

# Behaviour Support and Management Plan

## Wiripaang Public School

### Overview

Wiripaang Public School's Behaviour Support and Management Plan encompasses information about various programs, initiatives, processes and systems that are in place across the school. However, Positive Behaviour for Learning (PBL) is the primary whole school wellbeing program that actively promotes and highlights our commitment to teaching and modelling positive behaviour to support students in individualised and targeted support and manage student behaviour within the school. The program allows various opportunities to explicitly teach and model positive behaviour across the classroom and playground settings to ensure that high engagement is promoted, that students develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community.

### Partnership with parents and carers

Wiripaang Public School and its staff prides themselves on providing clear, concise and open communication to all parents and carers on student achievement and behavioural choices through an array of platforms and methods. The primary aim is to ensure that parents and carers are informed and work together with the school and staff in partnership to get the best outcomes for their children, our school and our community. Wiripaang Public School uses Facebook

<https://www.facebook.com/wiripaang/>, Seesaw and the Wiripaang Public School website

<https://wiripaang-p.schools.nsw.gov.au/> to communicate, promote and reinforce positive student

behaviour. However, we endeavour to communicate directly and personally with parents and carers through face to face interactions, phone calls and emails.



## School Community Charter

**Collaborative. Respectful. Communication.**

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

#### What our schools provide

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

The best education happens when parents and schools work together.

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



#### Positive environments

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

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

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

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school



We create collaborative learning environments

We all play our part

We work in partnership to promote student learning

#### Communicating with our schools

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

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

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

#### Respectful communication is a right

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

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

#### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative. Respectful. Communication.**

School Community Charter  
education.nsw.gov.au

## School-wide expectations and rules

Wiripaang Public School is underpinned by the 3 core values that students are Respectful, Responsible Learners. These are reinforced through an array of methods, practices and initiatives.



### Wiripaang Public School

#### Positive Behaviour for Learning - Behaviour Consistency Guide

Response to ALL problematic student behaviour is: calm, consistent, brief, immediate, respectful and private



Disruptive Behaviour	Disrespectful Manner / Swearing	Intimidation /Harassment / Exclusion	Physical Violence /Aggressive Play / Rough Games
Allow Others to Learn	Use Respectful Language	Use Kind, Calm Words	Keep Hands and Feet to Self
Inappropriate use of Property (Equipment/Resources)	Inappropriate Toilet Use	Refusal to participate in tasks	Unsafe or Inappropriate Movement
Use Equipment Safely and Respectfully	Use Facilities Appropriately	Start Tasks Promptly	Walk
Dangerous Climbing/Swinging	Dishonesty	Out of Bounds	Inappropriate Touching
Play Safely	Honest Interactions	Stay Visible	Safe Hands and Safe Feet



### Wiripaang Public School PBL Matrix

#### Respectful Responsible Learners



	Classroom	Playground	Trampoline	Soccer field	Sandpit	Transitions	Sensory Garden	Bee Yard	Canteen/ Breakfast Club	Playground Equipment	Toilet	Office	Assembly	Bus/ Bus Line
Respectful	Follow staff instructions Use respectful language Allow others to learn Use calm and kind words	Follow staff instructions Follow game rules Keep hands and feet to self Place rubbish in the bins Finish playing when music sounds	Safe and respectful use of resources Wait and take your turn	Follow game rules Keep hands and feet to self	Use respectful language Safe and respectful use of resources Pack up resources correctly Share equipment with others	Use respectful language Safe hands and Feet	Safe and respectful use of resources Quiet and calm activities Share equipment	Supervised by staff Respect equipment and the bees	Use respectful language Line up patiently and wait your turn	Safe and respectful use of resources Walk when using	Use toilets appropriately Safe hands and Feet Safe and respectful use of property Privacy for everyone	Use respectful language Use calm, kind words Wait to be seen or spoken to	Allow others to listen and speak Participate with pride Applaud sensibly	Use respectful language Safe and respectful use of resources Quiet and calm voices Hands and feet to yourself
Responsible	Keep hands and feet to self Safe and respectful use of property Honest interactions Right place, right time	Walk when moving on concrete Right place, right time Wear a hat, or under the COLA Eating on the silver seats	Shoes off and back on Finish up when time is up	Wear a hat, or under the cola Finish playing when music sounds	Sand stays in the sandpit Wear a hat, or Under the COLA	Walk when moving on concrete Right place, right time Keep hands and feet to Self	Use kind, calm words Wear a hat, or under the COLA	Wear protective clothing	Safe and respectful use of property Right place, right time Buy it for yourself	Wear a hat, or under the COLA Wait your turn	Walk to and from the toilet In and out Out of class pass Report problems to teachers Play free zone	Walk to and from Out of class pass	Listen attentively Enter and exit quietly Move to and from together as class.	Walk to the bus in one line Stay in your seat Press the button when it's your stop
Learners	Start tasks promptly Personal Best in all tasks High expectations for all	Anyone can play – include others in your games	Cooperate with time allocations	Anyone can play – include others in your games	The toys are for everyone Be mindful of others space	Straight to class, ready to learn	Anyone can play – include others in your games	Follow staff instructions	Follow instructions from staff	Anyone can play – include others in your games	Good hygiene – Wash hands thoroughly Use toilets during breaks	Listen and follow staff instructions	Personal best in all tasks Celebrate everyone's success	Wait for the bus to stop to leave your seat

## School-wide expectations – how we reinforce, recognise, support and encourage positive behaviour

Across Wiripaang Public School we reinforce positive behaviour through an array of methods, practices and initiatives.

**Explicit Pro-Social Behavioural Lessons** - Every fortnight the Wellbeing team provide staff with a PowerPoint lesson and additional information/resources to support the lesson which is to be taught to all classes. The lessons' focus are driven from data analysis from school behavioural data entries. High importance is placed on consistent language used throughout the school to remind the students of the behavioural expectations and school focal area/s. Students are provided in depth content and real-life scenarios to practice and implement the strategies and skills taught.

**Visual Aids and Prompts for Students and Staff** – Throughout the classrooms, playground and school settings the use of visual aids supports students in making positive choices with their behaviour. These visual cues are displayed in nominated areas throughout the school with specific wording and phrases that are individualised to each area to support and assist staff in encouraging safe and respectful student behaviours required to ensure everyone is safe, happy and that the area is inclusive to all students.

**Student Leadership** – Students across the school are provided various informal and formal opportunities to develop, implement and showcase leadership skills in both the classroom and playground settings. At Wiripaang Public School we have a student leadership body made up of eight (4) students in Year 6 (4 x mainstream and/or Support Unit students) who lead school performances and assemblies. We have four sporting houses, each with 1 x captain and 1 x vice-captain who lead sporting events, activities and carnivals for their respective house. We have Student Representatives (2 x each class and 2 x Aboriginal students (1x K-2, 1 x 3-6)) who meet fortnightly as a part of the School Representative Council to voice.

**Visual Cues to reinforce school PBL core values** – Throughout the school there are numerous visual cues and signage to reinforce and bring attention to pro-social behavioural choices. These visual cues are displayed in nominated areas throughout the school and specific wording and phrases that are individualised to each area and the safe and respectful behaviours required to ensure everyone in that area is safe, happy and that the area is inclusive to all students.

**Learning Support Team** – The Learning Support Team (LST) is a school-based committee that is made of various school staff to proactively support positive student behaviour across the school setting. The team includes the School Counsellor, Learning and Support Teacher (LaST), Aboriginal Education Officer (AEO), Executive staff members and the engagement of classroom teachers as needed. A continuum of care is used throughout each meeting as a reflective lens in considering the appropriate prevention, early, targeted or individual intervention required. Meetings are held on a fortnightly basis, minutes taken and communicated to all staff to ensure consistency in practices and implementations.

**National School Chaplaincy Program** – Wiripaang Public School is engaged with the National School Chaplaincy Program. This has enabled Wiripaang Public School to have a School Chaplain/ Student Wellbeing Officer employed to support the emotional wellbeing of students by providing pastoral care services and strategies to support the emotional wellbeing of the broader school community regardless of faith or beliefs. The Student Wellbeing Officer works with students individually and through the implementation of specific focus groups. Strategies, specific groups and the student participants are developed in consultation with staff and Executives from wellbeing and behavioural data collection, LST referrals and teacher nominations.

**Classroom Behaviour Monitoring** - Every class across the school has classroom behaviour monitoring overviews displayed in their room. These posters have all of the students' names attached via clothes pegs or individual photos which can be moved throughout the levels. Staff use these to monitor behaviour in their classroom and to support visual reminders to support students to display the expected behaviours. In mainstream classes, the Class Dojo application is additionally used to disperse points for positive behaviours. Students start the day and every session on Ready to Learn. Students who display the expected behaviours within the classroom have their peg/photo moved up towards the 'Role Model' level and then beyond into the 'Outstanding' level. The Yellow 'Reminder' level aligns with the teacher corrected behaviours in the Behaviour Consistency Guide (BCG). The Red 'Stop, Think, Do, Consequence' level aligns to the orange and red levels of the Behaviour Consistency Guide (BCG), with the associated consequences. and to manage it.

**School-Based Communication Platforms** – Wiripaang Public School uses various platforms to communicate such as Facebook <https://www.facebook.com/wiripaang/> , Seesaw and the Wiripaang Public School website <https://wiripaang-p.schools.nsw.gov.au/> to communicate, promote and reinforce positive student behaviour.

**PBL Achievement Awards** - Students who demonstrate expected behaviours and pro-social behaviour are acknowledged with the PBL Achievement awards based on the PBL focus areas of Respectful, Responsible and Learner domains. Awards are given out every fortnight to 2 students in every class at either the K-2 or 3-6 assembly. The assembly is run by school leaders, with support from Executive staff members.

**School-based Behaviour Management Processes** - The Wiripaang Public School Behaviour Management Process/Flow Chart outlines how to reinforce positive behaviour when problematic or unsocial behaviour is displayed within the classroom and playground settings.

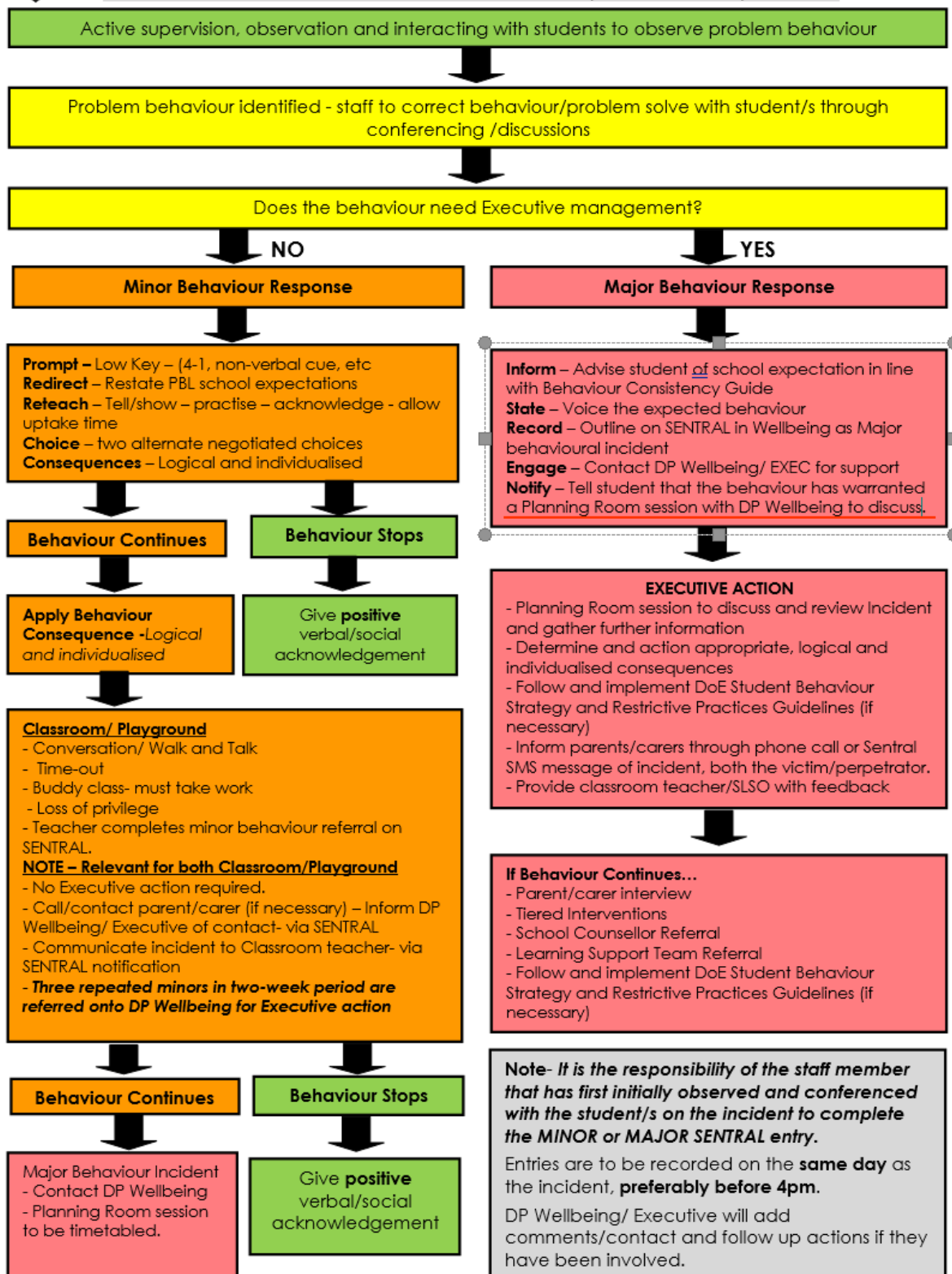


## Wiripaang Public School Student Behaviour Management Process/Flow Chart



**Response to ALL problematic student behaviour is:**

*Calm, consistent, brief, immediate, respectful and private*





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](#).

### NSW Department of Education

# Behaviour code for students

## NSW public schools

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.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

### Behaviour Code for Students: Actions

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

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

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

## Wiripaang Public School Representative Policy

Wiripaang Public School holds all students to high expectations in their behaviour choices and representing the school in various events, excursions and activities. Students are to maintain positive choices before and during their participation in these opportunities.



### Wiripaang Public School

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## Wiripaang Public School Representative Policy

Wiripaang Public School believes that representing the school through sporting events, extra-curricular, excursions and other activities is a highly beneficial experience for students to develop their self-confidence, knowledge and lifelong memories. The Department of Education and Wiripaang Public School hold high expectations for student behaviour both within the school grounds and outside the school setting when representing the school and Department. Wiripaang's Behaviour Management Flow Chart, Department of Education Suspension and Expulsion of School Students Policy and School Representative Policy underpin these behavioural expectations that students are to display across the school and when representing Wiripaang Public School.

Student safety is another pivotal aspect that is taken into consideration for students' eligibility to attend events, activities and excursions. For students that have displayed unsafe or dangerous behaviours based on school behavioural data, a risk assessment plan and planning meeting is to be completed to ensure all aspects are considered to minimise harm to students and others.

This Wiripaang Public School Representative Policy states:

- If a student receives **more than two Planning Room sessions per week** from the time that the excursion, event or activity permission note is given out up until the event taking place they are unable to attend the event, excursion or activity.
- If a student receives a **Formal Caution (Caution to Suspend) 2 weeks prior to the event, activity or excursion** taking place they are unable to attend the event, excursion or activity.
- If a student has received a **Suspension 2 weeks prior to the event, activity or excursion** taking place they are unable to attend the event, excursion or activity.
- A student will only miss one event, activity or excursion from when they have been excluded from negative behaviour instances outlined in this policy (two Planning Room sessions in the one week, received Formal Caution – {Caution to Suspend} or Suspension). They are then eligible to attend the subsequent event/s.

**Disclaimer** – Each individual student's circumstance to not attend an event, activity or excursion that is impacted from the implementation of the Wiripaang Public School Representative Policy will be discussed with executive staff, parent and student and may be reviewed for exemption at the principals' discretion. /

## Anti-Bullying

**Anti-Bullying Plan** – Wiripaang Public School has an individualised Anti-Bullying Plan in line with the Department of Education guidelines and protocols. The plan is published on Wiripaang Public School's website and outlines practices in communication, school culture and inclusion, student wellbeing practices, protocols and professional learning for new and existing staff and the importance school/home partnerships are to ensuring the plan's details are adhered to by all community members.  
<https://antibullying.nsw.gov.au/>

Link to school Anti Bullying Plan - chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/[https://wiripaang-p.schools.nsw.gov.au/content/dam/doe/sws/schools/w/wiripaang-p/policies/2025/Anti-Bullying\\_plan\\_2025.pdf](https://wiripaang-p.schools.nsw.gov.au/content/dam/doe/sws/schools/w/wiripaang-p/policies/2025/Anti-Bullying_plan_2025.pdf)

## Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention, Early, Targeted and Individual Intervention	Positive Behaviour for Learning (PBL)	Explicit teaching of PBL universals.  Using fortnightly behaviour data through analysis and PBL team meetings to discuss, plan, prepare and implement whole school lesson focus areas.	K-6
Prevention, Early, Targeted and Individual Intervention	Learning and Support Team	The Learning Support Team is a whole school approach to supporting students with particular needs. providing learning and support for students with a disability, learning difficulty or behaviour support need..	K-6
Prevention, Early, Targeted and Individual Intervention	Whole school acknowledgements	Whole school rewards. Acknowledgement assemblies. Student rewards and acknowledge sessions/events and activities	K-6
Prevention, Early, Targeted and Individual Intervention	Student Voice	Student Representative Council that is made up of various students across each stage of learning throughout the school.	K-6
Prevention, Early, Targeted and Individual Intervention	In class support – Buddy Class, visuals	All classrooms have a PBL board displaying a behaviour expectation matrix. There are also visual reminders of behaviour expectations.	K-6
Prevention, Early, Targeted and Individual Intervention.	Social/Emotional Programs	Programs such as Bro Speak, Sista Speak, Sista Speak, Seasons for Growth, Rock and Water, Jujitsu and many more to support students behavioural choices	k-6
Prevention, Early, Targeted and Individual Intervention	School Counsellor/ Paediatrician	Engagement with the School Counsellor and /or School based Paediatrician to support engagement with external services and/or support internally with assessments/counselling	K-6
Prevention, Early, Targeted and Individual Intervention	Student Wellbeing Officer	Employment of a Student Wellbeing Officer through National Chaplaincy program to provide individualised, group and whole support to students, families and community.	K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention, Early, Targeted and Individual Intervention	Transition to and from school	Transition programs – including Preschool to Kindergarten, Year 2 to year 3, Year 6 to high Schools and many more to ensure smooth and seamless transitions	K-6
Prevention, Early, Targeted and Individual Intervention	Professional Learning	Staff engage in various professional learning throughout the year to enhance their knowledge and understanding to support students' behavioural and social/emotional needs	K-6
Prevention, Early, Targeted and Individual Intervention	Deputy Principal Wellbeing	School-based employment of Deputy Principal to support staff, student and community wellbeing and welfare through individualised support through external and internal support avenues	K-6
Prevention, Early, Targeted and Individual Intervention	Team Around a School	Internal DoE staff accessed on a needs basis to support individual students in an array of domains including behaviours, attendance and other circumstances where the need is beyond the schools' 'normal' abilities to support a student.	K-6



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

Responding to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyberbullying are reflected in the Student Behaviour Management Process/ Flow Chart and the Bullying Response Flowchart - see appendix 1 and 3 and is reflected in the Behaviour Consistency Guide below.



## Wiripaang Public School

### Positive Behaviour for Learning - Behaviour Consistency Guide

Response to ALL problematic student behaviour is: calm, consistent, brief, immediate, respectful and private

Expected behaviour

Staff to correct

Sentral record (Minor)

Sentral record (Major)



Disruptive Behaviour	Disrespectful Manner / Swearing	Intimidation / Harassment / Exclusion	Physical Violence / Aggressive Play / Rough Games
Allow Others to Learn	Use Respectful Language	Use Kind, Calm Words	Keep Hands and Feet to Self
Off task behaviour affecting the learning of other students	Swearing as an exclamation Indistinct mutterings	Isolated name calling, put downs, intimidation or exclusion	Unintentional or minor contact
Continued interruption of other students Off task behaviour affecting whole class learning	Isolated lack of respect in manner Repeated lack of respect/ challenging manner	Repeated name calling, put downs, intimidation or exclusion Inciting problems through words or actions	Intentional contact - Pushing/ shoving/ grabbing
Repeated interruption of others' learning Consistent/deliberate behaviour affecting whole class learning	Verbally aggressive Swearing abusively at adult/peer Persistent challenging manner	Sustained name calling, put downs, intimidation or exclusion Threatening harm Harm caused by inciting problems	Tackling/striking with intent Pursuing to strike Spilling on or at somebody
Inappropriate use of Property (Equipment / Resources)	Inappropriate Toilet Use	Refusal to participate in tasks	Unsafe or Inappropriate Movement
Use Equipment Safely and Respectfully	Use Facilities Appropriately	Start Tasks Promptly	Walk
Careless use or accidental breakage of property	Playing in the toilet	Slow to comply or begin tasks	Inappropriate movement (running,
Accidental breakage of property and/or reckless misuse	Inappropriate use of toilet area and facilities	Refusal to begin tasks Refusal to remain on task Refusal to complete catch up work	Continued inappropriate movement after redirection Movement that impacts others' safety
Intentional breakage or damage of property through destructive use	Repeated inappropriate use of toilet area and facilities, or damage to area invading privacy	Repeated / persistent refusal to begin tasks or remain on task	Repeated refusal to follow safety instructions and/or caused injury to self or others
Dangerous Climbing/Swinging	Dishonesty	Out of Bounds	Inappropriate Touching
Play Safely	Honest Interactions	Stay Visible	Safe Hands and Safe Feet
Climbing without supervision Climbing inappropriate objects/structures	Not disclosing important information	Careless wandering	Inappropriate touching without intent
Continued climbing or swinging after teacher correction	Intentional dishonesty	Repeated presence in out of bounds	Inappropriate touching with intent
Intentional climbing and refusal to follow safety instructions	Repeated intentional dishonesty	Absconding Intentionally evading supervision	Deliberate, targeted, inappropriate touching

### Responses to serious behaviours of concern

- 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](#).

## ‘Planning Room’ (Restorative Practice and Reflection)

‘Planning Room’ is Wiripaang Public School's restorative practice/reflection room. It is operated at both breaks by the Deputy Principal Wellbeing. Students will attend ‘Planning Room’ and complete restorative practice conversations and activities to help them learn pro-social ways to deal with issues or conflict that have occurred. Students are notified by the Deputy Principal Wellbeing for First Break session at approximately 11.20am each day. Classroom teachers inform students if they are to attend the Second Break ‘Planning Room’ session from behaviours that may have occurred in the middle session or First Break as per the Behaviour Flowchart for Major behaviours. The duration of the ‘Planning Room’ session will be determined by the Deputy Principal Wellbeing once the incident has been investigated, discussed and follow up actions decided upon with the student/students.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom based warning system	At time of behaviour	Class Teacher	SENTRAL
Restorative Practices	We strive for calm and engaged classrooms through applying preventative strategies such as: Positive classroom climate through classroom expectations, providing and teaching explicit rules, engaging lessons, active supervision and offering pre-corrections. Until student is calm and ready to learn.	Class Teachers / Executive Staff	SENTRAL
Minor behaviours	Incident recorded in Sentral. Behaviour monitored for improvement or ongoing/persistent, which leads to major behaviour	Classroom Teacher & Executive Staff	SENTRAL
Major behaviours	Incident recorded in Sentral. Planning Room scheduled in Sentral. Behaviour monitored for improvement or if ongoing exec to be contacted and support or assist in supporting student to seek self-regulation methods.	Classroom Teacher & Executive Staff	SENTRAL
Formal Caution	Incident recorded in Sentral. Planning Room scheduled in Sentral. Student monitored in class and on the playground via RPS behaviour cards, when required.	Principal or nominated site supervisor	Recorded/completed on SENTRAL Parents notified.
Suspension	As per DoE Student Behaviour Procedure – Suspension Documentation	Principal or nominated site supervisor	Recorded/completed on SENTRAL Parents notified.

## Review dates

Last review date: [31.01.2025: Day 1, Term 1, 2025]

Next review date: [31.01.2026: Day 1, Term 1, 2026]

## Appendix 1: Bullying Response Flowchart

