



Padstow North PS Behaviour Strategy

Last Updated: March 2024

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At PNPS we use the care continuum as part of our behaviour strategy. Whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students at PNPS. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

School Behaviour Support and Management Plan – Padstow North Public School

Overview

Padstow North Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. 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. Key programs prioritised and valued by the school community are the You Can Do It (YCDI) Social and Emotional Learning Program, School Values, Kindness Day, Harmony Day and the use of restorative practices.

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

All members of our 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

Padstow North 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/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, consulting with the P & C and parent-teacher meetings.
- using concerns raised through complaints procedures to review school systems, data and practices.

Padstow North PS will communicate these expectations to parents/carers by class dojo, school newsletter, assemblies, parent-teacher meetings, and P&C meetings. 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

Padstow North Public School has the following school-wide values and expectations

Getting along – I can get along with others by accepting everyone, showing respect and being safe.

Persistence – I want to learn and I keep trying when something is challenging. Success comes from hard work.

Resilience – I can solve problems effectively and show strength when times are tough.

Confidence – I attempt all tasks and can share my ideas and opinions with others respectfully during learning and play.

Organisation – I set goals to achieve my personal best, and I come to school ready to learn.

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, please see the bullying response flow chart in support documents.

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 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
- 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	YCDI program	School values are taught weekly through social and emotional learning lessons via the YCDI program.	Staff Students
	Behaviour matrix	Clear and consistent expectations of behaviours via a school behaviour matrix.	Community External services
	Class Dojo	Class based system of expectations and positive reinforcement.	
	Games club	Lunch time games club, teaching students how to take turns and interact with peers in a safe, supportive environment (also an early intervention initiative).	
	Special Interest groups	Extra-curricular clubs, such as mindfulness, coding, drumming and dance; supporting students to feel a sense of belonging.	
	Transition programs	Liaise with families, previous teachers, pre-school, other schools, and external paraprofessionals	
Early intervention	Restorative conversation	A restorative approach that focuses on building, maintaining, and restoring positive relationships.	Staff Students Community
	Parent meetings	Communication with parents when students receive 2 white slips in one term or when concerns arise.	External services
	LST referral	LST referral and AP wellbeing support in and out of the classroom.	
	Time out	This may include developing individualised learning or behaviour plans and social stories. (Also, a targeted intervention strategy). Time out with an AP to discuss alternate strategies and reinforce expectations.	
Targeted intervention	Monitoring Cards	Transition and monitoring cards—learning time and playground.	Staff
	LST support	Playground support to set the student up for success (may include a designated area to play).	Students
	Behaviour contract	Learning and support intervention.	Community External services
	Communication with all stakeholders	Modified individual expectations and goals, via a negotiated behaviour contract. Meetings with parents/caregivers and relevant external support agencies to better understand and develop plans to meet individual student’s needs. Regular contact with families, including celebrating success.	
Individual intervention	Delivery Support	The above strategies also apply for individual intervention, including seeking the delivery support teams expertise.	Staff Students
		Attendance monitoring	Community
		Negotiated playground programs	External services

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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 (please see our behaviour matrix for further details).

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded on School Bytes Wellbeing and are linked to students receiving a white slip. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • Value/rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • time out, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • Value/rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • time out, reflection and restorative practices • communication with parent/carer.

Padstow North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Our school values and You Can Do It program consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours - AP involvement
<p>Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and values/rules.</p> <p>Social emotional learning lessons are taught weekly.</p>	<p>Refer to school-wide expectations (behaviour matrix) and school values and/or supports so that the student can self-regulate. White Slip or warning issued</p>	<p>Seek assistance from executive immediately if there is a safety risk. Teacher dealing with the incident records in School Bytes Wellbeing.</p>
<p>Verbal and non-verbal specific positive feedback is paired with positive reinforcement and encouragement. Refer to school behaviour matrix and values acknowledging expected behaviour.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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>Managing low level behaviours - Frequent positive reinforcers include referencing values/class rules and PN expectations and redirecting where possible.</p>	<p>Use direct responses e.g. value/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.</p>	<p>Executive investigates the incident to determine next steps. Contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. Details recorded on School Bytes Wellbeing.</p>
<p>Individualised intervention. Targeted support may be required for some students, please refer to the care continuum. A behaviour support plan is developed and reviewed every few weeks. Other supports such as a now then chart and social story may be required.</p>	<p>Teacher records behaviour either in School Bytes Wellbeing or on an individualised behaviour tracking sheet. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or Wellbeing AP.</p>	<p>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 or counsellor referral.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through email, dojo (positives shared) or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies or daily in class via dojo.</p>	<p>Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing. 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
- timeout, 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, 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.

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.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when timeout or alternate break activity occurs during lunch or recess in response to a behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time-out room – a structured reflection, including a debrief, goal setting and plan of action to avoid similar problems in the future with individual students.	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes Wellbeing
Behaviour Monitoring Card- facilitating proactive tracking and support tailored to each student, aiming to prevent issues, foster self-management, and create a cohesive approach to behaviour management in both classroom and playground settings.	After time out	Assistant Principal	Documented in School Bytes Wellbeing
Alternate play plan – withdrawal from free choice play and re-allocation to games club for supervised play. The purpose is to assist the student to achieve the desired behaviour, receive support on how to positively interact with others and make good choices.	Next break	Assistant Principal and/or class teacher	Documented in School Bytes Wellbeing or as part of stage meeting minutes
Restorative practice – teacher led communication with students to resolve conflict, take responsibility, plan forward and promote a culture of understanding and empathy.	Scheduled for either lunch or recess break	Assistant Principal And/or class teacher	Documented in School Bytes Wellbeing

Review Dates

Last review date: March 2024

Next review date: March 2025

Appendix - Support Documents

- DOE behaviour code for students
 - PN School Values
- Staff procedures for managing student behaviour
 - Restorative Practices – summary
 - PN Reward System
 - PN Behaviour Matrix
 - Bullying Response Flow Chart
- Student Behaviour Monitoring Cards



Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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.

Behaviour code for students: Student actions

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.



PNPS SCHOOL VALUES

1

CONFIDENCE

I attempt all tasks and can share my ideas and opinions with others respectfully during learning and play.

2

RESILIENCE

I can solve problems effectively and show strength when times are tough.

3

GETTING ALONG

I can get along with others by accepting everyone, showing respect and being safe.

4

PERSISTENCE

I want to learn and I keep trying when something is challenging. Success comes from hard work.

5

ORGANISATION

I set goals to achieve my personal best, and I come to school ready to learn.



Padstow North Public School

Behaviour Strategy and Staff Procedures

At PNPS we build students to be safe respectful learners who build, repair and maintain healthy relationships.

NOTE

White slips are used to support students to be *respectful, safe and engaged learners*. The key focus is on restoring relationships and teaching resolution and problem-solving strategies (restorative practices).

White slips are a way to support students to understand and follow our school values. They provide boundaries & are a tool to let students know when they have crossed these boundaries.

All white slip behaviour must be well investigated. This includes the child admitting or a teacher witnessing the behaviour.

Students with additional needs require support to be successful at school, including following school values. When these students step outside the boundaries a conversation with the AP is to be organised to determine further actions.

A casual teacher experiencing problems with a child must notify the AP. The AP to determine actions.

RFF/support teachers follow the same processes, working in consultation with classroom teachers. RFF teachers can give white slips using these procedures – they are also responsible for the follow up including entering onto Sentral.

When unsure – see an AP or the Principal.

Updated 16/2/24.

Playground and class expectations are clearly displayed in ALL classrooms, including consequences.

Students Not Following Classroom Expectations

3 Warnings in one day = white slip. Classroom teacher issues white slip.

Teacher to record on School Bytes and notify AP.

Classroom teacher keeps record of white slips.

Students Not Following Playground Expectations.

Focus is on students following instructions and redirecting to other areas and/or students.

Warnings can be given – the playground teacher notifies the classroom teacher via email/text (this may contribute to a white slip for classroom & playground issues).

Serious behaviour as indicated on our matrix = white slip or level. **Send for exec support.**

Playground duty teacher to enter behaviour incidents on School Bytes.

Classroom Behaviour: Teacher who gave the white slip meets with the child during break time to discuss and use restorative questions to teach expectations (including the why).

Playground Behaviour: Playground teacher to notify classroom teacher. A **RESTORATIVE CONVERSATION** will then take place ran by the teacher who witnessed/dealt with the incident (may also include class teacher or AP if the duty teacher is not familiar with the child)

2nd White Slip in a term

- Restorative conversation (see box above).
- Teacher to touch base with the AP to discuss.
- Class teacher to call student's family.

3rd White Slip in a term: LEVEL 1

Child referred to AP who implements consequences. Time out - 3 days, restorative conversation, monitoring card 5 days (see behaviour matrix for full explanation)

For a child on a monitoring card (or level), the three-warning process continues before given an "X". They stay on this card until successful in the classroom & playground, then back to base camp. Serious misbehavior to level 2 – action by Principal.

LEVEL 2: Same as Level 1, see behaviour matrix for full explanation.

LEVEL 3: Usually an in-school or suspension involved. On return, student is on monitoring card before returning to base camp. See behaviour matrix for full explanation.

Termly Reward Afternoon. Students who have followed our School Values will participate in a special reward afternoon. (Student with one or no white slips are eligible per term).

What is

RESTORATIVE JUSTICE



When someone's behavior causes someone else harm, restorative justice is those two people meeting to come to a resolution that will **best repair that harm**.

It is **not about punishment** like detention, fines, or prison.

It's about healing and change.

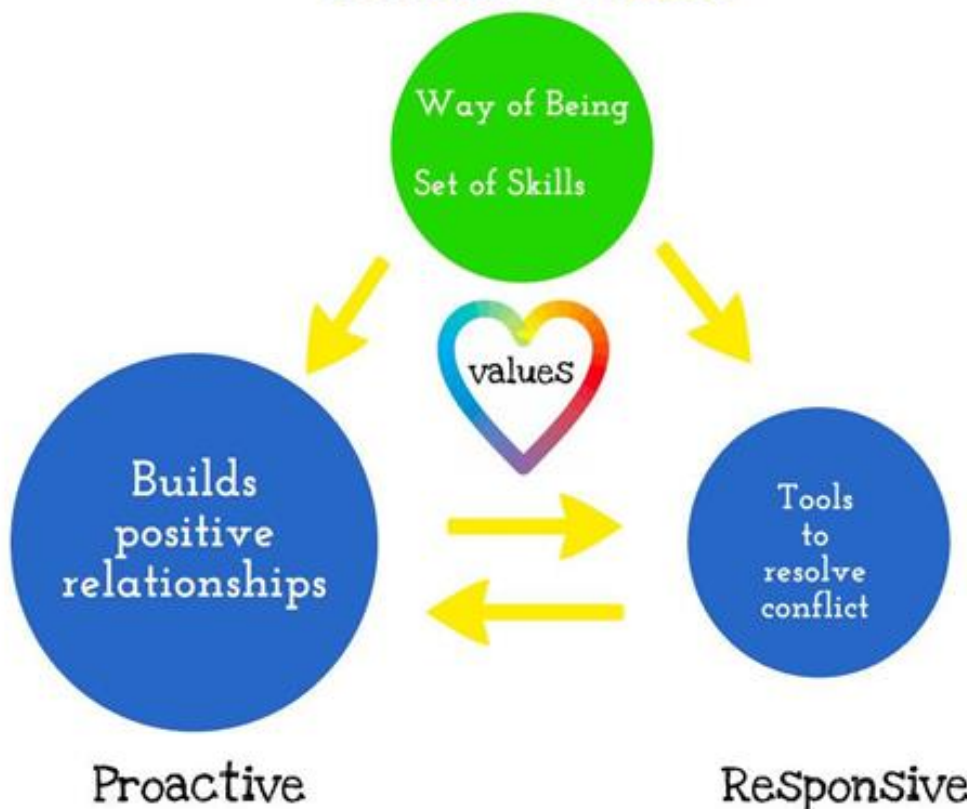
When speaking to someone
who has caused harm...

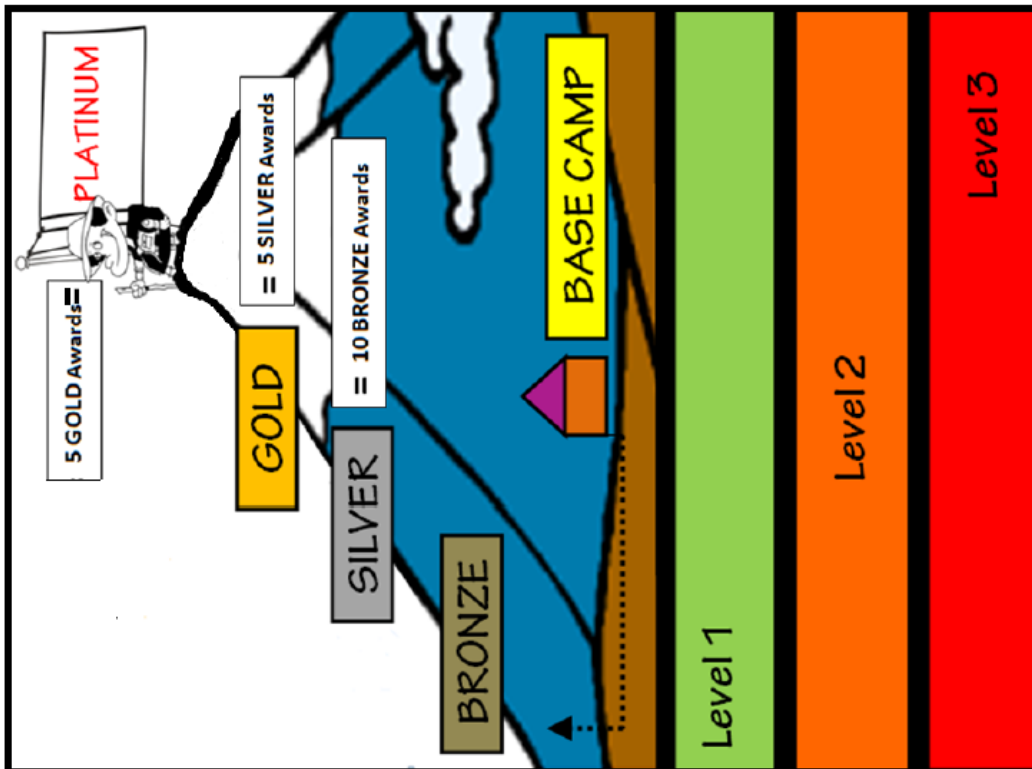
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did? In what way?
- What do you need to do to make things right?
- How can we make sure this doesn't happen again?

When speaking to someone
who was harmed...

- What did you think when it happened?
- What have you thought about since?
- How have you been affected?
- Who else has been affected?
- What's been the hardest part?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

Restorative Practice





Encouragement Award Scheme

10 BRONZE= 1 SILVER

(presented at weekly assembly)

5 SILVER= 1 GOLD

(presented at GOLD Assemblies, Wks 5/10 of each term)

5 GOLD=1 PLATINUM MEDALLION

(presented at end of year award ceremony)

- BRONZE awards can be awarded by all regular members of staff.
- Students alert their classroom teacher when they have collected the required number of awards.
- Classroom teacher signs back of awards before issuing the higher award.
- Awards should be stored safely at home by the student.

PLAYGROUND TICKETS:

can be awarded for exemplary behaviour in the playground. A token is drawn from a box each week at assembly. The child whose token is drawn from the box is awarded a Playground Award which allows the student to spend a token amount at the Canteen the following week.

WARNING 3 warnings = white slip		Support Strategies	Immediate white slip
<p>WHITE SLIP</p> <p>Classroom Examples</p> <ul style="list-style-type: none"> Calling out/back chat Not following instructions Not following class expectations Distracting others Late to class from break Misuse of materials <p>Playground Examples</p> <ul style="list-style-type: none"> Not playing nicely/fairly Running in a walk zone Throwing water Toilet play Inappropriate language (low level) Mobile phone/apple watch used between 9-3 Unsafe hands/feet 	<p>Teacher discretion is required. Possible strategies...</p> <ul style="list-style-type: none"> In class – quick teacher chat Move the child On the playground – have the child sit in a quiet spot to calm, walk and talk Redirect child to another area to play or other students Restorative conversation 	<p>Deliberate unsafe and disrespectful behaviour, such as:</p> <ul style="list-style-type: none"> Deliberately out of bounds and unsafe (ie. car park) Intentional rough and unsafe play (risk of student injury) Low level fighting (may result in 2 white slips if physical and name calling) Pushing/kicking/hitting... Serious name calling/swearing or threats of violence. Continued swearing/inappropriate language. Inappropriate use of google/tech Mobile not secured in school bag 8:45-3pm (e.g., playing games) Continued low level behaviours Very minor stealing (ie. stationery) 	
Typical Behaviours			
<p>LEVEL 1</p> <p>5 days and then returns to base camp if no further incidents occur</p>	<ul style="list-style-type: none"> 3 white slips in a term (This level is repeated behaviours or a SERIOUS incident) Inappropriate serious body contact including fighting or repeated minor fighting. Intimidation/bullying – premeditated and has occurred more than once. Stealing – ie taking from student bags, money... Leaving school grounds Bringing vapes/e-cigarettes to school. Intentional racial/sexist/sexualised comment/s Serious misuse of technology (eg swearing, viewing inappropriate content) Misuse of social media that includes students in uniform or references the school. Misuse of a mobile phone (eg. disrupts learning, continued use in school hours) Deliberate damage to school property (eg. removable graffiti) 	<p>OUTCOME (or at the discretion of the principal)</p> <ul style="list-style-type: none"> Lunchtime time out/reflection - 3 days supervised by a teacher in an open classroom, includes food and toilet breaks. This time is used to support the student to reflect on their behaviour, the impact on others and better strategies to use next time. Restorative conversation – rebuilding relationships Phone call/letter home May result in loss of PSSA (safety & wellbeing concerns) Behaviour monitoring support card and goals established (starting day 1 of level 1); 5 days (must successfully complete before returning to base camp, if behaviour continues additional monitoring support provided) Excursion attendance negotiated with parent. Incident in this time; possible consequences additional timeout or increased time on monitoring card or restart LEVEL 1 or 2 or 3 (principal discretion) 	
<p>LEVEL 2</p> <p>7 days and then returns to base camp if no further incidents occur</p>	<ul style="list-style-type: none"> Persistent Level 1 behaviours Continual harassment/bullying/threatening with the intent to harm. Serious damage to school property, including vandalism Using vapes/e-cigarettes to school (depending on circumstances this may become Level 3) Misuse of technology that targets others, including misuse of mobile phones (eg taking photos & filming without permission, sharing inappropriate content). Depending on the content this may be a level 3 incident determined by the principal 	<ul style="list-style-type: none"> AS above Parent and student interview Time Out – Yrs 3-6 Lunch and recess 3 days, then 2 days lunch (5 days); K-2 lunch and recess 2 days, then 1 day's lunch (3 days). Behaviour monitoring support card and goals established for playground &/or class (depending on need); 7 days (starting day 1 of level 2) No excursions due to safety and wellbeing concerns Incident in this time; possible consequences additional timeout or increased time on monitoring card or restart LEVEL 1 or 2 or 3 (principal discretion) 	
<p>LEVEL 3</p> <p>10 days and then returns to base camp if no further incidents occur</p>	<ul style="list-style-type: none"> Willful serious damage to school property Stealing (major) - from the school (ie. iPad) Possession and intended use of weapons, drugs etc. at school. Violence with deliberate intent Persistent Level 2 behaviours 	<ul style="list-style-type: none"> Possible suspension (Principal decision in line with DOE Behaviour policy) In school supervised suspension in consultation with the child and parents/carers (in line with DOE Student Behaviour Procedures and Restrictive Practices Procedures); 2-5 days Parent and student interview Behaviour contract with clear goals and expectations. Behaviour monitoring support card x 10days (starting day 1 of level 3). Games club to monitor and support lunch time interactions No excursions due to safety and wellbeing concerns 	

Note: This matrix may not be applicable to those students that require individual or targeted intervention, as identified by the principal & LS team (in line with the DOE care continuum). A separate behaviour plan in consultation with all stakeholders will be put in place.

Bullying Response Flowchart

First hour: Listen

- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes Wellbeing
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students



Level 1 Monitoring Card – 5 days (AP to oversee with classroom teacher support)

	Date:	Date:	Date:	Date:	Date:
Morning Session	Signed:	Signed:	Signed:	Signed:	Signed:
Lunch	Signed:	Signed:	Signed:	Signed:	Signed:
Middle Session	Signed:	Signed:	Signed:	Signed:	Signed:
Recess	Signed:	Signed:	Signed:	Signed:	Signed:
Afternoon Session	Signed:	Signed:	Signed:	Signed:	Signed:
Parents Signature					

Name: _____ Monitoring card started on: _____ Ends on: _____

What are my goals?

What strategies do I need to achieve my goals?

Who can help me?



Level 2 K-2 Monitoring Card – 7 days (AP to oversee with classroom teacher support)

	Date:	Date:	Date:	Date:	Date:
Morning Session	Signed:	Signed:	Signed:	Signed:	Signed:
Lunch	Signed:	Signed:	Signed:	Signed:	Signed:
Middle Session	Signed:	Signed:	Signed:	Signed:	Signed:
Recess	Signed:	Signed:	Signed:	Signed:	Signed:
Afternoon Session	Signed:	Signed:	Signed:	Signed:	Signed:
Parents Signature					

Name: _____ Monitoring card started on: _____ Ends on: _____

What are my goals?

What strategies do I need to achieve my goals?

Who can help me?



Level 2 Years 3-6 Monitoring Card – 7 days (AP to oversee with classroom teacher support)

	Date:	Date:	Date:	Date:	Date:	Date:
Morning Session	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:
Lunch	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:
Middle Session	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:
Recess	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:
Afternoon Session	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:	Signed: Signed:
Parents Signature						

Name: _____ Monitoring card started on: _____ Ends on: _____

What are my goals?

What strategies do I need to achieve my goals?

Who can help me?

