per term with no negative incidents)
- Level 24:** Certificate + Citizen Token + Personalised school Shirt (Twenty Fourth term with no negative incidents)
- Level 25-27:** Certificate + Citizen Token (Per term with no negative incidents)
- Level 28:** Certificate + Citizen Token + Wall of fame (Twenty Sixth term with no negative incidents)

# Windellama Public School

Positive Behaviour for Learning



## Respect

- Be kind and inclusive
- Respect personal space and property
- Listen and Do
- Stay on task
- Wear full school uniform
- Use appropriate language
- Tell the truth
- Respect others and my own learning

## Responsibility

- Help others
- Own my actions
- Be on time
- Be prepared
- Be ready to learn
- Keep your hands and feet to myself

## Excellence

- Try my best
- Be proud
- Participate
- Be resilient
- Be a leader
- Take on feedback and self reflect

## School Wide Negative Behaviour Response Plan

Behaviour	Response	Adjustment/ Strategies
<p><b>Low level behaviour</b></p> <p>These behaviours are usually a once off, lapse or infrequent behaviour. Examples:</p> <ul style="list-style-type: none"> <li>• Off task</li> <li>• Calling out over others</li> <li>• Disrupting the learning</li> <li>• Work refusal</li> <li>• Unkind words</li> <li>• Unkind actions</li> <li>• Out of bounds</li> <li>• Minor language (under breath, to self)</li> <li>• Taking other's items</li> <li>• Not sharing</li> <li>• Unsafe actions (running past into someone)</li> <li>• Not using equipment responsibly</li> <li>• Late to class</li> </ul>	<p><b>Reminder</b></p> <ul style="list-style-type: none"> <li>• Verbal name behaviour, say how is not our school value</li> </ul> <p>"You threw the pencil, that is not respectful or safe."</p>	<ul style="list-style-type: none"> <li>• Proximity</li> <li>• Rule Reminder</li> <li>• Signal/nonverbal</li> <li>• Ignore, teach, prompt, praise</li> <li>• Identify role model</li> <li>• Redirect</li> <li>• Reteach</li> <li>• Provide choice</li> <li>• Modify the environment</li> <li>• Modify task</li> <li>• Zones of regulation</li> <li>• Mindfulness</li> <li>• "We will begin when..."</li> <li>• Ready to learn</li> <li>• Display expectations</li> <li>• Class dojo point taken</li> <li>• Take up time</li> <li>• Corrective feedback giving students a chance to improve</li> </ul>
<p><b>Moderate level behaviour</b></p> <p>These behaviours at a more intentional, frequent and longer duration Examples:</p> <ul style="list-style-type: none"> <li>• Off task</li> <li>• Calling out over others</li> <li>• Disrupting the learning</li> <li>• Work refusal</li> <li>• Unkind words</li> <li>• Unkind actions</li> <li>• Out of bounds</li> <li>• Minor language (under breath, to self)</li> <li>• Taking other's items</li> <li>• Not sharing</li> <li>• Unsafe actions (running past into someone)</li> <li>• Not using equipment responsibly</li> <li>• Late to class</li> <li>• Rough play</li> </ul>	<p><b>Chat / Bound choice / break</b></p> <ul style="list-style-type: none"> <li>• Verbal name behaviour, say how is not our school value</li> </ul> <p>"You threw the pencil, that is not respectful or safe."</p> <p>You are not following directions, you are distracting others, make a better choice</p>	<ul style="list-style-type: none"> <li>• Student moved to a quieter workspace</li> <li>• Student has 5 minutes in sensory space</li> <li>• Student chat</li> <li>• Explicit teaching of behaviour</li> <li>• Change seating plan</li> <li>• Pause, prompt, praise</li> <li>• Mindfulness</li> <li>• Give take up time</li> <li>• Brain break – Reset</li> <li>• Give an alternative task</li> </ul>
<p><b>High level behaviour</b></p> <p>This is a 'behaviour of concern'. A behaviour that is challenging, complex, persistent or unsafe. It requires more intensive interventions. Behaviour card written and given to students. Conference, feedback, self-reflection Buddy Class or time off play next break</p> <ul style="list-style-type: none"> <li>• Talking back to teachers</li> <li>• Yelling at others</li> <li>• Absconding</li> <li>• Inappropriate language</li> <li>• Inappropriate or unsafe use of equipment</li> <li>• Hands on behaviour</li> <li>• Frequent and long duration of disrupting the teaching and learning</li> <li>• Stealing</li> </ul>	<p><b>Redirect / Teacher Adjustment</b></p> <ul style="list-style-type: none"> <li>• Verbal name behaviour, say how is not our school value</li> </ul> <p>"You threw the pencil, that is not respectful or safe."</p> <p>"You have distracted yourself and others, you will now miss 5 minutes of play. It is time for self-reflection at (buddy class or library veranda during break)"</p>	<ul style="list-style-type: none"> <li>• Fill in behaviour card</li> <li>• Student to go to buddy class or veranda during break time</li> <li>• Student completes the reflection on the behaviour card</li> <li>• Reporting teacher logs behaviour into School Bytes and placed into tub for filing</li> <li>• Parent contact</li> <li>• Learning and Support meeting</li> <li>• Behaviour Booklet</li> <li>• Learning and Support Plan</li> <li>• Behaviour Plan / Response plan</li> <li>• Contact family</li> </ul>
<p><b>Instant High</b></p> <p>This is a 'behaviour of concern'. A behaviour that is challenging, complex, persistent or unsafe. It requires more intensive interventions. Behaviour card written and used for student reflection. Conference, feedback, self-reflection Buddy Class or time off play next break</p> <ul style="list-style-type: none"> <li>• Talking back to teachers</li> <li>• Yelling at others</li> <li>• Absconding</li> <li>• Inappropriate language</li> <li>• Inappropriate or unsafe use of equipment</li> <li>• Hands on behaviour</li> <li>• Persistent behaviour disrupting the teaching and learning</li> <li>• Stealing</li> </ul>	<p><b>Buddy Class / Executive</b></p> <ul style="list-style-type: none"> <li>• I/others saw ___ and felt ___ as a result I am writing up a reflection card.</li> <li>• Student attends reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Students with complex and challenging behaviours, or who demonstrate frequent inappropriate behaviours placing students' learning and social success at risk, are to be referred to the school's Learning and Support Team. Other actions may include consultation with the Team Around a School, developing a behaviour support/response plan and/or a risk assessment.</li> </ul>
<p><b>Incident</b></p> <p>This is a behaviour that is unsafe and requires immediate response from Executive staff. The student may have a risk of safety to themselves or others.</p> <ul style="list-style-type: none"> <li>• Remove other students (exit the room, lock the external door)</li> <li>• Call for Executive</li> <li>• Move students to a location that is safe and out of line of sight (if possible)</li> <li>• Fill in the incident sheet, facts only.</li> </ul>	<p>Principal/class teacher 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.</p> <p>-Safety of others -Remove others -Call Executive</p>	<ul style="list-style-type: none"> <li>• Fill in incident sheet</li> <li>• Call Incident hotline 1800 811 523</li> <li>• Call EAP 1800 060 650</li> <li>• Debrief</li> <li>• Reset / Plan</li> </ul>

# Traffic Light System



Consequence /  
Buddy class /  
Record on Incident form

Student needs to have some time away from others, buddy class. Card written for School Bytes record. Student attends reflection



Redirect /  
Teacher Adjustment /  
Take up time

Own your actions. Negative behaviour has consequences. Student will miss 5 mins play



Chat /  
Bound choice /  
break

You are not following directions, you are distracting others, make a better choice. Change their seat, adjust task etc.



Reminder /  
Warning

Verbalise the broken value 'that is not safe, you are off task'.  
Remind them of expectations



You are ready to learn

Student is being a great listener, they are encouraged to be proud, dojo and tickets given out regularly.



Teacher/parent contact Frequent	Teacher/parent contact Intermittent	Teacher/parent contact Long and Strong
<ul style="list-style-type: none"> <li>• Fortnightly PBL focus communicated to parents through School Bytes.</li> <li>• School newsletter twice a term</li> <li>• School informal front gate conversations</li> <li>• Individual communication books</li> <li>• Llama Shine Cards / Notice board</li> </ul>	<p>Teachers contact parents when a range of corrective responses have not been successful.</p> <p>Teachers contact parents/families about positive behaviour.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p> <p>Student Merit Certificates</p> <p>Principal generates a parent/carer letter informing that the student has participated in reflection time. A phone call may be made to the parent/carer depending on the incident. Parents/carers will be invited to participate in the development of a behaviour support plan if required.</p> <p>Student semester reports communicate student effort to meet PBL school values and expectations.</p>	<p>First term of the year, meet and greet events with families to review school plans.</p> <p>Post incident or concern - Principal will advise the parent/carer if a referral to the LST, outside agencies or Team Around a School is required.</p> <p>Parent / Teacher conferences held 1-2 times a year</p>

### **Responses to serious behaviours of concern**

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in School Bytes. Responses may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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, School Bytes parent portal, face to face 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.

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

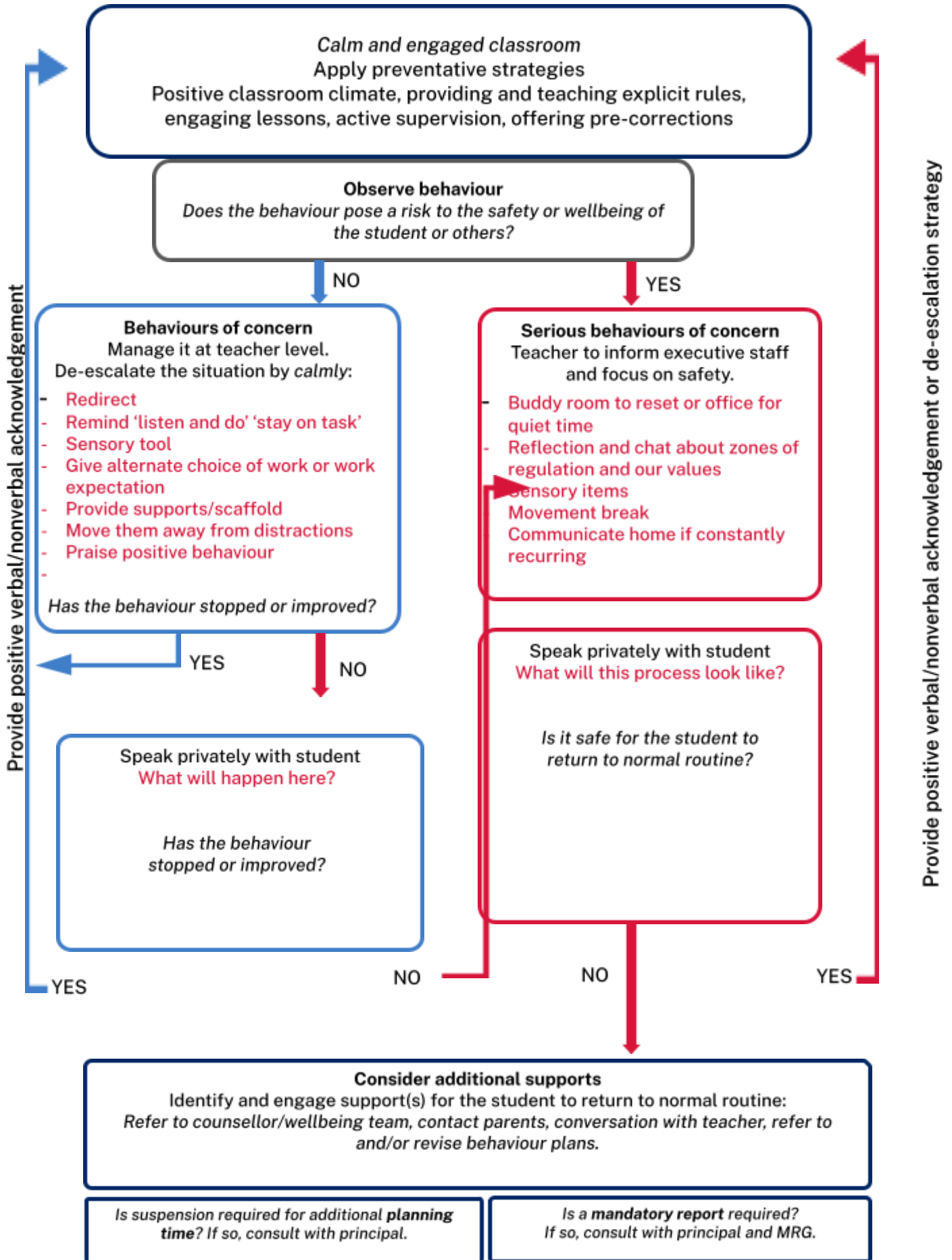
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Reset Time - classroom sensory space or quiet place</p> <p>Individual reflection of behaviour followed by conversation with teacher about behaviour of concern.</p> <p>1-2 warnings (classroom)</p>	<p>Immediately following 2 warnings about the behaviour; until student is self-regulated or maximum of 20 minutes</p>	<p>Teachers</p>	<p>School Bytes</p>
<p>Time off Play</p> <p>Individual reflection of behaviour followed by conversation with duty teacher about behaviour of concern.</p> <p>1-2 warnings (playground)</p>	<p>Immediately following 2 warnings about the behaviour; 10mins</p>	<p>Duty Teacher</p>	<p>Behaviour Card + School Bytes</p>
<p>Time away - Buddy Class</p> <p>Individual reflection of behaviour in buddy class, followed by completion of any missed classroom learning tasks</p>	<p>Immediately following 3 warnings about the behaviour; 10mins</p>	<p>Teachers</p>	<p>Behaviour Card + School Bytes</p>
<p>Reflection time – Principal / Executive</p> <p>If high or frequent moderate inappropriate behaviour continues or a student displays a major inappropriate or unsafe behaviour, the student is referred to the Principal for reflection time.</p> <p>Immediate response to a behaviour of concern or final warning system for repetitive negative, disruptive behaviour (classroom or playground)</p>	<p>Upon continuation of moderate behaviours which have already resulted in buddy class or off play reflection; in the event of a major behaviour; move and groove session</p>	<p>Principal / Executive</p>	<p>Reflection Sheet +School Bytes + Family communication</p>
<p>Alternate play plan</p> <p>Withdrawal from free choice play and re-allocation to office 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)</p> <p>Result/strategy of a Behaviour management plan</p>	<p>Next break.</p> <p>Length – dependent on major behaviour</p>	<p>Principal / Executive</p>	<p>School Bytes + Family communication</p>

### Review dates

Last review date: (20/05/2025) Term 2, 2025

Next review date: (30/01/2026) Term 1, 2026

Appendix 1: Behaviour management flowchart



## Appendix 2: Bullying Response Flowchart (Optional)

