

Bellambi Public School Behaviour Support and Management Plan

Overview

Bellambi Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

- Berry Street Education
- Positive Behaviour for Learning
- KidsXpress

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

Bellambi 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.

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

Partnership with parents and carers

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

- inviting parent/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Bellambi Public School will communicate these expectations to parents/carers through the school newsletter, school website and our other communication platforms. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Bravery	Enthusiasm	Leadership	Synergy
We tell the truth	We are curious	We speak respectfully	We keep each other safe
We own our mistakes	We are active listeners	We are organised	We work cooperatively
We don't give up	We are on task	We aim high in our learning	We help each other
We are ready to learn	We work above and beyond	We are proud of our culture	We give and receive respect
We play by the rules	We ask for help	We think creatively	We are empathetic
We show sportsmanship	We play safely	We wear full school uniform with pride	We respect country
We solve problems	We play fairly	We learn from mistakes	We celebrate differences
We are safe	We embrace challenges	We listen to each other	We respect all abilities
	We are imaginative and playful	We are welcoming	We include others
	We give compliments	We walk with purpose	We are patient
	We are on time to school and class		We respect a quiet learning space
			We are respectful digital citizens

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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching school values
- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning and play
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Clubs	Clubs are led collaboratively by teachers, student learning support officers and student based on student requests. Clubs are an opportunity to develop relationships with teachers and peers who have similar skills and interests with the aim of enhancing a sense of belonging.	K-6
Prevention	Increased supervision ratio	Extra teachers and student learning support officers are rostered on to the playground roster. The role of these staff is to engage students in positive play.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention/Early Intervention	Police Youth Liaison and PCYC	Our school works closely with the police youth liaison office and PCYC officers on a regular basis to: <ul style="list-style-type: none"> - Deliver cyber-safety programs - Community engagement programs 	Staff, students K-6
Prevention	Healthy Deadly Kids Program	HDK is unique in Australian sport, developed and run by Indigenous Australians. The program is a healthy living education initiative aimed at primary school aged children from Early Stage 1 – Stage 3 that focuses on teaching a holistic view of health and wellbeing.	Stage 2 students
Early intervention	Circle Time – Circle solutions for student wellbeing	Circle Solutions philosophy and pedagogy can be used to build relationships and resilience for children and young people. Putting current research on wellbeing into practice, Circle Solutions addresses issues not incidents, solutions rather than problems, and strengths rather than deficits, providing a framework for student engagement and learning.	Students 3-6

Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance support and procedures</u>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator

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. See Appendix 1.

Bellambi Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks) and documenting concerns
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Prevention	Early Intervention	Targeted/Individualised
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Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
<p>1. Behaviour expectations are taught, following the school’s behaviour curriculum, and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. Emotional regulation visuals include: Ready to learn chart, zones of regulation</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> - free and frequent - dojo points - moderate and intermittent – values stars and merit awards - significant and infrequent – Bronze, Silver and Gold awards <p>Moderate reinforcers are recorded on a class chart. Infrequent reinforcers are recorded on Behaviour / wellbeing ITD system (SENTRAL).</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied e.g. Time-out/reset, alternate play-plan (see Detention, reflection and restorative practices)</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system (SENTRAL) and contact parent/carer by email or phone. Executive/principal may consider further action e.g. level and success card (see appendix 3), formal caution or suspension (see responses to serious behaviours of concern).</p>
	<p>4. Teacher records on Behaviour / wellbeing ITD system (SENTRAL) by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school’s anti-racism contact officer (ARCO). If there is a pattern of behaviours the stage supervisor may issue a Level 1 and the student is supported with the use of a success card (see appendix 3).</p>	<p>4. Refer to the school’s Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through seesaw or phone calls home are used to communicate student effort to</p>	<p>Teacher contacts parents by phone or email when a range of</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses,</p>

meet expectations. Recognition awards for positive individual and class behaviour are given at regular school assemblies.	corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	including referral to the LST, school counsellor, outside agencies or Team Around a School.
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system (SENTRAL). These 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
- level system (see appendix 3)
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, seesaw, 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

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Alternate play plan – withdrawal from free choice play and re-allocation to specific playground area, office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices. This may be as an individual or with a group</p>	<p>This is to be address concerns of behaviour in the playground. It can used after other strategies such as redirection and re-teaching behaviours have been effective.</p> <p>It may be implemented immediately by the teacher on duty or the next day at lunch and/or recess</p>	<p>Classroom teacher or teacher on duty</p>	<p>Recorded on Behaviour / wellbeing ITD system (SENTRAL) as a follow-up action to a minor behaviour.</p> <p>Include details of the behaviour and the other management strategies tried.</p>
<p>Time-out/Reset</p> <p>Teacher-directed time-out/reset is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.</p> <p>Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.</p> <p>Time-out or reset may occur at a designated spot in the classroom, in another supervised classroom, at a designated supervised outdoor area or supervised in the office.</p>	<p>Immediately after other de-escalation strategies and teaching practices have been tried. If other strategies were successful a time-out or reset is not required.</p> <p>This may range from 5-20mins depending on the time required for the student to de-escalate and reflect on behaviours.</p>	<p>The classroom teacher or teacher on duty.</p>	<p>Recorded on Behaviour / wellbeing ITD system (SENTRAL) as a follow-up action to a minor behaviour.</p> <p>Include details of the behaviour and the other management strategies tried.</p>

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Detention/Reflection</p> <p>Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.</p> <p>Students will be able to eat their food during this time and access the toilet if required.</p>	<p>As close as possible to the breach in behaviour.</p> <p>To occur during lunch or recess break.</p> <p>Detention/reflection is for the duration of the 30min break, however, may be shortened at the discretion of the supervising teacher.</p>	<p>The principal or executive teacher.</p>	<p>Recorded on Behaviour / wellbeing ITD system (SENTRAL) as a follow-up action to a <u>major</u> behaviour.</p>
<p>Restorative practice –circles in groups</p> <p>Restorative practices are held in a circle so that not one person is seen as the leader or in control. Through participating in circles regularly, students will learn the value of building and maintaining peaceful classroom communities, develop and use language that is reflective of restorative practices and use restorative questioning to help them communicate more effectively. This is fundamental in the preventative and early intervention stages of the care continuum.</p>	<p>When there is conflict between a group of students that can't be resolved through other strategies such as self-facilitated negotiation between the students.</p> <p>Implemented during a lunch or recess break.</p>	<p>Classroom teacher in conjunction with supervisor</p>	<p>Recorded on Behaviour / wellbeing ITD system (SENTRAL) as a follow-up action to a minor behaviour or as an additional comment in the wellbeing module.</p>

Review dates

Last review date: 12/12/2024 Week 9, Term 4 2024

Next review date: Day 1, Term 1, 2024

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Appendix 1: Behaviour management flowcharts

Classroom Management Flowcharts

It is a priority that all students are engaged in learning. It is expected that all students will comply with the school values and classroom expectations in order to contribute to a positive learning environment.

Minor Behaviour – Teacher Managed

1. Golden Statements

Golden statements rephrase directive language into positive statements. e.g “I will begin when everyone is sitting and silent. Instead of “Everyone needs to sit down and be silent.

Reinforce positive behaviours by praising those students demonstrating the correct behaviour.

2. Non-verbal redirect

Nonverbal redirection techniques are methods and strategies a teacher will employ, without using words or sounds, to keep students focused on learning with minimal disruption.

- Use proximity to students to alert them to your presence
- Use subtle gestures
- Use body language
- Allow take up time for the student/s to respond

3. Verbal redirection

Verbal redirection is used to distract the student from the undesirable behaviour and help them engage in the correct behaviour.

- Offer the student help with the task
- Ask a question or make a statement about the task
- Allow take up time

4. Ready to learn chart (warnings) > in class time-out/reset

All students begin the day on ready to learn. If golden statements, non-verbal redirection and verbal redirection have not been effective in correcting the behaviour:

- I. Ask the student to move their name to a warning on the chart.
- II. Explain to the child why they need to move their name and restate the desired behaviour.
- III. If the behaviour continues repeat steps 1 and 2, moving the child to the second warning.
- IV. If the behaviour continues, the student can be directed to time-out/reset within the class ([see detention, reflection and restorative practices](#)).

5. In class time-out/reset

- 20mins depending on the time required for the student to de-escalate and reflect on behaviours.
- Each class has a dedicated time-out reset space.
- If the student does not comply and the behaviour continues to be disruptive to the learning of others use the white phone to call for executive assistance.

- Record the behaviour incident and time-out/reset on sentral

6. Buddy class time-out/reset

If, after using the in-class time-out/reset, the behaviours continue students can be sent to the allocated buddy class for time-out/reset.

- 20mins depending on the time required for the student to de-escalate and reflect on behaviours.
- The teacher of the buddy class does not need engage in resolving the behaviour. The teacher of the buddy class should only interact in a positive manner.
- If the student is disruptive to the learning of the buddy class use the white phone to call for executive assistance.
- Record the behaviour incident and time-out/reset on sentral.

Major Behaviour – Executive Managed

1. Assess risk

In the case of a major behaviour incident in the classroom that poses a risk to staff or student wellbeing:

- Use the phone to notify the office and request executive support.

If the major behaviour does not present an immediate risk to staff or student:

- Follow the below steps
- Notify an executive teacher at the end of the session
- Classroom teachers records the incident on sentral.

2. Minimise disruption to learning

The executive teacher attending will attempt to minimise disruption to the classroom.

The executive teacher will move the disruptive student to buddy class for time-out/reset or to another supervised location.

3. Triage conversation

The executive teacher will conduct a triage conversation when/if the student's behaviours are regulated.

- Collect information and review the incident from multiple perspectives

4. Communicate with the classroom teacher

The executive teacher will have a follow up conversation with the classroom teacher before the student re-enters the classroom.

5. Return the student to classroom

When the student is regulated, the executive teacher will support them to re-engage in learning with minimal disruption to the classroom.

Possible follow up actions

- Teacher conversation with the student

- Restorative conversation with peers/teacher ([see detention, reflection and restorative practices](#))
- Parent/carer phone call
- Letter to parent/carers
- Referral to learning support team
- Behaviour response plan
- Use of level system – see appendix 3
- Detention/reflection ([see detention, reflection and restorative practices](#)).
- Executive to update the sentral incident with follow up actions.

Playground Management Flowcharts

It is a priority that all students are engaged in play or productive activities. It is expected that all students will comply with the school values and playground expectations in order to contribute to a positive playground environment.

Minor Behaviour – Teacher Managed

1. Engage the student in positive behaviour

- Ask them what game they are going to play
- Help them to find a game or friend to play with
- Help them get some play equipment
- Help students establish rules for a game

2. Non-verbal redirect

Non-verbal redirection techniques are methods and strategies a staff member will employ, without using words or sounds, to direct the student toward the positive behaviour.

- Use proximity to students to alert them to your presence
- Use subtle gestures e.g. point to your head to prompt putting a hat on. Point to the COLA/NOLA if they don't have a hat
- Use body language

Allow take up time for the student/s to respond

3. Verbal redirection

Verbal redirection is used to distract the student from the undesirable behaviour and help them engage in the correct behaviour.

- State the expectation e.g. “keep your hands and feet to yourself”, “That area is out of bounds. You need to play on the field.”

Allow take up time for the student/s to respond

4. One-on-one conversation

<p>Have a one-on-one conversation with the student to clearly explain why their behaviour was not correct and how they can demonstrate the correct behaviour. Explain the consequence if their behaviour does not change.</p> <ul style="list-style-type: none"> - Speak calmly - Get down to the student’s level if they are smaller - Explain that if their behaviour doesn’t change they may need to have a time-out to reflect on their behaviour
<p>5. Time-out/reset</p> <p>Teacher-directed time-out/reset is a de-escalation strategy and occurs where a student is directed away from a setting when they engage in behaviours of concern. It is used after other de-escalation strategies and practices have been tried.</p> <ul style="list-style-type: none"> - The teacher designates a spot e.g. at a seat under the COLA, or walking with the teacher - May be 5-20mins - Before the student rejoins play, the teacher restates the correct behaviour and asks the student to repeat it. - Record the behaviour incident and time-out/reset on sentral
<p>6. Return the student to positive play</p> <ul style="list-style-type: none"> - Ask the student what game they are going to play. - State the correct behaviours they need to succeed in the game. - Monitor their behaviour.
<p>7. Communicate with classroom teacher</p> <p>Inform the classroom teacher of the behaviours of concern as soon as possible.</p>

<p>Major Behaviour – Executive follow-up</p>
<p>1. Assess risk</p> <p>In the case of a major behaviour incident in the playground that involves immediate risk to students wellbeing:</p> <ul style="list-style-type: none"> - use phone/walkie talkie to notify the office and request executive support - direct other students away from the risk - monitor from a safe distance <p>If the major behaviour does not present an immediate risk to staff or student:</p> <ul style="list-style-type: none"> - Follow the same management strategies as a minor behaviour - Notify an executive teacher at the end of the break for follow up - Record the incident on sentral
<p>2. Triage conversation</p>

The executive teacher will conduct a triage conversation when/if the student's behaviours are regulated.

- Collect information and review the incident from multiple perspectives

Possible follow up actions

- Teacher conversation with the student
- Restorative conversation with peers/teacher ([see detention, reflection and restorative practices](#))
- Parent/carer phone call
- Letter to parent/carers
- Referral to learning support team
- Behaviour response plan
- Use of level system – see appendix 3
- Detention/reflection ([see detention, reflection and restorative practices](#)).

Executive to update the central incident with follow up actions.

Appendix 2: Bullying Response Flowchart



Appendix 3: Learning Level System

The learning level system is designed to support students to self reflect and monitor their own learning behaviours. The learning level system is at the discretion of the principal or their delegate.

Level	Who	What
Warning	Students demonstrating minor behaviours, in both classroom and playground settings.	Management Flowchart strategies. Record Minor behaviour incident on Sentral, notification to supervisor. Mark as complete.
Yellow Level 1 Classroom	Students who have been recorded on Sentral for 3 Minor Behaviours in the classroom in a period of 5 days will be placed on a Yellow Level 1.	Yellow Success Card (3 days) Sad face = walk with the duty teacher first half of the following break.
Yellow Level 1 Playground	Students who have been recorded on Sentral for 3 Minor Behaviours in the playground in a period of 5 days will be placed on a Yellow Level 1.	Yellow Success Card (3 days) Sad face = walk with the duty teacher first half of the following break.
Orange Level 2 Classroom	Students who demonstrate: - repeated Level 1 behaviours - major behaviours in the classroom	Orange Success Card (5 days) Sad face = walk with the duty teacher first half of the following break.
Orange Level 2 Playground	Students who demonstrate: - repeated Level 1 behaviours - major behaviours in the playground	Orange Success Card (5 days) Sad face = walk with the duty teacher first half of the following break.
Formal Caution of Suspension	As per the NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.	Blue Success Card (5 days) Students remain on this Level for 10 schools day from the date of the formal caution being issued. This card may be for the classroom and/or playground dependent on the behaviours leading to the formal caution of suspension.
Suspension	As per the NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.	Principal/Principals delegate
Return from Suspension Level	Students returning from a period of suspension.	Pink Success Card (5 days) Students remain on this level for 2 weeks from the date of returning from suspension. This card may be for the classroom and/or playground dependent on the behaviours leading to suspension.

Appendix 4: Rewards System

Reward Type	Process	Achievement
Whole School Reward	DOJO'S	<ul style="list-style-type: none"> - As many as you can in all settings ie, hall, playground, library, etc - Display and announce target to students at fortnightly assemblies. Goal: Term 1 – 10,000 - Update target in fortnightly newsletter. - All students to attend Rewards Day.
Individual Reward Bronze, Silver, Gold	<ul style="list-style-type: none"> - Student acknowledged for demonstrating the 4 school values. - Student receive a value sticker to be placed on class chart. - Teacher records achievement on Sentral. -Teacher notifies parent of achievement through Seesaw - Office staff prints certificates and puts them in teacher's pigeon-holes. -Teacher signs certificate and places them and places them in the folder in the back office pigeon-hole. - Certificate and reward presented at assembly. - Students' who have achieved Gold by the end of the year will be invited to a special reward with principal. This will be announced during the year. 	<p>25 value stickers = Bronze award +25 value stickers = Silver award +25 value stickers = Gold award</p> <p>Achieving: Working towards Bronze – T1 Bronze – T2 Silver – T3 Gold – T4</p>
Individual Reward Class Certificates	<ul style="list-style-type: none"> - Teacher writes on the award and places them in the back office pigeon-hole by the Wednesday prior of scheduled assembly. - Teacher records on Sentral. 	4 per class at each whole school assembly

Appendix 5: Minor Behaviours

These behaviours are managed by the teacher at the time they occur. This is not an exhaustive list of minor behaviours however are examples of some common minor behaviours.

Behaviour	Definition/Examples	Possible Strategies for Teachers
Non-compliance with teacher instructions	Refusal to follow instructions, arguing, rudeness	Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Disruptive behaviour	Low intensity, but inappropriate disruption. Affects the teaching and learning e.g. calling out, back chatting	Tactical Ignoring Positive reinforcement Non-verbal redirection Proximity Individual close talk Time out in classroom Time out in buddy class
Off task	Student is not doing their work, out of seat or deliberately neglecting their schoolwork	Individual close talk Offer individual assistance for task Modify task Offer choice
Rumours/Teasing	Sending notes, social media used inappropriately, deliberate ostracising of others, name calling,	Redirect and address with involved students Referral to ARCO for racist comments
Out of Uniform	Student wears clothing that does not fit within the uniform policy	Close talk Phone call home Offer items from clothing pool
Lateness	Late to any class from the playground	Verbal reminders
Rough games/Playing dangerously	Anything that involves wrestling, tackling, not using equipment correctly	Verbal reminder Revise school rules and safety concerns
Deliberate littering	Neglecting to clean up after themselves	Tidy up the playground
Interfering with other people's games	Taking equipment, consistently running through the games	Walk to with the teacher Redirect student by facilitating play with a group
Out of Bounds	Not staying within the designated play areas. Playing in the toilets.	Walk with the teacher
Un-sportsman like behaviour	Swearing, storming off, sledging, constant dominance of the game, not taking turns	Cease the game Verbal reminder of the rules
Indirect swearing	Swearing under your breath/ in the heat of the moment/in frustration which is not directed at another person	Tactical Ignoring Verbal reminder when calm

Appendix 5: Major Behaviours

These behaviours are referred to the schools executive. This is not an exhaustive list of major behaviours however are examples of some common major behaviours.

Behaviour	Definition Examples
Fighting/Physical Aggression/Threats/Assaults	Actions involving threatening acts or serious physical contact where injury may occur e.g. Hitting, punching, burning, hitting with an object, kicking, hair pulling and scratching
Direct Swearing/Abusive language	Anytime a student uses language intended to cause a student or teacher to feel intimidated or humiliated
Bullying	Anytime that a student commits an act intended to cause another student or teacher to feel intimidated or to cause a violent reaction from another student
Defiance/non-compliance	Repeated failure to follow school/class rules
Disruption	Repeated or constant interruptions in a class or activity resulting in the teacher or another student having to stop what they were doing. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; or rough play; and/or sustained out-of-seat behaviour.
Theft	Student is knowingly in possession of, or has been responsible for removing someone else's property.
Forgery	Falsifying parent notes, official documents, plagiarism of assessment tasks or has signed a person's name without their permission.
Harassment/Teasing/Taunting	Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, racist comments, or written notes. These include sustained negative comments or intense verbal attacks based on: <ul style="list-style-type: none"> • sexuality • race • gender • age • physical appearance • ethnic origin • religion • disabilities • other personal matters
Truancy/Partial Truancy	Student leaves class/school without permission or stays out of class/school without permission. This includes leaving school to visit other sites without permission.
Vandalism	Destruction of school or other person's property.