



## Wamoon Public School Behaviour Support and Management Plan

### Overview

Wamoon 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 learning is prioritised and valued by the school community. The school implements school-wide positive behaviour strategies which focuses on the core values of Responsible Learners, Respectful Relationships and is used to reinforce positive expectations. The school also implements social emotional learning focused on highlighting the principles of Gratitude, Empathy and Mindfulness as well as restorative conversations and strategies. This learning supports good mental health, positive relationships and supports prevention of bullying.

Wamoon 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

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

Wamoon Public School will communicate these expectations to parents/carers through the school newsletter and school website. 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

Wamoon Public School is guided by our core values to support and encourage positive behaviour. The core values that support the wellbeing of all students are:

- **Responsible Learners**
- **Respectful Relationships**

All staff model these values in all interactions with colleagues, students, parents and community members. Teachers explicitly teach the core values and expectations throughout the school year. Executive staff reinforce these values when supporting students to demonstrate positive behaviour.

<b>Responsible Learners</b>	<b>Respectful relationships</b>
I ask for help	I am kind and talk nicely
I do my best	I keep my hands and feet to myself
I am organised and ready to learn	I listen and be cooperative
I follow instructions	I am honest

## 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](#).

Our school works in partnership with our community to provide a continuum of behaviour support that responds to a range of student needs. Key policies and programs prioritised and valued by the school community are;

- positive, inclusive, respectful and safe practices for supporting positive student behaviour in accordance with the following policy documents - Student Behaviour Policy, Inclusive Education for Students with Disability Policy, Policy for the Elimination of Restrictive practices, School Community Charter.
- universal, preventative, proactive and protective behaviour strategies and programs that help support positive behaviour for all students.
- targeted and early intervention programs to identify and support students who are at risk.
- immediate response strategies and programs for individual students demonstrating complex and challenging behaviour.
- complex Case Management for individual students.

## Whole school approach across the care continuum

Wamoon Public 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 cyberbullying 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 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<b>Positive Behaviour strategies</b>	School-wide expectations	All students
	<b>Restorative Conversations</b>	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	Community
	<b>Build and maintain an inclusive and supportive school culture.</b>	Embrace all learners, have respect for, and value diversity and inclusion by recognising and celebrating <a href="#">Harmony Day</a> , <a href="#">NAIDOC week</a> , <a href="#">cultural inclusion</a> and <a href="#">safer internet day</a> .	Community
	<b><u>National Week of Action (NWA)</u></b>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, all students
	<b><u>Child protection</u></b>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
	<b>Classroom Adjustments</b>	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	<b>PLaSP or PLP</b>	Plans with specific goals for students which are created with the classroom teacher.	Students with needs Aboriginal students
	<b>Teaching explicit social and emotional lessons</b>	Weekly lessons on Gratitude, Empathy and Mindfulness.	School community
Early Intervention	<b>Communication with Parents/Carers</b>	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	<b>Australian eSafety Commissioner <u>Toolkit for Schools to prevent and respond to cyberbullying</u></b>	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.	All
	<b>Chaplaincy Program</b>	Commonwealth funded chaplaincy program. This provides the school with additional person who is available to connect with students and parents.	Students with needs
	<b>Transition Program/s</b>	Includes high school, Kindergarten, new enrolments and support class.	
	<b>Staff Communication Meetings</b>	Principal informing staff of students to monitor.	Staff
	<b>Learning &amp; Support</b>	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
<b>Health Care Plan</b>	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs	
Targeted Intervention	<b>Teaching explicit social and emotional lessons</b>	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K - 6
	<b>Attendance Support</b>	The LST (Principal) and SAM closely monitor attendance across the school.	
	<b>Counsellor Referral</b>	Parent/carer permission for child to access school counsellor.	Students and families
	<b>Functional Behaviour Assessment</b>	Conducted by the Learning & Support team to assist with antecedent triggers.	Students with at-risk behaviour
Individual Intervention	<b>Communication Book</b>	Written communication between classroom teacher and parent/carer.	Students with at-risk or problematic behaviour

	<b><u>Individual behaviour support planning</u></b>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students and families
	<b>Allied Health Support</b>	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	<b>DCS</b>	A disability Confirmation sheet to assist with recognised diagnosis.	
	<b>Access Request</b>	Completed by the school for either Support Class placement or Integrated Funding Support.	
	<b>Learning &amp; Wellbeing Officer</b>	Provides advice and support to access non-school based resources.	Students with complex behaviour

## 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.

Wamoon 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 child or young person’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- 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) where there is a clear and close connection between the school and students’ conduct. Students who have been bullied will be offered appropriate support.

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

- at 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.

### Preventing and responding to behaviours of concern

Wamoon Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour.	Responses to behaviours of concern.
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/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.
3. Tangible reinforcers include those that are: -free and frequent -moderate and intermittent -significant and infrequent  Intermittent and infrequent reinforcers are recorded on the Sentral recording system.	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 a low-level consequence is applied.	3. Principal collects information and reviews the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs are taught weekly.	4. Teacher records on the Sentral system by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the Sentral recording system. 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
- 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.

### Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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](#).

### Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in Sentral

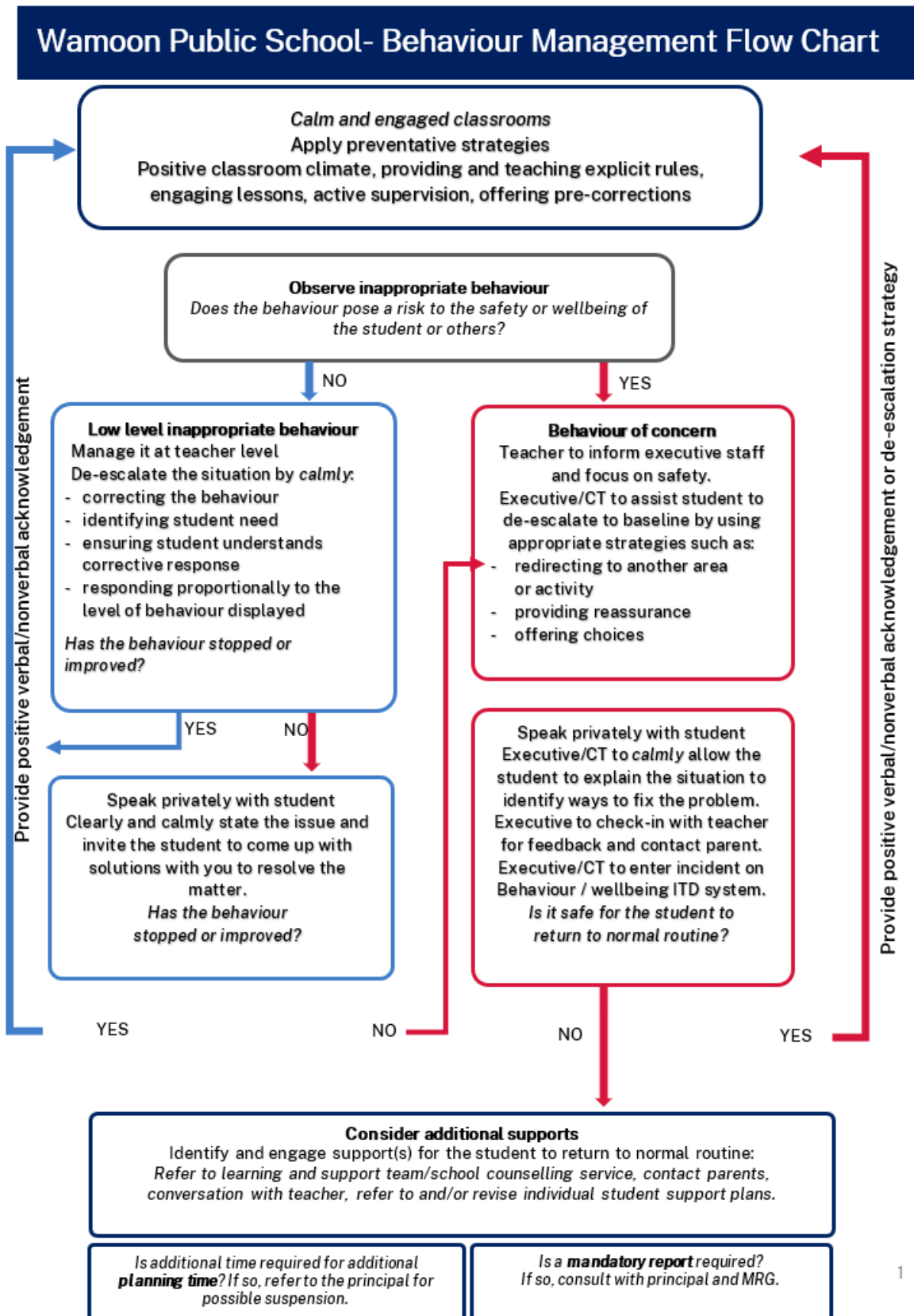
### Review dates

Last review date: Term 1 2025

Next review date: Term 4 2025



Appendix 1: Behaviour management flowchart



# BEHAVIOUR MANAGEMENT CONTINUUM

Wamoon Public School

RESPECTFUL RELATIONSHIPS

RESPONSIBLE LEARNERS

Reviewed: **Term 2, 2024**

REMINDEERS: • Behaviour is driven by thoughts, feelings & experiences • All behaviours of all students are the responsibility of every teacher in the school.

## BEHAVIOUR MANAGEMENT CONTINUUM

CRISIS MANAGEMENT immediate escalation to Principal or Delegate.	EXTREME LEVEL referal to school Executive & record in Sentral	MAJOR LEVEL point-in-time managed & record in Sentral	MINOR LEVEL point-in-time managed	LOW LEVEL point-in-time managed	CALM/BASELINE LEVEL point-in-time managed
<ul style="list-style-type: none"> <li>Stranger on site</li> <li>All-in Brawl</li> <li>Neighbour Issue</li> <li>Severe Injury</li> <li>Community Concern</li> <li>Parent/Carer Concern</li> <li>Unconscious</li> <li>Fallen Tree or Branches</li> </ul>	<ul style="list-style-type: none"> <li>Assault</li> <li>Continuing persistent behaviour --</li> <li>Criminal Behaviour</li> <li>Destruction of property --</li> <li>Physical Violence</li> <li>Possession/Use/Supply of a drug or illegal substance</li> <li>Possession/Use of weapon, firearm, or knife</li> <li>Psychological Abuse</li> <li>Serious behaviours of concern (pending expulsion)</li> <li>Serious criminal behaviour related to the school</li> <li>Use of implement as a weapon</li> </ul>	<ul style="list-style-type: none"> <li>Abusive Language</li> <li>Aggressive Behaviour (no injury)</li> <li>Bullying (low-level)</li> <li>Cyber-Bullying (low-level)</li> <li>Harassment</li> <li>Misuse of Technology</li> <li>Property</li> <li>Damage/Vandalism</li> <li>Racism or Discrimination (first instance)</li> <li>Sexualised Behaviours (inc. sexual harassment)</li> <li>Verbal abuse (low-level)</li> </ul>	<ul style="list-style-type: none"> <li>Absconding/Truancy</li> <li>Defiance/Refusal</li> <li>Disruption</li> <li>Excessive Swearing</li> <li>Intimidation</li> <li>Out of Bounds</li> <li>Rough Play</li> <li>Spitting</li> <li>Teasing</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Off-task</li> <li>Running on cement</li> <li>Speaking out of turn</li> <li>Work avoidance</li> <li>Speaking loudly</li> <li>Screaming</li> <li>Talking too long</li> <li>Silliness</li> <li>Crying/Upset</li> </ul> <p>May need to be recorded in Sentral as an <b>Observation</b>.</p>	<ul style="list-style-type: none"> <li>Compliance</li> <li>On-task</li> <li>Listening</li> <li>Following instructions</li> <li>Playing nicely</li> <li>Engagement</li> <li>Positive Language</li> </ul> <p>If you're not 'capturing' and recognising <b>POSITIVE BEHAVIOUR</b> often, then you will never see a change in the behaviours you want to see.</p>

## RESTORATIVE FRAMEWORK

AFFECTIVE STATEMENT + FAST & FREQUENTS	REINFORCE EXPECTED BEHAVIOURS	EXPECTATION CLARITY	PAST - PRESENT - FUTURE	EXECUTIVE INTERVENTION	RESPONSE-ANALYSIS- SAFETY
<p>Everywhere, any time!</p> <p><b>F&amp;F</b></p> <p><b>RESTORATIVE CRICLES</b> Preventative, positive interactions</p> <p><b>AFFECTIVE STATEMENT EXAMPLES</b> "I love the way you are ..." "Thank you for being ..." "It makes me so happy to see ..."</p>		<p><b>NOTIFY:</b> I can see that you have been ...</p> <p><b>IMPACT:</b> "How does this behaviour impact you? Others?"</p> <p><b>GOAL:</b> "What do you need to do to turn this around?"</p> <p><b>EXPECTATION:</b> "Can we agree that if you don't turn it around, this will be the consequence ..."</p> <p><b>RECOMMENDED ...</b> Record in <b>Sentral</b></p>	<p><b>PAST</b> What facts. Tell me what happened.</p> <p><b>PRESENT</b> How are we feeling right now? Why is that important?"</p> <p><b>FUTURE</b> What are we going to do to make things right? Actions speak louder than words.</p> <p><b>THEN ...</b> Record in <b>Sentral</b></p>	<p><b>ENQUIRE</b> Tell me what happened. Why?</p> <p><b>ENGAGE</b> Did we hear your side of the story? Were you asked for it?"</p> <p><b>EXPLAIN</b> Are you clear on what went wrong, how it affected people and what we're doing about that together?"</p> <p><b>EXPECTATION</b> Are you super clear on whether there are consequences coming for failing to live up to the standards we've set?"</p> <p><b>THEN ...</b> Record in <b>Sentral</b> &amp; inform Exec who will help make a decision on <b>Planning Room</b> and phone calls home.</p>	<p><b>INDOORS</b> 1. Call the office and state that assistance is needed for a CRISIS. Monitor &amp; keep others safe. 2. Office seeks Principal or delegate immediately.</p> <p><b>OUTDOORS</b> 1. Send a runner to the office with a CRISIS emergency message. Monitor &amp; keep others safe. 2. Office seeks Principal or delegate immediately.</p> <p><b>Principal or delegate will initiate a Response Analysis Method.</b></p> <p><b>THEN ...</b> Complete Hazard/Incident form and seek support through Being Well, EAPs or union rep if needed.</p>

How can I access support for managing behaviour?



Learning & Support referral



Discuss with an Executive



Ask for a Functional Behaviour Assessment



Seek PL support



### Appendix 3: Observable behaviours

## OBSERVABLE BEHAVIOURS CHART

Wamoon Public School

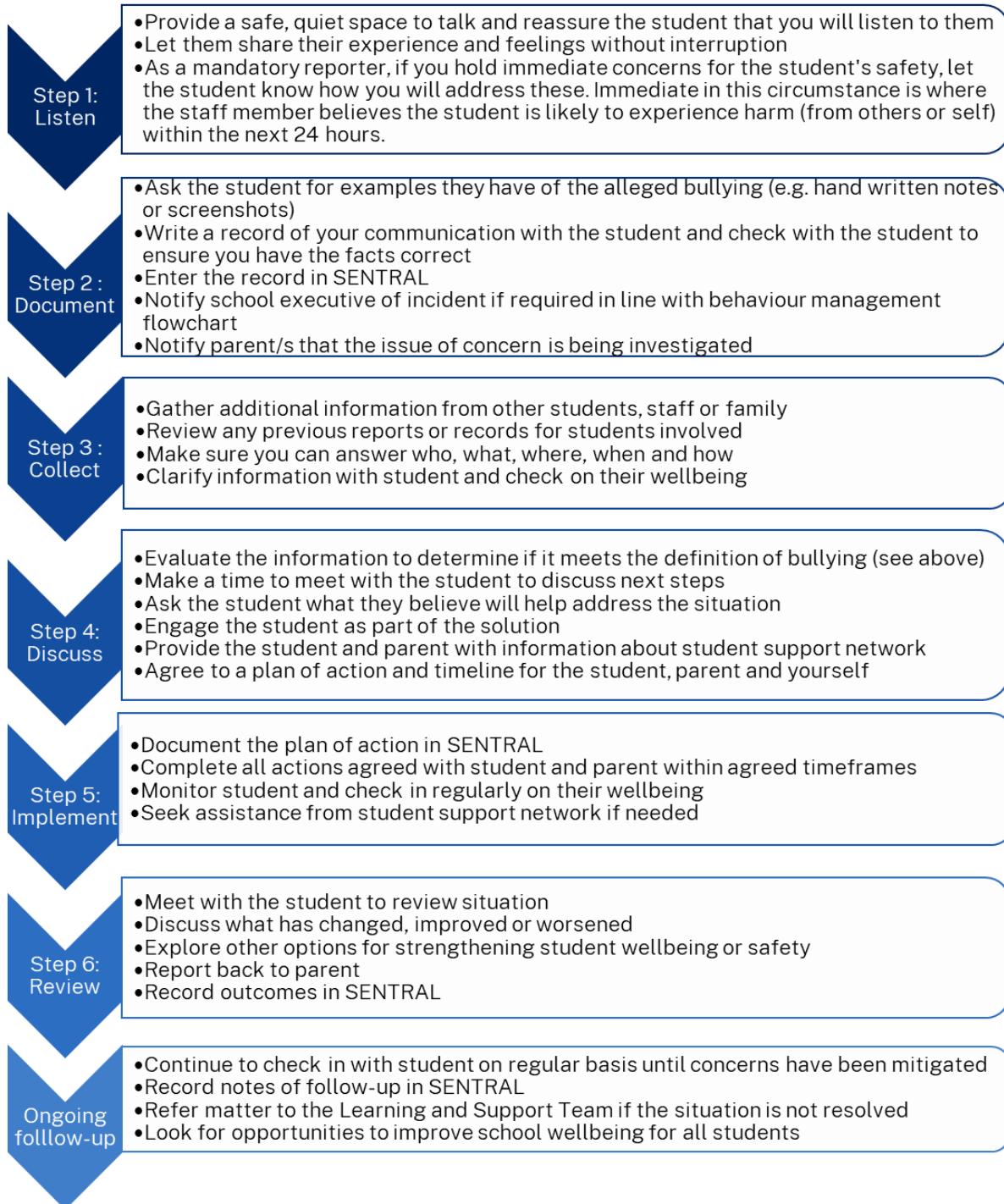
BEHAVIOUR/DESCRIPTION	MINOR	MAJOR	EXECUTIVE	Strategy	Formal Caution	Suspension
Absconding/Truancy	✓			🔊🔊		
Defiance/Refusal	✓			🔊🔊		
Disruption	✓			🔊🔊		
Excessive Swearing	✓			🔊🔊		
Intimidation	✓			🔊🔊		
Out of Bounds	✓			🔊🔊		
Rough Play	✓			🔊🔊		
Spitting	✓			🔊		
Teasing	✓			🔊🔊		
Theft	✓			🔊🔊		
Abusive Language		✓		🔊🔊		
Aggressive Behaviour (no injury)		✓		🔊🔊		✓
Bullying (low-level)		✓		🔊	✓	
Cyber-Bullying (low-level)		✓		🔊	✓	
Harassment		✓		🔊🔊	✓	
Mis-use of Technology		✓		🔊	✓	
Property Damage/Vandalism		✓		🔊	✓	
Racism or Discrimination (first instance)		✓*		ARCO	✓	
Sexualised Behaviours (inc. sexual harassment)		✓		🔊	✓	
Verbal abuse (low-level)		✓		🔊🔊	✓	
Assault			✓	🔊		✓
Continuing persistent behaviour - unacceptable risk to another person's learning and/or wellbeing			✓	🔊		✓
Criminal Behaviour			✓	🔊		✓
Destruction of property that poses unacceptable risk to health and safety			✓	🔊		✓
Physical Violence			✓	🔊		✓
Possession of a suspected drug or illegal substance			✓	🔊		✓
Possession of prohibited weapon, firearm, or knife			✓	🔊		✓
Psychological Abuse			✓	🔊🔊		✓
Serious behaviours of concern - pending expulsion			✓	🔊		✓
Serious criminal behaviour related to the school			✓	🔊		✓
Supply of suspected drug or illegal substance			✓	🔊		✓
Use of a prohibited weapon, firearm or knife			✓	🔊		✓
Use of a suspected drug or illegal substance			✓	🔊		✓
Use of implement as a weapon			✓	🔊		✓

Repeated    ✓ Yes    🗣️ Expectation Clarity    🗣️ P3P3F3    📞 Contact Parent/Carer

- MINOR Teacher manages the behaviour through expectation clarity. The reporting teacher records in Sentral if repeated behaviour.
- MAJOR Teacher manages the behaviour using a P3P3F3 approach (past, present, future). The reporting teacher records in Sentral.
- EXECUTIVE Teacher escalates to an Executive to manage. The reporting teacher records in Sentral. Executive adds.

## Appendix 4: Bullying Response Flowchart

The following flowchart explains the actions Wamoon Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



### Appendix 5: Reinforcing Positive Behaviour Matrix

<b>School-wide Expectations – how we reinforce positive behaviour</b>		
	<b>PBL Expectation Matrix</b>	
	Wamoon Public School	

Responsible Learners	Respectful Relationships
<ul style="list-style-type: none"> <li>I am safe</li> <li>I do my best</li> <li>I am organised and ready to learn</li> <li>I follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>I am kind and talk nicely</li> <li>I keep my hands and feet to myself</li> <li>I listen and be cooperative</li> <li>I am honest</li> </ul>

	I am a <b>Responsible</b> Learner	I have <b>Respectful</b> Relationships
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>Stay focused and on task</li> <li>Use equipment properly</li> <li>Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>Look, Listen and Learn</li> <li>Wait for your turn</li> <li>Be nice to others</li> </ul>
<b>Eating Time</b>	<ul style="list-style-type: none"> <li>Eat my own food</li> <li>Sit at lunch seats</li> <li>Look after my own things</li> <li>Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Quiet conversations</li> <li>Wait and listen to adult instructions</li> <li>Be nice to others</li> </ul>
<b>Computer Use</b>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Use appropriate apps and websites</li> <li>Treat the equipment with care and respect</li> </ul>	<ul style="list-style-type: none"> <li>Listen to instructions</li> <li>Only use your username and password</li> <li>Be nice to others</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>Quiet voices</li> <li>Treat books, furniture and equipment with care</li> <li>Listen to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Look, Listen and Learn</li> <li>Wait for your turn</li> <li>Be nice to others.</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>Walk in office areas</li> <li>Have permission from a teacher</li> <li>Remember your message for the office</li> </ul>	<ul style="list-style-type: none"> <li>Use your manners and speak nicely</li> <li>Wait for your turn</li> <li>Quiet voices</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Use toilets using break times</li> <li>Flush when done</li> <li>Wash hands with soap and water</li> </ul>	<ul style="list-style-type: none"> <li>One person in a cubicle at a time</li> <li>Knock, wait, enter, close</li> <li>Be mindful of personal space</li> </ul>
<b>Assembly area</b>	<ul style="list-style-type: none"> <li>Sit quietly in class lines</li> <li>Ignore inappropriate behaviour of others</li> <li>Be ready to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Be an active audience member</li> <li>Listen to the speaker</li> <li>Eyes to the front</li> </ul>
<b>Transitions</b> (throughout the school and afternoons)	<ul style="list-style-type: none"> <li>Wait patiently for the teacher</li> <li>Stay together in class lines</li> <li>Walk safely</li> </ul>	<ul style="list-style-type: none"> <li>Quiet voices</li> <li>Keep my hands and feet to myself</li> <li>Stay on concrete areas and paths</li> </ul>
<b>Play Areas</b>	<ul style="list-style-type: none"> <li>Wear a hat in sunny areas</li> <li>Follow game rules</li> <li>Walk on concrete areas</li> <li>When the bell goes, finish playing, go to the toilet and line up</li> </ul>	<ul style="list-style-type: none"> <li>Use nice words to others</li> <li>Keep hands and feet to self</li> <li>Look out for each other</li> <li>Stay in bounds</li> </ul>
<b>Fixed Equipment</b>	<ul style="list-style-type: none"> <li>Walk around equipment</li> <li>Be mindful of others</li> <li>When the bell goes, finish playing, go to the toilet and line up</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Use nice words</li> <li>Keep my hands and feet to myself</li> <li>Be nice to others</li> </ul>

## Appendix 6: Promoting Positive Student Behaviour

### Promoting Positive Student Behaviour

Initiative	Where?	Description
<b>Restorative Conversations</b>	<b>All-settings</b>	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
<b>Classroom Rewards</b>	<b>Classrooms</b>	Each teacher utilises their own whole-class rewards system each week which may result in extra play etc.
<b>End of term (Week 10)</b>	<b>End of Recess</b>	All students engage in extra 20 minutes of play to recognise their learning and approach to wellbeing.
<b>Assembly Merit Award</b>	<b>Assemblies</b>	Students are recognised for their outstanding efforts in weekly assemblies. Names go into the newsletter.

## Appendix 7: Supporting Positive Classroom Behaviour Checklist

### Supporting Positive Classroom Behaviour Checklist

Questions to ask if behaviour is persistent and ongoing and the student has not responded to your classroom behaviour support and management plan. For more information visit... [DoE Resources](#)

Ask yourself – Have I?

	Developed a classroom behaviour support and management plan and communicated this to my students?	
	Spent time clearly explaining and teaching my students the expectations for positive behaviour in my classroom? E.g. entering and leaving the room, how to work well in a group, how and when to work quietly, how to seek help, how to move around the room, routines for managing classroom tasks etc	
	Made an effort to develop a relationship with this child? Found something they are interested in to talk about with them, made the first contact each day a positive one etc	
	Looked closely at the child's history on Sentral and in their record card?	
	Spoken to previous teachers to discuss successful strategies?	
	Focused on the students' strengths? Looked for the positives? Reinforced what they are doing well? Praise, praise, praise!	
	Started to record examples of behaviour on Sentral?	
	Informed the Principal of the issue?	
	Discussed the behaviour with the student privately and asked how you can help assist them with improving their behaviour?	
	Communicated with the parents/caregivers to seek their support in working with their child?	
	Considered the function of the behaviour? Is the behaviour about seeking attention, avoiding work, fear of failure or trauma related?	
	Considered individual supports for the child? E.g. visual timetables or reinforcement, timers, calm spaces,	
	Thought about the behaviour that is having the greatest impact and focused on supporting the student with that first, while strategically ignoring other less intrusive behaviours?	
	Referred to department resources when developing supportive behaviour programs	
	Referred to the Learning Support Team	
	Developed an Individual Behaviour Support and Management Plan	

## Appendix 8: Restorative Conversations Framework

### Restorative Conversations

Mistakes and muck ups happen but we can fix them.

Choose to keep your conversations **WARM**.

**W**

**What happened?**

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?

**A**

**Affect**

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?

**R**

**Repair**

What do I need to do to repair things?

How will this help put things right?

When can this happen?

**M**

**Move Forward**

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?

Restorative conversations are a short (5-10 minute) dialogue between two people. Typically, this occurs between a teacher and student; however, it can be used in almost any context including a principal and teacher or staff member.

These are intentional positive conversations that give the student or other party the opportunity to also reflect on positive behaviours.

Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed.

**Through a bullying lens:** ongoing bullying issues are often dealt with by Assistant Principals and the Principal. These conversations can take place during Planning Rooms visits, at break times or in the playground. Often, these conversations take place with the students involved, with a follow-up phone call to parents/carers after the meeting. If there is severe or ongoing concerning behaviours, these are passed on to the Principal and are dealt with in more formalised meetings.